

**ALINE MORAES DE CARVALHO**

**A DETAILED LOOK AT PUBLIC SCHOOL IN-SERVICE EFL TEACHERS' SELF-ESTEEM**

Dissertação apresentada à Universidade Federal de Viçosa, como parte das exigências do Programa de Pós-Graduação em Letras, para obtenção do título de *Magister Scientiae*.

Orientadora: Ana Maria Ferreira Barcelos

**VIÇOSA - MINAS GERAIS  
2020**

**Ficha catalográfica preparada pela Biblioteca Central da Universidade  
Federal de Viçosa - Câmpus Viçosa**

T

C331d  
2020  
Carvalho, Aline Moraes de, 1988-  
A detailed look at public school in-service EFL teachers'  
self-esteem / Aline Moraes de Carvalho. – Viçosa, MG, 2020.  
169f. : il. (algumas color.) ; 29 cm.

Inclui apêndices.

Orientador: Ana Maria Ferreira Barcelos.

Dissertação (mestrado) - Universidade Federal de Viçosa.

Referências bibliográficas: f.114-120.

1. Autoestima. 2. Professores de inglês. 3. Escolas públicas  
- Brasil. I. Universidade Federal de Viçosa. Departamento de  
Letras. Programa de Pós-Graduação em Letras. II. Título.

CDD 22 ed. 158.1

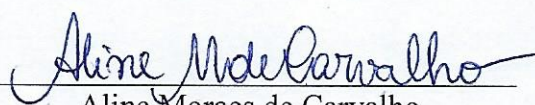
ALINE MORAES DE CARVALHO

**A DETAILED LOOK AT PUBLIC SCHOOL IN-SERVICE EFL TEACHERS'  
SELF-ESTEEM**

Dissertação apresentada à  
Universidade Federal de Viçosa,  
como parte das exigências do  
Programa de Pós-Graduação em  
Letras, para obtenção do título de  
*Magister Scientiae*.

APROVADA: 30 de março de 2020.

Assentimento:



---

Aline Moraes de Carvalho  
Autora



---

Ana Maria Ferreira Barcelos  
Orientadora

*I dedicate this study to its participants who kindly opened themselves to my inquiries and every other teacher who constantly face and assume the challenge to teach English in Brazil.  
To all of you my sincere respect and admiration.*

## ACKNOWLEDGEMENTS

I want to start thanking my participants, without whom this research would not be possible, for agreeing to put themselves in such a vulnerable position.

I also appreciate the time the members of the examination board have dedicated to reading and contributing to this study.

Likewise, I acknowledge both the Graduate Program in Languages at UFV and Capes (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior), which financed in part this study (Finance Code 001), for giving me the opportunity to conduct and dedicate myself to this research.

I am immensely grateful for the knowledge, learning, and laughter shared with and by the amazing group of students/researchers gathered by Ana Maria F. Barcelos, Ákila, Flávia, Gabriela, Jamylla, Maggie, Pauliane, Silvia, Simoni, and Vagner.

I am also thankful for all the people who crossed my path in this journey: my colleagues at DLA and Celin, my professors, and my students. You are part of my history, part of who I am becoming. A special thanks to my lovely professors Cida Zolnier and Gracia Gonçalves for the immense faith and trust they have on me. More importantly, to always sharing a bit of their lives, home, food, and love with me.

I also want to express all my gratitude to my adviser and professor, Ana Maria F. Barcelos, who I admire immensely and also take as a friend. Thank you for everything ☺!

I want to express all my gratitude to my family, especially my parents and my partner, Hugo. Thank you for the unconditional love and support, which came in many forms. Most importantly, for understanding my absence, even when I was present; and for enduring my mood changes. I love you with all my heart.

**"You is kind. You is smart. You is important."**

**The Help, 2011**

## RESUMO

CARVALHO, Aline Moraes, M.Sc., Universidade Federal de Viçosa, março de 2020. **Um olhar detalhado sobre a autoestima de professoras de inglês em serviço na escola pública.** Orientadora: Ana Maria Ferreira Barcelos.

Diversos trabalhos na formação de professores, dentro da Linguística Aplicada têm apontado um número expressivo de professoras de inglês com baixos níveis de autoestima, apesar de este não ter sido o foco de investigação desses estudos (BARCELOS, 2016; 2011; BARCELOS & COELHO, 2010; ZOLNIER, 2011; ZOLNIER & MICCOLI, 2009). De acordo com Reilly (2012), a autoestima é um fator necessário quando se trata da formação de professores, pois quando ela é saudável, eles podem se avaliar de forma mais realista, estando abertos para mudanças e crescimento, além de serem mais propensos à felicidade, à um trabalho mais efetivo e ao estímulo à autoestima de seus estudantes. Contudo, apesar de alguns estudos sobre autoestima terem sido realizados no contexto brasileiro (DOHMS, 2011; SILVEIRA, 2010; FABRET, 2007; LAGO, 2007), ainda são poucos aqueles que focam na autoestima de professores de língua inglesa. Esta pesquisa qualitativa teve como objetivo investigar a autoestima de três professoras de inglês em serviço atuando em uma escola pública brasileira. O referencial teórico baseou-se em estudos sobre autoestima na área de psicologia social tais como Peñaherrera León *et al* (2014), Mruk (2013), Branden (1996a; 1996b). Os dados foram coletados através de Teste de Autoestima de Professores (ARZOLA & COLLARTE, 1992), narrativas visuais e escrita e entrevistas. Os resultados sugeriram que a autoestima de cada participante é distinta e que os fatores que aparentam ter maior influência sobre essa autoestima, positiva ou negativamente, são: a) o nível de proficiência percebido por elas; b) suas crenças; c) a sensação de serem aceitas, valorizadas e respeitadas pela comunidade escolar, através de demonstrações de apoio, confiança e afeto; d) resultados alcançados junto aos alunos; e e) retorno/avaliação de pessoas significativas. Este estudo traz implicações para a formação inicial e continuada de professoras de inglês, na medida em que entendendo sua autoestima e os fatores que a afetam é possível investir em sua formação a fim de desenvolver e manter níveis saudáveis, propiciando uma prática mais positiva e exitosa junto à comunidade escolar.

Palavras-chave: Autoestima. Professoras de Inglês. Escola pública brasileira.

## ABSTRACT

CARVALHO, Aline Moraes, M.Sc., Universidade Federal de Viçosa, March, 2020. **A detailed look at public school in-service EFL teachers' self-esteem.** Adviser: Ana Maria Ferreira Barcelos.

Several studies in language teacher education within Applied Linguistics have pointed out a significant number of English teachers with low self-esteem, although it was not the main focus of these studies (BARCELOS, 2016; 2011; BARCELOS & COELHO, 2010; ZOLNIER, 2011; ZOLNIER & MICCOLI, 2009). According to Reilly (2012), self-esteem is necessary in teacher education since a healthy self-esteem can help teachers evaluate themselves more realistically and be more open to changes and development, besides being more prone to happiness, to work more effectively, and to encouraging students' self-esteem. Yet, although some studies have been conducted in the Brazilian context (DOHMS, 2011; SILVEIRA, 2010; FABRET, 2007; LAGO, 2007), very few have focused on English teachers' self-esteem. This study aimed at investigating the self-esteem of three in-service English teachers working at a Brazilian public school. The literature review was based on studies on self-esteem in social psychology such as Peñaherrera León *et al.* (2014), Mruk (2013), Branden (1996a; 1996b). Data were collected through the Teacher Self-esteem Test (ARZOLA & COLLARTE, 1992), visual and written narratives, and interviews. The results have suggested that each participant's self-esteem is different and the factors that seem to influence most on their self-esteem, either positively or negatively, are: a) their perceived level of proficiency; b) their beliefs; c) the feelings of being accepted, valued and respected by the school community through demonstrations of support, approval, trust, and affection; d) results achieved; and e) feedback from significant others. This study brings implications for teacher education and continuing education since by understanding how EFL teachers' self-esteem works and by identifying its main influences and consequences, we can help teachers to develop and maintain balanced levels of self-esteem, thus helping their practice and the school community.

Keywords: Self-esteem. EFL teachers. Brazilian public school.



## LIST OF FIGURES

Figure 1	A methodological continuum of scientific methods.....	36
Figure 2	Visual narrative 1 - Aparecida.....	63
Figure 3	Visual narrative 2 - Aparecida.....	64
Figure 4	Visual narrative 1 - Cláudia.....	68
Figure 5	Visual narrative 2 - Cláudia.....	68
Figure 6	Visual narrative 2 - Beatriz.....	69
Figure 7	Visual narrative 1 - Beatriz.....	81

## LIST OF CHARTS AND TABLES

Chart 1	The major contributors to the development of the <i>construct self-esteem</i> .....	22
Chart 2	Common characteristics of Types/Levels of Self-Esteem.....	24
Chart 3	Common teacher attitude according to their self-esteem.....	34
Chart 4	Categories in the analysis of visual narratives.....	55
Chart 5	Self-esteem elements in the visual narratives.....	56
Chart 6	Factors influencing EFL teachers' self-esteem.....	110
Table 1	Distribution of students amongst grades.....	39
Table 2	Teacher Self-esteem Test scenarios and dimensions.....	45
Table 3	Teacher Self-esteem Test dimensions scores.....	50
Table 4	Teacher Self-esteem Test scenarios scores.....	50

## TABLE OF CONTENTS

<b>CHAPTER 1: INTRODUCTION</b> .....	12
<b>1.1 Aims of the study</b> .....	13
<b>1.2 Significance of the study</b> .....	14
<b>1.3 Overview of the thesis</b> .....	15
<b>CHAPTER 2: LITERATURE REVIEW</b> .....	16
<b>2.1 Teacher education and affect</b> .....	16
2.1.1 Affect and the self .....	16
2.1.2 Teacher's beliefs and emotions .....	17
<b>2.2 Defining Self-esteem: A brief perspective</b> .....	19
2.2.1 Defining self-esteem .....	21
2.2.1.2 <i>The two-factor approach</i> .....	22
2.2.2 Main types of self-esteem .....	23
2.2.2.1 <i>Low self-esteem profile</i> .....	24
2.2.2.2 <i>Defensive self-esteem profiles (types I and II)</i> .....	25
2.2.2.3 <i>High self-esteem, aka medium self-esteem profile</i> .....	26
<b>2.3 Major research findings</b> .....	27
2.3.1 Internal factors .....	29
2.3.2 External factors .....	29
2.3.3 The importance of self-esteem .....	31
<b>2.4 Language teacher's self-esteem</b> .....	32
<b>CHAPTER 3: METHODOLOGY</b> .....	36
<b>3.1 Nature of the research</b> .....	36
<b>3.2 The context and its participants</b> .....	37
3.2.1 Ethical procedures .....	38
3.2.2 The school .....	39
3.2.3 The participants .....	40
3.2.3.1 <i>Participant 1 – Aparecida</i> .....	41
3.2.3.2 <i>Participant 2 – Cláudia</i> .....	42
3.2.3.3 <i>Participant 3 – Beatriz</i> .....	43
<b>3.3 Instruments for data gathering</b> .....	43
3.3.1 The teacher self-esteem test .....	44
3.3.2 Narratives .....	46
3.3.2.1 <i>Visual narratives</i> .....	47
3.3.2.2 <i>Written narratives</i> .....	48
3.3.2.3 <i>Interview</i> .....	48
<b>3.4 Data organization and analysis</b> .....	49
3.4.1 The teacher self-esteem test .....	50
3.4.2 Narratives .....	51
3.4.2.1 <i>Visual narrative analysis</i> .....	53
3.4.3 Data triangulation .....	56
<b>CHAPTER 4: RESULTS AND DISCUSSION</b> .....	57
<b>4.1 Teachers' approach to teaching</b> .....	57
4.1.1 Beliefs .....	57

4.1.1.1	<i>The places to learn English: public schools x private language</i>	57
4.1.1.2	<i>Learners</i>	60
4.1.1.3	<i>Teacher roles</i>	65
4.1.1.4	<i>Language teaching</i>	67
4.1.2	<i>Teachers' practices</i>	71
4.1.2.1	<i>Actions in class</i>	72
4.1.2.2	<i>Use of Portuguese x English</i>	75
4.1.2.3	<i>Difficulties of their practice</i>	77
<b>4.2</b>	<b>Evaluation</b>	79
4.2.1	Perceived evaluations made by the school community	79
4.2.2	Their impressions of the other EFL teachers	85
4.2.3	Themselves (proficiency and practice/performance)	87
4.2.4	Relationships within the school community	91
4.2.4.1	<i>Their students</i>	92
4.2.4.2	<i>English school teachers</i>	95
4.2.4.3	<i>Other school agents and parents</i>	97
4.2.5	Emotions	100
<b>CHAPTER 5: FINAL CONSIDERATIONS</b>		105
<b>5.1</b>	<b>Answering the research questions</b>	105
5.1.1	Question 1: How can we characterize the self-esteem of in-service	105
5.1.1.1	<i>Participant 1 – Aparecida</i>	106
5.1.1.2	<i>Participant 2 – Cláudia</i>	107
5.1.1.3	<i>Participant 3 – Beatriz</i>	108
5.1.2	Question 2: Which factors contribute to the development of their self-esteem?	109
<b>5.2</b>	<b>Implications of this study</b>	111
<b>5.3</b>	<b>Limitations of this study</b>	112
<b>5.4</b>	<b>Suggestions for future research</b>	112
<b>REFERENCES</b>		114
<b>APPENDICES</b>		121
APPENDIX A – Informed consent form		122
APPENDIX B – Teacher Self-esteem Test		123
APPENDIX C – Guideline for visual narrative 1		125
APPENDIX D – Guideline for visual narrative 2		126
APPENDIX E – Guideline for written narrative		127
APPENDIX F – Guideline for interview – Participant 1 (Aparecida)		128
APPENDIX G – Guideline for interview – Participant 2 (Cláudia)		130
APPENDIX H – Guideline for interview – Participant 3 (Beatriz)		132
APPENDIX I – Interview transcription – Participant 1 (Aparecida)		134
APPENDIX J – Original excerpts in Portuguese		163

## CHAPTER 1

### INTRODUCTION

As an EFL teacher myself, I have struggled with my professional self-esteem since I started teaching, in 2012. As an undergraduate Languages student, I also realized that some of my colleagues also faced similar issues. Thus, I decided to research their self-esteem as pre-service EFL teachers in my conclusion paper (CARVALHO, 2016). This study made me reflect and read more about self-esteem and made me want to continue researching about it. After some years teaching, I still engage in inner conflicts over my competence and worth as a teacher, focusing much in comparisons with my fellow coworkers and approval of students. Hence, I wondered why this might happen with me. Even though I considered myself prepared and proficient in the language I teach, I still struggled with self-esteem issues. Thus, I asked myself if this might affect other in-service teachers as well. I believe that if could understand this better, something could be done to reduce the stress I (and others) face due to (my) self-esteem issues. Thus, this was my continuing motivation for this study.

The circumstances in which the process of teaching and learning foreign languages occurs in Brazil are complex. First, there is a shortage of suitable material, insufficient classes and an excessive number of students in each classroom, in addition to very little initiative for in-service teacher development (ZOLNIER, 2010). Second, teachers feel frustrated due to the lack of status of their profession and the subject they teach, English as Foreign Language (EFL), and to the constant questioning of their competence, besides being blamed for students' failure (LANDY, 2010). Dohms (2011) points out that these difficulties have been the main cause of the teacher's burnout, which is characterized by the feelings of exhaustion, devaluation, low levels of self-esteem and motivation, and also the desire to abandon the profession. In one of the few projects of continuing teaching education for teachers of English as a foreign language in *Minas Gerais*, the one hosted at *Universidade Federal de Viçosa*, researchers identified a considerable number of teachers demotivated and with low self-esteem levels (BARCELOS & COELHO, 2010), a fact also identified in other similar studies (BARCELOS, 2016; 2011; ZOLNIER, 2011; ZOLNIER & MICCOLI, 2009).

Schools have been pointed as one of the places where self-esteem alters the most, mainly because of failure, competition, and comparisons (CABRAL, 2006). Mosquera (1977 *apud* FABRET, 2007) suggests two major factors affecting teachers' self-esteem, especially: the experiences of failure and the low status the teaching profession may have. Branden (1996b) discussed the human desire to be visible and appreciated by others, and the

consequent need to work in a supportive environment which endorses our practice, mainly through messages (verbal or not) transmitted by significant others, such as coworkers and students, in a school environment, for example. Moreover, according to the author, a healthy self-esteem is translated into perseverance in the face of challenges, a behaviour consistent with our convictions, values, beliefs, and integrity. A person with an unhealthy self-esteem, on the other hand, might be passive, less attentive to the needs of her everyday activities, and less persistent in the face of difficulties (BRANDEN, 1996a), as well as more susceptible to psychological issues, like anxiety and depression, in addition to physical illness and difficulties in her social life (REILLY, 2012). All of these symptoms, including low self-esteem, are the common reasons for teachers' burnout and career abandonment (DOHMS, 2011). However, merely labeling people with high or low self-esteem does not explain, nor help understand how and why they hold certain behaviours and emotions (LEVY, 2019).

Some studies have suggested that EFL teachers have low levels of self-esteem (BARCELOS, 2016; 2011; BARCELOS & COELHO, 2010; (ZOLNIER, 2011; ZOLNIER & MICCOLI, 2009). Other studies have investigated teachers' self-esteem (Dohms (2011), Fabret (2007), Freire (2016), Lago (2007), Silveira (2010)).<sup>1</sup> . However, none of them have focused on in-service EFL teachers.

Thus, this qualitative study aims to contribute to other studies in the field of Applied Linguistics, by investigating the status of the self-esteem of in-service teachers of English as a foreign language working in a Brazilian public school. More specifically, this study aims at answering the following questions:

- a) How is in-service EFL teachers' self-esteem working in a Brazilian public school characterized?
- b) Which factors contribute to the construction of their self-esteem?

### **1.1 Aims of the study**

Considering the questions raised above, the general aim of this study is to understand how the self-esteem of in-service teachers of English as a foreign language working in a Brazilian public school is constituted.

---

<sup>1</sup> Two undergraduate conclusionpapers were conducted on pre-service teachers' self-esteem entitled "Autoestima de professores de inglês em pré-serviço" by Carvalho (2016) and "A autoestima de professores de inglês em formação inicial" by Soares (2016), both at Universidade Federal de Viçosa, Brazil. The first one focused on the self-esteem of pre-service EFL teachers on their last semester in the Languages course, based on their senses of readiness and security to teach, and the latter on the influence the feedback pre-service EFL teachers' get in an outreach program could have on their self-esteem.

According to the general aim, the specific aims are as follows:

- a) To characterize the self-esteem of three in-service EFL teachers working in a Brazilian public school.
- b) To identify the factors that contribute to the construction of these teachers' self-esteem.

## 1.2 Significance of the study

This study is justified by two main reasons. First, this is a relevant theme for language teaching education. According to Branden (1996b), self-esteem can be one of the most valuable psychological resources we can have when facing the challenges our future might bring, mainly in our work environment. It is not an emotional luxury anymore, but a survival tool. More importantly, teachers' self-esteem has been proved to be important to the whole educational system (BRANDEN, 1996a). According to the researcher "a teacher with low self-esteem levels almost always uses destructive and humiliating tactics to keep students under control, possibly resulting in an increase of the self-esteem problems they already have"<sup>2</sup> (BRANDEN, 1996a, p.58). On the other hand, a teacher who has developed a positive self-image contributes to healthier and more affective intra and interpersonal relationships in the school setting, possibly enhancing her practice (MENDES et al., 2012). As a matter of fact, recent research has shown the important role self-esteem plays in helping us taking the necessary risks to learn, be creative, and interact with people productively and assertively (LEVY, 2019; MRUK, 2013; RUBIO, 2014).

Second, despite the number of publications on self-esteem (LEVY, 2019), there seem to be few significant research studies on EFL teachers' self-esteem (REILLY, 2012; BEER & BEER, 1992; DOBBINS, 1996; KHEZERLOU, 2014). Nonetheless, in Brazil, studies that discuss this topic are not found easily, mainly in dissertations and thesis in Applied Linguistics (ASSIS, 2011). Yet, we can cite some recent works in Applied Linguistics, Education and Psychology, such as Dohms (2011), Fabret (2007), Freire (2016), Lago (2007), Silveira (2010). These studies focus on teachers of Spanish (FABRET, 2007) and teachers of Portuguese and the influence of their self-esteem on students' learning (FREIRE, 2016), prospective teachers as learners of English (SILVEIRA, 2010) and English Literature (LAGO, 2007), but only two focusing on pre-service EFL teachers (CARVALHO, 2016; SOARES, 2016). Despite their contribution to the studies on self-esteem, neither of them focuses on in-

---

<sup>2</sup> Free translation.

service teachers of English as a foreign language working in Brazilian public schools, as this study proposes.

### **1.3 Overview of the thesis**

In this Introductory Chapter, I presented the aims of this study, the two research questions that guided the study, and briefly discussed its relevance to language education research in the field of Applied Linguistics. In Chapter II, I discuss the theoretical framework on which this study is founded. It is divided into four sections on teacher education and affect, the definition and main types of self-esteem; major research findings; and the implications of self-esteem for foreign language teachers. In Chapter III, I present the methodology used to collect the data. I start by explaining the ethical considerations in order to develop the study and describe context and the participants, to then explaining the data collection instruments and presenting the procedures for data analysis. In Chapter IV, I present and discuss the findings of this study. Finally, in Chapter V, I respond to the research questions, discuss some implications and limitations of the study and offer suggestions for future research.



## CHAPTER 2

### LITERATURE REVIEW

This chapter, divided into four main sections, brings the theoretical framework of the concepts in this study. In the first section, I discuss teacher education and affect, such as teachers' sense of self, beliefs, and emotions. The second section explains and defines self-esteem and its main types. The third one presents the major research findings about self-esteem, its importance, and factors responsible for its changes. In the last section, I discuss the implications of self-esteem for foreign language teachers.

#### 2.1 Teacher education and affect

This study, within the field of Applied Linguistics, interacts with theories of social psychology, which focus on studies on what we think, feel and act towards ourselves and other people, as well as the influence of those people on the way we think, feel and act (MYERS & TWENGE, 2016; STANGOR; JHANGIANI; TARRY, 2014). For Myers and Twenge (2016), affect, behaviour and cognition are identified as the three main human abilities; self-esteem is related mainly to the first.

As discussed by Hargreaves (1998) and Zembylas (2005), language teaching is an emotional endeavour, mainly because teachers try to manage their emotions to what they consider appropriate when facing both negative and positive experiences in their practice (PAVLENKO, 2012). Yet, according to Pavlenko (2012), the affective processes L2 teachers undergo are deeply shaped by their social contexts.

In this section, I first present the concepts of affect and the self. Secondly, I review the major findings of studies on self-esteem. Finally, I discuss the importance of those themes for language teaching.

##### 2.1.1 Affect and the Self

*“No man, for any considerable period, can wear one face to himself and another to the multitude, without finally getting bewildered as to which may be the true.”*

Nathaniel Hawthorne - *The Scarlet Letter*

Interest in the studies on the self has had a notorious change since the 70s, being the most researched topic in psychology nowadays (MYERS & TWENGE, 2016). Studies on the affective dimension and the concept of self have gained some prominence and recognition in research studies on foreign language learning and teaching (RUBIO, 2014).

Throughout our lives, we undergo biological, psychological, and social processes – which include how others react to us, also known as reflected appraisals. Based on the regularities we find, we may develop a sense of self-sameness or “self” (MRUK, 2013). Mercer (2014) explains that the self can be understood as a dynamic and coherent psychosocial system that involves cognitive and affective factors such as beliefs, emotions, motivation and other processes, in constant reorganization. This system responds to a myriad of aspects regarding one’s interaction in their particular social context.

As teachers, the sense of self we develop also play an important role in our choices when teaching, presenting ourselves as teachers of English as a Foreign Language (EFL), dealing with both colleagues and learners, and facing our daily challenges (WILLIAMS; MERCER; RYAN, 2015). However, in order to work effectively and competently, and also feel so, “we need a healthy but realistic sense of self as language teachers” (WILLIAMS; MERCER; RYAN, 2015, p.58). Unfortunately, according to Williams, Mercer, and Ryan (2015, p.45), that sense of self “may not necessarily be an accurate reflection of our actual abilities or performance, but rather it consists of what we believe to be true of ourselves”. Yet, for them, the self we believe and feel impacts on how we understand and behave in the social context we live in. In addition, we might choose the self we are willing to present, also known as our exterior self, which might be a congruent or a defensive version of our inner self.

Our behaviour is affected by both our beliefs and emotions, which can guide our goals and affect our relationships, “including every educational and language-related encounter, whether as a teacher or a learner” (WILLIAMS; MERCER; RYAN, 2015, p.45). For that reason, in the following subsection, I bring a brief overview of teachers’ beliefs and emotions regarding language teaching and learning.

### 2.1.2 Teacher’s beliefs and emotions

Teaching and learning are processes based on a complex web of cognitive, relational and emotional processes (ARAGÃO & BARCELOS, 2018; BARCELOS & RUOHOTIE-LYHTY, 2018). The cognitive and affective domains, despite being different, are juxtaposed and inseparable (BROWN, 2000; HABRAT, 2013; RUBIO, 2014). Thus, it is already acknowledged how emotions and cognitions (or beliefs) are connected (BARCELOS, 2015).

Both emotions and beliefs influence “teachers’ experiences of their daily professional lives and in the ways they interpret these events to inform future actions” (BARCELOS & RUOHOTIE-LYHTY, 2018, p.115). Besides, we all develop images of the world we live in, holding beliefs of who we are and how we should behave (WILLIAMS; MERCER; RYAN,

2015). They are at the same time social, individual, dynamic, contextual and paradoxical (BARCELOS, 2006). More specifically, according to Barcelos (2006), they can be understood as our construction of reality, the way we see and perceive the world and its phenomena, based on an interactive process of multiple interpretations and resignification of our experiences. In a more direct way, when it comes to learning and teaching a foreign language, beliefs can be understood as the opinions we have about the specificities on those processes (WILLIAMS; MERCER; RYAN, 2015).

According to Williams, Mercer, and Ryan (2015), as language teachers, our beliefs, facilitative and/or debilitating, can affect and mold our approach positively or negatively. To name some, for instance, regarding EFL teaching in Brazilian public schools, many people believe they are not the best places to learn foreign languages since for them EFL teachers provide inefficient teaching, and the school community – meaning students, teachers, principals, school staff, and parents – does not take it seriously (MICCOLI, 2016). Other beliefs held by Brazilian teachers concern students' lack of motivation and potential to learn, and the low status of the subject, in addition to an emphasis on the speaking ability as the main indicator of language proficiency (BARCELOS & COELHO, 2010; BARCELOS & SILVA, 2015; COELHO, 2011). Some of those beliefs may lead to self-fulfilling prophecies (BRANDEN, 1996a; LEVY, 2019; MRUK, 2013; WILLIAMS; MERCER; RYAN, 2015), through which the teacher invests only on students whom she believes can learn the language, in addition to what they are capable of dealing with (WILLIAMS; MERCER; RYAN, 2015).

However, it is important to recognize that it is not a matter of considering beliefs right or wrong but to understand how they shape our behaviour and the reality of the context we live in, interact with and help to construct (BARCELOS, 2006). Equally important, according to Barcelos (2006), is to perceive that beliefs do not always influence our behaviour. Despite its role in shaping teachers' approach, identity and relationships (and vice versa), sometimes there is a certain level of discrepancy between our discourse and our practice (BARCELOS, 2006), mainly because of contextual factors, such as the demands of the school community, also shape our practice (BARCELOS & RUOHOTIE-LYHTY, 2018; BARCELOS, 2006).

Teacher beliefs are both cognitive and emotional, playing an important role in their professional lives (NAGAMINE; FUJIEDA; IIDA, 2018). According to Levy (2019), we can get emotionally attached to some beliefs we develop throughout our lives; when they are questioned, mainly the ones we are attached to the most, we might feel personally criticized or challenged.

Just like beliefs, emotions also influence teachers' practices and have the school setting as its major source (ARAGÃO & BARCELOS, 2018; BARCELOS & RUOHOTIE-LYHTY, 2018; NGUYEN, 2018; ZOLNIER & MICCOLI, 2009). In addition to shaping what teachers might do in class, they also influence their relationships at school (BARCELOS & RUOHOTIE-LYHTY, 2018), which may lead to both positive and negative emotions (BARCELOS & RUOHOTIE-LYHTY, 2018; NGUYEN, 2018; ZOLNIER & MICCOLI, 2009).

Therefore, frustration, disappointment, and anger can be the result of relationships among coworkers (ARAGÃO & BARCELOS, 2018; BARCELOS & RUOHOTIE-LYHTY, 2018; NGUYEN, 2018), probably due to the lack of collaboration and interaction, even isolation, and differences on educational values and approaches (NGUYEN, 2018). EFL teachers' interactions can also be the source of positive emotions when there is an exchange of materials and ideas, as well as emotional support in meetings or casual chats. This ambivalence is also present in the teacher-student relationship, which can spark emotional warmth, caring and affection, as well as anger, mainly due to behavioural incidents (BARCELOS & RUOHOTIE-LYHTY, 2018). Regarding language teaching, Zolnier and Miccoli (2009) point out that teachers can be proud of their teaching practice, but at the same time frustrated with their lack of proficiency in oral skills, which may lead to fears of making mistakes and receiving negative feedback.

According to Xu (2018), teachers' emotional labor is a never-ending process, once it happens in and outside school walls, while they try to manage, regulate, even hide, sometimes, the emotions that result from their interactions with the school community. Martínez Agudo (2018), quoting Chen (2016), states that managing emotions is one of the greatest challenges teachers might face though.

## 2.2 Defining Self-esteem: A brief perspective

*Then value: Oft-times nothing profits more  
Than self-esteem, grounded on just and right  
Well managed; of that skill the more thou knowest,  
The more she will acknowledge thee her head,  
And to realities yield all her shows:  
Made so adorn for thy delight the more,  
So awful, that honour thou mayest love  
Thy mate, who sees when thou art seen least wise.*

*John Milton - Paradise Lost*<sup>3</sup>

---

<sup>3</sup>John Milton, Paradise Lost (1674, p.235).

Digital version available at <https://www.planetebook.com/free-ebooks/paradise-lost.pdf>. Accessed on Aug/2019

One of the oldest concepts of psychology, discussions over what we call self-esteem can be traced back to the works of ancient philosophers like Aristotle (MILLER & MORAN, 2012). However, research on the topic had its first prominent contribution in 1890 with the work of William James (BRANDEN, 1996a; LEVY, 2019; MILLER & MORAN, 2012; MRUK, 2013).

There had been a lot of interest in self-esteem, leading to the creation of a national council in the U.S. in the 80s, followed by the first conference on the topic in Norway in 1990 (BRANDEN, 1996a; SILVEIRA, 2010). The construct was then presented as a possible cure for all educational and social problems, which led to a plethora of programs aiming to enhance self-esteem, mainly in schools (BRANDEN, 1996a; MILLER & MORAN, 2012; MRUK, 2013). However, probably due to an oversimplification of the topic or possible misunderstandings, there has been a counter-movement, also known as self-esteem backlash (BRANDEN, 1996a; MILLER & MORAN, 2012; MRUK, 2013). People were counterproductive when spreading a simplistic view, mainly to students, that every person is good and perfect and should feel good about themselves no matter the cost. Programs to enhance students' self-esteem tended to value positive self-affirmations, avoiding failures, in detriment to reality (BRANDEN, 1996a). For the author, it is a disservice for society when people affirm that self-esteem resumes in simply feeling good about oneself. Affirmations such as those, based on unconditional acceptance, threaten important matters such as conscience, responsibility and moral choices (BRANDEN, 1996a).

Despite this fact, the interest on self-esteem has remained, which can be confirmed by a research conducted by Levy (2019) in one of the world's largest bibliographic database (for printed and electronic works), *WorldCat*. He found 6,317 books with self-esteem on their titles and 18,473 as their subject. Regardless of the number of studies, there seems to be some misunderstanding on the real dimension of the construct, since self-esteem has been used as a synonym for other self-related constructs such as self-appraisal, self-concept, self-confidence, self-image, self-efficacy, self-respect, self-worth, as all these constructs intersect in a way (HABRAT, 2013; MERCER & WILLIAMS, 2014; RUBIO, 2014).

The most common constructs in research on foreign language learning and teaching are self-concept, self-esteem, and self-efficacy (HABRAT, 2013; RUBIO, 2014). Branden (1996a) associates self-concept to identity and self-esteem to the sum of feelings of worth (self-worth) and competence (self-efficacy). More specifically, according to Rubio (2014), self-concept is the sum of our multiple selves, *i.e.* physical, psychological, social, familiar, personal, academic, professional, and so on. Moreover, our qualities and imperfections,

strengths and weaknesses, our possibilities and limitations in life (BRANDEN, 1996a) are formed by the beliefs we hold about ourselves, defining our individuality, in addition to guiding our behaviours (RUBIO, 2014). In other words, it is who we, consciously or not, think we are (BRANDEN, 1996a). The value and appreciation we give to the image we develop of our self-concept is our self-esteem. Despite acknowledging the existence of differences amongst them (HABRAT, 2013; MRUK, 2013; RUBIO, 2014), it is not my aim in this study to scrutinize the theoretical definitions of each term, since my focus is on the professional self.

According to Mruk (2013), it is crucial to start a study with a definition of self-esteem, not only because operational definitions represent a sign of good science, but because each one we present might “lead to different types of theories, research findings, and practical applications” (MRUK, 2013, p.2). Moreover, it creates a limit when naming a phenomenon, shaping our perception of it. He also highlights the importance of acknowledging the perspectives brought by each definition and approach regarding this topic. In the next section, I present a summary of the major definitions of self-esteem and the one chosen to guide this study.

### 2.2.1 Defining self-esteem

Over the years, many have researched self-esteem, in different schools of thought, through different approaches. Hence, there has been a lack of agreement on the findings, and as a consequence, much controversy around a definition that pleases every school (BRANDEN, 1996a; MILLER & MORAN, 2012; MRUK, 2013; RUBIO, 2014). In the literature on self-esteem, there are three major approaches to the construct: the first understands it as a general sense of competence or success in areas that are particularly meaningful to a person; the second, more focused on a sense of worthiness; and the last, that involves the relationship between the first two approaches, also known as a two-factor approach (BRANDEN, 1996a; MRUK, 2013). It is not my objective here to produce a discussion on the validity of each definition of self-esteem. Instead, Chart 1 provides a brief summary of some of the early definitions.

Chart 1 - The maior contributors to the development of the *construct self-esteem*.

Researcher	Approach	Definition
James (1890)	Psychoanalytic	An affective phenomenon, dynamic, subject to change, depends on successes and failures, a ratio of achievements to aspirations, open to enhancement
White (1963)	Psychodynamic	A developmental phenomenon, determined by own accomplishments (internally) and the affirmation of others, affecting behaviour, affected by experience.
Rosenberg (1965)	Sociocultural	A product of influences of culture, society, family, interpersonal relationships.
Coopersmith (1967)	Behavioural	An acquired trait, an expression of worthiness, influenced by parents and others, linked to anxiety and depression
Branden (1969)	Humanistic, Philosophical	A basic human need defined by the sense of worthiness and competence, low level has serious consequences (suicidal attempts, depression, anxiety), dynamic in nature
Epstein (1985)	Cognitive	A basic human need, consequence of one's understanding of the world and others and one's relation to them, hierarchical in nature: global, intermediate, situational

Source: Adapted from Habrat (2018, p.9).

Looking at Chart 1, we can say that despite the differences amongst the definitions, all of them, in some way, connect self-esteem with a feeling of worthiness, subject to external influences and correlated with one's own successes and failures (HABRAT, 2013). Having said that, Branden's (1996a; 1996b) and Mruk's (2013) studies on the two-factor approach of self-esteem provided me with a valuable perspective on the topic, which was used to guide this study.

### 2.2.1.1 *The two-factor approach*

The main idea that guides the two-factor approach is that it works with self-esteem considering the result of an evaluation based on the relationship between competence and worth. This idea is the base for the works developed by Branden (1996a), and later on, by Mruk (2013).

Branden (1996a) sees self-esteem as the confidence we have in our capacity to think, to deal with the challenges we face, in addition to our confidence of being worth of succeeding in our endeavors, of savouring the rewards of our efforts, and of being happy. However, success must be based on worthwhile actions. It means that one can only develop and/or earn self-esteem by being or doing good, according to the values they hold (BRANDEN, 1996a; MRUK, 2013). John Milton's description of what we understand by self-esteem in one of his epic poem *Paradise Lost* (See epigraph on section 2.2) portrays this idea competently, when stating that it involves "matters of right and wrong (worth) and doing them justice by taking appropriate actions (competence)" (MRUK, 2013, p.23). More

specifically, our sense of competence is related to beliefs we have about our abilities, aptitudes, intelligence, and so on, which is our sense of self-efficacy; while our sense of worth is related to the beliefs and feelings that we are worth of being admired, accepted, and so on, also known as self-worth (RUBIO, 20014).

In this study, I use the definition of self-esteem provided by Mruk (2013, p.27), who concisely stated that “self-esteem is the lived status of one’s competence at dealing with the challenges of living in a worthy way over time”. It is to say that a healthy self-esteem, then, culminates in a congruent behaviour regarding the person’s values, beliefs, and convictions (BRANDEN, 1996b).

### 2.2.2 Main types of self-esteem

Traditionally, researchers identify two main types of self-esteem: healthy and fragile self-esteem (BRANDEN, 1996a; 1996b; HABRAT, 2018; KERNIS, 2006; MRUK, 2013)<sup>4</sup>. Typically, self-esteem assessment tests are designed to evaluate three main groups of people: the ones with high, low and medium self-esteem (MRUK, 2013). However, according to Mruk (2013), self-esteem types are much more complex than high and low. For the author, for example, what we know as high self-esteem should be divided into two groups: one associated with the positive phenomena and the other associated with problematic or negative outcomes. For Mruk (2013), we should not only work with three basic types of self-esteem, high, low, and defensive (types I and II), but also acknowledge that each of them has two levels, one of them including clinical significance. Therefore, the main types would be: low self-esteem, ranging from mild to severe; high, from medium to authentic; and defensive self-esteem (types I and II), divided into mildly and severely problematic levels. Their characteristics are summarized in Chart 2.

---

<sup>4</sup> Healthy self-esteem is also known as optimal or authentic self-esteem, while fragile is called contingent, defensive, pseudo, or unstable too.



Chart 2 – Common characteristics of Types/Levels of Self-Esteem.

Defensive Self-Esteem I - Worthiness-Based	High Self-Esteem
<p><b>A. General Type:</b> Unstable or fragile self-esteem characterized by a low sense of competence compensated for by focusing on or exaggerating one's sense of worthiness or importance, sometimes at others' expense.</p> <p><b>B. Levels</b></p> <p><b>1. Acceptance-seeking:</b> Self-esteem often contingent on approval or acceptance from others. Prone to being dependent, sensitive to criticism and rejection.</p> <p><b>2. Narcissistic:</b> Exaggerated sense of worth regardless of competence level, sense of entitlement, and very reactive to criticism. Vulnerable to defensive acting out when threatened personally or socially.</p>	<p><b>A. General Type:</b> Relatively stable or secure self-esteem characterized by higher degrees of self-awareness and openness to experience. Realistic optimism and lower levels of defensiveness. Usually satisfied with life and relationships.</p> <p><b>B. Levels</b></p> <p><b>1. Medium:</b> Stable sense of adequacy in terms of competence and worthiness, interested in more. Future oriented. Easily the most common type and level of self-esteem.</p> <p><b>2. Authentic:</b> General sense of realistic competence and solid worthiness. Actively concerned with living out positive, intrinsic values. Relationships likely to be characterized by openness, mutual respect, and support.</p>
Low Self-Esteem	Defensive Self-Esteem II - Competence-Based
<p><b>A. General Type:</b> Relatively stable reduced level of self-esteem characterized by a concern to avoid further loss of competence and worthiness. Often involves lower levels of relational or life satisfaction.</p> <p><b>B. Levels</b></p> <p><b>1. Negativistic:</b> Generally cautious style of self-regulation, focuses on self-protection. May be negativistic or pessimistic but is generally functional in life and in relationships.</p> <p><b>2. Depressed:</b> Impaired functioning due to a low sense of ability and worth. Often in poor relationships. Vulnerable to depression, giving up, various forms of dependency,</p>	<p><b>A. General Type:</b> Unstable, often fragile self-esteem characterized by low sense of worthiness that is compensated for by focusing on competence and success, sometimes even at the expense of others.</p> <p><b>B. Levels</b></p> <p><b>1. Achievement-seeking:</b> Self-esteem contingent on garnering successes or achievements. Anxious about and sensitive to failure. Often rigid, may seem perfectionistic, and driven toward goals at cost of self or relationships.</p> <p><b>2. Antisocial:</b> Exaggerated need for success or power. Self-esteem easily threatened when faced with loss or criticism. Can involve very aggressive forms of acting out in order to succeed or defend fragile sense of worth.</p>

Source: Adapted from Mruk (2013, p.160).

As it can be seen in Chart 2, two levels are identified within each type, the first is moderate, while the other is more uncommon and extreme - or clinically relevant (MRUK, 2013). These four, but moderate levels of self-esteem are described in the next sections.

#### 2.2.2.1 Low self-esteem profile

People with low self-esteem have issues with both competence and worthiness, either based on a mere perceived or actual lack of them (MRUK, 2013). Low self-esteem is traditionally associated with negative affective and behavioural states, such as anxiety, dependency, depression, hostility and anger, hypersensitivity, increased levels of caution, instability, lack of self-confidence and risk-taking, loneliness, negative thinking, sadness, self-consciousness, timidity, and threat vigilance (MRUK, 2013). Notwithstanding, despite common sense, those people do not feel bad about themselves. In fact, they can function well

in society (MRUK, 2013). More vulnerable to stress, they tend to prioritize self-protection rather than self-expansion, since it makes more sense to maintain what they already have than risking it (MRUK, 2013). This group of people is also more sensitive to self-relevant social cues. More specifically, regarding significant others, people low in self-esteem are more sensitive to possible signs of disapproval, underestimating positive feedback received, reinforcing negative self-beliefs, and engaging in self-protective or self-handicapping measures. According to Mruk (2013), some possible attitudes include setting lower levels of personal and/or relationship satisfaction, which usually leads to avoidance of conflicts in detriment to facing the problems, of taking risks, and of calling attention to themselves.

People low in self-esteem also tend to play safe, with what is known and not demanding. In other words, they take fewer risks, setting the bar for themselves lower (BRANDEN, 1996b). As a result, they have difficulties in providing themselves with the opportunity to experience senses of competence and worth, in other words, a possible healthier level of self-esteem.

#### *2.2.2.2 Defensive self-esteem profiles (types I and II)*

There are also two unbalanced types of self-esteem, defensive self-esteem I and II. They are commonly mistaken for genuine high self-esteem, since one of the components, worth or competence, is missing (MRUK, 2013). In self-esteem inventories, they present an inflated sense of self-worth, not matching their real merits and/or accomplishments (RYAN & BROWN, 2006), overestimating their skills and likeability, and being less realistic about their strengths and weaknesses (TAYLOR & BROWN, 1988 *apud* LEVY, 2019).

If self-esteem is based on success (competence) or being valued by others (worth), defensive self-esteem types are the result of an unbalanced relationship between these two factors, which usually leads to “a state of vulnerability, vigilance, and readiness to defend one’s self” (MRUK, 2013, p.144). As a negative outcome, this focus on self-protection limits the individual’s possibility of self-expansion (MRUK, 2013).

The first type of defensive self-esteem, defensive self-esteem I, is characterized by a deficiency in one’s sense of competence<sup>5</sup> (MRUK, 2013). People under this level tend to “rely on sources of worth and worthiness to feel good about themselves and maintain their identity in a stable way” (MRUK, 2013, p.152). Their sense of worthiness might be high, but once they might not have a history of achievements or actual sense of competence, these people

---

<sup>5</sup> Related to self-efficacy (RUBIO, 2014). It is also known as acceptance-based or worthiness-based self-esteem.

might not face challenges successfully and still feel worthy. As a result, they are prone to “exaggerate the success they have had to feel more competent or they may deny their lack of competence by blaming others for failures” (MRUK, 2013, p.144). According to Mruk (2013), their self-esteem is contingent on being accepted by significant others or seeking their approval. Moreover, according to the author, those people usually strive trying to meet the ideals of perfection others might have, even maintaining an incongruent external self-image, in addition to focusing on pleasing others in detriment of themselves.

Despite not being a problematic type of self-esteem, people might act defensively when feeling criticized, in addition to being more prone to sensitivity to rejection. Moreover, not feeling competent might lead to “underachievement in the workplace, avoiding confrontations, making excuses, and blaming others” (MRUK, 2013, p.152). For the author, another common behaviour of these self-centered people is the constant need for interpersonal feedback and bragging.

In the second type of defensive self-esteem, defensive self-esteem II, despite average or high degrees of competence, a person experiences a lack of worth<sup>6</sup>. Just as the first type of defensive self-esteem, people tend to “base their self-esteem on the one component that they do have and defend against the lack of the other when necessary” (MRUK, 2013, p.144), in this case, competence. According to Mruk (2013), people under this type of defensive self-esteem see success as both a goal and a possible substitute for worthiness. However, as a result, they are more easily threatened by feeling unworthy because they lack a basic sense of being valued or meeting standards of worth.

Those with defensive self-esteem, type II, tend to manifest specific behaviours as competitiveness, perfectionism and a high need for achievement. Consequently, they might become overachievers, working for success even at the cost of their relationships and own physical and mental well-being (MRUK, 2013). According to Mruk (2013), their inability to let things go turns into difficulty in accepting criticism and, more importantly, difficulty to recognize their own achievements. Moreover, they can be more vulnerable to failure, despite defending themselves more vigorously when threatened.

### *2.2.2.3 High self-esteem, aka medium self-esteem profile*

An authentic self-esteem is hard to achieve and to maintain, which explains why it is statistically infrequent. Those with genuine and stable high self-esteem are characterized as

---

<sup>6</sup> Also known as achievement-based or competence-based self-esteem.

*secure* enough to admit their faults and/or limitations and do not need frequent feedback and validation of their worthiness from others or constant successes to maintain themselves (MRUK, 2013). Actually, great part of people who take self-esteem tests is identified as having medium levels of self-esteem (MRUK, 2013). According to Branden (1996b), a person who has medium levels of self-esteem alternates feeling appropriate and right as a person for life and not, which is manifested in incongruent behaviour. For Mruk (2013), it means having a low level of high self-esteem, more positive than negative. Therefore, people with medium self-esteem are more likely to work towards self-enhancement, using the opportunities they face and taking the risks in order to achieve their goals. Moreover, they are more open to initiate and enhance relationships (MRUK, 2013).

In spite of these four types of self-esteem presented, I do not intend here to place participants in any of them specifically. I am more interested in understanding and presenting their characteristics. Moreover, in order to do so, I would have to submit them to a self-esteem test specially designed for that.

Having discussed the main definition of self-esteem used in this research study and the characteristics of people with the four main types of self-esteem, now I turn to the major research findings regarding the construct.

### **2.3 Major research findings**

In this section, I first bring two important authors that describe the possible bases for self-esteem. Second, I discuss important research findings regarding the factors that can influence our self-esteem and its importance to our psychological and social functioning.

Major research findings point to parental factors that affect self-esteem, called the antecedents of self-esteem, such as genetic predisposition, parental support or involvement, parental warmth or acceptance, parental expectations and consistency, and parental style (BRANDEN, 1996a; MRUK, 2013). Likewise, self-esteem is developed across people's lifespan, first from external acceptance and then from the real acceptance of oneself (RUBIO, 2014). It reaches its peak in adulthood, mainly at middle-age, usually declining by the time one is about to retire, mainly when being aware of possible out-of-date work skills, in addition to possible changes in socioeconomic status and physical health declines (MRUK, 2013; RUBIO, 2014).

Despite their importance, those factors regarding parenthood are not the focus of this research. Thus, they will not be presented or discussed in this section. Notwithstanding, it is crucial to highlight that "basic human warmth, encouragement, respect, and support are

necessary for the development or maintenance of self-esteem over the course of a lifetime” (MRUK, 2013 p.64).

According to Branden (1996a; 1996b), self-esteem is based on and influenced by both internal and external factors. The first ones, within the individual, are related to a person’s beliefs and behaviour. The latter ones, related to environmental variables, are known as the experiences and messages, verbal or not, produced by significant others, the culture and organizations (BRANDEN, 1996a; 1996b). In addition to that, Branden (1996a), also proposed that self-esteem is based on six-pillars: the practices of living consciously, self-acceptance, self-responsibility, self-assertiveness, living purposefully and personal integrity.

Similarly, Robert Reasoner, in a partnership with the UCLA professor Stanley Coopersmith, developed a program to enhance self-esteem in schools<sup>7</sup>. According to them, five key elements are connected to the development of our self-esteem: sense of security; sense of identity; feelings of belonging; sense of purpose; and sense of personal competence<sup>8</sup>.

First, the sense of security, as a basic human need, implies feelings of safety, protection, trust, anticipation based on experience, a sense of one’s own strengths, limitations and possibilities on how to cope with the social context. Second, the sense of identity, which is connected to our self-perceptions, also known as self-concept or self-image. Third, feelings of belonging, being accepted by significant people or groups or, at least, feeling of being part of something bigger. Fourth, a sense of purpose or significance and relevance on what one does helps the settlement of goals and values that one should live by. The last one refers to feelings of one’s own competence to deal with the challenges of life and have the necessary skills, knowledge, and attitudes to succeed.

Our self-esteem can be compared to our immunological system, fostering our resilience throughout our lives (BRANDEN, 1996a; 1996b). For Branden (1996a; 1996b), the balance we do not find in the world is to be found inside each of us. Furthermore, all the factors previously mentioned have consonant characteristics, and despite having their core mainly within the individual, they all relate in some way to contextual factors. As Branden (1996a) affirms, it is important to examine self-esteem from inside out, trying to understand how people contribute to their own self-esteem, and what is the contribution of others. Despite acknowledging the difficulty in dissociating what is internal from what is external to the self,

---

<sup>7</sup> <https://www.self-esteeminstitute.eu>

<sup>8</sup> Adapted from [https://www.self-esteeminstitute.eu/key\\_elements/](https://www.self-esteeminstitute.eu/key_elements/). Author is also quoted in the works of Habrat (2018; 2013), Rubio (2014), and Peñaherrera León, Cachón Zagalaz and Ortiz Colón (2014).

for didactic purposes and following the proposition made by Branden (1996a), in the next section, I present some internal and external factors that influence our self-esteem.

### 2.3.1 Internal factors

In addition to our beliefs, according to Branden (1996a), our self-esteem is also based on the practices of living consciously and purposefully, and having/practicing self-acceptance, self-responsibility, self-assertiveness, and personal integrity. Our conscious awareness, which helps us to make use of our ability to think in order to be in control of our decisions, leads to our integrity as people, since our actions must be congruent with our beliefs, values, and purposes. Consequently, we must be willing to accept the responsibility for our choices, actions, and behaviour, being honest about ourselves (self-acceptance), not denying who we are (self-neglect). For all of that, we must depend on our senses of assertiveness and purposefulness. Otherwise, there is no way to work our feelings of competence and worthiness in a way that promotes our self-enhancement.

However, the sense of competence *per se* is not enough if based on successful outcomes of actions that come from negative or contradictory values or doings (MRUK, 2013). People who do not respect their own codes of conduct, acting by what is just and right, fail in getting their moral self-approval, leading to negative emotions such as shame and guilt (MRUK, 2013). If we do not live by those practices, we may be successful, but we may never have a good reputation before our own eyes (BRANDEN, 1996b). The sense of self-respect we develop, the conviction of worthiness, is not based on the ideal of perfection, but on the respect of our capabilities and openness to change. As a result, they might not feel worthy of possible rewards.

### 2.3.2 External factors

As social factors also have major influences on our self-esteem (MRUK, 2013), it is important to examine self-esteem both from the inside and outside, investigating how a person contributes to her own self-esteem as well as what can be the contribution of others (BRANDEN, 1996a).

Considering that our self-esteem is influenced by the beliefs about ourselves, our sense of competence and worthiness (BRANDEN, 1996a; 1996b; MILLER & MORAN, 2012; MRUK, 2013; RUBIO, 2014), we must understand that how we see ourselves and feel about it is deeply influenced by what other people think of us or at least by what we believe others

think of us. We tend to lean on reflected appraisals of significant others, *i.e.* a looking glass self (MILLER & MORAN, 2012; MYERS & TWENGE, 2016) or reflected appraisals (WILLIAMS; MERCER; RYAN, 2015), using what how we think people see us as a mirror for seeing ourselves; which usually ends in some overestimation of our self-images.

Our self-concept is formed by the comparisons we make, our identities and how we perceive our experiences and the appraisals we get (LEVY, 2019). The purpose of the comparisons we make with people around us is to develop our own sense of competence and worth (WILLIAMS; MERCER; RYAN, 2015). They can be upward comparisons, with those perceived as more competent than ourselves, or downward, with those seen as less competent; each bringing a different result, but not always a genuine and meaningful evaluation (MILLER & MORAN, 2012; WILLIAMS; MERCER; RYAN, 2015).

As a consequence, people with apparent healthy self-esteem, or at least very active and successful, tend to bother the ones with low self-esteem; becoming targets and the source of envy and resentment (BRANDEN, 1996a). Moreover, people with healthy self-esteem do not feel the need to show their competence and worth by comparing themselves to others, they are happy for who they are, not for being better than others (BRANDEN, 1996b).

By the same token, if self-esteem is related to our confidence in our ability to deal with the challenges of life (see section 2.2), one of those challenges, according to Branden (1996a), is to engage effectively with other people, mainly the significant ones. Branden (1996a) explains that interacting effectively means being able to foster relationships in trust, respect, benevolence, cooperation, friendship, and love. Moreover, people who hold cooperative values in detriment to competitive ones may have a higher sense of worthiness (MRUK, 2013). However, relationships with people who doubt themselves might end in animosity, competitiveness, since they perceive others as a possible threat (BRANDEN, 1996b).

Equally important, acceptance, as a source of our self-esteem, promotes our self-worth when our worthiness and value are recognized or affirmed by significant others (MRUK, 2013). Actual demonstrations, or at least contextual clues, of respect, and admiration are the most common. However, as social beings, tending to pursue people's approval and like, sometimes at any cost, some might focus on pleasing others in order not to receive any negative feedback, working unfavorably to their self-esteem (BRANDEN, 1996b). Nonetheless, delegating to others the decision about our own worth and competence might lead to greater dependency on external validation and feedback (BRANDEN, 1996b). Being relatively successful, according to others, but not feeling like it or deserving, might end in a

desperate wait for being exposed as a fraud or as an impostor (BRANDEN, 1996b), in addition to increasing levels of stress, anxiety, and negative emotion (CROKER, 2006). As described, we are all affected by external feedback, some more than others, but there should be no reason to stake our self-esteem at factors we have no control over (BRANDEN, 1996a; CROKER, 2006).

### 2.3.3 The importance of self-esteem

The reciprocity of our actions in both the world and in our own self-esteem has a constant flow, mainly because our actions influence our self-esteem and its level influence our actions (BRANDEN, 1996a). Moreover, self-esteem has already been linked to happiness, well-being, and optimal functioning, in addition to playing an important role when people face challenges, deal with failures and losses, and overcome setbacks (MRUK, 2013).

Accordingly, self-esteem eases effective performances, working as a defense against adversities (EPSTEIN, 2006). More specifically, according to Mruk (2013), self-esteem plays two important roles when helping to regulate our behaviour (personal and interpersonal) and sense of self. The former, buffering the self against possible threats that culminate in stress, works as a protective mechanism. Like a shield, it helps us cope with the challenges we face, maintaining a consistent sense of self by using positive evaluations and emotions as resources to protect us when the self is under stress. The latter, helping us tolerate anxiety when the self is destabilized and in need to take the necessary risks – such as being exposed to potential rejection and failure – to overcome things, works as a positive reinforcement that might take the self to higher levels when culminating in self-expansion. In short, self-maintenance and self-enhancement have regulatory and motivational functions, allowing possible growth, expansion and self-esteem increase, but not risking the self-esteem we already have.

If on one hand, healthy levels of self-esteem are associated to rationality, independence, benevolence, cooperation, empathy, compassion, openness to admit failure and fault/responsibility, spontaneity, creativity and intuition (BRANDEN, 1996a), on the other hand, with low self-esteem, denial and defensiveness are common characteristics due to insecurity, shame, and guilt, in addition to irrationality, fear of the unknown, hostility, and submissive or overcontrolling behaviour. People are manipulated by their own worries (denied or repressed) about themselves and the world, but mainly by the fears of being exposed, rejected, humiliated, and even of possible responsibilities that may come with success (BRANDEN, 1996a). When we trust ourselves, we are more willing to trust our judgment and own ideas, paying more attention to our daily activities. When we do not, we



might be passive, less attentive to the needs of our everyday activities, and less persistent in the face of difficulties (BRANDEN, 1996a). Moreover, people with healthy self-esteem usually look forward to challenges and demanding goals, since achieving them boosts their self-esteem. The others, in comparison, live by what is known, safe and less demanding, in order not to undermine theirs.

According to Branden (1996b), it is a human basic need to be seen and appreciated by who we are. Thus, working in a supportive environment, where people acknowledge and value our opinions and contributions, is a natural need that fosters our self-esteem (BRANDEN, 1996b). The relationship we might have with others mirrors our relationship with ourselves (BRANDEN, 1996a). In healthy levels, our relationships and communication tend to be more honest and adequate. In unhealthy ones, our relationships and communication, due to uncertainty of our own emotions and thoughts, and of the possible reaction, tend to be more evasive or inappropriate. Furthermore, the less we believe in ourselves, the more we face a need to prove who we are, mainly in ways that show others around us as inferiors, once we tend to fear their ability (BRANDEN, 1996a). Most importantly, when we doubt ourselves, our ideas, we might depreciate or undervalue what we produce. As a result, we deny or silence our intelligence and fear being visible but also suffer for not being seen (BRANDEN, 1996a).

In short, the healthier our self-esteem is the more we want from our lives and work for it, while the lower, the less we aspire and actually get (BRANDEN, 1996a). In that way, self-esteem can be both cause and effect, process and product, reciprocally intertwined (MRUK, 2013). In either case, for better or worse, both ways are self-reinforcing and self-perpetuating cycles (BRANDEN, 1996a).

## **2.4 Language teacher's self-esteem**

Our daily lives are based on choices, and we must be aware of and responsible for them (BRANDEN, 1996a). Teachers make important choices every day, either concerning their approaches or their behaviour. Regarding Brazilian foreign language teachers, their first challenge is to make an important choice when starting their careers in Brazilian public schools: to do their best to make a difference in spite of all the odds or to work based on resignation, since change may be very difficult for some in that specific context (MICCOLI, 2016).

Another challenge faced by teachers is the need of dealing with multiples roles and selves in their professional contexts (WILLIAMS; MERCER; RYAN, 2015). According to

Nias (1989; 1993; 1996), quoted by Zembylas (2005), teachers invest much of their lives to teach in such a way that their personal and professional selves merge. Yet, according to Nias, as a result, both teaching and the classroom become the main sources of their self-esteem and their vulnerability, and I would add their interaction with the whole school community. In addition to that, according to Calderhead (1991 *apud* DOBBINS, 1996), teaching exposes the individuals in a way that no other profession does. Teachers are constantly observed and evaluated by the whole school community. They are also constantly compared to others and receive lots of feedback – explicit or implicitly – of their performances, either from tasks or as individuals/professionals; all of which can be a threat to their self-image, and consequently, their self-esteem. Moreover, the status teachers hold also works as a factor influencing their feelings of worth (MILLER & MORAN, 2012).

According to Jaña (2005), teachers' professional self-esteem, also understood as a socio-affective competence, is the value teachers place over their own worth as educators and is influenced by internal and external factors, such as identity, satisfaction, and behaviour, for the first, and the value expressed by the school community, for the latter. The author explains that, if a teacher perceives herself as worthy, by herself and/or with the help of significant others, she may see herself as competent enough in matters of knowledge and skills to exercise them in her social context.

For many children, teachers are the main role models of appropriate adult behaviour (BRANDEN, 1996a). If they see sarcasm, humiliation, disrespectful or cruel language and/or behaviour, they may learn to consider those as acceptable. However, if the focus on the positive side of people and situations, in addition to benevolence, compassion, and fairness, is constant, they might be able to integrate those into their own behaviour. It would be easier for teachers to inspire their students' self-esteem when they are good examples of healthy selves (BRANDEN, 1996a). The author believes that teachers with low self-esteem are usually more impatient, authoritarian, even punitive, focusing mainly on students' weaknesses in detriment to their strengths, in addition to inspiring fear, defensive attitudes, and encouraging teacher-student dependency. These teachers might be also more dependent on the approval of significant others.

According to Reilly (2012), researchers like Brown (1998) suggest that teachers with healthier levels of self-esteem are usually happier and work more effectively. As a matter of fact, they are more prone to an accurate self-evaluation because they worry less about being wrong or judged by others. Hence, they are not only more open to improving their performance when proved wrong, but also to inspiring and/or stimulate their students' self-

esteem. Teachers with lower self-esteem, on the other hand, may engage in more destructive attitudes, mainly regarding their students (BRANDEN, 1996a). Therefore, healthy self-esteem is also connected to more flexibility when facing changes, while its lack is associated to an attachment to the past (abilities and practices) and playing by what is known or safe – usually rigid or outdated practices, mainly due to insecurity or lack of confidence (BRANDEN, 1996a). Peñaherrera León, Cachón Zagalaz and Ortiz Colón (2014) present a list of some common characteristics and behaviour commonly attributed to teachers according to their self-esteem levels (see Chart 3).

Chart 3: Common teacher attitude according to their self-esteem

<b>High self-esteem level attitudes</b>	<b>Low self-esteem attitudes</b>
<ul style="list-style-type: none"> <li>• Provide a more favorable atmosphere to academic performance;</li> <li>• Provide more instructions and information for activities;</li> <li>• Provide more space for questions and answers/comments;</li> <li>• Have closer and more affective facial expression, gestures and eye contact;</li> <li>• Interact with students, parents, coworkers;</li> <li>• Manage the key resources for an adequate communication in class;</li> <li>• Are more open to reflect and analyze her approach and pedagogical practice;</li> <li>• Manage and apply different approaches, strategies, and methodological resources to favor the development of students' intellectual and socio-affective skills;</li> <li>• Build a sense of trust among students;</li> <li>• Manage class based on understanding, cooperation and participation of everybody, problem resolution, help, and mutual respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Are insecure about their own skills (mental and emotional);</li> <li>• Avoid being involved in controversies and exposure to criticism;</li> <li>• Feel they are less than others;</li> <li>• Avoid didactic/pedagogical exchanges;</li> <li>• Evade from responsibilities;</li> <li>• Are conformists and/or fatalists,;</li> <li>• Use threats as their main notion of discipline;</li> <li>• Feel that others are their main source of self-esteem;</li> <li>• Criticize students more often;</li> <li>• Praise students' accomplishments less;</li> <li>• Pay less attention to students;</li> <li>• Provide less explanation. Answers are more direct, less informative, with little eye contact;</li> <li>• Give less time for questions to students considered weak;</li> <li>• Interact less with students;</li> <li>• Place more distance between herself and students;</li> <li>• Have a less amicable relationship with students;</li> <li>• Face difficulty in seeing her competence;</li> <li>• Have difficulty to enjoy her success and see the positive side of things;</li> <li>• Experience difficulty in seeing students as capable, undervaluing them;</li> <li>• Have difficulty in collaboration;</li> <li>• Conservative practice;</li> <li>• Are typically unhappy.</li> </ul>

Source: Adapted from Peñaherrera León, Cachón Zagalaz and Ortiz Colón (2014).

Regarding EFL teachers, more specifically, it is important to consider the influence of the confidence they have in their knowledge of the language for their self-esteem. Language proficiency is one of the foundations of the professional confidence of non-native English teachers (CARVALHO, 2016; ESLAMI & FATAHI, 2008). Studies have already shown the negative affect a perceived lack of proficiency has on EFL teachers' self-esteem (BARCLEOS, 2016; 2011; BARCELOS & COELHO, 2010; CARVALHO, 2016; SOARES, 2016; ZOLNIER, 2011). Poor command of the language can interfere with the teaching procedures, probably hindering a communicative approach, which undermines both teachers' professional status, self-confidence, and as a result, their self-esteem (ESLAMI & FATAHI, 2008). Little (perceived or actual) proficiency or its lack also affects one's willingness to use the foreign language, either because of low self-confidence and fear of making mistakes or receiving negative feedback (HABRAT, 2013; RUBIO, 2014). I believe EFL teachers might face it every time they use the language, either in their written or spoken forms. At least I do.

When L2 linguistic self-confidence is higher, though, positive attitudes towards the language, such as the promotion of opportunities to use it are more probable (WILLIAMS; MERCER; RYAN, 2015). However, teachers' confidence can be undermined when they have poor command of the language, affecting teacher procedures and their professional status as EFL teachers, and, consequently, their self-esteem (DOFF, 1987 *apud* ESLAMI & FATAHI, 2008). In addition to teachers' language proficiency, their beliefs about language learning and teaching are the major factors in their choices of approach and use of the L2 language (ESLAMI & FATAHI, 2008).

All in all, teachers' challenges, pressures, and frustrations are constant threats to their self-esteem (BRANDEN, 1996a) and sources of stress (BEER & BEER, 1992). Therefore, also considering that teachers' self-esteem is able to change classroom dynamics (ASSIS, 2011), it is a must to invest in their self-esteem, either to develop or booster it. However, it is important, first, to understand the factors influencing their self-esteem levels, and only then propose affirmative actions.

Throughout this chapter, I presented the construct related to the main objective of this research study, self-esteem, and its importance in language teaching. In the next chapter, I present the method used in the attempt to answer my research questions regarding foreign language teachers' self-esteem.

## CHAPTER 3 METHODOLOGY

*"You never really understand a person until you consider things from his point of view...Until you climb inside of his skin and walk around in it."*

— Harper Lee, *To Kill a Mockingbird*

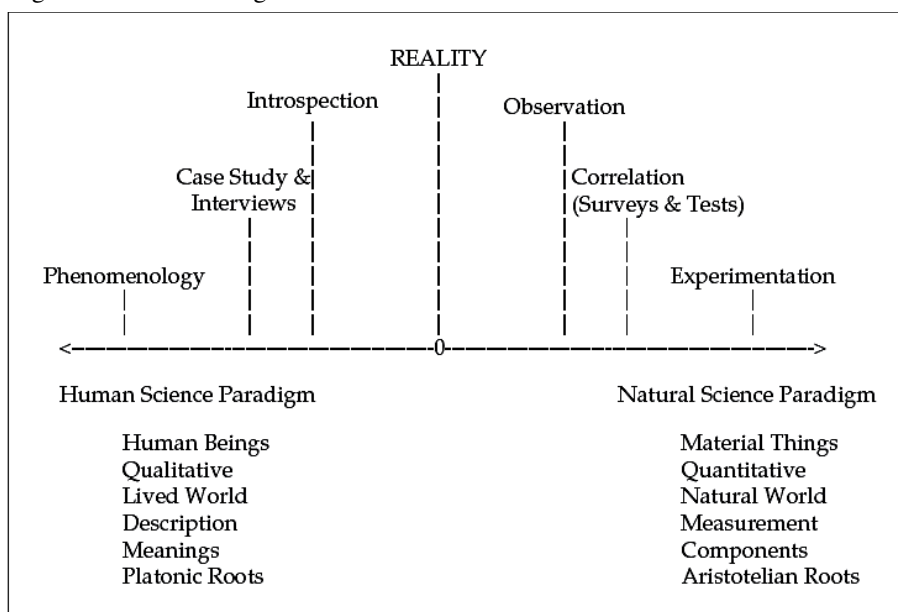
In this chapter, I discuss the methodology used in this study. It is divided into four main sections. First, I describe the nature of the present research, followed by the ethical procedures to enter the field and conduct the research. Then, I present the context being studied and its participants. Finally, I present the instruments for data collection and the methodological procedures for data analysis.

### 3.1 Nature of the research

Self-esteem has been investigated introspectively, through case studies, interviews, experimentation, and mainly by surveys and test; each of them provides ways to find information about the topic. Notwithstanding, each approach has its own limitations (MRUK, 2013; RUBIO, 2014).

Mruk (2013) presents a diagram representing what he calls “a methodological continuum” of scientific methods (See Figure 1).

Figure 1: A methodological continuum of scientific methods.



Source: Retrieved from Mruk (2013 p.45)

The methods on the left belong to the human sciences – just as this research study, and are characterized by their degree of progressive sophistication. The author argues that “qualitative methods can actually be quite formal as we move from the center and toward the extreme left of the continuum”, in a step-by-step approach based on a set of rules (MRUK, 2013, p.47).

This is a qualitative study, exploratory and interpretative in nature. Although a survey was used in the first phase, it is based primarily on non-numerical data (BROWN & ROGERS, 2002). After all, as Mruk (2006), quoted by Habrat (2018), affirmed, having instruments that gather qualitative and quantitative data could be the best solution to represent such a complex phenomenon.

As researches in Applied Linguistics do not focus only on solving problems, but mainly on understanding the reality broadening the scientific knowledge over a given topic, this dissertation can be described as a descriptive-explanatory study (PAIVA, 2019), providing a careful and detailed description of the phenomenon here being studied (MACKEY & GASS, 2005). As Paiva (2019) suggests, through this approach, we do not only describe a phenomenon, but we also try to identify and understand the factors that might have some influence over it. In order to do that, this dissertation follows a case-study design, which has been used productively in Applied Linguistics (DÖRNYEI, 2011).

Nonetheless, one important characteristic of this study is its emergent nature. That means both this researcher and the research itself were “kept open and fluid”, *i.e.* being able to “respond in a flexible way to new details or openings that may emerge during the process of investigation” as suggested by Dörnyei (2011, p.37), by not setting preconceived hypothesis. This flexibility allowed different responses to the emergency of details during the data gathering and analysis.

### **3.2 The context and its participants**

For qualitative researchers, the main purpose is to study individuals and phenomena in their natural settings, intensively with fewer participants, but with no intention to generalize findings (MACKEY & GASS, 2005).

This study was conducted with three teachers of English as a foreign language in a public state elementary school located in an inland city in the state of *Minas Gerais*, Brazil. The presence of this researcher at this school setting was guaranteed by written permission signed by the school principal. Both the institution and the participants were properly informed about the objectives of the present research.

In order to have a clear and broad understanding of the participants, the context they were inserted in and how they were approached, a more detailed description is presented in the next subsections.

### 3.2.1 Ethical procedures

We, as researchers, have to follow ethical procedures when working with human participants. Protecting both our and their image and integrity is vital in any research study, especially once participants' points of view tend to be very personal, targeting sensitive and intimate matters opening to details about their lives and the environment (DÖRNYEI, 2011). Hence, their consent must be informed, clarified and reiterated throughout the research, including through their reading of the data transcribed (CELANI, 2005; PAIVA, 2005). One tool to protect both participants and researchers is the Informed Consent Form, whose main objective is to explain participants the research and the role they play on it if they decide to contribute (PAIVA, 2019).

In this study, following the directives proposed by the university's Ethics Committee, I first contacted one of the possible participants. Once she agreed in participating, I called the principal of the public school where I intended to develop the research. We set a meeting, and after explaining my objectives, the principal signed a consent form agreeing with the research with some of her teachers and also allowing my presence in that institution. That document was later submitted to the Ethics Committee with my project proposal for approval.

On that same day, after the meeting, the principal introduced me to the other two teachers who might contribute to my research. After explaining my goals, they informally agreed to participate and shared their *Whatsapp* number for later contact. I explained that I still needed the approval of the Ethics Committee.

Once I received the official approval<sup>9</sup> to carry out the research, I contacted the possible participants in order to get the Informed Consent Forms signed – before data collection, allowing their participation, as well as, assuring their right to quit at any time – after I explained in details my goals, and what I expected from them in each task proposed (See Appendix A).

In addition to that, to guarantee the protection of their identity, they were offered the adoption of a pseudonym, but only one participant opted to do so. After reading the written narratives and transcribing the interviews, though, the protection of their identity became a

---

<sup>9</sup> The present study was submitted to the Ethics Committee of the university that hosts this graduate program in Languages and Literature for an evaluation and further approval - CAAE 01444118.1.0000.5153.

concern due to the information shared about the school and themselves. To ensure that the participants' identities were not traceable or identifiable, I decided to choose a pseudonym for each of the teachers. In all the data produced, neither the school nor the region was identified.

### 3.2.2 The school

Children ranging from 6 to 15 years old, in the initial and final years of elementary school<sup>10</sup>, 1<sup>st</sup> to 5<sup>th</sup> and 6<sup>th</sup> to 9<sup>th</sup> grades, respectively, attend the public school where the participants of this research work.

The school has a reputation for being the best elementary school in town, having achieved the best results in the Index of Development of Basic Education (IDEB) among all state schools in town. Because of that, people from different areas in town try to enroll their children there, which leads to a big dispute for spots. Last December, for instance, I saw on the news and was also told by the principal that – just like previous years – people formed a line in front of the school one week before the day set for the enrollment process.

In the year data was collected, 2019, 854 students were enrolled in 27 different classes, distributed between the morning and afternoon shifts. Of those 27 classes, only 5 are dedicated to the initial years of elementary school and in which students do not attend English classes. For a more detailed description of the classes' distribution, see the table that follows (Table 1).

Table 1 – Distribution of students amongst grades.

<b>Grade</b>	<b>Number of classes</b>	<b>Total of students</b>
6 <sup>th</sup>	6	192
7 <sup>th</sup>	5	155
8 <sup>th</sup>	5	176
9 <sup>th</sup>	6	189
<b>Total</b>	<b>22</b>	<b>712</b>

Despite the number of students and classes offered, the school is relatively small, having only 14 classrooms (2 of 20m<sup>2</sup> and 12 of 40m<sup>2</sup>). Moreover, there are three EFL teachers for 22 classes, with an average of 32 students *per* class. Participant teachers 1 (Aparecida) and 2 (Cláudia) have a 16-hour teaching position each, while participant 3 (Beatriz), as a substitute teacher, a 12-hour teaching position.

<sup>10</sup> Brazilian nomenclature.



In spite of the amount of classrooms, the school has the facilities and employees needed (73 public servants, 43 of those are teachers): five administration offices; a computer room with ten laptops; a teachers' room; restrooms; a library; a schoolyard; an indoor court; and a kitchen/cafeteria, recently renovated with the money raised by the school employees while selling snacks during the break.

During my second visit to the school, after my meeting with the principal, she gave me a tour around the school. That day she told me that throughout the years the school has been constantly broken into and robbed; mainly equipment and food were stolen. She managed, however, to deal with that in a bold and possibly effective way; in addition to installing 16 security cameras (funded by a state representative's budget), she found a way to involve the community in caring for the school and was able to cope with the problem of robbery.

The choice for this context was made due to the availability of a "gatekeeper" (CRESWELL, 1997), a member of the cultural group within the context that could help in the access to the context being studied. More on this gatekeeper will be presented when I comment on each participant.

### 3.2.3 The participants

According to Dörnyei (2011, p.38), in qualitative research, the main goal is to "explore the participants' views of the situation being studied". Thus, it is fundamental, to let participants reveal the readings and meanings they attribute to their experiences, feelings, and behaviours (DÖRNYEI, 2011).

Qualitative studies, however, tend to focus on few participants due to its labor-intensive characteristic and the great amount of data produced (DÖRNYEI, 2011). Cavalcanti (1991) supports the idea that the small number of participants should not be of worry, once "in an interpretive research, the number of informants is not defined a priori nor is fundamental because it does not focus on generalizing the results to other contexts beyond the one being studied"<sup>11</sup> (CAVALCANTI, 1991, p.43). *That is to say*, the main goal here, while dealing with a small group of participants, is to understand and present a deep picture of how the phenomenon of self-esteem works on them particularly.

On the quest for participants, Creswell (1997) explains the importance of finding people and places to studies, but mainly in gaining access and establishing rapport with

---

<sup>11</sup> Free translation – "Em uma pesquisa interpretativa, o número de informantes não é determinado a priori e não é fundamental, uma vez que não se contempla a generalização para outros contextos além daquele estudado". (CAVALCANTI, 1991, p.43)

participants in order to get good data from them. For him, the gatekeeper is the “initial contact for the researcher and leads the researcher to other informants” (CRESWELL, 1997, p.117)

For this research study, I contacted two relatives, one who used to work for the city hall in the education department and the other in an English private course, to see if they could help me find one EFL teacher. Each one named one teacher. But, considering all of that I had read, and the availability of more participants within that same context, I opted for the teacher who could introduce me to the context where there were more teachers working for the same institution, that is participant 1.

The group of participants can be described as homogenous once they are all female teachers, and all of them have a teaching degree in Languages, gotten in the same private institution in the town where the school is located. Two of them (participants 1 and 2) have tenure as teachers of English as a Foreign Language (EFL). Participant 3, however, is a temporary teacher.

Initially, I had four participants, Aparecida (P1), Cláudia (P2), Beatriz (P3) and Dalva. The latter is a young teacher that was being substituted by Beatriz. Dalva, who started teaching at that school in the same year as Aparecida, was on medical leave. She had already agreed on contributing to my research, but she did not manage to deliver all instruments requested (she did not do the written narrative and the interview). Thus, she was not considered for the final pool of participants. Dalva’s name is mentioned throughout this dissertation by the actual participants, though.

In the next subsections, I present each of the participants individually in more detail, in addition to some comments on their participation, since both our first contact and all the meetings were conducted individually.

### *3.2.3.1 Participant 1 – Aparecida*

Aparecida is a 44-year-old EFL teacher, who got her teaching degree (Portuguese and English) in 1997 and *lato sensu* post-graduation in Portuguese in 1998. The teacher joined the school where the research was conducted in 2016 and was my first contact with the school setting, putting me in contact with the principal and the other EFL teachers. She has a 16-hour position at that state elementary school. When data was collected, she was working with two 7<sup>th</sup> grade classes, five 8<sup>th</sup> grade classes and one 9<sup>th</sup> grade class, divided into the morning and afternoon shifts. She started working as an EFL teacher in 1998 in a private school, where she worked until 2002. She has also been working in a municipal school since 1998, but is currently on unpaid leave.

Aparecida revealed that, at first, she was not sure about which language to teach, Portuguese or English. Then, she invested in *lato sensu* post-graduation courses for both languages. Nevertheless, she affirmed that, unfortunately, she only managed to finish the first. Yet, Aparecida explained that she has looked for online courses to improve her proficiency in English, but revealed that so far none were interesting. Notwithstanding, she explained that it has been difficult to designate time for that enterprise. She acknowledges, though, that it is necessary to work on that, once students might demand more from her. Despite the appreciation Aparecida expressed towards the language and the effort to learn it before and during her teaching education, she reveals that it has been difficult to maintain and improve her proficiency, mainly regarding oral skills. Moreover, she declares her willingness to learn how to work it better with students and also her desire to broaden her knowledge both on the language and on its teaching approaches; which might be an indicative of someone committed to her role as a teacher.

### 3.2.3.2 Participant 2 – Cláudia

Cláudia is a 49-year-old EFL teacher, who got her teaching degree (Portuguese and English) in 1996 and *lato sensu* post-graduation in Psycho-pedagogy in 2006. Cláudia revealed that teaching has never been her ideal of profession. Her wish was to go to Law School or study Psychology. However, once the local college offered only Languages, Geography, History, Math, and Pedagogy, and considering her previous positive experiences in linguistics, literature, Portuguese, and English, she chose Languages as her undergraduate course.

She explained that she had to move to another city during her undergraduation, which, in addition to her financial situation, resulted in taking 8 years to graduate instead of the traditional 4. She started working as soon as she graduated, from 1996 to 2004 in several public schools in the capital of the state. Because of that, it was not possible for her to go further on her teaching education. As a result, she affirms not feeling very proficient. Cláudia has a 16-hour at that state elementary school, which she joined in 2005, working only the afternoon shift. When data was collected, she was working with six 6<sup>th</sup> grade classes and two 7<sup>th</sup> grade classes. She also works for the city hall in the morning shift in the social welfare department.

### 3.2.3.3 Participant 3 – Beatriz

Beatriz is a 38-year-old EFL teacher, who got her teaching degree (Portuguese and English) in 2004 and *lato sensu* post-graduation in Portuguese in 2015. Her main goal had always been to become a teacher of Portuguese. However, she had the need to make a living and the opportunity to teach English came first, in 2005, which, according to her, was a change in the course of her career. She, who was once passionate about English as a teenager, had her feelings changed when she started college. Nowadays, English is not her passion anymore, but just a way to make a living.

Beatriz got tenure through a state bill of law and had worked for 7 years as a teacher, teaching both Portuguese and English. But, since that bill of law was later considered unconstitutional, she lost her job. Since then she has been working as a Portuguese and EFL substitute teacher, having to work in almost all the state schools in town, in addition to having to face new challenges every time she substitutes another teacher.

Beatriz was the last participant to join the research study, working in a 12-hour position at that state elementary school as a temporary teacher from April to July 2019. When data was collected, she was working with one 7<sup>th</sup> grade class and five 9<sup>th</sup> grade classes. During that semester, she also had a position in another public school, where she taught Portuguese. In addition to that, she also had a private student of Portuguese as a foreign language.

## 3.3 Instruments for data gathering

The construct of self-esteem, despite traditional, has been surrounded by controversies on the criteria for the definition of methods for its measurement (DEMO, 1985; HEATHERTON & WYLAND, 2003; RUBIO, 2014). Great part of the studies is based on numerical data from self-report questionnaires, *i.e.* tests or scales, but few employ more than one type of instrument (DEMO, 1985). Once we understand self-esteem as an evaluation of the self, I take its reflexive and subjective character, and also the difficulty in assessing it (RUBIO, 2014).

In this study, I do not only aim to identify teachers' self-esteem levels but also understand how they are constituted. Thus, it is necessary to work with methods that allow us to do so. The use of qualitative methods is of great importance in Applied Linguistics enabling a careful and detailed description of the data. Dörnyei (2011), however, recommends the combination of both qualitative and quantitative methods, which may help obtain a

holistic picture of the phenomenon being studied (MACKEY & GASS, 2005). The combination of several methods may compensate for the possible deficiencies and obscurity of each method isolated (FLICK, 2009). Flick (2009) elucidates, though, that those methods are autonomous but work side by side – simultaneously or in a sequence (PATTON, 2002).

Thus, considering the objectives, nature, and subjectivity of this study, I proposed the use of four different instruments: a teacher self-esteem inventory – keeping with the tradition from researches in psychology; two visual narratives; a written narrative; and an interview.

In the next subsections, I present each of the instruments in detail.

### 3.3.1 The teacher self-esteem test

Inventories can be used to answer any research question that aims to explore, describe or explain one specific characteristic, attitude or opinion of an individual (BROWN & ROGERS, 2002). Despite being easily falsifiable and possibly biased (BOSSON, 2006), it is broadly used in studies on self-esteem, helping understand the data gathered through other instruments (RUBIO, 2014). In *Applied Linguistics*, Rubio (2014), quoting Mercer (2011), explains that we must prioritize the use of inventories that focus on an specific domain, such as the professional or linguistic.

For this study, I decided to use the Teacher Self-esteem Test (TST), designed by Arzola and Collarte, in 1992, originally in Spanish (*Test de Autoestima en Profesores*) and validated in other research studies (AGUILAR, TALEPCIO & ARIAS, 2017; CABRERA & VALBUENA, 2010; MIRANDA, 2004; OJEDA, 2006; TRIPAILAF & BRAVO, 2005; WILHELM, MARTIN & MIRANDA, 2012). This test was chosen because it was made for teachers, encompassing the different actors and relationships among them in the school environment, different from the traditional tests that focus only on the individual, such as the Rosenberg's self-esteem scale – one of the most commonly used inventory in research on self-esteem (RUBIO, 2014).

The test is composed of 72 items, presented out of order, combining three dimensions and five scenarios that belong to the teachers' routines, representing teacher-authorities, teacher-parents, teacher-peers and teacher-students relationships, and vocation (See Table 2).

Table 2 - Teacher Self-esteem Test scenarios and dimensions.

SCENARIOS	DIMENSIONS		
	I-am	I-feel	I-do
<i>TEACHER-AUTHORITIES</i>	6,7,18,19	31,32,43,44	54,55,66,67
<i>TEACHER-PARENTS</i>	8,9,20,21,	33,34,45,46	56,57,68,69
<i>TEACHER-PEERS</i>	4,5,16,17	28,29,30,40,41,42	51,52,53,64,65
<i>TEACHER-STUDENTS</i>	2, 3, 13, 14, 15	25,26,27,37,38, 39	49,50, 61, 62, 63
<i>VOCATION</i>	1,10,11,12,22,23,24	35,36,47,48	58,59,60,70,71,72

Source: Adapted from Miranda, Andrade and Freixas, 2001

Each scenario is embedded in three dimensions: (1) I am; (2) I feel; and (3) I do. For each dimension, there were 24 items (12 negative and 12 positives), related to the teacher's identity (1 - I-am), or what one is as an educator; satisfaction (2 - I-feel), or how one feels about her teacher self; and behaviour (3 - I-do), or what one does as an educator. More specifically, according to Miranda (2004):

- I-AM (items 1 to 24) = identity – relates to the acceptance of oneself, regarding its basic identity. What the teacher believes she is and how she sees herself. High scores indicate high opinion about herself;
- I-FEEL (items 25 to 48) = satisfaction – relates to the acceptance of oneself as a person; reflects her level of self-satisfaction or self-acceptance. High scores indicate that the teacher perceives herself with high satisfaction, capable of managing and modifying the acceptance of her work;
- I-DO (items 49 to 72) = behaviour – relates to the acceptance of oneself regarding its behaviour/performance. High scores indicate that the teacher accepts her behaviour or the way she acts, practices, and /or works.

Moreover, Miranda (2004) explains that those dimensions and scenarios combined represent a socio-affective structure of teachers and the test results portray the worth they place on themselves, their students and their coworkers. As in any test in the Likert scale style (DÖRNYEI, 2003), participants were asked to indicate the extent to which they agree, or not, with the statements presented by registering: 1-Totally disagree; 2- Disagree; 3- Nor agree nor disagree; 4- Agree; and 5- Totally agree. The TST was administered to each participant individually, taking them approximately 30 minutes to complete. Aparecida (P1) took it on March, 13<sup>th</sup>, Cláudia (P2) on March, 20<sup>th</sup>, and Beatriz (P3) on June, 25<sup>th</sup>.

However, since self-report measures of self-esteem are usually accompanied by some bias on the reactivity (LEVY, 2019), other instruments were also used here. Those will be described in the following subsections.

### 3.3.2 Narratives

The use of narratives has been established and acknowledged in the field of Applied Linguistics as an important research method which allows us to apprehend several aspects of language learning and teaching, mainly in contexts of second and foreign languages (BARCELOS, 2006; KALAJA, MENEZES; BARCELOS, 2008; KALAJA; DUFVA; ALANEN, 2013). Narratives are one of the fundamental ways to organize and understand both our experiences and the world, adding meaning to our lives. Through them, we can have a glance at how people represent themselves and the society they live in (GIBBS, 2009). In addition, when analyzing narratives, we may be able, to not only establish facts on language learning, and teaching but also understand subjective experiences inherent in these processes, “identifying discursive constructions of aspects of language learning or teaching as produced either by learners or by teachers on specific occasions of talk or writing” (KALAJA; DUFVA; ALANEN, 2013, p.2). For Williams, Mercer, and Ryan (2015, p.47), through writing, speaking or any other form of self-representation, students can “provide invaluable information about the basic picture they have of themselves as learners of a language, and indeed, of other things”. If students can do so, I wonder what can be revealed by foreign language teachers.

Narratives can come in several modes and means. According to Kalaja, Dufva, and Alanen (2013), they can be verbal (either oral or written), visual (drawings and photographs) or multimodal (combining texts, pictures, videos, audio, weblinks), all of them published or not. In this study, I chose to use two types of narratives: verbal (oral and written), in the forms of a Language Learning and Teaching History and an interview; and visual, using drawings or visual narratives (BORG, *et al*, 2014; KALAJA; ALANEN; DUFVA, 2008; KALAJA; MENEZES; BARCELOS, 2008; PITKANEN-HUHTA; PIETIKAINEN, 2014).

Each of them is better described in the subsequent subsections following the order they were asked or applied.

### 3.3.2.1 Visual narratives

According to Pitkänen-Huhta and Pietikäinen (2014), the use of visual methods has been part of early anthropological research. Despite being regarded as too subjective, its use has spread in social sciences, social psychology and language learning/teaching research. In Applied Linguistics, though, it is rather recent, being used in studies of literacy practices, language identities and multilingualism (PITKÄNEN-HUHTA; PIETIKÄINEN, 2014).

In addition to providing insights into participants' perspectives, visual methods also provide stimuli for interviews (BARKHUIZEN; BENSON; CHIK, 2014). Kalaja and Pitkänen-Huhta (2017, p.3), have concluded that drawings, also known as visual narratives, have proven to be “a very plausible way of accessing complex and abstract issues to complement the more traditional methods of data collection”. Visual narratives, translated as photography, collages, and also drawings, have not been thoroughly used in researches on language teaching in Applied Linguistics (KALAJA; ALANEN; DUFVA, 2008). However, they have been revealed to be an important and useful tool of investigation, once it allows participants to express what they cannot sometimes put into words (BORG et al, 2014; KALAJA; MENEZES; BARCELOS, 2008; PITKANEN-HUHTA & PIETIKAINEN, 2014)

In this study, I asked each participant to work on two visual narratives. In the first one, right after they took the Teacher Self-esteem Test (section 3.3.1), I asked them to draw something that represented how they believed the school community (students, other EFL teachers, coworkers, school authorities and parents) saw them. It took participants from 5 to 10 minutes to deliver the visual narrative. In the second, they were asked to draw a representation of how they saw/defined themselves as EFL teachers. Aparecida was able to deliver the visual narrative in 10 minutes, while it took only 5 minutes for Cláudia to do it, on March 13<sup>th</sup> and March 20<sup>th</sup>, respectively. Beatriz, on the other hand, had time issues for our meeting. Then, we agreed that she could take home the material I provided for the production of the visual narrative, which she managed to return two days later on July 26<sup>th</sup>.

The visual narratives should also bring, in addition to the drawing, a meta-narrative – written text – describing and/or complementing the idea brought by the drawing helping the researcher understand its meaning. Those structures and instructions proposed for the visual narratives were based on Kalaja (2014<sup>12</sup>). The use of two different visual narratives may enable the comparison of possible discrepancies that might be manifested on the representation of how they perceive their self-image, an important item in the construct of

---

<sup>12</sup> Kalaja's Course on Visual Narratives I attended in 2014, in *Viçosa, Minas Gerais* - Brazil.



self-esteem. As previously mentioned, the data collected through visual narratives is part of a bigger data set gathered. The next topics, then, focus on the other instruments used, verbal narratives, written and interviews, respectively.

### *3.3.2.2 Written narratives*

As a qualitative tool, during the production of a guided written narrative asked by the researcher, the participant recalls events and might reconstruct and frame not only facts but also her journey. According to Abrahão (2003), this process might be a catalytic element for teachers to some reflection on their profession. Barkhuizen, Benson, and Chik (2014) explain that it is almost inevitable to use narrative data in research on language teaching, mainly because the written product can provide “reflections on teachers’ practices, teaching contexts, emotions, development, and language learning” (BARKHUIZEN; BENSON; CHIK 2014, p.40).

Thus, each participant was asked to write a narrative at home on her teaching education and practicum, indicating facts, events, experiences and people that might have been significant on those processes as well as how they dealt with them (for the written narrative guidelines see Appendix E). Initially, participants were given three weeks to turn in the task. However, they all asked for more time due to the amount of work they already had<sup>13</sup>.

In this study, all participants were very concise in their writings, something that was already stated as a possibility by Barkhuizen, Benson, and Chik (2014). For them, participants are usually more willing to engage in interviews. Considering all of that, an interview was also conducted; I describe it in the next subsection.

### *3.3.2.3 Interview*

Interviews are a well-known instrument for data gathering in qualitative research, allowing researchers to understand the perspective of the other (PATTON, 2002). Similar to a conversation, this type of oral narrative allows participants, especially those who may feel more comfortable talking than writing about a certain topic, to provide longer and more complete answers (MACKEY & GASS, 2005).

In this study, I opted to use semi-structured guided interviews with open-ended questions (see interview guides in Appendices V, VI, and VII), mainly because this format provides the opportunity to reformulate questions and to ask for details, mainly when

---

<sup>13</sup> Aparecida: written narrative asked on April, 23th, delivered on June, 4<sup>th</sup>; Cláudia: written narrative asked on March, 20<sup>th</sup>, delivered on May, 3<sup>rd</sup>; Beatriz: written narrative asked on June, 25<sup>th</sup>, delivered on July, 23.

participants are vague or very concise on their answers. In addition to that, its flexibility allowed me to restructure the order of questions and encourage participants to talk more freely on issues that arouse throughout our conversation (BARKHUIZEN; BENSON; CHIK, 2014; MACKEY & GASS, 2005; PÁDUA, 2012). Furthermore, in order to make the participants more comfortable, I let them choose the venue and time of the interview. Because of their availability, and the length of their responses, interviews took me from 1 to 3 days to be completed, depending on the participant. Aparecida's interview was conducted at the school in three different days (June, 18<sup>th</sup>, June, 25<sup>th</sup>, and July, 7<sup>th</sup>), taking a total of 1h51minutes; Cláudia's lasted 1h14min on June, 19<sup>th</sup>, and took place on her second workplace, as she requested; and Beatriz's, who was no longer teaching at that school, was conducted in another public school – as requested by her, on August, 14<sup>th</sup> and 15<sup>th</sup>, with a total of 1h15min. In addition to that, I explained again my objectives with the research and assure their identity would be safe, including on the transcriptions – which I also promised to submit the preview for their approval.

### **3.4 Data organization and analysis**

After collecting the data, comes one the most important stages in research: data organization, analysis, classification, and interpretation. It is important, though, to be careful not to have a mere compilation of data and opinion on a topic (PÁDUA, 2012). Qualitative research is fundamentally interpretive, and, as suggested by Dörnyei (2011), it is subordinate to the researcher's subjective interpretation of the data. To reduce the bias of the researcher, enhancing research validity, reliability and information accuracy, methodological data triangulation was used (BROWN & ROGERS, 2002; DÖNRYEI, 2011; MACKEY & GASS, 2005).

Data analysis entails data organization and classification; establishing connections among the data, such as issues that diverge and converge, tendencies, regularities, causality and the possibility of generalization; and the statistical processing of the data, when applicable. As a whole, for this study, data analysis procedures were based on the proposal of Bardin (2011) for content analysis. According to the author, content analysis relies on five big stages: preparation of information; transformation of content into units; categorizations of such units; description; and interpretation. This process, however, is open-ended. We do not impose predetermined classifications on the data, i.e. the categories emerge from it. We work inductively, examining the data beginning with “few perceived notions, followed by a gradual

fine-tuning and narrowing of focus” (MACKEY & GASS, 2005, p.163) by defining themes, codes, and categories.

Due to the specificities of data organization and analysis of the instruments, mainly of the Teacher Self-esteem Test and the visual narratives, the procedures for those instruments are described separately in the coming subsections.

### 3.4.1 Teacher self-esteem test

The analysis of the Teacher Self-esteem Test (TST) was based mainly on descriptive statistics, which has been used in research on foreign language learning and teaching (BROWN & ROGERS, 2002; DÖRNYEI, 2003; 2011). According to Dörnyei (2011, p.213), descriptive statistics help us summarize findings by describing general tendencies in the data and the overall spread of scores. However, considering the number of respondents, only three, the numbers I present on this subsection are their overall scores (See tables 3 and 4). In addition to that, I also took into consideration the proposals in the analysis conducted by other researchers using the TST (CABRERA & VALBUENA, 2010; COLLARTE, 1992; MIRANDA, 2004; OJEDA, 2006; TRIPLAIF & BRAVO, 2005; WILHELM; MARTIN; MIRANDA, 2012).

Nevertheless, before I started the analysis one important step was to organize the data gathered through the TST. First, I tabulated the responses of the participant teachers in a Microsoft Excel document, attributing numbers to their respective answers and reversing scores from the negatively worded items. Second, I reorganized the items according to the dimensions and scenarios. Third, I calculated and tabulated results for each of them. Finally, I interpreted the data.

In order to get the teachers’ profile from the test, I calculated first the total score, and then, the scores they got for each dimension and scenario (See tables 3 and 4)<sup>14</sup>.

Table 3 – TST and dimension scores

	P1	P2	P3
TST total	3,94	3,77	3,86
<b>Dimension</b>			
I-am (Identity)	3,87	3,75	3,91
I-feel (Satisfaction)	4,08	4,04	3,91
I-do (Behaviour)	3,87	3,54	3,75

Table 4 – TST scenario scores

<b>Scenario</b>	P1	P2	P3
Teacher-authorities	3,83	3,83	4,08
Teacher-parents	4,00	3,75	3,25
Teacher-peers	3,86	3,64	3,73
Teacher-students	3,62	4,06	4,12
Vocation	4,35	3,64	4,00

<sup>14</sup> Key to test scores: High (5 to 4,5), Normal (4,49 to 3,5), and Low (3,49 to 1)

As it can be seen in Table 3, the participant with the highest total scores was Aparecida (P1), followed by Beatriz (P3) and Cláudia (P2). All of them considered to have a normal level of self-esteem. Teachers seem to feel satisfied with themselves, once they all got higher scores on the ‘I-feel’ dimension. Participants scored very similarly on the dimension regarding their identity (I-am). Similar to the results found by Triplaif and Bravo (2005), the behaviour dimension (I-do) is the one in which participants got their lowest scores, which might indicate they are not fully satisfied with how they perform at work.

According to Triplaif and Bravo (2005), a person can have high scores on the ‘*I am*’ and ‘*I do*’ dimensions, but still score low on the ‘I feel’ dimension, which might indicate the teacher sets standards and expectations that might be too high for herself. The opposite can also be true, when the participant has low opinions of herself as in the dimensions ‘I am’ and ‘I do’, and yet score high on satisfaction (I feel).

Regarding the scenarios (Table 4), once again results are similar to the ones found by Triplaif and Bravo (2005). While participants seem to be affective and personally self-satisfied, they seem less satisfied in social aspects. Despite the variety in scores within the same scenario, teachers seem to value more teacher-vocation (except P2), teacher-students (except P1), teacher-authorities and teacher-parents (except P3)<sup>15</sup> scenarios. Lower but more uniform scores in the teacher-peers, though. All these discrepancies, and possible reasons, are better understood throughout chapter 4.

### 3.4.2 Narratives

As mentioned before, I made use of three types of narrative: visual, written and oral (interview). Considering the instruments used and the data collected, the first step on data processing was to “organize them into a manageable, easily understandable, and analyzable base of information” (DÖRNYEI, 2011, p.221). This means, transforming and organizing raw data into a textual form for coding and further analysis (DÖRNYEI, 2011; MACKEY & GASS, 2005). Thus, written narratives were typed, interviews were transcribed and the process of translating visual narratives into words is described in a subsequent section (See section 3.4.2).

According to Barkhuizen, Benson, and Chik (2014), there are no fixed rules for transcription. It varies based on the research objectives, which here led to the exclusion of

---

<sup>15</sup> As a substitute teacher, P3 (Beatriz) had little contact with parents. She explained that because of that, she preferred choosing the answer “nor agree nor disagree” extensively on that scenario, which led to lower scores.

transcription conventions. In fact, once I was not interested in grammatical accuracy, but on the content of the interview, I worked the data as transcribing verbatim,

which means word-for-word transcription that includes the non-verbal elements in interviewer-interviewee interaction, is a common way of handling oral data. Verbatim transcripts frequently give a feeling of rawness with non-standard grammatical utterances, repetition, or informal phrases as they naturally occur in spoken interaction (BARKHUIZEN; BENSON; CHIK, 2014, p.26)

This way, while transcribing it, I could recall several aspects I noticed during the interview. For example, when participants paused, laughed and altered their tone of voice.

However, as the publication of these verbatim transcripts could “project unfavorable images of participants” (KVALE, 1996 *apud* BARKHUIZEN; BENSON; CHIK, 2014, p.26.), I opted to let the verbatim transcription exclusively in the appendix<sup>16</sup> (see Appendix I). In, addition to that, excerpts used throughout this dissertation were translated to English and their original in Portuguese were edited for grammatical accuracy and presented in Appendix J, so that readers could have the opportunity to make their own interpretations (PAVLENKO, 2007 *apud* BARKHUIZEN; BENSON; CHIK, 2014).

Once interviews were fully transcribed, I offered participants the opportunity to read their respective transcription for further approval, as suggested by Paiva (2019). As for the transcription approval, even though I received a go-ahead from all the participants, I feel the need to reiterate here the need to be careful when presenting the transcription to them. Despite reading Paiva’s (2019) warning based on a negative experience when presenting transcriptions to a participant, I made the same mistake of not explaining the type of transcription I had made, the reasons why they were like that and how they would be displayed to participant 2, from whom I received several messages expressing her disappointment and worry about her image from possible outcomes of the published material. After that incident, I had a talk with the participant, who was very understanding. In addition to that, before sending the transcriptions to the other participants, I guaranteed they understood my purpose.

After this data organization and permission from participants to use the data gathered, I started a cyclical process, moving back and forth on the data, which Dörnyei (2011, p.126) calls 'iteration' and Creswell (1997) names ‘data analysis spiral’. For Creswell (1997, p.144), at this stage, the researcher engages in a loop, describing – in detail, interpreting, forming categories, and providing an “interpretation in light of their own views or views of

---

<sup>16</sup> Due to its length, only one interview transcription is available in the Appendix, from participant 1.

perspectives in the literature”. Throughout this cyclical and open-ended process, as a language-based analysis, I read the data repeatedly looking for patterns, whichever they would be. Words and passages were highlighted, coded and categorized. Later, the data extracts were reorganized under themes, leading to the emergence of possible categories. It is a matter to elucidate, though, that this process involved an abstract reasoning from my part as a researcher (BARKHUIZEN; BENSON; CHIK, 2014), as I followed “an inductive path that begins with few perceived notions, followed by a gradual fine-tuning and narrowing of focus” (MACKEY & GASS, 2005, p.163). However, I believe I managed to provide a thorough description of the data, presenting representative examples along with the text, followed by interpretative commentaries. Thus, readers may be able “to understand the characteristics of the research context and participants, the audience will be able to compare the research situation with their own and thus determine which findings may be appropriately transferred to their setting” (MACKEY & GASS, 2005, p.163).

#### *3.4.2.1 Visual narrative analysis*

The analysis of visual narratives usually combines compositional interpretation, by checking how something relevant was depicted, and content analysis “making sense of what they portray and/or how they might relate to the discourses in the context or in society at large” (KALAJA & PITKÄNEN-HUHTA, 2017).

In previous researches with EFL learners and student-teachers (KALAJA, DUFVA; ALANEN, 2013; KALAJA; ALANEN; DUFVA, 2008), participants normally present their own faces or full body in the self-portraits, but some choose a metaphorical representation of themselves. According to those researchers, participants have represented the teacher alone, with students (usually engaged in interaction - talking among themselves with the teacher listening to them) or no people at all. Usually, facial features are represented, either on just a face or rudimentary stick figures, which can also have blank faces. Their gaze is usually towards each other, the viewer of the narrative, or both, indicating certain interaction and possible affection. The interaction can also be represented by speech bubbles (indicating conversation) or by arrows and any other type of vectors emanating from people or fused with them (MENEZES, 2008). In other cases, though, students and student-teachers depict themselves mainly alone, with no interaction, collaboration, or dialogue, indicating that learning and teaching could be seen as centering to the individual.

In addition to that, drawings present the learning environment - and even when it is less formal or structured, the teacher is present, mainly at the centre, in front of students but

also at the periphery -, or are placed in a vacuum. Either way, they tend to be accompanied by what Kalaja, Alane, and Dufva (2008) call mediational means, *i.e.* the objects, events and persons represented in the drawings that can be understood as mediational means for the processes involved in teaching and/or learning a foreign language.

Great part of the characteristics presented previously could be seen in the drawings made by the participant-teachers in this research. In this study, there were 6 drawings, among which 4 were self-portraits (P1, P2, and P3) and 2 metaphors (P2 and P3). In all the self-portraits, both the teacher and students were represented. More on the findings are presented in Chapter 4.

In order to understand the data, I combined the strategies used or mentioned by Carvalho (2016), Kalaja, Alane and Dufva (2008), Kalaja, Dufva and Alanen (2013), Pitkänen-Huhta and Pietikäinen (2013), and Zanatta and Civera (2016) in previous researches, focusing mainly on the latter. This way, I adopted the following steps:

- a) Look and compare the drawings all together;
- b) Establish the categories according to the type of drawing: self-portrait or metaphorical representation;
- c) Establish categories to analyze the content (see Chart 4);
- d) Decode the drawings;
- e) Interpret data;
- f) Read the metanarrative provided to test the reliability of the interpretation;
- g) Look for connections among the data, research questions, and self-esteem (see Chart 5).

Chart 4 – Categories in the analysis of visual narratives.

TYPE	VN1 – how they believe others see them	VN2 – how they see themselves as EFL teachers
		Self-portraits: 3 (P1, P2, P3)
PEOPLE	P1: teacher (whole-body) and students (face only); P2: teacher and students (whole-body); P3: teacher and two students (whole-body).	P1: teacher (face) x 3 groups of students (whole-body); P2: no. Metaphor: teacher=light bulb (lighten students' minds) P3: no. Metaphors: teacher=boat (leads them to knowledge); teacher= fruitful tree (knowledge offered).
APPEARANCE	P1: teacher (sad face) x 2 students smiling and 1 indifferent; P2: teacher (straight face), students (featureless and smaller); P3: teacher smiling; peaceful face; one happy student and the other with a straight face.	P1: teacher with a satisfied face looking towards students x students with incomplete faces, but smiling (satisfied/happy); P2: light bulb irradiating its light; P3: sunny day; nice and happy landscape; bright and vibrant colors.
INTERACTION	P1: students around teacher; speech balloon; words (conversation among students in L1 and use of L2); P2: traditional layout (hierarchy: teacher standing= active x students sitting= passive); rays of light indicating interaction or knowledge transmitted from teacher to students; P3: holding hands.	P1: students interacting x teacher looking towards them; P2: no. Rays of light possibly indicating interaction or that knowledge is transmitted from teacher to students; P3: no
USE OF L2 (or reference)	P1: teacher (calling/motivating students); students (greetings); English crossed out (reluctance to the language or its use? Maybe her proficiency); P2: no; P3: no.	P1: students – sentences with positive content indicating success and comprehension; P2: no; P3: no.
PLACE	P1: vacuum; P2: classroom; traditional layout; P3: vacuum.	P1: vacuum; but with classroom elements; P2: vacuum; P3: nature.
MEDIATIONAL MEANS	P1: books; P2: desks; P3: no.	P1: blackboard, desk, books P2: no (light bulb as teacher could be the only mediational mean) P3: no (teacher as both the fruits and the boat could be the only mediational mean that 'satiates' students' desire to learn).
OTHERS	P1: Thumbs up (indicating approval or support) P2: unidirectional lines irradiating from teacher towards students (students in the front receive more); P3: the sun (smiling; hearts as eyes); two big hearts surrounding people (express care/love).	P1: 5 light bulbs (indicating ideas for classes); arrows (indicating the transition from idea/preparation to implementation/result in class); more ideas (5) than actual implementation or positive results (3); P2: no; P3: the sun (over her/the boat) = motivation/strength?



Chart 5 - Self-esteem elements in the visual narratives.

Elements that could influence self-esteem	Elements that possibly indicate high self-esteem	Elements that possibly indicate low self-esteem
<p style="text-align: center;"><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>- Students;</li> <li>- Use of language;</li> <li>- Positive performance (irradiating/ being light; arrows indicating results/students; red/ripe fruits= quality).</li> </ul> <p style="text-align: center;"><b><u>Metanarrative</u></b></p> <ul style="list-style-type: none"> <li>- Reluctant students leading to difficulties on teacher-student relationship;</li> <li>- Not being criticized;</li> <li>- Feeling respected;</li> <li>- Having help and support;</li> <li>- Admiration;</li> <li>- Good relationship;</li> <li>- Achieving goals;</li> <li>- Feeling blessed and cherished.</li> </ul>	<p style="text-align: center;"><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>- Happy/satisfied face;</li> <li>- Hearts = love or approval;</li> <li>- Light (light bulb, light irradiating, sun).</li> </ul> <p style="text-align: center;"><b><u>Metanarrative</u></b></p> <ul style="list-style-type: none"> <li>- Affection;</li> <li>- Feeling loved;</li> <li>- Feeling respected;</li> <li>- Being an example;</li> <li>- Being creative (resourceful).</li> </ul>	<p style="text-align: center;"><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>- Sad or indifferent face (teachers and students);</li> <li>- Little interaction;</li> <li>- Little use of L2.</li> </ul> <p style="text-align: center;"><b><u>Metanarrative</u></b></p> <ul style="list-style-type: none"> <li>- Daily difficulties;</li> <li>- Not achieving objectives (students engaged).</li> </ul>

As it can be seen in Chart 4, when decoding the drawings, I looked for recurrences, focusing also on the contrast of the presence versus the absence. More specifically, I looked for the people involved in process of language learning and teaching (teacher alone or with students; absence of people); metaphors; facial features; gaze; use or presence of language (speech balloons, sentences, labels, signs, etc.); mediational means; the chronology of events; and any other item included by participants. Chart 5 shows elements in both the drawings and the metanarratives that could possibly influence teachers' self-esteem and be indicative of their self-esteem levels.

### 3.4.3 Data triangulation

Mruk (2013) acknowledges the benefits of making use of different instruments to gather data when researching self-esteem. The process of using multiple research techniques or sources of data is known as data triangulation, which can diminish possible bias from the researcher, enhancing validity and reliability, and provide "credibility, transferability, confirmability and dependability" to research results (MACKAY & GASS, 2005, p.181) and a broader picture of the phenomenon studied (KALAJA; DUFVA; ALANEN, 2013).

To work with the data gathered from the different instruments, I first worked with each of them separately. Once possible categories were defined for each instrument, all the instruments' categories were compared to check similarities. Only, then, after several comparative reviews on categories, units, and excerpts, the final categories were set. These can be seen in the following chapter.

## CHAPTER 4

### RESULTS AND DISCUSSION

This chapter, which presents the results of the study, is divided into three sections, based on the main categories found in the data analysis: teachers' approach to teaching English in schools and teachers' (self) evaluations. The first section analyzes the teachers' approach to teaching, including their beliefs and what they report doing in their practice. The second section focuses on the teachers' evaluations of themselves as teachers; of other English as a Foreign Language (EFL) teachers working in the same school; their perceived evaluation made by the school community; and a report on their relationships within the school setting and on their emotions.

#### 4.1 Teachers' approach to teaching

This category refers to how teachers talk about their work, the beliefs they had and what they reported doing in their practice. Almeida Filho (1993) defines approach as a set of principles, assumptions, and beliefs that guide teachers' choices when teaching. Thus, an approach includes our beliefs about teaching and learning, about the classroom, and about students. For didactical purposes, as discussed in Chapter 2, our ideas, beliefs, practice, and behaviour can be understood as "internal factors" of our self-esteem (BRANDEN, 1996a; 1996b). Moreover, "our beliefs and feelings about ourselves strongly affect the ways we behave, how we engage with others, the goals we set ourselves, the challenges we take on, and our willingness to persevere in the face of difficulties" (WILLIAMS; MERCER; RYAN, 2015, p.45). Thus, in this section, I report on the beliefs that emerged from data and the highlights teachers made of their practice, which seems to be connected to their beliefs.

##### 4.1.1 Beliefs

In general, the three teachers seemed to hold beliefs about the same aspects: the best place to learn English, learners' and teachers' roles, and language teaching. I comment on each of them in the subsections below.

##### *4.1.1.1 The places to learn English: public schools x private language courses*

As Barcelos (2011) stated, a strong belief in Brazil refers to two places to learn the language: public schools and private English courses, the former being characterized, usually, as the place where one does not learn English. Likewise, the results of the analysis have

suggested that all teachers in this study hold beliefs about the best place to learn a foreign language and about the type of EFL teaching provided in public schools. It seems that their beliefs are based on their own experiences as learners, on the kind of classes they had in public schools, and on their teaching experience. Aparecida, for example, explains this aspect when she was talking about her experience in school, already comparing these two places:

**Excerpt 1:** [There, they taught her] the type of English from the books provided by the state, not like the ones from private courses; with crowded classrooms, but excellent teachers (Aparecida<sup>17</sup>, I, 18/Jun).

To express the poor quality of her English learning, Aparecida compares the language contained in the books provided by the State with the language from private courses. Despite recalling good teachers, for her, the teaching was as poor as the material offered. Different from private courses, both classes and the material might have been very limited, in her opinion, similar to the results found by Barcelos (2011). Similarly, Claudia and Beatriz also have comments on the quality of the content taught, as they explain:

**Excerpt 2:** The content of the subject [English] is the same, you know, right? You always start with a review and then add some more [...]. (Cláudia, I, 19/jun)

**Excerpt 3:** That basic English from school. But I kept all I had learnt in the course, including the books. (Beatriz, I, 14/Aug)

For them, the content is basic and repetitive, thus echoing the ingrained belief in Brazilian society that English instruction in public schools can be ineffective and tend to repeat itself in a vicious cycle (BARCELOS, 2011; MICCOLI, 2016; PALMER, 2018). For Beatriz, for instance, despite studying English at school, she believes the knowledge she kept was the one learned in the private course.

In the same way, when describing her teaching education, Aparecida believed she would struggle at college due to her lack of abilities in English developed at school. Thus, she decided to study in a private language course:

**Excerpt 4:** When I got into college, I also joined a private course. So, I studied English in the course and attended college, concurrently. At that time, I could really study, but I do not have any other course other than that. (Aparecida, I, 18/Jun)

Thus, for her, her language knowledge was developed not in college, but in the private course. When stating that her studies of English were parallel to her undergraduate major, she seems

---

<sup>17</sup> All excerpts are identified by the participants' pseudonyms, the initials of the data collection instrument where it was taken from: I= Interview; WN= Written Narrative; VNM= visual narrative's metanarrative; and the date when it was collected). All the excerpts are originally in Portuguese and have been translated into English by me (the originals in Portuguese are in Appendix J).

to place more value in the private course in detriment to college. Moreover, when affirming she has no other course in addition to those, it raises the question of what can one do in addition to that. Once again, private courses are portrayed as the best place to learn a foreign language as pointed out in the studies by Barcelos (2011), Barcelos and Coelho (2010) and Zolnier (2010). What we can speculate here is about the relationship of this prevalent belief in Brazilian society and its effects on teachers' self-esteem. What kind of self-esteem do these teachers have if they think they are not teaching English in a place that, according to them, does not teach English? As we will discuss later, this may have harmful effects on their self-image and practices.

Aparecida also describes her language studies in public school as focused on grammar and writing, with very little focus on “conversation”, *i.e.* oral abilities. This idea of no “conversation” at school was also mentioned by Cláudia, but now from her perspective as a teacher, as the following excerpts illustrate:

**Excerpt 5:** Well, I can't. I can't teach English for 35. It is not possible to arrive here asking you to speak (English). (Cláudia, I, 19/jun)

**Excerpt 6:** Here we are going to have grammar, vocabulary and the correct pronunciation of the words. That's all. (Cláudia, I, 19/jun)

**Excerpt 7:** English for conversation...There is no conversation in my class. There isn't. There has never been. (Cláudia, I, 19/jun)

As it can be seen, for Cláudia, it is not possible to teach English for large groups, let alone ask students to speak or work on their oral skills. This may be a practice that is influenced by her belief (and previous experiences) that regular school is not the place to teach oral skills. Thus, she teaches grammar and vocabulary only. For Cláudia, the best place to learn a language is the private English course, as illustrated in the following excerpts from her interview:

**Excerpt 8:** The problem is not the school, nor the teacher or the material. It's because the place to learn a language is the private course for that language, isn't it? (Cláudia, I, 19/jun)

**Excerpt 9:** The person who wants to talk or chat has to go to the private course, with 10 students. That is the place prepared for that, where everything is set and right, with a multimedia classroom. (Cláudia, I, 19/jun)

**Excerpt 10:** And many of them [the students] go and attend classes at those private courses, because I suggest them to, you know? (Cláudia, I, 19/jun)

**Excerpt 11:** We are going to study English. Then, the ones who want to learn it, speak English fluently, must attend the private course. (Cláudia, I, 19/jun)

It is clear that she believes that students can only learn in one specific setting: the private language course. But, more importantly, she not only tells students that they must look for a course to learn and speak the language but also encourages them to do so. That is to say, she believes that at regular school you can “study” (know about) a language, but only in the correct place to study, the private course, you will really learn (know how) that language. Hence, we can infer that the teacher might believe she knows about English but does not know the language, since she also studied it in a public school, but never in a private course, which might indicate another reason for such belief and possible lack of self-confidence on her language proficiency – lowering their self-esteem, as a result.

As shown in the data analysis, all the teachers make their opinion very clear on the right place to learn a language: the private English course and not the public school. Such a debilitating belief can influence their practice, since it can result in the view of the “pointlessness” in investing much effort to teach and/or use the target language (BARCELOS, 2016), perpetuating the negative beliefs that encompass the teaching and learning foreign languages in Brazilian public schools, in addition to hindering learning and/or teaching (BARCELOS, 2011; MICCOLI, 2016; WILLIAMS; MERCER; RYAN, 2015). This probably affects their own self-esteem as well as their students’. In the next subsection, I present the beliefs held by participants towards their students.

#### *4.1.1.2 Learners*

Based on the data analysis, I identified that most of the beliefs the participants hold about learners are also debilitating (WILLIAMS; MERCER; RYAN, 2015). Their beliefs referred to students’ willingness to learn English, ability, motivation, and participation, which I discuss in the following paragraphs.

First, all three teachers expressed their beliefs about students not liking neither wanting to learn the language. In addition, they believe that students are demotivated and do not respond well in class, as two of them affirmed:

**Excerpt 12:** I have already had undisciplined classes, students repeating the same grade and demotivated ones (Aparecida, WN, 4/jun)

**Excerpt 13:** I face difficulty in motivating the participation of students who do not like the language (L2). (Aparecida, WN, 4/jun)

**Excerpt 14:** For some, I am not a reference because they have no experience nor want to learn the language. (Cláudia, WN, 3/may)

Similar to the results found by Barcelos and Silva (2015), these teachers believe their students are demotivated, have no interest or expectation towards learning the language.

Second, and more concerning, it is Cláudia's belief on students' lack of innate ability to learn a language, as she explains:

**Excerpt 15:** I always try to foster the desire in my students, if they have the ability and talent, to look for private courses and ways to speak the language and improve. (Cláudia, WN, 3/may)

**Excerpt 16:** I believe it is right. The ones who do not have intelligence in Math, simply don't. The ones who do not have linguistic intelligence, just don't. And they have to remain in seventh grade, undermining their psychological well-being, for three more years? [...]Because one cannot speak English? I think it is right. They shall pass. (Cláudia, I, 19/jun)

In her opinion, some students do not have a knack for languages, and those should not suffer or be punished for that, which can also work as a reason and/or excuse for why and when students do not learn properly. As a result, in addition to diminishing her guilt in the case of bad results, she might demand little from those who struggle with the language, as she affirmed they shall pass on the subject, in spite of their remaining difficulties; while, as expressed in excerpt 15, she might focus on motivating only the ones who appear to be more skilled to go further on studying the language. As a result, by "transferring" her responsibility to other factors, she can protect her self-esteem. In addition to students' lack of abilities, Cláudia believes that all her students face great difficulties in learning the target language, as she explains:

**Excerpt 17:** Look, as it is English, they have a lot of trouble...I repeat things a lot. They say "But you gave it last class!" And I say "And have you learnt it? You haven't! So, let's repeat it?", right? [laughter]. Then, as it is English, they struggle. (Cláudia, I, 19/jun)

As seen in this excerpt, regardless of students' answers, Cláudia affirmed they had not learnt what she had taught. She is apparently convinced of their negative results from a previous class, providing students no better explanation for the need of repeating or reviewing the content previously taught. An attitude that Peñaherrera León and colleagues (2014) indicate as being common for teachers with low self-esteem (cf. Chart 3).

Third, as discussed earlier, the teachers believed that the private English course is the best place to learn; thus, they also believed that students who attend private courses tend to have better results, in addition to being more motivated, as we can see in the excerpts that follow:

**Excerpt 18:** The ones who study English in private courses, which great part of them do, are interested (in the language). [...] Those who don't [...] face more difficulties. But none is uninterested. (Beatriz, I, 15/Aug)

**Excerpt 19:** The student who has never studied in a private course and has the text and studies it, will have a good grade. That is what you people must understand. I have to be fair with everybody in the classroom. Of course those who attend private course will do well in a test on numbers, family. But those who study and have a notebook with all the content, those will do well too. (Cláudia, I, 19/jun)

For both Beatriz and Claudia, students who also attend private classes have little trouble because they might have already seen the topic being discussed in class or it is related to being more open to the language and also their ability. Instead of valuing themselves, by also pointing out their contribution to students' success and motivation, Beatriz and Cláudia associate it to private courses, a parapraxe (Freudian slip) that might indicate some lack of confidence in their competence. In excerpt 19, Cláudia justifies her approach, affirming she needs to be fair with the ones who do not attend private courses, thus her comment "that's what you people must understand". In addition to that, Beatriz and Aparecida present another possible explanation for students' engagement in learning English, as suggested by these excerpts:

**Excerpt 20:** Those who do not see much perspective, do not want, do not demand much from themselves. At least that's what I think. "Why am I studying?" They don't think about it. "What do you think about your future?" Others already know what they want. They want to go to Cefet or to Coluni<sup>18</sup>. Those commit themselves more. The others don't. (Aparecida, I, 18/Jun)

**Excerpt 21:** They are good and dedicated students, you know? They think about graduating and going to Coluni, Cefet, IF or Senai<sup>19</sup> [...] But they are all students who want something, who seek for something to do after they finish ninth grade (Beatriz, I, 14/Aug)

They point out that students who have expectations and perspectives for their future seem to engage more, whereas some simply do not. Aparecida, in her written narrative also added that some do not want to learn English because they see no use for it in the future, pointing out her attempt to show them its importance from time to time in class.

Finally, differently from those who have expectations for the future, Aparecida believes that great part of students is not interested in learning English nor demand much from her. This is something she stated throughout our entire interview, as the following excerpts suggest:

---

<sup>18</sup> Cefet and Coluni are famous public high school institutions in the state of Minas Gerais. The first is a concomitant technical school, while the latter, is one of the best prep schools in Brazil.

<sup>19</sup> IF and Senai are also institutions which provide technical courses in high school level, the first is public, while the other is private.

**Excerpt 22:** Aline, we get really sad, because we give it all to them and the student shows no interest at all. (Aparecida, I, 18/Jun)

**Excerpt 23:** I talk to them all the time. But, we see, we feel that not all of them are listening or taking us seriously. (Aparecida, I, 18/Jun)

**Excerpt 24:** [...] students who raise their hands to ask questions or ask for more explanation are rare. [...] Because it is from the participation, the exchange, the interest, asking...there are few who show it. (Aparecida, I, 18/Jun)

Based on what Aparecida stated, she probably counts on students' open display of interest in the subject and/or her class, when she uses verbs such as "show", "see", and "feel" to describe it, to monitor their interest in learning the language. It is also possible to see that in Aparecida's visual narratives (Figures 2 and 3):



Figure 2 – Visual narrative 1 - Aparecida



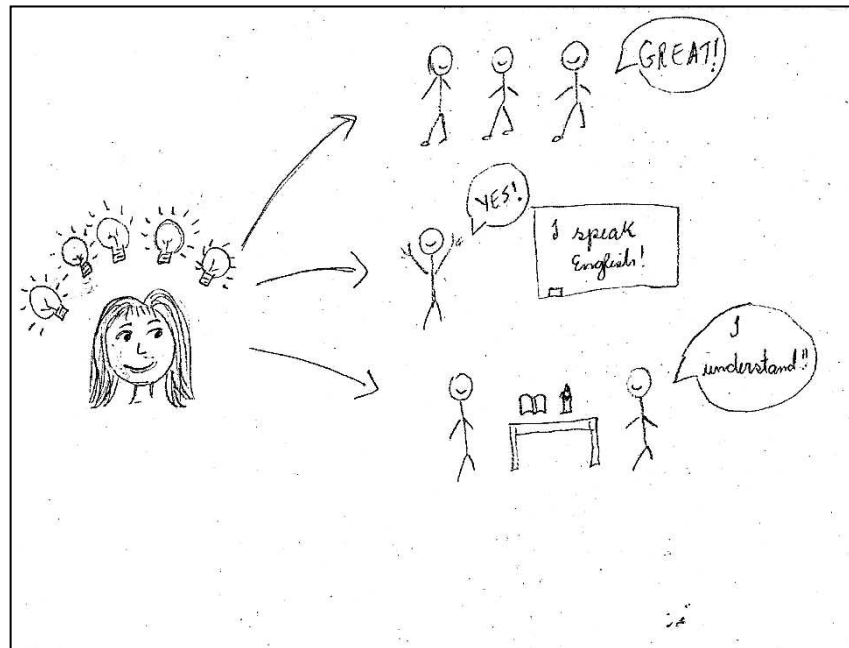


Figure 3 – Visual narrative 2 - Aparecida

Aparecida believes that students' interest can be measured by their actions and reactions to class. In both her visual narratives (VN), looking at her face and her students', we can say that she seems happier with students' reactions in VN2. She confirmed this in her interview saying that she expects clear enthusiasm during the activities proposed and material produced, and by keeping their notebooks updated, in addition to being engaged and involved in her class and not with materials and activities from other subjects (a common practice in some English classes in Brazil). To her, when she sees students working with books or projects from other subjects, she feels undervalued and thinks that they value other subjects more. All of this suggests that Aparecida needs students to show their interest in immediate feedback, either by participation or by keeping their material updated, all of which might not be the best parameter to evaluate her competence. Although we need feedback from significant others, placing much of our sense of competence in what we have no control over might have negative effects to our self-esteem (BRANDEN, 1996a; CROKER, 2006). In addition, placing too much importance on external validation indicates low feelings of worth and self-confidence (MRUK, 2013).

Altogether, teachers seem to believe that students are less interested than the expected and have difficulties in learning English, except those who attend private courses. Thus, as discussed in Chapter 2, such beliefs tend to lead to self-fulfilling prophecies (BRANDEN, 1996a; LEVY, 2019; MRUK, 2013; WILLIAMS; MERCER; RYAN, 2015),

resulting on teachers investing only on how much – sometimes also on who - they believe can learn the language.

As we can perceive, there is a deficit view of students. For these teachers, one cannot expect much from them. Would it be the case that teachers with healthier self-esteem would think higher of their students? It is a question I leave for future studies. After discussing their beliefs about students, in the next subsection, I present their beliefs about their roles.

#### *4.1.1.3 Teacher roles*

Based on the data analysis, the three teachers held similar beliefs about their roles as teachers. In general, they see teachers as being the ones who hold and transmit knowledge. Similar to the results of Kalaja, Dufva, and Alanen (2013), in this study, the participants seem to emphasize their roles of teachers more as educators than as language professionals, mainly in their visual narratives. Aparecida, for example, is the only one who mentions the language, both in her Visual Narrative (see Figures 2 and 3, in subsection 4.1.1.2) and the metanarrative. The other two teachers focus on themselves as guides to students as the following excerpts illustrate:

**Excerpt 25:** Because we are always talking, encouraging them to talk, you know? I believe every teacher has this role too. For many students, sometimes, we are an example. (Aparecida, I, 25/Jun)

**Excerpt 26:** Because a teacher is not in class only to teach, but to give some advice, to listen to what students need to get off their chests...Usually, students do not have the courage to talk to their families about what they talk to us. (Beatriz, I, 15/Aug)

In addition to teaching the language, teachers believe that their role is to guide, counsel, advise and listen to students who can feel even more encouraged to do so with teachers instead of with family members – which might be an important sign of trust. Beatriz feels she is in the right profession as she sees her role goes beyond the school walls, through guiding students in addition to teaching and instructing. More specifically, these teachers see their roles as one of friend, mother, psychologist, and counselor:

**Excerpt 27:** We are a little bit of a mother, psychologist, and only after we can calm things down... because we cannot arrive in a class in the middle of a turmoil or mess and try to teach English, it won't work. (Aparecida, I, 25/Jun)

**Excerpt 28:** I don't see myself as a teacher only. I also see myself as a friend, a mother, a psychologist, a counselor, you know? So, it is about all types of issues you can imagine, mainly coming from the girls. Doubts regarding boyfriends, sex, drugs, alcohol, parties. They tell me everything. (Beatriz, I, 15/Aug)

For them, the role of a teacher surpasses the propaedeutic work. Both teachers identify themselves as assuming the roles of mother and psychologists, discussing important matters. Aparecida affirms that there is no way to teach a language when the classroom (or students' minds) are in turmoil. Thus, it is important to be careful and cautious about how she talks to them, demanding things but also providing the kindness they might need. All of that, in addition to adding a major responsibility to their profession, might also influence the relationship they have with students, and, more importantly, the emotional weight/work of their jobs. However, as stated by Reasoner (n.d.) and Branden (1996a), these roles these teachers assume provide them with a sense of purpose to live by and belonging to something bigger than themselves, developing their sense of worth, as a consequence, their self-esteem.

These different roles might influence their beliefs about what should be taught, at least for Cláudia, when she affirms:

**Excerpt 29:** My challenge is to add to their lives with teachings that they can take for their whole lives (Cláudia, WN, 3/may)

**Excerpt 30:** Lessons for life. Take advantage of my experience. This would be ideal. (Cláudia, I, 19/jun)

For Cláudia, her job, and main challenge, is not to teach the language, but teach about life, making use of her life experience. She also expressed the wish to work with the ninth graders, mainly because this group, according to her, different from the young ones in sixth grade, is ready to work with new approaches, including lectures about drugs. Apparently, the teacher is more worried and/or focused on teaching about matters she considers more important than the language itself. This might be related to a sense of lack of competence in English, which might affect her self-esteem negatively. Instead, the teacher focuses on what she feels more competent about, her life experience, as she expressed in excerpt 30, which might result in lesser threats to her self-esteem.

Having these beliefs, these teachers seem very concerned about their attitude and the kind of language they use in class since they believe students see them with admiration and as role models, sometimes, even more than their own parents. Cláudia, for example, reports that a student once wrote in an activity that Cláudia was the person she admired the most, which reinforced her opinion on the great responsibility she has as a teacher, raising her concern over her attitude and language used in class. However, this belief may influence or limit her behaviour, as she explains:

**Excerpt 31:** We try to do everything right. We try to influence the best way possible, because we know that we are role models for them. They admire us, they expect

nothing of...on the streets, you know? You cannot date, you cannot drink, on the streets. It is a small town, they can see [us]. (Cláudia, I, 19/jun)

**Excerpt 32:** We cannot curse. We cannot do anything. Teachers cannot do anything. (Cláudia, I, 19/jun)

Despite acknowledging the importance of serving as role models for students, apparently, that kind of belief makes Cláudia restrain herself both inside and outside school, which might possibly have negative outcomes for her. In the same way, she stated that other coworkers should try to do the same, inferring some do not behave well like she does.

For the most part, by barely mentioning their role as teaching the language, participants may be suggesting that they see themselves as not very fluent; yet, their self-esteem may be high when they see themselves in their roles as teachers who have something good to tell students. The trust they get from students, not to mention the sense of purpose they might develop (REASONER, n.d.; BRANDEN, 1996a), when assuming this role of guide-on-the-side teacher, help them feel worthy and good about themselves, which might develop their self-esteem and/or be an indicative of high self-esteem.

Despite believing teachers should be role models, sometimes she may act differently as it will be seen later on in the subsection on relationships (cf. subsection 4.2.4). Such discrepancy between beliefs and practice are common, as stated by Barcelos (2006). Moreover, for researchers such as Branden (1996a), actions that are not congruent with our beliefs, affect our sense of personal integrity, and our self-esteem consequently.

In this subsection, the focus was on the beliefs participants hold on their roles as teachers. As they also mentioned how their classes should be taught, I present next, a subsection on their beliefs on language teaching.

#### *4.1.1.4 Language teaching*

In general, all teachers held beliefs about the knowledge they have, or should have, how teaching and learning works, and the need to keep doing things in a fun and different way in class. Regarding this aspect, Williams, Mercer and Ryan (2015) explain that some teachers believe that the language is transmitted from the teacher to the learner as in a ‘unidirectional transmission of knowledge’ and, because of that, they might believe that the teacher is the only legitimate authority and source of the language.

For both Cláudia and Beatriz, teachers seem to be the source, the ones holding all the knowledge. Yet, when representing this idea in their visual narratives (Figures 4, 5 and 6), they did not mention the language *per se*. In Cláudia's visual narratives (Figures 4 and 5), for example, this idea is portrayed, as it can be seen below:

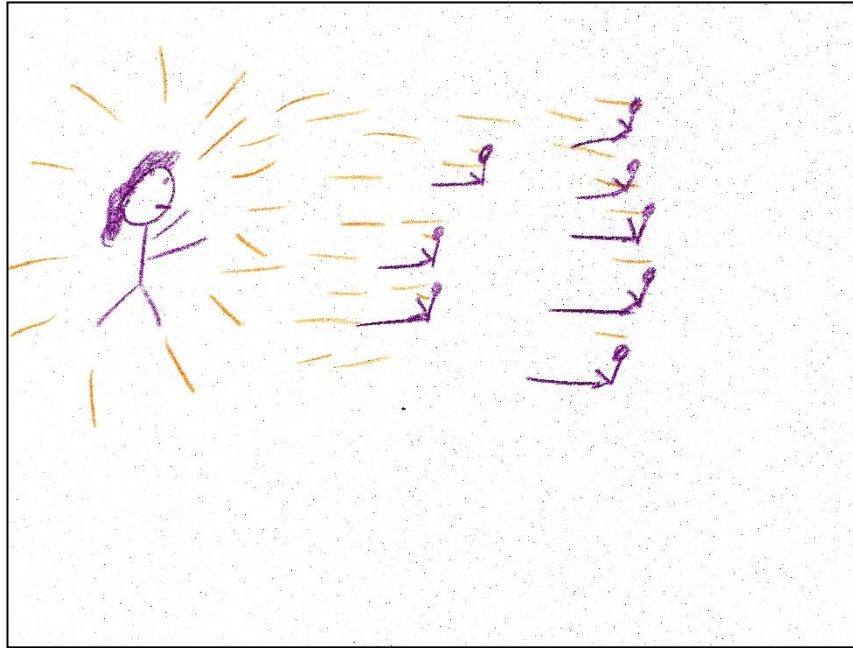


Figure 4 – Visual narrative 1 - Cláudia

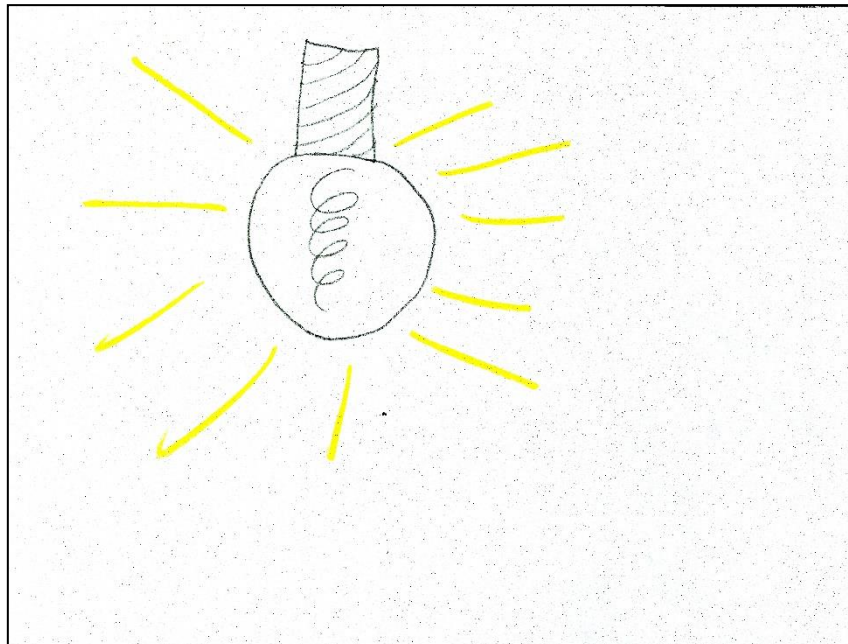


Figure 5 – Visual narrative 2 - Cláudia

Cláudia, in the metanarrative, explaining her first visual narrative (Figure 4), stated that she is sure about “irradiating, offering and transmitting good examples, in addition to important and necessary matters”. She also revealed her belief on teachers having “an aura of mystery, as guardians of secrets and wonders of a distant and new world”. Thus, Cláudia represents herself as a light that illuminates students’ lives on her second visual narrative (Figure 5), portraying herself as “a light that brightens students’ minds to help them develop concepts and attitudes”. All that “knowledge” can be indicated by the unidirectional rays of light emerging from her towards students. Based on that, we may infer that her approach to teaching is probably teacher-centered. In addition to that, she seems more worried about helping students with moral values and what she names “important concepts and attitudes” than with the language itself, as it could be seen in the previous subsection (4.1.1.3). Similarly, Beatriz represents herself both as a boat and a fruitful tree, as it can be seen on her second visual narrative (See figure 6):



Figure 6 – Visual narrative 2 - Beatriz

Beatriz described herself in the metanarrative (and in addition to explaining it to me during the interview) as a boat sailing through calm waters, used to take students to another position, helping them in their journey, which is based on her knowledge, dedication, and love. At the same time, she is the fruitful tree “feeding” students “hunger” for knowledge (as shown in GODOY, 2020). All of these aspects suggest that she is the conductor of students, the guide, but she is also the one who holds the knowledge. Differently from Claudia, Beatriz presents the idea of knowledge transmission in a lighter way, when placing herself as both the source

(fruitful tree) and facilitator (boat). Either way, this belief aligns with the banking model of education explained by Paulo Freire<sup>20</sup> regarding knowledge “transmission”. The teachers’ belief on their influence seems to include only good behaviour and not necessarily the language, as this aspect is not mentioned by any of them. One might wonder if this is related to their proficiency. They mentioned that many students attend classes in private courses. Since for them, this is the place where one learns English, these teachers, mainly Cláudia, may believe what is left for them is to teach “valuable things for life that students should know”. Thus, they may feel in a position of power and competence by teaching these issues. More on that matter will be discussed in section 4.2.

Considering that beliefs can influence teachers’ approaches in class, if a teacher believes knowledge is transmitted from teacher to students, she will probably focus her teaching on presenting and practicing language forms (WILLIAMS; MERCER; RYAN, 2015), which seems to be Cláudia’s case (cf. subsection 4.1.1.1 and section 4.2). Beatriz also believes that a teacher must know everything about the language she teaches, as illustrated in the following excerpt:

**Excerpt 33:** I don’t go to classes unprepared. I don’t, because a student can surprise me with a question that I might not know the answer. And this is not very flattering. (Beatriz, I, 15/Aug)

Just as stated by Barcelos (2016) in Chapter 2, that like students, teachers also believe they should not make mistakes in the foreign language – in addition to showing mastery in the language, Beatriz believes she should not make any mistake, and as a teacher, she has to show knowledge and competence. Beatriz believes it is unreasonable for a teacher not to be able to know the answer to a question. She admits that it has happened, and, consequently, questioned her capabilities and felt awful. Barcelos (2016) explains that this type of exposure might affect teachers’ self-esteem negatively. Fortunately, in spite of what Beatriz said and admitted feeling, when it happens, she asks students for some time to gather the right answer, showing a sense of security, confident enough to show she does not know something but is open to learn and improve. All of these aspects are signs of healthy self-esteem. The teacher, however, affirmed in the interview that the government is also to blame for the problems with the knowledge of the language or with teaching, since they do not offer proper continuing education. This may take some of the blame for possible problems with her proficiency and

---

<sup>20</sup> FREIRE, Paulo. *Pedagogia do Oprimido*. São Paulo: Paz e Terra, 1996.

approach – something that despite being true, can work as a defensive mechanism by taking some of the responsibility off her shoulders.

Unlike Beatriz, Aparecida is more concerned about offering different activities in class, which can be a little overwhelming for her. She works under the belief that classes should be more pleasant for students. Aparecida further explains she is always looking for something different for her classes, which takes time and effort, in addition to worrying her, because sometimes she just cannot do things the way she wants to. This approach of hers will be presented later on in subsection 4.1.2.

After identifying the beliefs discussed in this section, we can state that, first, they affect teachers' practice (BARCELOS, 2016). I would infer that many of them can have negative outcomes such as possible self-fulfilling prophecies (BRANDEN, 1996a; LEVY, 2019; MRUK, 2013; WILLIAMS; MERCER; RYAN, 2015), mainly towards students. As discussed previously, bluntly believing on students' lack of interest is one of the attitudes of teachers with low self-esteem, according to Peñaherrera León *et al.* (2014), Zolnier (2011) and Zolnier and Miccoli (2009) also affirm that teachers' self-esteem is negatively affected if teachers do not develop a good sense of personal competence and value; thus, they do not do much as they will evaluate the results negatively anyway. With little experiences of success and no need for self-expansion, it is hard for these teachers to feel competent as teachers and develop a healthy self-esteem. Secondly, as these beliefs are repeated and reenacted in practice, they become perpetuated and ingrained in the culture of language learning and teaching in Brazilian public schools. In the next section, I discuss these teachers' practice.

#### 4.1.2 Teachers' practices

As stated in Chapter 2, teachers in public schools work with two possible choices: a) they try their best to make a difference regardless of the odds; b) they work based on resignation (MICCOLI, 2016). The first option might benefit their sense of competence and value, as they might be working purposefully, taking responsibility for their actions, which should be congruent to their beliefs, values, and purposes (BRANDEN, 1996a). When choosing the second option, teachers might not develop that sense of purpose nor personal competence, since they will not deal with the challenges that schools demand. As a consequence, their self-esteem might suffer. This choice, in addition to teachers' beliefs about language learning and teaching and low self-esteem, work as the main factors that affect their choices of approach and use of L2 language in class, as stated by Eslami and Fatahi (2008).



In this section, I present what teachers commented on their practices and what they usually do in class, which referred to their actions in the classroom, their use of Portuguese and English, and the difficulties they face in their practice. As it will be clear from the discussion that follows about teachers' practice, the teachers in this study seem to present low self-esteem as they do not usually take risks and make little use of language taught, especially in its oral form.

#### *4.1.2.1 Actions in class*

All the three teachers mentioned following the plan designed for each grade before the school year starts. They also explained that they use the book provided by the government not in its entirety, but by selecting its content and complementing it with other materials.

Aparecida and Beatriz have a similar approach when it comes to tests and the use of English in class. However, Beatriz, as a substitute teacher, admits focusing on the semester plan and to what is defined by the government's common curriculum (CBC). According to her, mainly through classes more directed to vocabulary and grammar, which is not the main focus of CBC, since the curriculum, in its core, demands a communicative approach<sup>21</sup>. Aparecida, on the other hand, probably working to make a difference, in addition to meeting the curriculum goals, seems to worry about balancing theory about the language and practice, not only in class but also on students' evaluations. According to her:

**Excerpt 34:** My classes...one part is oral, the other written (Aparecida, I, 18/Jun)

Different from the classes she had when she was a student (cf. 4.1.1.1), as a teacher, Aparecida affirmed she always adds time to develop students' oral ability when planning her classes. She said she tries to provide the opportunity and encourage students to use the language orally, either in groups, in pairs or alone, both in class and tests. Moreover, she also tries to evaluate them fairly, based on their effort and progress, in addition to their grades on grammar and vocabulary activities/test.

Claudia has a different approach. As shown earlier in the section on beliefs (cf. 4.1.1.1), she does not think that a public school is the place to learn English, as she explains here:

**Excerpt 35:** In the classroom, due to the number of students and the fact it is a public school, I do not go further on the subject. I seek to awake their desire to learn through movies, music, books, but the grammar is light. (Cláudia, WN, 3/May)

---

<sup>21</sup> <https://curriculoreferencia.educacao.mg.gov.br/>

**Excerpt 36:** I try to use culture a lot. [...] I try to open their minds to other things. Work, I never assign a grammar work. It is always about culture, a band, a singer, an actor, an artist, from some country [...] It is always something I believe they should know. (Cláudia, I, 19/Jun)

As expressed in these excerpts, she does not believe that in public school she needs to “go deep” with the subject and instead she works with films, songs and “light grammar”. This belief seems to influence what she does in class, as she decides to work with what she defines as culture (a band, a singer, an artist of a country) instead. She thinks students should know this and not necessarily grammar or any other aspect of the language. Moreover, Cláudia believes her role as a teacher is to awaken students’ desire to know or learn the language through culture. Although learning a language is intertwined with culture, structure is an important issue, especially in a class in which a teacher believes there is no space for communication practice. All of that helps us infer that there might be an issue with her proficiency. Despite focusing on culture in her classes and in her tests, Cláudia reported working more on reading comprehension, vocabulary, and texts that were previously studied in class.

In addition to that, she said she works with translation, rewriting sentences from Portuguese into English, both in tests and during class. According to her, this approach, both for classes and tests, is a way to be fair with the students who do not attend classes in private courses, as we can see in the following excerpts:

**Excerpt 37:** What do I ask for? Is their notebook up to date? [...] “Your child attends a private course, but his notebook...he does not have the text on the discovery of penicillin. Then, he got a zero on the test”. What did I ask for on the test? Everything in English on the test. The discovery of penicillin. He does not have that text, so he will get a bad grade. And the student who has never attended a private course but has the text, studied it, will get a good grade. That is what you must understand. I need to find a way to be fair with everybody in class. (Cláudia, I, 19/Jun)

**Excerpt 38:** I cannot work in a way that privileges students who attend private courses. Then, I do not ask for grammar on tests. I do not assign grammar activities, because they will win and the others will lose. (Cláudia, I, 19/Jun)

As illustrated in the excerpts, Claudia, concerned to being fair to everyone, does not seem to evaluate much English grammar, since she believes most of the students who do not study in private courses do not have much knowledge (cf. section 4.1.1.2). Apparently, this choice of approach might indicate that the teacher is not confident enough to use the language in class or work deeper on its structure, hence the focus on culture. Although she may see this as a fair approach, in the long run, it may not challenge students enough to go a bit further than what they know. In addition, it can be a sign, open to investigation, that her approach to

teaching grammar, or even the language, might not have been successful or adequate. As a result, the teacher opted for a “self-handicapping” approach (MRUK, 2013), setting lower levels of professional satisfaction, taking fewer risks for self-protection, which are all indicatives of an unhealthy self-esteem. Cláudia might develop a sense of competence at first, but it might not last long.

Regarding different approaches and/or activities developed, Aparecida and Beatriz seemed concerned about offering students possibilities. Aparecida, however, is the one who seems to pay more attention to it.

**Excerpt 39:** Well, if I put in to practice everything I think of, I believe things would be way better than they are now. But sometimes I think too much. (Aparecida, I, 18/Jun)

**Excerpt 40:** Because I believe it would be better for my students. I think they would like it better [...] I think classes would be more pleasant, maybe. (Aparecida, I, 25/Jun)

She believes that classes can be more pleasant when the teacher provides different and fun activities. However, it is possible to notice, in her excerpts, some sense of self-criticism or self-judgment, since she feels it “could be better than today” and that “she thinks too much”. She believes her students would “like it better”. These feelings and beliefs, contrast with her second visual narrative (Figure 2), in which she sees herself as full of ideas. As we can observe in her visual narrative, and in the data gathered, Aparecida usually has many ideas (represented by five light bulbs) but does not put all of them into practice (three arrows indicating ideas turned into activities), which sometimes comes as a concern for her. Such behaviour might indicate an unbalance of her self-esteem since if she trusted herself, she would be more willing to trust her judgment and own ideas (BRANDEN, 1996a).

In short, for these two teachers, if Aparecida worries too much about the activities she might work with, Claudia seems to be satisfied with herself under the impression that, in her own words, “we always believe that what we do is enough, it is too much”. Either way, these are signs of an unbalanced self-esteem. For Aparecida, apparently a perfectionist and overachiever teacher, who, despite being self-conscious, sets demanding goals, which might boost her self-esteem (BRANDEN, 1996a). Cláudia, probably in order not to undermine her self-esteem, chooses to remain with an approach that is safer and probably less demanding; which indicates that the teacher does not take much responsibility from her choices of approach, neither seems to be living with high levels of awareness and personal integrity,

which Branden (1996a) understands as having control of actions congruent to our values and purposes, taking responsibility over them.

One possible explanation for this choice of approach is their language proficiency (ESLAMI & FATAHI, 2008). In the next subsection, I present the use of Portuguese and English in class.

#### *4.1.2.2 Use of Portuguese x English*

Teachers' language proficiency, as stated in the beginning of this section, is an important factor on teachers' choices of approach and actual use of the target language in the classroom (ESLAMI & FATAHI, 2008). It also plays an important role in teachers' self-esteem (BARCELOS, 2016; 2011; BARCELOS & COELHO, 2010; CARVALHO, 2016; ESLAMI & FATAHI, 2008; ZOLNIER, 2011). In this section, I comment on the use of Portuguese and English by the three teachers.

Data analysis has suggested that the use of English is mainly in its written form, in the textbook, in the materials the teachers provide and on students' notebooks when they copy grammar examples and vocabulary from the board. From what the participants reported, the use of English in its oral form is very scarce. As a whole, it is restricted to the pronunciation of vocabulary and some classroom language. The latter seemed to be used and encouraged mainly by Aparecida and Beatriz. Each teacher, then, brought a perspective on the use of Portuguese and English. But one thing is unanimous: classes are taught in Portuguese.

Aparecida and Beatriz seem to have a similar approach when it comes to the use of English in class. Both of them reported teaching the class in Portuguese, but students write the explanations of the content in English. The examples, vocabulary, and exercises, though, are all in English. In addition, Aparecida and Beatriz try to encourage students to use English in its spoken form when greeting, asking for permission to have some water or go to the restroom, answering the attendance, etc. In spite of that, both of them admit they are not content with the amount of oral practice they have in class, wishing they could work more with it. In general, Aparecida seems to be the one most concerned about providing the opportunity for students to practice the language as the excerpts below show:

**Excerpt 41:** I cannot manage to use English all the time. Then, I dedicate some time, every class, for us to say something in English, in groups or individually. (Aparecida, WN, 4/Jun)

**Excerpt 42:** When I start new content, we speak together and then I ask students to ask each other something. With that, I can help them increase vocabulary and improve

pronunciation. I see that some students let go and end up participating after a given time. (Aparecida, WN, 4/Jun)

In these two excerpts, we can see that Aparecida explains that she believes she cannot use English all the time but tries to make students do it together as a big group or in pairs. Opening more space for students to talk in seen by Peñaherrera León and colleagues (2014), as an attitude of a teacher with a healthy self-esteem. She adds that it takes time for some of them to participate actively, but she persists, which can be a sign of healthier self-esteem, according to Branden (1996a).

Claudia, on the other hand, openly declares that she uses Portuguese the whole class and there is no space for developing the ability to speak English in her classes. Its use is restricted to the pronunciation of words, as she explains:

**Excerpt 43:** I do not have this illusion, I don't. I speak Portuguese the whole class, you know? Something...pronunciation of words...I read everything from the board and they repeat with me. (Cláudia, I, 19/Jun)

**Excerpt 44:** And, well, English, like English to communicate...there is no conversation in my class. There is not, there has never been. (Cláudia, I, 19/Jun)

**Excerpt 45:** Here we are going to have grammar, vocabulary and the correct pronunciation of words, that's all. (Cláudia, I, 19/Jun)

It can be seen from the excerpts that Claudia strongly feels it is “an illusion” to speak English in class, as already commented before, based on her beliefs that public school is not the place to learn to speak English (cf. section 4.1.1.1). She explains that in her class she has never used English for conversation. Moreover, during our interview, she also added that she believed that this approach of hers was fine, once students did not have that expectation from her and they would find it funny if she did. Once again her beliefs seem to be used to justify the little use of English in class and the type of approach chosen. For her, English, which she calls “didactic English”, is used for grammar examples and vocabulary in its written form and for checking the pronunciation. By labelling her proficiency as “didactic English”, she promotes the side of the language she knows, valuing her class experience, which, for her, might work as a compensation. Despite having stated in her written narrative that she tells students they would pronounce words as they are written. Such contradiction is also seen when the teacher, in spite of affirming her tests and assignments were all in English in Excerpt 37, she then said they are all in Portuguese:

**Excerpt 46:** No. Everything in Portuguese. For example, an assignment about Hawaii. The guidelines are: What is Hawaii? Where is it? Why is it American? What is its history? They have already heard about Hawaii, but they don't know what it is. “Did

you know it is the Pacific?" And so on. Then, they do all the assignments in Portuguese. (Cláudia, I, 19/Jun)

At the same time that she affirms everything is in Portuguese, she then guarantees it is all in English, which is a clear sign of an internal conflict towards the evaluation she makes of her ability to teach and of knowledge of the language.

All things considered, it seems that all teachers, mainly Cláudia, justify their (non) use of English in class based on their beliefs. (cf. 4.1.1). For instance, Cláudia's contradictions on the data presented about the use of English in her classes and activities might indicate a lack of self-confidence in her proficiency in English, which can affect her sense of competence negatively, and, consequently her self-esteem. Aparecida and Beatriz, on the contrary, are very firm on the sole use of English for exercises, assignments, and tests. Overall, Aparecida seems to be the most concerned about its use by her and by students and actually makes an effort, which could also be seen in her visual narratives (Figures 2 and 3), the only VNs that bring English up. However, with this in mind, to make a deeper connection with the use of English by these teachers and their self-esteem, it is necessary to understand how they evaluate their proficiency, which is seen in section 4.2. To finish this section on teachers' approach, I present, in the next subsection, the difficulties teachers report facing on their practice.

#### *4.1.2.3 Difficulties of their practice*

In this subsection, I present the main difficulties faced by the participants working in that Brazilian public school, which refer to dealing with students' special needs, educational or not; use of the textbook; quantity of students per class; supplementary material; and motivating students. I comment on these difficulties below.

First, Aparecida mentioned the struggle when dealing with students diagnosed with special learning needs. As we know, in general, teachers have no special teaching training nor receive guidelines from the government to deal with this situation, or to family issues that might interfere in students' behaviour and willingness to be and participate in class.

Second, all participants mentioned difficulties regarding the textbook. These difficulties referred not only to the level of the language required to work with it but also to the content that usually does not match the school plan. As a result, Aparecida, for example, reported using only twenty pages of the textbook in the first semester. Cláudia gives particular emphasis on the difficulties she faces when using the textbook, as she affirmed:

**Excerpt 47:** I am currently using the book a lot, despite all the extra work it demands from me. I need to make a lot of research when I use the book. When it is not my old simple material, but the book, I need to research a lot. There are many new things in it that I did not know. [...] (Cláudia, I, 19/Jun)

**Excerpt 48:** [...] it is not comfortable for me. The book is too difficult. It is too dynamic. But, if you check the unit content, there is little to be taught. [...] And I teach a lot of things, but the book doesn't. In the book there are a lot of e-mails, texts, images, games, many things. But grammar, when you get to the end of the semester, two grammar topics only. There were two topics on vocabulary and one on grammar. It's too little. (Cláudia, I, 19/Jun)

As the excerpts indicate, despite saying that she has been using the textbook a lot, Claudia admits it is labor-intensive because of the level of difficulty it presents to her, probably due to the level of proficiency it requires and the type of approach proposed (apparently, the textbook adopts a communicative approach)<sup>22</sup>. Moreover, even though she defines it as dynamic, saying it has many texts of different genres, images and games, for her, there is little “content”, meaning grammar and vocabulary. Thus for her, she brings more “content” to classes than the book does. In other words, she brings more grammar and vocabulary, indicating a strong belief of what should be taught in English classes, in addition to valuing her competence as a teacher who improves classes, as the book is not enough.

Third, all participants mentioned the difficulty in teaching large groups, mainly regarding conversation practice, as stated by Cláudia in the subsection on beliefs about the place to learn the language (cf. subsection 4.1.1.1). In addition to that, all the teachers also mentioned the lack of additional didactic resources to improve classes. Cláudia, for example, expressed her desire to have a multimedia classroom, just like in the private courses, because it would ease her practice, in addition to being the ideal scenario for language learning. Beatriz, on the other hand, affirmed in her written narrative that despite the lack of supplementary material to improve her classes, mainly modern ones, she can manage to provide interesting classes, adding that she does her best based on what is in her power to do so.

Lastly, we have Aparecida's concern in trying to engage students in participating more actively in classes. Her concern is probably based on her belief that students are not interested in or do not like the language (cf. subsection 4.1.1.2), but also on some negative attitudes from them, perceived from time to time.

In short, it seems that much of these teachers' practices are based on their beliefs. In a reciprocal process, their beliefs affect their practice and their practice affects their beliefs, just

---

<sup>22</sup> The book, checked with another participant, meets the communicative approach proposed by the common curriculum (CBC).

as their practice affects their self-esteem and vice-versa (LEVY, 2019). Overall, these teachers' self-images are based on their beliefs about learning and teaching and about teachers' roles and their practice. The discussion thus far seems to indicate an unbalanced self-esteem, using many of their beliefs, which I see as debilitating ones (WILLIAMS; MERCER; RYAN, 2015), as possible shields for approaches and points of view that, otherwise, would result in a negative evaluation of themselves. What they believe to be true about themselves influences the evaluation they make of their competence and worth as teachers, just as affirmed by Branden (1996a), when talking about the internal factors that influence our self-esteem. Therefore, in the next section, I present the perceived evaluations made by the school community and the evaluations teachers make of themselves, their practice, and their relationships within the school community.

## **4.2 Evaluation**

As discussed in Chapter 2, our self-esteem is related to the evaluation we make of our competence and sense of worth (BRANDEN, 1996a; MRUK, 2013; RUBIO, 2014). To develop our sense of competence and worth, we need some parameters and we get it mainly from comparisons we make with people around us (WILLIAMS; MERCER; RYAN, 2015).

Considering our responsibility as teachers, in addition to evaluating students' progress and behaviour, we should also evaluate ourselves in order to check if our behaviour and approach are congruent to what we believe and propose, in addition to being effective. However, we must also remember that the whole school community is also evaluating our performance, whose feedback is one important source for our sense of competence and worth (cf. chapter 2).

In this section, I first explore how teachers believed the school community evaluates them as well as their own impressions about their EFL coworkers. Secondly, I discuss how they evaluate themselves; the evaluation they made of their relationships with each segment of the school community; and the emotions that emerged during these evaluations.

### **4.2.1 Perceived evaluations made by the school community**

When a teacher faces the task of teaching, she will be at the mercy of the judgment made by the school community, whether she likes it or not. Her teaching and the school community evaluations become one of her main sources of self-esteem and factors



influencing the development of her sense of worth and competence (CALDERHEAD, 1991 *apud* DOBBINS, 1996; MILLER & MORAN, 2012).

However, we must bear in mind that what a participant teacher states here about perceived evaluations might be based on reality – when actually getting it directly from other people - or on her own impressions of what she believes they have of her. How we see ourselves and feel about it is also influenced by what others actually think of us or what we believe they do (cf. Chapter 2). These self-perceptions and feelings influence our self-esteem, which is, in turn, influenced by them. As a result, through these reflected appraisals – using how we think others see us as a mirror to see ourselves – we might overestimate our sense of competence and value (MILLER & MORAN, 2012; MYERS & TWENGE, 2016; WILLIAMS; MERCER; RYAN, 2015). Hence, since our self-esteem is first developed from external acceptance from significant others and only then from a real acceptance of ourselves (RUBIO, 2014), I first present how teachers perceive the evaluations the school community makes of them.

Manifestations of affection and approval by other parts seem to be of great importance to reaffirm Aparecida's (cf. section 4.1) and Beatriz's teaching competence. In Aparecida's first visual narrative (see Figure 2), for example, she portrayed students' approval and possible disapproval. She also affirmed, in her metanarrative, that students admire her work, despite seeing her as a demanding teacher. As we could see in subsection 4.1.1.2, the teacher holds the belief that students must show their interest in the classes openly. However, the excerpts show that quite the opposite, sometimes, happens in class. This might be the reason why Aparecida scored from normal to low levels of self-esteem on the teacher-student scenario of the TST (cf. section 3.4.1), indicating that she might not feel valued by them.

Different from Aparecida, Beatriz scored from normal to high levels of self-esteem in the teacher-student scenario of the Self-Esteem test. She believes that students like her just the way she is – advocating that the constant and spontaneous demonstrations of affect are true and exist beyond the schools walls since there is no need for students to behave like that if it was not true. Such demonstrations of affect were represented in her first visual narrative (Figure 7):

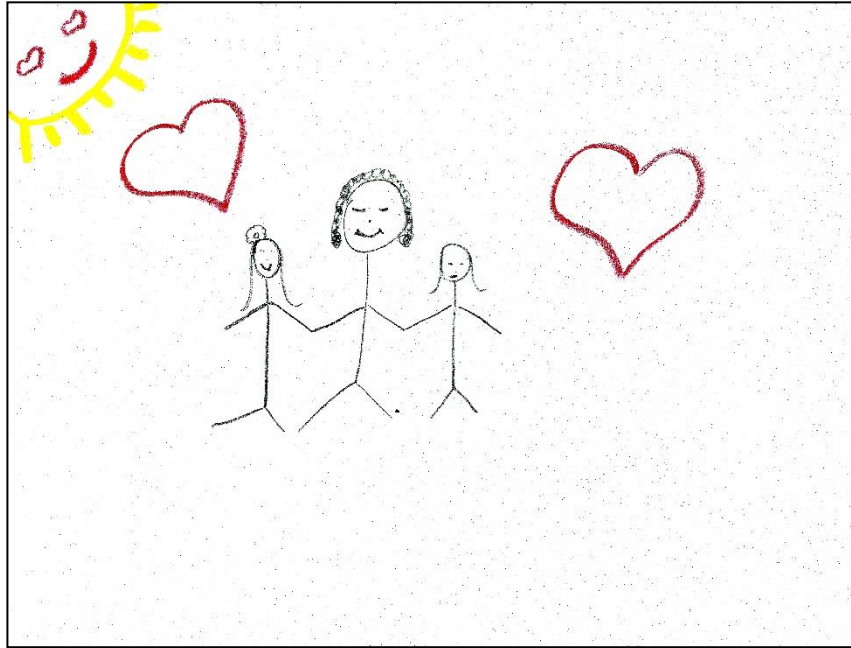


Figure 7 – Visual narrative 1 - Beatriz

As it can be seen Beatriz portrays herself surrounded by students and hearts, a probable indication of approval from this part of the school community. Moreover, she does not seem to worry much about negative feedback. In fact, she faced an unpleasant situation during her first weeks substituting Dalva. If on the one hand she was ostracized by a couple of students, whom she described as the leaders in class, in some way convinced other students to step up and confront her, on the other hand, a bigger group supported her, which she saw as beneficial. Beatriz further explained that, at first, she got upset, but then gave herself a pep talk reminding she is a good and valuable professional.

The approval and support they get from the school authorities, mainly from the principal are equally important. All the teachers got normal levels of self-esteem on the authorities' scenario in the Teacher Self-esteem Test (cf. section 3.4.1), which might indicate this part of the school community does not pose a threat to their self-esteem Beatriz, for instance, in spite of having worked there for two months only, is the one with the highest score. The teacher affirms that:

**Excerpt 49:** Even though I work as a substitute teacher, even for little time, I have had total support from the principal for everything, for everything I wanted to do. (Beatriz, I, 15/Aug)

**Excerpt 50:** Then, I believe that if I hadn't done a good job, I wouldn't be the professional I think I am. Also, I wouldn't have had the support I got from the principal [...]. (Beatriz, I, 15/Aug)

The fact that the principal trusts her is seen as a sign of recognition of her professional quality, *i.e.* possibly helping to develop and maintain her sense of competence. In addition,

she guarantees that over her fifteen years of experience working as a substitute teacher in several schools, she has always been welcomed and accepted by all, which might give her the confidence she needs to trust herself and overcome challenges such as the one she faced in that school. Such kind of characteristic of using positive evaluations and emotions as resources to cope with stress, also known as self-maintenance, is an indicative of a healthy self-esteem, as stated by Epstein (2006) and Mruk (2013).

Despite all the support, the teachers mentioned hearing comparisons and/or being questioned about their approach and, consequently, their results, not only by parents and school authorities but also by their own students, mainly regarding comparisons about their previous teachers. Each participant presents a different point of view on how they dealt with it. Beatriz, while substituting Dalva, had to face the discontentment of a few students who wanted their regular teacher. As mentioned previously in this section, she had the support of other students and the principal, but most importantly, was assertive when dealing with the situation, as she described:

**Excerpt 51:** [...] I lived that experience when being compared to Dalva. It did not affect me at all. Nothing. Not at all, because I am well-adjusted, you know? So... (Beatriz, I, 15/Aug)

**Excerpt 52:** But maybe with someone else, it would affect the person. But not me. The answer I gave them was “Dalva is Dalva. I am who I am. She works the way she believes she should. I work my way. If I am here is because I am qualified to be. Otherwise, the school wouldn’t hire me to teach you”. That’s it, over and done. (Beatriz, I, 15/Aug)

Beatriz explains that this kind of situation does not affect her much because she trusts herself and the judgment of her superiors. Once again, this indicated that she is a confident teacher.

If for Beatriz, comparisons were restricted to students, for Aparecida, comments came to her from both students and coworkers, mainly focusing on negative comparisons they made or heard about other EFL teachers. When questioned about that, Aparecida pauses, smiles, takes a deep breath and looks at me warily. She, then, affirms there are some comments and comparisons but that she does not like talking about it. To illustrate, at the same time students demand from Aparecida an approach similar to another teacher, they also say negative things about a third one. When hearing students claiming they were not taught or have not learnt the content – blaming their previous teacher, she explains that instead of questioning students, she stops the class to review it. According to her, students do not restrict those comments to her, they make comments to other teachers who then talk about it with Aparecida. As reported by her, the majority of the comments relate to a teacher being more liberal, breaking rules, not

giving bad grades or not being able to teach something. Aparecida also believes that students might talk about her the same way they do about the other EFL teachers. She explains that:

**Excerpt 53:** [...] I always tell them “Each teacher has a way to work”. [...] “It is up to you respect them”. (Aparecida, I, 25/Jun)

**Excerpt 54:** When students start with that kind of talk in the classroom, they already know I do not like to listen. I cut it off immediately. I tell them to stop, that I don’t like reading my coworkers, and that they should not talk about it, since each person has a way to work. I cut it off. Then, sometimes, for cutting it off, I don’t hear things anymore, because they know I don’t want this kind of attitude in the classroom. (Aparecida, I, 25/Jun)

As it can be seen in these excerpts, Aparecida explains that teachers are different and understands the importance of not letting the classroom become the space to that kind of criticism. This attitude of not tolerating such behaviour, in addition not to adding details and names during the interview, shows every sign of an ethical person who respects and tries to protect the image of her coworkers. That attitude of not portraying others as inferiors, even if she could benefit from, can be seen as an indicative of a healthy self-esteem (BRANDEN, 1996a). On the other hand, not being open to listening to these comments could also point to possible fear of negative feedback towards her. As Peñaherrera León and colleagues (2014) state, the avoidance of being involved in controversies and exposure to criticism is a common attitude of teachers with low self-esteem. Aparecida also mentions that the school community has expectations and demands, especially regarding good results. Even affirming that it does not bother her, her comments on the topic imply some kind of apprehension. However, when parents confront her, she is assertive, just like Beatriz, defending her approach and attitude. This suggests that the teacher does not need to develop her sense of competence by making “downward comparisons” (cf. Chapter 2) or highlighting the negative side of her coworkers to the school community in order to evaluate herself and possibly be seen by this community as better than the other EFL teachers. Similarly, but somehow different, comments and questionings do not seem to have a negative effect on Cláudia. She affirms that people do not question her or interfere much because they do not understand English, which grants her some freedom in the classroom. She, however, tends to react negatively when it happens. To illustrate this, Cláudia presented two situations:

**Excerpt 55:** Because if there is a complaint...we have 300 students, and complaints from one or two, I do not take into consideration, you know? It took me time to make the principal understand that. Oh, Cláudia, someone came here and complained about your test, that it is not printed, that you write on the board the summary of the bimester” and so on. “Let me tell you

something. How many parents came?”, “One”. “Then, dear...One. 0,000% of 300. Don’t take it into consideration”. Do you understand? “No, no”, “Who else complained? No one?” So, they have this thing, worse than private schools. A fear of the parents. I say “One is the same of nothing. Just ignore it, completely.” Then, now she does not say such things anymore. There was a mother, who is also a teacher, that went there to complain that I gave a test on the board, a summary, some sentences, and so on. Then, I keep going, and it’s all right. (Cláudia, I, 19/Jun)

**Excerpt 56:** [...] there was a secretary who kept going to the teachers’ lounge to talk about how bad someone’s performance evaluation was. Then, one day I went to her room and said “Let me tell you something. You are the secretary. You write and sign. You don’t have to go to the teachers’ lounge. You are not the principal. You are not the supervisor. You are not the vice-principal. Stay here”. All because something happened with me, you know? From that day, she never returned to the lounge. How good. Then we fixed things there. (Cláudia, I, 19/Jun)

It can be seen in the excerpts that Cláudia does not take criticism well. In both excerpts when someone criticized her methods (Excerpt 55) and her performance (Excerpt 56), she affirmed that none of them were to make such comments. Apparently, in her opinion, only those who are knowledgeable in the subject and are in the position to do so should evaluate or question her performance. As excerpt 55 shows, in addition to section 4.1.2, the teacher focuses more on vocabulary, grammar, and translation in her classes. When questioned about this approach by the principal and parents, she feels personally criticized. As a result, Cláudia invests in a self-protective attitude (MRUK, 2013) by not being willing to listen and consider criticism over her performance, in addition to reacting in an unwelcoming manner, indicating she is not open to change either. According to Mruk (2013), being sensitive and reactive to criticism, mainly by acting defensively, is a sign of low self-esteem.

In short, this section and the previous one have shown that these teachers, Aparecida mainly, are susceptible to other people’s approval – as we all are. Considering Aparecida’s TST results, her low scores in the teacher-student scenario, her beliefs about the learners and her description of her practice, she seems to be affected by students the most. Beatriz, likewise, but to a lesser degree is also affected by other people’s opinions of her. Cláudia seems to be one that is not exactly interested in what other people think of her or let herself be directly affected by other people’s criticisms. On the face of it, feedback, comparisons, and criticism might affect them differently. Apparently, Aparecida is openly affected by it (cf. 4.2.5), while Beatriz and Cláudia seem to be affected the least. The first one probably by using positive feedback to cope with, and the latter by avoidance.

As explained at the beginning of this section, much of the way we perceive people’s evaluation, and appraisals towards us can be connected to the relationship we have with them.

To better evaluate ourselves, we evaluate others around us, making comparisons to define parameters of what is understood and accepted as competent and valued attitudes (cf. Chapter 2). The results from data analysis have indicated that these teachers also evaluate other English teachers in that school. I turn to that in the next section.

#### 4.2.2 Their impressions of the other EFL teachers

As discussed by Branden (1996a; 1996b), Levy (2019), Miller and Moran (2012), and Williams, Mercer, and Ryan (2015), the comparisons we make of our perceived performances with those of others can be understood as related to self-esteem, a parameter to evaluate ourselves (cf. Chapter 2). During the data collection process, I specifically asked the teachers to comment on their relationship with their EFL coworkers, regarding their interaction and performance, since those could be the closest examples of EFL teaching they might have.

Beatriz, as a substitute teacher for a short period of time, affirmed she had few opportunities to work with the other EFL teachers. Hence, their little interaction. Despite recognizing differences among them, Beatriz explains she hardly ever compares herself to other EFL teachers. Yet, she recognizes that some of them are more experienced, both in the classroom and in life. She mentions Aparecida as someone who has more experience and has been working longer. Beatriz not only sees her as an example, like a ‘mirror’ but also goes for her for advice. As a whole, Beatriz believes that both of them have a similar approach, since their teaching is based on the CBC, not on what they want to teach, and they have shared material.

Similar to Beatriz, Aparecida believes that her coworkers might have a similar approach, according to what she sees at school, when she affirms that:

**Excerpt 57:** It is not a matter of comparison. [...]I do not consider myself better or worse because I see them doing the same things I do, in addition to having a behaviour similar to mine [...]. (Aparecida, I, 25/Jun)

Apparently, Aparecida is happy with the work they do at school. She also stated that their work is good, once they get students in a sequence – first Cláudia, then Aparecida and at the end, Dalva (Beatriz for some period of time) – they can see that students have learnt and there are no direct complaints towards their previous teachers.

Overall, participants evaluated their coworkers positively. However, considering that some participants were uncomfortable when sharing their perspective, as well as not to cause any awkwardness later, I present their insights as a group, not individually. Even though all participants reported the difficulty in describing their coworkers due to little interaction, when

describing each EFL teacher they work with at school, participants highlighted the positive qualities they usually attribute them. Some more personal, such as being fun, kind, sweet, lovely, careful, high spirited, extroverted, beautiful, stylish, and polite. Others, more professional, like being intelligent, dedicated, responsible, receptive, go-getter, good professional, dynamic, fluent, well-travelled, cultured, engaged, amazing teacher, and the best teacher in town.

In addition to the compliments, two participants expressed some concerns related to some behaviours that they would like to be different. One of them expressed her wish that one of her EFL coworkers were more flexible and open to discussions and exchange of ideas. Another, when asked about the influence of her proficiency in her classes, expressed her wish that some of her colleagues could have more responsibility and commitment, being more organized with the material, and punctual, which for her, is more valuable than all the other positive characteristics this other teacher might have. In the end, she affirmed that this specific teacher is better than she is, or at least should be, but at the same time, not better nor worse, which conveys the impression that she believes that the other is suitable for private courses, but not for regular school.

The comparisons we make about others in order to develop our sense of competence and worth (WILLIAMS; MERCER; RYAN, 2015) work with the negative and positive sides of people's characteristics. However, pointing out the flaws of another teacher, to justify why her lack in proficiency is not important, but her experience, can be a sign of resentment for her qualifications, mainly regarding proficiency. Just as explained by Branden (1996a), the less we believe in ourselves, the more we need to prove ourselves, even if it is at the cost of showing people as inferior, mainly the ones whose abilities we fear.

All in all, teachers were somewhat reserved and ethical when expressing their point of view towards the other EFL teachers. Similarly, on the TST (cf. 3.4.1), they all affirmed not being better nor worse than their EFL coworkers. Still, they affirmed being aware that some comparisons are made by the school community. Their attitude of admitting the value and competence of others indicates a developed sense of identity, security, and personal competence, as when Beatriz, for example, understands her own limitations and highlights the qualities of Aparecida. Having discussed how teachers perceived the evaluation the school community had of them and how they perceive and evaluate the other EFL teachers, in the next section, I discuss how teachers evaluate themselves.

#### 4.2.3 Themselves (proficiency and practice/performance)

Participants evaluated and pictured themselves regarding their own practice and proficiency quite differently. I first comment on their practice and then on their proficiency.

For the most part, all the teachers made a positive evaluation of themselves, except Aparecida. The teacher was a little ambivalent, defined herself as a responsible, determined and lively teacher, who is always willing, cheerful and passionate about what she does. She affirms not only being always ready for each class, having planned and prepared herself beforehand but also constantly trying to do things differently, in order to motivate students to learn and like the language. Overall, Aparecida evaluates herself and her practice positively, explaining she has had good results and that she feels fulfilled when achieving her goals. At the same time, she blames herself when things do not go as well as expected. Apparently, she holds the idea of an ideal teacher as suggested in the following excerpts:

**Excerpt 58:** Because I believe it would be possible for me to do more. And sometimes I just don't. I think I could do more. (Aparecida, I, 18/Jun)

**Excerpt 59:** I wish I were more much more dynamic. I wish - I have already told you that - I did things that I do not have the courage to do due to the fear of not going well. (Aparecida, I, 25/Jun)

In these excerpts, we can observe that Aparecida is a harsh critic of herself, showing a tendency to overthink about what she does in her practice. For her, she is not doing the best she can; she does not put into practice the ideas she has because of the fear of possible negative outcomes and of being judged. In short, she seems to want to be a more dynamic and courageous teacher. This incessant doubt and search for achievement and perfection is a sign of an unbalanced self-esteem (MRUK, 2013). As a result, she fears to be visible, either positively or negatively, but also suffers for not being seen (BRANDEN, 1996a). Moreover, she might not be savoring her achievements (BRANDEN, 1996a), probably not considering them as a win when evaluating herself, as well.

Similarly, Claudia evaluated her practice and herself positively. She based this positive evaluation on the results students have on tests, but mainly on her experience, as indicated in the excerpts which follow:

**Excerpt 60:** Well, I don't know...I have been in the classroom for 23 years. Fifteen years in the same school. I do not know what people think about it when they get there. For me, it is all right, you know? [...] (Cláudia, I, 19/Jun)

**Excerpt 61:** I believe I work very well with the didactic part of books and booklets of elementary school. (Cláudia, WN, 3/May)



The image she holds of herself is of a dedicated and experienced teacher. Yet, she points out that people might have a different perspective, which can be a sign that she might not be sure about her competence as an EFL teacher. Curiously, she highlighted her good work with methodology, not with the content taught, similar to the results found by Carvalho (2016), when investigating EFL pre-service teachers who had started their practicum. In the TST, Cláudia agreed with the statement that said she does not trust her professional quality. Moreover, she neither agreed nor disagreed with the statement “I master the content and teach it well”<sup>23</sup>. These answers may indicate her lack of confidence in her competence. As a matter of fact, she sees herself as the source of knowledge to her own students, spreading light, as she portrayed on her visual narratives (see Figures 4 and 5), ‘transmitting’ – in her own words – good examples as well as issues she finds important and necessary. In addition to that, just like Aparecida, Cláudia believes that she could do better, as she explains:

**Excerpt 62:** We work at two places, arrive there tired, in the afternoon. We could give more attention, go further, give more assignments, right? We could, yeah, we could, right? I do not think I give my best, I don’t. We never do. I guess. (Cláudia, I, 19/Jun)

In this excerpt, Cláudia explains that because of her double-shift, she is tired and then she feels she could usually do better by giving students more attention and more activities. She feels she does not give her best. However, by using “we”, instead of “I”, she includes other teachers in her evaluation, which can be the reality for many (BARCELOS, 2016) – at least regarding the double-shift and consequent tiredness, as it is the reality of all the participants in this study (cf. Context 3.2). By blaming the double-shift and stating that many teachers feel the same, Cláudia diminishes the weight of the possible guilt for doing less than she expected or was expected to. Despite that, during the interview, she also declares being proud of herself, except for one aspect: relationship with students, which will be better discussed later (cf. 4.2.4.1).

Similar to Aparecida and Cláudia, Beatriz makes an honest evaluation of her performance, revealing different details that influence her performance, as identified in her written narrative and interview:

**Excerpt 63:** My teaching methodology could be better, I confess. (Beatriz, WN, 23/Jul)

**Excerpt 64:** Look, I will not be a hypocrite and say that it is 100%. I won’t, because it is not. I am human, I fail. I fail as everybody does. Some days we are more willing to work, to teach. Other days, we are not, not that much.

---

<sup>23</sup> Free translation (See Appendix B)

Then, my performance in the classroom varies according to how I am/feel that day. If I am emotionally and physically well, my class is one way, has a quality. (Beatriz, I, 14/Aug)

Beatriz ‘confesses’ that she does not always do her best, mainly because she is human and flawed; almost like looking for redemption. This discourse of ‘guilt’, in some way, meets the confessional style also portrayed in the study of Zolnier (2011) in which teachers feel sorry for not achieving the best they can with students. In fact, she explains her performance varies according to how she feels both physically and emotionally, something to be discussed in more detail in section 4.2.5. Yet, after affirming that in the interview, she argues that she is only partially to be blamed for not having the best approach or methodology; the government is also to be blamed for not providing the proper continuing training. Like Cláudia, Beatriz affirms she is only partially to be blamed when classes are not the way she expected. However, she also states that she is always trying her best to deliver a good class, so that students like it and feel satisfied. For her, if they are satisfied, she can be too. In addition to that, as a substitute teacher, Beatriz feels she constantly has to face a new challenge when taking over a different class, adjusting to it in a short time, which, to her, seems to work just fine, as she explains:

**Excerpt 65:** [...] I did not know the place, it was my first time at that school. So, in ten days I met the students, applied a test, gave them assignments and worked with activities in class, in order to also give them some extra points on participation. Then, you know, I did things in record time. (Beatriz, I, 14/Aug)

One way or another, Beatriz manages to deliver what is asked from her. She has been working as a substitute teacher for years and facing these challenges may have helped her gain more confidence over these years. She defines herself in the interview as an uninhibited, assertive and creative teacher, who tries to be true to who she is and is willing to do what she can to teach students. As a matter of fact, the teacher seems to be comfortable on her own shoes:

**Excerpt 66:** The classroom? It is my stage. The classroom is my stage. I am an actress, aren't I? I am an actress and they are my audience. They are there observing me all the time, even when I curse, to reprimand me, criticize me. That's it. The classroom is where I find myself, you know? It is where I play my role. (Beatriz, I, 15/Aug)

It seems Beatriz feels comfortable in her role as an English teacher, using the metaphor “my classroom is my stage” to explain how she feels when teaching. This metaphor is also presented by one of Godoy’s (2020) participants. In her second visual narrative (cf. Figure 6), for instance, she portrays herself as a boat and explains that she sails peacefully through clear

and calm waters, which can also be an indicative of being in charge, secure and comfortable on what she does. Despite this fact, she explains that:

**Excerpt 67:** When I do not know the answer, I go for it, try to know, ask for help. I do not let my students either without an answer or with doubts. And that makes me happy, with a sense of accomplishment. (Beatriz, I, 15/Aug)

The teacher seems to be secure of her own limitations since when something she does not know emerges, she works through it (cf. section 4.1.1.3). This evaluation Beatriz makes can be connected to her language education and consequence level of proficiency, which is the focus of the next part of this section. This topic tends to be a delicate issue for non-native EFL teachers (ESLAMI & FATAHI, 2008). In Brazil, for instance, researchers have associated low proficiency levels to poor teacher education and low levels of self-esteem (BARCELOS, 2016; BARCELOS & COELHO, 2010; CARVALHO, 2016).

As described in Chapter 3, all the participant teachers got their degrees in the same private institution. Moreover, all of them complained about their undergraduate major. Thus, when asked to explicitly evaluate and determine their level of proficiency, participants were unanimous: somewhere around pre-intermediate. They did not want to place themselves as basic, but neither affirmed they hold an intermediate level. Beatriz and Aparecida, though, agree that they should work on that aspect in order to provide better classes, displaying some willingness to improve – an indicative of security to point their flaw and openness to self-expansion, except for Cláudia, the only one who has never attended a private course (cf. 3.2.3). In general, they believe their grammar and reading skills are good, but they lack fluency due to the little knowledge of communication skills and pronunciation. However, somehow, two of them agree that their level of proficiency is enough for their task as teachers:

**Excerpt 68:** Well, lack of fluency. I master what I need to, and I teach it well in class. I have the tools, the activities...I have the knack for the classroom But I don't agree nor disagree [about mastering the content taught] because of the English fluency. Conversation, I lack it, then...you know? I teach well what I propose to, the book, and so on. But fluency, I don't have. So, it is not perfect [teacher hits her arms on the table]. (Cláudia, I, 19/Jun)

**Excerpt 69:** Then, this [lack of fluency] does not alter much my class, it doesn't. (Cláudia, I, 19/Jun)

**Excerpt 70:** No. It does not influence, because the knowledge I have of the language is what they ask on the curriculum, the CBC. (Beatriz, I, 15/Aug)

As seen in the excerpts, both teachers do not consider that their proficiency hinders their teaching. For them, their level is enough for what is required by the common curriculum,

CBC. However, Cláudia had already affirmed the difficulty in dealing with the textbook, which was designed based on that curriculum. Furthermore, they believe their teaching skills counterbalance things. Cláudia, specifically, affirms having a “pedagogical English” or ‘didactic English’, *i.e.* English from coursebook, as participants stated in Carvalho’s study (2016).

In this subsection, I discussed the teachers’ evaluations of themselves, their practice and their proficiency. As discussed in section 4.1.2, Aparecida and Beatriz, mainly the first, try to make use of the language, providing opportunities for students to speak, exposing themselves to mistakes and possible negative feedback, which demand a healthy self-esteem in some level, or, at least, a sense of security based on experience, knowing how to cope with possible setbacks. Cláudia, on the other hand, has probably been using her beliefs about learning and teaching English in public (cf. 4.1.1), to avoid using English in class. All of these beliefs may work as self-protection for her perceived lack in fluency. Except for Cláudia, their language proficiency, which they all affirm not being the ideal, does not seem to affect their self-esteem negatively.

For the most part, these teachers presented a positive sense of competence, or at least what they believe to be true about their actual abilities and competence (WILLIAMS; MERCER; RYAN; 2015), affecting their self-esteem positively. Considering that our self-esteem, in addition to regulating our sense of self, also regulates our personal and intrapersonal behaviour, I present next the evaluations participants made of their relationships with the members of the school community.

#### 4.2.4 Relationships within the school community

For Branden (1996a), the relationship we have with ourselves influences the relationship we might have with others around us. As a human basic need, being seen and appreciated, mainly in a supportive work environment, can foster our self-esteem (BRANDEN, 1996b). Thus, in this section, I present details on the relationship participants teachers have with the school community, people they interact for a long period of time, almost every day. First, I present teachers’ relationships with their students, then among other EFL teachers from the school, and finally with other school members and students’ parents.

#### 4.2.4.1 *Their students*

The data analyzed suggest that the teachers, in general, seem to have a good relationship with their students. For instance, the teachers scored normal levels of self-esteem in the teacher-student scenario in the TST (cf. section 3.4.1). More specifically, Cláudia and Beatriz had from normal to high scores, while Aparecida was close to low levels of self-esteem in that scenario. The specificities of their relationship are discussed in the following paragraphs, separately.

In her test, Aparecida agreed with the statement that affirmed she sacrifices herself with no reward, maybe because she also agrees that she may not be important to her students and is not sure if they like her (for the test statements, see Appendix B). However, she affirmed in her interview that she feels respected by them, noticing that they believe and trust her work. Apparently, it seems that it is crucial for Aparecida to be in a harmonious relationship with all her students. In her first visual narrative (see Figure 2), for instance, even though she is surrounded by some happy students, one is not, and she explained on the metanarrative that reluctance from students hinders their relationship. Similarly, in her interview, she mentioned how sad she got when she found out a student was not very satisfied with having her as a teacher, wanting Dalva instead. She mentioned the great effort she made to say things to that particular student. This might be one of the causes of her sad face. In order to open the path for a good relationship with students, Aparecida affirms:

**Excerpt 71:** I always try to get closer to students, talking to them, trying to gain their trust. Only then, I try to make them participate more in classes. (Aparecida, WN, 4/Jun)

**Excerpt 72:** Then, I try to get to know them slowly in order to know how to deal with them, how to approach them to fix things. Sometimes we can. But not always. [...] (Aparecida, I, 18/Jun)

In addition to getting to know them to provide the best approach, as it could be seen in the excerpts, Aparecida affirms that she tries to make sure to students she is there for them. However, she accepts not being able to reach or involve all of them, which can also be the source of her sad face in the first visual narrative (Figure 2). In addition to that, she seems to be very careful when it comes to dealing with her students. For instance, when she is in the need to lecture or reprimand students, she acknowledges doing it appropriately:

**Excerpt 73:** There are kids you can tell them off and they still come and hug you. They don't mind. [...] But there are others I know cannot do the same with them. I need to be more careful [...] (Aparecida, I, 18/Jun)

For Aparecida, it is important to let students feel they are respected and embraced, not humiliated. Another indicator of this concerned way to approach students is when she affirmed in her interview that despite the need for good grades, she tries to evaluate the students also on their investment and progress. All of these are attitudes that Peñaherrera León *et al.* (2014) attribute to teachers with a healthy self-esteem. They also indicate benevolence, fairness, and compassion, signs of health self-esteem, as well (BRANDEN, 1996a). For her, such investment is mainly seen on classroom interaction, and interest and care shown towards her and the material she provides for classes, like worksheets, as it could be seen in section 4.1. Aparecida, moreover, assumes that from time to time she expresses her discontentment to students, although she said that, even when she tries to hide her negative emotions, be it school-related or not, students notice and she feels appreciated when they do.

After analyzing the data gathered from Aparecida, I could better understand why she got low scores on the teacher-student scenario. Her beliefs, approach, and evaluations suggest that she places great importance on interpersonal feedback, ending in a self-esteem contingent to being accepted or approved by others (MRUK, 2013); in this case, her students, which can be interpreted as a sign of unbalanced self-esteem.

Different from Aparecida, the teacher-student scenario is the one Cláudia and Beatriz got their highest scores (see 3.4.1). The data gathered from the other instruments present different perspectives for one of the participants, though. Despite Cláudia's scores, little is seen of her relationship with students in her visual narratives (Figures 4 and 5), once they were only represented in the first visual narrative (Figure 4), in a layout where students are sitting and looking straight at the teacher. Moreover, little about their relationship is mentioned in both the written narrative and the interview. In addition to that, contrary to the expectations I had, based on how she scored on the teacher-student scenario in the test (see 3.4.1), the teacher declares that her main fault is in her relationship with students when she affirms:

**Excerpt 74:** [...] I think my error is just on my relationship with them. I am a little bit intolerant. But at home too, with my children. (Cláudia, I, 19/Jun)

**Excerpt 75:** Well, I get really upset, because the kid is undisciplined and disturbs the class, I am used to it. I should have known how to deal with it better by now. But, sometimes, I don't know. I say "Get out. Get away from me", immediately, you know? They get ashamed. And I get sad later on. [...] Then the kid is disappointed with me. And, then, this gives me a headache (Cláudia, I, 19/Jun)

Cláudia admits being a little intolerant with students who disturb class, revealing, perhaps, emotions of anger or impatience when having this somewhat aggressive response to students' behaviour. According to Branden (1996a) and Peñaherrera León *et al.* (2014), such practices to keep classes and students under control can be seen as an unhealthy and destructive practice/behaviour in the theories of self-esteem, and, as a consequence, they can be a sign of a teacher with low self-esteem.

Beatriz, on the other hand, affirmed she has a good relationship with students, which was represented in her first visual narrative (see Figure 7), full of hearts, holding hands with students. She said she is always surrounded by students, mainly girls. The demonstrations of affection and the need to be around her are such that she revealed feeling suffocated sometimes, in the need for space and time alone. She also stated she felt welcomed at the school, despite the incident that happened with two students on her first weeks substituting Dalva, as she describes in the next excerpts:

**Excerpt 76:** Oh, it was fine, it was cool. Despite the little time, it was fine. I had some trouble with two students only. But, you know, with disagreement, indiscipline. Hearing things from them that I should not need to, nor deserve. But, it was all cleared up, all solved. Except for these two students, the others welcomed me, respected me all the time, and our relationship was as smooth as possible. [...] (Beatriz, I, 15/Aug)

**Excerpt 77:** Well, it happened in one classroom, what about the others? What about the other students who like me? And on that same day, three students, who I did not even imagine that liked me that much, approached me with a hug and said "Don't worry. We want you. You helped us much on that first bimester. If it wasn't for you, we wouldn't have our grades on the report card. We wouldn't have our grades, because the other teacher left and gave us nothing". Then, well, they recognized my value, you know? [...] The other day, I was a different person. I went there, pretending nothing had happened. Taught classes as usual. They came, apologized, asked me to talk. (Beatriz, I, 15/Aug)

Despite being upset when facing that issue with the students who confronted her and could not accept her, the approval and affection demonstrated by the other students gave her the strength to continue teaching that class. After all, her relationship with students seems to be of great importance, regardless of the time she was able to work with them.

In sum, the relationship these teachers have with their students suggest that being liked and accepted is of importance for their sense of worth and sense of belonging (BRANDEN, 1996a; MRUK, 2013; REASONER, n.d.), which helps to develop and to maintain their self-esteem, as it was the case for Beatriz and Aparecida, but posed a threat to Aparecida and Cláudia. In the next subsection, I present their relationship among the EFL teachers.

#### 4.2.4.2 English school teachers

Having a group of EFL teachers you can count on to share ideas, experiences and also practice the language has been shown to be of great importance for their well-being (BARCELOS, 2016; BARCELOS & COELHO, 2010; ZOLNIER, 2011). Hence, the importance of having a good relationship with them. On the relationship among the EFL teachers, their colleagues at school, participants agree on their wish of having more interaction with one another. Conversely, I identified divergent types of relationships and points of view over it. If on the one hand teachers interact little with Cláudia, and *vice versa*, on the other hand, Aparecida and Beatriz seem to interact well.

In the first place, regarding Cláudia, both Beatriz and Aparecida affirmed that their encounters happened mainly due to the school agenda, for instance during meetings or scheduled activities that should be conducted together, as affirmed by Aparecida. She reiterates that they do get along well, but interact little. On that matter, while Beatriz declares it is due to her schedule, Aparecida and Cláudia affirm not knowing why there is little interaction among them. Aparecida mentioned in the interview the effort she has made to promote more interaction, with no results. The teacher believes that one possible reason for that situation is the difference in approach, and concluded that we must respect the way her coworkers work. In fact, Cláudia later tried to find the reason, questioning if her ‘reluctance’ in interaction might not be due to her failed attempt to interact with an older English teacher, who is currently retired, at the time she joined the school. She may have got used to not interacting much. By contrast, she also revealed that:

**Excerpt 78:** Regarding the interaction among L2 teachers, it is flawed in my school. I believe it is like this in other schools too, based on the fact that a teacher does not want to expose herself to the other, due to her lack of proficiency and fluency that might exist. (Cláudia, WN, 3/May)

Her opinion could indicate her own fear of exposure of a possible lack of proficiency (HABRAT, 2013; RUBIO, 2014), as the only teacher in the group who has never taken English private classes, where she believes is the only place to learn the language (cf. 4.1.1). Still finding a reason for the interaction problem, Claudia explained that this behaviour is not wrong, only different. In comparison, she declared that:

**Excerpt 79:** [...] The Portuguese teachers are always in a group, talking. The Math teachers are always exchanging materials and stories, talking. But English, no. (Cláudia, I, 19/Jun)



**Excerpt 80:** In the mock test, they make one for the 7<sup>th</sup> grade and I make another one. Then, this happens only with English. I get embarrassed, you know? Because...even if there are three Math teachers for the 8<sup>th</sup> grade, there is only one test. Three Portuguese teachers for the 9<sup>th</sup>, only one test. They arrange it, you know? The schedule. The course plan. "What are we teaching this bimester?" But English, no. Completely free and different. (Cláudia, I, 19/Jun)

Claudia revealed being upset and embarrassed by how things work among EFL teachers, mainly because there seems to be no congruency on their approach. Having said that, she apparently has conflicting feelings towards the possibility of integrated work with the other EFL teachers, when presenting such different affirmations:

**Excerpt 81:** What would be different...Well, the work improves, absolutely. Everybody doing the same thing, on the same page. [...] Everybody with the same material. Oh, the work would improve, absolutely, right? (INT – P2) (Cláudia, I, 19/Jun)

**Excerpt 82:** No. Classes would be normal. [...] No, there wouldn't change anything in the classes. But, in tests or meetings...I think it would look better. (Cláudia, I, 19/Jun)

It seems that Claudia is more worried about the image of the uniformity of the group for the school community than about the possible positive outcomes they could have if things worked differently, especially because she affirmed that even if there were more interactions, her classes would not change at all. Notwithstanding, at the same time Cláudia revealed being about to retire, possibly in two years to come, she affirmed not having the intention to change things regarding the lack of interaction, confirming what Mruk (2013) and Rubio (2014) say about people close to retiring. According to them, these people, mainly the ones who perceive that their approach is out-of-date, experience a decline on their self-esteem, and a rise in self-doubt, setting lower levels of relationship satisfaction as a self-protective move (MRUK, 2013), resulting in animosity amongst coworkers (BRANDEN, 1996b). Generally speaking, all of the given points presented in this paragraph might be the reasons why Cláudia got her lowest scores on the teacher-peers scenario when taking the TST. The teacher might see her coworkers as possible threats to her self-esteem (BRANDEN, 1996b), indicating fear to be judged negatively.

For the most part, Cláudia was categorical when affirming that projects and partnerships were not part of EFL teaching practice at the school. Aparecida and Beatriz, on the contrary, presented a different picture of the relationship at the school. Overall, Aparecida is the one that shows the most initiative when trying to cope with EFL teachers' work. During the interview, she revealed being the one who looked for Cláudia, who was already there at the school, and also for the teachers that started working after her. Aparecida affirmed that she

has worked together with these other EFL teachers to develop mock tests, tests, activities, in addition to sharing materials she had already worked with. All of that was confirmed on Beatriz's interview when she affirmed:

**Excerpt 83:** With Aparecida, things are different, because we were together everyday, during the break and in meetings. In addition, as we both work with a 9<sup>th</sup> grade group, we planned together. We planned the tests, assignments, activities. We worked together. [...] Then, the person who was there supporting and guiding me was Aparecida. [...] (Beatriz, I, 15/Aug)

Different from the affirmations made by Cláudia on the lack of interaction and access to what teachers have been doing, according to Beatriz, there is interaction and collaboration among the other EFL teachers, who seemed to be tuned, working in harmony. This type of initiative, to enhance relationships, can be interpreted as a sign of possible healthy self-esteem (MRUK, 2013; PEÑAHERRERA LEÓN, *et al.* 2014).

When we interact with other people, mainly sharing our ideas, skills, and production, we show who we are and what we are capable of, open ourselves from feedback, either positive or negative, acceptance and/or rejection. As discussed by Branden (1996a) and Levy (2019), when we make an honest evaluation of who we are, we know our strengths and weakness. In addition, if our self-esteem is healthy, we are more open to possible judgments and ready for trying to improve. Avoiding interaction, then, might be an indicative of unhealthy self-esteem. Yet, based on the works of Aragão and Barcelos (2018), Barcelos and Ruohotie-Lyhty (2018) and Nguyen (2018), relationships with coworkers when there is lack of collaboration and interactions can be the source of many negative emotions, a topic to which will be discussed in section 4.2.5.

#### 4.2.4.3 *Other school agents and parents*

Branden (1996b) highlighted the importance of having our opinions and contributions acknowledged and valued in our working environment and the positive influence of a supportive environment on our self-esteem. In this study, all the participants affirmed feeling respected and valued at the school. Beatriz, who got her second higher score on that scenario in the test, declared being graced with the opportunity to work for that school where she felt supported and welcomed by everybody. However, the teacher did not declare much more in addition to that. Similarly, Aparecida stated they have an excellent team there. More specifically, she affirmed:

**Excerpt 84:** I classify it as good. I have never had problems, arguments or conflict with any of them. I get on well with everybody. I talk to everybody. Treat them with respect. I don't know on their part regarding my work. Maybe they do not follow much what I do, but I feel respected. During meetings, they know that I...I feel they know I work seriously. [...] So, it is not a subject [English] that I feel undervalued by them. I feel they value and listen to me. (Aparecida, I, 25/Jun)

In this interview excerpt, Aparecida evaluated the status of their relationship positively based on the openness to being heard, valued and supported at school, mainly during meetings. This type of relationship, based on respect, for both the teacher and her subject, can influence her sense of worth, which might boost her self-esteem. However, Claudia, despite agreeing with Aparecida, affirmed things have not always been this way. According to her, they have fought and worked over the years to achieve the status and work environment they have nowadays.

**Excerpt 85:** Nowadays, I am calmer, more tolerant. I am calmer, more patient. And people too. They seem to be calmer. I don't know if it was me...And the school is really good, the team is really good, right? United, everybody together, for a long time. Then, the ones who get in [to work], that are different, they have to adapt to our way. So, it is a united team. There is no problem here at school, no. (Cláudia, I, 19/Jun)

The teacher explained that both she and her coworkers are calmer. A nicer and united team provided that new coworkers adapt to their game, which again indicates she is not open for changes (PEÑAHERRERA LEÓN, *et al.* (2014). The effort the group probably had to make to improve the relationship among themselves, ending now in an apparent harmony, can be an indicative of the importance the work environment had for their well-being and effective working.

In addition to the school staff, when I described the school context, in Chapter 3, I mentioned the effort parents have to make to get their children a spot in that institution, considered to be the best in town, with the “best professionals”, according to Cláudia. This can be the first indication of how much parents value the professionals who work there, since they are the heart of the school, which was noted by both Beatriz and Cláudia (cf. 4.2.2). They mention the respect they get from them, which can interfere positively on their sense of worth, being valued and respected as EFL teachers in a public school, different from the reality of many other EFL teachers (BARCELOS, 2016).

Overall, there seems to be a consensus among the participants about the involvement of parents. For all of them, parents and/or relatives are participative and respectful, as the following excerpts suggest:

**Excerpt 86:** Well, here in this school, great part of families are really present, except for some cases. So, these parents keep track of things, frequently check their kids'

notebook, sign their tests. And, then, it is not that we feel monitored, but we know they follow our work. (Aparecida, I, 18/Jun)

**Excerpt 87:** No. It is cool. It is a nice clientele. (Cláudia, I, 19/Jun)

**Excerpt 88:** I felt a great difference. It was crowded [talking about parents-teacher meeting]. There were a lot of parents. A lot of parents. And it was a Saturday. For a Saturday morning... I was shocked when I arrived there to part my car and there was a line at the door. A huge line. A line of people to get into a parent-teacher meeting. I had never seen that in my life before. Not even when I was a student. I don't recall that. I had never seen it. The amount of fathers and mothers or guardians to get their children's grades. The concern over how the kid is doing and so on. That impressed me, even though it happened only that day. I don't see that in other schools (Beatriz, I, 15/Aug)

In general, teachers agree that parents are present in the school setting. Aparecida, for instance, affirms that great part of parents is constantly present, following her work. She also added during the interview that even though she has been questioned by some, she has never had problems, mainly because she was certain about her posture. Similarly, Cláudia defines their relationship as amicable. Beatriz, despite scoring low levels on the teacher-parents scenarios – possibly due to her lack of opportunity to interact with parents, which she later confirmed in the interview, was surprised by the engagement of parents, seeing it as one of a kind. Coupled with that, Beatriz mentioned that parents were pleased and grateful because she managed to deliver students' report cards with their results in such a short time as a substitute teacher.

For Cláudia, the reason for this courteous relationship is the difficulty parents face when trying to get a spot for their children at that specific school, which she calls “sacrificed”. She then explained that, as a result, parents tend to be very careful when dealing with the teachers, which can provide her with some safety from possible questionings regarding her approach.

There is an apparently good relationship with parents. And, in spite of some common questions parents may have had on teachers' approaches, teachers seem to be assertive when dealing with it, not questioning their own sense of competence. Teachers seem to have a respectful relationship with parents. Thus, it is not a major source of threat to their self-esteem.

For the most part, relationships among EFL teachers and the school community seem to be good, and, in my opinion, the foundation of the current school status of the best school in town. It is an environment of respect to the professionals' uniqueness, competence, and worth, which, according to Branden (1996b), can foster these teachers' self-esteem. However, as in all types of relationships, they can be the source of a plethora of emotions. This topic is discussed in the following last section of this chapter.

#### 4.2.5 Emotions

The emotional nature of teaching has been investigated in Applied Linguistics. As discussed in Chapter 2, teaching is an emotional activity (ARAGÃO & BARCELOS, 2018; BARCELOS & RUOHOTIE-LYHTY, 2018). Teachers' emotions influence their practices and relationships, also having the school as its major source (ARAGÃO & BARCELOS, 2018; BARCELOS & RUOHOTIE-LYHTY, 2018; NGUYEN, 2018; ZOLNIER & MICCOLI, 2009).

In this study, although it was not its main focus, when discussing self-esteem, emotions are interrelated, as Brown (2000), Habrat (2013) and Rubio (2014) explained. Thus, in general, these three teachers expressed a range of different emotions, such as happiness, love, and satisfaction, but also anger and frustration, related to different aspects like students misbehaviour, lack of discipline, and disinterest in class, the latter experienced more frequently by those with low self-esteem (MRUK, 2013). I discuss these in the paragraphs below.

Aparecida seems to be a very sensitive person. Among the participants, she was the one who mentioned her emotions the most, both positive and negative ones – focusing more on the latter. Along with that, Aparecida apparently reflected a little when talking about it. From time to time, she got teary-eyed:

**Excerpt 89:** [after talking about how demanding she is with herself] We get emotional (Aparecida, I, 18/Jun)

**Excerpt 90:** [Participant looks at the researcher and cries] Talking about ourselves is weird... [cry and laughter] Oh...sometimes, talking about ourselves is weird, right? Analyzing ourselves is weird. It feels like a session in the psychologist.[cry and laughter] (Aparecida, I, 18/Jun)

Every time Aparecida mentioned how she felt over an issue that apparently is close to her heart, like getting frustrated and upset with herself or describing how overwhelmed she is for being like, what her supervisor calls her, a “mother hen” when dealing with her students. However, the teacher affirmed that it was also a happy cry.

All the participants reported that there is love involved in their daily lives as teachers. They all mentioned loving what they do, in addition to doing it with love. Beatriz, for instance, is the one who showed it the most both in her first visual narrative (Figure 7) and interview, as it can be seen in the following excerpts:

**Excerpt 91:** Despite the natural tiredness of the end of a bimester, I feel renewed by the everyday demonstration of affection of my students (Beatriz, VNM 1, 02/Jul)

**Excerpt 92:** The first thing you would see is love. The love I have for my profession. The care and respect I have for my students. (Beatriz, I, 14/Aug)

In the metanarrative of her first visual narrative, Beatriz stated how important the affection students place towards her is, which can be seen in the visual narrative (Figure 7) through her happy, calm and satisfied face while holding hands with students, and the two big hearts around them. In addition to that, she revealed going to work with a feeling of gratitude, also knowing it will be a blessed day, which might be represented by the image of the sun. During the interview, she also expressed her gratitude for having Aparecida as a supportive partner. Overall, caring about students seems to be a constant for Beatriz. I believe love is the door to positivity and that is what makes Beatriz persist as a substitute teacher, going from school to school.

In addition to love, when evaluating themselves and their practice, teachers brought up a plethora of positive emotions, such as fulfillment, pride, and satisfaction. For example, in Aparecida's second visual narrative (Figure 3), she portrays herself looking kindly towards her students, who were engaged in activities with a smile on their faces, which might indicate the importance of results for an outcome of positive emotions, as the following excerpts also suggest:

**Excerpt 93:** [...] And I feel fulfilled when I can achieve my objectives (Aparecida, VNM 2, 18/Jun)

**Excerpt 94:** Sometimes I feel frustrated for not reaching 100% of students, but sometimes I feel really happy when they tell me they are learning or when they get good grades (Aparecida, WN, 4/Jun)

**Excerpt 95:** I know I can always improve, but I feel happy with such a satisfactory performance (Cláudia, WN, 3/May)

Students' results seem to be the main source of happiness and satisfaction for these teachers. It is a sign of their competence, worth as people, who should be proud of themselves. For Aparecida, seeing their participation, especially when expressed through their results and organized notebooks and notes is also of great importance. She mentioned feeling particularly proud when students who have several issues to deal with besides school achieve something.

Some of these positive emotions are followed by (or are the other side of) negative ones, as it could be seen in the previous excerpt of Aparecida (Excerpt 94), for example, satisfaction versus frustration. The latter is recurrent on the data gathered, mainly for Aparecida, as she expressed on the following excerpts:

**Excerpt 96:** Horrible! [laughter] Horrible, right? Because you wanted to do something, you get excited, you have the idea, you think it is going to be nice, but they don't have...this feedback. It is bad...[...] (Aparecida, I, 18/Jun)

**Excerpt 97:** It is those different things we want to do but we meet resistance. Or, sometimes, even some material I produce for them and I hoped for another result, a little bit more enthusiasm our a little bit more of acknowledgment, and sometimes, we...you know? For example, today I am checking their notebooks. Then you see...There are activities in the coursebook and in the notebook, and I use this to grade their participation if everything is complete and done. Then, the kid gets it from his backpack, just like an accordion [meaning wrinkled]. With no homework done, which was already corrected on the board, by the way, and he comes with that paper, trying to straighten it like that [mimicking the student]. I mean...Come on, we keep it with much care, it demanded a lot of work from me. Then, I get angry. And other attitudes we also witness, such as kids with no content from the subject, who do not go after it... (Aparecida, I, 25/Jun)

Aparecida has high expectations for students, giving much of her time to look for and prepare activities that might please and motivate them. However, she recalls her disappointment when arriving in class willing to correct the activities she had prepared, just to find out students had not even tried doing them, finding also a sheet of paper/activity in the trash can. These happenings also lead to anger, which she admitted expressing her disappointment and anger to students sometimes, telling them off, but encouraging them as well.

Moreover, Aparecida believes (see 4.1.1) she has to capture every single student, in addition to being able to see it through their behaviour, which leads her to great frustration when, in her own words, she does not achieve 100% of them. For instance, she presents some behaviour and situations involving students that corroborate to those feelings, such as doing activities from other subjects during her class. Because of that, she feels students undervalue her and the subject she teaches. Such behaviour worries her when she considers that this lack of engagement in English classes might end in bad scores in the subject. As a result, she affirms feeling overwhelmed, mainly because she absorbs every little bad thing that happens in class, with her and her students, revealing her wish to take less from those things.

Even when things do not go as expected, Aparecida finds a way to get through it, trying new ideas as a way to keep hope. However, she tends to overthink things. According to her, she lacks the courage to put into practice some ideas she has. In her own words, this is mainly due to shyness and fear of possible negative outcomes, criticism or misunderstandings regarding her approach. Consequently, she can get trapped in a constant state of frustration, as the following excerpt suggests:

**Excerpt 98:** Well, we get a little frustrated sometimes for not doing things. But, at the same time, I feel that I am getting good results. But I push myself to try to do more. Do things differently. [gets teary-eyed] (Aparecida, I, 18/Jun)

Aparecida, as discussed in other sections, is creative but also fearful of her own ideas and the possible outcomes. This suggests that she can be too demanding on herself, which leads to doubt and regret, mainly on things she believes she should or should not have done. As a result, she gets stuck in a spiral of never doing enough. Something I personally struggle with.

If on the one hand, Aparecida overthinks things, feeling unfulfilled, never doing her best, Beatriz, on the other, has this feeling of accomplishment, as suggested by the following excerpt:

*Excerpt 99: But it was some good tiredness, that sense of duty accomplished, you know? I am tired, but I am aware that I have done my job and tried to do it the best way possible. (Beatriz, I, 14/Aug)*

*Excerpt 100: [...] I feel good, with some peace of mind for always doing what is within my power to provide good classes. (Beatriz, WN, 23/Jul)*

Regardless of some tiredness, Beatriz feels satisfied with herself. For the teacher, she understands she has tried to do her best, not feeling effortless. As a result of that sense of clear conscience, the teacher does not overwhelm herself.

One last aspect to be discussed is the question of emotional intelligence, which Cláudia called “emotional education”. All participants acknowledge in some way the influence emotions have on their practice, mainly Beatriz, who reveals that her physical and emotional states are major determinants of the way she works, as she stated in excerpt 64, on the subsection where teachers evaluated themselves (cf. 4.2.3). For Cláudia, one can be the best teacher in the world, but if lacking emotional intelligence, things cannot work as they plan. In the section on relationships (cf. 4.24), the teacher revealed she has lost her temper in class. Even after those years of teaching, Cláudia wished she had already known how to deal better with the issues that bother her, mainly because when they do, she gets annoyed and upset for disappointing students.

Similarly, Aparecida and Beatriz admit lacking patience from time to time. However, they seem to have a similar approach when it comes to controlling their temper. For instance, stating the importance of controlling the words they use, counting to 10, talking to students about how they feel, and even praying sometimes.

Overall, emotions seem to play an important role in these teachers’ daily lives, working both as a consequence of their actions and as an influence over them. Needless to say, based on Chapter 2, that the healthier one’s self-esteem is, the less influence negative emotions will have on their practice. Thus, considering the emotional responses identified, Aparecida and Cláudia seem to be more prone to negative emotions, which is a possible sign



of unbalanced self-esteem, mainly on Aparecida apparent state of sadness and Cláudia's animosity. And, Beatriz seems to use her positive emotions to protect her when under stress, as a shield for self-maintenance, a sign of more balanced self-esteem (MRUK, 2013).

In conclusion, the image teachers present of themselves, their students and their practice, in addition to the evaluations they make of themselves (including their classes and students), of their relationships within the school community and of their emotions can influence their self-esteem and be influenced by it, with signs oscillating from positive to negative that indicate a possible unbalance on their self-esteem. A clearer connection between these topics and self-esteem is made in the next section, in order to answer the questions that guided this research study.

## **CHAPTER 5**

### **FINAL CONSIDERATIONS**

In this last chapter, divided into four sections, I present my final considerations about this study. In the first section, I revisit the research questions in an attempt to answer them accordingly. In the second, I discuss the implications of this study for the teaching and learning of foreign languages. In the third section, I comment on some of the limitations of this study. Finally, in the last section, I make some suggestions for future research on the topic.

#### **5.1 Answering the research questions**

This study aimed at investigating the self-esteem status of in-service EFL teachers working in a public school in Brazil, as well as the factors that contributed to their self-esteem. In order to achieve the main objective, two research questions were asked, which I answer in the next sections.

##### ***5.1.1 Question 1: How can we characterize the self-esteem of in-service EFL teachers working in a Brazilian public school?***

In Chapter 2, when discussing self-esteem and its levels and states, different terms were used simultaneously and interchangeably, such as unhealthy, unbalanced and low self-esteem, as well as healthy, balanced and high self-esteem. All of these were also used when presenting and analyzing the results in Chapter 4. However, given the difficulty in assessing self-esteem, as stated by Rubio (2014), in addition to the fact that people transit amongst the different types and levels of self-esteem (MRUK, 2013) when trying to characterize participants' self-esteem here, I chose to use the terms balanced and unbalanced to describe them. Moreover, as noted in the results in Chapter 4, there is a noticeable difference in each teacher's self-esteem. In their TST results (cf. 3.4.1), for example, it is possible to see them all placed as having "normal" self-esteem (cf. Table 3). However, within this "normal" spectrum, we can see that some teachers scored closer to high, while others closer to low within the different scenarios (cf. Table 4). Then, given these aspects, differently from Chapter 4, to answer this specific question, I present the characterization of each teacher's self-esteem separately.

### 5.1.1.1 Participant 1 – Aparecida

Aparecida sets demanding goals for herself, such as captivating all her students, even though she believes they are not interested in learning the language. Despite making a positive evaluation of her practice, considering students' good results in test/activities and goals achieved, she does not seem to be able to enjoy it, to savour the rewards of her efforts (BRANDEN, 1996a) or recognize her own achievements (MRUK, 2013; PEÑAHERRERA LEÓN *et al.*, 2014). On the contrary, Aparecida is a very conscious, perfectionist and overachiever teacher, apparently stuck in an “it is not enough” spiral (BRANDEN, 1996a). As a result, she constantly experiences anxiety, frustration, anger and feelings of being overwhelmed and undervalued, when placing the source of evaluation of her practice in actual demonstration and contextual clues of respect and admiration (MRUK, 2013). She seems to be more affected by external feedback (RUBIO, 2014), but, as Branden (1996a) and Croker (2006) affirm, there is no good in staking our self-esteem at factors we have no control over.

Furthermore, Aparecida seems to lack confidence in her teacher education and language proficiency, when saying she has no other course than her teaching degree and the few years in the private course. In addition, she seems to fear failure and negative feedback and criticism due to possible misunderstandings on her approach. Thus, she does not put her ideas into practice. She fears to be visible and suffers from not being seen (BRANDEN, 1996a).

However, Aparecida shows initiative, looking for new material for classes, going for the EFL teachers who arrived at school after she did, starting new relationships, also being open to sharing her ideas and material produced (MRUK, 2013; PEÑAHERRERA LEÓN *et al.*, 2014). Despite being demanding, she seems to be kind, trying to show students she respects them by not adopting counterproductive practices, showing benevolence, fairness and compassion (BRANDEN 1996a; PEÑAHERRERA LEÓN *et al.*, 2014). In addition, contrary to her experience in school as a learner of English, Aparecida affirms trying her best to provide students with the opportunity to use the language in its oral form, persisting in helping them learn even when they resist (BRANDEN, 1996a)

Aparecida has some incongruences on her behaviour and feelings of competence and worth, either feeling appropriate for life or not (BRANDEN, 1996b). However, she shows every sign of working towards self-improvement, instead of self-protection, by using the opportunities she encounters, taking risks to achieve her goals, and initiate and enhance

relationships (MRUK, 2013). In short, I would say that Aparecida has an unbalanced self-esteem, pending more to healthy levels.

#### 5.1.1.2 Participant 2 – Cláudia

Cláudia is the teacher who has more experience teaching English in public schools. According to her, she has been teaching for over 23 years, 15 in that school. Apparently, she places much of the evaluation of her competence in her experience in the classroom. Hence, her apparent confidence when talking about her teaching approaches. However, based on the results and the literature, I would say that Cláudia's self-esteem is unbalanced. First, because of the data gathered over her approach, such as the evaluation of her proficiency, her beliefs and practices, and the incongruences that came with them, which are discussed in the paragraphs that follow. Second, as a teacher about to retire, a low self-esteem is expected (MRUK, 2013; RUBIO, 2014), mainly because she might be aware of a possible out-of-date approach in her practice, which could be the cause of her avoidance in interacting and collaborating with the other EFL teachers. However, this is not the factor that influences her self-esteem the most.

Cláudia has never studied English in a private course. However, she believes that is the only and correct place one can learn a language. Data analysis suggested that because of this belief, she may think she has not learnt the language, or at least not properly, as discussed in Chapter 4. As a result, Cláudia, consciously or not, uses all possible measures of self-protection. The most notorious measure is her attachment to the belief that a public school is not the place to learn English, resulting in a conformist state (PEÑAHERRERA LEÓN *et al.*, 2014) over EFL teaching in public schools (MICCOLI, 2016). This belief is accompanied by some ramifications/repercussions, such as the impossibility to teach the language to large groups there, let alone to develop oral skills, since she has no such “illusion”, which might come as the explanation for her teaching approaches. More evidence on her lack of confidence in her proficiency is that she classifies it as “didactic English”, placing some kind of value on the amount of the language she knows and the experience she has.

Moreover, Cláudia's practice focuses on vocabulary, grammar, and translation. In addition, she finds it difficult to collaborate with her colleagues, avoiding pedagogical exchanges with them. According to Peñaherrera León *et al.*, 2014, these are all considered common attitudes of teachers with low self-esteem. Likewise, Cláudia seems to be attached to her own material and approach, which Branden (1996b) explains can be due to fear of not mastering the unknown, ending in rigidity, focusing on the safety of what is known and not

demanding. In addition, Claudia reported having displayed negative affective and behavioural states, such as hostility and anger towards students and negative feedback.

There is also some discrepancy in what the teacher says when describing her practice for example, over the use of English and Portuguese. First, affirming that all tests and activities are in English, to later saying that, in addition to focusing on culture, they are also in Portuguese. These attitudes, according to Branden (1996a), can be interpreted as difficulties she faces in developing a sense of self-acceptance on what she does, or even a failed attempt to present a different self-image, in order to protect herself from possible criticism for not having tests and/or activities in English.

As a result, she finds it difficult to develop her sense of self-responsibility, by not being honest about her own choices nor taking open responsibility for the upcoming results. All of these aspects contribute to a negative evaluation of her competence and worth, which results in a drop in her self-esteem. That discrepancy might also have been influenced by the situation she was in, exposed to judgment, as she once said that “someone experienced like me [the researcher] might see her practice differently”. Either way, if there were trust in herself and her approach, there would be no need to present two contrasting realities over the use of English, which is seen as a sign of defensiveness due to low self-esteem (BRANDEN, 1996a; MRUK, 2013).

Altogether, for her, at school, they study the language but do not learn it, because that is not the place to do so. This belief influences her practice and seems to have been used as an excuse for perhaps more alternative practices in her approach. As stated by Peñaherrera León *et al.* (2014), she shows every sign of a teacher with an unbalanced self-esteem, more inclined to low self-esteem and its consequences.

#### 5.1.1.3 Participant 3 – Beatriz

Data analysis has shown Beatriz as the only participant who holds a balanced self-esteem. She has had successful experiences in different schools over fifteen years, in addition to the positive feedback and sign of trust from school authorities, which provided her a good sense of competence. Beatriz also feels valued through the affection she gets from students (PEÑAHERRERA LEÓN *et al.*, 2014). Moreover, she affirmed teaching with a sense of gratitude, with a clear conscience, not feeling effortless, having her time, as the classroom is her “stage”.

Beatriz evaluates her classes and her effort as positive but also blames the government for not being able to do better as they do not provide continuing education. In spite of that,

she has developed a clear sense of security, as she is able to admit making mistakes, either with the language taught or when dealing with students. Beatriz seems to be secure of her own limitations since she admits the influence of her emotional and physical states on her daily performances. In addition, she points out the importance of other EFL teachers in her life, affirming she contacts them when she needs help (PEÑAHERRERA LEÓN *et al.*, 2014). Furthermore, comparisons and negative comments do not seem to affect her much, as she uses her own sense of competence and worth, the positive feedback and affection she gets from others to make through it (BRANDEN, 1996a; MRUK, 2013).

### ***5.1.2 Question 2: Which factors contribute to the development of their self-esteem?***

According to the literature on self-esteem, the factors that influence the development of our self-esteem are multiple. For Reasoner (n.d.), these are our senses of security, identity, purpose and personal competence, and the feeling of belonging; for Branden (1996a) these refer to self-acceptance, self-assertiveness, self-responsibility, and personal integrity. All of that culminating, according to Branden (1996a) and Mruk (2013), in the feelings of competence and worth, which are developed after the evaluations we make of ourselves and how we feel about it. To evaluate ourselves, we consider internal and external variables, the latter mainly involved in the relationships we develop, the comparisons we make and the feedback received from significant others, openly or not (BRANDEN, 1996a). However, as social beings, it is hard to separate them, once they are all intertwined.

As it can be seen in Chart 6, the analysis of results and the data triangulation have suggested that the factors that seem to be of most influence on these EFL teachers, either positively or negatively, are: a) their perceived level of proficiency; b) their beliefs; c) the feelings of being accepted, valued and respected by the school community through demonstrations of support, approval, trust, and affection; d) results achieved; and e) feedback from significant others.

Chart 6 – Factors that influence participants’ self-esteem

Beliefs	Practice/performance	Relationships
<ul style="list-style-type: none"> <li>- the best place to learn English;</li> <li>- English in public schools;</li> <li>- learners;</li> <li>- their own proficiency;</li> <li>- self-image;</li> <li>- teacher role (mainly as guide);</li> <li>- teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>- approach;</li> <li>- comparisons;</li> <li>- emotions (managing emotions);</li> <li>- feedback (made and perceived);</li> <li>- results (success/satisfaction);</li> <li>- students’ behaviour/interest/results/engagement.</li> </ul>	<ul style="list-style-type: none"> <li>- acceptance/status;</li> <li>- affection;</li> <li>- approval;</li> <li>- own behaviour;</li> <li>- respect;</li> <li>- support/help;</li> <li>- trust;</li> <li>- work environment.</li> </ul>

All of the factors seen throughout this study, and summarized in Chart 6, work as the basis for the development of their feelings of competence and worth. However, they might differ from teacher to teacher, considering that each of them might place value in different aspects, in some more than others. For instance, when seeing their roles of teacher as a guide to students, the participants might develop a sense of purpose, of significance on what they do, aware of the consequences to students’ lives, maintaining the values they live by. However, for the ones whose role as a guide surpasses the one of a language teacher, they may jeopardize their practice and students’ learning process.

Similarly, teachers’ lack of confidence in their language proficiency might prevent them from exploring or risking more in their practice and might prevent students from learning the best they can. For instance, Cláudia, when saying students should not be punished for not having a knack for languages, which I would also interpret a sign that she believes she should not be punished for her proficiency either, focuses her teaching on other aspects other than the language itself. When she does work with the language, it is “light” in grammar, but never with oral skills.

Aparecida, different from Cláudia and Beatriz, seems to be more susceptible to other people’s approval. It does not mean that Cláudia and Beatriz are not affected by the feedback they receive, they simply give less importance to it, probably for different reasons, as stated by Branden (1996b). This attitude can be interpreted as a sign of confidence in their own competence and value, but also as a choice to obliterate reality and not be aware of their flaws or errors. For instance, if for Aparecida placing her sense of competence and value in what she has no control over can affect her negatively, for Beatriz, she focuses on what she has been doing right and considers changing only what has not worked, resulting in little harm. For Cláudia, conversely, ignoring the feedback, affirming they are unreasonable, not to be taken, is a sign of insecurity, avoidance of the possible truth about her performance as a

teacher. In sum, despite being affected by the same factors, each teacher experiences their influences and results on their self-esteem differently.

By the same token, an unbalanced self-esteem might not only influence the kind of evaluation teachers make of their practice and of students, but also reflect on the type of relationship they develop with the school community. To give an illustration, Cláudia's difficulty in relationships, avoidance of coworkers, partnerships, and exchanges with EFL teachers prevent her self-expansion and greater opportunities to improve EFL teaching and learning in that school. By contrast, the sense of being respected and supported as a professional, such as Aparecida recalls feeling in the teachers' lounge and school meetings boosts her sense of competence and worth, as well as Beatriz's approval and trust gotten from the schools' authorities. As a result, they are more assertive and persistent when facing difficulties and being questioned, helping them believe in themselves. Correspondingly, the affection received from students, as shown by Beatriz, can help teachers persist in the career. In the long run, all of that is what helps them counterbalance the setbacks and challenges.

## **5.2 Implications of this study**

In this section, I discuss the implications of this study for language teaching and learning. First, according to Branden (1996b), sometimes, people who might be appreciated and have their abilities and value recognized by others and portray themselves as confident can struggle with anxiety and depression, feeling deeply dissatisfied. This can be the case of Aparecida, who does not seem to be ever satisfied with her results and with the respect of great part of the school community. Her self-esteem seems to be contingent to the acceptance of some of the students that she does not manage to captivate, even though she believes they do not care much about classes at all (cf.4.1.1.2). This affects her sense of competence and worth. Other teachers, still according to Branden (1996b), might succumb, conform and do the least they can, which seems to be what happens to Cláudia, by conducting her practice and self-evaluations based on debilitating beliefs towards public schools, students, and EFL teaching, as perhaps it may happen with other teachers in Brazil, due to pervasiveness of these beliefs in our society and the incessant campaign against public schools and the teaching of foreign languages to poor classes. Hence, the importance of understanding why and how such unbalanced levels of self-esteem affect teachers' well-being and professional functioning.

Second, just as the results of this study, many other studies in Applied Linguistics, when discussing their results, have also pointed out that EFL teachers in Brazil have unbalanced self-esteem, such as Barcelos (2016; 2011), Barcelos and Coelho (2010), Zolnier



(2011) and Zolnier and Miccoli (2009), a sign that more investigation on this matter should be done.

Finally, when we understand how EFL teachers' self-esteem work, identifying its main influences and consequences, more can be done in order to develop and maintain balanced levels, since happy people, who trust themselves, are more prone to benevolent, caring and cooperative relationships, and also more open to compromise, working towards the same goals (BRANDEN, 1996b). For instance, assuring that prospective EFL teachers are provided with good teaching education, both pedagogical and language-related; work on their beliefs towards EFL language learning and teaching, and with their emotional intelligence. Equally important, offer programs and projects to support in-service EFL teachers, mainly ones that also provide interaction between them and pre-service teachers.

### **5.3 Limitations of this study**

It is important to bear in mind that every research has its limitations. In this study, it refers mainly to the constructs chosen and the method used for data gathering, factors which I discuss in the paragraphs below.

To start with, despite having gone over an extensive research on all the self-related constructs, also considering the difficulty in evaluating self-esteem objectively, as stated by Rubio (2014) and Williams, Mercer and Ryan (2015) evaluating all the constructs separately to only then evaluate their self-esteem might have brought a different perspective to this study.

Also, as I stated in Chapter 3, this research study follows a case-study design, which implies in a deeper and broader photograph of the participants and the context under investigation. However, as I invested much time in one participant who ended up not taking part in the research, I was not able to set class observations, which were just a possibility, but in the end, could have cleared up many of my doubts over some assumptions I might have made. As a result, I feel that I could only scratch the surface of the issue during the investigation, providing only a partial view of the participants' self-esteem.

### **5.4 Suggestions for future research**

Taking into consideration the limitations of this study, I suggest checking each self-related construct separately, such as self-image, self-concept and self-efficacy separately, to then evaluate their self-esteem.

In this study, I pointed that two out of three participants have unbalanced self-esteem. Further studies could consider a longitudinal and/or interventionist study, in order not only to understand EFL teachers' self-esteem, but also provide them help or, at least, the means to boost their self-esteem.

All in all, I hope this study has contributed to the understanding of EFL teachers' self-esteem with some insights on their self-esteem status, the factors that might influence it and the possible positive and negative outcomes. Furthermore, I hope this study can encourage others to reflect on the importance of EFL teachers' self-esteem for their well-being and good work in public schools, in addition to valuing their teaching education and pleasant work atmosphere.

## REFERENCES

- ABRAHÃO, Maria Helena Menna Barreto. Memória, narrativas e pesquisa autobiográfica. *Revista História da Educação*, v. 7, n. 14, p. 79-95, 2003.
- ALMEIDA FILHO, José Carlos Paes. *Dimensões comunicativas no ensino de línguas*. Campinas, SP: Pontes, 1993.
- AGUILAR, Walter Fernando Pineda; TALEPCIO, Judith Dávila; ARIAS, Elizabeth Norma Calixto. Nivel de autoestima del docente de primaria de la Región de Ucayali - 2016. *Revista de Investigación Científica - Pucallpa, Perú*. 2(3), p.51-516, 2017.
- ARAGÃO, Rodrigo Camargo; BARCELOS, Ana Maria F. Emotions in Language Teaching: A Review of Studies on Teacher Emotions in Brazil. *Chinese Journal of Applied Linguistics*, v.41, n4, Oct, 2018, p.506-528
- ASSIS, Rogério Emiliano de. Convite à autoestima: encaminhado à linguística aplicada. *Revista Desempenho*, v. 12, n. 1, junho/2011.
- BARCELOS, Ana Maria F. “I can do it”: Vencer limitações pessoais no uso do inglês. In: CUNHA, Alex G.; MICCOLI, Laura (Orgs.). *Faça a diferença: ensinar línguas estrangeiras na educação básica*. 1.ed. São Paulo: Parábola Editorial, 2016, p.38-49.
- BARCELOS, Ana Maria F. “Eu não fiz cursinho de inglês”: Reflexões acerca da crença no lugar ideal para aprender inglês no Brasil. In: BARCELOS, Ana Maria F. (Org.) *Linguística Aplicada: Reflexões sobre ensino e aprendizagem de língua materna e língua estrangeira*. Campinas, SP: Pontes Editores, 2011, p.297-318.
- BARCELOS, Ana Maria F. Cognição de professores e alunos: tendências recentes na pesquisa de crenças sobre ensino e aprendizagem de línguas. In: BARCELOS Ana Maria F.; VIEIRA-ABRAHÃO, Maria Helena. (Orgs.). *Crenças e ensino de línguas: foco no professor, no aluno e na formação de professores*. Campinas: Pontes, 2006, p. 15-41.
- BARCELOS, Ana Maria Ferreira; COELHO, Hilda Simone Henriques. (Orgs.) *Emoções, reflexões e (trans)formações de alunos, professores e formadores de professores de línguas*. Campinas, SP: Pontes Editores, 2010.
- BARCELOS, Ana Maria Ferreira; SILVA, Denize Dinamarque. Crenças e emoções de professores de inglês em serviço. *Revista Contexturas*, n.24, p.6-19, 2015.
- BARDIN, Laurence. *Análise de Conteúdo*. São Paulo: Edições 70, 2011.
- BARKHUIZEN, Gary; BENSON, Phil; CHIK, Alice. *Narrative inquiry in Language Teaching and Learning research*. New York, NY: Routledge, 2014.
- BEER, Joe; BEER, John. Burnout and stress, depression and self-esteem of teachers. *Psychological Reports*, vol.71, p.1331-1336, 1992.
- BORG, Simon; BIRELLO, Marilisa; CIVERA, Isabel; ZANATTA, Theresa. The impact of teacher education on pre-service primary English language teachers. *British Council ELT Research Papers*, vol.14., 2014

- BOSSON, Jennifer K. Assessing Self-Esteem via Self-Reports and Nonreactive Instruments: Issues and Recommendations. In: KERNIS, Michael H. *Self-Esteem issues and answers: a sourcebook on current perspectives*. New York: Psychology Press, 2006.
- BRANDEN, Nathaniel. Autoestima e seus seis pilares. 2.ed. São Paulo: Saraiva, 1996a.
- BRANDEN, Nathaniel. O poder da autoestima. 5.ed. São Paulo: Saraiva, 1996b.
- BROWN, H. Douglas. Principles of Language Learning and Teaching. New York: Longman, 2000.
- BROWN, James D.; RODGERS, Theodore S. Doing Second Language Research. Oxford: Oxford University Press, 2002.
- CABRAL, Marta Lúcia de Souza. Auto-estima no processo ensino-aprendizagem. 2006. 80p. Dissertação (Mestrado em Educação). Universidade Federal da Paraíba – João Pessoa.
- CABRERA, Yoxibel; VALBUENA, Laura. Autoeficacia y autoestima en el personal docente de escuelas bolivarianas. Universidad Rafael Urdaneta, 2010.
- CARVALHO, Aline Moraes. Autoestima de professores de inglês em pré-serviço. Trabalho de Conclusão de Curso. (Graduação em Letras - Português e Inglês) - Universidade Federal de Viçosa, 2016.
- CAVALCANTI, Marilda C. Metodologia de Pesquisa Em Lingüística Aplicada. In: I INPLA (Intercâmbio de Pesquisas em Lingüística Aplicada), 1991. Anais do I INPLA. São Paulo, SP. p. 41-48.
- CELANI, Maria Antonieta Alba. Questões de ética na pesquisa em Linguística Aplicada. *Linguagem & Ensino*, vol.8, n.1, p.101-122, 2005.
- COLLARTE, Carmen. Desarrollo de autoestima en profesores: transferencia de poder pedagógico. *Persona y sociedad*. Vol.6 (3-4), 1992, p.39-56
- CRESWELL, John W. Qualitative inquiry and research design: choosing among five traditions. Thousand Oaks, CA. Sage Publications, 1997.
- CROCKER, Jennifer. What is optimal self-esteem? In: KERNIS, Michael H. (Ed.). *Self-esteem issues and answers: a sourcebook of current perspectives*. New York: Psychology Press, 2006, p.119-124.
- DEMO, David H. The Measurement of Self-Esteem: Refining Our Methods. *Journal of Personality and Social Psychology*, vol. 48, n.6, p.1490-1502, 1985.
- DOBBINS, Rosemary. Student teacher self-esteem in the practicum. *Australian Journal of Teacher Education*, vol.21, n.2, p.16-28, 1996.
- DOHMS, Karina Pacheco. Níveis de mal/bem-estar docente, de autoimagem e autoestima e autorrealização de docentes em uma escola tradicional de Porto Alegre. 2011. 112p. Dissertação (Mestrado em Educação) – PUC-RS, Porto Alegre. DÖRNYEI, Zoltán. Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. Oxford University Press, 2011.

DÖRNYEI, Zoltán. Questionnaires in Second Language Research: Construction, Administration, and Processing. New Jersey, NY: Lawrence Erlbaum Associates, 2003

EPSTEIN, Seymour. Conscious and Unconscious Self-Esteem from the Perspective of Cognitive-Experiential Self-Theory. In: KERNIS, Michael H. (Ed.). *Self-esteem issues and answers: a sourcebook of current perspectives*. New York: Psychology Press, 2006, p.69-76.

ESLAMI, Zohreh R.; FATAHI, Azizullah. Teachers' Sense of Self-Efficacy, English Proficiency, and Instructional Strategies: A Study of Nonnative EFL Teachers in Iran. *Teaching English as a Second or Foreign Language*, Volume 11, Number 4 - March 2008.

FABRET, Sheila Telli. Em torno da identidade do educador lingüístico: aspectos de sua auto-estima, suas concepções e significado social de seu trabalho. 2007. 180p. Dissertação (Mestrado em Educação) - PUC-RS, Porto Alegre.

FLICK, Uwe. Introdução à pesquisa qualitativa. 3.ed. Porto Alegre: Artmed, 2009.

FREIRE, Marilene da Silva Batista. A autoestima dos professores de língua portuguesa e sua relação com o aprendizado dos alunos. 2016. 47p. Monografia – Departamento de Letras, Universidade Estadual da Paraíba, Guarabira.

GIBBS, Graham. *Análise de dados qualitativos*. Porto Alegre: Artmed, 2009.

GODOY, Pauliane F. G. Crenças e emoções de uma professora formadora de língua inglesa e de seus alunos: um estudo de caso. 2020. Dissertação (Mestrado em Letras) - Departamento de Letras, Universidade Federal de Viçosa, Viçosa, MG, 2020.

HABRAT, Agnieszka. The Effect of Affect on Learning: Self-Esteem and Self-Concept. In: PIECHURSKA-KUCIEL, Ewa; SZYMAŃSKA-CZAPLAK Elżbieta (eds.). *Language in Cognition and Affect*. Berlin: Springer, 2013, p.239-253.

HABRAT, Agnieszka. *The Role of Self-Esteem in Foreign Language Learning and Teaching*. Cham, Switzerland: Springer, 2018.

HEATHERTON, Todd F.; WYLAND, Carrie L. Assessing Self-Esteem. In: LOPEZ, Shane J.; SNYDER, C. R. *Positive psychological assessment*. Washington: APA, 2003.

KALAJA, Paula; ALANEN, Riikka; DUFVA, Hannele. Self- portraits of EFL learners: Finnish students draw and tell. In: KALAJA, Paula; MENEZES, Vera; BARCELOS, Ana. (Eds.) *Narratives of learning and teaching EFL*. London: Palgrave Macmillan, 2008, p.186-198

KALAJA, Paula; DUFVA, Hannele; ALANEN, Riikka. Experimenting with visual narratives. In: BARKHUIZEN, Gary *Narrative Research in Applied Linguistics*. Cambridge University Press, 2013, p.105-131

KALAJA, Paula; MENEZES, Vera; BARCELOS, Ana. (Eds.) *Narratives of learning and teaching EFL*. London: Palgrave Macmillan, 2008.

KALAJA, Paula; PITKÄNEN-HUHTA, Anne. ALR special issue: Visual methods in Applied Language Studies. *Applied Linguistics Review*, 2017, p.1-20.

KHEZERLOU, Ebrahim. Evaluation of Professional Self-esteem among EFL Teachers and Students at Mevlana University. *Journal of History Culture and Art Research*, vol.3 n.3, p.76-86, 2014.

LAGO, Neuda Alves. Me, myself and you: autoestima e aprendizagem de línguas. In: MASTRELLA-DE-ANDRADE, Mariana R. (Org.) *Afetividade e emoções no ensino/aprendizagem de línguas: múltiplos olhares*. Campinas, SP: Pontes Editores, 2011, p.49-88

LAGO, Neuda Alves. A auto-estima na sala de aula de literaturas em língua inglesa: a compreensão dos alunos. Doctoral thesis, Universidade Federal de Goiás, 2007.

LANDY, Karla Januzzi. Formação de professores e competência profissional: o papel da educação continuada. In: BARCELOS, Ana Maria Ferreira; COELHO, Hilda Simone Henriques (Orgs.). *Emoções, reflexões e (trans)formações de alunos, professores e formadores de professores de línguas*. Campinas, SP: Pontes Editores, 2010.

LEVY, David A. The “Self-Esteem” Enigma: A Critical Analysis. *North American Journal of Psychology*, 2019, Vol. 21, No. 2, 305-338.

MACKEY, Alison; GASS, Susan M. *Second Language Research: methodology and design*. New Jersey, NY: Lawrence Erlbaum Associates, 2005.

MARTÍNEZ AGUDO, Juan de Dios (Ed.) *Emotions in Second Language Teaching: theory, research and teacher education*. Springer International Publishing, 2018.

MENDES, Aline Rocha; DOHMS, Karina Pacheco; LETTNIN, Carla; ZACHARIAS, Jamile; MOSQUERA, Juan José Mouriño; STOBÄUS, Claus Dieter. Autoimagem, autoestima e autoconceito: contribuições pessoais e profissionais na docência. Anais IX Anped Sul - Seminário de Pesquisa em Educação da região Sul, p. 1-13, 2012.

MENEZES, Vera. Multimedia Language Learning Histories. In: KALAJA, Paula; MENEZES, Vera; BARCELOS, Ana. (Eds.) *Narratives of learning and teaching EFL*. London: Palgrave Macmillan, 2008, p.199-216

MERCER, Sarah. The Self from a Complexity Perspective. In: MERCER, Sarah; WILLIAMS, Marion. *Multiple perspectives on the Self in SLA*. Multilingual Matters, 2014. p.160-176.

MICCOLI, Laura. Valorizar a disciplina de inglês e seu trabalho de professor. In: CUNHA, Alex G.; MICCOLI, Laura (Orgs.). *Faça a diferença: ensinar línguas estrangeiras na educação básica*. 1.ed. São Paulo: Parábola Editorial, 2016, p.14-36.

MILLER, David; MORAN, Teresa. *Self-Esteem: a guide for teachers*. London: SAGE Publications, 2012.

MIRANDA, Christian. Impacto del programa de becas en el exterior sobre la autoestima profesional, el pensamiento crítico y la innovación en las prácticas pedagógicas de los docentes beneficiados. Doctoral thesis, Universidad Católica de Chile, 2004.

MIRANDA, Christian; ANDRADE, Miguel; FREIXAS, Gabriela. Revalidación de constructo del Test de Autoestima en Profesores de Arzola. *Boletín de Investigación Educativa*, 16 (1), 2001 105-120.

MRUK, Christopher J. *Self-esteem and positive psychology: research, theory and practice*. Springer Publishing Company, 4ed. New York: 2013.

MYERS, David G.; TWENGE, Jean M. *Social Psychology*. 12ed. New York, NY: McGraw-Hill Education, 2016.

NAGAMINE, Toshinobu; FUJIEDA; Yutaka; IIDA, Atsushi. The Role of Emotions in Reflective Teaching in Second Language Classrooms: Felt Sense, Emotionality, and Practical Knowledge Acquisition. In: MARTÍNEZ AGUDO, Juan de Dios (Ed.) *Emotions in Second Language Teaching: theory, research and teacher education*. Springer International Publishing, 2018.

NGUYEN, Minh H. ESL Teachers' Emotional Experiences, Responses and Challenges in Professional Relationships with the School Community: Implications for Teacher Education. In: MARTÍNEZ AGUDO, Juan de Dios (Ed.) *Emotions in Second Language Teaching: theory, research and teacher education*. Springer International Publishing, 2018.

OJEDA, Karin Andrea Wilhelm. Impacto de la Evaluación de Desempeño Profesional Docente sobre la Autoestima Profesional en Profesores Evaluados en la Comuna de Valdivia. Doctoral thesis. Universidad Austral de Chile, 2006.

PÁDUA, Elisabete M. M. Metodologia da pesquisa: abordagem teórico-prática. 17. ed. Campinas, SP: Papirus, 2012. 97 p.

PAIVA, Vera Lúcia Menezes de Oliveira. Manual de pesquisa em estudos linguísticos. São Paulo, Parábola, 2019.

PAIVA, Vera Lúcia Menezes de Oliveira. Reflexões sobre ética e pesquisa. *Revista Brasileira de Linguística Aplicada*, v.5, n.1, p.43-61, 2005.

PALMER, Margaret Marie. Beliefs, identities and social class of English language learners: a comparative study between the United States and Brazil. Dissertation. Universidade Federal de Viçosa, 173p., 2018

PATTON, Michael Quinn. *Qualitative research and evaluation methods*. 3ed. Thousand Oaks, CA: Sage Publications, 2002.

PAVLENKO, Aneta. The affective turn in SLA: From 'affective factors' to 'language desire' and 'commodification of affect'. In: GABRYS-BARKER, Danuta; BIELSKA, Joanna. (Eds.). *The affective dimension in second language acquisition*. Bristol, England: Multilingual Matters, 2012, p. 3-28

PEÑAHERRERA LEÓN, M.; CACHÓN ZAGALAZ; J.; ORTIZ COLÓN, A. La autoestima profesional docente y su implicación en el aula. *Magister*, v26, 2014, p.52-58

PITKÄNEN-HUHTA, Anne & PIETIKÄINEN, Sari. Visual Methods in Researching Language Practices and Language Learning: Looking at, Seeing, and Designing Language. In:

KING, Kendall A.; LAI, Yi-Ju; MAY, Stephen (eds.). *Research Methods in Language and Education*. Dordrecht: Springer, 2014.

RUBIO, Fernando. Self-Esteem and Self-Concept in Foreign Language Learning. In: MERCER, Sarah; WILLIAMS, Marion. *Multiple perspectives on the Self in SLA*. Multilingual Matters, 2014. p.41-57

REILLY, Eithne. An empirical investigation of teachers' self-efficacy, self-esteem and job stress as predictors of job satisfaction. Bachelors Final Year Project, Dublin Business School, 2012. Available at: <http://esource.dbs.ie/handle/10788/422>

RYAN, *Richard M.*; BROWN, *Kirk W.* What is Optimal Self-Esteem? The Cultivation and Consequences of Contingent vs. true Self-Esteem as Viewed from the Self-Determination Theory Perspective. In: KERNIS, Michael H. (Ed.). *Self-esteem issues and answers: a sourcebook of current perspectives*. New York: Psychology Press, 2006, p.125-131

RUBIO, Fernando. Self-Esteem and Self-Concept in Foreign Language Learning. In: MERCER, Sarah; WILLIAMS, Marion. *Multiple perspectives on the Self in SLA*. Multilingual Matters, 2014. p.41-57

SILVEIRA, Karynes Soares Duarte. A autoestima de professores de língua inglesa em formação inicial. 2010.132p. Dissertação (Mestrado em Linguagem e Ensino). Universidade Federal de Campina Grande, Campina Grande.

SOARES, Isadora Fernandes. A autoestima de professores de inglês em formação inicial. Trabalho de Conclusão de Curso. (Graduação em Letras - Português e Inglês) - Universidade Federal de Viçosa, 2016.

STANGOR, Charles; JHANGIANI, Rajiv; TARRY, Hammond. *Principles of social psychology*. Mineapolis: BCcampus OpenEd & Open Textbook Library, 2014. Disponível em: <http://opentextbc.ca/socialpsychology/>.

TRIPLAIF, Alejandra Millar; BRAVO, Mary Troncoso. La autoestima profesional docente: un estudio comparativo entre profesores de sectores rurales y urbanos de la Provincia de Valdivia. Universidad Austral de Chile: Chile, 2005.

WILHELM, Karin; MARTIN, Gabriela; MIRANDA, Christian. Autoestima profesional: competência mediadora en el marco de la evaluación docente. *Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud*, n.10, v.1, 2012, pp. 339-350.

WILLIAMS, Marion; MERCER, Sarah; RYAN, Stephen. Exploring psychology in language learning and teaching. Oxford University Press, 2015.

XU, Yueting. A methodological review of L2 teacher emotion research: advances, challenges and future directions. In: MARTÍNEZ AGUDO, Juan de Dios (Ed.) *Emotions in Second Language Teaching: theory, research and teacher education*. Springer International Publishing, 2018, p.35-52

ZANATTA, Theresa; CIVERA, Isabel. Understanding multilingual contexts: languaging and knowledging with visual narratives. *Psychology of Language Learning 2*, Jyväskylä, Finland, Aug, 2016.



ZEMBYLAS, Michalinos. Beyond teacher cognition and teacher beliefs: the value of the ethnography of emotions in teaching. *International Journal of Qualitative Studies in Education*, vol. 18, No. 4, July-August 2005, pp. 465–487

ZOLNIER, Maria da Conceição Aparecida Pereira. Transformações identitárias: um estudo sobre as experiências de professoras de inglês em um projeto de educação continuada. 2011. 229 f. Diss. Tese (Doutorado em Linguística Aplicada ao Ensino de Línguas Estrangeiras) – Faculdade de Letras, Universidade Federal de Minas Gerais, Belo Horizonte, 2011.

ZOLNIER, Maria da Conceição Aparecida Pereira. Crenças de professoras sobre a habilidade de produção oral. In: BARCELOS, Ana Maria Ferreira; COELHO, Hilda Simone Henriques (Orgs.).  *Emoções, reflexões e (trans)formações de alunos, professores e formadores de professores de línguas*. Campinas, SP: Pontes Editores, 2010.

ZOLNIER, Maria da Conceição Aparecida Pereira; MICCOLI; Laura Stella. O desafio de ensinar inglês: experiências de conflitos, frustrações e indisciplina. *Revista do GEL*, São Paulo, v.6, n. 2, p. 175-206, 2009.

**APPENDICES**

## APPENDIX A – Informed consent form

### TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Você está sendo convidado(a) como voluntário(a) a participar da pesquisa “**Compreendendo a autoestima de professores de inglês em serviço**”. Nesta pesquisa, pretendemos investigar como se configura a autoestima de professores de inglês em serviço atuando no ensino regular de escolas públicas, a fim de identificar os fatores que a compõem e compreender como estes a afetam. Para obtenção dos dados pertinentes à pesquisa, será necessário entrevistá-las. O tempo estimado para a entrevista é de aproximadamente 40 minutos. Para preservar sua identidade, seu nome e contato não serão divulgados. Em vez disso, usaremos nomes fictícios. Os riscos potenciais de sua participação na pesquisa são mínimos, mas durante a coleta de dados você poderá sentir cansaço ou constrangimento diante de alguma pergunta. Nesse sentido a pesquisadora estará atenta a qualquer desconforto e você poderá recusar-se a responder qualquer pergunta e até mesmo desistir de participar da pesquisa a qualquer momento, sem necessidade de comunicado prévio e sem qualquer prejuízo. Garantimos que todas as informações serão tratadas com padrões profissionais de sigilo e confidencialidade, atendendo à legislação brasileira, em especial, às Resoluções 466/2012 e 510/2015 do Conselho Nacional de Saúde. Ao participar da pesquisa, você estará contribuindo para uma compreensão de como a autoestima dos professores de línguas estrangeiras pode influenciar em sua prática docente, seu bem estar e relações no ambiente escolar. Com isso, os benefícios para você serão indiretos. Sua participação nesta pesquisa não implicará em nenhuma despesa bem como em nenhum benefício financeiro, ou seja, a sua participação é voluntária. Apesar disso, diante de eventuais danos, identificados e comprovados, decorrentes da pesquisa, você tem assegurado o direito à indenização.

Eu, \_\_\_\_\_, contato \_\_\_\_\_, fui informada dos objetivos, riscos e benefícios da pesquisa “**Compreendendo a autoestima de professores de inglês em serviço**” de maneira clara e detalhada. Declaro que concordo em participar da pesquisa e estou ciente de que a qualquer momento poderei solicitar novas informações aos pesquisadores e desistir do estudo se assim o desejar. Recebi uma via original deste termo de consentimento livre e esclarecido e me foi dada a oportunidade de ler e esclarecer minhas dúvidas. Também concordo que os dados possam ser usados em pesquisas futuras, mantendo-me sempre no anonimato.

**Pesquisador responsável:** Ana Maria Ferreira Barcelos  
Departamento de Letras (DLA) Tel.: (31) 3899-4935. E-mail: [anamfb@ufv.br](mailto:anamfb@ufv.br)

**Equipe de pesquisa:** Aline Moraes de Carvalho  
Departamento de Letras (DLA) Tel.: (31) 99380-4760. E-mail: [alinecarvalho.tur@gmail.com](mailto:alinecarvalho.tur@gmail.com)

Em caso de discordância ou irregularidades sob os aspectos éticos desta pesquisa, você poderá consultar o CEP/UFV – Comitê de Ética em Pesquisa com Seres Humanos, Universidade Federal de Viçosa, Edifício Arthur Bernardes, subsolo, Av. PH Rolfs, s/n – Campus Universitário - CEP: 36570-900 Viçosa/MG, Telefone: (31)3899-2492, E-mail: [cep@ufv.br](mailto:cep@ufv.br) [www.cep.ufv.br](http://www.cep.ufv.br)

\_\_\_\_\_, \_\_\_\_\_ de \_\_\_\_\_ de 20\_\_\_\_.

\_\_\_\_\_  
Assinatura da Participante






\_\_\_\_\_  
Assinatura da Pesquisadora































































































































































































## APPENDIX B – Teacher Self-esteem Test

### Teste de Autoestima Docente

Instruções para responder:

- a) Leia as afirmações atentamente;  
b) Marque apenas uma das 5 alternativas de acordo com o que sente e/ou faz neste momento.

-  1.- *Discordo totalmente.*  
 2.- *Discordo.*  
 3.- *Não concordo, nem discordo (Indiferente)*  
 4.- *Concordo*  
 5.- *Concordo totalmente.*

1	Eu sou uma professora criativa e inovadora.	    
2	Eu sou uma pessoa importante para meus alunos.	    
3	Eu sou um exemplo para meus alunos.	    
13	Eu não sou uma professora importante para os alunos.	    
14	Eu sou uma professora favoritista.	    
15	Eu não sou querida por meus alunos.	    
25	Eu sinto que meus alunos gostam de mim.	    
26	Eu sinto que meus alunos confiam em mim.	    
27	Eu me sinto satisfeita com o relacionamento que mantenho com meus alunos.	    
37	Eu sinto que meus alunos não confiam em mim.	    
38	Acredito que meus alunos não me aceitam como eu gostaria.	    
39	Sinto que não confio em meus alunos.	    
49	Eu me relaciono bem com meus alunos.	    
50	Eu mantenho o controle da sala de aula em qualquer circunstância.	    
51	Eu domino a matéria que leciono e a ensino bem.	    
61	Eu não gosto dos meus alunos.	    
62	Eu me sacrifico muito por meus alunos sem nenhuma recompensa deles em troca.	    
63	Eu não aceito que meus alunos me critiquem.	    
4	Eu sou um exemplo de professora para meus colegas.	    
5	Eu sou uma professora respeitada pelos meus colegas.	    
16	Eu não sou eficiente como meus colegas.	    
17	Meus colegas são melhores professores que eu.	    
28	Eu sinto que tenho um grupo de colegas que confiam em mim.	    
29	Eu me sinto bem com meus colegas.	    
30	Eu sinto que meus colegas respeitam minha opinião.	    
40	Eu sinto que valho menos que o resto de meus colegas.	    
41	Eu sinto que meus colegas não confiam em mim.	    
42	Eu sinto que não confio em meus colegas.	    
52	Eu me dou bem com meus colegas.	    
53	Eu trabalho bem em equipe com meus colegas.	    
64	Eu falo mal de meus colegas	    
65	Meu relacionamento com meus colegas não é bom.	    
6	Eu sou capaz de ver as coisas boas que meus diretores fazem.	    
7	Eu sou uma boa profissional para os gestores escolares.	    
18	Eu sou menos que os gestores escolares.	    
19	Eu não sou respeitada pelos gestores escolares.	    
31	Quando tenho um problema, me sinto respaldada pelos gestores escolares.	    
32	Eu sinto que me dou bem com a diretora.	    

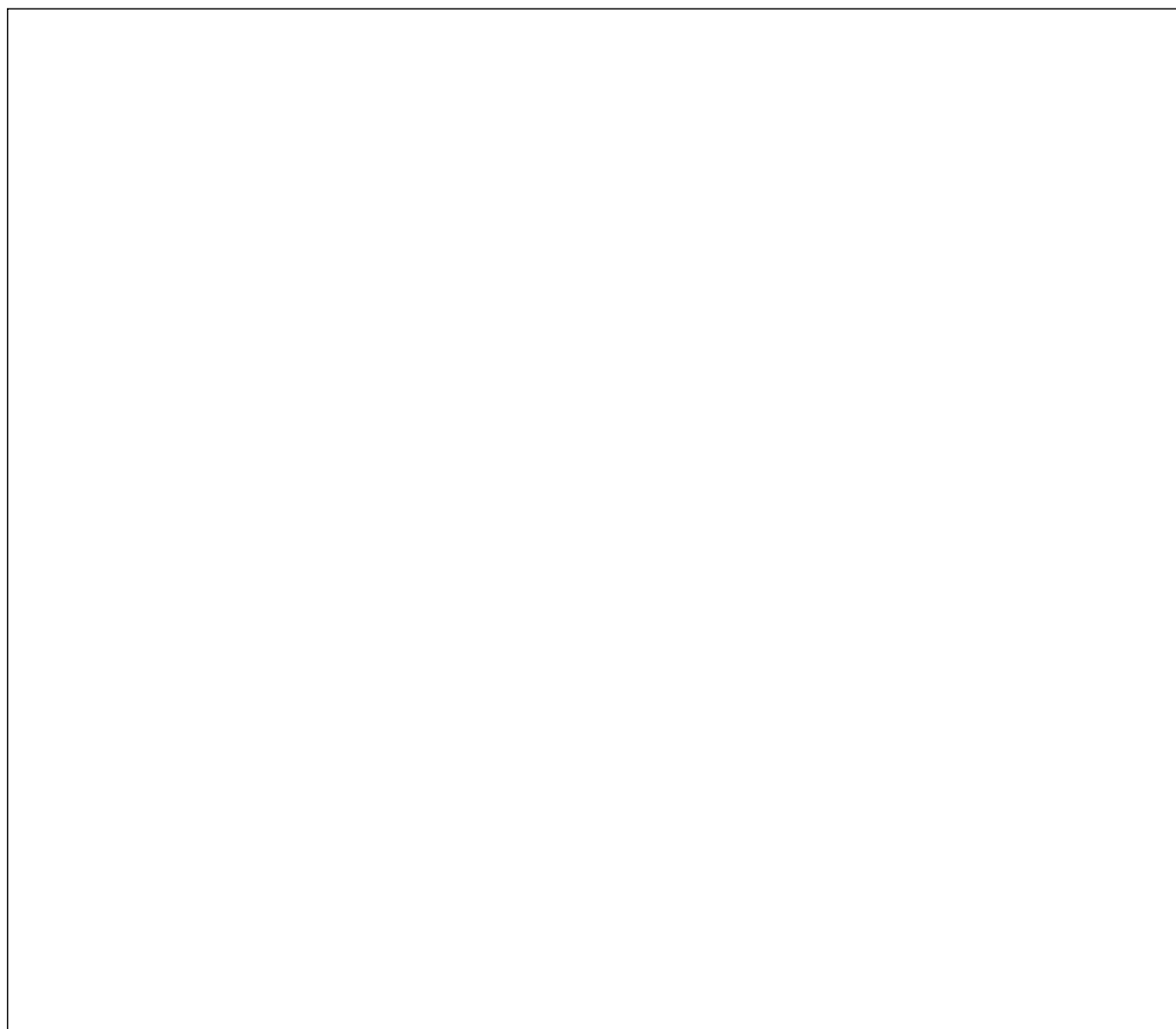
43	Nos conselhos, sinto que minhas opiniões valem menos que as dos outros.	☹☹☹☹☹☹
44	Se pudesse, não iria aos conselhos porque sinto que minhas opiniões não são importantes.	☹☹☹☹☹☹
54	Por causa do meu desempenho profissional, gozo de prestígio entre gestores escolares.	☹☹☹☹☹☹
55	Quando dou minha opinião, os gestores escolares as consideram importantes.	☹☹☹☹☹☹
66	Eu não tenho independência para tomar decisões profissionais.	☹☹☹☹☹☹
67	Os gestores escolares subestimam meu trabalho.	☹☹☹☹☹☹
8	Eu sou uma boa professora para os pais e responsáveis.	☹☹☹☹☹☹
9	Eu sou importante para os pais e responsáveis.	☹☹☹☹☹☹
20	Para os pais e responsáveis, eu sou uma professora de segunda categoria.	☹☹☹☹☹☹
21	Eu não sou uma professora estimada/querida pelos pais e responsáveis.	☹☹☹☹☹☹
33	Me sinto satisfeita com minha relação com os pais e responsáveis.	☹☹☹☹☹☹
34	Sinto que os pais e responsáveis me respeitam.	☹☹☹☹☹☹
45	Eu sinto que os pais e responsáveis não me valorizam como professora.	☹☹☹☹☹☹
46	Eu sinto que valho menos que os pais e responsáveis.	☹☹☹☹☹☹
56	Eu me doo quando organizo as reuniões de pais e responsáveis.	☹☹☹☹☹☹
57	Eu tenho êxito com os pais e responsáveis.	☹☹☹☹☹☹
68	Os pais e responsáveis não respeitam meu modo de atuar/agir.	☹☹☹☹☹☹
69	Quando me reúno com os pais e responsáveis, eles me tratam como empregada.	☹☹☹☹☹☹
10	Eu sou uma boa professora.	☹☹☹☹☹☹
11	Eu sou membro de um grupo de profissionais importantes no que fazem.	☹☹☹☹☹☹
12	Estou feliz em ser professora.	☹☹☹☹☹☹
22	Eu não sou a profissional que gostaria de ser.	☹☹☹☹☹☹
23	Eu sou um fracasso profissional.	☹☹☹☹☹☹
24	Estou cansada de trabalhar como professora.	☹☹☹☹☹☹
35	Eu sinto que sou uma pessoa importante na escola.	☹☹☹☹☹☹
36	Me sinto feliz sendo professora.	☹☹☹☹☹☹
47	Sinto que não sirvo para ser professora.	☹☹☹☹☹☹
48	Me sinto inútil como professora.	☹☹☹☹☹☹
58	Eu tenho um bom desempenho profissional.	☹☹☹☹☹☹
59	Apesar das dificuldades, não trocaria por nada a missão de ser professora.	☹☹☹☹☹☹
60	Eu gosto de ser professora.	☹☹☹☹☹☹
70	Eu não sou muito boa sendo professora.	☹☹☹☹☹☹
71	Não confio na minha qualidade profissional.	☹☹☹☹☹☹
72	Eu tenho uma profissão de segunda classe.	☹☹☹☹☹☹

**APPENDIX C – Guideline for visual narrative 1****• ROTEIRO PARA A NARRATIVA VISUAL 1:**

Prezada participante,

A seguir, estão as instruções para a realização da narrativa visual 1.

1. No espaço fornecido abaixo, faça um desenho que **represente como você acredita que a comunidade escolar (alunos, professores, funcionários e pais) a veem.**
2. Abaixo de seu desenho, forneça, por favor, um esclarecimento acerca do desenho, de modo que seja possível compreender o que você deseja expressar por meio dele. (Use o verso, se necessário).



---

---

---

---

---

**APPENDIX D – Guideline for visual narrative 2****• ROTEIRO PARA A NARRATIVA VISUAL 2:**

Prezado(a) participante,

A seguir, estão as instruções para a realização da narrativa visual 2.

- 1- No espaço fornecido abaixo, faça um desenho que **represente como você se vê/define como professora de língua Inglesa.**
- 2- Abaixo de seu desenho, forneça, por favor, um esclarecimento acerca do desenho, de modo que seja possível compreender o que você deseja expressar por meio dele. (Use o verso, se necessário).



---

---

---

---

---

---

## APPENDIX E – Guideline for written narrative

### • ROTEIRO PARA A NARRATIVA ESCRITA:

Prezada participante,

Gostaria de solicitar sua colaboração e pedir-lhe que narre brevemente e o mais sinceramente possível a sua história de formação e experiências com o ensino da língua inglesa (LI). Para isso, peço que escreva sobre questões relativas à sua formação acadêmica, sua atuação profissional, nível de proficiência e desafios encontrados na docência (político-pedagógicos, pessoais e interpessoais, recursos, motivação, etc.).

Para melhor orientar a sua escrita, apresento a seguir algumas perguntas norteadoras para guiar sua narrativa:

- a) Como foi a sua formação para o ensino da LI? Onde se deu? Quais eram as disciplinas específicas de LI? Você gostava das suas aulas de inglês? Como eram? Por que gostava ou não gostava delas? Você teve algum professor de LI que te marcou? Se sim, por que esse professor ou professora foi marcante?
- b) Você se sente confortável com seu domínio da LI? Como classificaria seu nível de proficiência? Como este influencia na sua atuação na sala de aula?
- c) Você já deu aulas de inglês antes de atuar nesta escola? Onde? Para qual público? Por quanto tempo? Qual é/era a faixa etária dos alunos? Como foi sua experiência?
- d) Como é o uso da LI na sala de aula? Em que momentos utiliza a língua? Com qual objetivo?
- e) Como você descreveria a sua abordagem em sala de aula? E sua experiência lecionando? Como você se sente?
- f) Como avaliaria sua atuação na sala de aula em relação aos resultados que tem obtido? A professora que você tem sido está em acordo com o perfil de professora que você deseja ser e/ou que acredita que os outros esperam que você seja?
- g) Como é o seu relacionamento com as demais professoras de LI (interação, projetos, parcerias, etc.)?
- h) Comente sobre suas experiências positivas e negativas no ambiente escolar envolvendo alunos, as outras professoras da disciplina e os demais funcionários da instituição (professores, diretora, secretárias, estagiários, etc.). Como imagina que eles avaliam sua atuação?

As perguntas acima têm por função ajudá-lo(a) a refletir e a escrever sua narrativa. Sinta-se, à vontade para tratar de outros aspectos que você considera importante e que não tenham sido abarcados nas perguntas. Procure fornecer o máximo de detalhes possível acerca dos fatos narrados e apresente-os em ordem cronológica. Quanto mais minuciosa a sua narrativa, mais informações relevantes você irá agregar a este estudo.

Obrigada por disponibilizar um pouco do seu tempo para tornar esta pesquisa possível. Sua colaboração é de grande valor!

Atenciosamente,

Aline Moraes de Carvalho

(Mestranda em Estudos Linguísticos pela Universidade Federal de Viçosa –  
alinecarvalho.tur@gmail.com)



## APPENDIX F – Guideline for interview – Participant 1 (Aparecida)

### Roteiro entrevista - Aparecida

- 1- Conte-me um pouco sobre sua atuação nesta escola. Se eu te acompanhasse durante um dia aqui na escola, o que eu veria?
  - Como são as aulas?
  - Quem são seus alunos?
  - O que geralmente faz?
  - Como se sente ao fim de um dia de trabalho?
  
- 2- Como avalia sua atuação na sala de aula?
  - O que acha das aulas?
  - Como é o uso da língua inglesa?
  - O que tem vontade de fazer, mas não faz? Por quê? Como faria?
  - Acredita que o que tem feito está trazendo resultados positivos? Por favor comente.
  - Acredita que tem feito o seu melhor? [o que te faz pensar assim? ou comente] Como se sente sobre isso?
  - Acredita que comete erros? Como lida com eles?

- Na narrativa, eu havia pedido que você classificasse sua proficiência linguística. A gente sempre tem alguma opinião ou visão de nossa proficiência linguística, ou da língua que falamos, seja português ou inglês né? Me conte como foi sua aprendizagem de inglês na faculdade? você acha que foi boa ou não? Por que?

- Como você se sente em relação a seu inglês? Como você o classificaria?

- E como você se sente em relação a seu inglês e a sua prática? você sente algumas vezes que seria preciso ter outra proficiência ou não? Por que?

- Você também me disse na narrativa que você faz pouco uso do inglês na sala de aula. Poderia comentar um pouco mais?

- Me lembro de você ter mencionado na sua narrativa que a cobrança é enorme. Poderia falar um pouco mais sobre isso? Que tipo de cobrança? Por parte de quem? Como ela te afeta (desempenho, sentimento)?
  
- 3- De uma forma geral, sente orgulho e satisfação no que tem feito como professora em sala de aula? Comente.
 

- Na sua narrativa escrita você disse que os alunos exigem pouco de você e que isso afeta o seu uso da língua inglesa na sala de aula. Poderia falar um pouco mais sobre isso?

- Me lembro que na sua narrativa você escreveu que faz diversas atividades diferentes, eu achei bem interessante. Mas você também disse que quando alguma não dá certo ou os alunos não se envolvem, você não repete essa atividade. Poderia me dar um exemplo? Você já pensou o porquê da atividade não ter dado certo? Costuma fazer essa reflexão?
  
- 4- Sobre os alunos, o que pode dizer sobre a aprendizagem deles?
  - Como os classificaria em relação ao interesse pela disciplina?
  - E a participação na sala de aula?
  - Como avaliaria a aprendizagem deles?
  - Como descreveria seu relacionamento com os alunos dentro e fora da sala de aula?
  - Se sente responsável pelo futuro dos alunos?

- Acha que os influencia?
  - Se preocupa em ser um exemplo para eles, seja na fala ou nas atitudes em sala de aula?
- No teste que você fez, marcou que não é importante para os alunos. O que te faz acreditar que não é importante pra eles? Como se sente em relação a isso? Como isso afeta sua atuação na sala de aula e seu relacionamento com eles?
- Você também disse que eles não valorizam os esforços que você faz por eles. Que tipo de esforços? Poderia me dar um exemplo? Acha que isso se restringe apenas aos alunos? Como se sente? Interfere de alguma forma no seu trabalho? E, Se fosse diferente, faria alguma diferença na sua atuação?
- 5- No geral, como é sua relação com professores, funcionários, pais e responsáveis? Se sente respeitada profissionalmente? Qual a importância desses relacionamentos para você e sua atuação na escola? Como eles interferem no seu dia a dia?
- Tanto no teste quanto na narrativa você disse que tem um bom relacionamento com os pais, funcionários, professores e a diretora. É importante para você manter um bom relacionamento com essas pessoas? O que você faz para mantê-los?
- Acredita que eles confiam no seu trabalho? E quando há alunos com resultados insatisfatórios?
- 6- Como é sua interação com as outras professoras de inglês?
- Costuma compartilhar atividades? Tirar dúvidas?
  - Costuma se envolver ou propor projetos interdisciplinares? Como? Por quê (não)?
  - Acredita que tem preparado seus alunos bem para a próxima etapa escolar?
  - O que acha da atuação das colegas? No teste você marcou não ser nem melhor nem pior. Costuma se comparar a elas? Em que sentido? Como se sente? Acredita que outras pessoas fazem essa comparação? Como isso te afeta?

No primeiro teste que fizemos você marcou que não é a professora que gostaria de ser. Que tipo de professora você acredita ser? E que tipo de professora gostaria de ser? Acredita que os alunos, pais, professoras esperam que você seja esse tipo de professora? O que falta para chegar lá? Por que gostaria dessa mudança?

- 7- Vamos fazer uma pequena atividade de associação. A cada palavra que eu anunciar, você deve me responder com outras três palavras que se associam e que possam descrever como você define, vê ou se sente em relação a elas:

- |                   |                 |               |
|-------------------|-----------------|---------------|
| - Ser professora: | - a diretora:   | - Aparecida:  |
| - inglês:         | - a escola      | - Cláudia:    |
| - alunos:         | - pais:         | - Dalva:      |
|                   | - sala de aula: | - autoestima: |

- 8- Por fim, gostaria que você me falasse um pouco mais dos desenhos que você fez para mim. Como você acredita que os alunos te veem? E os pais, professoras e funcionários? Por que acha isso? E como isso te faz sentir?

## APPENDIX G – Guideline for interview – Participant 2 (Cláudia)

### Roteiro entrevista - Cláudia

1-Conte-me um pouco sobre sua atuação na escola. Se eu te acompanhasse durante um dia aqui na escola, o que eu veria?

- Como são as aulas?
- Quem são seus alunos?
- O que geralmente faz?
- Como se sente ao fim de um dia de trabalho?

2-Como avalia sua atuação na sala de aula?

- O que acha das aulas?
- Como é o uso da língua inglesa?
- O que tem vontade de fazer, mas não faz? Por quê? Como faria?
- Acredita que o que tem feito está trazendo resultados positivos?
- Acredita que tem feito o seu melhor? Como se sente sobre isso?
- Acredita que comete erros? Como lida com eles?

- Na narrativa disse que certa vez fez questão de mostrar o desempenho dos seus alunos, e disse que os alunos que não vinham de sua turma não tinham o mesmo desempenho desejado. Por que fez questão? Por que acredita que isso aconteceu?

3-Sobre os alunos, o que pode dizer sobre a aprendizagem deles?

- Como os classificaria em relação ao interesse pela disciplina?
- E a participação na sala de aula?
- Como avaliaria a aprendizagem deles?
- Como descreveria seu relacionamento com os alunos dentro e fora da sala de aula?
- Se sente responsável pelo futuro dos alunos?
- Acha que os influencia?
- Se preocupa em ser um exemplo para eles, seja na fala ou nas atitudes em sala de aula?

- Você afirmou no teste ser uma professora favoritista. Como isso acontece? Acredita ser justo com os demais alunos? Como se sente?

- Em sua narrativa você disse que não se aprofunda na língua, mas foca no desejo de aprender. Como é isso? Por que faz isso?

- No teste, você não se posicionou claramente sobre o domínio da língua e qualidade do ensino, chegando a duvidar de sua qualidade profissional. Poderia me falar um pouco mais sobre isso? Como avaliaria a qualidade do ensino que oferece aos alunos?

- Em sua narrativa, disse que não se acha fluente, mas que equilibra essa falta de fluência com sua habilidade pedagógica. Como classificaria sua proficiência linguística? Acha que essa questão da proficiência tem influenciado sua abordagem ao longo dos anos? De que maneira?

4-Como foi sua escolha para Letras? você queria fazer Letras? Por quê?

- Você tinha vontade de ser professor ou não? Por quê?
- Como você se sente hoje em relação a profissão? Você gosta de ser professora ou não? Por quê?
- Você disse em sua narrativa que a faculdade de Letras não era sua primeira opção. Mas no teste afirmou que professora é o que gostaria de ser. Contudo, afirmou estar cansada e não

concordou nem discordou sobre estar feliz com essa profissão. Poderia falar um pouco mais sobre isso?

- Na narrativa escrita, você disse que se aposenta em breve. Mas, apesar de cansada, você disse que planeja voltar para a sala de aula, mas dessa vez no ensino médio. Você continua pensando assim?

- De uma forma geral, sente orgulho e satisfação no que tem feito? Comente.

5-Como é seu relacionamento com os pais, funcionários e a diretora. Como você definiria esses relacionamentos? Qual a importância desses relacionamentos para você?

-Acredita que eles confiam no seu trabalho? Por que? E quando há alunos com resultados insatisfatórios, o que você faz? Como se sente?

6-Como é sua interação com as outras professoras de inglês?

- Costuma compartilhar atividades? Tirar dúvidas?
- Costuma se envolver ou propor projetos interdisciplinares? Como? Por quê (não)?
- O que acha da atuação das colegas? No teste você marcou não ser nem melhor nem pior. O mesmo vale para ser um exemplo de professora para as outras. Costuma se comparar a elas? Em que sentido? Como se sente? Acredita que outras pessoas fazem essa comparação? Como isso te afeta?
- Acredita que você tem um estilo ou proposta de ensino diferente das demais professoras? Como isso pode afetar a aprendizagem dos alunos ao longo dos anos já que você é a primeira professora de inglês que eles têm contato na escola?

- Como é seu relacionamento com as demais professoras da escola. [na narrativa ela comenta que não é bom]. Relacionamento com as demais professoras não é muito bom. Poderia me contar um pouco mais? Por que acha que isso acontece? Como isso influencia sua atuação na escola?

- Você comentou que não há interação entre você e as outras professoras da disciplina. Por que acha que isso acontece? Como isso afeta sua atuação, o ambiente de trabalho e o desempenho dos alunos?

Você gostaria que tivesse? Acha que isso poderia acontecer? O que você poderia fazer para isso acontecer? O que seria diferente caso houvesse mais interação?

7-No geral, como é sua relação com professores, funcionários, pais e responsáveis? Se sente respeitada profissionalmente?

8-Vamos fazer uma pequena atividade de associação. A cada palavra que eu anunciar, você deve me responder com outras três palavras que se associam e que possam descrever como você define, vê ou se sente em relação a elas:

- |                   |                 |               |
|-------------------|-----------------|---------------|
| - Ser professora: | - a diretora:   | - Cláudia:    |
| - inglês:         | - a escola      | - Aparecida:  |
| - alunos:         | - pais:         | - Dalva:      |
|                   | - sala de aula: | - autoestima: |

9-Por fim, gostaria que você me falasse um pouco mais dos desenhos que você fez pra mim. Como você acredita que os alunos te veem? e os pais, professoras e funcionários? Por que acha isso? E como isso te faz sentir?

## APPENDIX H – Guideline for interview – Participant 3 (Beatriz)

### Roteiro entrevista - Beatriz

1-Eu queria começar nossa entrevista falando sobre sua aprendizagem da língua inglesa. Pode me falar um pouco como foi?

- Em sua narrativa, você disse da importância que um professor teve para sua aprendizagem do inglês. Já na faculdade, você não se sentia mais tão animada. Por quê? Me conte como foi sua aprendizagem de inglês na faculdade? Você acha que foi boa ou não? Por quê?

- Você acha que essa mudança influenciou sua aprendizagem de alguma forma? Comente.

2- Eu queria saber como você chegou até essa escola. Como foi o processo? Por que escolheu essa escola? Me conte um pouco sobre como foi sua chegada. Como foi recebida? Como foi a adaptação? Como se sentiu nesses últimos meses aqui na escola?

3-Conte-me um pouco sobre sua atuação na escola. Se eu te acompanhasse durante um dia aqui na escola, o que eu veria?

- Como são as aulas?
- Quem são seus alunos?
- O que geralmente faz?
- Como se sente ao fim de um dia de trabalho?

4-Como avalia sua atuação na sala de aula?

- O que acha das aulas?
- Como é o uso da língua inglesa?
- O que tem vontade de fazer, mas não faz? Por quê? Como faria?
- Acredita que o que tem feito está trazendo resultados positivos?
- Acredita que tem feito o seu melhor? Como se sente sobre isso?
- Acredita que comete erros? Como lida com eles?

- No teste que fizemos em nosso primeiro encontro, sobre ser uma professora criativa e inovadora, você marcou que não concorda nem discorda. Pode comentar um pouco mais sobre sua resposta?

- Na narrativa você disse que sua metodologia poderia ser melhor. Por que? O que faria de diferente?

- Voltando sobre a questão da língua inglesa. Na narrativa, eu havia pedido que você classificasse sua proficiência linguística. A gente sempre tem alguma opinião ou visão de nossa proficiência linguística, ou da língua que falamos, seja português ou inglês né?

- Como você se sente em relação a seu inglês? Como você o classificaria?

- E como você se sente em relação a seu inglês e a sua prática? você sente algumas vezes que seria preciso ter outra proficiência ou não? Por que?

- Você também me disse na narrativa que você faz pouco uso do inglês na sala de aula. Poderia comentar um pouco mais?

5-De uma forma geral, sente orgulho e satisfação no que tem feito? Comente.

- No teste você discordou da afirmação “Não trocaria nada a missão de ser professora”.

- E nem concordou nem discordou sobre ter uma profissão de segunda classe. Pode falar um pouco mais sobre isso?

6-Sobre os alunos, o que pode dizer sobre a aprendizagem deles?

- Como os classificaria em relação ao interesse pela disciplina?
- E a participação na sala de aula?
- Como avaliaria a aprendizagem deles?
- Como descreveria seu relacionamento com os alunos dentro e fora da sala de aula?
- Se sente responsável pelo futuro dos alunos?
- Acha que os influencia?
- Se preocupa em ser um exemplo para eles, seja na fala ou nas atitudes em sala de aula?

- No teste, na afirmação “meus alunos não me aceitam como eu gostaria”, você marcou que não concorda nem discorda. Poderia comentar essa sua resposta?

7-Como foi sua interação com as outras professoras de inglês?

- Compartilhou atividades? Tirou dúvidas?
- O que acha da atuação das colegas?
- Se envolveu ou propôs projetos interdisciplinares? Como? Por quê (não)?
- No teste você marcou não ser nem melhor nem pior. O mesmo vale para ser um exemplo de professora para as outras. Costuma se comparar a elas? Em que sentido? Como se sente? Acredita que outras pessoas fazem essa comparação? Como isso te afeta?
- Acredita que você tem um estilo ou proposta de ensino diferente das demais professoras?

8-Sobre os demais professores, se envolveu em projetos interdisciplinares? Como? Por quê (não)?

9-No geral, como é sua relação com professores, funcionários, pais e responsáveis? Se sente respeitada profissionalmente?

10-Vamos fazer uma pequena atividade de associação. A cada palavra que eu anunciar, você deve me responder com outras três palavras que se associam e que possam descrever como você define, vê ou se sente em relação a elas:

- |                   |                 |
|-------------------|-----------------|
| - Ser professora: | - sala de aula: |
| - inglês:         | - Cláudia:      |
| - alunos:         | - Aparecida:    |
| - a diretora:     | - Dalva:        |
| - a escola        | - Beatriz       |
| - pais:           | - autoestima:   |

11- Por fim, gostaria que você me falasse um pouco mais dos desenhos que você fez pra mim. Como você acredita que os alunos te veem? e os pais, professoras e funcionários? Por que acha isso? E como isso te faz sentir?

**APPENDIX I – Interview transcription – Participant 1 (Aparecida)****PART I****Date: 18 June 2019****Duration: 43 minutes**

Researcher: Está confortável?

P1: Uhum, com sono, mas estou bem.

Researcher: Então está bom. Eu vou fazer algumas perguntas. Se precisar de um tempo para pensar. E depois eu vou te mostrar também que você respondeu, depois que eu transcrever. Ai se tiver alguma coisa que você não concordar, que você falou, você pode voltar atrás ou pode adicionar alguma coisa, está bom?

P1: Tá jóia.

Researcher: Vamos começar do começo. Me fala um pouquinho de você aqui na escola. Se eu tirasse o dia e acompanhasse você aqui na escola, o que eu ia ver? Por exemplo, como são as aulas, quem são seus alunos, o que você geralmente faz.

P1: Então. As minhas aulas, elas são uma parte oral e uma parte escrita. Eu sempre incentivo eles a falarem alguma coisa em inglês. Alguns aceitam, outros não. Então assim, eu peço que a chamada eles respondam, que peçam para ir no banheiro, que eles repitam algo que eu estou dando de novo durante a aula em inglês. Então eu faço um grupo, às vezes, ou faço individual, dependendo do tempo que eu tenho disponível. Então assim, todas as aulas têm um pouquinho oral com eles e a parte escrita, que eu também trabalho. Então assim, a gente tem o livro, mas o livro não está de acordo com o plano de curso. Então eu não consigo seguir o livro todo, porque eu tenho um livro, por exemplo, do oitavo, que tem matéria do sétimo, tem matéria do nono, e matéria do oitavo. Então, eu trabalho muito no caderno com eles, o livro, às vezes; quando tem o conteúdo do oitavo ano, eu combino com eles, eles trazem o livro e a gente faz a parte que tem. Então assim, esse ano eu trabalhei...se eu trabalhei umas vinte páginas do livro, e o resto foi mais caderno e folha.

Researcher: Por que esse livro está com o conteúdo assim? Foi escolha da escola?

P1: Não. O estado manda para a gente algumas poucas opções. Mas desde que eu comecei no estado eu nunca tive um livro assim que eu pudesse falar que eu usei ele todo. Não é ruim. Ele tem textos bons. Mas quando chega, por exemplo, o livro do 6º, é quase 80% que a gente consegue trabalhar. O do sétimo já num 50%. O do oitavo 30 a 40%. O do nono piorou. Porque o nível que às vezes eles colocam também dificulta. Às vezes coloca textos enormes que os meninos não acompanham ou não gostam. Então eu prefiro trabalhar com textos menores ou com música, ou com artigos ou coisas que eu consigo dar em 50 minutos, porque se eu pegar um texto de 30 linhas para trabalhar numa sala com 30 meninos, eu vou demorar umas duas aulas para a gente ler, discutir, fazer ali um entendimento. Não compensa fazer isso. Então eu seleciono no livro aquilo que meus alunos, que eu acho que eles conseguem, que está dentro do plano de curso para eu trabalhar.

Researcher: Esse plano de curso...

P1: É o que a gente faz. Que nós elaboramos, nós professores, seguindo uma orientação que vem da secretaria. Eles mandam para gente uma base que a gente tem que trabalhar e a gente faz uma adequação. Mas existe algo assim, que é para todo mundo trabalhar.

Researcher: O plano de curso, ele não é para o sétimo ano, ele é feito do sexto ao nono ano...

P1: Não, não, por série.

Researcher: Sim, mas vocês fazem em conjunto?

P1: A gente discute quando nós temos dois professores da mesma série. Por exemplo, eu tenho três professores que trabalham no sétimo ano aqui. Tem oitavos sou só eu que dou aula. E tem o nono, duas professoras. Então a gente faz essa troca. O ano passado foi isso, o que a gente pode tirar ou vamos acrescentar mais alguma coisa. Mas esse plano de curso também não é assim, que eu sigo o que aquela matéria, igual eu falo com os meninos: Olha eu tenho o conteúdo mínimo para passar para vocês. Mas as turmas que rendem mais não chegam no final do ano, eu complemento, dou algo a mais, ou eu posso revisar a matéria de sétimo que eu vi que eles não aprenderam direito ou eu passo para alguma matéria do nono que eu acho interessante que tem no livro. Então assim, é caderno, folha e algumas aulas e o livro. E todo bimestre, pelo menos esse ano eu tenho conseguido, nas minhas turmas deixando a parte de trabalho sendo oral e um trabalho, um trabalho oral, uma prova escrita e simulado no caso às vezes quando a escola pede e a gente faz o simulado e a participação. Então assim, a gente já tem aquele critério de como avaliar o aluno que a gente tem que seguir, inclusive em questão de quantidade nota. Não sou eu que divido isso, sabe? E os meus alunos, as salas não são homogêneas. Então aqui a gente não tem uma sala boa assim, separando. Separa, não é? O conhecimento é todo misturado. Então a gente tem oitavo 8, 9 10, 11 e 14. Em todas as salas eu tenho alunos excelentes e em todas as salas eu tenho alunos que têm dificuldade, que tem laudo, que às vezes nem lê, por causa desses laudos. Então a gente está trabalhando. São 35 alunos por sala, em média, todas as salas cheias e a gente tem que tentar seguir. Eu sigo assim, por exemplo, às vezes eu vejo que tem um aluno meu que poderia render muito mais do que está rendendo, mas eu sigo o que a maioria da turma consegue. Então, às vezes eu falo com eles, às vezes eu passo um dever e vejo aluno acabando em 10 minutos, eu vejo acabar... outros que termina o horário e não terminaram, não conseguiram. Então são níveis bem diferentes para a gente trabalhar. Essa é também uma grande dificuldade que a gente tem.

Researcher: Então, você chega, dá a aula, e é isso, durante o dia aqui na escola?

P1: Não, não. Tem um momento de intervalo. Tem momento que a gente chega, que a gente encontra os colegas, que a gente discute. Tem um momento de interação também, com certeza.

Researcher: E quando você sai da escola, como é que você se sente?

P1: Esta escola eu não me sinto cansada. Eu chego em casa disposta para fazer as coisas. Igual ontem, eu cheguei fui elaborar prova, que tinham três provas hoje. Cheguei fui montar um projeto que tem de intervenção pedagógica e a gente tinha que entregar. Eu chego, eu não chego cansada, não chego exausta, entendeu? Mas eu já trabalhei em outras escolas que eu chegava assim...nem vontade de comer, nem vontade de tomar banho. Um cansaço mental, até físico; porque, assim, aqui são pouquíssimas aulas que eu preciso levantar a voz. Existe problema? Existe. Existe muita conversa, não é? Na idade deles, eles gostam de conversar, gostam de brincar. Mas na hora de estudar, então vamos estudar. Então há muito respeito. Os meninos me respeitam, e as aulas rendem. Então eu saio daqui no mesmo pique que eu cheguei.

Researcher: Então isso é mais por causa das turmas, não é?

P1: As turmas aqui são muito boas.

Researcher: E só para eu me lembrar, aqui você está só com os oitavos?

P1: 7º, 8º e 9. Dois 7º, cinco 8º e um 9º.

Researcher: Se você tirasse um tempinho para pensar na sua atuação na sala de aula, como você se avaliaria? O que você acha das suas aulas, do uso da língua inglesa, o que tem vontade de fazer, mas não faz?

P1: Então eu acho que talvez por timidez, eu exponho pouco os meus trabalhos. Talvez eu exponho mais para minha supervisora do que para os demais. Mas eu faço. Eu gostaria de fazer mais? Gostaria. Às vezes a gente fica com medo assim de não dar certo ou dos meninos não gostarem. E tudo às vezes



eu penso muito para fazer, às vezes eu queria arriscar mais, tentar mais; e às vezes me...eu fico mais pensativa, às vezes acabo deixando de fazer. Às vezes vem a ideia, acho que é boa, mas fico pensando: será que vai dar certo? e acabo não fazendo tudo, não faço tudo que eu gostaria não. Se eu colocasse tudo que eu penso em prática, eu acho que seria bem melhor do que está hoje. Mas às vezes eu penso demais. Às vezes pensar que não... Vai dar muita confusão, vai dar barulho, vai dar bagunça, vão achar ruim. Uma coisa assim, entendeu? E às vezes eu deixo de fazer alguma coisa assim, por conta disso.

Researcher: Mas e se você pudesse fazer ou tivesse coragem de fazer, como você faria?

P1: Eu acho que eu ia sair de sala mais com os meninos, eu ia trabalhar mais em grupo. Eu acho que eu faria mais isso. E às vezes eu deixo de fazer um pouco sim.

Researcher: E no geral das aulas, como você avaliaria suas aulas?

P1: Boas. Boas. Eu sinto assim que os resultados que eu tenho em prova, alguns resultados, igual nesse último simulado. Todas as salas tiveram alunos que fecharam o simulado. Enquanto tive também alunos que tiraram assim valendo 10, dois. Mas o resultado em si, eu vejo alguns meninos chegando perto de mim “Aparecida, fechei o seu simulado”. Tem salas que eu tive, vamos supor, de 35, 10 alunos que fecharam meu simulado. Então eu acho que eles adquiriram conhecimento, não é? Eu vejo notas boas. Vejo os meninos se empenhando. Nesse último trabalho que eu dei também, como eles se empenharam. Foi bom. Como eles gostaram. Vejo eles cantarolando pelo corredor. Então, quer dizer, eles ficaram felizes com o resultado deles, entendeu? Mas eu não acho que é ótimo, excelente, porque alguns alunos eu não consigo ou não consegui ainda que eles gostassem ou que eles aprendessem o que eles teriam que aprender. Porque o resultado, a gente tem é muita nota baixa, resultado que a gente vê é nota, não é?

Researcher: Mas no geral, você acha que dentro da sua expectativa para as turmas, é um resultado mais positivo?

P1: Sim, não acho que é ruim, não. Eu acho que é bom, mas não acho que é ótimo. Considero bom.

Researcher: E como você se sente com esses resultados?

P1: Feliz quando eu consigo fazer um projeto. Eu penso aquilo e consigo realizar. Mas também quando eu vejo que às vezes eu deixo de fazer, eu falo “Puxa vida. Poderia ter feito, mas não fiz. Aquela turma era tão boa, acho que ia dar”, entendeu? Mas a gente vai fazer, tem que fazer com todos. E às vezes a gente acaba deixando de fazer. Então aí...

Researcher: Mas você se sente feliz só nesses projetos ou nas aulas como um todo?

P1: Não. Eu entro sempre para aula disposta, animada. Planejo minhas aulas. Saio de casa sabendo o que que eu vou dar ali. O que que eu vou fazer.

Researcher: Então, você acha que tem feito seu melhor?

P1: Não 100%. Acho que poderia fazer mais.

Researcher: Por que você acha que poderia fazer mais?

P1: Porque eu acho que eu teria condição de fazer mais. E às vezes não faço. Eu acho que eu poderia fazer mais. Acho que eu poderia cobrar mais deles. Que a gente tem alunos aqui que eu queria que eles rendessem mais do que eles estão rendendo. Às vezes eu acho que eu cobro pouco, que eu deveria cobrar mais.

Researcher: E como é que você se sente com essa sensação de que eu podia fazer mais ou devia ter feito mas não fiz? “Será? Ai meu Deus?”

P1: Ah, a gente fica meio frustrada às vezes por não fazer. Mas ao mesmo tempo eu sei que eu estou conseguindo os bons resultados. Mas eu me cobro de tentar fazer mais. Fazer diferente. [olhos enchem de água]

Researcher/P1: [risos]

P1: A gente emociona.

Researcher: Ai, gente, que lindo.

Researcher/P1: [risos]

Researcher: E você acha que nessa jornada você comete algum erro? Como é que você lida quando isso acontece?

P1: [olha para Researcher e chora].

Researcher: Quer um abraço?

Researcher/P1: [abraço]

Researcher: Não queria te fazer chorar. Quer uma água?

P1: Falar da gente é estranho... [choro e risos] Ai, ai...Falar da gente às vezes é estranho, não é? Ficar analisado a gente é estranho, parece uma sessão de psicólogo, assim [choro e risos].  
Ai, ai...qual que é a pergunta mesmo? [risos]

Researcher: Como você lida com os erros quando eles acontecem? Erros seus, ou, seja na sala da aula, seja no relacionamento com os alunos, na disciplina em si, na própria língua, a direção...

P1: Isso aí às vezes a gente acaba levando para casa. Vou falar com você assim, que eu deixo aqui, não. Às vezes assim, eu acabo levando isso para minha casa. Tipo assim, pensando nisso mais tempo do que eu gostaria de pensar. Ou dando mais valor às vezes essas coisinhas que acontece, de desentendimento de aluno que não faz o que você quer. Então às vezes a gente fica frustrada.

Researcher: E essa sensação de frustração te leva para alguma coisa além ou você fica presa nisso?

P1: Na maioria das vezes eu levo para supervisora, para trocar uma ideia, para não agir de forma...para tomar uma opinião mesmo, não é? Como aqui a gente tem uma supervisora excelente também, então... geralmente eu troco ideias. Converso muito também com minha irmã, que também é professora, trabalha aqui também. Então assim, para tentar resolver. Muitas das vezes a gente chama em particular o aluno, outras vezes a gente tem que chamar o responsável, e conversar. Chama para o lado de fora da sala. Essa semana mesmo, ontem, eu chamei um aluno para o lado de fora, porque alguns alunos, a gente sabe que se eu chamar atenção na frente dos meninos eles não aceitam, se chamar atenção, não é? A gente vai conhecendo os meninos. Tem menino que você pode chamar a atenção com ele, que ele vem e ainda te dá um abraço e não esquenta a cabeça, não é? Igual ontem, tem um que eu briguei com ele na hora da apresentação que ele estava rindo, eu falei [Nome do aluno], você vai esperar lá fora, você não vai assistir a apresentação mais”, “ah, mas..., “você vai ficar lá fora, [Nome do aluno], você não vai assistir”. No outro horário estava fazendo coraçãozinho para mim, falando “você não tem vergonha não, não é meu filho?”. E já outros, eu sei que eu não posso fazer assim. Tenho que ter mais cuidado, para chamar a atenção, tem que chamar para fora de sala. Na mesma sala desse ontem, eu falei “meu filho, você vai levar o material para mim hoje”. Mas era porque eu queria uma oportunidade para conversar com ele, sozinho, longe da turma; porque eu sei que se eu chamasse a

atenção ali, ele não ia aceitar, ele ia responder, ia levantar a voz, porque é o jeito diferente de lidar, entendeu?

Então assim, eu tento ir conhecendo devagar para saber como lidar, como abordar para tentar resolver. Na maioria das vezes a gente consegue. Mas nem sempre, não é? Então às vezes tem que chamar o responsável. Tem que trocar uma ideia com a supervisora. Às vezes não está só comigo, não é? A gente tem aqui menino de casa de passagem, que pai não quer, que mãe não quer, que fica com avô, mas que o avô também não está mais aguentando. Então ele chega aqui e fala que não está aguentando mais. Então ninguém quer aquele menino. Então a gente tem que entender, ver o problema que ele está passando e tentar relevar. Tem um na última sala ali que ele não abre o caderno, praticamente. Hoje ele abriu e copiou porque eu parei e conversei com ele e pedi que ele tentasse fazer. Mas é um menino que é um desses casos, que ninguém quer, que já passou por reunião de escola, não tem incentivo nenhum para estudar. É muito problema.

Researcher: Entendo. Vou mudar um pouco aqui...Eu lembro que você mencionou na sua narrativa que a cobrança é muito grande.

P1: Sim.

Researcher: É...Você poderia me falar um pouco mais sobre isso? Cobrança? Que tipo de cobrança? Por parte de quem?

P1: Então, aqui nessa escola nós temos a parte de familiar muito presente, uma boa parte, tirando esses casos. Então são pais que acompanham, muitas das vezes olham o caderno, assinam a prova. E assim, não é que a gente se sente vigiado, mas é que a gente sabe que são pais que acompanham nosso trabalho. Então a gente não quer decepcionar e ao mesmo tempo é a cobrança que vem de cima, do estado que cobra da direção que cobra da supervisão, que cobra da gente, resultados. Então se você tem um final de bimestre metade da sala de recuperação, tem alguma coisa errada, por que? Então você é cobrado e nós somos avaliados no final do ano. O nosso trabalho também. A gente tem uma nota, não é? Existe uma comissão que avalia a gente, o nosso trabalho, nossa frequência, pelo nosso rendimento, por aquilo que a gente faz dentro de sala. Tudo que eu vou xerocar passa primeiro pelo supervisor, as provas são olhadas. Então assim, eu tenho uma cobrança, tem cobrança de datas também, muito corrido, muito puxado. E então existe cobrança de todos os lados.

Researcher: E como que você se sente? Como que essa cobrança te afeta?

P1: Às vezes sufoca um pouco porque a gente não quer fazer tudo correndo, não é? A gente quer fazer bem feito. As vezes a gente vê que aluno não aprendeu, precisava fazer um pouco mais atividades daquilo ali. Mas tem prazo, tem uma data, simulado semana que vem. Então às vezes você tem que dar mais, mas corrido para terminar um conteúdo porque tem prazo, prazo de entrega de nota, prazo de registro. E a gente tem agora tudo digital. Então a gente quando registra lá a avaliação, a gente tem cinco dias para lançar a nota dentro do sistema. E esses relatórios vão para a mão da supervisora, que fala em reunião que quem está atrasado tem que colocar em dia, falta, presença, matéria. Então assim...

Researcher: Me parece mais uma cobrança administrativa.

P1: Sim. Também.

Researcher: E por parte dos alunos, dos pais, talvez das outras professoras, porque vocês dividem a mesma disciplina. Assim, se você está com o oitavo ano, alguém vai ficar com esse aluno no ano seguinte, por exemplo.

P1: Não. Assim... Na minha área eu não sinto isso não, de cobrança não. É, no caso, eu recebo os alunos da Cláudia (P2) e passo os meus para Dalva; porque a Cláudia (P2) trabalha a tarde, aí eu pego os alunos que vem dela e depois passo para Dalva. Bem, que chegasse até a mim algum comentário

sobre o meu trabalho, não. Nunca ninguém chegou comentando. Nem da Cláudia (P2), nem da Dalva. É...eu esqueci a outra coisa que você perguntou.

Researcher: sobre cobrança por parte dos alunos...

P1: Dos alunos não. Os alunos exigem muito pouco, eu acho, da gente. Às vezes, por exemplo, eles, alguns, um ou outro que vem com alguma ideia. Igual quando eu sugeri esse trabalho sobre as músicas do Queen, vários tiveram resistência porque nunca tinham ouvido falar em Queen. Eles queriam cantar as músicas deles, que eles já sabem. Mas eu falei “Mas eu queria que vocês conhecessem algo novo”. Aí fizeram tromba, fizeram bico, fizeram..., não é? Mas agora eles estão assim, um processo de negociação, “Nós cantamos a música que a senhora quis, agora deixa a gente cantar a música que a gente quer”. [risos]

Researcher: Uhum. Você falou sobre isso na sua narrativa, que eles exigem muito pouco. E como que essa falta ou baixa exigência afeta o seu uso da língua inglesa na sala de aula?

P1: É. Atinge bem. Porque eu vejo que para eles às vezes o tão pouco que eu dou já é muito, já está bom, não precisa de mais. “Ah, tá faltando cinco minutos, não precisa dar mais nada”. Eles não têm interesse. “Ah, vamos fazer um jogo, vamos fazer um bingo, vamos fazer um...”, “Ah, não, falta pouco tempo, vamos fechar o caderno, num vão...” Não cobram, não cobram. Aquilo ali que você deu, o aluno... raros os alunos que levantam a mão para perguntar, pedem para explicar de novo o que não entenderam. Para eles eu vejo assim: entendeu? Está ótimo. Não entendeu? Está bom também. Porque é pela participação, pela troca de interesse ali, de perguntar, são poucos, pouquíssimos que mostram. “Ah, dona Aparecida, isso aí eu tô aprendendo no cursinho também. A senhora tá junto, olha que legal isso aqui”. São poucos que tem esses comentários. Eles não exigem muito da gente.

Researcher: E eu me lembro que eu achei interessante que você disse que faz diversas atividades diferentes na sua narrativa.

P1: Uhum.

Researcher: E você disse que às vezes não dá certo, que às vezes os alunos não se envolvem, e aí você não repete a atividade, não é?

P1: É.

Researcher: Você poderia me dar um exemplo?

P1: Muitas das vezes, a gente... eu penso em fazer e faço. E eu vejo que eles não se empolgaram, ou que eles não gostaram de fazer aquela atividade. Então eu...por exemplo, eu fiz num ano, num ano eu fiz soletrando de língua inglesa. Eu vi que aquilo foi bom, que aquilo teve resultado. Alguns alunos se empenharam. Então eu pego aquela ideia e eu repito. Eu faço de novo, numa turma que...Eu às vezes demoro uns dois, três anos pra fazer. Às vezes eu faço mais para frente quando eu encontro salas que eu acho que vão dar certo aquele projeto. Em outras às vezes eu não faço. Por exemplo, essas atividades orais, que eu gosto de fazer, avaliação oral, ou com música, ou com teatro, foram salas específicas que abraçaram essa ideia, que eu joguei e que eles se empolgaram. Quando eu falei esse ano de teatro com eles, que a gente podia fazer, eu tive pouquíssimos que eu...assim, pelos olhares, pelas falas, que eu vi que eu...que gostaram da ideia. Eu não queria fazer forçado. Então eu jogo uma ideia para eles pra ver como que eles vão reagir. “O que que vocês acham de a gente tá fazendo isso?”. Então às vezes eu não sinto essa resposta. Então eu não faço. Porque eu não queria forçar que eles fizessem só por causa de nota. Eu queria que eles fizessem, mas que tivessem envolvidos, gostando daquilo. Então às vezes eu não faço. Eu deixo de fazer.

Researcher: Eh...Eu me lembro que você falou que quando não dá certo, que você não repete.

P1: É, ali eu não repito.

Researcher: Você já pensou...Em algum momento você para pra pensar por que que aquilo não deu certo? “Será que eu fizesse assim, dessa forma seria diferente?” E chegou a tentar?

P1: A mesma coisa, repetir? Não, no mesmo ano com aquela mesma turma eu geralmente não insisto. Eu nunca assim, é...eu geralmente eu troco, eu faço uma coisa diferente. Eu deixo aquela ideia para um outro ano, pra uma outra sala.

Researcher: Mas no geral, quando não dá certo, você chega a refletir por que que não deu certo ou você engaveta...?

P1: Não, eu penso que eu posso ter feito alguma coisa errado, que às vezes eu não incentivei da forma correta. E penso também que a turma ali também, era...não era pra eles, eles não tinham o perfil pra fazer aquilo.

Researcher: E qual é o sentimento depois da aula quando não dá certo?

P1: Horrível! [risos] Horrível, né. Porque você queria fazer, você empolga, você tem a ideia, você acha que vai ser legal, mas eles não tem esse, esse retorno. É ruim...

Researcher: E depois? Passa?

P1: Passa, quando aí depois você vem uma outra ideia, não é? [risos]

Researcher: Eu tinha te perguntado um pouquinho atrás sobre o uso da língua inglesa na sala de aula.

P1: Uhum.

Researcher: e na nossa narrativa eu pedi pra você classificar a sua proficiência linguística; que é uma coisa que não é fácil a gente ter uma opinião. Seja da nossa proficiência na língua portuguesa e acho que ainda mais na língua inglesa, né. Você podia me falar um pouquinho mais sobre como foi sua aprendizagem da língua inglesa na faculdade? Eu me lembro que você disse que fez um curso também...

P1: É. Eu sempre gostei no ensino fundamental de língua inglesa. Mas assim, eu, o que eu tinha de LI até o nono ano era o inglês de livro do estado, não era um livro de cursinho nem nada; com salas cheias, mas excelentes professores. Eu tive excelentes professores de LI. Então assim, eu aprendi...Mas nessa época era muito escrito. Muita gramática. Não era... não tinha quase nada de conversação. E aí eu escolhi fazer Letras. E quando eu entrei para a faculdade, eu vi que eu sabia quase nada, que eu precisava aprimorar, que ali eu ia passar apertado e eu talvez eu não fosse conseguir acompanhar nem o curso. Então nessa época quando eu entrei para faculdade, eu entrei também em um cursinho de inglês. Então eu fiz o curso e fui fazendo a faculdade paralela. Então durante esse período eu consegui estudar. Eu consegui, mas eu não tenho cursos além disso. Então assim, o que eu tento fazer para me aprimorar...eu não classifico como básico, às vezes, eu tento fazer online, como eu já fiz algumas vezes. Mas eu não consegui achar muita coisa interessante. Então, teve uma vez que eu comecei, nem lembro o nome do curso, e eu não prossegui, até por falta de tempo. Ultimamente me ligaram novamente, eu tive vontade de fazer, mas eu acabei não fazendo porque eu estava viajando muito. E lá onde meu marido mora não estava, a internet, assim, não vou conseguir acompanhar. Então eu desisti de fazer. Mas eu quero fazer. Eu tenho consciência que eu preciso fazer. Porque para os meninos me cobrem...o que, eu acho que na época da faculdade eu sabia muito mais. Eu usava muito mais, eu me cobrava. Aí você vem trabalhando, você vem aprofundando, melhorando, eu acho. Mas ao mesmo tempo, a parte de conversação não. Eu acho que a parte de gramática eu tenho muito mais domínio, por usar, por ter estudado, talvez mais, não sei. E a parte de conversação talvez por ter usado menos, pelos meninos cobrem menos, eu usar menos, eu tenha...eu deixe um pouco a desejar.

Eu queria explorar isso um pouco mais com eles. Então eu cobro, eu cobro deles, mas eu queria cobrar mais. Talvez se eu soubesse, se eu soubesse assim, uma maneira de como explorar isso mais neles. Estudando mais, eu poderia aprender uma maneira de explorar mais. Maneiras diferentes, do que eu não estou usando.

Researcher: Explorar mais a língua ou a didática da língua?

P1: Método, é, a didática, e acho que a língua também. Porque eu parei ali, não é? Eu fiz a faculdade e depois eu parei. Parei com o curso porque eu comecei a trabalhar no outro ano.

Researcher: E na faculdade, você acha que teve uma base boa? A formação foi Letras inglês e português?

P1: Português/Inglês. Não foi só inglês. Foi português e inglês. Tanto que depois quando eu me formei, eu tinha dúvidas, assim, do que, do que seguir. Aí eu fiz uma pós de português, comecei uma pós de inglês, aqui em [nome da cidade]. A pós de português eu fiz em [nome da cidade] e a pós de inglês eu comecei em [nome da cidade]. Só que eu não consegui concluir, porque eu estava amamentando na época. Minha menina não estava comendo e ela estava só amamentando, então eu acabei fazendo o curso assim: indo, às vezes, eu entreguei os trabalhos, mas eu não consegui concluir, assistir todas as aulas dessa pós de inglês. Eu queria ter feito, mas não consegui.

Researcher: Então se eu pedisse para você classificar o seu inglês, como você classificaria?

P1: [sussurra] Não sei.

P1/Researcher: [risos]

P1: [pausa] Ah, eu tenho uma noção boa de leitura, de fala. Às vezes pronúncia, eu, eu, eu vou te confessar que muitas das vezes em algumas palavras eu procuro um dicionário, quando eu tenho dúvida, quando eu vou planejar uma aula às vezes eu procuro quando eu tenho dúvida. A parte de leitura e tradução, eu sou boa. A parte de gramática eu sou boa. E a parte pronúncia que eu acho que eu precisava melhorar mais. Então eu não sei te falar, assim, certo. Algumas coisas eu me acho mais do que o básico, um nível bom. Outras eu acho que eu precisava melhorar. [risos]

Researcher: Então seria básico, intermediário, intermediário avançado, avançado?

P1: Ah, vamos colocar um intermediário, colocando uma que umas que eu sou mais... [risos]

Researcher: Então você falou que tem coisas que você procura. Isso faz parte de preparar uma aula, não é? E como é que você se sente em relação ao seu domínio da língua e o uso da língua na sala de aula. Como que é essa relação?

P1: Quanto que eu uso de LI na sala? Você quer falar assim da porcentagem que eu uso?

Researcher: Não. Eu lembro que você disse que usa pouco.

P1: Eu gostaria de usar mais.

Researcher: E aí como é que fica? Quando você usa a LI e quando você prefere o português? Como você sente no final da aula?

P1: Os meninos, eu não faço atividade nenhuma em português. A única coisa que eles usam o português, que eu deixo eles escreverem em português no caderno é quando eu estou iniciando um conteúdo.

Por exemplo, eu estou no oitavo ano agora com partes da casa e mobília. Então, eu dividi no quadro, passei para eles, porque senão...não tinham no livro. Passei algumas perguntas sobre essa matéria, que seria para eles responderem...perguntas pessoais: se eles gostam de ficar muito tempo em casa, que cômodo que eles gostam mais, quantos quartos têm na casa deles. Passei umas pesquisas relacionadas a isso, e ali eu li com eles as partes da casa e eles foram falando as que eles já sabiam, que davam para identificar, porque está na cara, não é? Phone, TV, eles foram falando e outras eu traduzi. Aí eu peço: “você anotem aquilo que é novidade para vocês”. Então nesse momento eles fazem o uso da Língua Portuguesa no caderno. Outro momento é na parte da gramática. Quando vou iniciar um conteúdo de gramática, eu sempre coloco a explicação em português para eles, porque senão...Aí coloco os exemplos em inglês, quando eles tem que copiar alguma coisa. Por exemplo, “gente, ninguém vai copiar nada. Dona Aparecida vai explicar a matéria”. Eu explico, vou colocando no quadro os exemplos. E ali, o que eu explico, ou que eu acho que é importante eles saberem, eu deixo eles colocarem em português. Mas a hora de fazer os exercícios, não tem nenhum exercício no caderno que é feito em português. Então todas as atividades são feitas em inglês. E a parte oral, o que eu explico, eu explico em português, né; o que eles conversam, o que eles pedem para mim de explicação também em português, e o que eu falo inglês, vamos... ”que pergunta é essa?”, aí eu leio em inglês. “O que que significa? O que vocês acham? Como que a gente vai responder isso em inglês?” Mas a explicação da matéria eu faço em português. Mas o quadro tá todo escrito em inglês, as perguntas e tudo. Eu não traduzo 100%, eu traduzo só aquilo que eu acho que eles precisam ou peço que eles traduzam pra mim: “O que vocês acham que está escrito aqui?”. Então vamos colocar assim: [pausa] no caderno é tudo em inglês e oral... em inglês o que eles estão aprendendo, de exemplos de vocabulário em inglês e explicação em português.

Researcher: E como é que eles te chamam? Dona Aparecida? *Teacher*?

P1: Alguns *teacher*, mas é Dona e Aparecida.

Researcher: E a linguagem da sala de aula? Para ir ao banheiro, para pedir pra repetir...é em Português?

P1: Então, eu já ensinei no começo do ano. Expliquei e pedi. Então assim, eu...eles sabem que...mas alguns ainda não falam. “Ah, não sei! Como que fala mesmo? Ah, não quero! Ah, não vou no banheiro, não vou beber água na aula de inglês porque tem que falar em inglês.” Mas eles sabem. Eu já ensinei. Mas falam. Chamada em inglês, pedem para ir no banheiro e pedem para beber água em inglês.

Researcher: Aproveitando que você está falando dessa parte dos alunos...O que você poderia falar do interesse deles pela disciplina, participação em sala de aula...

P1: Interesse...aí eu vejo pelos conselhos de classe que não é um problema só da língua inglesa. Tanto que quando a gente vai para o conselho a gente vê quem está com nota ruim no inglês, às vezes, na maioria das vezes, tem mais duas, três matérias. Então a gente tem uma falta de interesse que é geral. De assim, específico da língua inglesa são poucos casos, que não gosta, que não gosta mesmo. Mas tem. Tem aqueles 10%, ou um pouquinho mais em cada sala, que não gosta ou não gosta do professor ou não gosta do conteúdo, né. E aí, o interesse é geral. Os alunos hoje em dia, eles não tem muito interesse. Alguns, não é? Aqueles que não veem muitas perspectivas, não querem, não se exigem muito, eu acho que não, não é? “Pra que que eu tô estudando?” Eles não pensam. “O que vocês pensam do seu futuro?”. Outros não, eles já sabem o que querem. Ou querem Cefet ou querem Coluni. Então esses, esses se empenham mais. Outros não.

Researcher: e isso afeta a participação deles na sala de aula?

P1: Afeta. A baixa autoestima deles, não é?

Researcher: É...você falou que alguns não tem perspectiva, né. E você? Você se sente responsável pelo futuro desses alunos, em ser um exemplo para eles? Mostrar a importância da língua...

P1: Eu sempre, eu sempre falo, eu sempre falo. Eu cito exemplos particulares da minha família com eles, que...cunhado e outras pessoas que precisaram da língua inglesa. Eles falam assim “Mas eu não vou sair de [nome da cidade], dona Aparecida. O que que eu vou fazer...?”, “Mas aqui, vocês já imaginaram quantas empresas, não é?, tem o setor de importação, de exportação, de produtos que precisam...?” Aí eu falo de pessoas que eu conheço, falo assim...essa semana mesmo, não, semana passada, surgiu um assunto dentro de sala sobre carteira de motorista. Eu falei assim: “Pois é, tudo que a vida para vocês aparecer de oportunidade para vocês aprenderem, vocês têm que aprender. Eu já vi gente perdendo emprego bom dentro de [nome da cidade], passar nas fases, não ter uma carteira de motorista e perder o emprego. Como também já vi gente perder o emprego porque não tem o domínio de uma segunda língua. Então vocês têm que saber, tem que estar dispostos a aprender tudo. Eu estou aqui, ó! não é?. Vamos, vamos tentar, por mais difícil que seja, por mais que você não goste”. Então, assim, eu converso muito com eles. Mas, a gente vê, a gente sente, né, realmente, que nem todos ali estão ouvindo ou estão dando importância para aquilo que a gente está falando.

Researcher: E isso te afeta de alguma forma?

P1: Sim. A gente fica frustrada. A gente fica triste com isso.

Researcher: Você acha que é uma coisa que é deles ou um problema que é seu?

P1: Eu não... eu acho que é deles, por ouvir nos outros colegas, citarem os mesmos alunos com problemas nessas áreas. Entendeu? Quando a gente senta no conselho de classe a gente vê “Nossa o fulano não traz caderno, não está fazendo dever, não está isso, não está aquilo”. E eu falo assim: “Comigo está a mesma coisa” Então assim, é difícil, às vezes, acontecer só comigo. Acontece. Mas isso não é, assim... igual tem menino que não gosta de matemática, tem menino que não gosta de inglês. Então existe, mas assim, é...não é aquela porcentagem...

Researcher: E como é que você se sente em relação a isso? Quando é um problema com o inglês e quando é um problema com o inglês e outras matérias?

P1: Tem menino que não gosta e ele fala mesmo: “Dona Aparecida, eu num gosto de inglês. Eu num consigo aprender inglês”. Então eu falo assim: “Mas por quê? Se você estuda, você presta atenção, você faz atividade...?”. Eu vou questionando, não é? “Você está fazendo o suficiente? Você poderia fazer mais?”. Então às vezes você vê, eu estou dando aula de inglês e o menino está com o caderno de português aberto porque tem aula no próximo horário e tem que fazer dever. Isso machuca a gente, porque está mostrando que não está interessado na minha aula ou não está dando importância pra minha aula. Para muitos aqui existe português e matemática. As outras matérias, para eles, porque é isso que vai cair num cursinho lá, é isso que eles estão exigindo. Então assim, às vezes a gente sente que menosprezam, que não dão valor para o nosso conteúdo. Não dão mesmo.

Researcher: E isso afeta de alguma forma?

P1: Aline, a gente fica realmente triste. Porque a gente se doa para aquilo ali e o aluno não mostra interesse nenhum.

Researcher: Uhum. E isso vai me levar para a próxima pergunta.

P1: Ai Jesus! [risos]

Researcher: Eu me lembro que na sua narrativa...não, foi no teste, naquele primeiro teste que a gente fez você marcou lá que os alunos não valorizam os esforços que você faz por eles.

P1: Sim, concordo.



Researcher: Que tipo de esforço é esse? Você poderia me dar um exemplo?

P1: A gente leva muita coisa para casa para fazer, não é? Eu estou a todo tempo ligada e procurando uma atividade diferente, buscando uma coisa...aquilo às vezes te toma um tempo para fazer. Então você chega empolgada na sala e depois você encontra uma folha sua no lixo, toda amassada; ou você encontra um dever que você está querendo corrigir, que você achou que eles iam adorar fazer, você pega e o menino nem tentou fazer. Isso toma um tempo elaborando aquilo ali, pensando que eles fossem gostar. Então eu sinto...Eu peço para fazer uma pesquisa “Gente, na próxima aula eu vou trabalhar tal conteúdo. Dê uma olhadinha, dá uma olhada lá. Pega o celular, assiste um vídeo disso aqui para vocês entenderem que nós vamos ver na próxima aula”. Um ou dois que às vezes pega para fazer.

Researcher: E como é que você se sente? Como você encara isso tudo?

P1: Às vezes eu fico brava [risos]. Brava com eles, fico. Não vou negar, né. Que aí eu zango, falo “Poxa vida, Dona Aparecida, né, olha isso aqui...”. Pego, mostro, né. “Eu queria que você tivesse feito, você ia gostar se tivesse feito”. Aí na hora que entende, quando vai corrigir, um fala assim “Puxa, era isso?” Né? Mas nem tentou fazer.

Researcher: E, essa sensação de que o seu esforço não é valorizado, isso se restringe aos alunos?

P1: Sim. Eu não sinto isso por outros, não é? Pela direção nem pela supervisão não. Mais pelos alunos. Alguns pais também. Como eu já tive caso de, por exemplo, o menino não tinha tirado nota vermelha nem com, nenhuma nota vermelha no ano anterior e comigo tirou. Aí o pai questiona. Questiona a mim, não é? Por que que o menino nunca tirou vermelha e agora está tirando nota vermelha? Aí eu falo “Olha, eu trabalho assim, assim, assim e assim. As minhas provas são assim”. Eu tenho que explicar. Mas alguns acham que, né, o aluno...Mas é que aqui a gente tem professores que trabalham com avaliação e outros que não, mais participação. Então são diferentes.

[Sinal toca e interrompemos a entrevista, deixando agendada para a próxima semana]

## **PART II**

**Date: 25 June 2019**

**Duration: 54 minutes**

Researcher: A gente falou sobre a relação do... sobre o interesse dos alunos sobre a disciplina, não falou?

P1: Falou.

Researcher: No geral como você avalia a aprendizagem dos seus alunos?

P1: Bem...Eu tenho excelentes resultados. É...alunos que se interessam, que fecham prova. Todas as provas, assim, eu tenho alunos que conseguem total. É...em um simulado eu tive sala, tive agora nessa última avaliação 40% de meninos com, quase que fecharam ou fecharam, é...uns 30% dentro da média e 20% fora da média. Então, geralmente fica nessa margem de aproveitamento.

Researcher: Uhum.

P1: Sempre tem uma porcentagem, 20% às vezes 10%, depende da atividade, da participação que eles fazem. Os trabalhos geralmente tem menos nota vermelha porque é em dupla e...ou é de consulta. Numa avaliação escrita sempre tem aqueles, mas geralmente são alunos que não ficam só comigo. Eu percebo isso no conselho de classe. É difícil achar um aluno que tenha nota vermelha frequentemente comigo e esteja bem em outros conteúdos. Geralmente eu percebo que os alunos, às vezes, essa porcentagem está dentro dos meninos que ficam de recuperação comigo que está geralmente em todo mundo. Entendeu? Mas é...a gente tem alunos excelentes aqui e que conseguem notas excelentes também.

Researcher: Uhum, eu me lembro que você falou isso da última vez. E o seu relacionamento com esses alunos dentro e fora da sala de aula? Como que você descreveria ele para mim?

P1: Bem, eu sinto que eles me respeitam. Eu percebo, assim, que eles acreditam, confiam no meu trabalho. É...difícilmente eu tenho alunos questionando sobre alguma atividade. Eu, eu, eu percebo eles participando, interessados, perguntando. Agora, esses que não, realmente que a gente, não tem nota boa, são alunos ou que tem problema de frequência, faltam muito, tem dificuldade, ou que não tem acompanhamento familiar e outros tem laudo. Então, geralmente, os alunos que estão nessa faixa, que não conseguem mesmo, a gente, eles tão dentro dessa porcentagem de alunos que tem desestrutura familiar, estão com um monte de problemas, tem alunos que se cortam, com depressão, rejeitados, de casa de passagem. Tem essa porcentagem que é difícil a gente chegar até eles. Alguns a gente tenta avaliar de forma diferente no conselho de classe. Aqui a gente tem uma premiação todo bimestre, dos alunos destaques e dos alunos superação. Então a gente está sempre tentando olhar esse superação dentro dessa margem: o aluno que vinha mal, a gente não olha só a nossa, a gente olha assim que buscou. Tem os bons que são a nota, não é? e tem o superação que a gente dá também esse diploma de alunos que se superaram, que conseguiram não só a nota mas conseguiram melhorar em alguma coisa, seja no comportamento ou seja na nota. Então a gente está sempre fazendo isso e os responsáveis sempre sendo chamados quando a gente também pede. Quando isso chega a incomodar a sala, perturbar, faltar com respeito, aí a gente leva na supervisão e na hora eles chamam o responsável. Então assim, sempre está fazendo alguma coisa. Aqui na escola sempre estão fazendo alguma coisa para ajudar a gente. Eles apoiam a gente demais nisso. Entendeu?

Researcher: E como é que você se sente com esse apoio todo?

P1: Nossa, eu estou no céu aqui nessa escola. Aqui pra... Acho que...Aqui é um...é diferenciado. É um apoio fora do normal que a gente tem. Normal não, é o normal que deveria acontecer em todas as escolas, né. Eles nos dão apoio em tudo que a gente pede e eles ficam do nosso lado, correm atrás mesmo e pega firme mesmo com esses meninos, e eles já vem para cá sabendo. Tanto que eu tenho alunos que já foram meus em outra escola e vieram para cá e você vê a mudança de comportamento deles. Esse mesmo, esse ano mesmo tem 2 no 9º ano que foram meus ano passado na outra escola e eu vejo eles pelos corredores...lá eles não usavam uniforme. Aqui você não vê eles sem uniforme nem um dia. A postura deles é diferente, o comportamento deles é diferente. Quando eles vêm para cá, eles já sabem das regras, já sabem que aqui funciona diferente. E, automaticamente eles produzem mais, eles interagem mais, é diferente.

Researcher: e como você acha que essa proposta e esse ambiente influenciam na sua prática?

P1: Em tudo, né. Porque aqui a gente realmente dá aula. E a gente vem de outras escolas que às vezes a gente, 50 minutos da nossa aula não é exclusivamente para o nosso trabalho. A gente entra na sala, a gente depara com tantos problemas para resolver que aí a gente tem que parar a aula e conversar sobre o menino que vem trazendo problema de outra aula para a gente resolver ou vem trazendo problema de casa que a gente tem que resolver antes de começar a dar aula. Então assim, a gente é um pouco mãe, psicóloga, e depois que a gente consegue acalmar tudo...porque não adianta, você chegar numa turma que está tudo tumultuado, bagunçado e você querer ensinar inglês para eles, porque não vai entrar na cabeça deles. Então, muitas das vezes, eu já me deparei na situação de gastar 30 minutos ou menos conversando, dando conselho, acalmando a sala, para aí sim você chegar e dar aula. E, geralmente, aqui não acontece isso. Aqui a gente conversa, a gente brinca às vezes, descontraí...Mas você também se quiser entrar, se eu tiver com horário apertado, quiser já entrar e dar o seu conteúdo, a sala tá ali preparada, aquele ambiente...É lógico que você chega e o menino tá em pé, tá conversando. Mas aqueles minutinhos e acabou. Então assim, eles já estão preparados, eles já estão, sabe, disciplinados, eles já estão acostumados no ritmo completamente diferente. Tem problema? Tem. Que às vezes a gente chama para fora de sala e conversa, mas é fácil de resolver e a escola apoia muito a gente.

Researcher: Você falou desses alunos superação. Você tem algum exemplo na sua sala de aula?

P1: Sim. Alunos com muita dificuldade, mas que você vê que corre atrás, que vai na sua mesa, que pergunta, que não gosta de deixar atividades sem fazer ou só copiado do quadro a resposta, sabe. A gente vê isso. Meninos com N problemas, N motivos para nem estudar, porque às vezes, não é? É difícil. Vem de longe, acorda cedo e pega um monte de ônibus. Mas são meninos que, tem sim.

Researcher: E como é que você se sente quando você vê essa superação desse aluno que consegue alcançar um pouquinho mais do que ele conseguia antes?

P1: A gente fica orgulhosos, não é? Porque a gente que aquele menino ali tem tantos motivos para não estudar, não é? E está ali. Então é orgulho e prazer de dar aula para eles.

Researcher: E você se sente responsável por essa mudança neles?

P1: Sim. Porque a gente está sempre conversando, incentivando que eles, conversa, que eles estudem, não é? Eu acho que todos os professores têm esse papel também, não é? Para muitos alunos nós somos às vezes, exemplos para eles, né. E a nossa postura, a nossa fala influencia muito. Eu vejo às vezes o que eu falo com meu filho em casa, é...às vezes não dá tanta confiança. Mas uma vez quando o professor fala para ele, por exemplo, nutricionista quando vai na escola fazer uma palestra. Às vezes eu falo, é a mesma coisa que a nutricionista falou, chegou na escola teve aquela, não é? Nós tivemos uma palestra com médicos aqui há um mês ou um pouquinho mais, coisa que a gente está acostumada a falar sobre postura, sobre comportamento, e outras, sexualidade. Mas quando o médico vem é outro olhar, é outra fala. Como que eles escutam. E às vezes também, aquilo mesmo que a gente vem falando em sala sobre postura, sobre, se dê o respeito, como que ele vai te respeitar se você não está respeitando. Às vezes o pai está cansado de falar isso. Mas às vezes a gente fala ou às vezes a gente fala alguma coisa e a gente até esquece que falou, uma vez acontece comigo, passa um tempão “Dona Aparecida, a senhora lembra que você me falou isso? Aconteceu. Fulano fez isso, isso e isso”. Então eles guardam. Às vezes a gente até esquece, mas eles guardam.

Researcher: Você já cobriu três perguntas minhas [risos]. Então, assim, por conta disso, você tenta se preocupar um pouco mais sobre a sua fala e suas atitudes em sala de aula e fora da sala de aula também?

P1: Sim. Eu tento manter o vocabulário que não agrida o aluno, não é? Às vezes a gente perde a paciência. Às vezes, botar a mão para trás, contar até 10. Eu falo com eles “Eu tenho que lembrar que vocês não são meus filhos”. Eu falo, tem hora que eu fico brava, assim “Ah, meu Deus! Que Deus me dê a oportunidade de ser sua mãe um dia.” Aí eles falam “O que que a senhora vai fazer?”. “Ahh, deixa comigo”. Mas a gente tem que lembrar que nós não somos mães, não é? E não podemos humilhar.

Researcher: Uhum.

P1: Então, essa postura, dentro de sala, minha, que eu tenho essa cautela, esse cuidado, é não traumatizar com a minha fala. É zangar, cobrar e exigir, mas dar carinho também, e pensar no que fala.

Researcher: Uhum. Apesar de toda essa parte positiva que você falou do relacionamento, eu me lembro que no teste você marcou que não é importante para os seus alunos. Que não se considera importante para os seus alunos.

P1: É. Devido à falta interesse de interesse às vezes da matéria, Eu sinto que eles valorizam mais outros conteúdos do que o inglês. Eu sempre vejo isso. Tanto que às vezes eu estou dando aula eu vejo algum aluno tentando driblar ali para fazer um exercício justamente de outros conteúdos, português matemática, às vezes. E, eu não sei se é porque tem mais aula, porque eles desvalorizam mesmo o meu conteúdo...então eu gostaria que eles dessem mais valor. Então eu não me sinto tão valorizada como eu gostaria, porque eu vejo essa falta de interesse, entendeu? Deles correrem atrás mais de outros conteúdos do que o meu.

Researcher: Então seria uma relação com o conteúdo, mas que também afeta a pessoa professora.

P1: Ah, sim.

Researcher: E como é que você se sente em relação a isso?

P1: Chateada. Às vezes com raiva. Aborrecida.

Researcher: E isso afeta de alguma forma a sua atuação na sala de aula? No seu relacionamento com esses alunos?

P1: Bem, eu não me deixo assim afetar, não é? Ficar com ciúmes. Eu fico assim preocupada de eles às vezes não irem tão bem no meu conteúdo porque estão deixando ele de lado, não é? Não darem a importância que eu gostaria que eles dessem. Mas eu cobro, eu exijo, eu tento mostrar para eles a importância, que eles devem aprender de tudo na vida, inclusive inglês, por mais que eles não gostem. Alguns não gostam mesmo e falam “Aparecida, eu não gosto, eu não sei, eu não consigo. Eu não sei nem português, a senhora quer que eu saiba inglês?” Eu escuto isso direto.

Researcher: Eu ainda não tinha escutado isso na fala de ninguém aqui na escola, estava esperando [risos]

P1: É, não é? “Eu num sei nem o português e a senhora quer que eu saiba inglês?” eu escuto isso direto. Eu falo assim “Quero! Mas você tem que saber o português também, é importante”.

Researcher: É...em uma das suas questões do teste você também marcou que eles não valorizam os esforços que você faz por eles. Que tipo de esforço seria esse?

P1: São essas coisas diferentes que eu quero fazer e a gente encontra resistência. Ou às vezes até um material que eu produzo para dar para eles que eu gostaria, que eu esperava um outro resultado, um pouco mais de entusiasmo, ou um pouco mais de reconhecimento, e às vezes a gente, sabe...por exemplo, hoje eu estou olhando caderno. Aí você vê, os meninos, tem atividade no livro, tem atividade no caderno...eu valorizo isso como participação deles, se está tudo completo. Aí o menino arranca lá de dentro da mochila aquele trem de igual uma sanfona. Sem fazer o dever que já foi corrigido no quadro, e vem com aquilo lá desamassando assim [imita aluno], não é? Quer dizer...Puxa vida, a gente guarda isso com tanto carinho, isso me deu um trabalho pra fazer. Aí eu fico brava. E outras atitudes também que a gente vê que...de meninos que não tem conteúdo, que não tem matéria, que não procura.

Researcher: O quão importante é essa valorização para você se sentir valorizada?

P1: É o reconhecimento do meu trabalho também. É...o menino estar com tudo em dia ali mostra que ele está interessado em aprender, que ele é responsável, que ele é organizado. Mas que também está valorizando meu conteúdo. Eu encaro assim

Researcher: E isso te motiva?

P1: Sim. Nossa, quando eu pego um caderno impecável, eu encho de elogios “Nossa, que caderno lindo, maravilhoso. Está de parabéns”.

Researcher: E essa questão de valorização dos seus esforços ou não valorização dos seus esforços se restringe aos alunos? Ou vai além dos alunos?

P1: Não. Não vejo isso por parte de outros não. De colegas, de direção?

Researcher: Uhum [acena positivamente]

P1: Não. Eu vejo mais por parte, às vezes, de alguns pais. Que nem eu falei antes, pais que olham apenas, às vezes a nota; pais que muitas vezes passam a mão na cabeça e protege demais o filho; acha que o filho é um espetáculo e que o professor que está errado, o professor que está cobrando demais ou exigindo muito. E meninos que não fazem por onde, que não correm atrás. Que não estudam.

Researcher: Mas essa postura interfere de alguma forma no seu trabalho? Essa postura dos pais?

P1: Aborrece. Mas eu não deixo de fazer, não. Eu sempre levo ao conhecimento da direção quando eu tenho um pai assim que questiona alguma coisa. Até para saber, porque às vezes eu que estou errando mesmo, não é? Eu falo “Oh, eu fiz isso, isso e isso, e o pai questionou”. Mas isso é muito raro de acontecer. E aí eles procuram saber, às vezes chamam, mas eles me apoiam.

Researcher: Entendi. E você se sente respeitada profissionalmente por esses pais?

P1: Sinto. Assim, nas reuniões que os que vem me procurar eu falo. Eu nunca tive problema. Eles, alguns questionam realmente, mas só a parte da nota “Ah, mas por quê?”. Mas isso assim, raramente, não é? Geralmente os pais conhecem os filhos que tem, mas aqueles que não... Geralmente os que questionam são aqueles que realmente não acompanham. E vem cobrar o resultado ou amedrontar. E tem pai que só aparece no final do ano quando vê que o filho vai ser reprovado e quer fazer uma pressão ou querer que a gente dê algum jeitinho. “Tem como você dar mais um trabalho?” Não aparece em reunião nenhuma, mas no final do ano vem questionar e pedir que a gente dê esse jeitinho, mais um trabalho, mais uma chance. Eu já tive aluno que ficou no final do ano em 4 e ele podia ficar em 3 dependências. Se ele ficasse em 4, ele seria reprovado; e uma dessas quatro era no meu conteúdo. Então, ele não procurou professora de Português, não procurou professor de matemática, nem do outro conteúdo que eu não lembro, mas veio até mim. Então assim, mostra que “Ah, vamos tirar o inglês, né? O português e a matemática eu não vou nem pedir. Mas o inglês, quem sabe ela não dá um jeitinho?”. E ficou aborrecido comigo. Eu lembro que era uma mãe, e ela ficou muito...nem era nessa escola não, mas ela ficou muito brava, muita aborrecida porque eu não cedi. Eu não cedi, e eu falei assim “Olha, se ela for fazer uma prova de novo comigo, então ela vai fazer em todos os conteúdos, só comigo não. E você vai pedir a direção, se a direção autorizar”. É lógico que ela não procurou a direção e a menina foi reprovada. E acabou tirando da escola porque a menina foi reprovada. Quer dizer, a culpada é a escola.

Researcher: Então, é, quando tem aluno com esses resultados insatisfatórios os pais... você acredita que você sente...acredita que os pais seguem confiando no seu trabalho? Respeitando você como professora, profissional?

P1: Sim, porque eles não vêm...Assim, é, quando o pai aparece para questionar é porque geralmente ele não tá concordando com aquilo. E nestes anos que eu estou aqui não apareceu questionando nenhuma reprovação ou pedindo para ver prova, porque a gente sempre guarda as provas de recuperação, não entrega para o aluno, caso o pai apareça para questionar ou o aluno queira ver a prova. Então, nesses anos que eu estou aqui nessa escola, não apareceram. Apareceu, pelo contrário. Tipo assim, um aluno que a gente jogou para recuperação e o pai falou que não queria nem que ele fizesse porque ele queria que o filho repetisse porque sabia que o filho não tinha base nem conteúdo para fazer a outra série porque ele viu que ele tirou nota vermelha o ano todo. Então ele veio à escola e falou assim “Ele não vai vir fazer a recuperação porque eu não quero que ele passe, porque ele não levou o ano a sério, ele vai repetir”. Mas isso é raro também.

Researcher: Pra gente terminar essa parte aqui...No geral, como é que é a sua relação com todos os professores, os funcionários, pais, direção, supervisão?

P1: Eu classifico como boa. É, eu nunca tive problema, discussão, é...atrito com nenhum deles. Eu me dou bem com todo mundo. Converso com todo mundo. Trato, trato com respeito. Eu não sei da parte deles em relação ao meu trabalho; talvez eles não acompanham muito o que eu faço, mas eu sinto assim, um respeito. Nas reuniões eles sabem que eu trab., eu sinto, assim, que eles sabem que eu

trabalho com seriedade. É, sempre quando tem alguma reunião ou coisa, eles me pedem opinião “Aparecida, Aparecida também s...” porque eu sempre estou conversando sobre alunos na sala dos professores, então sempre tem isso. E às vezes quando a gente, tipo assim “Precisamos chegar a um consenso, o aluno vai ser reprovado” eu sinto que a minha matéria naquele momento ali tem valor, porque “Não, mas com a Aparecida ele não tá bom também”. Assim, a minha opinião também é importante para eles, entendeu? Ah, vão dar prêmio de superação para o fulano, mas com a Aparecida ele já levou uma advertência. Então não é uma matéria que eu sinto desvalorizada por eles. Eu sinto que valorizam e me escutam.

Researcher: Então, você se sente respeitada profissionalmente nesse ambiente.

P1: Sim.

Researcher: É, eu me lembro que tanto no teste que você fez quanto na sua narrativa você disse que tem um relacionamento bom com os pais, com esse grupo que eu mencionei, né. É, é importante para você manter um relacionamento bom com essas pessoas?

P1: Ah, com certeza. Você vir trabalhar todo dia num ambiente que você não é respeitada ou no ambiente que você não consegue trabalhar, não consegue fazer o seu trabalho, é terrível. Eu já tive experiência de sair de casa assim “Meu Deus, dê força Senhor para eu [inaudível] esse dia”.

Researcher: E o que você tenta fazer para manter esse relacionamento de uma maneira mais agradável, mais positiva?

P1: Eu acho que é o respeito. É respeitar a opinião... Eu sou de falar pouco. Então assim eu acho que para eles, eles me veem uma pessoa mais calada, mais quieta. Mas ao mesmo tempo eu já sinto que eles me conhecem. O dia que eu estou...daí eles já olham para minha cara. “A Aparecida não está bem. Aparecida hoje está diferente”. Mas eu não sou assim tão expansiva, tão falante...

Researcher: Não parece [sorriso].

P1: É[risos]. Na sala dos professores, é porque o povo fala mais que eu [risos], entendeu? Fala mais que eu. Mas eu sou mais quieta, mais calada, mas eu sinto que, assim, o carinho, o respeito da parte deles.

Researcher: Você acha que essa interação boa com esse grupo que você tem aqui na escola influencia no seu dia a dia profissional?

P1: Com certeza. A gente vem trabalhar animada, disposto, e...o ambiente é tudo.

Researcher: Gente, tô apaixonada por essa escola. Nem assisti aula, mas assim, o astral...

P1: [risos] Ah, eu gosto muito.

Researcher: Agora, vamos falar um pouco mais especificamente da sua interação com as professoras da disciplina de inglês.

P1: Uhum.

Researcher: Como que é essa interação? Ela acontece?

P1: Então... [risos] Mais ou menos. Menos do que eu gostaria, vou te ser sincera. A Cláudia (P2), da tarde, eu encontro só em reunião com ela. Já tentei, já me esforcei, via *Whatsapp*, via conversa, trocar material com ela, mas não...deu. Já quis acompanhar o conteúdo porque nós temos salas iguais, mesma série, manhã e tarde, sétimo. Já tentei, manter assim essa comunicação para a gente, por exemplo, quando chegasse um simulado dar igual, quando fizesse uma feira fazer um trabalho junto. Mas não

consegui. Ainda não consegui. Eu já, já mandei avaliações para ela, mas ela não aceitou. Acabou fazendo a dela. Já, assim, mandei recados via supervisora do que eu ia fazer numa feira, ou pedindo ideias, mas aí ela não, fez o dela, quis fazer do jeito dela. E a gente tem que respeitar, não é? Já com a Dalva, a gente trabalha no mesmo horário, mas...é, em sala diferente, mas a gente consegue interagir bem. Ela consegue, assim, a gente troca mais ideias. E aí ano passado, ano passado não, desde que a Dalva chegou...nós entramos, na verdade, no mesmo ano, só que eu cheguei uns meses antes dela. Então desde que a Dalva chegou, que a gente trabalhava no mesmo horário, tudo que teve de provas para montar junto, nós montamos, de feira para montar junto, nós montamos; ela dá ideia, eu dou ideia. Bem tranquilo, bem bom. E a Beatriz (P3) também. A Beatriz (P3) chegou tem pouco tempo, mas o último simulado nós fizemos juntas, ela aceitou...

Researcher: E quem procurou quem?

P1: Eu. Eu procuro. Eu procurei...

Researcher: Mesmo elas tendo chegado depois? Quem procurou foi você?

P1: Eu procurei a Cláudia (P2), que eu cheguei depois. Para poder passar ideias, trocar, pedir para a gente fazer juntas. Eu procurei a Dalva, mostrei meu material para ela, nessas vezes, e as ideias do que eu estava fazendo. E a Beatriz (P3) também. A Beatriz (P3) fui eu.

Researcher: Então quando você era nova você procurou a que já estava aqui.

P1: Procurei.

Researcher: Mas quando vieram as novas professoras você foi até elas.

P1: É.

Researcher: Por que você acha que você fez assim?

P1: Não sei [risos]. Eu, assim, talvez assim a ansiedade, querer resolver, eu não sei; ou querer adiantar alguma coisa. Aí eu não esperei elas me procurarem, eu fui e procurei.

Researcher: Por que que você acha que você não tem muita interação com a Cláudia (P2)?

P1: Ai, Jesus [diminui tom de voz, quase inaudível] ... [pausa longa e risos] Não é que não tenha interação. Eu me dou super bem com ela.

Researcher: Não. Eu não falo que é um relacionamento ruim...

P1: Aham.

Researcher: eu falo interação profissional da disciplina, como professoras de uma mesma disciplina.

P1: Eu não sei. Porque não parte de mim. Eu não sei, ela tem o jeito dela de trabalhar, e às vezes, eu, eu, ela não...talvez eu que esteja errada. Talvez eu tivesse que...talvez eu pegar e seguir a ideia dela, não sei...não sei se eu que estou errada. Mas, assim, ela tem um jeito diferente de trabalhar do que eu, isso eu sei, que ela tem. Entendeu? Então assim, “Vamos fazer juntas?”, “Vamos”, “Então vamos fazer uma parte de texto e uma parte de...?”, “Ah, não. A minha vai ser toda assim”. Mas só que aí eu acabo deixando ela fazer do jeito dela porque senão eu vou deixar meu conteúdo de lado, e tudo que eu trabalhei vou deixar para lá e vou deixar fazer uma coisa que eu não trabalhei? Tipo assim, eu não sei de quem que...por...qual é o problema, mas eu não consegui ainda fazer junto com ela.

Researcher: Entendi. Então não tem muito envolvimento ou proposta de projeto em conjunto?

P1: Ainda não. Quem sabe esse ano a gente consegue? Eu vou tentar mais uma vez.

Researcher: Vocês costumam compartilhar atividades? Por exemplo “Ah, eu fiz isso aqui que deu certo” e mostrar uma coisa diferente...

P1: Não. Com Dalva e Beatriz (P3) sim. Eu já passei bastante coisa para elas. A maioria das coisas que eu passo, que eu faço, eu passo. Hoje mesmo eu elaborei uma atividade para o 9º ano, que a Beatriz (P3) tem um ano, e eu ofereci para ela. Mas ela falou “Aparecida, eu estou trabalhando...” Ela está voltando matéria do primeiro bimestre porque a Dalva estava de licença. Só que eu já dei esse conteúdo. Então não vai ser possível a gente fazer esse junto agora. Mas aí ela me passou e falou, não tem problema. Mas eu ofereci. E com a Dalva também. Tudo que eu dou com as séries que a gente às vezes trabalha junto ela aceita, ela pega, ela gosta. Às vezes ela até pede “Aparecida, você fez alguma coisa diferente?” Ela aceita e pega. E com a Cláudia (P2) eu não encontro, entendeu? Então só nesses momentos que a gente tem que fazer alguma coisa junto que a escola pede que faça junto, apresentações...essa semana, valorização para a vida, e simulados, ela pede que a gente produza junto, que aí eu vou e faço, ou tento fazer.

Researcher: Então a interação é por pedido da direção?

P1: Quando tem esses projetos sim, fora disso não. Como eu disse, é por nossa conta mesmo.

Researcher: É, eu sei que vocês não têm muito contato, que vocês estão com séries diferentes, mas...

P1: Não. A Cláudia (P2) no caso eu tenho série igual.

Researcher: 7º ano.

P1: É.

Researcher: Eu lembro que no seu teste você marcou que não é nem melhor nem pior que as outras professoras. Você costuma se comparar?

P1: [pausa] Não é nem questão de comparar. Como é que eu vou explicar? Não considero nem melhor nem pior porque eu vejo elas também fazendo o que eu faço, de, e, tendo o comportamento parecido com o meu de bom relacionamento, eu acho, todas elas têm um bom relacionamento com os meninos. A Dalva, os meninos adoram ela, tem um ótimo relacionamento. A Beatriz (P3) também está chegando agora, e a gente vê que os meninos aceitaram ela bem. A Cláudia (P2) também eu não escuto tanta coisa assim falar, não estou no mesmo horário. Em questão de conteúdo também, como eu e Dalva estamos sempre juntas também eu vejo, ela é ótima professora. Excelente. Tem um ótimo domínio da língua. Então assim, eu não me vejo pior do que elas, não é? Alguma coisa que elas estão fazendo que eu não esteja fazendo...E também nem melhor, nem superior a elas, entendeu? Porque eu considero todas ótimas professoras também. Eu vejo que o trabalho delas é bom. Eu pego alunos da Cláudia (P2), eu vejo que eles têm um conhecimento, e entrego a maioria dos meus pra Dalva, e a Dalva também não reclama em relação a esse conteúdo.

Researcher: Então você acha que você tem preparado bem seus alunos para a próxima etapa?

P1: Sim.

Researcher: É...Você falou que seus colegas são muito bons, não é?

P1: Uhum [risos].

Researcher: Você acredita que outras pessoas, pais, alunos, responsáveis, direção, supervisão, comparam sua forma de ensinar, a sua atuação com a atuação dessas outras professoras?



P1: [pausa longa e risos] Sim. É, a gente escuta...

Researcher: Me fala um pouquinho mais.

P1: [suspiro e expressão de receio com risada]

Researcher: O que você falar eu não vou falar com as outras.

P1: [risos]

Researcher: eu não vou chegar assim “Oh Cláudia (P2), a Aparecida me falou isso aqui, o que você acha?”. Eu não vou fazer isso. As suas perguntas são diferentes das perguntas dela.

P1: Tá. Então...eu sinto isso sim. Eu...algumas colegas comigo algumas coisas. Eu prefiro, assim, nem levar muito adiante.

Researcher: Mas...colegas da disciplina ou colegas da escola?

P1: Fora, fora da disciplina.

Researcher: Entendi.

P1: Alguns comentam algumas coisas sim.

Researcher: Tá. Mas em relação à postura ou à abordagem didático-pedagógica?

P1: Eu acho que a postura. Mas mais a postura, de... não sei se eu sou um pouco mais, às vezes, exigente. Às vezes, igual...Aqui na escola, é, como é que eu vou te explicar? Desde que eu cheguei para cá eu sabia como que era. Eu que pedi transferência para cá, porque eu sabia que aqui eu ia dar aula. Que aqui era um ambiente todo favorecido para isso, para a gente trabalhar, para a gente ter todo apoio e tal. E também sabia que eu ia ser cobrada, e eu vim preparada para isso. Então assim, a direção cobra, a supervisão cobra. Nós somos cobrados. Nós temos que ter um rendimento, quantos alunos ficaram com nota vermelha, isso é levado em conta. Questionam. E que de certa forma estão questionando nosso trabalho também. Então, é, igual eu te falei. Quando eu tenho nota vermelha, geralmente, é um aluno que está com nota vermelha em mais de um conteúdo. Geralmente não está só comigo. Coincide que o aluno...E aí, às vezes, quando a gente, por exemplo, tem que reprovar, porque tem que reprovar alguns porque não tem jeito, a minha matéria entra como apoio também. E eu vejo que os colegas contam com esse meu apoio, porque é mais um conteúdo para juntar. E aí, eu sinto, quando eu tenho conselho de classe, que nessa hora há algumas críticas em relação a outros colegas da área porque talvez, tipo assim, não dá nenhuma nota vermelha? O aluno está ruim em tudo, mas com a pessoa não está? Então eu sinto nessa hora alguns chegando perto de mim e fazendo alguns comentários “Mas como pode isso acontecer?”. E aí há algumas comparações. Algum tititi, algumas coisas assim, que eu prefiro nem participar.

Researcher: Mas o tititi em relação à resultados ou à abordagem na sala de aula?

P1: Não. Já ouvi também da abordagem em sala de aula. De menino. Mas aí vem de aluno. De aluno chegar e comentar com professor, e professor vem e comenta comigo. Mas eu também quando vem esse tititi na sala de aula, os meninos já sabem que eu não gosto de ouvir. E eu já corto, falo com eles que isso aí para mim, eu não gosto de ficar falando mal de outro colega, que não é para falar, cada um tem seu jeito de trabalhar. E eu corto. Então, às vezes, por eu cortar, eu já não escuto mais, porque eles sabem que eu não quero essa postura dentro de sala. Aí um já levanta a mão e eu falo assim “Gente, eu vou parar aqui pra...”, por exemplo, vou trabalhar o presente contínuo mas “vocês precisam saber o verbo *be*. Então vamos dar uma lembrada. “Ah, mas nós num aprendemos. Não vi porque fulano não...” Aí eu “Parou?” Eu quero “Vamos concentrar aqui?”. Aí vem aqueles tititi, aquelas coisas. Entendeu? Ai eu corto. Mas às vezes eles não falam comigo, falam com outro. Aí o outro vem e me

comenta alguma coisa, que “Ah, menina, eles tão falando que não aprendeu, que não viu, que não aconteceu”. Aí eu, entendeu? Às vezes tem colega falando isso.

Researcher: E como é que você se sente? Isso muda de alguma forma sua atuação na sala de aula?

P1: Não. Se eles falam que não aprenderam, eu paro minha aula e explico “Então vamos recordar!”, “Na próxima aula eu vou recordar isso com vocês”. Não vou falar “vou ensinar”, “vou recordar, porque vão precisar disso para poder aprender isso”.

Researcher: Entendi.

P1: É complicado. É muito.

Researcher: Mas a sua postura parece que está adequada.

P1: É, mas é muito complicado administrar isso, porque se você para pra ouvir o colega falando e a gente, igual eu estou te falando, eles acompanham... Às vezes fica um conteúdo no quadro e o próximo colega chega, e às vezes você não pode apagar o quadro porque tem menino copiando ainda. Então o próximo colega, às vezes, está sempre vendo o que você está dando, o que você não está dando. E aí, aqui é proibido usar o celular, até na hora do intervalo, não pode. Então quando eu tenho que usar o celular, os meninos, eu vou liberar, por exemplo, o celular para fazer igual eu já fiz esse ano, não tinha dicionário para todo mundo, e eu deixei eles acessarem. Então tem que avisar na escola, tem que avisar os meninos para trazerem, tem que avisar na escola que eu vou usar, que eles vão usar para fazer uma atividade minha para eles ensaiarem aquelas apresentações de inglês, eu tive que ceder uma aula minha pra...desci com eles para poder ver as dúvidas que eles estavam de pronúncia. Aí eu peguei uma aula, desci e aí deixei usarem o celular, aí também tem que avisar. E aí eles comentam comigo “Mas fulano quando acaba o dever deixa usar”. Mas eu não vou fazer, porque aqui existe uma regra que é colada lá na sala que você não pode. Então existe essa comparação entre os meninos, de um professor para o outro. “Ah, mas fulano é liberal. Fulano num dá nota vermelha”. Eles falam com a gente, entendeu? Mas eu tento cortar.

Researcher: Então o conhecimento que você tem da abordagem das outras professoras vem mais desses comentários dos alunos?

P1: Dos alunos falam. Às vezes deles...

Researcher: E essa abordagem interfere de alguma forma na sua prática? Por exemplo, se você pega aluno que foi desse professor antes?

P1: Então, às vezes, vem dos meninos uma cobrança para que eu faça alguma coisa, né. Ou eles vem criticando, mas do mesmo jeito devem criticar o que eu faço com outro. Com certeza. Então, assim, eles são eternos insatisfeitos. E eles vão jogar com a gente para que a gente faça do jeito que eles querem que a gente faça. Então eles vem criticando um que às vezes eles acham que cobrava menos ou vem elogiando outro que pra eles às vezes tem uma postura mais liberal, mas também tentando forçar pra que a gente mude e ceda. Mas eu sempre tento ter essa fala “Cada um tem seu jeito de trabalhar, né?” Momentos eu posso tirar para fazer um jogo, para ceder alguma coisa, mas eu tenho uma postura diferente. Eu sempre passo para eles: “Cabe vocês respeitarem o jeito de cada um”.

Researcher: Tirando essa questão ética da sua postura em relação aos comentários, esses comentários te afetam de alguma forma?

P1: Raríssimas vezes. Só quando um aluno, por exemplo, chega, sabe, já, tipo assim “Eu queria ser aluno do fulano” ou “Eu não queria ser”. Quando eles falam algumas coisas assim, que aborrece. Sem conhecer nosso trabalho, antes de conhecer, ou eles já vem “Graças a Deus que você vai dar, porque eu não queria fulano”. Mas é coisa de empatia. Eu encaro isso como empatia. Eu também fui aluna, eu

adorava certos professores e não gostava de outros. Às vezes antes de conhecer, ouvir falar, né, os outros colegas contando “Ih, oh, ano que vem você vai estudar com fulano. É isso, isso e aquilo outro”. Então eles já chegam, né, assim. Então a gente sente, não é? Eu tive uma aluna esse ano assim, que ela...no primeiro bimestre eu senti uma, uma certa...arredia assim comigo. Tudo que eu propunha fazia uma cara feia. Esse bimestre já mudou comigo. Acho que ela me conheceu, já está mais confiante no meu trabalho. Mas eu sinto que ela não queria que eu fosse professora dela [risos].

Researcher: E como é que você se sentiu nessa época?

P1: A gente ficava chateada. Eu fiquei muito chateada porque ela era excelente aluna. Ela é ótima aluna. Mas ela...eu senti realmente que, tipo assim, “Eu nunca fui aluna do fulano, eu queria esse ano pegar fulano”. Ela não falou comigo, mas outras pessoas vieram me contar. Ai eu falei assim “Mas o que que eu vou fazer? Tomara que no ano que vem você pegue. Mas assim, não é por causa disso que você precisa ter esse comportamento comigo”. Eu fui pegando ela devagarzinho, chegando mais próximo, me aproximando. Hoje eu sinto que ela está diferente comigo. Ela está mais participativa.

Researcher: A gente está quase acabando.

P1: Tem problema não.

Researcher: É...no primeiro teste que a gente fez, eu me lembro que você marcou que não é a professora que você gostaria de ser.

P1: Uhum.

Researcher: Que tipo de professora você acha que você é? Quem é a Aparecida, professora de inglês?

P1: Ah, eu me vejo animada, disposta, interessada. Eu sempre tento fazer coisas diferentes. Eu queria ser muito mais dinâmica. Eu queria, eu já te falei isso, fazer coisas que às vezes eu não tenho coragem de fazer, por medo de não dar certo.

Researcher: É só medo de não dar certo?

P1: Não sei, às vezes...ah eu acho que mais é isso. Ou às vezes até de críticas ou às vezes de não dar certo ou às vezes de tumultuar a escola, e isso atrapalhar. Porque aqui, assim, é muita disciplina. Então, eu uma vez, por exemplo, eu descí para fazer um trabalho nas mesas, aí eu descí com todas as salas aquele dia. E aí chegaram perto de mim e “Oh, não desce mais. Está tumultuando”. Então eu tive que passar a fazer na minha sala, porque estava tumultuando aqui embaixo e eu não pude descer porque estava gerando...não tinha como porque era um trabalho em grupo e os meninos tinham que conversar, por isso mesmo que eu saí de sala, para não ter que mexer com as mesas e tudo. Então assim, às vezes eu fico pensando demais. Acho que eu tenho que arriscar mais. Então eu não sou a professora que eu gostaria de ser porque eu acho que eu teria que arriscar mais, menos medo de errar.

Researcher: Por que você gostaria dessa mudança?

P1: Porque eu acho que seria melhor para os meus alunos. Eu acho que eles iriam gostar mais.

Researcher: E você?

P1: Também. Eu acho iam ser umas aulas mais prazerosas, talvez.

Researcher: E o que que falta para chegar lá?

P1: Coragem [risos] talvez [risos].

Researcher: Que medo é esse? [em tom de brincadeira]

P1: Ah, meu Deus. Eu sou um pouco assim mesmo, insegura.

Researcher: Insegura em relação a que?

P1: À críticas, eu acho. À críticas.

Researcher: De quem?

P1: Talvez de colegas. Talvez direção, não sei. Acho que à críticas.

Researcher: Mas críticas em relação à sua abordagem, em relação à sua qualidade profissional, ao uso da língua? A que?

P1: À postura...a, à didática não. Mas, eu não sei se eu vou encarar isso de uma outra maneira. É, como é que eu vou te explicar? Achando que seria uma brincadeira, e não seria uma aula. Entendeu? Que tivesse assim tentando dar uma enrolada, entendeu? Por exemplo, trazer para a biblioteca. Professores que trazem muito os meninos para a biblioteca para assistir filme, às vezes eu acho que encaram isso como querendo sair de sala de aula, mas às vezes aquele filme tem tudo a ver com o conteúdo. Mas eu sinto que tem isso. Que às vezes o colega é criticado por trazer isso demais. Não sei se é demais, mas às vezes é necessário para ele. Mas às vezes é demais. Então essas coisas me fazem pensar demais.

Researcher: Você acha que isso pode ter a ver com o fato do inglês não ser considerado uma disciplina importante?

P1: Pode ser também.

Researcher: Eu falo assim, uma coisa pessoal sua. Será que é uma tentativa de mostrar que o inglês é sério, é importante?

P1: Eu não fazer?

Researcher: É.

P1: Eu acho que lá no meu interior eu penso isso. Porque eu cobro muito dos meninos, eu tenho essa postura de exigir, de cobrar, e aí eu acho que eu quero que os meninos valorizem o meu conteúdo. Sim. Com certeza.

Researcher: Mas e em relação aos colegas da escola? Por que você falou assim, o pai vem então vamos tirar o inglês.

P1: Não. Aqui não aconteceu. Quando aconteceu isso comigo foi na outra escola. Aqui eu não passei por isso não. Mas pode ser, pode ser, essa insegurança disso aí.

Researcher: Mostrar que o inglês é sério?

P1: É. Talvez.

Researcher: Será que é só isso?

P1: Medo de errar, não sei. Medo de tumultuar, medo de crítica. Vejo mais por esse lado.

Researcher: Então está bom.

P1: Ah, essas perguntas são muito difíceis [risos].

Researcher: Tá. Vamos fazer aqui igual entrevistador. Xuxa, Jô Soares. É uma atividade de associação. Eu vou falar algumas palavras e eu vou te pedir para associar três palavras com essa que eu te disser. Assim, e que essas palavras possam descrever como você define, vê ou se sente em relação a essa coisa que eu mencionar.

Researcher: Ser professora.

P1: Prazer, realização, compromisso.

Researcher: Inglês

P1: [pausa longa] [careta]

Researcher: O que que é isso? [risos]

P1: é. Vou pensar. Realização de um sonho, compromisso também, e um prazer também.

P1/Researcher: [risos]

Researcher: Tá bom. Alunos.

P1: Responsabilidade, preocupação, amizade.

Researcher: Diretora.

P1: Eficiência, postura, cobrança.

Researcher: E se eu trocar diretora por [nome da atual diretora]?

P1: Mesma coisa.

Researcher: Mesma coisa. A escola. Essa escola.

P1: Essa escola...pode ser mais de uma palavra? Tem que ser de uma frase? É um sonho essa escola. Tem que ter três? Um sonho, organização, eficiência, coisa boa, vejo, um espelho, é assim uma fórmula que eu acho que todas as escolas deveriam seguir. Sabe? Acho que a [nome da atual diretora] devia pegar e levar para as outras escolas e fazer palestra sobre o que acontece aqui, para as outras dire...eu vejo que acontece isso. Tem duas escolas que eu sei que já pegou a folhinha de regras dessa escola e já levou para lá. Mas não, não deu, porque dá trabalho. Não só é colocar num papel e pregar no quadro. É você, todos os dias, incansavelmente, cobrar o que está escrito lá. O menino está com chiclete na boca, joga no lixo. O menino chegou sem uniforme, põe o uniforme que está na secretaria, uma blusa branca que está na secretaria. O menino chegou com a calça rasgada, vai ficar sentado cinco horários ali, porque sabe, não vem com legging. Isso cansa, isso dá trabalho. Não é só colar e nunca mais falar sobre aquilo. É todos os dias estar aqui, antes da gente chegar. Antes das 7 estão todos aqui. A direção está aqui, até 11:30, até a hora da gente sair. Incansavelmente cobrando tudo, todos os dias, porque eles esquecem. E eles testam a gente. Se a gente não cobrar, eles testam.

Researcher: Pais e responsáveis.

P1: Nem sempre responsáveis, ausentes muitas das vezes e...mas às vezes não tem como falar 100%. Existe um...colocaria assim metade como ausentes, outra metade compromissados. E a gente vê completamente o resultado disso no rendimento dos alunos.

Researcher: Sala de aula.

P1: Sala de aula. Sala de aula é uma, é um lugar, assim, misterioso, porque cada dia é um dia diferente. Tem dia que você chega bem, os meninos não estão bem. Tem dia que você não chega bem e os meninos estão super a fim. Então é cada dia de um jeito. Sala de aula não tem rotina não. É cada dia, é imprevisível, a gente não sabe o que vai acontecer. E às vezes você planeja a aula que aquele dia você entra e você vê, não vou dar isso hoje, não dá. Ou às vezes você queria dar uma coisa e você assim “Opa, hoje dá! Hoje eles tão preparados para isso”. Aí você muda sua aula que você planejou. Acontece isso muito.

Researcher: Aparecida.

P1: Oi. Eu?

Researcher: Aparecida professora.

P1: Responsável, eh...alegre, eh...vou usar uma palavra que a minha supervisora fala para mim, às vezes mãezona. Porque ao mesmo tempo que eu sou...cobro, eu vejo eles...oh, vou chorar de novo. Às vezes por exemplo, a minha supervisora fala assim “Você tem que fazer isso!”. Aí eu chego na sala e fico com pena[risos e choro]. Ela me chama de mãezona. “Você deixa de ser mãezona, você tem que ser mais dura”. Mas às vezes eu vejo que aquele menino tem tanto problema que eu não consigo fazer, cobro menos [chorando]. Ahh [risos] chorei de novo [risos]. Às vezes mãezona.

Researcher: Mas é um choro bom?

P1: É. Às vezes eu queria levar menos problemas deles. Eu às vezes absorvo muito. É isso.

Researcher: Cláudia (P2).

P1: Ahn?

Researcher: Cláudia (P2).

P1: Ah, Cláudia (P2). Mas tem que falar [inaudível]...?

Researcher: Três palavras

P1: Jura que você vai fazer isso comigo? Ai meu Deus. Eu conheço pouco. Mas vamos lá. Divertida, sempre alegre nossas reuniões, sempre tem uma fala engraçada, sempre tem um ponto de vista que ninguém nunca pensou. Cláudia (P2) vem com uma frase inusitada. Encara as coisas assim, com uma naturalidade. Eu às vezes, eu vejo, se falasse esse negócio comigo eu ia ficar chateada, com ela, encara tudo com uma naturalidade danada. É...mais o que?

Researcher: Mais duas palavras.

P1: Cláudia (P2)? [pausa] Conheço pouco pra falar, mas vamos lá. Às vezes eu acho um pouco inflexível. Gostaria que ela fosse mais flexível, ouvisse mais, trocasse mais ideias. Eu acho ela uma boa profissional.

Researcher: Dalva.

P1: [risos] Super receptiva, super carinhosa, doce, inteligente, auto astral. Mas eu conheço mais. Está vendo? Conheço mais, posso falar mais.

Researcher: Beatriz (P3).

P1: Beatriz (P3)? Também receptiva, responsável. Ela chegou há pouco tempo, mas já está ciente do que ela tem que fazer, corre atrás.

Researcher: Autoestima.

P1: De quem?

Researcher: Sua, como professora.

P1: Oscila. Oscila [risos]. Às vezes eu fico assim, às vezes assim.

[combinamos o encontro para falar sobre as narrativas]

### **PART III**

**Date: 2 July 2019**

**Duration: 10 minutes**

Researcher: O primeiro desenho que eu te pedi pra fazer era pra você tentar representar como que você acredita que a comunidade escolar te vê. Você podia explicar um pouquinho o seu desenho?

P1: Eu me vejo aqui no meio tentando incentivar os alunos, apesar deles, muitos não gostarem da língua inglesa, não quererem compreender. Amo o que eu faço. Acho que eu faço um bom trabalho, né. Mas eu vejo que muitas das vezes eu estou assim só num blá blá blá com os alunos que não acrescenta às vezes por causa que eles não querem. E eu aqui no meio do inglês, né, buscando recursos e coisas novas para trazer para eles.

Researcher: Essa aqui é você ou um aluno?

P1: Ah eu não lembro se era eu ou se era um aluno, quando eu fiz. Não lembro se era eu.

Researcher: E se fosse um aluno vendo isso aqui. Você acha que ele ia te ver como uma pessoa que ama o que faz? Que faz com carinho?

P1: Acho que sim.

Researcher: Te explica direitinho?

P1: [risos]

Researcher: Que às vezes está só no bla bla bla?

P1: [risos] É.

Researcher: E alguns que estão interagindo?

P1: É.

Researcher: E essa cara triste?

P1: Pois é.

Researcher: Você acha que eles te veem assim? Um pouquinho pra baixo?

P1: Porque às vezes você tem que ser incansável naquilo ali, não é? Todo dia. Cobrando, pedindo, falando da importância do inglês; e às vezes você não vê o resultado, às vezes você não tem um retorno. Então às vezes a gente fica com essa cara mesmo de...decepção.

Researcher: Você acha que você consegue transparecer isso às vezes? Não “consegue”, né. DEIXA transparecer?

P1: Sim. Eu falo às vezes também, assim com eles, né. Que eu fico triste de ver como que eles não se empenham, como que eles não dão valor. Às vezes eu falo também.

Researcher: E você acha que isso tem algum impacto na aula quando você fala com eles assim abertamente?

P1: Sim. Eu não falo com o intuito de botar eles pra baixo, não. Eu falo assim com o intuito de...eu dou exemplos para eles. “Gente, olha...eu já vi gente, alunos meus, que me para na rua e fala ‘Ah, dona Aparecida, se eu soubesse que hoje eu ia precisar de inglês, eu tinha prestado mais atenção’”. Outra hora eu dou exemplos que tem na minha casa que, né, de pessoas que tiveram que correr atrás de aprender uma língua inglesa...Eu não falo só da língua inglesa, falo tudo. “Se vocês tiverem a oportunidade de aprender a cozinhar, a pregar um botão...A vida vai cobrar de vocês. E daqui a 10 anos ninguém sabe o que vai ser”. Converso com eles nesse intuito, de abrir o olho para eles, a oportunidade que eles tão perdendo. “Quem aqui que vai ter condição de pagar um cursinho, né. Então aproveita, usa, me usa aqui, me pergunta, tirar as dúvidas. Mostra interesse”. Nesse intuito, de ver se eles acordam.

Researcher: E quando você chega com uma carinha assim. Seja porque você tá triste, desmotivada ou doente...

P1: Ah, eles percebem na hora. Percebem. “O que que aconteceu dona Aparecida? A senhora tá bem? O que que aconteceu?” [risos]

Researcher: E como é que você se sente?

P1: Ah, eu falo. “Não, não estou bem, não. Ontem eu corriji as provas e fiquei muito triste. Queria nota melhor”. Falo assim. “Mas vamos começar de novo. Vou dar outra. Vamos repetir. O que que vocês não entenderam?”. Eles percebem.

Researcher: E quando é por outros motivos, seja por doença, problemas fora da escola...ou uma coisa que não tem... [professora interrompe] diretamente relacionado à escola...

P1: A gente tenta disfarçar. A gente tenta disfarçar. Mas nem sempre, às vezes, às vezes eu chego num bom dia e eles falam, tem menino que percebe “Dona Aparecida, a senhora está diferente hoje” [risos]. Eles prestam muita atenção. Eles conhecem a gente, igual a gente conhece eles. Está mais caidinho assim, chega perto “O que foi? O que que aconteceu?”

Researcher: E você acha que isso muda um pouquinho essa sensação?

P1: É bom, né. Porque é uma certa atenção que eles tão dando pra gente, um carinho, às vezes, né. Perceber que a gente está diferente. Eu gosto...quando eles percebem, apesar da gente querendo disfarçar, né. Eles percebem sim,

Researcher: Mas algum comentário que você gostaria de fazer?

P1: Não. O desenho ficou horroroso. [risos]

Researcher: Ah, não. O desenho está lindo. Deu para perceber muita coisa.

P1: Ai ai [risos] Tá bom.

Researcher: O que eu anotei em casa foi basicamente isso que você me falou. Então está direitinho. Não tem certo nem errado.

P1: [risos]



Researcher: E agora como você acredita que você é.

P1: Então. Eu me acho uma pessoa dinâmica, que busca coisas diferentes para dar. E aí vem os resultados disso, não é? Eu estou sempre pensando, sempre correndo atrás, sempre querendo uma coisa nova. Adoro conhecer professor de inglês que me traz coisa que ele fez, que deu certo, e eu tento fazer também. Então, assim, tem os resultados. Eu vejo isso aqui como os resultados. Aqueles que a gente, né. Tenho bons resultados e você vê os alunos progredindo, indo em frente. Aqueles que conseguem aprender um pouquinho já ficam tão felizes, com tão pouco que eles aprenderam. Às vezes não sabe quase nada, mas nossa...aprendeu a pedir para beber água, já vê a alegria deles de pedir, de falar “presente”, já...Sabe, o pouco que eles aprendem, eles, para muitos ali já, já ficam felizes. E, assim, eu fico feliz porque eu vejo que aquilo ali, para vida deles, talvez eles vão encarar o inglês de forma diferente com o pouquinho que eles sabem. E esse aqui é a mesma coisa, né. Um ensinando para o outro...tem aluno que gosta de ensinar, tem aluno que sabe muito e não gosta de ensinar...eu já tentei fazer essa monitoria dentro de sala. Tem meninos que aceitam, tem outros que não. Que tratam com deboche o aluno que não sabe, e não dá certo. Mas tem uns que gostam, né, de ensinar e gostam de ver como o aluno, como o colega aprendeu quando ele explica. Às vezes eu explico de um jeito que ele não entende, mas o colega usando uma outra linguagem, né, aprende. E eles são 35, não tem, às vezes, como explicar individual. Então às vezes eu gosto de fazer isso. Tem alunos que aceitam. E é isso.

Researcher: Algum desses aqui é você?

P1: Não. Esses aqui seriam meus alunos.

Researcher: Tá. Eu achei interessante que você não fez o rostinho completo, né.

P1: É, talvez o tempo [pensativa]

Researcher: Você focou na carinha de felicidade.

P1: É [risos]

Researcher: Você acha que você tenta se ver dessa forma? Uma pessoa que tá fazendo as coisas com [inaudível]? Que está indo no caminho certo?

P1: É, eu acho que sim.

Researcher: A gente tem aqui [contando] 5 ideias e só três resultados. Por que será que você colocou mais ideia do que resultado?

P1: [risos] É porque muitas coisas que a gente...não consegue fazer, né. Fica só na ideia, às vezes.

Researcher: Mas está feliz?

P1: Estou, estou satisfeita. É. Nossa, você é tão observadora. [risos]

Researcher: Mas eu tenho...Eu vou fazer uma análise mais profunda disso aqui depois, né. Mas o que você falou para mim na entrevista, está aqui, não é? É legal ver.

P1: [risos]

Researcher: Traduzido de outra forma, né. Então é isso. Quer adicionar mais alguma coisa?

P1: Não. É isso mesmo.

Researcher: Engraçado, né. A carinha triste aqui [NV1] e a carinha feliz aqui [NV2].

P1: São momentos às vezes diferentes.

Researcher: Pode ser o dia que você desenhou.

P1: [risos]

Researcher: Eu até te perguntei, e você falou que não reparou. Mas olha o seu semblante. O olhar está caído...

P1: É [risos]. A boca da caída [risos]

Researcher: A sobrancelha está caída.

P1: É. Pode ser o dia.

Researcher: Agora aqui não [NV2]

P1: É.

Researcher: Até o nariz tá menos pra baixo [NV2]

P1: [risos] Realmente, esse aqui tá detonada. Coitada de mim. Ali está melhorzinho.

Researcher: Eu esperava que fosse assim [NV1 no lugar da NV2 – posiciona as narrativas ao contrário], mas você fez assim.

P1: Não. Às vezes eu acho o começo do ano mais cansativo, mais frustrante.

Researcher: Talvez tenha a ver com o começo do ano.

P1: Talvez. Talvez. É mais cansativo. Os meninos...são alunos novos, que não conhecem a gente, que testam a gente, que às vezes não confiam ainda na gente.

Researcher: Uhum.

P1: Começo de ano é mais tenso. Até eles pegarem nosso jeito, nosso ritmo, modo da gente trabalhar...Adaptação às vezes não é fácil. Não é fácil. Aí depois agora já pega e vão acostumando com a gente.

Researcher: Você começa a ver mais resultados.

P1: É. Eles já sabem como eu cobro, o jeito que eu quero. Mas o começo é meio...talvez, assim, eu acho, viu, mais difícil mesmo. Talvez seja isso.

Researcher: Eu normalmente espero assim [NV1 no lugar da NV2 – posiciona as narrativas ao contrário].

P1: Final do ano mais...

Researcher: Não pelo final do ano. Como que eu acredito que as pessoas me veem para cima, cheia de ideia [NV2], e como eu realmente me sinto [NV1]. O exterior de um jeito e o interior de outro jeito. Mas o seu foi ao contrário, o interior de um jeito, e o exterior de outro jeito. O exterior mais triste e o interior mais triste. Se fosse eu desenhando ia estar assim. Exterior as pessoas me vendo mais feliz e interior eu mais pensativa. Interessante como é que as pessoas são diferentes, né.

P1: É.

Researcher: Então é isso.

P1: Só isso.

Researcher: Sim. Eu te falei que ia ser rapidinho.

P1/Researcher: [risos]

## APPENDIX J – Original excerpts in Portuguese

- 1- Inglês de livro do estado, não era um livro de cursinho nem nada; com salas cheias, mas excelente professores (Aparecida, I, 18/Jun)
- 2- O conteúdo é o mesmo, do inglês, você sabe, não é? É o mesmo. Você vai começar de uma revisão e vai aumentando, não é? A frequência [...] (Cláudia, I, 19/Jun)
- 3- Aquele inglês básico de escola. Mas tudo que eu tinha aprendido no curso ficou guardado, gravado. Meus livros...tudo lá tenho até hoje. (Beatriz, I, 14/Aug)
- 4- Então nessa época quando eu entrei para a faculdade, eu entrei também num cursinho de inglês. Então eu fiz o curso e fui fazendo a faculdade paralela. Então durante esse período eu consegui estudar. Eu consegui, mas eu não tenho cursos além disso. (Aparecida, I, 18/Jun)
- 5- Então eu não tenho como eu ensinar inglês para 35 e começar, entrar aqui falando e pedir para vocês falarem. (Cláudia, I, 19/Jun)
- 6- Agora aqui nós vamos ter gramática, vocabulário e pronúncia correta das palavras, só. (Cláudia, I, 19/Jun)
- 7- E, mas assim, o inglês, inglês mesmo de conversar, não existe conversação na minha aula. Não existe, nunca existiu. (Cláudia, I, 19/Jun)
- 8- Então, o problema não é a escola, o professor, não é? O material...É porque o lugar de aprender a língua é mesmo no curso daquela língua, não é? (Cláudia, I, 19/Jun)
- 9- Quem quiser conversar, bater papo, é lá no cursinho, com 10 alunos, não é? Preparados com a sala multimídia, tudo certinho. (Cláudia, I, 19/Jun)
- 10- E muitos deles vão fazer curso de inglês mesmo, porque eu sugiro, sabe? (Cláudia, I, 19/Jun)
- 11- Nós vamos estudar inglês. Então quem tem vontade de aprender inglês mesmo, falar o inglês fluente, tem que fazer um cursinho”. (Cláudia, I, 19/Jun)
- 12- Já tive turmas bem indisciplinadas, com alunos repententes e desmotivados (Aparecida, WN, 4/Jun)
- 13- Tenho um pouco de dificuldade em motivar a participação dos alunos que não gostam de Língua Inglesa (Aparecida, WN, 4/Jun)
- 14- Para alguns, não sou referência porque não têm experiência, nem querem aprender o idioma. (Cláudia, WN, 3/May)
- 15- Procuro sempre despertar em meus alunos, o desejo, se for de sua habilidade e de seu talento, buscar cursos e formas de falar o idioma e se especializar. (Cláudia, WN, 3/May)
- 16- Ah, eu acho certo. Quem não tem inteligência em matemática, não tem. Quem não tem inteligência linguística, não tem. E ele vai ficar no sétimo ano, destruindo, a, né, o psicológico dele ali, três quatro anos? [...] Porque ele não consegue falar inglês? Eu acho certo. Tem que passar mesmo. (Cláudia, I, 19/Jun)
- 17- Olha, como é inglês, e eles tem muita dificuldade...Eu repito muito as coisas que eu dou. Eles falam “Mas você já deu isso na aula passada”. Aí eu falo “E você aprendeu? Não. Então vamos repetir?”, não é? [risos] Então como é inglês, eles têm muita dificuldade. (Cláudia, I, 19/Jun)
- 18- Os que fazem cursinho de inglês, que é uma boa parte que faz um curso particular, tem interesse. [...]Aqueles que não têm oportunidade de estudar [...], esses tem mais dificuldade mesmo, entendeu? Mas nenhum é desinteressado. (Beatriz, I, 15/Aug)

19- E o aluno que nunca fez curso de inglês e tem o texto, estudou o texto, vai tirar nota boa. Isso que vocês tem que entender. Eu tenho que dar um jeito de ser justa com todo mundo na sala. É claro que quem faz curso de inglês, numa prova de números, de parentes, de família, vai se dar bem. Mas quem estuda e tem o caderno completo vai se dar bem também. (Cláudia, I, 19/Jun )

20- Aqueles que não veem muitas perspectivas, não querem, não se exigem muito, eu acho que num, né. “Pra que que eu tô estudando?” Eles não pensam. “O que vocês pensam do seu futuro?”. Outros não, eles já sabem o que querem. Ou querem Cefet ou querem Coluni. Então esses se empenham mais. Outros não. (Aparecida, I, 18/Jun)

21- São alunos bons. São alunos dedicados, entendeu? São alunos que pensam em sair dali e fazer um COLUNI, um CEFET, um IF da vida ou Senai, que é um curso mais simples. Mas são alunos que querem alguma coisa, almejam alguma coisa ao sair do nono ano. (Beatriz, I, 14/Aug)

22- Aline, a gente fica realmente triste. Porque a gente se doa para aquilo ali e o aluno não mostra interesse nenhum. (Aparecida, I, 18/Jun)

23- Então, assim, eu converso muito com eles. Mas, a gente vê, a gente sente, realmente, que nem todos ali estão ouvindo ou estão dando importância para aquilo que a gente está falando. (Aparecida, I, 18/Jun)

24- [...] raros os alunos que levantam a mão para perguntar, pede para explicar de novo que não entendeu. Para eles eu vejo assim: “Entendeu? Está ótimo!”, “Não entendeu? Está bom também”. Porque é pela participação, pela troca, interesse ali, de perguntar, são poucos, pouquíssimos que mostram. (Aparecida, I, 18/Jun)

25- Porque a gente está sempre conversando, incentivando que eles estudem. Eu acho que todos os professores têm esse papel também, não é? Para muitos alunos nós somos às vezes, exemplos para eles. (Aparecida, I, 25/Jun)

26- Porque o professor, ele não está ali na sala só para ensinar, ele está ali para dar um conselho, para ouvir um desabafo...Muitas das vezes os alunos não tem coragem de conversar em casa com a família, o que tem coragem de conversar com a gente na escola. (Beatriz, I, 15/Aug)

27- Então assim, a gente é um pouco mãe, psicóloga, e depois que a gente consegue acalmar tudo...porque não adianta você chegar em uma turma que está tudo tumultuado, bagunçado e você querer ensinar inglês para eles, porque não vai entrar na cabeça deles. (Aparecida, I, 25/Jun)

28- Então, eu me vejo não só como uma professora, eu me vejo como uma amiga, como mãe, como psicóloga, como orientadora, sabe? Então assim, é tudo quanto é tipo de assunto que você imaginar, principalmente da parte das meninas. Dúvida com relação a namorado, em relação a sexo, uso de drogas, uso de bebida, é a festa que vai. E elas me contam tudo. (Beatriz, I, 15/Aug)

29- Meu desafio é acrescentar para eles ensinamentos que levarão para a vida. (Cláudia, WN, 3/May)

30- Ensino para vida. Aproveitar minha experiência, não é? Seria o ideal. [...] (Cláudia, I, 19/Jun)

31- A gente procura fazer tudo certo. Procura influenciar da melhor forma possível, porque a gente sabe que é exemplo mesmo. Eles admiram, eles esperam nada de... Nem na rua, dependendo, entendeu? Namorar não pode, beber não pode, na rua. Cidade pequena, eles podem ver. (Cláudia, I, 19/Jun)

32- Não pode falar palavrão. Não pode nada. Professor não pode nada. (Cláudia, I, 19/Jun)

33- Eu não vou despreparada para a sala de aula, não, porque o aluno pode me surpreender com uma pergunta e eu não saber responder. E aí fica feio para mim. (Beatriz, I, 15/Aug)

- 34- É...As minhas aulas, elas são uma parte oral e uma parte escrita. (Aparecida, I, 18/Jun)
- 35- Mas, dentro da sala, pelo número de alunos e por ser uma escola pública não me aprofundo muito na matéria. Procuo despertar seu desejo e aprendizagem com filmes, músicas, livros, mas a gramática é leve. (Cláudia, WN, 3/May)
- 36- Eu procuro usar muito a cultura. [...] Procuo abrir a mente deles para outras coisas. Trabalho, nunca dou um trabalho de gramática, é sempre cultural, é sempre de uma banda, de um cantor, de um ator, de um artista de alguma coisa, de um país [...] É sempre coisa que eu acho que eles tem que saber. (Cláudia, I, 19/Jun)
- 37- O que que eu cobro? Caderno está completo? Então se eu olho... “Seu filho faz curso de inglês mas o caderno dele...ele não tem o texto da descoberta da penicilina. Então ele tirou zero na prova”. Porque, o que que eu cobrei na prova? Tudo em inglês, a prova. A descoberta da penicilina. Aquele texto ele não tem, então ele vai tirar nota baixa. E o aluno que nunca fez curso de inglês e tem o texto, estudou o texto, vai tirar nota boa. Isso que vocês tem que entender. Eu tenho que dar um jeito de ser justa com todo mundo na sala. (Cláudia, I, 19/Jun)
- 38- Eu não posso trabalhar de um jeito que privilegia aluno que faz curso de inglês. Então eu não cobro a gramática na prova. Eu não cobro um trabalho de gramática, porque ele vai ganhar e os outros vão perder. (Cláudia, I, 19/Jun)
- 39- Assim...se eu colocasse tudo que eu penso em prática, eu acho que seria bem melhor do que está hoje. Mas às vezes eu penso demais. (Aparecida, I, 18/Jun)
- 40- Porque eu acho que seria melhor para meus alunos. Eu acho que eles iriam gostar mais. [...] Eu acho iam ser umas aulas mais prazerosas, talvez. (Aparecida, I, 25/Jun)
- 41- Não consigo usar a Língua Inglesa o tempo todo. Então em todas as aulas dedico uma parte da aula para falarmos algo em inglês, em grupo ou individual. (Aparecida, WN, 4/Jun)
- 42- Quando inicio um conteúdo, falamos juntos e depois peço que perguntem algo para os colegas. Com isso tenho a intenção de aumentar o vocabulário e fixar a pronúncia. Vejo que alguns alunos vão se soltando e acabam em determinado momento participando. (Aparecida, WN, 4/Jun)
- 43- Eu não tenho essa ilusão, não. Então eu falo português aula inteira, sabe. Alguma coisa...pronúncia das palavras, eu leio tudo que está no quadro e eles repetem comigo. (Cláudia, I, 19/Jun)
- 44- E, mas assim, o inglês, inglês mesmo de conversar, não existe conversação na minha aula. Não existe, nunca existiu. (Cláudia, I, 19/Jun)
- 45- Agora aqui nós vamos ter gramática, vocabulário e pronúncia correta das palavras, só. (Cláudia, I, 19/Jun)
- 46- Não. Tudo em português. Porque os meus, por exemplo, o trabalho sobre o Hawaii O roteiro: o que que é o Hawaii? Onde fica? Por que que ele é americano? A história dele, qual é? Porque eles já ouviram falar em Hawaii mas não sabem o que é. Vocês sabiam que fica no Pacífico? E tal. Então eles fazem um trabalho em português. (Cláudia, I, 19/Jun)
- 47- Eu estou usando muito livro, apesar de me dar muito trabalho, eu tenho que pesquisar muito, né, quando é livro. Quando não é meu materialzinho antigo, quando é livro, eu tenho que pesquisar muito. Muita coisa nova, né, que eu não sabia. [...] (Cláudia, I, 19/Jun)
- 48- [...] não é confortável para mim, não. O livro é muito difícil. Ele é muito dinâmico. Tem muita coisa. Mas, se você for ver o resumo da unidade, ele ensinou pouquíssimo. [...]E eu ensino muita coisa. O livro, não. O livro tem muito e-mail, muito texto, muita imagem, muito jogo, muita coisa, e a gramática mesmo... quando você vai ver o final do bimestre, a gramática foram duas. Foram dois vocabulários e uma gramática só. Muito pouco. (Cláudia, I, 19/Jun)

49- Mesmo eu trabalhando como professora substituta, mesmo eu trabalhando por pouco tempo, eu tive total apoio da direção para tudo, tudo; tudo que eu quis fazer. (Beatriz, I, 15/Aug)

50- Então eu acho que se eu não tivesse feito um bom trabalho, se eu não fosse a profissional que eu penso que eu sou, eu não teria esse apoio da direção da escola [...] (Beatriz, I, 15/Aug)

51- [...] eu vivi essa experiência de eles me compararem com a Dalva, não é? Não me afetou em nada. Nada, nada, nada, porque eu sou muito bem resolvida comigo. Então... (Beatriz, I, 15/Aug)

52- Mas talvez, com outro, em outra situação afetaria. Mas comigo, não. A resposta que eu tive para eles é “A Dalva é a Dalva. Eu sou eu. Ela trabalha do jeito que ela acha que tem que trabalhar. Eu trabalho do jeito que eu acho que eu tenho. Se eu estou aqui é porque eu sou capacitada para estar, se não a escola não me contrataria para dar aula para vocês”. Pronto e acabou. (Beatriz, I, 15/Aug)

53- [...] eu sempre tento ter essa fala “Cada um tem seu jeito de trabalhar, não é?” [...] Cabe a vocês respeitarem o jeito de cada um”. (Aparecida, I, 25/Jun)

54- Mas, também, quando vem esse tititi na sala de aula, os meninos já sabem que eu não gosto de ouvir. E eu já corto, falo com eles que isso aí para mim, eu não gosto de ficar falando mal de outro colega, que não é para falar, cada um tem seu jeito de trabalhar. E eu corto. Então, às vezes, por eu cortar, eu já não escuto mais, porque eles sabem que eu não quero essa postura dentro de sala. (Aparecida, I, 25/Jun)

55- Porque se tem reclamação...a gente tem 300 alunos, se tem reclamação de 1 ou 2, eu não considero, entendeu? Isso eu custei a botar na cabeça da minha diretora. “Ai, Cláudia, fulano veio aqui e reclamou da sua prova que não é impressa. Que você escreve no quadro o resumo do bimestre” e tal e tal. “Deixa eu te falar. Quantos pais vieram?”, “Um”, “Então, filha. Um. 0,000% de 300. Não leve em consideração”. Entendeu? “Não, não”, “Quem mais reclamou? Ninguém?” Então, eles tem esse negócio pior do que escola particular. Eles têm esse medo de pai e de mãe. Eu falo “Um só é a mesma coisa que nada. Ignora, completamente”. Aí, ela agora não está mais falando, não. Teve uma mãe professora que foi lá e reclamou que eu dei uma prova lá no quadro, um resumão lá, umas frases e tal. Aí, é...vamos levando, e está tudo certo. (Cláudia, I, 19/Jun)

56- [...] Porque era secretária que ia na sala dos professores falar que avaliação de desempenho da fulana não foi boa. Aí um dia eu fui lá na secretaria e falei “Deixa eu te falar uma coisa. Você é secretária. Você tem que escrever e assinar. Você não tem que ir lá na sala dos professores. Você não é diretora. Você não é supervisora. Você não é vice-diretora. Fica aqui na secretaria”. Porque aconteceu um problema comigo, entendeu? Então assim, aí nunca mais ela voltou na sala dos professores. Olha que beleza. Então a gente foi consertando as coisas, foi resolvendo. (Cláudia, I, 19/Jun)

57- Não é nem questão de comparar. [...] Não considero nem melhor nem pior porque eu vejo elas também fazendo o que eu faço e tendo o comportamento parecido com o meu [...] (Aparecida, I, 25/Jun)

58- Porque eu acho que eu teria condição de fazer mais. E às vezes não faço. Eu acho que eu poderia fazer mais. (Aparecida, I, 18/Jun)

59- Eu queria ser muito mais dinâmica. Eu queria, eu já te falei isso, fazer coisas que às vezes eu não tenho coragem de fazer, por medo de não dar certo. (Aparecida, I, 25/Jun)

60- Mas, assim, eu não sei, porque eu estou em sala de aula tem 23 anos. Então...15 anos na mesma escola. Eu não sei o quê as pessoas acham quando chegam lá. Para mim está tudo certo, não é? [...] (Cláudia, I, 19/Jun)

61- Penso, que faço muito bem a parte didática dos livros e apostilas do ensino fundamental. (Cláudia, WN, 3/May)

62- A gente trabalha em dois lugares, chega lá cansada, a tarde, não é? Podia dar uma atenção maior,

podia dar uma andada a mais, podia dar um dever a mais. Podia, não é? Não dou o meu melhor, não. A gente nunca dá. Eu acho. (Cláudia, I, 19/Jun)

63- A metodologia de ensino usada por mim poderia ser melhor, confesso. (Beatriz, WN, 23/Jul)

64- Olha, não vou ser hipócrita e falar que é 100%, não, porque não é. Eu sou humana, eu falho. Eu falho como todo mundo falha. Tem dia que a gente está mais bem disposta para trabalhar, para ensinar. Tem dia que não, nem tanto. Então assim, meu desempenho dentro de sala de aula...é...seria de...seria não, é de acordo com como eu estou naquele dia. Se eu estou bem emocionalmente, fisicamente, a minha aula é de uma forma. Que tem uma qualidade. (Beatriz, I, 14/Aug)

65- E ali eu não conhecia, era a primeira vez que eu estava na escola. Então, em 10 dias eu conheci o aluno, eu apliquei prova, eu dei trabalho, eu dei atividades dentro da sala de aula pra poder dar um pontinho ou outro de participação, para ele. Então, assim, eu fiz em tempo recorde, não é? (Beatriz, I, 14/Aug)

66- Sala de aula? É o meu palco. Sala de aula é o meu palco. Eu sou uma atriz, né. Eu sou uma atriz e eles são os meus espectadores e tão ali me observando o tempo todo, até quando eu falo um palavrão, não é?, pra poder me recriminar, me criticar. É isso. A sala de aula é onde eu me encontro, sabe? É aonde eu executo meu papel mesmo. (Beatriz, I, 15/Aug)

67- [...] quando eu não consigo, eu vou atrás, eu procuro saber, eu peço ajuda. Eu não deixo meu aluno sem resposta, não, e nem com dúvida. E isso me faz feliz, me deixa com a sensação de dever cumprido. (Beatriz, I, 15/Aug)

68- É. Falta de fluência, ué. Eu domino o que eu preciso dominar, e ensino bem na sala de aula e tal. Tenho lá as ferramentas e tal, os deveres, eu tenho a manha da sala de aula. Mas eu não concordo nem discordo por causa da fluência em inglês, não é? Na conversação. Me falta. Então, eu ensino bem o que eu me proponho a ensinar, li o livro didático, as coisas, não é? Mas a fluência eu não tenho, não é? Então, não é perfeito [bate com os braços na mesa]. (Cláudia, I, 19/Jun)

69- Então isso não altera muito na minha aula, não. (Cláudia, I, 19/Jun)

70- Não, não influencia, não, porque o conhecimento que eu tenho da língua é o que é pedido na, no currículo, no CBC. (Beatriz, I, 15/Aug)

71- Sempre tento me aproximar dos alunos com muita conversa, ganhar a confiança deles e depois tento conseguir que participem mais das aulas (Aparecida, WN, 4/Jun)

72- Então assim, eu tento ir conhecendo devagar para saber como lidar, como abordar para tentar resolver. Na maioria das vezes a gente consegue. Mas nem sempre, não é? [...] (Aparecida, I, 18/Jun)

73- Tem menino que você pode chamar a atenção com ele que ele vem e ainda te dá um abraço e não esquenta a cabeça, né. [...] E já outros eu sei que eu não posso fazer assim. Tenho que ter mais cuidado [...] (Aparecida, I, 18/Jun)

74- [...] eu acho que o meu erro mesmo é só no relacionamento com eles. Que eu sou meio intolerante, assim. Mas em casa também com meus filhos. (Cláudia, I, 19/Jun)

75- Ah, eu fico muito chateada, porque o menino que ele é, assim, indisciplinado e atrapalha a aula, eu estou acostumada. Eu já devia saber lidar melhor com isso. E às vezes eu não sei. Eu mando “Sai daqui. Sai de perto de mim”, na mesma hora, sabe? E eles ficam com vergonha. Eu fico triste depois. [...] Aí o menino fica chateado comigo, porque ele gosta muito de mim, não esperava isso de mim. Ai, é um, isso aí me dá dor de cabeça. (Cláudia, I, 19/Jun)

76- Ah, foi, foi tranquilo, foi bacana. Apesar do pouco tempo, foi, foi tranquilo. Eu tive problema com dois alunos, só. Mas, sabe, de desentendimento mesmo de indisciplina. De ouvir coisas que eu não precisava ouvir, nem merecia ouvir da parte deles. Mas, já foi tudo esclarecido, tudo solucionado.



Tirando esses dois alunos, todos os outros me, me acolheram muito bem, me respeitaram o tempo todo e o nosso relacionamento foi o mais tranquilo possível. [...] (Beatriz, I, 15/Aug)

77- É uma turma só e as outras? E os outros alunos que gostam? Que me acolheram e tudo mais? E nesse mesmo dia que aconteceu esse fato, três alunas, que eu nem imaginava que gostava tanto de mim assim, foram lá, me abraçaram e falaram “Não liga não. A gente quer você. A gente quer você. Você ajudou tanto a gente no primeiro bimestre. A gente estava sem nota, se não fosse você. A gente tava sem nota até hoje porque a outra professora saiu e não deu nada”. Então assim, reconheceram o meu valor, entendeu? [...] Mas no outro dia eu já fui outra. Já fingi que nada tinha acontecido. Dei minha aula normal. Entrei para sala normal. Eles vieram me pedir desculpa, me chamaram para conversar. (Beatriz, I, 15/Aug)

78- Quanto à interação com outras professoras de LI, em minha escola é muito falho. Acredito que seja assim em outras escolas também pelo fato de uma professora não querer expor, para a outra, sua falta de domínio e fluência que, por ventura, possa ocorrer. (Cláudia, WN, 3/May)

79- As professoras de português vivem em bolinho, conversando. As professoras de matemática vivem trocando figurinha, conversando, falando de...E Inglês não. (Cláudia, I, 19/Jun)

80- Chega no simulado, elas fazem uma para o 7º. Eu faço outro simulado para o 7º. Então só no inglês que acontece isso. Eu fico com vergonha, sabe? Porque podem ter três professores de matemática nos 8º, é uma prova só. Pode ter três professores de português nos 9º, é uma prova só. Eles combinam, sabe? A, o cronograma. Eles combinam o plano de curso “O que nós vamos ensinar nesse bimestre”. O Inglês não. Completamente livre e diferente. (Cláudia, I, 19/Jun)

81- O que que seria diferente...Ah o trabalho com certeza melhora, não é? Todo mundo fazendo a mesma coisa. Falando a mesma língua.[...] Todo mundo com o mesmo material. Ah, com certeza o trabalho vai melhorar, não é? (Cláudia, I, 19/Jun)

82- Não. As aulas seriam...normal, não é? [...] Mas na hora de uma prova, de uma reunião. Acho que ficaria mais bonito. (Cláudia, I, 19/Jun)

83- Agora com a Aparecida (P1) é diferente, porque nós estávamos todo dia juntas, intervalos juntas, além das reuniões pedagógicas. E como a gente...ela também trabalhava com uma turma de 9º ano, ela trabalhava com uma turma de 9º ano lá, então nós planejávamos juntas. Nós planejávamos as avaliações, as atividades que os alunos iriam fazer extraclasse, trabalhos...a gente trabalhava junto. [...] Então assim, quem estava ali me apoiando, me orientando era a Aparecida [...] (Beatriz, I, 15/Aug)

84- Eu classifico como boa. É, eu nunca tive problema, discussão, é...atrito com nenhum deles. Eu me dou bem com todo mundo. Converso com todo mundo. Trato, trato com respeito. Eu não sei da parte deles em relação ao meu trabalho; talvez eles não acompanham muito o que eu faço, mas eu sinto assim, um respeito. Nas reuniões eles sabem que eu trab., eu sinto, assim, que eles sabem que eu trabalho com seriedade. [...] Então não é uma matéria que eu sinto desvalorizada por eles [os outros professores]. Eu sinto que valorizam e me escutam. (Aparecida, I, 25/Jun)

85- Hoje, hoje eu estou mais tranquila. Estou mais tolerante. Estou mais tranquila. Estou mais paciente. E as pessoas também, parece que elas estão mais tranquilas. Eu não sei se fui eu...E a escola é muito boa, a equipe é muito boa, muito unida, todo mundo junto, muito antiga. E quem entrara...diferente,,tem que se adequar a gente. Então assim, é uma equipe muito unida. Não tem problema nenhum na escola, não. (Cláudia, I, 19/Jun)

86- Então, aqui nessa escola nós temos a parte de familiar muito presente em assim uma boa parte, tirando esses casos. Então são pais que acompanham, muitas vezes olham o caderno, assinam a prova. E assim, não é que a gente se sente vigiado, mas é que a gente sabe que são pais que acompanham nosso trabalho. (Aparecida, I, 18/Jun)

87- Não. Tranquilo também. É uma clientela muito boa. (Cláudia, I, 19/Jun)

88- Eu senti uma diferença, estava lotado. Foram muitos pais. Muitos pais. E foi num sábado. Para um sábado de manhã...Eu assustei quando eu cheguei para estacionar o meu carro e tinha fila na porta. Fila, fila quilométrica. Fila de gente para entrar numa reunião de pais. Eu nunca vi isso na minha vida. Eu não me lembro de ter sido assim nem quando eu era aluna e a minha mãe tinha que ir nas reuniões. Eu não me lembro. Eu nunca vi isso. A quantidade de pais e mães ou responsáveis que estavam lá no dia da entrega de nota de seus filhos. A preocupação em saber como que o filho está e tudo mais. Isso me marcou, apesar de ter sido só nesse dia. Eu não vejo isso em outras escolas. (Beatriz, I, 15/Aug)

89- A gente emociona (Aparecida, I, 18/Jun)

90- [P1 olha para researcher e chora]. [...] Falar da gente é estranho... [choro e risos] Ai, ai...Falar da gente às vezes é estranho, não é? Ficar analisado a gente é estranho, parece uma sessão de psicólogo, assim [choro e risos]. (Aparecida, I, 18/Jun)

91- Apesar do cansaço natural de um final de bimestre, sinto-me renovada por conta desse carinho que elas me passam todos os dias (Beatriz, VNM 1, 2/Jul)

92- A primeira coisa que você ia ver é o amor. O amor que eu tenho pela minha profissão. O carinho, o respeito que eu tenho pelos meus alunos. (Beatriz, I, 14/Aug)

93- [...] E me sinto realizada quando consigo atingir meus objetivos". (Aparecida, VNM 2, 18/Jun)

94- Às vezes me sinto frustrada por não atingir 100 % dos alunos, mas por vezes fico muito feliz quando eles falam que estão aprendendo ou quando conseguem boas notas (Aparecida, WN, 4/Jun)

95- Sei que sempre posso melhorar, porém me sinto feliz com este desempenho tão satisfatório (Cláudia, WN, 3/May)

96- Horrível! [risos] Horrível, não é? Porque você queria fazer, você empolga, você tem a ideia, você acha que vai ser legal, mas eles não têm esse...esse retorno. É ruim... [...] (Aparecida, I, 18/Jun)

97- São essas coisas diferentes que eu quero fazer e a gente encontra resistência. Ou às vezes até um material que eu produzo para dar para eles, que eu gostaria, que eu esperava um outro resultado, um pouco mais de entusiasmo, ou um pouco mais de reconhecimento, e às vezes a gente, sabe...por exemplo, hoje eu estou olhando caderno. Aí você vê, os meninos, tem atividade no livro, tem atividade no caderno...eu valorizo isso como participação deles está tudo completo? Aí o menino arranca lá de dentro da mochila aquele trem de igual uma sanfona. Sem fazer o dever que já foi corrigido no quadro, e vem com aquilo lá desamassando assim [imita aluno]. Quer dizer...Puxa vida, a gente guarda isso com tanto carinho, isso me deu um trabalho pra fazer. Aí eu fico brava. E outras atitudes também que a gente vê de meninos que não tem conteúdo, que não tem matéria, que não procuram. (Aparecida, I, 25/Jun)

98- Ah, a gente fica meio frustrada às vezes, não é?, por não fazer. Mas é, ao mesmo tempo eu sei que eu estou conseguindo os bons resultados. Mas eu me cobro de tentar fazer mais. Fazer diferente. [olhos enchem de água] (Aparecida, I, 18/Jun)

99- Mas era um cansaço bom, aquela sensação de dever cumprido, sabe? Estou cansada, mas eu tenho ciência de que eu fiz o meu trabalho e que eu tentei fazê-lo da melhor maneira possível. (Beatriz, I, 14/Aug)

100- Acredito que mesmo sem esses recursos mais modernos minhas aulas são interessantes dentro do que é ofertado pela escola e dentro do que é possível ser feito por mim. Sinto-me bem, com a consciência em paz por fazer sempre o que está ao meu alcance para desenvolver boas aulas. (Beatriz, WN, 23/Jul)