

NEIDE NUNES RODRIGUES

**RELATIONSHIPS BETWEEN PRE-SERVICE TEACHERS' EMOTIONS
AND BELIEFS ABOUT LEARNING AND TEACHING ENGLISH**

Dissertação apresentada à Universidade
Federal de Viçosa, como parte das
exigências do Programa de Pós-Graduação
em Letras, para obtenção do título de
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(Orientadora)

Dedico este trabalho aos participantes deste estudo que, mesmo nos atropelamentos do dia-a-dia, pararam para doar um pouco de si.

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ABSTRACT

RODRIGUES, Neide Nunes, M.Sc., Universidade Federal de Viçosa, March, 2015. **Relationships between pre-service teachers' emotions and beliefs about learning and teaching English.** Adviser: Ana Maria Ferreira Barcelos.

Studies on language learning and teaching have focused for a long time on the cognitive dimension of these processes and not so much on the role emotions play on them (ARAGÃO, 2005; SWAIN, 2011; CANDIDO RIBEIRO, 2012; BARCELOS 2013). Recently, researchers have argued that investigating the relationship between the two concepts helps us to broaden our understanding of the many issues related to this topic (SWAIN, 2011; BARCELOS, 2013). In an attempt to contribute to research on this area, this study investigated pre-service teachers in the Languages and Literatures Program (LLP) of a federal university of the southeastern of Brazil, who were taking the English Teaching Practicum I. The study aimed at identifying pre-service English teachers' beliefs, emotions, and possible relationships between them. In order to achieve these aims, the following research questions guided the study: 1) What beliefs do pre-service teachers hold about English learning and teaching?; 2) Which emotions did they experience as language learners and during the Practicum?; 3) Is there a relationship between their emotions and beliefs? If so, how do they interact with each other? The theoretical framework was based on studies on beliefs (PAJARES, 1992; BARCELOS, 2000, 2001, 2004 2006, 2007, 2007b, 2013; VIEIRA-ABRAHÃO, 2002; BARCELOS & KALAJA, 2011, 2013; KALAJA & BARCELOS, 2003, 2011), emotions ZEMBYLAS, 2002a, 2002b, 2003, 2004; ARAGÃO, 2008; CANDIDO RIBEIRO, 2012), and the relationships between them (FRIJDA et al, 2000; FRIJDA & MESQUITA, 2000; HARMON-JONES, 2000; FORGAS, 2000; SWAIN, 2011; BARCELOS, 2013; GOLOMBEK & DORAN, 2014). Two semi-structured questionnaires, a semi-structured interview, a written narrative, participants' class observation diaries, final reports, field notes, and researcher's journal were used as data collection instruments. The findings revealed that pre-service teachers' emotions and beliefs about learning and teaching English related in dynamic, complex, interactive, reciprocal, and dissonant ways provoking belief formation, change and strengthening. These relationships were closely associated to pre-service teachers' actions, identities, and the nature of the interactions they established with others within specific social, historical, and political contexts.

RESUMO

RODRIGUES, Neide Nunes, M.Sc., Universidade Federal de Viçosa, março de 2015. **Relações entre crenças e emoções de professores em formação inicial sobre o ensino e aprendizagem de Língua Inglesa.** Orientadora: Ana Maria Ferreira Barcelos.

Estudos sobre o ensino e a aprendizagem de línguas têm focado por muito tempo na dimensão cognitiva desses processos e dado pouca atenção ao papel que as emoções neles desempenham (ARAGÃO, 2005; SWAIN, 2011; CANDIDO RIBEIRO, 2012; BARCELOS 2013). Atualmente, pesquisadores vêm argumentando que a investigação sobre a relação entre os dois conceitos pode nos ajudar a ampliar nossa compreensão sobre as várias questões relacionadas ao tema (SWAIN, 2011; BARCELOS, 2013). Numa tentativa de contribuir com a pesquisa sobre o assunto, este estudo investigou professores pré-serviço do curso de Letras de uma universidade federal, localizada na região sudeste do Brasil, que estavam cursando a disciplina de Estágio Supervisionado de Língua Inglesa I. O estudo teve como objetivos identificar as crenças e emoções desses professores assim como a relação entre elas. Para alcançá-los, as seguintes perguntas de pesquisa guiaram este estudo: 1) Quais crenças os professores pre-serviço possuem sobre os processos de ensino e aprendizagem de Língua Inglesa? 2) Que emoções eles vivenciaram como alunos e durante o estágio? 3) Há alguma relação entre suas crenças e emoções? Se sim, como elas se relacionam? O referencial teórico foi baseado em estudos sobre crenças (PAJARES, 1992; BARCELOS, 2000, 2001, 2004 2006, 2007, 2007b, 2013; VIEIRA-ABRAHÃO, 2002; BARCELOS & KALAJA, 2011, 2013; KALAJA & BARCELOS, 2003, 2011) emoções (ZEMBYLAS, 2002a, 2002b, 2003, 2004; ARAGÃO, 2008; CANDIDO RIBEIRO, 2012), e as relações entre elas (FRIJDA et al, 2000; FRIJDA & MESQUITA, 2000; HARMON-JONES, 2000; FORGAS, 2000; SWAIN, 2011; BARCELOS, 2013; GOLOMBEK & DORAN, 2014). Dois questionários semi-estruturados, uma entrevista semi-estruturada, uma narrativa escrita, diário de observação de aulas dos participantes, relatório final, notas de campo e diário de pesquisa foram utilizados como instrumentos de coleta de dados. Os resultados revelaram que as emoções e crenças dos professores pré-serviço sobre o ensino e aprendizagem de inglês interagiram de forma dinâmica, complexa, interativa, recíproca e dissonante, provocando a formação, mudança e fortalecimento de crenças. Essas interações tiveram relação com suas ações, identidades e a natureza de suas interações dentro de contextos sócio-históricos e políticos específicos.

CHAPTER I

INTRODUCTION

The relationship between cognition and emotions has been investigated throughout the last three decades in a range of different areas and with varying approaches (FRIJDA et al., 2000) in the field of Psychology, and Education. At first, they were seen as phenomena opposed to cognition that would mislead, disturb, and distort it (FRIJDA et al, 2000; ZEMBYLAS, 2003). They received little attention since they were considered difficult to measure and investigate scientifically. Then, research on teacher education and development focused on its pedagogical and cognitive aspects (COWIE, 2010), and gave a little attention to the emotional dimension of these processes.

A movement towards the relationship between emotions and beliefs in education began when the former were still seen as a dimension and consequence of the latter. At that time, the effects emotions played on beliefs were not investigated. However, as more studies were developed, researchers started to understand and defend that emotions, in fact, relate to “the content and strength of an individual’s beliefs, and their resistance to modification” as well as “stimulate people to actions” (FRIJDA et al., 2000, p. 1).

Since then, research on teacher emotions has grown as an area of great interest among researchers in the educational field (COWIE, 2010; HARGREAVES, 2000; ZEMBYLAS, 2002, 2003, 2004, 2005; ZEMBYLAS & SCHUTZ, 2009). In Applied Linguistics, only within the past few years emotions started to draw attention of researchers abroad (GOLOMBEK & DORAN, 2013) and in Brazil (MASTRELLA de ANDRADE, 2011; ARAGÃO, 2005, 2007, 2008, 2011; COELHO, 2011; CANDIDO RIBEIRO, 2012; REZENDE, 2014).

Nowadays, researchers recognize that we have limited our understanding o issues such as the process of learning and teaching languages, teacher beliefs, life, identity and actions by ignoring the role played by emotions (SWAIN, 2011; BARCELOS, 2013). As stated by Borg (2012), “our learning and actions as professionals are shaped by our emotional responses to our experiences” (p. 12). Since our experiences are charged with emotions, they permeate teachers’ social interactions in different working contexts and are present in their practices, influencing their actions and teaching approaches.

Therefore, investigating the role emotions play in language learning and teaching is fundamental to understand the types of relationships built in school contexts as well as in teacher education programs. Besides, studies that investigate their relationship with beliefs could contribute for deepening our understanding of the nature of language learning and teaching.

In this study, I investigate pre-service English teachers' beliefs and emotions as well as the relationship between these two concepts. The participants were enrolled in the Languages and Literatures Program (LLP henceforth) of a federal university of the southeastern of Brazil. They were all taking the English Practicum I, which prepared them to go to school and learn about the complexities of this teaching context. The Practicum is, then, a fundamental phase in their teacher education, in which reflection is essential for professional growth.

The purposes of this study were to identify pre-service English teachers' beliefs, emotions and verify possible relationships between them. In order to achieve these goals, I tried to answer the following questions:

- 1) What beliefs do pre-service teachers from the English Practicum I course hold about English learning and teaching?
- 2) Which emotions did they experience as language learners and as pre-service teachers during the Practicum I?
- 3) Is there a relationship between their emotions and beliefs? If so, how do they interact with one another?

1.1. Aims of the study

This research had the general aim of investigating pre-service English teachers' beliefs and emotions about English learning and teaching, as well as the relationship between them. The specific aims were stated as follow:

- 1) Identify the beliefs pre-service English teachers from the English Practicum I hold about the process of English learning and teaching.
- 2) Identify the emotions they experienced as language learners and as pre-service teachers during the Practicum.
- 3) Identify possible relationships between these emotions and beliefs.

1.2. Significance of the study

This research aimed at identifying the relationship between pre-service English teachers' beliefs and emotions. It is relevant for three main reasons. The first one relates to the importance of understanding pre-service language teachers' beliefs, as they might affect their teacher education and their future practices. According to Vieira-Abrahão (2002) pre-service teachers arrive at the university with a set of beliefs about education, language learning and teaching, teacher and students' roles etc. According to the author, these beliefs shape their behavior and bias their understanding of teaching theories. As stated by Barcelos and Kalaja (2013), "teacher beliefs continue to be seen as one of the most important keys to understanding teachers' cognitions, knowledge, and practices, as well as their process of learning to teach" (p. 5). Then, studies on pre-service teachers' beliefs may provide teacher educators with knowledge they can use to adjust their mediation in teacher education programs.

The second reason refers to the need of understanding the nature of beliefs by investigating their relationship with emotions, as suggested by Barcelos and Kalaja (2011; 2013). The relationship between emotions and teaching is a very recent theme of studies (SCHUTZ & ZEMBYLAS, 2009) and new investigations are necessary to deepen the understanding of how emotions influence learning and teaching, teacher education and development, teacher lives and beliefs. According to Frijda et al. (2000), "there is much discussion on the effects of cognitions upon emotions, but very little discussion on the effects of emotions upon cognitions" (p. 5). Thus, investigating how emotions and beliefs relate to one another may be an important strategy to learn more about belief formation and change; teacher education; and the language learning and teaching processes.

The third reason is related to the lack of specific studies about the relationship between emotions and beliefs, and teacher education. A few studies were developed abroad (GOLOMBEK & DORAN, 2013), but none was carried out in Brazil.

1.3. Overview of the thesis

In this introductory chapter, I presented the aims of this study, the three research questions that guided the investigation, and discussed about the relevance of the study for the teacher education research.

In chapter II, I discuss the theoretical framework that underlies this investigation. It is divided into four sections that deal with definition of beliefs, pre-service teachers' beliefs; definition of emotions and studies on teacher emotions developed abroad and in Brazil; the relationships between beliefs and emotions; and English teaching education in Brazil, and the role the English Teaching Practicum in teacher education.

In chapter III, I describe the methodological procedures used to collect the data describing the context and the participants; presenting the data collection instruments; explaining the procedures for the data analysis, and, presenting the ethical principles that provide base for the development of this study.

In chapter IV, I discuss the findings of this study. I present a detailed profile of the participants, describe their beliefs, emotions, and discuss the relationship between the two concepts.

Finally, in chapter V, I answer the research questions, present some implications and limitations of the study and give suggestions for future research.

CHAPTER II

LITERATURE REVIEW

In this chapter, I present the framework and previous research that support the development of this study. It is divided in four sections. First, I define beliefs, and discuss some of the most common ones hold by pre-service teachers. Second, I define emotions and discuss studies on teacher emotions abroad and in Brazil. Third, I draw some considerations about the relationship between beliefs and emotions. Finally, I discuss teacher education in Brazil, especially about the role the English Practicum plays in this process.

2.1. Beliefs

In this study, I define belief and discuss its nature according to current studies, and stress the importance of investigating the ones English pre-service teachers hold.

2.1.1. The concept and nature of beliefs

Research on beliefs about language learning and teaching has grown considerably since the mid-1980s in the foreign context, and the mid-1990s, in Brazil (BARCELOS, 2007b). The many thesis, articles, book chapters, and books on beliefs developed since then suggest that this concept is at the core of the teacher education research and is key to understand teachers' actions, thinking and the interaction between their beliefs and practice (BARCELOS, 2007b¹).

The concept of beliefs has been used by many authors from diverse fields like Sociology, Psychology, Education, and Philosophy. Thus, due to the great number of studies about beliefs, the concept is complex and problematic to define (PAJARES, 1992; BARCELOS; 2001, 2004). According to Pajares (1992) and Barcelos (2004),

¹ See Barcelos (2004 e 2007) for a detailed description of the studies on teachers' beliefs developed in Brazil.

the many terms² and definitions constitute one of the difficulties in researching the concept.

Besides that, beliefs themselves are “only partially clear” (SCHUTZ, 1970³ cited in PAJARES, 1992, p. 319), incoherent, and contradictory (SCHUTZ, 1970 cited in PAJARES, 1992; BARCELOS, 2001), and not very distinguishable from knowledge (BARCELOS & KALAJA, 2011). Barcelos and Kalaja (2011) state they are complex and dialectical, arguing that:

A complex view of beliefs acknowledges their paradoxical nature portraying them as being both a) stable and dynamic; b) social, but personally significant; c) situated, yet generalizable; d) dialectical [...]; e) “transformative” and f) inter-related, embedded, non-linear, multidimensional and multilayered (BARCELOS & KALAJA, 2011, p. 285 citing MERCER, 2011).

All this complexity around the concept and its nature as well as the consequent difficulties it brings to the research process emphasize the importance of investigating it (PAJARES, 1992; BARCELOS, 2004) in order to increase our comprehension of the theme.

In this study, I understand it as:

A form of thought, constructions of reality, ways of seeing and perceiving the world and its phenomena which are co-constructed within our experiences and result from an interactive process of interpretation and (re)signification [...] beliefs are social (but also individual), dynamic, contextual and paradoxical” (BARCELOS, 2006, p. 18)

According to this definition, beliefs are socially, culturally, and dynamically constructed in interactions with others within specific socio-political and historical contexts. Beliefs are related to one’s identities as well as actions and emotions (BARCELOS, 2013). As the individual lives new experiences and reflect on them, s/he may change or refine beliefs in an interactive and continuous process triggered by affordances and mediated by emotions (BARCELOS & KALAJA, 2011).

The relationships between beliefs and other dimensions of human lives are not very clear though. They relate to one another in a complex way (BARCELOS & KALAJA, 2011, BARCELOS, 2013). According to Barcelos and Kalaja (2011), the relationship between beliefs and actions is “dynamic; [...] intrinsically mediated by

² To see the many other terms used in AL to refer to beliefs, see Pajares (1992); Barcelos (2001, 2004); and Silva (2011).

³ SCHUTZ, A. On phenomenology and social relations. Chicago: University of Chicago Press, 1970.

affordances, one's interpretations of one's own actions, emotions, and self-concepts; and it is influenced by the socio-historical [and political] contexts" (p. 286). Thus, the environment atmosphere, the type of relationship people have with others, as well as their emotions may prevent them from acting according to their beliefs. In teaching, contextual factors may influence teachers' actions more than their beliefs. For instance, government and school constraints, lack of resources, influence of experienced teachers, students' needs, expectations, and level of English, and workload are some aspects that may cause discrepancies between teachers' actions and beliefs.

One's actions are also determined by emotions and their relationship with beliefs. Barcelos and Kalaja (op.cit) explain that "emotions such as fear, embarrassment, or self-esteem can be related to the beliefs a learner has about him- or herself and can influence his or her actions", and "self-concept as a subset of self-beliefs can have a tremendous influence on how learners approach the language learning task" (p. 285). Therefore, affective dimensions may mediate one's beliefs and affect his/her identity (BARCELOS & KALAJA, 2011).

Similarly, teachers' emotions and self-concepts are intrinsically related to their beliefs as well. On one hand, how they feel about their practice are related to their identity as language teachers and to their beliefs of a good teacher, efficient classes, and the type of relationship teachers and students should have, for example. On the other hand, beliefs have a mediator's role and influence their practice. Beliefs and emotions also regulate the formation of new knowledge/beliefs from one's experiences and reflections on them.

In sum, beliefs can be categorized as dynamic, complex, dialectical, paradoxical, contradictory, social constructed and contextually situated, other-oriented, anchored on our experiences, influenced by reflection and affordances, related to actions and affective dimensions, and not easily distinct from knowledge. They can also change over time as I discuss in the next section.

2.1.2. Belief change

In this section, I write about belief change, discussing how it helps us understand the cognitive and social structure of beliefs (BARCELOS, 2007a) as well

as their relationship with other dimension of teacher life, such as actions, and identity.

According to Pajares (1992), “human beings have differing beliefs of differing intensity and complex connections that determine their importance” (p. 318). The more important the belief the harder it is to change it. This premise is based on the assumption of beliefs centrality (ROKEACH⁴, 1968), which Pajares clarifies in the following passage:

The earlier a belief is incorporated into the belief structure, the more difficult it is to alter, for these beliefs subsequently affect perception and strongly influence the processing of new information. It is for this reason that newly acquired are most vulnerable. With time and use, they become robust, and individuals hold on beliefs based on incorrect or incomplete knowledge even after scientifically correct explanations are presented to them. The power of beliefs easily can outweigh the clearest and most convincing contradictory evidence (PAJARES, 1992, p. 317 quoting MUNBY, 1982)

This excerpt brings an explanation that helps in understanding why some pre-service teachers may finish the LLP without altering their beliefs about English learning and teaching. According to Pajares (1992), older and central beliefs are more important and resistant to change. They are usually incorporated earlier in the belief system, related to one’s identity, and formed through the individual’s interactions with their environment rather than beliefs learned from others. Central beliefs are connected to one’s sense of self and have more connections to one’s belief system (ROKEACH, 1968 apud PAJARES, 1992). Then, a central belief is more difficult to change because it is connected to many other beliefs, and the process would require a restructuration of the whole system. The peripheral beliefs in turn have fewer connections, are arbitrary, and more related to matters of taste (PAJARES, 1992).

Pajares (1992) argues that changes in the belief system should be a gradual process because rejecting old ideas, accommodating new information and developing new beliefs involves conflict and threat as teachers usually have a “slight allegiance to prior expectations or ties to former practices and habits” (PAJARES, 1992, p. 323). Since beliefs are intrinsically related to one’s self, it would also affect their

⁴ ROKEACH, M. Beliefs, attitudes, and values: a theory of organization and change. San Francisco: Jossey-Bass, 1968.

identity, and lead them into “periods of confusion and frustration” (BARCELOS & KALAJA, 2013, p. 3).

According to Posner et al⁵ (1982, cited in PAJARES, 1992) change in beliefs occurs when individuals “are dissatisfied with existing beliefs” and the new ones are “intelligible”, “plausible” and “have functional connections to other beliefs” in the current structure (idem). Thus, changing beliefs can be difficult because it may leads the individual to face a chaotic process in which s/he has to (re) evaluate, reorganize and reconstruct their belief system and reconstruct their identity, as discussed above.

In an article about students and teachers’ beliefs regarding English learning and teaching, Barcelos (2007a) discusses some studies⁶ and highlights some necessary conditions to promote change in the belief system. I summarize these conditions in the following topics:

- 1) Reflection on beliefs, practices, previous experiences as language learners, new experiences, and change in behavior.
- 2) Challenges to beliefs. Questions, doubts, reflections, actions, and assimilation of new knowledge stimulated by the challenges to beliefs can confirm, confront, negate, or substitute beliefs.
- 3) Influence of teachers/professors, teacher education programs, students, teaching methodologies, and teaching culture that provide examples and support change.
- 4) Personal (dissatisfaction with a current situation; connection of a new idea to one’s current situation; changes in life and personal growth; perception of aspects based on personal experience as language learners) and contextual (change in the teaching context; conflict between new beliefs and one’s current practice) factors.
- 5) Provision of support and continuous orientation to teachers (KENNEDY & KENNEDY, 1996, cited in BARCELOS, 2007a)⁷ by: 1) offering teachers’ opportunities to consider that new practices and beliefs are better than the conventional approach; 2) providing them with examples of this practice in real situations; 3) making them experience the new

⁵ POSNER, G. J., STRIKE, K. A., HEWSON, P.W., and GERTZOG, W.A. Accommodation of a scientific conception: towards a theory of conceptual change. *Science Education*, 66, p. 211-227, 1982.

⁶ See Barcelos (2007a) for the studies reference.

⁷ KENNEDY, C.; KENNEDY, J. *Teacher attitudes and change implementation*. System, Amsterdam, v. 24, n. 3, p. 351-360, 1996.

- practices as learners (FEINAN-NEMSER & REMILLARD, 1996, cited in BARCELOS, 2007a)⁸
- 6) Willingness to change (WOODS, 1996, cited in BARCELOS, 2007a)⁹
 - 7) Explicitness of pre-service teachers' beliefs to analysis, examination and reflection; and analysis of their advantages and limitations before trying to change them (WOOLFOLK HOY & MURPHY, 2001, cited in BARCELOS, 2007a)¹⁰.
 - 8) Encouragement of discussions about beliefs and the difference between the perspectives teacher educators want to emphasize through activities that provoke cognitive conflict (WOOLFOLK HOY & MURPHY, 2001, cited in BARCELOS, 2007a).
 - 9) Respect to pre-service teachers' beliefs (WOOLFOLK HOY & MURPHY, 2001, cited in BARCELOS, 2007a).
 - 10) Encouragement of new ways of interacting and teaching that are conflicting with some of their existing beliefs (WOOLFOLK HOY & MURPHY, 2001, cited in BARCELOS, 2007a).
 - 11) Development of exploratory practices to create situations in which teachers are instigated to think, understand and comprehend better the situation before doing something; act to understand and not only to change; and question the belief that a change will in fact bring improvement of a current situation (ALLWRIGHT, 2001, cited in BARCELOS, 2007a)¹¹.
 - 12) Continuous teacher education through self-evaluation (ALMEIDA FILHO, 2005, cited in BARCELOS, 2007a)¹².

⁸ FEINAN-NEMSER, S.; REMILLARD, J. Perspectives on learning to teach. In: MURRAY, F. B. (Ed.). *The teachers educator's handbook: Building a knowledge base for the preparation of teachers*. San Francisco: Jossey-Bass, 1996. p. 63-91.

⁹ WOODS, D. *Teacher cognition in language teaching: Beliefs, decision making, and classroom practice*. Cambridge: Cambridge University Press, 1996.

¹⁰ WOOLFOLK HOY, A. C.; MURPHY, P. K. Teaching education psychology to the implicit mind. In: STERNBERG, R.; TORFF, B. (Ed.). *Understanding and teaching the implicit mind*. Mahwah, NJ: Lawrence Erlbaum, 2001. p. 145-185.

¹¹ ALLWRIGHT, D. Three major processes of teacher development and the appropriate design criteria for developing and using them. In: JOHNSTON, B.; IRUJO, S. (Ed.). *Research and practice in language teacher education: voices from the field*. CARLA Working Paper, n9. Minneapolis: University of Minnesota, 2001. p. 115-133.

¹² ALMEIDA FILHO. *Linguística Aplicada, ensino de línguas e comunicação*. Campinas: Pontes, 2005.

Based on these studies, Barcelos (2007a) concludes that change in beliefs can occur in two ways: 1) the teacher becomes aware of his/her actions, and reaffirm his/her beliefs and current practice and 2) accommodates new beliefs and changes his/her behaviors and actions. The literature also suggests that teachers change beliefs in order to avoid discomfort caused by contradictions between their beliefs, actions, emotions, and identity. Then, understanding how beliefs change is a way of learning more about their cognitive and social structure (BARCELOS, 2007a), their incoherencies, contradictions, reorganizations, and resistances to be modified as well as their relationship to other dimension of teacher life.

2.1.3. Pre-service teachers' beliefs about language learning and teaching

In a review of Brazilian studies on teacher beliefs, Barcelos (2007) found that the Languages and Literatures Programs are one of the most common contexts of investigation, thus showing researchers' interest in studying pre-service teachers' beliefs¹³. Investigating this kind of program is important because many of the beliefs held by teachers have their origins on their experiences as language learners (SILVA, 2011; BARCELOS & KALAJA, 2013), which usually start at school and may continue at university. They usually arrive at the LLP with well-established beliefs about language learning and teaching. Pajares, quoting Lortie (1975)¹⁴ and Rokeach (1968)¹⁵, argues that "the thousands of hours teachers spent in the classrooms as students far overweight the effects of this education [...] [because] those hours are fertile ground for developing beliefs of all types." (PAJARES, 1992, p. 322). These beliefs work as a filter in teachers' understanding of theories they study in the LLP, their new experiences and even their future practice. What teachers believe about language learning and teaching, teachers and students' roles, and teaching profession, for instance, may influence their everyday practice and affect learning outcomes (BARCELOS & KALAJA, 2013). Then, research on teacher beliefs contributes to understanding teachers' process of learning to teach, decision-making and actions in the classroom.

¹³ See Barcelos (2007) for the review of the studies on teacher beliefs.

¹⁴ LORTIE, D. *School teacher: a sociological study*. Chicago: Chicago University Press, 1975.

¹⁵ ROKEACH, M. *Beliefs, attitudes, and values: a theory organization and change*. San Francisco: Jossey-Bass, 1968.

The results of these studies inform the LLP and provide educators with tools to help pre-service teachers make their beliefs explicit and reflect on them and their implications for language learning and teaching. According to Vieira-Abrahão (2002), it is necessary that future teachers reflect on their beliefs, teaching theories, strategies, and methodologies in order to be able to teach English effectively. She argues that the beliefs pre-service teachers bring to the LLP may not suffer changes even after they go through a careful training process. Consequently, they end up using traditional procedures when they start to teach. Lortie (1975 cited in PAJARES, 1992) explains that most students who choose education programs have had a positive experience and identification with teaching which makes them continue and reaffirm conventional practice rather than challenging and changing them. Then, they become “unable, and unconsciously unwilling, to affect a system in need of reform” (PAJARES, 1992, p. 323).

In some cases, teachers are not even aware of certain behaviors. Their actions may contradict their current beliefs because they have become an unconscious part of their routine (WOODS¹⁶, 1996 apud BARCELOS, 2006; BARCELOS & KALAJA, 2013).

Therefore, it is important to offer pre-service teachers opportunities to become aware of their beliefs, and reflect on them with a more critical perspective in order to consider alternative ways to teach, learn more about themselves as future language teachers, and change beliefs if necessary. This awareness is fundamental because what they believe about language learning and teaching influences their practice, their own identity, their professional competence, and development.

In order to help pre-service teachers to develop competences inherent to the profession, Gimenez and Cristovão (2004) argue that the program should offer them opportunities to get involved in practical activities since the beginning of their teacher education. The contact with educational realities and a continuing reflective practice under teacher educators’ supervision and guidance could offer future teachers opportunities to become aware of their beliefs and unconscious behaviors, learn and develop teaching strategies, inform their practice with theoretical knowledge, improve it and produce new understandings about teaching English. They would become more aware of the consequence of their actions, and their next

¹⁶ WOODS, D. *Teacher cognition in language teaching: beliefs, decision-making, and classroom practice*. Cambridge: Cambridge University Press, 1996.

decision making would probably be less intuitive and more conscious. All this suggests that presenting pre-service teachers new theories about teaching does not necessarily mean they will believe or use them. It is necessary to investigate their beliefs, help them to understand why they think the way they do, what actions they could take, and what changes would be necessary to improve their practice and have successful teaching experiences¹⁷.

In the next section, I discuss other aspect that plays an important role on teacher education and practice: emotions.

2.2. Emotions

In this section, I define the concept of emotions, review research on teacher emotions in Education, and discuss studies developed in Brazil about emotions of English pre-service teachers.

2.2.1. The concept of emotions in teaching

Defining emotions is as much problematic as defining beliefs for it has also being used in different inquiry fields (Philosophy, Psychology, Anthropology, Sociology, Education, History etc) and diverse theoretical frameworks. Then, “there is little agreement about its meaning and its nature” (ZEMBYLAS, 2002b, p. 80). In this study, I understand emotion as defined by Zembylas (2002a, 2002b, 2003, 2004). His theoretical framework for teacher emotions is based on Raymond Williams’ theory of “structures of feelings” and Michel Foucault’s assumptions of power relations and discursive practices.

From the articulation of these two theoretical frameworks, he defines emotions as sociocultural, political and historical phenomena (re) constructed in our interactions with others and the surrounding environment. They are considered elements that are related to our actions, discursive practices, and meaning constitution. Hereafter, I explore these features, relating them to teachers’ lives.

¹⁷ I did not make any review of the studies been developed about teachers’ beliefs because of two main reasons. First, authors such as Barcelos (2007) and Silva (2011) had already done this work. Second, if I did this review, the number of pages of this thesis would be over the amount established by the Graduation Program.

The first important issue to understand the nature of emotions is that they are constructed in people's daily experiences that are situated in a socio-cultural, political and historical context. This assumption implies that emotion is not just a matter of private or personal dispositions (ZEMBYLAS, 2002b; 2004). They are collaboratively lived, and expressed, historically situated, and shaped by systems of values (ZEMBYLAS, 2002a; 2002b; 2004). These values vary from culture to culture throughout history. Each society differs in conceptualizing emotions and establishing rules that determine which are desirable and appropriated to be expressed in certain contexts and circumstances and which should be avoided (ZEMBYLAS, 2002a, 2004). Zembylas (2002a) argues that:

Precisely because emotions are matters of history, location, and bodies, one might consider them as elements of relationality continually shaped and reshaped via language, embodiment, personal biography, and interactions with others. (p. 197)

In this excerpt, Zembylas uses the terms "body" and "embodiment" to refer to the experiential feature of emotions. The idea that emotions are "shaped" and "reshaped" by one's social interactions, considering his/her personal background substantiates the author assumption that "emotions have a cognitive dimension and thus are not opposed to reason" (ZEMBYLAS, 2002a, p. 187). He refutes the traditional Socratic reason/emotion and Cartesian mind/body dichotomies that, in his opinion, prevent us from building a holistic understanding of the concept. Emotions and reasons are interdependent. On the one hand, to be formed and expressed, emotions require a rational interpretation of the context, and which behavior and emotions are adequate in each specific circumstance. On the other hand, reason presupposes emotions because what is rational depends on our emotional preferences (ZEMBYLAS, 2002b, citing FRICKER, 1991¹⁸). Thus, they are interwoven with one's values, way of knowing, [reasoning] and being in the world (ZEMBYLAS, 2002b, citing STOCKER, 1996¹⁹).

Zembylas also sees a close relationship between emotions and language: emotions are shaped and reshaped by language. Thus, emotions are discursive practices constructed and experienced through language. It is in daily interactions that emotions become more than internal states and constitute part of one's social

¹⁸ FRICKER, M. Reason and emotion. *Radical Philosophy*, 1991, n 57, p. 14-19.

¹⁹ STOCKER, M. (1996). *Valuing emotions*. Cambridge, England: Cambridge University Press.

life. As elements of discursive practices, emotions have a performative role that regulates what an individual says and does. Discursive practices are permeated by power relations, which determine what individuals should or should not say, and the emotions they should express or repress according to what is acceptable in each social, cultural and organizational settings. Thus, Emotional rules act as norms that determine how individuals reconstruct their personal experiences in each specific social context.

In the school context, cultural and political discursive practices establish principles for conducting and define teachers' emotional experiences (Zembylas, 2002a, 2004). The author explains it happens because:

emotional rules police teachers' emotions in their everyday life at school through the imposition of forms of emotion language that teachers are taught to value and others that must be dismissed. Confronted on a daily basis with a variety of emotions—anger, bewilderment, anxiety, etc—teachers control emotions of anger, anxiety, and vulnerability and express empathy, calmness, and kindness (ZEMBYLAS, 2004, p. 188).

According to this passage, teacher practice encompasses social and political experiences constructed by how their work is organized and led. Emotional rules regulate their professional life by establishing how they should behave in the school context. Emotions arise in the interaction of personal and social values within a certain context, regulate teachers' actions, and shape their identities so that they can adapt and behave accordingly to the environment specificities and requirements. Therefore, emotions are constitutive of teachers' actions and identity.

Zembylas explains how teachers articulate the personal and social aspects of their emotions through what the author called emotional work:

[...] the demand of professionalism as the skill to react emotionally to colleagues and students in a particular way, rather than with spontaneity, suggests that ultimately emotional labor is a necessary part of the work of teachers. Emotion management is seen as the type of emotion **work** ("what I try to feel") it takes to cope with emotional norms ("what **I** should feel"). [...] Emotion **work** refers more broadly to the act of shaping or evoking an emotion (including suppression in some instances) and emotional labor is the outcome (which can be positive or negative) (ZEMBYLAS, 2002a, p. 196. Emphasis in the original).

According to this passage, teachers need to develop an emotional work in order to react appropriately to others in the school context. This emotional

management would encompass shaping, controlling and provoking or even suppressing some emotions. This effort in articulating the “private” and the “social” leads teachers into confrontations of emotions and values, what is desirable and what, in fact, they experience under working conditions that might contradict and frustrate their expectations. The social and political culture of a school demands from teachers the reformulation of the self and puts in evidence how culture is lived as a relation of domination and subordination (ZEMBYLAS, 2002a).

Based on Hochschild²⁰, Zembylas points three techniques of emotion work: “cognitive (the attempt to change ideas or thoughts by changing the emotion associated with them), bodily (the attempt to change the physical symptoms of emotions), and expressive (the attempt to change expressive gestures to change how one feels)” (ZEMBYLAS, 2002a, p. 1996). In the three cases, thinking, emotions, and actions interconnect and shape how individuals “experience” the world and get engaged to process of change in order to adapt to it. Then, emotions can be understood as a dynamical system that is central in individuals’ learning process, their actions, the relationship they have with others, and in their values formation in a given historical context. In this sense, emotions can be conceived as “a functional component of language teachers’ cognitive development” (GOLOMBEK & DORAN, 2014, p. 102).

In sum, emotions are co-constructed in social interactions, shaped by power relations, constitutive of people’s identities, and close related to their ways of thinking, learning and acting in the world.

2.2.2. Research on teacher emotions

In this section, I present some considerations about the research on teacher emotions. In an article published in *Studies of Philosophy and Education*, Zembylas (2003) states that only in the last two decades there was an increase in educators’ interest in the role of emotions in teaching. Considering that one decade has passed since the publication of that paper, we can say that three decades ago the research in the Education field emphasized teaching mainly as a cognitive activity rather than a practice that also involves emotional aspects.

²⁰ Hochschild, A. “Emotion Work, Feeling Rules, and Social Structure. *American journal of Sociology*, n. 85, p. 551-575, 1979.

Zembylas points out three main reasons for the lack of research on teacher emotions. First, the Socratic assumption that emotions are irrational and cannot be studied scientifically, and the Cartesian dualism of mind and body imbedded prejudice in the Western culture against emotions. In most discussion about emotions and cognition, there is a well known assumption that the former is misleading, disturbs and distorts the latter (FRIJDA et al, 2000; ZEMBYLAS, 2003). Second, researchers may feel afraid of studying something that cannot be measured objectively (ZEMBYLAS, 2003; SWAIN, 2011). Finally, emotions have been associated with women and feminist philosophies, and, then, not considered as worthwhile and valid objects of research by the dominant patriarchic structures (ZEMBYLAS, 2003).

In psychology, emotions were seen as a component of beliefs which were also constituted by a cognitive and behavioral component, as discussed by Rokeach: “all beliefs have a cognitive component representing knowledge, an affective component capable of arousing emotion, and a behavioral component activated when action is required” (ROKEACH, 1968 apud PAJARES, 1992, p. 314). From this perspective, beliefs were seen as one determinant of emotions, which, then, were investigated under the umbrella of cognition. But, this interest in investigating the influence of cognition over emotion drove researchers’ attention to the emotional feature of human life.

In Education, teaching started to be seen as an emotional practice and researchers began to focus on “the interaction of teacher emotion with other dimensions in teaching such as teacher performance, teacher knowledge, and the social and political context of the classroom and the school” (ZEMBYLAS, 2003, p. 109). They emphasized the power emotions had on the relationship established in the school context among teachers, students, parents, and administrators based on the assumption that emotions are not determined only by personal characteristics, but also by the social relationships one establish with others. Emotions in teaching has recently being linked to school structure, system, policies, and reforms; moral and political issues; teachers’ lack of support in their daily practice; their self-concept, identity, performance, satisfaction, and judgment; and students’ learning (ZEMBYLAS, 2003).

Recent studies suggest that emotions play a central role in the construction of teachers’ identity (ZEMBYLAS, 2003) and influence and are influenced by their

beliefs and actions. According to Day e Qing (2009), “they are the necessary link between the social structures in which teachers work and the ways they act” (p. 16). The emotional content of their identities provides meaning to their experiences (DAY e QING, 2009) influence knowledge formation, and bring implications for teaching. What teachers think and believe are related to their experiences, which are charged with emotions.

The growing number of studies on teacher emotions attests the importance of the concept and consolidates it as important aspect to be investigated in order to understand the many issues related to the learning and teaching process. For instance, we have the studies of Nias (1996), Hargreaves (2000, 2004, 2005), Zembylas (2003, 2004, 2005), Day and Qing (2009), and Cowie (2010) in the foreign context, and Coelho (2011), Aragão (2007), Candido Ribeiro (2012), and Rezende (2014) in the Brazilian context.

Studies on teacher emotions have addressed several themes such as: teacher motivation, self-efficacy, and professional identities (HARGREAVES, 2000); teacher well being and effectiveness (DAY and KING, 2009); teacher self-development (ZEMBYLAS, 2003); leadership (ZEMBYLAS, 2004); teacher life and career (ZEMBYLAS, 2005); teacher-student relationship (ZEMBYLAS, 2000) to name a few.

In the Brazilian context, research was developed about: pre-service teachers’ emotions, life and learning stories (ARAGÃO, 2007); in-service teachers’ experiences and emotions lived as they participated of a continuing education project (COELHO, 2011); the relationship between affective states and pre-service English teachers’ practice (CANDIDO RIBEIRO, 2012); the relationship between an in-service teacher’s emotions and actions in a school context (REZENDE, 2014), and the relationship between educational reforms, teacher working conditions and an in-service English teacher’s emotions (RODRIGUES & SARAIVA, 2014).

In the next section I discuss the studies developed in Brazil that dealt with the emotions of pre-service English teachers (ARAGÃO, 2007, and CANDIDO RIBEIRO, 2012), which is the focus of this study.

2.2.3. Brazilian studies on English pre-service teachers’ emotions

The research about teacher emotions in Applied Linguistics is a recent trend, In Brazil, there are few specific studies about pre-service teachers' emotions (ARAGÃO, 2007 and CANDIDO RIBEIRO, 2012), In this section, I describe Aragão (2007) and Candido Ribeiro (2012)'s studies and discuss their contributions to the development of the area. Although they are both about pre-service teachers, they were concerned with different aspects of teacher education. Whereas Aragão investigated the emotions participants experienced learning English at the LLP, Candido Ribeiro focused on pre-service teachers' affective states²¹ during their first teaching practices.

Aragão (2007) considers that learning and teaching a language involves an interwoven system of emotions, beliefs, ideologies, identities, relationships and challenges. For him, the emotional dynamic is perceptible through a reflective process when one describes his/her experiences. Based on this assumption, he argues that pre-service teachers need to engage in a reflective practice in order to attribute meaning and transform both their learning and teaching experiences, which would contribute to their own conscious and effective development as languages learners and teachers.

He investigated seven English pre-service teachers to understand how their emotions and language learning experiences relate to their actions as learners in the classroom and the relationship between their emotions, knowledge, and transformation as they reflected on English learning and teaching. Data was collected through the use of autobiographical narrative, descriptive collage, diary, questionnaire, class video recording and stimulated recall, semi-structured interviews, informal conversations. Aragão discusses that his participants' emotions, beliefs, and actions were interwoven in their process of language learning. They influenced their journey in the English course and were closely related to their identities, and to how they reacted to their professor' teaching approach. The dissonance between professor and students' beliefs about English learning and teaching led students to experience a range of emotions, such as tension, irritation, frustration, inhibition, as unhappiness. According to him, these emotions directly affected their personal involvement in learning the language, and the actions they took (or not) to deal with the situation.

²¹ Candido Ribeiro (2012) prefers to use the term "affective states" because he considers it is a general term that refers to a set of affects that includes emotions as well.

He also observed that students' beliefs that they should speak like a native speaker and should not make mistakes prevented them from participating more in classroom. They were afraid of exposing themselves and being negatively evaluated, and ridiculed by their colleagues. They experienced insecurity, fear, anxiety, inferiority, shyness, and shame when exposed to others they considered proficient speakers. When asked about their future perspectives, Aragão explained that pre-service teachers expressed the desire of being fluent in English. As they projected some images of how they would like to feel or be in the future, some of them finished the course with hope, happiness and satisfaction even though they have not accomplished all their expectations. Others, however, finished it with negative feelings due to conflicts between learning and teaching styles. The author argues that professors have an important role in helping their students understand that learning a language is not a linear process and they should reflect on the actions they need to develop in order to achieve their goals.

Aragão considers that his participants became aware of their actions, emotions, responsibilities, and attitudes towards the foreign language by engaging in reflective practices about their memories, difficulties, challenges, fears, sadness, identities, dreams etc. Some of them managed to develop strategies and actions to improve their language learning. Others were not able to deal with their emotions and go beyond their state of awareness. Aragão emphasizes the fact that contextual factors might also intensify some emotions and limit pre-service teachers' actions in the process of transformation even when they are willing to engage in it.

Finally, he argues that a reflective and collaborative approach and ethnographical narratives could be used in order to help teachers and students to think about their practice and empower their actions. He emphasizes the importance of creating a comfortable and respectful environment so that students feel free to take risks to use the language and reflect on this process without the fear of being negatively evaluated by their colleagues and professors. He reinforces the importance of reflection in the process of building meaning from learning experiences. According to him, pre-service teachers became more aware of the relationship between their emotions and actions, and more responsible for their actions. He highlights that the development of reflective practices among pre-service teachers could be a strategy to change our culture centered on action, without reflection.

Candido Ribeiro (2012), in turn, wanted to investigate the affective states that permeated two pre-service teachers' practice at the first years of their teaching experiences at the English Extensive Course (EEC henceforth) of the LLP. To achieve his aims he used diaries, interviews, class observations, and audio class recording as data collection instruments.

He found out that for one of his participants, the relationship with students, the presence of the researcher in her classroom, the characteristics and conditions of the working context were sources of different emotions. Students' behavior provoked the following pre-service teacher's affective states: fear, sadness, discomfort, exhaustion, humiliation, frustration, destabilization, pressure, ridicule, and feeling of being disrespected. The observation of her classes by the researcher made her experience tension, fear of making mistakes, insecurity, inhibition, and discouragement. However, the comfortable atmosphere in classroom, the good relationship with students, compliments and acknowledgement of her classes and the structure and support offered by the EEC made her experience happiness, motivation and the feeling of being welcomed. The participant's emotions about the researcher's presence in the classroom suggest the need of minimizing the impact of an external observer in teachers' classrooms. Her performance was affected by her fear of being negative judged by the researcher, whom she considered to be more proficient than her. This fact could constitute a problem not only because it affected the classroom dynamic and represented a threat to her identity as language teacher, but also because it could prevent the researcher from having a more realistic account of the affective dimension of her practice. The research was an unusual element in her classroom, and provoked affective states she probably would not feel if he were not there.

The other participant showed the following negative emotions because of a difficult relationship with a specific student: antipathy, and distress. She suffered, and felt emotionally hurt because she did not know how to act with that student. As she compared her language proficiency to students' previous teacher's, she also experienced fear and tension. She was afraid that students would think she was not as good as the other teacher. Finally, the students' acknowledgement of her dedication to the class planning and the good relationship she had with them were sources of positive emotions such as happiness, contentment, and satisfaction.

In both cases, pre-service teachers' relationship with students, their identities as language teachers, and the fear of being exposed and negatively evaluated were

related to the affective states they experienced during their practices. The EEC support also played an important role in how the first participant felt in relation to teaching. According to Candido Ribeiro, pre-service teachers' affective dimension was related to their beliefs, power relationships, and emotional rules.

The results of his study point to the “relevance of a context that supports teachers in their first years of teaching experience by monitoring them, sharing ideas and, mostly, listening to them and helping them to reflect on their practice” (CANDIDO RIBEIRO, 2012, p. viii). Such implications confirm and reinforce what Cowie (2010, p. 236) had already pointed about teacher emotions. According to the author, the way teachers deal with their emotions can cause a great impact on their personal development. He also argues that the type of emotional support these teachers receive from their colleagues and the institution where they work can be significant to their professional development.

To sum up, both studies developed in Brazil emphasized that the environment where language learning and teaching take place, its characteristics, and the nature of relationships established in this place are responsible for arousing emotions that influence both the learning and teaching process. They argued that it is important that pre-service teachers be offered a supportive and caring environment so that they would feel comfortable to share their emotions, concerns, ideas, and beliefs about learning and teaching English. They also highlighted the importance of pre-service teachers engaging themselves in reflective practices about their language learning and teacher education in order to learn more about themselves as language learners and teachers.

2.3. The relationships between emotions and beliefs

The relationship between beliefs and emotions is not something new and has been investigated since the 1990's. However, the way researchers approach it has been changing throughout the last 30 years (FRIJDA et al., 2000). The authors argue that followers of the “cognitive emotion theory” and “appraisal theory” understand that “emotions result from how the individual believes the world to be, how events are believed to have come about, and implications events are believed to have” (p. 1). Nonetheless, they point out that the effects emotions play on beliefs have not

received hardly any attention. As discussed in the previous sections, emotions were seen as the result of the affective component of belief activity.

Contrary to this point of view, Frijda et al (2000) defend that emotions can in fact influence “the content and strength of an individual’s beliefs, and their resistance to modification” as well as “stimulate people to actions” (idem, p. 1). In teaching, Golombek and Doran (2014) see emotions as a lens to explore teacher identity, thinking, actions, and change. However, little is known and discussed about the effects of emotions upon cognition. In Applied Linguistics, researchers recognize that we have limited our understanding of issues such as the process of learning and teaching languages, teacher beliefs, life, identity and actions by ignoring the roles played by emotions (SWAIN, 2011; BARCELOS, 2013).

According to the literature discussed in this chapter, there are three basic ways in which emotions relate to beliefs. First, emotions “enhance or decrease the strength with which a belief is held” (FRIJDA & MESQUITA, 2000, p. 45) making them either more or less resistant to change. Emotions may play a more influential force over beliefs than knowledge (FRIJDA et al, 2000). For instance, there are cases in which beliefs related to emotional issues resist to be modified by substantial information (PAJARES, 1992; FRIJDA et al, 2000). This could be one reason for why some pre-service teachers keep some beliefs even after studying about new theories on language learning and teaching at high quality teacher educational programs (VIEIRA-ABRAHÃO, 2002).

On this topic, Frijda and Mesquita (2000) discuss that emotions assume an evaluative role based on one’s salient concern, and strong beliefs are those closed associate to one’s concerns. They consider that intense emotions are associated with them, which in turn, make beliefs stronger. The authors explain that in this process “emotions [...] generate the use of concepts that sustain certain beliefs, which in their turn further support emotions” constituting what they called “emotion-belief spiral” (p. 49). In this movement, new beliefs may also be formed. This constitutes the second way in which the two elements interact: emotions stimulate belief formation.

According to Forgas (2000), the relationship between emotions and belief formation, maintenance, and evolution depends on the information processing strategies people use in response to different situational conditions. He explains that in “constructive and substantive process” emotions are associated to the beliefs being

constructed. In other words, people “are more likely to notice, encode, remember and use [...] information” in their “beliefs and cognitive representations” according to their prevailing mood (FORGAS, 2000, p. 137). Frijda and Mesquita (2000) share this idea stating that “one tends to believe rumors that are consonant with one’s prevailing emotional attitude” (p. 46). Applying it to teachers daily practices, those professionals who have a more optimistic perspective towards teaching tend to use positive information in their belief formation while those who are more pessimistic and not satisfied with their jobs are more likely to be influenced by negative information.

However, in circumstances in which more conscious and motivated processing strategies are adopted, the effect of emotions over beliefs are reduced and “affect-incongruent cognitive outcomes” are provoked (FORGAS, 2000, p. 138). According to Forgas (2000), this direct thinking is often triggered when the individual has a specific motivational goal that controls the influence of affect over cognitive processes. Similarly, Frijda and Mesquita (2000) consider that “strong desires in general tend to induce or influence beliefs” (p. 50). This might explain, for example, why some teachers tend to be so persistent and dedicated to their practice even in poor working conditions. For instance, they get stressed and disappointed with the government constraints, frustrated with the lack of resources, and sad with students’ misbehavior, but do not give up teaching for believing in their social role as it was presented in Zolnier (2010).

Finally, emotions stimulate belief change. Based on the Festinger’s theory of cognitive dissonance, Harmon-Jones (2000) argues that perceived discrepancy among cognitions gives rise to an uncomfortable tension that leads the individual to develop strategies to reduce the discrepancy. According to the author, one way of doing it is by changing beliefs. One example in which belief is changed in order to reduce the negative effect of a discrepancy is that some pre-service teachers start the LLP believing that an English teacher should master the language to teach. They do not achieve the language proficiency they expected by the end of the LLP, and try to convince themselves that it is not necessary to know everything to teach the foreign language. By doing so, they may reduce the discomfort caused by the contradiction of teaching something they are still struggling to learn. Then, they may “entertain though that might help [them] to achieve [...] [their] emotional goals” (FRIJDA & MESQUITA, p. 64) by changing old beliefs or even forming new ones.

The three ways emotions and beliefs interact suggest that in order to understand teachers' selves, identities, attitudes, and pedagogical practices it is necessary to investigate not only their beliefs, but also their emotions. They interact within specific contexts, regulating and attributing meaning to one's experiences.

After discussing the importance of investigating teachers' emotions, I draw some considerations about the research on teacher education and the role of the Practicum in preparing future teachers.

2.4. Language teacher education and Practicum

Research on teacher education is an emergent area in Applied Linguistic both in national and foreign contexts (MILLER, 2013). According to Miller, investigating this issue is important because it helps understand the teachers' development processes; improve the methodology of the qualitative and interpretive research, increase the institutional status of teacher educators and contribute to social, ethics, and identity transformation of those involved in the teacher education process.

Miller cites three important moments in the development of teacher education in AL. In the first one, between 1950 and 1960, researchers were interested in investigating how to teach a foreign language efficiently and in a short period of time. By this time, "applied linguists [...] tried to identify and compare methods, approaches and techniques to prescribe the most efficient in-service foreign language teachers, who wanted to improve their students' learning results" (MILLER, 2013, p. 105).

In the second moment, which goes from the 1960 to 1990, the studies were focused on teachers' role in the language learning process. Researchers started to describe their practice and other classroom events. As stressed by Miller (2013) there was still a concern in improving teaching practices, performance, and learning results though. Besides, it was expected that the descriptive paradigm informed (future) teachers' notion of education and teaching. There was an attempt in setting aside the "training" view and the prescriptive stance of teacher educational programs.

From the 1990's onwards, researchers were highly encouraged to investigate the language classroom. However, teachers and students were considered as source of data, and did not participate actively in the research process (MILLER, 2013).

After many criticisms to the technical and rational paradigm and the view of teaching as transference of knowledge, a more sociocultural view of teaching and learning started to emerge. There was a concern in preparing reflective teachers through a collaborative process. Research and reflection should permeate and suit these needs (MILLER, 2013).

It is in this context that teachers and teacher educators started to play a more active role in the research process and be seen as “reflective individuals, able to construct knowledge through interpretative and reflective process about their own teaching [education] experiences” (MILLER, 2013, p. 108). The demand of social transformation through education and the need to find new ways of producing knowledge inspired teacher educators to try to “form a reflective, critical and ethical teacher, and investigate his/her teacher education” by creating spaces for unlearning, and reflective practice that replace the education based on teaching pre-service teachers techniques (MILLER, 2013, p. 103)

As teacher educators tried to understand their own “critical, reflective, and ethical stance”, they became researchers of their own practice and were able to improve teacher education and experience professional development (MILLER, 2013).

Participatory research and exploratory practice became also new ways of making research through investigative reflection. Then, methods such as narratives, interviews, diaries etc. started to be used as research methods in investigations which were more concerned with the “process” of producing knowledge rather than with the “products” (MILLER, 2013).

In this process of teacher (trans) formation, a special attention should be given to the effects that emotions play upon those involved. Miller (2013) reminds that “care, respect, inclusion, responsibility and meta-reflection about the experiences of teacher education and development became vital” (p. 103). She calls attention to the importance of listening carefully to pre-service and in-service teachers in order to allow them to express themselves. She mentions the Practicum as a difficult moment in pre-service teachers’ lives as they are still forming their professional identity.

During a class of the Practicum course I observed, a pre-service teacher used an interesting expression to qualify himself and his colleagues: hybrid beings. It is a quite proper definition since they are at the same time language learners and future teachers at the LLP; and intern teachers or student-teachers at schools. They have a

multifaceted identity that can lead them to experience contradictions and discomfort during their teacher education. For instance, they might feel they are not prepared to teach the foreign language because they are still learning it.

Understanding pre-service teachers' emotions would help us comprehend the nature of the relationships they establish in learning and teaching contexts within which they interact. The LLP classrooms should be places where students talk freely about their emotions, reflect, and interpret them, as emotions influence their beliefs, either by reinforcing existing ones or stimulating the creation of others. Beliefs, in turn, bias their view of matters related to language learning and teaching.

Hargreaves (2005), Golombek and Doran (2014) argue that support is essential in new teachers' career. According to the former author, new teachers who find themselves in difficult contexts without any support tend to give up teaching at the very beginning of their careers (HARGREAVES, 2005). Although he is referring to new in-service teachers, the challenges and insecurity they feel are somewhat similar to what pre-service teachers experience during their Practicum at schools. Both are "trying to establish their basic confidence and competence as professionals" (HARGREAVES, 2005, p. 970), tend to feel pressured and intimidated by experienced teachers, and unprepared to deal with the many school problems, such as lack of resources, the large number of students in classroom and their misbehavior. As new teachers, pre-service ones might also feel discouraged to teach if they are not given support and opportunities to share, discuss, and reflect on their emotions and implications to their teacher education as well as professional life.

Gimenez (2013) emphasizes the importance of developing communities of practices, involving teacher educators, pre-service teachers, the school teacher, students, and the learning environment in order to help future teachers build a sense of identification with the profession. According to the author, a community of practice "involves individuals who share practices, beliefs, and understandings defined as a group in a certain period of time in the pursuit of a common goal" (GIMENEZ, 2013, p. 48).

Developed inside a community, the Practicum would allow pre-service teachers to have a reflective stance in articulation with the social processes they are related to, in "contextualized practices" (GIMENEZ, 2013). The Practicum would "create situations that encourage the formation of new identities, and promote learning by "enabling opportunities of interaction between new member of this

community (pre-service teachers) and experienced members (school teachers and teacher educators)” (p. 50). Therefore, teacher education would mean engagement to professional practices in communities that integrates members with different levels of experience and knowledge (GIMENEZ, 2013). New knowledge and theorization about learning and teaching English would be “co-constructed in interrelationships with others” and through the participation in “constitutive activities of the profession” (GIMENEZ, 2013, p. 49). Then, pre-service teachers would be seen as knowledge producers too and not only as inexperienced individuals who should acquire knowledge by interacting with experienced school teachers and teacher educators.

In this chapter, I presented the theoretical framework that substantiates this study. I discussed the concept and nature of beliefs, emphasizing the importance of investigating them in teacher education; defined emotions and presented their features as well as studies on pre-service teachers’ emotions; drew some considerations about the relationship between emotions and beliefs; and finally, discussed teacher education in Brazil, stressing the role of the Practicum in this process. In chapter III, I present the methodological procedures used in this study.

CHAPTER III

METHODS

In this chapter, I describe the methodological procedures used to collect data for this study. It is divided into five sections. First, I define the nature of this study. Second, I describe the context and the participants. Third, I present the data collection instruments. Fourth, I explain the procedures for the data analysis. Finally, I present some ethical principles used in the development of this study.

3.1. Nature of the study

This study aimed at investigating the relationship between beliefs and emotions of English pre-service teachers during their English Practicum I. In order to achieve this aim, I tried to answer the following three questions: 1) What are their beliefs about the English learning and teaching process in Brazil? 2) Which emotions did they experience as language learners and as pre-service teachers during the Practicum I? 3) Is there a relationship between these emotions and their beliefs about learning and teaching English as a foreign language? If so, how do they interact with one another?

In order to answer these questions, a qualitative approach was used in an attempt to build meaning from the participants' perspectives about the matter being investigated. Considering the purpose of this investigation, the exploratory and interpretative paradigm (HOLLIDAY, 2002) was the most appropriate for the data gathering, analysis, and interpretation. Therefore, this is a qualitative research with an exploratory, descriptive, and interpretive basis. This kind of study has been widely used in a vast range of academic areas such as "Sociology, Anthropology, Nursing, Engineering, and Cultural Studies, etc" (FLICK, 2009), as well as in Applied Linguistics (RICHARDS, 2003) in national contexts and abroad. Qualitative research can be described as a complex social activity that investigates and interprets the meanings that people attribute to the research phenomenon in order to understand and "present a statement about reality and social life" (HOLLIDAY, 2002, p. 1). Thus, it is adequate for the aims of this approach since it provides means to analyze, understand and interpret the pre-service teachers' emotions and beliefs, which are

socially emerged and co-constructed in interactions with others and the environment around them.

3.2. Context and Participants

This study was developed in a federal university located in the Zona da Mata Mineira, in the state of Minas Gerais, Brazil. The participants were six English/Portuguese pre-service teachers who were studying at the LLP at that university. They were taking their English Practicum I when the data was collected.

In the following three sections, I present some information about the Languages and Literature Program and the English Practicum I course as well as a brief profile of the participants (a more detailed description is presented in chapter IV).

3.2.1. The Languages and Literatures Program (LLP)

The LLP was created in 1975 and students could get a double major: Portuguese and English, or Portuguese and French. Today, it is possible to get a degree in four different double majors, which include: Portuguese/Literature, Portuguese/English, Portuguese/French, and Portuguese/Spanish. During their first semester, students have introductory classes of each language, besides Latin and Literature. In the second, they choose one of the languages they would like to major in and take specific courses accordingly. Besides preparing students to teach at middle and high school, the LLP trains professionals to work as editors, translators, and interpreters²².

In order to major in English, students have to complete 3.495 hours of mandatory courses; 180 of elective courses; 480 of English and Portuguese Practicum, and 210 of independent studies, which include a set of scientific, cultural and academic activities that enrich, and complement teachers' educational background. They may encompass extra courses, tutoring, research, extension projects, attendance and participation in conferences, community services that are related to the Languages and Literatures field. If we consider pre-service teachers'

²² Data available at the Languages and Literatures Program website.

academic transcript, the number of courses in English are relatively small in relation to those they take in Portuguese. This difference may affect their education as English teachers.

Those who opt to get a degree in English have to take nine courses in English to graduate. They constitute 525 hours of the total time a student needs to complete by the end of their program. Besides these nine courses in English, they also take Applied Linguistics and English Teaching, American and British Literatures, English Teaching Methodology, English Practicum I and II, and English teaching Practice I and II. As we can see in Table 1, when they do their first English Practicum in the seventh semester, they have already studied six levels of English, and have taken Applied Linguistics and English Teaching, and English Teaching Methodology courses. It means they have already studied theories about teaching English, and are expected to have broadened their understanding of this process.

Table 1: Courses taken in English

Semesters	English courses	Formative courses	Literature courses
First	English I ²³		
Second	English II		
Third	English III		
Fourth	English IV	Applied Linguistics and English Teaching	
Fifth	English V		American Literature I British English I
Sixth	English VI	English Teaching Methodology	American Literature II British English II
Seventh	English VII	English Practicum I	British English III
Eighth	English VIII	English Practicum II English Teaching Practice I	American Literature III
Ninth	Conversation	English Teaching Practice II	English Contemporary Literature

Source: author of the text

²³ In 2010, the LLP presented a new version of its Curriculum Framework. Due to some modifications, Krystal, Lívia and Mya (2011) had at their first semester Foundations of English instead of English I, which they took at the second semester. English VIII were their last English course. They did not have the Conversation course as João and Oliveira. The three women also took Applied Linguistics and English Teaching in the fifth semester, not in the fourth.

Among the many extra-activities the Program offers, students who major in English can participate in two main extensive activities that allow them to have practical teaching experiences: PIBID (Incentive Program to Initiation in Teaching) and Extension English Courses (EEC).

PIBID is a governmental program that offers pre-service teachers a scholarship to encourage them to go to a public school and anticipate their contact and interaction in this teaching context²⁴, to know more about its reality and contribute to the improvement of English teaching conditions at schools. At the university where this research was carried out, the English PIBID activities usually encompasses the following: reading and discussing the official documents that guide English teaching at schools; observation of the organization and functioning of the educational context, the English classes and the teacher's work; elaboration and preparation of teaching materials; class planning; and teaching. They are supervised by the university professor responsible for the development of the program and by the school English teacher. Being a PIBID participant allows pre-service teachers to learn more about teaching in public schools, to develop their teaching skills and competences and therefore to be better prepared to work at those environments.

EEC has been offered at LLP since the end of the 1990s. It provides English pre-service teachers with the opportunity to start teaching during their LLP under professors' supervision and guidance. Before they start their practice at this course, they take a short introductory course in which they read and discuss articles about teaching foreign language skills. They also teach some classes that are observed by their teacher trainer, who helps them to reflect on their practice considering previous theoretical discussions. Their teacher education continues after they become teachers at the EEC since they meet its coordinators (English professors from the LLP) regularly and participate continuously in activities to foster their professional development, such as workshops, talks, pedagogical meetings, seminars, etc. They are also encouraged to develop some research in their own classrooms.

3.2.2. The English Practicum I Course

²⁴ Information provided by the governmental website:
http://portal.mec.gov.br/index.php?option=com_content&view=article&id=233&Itemid=467.
Accessed on 07/10/2014.

I chose to investigate pre-service teachers that were taking the English Practicum I course because it is the first time they are required to go to school to observe classes, its structure, organization, and the nature of the many interactions that happen there. During this course, students are expected to broaden their understanding of teaching English at regular schools and to become more aware of the challenges and difficulties teachers face developing their work. It is a phase where they may reinforce, refine and form new beliefs about learning and teaching English in this environment. It is also a moment in which they experience different emotions by learning more about themselves as pre-service English teachers through the direct interaction with the reality of regular schools.

Pre-service teachers usually take English Practicum I in their seventh semester. It is a 120 hour-course in which students have a two-hour class once a week and are asked to observe ten classes of fifty minutes at school. According to the LLP catalogue, they have to observe and reflect on learning and teaching English at schools as well as study teaching methodologies, class planning, and classroom practice. The course syllabus presents the following as topics that would be covered during the semester:

- 1) Reflections on being a teacher;
- 2) Current legislation on EL teaching;
- 3) English teaching in Brazil;
- 4) Teacher-students relationship;
- 5) Pedagogical Enquiry;
- 6) Planning classes;
- 7) Class observation and teaching practice;
- 8) Planning and preparation of observation activities;
- 9) Research and teaching practice at schools.

This course focuses on issues related to the practical features of teaching. Whereas in the Applied Linguistics and English Teaching Methodology courses pre-service teachers read about different theories regarding the processes of learning and teaching English, in the English Practicum I they not only read about them, but also observe and reflect on how they happen at schools. Pre-service teachers have to write observation reports and reflections, and share them with their colleagues. They learn

how to write lesson plans, prepare adequate classes for the context observed, share them in classroom, and discuss strategies to improve the quality of the classes. They also teach a class at the school they have been observing and discuss the problems and difficulties they faced as well as strategies that worked well and the ones that should be improved.

3.2.3. The Participants

All students (9) who were taking English Practicum I were invited to participate in this investigation. I got permission from their professor to visit their classroom on the first day of class, twenty minutes before the end of the class to talk to them. I talked about my project and invited them to participate in the study. Six out of the nine pre-service teachers who were in class agreed to contribute to the study. I read them the Informed Consent Form (see Appendix A), and explained all the ethical and methodological procedures that would be adopted in the conduction of the research. In the informed consent form, they were asked to choose pseudonyms, which were used in this study to protect their identity. One of them asked to use his real name.

After the application of the two first questionnaires, one of the participants decided not to participate in the other stages of the research. Therefore, the results and discussion are about five pre-service teachers, two men, and three women: João, Krystal, Lívia, Mya and Oliveira. Their ages vary from 21 to 32. They started the Program in different years: João in 2007; Oliveira in 2009; Krystal in 2010; and Lívia and Mya in 2011. All of them had always studied English in public schools. Krystal is the only one who studied English for a couple of months in a private course²⁵. Table 2 summarizes their background in English before entering the university.

²⁵ In Brazil, private English courses are companies that offer English teaching as their service.

Table 2: Pre-service teachers background in English

Participants	Age	Started the Program in	Middle and High school	English studies before college	Place	Time studying English	Experience in teaching
João	32	2007	public school	no	—	—	—
Oliveira	27	2009	public school	yes	school	5 years	Charity community association; University entrance exam preparatory course; private school; English PIBID.
Krystal	22	2010	public school	yes	private course	a couple of months	Portuguese PIBID
Mya	21	2011	public school	Yes	at home on her own	One year and a half	English PIBID; EEC
Lívia	22	2011	public school	Yes	school	6 years	English PIBID

Source: author of the text

At the moment the data was being collected, Mya and Oliveira were teaching English, and Krystal and Lívia were participating in the Portuguese and English PIBID respectively. Mya was teaching beginners at the EEC for the second time. She taught during one semester there, and was starting a new one. Oliveira was working in a private school, teaching middle and high school. He was also a member of the English PIBID program, and had already taught English at a preparatory course for the university entrance exam, and at a charity community association during one semester. João was the only participant who had not had any experience teaching languages.

3.3. Data collection instruments

Values, beliefs, motivations, and emotions are better understood if investigated in context. This premise justifies the use of certain instruments, techniques, and qualitative research methods. In order to achieve the research aims, I initially selected the following data collection instruments: two semi-structured questionnaires (Q1 and Q2); a semi-structured interview (I1), a written narrative (N); participants' class observation diaries (D) and final reports they wrote for the course about their period in school (FR); a focus group (FG), field notes (FN) and researcher's journal (RJ). However, I had some difficulties in collecting all the data according to my research agenda. The collection of the data was planned to be done during the first semester of 2014. However, it lasted until the beginning of September. However, in general, participants returned the instruments after the due date and the process of analysis, categorizing, and interpretation of data was delayed. Moreover, data analysis and interview transcriptions took longer than expected. Thus the focus group was not used as planned. The other instruments are described in detail in the sections below. Participants' mother tongue (Portuguese) was used during the whole process of data collection, and I translated all the excerpts into English. Table 3 summarizes the data collection procedures used and the purpose of each instrument.

Table 3: Data collection instruments

Instruments	Aims	Delivery date of the instruments	Return Date				
			João	Krystal	Lívia	Mya	Oliveira
Questionnaire I	To find participants' personal information	03/18/2014	03/25/14	03/25/14	03/26/14	03/28/14	03/26/14
Questionnaire II	To identify beliefs and emotions	04/15/2014	04/22/14	05/06/14	05/06/14	04/28/14	04/22/14
Narrative	To identify beliefs and emotions and a possible relationship between them	04/15/2014	05/12/14	05/06/14	05/26/14	05/04/14	06/23/14

Class observation diary	To understand their reflections about the classes and identify emotions felt during the practicum as well as beliefs	04/15/2014	06/25/14	09/02/14	07/17/14	Did not return it	Did not return it
Interview	To identify emotions and beliefs, clarify doubts, and triangulate data	–	06/20/14	06/25/14	06/30/14	06/13/14	06/24/14
Final Report	To identify emotions and beliefs	–	07/15/14	07/15/14	07/15/14	07/15/14	07/15/14
Field notes	To record pieces of information collected during conversations and interviews and relate them to data collected by other instruments.						
Researcher's Journal	To improve understanding of the data, organize and write about them.						

Source: author of the text

3.3.1. Semi-structured questionnaires

Questionnaires are a systematic way of finding data. They can be defined as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing their answers or selecting from among existing answers” (BROWN²⁶ 2001, p. 6, cited in DÖRNYEI, 2003, p. 6). They can be open, semi-structured or structured.

In this study, I used two semi-structured questionnaires, with close-ended and open-ended questions so that participants could express their perspectives more freely and this would offer a richer and greater variety of information.

I gave participants the first questionnaire (see Appendix B) on March, 18th 2014 in the last minutes of their English Practicum I class. This first questionnaire

²⁶ BROWN, J. D. Using surveys in language programs. Cambridge, UK: Cambridge University Press, 2001.

aimed at raising some personal information, which was used to create their personal profile. There were eighteen factual and behavioral questions (DÖRNYEI, 2003) in this questionnaire. Factual questions “are used to find out about who the respondents are. They cover [...] background information that may be relevant to interpreting the findings of the survey” (DÖRNYEI, 2003, p. 8). Behavioral questions “are used to find out what the respondents are doing or have done in the past. They typically ask about people’s actions, lifestyle, habits, and personal history” (idem). In this study, I comprised questions about participant’s basic education, their English language learning history, their language skills, factors or people that motivated them to study at the Languages and Literatures Program, and their future working preferences. I asked them to read all the questions, check if they had any doubts, answer them at home and bring the answers to the following class (March, 25th). João and Krystal returned it on the day they were asked. The last questionnaire was returned three days after the due date.

The second questionnaire (see Appendix C) was distributed on April, 15th 2014. It was constituted by 11 eleven factual, behavioral and attitudinal questions (DÖRNYEI, 2003, p. 8). They were related to their teacher education process, practice as English teachers, beliefs about learning and teaching English as a foreign language. At this time, I wanted to identify beliefs and emotions concerning the language learning and teaching processes. As I produced with the first questionnaire, I went to their classroom fifteen minutes before the end of the class, asked them to read the questions and tell me if they had any doubts. I told them I would come back in the following class to pick up the questionnaires. As it can be seen in Table 3, once again, there was delay in returning the instruments. Only João, and Oliveira brought them on the due date.

3.3.2. Written narrative

Narratives are “one of the fundamental ways through which people organize their understanding of the world” (GIBBS, 2009, p. 80). According to Johnson and Golombek (2013), “engagement in narrative activity can open up the ‘meaningfulness’ of teachers’ experiences to social influence” (p. 85). Therefore, it allows the researcher to comprehend how people make sense of their life events, how

they affect their personal and social identities as s/he has access to their internal cognitive activities.

I gave each participant the guidelines to write their narratives on April, 15th (see Appendix D). I asked them to write about facts, events, and people that might have influenced their English teacher education up to the present moment. I intended to find more beliefs and emotions, investigate and analyze meticulously the relationship between them and compare the new information to the data I had gathered through the two questionnaires. I had planned to collect them on April, 29th, but nobody handed them in on time, explaining they would email me them. It was hard to get all the narratives on time and each participant took their time to send them, as we can see in Table 3.

3.3.3. Semi-structured interview

Semi-structured interviews are research instruments constituted by questions asked most of the time in face-to-face interactions. They can be unstructured, structured, or semi-structured. In this study, I used the latter, which has a general structure, but allows certain flexibility (VIERA-ABRAHÃO, 2006). In other words: “although there is a set of pre-prepared guiding questions and prompts, the format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner” (DÖRNYEI, 2007, p. 136). Therefore, the researcher prepares some questions to guide his/her work. They do not need to be asked in a fixed order though. It allows themes and topics not predicted by the research to emerge during the interview as well (VIERA-ABRAHÃO, 2006). As it can be seen in Table 3, some participants took longer to return the instruments.

A semi-structured interview was conducted with each participant at the LLP department rooms. Each of them lasted from one to two hours, and was audio-recorded with participants’ permission. They were conducted in the period from June, 13th to June, 30th, and transcribed in July and at the beginning of September. In order to make the excerpts more readable and clear I dropped hesitations, pauses, false starts, repetitions, and restarts from the transcriptions.

I designed a different interview guide for each participant according to the data I have found about them (see Appendices E-I). Some common questions were also asked to all of them. The questions focused on a number of different issues such

as participants' previous experiences learning English, their self-image as English users, their expectations in relation to the LLP, beliefs and emotions about the learning and teaching process, career aims, perceptions and reflections about the experiences they had as they developed the Practicum at schools, etc.

3.3.4. Participants' class observation diaries

Diaries have been used in Applied Linguistics since the beginning of the 1980s "to obtain personal accounts of the experience of language learning both by learners themselves and by parents documenting their (mainly bilingual) children's L2 development, and diary studies have also been used in teacher education programs" (DÖRNYEI, 2007, p. 156). In this study, they were employed because: "asking research participants to keep regular records of certain aspects of their daily lives allows the researcher to capture the particulars of experience in a way that is not possible using other methods" (idem). On April 15th, I gave the pre-service teachers some guidelines (see Appendix J) to write their diaries. I asked them to record the impressions, reflections, and questions they had about learning and teaching English at school as well as how they felt by observing the classes and interacting with this context. They received a notebook where they would write their diary entries. They were supposed hand it back before the end of July. Only three participants (João, Krystal, and Lívia) wrote the diary, and the last one was returned on September. Besides that, João's observational diary was exactly like his final report. Thus, I obtained additional and different information for the data analysis only from Krystal and Lívia. Krystal observed five classes of one hour and forty minutes and wrote one entry for each of them in her diary. They addressed her relationship with the English teacher, and how she felt at the school environment, and in relation to the other professionals, students and their behavior during the classes. Lívia also wrote one entry for each of the six classes she observed, and they were about: her relationship with students and the school teacher and her good qualities and practice, and teaching approach; interaction between teacher and students; students' unexpected misbehavior; English use in classroom; and difficulties and problems teachers face to teach.

3.3.5. Final report

The English Practicum I professor asked the pre-service teachers to write a Final Report as one of its requirements. In this document, they had to write their impressions, and reflections about the classes observed. It was used as a research instrument because the participants would reflect more as well as dedicate more time and attention to write it (CRESWELL, 2007, 192), as it was one method of assessment established by their professor. I had a copy of the reports by mid July. They allowed me to have access to episodes of the pre-service teachers' experiences that were significant for them, as they described the events that were most important in their perspective.

3.3.6. Field Notes

The field notes used in qualitative research may be described as: “researcher’ descriptions or accounts of events in the study context [...]. Usually, they include accounts of non-verbal information, physical environment, group structures and records of conversations and interactions” (VIEIRA-ABRHÃO, 2006, p. 226). I used them to record and systematize information that were analyzed and related to data collected by other instruments. I kept field notes from each day I went to the participants’ classroom in order to give or collect data instruments; moments before and after the interviews, e-mails and messages we exchanged; informal conversations we had, and some classes I observed with the professor’s permission. They provided me with important information about pre-service teachers’ perceptions of the Practicum; the English teaching at schools; the teachers’ practice, work, and interaction with students; the schools environment, rules and regulations; the textbook; the importance of technological resources for teaching English; differences between private and public schools; students’ behavior, etc.

3.3.7. Research journal

Research journal is a diary written by the researcher during the course of the study (DÖRNYEI, 2007), and can be used as supplements to the field notes (VIEIRA-ABRHÃO, 2006). They are more personal, subjective, and interpretative (idem). I kept a journal throughout the period of data collection as a way of recording

information about the planning and development of each research phase and the activities that they consisted of, methodological decision as well as the problems and difficulties I faced. Those records were checked many times during the analysis of the data to “reveal distortions that have crept in” (RICHARDS, 2003, p. 272), to enhance comprehension of the data, as well as to organize and write about it.

3.4. Data analysis

The data analysis of this study followed the qualitative analysis patterns (HOLLIDAY; 2002; RICHARDS; 2003), which implies a process of making sense of all the material gathered during the data collection, which happens throughout the whole research process. It encompasses reading, summarizing, analyzing, sorting, organizing, cataloguing, selecting, determining themes (HOLLIDAY, 2002) and revising in an interconnected process.

The data was collected from March to November through different research instruments. Initially, the accounts were read several times. Then, I started to code the data by highlighting passages and labeling them. I identified terms, statements, and descriptions of life events, experiences that expressed any belief or emotion. I guided my analysis based on the assumption that “emotional content is evident across a varied levels of language, from lexicon to discourse” (GOLOMBEK & DORAN, 2014, p. 106). The same can be applied to the study of beliefs, which are not always clearly evident in the terms and expressions participants use. As I reflected on these extracts and labels and thought about how they were related to other pieces of information, I added analytical notes, comments and insights to them (RICHARDS, 2003). Field notes, observations, readings, and informal conversations with the participants provided more ideas and allowed me to reach a more systematic organization. I revised the research questions to guide the analysis, to keep the focus of investigation, and inform categorization (RICHARDS, 2003).

After, I took “data from all parts of the corpus and arranged it under thematic headings” (HOLLIDAY, 2002, p. 100), I used many tables during the whole data collection and categorization to code and organize the data. I created new versions of these tables after constantly revising, replacing and reorganizing the categories and analyzing and relating the new data that was being gathered to what I had already found. I arranged the categories “in different ways in order to see [...] it from

different perspectives, looking for connections, relationships, patterns, themes, etc” (RICHARDS, 2003, p. 272). Under the thematic headings, extractions of the data were taken from the corpus, introduced in the discussion, and used as an evidence for the ongoing argument (HOLLIDAY, 2002). Discoveries generated by this process were related to concepts and theories to understand and explain the findings of the study. Then, more data was collected. These steps were repeated during the whole interpretive representational journey (RICHARDS, 2003).

3.5. Ethical Considerations

These research project activities started only after the University Ethics Committee analyzed and approved it. At the first class of the course English Practicum I, with the professor consent, I visited the pre-service teachers, introduced myself, talked to them about my project, and invited them to participate in the study. They received the informed consent form with details of the research (see Appendix A): aims, what they would do if they accepted to participate, and the ethical procedures that would be adopted during its development. I allowed them to ask questions about the investigation and answered all of them. I ensured their participation would be voluntary and could be withdrawn at any time. They would not be forced to answer any questions and would not suffer any other type of coercion. I ensured confidentiality and anonymity by explaining them the purposes of the investigation and assigning them pseudonyms to protect their identity. After informing the procedures and risks involved in the research, a written informed consent form was obtained from the six pre-service teachers that decided to contribute with this investigation.

In this chapter, I discussed the methodological procedures used in the development of this research. I started by defining the nature of this study and explaining how the qualitative patterns and the exploratory and interpretative paradigm turned out to be the most appropriate methods of investigation. Then, I described the context, participants and instruments selected for the data collection. Next, I explained the procedures adopted in the data analysis. Finally, I presented the ethical considerations addressed in the conduct of this study. In the following chapter I discuss the findings of this study.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, divided into four main sections, I discuss the findings of this study. In the first one, I give a more detailed profile of the participants, which will help us understand their beliefs and emotions about language learning and teaching. In the second one, I analyze their beliefs. In the third, I discuss their emotions. In the last one, I draw some considerations about the relationship between their beliefs and emotions about English learning and teaching.

4.1. The participants: who they were and wanted to become

Our beliefs and ways of understanding and feeling about reality are related to our past experiences and to the outcomes of cognitive processes they may spark. Barcelos (2006) states that beliefs are emergent, socially constructed and contextually situated. In other words, they are formed as we interact with others and the environment around us. The world as we see is a (re) construction based on our experiences and how we, cognitively and emotionally, react to them. Therefore, in order to understand participants' beliefs and emotions, it is relevant to investigate their past experiences as language learners and users as well as how they conceived the LLP and the teaching career. In the following sections, I first focus on their previous experiences in school, and then on their reasons for entering the LLP and their expectations about their future careers.

4.1.1. Previous learning experiences

As explained before, all participants had studied in public schools before entering the university. They describe the English teaching in this environment as uninteresting and boring, and the teachers' practices as inefficient. Krystal is the only one who does not blame the teachers for not having learned the language well in school. She attributes her unsuccessful learning experience to her lack of interest in the subject: "I did not have a bad education in school because I had an excellent teacher. Nonetheless, I was not interested in the course content. This hampered my

language learning” (Krystal. Q1²⁷. 03/25/2014). She believed she was not able to learn it because she failed all her tests. This belief affected her self-esteem as a language learner and a fear of failure inhibited her in other contexts as well. Krystal was the only participant who took English classes at a private course. She thought she would not be able to learn the language there because of her previous experience at the regular school:

Excerpt 01:

In my opinion, I was really bad at English. I could not learn English in school. It did not matter how many times the teacher explained the content in the classroom; I could not understand it. I felt I was not able to learn English because of this experience at the public school. I always failed the tests and activities. I was afraid of not being able to learn the language at the private course either [...] Besides, I was not comfortable. All my colleagues had some knowledge of English already: “This is easy”. Everything was new for me, not for them [...] (Krystal. I. 06/25/2014).

It is possible to infer from this excerpt that Krystal became a pessimistic learner after her difficulties in acquiring the language in school. At the private course, she felt more insecure and uncomfortable as she compared herself to other students who had a higher English proficiency. As suggested by other studies (ARAGÃO, 2007; CANDIDO RIBEIRO, 2012), some students may feel less confident, embarrassed and intimidated when studying with peers who have higher proficiency. Nonetheless, she stated she was able to learn the basics of the target language in that context, which, according to her, did not happen in school.

João does not describe his language learning in positive terms either, but he presents different reasons for it. From his point of view, the classes in the public school were not only boring, but also “extremely superficial”, and repetitive year after year. He acknowledges he was not interested in the classes. In addition, he complains he had few English classes in an entire year:

Excerpt 02:

I had my first English class when I was at fifth grade. We had few English classes during the year, and they were extremely superficial. Few students were interested in the classes. Besides, we learned the same things year in year out (João. Q1. 03/25/2014).

Excerpt 03:

None of my English teachers could develop a good job in classroom with his/her students (João. N. 05/12/2014).

²⁷ As explained in the Methodology chapter, I will use the following initials to refer to the Data Collection Instruments: Q1 (First questionnaire 1); Q2 (second questionnaire); I (Interview); N (Narrative); D (Diary); FR (Final Report); FN (Field notes) RJ (Researcher’s Journal).

Through excerpts 02 and 03, João blames the educational system and the teachers for the English teaching inefficiency at schools. He criticizes the former for the small number of language classes, and the latter for what he considered to be their poor quality.

Similar to João, Oliveira laments his lack of progression and achievements during his whole basic education. Not differently, Lívia and Mya criticize the teaching at school and believe it failed in preparing them to use language effectively because it “was always focused on grammar and not on the use of the language” (Lívia. Q1. 03/26/2014). According to their reports, the activities consisted of “learning the verb to be”; “filling the blanks”; and “writing ten sentences in the affirmative, negative, and interrogative forms” for example (Mya. Q1. 03/28/ 2014).

Although Oliveira, Mya and Lívia also criticize the quality of teaching they had in schools, they did not feel as demotivated as João and Krystal. The words “passion”, “enthusiasm”, “euphoric”, “curiosity”, “new”, and the expression “great interest”, for example, show they were in fact excited about learning the foreign language at that time, as illustrated in the following excerpts:

Excerpt 04:

I have always had a great interest and passion for the language (Oliveira. I. 06/24/2014).

Excerpt 05:

My passion for the English language was the factor that most influenced my choice in studying at the LLP” (Oliveira. Q1. 03/26/2014).

Excerpt 06:

“I was euphoric to start to learn the language in fifth grade [...] This curiosity awakened my passion for the language” (Mya. I. 13/06/2014).

Excerpt 07:

Today I see that she [the English teacher] just taught us grammar, but I think my enthusiasm in learning the language was so big that I like her and considered her a good teacher” (Mya. N. 05/04/2014).

Excerpt 08:

“I liked her classes because English was something totally new for me at that time” (Lívia. N. 05/26/2014).

In excerpts 04 and 05, Oliveira expresses how intense his “great interest” and “passion” for the language is when he says he chose the university course based on his feelings towards the language. Even though he did not want to become an English teacher, he was determined to keep studying the foreign language. Mya and Lívia

explain that their curiosity in learning something “new” motivated them to study the language in school. Mya remarks that her enthusiasm and euphoria in relation to the target language made her feel more curious. Like Oliveira, she was passionate about English. Mya was excited to learn even when the teacher used traditional teaching methods. These three examples show an intrinsic relationship between emotions and actions. The way they felt towards their language learning made them seek further development.

Mya’s emotions about the language affected her perception of the teacher, whom she considered good at that time. Similarly, Lívia liked the classes because she was interested in learning English. Her motivation helped her see the classes in a positive perspective. Nevertheless, it is in high school that she showed to be more motivated, as she explains in excerpt 09:

Excerpt 09:

My interest in the English language arose when I was at my first year of high school. I started to like it ‘because I got good grades. I felt motivated because I saw I was learning something. I thought: “If I am getting good grades, I am learning something”. At those times, I was competitive, and wanted to show people I was better at something than the rest of the class. Portuguese, English, and Chemistry were my strengths [...] I became more interested in learning the English language (Lívia. N. 05/26/2014).

In this excerpt, she highlights how getting good grades and standing out from the rest of the students made her feel good about herself and increased her self-esteem. This positive emotional reward increased her interest in the language and motivated her to study more.

Besides Lívia’s interest in the language, she also admired some of her teachers, which is another aspect that motivated her to study the language and to become a teacher too: “My admiration for some teachers might have played some influence on my decision to become a teacher” (Lívia. N. 05/26/201). She was inspired by their knowledge, and mainly by the type of relationship they had with students. In the next two passages, Lívia stresses her teachers’ personality and the nature of the interactions they established with students as factors that play an important role in drawing students’ attention to the classes and captivating them:

Excerpt 10:

I liked her classes because English was something totally new for me at that time. Besides, she was very calm, and patient with the class. The most exciting thing was the fact that she had lived in the United States.

She loved to tell us stories about the time she had lived there. It aroused our interest in [the class]" (Lívia. N. 05/26/2014).

Excerpt 11:

The other teacher had a good relationship with students [...] he was not only very intelligent, but also very friendly. I learned a lot with him although his teaching was based on grammar (Lívia. N. 05/26/2014).

According to Lívia's reports, students' interest in the classes and their motivation to learn might be increased by the good rapport created between teacher and students, which for her, seems more important than the teachers' teaching approach. Although Lívia expresses a certain disagreement with the second teacher's way of teaching grammar, she claims to have learned from him. On the other hand, she characterizes other teachers' classes as boring, and tiring when she felt they lacked emotional involvement:

Excerpt 12:

I could learn a little with those teachers I did not like, but I think their teaching lacked something. Maybe their classes lacked emotions, they should have more admiration for what they were doing. I remember the classes made us feel tired and bored. They were based on grammar explanations, structures on the board and list of exercises (Lívia. N. 05/26/2014).

In this passage, Lívia associates poor learning and boring classes to teachers' lack of engagement and emotional belonging. It suggests that students need more than teachers who master the foreign language. Emotions have a great impact on what and how we learn. Students need a caring environment to sustain their interest and motivation to learn. A supportive classroom climate helps them flourish with all their potential to acquire knowledge.

After talking about pre-service teachers' experiences as language learners at school, now I discuss their reason for choosing the LLP.

4.1.2. Motivations and reasons for choosing the LLP

Participants' previous English learning experiences, emotions towards the target language, and how they saw the teaching career are related to how and why they ended up choosing LLP. It was the first choice for three of them: Lívia, Mya, and Oliveira. Two of them did not want to become teachers. I comment first on the ones who had the LLP as their first choice.

Among the three participants who had always thought about studying at the LLP, initially only Livia wanted to become a teacher. Mya wanted to study English and work as a translator. She was passionate about the language, but terrified of the idea of teaching: “I always had a passion for English”, but “I did not want to become a teacher” (Mya. N. 05/04/2014), “I was terrified of the idea of becoming a teacher” (Mya.Q2. 04/28/2014). She explains that her aversion to the profession was due to the fact that:

Excerpt 13:

Teaching is not valued work. The wages are low. Teachers work a lot and earn little money. In order to meet their basic needs, they have to teach many classes. He has to work in many schools to have a good income. I do not want to give classes in many schools to survive (Mya. I. 06/13/2014).

What makes Mya demotivated about the teaching career is not the job itself, but the working conditions. She is concerned with her quality of life, which, in her opinion, would be low if she earned a teacher’s salary.

Oliveira also started to study the language because he was passionate about it: “my passion for the language made me study it” (Oliveira. Q1. 03/26/2014). Like Mya, he was fascinated by the idea of learning the language, but did not think about teaching it: “as for a great majority of students that starts the LLP, being a teacher was far from my deep intentions” (Oliveira. N. 06/23/2014). His reason was different from hers, though. Oliveira used to think he was too shy and would not be able to stand in front of the classroom to teach the language.

Like these participants, Livia chose the LLP because she likes languages: “I choose to study Portuguese and English because I liked these two subjects in high school” (Livia. N. 05/26/2014). However, differently from them, she wanted to be a teacher: “I have been thinking about being a teacher since I was in high school” (Livia. Q2. 05/06/2014). In fact, Livia was the only one who wanted to become a teacher when she decided to study Languages and Literatures.

Among the participants who had not chosen the LLP, João and Krystal had thought of other courses for them. Their reasons are related to lack of identification with the profession (João) and teacher working conditions (Krystal). The LLP was João’s third option. He would have rather studied Design or Photography. He saw teaching as just another job option: “I was not sure I wanted to become a teacher. I am studying at this Program to have one more job option, but not the only one. I have

never conceived teaching as the profession I would like to practice” (João. N. 05/12/2014). He ended up studying Languages and Literatures because he was interested in learning Portuguese and English.

Krystal did not want to become a teacher either. At first, she wanted to study Journalism. Then, she conceived the idea of studying Languages and Literatures because she saw the possibility of working as a text editor: “I tried to take Journalism, but I failed the entrance exam [...] I did not decide to take Languages and Literatures course because of teaching, but I realized I could work with text editing. I would be better paid working as an editor than as a teacher” (Krystal, N. 05/06/2014). Like Mya, she was concerned about teachers’ working conditions. In her opinion, the profession was not financially rewarding. Besides, she chose the LLP not because of English, but because of Portuguese and Literature. She decided to major in English only half way through the LLP. Table 4 brings a summary of participants’ first university programs options; reasons for choosing the LLP; reasons they did not want to be a teacher; and the profession (s) they would like to have in order of their preferences:

Table 4: Details about pre-service teachers’ career preferences

Pre-service teachers	First university Program options	Reasons for choosing the LLP	Wanted to be a teacher	Reasons for not wanting to be a teacher	Professions they would like to have
João	Design; Photography; Languages and Literatures	Study Portuguese and English	Maybe	Not mentioned	Designer; photographer; (and maybe) teacher
Krystal	Journalism; Languages and Literatures	Study Portuguese and Literature	No	Teachers’ working conditions	Journalist and text editor
Lívia	Languages and Literatures	Study Portuguese and English	Yes	_____	Teacher
Mya	Languages and Literatures	Study English	No	Teachers’ working conditions	Translator
Oliveira	Languages and Literatures	Study English	No	Shyness and lack of ability to	Not defined

				teach	
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Source: author of the text

As shown in this table, only one participant wanted to become a teacher when he started the LLP. Three of them chose the LLP because they wanted to learn the target language and one because she wanted to study Portuguese and Literature. Thus, like in many other studies in Applied Linguistics, they have not chosen the LLP because they wanted to be teachers. Their main motivation was to learn languages: English and Portuguese.

In this section, I briefly wrote about the participants’ experiences learning English before they started college, and discussed their reasons and motivations for choosing the LLP. Their understandings of English learning and teaching, teachers and students’ roles, and their identities as teachers to be are related to their previous experiences as language learners and in the LLP. This is explored further in the next section about their beliefs.

4.2. Beliefs about English learning and teaching

Data analysis suggested that the participants held beliefs about: 1) the best ways to learn English; 2) content of the English classes; 3) the good English teacher, 4) relationship between teacher and students; 5) and public and private schools. I discuss each one of them in the following sections.

4.2.1. Best ways to learn English

As participants expressed their opinions about learning English, they revealed what they believed to be the best way, and places to learn it, as well as teacher and students’ roles in this process.

Oliveira thinks that “one of the best ways to learn a FL is to teach it”. (Oliveira. Q1. 04/22/2014). From his point of view, teaching is a great opportunity for teachers to improve and practice their languages skills. He explains it is a personal strategy he adopted to study. He teaches his sister and wife the contents that will be in his tests in order to prepare himself to do them (Oliveira. I 06/24/2014). As

an English teacher, he says he also learns the language by teaching students it. Oliveira's belief seems to influence his actions as a learner and as a teacher (BARCELOS, 2006). Besides, he assumes that the act of verbalizing is important in the language learning process, as he seems to learn and practice the language by teaching it (SWAIN, 2011).

Nevertheless, when Oliveira says that the best way to learn a language is to teach it, he reveals what works for him, which may not be true for all learners. Despite that, he does believe that "the classroom is the best place to learn a FL" (Oliveira, Q2. 04/22/2014). According to him, the teacher is essential in the language learning process since s/he can create conditions to promote interaction among students, supervise what they are doing and help them to learn better (Oliveira. I. 06/24/2014). However, in his point of view, the teacher should only guide them in this process, not transferring knowledge, but helping students to build it. Therefore, in his perspective, the teacher assumes the role of collaborating with students' language learning, and they are expected to be active and autonomous in this process.

Mya shares the idea that each one has his/her own way to learn a target language, although she stresses that it would be very helpful to learn the language with a native speaker. Differently from Oliveira, she states "there is not a better place to learn a FL" (Mya. Q2. 04/28/2014).

Lívia shares Mya's opinion, but emphasizes the importance of students' participation in the activities proposed in class by the teacher: "the best way to learn a foreign language is to participate in the classes, but most important, it is to be autonomous" (Lívia. Q2. 05/06/2014). Although she highlights the teacher's role in creating conditions for learning to take place, she believes it important for students to get actively involved in their own learning. As Oliveira, she believes that learning a language depends on a collaborative work of both teacher and students.

Similarly, João also believes that learning depends both on teacher and students' mutual effort" (João. N. 05/12/2014) and that students should "use the language as much as possible" to acquire it (João. Q2. 04/22/2014). Thus, he believes students should be responsible for their own language learning process, and, therefore, should not have a passive role. Krystal also states that learners should make an effort to acquire the target language: "the best way to [...] learn a language is through dedication" (Krystal. Q2. 05/06/2014). Apparently, all the participants seem to disagree with the traditional and currently criticized teacher-centered

teaching and defend, at least in their discourse, that learners should be more autonomous.

From João's perspective, as learners should be more active in the process, learning can occur in different and non-traditional environments. He believes each student should take advantage as much as possible of the surrounding environment to promote learning. Nonetheless, he reveals the belief that living in a country where English is spoken can be a worthwhile experience for someone who is learning the language:

Excerpt 14:

There is not a more adequate place to learn a FL, as each person reacts differently to the environment around them. However, the possibility of learning a language immersed in its culture can be a very productive way of learning it. (João. Q2. 04/22/2014).

In this study, only João expressed the belief that leaving abroad would be helpful in the language learning process, but it has been quite common among English learners, as pointed out by Barcelos (2000). As the author emphasizes, going abroad can help learners learn more about the culture of the country where the target language is spoken, but teachers and learners can also create opportunities to use the language in Brazil instead of waiting for a chance to travel to other countries.

In short, pre-service teachers' beliefs about learning English emphasize that learning a foreign language is a process that depends on both teacher and students, suggesting their conviction that when teacher and students work together learning happens. Two of them consider that learning the target language with a native speaker could be a productive way to do it as well.

4.2.2. Content of the English classes

Participants' experiences as language learners in schools and as pre-service teachers at the university have influenced the construction and reconstruction of their beliefs about English teaching.

All the participants complained that their school teachers taught them only grammar. Before coming to the university and discussing different strategies and methodologies of teaching English, they only knew the traditional way of teaching the language. However, according to them, by observing their professors' practice at the university, discussing texts in courses of Applied Linguistics, English Teaching

Methodology, and English Practicum, they learned that there are alternative ways of making learning happen²⁸. In the paragraphs below, I show how they seemed to have changed their beliefs about language teaching.

Krystal believed she would “read a lot and learn grammar” (Krystal. Q2. 05/06/2014). The way she was taught in school influenced how she viewed language. As her studies in the LLP progressed, her understanding of language widened. She affirms that now she knows that “a language is much more than that” (Krystal. Q2. 05/06/2014). This change was fundamental in her teacher education, since our concept of language influences how we teach it.

Lívia also used to believe that a person should learn a lot of grammar when studying English because, in school, that was all she was taught:

Excerpt 15:

The teacher I had in high school knows a lot, but a lot of grammar, I might say. After arriving at the university, I realized his teaching was excessively about grammar. But, when I was there, I thought we had to learn a lot of grammar indeed. (Lívia. I. 30/06/2014).

When she started the LLP, and learned about new approaches to teach the foreign language, she realized her former English teacher focused too much on grammar. Nowadays, she has different points of view:

Excerpt 16:

[Teaching] should not be focused on grammar. It should be focused on the use [of the language]. In school, I learned only grammar [...] I could not communicate in English. I only knew grammar. The linguistic elements should be meaningful for students. They should be thought in a contextualized way. For example, [teachers should] show them situations in which they could use what they are learning. You should not learn only structures and not know when to use them. There are circumstances in which I can use a certain sentence and there are others in which I cannot [...] (Lívia. I. 30/06/2014).

As she reflects on her past learning experiences and realizes that she could not communicate with the grammatical structures she had learned, she understands that teaching should serve social interaction purposes. Therefore, grammar is no longer conceived as an abstract entity. In Lívia’s opinion, it should be connected to students’ world. She considers that students’ lack of interest might be related to how English is taught in schools:

²⁸ Data from the questionnaires and the first interview.

Excerpt 17:

The teacher started to explain the Present Continuous. Unfortunately, she didn't present a theme, she just taught an isolated grammatical topic. So, I believe this was one of the causes for students' lack of interest (Livia, FR. 07/15/2014).

Livia argues that the English teaching in schools does not make sense for students. Because of that, they do not see the importance of learning the language, and do not feel motivated to study it. Her new understanding of the social purposes of a language influences her view of English teaching. Nowadays, she understands that it is necessary to go beyond grammar rules to teach a foreign language and to make this process meaningful for students.

The data shows that as pre-service teachers understand more about language learning and teaching, they reflect on their previous experiences and (de) construct some of their old beliefs about teaching. This is also what happened to Mya. Differently from how she was taught in school, she believes that “the best way to teach a FL is to teach the four skills. Teachers should not teach only grammar” (Mya. Q2. 04/28/2014). At the regular school, she was excited to learn English and liked the classes. However, at the university, she learned that there are different ways to teach it:

Excerpt 18:

I liked my professor a lot. He is the best English teacher/professor I have ever had. He is my favorite [...] He was really dedicated. He always searched for things to bring to us. [...] Nowadays, I get inspiration from him. He is a model to be followed. I would like to follow his path [...] At this time, I started to practice English in classroom. I have never done it before. At school, English teaching was based on learning grammar. Everything was new for me at the university (Mya. N. 05/04/2014).

When Mya arrived at the university, she experienced a new way of learning English. She was so impressed by the professor's methodology and dedication that she chose him to be her role model. The professor's influence over this participant stresses the importance teacher educators have: they should be careful about what they say and do in the classroom as they might have an impact on pre-service teachers' beliefs and actions.

All the five participants of this study criticize the focus on grammar and adopt the current discourse in favor of the communicative approach. Livia argues that “in order to teach a FL, a teacher must create opportunities for students to use the language to communicate” considering their reality: “the best way to teach the

language is to teach what has been planned, trying to adapt it to students' reality" (Lívia. Q2. 05/06/2014). The need to tailor classes and materials to students' context and needs has become a common discourse in English teachers' education courses, and they are reproduced by these pre-service teachers. Therefore, teacher education programs have a great responsibility in constructing or reconstructing new teachers' beliefs. Teacher educators should pay close attention to what pre-service teacher think and believe about learning and teaching English as their beliefs might influence their practices.

Like the other participants, João also seemed to believe that a communicative use of the language could motivate and inspire students. In his opinion, "the best way to teach is to motivate, and inspire students, offering them opportunities to use the language they are learning". (João. Q2. 04/22/2014). He emphasizes that teachers should work collaboratively with students to help them learn. He aligns his speech to the widespread assumption that rather than merely transferring knowledge, teachers should create opportunities for students to build it by themselves.

Krystal and João reproduce another common discourse noting that it is also necessary to consider culture when teaching a foreign language:

Excerpt 19:

Teaching a FL is to broaden students' possibility to communicate. It is to teach culture (Krystal. Q2. 05/06/2014)

Excerpt 20:

It is necessary to teach culture when we teach a FL (João. Q2. 04/22/2014).

They argue that teaching a foreign language is not restricted to explanations and practices of syntactic structures, new vocabulary and expressions. From their perspective, an effective communication is more than a matter of language proficiency. It depends highly on the user's cultural competence. For instance, they claim that there are some circumstances in which meaning can only be conveyed if both interlocutors share certain cultural knowledge.

Oliveira thinks that besides teaching students culture, it is necessary to teach the similarities and differences between the two languages. For him, cultural knowledge helps students to understand the specificities of each language: "teaching a foreign language is to present students a different culture, to approach the similarities and differences between their mother tongue and the target language"

(Oliveira, Q2. 04/22/2014). From this perspective, learning English as a foreign language encompasses one more function: to raise learners' awareness of their mother tongue and national culture.

These changes represent a considerable leap if we consider the ideas and beliefs they had at the beginning of their teacher education. Their discourses reveal that they have internalized the new theories of teaching, although it does not guarantee that their future practice will be anchored on them.

As discussed in chapter II, beliefs are dynamic and might change as we have new experiences, and reflect on them. In this section, I have shown how pre-service teachers have shifted their beliefs about teaching as they had new experiences as language learners at the LLP, observed their professors' practices, and reflected on theories of learning and teaching English. Nowadays, they criticize the teaching of English based on grammar and stand up for a more communicative and cultural approach of the language. Thus, change in beliefs seems to reflect contextual changes as well. The data suggested that there is a relationship between the participants' experiences as language learners and their beliefs about learning and teaching English. Although, it might not always be a direct relationship.

4.2.3. The good English teacher

As participants talked about the qualities of a good English teacher, they pointed out common characteristics related to teachers' effectiveness, such as engagement in their jobs, professional development, knowledge of the language, teaching techniques and strategies, professionalism, and interaction with students. I discuss each of them in the following paragraphs.

The participants believe that a teacher who is committed and dedicated to his/her job constantly seeks for professional and language development:

Excerpt 21:

Being a teacher is to be constantly studying and developing as a professional [...] A good English teacher needs to be fluent in this language. S/he does not need to know everything, though (Lívia. Q2. 05/06/2014).

Excerpt 22:

[...] contact with the language is very important for the teacher [...] You learn a lot teaching [...] It is a great opportunity for you to keep in touch with words (Oliveira. I. 06/24/2014).

In the passages above, Livia and Oliveira believe that a good teacher does not need to know everything. They understand that teacher education is a continual process, and teachers should be reflective about their practice, as well as think about what has been working and what they still need to improve. Oliveira sees teaching as an opportunity to keep learning and practicing the language. This belief is based on his personal experience. As discussed previously, in his point of view, teaching has been a great opportunity for him to improve his language skills, mainly vocabulary and grammar. His comments reveal a discourse more from a learner's standpoint than from a teacher's. It is reasonable to say that we learn when we teach, but he sees teaching as a strategy to do what he should do as a learner.

Likewise, Krystal seems to share the idea that teachers should always work to improve their practice and their linguistic knowledge by studying the language and searching for new teaching methodologies:

Excerpt 23:

An English teacher should be confident. S/he needs to know the subject s/he teaches. S/he should be willing to help students, to search about the language, and new teaching methodologies" (Krystal. Q2. 05/06/2014).

However, she is very tough on herself in terms of proficiency. Although Krystal considers that English teachers should keep learning the language, she claims that she would feel ready to teach only if she spoke "perfect English" and knew how to answer "all" the students' questions:

Excerpt 24:

I still have some difficulties in seeing myself as a teacher because I think I am not perfect at English to be a teacher. I think it is a great responsibility. I see the teacher as someone who needs to know [the language] very much. I still do not feel as that person who does not have any doubt, who knows how to answer any student's question about vocabulary [...] I would feel uncomfortable if a student asked something I would not know the answer (Krystal. I. 06/25/2014).

Although she has stated earlier that a teacher should keep studying the target language, now she expresses her belief that an English teacher should have complete mastery of the language. This may affect her own professional identity, as she feels insecure to teach because she believes a teacher should be able to answer all

students' questions (ZOLNIER, 2010). She is more flexible in terms of teaching methodologies though. According to her, teaching strategies can be acquired and improved with studies (excerpt 22), and experience. From her perspective, teachers could learn with their daily practices and improve their teaching day after day.

This understanding helps teachers to face and overcome a common phase at the beginning of their careers. Usually new teachers get really frustrated when they are not able to apply the theories they have just learned in their undergraduate course. Theory provides teachers with possibilities of action rather than with fixed instructions on how to teach. It is by interacting with their students and learning more about the educational context that they can choose, among many procedures, one that fits better in each situation. It suggests that we should reflect continuously on our practice in order to understand better the learning and teaching processes and improve its quality. It is by thinking about what worked well in classroom and what did not that we can figure out the best way to teach a specific group or students. By interpreting and giving meaning to our actions we will be able to come out with our own theories about learning and teaching languages.

Besides knowing the language, knowing how to teach it and being committed to the profession, a good teacher, for these participants, is concerned with the type of atmosphere where learning takes place. In their opinion, classrooms should be pleasant and teachers should have a good relationship with students, as Mya explains in the following excerpt:

Excerpt 25:

He [the first English professor I had at the university] was very good. I liked him very much. I liked his classes. I liked the way he gave his classes and the material he brought for us. We did not use only the book. He worked with cartoons; comic strips; songs [...] His class was also a moment I had to practice my speaking skills. Once he asked us to write a portfolio. I enjoyed doing it. We had to watch a movie in English [...] and talk to our colleagues about it. We had to read a story and retell it in classroom. He also asked us to listen to a song and write down what we understood. We had to watch an animated cartoon and take some notes about it as well. It was something I really enjoyed doing because I love watching movies, cartoons... Thus, he associates the language with things I like. You have more pleasure to do things (Mya. I. 06/13/2014).

Mya found his classes interesting, meaningful, and enjoyable because her professor used different and extra materials, and prepared tasks based on what students liked. She states that she was so impressed by this professor's classes that he

became “a model” for her and she started using the same activities and strategies in her English classes. Besides, she says he had the qualities she believes a teacher must have. S/he must “[...] like to teach” (Mya, Q2. 04/28/2014); be “dedicated” (Mya, Q2. 04/28/2014), and go to the classroom prepared to teach and bring extra materials (Mya. I. 06/13/ 2014).

Lívia shares Mya’s opinion about the importance of being prepared to teach the classes, organized with the material, capable of using the board effectively, and explaining well (Lívia. FR. 07/15/2014). Lívia also adds that the teacher should be prepared to teach and use extra material. From her point of view, they are valuable resources to make the classes more interesting.

Like Mya, Lívia, Oliveira, and João emphasize that an important feature a teacher should have is the ability to create a supportive and caring learning atmosphere:

Excerpt 26:

A teacher needs to prepare his/her classes well, interact with students, allow them to express themselves, and create a good relationship with them. S/he needs to be patient, and careful to know students. He needs to understand that not all of his/her students have the same pace to learn (Lívia. Q.2. 05/06/2014).

Excerpt 27:

The teacher is not the center of the learning process. He is the one who helps students build their own knowledge [...] (Lívia. I. 06/30/2014).

Excerpt 28:

A good teacher should be flexible, punctual, and have a good relationship with students (Oliveira. Q.2. 04/22/2014).

Excerpt 29:

She is an effective teacher [...] She is always motivated and willing to work. She has a good sense of humor and the mutual respect with her students is one of her most remarkable qualities (Oliveira. FR. 07/15/2014).

Excerpt 30:

An English teacher should be fluent, careful when correcting students, motivate students to participate, and interact with them during the classes (João. Q2. 04/22/2014).

In order to interact well with students, Lívia explains that the teacher should also be “patient”, and “careful” to know his/her class and understand that students are different and learn the language at their own pace. Besides, she argues that s/he should cooperate with students in their learning process. Oliveira reminds s/he should also be flexible. When he describes the teacher whose classes he likes, he

highlights motivation and willingness to teach, good humor, and respect for students as other important characteristics of an admirable teacher.

From João's point of view, knowing how to correct students is an important way to make them feel comfortable to take part of the class activities. For him, learning becomes easier when students are motivated: "the teacher has to motivate students, to encourage them and instigate their curiosity. When students are already interested, it is easier to teach anything" (João. I. June, 18th, 2014). Krystal also considers that motivation is a fundamental element to the language acquisition. Without it, teachers would not be able to accomplish their teaching aims: "I believe that to teach a language you should motivate students, mainly if they are from a public school. You have to motivate them to carry on studying because there is a complete lack of motivation at the public school" (Krystal. D. 04/30/2014). In their opinion, teachers should not only be motivated, but should also motivate students (João. Q2. 04/22/2014; Mya. Q2. 04/28/2014; Krystal. D. 04/30/2014). In this sense, teachers' work involves much more than teaching a subject. It implies working for a positive learning environment, motivating students, caring for the way they feel in classroom and in relation to their language acquisition.

Krystal believes that holding students' attention in a certain context might be teachers' most difficult task: "To hold teenagers' attention in a classroom where most of them are resistant to learn English is one of the hardest tasks a teacher could face" (Krystal. D. 04/30/2014). As it seems so hard to teach students who are not interested in the class, they highlight teachers' persistence and optimism towards their practice and their ability to motivate students as some of their main professional qualities. In the following excerpts, Oliveira and João highlight these characteristics as they describe public school teachers' practices:

Excerpt 31:

One of the main qualities of the teacher is her ability to motivate students [...] In a clear and objective way, she always uses arguments in an attempt to encourage and motivate her students to learn the English language (Oliveira. FR. 07/15/2014).

Excerpt 32:

As students, we do not pay attention to the problems and duties teachers have, to how they keep fighting to call our attention [...] The teacher is going against the flow, she is standing firm [...] I think it is interesting to persist even with all difficulties we face at the public school (João. FR. 07/15/2014).

Even though they see the teachers' ability to motivate students as a great quality, they also understand the effort they make to achieve it as an extra work. The participants of this research seem to see the students' lack of motivation as the main reason for teachers being frustrated with their jobs at public schools, as will be discussed in the last section of this chapter. Table 5 summarizes the qualities that the pre-services teachers believe a good English teacher should have:

Table 5: Good English teacher's qualities

Participants	English teacher's good qualities
João	fluent; careful when correcting students; persistent and optimistic about teaching; motivates, encourages, and interacts well with students.
Kyrstal	confident; knows the subjects s/he teaches; studies the language and new teaching methodologies; solves all students' doubts; and motivates them.
Lívia	fluent; organized; patient; a mediator of the language process; and reflective about his/her practice; seeks for professional and language development; prepares the classes, knows the subjects s/he teaches; brings extra materials; interacts well with students, and has a good relationship with them.
Mya	dedicated; likes teaching; prepares the classes; brings extra materials; and makes learning pleasurable.
Oliveira	flexible, punctual, motivated, willing to teach; has a good humor and a good relationship with students; respects them; motivates and helps them to learn; reflects about his practice and keeps studying the language.

Source: author of the text

As seen in Table 5, participants' beliefs about the good English teacher emphasize qualities such as patience, motivation, good humor, and ability to make learning pleasant. They consider the atmosphere and the emotional environment as something teachers have to take into account when teaching the language. This shows that the relationship between teacher and students, and the learning

atmosphere are as important as the teacher's language proficiency and methodology for these pre-service teachers. In the participants' perspective, teachers should not be the ones who dictate rules. They defend the idea that teachers should be able to listen to students, understand their needs and difficulties, and be open to dialogue with them. I further explore their beliefs about the relationship between teacher and students in the next section.

4.2.4. The relationship between teacher/students/students

In this section, I talk about the kinds of interactions between teachers and students they believe should take place in classroom. They agree students interact and learn more in a caring and supportive atmosphere. Mya and Lívia argue that teacher and students construct a comfortable environment when they have a close relationship:

Excerpt 33:

The teacher came into the classroom, greeted students in English and talked to them about the game the night before. I think this is good because it breaks the barrier between teachers and students and makes students feel more comfortable with the teacher (Mya. FR. 07/15/2014).

Excerpt 34:

The classes were more interesting with her stories. She is very calm. She was happy teaching [...] When she is happy, talks to students, tells them a story, she breaks the ice, she breaks the tension sometimes we have in the classroom. There are teachers that stand only in the front part of the classroom whereas all the students are towards the back. There are teachers that do not walk around the classroom [...] I do not like to be isolated from students. I do not like it when there is a barrier between students and teachers. I believe the relationship between teacher and students influence their learning (Lívia. I. 06/30/2014).

As the excerpts illustrate, both Mya and Livia believe that when teachers talk about common daily issues with students, they can reduce the distance between them, and make students feel more at ease to interact with them. It suggests that the type of interactions that happen in the classroom shape students' actions. For instance, they could ask more questions and make interventions during the classes if they feel the teacher would allow them to do so. Moreover, according to Lívia, moments in which teachers tell students a story, for example, could be used to make the classes more interesting, call students' attention and set the mood of the class. It would also serve as a reminder of the importance of making the themes discussed in

class meaningful for students. As João has stated, when students are interested, teaching anything becomes easier.

According to Lívía, teachers create emotional bonds with students when they respect and consider them individuals who also bring contributions and knowledge to the classroom:

Excerpt 35:

There are teachers who have a very good relationship with students. I believe that s/he should be open to exchange opinions with students. Their point of view should be considered as well (Lívía. I. 06/30/2014).

In this excerpt we can see that Lívía believes that teacher and students should work together to build knowledge. They are all active individuals in this process, in which the type of interaction they have plays an essential role in achieving their educational aims.

Although the participants consider that teachers and students should work together to build knowledge, they consider that students should have moments to work individually and in groups: “I believe that it is important that each student do the exercises by her or himself and also that they have opportunities to work in groups” (Krystal. FR. 07/15/2014). According to Krystal, it is important for students to have the opportunity to check by themselves how much they have learned by doing exercises alone. Nonetheless, she also considers that working in groups is important to the enrichment of the individuals’ knowledge by sharing information and negotiating meaning with others. Lívía believes that activities in which students have to work with their colleagues are important to promote socialization as well. For her, students interact and participate more in the class when they are in pairs, in small groups, or arranged in a circle, as a whole group:

Excerpt 36:

I think some students are too isolated in the classroom. There are students that don’t even talk to each other. Then, I think it would be better to bring activities to be done in pairs or in groups of three. However, students should not choose their partners otherwise they would work with the same colleague(s) all the time (Lívía. FN. 15/07/2014).

Excerpt 37:

I think students interact more when they are in a circle. They see each other better. It seems that when they are in lines they form small groups and do not interact with everybody (Lívía. FN. 07/15/2014).

These beliefs indicate that from their perspective teaching should be more centered on students, and they should interact more among themselves. In their

opinion, the classes are more interesting and motivating when students are involved and requested to participate actively in the activities. Students feel more motivated to participate in the classes when teachers break out of the routine and innovate activities aside from the traditional class format. João gives an example of how this could be done:

Excerpt 38:

The creative classes were the ones in which the teacher did something that required students to actively participate in activities. I think they worked pretty well because the focus was not on the teacher anymore, or on the teacher-students relationship, but on students-students interaction. Students became learning instruments for the class. When it happens, it breaks that bad atmosphere in which student keep looking at the teacher who is standing in front of the class. It is tiring. I believe that when the teacher breaks the routine and involves students, the classes become more interesting. I think it already helps when students are not arranged in the traditional lines (João. I. 06/18/2014).

The participants suggest teachers should employ alternative ways of teaching, and treat students as individuals that can be more autonomous and responsible for their language learning. It demands from the teacher to keep studying about methods and techniques to help students learn efficiently. The traditional grammar approach seems to be easier to develop, but it does not motivate students to learn, and does not help them to fully develop all their language skills.

In sum, for these pre-service teachers, both the relationship between teacher and students and the classroom atmosphere play an important role on students' language acquisition. For them, teachers still play an important role in this process, but they should guide and dialogue with students. Learners should be motivated to be autonomous and to help one another learn the language. In the next section, I discuss their beliefs concerning different teaching/learning environments of learning English in Brazil: private and public schools.

4.2.5. Private and public schools

In this section, I discuss the participants' beliefs about learning and teaching English at public and private schools. Their beliefs address issues such as quality of education, working conditions, students' behavior and attitude towards the language and the classes, teaching resources, the school structure and atmosphere, national teaching policies, and language curriculum. During the practicum, they got to know

more of the school's reality and teachers' job/role. The experience allowed them to demystify some beliefs, reinforce and construct others about the best place to learn and teach the foreign language in Brazil, as I show below.

The first belief is related to the differences between private and public schools. Lívia and Krystal believed the former was a better place both to work and to study. Before going to school, Lívia used to think that the quality of education was better in private schools; students were more well-behaved and motivated to learn, and the school principal was stricter. After participating in PIBID at a public school, and going to a private one in her practicum, Lívia noticed that there are more similarities than differences between them. To start, she identifies common characteristics among students from the two types of schools:

Excerpt 39:

I could see that the public and private school are not completely different, as I used to believe. In my opinion, there are some differences, but there are also some similarities. The students, for example, are more similar than I imagined [...] they were not interested in the classes. They had two weeks to do some activities and they did not do them. They talked a lot. Once the teacher had to ask a student to go to the principal's room because of misbehavior [...] I thought I would never see it in a private school. As they are paying [for their education], I thought things would be different. There are students who are indifferent in class, as at public schools. There are students who do not do anything during the class (Lívia. FR. 07/15/2014).

Lívia used to think students from private schools would be also more dedicated. As parents were paying for their children's education, Lívia believed they would be more demanding and, as a consequence, students would work harder to achieve better results. She was surprised by their misbehavior and lack of interest in classes. She thought it only happened in public schools. Following the same line of reasoning, she expected the school principal to be more demanding because parents would monitor their children's development at school more carefully: "I thought the school administration would be stricter than it actually is". By extension, she thought the quality of education in a private school would also be better:

Excerpt 40:

During this class, something caught my attention. A student said to the teacher when she saw the handout: "You are the only teacher who brought us something different. Every year is the same thing: the verb to be". When she said that, I thought I have never imagined that this fact also occurred at private schools. (Lívia. FR. 07/15/2014)

There is a well known discourse that only the verb “to be” is taught in public schools. Lívia did not expect to hear it in a private school. Her surprise confirms her old belief that the education would be better in this institution. The opportunity she had to interact with both contexts allowed her to better understand both realities and, hence, deconstruct beliefs about the private school context. This data suggests that pre-service teachers might reproduce some common sense without really knowing the realities about which they create their beliefs. It also reinforces the role of teacher education in helping pre-service teachers become aware of their beliefs, reflect on them, and try to understand why they think the way they do. During this process, it is important that they study and get in touch with different teaching contexts. Observing only one context during the practicum does not allow the pre-services teachers to have a broader perspective of the complexity of English teaching in Brazil. They should observe and develop activities in different moments of their initial education, and not only during the practicum, which happens in the last year of their university course²⁹.

Krystal had the same opportunity to know both contexts. Differently from Livia’s, Krystal’s experience in a private school made her believe that private schools are superior places to teach and learn, for the following reasons: they are more secure and comfortable to work; they offer teachers better working conditions; and students are more motivated to study at these schools. A number of factors contributed in order for her to think this way. I will start with her impression of her first day of Practicum in a private school and her comparison between the private and public school teachers’ attitudes towards teaching:

Excerpt 41:

Today was my first day of practicum. I felt extremely well. The teacher welcomed me with as much warmth as possible [...] her colleagues received me really well too. I felt at ease to do my practicum at this school. This environment seems to be a much more comfortable place to work. The comparison between a class at this school and another at the public school where I am a PIBID member makes me feel sad about its reality (Krystal. D. 04/23/2014).

Excerpt 42:

Teachers’ motivation was one of the things that called my attention the most during my practicum. At PIBID [which was developed in a public

²⁹ As described in chapter 3, the LLP offers pre-service teachers the opportunity to participate of the PIBID and EEC so that they can engage in practical teaching activities and learn more about the teacher profession in different contexts. Also, during the practicum, students have a choice of both private and public schools to go to.

school], the first thing I heard from the teacher was: “Do not give too much things for them to do because they are not interested”. I have never seen the teacher from [the private school] upset. On the contrary, she used to tell me: “There are difficulties, but it is very good. There are students that talk a little during your class. Sometimes they do not do things the way you expected, but it is worthwhile (Krystal. FN. 07/15/2014)

Krystal’s evaluative and emotional reactions to schools were shaped by how she was welcomed in each one. In the private school, she was welcomed, and noticed the teacher was enthusiastic about teaching. In the public school, the teacher was not motivated. Krystal felt discouraged by her saying students were not interested in the classes, and therefore she did not need to worry about preparing many activities to give them. Besides the teacher’s pessimism, her frustrated attempts to teach, and students’ misbehavior contributed to make Krystal believe that public schools are not good places to work at:

Excerpt 43:

My dream was to work at a public school. It was my intention when I decided to pursue a teaching career. Nowadays, I found it quite hard [...] Students hit one another all the time at the school where I am doing PIBID. They have even fallen over me. It is not only physical aggression, but psychological as well. If you are not prepared, you might have a crisis. I see desperate teachers because they cannot do anything at school. Nothing works well. Nothing you try to do works [...] you get frustrated [...] (Krystal. I. 06/25/2014).

During the interview, Krystal said her Literature teacher inspired her to become a teacher because she helped them reflect, be critical, and keep studying. Krystal wanted to be like her. This desire to work in public schools to help others overcome their difficulties and have a better life was reduced by all the problems she observed there. In fact, she ended up putting her dream aside because of the fear, frustration, and disappointment she experienced. Besides, she had the impression that teachers from private schools were happier, more successful doing their jobs, and faced fewer problems at their workplace. From her point of view, teachers are also offered better working conditions in private institutions. This is the second reason she believes these institutions are better places to work:

Excerpt 44:

Nowadays I am more interested in working at private schools because of the resource issue. I have seen many times teachers trying to do things unsuccessfully because of the lack of resources. It is a discomfort I don’t want to experience in the future [...] I see how hard it is to learn English at the public school (Krystal. I. 06/30/2014).

In this excerpt, she suggests the lack of resources as a reason for teachers' many problems and the consequent failure in teaching. She also complains about packed and dirty classrooms in public schools:

Excerpt 45:

The reality of the public school where I develop PIBID and of the private school where I do my practicum is too discrepant. Even though students from private schools are restless and indifferent too, there is not a packed and dirty classroom. Students have their materials in classroom, [...] the physical structure is better. Desks have better quality and conditions as well. (Krystal. I. 06/25/ 2014)

In this passage, besides the fewer number of students in the classroom, Krystal points out the availability of material for students, school structure, furniture, and cleanliness as other advantages of private institutions over the public ones. Finally, although she recognizes in the previous excerpt that students from private schools might also be restless and indifferent, she thinks they are more committed to study because their parents pay for their education, and are stricter in demanding better results. Lívia developed the practicum in the same school and used to share exactly the same opinion:

Excerpt 46:

The structure is better, the classroom is cleaner, and in theory students pay more attention. There are fewer students in classroom and they feel pressured by their parents because education is paid and they expect their children to pass university the entrance exam. You start to think: "I think I can work here. Maybe it is better because I will not need to spend half an hour trying to have students seated to start the class as teachers have to do at public schools" (Krystal. I 06/25/2014).

Excerpt 47:

Usually those who study at private schools pay for their education. Therefore, good results are expected. I thought that as parents demanded better results, the most part of students would finish school with remarkable achievements. Nonetheless, there are days in which they make the development of the class impossible (Lívia. I. 06/30/2014).

The passages show, however, that the pre-service teachers' different experiences in both schools influenced their beliefs about the two teaching contexts. Whereas Krystal reinforced her belief that students are more concerned with their learning in private schools, Lívia deconstructed hers. In Lívia's opinion, there are more similarities than differences between them. Thus, teachers from both schools face the same challenges to teach misbehaved students.

Krystal, on the other hand, believes teachers from private schools have fewer problems with students' misbehavior. She conceives the private school a better place to teach and learn.

It is an alert for teacher educators, who should be aware of what pre-service teachers experience in schools and how they react to it in order to help them reflect more about learning and teaching languages at schools. They might form beliefs that are not true for all teaching context and this may impact their careers. For instance, Krystal does not want to teach at public schools anymore. She believes "it is too difficult to learn English at public schools" (Krystal. I. 06/25/2014) and she does not want to get frustrated if she does not achieve good results. She does not think it is impossible to teach in this context though. In some few exceptional cases, she recognizes learning could occur there: "I do not think it is impossible. There are different contexts. There are schools with a small number of students in classroom. It depends on students and teachers and on a whole series of factors" (Krystal. I. 06/25/2014). From her point of view, there are few possibilities of successful learning in public schools and she does not seem to be willing to take the risk and try to have a positive and rewarding experience in this environment.

João also points out the lack of resources as a cause for language failure in public schools:

Excerpt 48:

I think it is possible to learn English at public schools, but where I am doing my practicum, specifically, it is difficult. The difference of the textbook levels of English from one year to the other is too big. It is difficult because the teacher tries to use the book and students cannot follow her. She does not have extra materials. The school does not have financial resources to provide her with alternative materials. She has to use this book that the City Council had sent her (João. I. 06/18/2014).

He argues that the textbook is not appropriate for students' level of English, and the number of classes is not enough for students to use the book adequately throughout the year. Therefore, in his opinion, instead of being a tool to promote learning, the book hampers it. For him, the lack of appropriate teaching materials makes the teacher's job difficult and leads to unsuccessful learning. He does not take into account that no book will ever be perfectly appropriate to one reality. The same textbooks are used in many schools with their own peculiarities. The teacher should adapt it according to students' characteristics and needs.

Like Krystal, Mya believes it is better to work in private schools, but for some different reasons. She does not agree with the educational system of public schools. She thinks teachers from these institutions do not have autonomy because of the system constraints:

Excerpt 49:

I think I would not like to work at public schools. It is not because of students. At the private school [where I am doing my practicum] students talk as much as those from public schools [...] The teacher has to call their attention many times too. It is because of the system. There are things you want to do at the public school, but you cannot because you have to obey governmental rules and impositions from the school. I don't agree with the idea I am forced to pass students because the school cannot have a high failure rate. I want to have the right to fail students if they do not study (Mya. 06/13/2014).

Mya criticizes the constraints teachers suffer at schools and points it as a reason for her lack of motivation to work in this context. It is important to highlight that pre-service teachers spend little time in schools during their practicum. Each of them had to observe and interact with the school context and professionals during 20 hours, besides observing 10 English classes. It is not enough for them to really know the school, its organization, and policies. Therefore, they might come to conclusions without even having a holistic view of the institutions. They form beliefs with superficial knowledge and without reflecting on the subject matters.

Finally, like Krystal and João, Mya and Oliveira also express their belief that it is quite difficult to learn English at public schools. Mya blames the few English classes and the focus on grammar for learning failure: "It is not impossible to learn English in public schools, but two classes per week is not enough [...] If the teacher focuses only on grammar, it will not be possible" (Mya. I. 06/13/2014). According to her, a new approach is necessary to teaching in schools more efficiently. This approach should focus on language for communication and culture.

Oliveira complains about the time as well and points out unprepared classes, the repetition of subjects and students' indiscipline as other factors that hamper learning:

Excerpt 50:

I do not believe in this system because it is always "the verb to be". From my point of view, classes are not well prepared. It is 50 minutes of class. The teacher spends 15 to 20 minutes to call the roll. After, he has to keep calling students' attention during the class. Sometimes, s/he wants to work with a text in the classroom, but s/he cannot (Oliveira. I. 06/24/2014).

In this passage, Oliveira suggests that the combination of a system that does not value the English teaching at schools, unprepared teachers, and misbehaved students is a great obstacle to teach and learn English in regular schools. The current picture of English teaching at schools seems to make pre-service teachers skeptical about its efficacy and demotivated to work at these places.

To conclude, in this section I have shown participants' beliefs about private schools as places that offer a more qualified English teaching. They consider that these institutions are more organized and have better structures, offer more teaching resources, and security. They also infer that as students pay for their education, they make more efforts to learn, and achieve better results. Only Lívia seems to have deconstructed the belief that private schools are superior to the public ones during her practicum. From her point of view, they are more similar than different. In general, participants reproduced a common belief that is quite difficult to learn English at public schools. Consequently, these institutions are not very attractive for some of them, who would prefer to work in private schools.

After having discussed their beliefs, in the next section, I discuss their emotions about language learning and teaching.

4.3. Emotions

In this section, I discuss pre-service teachers' emotions experienced 1) as language learners learning English in the LLP; 2) during the practical teaching experiences before or during the Practicum; and 3) during the Practicum. Although these emotions are part of a continuum, here they are separated only for purposes of organization and clarity.

4.3.1. Emotions experienced as language learners

The emotions the pre-service teachers felt are closely related to how they perceive themselves as language users, and to what extent they have met their own expectations about their language development. They vary from euphoria and passion to insecurity and frustration.

At the beginning of their teacher education, Oliveira, Mya and Lívia were excited to learn English. Oliveira and Mya say they chose the LLP because of their

passion for the target language, and Lívia because of her affinity with English and Portuguese. Mya was “euphoric” to study the language at the university. João did not reveal to be as excited as the other participants were, but he stated he decided to study at the LLP because of his interest in learning English and improving his knowledge of Portuguese. Finally, Krystal at first was interested in majoring in Portuguese and Literature, not in a foreign language, but she also took English Foundations in her first semester.

As Oliveira, Kystal and Lívia started the LLP, they became afraid of failing to meet its requirements. Oliveira felt insecure because he considered he had only some basic knowledge of English. The classes in English “scared” him, and he felt uncomfortable in classes when he noticed some of his colleagues had already a good level of the language, as he explains:

Excerpt 51:

At first, I thought about giving up studying English. I have always studied in a public school. I have not taken any English private course. Therefore, I only studied the basics of English. I found my first class really weird because the professor talked in English all the time. While I was following a few things of what he was saying, there were students in my classroom who already had an intermediate or advanced level of English. There were also students in the classroom who had lived abroad and had already started teaching English. It was a big shock. It made me feel inhibited. I thought: “I really do not know anything”. After the end of the class, I talked to the professor: “I am getting good grades in the French course. I started the LLP because of English, but I will not major in English”. It was with great difficulty and a lot of shyness that I kept studying English. I am very shy to speak the language. But, it has always depended on the context. I realized I felt blocked when I had to talk to some professors. I was also afraid to talk to those people that mastered the language. I talked to my professor about this difficulty. He advised me: “You do not have to see them as competitors. Learn from them”. Then, I started to enjoy learning the language at the university. I started to assimilate things.

Oliveira's belief that students learn only the basics in public schools shaped his identity as language user and influenced the way he felt about himself. He believed he had very little knowledge of English, and felt inferior when he compared himself to his colleagues. The feeling that he knew less than his peers and his difficulty in understanding the professor discouraged him to keep studying English. As he did not feel comfortable in the English classes, he thought about studying French instead. His good grades were an indication for him that he was doing well in this subject, which motivated him to study it more.

As discussed earlier, fear when speaking English and inhibition in front of others with a higher degree of linguistic proficiency is a common emotion among language learners (ARAGÃO, 2007; CANDIDO RIBEIRO, 2012). Lívia, Oliveira and Krystal revealed to have experienced it at least once in their language learning process. As Oliveira, Lívia was intimidated by her professors and other students who had high levels of English:

Excerpt 52:

R³⁰: When you talk about your language learning, you say you feel insecure when speaking and are afraid of making mistakes? Why do you feel this way?

L: I get insecure when I have to speak. I feel like someone is evaluating me all the time. I start to shake [...] Sometimes I am speaking and start to correct myself, and suddenly I realize I am making a big mess [...] I can speak naturally with close people though. But, I do not say many things with my professors. Usually, I feel insecure when the person I am talking to knows much more of the language than I do.

R: Is there any student who makes you feel like this too?

L: There were some students in the past, but not now. My class is too small and I think everybody has the same level of English. The insecurity is higher when the class is heterogeneous (Lívia. I. June, 30th, 2014).

Lívia feels insecure when speaking with somebody she believes to know more than her. She gets tense and anxious because she is afraid of being negatively evaluated by the other person (XIAOYAN DU, 2009). It directly affects her performance in the classroom, and her attitude towards her language learning because she tends to avoid potential evaluative situations. She feels bad when her anxiety prevents her from communicating naturally in social interactions. Then, she gets quieter in the classroom and does not speak much with her professors, even though, as discussed before, she believes that a good interaction between teachers and students is fundamental for learning to take place. However, the fear of being judged by her mistakes prevents her from trying to build this type of relationship with those who were supposed to help her to acquire the language. She recognizes that her insecurity to speak hampers her learning. This awareness associated with her fear of failing in learning English makes her feel desperate about her language development:

Excerpt 53:

³⁰ The letter “R” stands for researcher, and “L” for Lívia.

In the LLP, I have more difficulties with English. I should be less afraid of speaking. I should try to understand more. I am afraid of graduating knowing less than I should. I was supposed to be learning more. It is despairing and anguishing. “Oh, my God! I have to learn fast”. But, I think it is not possible to learn fast. It is hard (Lívia. I. 06/30/2014)

This passage presents us another factor that shapes Lívia’s identity as a language learner: being too demanding on herself. She expects to learn fast, and gets frustrated because it is not happening. How would she teach English if she has not learned enough of it? She expresses this concern in the following passage:

Excerpt 54:

When I was taking English IV, I thought: “I have done half of the courses in English Language and I have not learned many things”. I was afraid of graduating knowing few things. I would teach classes afterwards. I was afraid of not teaching good classes (Lívia. 06/30/2014).

Lívia was not thinking only as a language learner, but also as a pre-service teacher who would be teaching English after graduating. She felt bad because it was a contradiction for her to teach something she did not know well. Despite of that, she tries to convince herself that learning a language takes time:

Excerpt 55:

I expected to learn a lot. I think we [pre-service teachers] start the program with big illusions. In my case, I thought I would learn a lot very fast. “I will graduate speaking English perfectly”. Nowadays, I understand I will not have the language proficiency I expected [...] After some time, I learned part of it all is an illusion. We do not master the language completely by the time we graduate. Learning takes time and continues even after we finish the undergraduate course (Lívia. I. June, 30th, 2014).

Lívia is in a constant fight with herself. There are moments she blames herself for not learning as much as she wanted, and others when she thinks that not learning at the pace she expected is not her fault. Here we can see a close relationship between beliefs and emotions. When she thinks learning a language takes time as it is a continuous process, she feels less pressured, less frustrated, and better about herself.

Similarly to Oliveira and Lívia, Krystal’s perception of herself as a language learner was affected by how she felt in relation to her colleagues. She already had low self-esteem because of her previous unsuccessful learning experiences in school. She used to believe she was not able to acquire the language. Besides her fear of

becoming a failure, studying with students that had a higher level of English made her feel uncomfortable in the classroom as well, as she explains in the next excerpt:

Excerpt 56:

P: You wrote you started to study at [a private course] with great fear. Could you talk a little bit more about it?

K³¹: In my opinion, I was really bad at English. I could not learn English in school. It did not matter how many times the teacher explained the content in classroom; I could not understand it. I felt I was not able to learn English because of this experience at the public school. I always failed the tests and activities. I was afraid of not being able to learn the language at the private course [...] Besides, I was not comfortable. All my colleagues had some knowledge of English already: “This is easy”. Everything was new for me, not for them [...] (Krystal. I. 06/25/2014).

Oliveira, Livia and Krystal’s experiences show how emotions are related to students’ self-images and to their personal involvement in learning the language. Learners tend to avoid participating in language learning situations in which they would have their identity negatively exposed. These results suggest that the classroom atmosphere seems to be as important as teaching methodologies and strategies employed by teachers. Students need to be comfortable to learn. The professor’s support in Oliveira’s case was very important for him in this initial stage. It helped him to feel more motivated in the English classes and, thus, was able to see his colleagues’ higher proficiency through new lenses. It was when Oliveira realized that he could learn from his peers instead of diminishing himself that he started to enjoy the learning process and, consequently, to learn more. His example shows the importance of creating a caring and positive learning atmosphere in classrooms. Emotions play an important role in individuals’ decision making and their actions. If Oliveira had not changed the way he felt about himself and his language learning, he might have decided to major in French. His example confirms that cognition, emotions and actions are related in complex ways and impact one another, as discussed previously (BARCELOS, 2013; GOLOMBEK & DORAN, 2014).

Mya’s lack of motivation to study the language at a university is a different example that confirms the relationship between emotions and actions. Apparently, learning English in that context was not challenging for her, and she saw no need to make further efforts to do her exams for example: “I have never studied for my English tests because they are also based on grammar. I already knew the content

³¹ The letter “k” stands for Krystal.

that would be on the tests. Grammar and writing were not a problem for me” (Mya. I. 06/13/2014). The only moment she expresses excitement is when she talks about the classes she had in the first semester. According to her, she enjoyed learning English at that time because the professor did not focus only on grammar but instead prepared pleasant activities for them, such as tasks based on movies, music, and short stories. Mya and Krystal’s experiences show that either when the tasks are too easy or too difficult learners might feel demotivated to learn the foreign language.

Oliveira, Lívia, and Krystal’s fear of speaking in front of fluent speakers and their lack of self-confidence, and concern with failure as well as Mya’s lack of motivation to learn the language acted as social, contextual, and psychological barriers to their language acquisition. When they have a more positive attitude towards themselves and their language learning process, they are able to experience successful results in acquiring the language.

In order to identify how satisfied the pre-service teachers were in relation to their knowledge of English by the end of the course, we asked them to choose one of these four categories: good, reasonable, or insufficient to classify their language skills. Table 6 shows that they classify themselves as low proficient speakers:

Table 6: Participants’ self-evaluation of their language skills

Participants	Speaking skills	Reading skills	Listening skills	Writing skills	Grammar
João	reasonable	Good	good	reasonable	reasonable
Oliveira	good	Good	good	Good	reasonable
Krystal	good	Good	good	Good	good
Mya	good	Good	good	very good	very good
Lívia	reasonable	reasonable	reasonable	reasonable	good

Source: author of the text

As illustrated in the Table 6, the categories “good” and “reasonable” were the most used by the pre-service teachers to describe their languages skills. Only Mya used “very good” to categorize her writing and grammar skills. Although they were graduating, they did not consider having a very good level of English in all the skills. Their perceived lack of proficiency made them feel insecure as language users and future English teachers. Lívia points her lack of self-confidence as the main factor that inhibits her language development:

Excerpt 57:

I need to improve my speaking skills because I feel insecure when speaking [...] My insecurity might come from my fear of making mistakes, and lack of self-confidence. (Lívia. Q1. 03/06/2014).

Different from self-confident students, Lívia did not dare to take risks because she was afraid of making mistakes and exposing herself. Therefore, she missed many opportunities to practice English and to improve it. As seen in excerpt 56, she avoids talking to her professors for fear of being evaluated. Nonetheless, she is also concerned about her language acquisition. Her fear of failure pushed her to “make an effort” to meet the requirements of the LLP:

Excerpt 58:

I was enchanted by the opportunity of studying in a federal university as well as afraid of not meeting the requirements of the LLP and becoming a failure [...] I was shocked by the routine of studies at the university [...] Fortunately, I believe that nowadays I can keep up the pace of study at my undergraduate course. Or, at least, I try to do it. I make an effort to achieve it but I see myself in constant highs and lows. At the same time that I think I have improved my English, I think I should have learned more, and I blame myself for that (Lívia. N. 05/26/2014).

Lívia’s “highs and lows” in the LLP did not lead her to think about giving up. In this case, her fear worked as a motivational force. Although she was shocked at the beginning, this uncomfortable emotion impelled her to try to overcome her difficulties. Nowadays, Lívia thinks she still has to improve, but she is proud of her language development: “[...] I think I have learned many things [...] I have improved a lot. When I started studying at the LLP, I could not speak, and nowadays I can [...]” (Lívia. I. 06/30/2014). This result shows us, as discussed in chapter II, the role of negative emotions as mediators in the language learning process (SWAIN, 2011).

Similarly to Livia, João felt frustrated about his language learning. In his opinion, the LLP was more concerned in preparing them to teach than in providing them with opportunities to learn the language:

Excerpt 59:

The LLP does not offer many opportunities for us to practice the language [...] the courses are focused more on teaching than on pre-service teachers’ language learning. I could not learn much. I feel partly frustrated in relation to some expectations I had about the program and partly guilty because I should have tried a way to deal with the situation. Somehow, I expected more from the LLP (João.I. 06/28/2014).

João feels disappointed with the LLP because he had many expectations as a language learner, but not as many as a future English teacher. He was concerned in becoming fluent in English. The LLP, from his point of view, did not provide them with many opportunities to practice the target language. Nevertheless, he recognizes he was passive when facing the situation, and did not have autonomy to look for other alternatives to improve his language skills.

I have to disagree with him on the point that the Languages and Literatures Department does not offer pre-service teachers opportunities to improve their proficiency. By the time the data was collected, the department was offering an English conversation circle; many talks about American culture, costumes, and traditions; and conversation classes, all given by two American Fulbrighters. Moreover, the department has also offered English extensive courses for the university and city community since 1998, among many other opportunities.

Krystal is not satisfied with her language skills either, but like Lívia, nowadays she understands that learning a language is a continuous process. It is a comfort for her because she does not feel under pressure to finish the course with “perfect” English. It also helps her to keep her self-esteem as a language user and as a future teacher as well because she will not feel bad for not knowing everything. Although it is important that they are not too tough on themselves, it would be worrying if that belief became just an excuse and they did not dedicate as much as possible to learn the language.

Similarly, Oliveira understands learning as a process that never ends. Therefore, he agrees that knowing everything about a language is not possible because they are always learning something new. Nonetheless, he is highly concerned in developing his knowledge about grammar. This necessity as a language learner seems to reflect on his classes. He sees teaching as an opportunity to learn more grammatical rules as he has to study to teach students: “when you teach, you learn more [...] you develop the grammar knowledge” (Oliveira. I. 06/24/2014). Therefore, since he believes it is important to learn more grammar, his teaching is focused on that.

Finally, Mya, as the other participants, did not use “very good” to classify all her language skills. She considers her speaking, reading and listening as good. However, she does not express any satisfaction or dissatisfaction about it. She does

not reveal to feel guilt nor blame anybody else for not being very good at those three language skills.

Table 7 presents a synthesis of the emotions pre-service teachers experienced learning the language at the LLP and their respective triggers³²:

Table 7: Emotions experienced as language learners at the LLP

Pre-service teachers	Emotions	Triggers
João	Frustration, disappointment, and guilt	His language development did not meet his expectations; lack of opportunities to practice the language.
Krystal	Fear of failure	Low self-esteem as language learner and unsuccessful previous learning experiences.
	Discomfort	Colleagues' higher level of English and perceived lack of language proficiency
	Dissatisfaction	Slow and low language development
Lívia	Excitement	Desire to learn the language
	Insecurity; fear of making mistakes; anxiety; and tension/stress	Fear of being negatively evaluated by professors and colleagues who know more the language, perceived lack of language proficiency, lack of self-confidence
	Fear of failing in learning English; despair; agony; frustration; and discomfort.	Slow pace learning the language, and the concern in teaching English without being proficient in the language.
	Motivation	Concern about her language acquisition and her fear of failure
	Pride of herself	Language development.
Mya	Passion, euphoria, excitement, and enthusiasm	Desire to learn the language and her first professor's practice
	Lack of motivation	Studying the language was not a challenge for her

³² The word "triggers" in this context means the sources of pre-service teachers' emotions.

Oliveira	Passion and excitement	Passion for the language and desire to learn it
	Fear of failing in learning English and meeting the LLP requirement; discomfort	Classes in English; colleagues with higher language proficiency, his low level of English
	Fear and inhibition when talking with his professors and some students	People's good level of English, his shyness and perceived lack of language proficiency
	Discouragement in majoring in English	Belief he was inferior to his colleagues and difficulties in understanding the professor.
	Motivation	Desire to learn the language and professor's support and encouragement.
	Concern	Personal need to learn grammar

Source: author of the text

As seen in Table 7, participants' triggers of emotions are related to their perceived low language proficiency, comparison with proficient speakers and desire to improve their language skills. It illustrates how emotions may arise in social interactions (ZEMBYLAS, 2002a; 2002b; 2004) and then, not be restricted only to individuals' inner states. How participants feel about themselves depends on how they see themselves in relation to the group with which they interact.

It was also discussed that participants' beliefs about themselves as language users are related to how they feel about being a teacher. As it will be explored in the following section about their emotions regarding teaching, this is one of the reasons why some of them feel insecure to teach. Becoming an English teacher without being fluent in the language would be a contradiction for them since they believe a good teacher should have already mastered the language.

4.3.2. Emotions as beginning teachers outside the Practicum

The pre-service teachers of this study had started the LLP because they were interested in learning languages. At first, only Livia wanted to become a teacher.

Their perspectives in relation to the LLP and the teacher career changed throughout their teacher education as they had different teaching experiences, whose emotional contents made them react differently to each situation. In this section, I discuss teaching experiences they had before (in other places other than the official practicum placement) or while taking the Practicum.

As shown in Table 2 in chapter III, most of the participants had experience teaching in different places. The data has shown that practical teaching experiences were the most impacting ones for the pre-service teachers. For instance, Mya was “marveled” (Mya. N. 05/04/2014) with the LLP in the beginning. But, it is when she had some insights into teachers’ current working conditions that she “had some moments of discouragement in the LLP” (Mya. N. 05/04/2014). When she participated in PIBID and developed activities in a public school, she got “sad with teachers’ reality” and with the government constraints, as “schools follow the government orders [...]” (Mya. N. 05/04/2014). She complained about a specific policy teachers have to follow: to give students many tests in order to help them to pass the school year even if they have not achieved the required passing grade:

Excerpt 60:

I got really sad because I saw things that are wrong in my opinion. For example, you have to give an extra test to a student who did not get good grades during the whole year to help him to bring up his grades. He fails one more time. You give him another test, in which he is not successful again. After all, you have to pass this student anyway because [...] the government determines schools should not have high rates of repetition (Mya. N. 05/04/2014).

Mya got disappointed with teachers’ lack of autonomy and the government impositions over their work at regular schools. She explains that she would like to have the right to fail students if she considered it necessary. Besides, she found the school atmosphere depressing because of teachers’ attitude towards their jobs, and students. This experience affected her in a way that she considered the idea of taking another undergraduate course, and having a different job:

Excerpt 61:

At the beginning of my teacher education, I did not want to become a teacher. When people told me I would be a teacher, I answered them: “How horrible! I will not be a teacher”. My dream was to work in a big publisher company as a translator. Later, I became a member of PIBID, observed English classes and helped a teacher at a public school. I became even more discouraged about my Program because of the things I saw at this school. The teacher did not help either. She had to confront a

great amount of students and all that chatter. She screamed in the classroom, called students' attention, got stressed, asked students to leave the classroom etc. Students did not respect her. She was demotivated and made me feel the same way. She only complained and said bad things about the school and her students. The break time was a moment for teachers to unburden themselves. Teachers got together to say bad things about students. I did not like that atmosphere. "Oh my God, is this what I am going to face after I graduate?" The lack of teachers' autonomy also discouraged me to go to school. I got depressed. "I do not want this for me. I do not want to go through this. I do not want to become what these teachers are". It was at this time that I decided to change my major (Mya. I. 06/13/2014). I considered the idea of taking Law course, Journalism or Secretarial Sciences. I also thought of simply finishing the university course, and working in an area I would be well paid (Mya. N. 05/04/2014).

Before entering the LLP, Mya already held a bias against the teaching career because it is a hard job that does not offer a high social status and is not financially rewarding in Brazil. The "depressing" and "discouraging" school atmosphere she experienced was another factor that made teaching an unattractive profession for her. The school teachers' attitude towards students, and their misbehavior and lack of motivation made her feel disappointed and frustrated with the teaching career. She was scared by what she saw at school and she did not want to face the same in the future: "I got depressed. I kept thinking: "I do not want it for my life. I do not want to go through this. I do not want to become what this teacher is". It was by this time that she considered the idea of studying Law or Secretarial Science.

After that, she was convinced by one of her professors to start teaching at the university EEC. Her first day teaching in her own classroom was a little bit "scaring." Nonetheless, she persisted and realized that, in fact, she enjoyed teaching:

Excerpt 62:

My first day of class was awful because I was nervous. I was shaking. I thought about giving up teaching. Everything went well in the end though. As I got used to the class, I became less shy, and less ashamed when teaching them (Mya. Q2. 03/28/2014).

I was too afraid of doing wrong things [...] at the beginning. Little by little, I adapted myself to it, and set fear aside. Nowadays, I have two classes, and I like what I do very much. I really like teaching, and I have great pleasure doing it (Mya. N. 05/04/2014).

Her reaction expresses how most new teachers feel when they start their practices. Mya felt insecure and doubted her capacity to teach. Because of this, she believes her first class was "awful", she was nervous and shy, and afraid of making mistakes. When she overcame this first phase and felt more confident, she started

enjoying her job. This positive experience motivated her to finish the LLP to become a teacher:

Excerpt 63:

My experience at the EEC motivated me to become a teacher. At PIBID, the teacher only discouraged me. At the EEC, on the contrary, I only had positive experiences. I had my own classroom. I was not only assisting somebody else. At my first day of class, I felt bad because I was anxious. I was making some copies before the class and I was already shaking. I wanted to give up teaching. However, as time passed, I realized students liked me and enjoyed my classes. They wrote good things about my work in the questionnaire they answer at the end of the course. They acknowledged that I prepared the classes well. It is really good when students recognize your work. It motivated me because I saw I was going in the right direction. It made me want to become a teacher.

The types of emotional experiences Mya had in the two contexts, and how she reacted to them highlights the importance of emotions in pre-service teachers' education (ZEMBYLAS, 2002; ARAGÃO, 2005, 2007; SHUTZ and ZEMBYLAS, 2009; CANDIDO RIBEIRO, 2012). Whereas she thought about taking another university course after participating in PIBID, she changed her mind and decided to become a teacher after teaching English at the extensive course. The atmosphere was different and the EEC students take English classes supposedly because they want and need to learn the foreign language for academic and working purposes. Therefore, it is expected that they are more committed to acquire the language. Getting positive students' feedback about her work was rewarding for her and made her believe she was doing well and was able to teach English. At the EEC, Mya had an opportunity to see that there are other possibilities and contexts to teach. So, on the one hand, this opportunity was good, because she saw she could be a teacher and believe in herself as such. On the other hand, it made her not want to teach in public schools anymore.

Lívia also had a critical moment during her teacher education when she went to a school to assist an English teacher. When she got close to school reality, she stopped to think if teaching was something that she really wanted to do:

Excerpt 64:

I have never taught before, but I already helped a teacher at PIBID. I got anxious. Sometimes, I felt very happy when students participated of the classes. Others, I felt totally discouraged to the point I questioned myself if this was the profession I wanted to have (Lívia. Q2. 05/06/2014).

We saw in the previous section that when Lívía had to face only her difficulties in learning the language, she did not think about giving up the course. Her teaching experience was different though. When she realized what it really means to be a school teacher, and the challenges it brings, she wondered if she really wanted to pursue that career. Similarly to Mya, Lívía was affected by the students' responses to her actions in classroom. When their reactions diverged from her expectations, she felt disappointed and demotivated to teach. But, she did not change her plans:

Excerpt 65:

I certainly still see myself as a future teacher. My notion of reality is what has changed. Nowadays, I believe I understand a little bit more about teachers' challenges, whether they are lack of teaching resources, students' indiscipline, among others (Lívía. I. June, 30th, 2014)

What made her feel discouraged with her career at first, helped her to broaden her perspective of teaching and about herself as a pre-service teacher: "I cannot say that I am well prepared. I think I have many things to learn, mainly the ones regarding the practical feature of teaching" (Lívía. Q2. 05/06/2014). She became more aware of her limitations, and realized she still has a long way to go in her teacher education.

Whereas Mya and Lívía doubted if they really wanted to become teachers after their first teaching experiences, Oliveira felt even more inspired. He was anxious, but he was also confident when teaching his first class in the private school he currently works: "I was very confident, although I was also extremely nervous" (Oliveira. Q2. 04/22/2014) and "apprehensive" (Oliveira. N. 06/23/2014). He felt insecure because he did not have any teaching experience: "After finishing the English language courses, English literature, Applied Linguistics and English Teaching Methodologies, I was supposed to be ready to teach. [But] [...] I always felt that something was missing: practice" (Oliveira. N. 06/23/2014). As he started teaching, he replaced nervousness, insecurity, and apprehension by courage and desire to teach:

Excerpt 66:

I did not know that after giving my first class, I would start to see myself as a teacher [...] Besides my desire to teach, and the courage that inexplicably arouse in me, I brought with me [...] teachings of great professors I have at my undergraduate course (Oliveira. N. 06/23/2014).

Oliveira recognizes that he is inexperienced, but that did not prevent him from starting to teach and to get involved with this activity. Although he faced many difficulties, his desire to teach did not fade. Instead, he tried to overcome the obstacles. It was by dealing with these situations that he became more secure about his capacity to teach:

Excerpt 67:

My first class was at the preparatory course for the university entrance exam [...] I was shocked. They do not have the same view of the language as I had when I was in school. I am really in love with English, and the great majority of them are not interested in the language: “English is hard” “I am going to take the Spanish test³³. I will not stay in your classes”. There were thirty students in the class. Ten, seven or even five students attended my classes. I have already given classes to three students. I questioned myself “What is wrong?” It was frustrating. The class finished at 10:00 pm. When it was 09:40 pm, they started to leave the classroom. I thought: “Oh, my God! Is my class so bad? I cannot stand it”. I was not achieving any results with my work. I questioned if I was really able to teach. Despite it, in the middle of all those difficulties, I could see myself as a teacher because I liked to transfer knowledge. I liked to construct knowledge with my students. It was not a torture as I thought it would be. I was resistant to become a teacher even before having the experience of teaching. It was a decisive factor for me to change my opinion about becoming a teacher. I was resistant because when I started studying at the Program, I was still developing my language skills. I was not secure to stand in front of a classroom to teach. I was also very shy. I need to have this experience to awaken my interest in becoming a teacher. (Oliveira. I. 06/24/2014)

Students’ behaviors affected the way Oliveira saw himself as a teacher. He was insecure about his practice because they did not respond to his classes the way he expected. The pre-service teachers seemed to be very concerned about students’ opinions about them. Usually new teachers’ self-esteem decreases when they think students do not like them or their classes. They think failures are their fault, and that they are not qualified enough to teach. It is common that they already start their practice with insecurity. Negative feedback about their classes might increase that feeling. Their (lack of) confidence as language users may be related to their self-evaluation as teachers. In the excerpt above, Oliveira reveals that he used to think of teaching as a torture because since he considered having low English proficiency, he would not be able to teach students the language. After his first experience teaching, he not only realized he was able to teach, but also decided to be an English teacher.

³³ In the entrance exam, students can choose English, French, or Spanish to take the foreign language test.

In a new teaching environment, Oliveira got even more motivated and willing to make more efforts to improve the quality of his teaching because students gave him positive feedback on his work. Thus, the relationship between teacher and students affects teachers' emotional state and the way s/he perceives himself/herself as a professional. He felt his work was acknowledged when he heard a student's opinion about his class:

Excerpt 68:

I had a great surprise after my first class at the [private school]. I was demotivated because of the university entrance preparatory course. I thought I was not a good teacher. I was already identifying myself as not a good teacher. But, the secretary of this school told the educational coordinator: "My son told me the teacher is excellent. He loved the class. He really liked it". When she reported that to me, I thought: "Things will work out well. I will strive for it". It has been a great experience. Then, I really saw myself as a teacher. I am really willing to work harder. It is a challenge for me. Nowadays I prepare much more for my classes [...] If my activities are not good, I do not bring them to my students (Oliveira. I. June, 24th, 2014).

In this excerpt, teaching served as a challenge for Oliveira to search to become a better professional. Based on Oliveira's statement, we can imply that teacher and students worked together in the same direction: a motivated teacher tried to improve his practice, and motivated students learned more and were satisfied with the teachers' work. This combination increases the possibility of language learning, and boosts teachers' self-esteem: "Nowadays, I have self-confidence. I feel secure about myself. It sustains me and makes me take it forward. I did not feel this way before" (Oliveira. I. 06/24, 2014). What at first represented a torture for him, now is a source of motivation.

Krystal did not intend to become a teacher either. However, her first experience with teaching was transforming. After teaching a class at PIBID, she says: "I loved the experience of teaching. I felt like an artist performing a show" (Krystal. Q2. 05/06/2014). As Oliveira, she is not experienced, but she highlights she is willing to study to improve her English and her theoretical knowledge: "I am comfortable not only because of the theoretical knowledge that I have, but also because I can search for those things I don't know or don't remember" (Krystal. Q2. 05/06/2014). Krystal and Oliveira seemed to have substituted the fear of failure for motivation to achieve their goals as the language teachers they decided to become. But, she still felt insecure about her language proficiency and it seems to have

affected her identity as an English teacher. In the next extract, it is possible to see how her belief that an English teacher should master the language prevents her from seeing herself as a teacher. She believes she still has a lot to learn before being able to teach the foreign language:

Excerpt 69:

I still have some difficulties in seeing myself as a teacher because I think I am not perfect at English to be a teacher. I think it is a great responsibility. I see the teacher as someone who needs to know [the language] very well. I still do not feel like that person who does not have any doubt, who knows how to answer any student's question about vocabulary [...] I would feel uncomfortable if a student asked something I would not know the answer (Krystal. I. 06/25/2014).

It is possible to see that Krystal's belief about a good English teacher, her identity as a language learner, and how she feels about teaching are related to one another. Since she does not think that she has perfect English, she does not believe she would be able to teach it. She would feel prepared if she knew how to answer all the students' questions.

Finally, João does not express a great interest in becoming a teacher, but finds teaching interesting:

Excerpt 70:

I find it interesting to teach classes because I like this interaction that permeates teaching. You not only teach, but you also learn. You meet new people and different realities. I think it is quite cool to form opinions, to understand people's mind, how they receive what you say, how their point of view differs from yours. It makes you grow substantially. I also think that you can use your knowledge to help them grow. I think it is very interesting. The interpersonal relationships are very rich (João. I. 06/18/2014).

In this passage, João finds teaching enjoyable and sees it as opportunity to learn about others and their backgrounds. If necessary, he would work as a teacher. As already discussed, teaching is one possible work he wants to have, but not the only one. It is important to highlight that he did not have similar opportunities to teach as the other participants. Differently from them, he taught only one class at the EEC at the university. That is not enough to make a pre-service teacher identify himself/herself with the profession.

Table 8 presents a summary of the emotions pre-service teachers felt during the teaching experiences described above and their triggers:

Table 8: Emotions experienced during teaching practices (outside the Practicum)

Pre-service teachers	Emotions	Triggers
Krystal	Excitement, and motivation	Teaching experience
	Insecurity	Language proficiency
Livia	Anxiety; happiness; disappointment; and discouragement	Interaction with students and their behavior
	Hope	Intention to improve as an English teacher
Mya	Sadness; disappointment; frustration; discouragement	Government constraints; school policies; teachers' lack of autonomy
	Depression	School atmosphere, teachers' attitude towards students and their jobs
	Insecurity, fear, anxiety, and shyness	Fear of making mistakes during her classes, and lack of self-confidence as a teacher.
	Motivation	Positive experience at the EEC; students' acknowledgment of her work and their positive feedback about her classes.
Oliveira	Anxiety; apprehension; and insecurity	Lack of experience as an English teacher
	Frustration and insecurity	Students behavior and attitudes towards the English language
	Inspiration; confidence; and motivation	His teaching practice; students' positive feedback about his classes.

Table 8 shows that pre-service teachers' emotions are usually triggered by students' reactions to their classes, their relationship with students, their self- image as language learners and teachers, and teacher working conditions and atmosphere. It suggests that the teaching environment and the students influence how teachers feel about themselves as professionals and their career. The participants of this research, João except, realized they could become teachers after having some practical teaching experience and realizing that, in fact, teaching might be a pleasant and rewarding activity.

In the following section, I discuss the emotions they felt as they developed their Practicum in regular schools.

4.3.3. Emotions experienced during the Practicum

Developing the Practicum at regular schools is a return for pre-service teachers to a place where they established the very first contact with English learning, and might have developed some beliefs about the process. The experiences they had and their emotional contents are related to those beliefs and might influence their perceptions about the educational context. As English pre-service teachers, they come back with a different perspective, and can see the process of learning and teaching the foreign language through teacher lenses. They have the opportunity to see firsthand the complexity of teachers' work, their responsibilities, challenges, difficulties, frustrations, and also their achievements, learning, and growth. In this section, I discuss how the pre-service teachers felt going back to school and learning more about the teachers' work and the reality in this environment. Their self-image as language users, their relationship with students and the school environment were the main sources of their emotions. As mentioned before, participants' self images and concepts as language learners and users were related to their identities as future teachers.

Lívia's insecurity in relation to her language skills affected her performance as a language learner and as a future teacher. As it was shown in excerpts 52 and 53, her fear of being evaluated by professors and some colleagues prevented her from participating more in the classes and, consequently, developing her language skills. She experienced the same fear when she taught her first class at the private school in which she developed the Practicum: "I feel insecure to speak in English with the school teacher. She is really good. She has good English. I thought: 'Is she evaluating me? How am I doing?'" I think if I were alone with the students, I would not have felt so insecure" (Lívia. I. 06/30/2014). She states that the English teacher spoke English very well and she was afraid of having her language proficiency evaluated by her. Her fear "of not being able to teach a good class" (Lívia. 06/30/2014) distracted her from paying more attention to students. She got concerned with her performance and with the teacher's supposed judgment.

Another aggravating factor to her discomfort in the classroom was students'

behavior. According to her account of this class, they were indifferent to her: “I am afraid of graduating and starting to teach. In the practicum, I stand in front of the class and students did not respect me. They look at me and did not do anything (Lívia. I. 06/30/2014).

Since pre-service teachers are still forming their professional identities, the initial experiences they have as language teachers might have profound influence on how they judge their competence to teach. In the last excerpt, Lívia expresses a concern about her future career. Since students did not react to her actions in the classroom the way she expected them to, she doubted her capacity to teach in the future.

Krystal also feared students’ rejection in the Practicum: “After observing students, I feared the day I would have to teach them because they seem to be indifferent. I am afraid of being rejected by them” (Krystal. D. 04/30/2014). Students’ bad behavior seems to make new teachers feel apprehensive about their practice. Their indifference would represent a failure and would be emotionally disestablishing for the new teachers. Lívia revealed to be affected by students’ indiscipline when she tried to correct an exercise in class. She complained about this event more than once in different data collect instruments: class observation diary; final report; and interview. In her diary, she wrote she felt so bad with students’ misbehavior and the inefficiency of the class that she almost left them alone:

Excerpt 71:

This was the day I felt worse in classroom. The teacher had to solve some problems outside the classroom and asked me to correct some exercise with students. The class was totally unproductive. Students did not help. I almost gave up. I thought about leaving them alone, but I stayed there until the end of the class (Lívia. D. 05/18/2014).

In the final report and in the interview, Lívia gave more details of what happened that day. She explained she did not know beforehand that she would correct the exercises with students. When she arrived at the school, the teacher asked her to do this favor because she had to solve some problems immediately. At first, she did not like the request because she felt she was not prepared. Lívia explains she is a perfectionist and likes performing her duties calmly in order to do them well (Lívia, FN. 07/15/2014). Therefore, going to the classroom without having prepared herself was already something that brought her insecurity. She tried to calm herself thinking that everything would work out. It did not. Students’ misbehavior made her

feel frustrated and demotivated:

Excerpt 72:

The moment of correcting the exercises was terrible. Students were [...] talking a lot and did not pay attention. I got really demotivated (Lívia. FR.07/15/2014).

I felt terrible the day I tried to correct the exercises. I thought: “I will correct the exercises with students and everything will work well”. It turned out it was a failure. The class was a complete mess. I was already so tense that a student did something that induced me to make a mistake [...] I told the teacher “I am so sorry! I knew the right answer, but I do not know what happened. I am not careless with my English studies”. I thought: “What is she going to think? She will think that if I do not even know this, how am I going to graduate? I felt really depressed with this event (Lívia. I. 06/30/2014).

Lívia felt nervous because of her unsuccessful attempt in correcting the activities. She was afraid of being judged by the school teacher, who, in her opinion, would think she did not know basic things of English and did not know how to teach. She felt less confident as a future language teacher. The experience was so frustrating and depressing that she would have considered the idea of studying in a different program if she were only at the beginning of the LLP:

Excerpt 73:

It is hard. Sometimes, you feel so many disappointments at school that you ask yourself: “Is this what I really want for me?” There were days in the Practicum that I thought that if I were at the second or third term, I would study in another Program. I would not continue to study at the LLP. The day I corrected the exercise with them was really frustrating. They were restless [...] When I first went there, I thought: “I am going to a private school. Students will be sitting in their places. I will ask question, and they will answer me”. They did not stop talking. I was trying to call their attention and they ignored me. That was a sad day for me (Lívia. I. 06/30/2014).

She used to believe that private school students were more responsible and hard-working. What happened was a surprise for her, and she was not prepared to deal with the situation. Her inexperience and her low self-esteem as a language user and pre-service teacher contributed to her state of despair, sadness, and depression. It was a traumatic experience for her, but she was able to perform what Zembylas (2004) calls emotional labor in order to act accordingly to what would be acceptable in that circumstance. She stayed with them until the end of the class even though her desire was to leave the classroom to end what seemed to be a torture.

Despite that, there were other moments in which she felt happy with the students. This data shows that a new teacher’s emotional states tend to vary

according to students' reactions towards their practice. When they participate in the class and contribute to its development, teachers feel more self-confident and motivated to improve and become better teachers as we have seen in excerpt 68. In the extract below, Lívia argues there are also classes that make teaching a rewarding practice. The happiness they cause makes pre-service teachers believe that all their years of studies and the difficulties they endured were not in vain:

Excerpt 74:

There are classes in which you get disappointed, and others that make you feel really happy. It is like an explosion of happiness. You feel so happy that you think it has been worthy [...] I feel happy when a class goes well. When it happens, you see there is still some hope: "I will try to give other class. Maybe it works well again" [...] It works out when students participate in the class and want to learn and you achieve good results. It is good when you see that the student who is isolated and does not get involved in the class and even disturbs it, is interested and motivated to learn (Lívia. I. 06/30/2014).

In Lívia's opinion, good classes compensate those that did not work well, and motivate the teacher to keep trying to achieve good results. In her perspective, teachers' successful practice is measured by students' participation in class and their success in learning. This way of approaching the efficiency of classes is consistent with her belief that teaching should be student-centered. Since students should assume the main role in acquiring the language, Lívia felt happy because students participated in her class which shows that her satisfaction as an English teacher depends greatly on how students respond to her, and her classes. In the passage below, she expresses great excitement and satisfaction with students' behavior. They were more active and interactive with her:

Excerpt 75:

I got really happy because they were doing something. There was a student who said: "I want to speak like her". I helped them to write and speak. I thought: "Something is working here". The last class was good. Of course it was not a great class. But, I was tense about the activity correction that did not work as I imagined: "It will be a great disaster again". But it turned out it was nice. We achieved a good result. I think it worked (Lívia. I. 06/30/2014).

[...] I got very happy with the students' participation. I got more motivated with them [...] They are good students". (Lívia. FR. 07/15/2014).

Lívia not only felt more motivated after this class, but also changed her perception about the students. As shown in the previous section, there is a strong

relationship between students' behavior and teachers' emotions and beliefs. They seem to need to be accepted and acknowledged by students. As discussed by Barcelos (2006, 2007), students' expectations, needs, and beliefs are factors that highly influence teacher practice as well as their beliefs.

Similarly to Lívia, João and Oliveira also experienced disappointment and excitement depending on students' behavior as well. Oliveira felt scared with students' indiscipline, lack of interest, and unwillingness to do the activities during the classes he observed. João in turn felt frustrated with students' lack of interest during the activities developed in classes. "It is a shame students didn't pay much attention to the text that would be used in the next lesson" (João. FR. 07/15/ 2014). On the other hand, he expressed excitement in working with students since they seemed to be motivated and willing to participate in the class in other moments: "In this class, students seemed to be interested in the subject and willing to give their opinion. I felt excited about the possibility of encouraging their participation" (João. FR.07/15/ 2014). He realized students do participate when the teacher explores themes that are interesting to them. He used this strategy when he did an activity with them. Students' reaction to his actions determined his satisfaction with the class and with his performance the most, as we can infer from the excerpt: "I felt partially satisfied [with this class]. I liked to have been able to hold students attention and interest throughout the lesson, but I didn't like the fact that the class was too short and I didn't have time to better explore the theme of the lesson" (João. FR. 07/15/2014). Holding students' attention is a challenge and a concern for teachers. Therefore, being able to involve them in the activities is a reason why João was proud of himself. According to him, teachers feel demotivated when they fail to motivate students and keep their attention in the classes: "The level of indiscipline is too high. It is hard to meet students' expectations and motivate them. It makes the teacher feel demotivated" (João. FN. 07/15/2014). In this passage, he complains about indiscipline as an external factor that makes teaching difficult and hampers learning.

However, João also believes that the lack of teaching resources and excessive workload make teachers' work harder and stressful. He points out the book as one of the main problems the teacher had to deal with everyday in her practice: "one of the teacher's biggest difficulties is related to the textbook. Students' level of English is uneven, and the textbook is too difficult for them. The school does not have

alternative teaching resources" (João. FN. 07/15/2014). In his opinion, instead of being a good resource for the teacher, the textbook made her work more difficult. Besides, since she has to teach many classes in two different schools, it is impossible for her to prepare extra and more adequate materials for her students. In addition to that, she does not have either time or financial resources to create them. For João, teachers' poor working conditions associated with students' misbehavior is a big source of frustration for these professionals. There are many other issues that prevent them from dedicating themselves to what is really their job: teaching.

The pre-service teachers observed that the structure of schools and the availability of technological resources also influence teachers' practice and affect their work. They noticed that they are closely related to teachers' satisfaction in the workplace as well as to their emotional state. Some of them were amazed by the school structure and resources while others felt disappointed or even scared with the conditions under which teachers had to work. Mya got impressed by the size of the private school where she developed her practicum as well as by its availability of technological resources:

Excerpt 76:

I was amazed by the structure of the school [...] I thought "I want to work here" [...] I have never seen such a huge school. There are many spaces. I think it is important because it is tedious when we have the classes always at the classroom. The teacher can leave his/her classroom and work with students in other places. There are two laboratories, one of them with computers, a playground, a huge schoolyard, and an enormous court (Mya. FR. 07/15/2014).

Mya considers the space of schools so important that she wishes she could work where she was doing the Practicum. Because of her previous experience in another school, she believes the disposition of technological resources in classrooms makes teachers' work easier and less onerous. They do not have to suffer a lot of stress as when there are few equipments or only one item available for all the teachers to use:

Excerpt 77:

The classroom is large. There are fans. The board is enormous. I have never seen a data show in classrooms of regular schools. There is also a specific area for showing videos. When I was a PIBID member in other school, things were pretty hard. The teacher wanted to do something different, but he had to book the equipment first. Sometimes, he arrived at the room to use it, and there were people there. It was a mess (Mya. FR. 07/15/2014).

The private school space and its organization also called Livia's attention during her Practicum. She argues that when teaching resources are already in the classroom, teachers optimize their time because they do not have to bring and install the equipment or to take students to a room where they are ready to be used:

Excerpt 78:

The school is located in the central area of the city. It is clean, and very organized. The classrooms are large. There are resources such as a computer connected to data shows. It is a positive aspect because usually when you need a data show at public schools you spend about fifteen minutes to bring and install it in your classroom or to take the students to the library, where there is usually one available. It is good when the resources are already in the classroom (Livia. FR. 07/15/2014).

This is one of the reasons some of the participants feel more motivated to work in private schools. According to them, teachers do not have the basic resources to teach at public ones and they do not want to suffer the stress caused by the lack of them, as Krystal reveals in the extract below:

Excerpt 79:

Nowadays I am more interested in working in private schools because of teaching resources. I see that there are many teachers trying to do many things and they cannot because of lack of resources. It is a discomfort I do not want to have in the future (Krystal. I. 07/25/2014).

In this excerpt, Krystal reveals that good resources may influence teachers' motivation to work and might influence their choices when choosing where to work. The comparison between the two types of institutions seems to be inevitable and recurrent among the pre-service teachers. The four participants (Oliveira; Mya; Krystal and Livia) who had the opportunity of working closely with private and public schools' realities highlight aspects that elect the former as a more attractive place to work. In the next excerpt, Oliveira talks about the difficulty in using technological resources at a public school and says how simple it is to do the same thing at a private institution:

Excerpt 80:

At the private school where I work there is a specific room for it [to use the data show]. You do not need to install anything. You get your laptop and connect it there. That is all. However, it is a struggle to use the data show where I am developing my English Practicum. You have to take the overhead projector to the classroom. There is not enough space there. The students who are sitting in the first line have to find another place to sit because the front part of the classroom will be used. The screen is improvised. It is complicated to stick it on the wall. In order to do it you

have to look for a hammer and a nail. You may not find them. It is also difficult when you need to use the stereo system (Oliveira. I. 06/24/2014).

Oliveira, Krystal, and Mya find teaching harder and more difficult in public schools. The structure of schools and the availability of technological resources influences teachers' practice and affect their work. Consequently, they affect their satisfaction at the workplace as well as their emotional state. The data show also plays an important role in motivating the pre-service teachers as they make teachers' work seems less stressful, hard and complicated.

Finally, it is important to mention that participants had a good relationship with the school teachers with whom they did the Practicum. They felt the teachers welcome them, and were willing to help them to understand about teachers' job during their class observations. Krystal even felt inspired by the teacher, who tried to show that teaching is possible and can be a good experience if she tries to look at it with a positive perspective. In the following excerpt, they talk about this relationship with the teachers at school:

Excerpt 81:

Observing this class was a very good experience. I felt happy and secure about being an English teacher because the teacher showed me that teaching is not easy, but it is possible, specially, if you go to the class with your best and know your students' reality (Krystal. FR. 07/15/2014).

Excerpt 82:

Since the first time we met, she was very friendly and started telling me a lot of good things about her teaching experience. I am very happy because I learned a lot with her [...](Krystal. FR. 07/15/2014)

Excerpt 83:

Since the first class I observed, I met a receptive teacher that was willing to assist me in my class observations. When I did not understand her teaching strategies, I talked to her at the end of the classes. I had all my questions answered. I was able to learn a lot from her English teaching strategies and techniques [...] (Oliveira. FR. 07/15/2014).

Excerpt 84: She [the school teacher] was very kind to me (Lívia. FR. 07/15/2014).

The teachers gave pre-service teachers good support and helped them to feel more comfortable at school, trying to make the Practicum a positive experience for them.

The table below presents a summary of the emotions pre-service teachers experienced during the Practicum:

Table 9: Emotions experienced during the Practicum

Pre-service teachers	Emotions	Triggers
João	Disappointment and frustration	Students' lack of interest, and indiscipline
	Excitement	Students' interest and participation in classroom
	Satisfaction and pride	His ability to hold students' attention and interest during the class
Krystal	Fear of students' rejection and apprehension	Students' indifference
	Happiness and security about being a teacher	Teacher's positive words towards teaching; her classes, and the support he gave the pre-service teacher
Lívia	Insecurity; fear	Teacher's proficiency and supposed judgment
	Fear of not being able to teach a good class	Her language proficiency and lack of self-confidence
	Anxiety; discomfort, and insecurity	Lack of previous preparation to correct some exercises; students' lack of respect and their indifference
	Frustration; sadness; despair; disappointment; and discouragement	Students' misbehavior and her failure in trying to correct some exercises
	Happiness, motivation; satisfaction and excitement	Students' participation in the classes, their interest motivation to learn; achievements of good results
	Motivation	Private school structure, resources, and organization
Mya	Excitement, and motivation	Private school structure, and resources
Oliveira	Disappointment	Students' indiscipline, lack of interest in participating in the class
	Stress	Lack of technological resources or their poor quality

	Comfort and satisfaction	Teacher's willingness to help him during the practicum, and the pedagogical knowledge he could acquire with her
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Source: author of the text

As illustrate in Table 9, pre-service teachers' emotions regarding their language proficiency are related to their self-judgments as teachers. The table also shows that their emotions of disappointment and frustration as well as of joy and pleasantness seem to be related to students' behavior, whereas emotions of motivation, excitement, and stress are related to school structure, or rather to their beliefs about public and private schools. The interaction with the school context and with students showed them teaching at a school is possible, but it is not an easy job. They realized they still need to keep improving as professionals to achieve successful results and be less frustrated and disappointed.

In the next section, I explore the relationship between their beliefs and emotions concerning English learning and teaching in the Brazilian educational context.

4.4. The relationship between pre-service teachers' beliefs and emotions

Up to now, I have discussed pre-service teachers' beliefs and emotions. Now I will explore the relationship between the two of them. As discussed in chapter II, the relationship between beliefs and emotions are dynamic, interactive and complex (BARCELOS, 2013). Our beliefs are related to how we feel towards people, events, and issues in our lives. Likewise, our emotions shape and support our beliefs or even propel us to change them in order to avoid discrepancies, which may provoke a feeling of discomfort. However, the relationship between them is not always clear, direct, or easy to identify. Thus, during the data analysis it was not always possible to identify the kind of relationship between beliefs and emotions. Nonetheless, those relationships that were identified could be characterized as interactive, reciprocal, dynamic, complex, and dissonant. Beliefs influenced emotions and vice-versa as well as pre-service teachers' actions and identities. The terms "interactive" and "reciprocal" might sound like synonyms. However, here I use "interactive" when

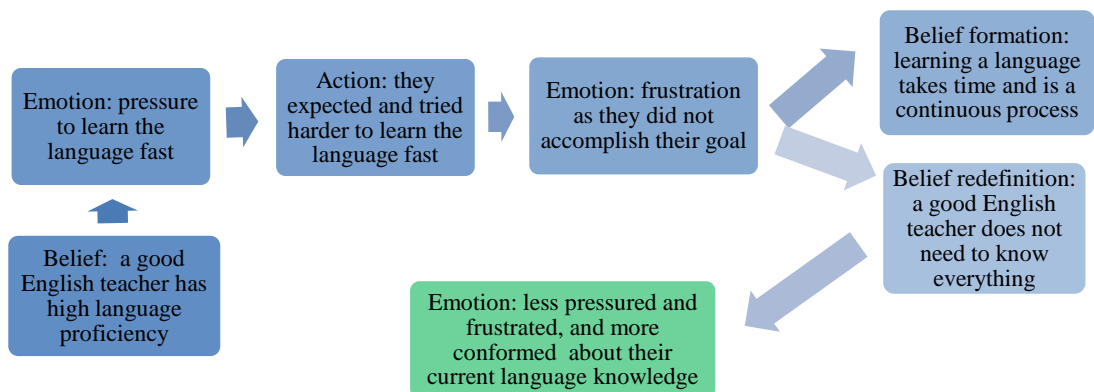
beliefs provoke emotions or emotions influence beliefs in a unidirectional manner; and the term “reciprocal” when emotions and beliefs affect each other mutually.

Although I was not investigating the relationship between beliefs, emotions, actions and identities, there were cases in which it is only by analyzing these two last variables that it was possible to understand the relationship between the first two of them. I used some diagrams as an attempt to demonstrate those relationships, which are complex, dynamic, and sometimes, obscure. I first discuss the interactive relationship between beliefs and emotions. Then, I explore their dissonant relationship.

Emotions and beliefs relate to one another interactively and reciprocally. Thus, emotions influence beliefs and beliefs influence emotions. Sometimes it is possible to see emotions influencing beliefs only, or beliefs influencing emotions only and other times they influence one another reciprocally. These relationships are embedded in the socio-historical, and complex context of teacher education for these participants. Therefore, I do not discuss them separately, nor present the events in chronological order, since experiences from different periods of time might interact and determines the relationship between emotions and beliefs.

Figure 1 illustrates the interactive relationship where emotions, beliefs, and actions influence one another. This happens because each pre-service teacher tries to be in harmony with him/herself. In other words, they try to avoid contradictions between their beliefs and identities in order not to experience negative emotions, such as discomfort.

Figure 1: Interactive relationship between emotions, actions, beliefs, and identity

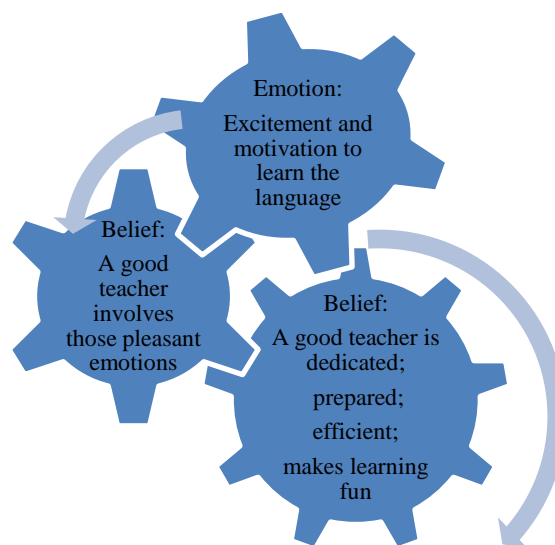


Source: author of the text

Livia, Krystal and Oliveira' belief that a good English teacher should have high language proficiency made them feel pressured to learn it faster. After unsuccessful attempts in mastering the language in a short period of time, they changed this belief and started understanding that learning a foreign language takes time and is a continuous process. This new belief helped them felt less pressured and frustrated. Assuming that learning a language is a process that never ends, they also feel comfortable about not knowing as much as they expected to. Therefore, in their perspective, a teacher would never know everything about the language either. So, in this case, a belief seemed to have been modified to accommodate more pleasant emotions.

Pleasant emotions can also create beliefs. Such was the case of Mya and Livia, as illustrated in Figure 2. Both participants, based on previous experiences, felt excitement and motivation learning English in school, enjoying the classes because they had good English teachers who had a positive relationship with students. In the LLP, Mya also felt happy and motivated by the pleasant atmosphere created by her professor and Livia by her professor's professional experiences. All of these positive emotional experiences might have influenced their belief that a good English teacher should be dedicated, prepare classes, bring extra materials, and make learning a pleasant experience. Thus, in their opinion, a good English teacher will evoke those emotions they experienced when learning the language.

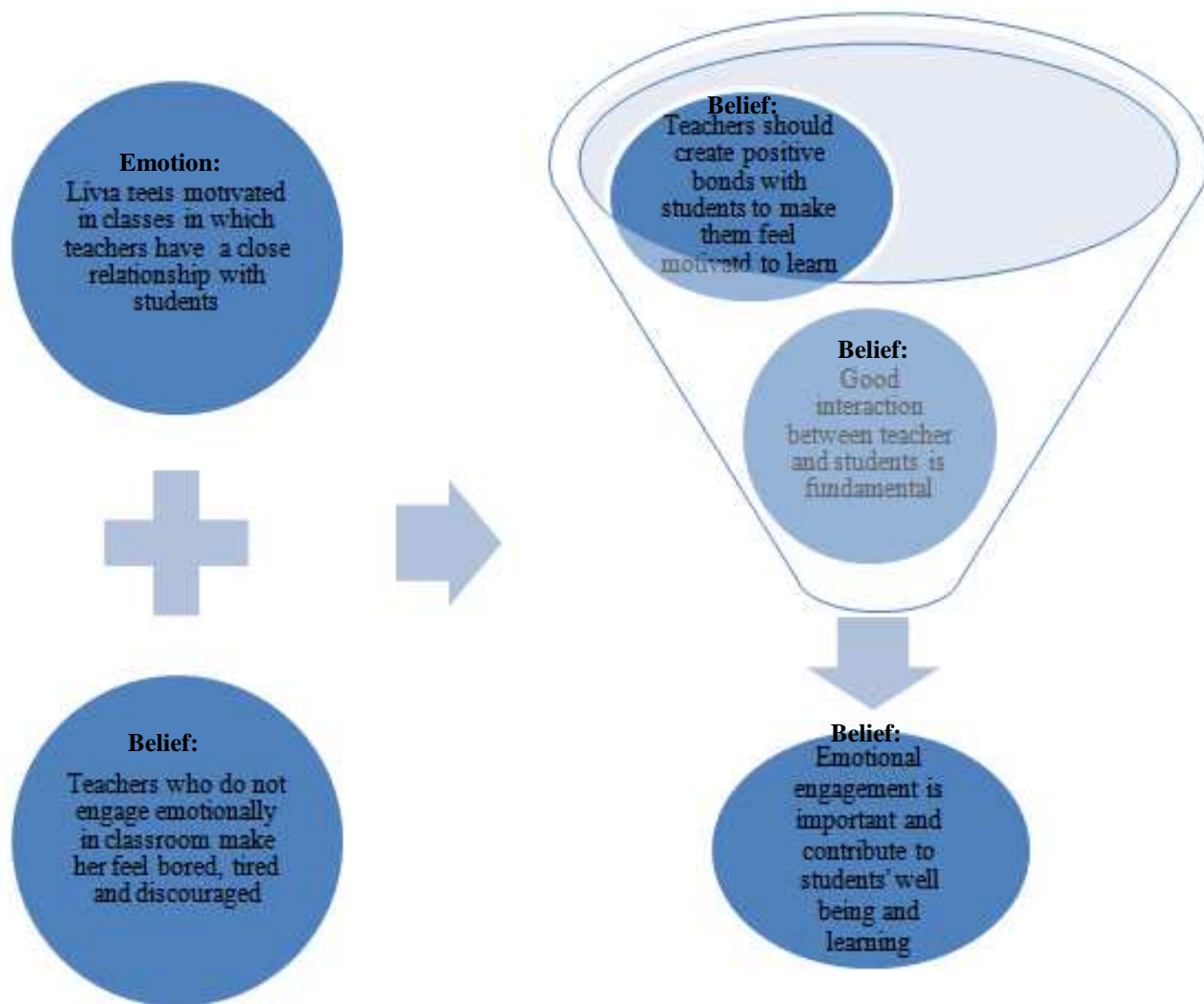
Figure 2: Interactive relationship between emotions and beliefs: good English teacher



Source: author of the text

As seen in Figure 2, emotions led the participants to initiate a process of belief formation that was confirmed and elaborated as they had new learning experiences. As a language learner, Lívia also formed a belief about the importance of teachers' emotional engagement in language learning, as represented in Figure 3:

Figure 3: Interactive relationship between emotions and beliefs: emotional engagement in classroom



Source: author of the text

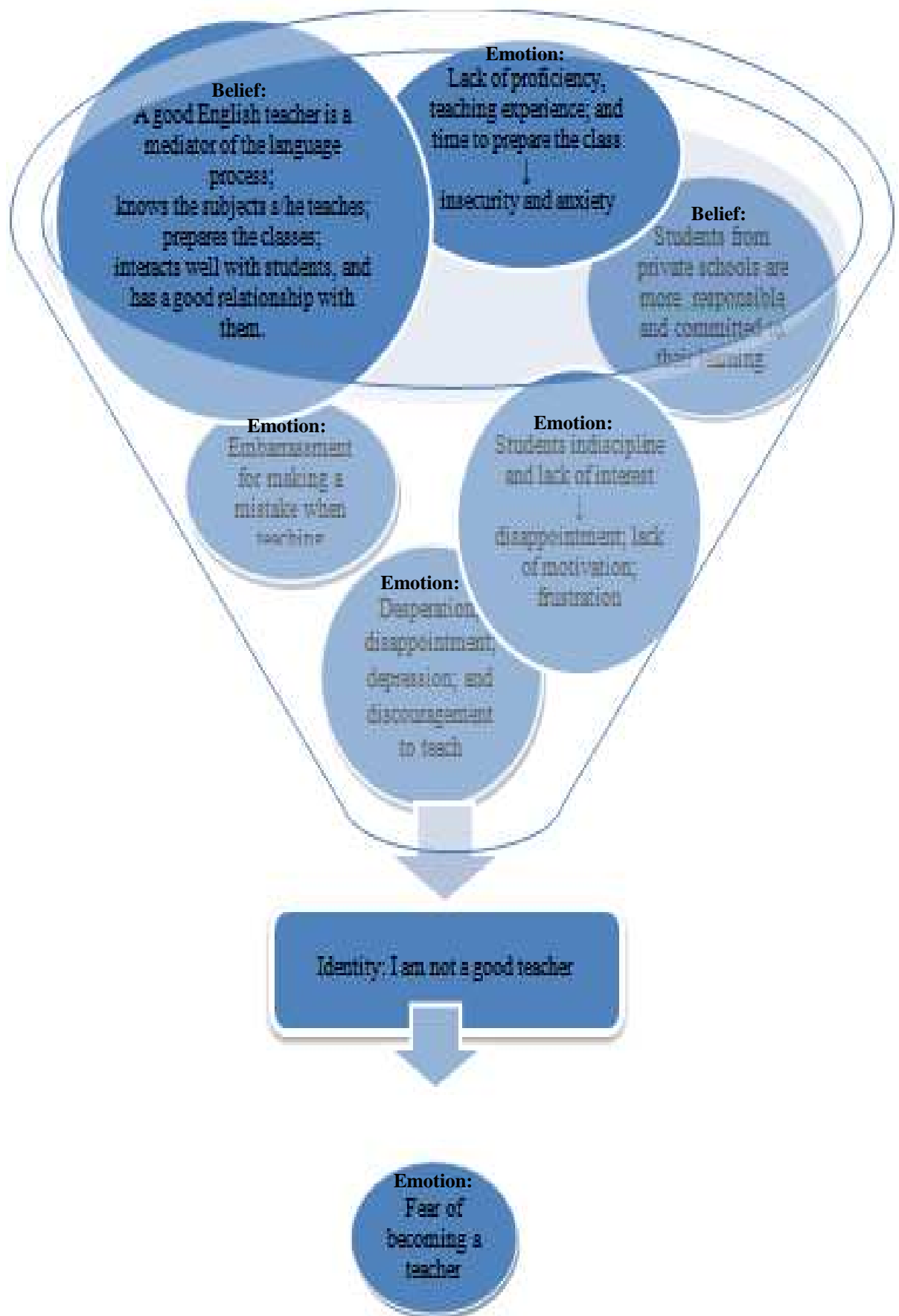
Lívia explains she was motivated and inspired to learn in classes with teachers who had a good relationship with students. However, she felt bored, tired, and discouraged in classes of those who did not seem to be emotionally engaged in

their practice. This fact led her to think that teachers' lack of engagement and emotional belonging as well as boring classes are factors that contribute to poor learning in schools. Based on her personal emotional experiences, she believes the nature of the interaction between teacher and students plays an important role in drawing students' attention and interest in class, and, thus, in their language learning process.

Similarly, João felt motivated to participate in classes at regular school when teachers planned different classes and asked students to participate actively in them, instead of only listening to the teacher and doing a list of exercises. Based on his personal experience, he believes teachers should employ alternative ways of teaching and, treat students as individuals that can be more autonomous and responsible for their learning in order to make them interested and active in the classes.

The next example shows how beliefs and emotions interacted and affected Livia's identity as a future English teacher. Figure 4, shows that her actions, interaction with students, their behavior as well as her insecurity were at odds with some of her beliefs and made her wonder if she really wanted to become a teacher. She was afraid of not being able to teach a good class because of her inexperience, and lack of self-confidence in her language proficiency. In addition, she felt anxious being asked to be in front of a class without having had the time to prepare herself. As she believed good teachers should be well-prepared, she felt apprehensive. On top of her anxiety, students did not behave well. They talked a lot and ignored her. Livia felt frustrated and disappointed at them and at herself since she believed she had failed working collaboratively with the students, which, for her, is fundamental in language learning. This event, her inexperience and her low self-esteem as a pre-service teacher made her feel desperate, disappointed, depressed, and discouraged with teaching. She felt afraid of graduating and starting to teach, as she doubted her capacity to teach classes in the future.

Figure 4: Interactive relationship between emotions, beliefs, and a pre-service teacher identity

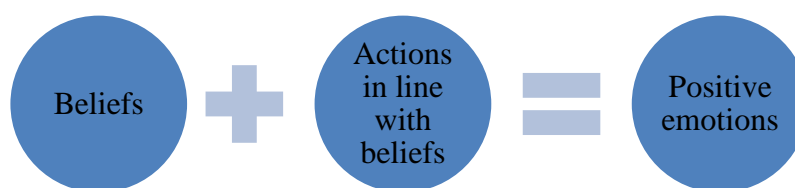


Source: author of the text

Despite this last episode, Livia prepared her next class beforehand and felt confident. Students participated, asked questions, did the activities, and interacted with her. She was happy because she acted according to her belief of what makes a good teacher. These positive emotions made her feel excited and motivated to become a teacher again.

On the other hand, students' indiscipline and lack of interest made Oliveira, João and Krystal feel disappointed, frustrated and discouraged to teach and believe they were not good teachers. There were other moments, however, when they felt happy and motivated with students' behavior as they participated in the classes, answering and asking questions, and doing the exercises. Thus, teachers' emotions of happiness or sadness, and their self-images as professionals were very much related to the students' attitude towards their classes. The data shows that when teachers' practice is aligned with their beliefs, they are able to experience more positive emotions. Figures 5 and 6 illustrate this relationship.

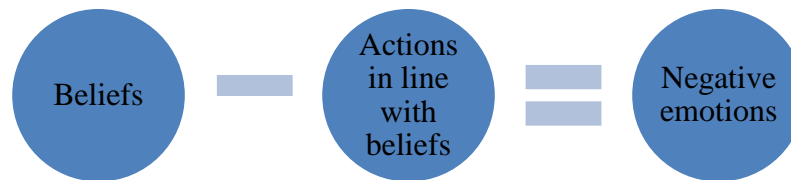
Figure 5: Interactive relationship between beliefs, actions and (positive) emotions



Source: author of the text

Data analysis suggests that the opposite might also be true (see Figure 6). When one's actions diverge from their beliefs, they can experience negative emotions. For instance, although João believes students should be autonomous and responsible for their own language learning, and take as many advantages as possible of the surrounding environment to learn, he did not search for opportunities to develop his language skills at the LLP as a language learner, and felt guilty about it.

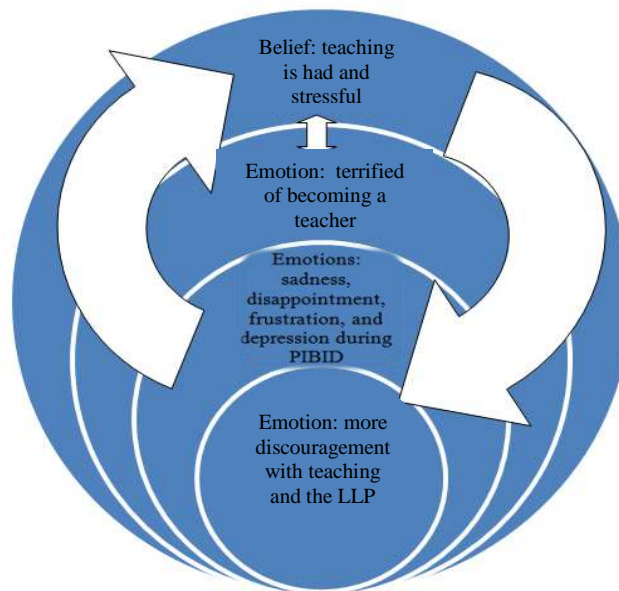
Figure 6: Interactive relationship between beliefs, actions and (negative) emotions



Source: author of the text

Figure 7 represents instances of how emotions and beliefs influence one another in a reciprocal way and shows the movement and dynamicity of their relationship.

Figure 7: Reciprocal and dynamic interactive relationship between beliefs and emotions



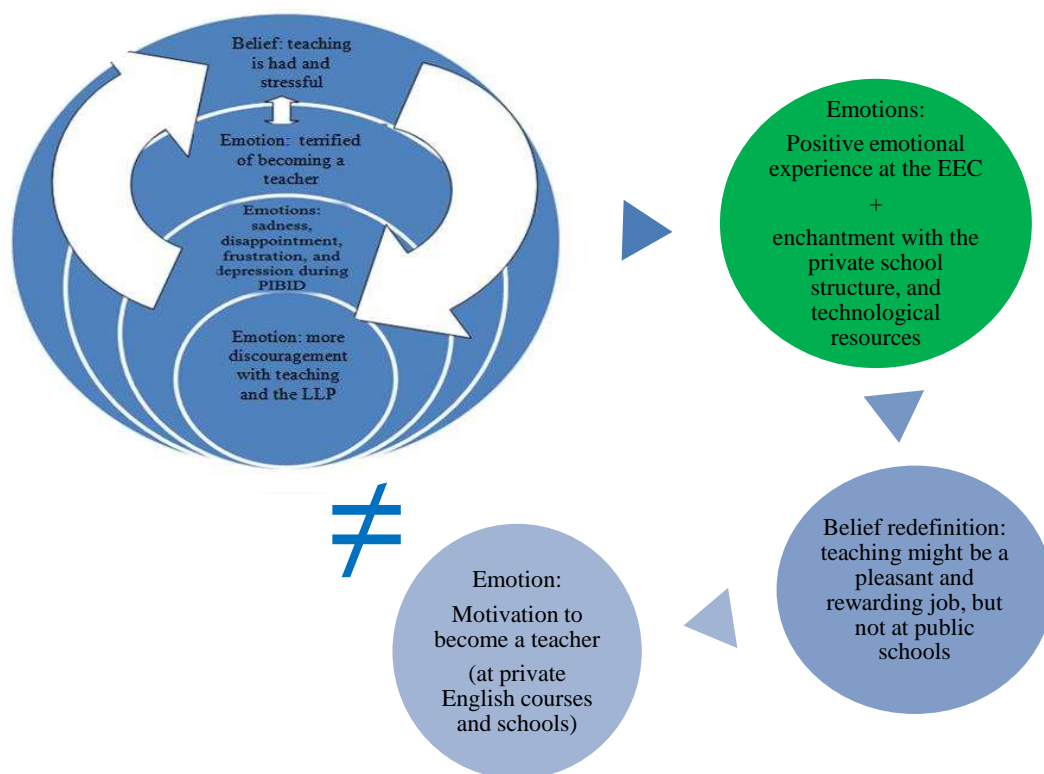
Source: author of the text

As illustrated in Figure 7, even though Mya had chosen a teacher education program, she was terrified of the idea of becoming a teacher, for its hard and stressful work, low social status, and low financial rewards in Brazil. The sadness, disappointment, frustration, discouragement, and depression she experienced during PIBID reinforced these beliefs and her negative view of teaching, which in turn increased her terror of becoming a teacher in an “emotion-belief spiral”-like process (FRIJDA & MESQUITA, 2000).

However, the positive emotional experience she had at the EEC as well as her enchantment with the private school structure and technological resources helped her

change her beliefs of the profession, as illustrated in Figure 8. Nowadays, she finds it a pleasant and rewarding practice and even sees herself as a teacher of private English courses and schools. In other words, she wants to teach, but not in public schools. Whereas her emotions propelled the deconstruction of some of her beliefs, they also created and reinforced others, as pointed out by Barcelos (2013), Frijda et al (2000) in chapter II.

Figure 8: Interactive relationship between emotions and beliefs: teaching environments and teacher profession

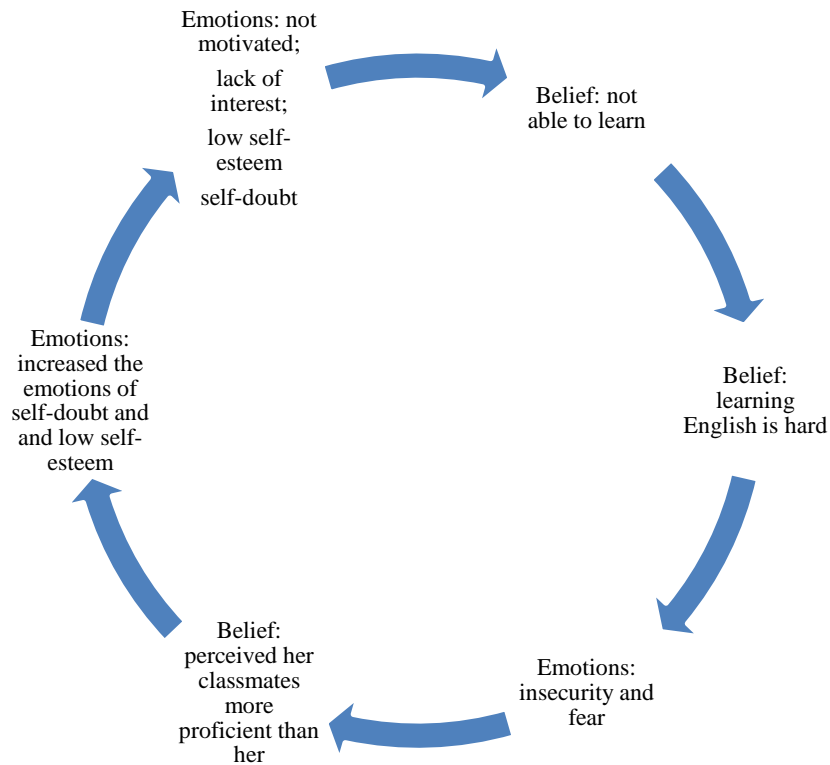


Source: author of the text

krystal and Oliveira went through a very similar process. After having positive practical teaching experiences, they redefined their beliefs about teaching and started to see themselves as English teachers. Like Mya, Krystal did not want to work in public schools. In Oliveira’s case, another motivation to teach was his belief that the best way to learn a foreign language is to teach it. Figure 9 represents an

example of how emotions influence the formation of a new belief, which, in turn, increases the strength of emotions and associates with them, affecting one's identity.

Figure 9: Dynamic relationship between emotions and beliefs



Source: author of the text

Krystal was not motivated to learn because English in school was not something appealing to her. This lack of interest hindered her learning process and made her believe learning English is very difficult. It also shaped her identity as a language learner, and affected her self-esteem. She became pessimistic and skeptical about her capacity to learn it in other learning contexts (English private course and at the LLP). Moreover, her self-perception as a language learner was further affected by studying with students who had a higher level of English. They made her feel uncomfortable and even worse about her language performance, as it reinforced the idea that she knew very little.

Figure 10 is the last example of the interactive relationship between emotions and beliefs. It illustrates how Krystal's set of beliefs and emotions prompted the

formation of the belief that private schools are better places to teach and study, which, in turn motivated her to work at those places.

Figure 10: Interactive relationship between (new) beliefs and emotions



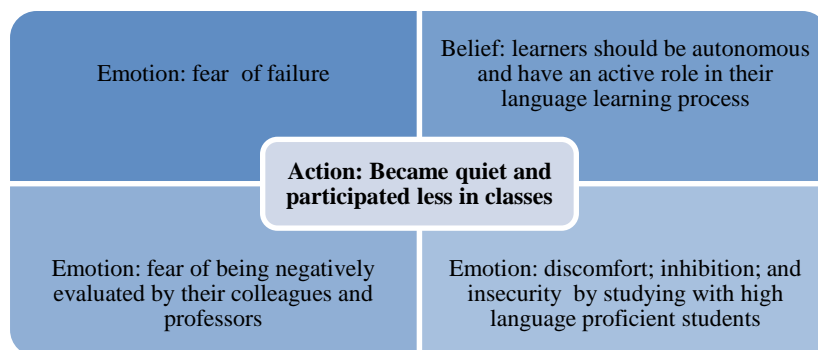
Source: author of the text

As discussed in chapter II, beliefs that are related to emotional and personal experiences are more resilient and difficult to change. Figure 10 shows different emotions and existing beliefs that contribute to the formation of the new belief about private schools, as well as how Krystal feels about teaching in those institutions. All of them acted as forces that strengthened this belief.

So far, I have discussed the interactive relationship between beliefs and emotions. Next, I explore relationships in which they are dissonant with one another.

The first example, illustrated in Figure 11, shows how emotions led Krystal, Oliveira, and Livia to experience a dissonance between their belief and actions (HARMON-JONES, 2000).

Figure 11: Belief /emotions and actions dissonance

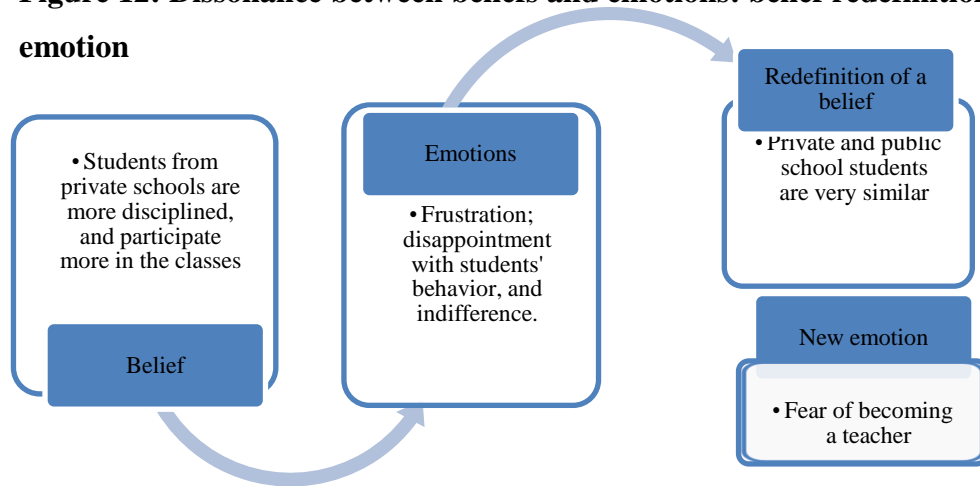


Source: author of the text

In the beginning of their teacher education, Krystal, Livia and Oliveira had low self-esteem as language users and were afraid of failing learning English. They felt insecure and inhibited when they had to speak in English with their colleagues and professors. Although they believed learners should be autonomous and take advantage of learning opportunities, the fear of making mistakes, being exposed, and being negatively evaluated (XIAOYAN DU, 2009; MASTRELLA de ANDRADE and NORTON, 2011) prevented them from being more participative in classes. They anticipated how they would feel if they made a mistake, and became quiet in class to avoid experiencing shame and embarrassment (FRIJDA and MESQUITA, 2000). In this case, their emotions were stronger and more influential in determining their actions than their belief.

In other cases, some beliefs may lead individuals to have false expectations about their reality, as shown in Figure 12. Since Livia believed students would have good behavior and attitudes in the classroom, the expectation was that she would have a good relationship with them, which would provoke positive emotions. Since that did not happen, the frustration and disappointment she experienced initiated a process of belief resignification/reconstruction and/or creation of new emotions.

Figure 12: Dissonance between beliefs and emotions: belief redefinition and new emotion

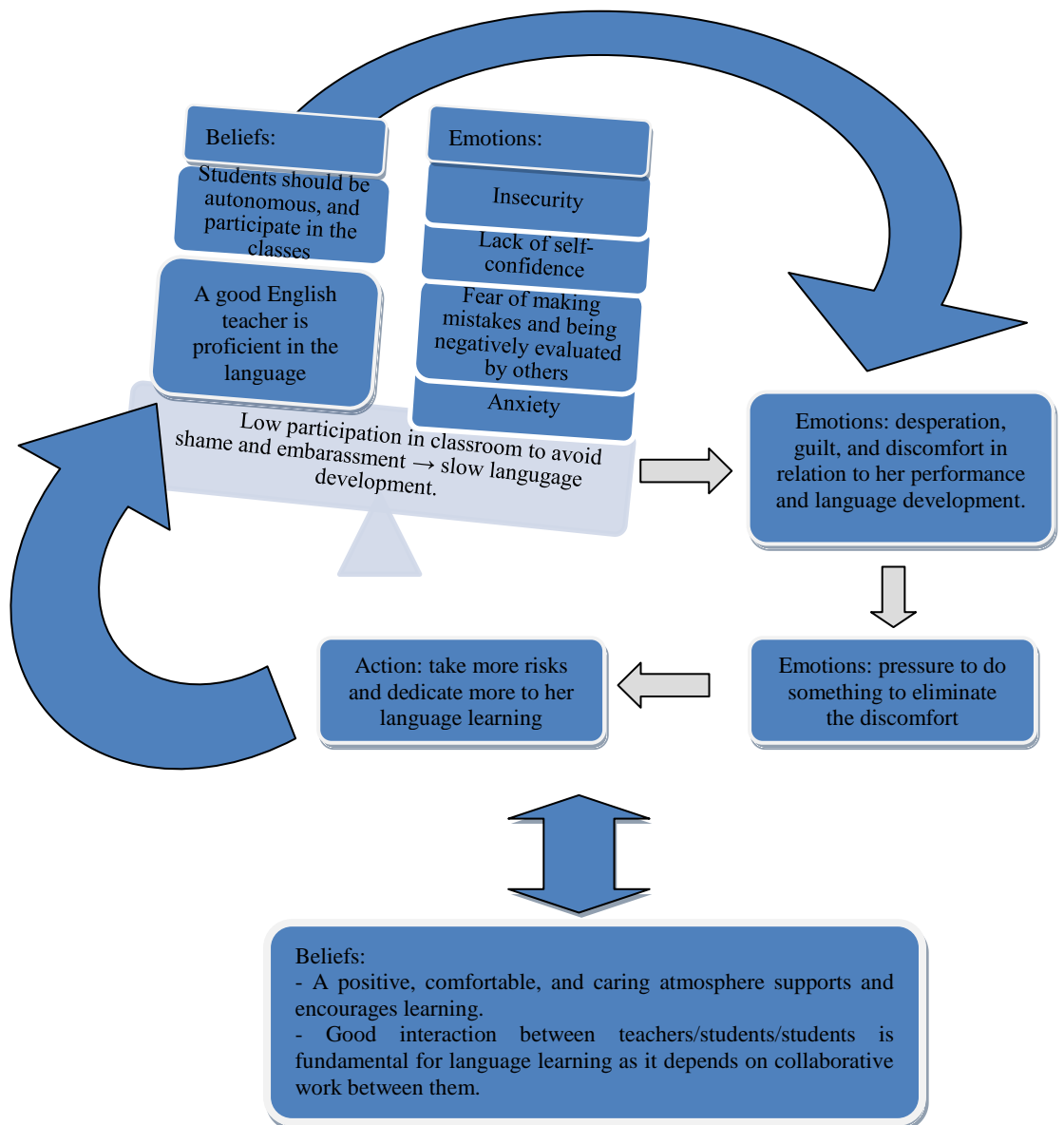


Source: author of the text

In that case, Lívia started to believe that students from public and private school shared more similarities than differences after her frustrated attempts to teach them during her Practicum. The negative experience also made her feel afraid of being a teacher. It confirms the assumption that teacher emotions are very likely to be affected by their relationship with students and, to some extension, the nature of this relationship might also influence their beliefs.

Finally, Figure 13 demonstrates that an initial contradiction between beliefs, and emotions and actions provoke a discomfort that propels the individual to develop strategies to end this dissonance or reduce its impact in their belief system.

Figure 13: Dissonant and interactive relationship between emotions, beliefs, actions, and identity



Source: author of the text

Figure 11 illustrates that Livia's actions were influenced by her emotions; not by her belief. However, this cognitive dissonance (between her beliefs and practice) makes her feel guilty about her language learning and pushes her to dedicated more effort and take more risks in this process. Then, although some emotions were characterized as negative, they were helpful in motivating pre-service teachers to overcome situations that were harmful to their professional development. The data and the diagram reveal that her discomfort was also caused by her belief that a good English teacher is proficient in the language too. In fact, according to her account, this belief was more strongly related to those emotions than to the one about

learners' autonomy. Her identity as a future English teacher was also stronger than her identity as language learner, and played a more important role in shaping her emotions and beliefs concerning her language learning development. In this sense, her belief about the good English teacher and her goal to become this teacher played a central role in determining her actions rather than her insecurity, her anxiety, and her fear of making mistakes and being negatively evaluated (FORGAS, 2000; FRIJDA & MESQUITA, 2000). This whole process also suggests that emotions and actions influence one's actions alternatively at different times.

In this process of developing strategies to decrease the dissonance between beliefs, emotions and actions, Livia comes out with new beliefs about English learning and teaching. In the middle of her desperation to improve her English skills and inhibition to use the language in classroom, she reinforced the old belief and created a new belief, as she understood that good interaction between teachers/students/students and a positive, comfortable, and caring atmosphere are fundamental to promote learning.

In conclusion, this complex relationship suggests that emotions and beliefs are more interactive than dissonant, and it is our limited understanding of them that prevents us from understanding their deeper connection. Thus, emotions and beliefs are closely connected, and they both influence individual's thoughts, actions, and identities. The participants' experiences in the school context indicated they started seeing the complexity of language learning and teaching, as well as their own complexity. The emotions they felt brought colors to their experiences and opened up their minds to a transformational process, by provoking restlessness and confusion in their belief system, and a need for its reorganization. As new teachers, they are still forming their professional identities. They seem to change their beliefs more easily as they go through new experiences and have different emotional reactions to them. The dynamic relationship between their beliefs, emotions, actions and interactions with different teaching contexts, school teachers and students throughout the LLP have shaped their perceptions of themselves as professionals and of the teaching career. Students' responses to pre-service teachers' actions; teachers' working conditions, teaching resources and school atmospheres were triggers to their emotions and belief system restructuring. Pajares (1992) stated that beliefs were the best indicators of the decisions individuals take throughout their lives. This study

revealed that in some cases, emotions were more influential and played a stronger role in pre-service teachers' decision-making than their beliefs.

In the following chapter, I go back to the research questions trying to answer them, and present implications and limitations of this study and make some suggestions for future research.

CHAPTER V

SOME CONSIDERATIONS

This chapter is divided into four sections. In the first, I go back to the research questions and answer them. In the second, I discuss implications of this study for language teaching education. In the third, I consider some of its limitations. In the last one, I present some suggestions for future research.

5.1. Answering the research questions

This study aimed at investigating pre-service teachers' beliefs, emotions and the relationship between them. In order to achieve these aims, three research questions were designed, which I answer in the next subsections.

5.1.1. What beliefs do pre-service teachers hold about learning and teaching English?

In this study, pre-service teachers revealed several beliefs that encompassed issues related to English learning; English classes content; the concept of the good English teacher; the relationship between teacher-students-students; private and public schools. These beliefs are presented in Table 10:

Table 10: Pre-service teachers beliefs about learning and teaching English

Pre-service teachers' beliefs
English learning
<ul style="list-style-type: none"> -Learning a foreign language depends on good interaction between teachers and students and a collaborative work between them. -Students should be autonomous and responsible for their own language learning. - Learning a language is a continuous process.
English teaching
English classes
<ul style="list-style-type: none"> - The classes are more interesting and motivating when students are involved and requested to participate actively of the activities. - Students participate more of the classes when teachers break out of the routine and innovate the traditional classes, using a varied of interesting materials. - Teaching a foreign language is to broaden students' possibility to communicate. It is to teach culture.
Good English teacher

Fluent; organized; patient; dedicated; a mediator of the language process; and reflective about his/her practice; seeks for professional and language development; prepares the classes, knows the subjects s/he teaches; brings extra materials; motivates students; and has a good relationship with them; makes learning pleasurable.

Relationship between teacher- students-students

- A good interaction/relationship between teacher and students and a comfortable, caring, and supportive atmosphere increase language learning.
- Teachers and students should work together to build knowledge.
- Teaching should student-centered, and they should interact more among themselves

Teaching in public and private schools

- Teaching is a hard and stressful work that does not have a social status and is not financially rewarding.
- Teaching is a pleasant practice if it is not developed in public schools. The lack of suitable teaching resources makes teachers' work harder and more stressful, and is one of the causes for language failure at schools.
- Teachers' poor working conditions associated with students' misbehavior is a big source of frustration for these professionals.
- Students from private schools are more disciplined, and responsible for their language learning.
- Teachers from private schools are happier, more successful doing their jobs, and face fewer problems at their workplace.
- Teachers are offered better working conditions in private schools.
- The atmosphere is more positive in private schools.
- It is too difficult to learn English in public schools.

Source: author of the text

This study confirmed findings from previous research about pre-service teachers who arrive at the LLP with a set of beliefs concerning language learning and teaching that biased their process of teacher education (VIEIRA-ABRAHÃO, 2002). For instance, the belief that teaching is hard and stressful made it difficult for some of them to identify with the profession until almost the end of the LLP.

The results have also shown that pre-service teachers' first teaching and new language learning experiences stimulated belief change, the formation of others, and, in some cases, the strengthening of existing ones. It suggests the role of experiences in one's belief system, provoking its redefinition and accommodation. As also suggested in the literature, beliefs are socially constructed. Students may adopt current theories because of the commonality of certain discourses in society or in their teaching program. This is what happened in this study. Students' beliefs that English should be taught with culture and for communicative purposes, for example, are in accordance with current theories about foreign language acquisition. However,

it may be the case that this is not yet present in their practice (although in this study we did not look at their practice).

There were some recurrent beliefs that were reinforced in different phases of the data collection. Participants emphasized the need of teacher and students to develop a collaborative work and creating a positive learning environment; highlighted that knowing a foreign language is not enough to teach it, and stressed the importance and some of them reinforced the common belief that the quality of education is better in private school. Their beliefs about the good English teacher, the language classes, and the relationship between teacher and students and teaching context seem to characterize the professional they want to be, and the working conditions under which they would like to work.

Finally, pre-service teachers' beliefs related to their actions, identities, emotions in different ways. I talk about these relationships when I answer question 3. In the next section, I present the emotions they revealed to have experienced as language learners and during the Practicum.

5.1.2. Which emotions did they experience as language learners and during the Practicum?

Pre-service teachers experienced a variety of emotions throughout their language learning and LLP. In general, they experienced excitement and motivation to learn the language, but also insecurity; frustration, and fear of failure and of being exposed. Regarding teaching, emotions of anxiety, insecurity, disappointment, fear, motivation, excitement and satisfaction were common in the accounts of their experiences. Table 11 brings a summary of the main emotions they reported having experienced in their learning and teaching.

Table 11: Pre-service teachers' emotions

Pre-service teachers' emotions	
Participants	Emotions
Learning experiences	
João	Frustration; disappointment; and guilt.
Kystal	Fear of failure; discomfort; and dissatisfaction.
Lívia	Insecurity; fear of making mistakes and in failing in learning the language; anxiety; and tension/stress; despair; agony; frustration; discomfort; excitement; motivation; pride.

Mya	Passion; euphoria; excitement; and enthusiasm; lack of motivation
Oliveira	Passion; excitement; fear of failure in learning the language and in meeting the LLP requirements; discomfort; inhibition; feeling of inferiority; discouragement; concern; motivation.
Teaching experiences (outside the Practicum)	
Krystal	Excitement; motivation; insecurity.
Lívia	Anxiety; happiness; disappointment; discouragement; and hope.
Mya	Sadness; disappointment; frustration; discouragement; depression; insecurity; fear; anxiety; shyness; motivation.
Oliveira	Anxiety; apprehension; insecurity; frustration; inspiration; confidence; and motivation.
Teaching experience in the Practicum	
João	Disappointment and frustration; excitement; satisfaction and pride.
Krystal	Fear of students' rejection; apprehension; happiness; and security
Lívia	Insecurity; fear; anxiety; discomfort; insecurity; frustration; sadness; despair; disappointment; discouragement; happiness; motivation; satisfaction; excitement.
Mya	Excitement; and motivation.
Oliveira	Disappointment; stress; comfort; and satisfaction.

Source: author of the text

As found by Candido Ribeiro (2012) and Aragão (2007), pre-service teachers' emotions were, to a great extent, related to their identities and performances as language learners and teachers; their language proficiency; the fear of being exposed and being negatively evaluated by high proficient speakers. The data revealed that the sources of these emotions were related to: their relationship with professors, colleagues, school teachers and students; teacher working conditions; school structure, system, organization, atmosphere (ZEMBYLAS, 2003) and teaching resources. It confirms the literature discussed in chapter II that emotions are socially constructed and triggered by the interactions individuals experience within the social, historical and political contexts they live in. How pre-service teachers reacted in each social context determined the emotions they lived. Many times these emotions worked as lens through which they evaluated their experiences. The conclusion they draw related to their beliefs, identities, and action in many ways, as I discuss below to answer the last question.

5.1.3. Is there a relationship between pre-service teachers' emotions and beliefs? If so, how do they interact with each other?

Data analysis confirmed that pre-service teachers' emotions and beliefs related to each other reinforcing existing beliefs, redefining and stimulating the creation of new ones; leading them to experiencing new emotions; motivating or preventing them from acting; and shaping their identities as English learners and future teachers. These results confirm what the literature suggests (BARCELOS, 2013) about the nature of the relationship between emotions and beliefs: dynamic and complex. Sometimes their dynamicity and complexity happened in an interactive and reciprocal way, but others in a dissonant one. First, I present a summary of the interactive, and reciprocal relationship. Then, I do the same with the dissonant one. I specify in parenthesis the figures from chapter IV that represents the relationship described.

The relationship between beliefs and emotions were interactive when emotions influenced beliefs, or beliefs influenced emotions; and reciprocal when they influenced each other mutually. Topics 5 and 8 describe reciprocal relationships and the others, interactive ones.

- 1) Beliefs were modified to reduce cognitive dissonance (HARMON-JONES, 2000) and accommodated pleasant emotions (Figure 1).
- 2) New beliefs were formed from positive and negative language learning and teaching emotional experiences (BARCELOS & KALAJA, 2011) (Figure 2)
- 3) Positive emotions were experienced by pre-service teachers when their practices were aligned with their beliefs. In this process, beliefs were reinforced and identities shaped (Figure 5). Negative emotions were experienced by them when their practices were not aligned with their beliefs (Figure 6).
- 4) The dissonance between pre-service teachers' beliefs, emotions, and actions in interaction with social contexts affected their identities as future teachers (Figure 4).
- 5) Beliefs and emotions from different experiences interacted reciprocally strengthening each other in an "emotion-belief spiral"-like process (FRIJDA & MESQUITA, 2000) (Figure 7).

- 6) Positive emotions stimulated belief change (BARCELOS, 2013; FRIJDA et al, 2000) (Figure 8), and negative emotions reinforced existing beliefs (BARCELOS, 2013; FRIJDA et al, 2000) (Figures 7 and 9).
- 7) Negative emotions, associated with one's lack of autonomy stimulated belief formation that strengthened these emotions, which, in turn, lowered one's self-esteem and negative emotions were strengthened again in a cyclical process (Figure 9)
- 8) Beliefs and emotions interacted with each other forming new beliefs that reinforced a central and old belief (Figure 10).

These were the examples of when emotions and beliefs relate in interactive and reciprocal way. Now, the topics from 9 to 12 represent the dissonant relationships between them. In this study, dissonant relationships happened when pre-service teachers experienced emotions different from what their beliefs made them expect to feel (topic 9); emotions played a contradictory force and prevented pre-service teachers from acting according to their beliefs (topic 10); a belief made one act and move forward despite the emotions that were hindering this process (topic 11). Topic 12 represents the whole process described in topics 10 and 11 and represented in Figure 13. It shows that sometimes one is motivated to act according to their emotions, and other times according to their beliefs.

- 9) A conflicting belief to reality provoked negative emotions. In other words, beliefs may make one expect to experience certain emotions. When the reality does correspond to his/her beliefs, s/he experiences emotions that contradict their expectations. The inconsistent belief and emotions influenced in refining this belief and the experience of new emotions (Figure 12).
- 10) Negative emotions prevented pre-service teachers from behaving according to their beliefs. Thus students had the belief they should participate in class. However, the anxiety and fear of committing mistakes made them not act according to their beliefs. In this case, emotions were stronger than beliefs in determining their actions (Figure 11).
- 11) A belief might represent what pre-service teachers want to be in the future and determines their actions to achieve their goals, despite the obstructive

effects of some emotions. For instance, the belief of the good English teacher may represent the professional they want to be. This goal is more likely to shape their actions than their negative emotions (FORGAS, 2000; FRIJDA & MESQUITA, 2000) (Figure 13).

12) Inconsistency between beliefs, emotions, and actions provoked a discomfort (Figure 11) that propelled pre-service teachers to develop strategies to end this dissonance or reduce its impact in the belief system. The whole process led to both reinforcement of an old belief and creation of new ones (Figure 13).

In sum, the results suggest that emotions and beliefs interact in a variety of ways: emotions may influence beliefs; beliefs may influence emotions; beliefs and emotions may influence each other reciprocally; they may, at different times, exert stronger influence over one's actions; and the dissonance between a set of emotions and beliefs may influence the formation of new beliefs and the experience and new emotions. The results also suggest that in order to understand how teachers' emotions and beliefs interact with each other it is necessary to understand their relationship with their identities and actions as well as the nature of their social interactions in the many contexts they act in. Then, emotions and belief are personal, but also products of collaboratively lived experiences (ZEMBYLAS, 2004).

5.2. Implications of this study

In this section, I present seven implications of this study to language learning and language teacher education.

First, there is an advantage of pre-service teachers engaging in practical teaching experienced earlier in their teacher education. The literature has already suggested and this study confirmed that pre-service teachers get to the LLP with many beliefs about teaching. Some of these beliefs made it difficult for them to identify themselves with being a teacher. This non-identification with teaching persisted until they had some practical teaching experiences. Thus, I speculate that an earlier contact with teaching practices could help them; a) to become aware of their beliefs and emotions towards teaching; redefine existing beliefs that might had been reinforced by the lack of knowledge about teaching; and b) to discover if they really

want to be teachers, although it is expected that they arrive at LLP knowing they will be prepared to be teachers. PIBID is an example of a project that attempts to promote this interaction between pre-service teachers and schools, but it does not involve all the pre-service teachers. EEC is also one of the projects that get student teachers to have teaching practice from the beginning. However, it is not aimed at public schools. In other words, there are projects available for teachers to engage in teaching practice from the beginning, but for reasons that are outside of the scope of this study, not all students participate.

Second, it is important to further explore pre-service teachers' beliefs by studying their relationship with their identities, emotions, and actions. The fact that pre-service teachers keep some beliefs until almost the end of the LLP, and some of them are not altered at all (VIEIRA-ABRAHÃO, 2002) points to the need of investigating more pre-service teachers' beliefs in order to understand how they were formed, why some of them are so resistant to change and diverge from pre-service teachers' actions. Research about the relationship between their beliefs, emotions, identities and actions, as suggested by Barcelos (2013), could help to shed some light over those issues. As discussed in the literature review and confirmed by the data analysis, emotions and beliefs interact with each other to regulate and attribute meaning to one's experiences. Therefore, in order to understand (pre-service) teachers' identities, attitudes towards teaching and practices it is necessary to investigate not only their beliefs, but also their emotions and the relationships between them.

Third, it is necessary to have a comfortable, supportive, and caring atmosphere in language and teacher education classrooms. The data pointed to the influence of the context and social relationships over pre-service teachers' language acquisition and practices, and suggested that positive atmosphere could help pre-service teachers to feel at ease to practice the language, and share their emotions and beliefs about learning and teaching English. It would help them to develop more reflective practices; become more mindful of how the many contextual factors affect their language acquisition, their teacher education, and their identification with the profession as well as learn how to manage all these factors in order to be more successful as learners and future teachers.

Fourth, there is a need to investigate pre-service teachers' emotions and beliefs as a way of helping teacher educators to support pre-service teachers. As

discussed by Cowie (2010), the way teachers deal with their emotions and the support they receive can cause a great impact on their personal and professional development. When pre-service teachers share their emotions and beliefs, they provide teacher educators with information that could be used to support them better. Then, studying the relationship between these two concepts allows educator to have access to “teachers’ internal struggles as they are unfolding [...] [and then] calibrate their mediation to address the teachers’ immediate need and/or concerns” (JOHNSON & GOLOMBEK, 2013). Giving them adequate support in their first teaching experiences is fundamental as their emotional contents play a great impact in their teacher education. They bias their beliefs about the teaching profession, their identities, and actions in classroom. It is a crucial phase as pre-service/new teachers might identify or not with the profession. The results showed that some participants questioned their ability to teach and wondered if they really wanted to become teachers after experiencing negative emotions during teaching experiences. As discussed earlier, new teachers who find themselves in difficult contexts without any support tend to give up teaching at the very beginning of their career (Hargreaves, 2005). Mentoring support is fundamental even before they graduate and start to work. It is also important when they assist other teachers through educational programs such as PIBID, or even during their Practicum. The knowledge about pre-service teachers’ emotions, thoughts, attitudes, and actions in different contexts could help teacher educators, school directors, and teachers to better support the pre-service and new teachers.

Fifth, it is important to build communities aimed at improving English learning and teaching and suggests the benefits of investigating the school context in association to the Practicum classroom. Some pre-service teachers reinforced the belief that private schools are better to work and study than the public ones without learning more and having a deeper understanding of the complexities and specificities of each. It may happen with many other beliefs. One suggestion would be to advise pre-service teachers to go to classroom with less expectation and be open to learn about the school context. Analysis should be done after careful observations, reflections, with less judgment and a stance of who wants to understand more the teaching context and seek for suggestions to improve the English teaching. Then, the Practicum would work as a community in the pursuit of the common goal of making the English teaching more efficient at schools

(GIMENEZ, 2013). It would be interesting to study the school environment where the Practicum is developed in association to the Practicum classroom in order to have a holistic understanding of pre-service teachers' beliefs as well as their emotions and the relationship between them. More time would be necessary to carry out this extensive and thorough research though.

Sixth, we need to carefully investigate the effects of emotions over beliefs, actions, and identities. Results have suggested that pre-service teachers seemed to have experienced a great amount of negative experiences. It may be an alert to teacher educators to pay more attention to the emotional contents of pre-service teachers' experiences and how they affect their identification (or not) with the profession, and relate to their ways of thinking, learning and acting in the world. Another evidence of the importance of understanding more about the relationship between emotions and other dimension of teaching is that most pre-service teachers' positive teaching experiences were determinant in changing their negative view of teaching and in their consequent decision to become teachers. However, it was also seen that emotions characterized as negative might contribute to language learning and professional development as well. As stressed by Swain (2011), emotions relate to learning in a complex way and work as mediators throughout the social, "cognitive and emotional struggle" (SWAIN, 2011) of the process of language acquisition.

Finally, there is a need for helping pre-service teachers to manage the effects of emotions over their language learning development. Helping them become more aware of their emotions and their effects over their language learning is a way to develop a more mindful language acquisition in which the individual would use emotions to empower learning instead of allowing them to hamper the process.

In conclusion, despite the considerable growing number of studies about teacher emotions, more research is necessary to investigate the role of emotions in teachers' lives in order to better understand the emotional dimension of this profession and its relationship with other aspects that involves learning and teaching.

In the next chapter I discuss the limitations of this study.

5.3. Limitations of the study

The limitations of this study refer to the participants' delay in returning the data collect instruments; the difficulty in reaching an agreement on the day and time to do the interviews and a focus group; the contend of the answers of the questionnaires and narrative; the limited number of participants who wrote the class observation diary; and the withdrawal of one of the participants. I discuss them in the following paragraph.

As participants did not return the instruments answered on the due date, the analysis was delayed, and this reduced the time of investigation and hindered the development of the research. I had little time to study the data and design and give the other research instruments to the participants, since the elaboration of most part of the instruments depended on participants' previous answers. In addition, the difficulty in establishing a time to do the interviews did not allow enough time to do one more interview and develop a focus group as I had initially planned. Moreover, this last research instrument was not used because participants did not agree about one day for everybody to meet. Therefore, I did not have access to the amount of data I expected to, and a thicker description was compromised. The quality and amount of the data were also affected by some narrative and questionnaire superficiality. Moreover, two of the participants did not return the class observation diary, and other participant's diary was identical to his final report. Consequently, I did not have any extra information from these three participants. Finally, the amount of the data was reduced even more as one participant decided not to participate of the research anymore in the middle of the investigation. No data about her was included in this study. All these factors suggest the importance of using a fair number of data collection instruments in the development of a study in order to have enough data to analyze and triangulate.

5.4. Suggestions for future research

The relationship between teachers' beliefs and emotions is a new theme of investigation in Applied Linguistics. Then, there is still a lot more that need to be studied. I present some suggestions for future research below:

- 1) Research that investigated the relationship between teachers' emotions, beliefs, practice and identity;

- 2) Research that explore the effects of contextual factors over the interaction of teachers' emotions, actions and beliefs;
- 3) Research that investigate the nature of teacher-students interaction and its influence over teachers' beliefs, emotions, and practice;
- 4) Research that explore how the school environment where the Practicum is developed and the teacher education context relate to pre-service teachers' beliefs (formation/redefinition/deconstruction), emotions, identity and actions.

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APPENDICES

APPENDIX A
INFORMED CONSENT FORM

Prezado(a) aluno (a),

Sou aluna de mestrado do Programa de pós-graduação em Letras, da Universidade Federal de Viçosa e estou desenvolvendo o projeto **Relações entre crenças e emoções de professores em formação inicial sobre o ensino e aprendizagem de Língua Inglesa**, sob orientação da professora Ana Maria Ferreira Barcelos. Gostaria de contar com sua participação para a realização do mesmo.

Esta pesquisa tem por objetivos identificar as crenças sobre o processo de ensino e aprendizagem da Língua Inglesa e emoções dos professores na disciplina de Estágio Supervisionado de Língua Inglesa I, bem como a relação entre esses dois conceitos.

Ao aceitar participar desta pesquisa, solicitarei que responda a dois questionários semi-abertos; a duas entrevistas semi-estruturadas; que redija diários de observação de aulas, que participe de grupos focais e que permita a análise de documentos produzidos na disciplina de Estágio Supervisionado de Língua Inglesa I, que estão cursando. Os dados coletados por meio desses instrumentos de pesquisa não serão armazenados. Eles serão utilizados somente para fins específicos desta investigação. Espero que os resultados desta pesquisa sirvam de subsídios teóricos e práticos para a formação de professores de Língua Inglesa. Além disso, almejo que o desenvolvimento deste estudo contribua para a formação dos próprios participantes, uma vez que participarão de discussões e reflexões sobre o processo de se tornar e ser docente.

Ressalto que sua contribuição para com esta pesquisa é voluntária e que possui plena liberdade de recusar-se a participar ou retirar seu consentimento em qualquer fase do estudo, sem penalização alguma. Embora a participação nesta pesquisa possa gerar desconfortos e exposição, garanto que, para evitá-los, seu nome verdadeiro não será usado e sua privacidade será mantida durante todas as fases da pesquisa. Destaco também que em nenhum momento será forçado a responder a perguntas que não queira, nem sofrerá qualquer outro tipo de coação.

Você poderá entrar em contato com o Comitê de Ética em Pesquisa com Seres Humanos da Universidade Federal de Viçosa a qualquer momento caso

perceba qualquer irregularidade no desenvolvimento da pesquisa, para esclarecer quaisquer dúvidas e em caso de se sentir prejudicado ao participar da pesquisa. O endereço, telefone e e-mail do Comitê de Ética são:

Endereço: [...]

Telefone: [...]

Correio eletrônico: [...]

Quaisquer outras dúvidas referentes ao desenvolvimento desta pesquisa poderão ser sanadas através do seguinte contato de e-mail da pesquisadora Neide: neidenrodrigues@yahoo.com.br, ou pelo seu telefone: (31) 9834-5223.

Após os esclarecimentos sobre a pesquisa, seus objetivos e procedimentos, caso queira contribuir voluntariamente com este estudo como participante, assine, por favor, seu nome abaixo e deixe seu endereço de e-mail e telefone para que possa entrar em contato com você quando for necessário.

Nome: _____

Assinatura: _____

E-mail: _____

Telefone: _____

Data: _____

Agradeço antecipadamente a cooperação!

APPENDIX B
QUESTIONNAIRE I

Prezado aluno (a),

Sou aluna de mestrado do Programa de pós-graduação em Letras, da Universidade Federal de [...] e estou desenvolvendo o projeto **Crenças e Emoções de Professores de Língua Inglesa em Formação Inicial**, sob orientação da professora Ana Maria Ferreira Barcelos. Gostaria de contar com sua participação para a realização do mesmo. Nessa primeira etapa de coleta de dados, objetivo conhecer um pouco sobre sua história de aprendizagem da Língua Inglesa e formação profissional a fim de compreender melhor os dados que serão coletados em fases posteriores da pesquisa. Responda, por favor, as questões abaixo. Quaisquer dúvidas referentes ao desenvolvimento desta pesquisa poderão ser sanadas através do seguinte contato de e-mail: neidenrodrigues@yahoo.com.br

Obrigada pela cooperação!

Neide Rodrigues

1. Nome: _____

2. Idade: _____

3. Sexo: () Feminino () Masculino

4. Por qual pseudônimo você gostaria de ser referido (a) neste estudo?

5. Cursou o Ensino Fundamental em escola:

() Particular () Pública

6. Cursou o Ensino Médio em escola:

() Particular () Pública

7. Você estudou a Língua Inglesa antes de ingressar na universidade?

() Sim () Não

Em caso afirmativo, informe:

a) onde: _____

b) por quanto tempo _____

c) razões que o/a levaram a estudar a língua: _____

c) Compreensão oral/escuta () muito bom () bom () razoável ()
insuficiente.

d) Escrita () muito bom () bom () razoável () insuficiente.

e) Gramática () muito bom () bom () razoável () insuficiente³⁴.

**14. Qual dessas habilidades você sente necessidade de maior aperfeiçoamento?
Por quê?**

15. Classifique seu conhecimento da Língua Inglesa, de um modo geral em:

() Básico

() Intermediário

() Avançado

() Superior

16. Se quiser ser professor, pretende atuar em qual área?³⁵

() Língua Portuguesa

() Língua Estrangeira

() Literatura

() Outra área: _____

() Não quero ser professor

17. Se quiser ser professor, gostaria de ensinar no (a):

() Ensino Fundamental

() Ensino Médio

() Escola de Idiomas

() Universidade

() Outro local: _____

() Não quero ser professor.

18. Se você leciona ou já lecionou? () Sim () Não. Se sim, informe:

a) a (s) disciplina (s) que leciona/leccionou: _____

b) há quanto tempo leciona: _____/

por quanto tempo lecionou: _____

³⁴ As questões 13 e 14 foram adaptadas de Sturm (2011).

³⁵ As questões 15, 16 e 17 foram adaptadas de Simões (2011).

c) onde leciona/ lecionou: _____

d) para qual (is) série (s)/ nível (is): _____

e) sua carga horária semanal de trabalho: _____

f) número total de turmas: _____

g) número total de alunos: _____

h) média de alunos por turma: _____

i) turnos em que trabalha/ trabalhou como professor: () matutino ()
vespertino () noturno.

j) materiais didáticos utilizados nas aulas: _____

APPENDIX C
QUESTIONNAIRE II

Prezado (a) aluno (a),

Obrigada por ter disponibilizado parte de seu tempo para responder ao primeiro questionário. I really appreciate it! Gostaria de contar, novamente, com sua colaboração e de pedir-lhe para responder a esse segundo.

Obrigada pela participação e cooperação!

Neide Rodrigues
(neidenrodrigues@yahoo.com.br)

Pseudônimo: _____

1. Quais eram suas expectativas antes de ingressar no curso de Letras? Elas se cumpriram?

2. a) Você se via como professor antes de escolher e fazer o curso de Letras? Explique.

b) Como você se vê agora? Mudou alguma coisa? Se sim, o quê?

c) Se você respondeu afirmativamente à questão anterior, a que/quem você atribui essa mudança? Por quê?

2. Como você classificaria a contribuição do curso de Letras na sua formação profissional? Explique.

3. Como você qualificaria sua preparação para exercer a docência?

() pouco preparado (a) () bem preparado (a) () muito bem preparado (a)

Justifique sua resposta: _____

4. Qual (is) experiência (s) durante o curso mais marcou/marcaram sua formação enquanto professor de Língua Inglesa? De que forma?

5. Se você ministra ou já ministrou aulas, descreva essa experiência com o ensino. Como você se sentiu?

6. Se você ainda não ministrou aulas, você imagina ou já imaginou como seria essa experiência? Se sim, como seria? Se não, por quê?

7. Na sua opinião, quais são as principais qualidades que um bom professor de Inglês deveria ter?

8. Na sua opinião, existe uma melhor forma de

a) aprender a língua inglesa? Se sim, qual?

b) de ensinar a língua inglesa? Se sim, qual?

09. Na sua opinião, existe um ambiente ideal para aprender uma língua estrangeira? Se sim, qual? Por quê?

10. O que é ensinar uma língua estrangeira? O que se ensina quando se ensina uma LE?

APPENDIX D
GUIDELINES FOR THE WRITTEN NARRATIVE

Prezado (a) aluno (a),

Obrigada por responder aos questionários. Os dados coletados por meio deles são muito importantes para esta pesquisa. Gostaria de contar com sua colaboração para avançar na investigação. Gostaria, agora, que você escrevesse uma narrativa sobre sua trajetória de formação enquanto professor de Língua Inglesa (LI). Conte sobre suas experiências enquanto professor (a) de LI em formação, o que você aprendeu com elas, como você se sentiu ao experiênciá-las. Relate fatos, acontecimentos, episódios e pessoas que possam ter influenciado, tanto positiva quanto negativamente, de algum modo sua formação docente. Algumas perguntas que podem orientá-lo (a) são: 1) Quando e como você decidiu ser professor (a)? Sua experiência enquanto aprendiz da língua influenciou essa decisão? Você teve algum professor (a) que o marcou e contribuiu para que você quisesse se tornar um professor (a) também? Você teve algum professor (a) do qual tenha gostado muito? Como ele (a) era? Que tipo de atitudes ele (a) tinha em sala de aula? Como ele (a) se relacionava com os alunos? Que materiais/aparelhos ele (a) utilizava para instrumentalizar o ensino? Você teve algum professor (a) do qual não tenha gostado? Se sim, quais razões o (a) levaram a não se simpatizar com ele (a)? Como a LI lhe foi ensinada e como você reagiu a esse tipo de ensino? Quais eram suas atitudes em relação às culturas de países onde a LI é falada? Como tem se dado a sua formação docente até o presente momento? Que fatores têm contribuído para a sua formação? Que tipo de professor você almeja ser? O que você tem feito para se tornar esse professor? Essas são apenas algumas perguntas que podem ajudá-lo (a) a escrever a sua narrativa. Você pode falar sobre outros aspectos que não tenham sido mencionados aqui e que sejam relevantes para você. Forneça o máximo de detalhes possível. Uma descrição minuciosa poderá fornecer dados importantes para este estudo. Apresente, por favor, as informações de modo cronológico.

Obrigada pela atenção e colaboração,

Neide Rodrigues

neidenrodrigues@yahoo.com.br

APPENDIX E

INTERVIEW – JOÃO

Prezado aluno,

Nesta nova etapa, farei uso de uma entrevista semiestruturada para esclarecer dúvidas surgidas a partir da análise dos dados coletados por meio dos questionários e da narrativa. Poderei também fazer perguntas sobre aspectos discutidos por você, durante nossa conversa, que possam não ficar muito claros para mim.

Essa entrevista será, com sua permissão, gravada para posteriormente ser transcrita e analisada.

1. No primeiro questionário, você diz que eram poucos os alunos que estavam interessados em aprender a língua inglesa. Você era um desses alunos?
2. Fale mais sobre sua experiência de aprendizagem da Língua Inglesa. Descreva eventos que foram marcantes na sua história de aprendizagem da língua.
3. Ao falar da admiração que tinha por alguns professores, você diz que gostava de uns porque tinham métodos criativos de ensino. Que métodos eram esses? Como eram suas aulas?
4. Ainda no primeiro questionário você relata que as aulas na escola eram superficiais e havia muita repetição de conteúdos. Comente um pouco mais sobre suas percepções sobre a aprendizagem de Inglês nas escolas públicas.
5. O que seria necessário, no seu ponto de vista, para que o ensino nas escolas fosse mais eficiente?
6. Você disse que “o gosto por outras línguas” o fez escolher o curso de Letras. Naquela época você imaginava que poderia se tornar um professor ao se formar? Essa era sua pretensão?
7. Em sua narrativa você diz que sempre achou interessante a ideia de ensinar. De que forma?
8. No segundo questionário, você revela que ao ingressar no curso tinha como expectativa “dominar perfeitamente a língua portuguesa, falar

- fluentemente em inglês e ser capacitado para ensinar português e inglês”. Diz também que elas se cumpriram parcialmente.
- a. Por que, na sua opinião, elas não se cumpriram plenamente?
 - b. Como você se sente em relação a isso?
 - c. Como você imaginava que seria o curso de Letras?
9. Ao fazer o curso de Letras você considera ter adquirido “conhecimentos sobre estratégias mais específicas sobre ensino e [...] novas perspectivas sobre o ensino/aprendizagem de línguas”.
- a. Que estratégias são essas?
 - b. Quais são as novas perspectivas sobre o ensino e a aprendizagem que você diz ter adquirido?
 - c. Você atribui essas mudanças aos professores e à sua falta de conhecimentos sobre o assunto. Você poderia comentar sobre isso?
10. Ainda falando sobre seus professores da graduação, você diz que alguns deles o ajudaram a quebrar paradigmas e a romper com crenças que você caracteriza como infundadas.
- a. Que paradigmas são esses?
 - b. Quais eram as crenças que hoje você considera infundadas?
11. Ao começar a fazer a graduação, você disse que percebeu que a aprendizagem depende do esforço mútuo do professor e dos alunos e que a partir de então passou a se interessar mais pelo ensino. De que forma o reconhecimento da necessidade do engajamento de professores e alunos o fez se interessar mais pelo ensino?
12. Você classifica a contribuição do curso de Letras na sua formação essencial, em termos de conteúdo? Há algum aspecto do curso que você não considera satisfatório? Por quê?
13. Antes de ministrar aulas, imaginava que se “chegasse a dar aulas, [...] deveria estar perfeitamente preparado para ministrar aquela ‘aula magistral’ e só assim [...] [se] sentiria satisfeito”.
- a. Como seria estar “perfeitamente preparado”?
 - b. O que seria uma “aula magistral”?
14. Você disse que a experiência que mais marcou sua formação enquanto professor de inglês foi quando teve a oportunidade de ministrar, pela primeira, vez, uma aula da língua estrangeira.

- a. Onde e quando foi isso?
 - b. Como foi a experiência de dar aula?
15. Como você imagina uma aula de inglês?
- a. Qual é o papel do professor?
 - b. Qual é o papel do aluno?
 - c. O que é ensinar a Língua Inglesa?
 - d. Como se ensinar a língua inglesa?
16. Você acredita que o professor deve ser “moderado nas correções”. O que seria ser “moderado nas correções”?
17. Ao falar sobre o ambiente de aprendizagem, você diz que “a possibilidade de aprender uma língua, estando imerso em sua cultura, pode ser uma forma de aprendizagem bastante frutífera”. Você poderia comentar de que forma ela seria frutífera?
18. Disse que pretende ser professor de língua estrangeira no Ensino Fundamental e na Universidade. Por que você prefere esse dois ambientes de trabalho?
19. Comente sobre suas percepções do estágio.
20. Quais foram as experiências mais significativas que você vivenciou no estágio até o presente momento?

Obrigada!

APPENDIX F
INTERVIEW – KRYSTAL

Prezada aluna,

Nesta nova etapa, farei uso de uma entrevista semiestruturada para esclarecer dúvidas surgidas a partir da análise dos dados coletados por meio dos questionários e da narrativa. Poderei também fazer perguntas sobre aspectos discutidos por você, durante nossa conversa, que possam não ficar muito claros para mim.

Essa entrevista será, com sua permissão, gravada para posteriormente ser transcrita e analisada.

1. Fale mais sobre sua experiência de aprendizagem da Língua Inglesa. Descreva eventos que foram marcantes na sua história de aprendizagem da língua.
2. Em sua narrativa, você diz: “a professora falava coisas tão bonitas e interessantes e cativava tanto os alunos que decidi tornar-me professora”. Que coisas eram essas?
3. No primeiro questionário, você diz ter iniciado os estudos da língua por aptidão e interesse. O que despertou seu interesse?
4. Como os fatores “tempo” e “recursos”, que você menciona no primeiro questionário, afetaram a sua aprendizagem da língua na escola regular?
5. Você vê alguma relação entre as suas experiências enquanto aprendiz da língua e a sua formação docente?
6. Você diz ter iniciado sua aprendizagem no [escola de idiomas] com medo. Você poderia falar um pouquinho mais sobre isso? Por que você sentiu esse medo?
7. Você diz que os professores da graduação e o Programa de Iniciação a docência lhe ajudaram a se ver como professora. De que forma isso aconteceu?
8. Você diz no segundo questionário que tem medo de não conhecer a língua inglesa o suficiente para lecioná-la. Isso a afeta de alguma forma enquanto professora em formação e futura professora? Se sim, de que forma?

9. No segundo questionário você também menciona já ter ministrado aulas de inglês na sua própria turma.
 - a. Onde foi isso?
 - b. Por quanto tempo lecionou?
 - c. Você ainda dar aulas de inglês?
 - d. É no mesmo local?
10. Comente mais sobre suas experiências com o ensino. Por que você se sente como se estivesse “fazendo um show”?
11. Comente sobre suas percepções do estágio.
12. Quais foram as experiências mais significativas que você vivenciou no até o presente momento?
13. Comente sobre suas percepções acerca da aprendizagem na escola pública.
14. Comente sobre suas percepções acerca do ensino nesse ambiente.
15. Você diz que pretende ensinar em escola de idiomas e/ ou na universidade. Por que você prefere esses dois ambientes de trabalho?
16. Em sua narrativa, você diz que não pretendia ser professora e que no primeiro dia de aula você ligou para seu pai às pressas para contar que a professora havia ressaltado que aquele era um curso de licenciatura. Como você se sentiu nesse momento?
17. Você diz também que com uma semana de aula seu antigo sonho de ser professora foi reavivado. O que você experienciou no curso que te fez mudar de ideia?
18. Por que você diz ter tido muito medo quando cursou disciplinas de inglês com professores britânicos na universidade de Coimbra?
19. Em Portugal você diz ter tido várias oportunidades de se comunicar por meio da língua inglesa. Como foi essa experiência? Como você se sentiu?
20. Por que você diz que ao estudar para fazer provas de Literatura e por gosto próprio você diz que esta não era mais aquela área que te despertava amor?
21. Você diz que no caminho de volta ao Brasil, você teve certeza de que queria mudar de habilitação. O que te fez ter essa certeza?
22. Por que você diz que mudar de habilitação seria algo “duro” de se fazer?

Obrigada!

APPENDIX G
INTERVIEW – LYVIA

Prezada aluna,

Nesta nova etapa, farei uso de uma entrevista semiestruturada para esclarecer dúvidas surgidas a partir da análise dos dados coletados por meio dos questionários e da narrativa. Poderei também fazer perguntas sobre aspectos discutidos por você, durante nossa conversa, que possam não ficar muito claros para mim.

Essa entrevista será, com sua permissão, gravada para posteriormente ser transcrita e analisada.

1. Você revela no que a “afinidade com a língua e o interesse em aprender um pouco mais sobre ela” levaram-na a estudá-la.
 - a. Como era essa afinidade? O que seria ter afinidade com a língua inglesa?
 - b. O que despertou seu interesse em aprender a Língua Inglesa?
2. Você diz no primeiro questionário que o ensino da Língua Inglesa na escola regular era “era focado na gramática e não no uso”. Como você acredita que deve ser o ensino da língua nas escolas?
3. Você diz também que a escola onde estudou não oferecia um suporte adequado para a aprendizagem da língua.
 - a. O que caracterizava essa falta de suporte?
 - b. Que suporte você acredita que a escola deve oferecer para que a aprendizagem da língua aconteça?
4. Você diz que se sente insegura ao falar, teme cometer erros. Por que você teme cometer erros?
5. No seu segundo questionário, você diz que esperava “aprender várias coisas novas”. Que coisas novas são essas? Você poderia me dar exemplos?
6. Você diz também que o aprendizado não foi rápido como imaginava.
 - a. Como você esperava que fosse esse aprendizado?
 - b. Como seu aprendizado da língua vem acontecendo?
7. No segundo questionário, você diz que a sua vontade de ser professora não mudou, mas sim a visão que tem da escolar e do trabalho do

- professor. De que forma o conhecimento da realidade escolar e dos desafios do professor a influencia enquanto professora em formação inicial.
8. Ao falar da disciplina de Estágio Supervisionado I, você diz que vocês e seus colegas compartilham o que lhes alegram e o que lhes desapontam.
 - a. O que lhe alegra na escola?
 - b. O que lhe desaponta?
 9. Você diz também que a troca com os seus colegas tem contribuído bastante para a sua formação docente. De que forma isso tem acontecido?
 10. Você diz se sentir pouco preparada para ensinar. Quais motivos/razões que lhe faz sentir assim?
 11. Você diz que possui uma boa base, embora tenha muito que aprender.
 - a. Em que consiste essa base?
 - b. Por que você diz que precisa aprender mais, principalmente, sobre o caráter prático do ensino?
 12. O que a fazia pensar que os alunos da rede particular de ensino aproveitariam mais aulas?
 13. Posteriormente, você diz que alunos de escolas públicas e particulares não se diferenciam tanto. Entretanto, ressaltou que essa sua percepção poderia mudar, considerando que estava apenas no início do período de observação. Depois de observar mais aulas, essa sua visão permaneceu a mesma ou mudou?
 14. Você diz que ao ajudar a professora do estágio a dar uma aula, sentiu-se nervosa. Por que se sentiu nervosa?
 15. Diz ter sentido desmotivada também.
 - a. Quando foi isso? No PIBID?
 - b. O que a fez se sentir desmotivada?
 - c. Essa desmotivação a fez questionar se lecionar era mesmo o que gostaria de fazer. O que a fez continuar pensando em ser professora?
 16. Você diz que ao ensinarmos uma nova língua para os alunos, precisamos fazer com que os elementos linguísticos façam sentido para eles. De que forma poderíamos fazer isso?
 17. Comente um pouco mais sobre sua experiência de ensino.
 18. Comente sobre suas percepções do estágio.

19. Quais foram as experiências mais significativas que você vivenciou no estágio?
20. Comente sobre suas percepções acerca da aprendizagem na escola pública.
21. Na sua opinião, qual é papel do professor?

Obrigada!

APPENDIX H

INTERVIEW – MYA

Prezada aluna,

Nesta nova etapa, farei uso de uma entrevista semiestruturada para esclarecer dúvidas surgidas a partir da análise dos dados coletados por meio dos questionários e da narrativa. Poderei também fazer perguntas sobre aspectos discutidos por você, durante nossa conversa, que possam não ficar muito claros para mim.

Essa entrevista será, com sua permissão, gravada para posteriormente ser transcrita e analisada.

1. No primeiro questionário você diz ter tido uma paixão pelo inglês na escola e que essa paixão a levou a estudar a língua.
 - a. O que a motivou a estudar inglês em casa?
 - b. Como era essa paixão pela Língua?
 - c. O que despertou essa paixão? Alguma pessoa influente? Algum artista?
2. Fale mais sobre sua experiência de aprendizagem do Inglês. Descreva eventos que foram marcantes na sua história de aprendizagem da língua.
3. Na sua narrativa, você diz que sempre teve muito entusiasmo para aprender a língua inglesa. De onde vinha esse entusiasmo? Qual era a sua motivação para aprender?
4. Como você se sentiu em relação à língua inglesa e ao aprendizado da mesma?
5. Você diz que antes gostaria de trabalhar com tradução. Esse seu interesse por essa área surgiu antes mesmo de você ingressar no curso de Letras? Como surgiu esse interesse?
6. Você disse na sua narrativa que quando ingressou no curso de Letras, ficou maravilhada com tudo (curso, universidade). Por que você se sentiu assim? O que a fez sentir assim?
7. Como seu interesse pela tradução foi substituído pela licenciatura?
8. Por que classifica suas habilidades de leitura, fala e compreensão auditiva como boas e seu domínio da escrita e da gramática como muito boas? O que te faz pensar assim?

9. De que forma as suas experiências prévias de ensino contribuíram para que você desenvolvesse mais a escrita e a gramática.
10. Por que você tinha pavor da ideia de ser professora antes?
11. Em sua narrativa, você diz ter tido um professor no início do curso que se tornou seu modelo de um bom professor. Fale-me um pouco mais sobre isso.
 - a. Por que você o considera assim?
 - b. Quais são suas características?
 - c. Como são suas aulas?
 - d. Como era sua didática?
 - e. Hoje você faz alguma coisa nas suas aulas que considera que aprendeu com ele?
12. De que forma lecionar no EEC lhe ajudou a querer ser professora?
13. Você disse no segundo questionário que o curso de Letras foi fundamental na definição da sua profissão. De que forma isso aconteceu? O que a influenciou?
14. Você diz que pretende ser professora em alguma universidade ou em escola particular. Por que você prefere esses dois ambientes de ensino?
15. Por que lecionaria em escola pública só se fosse o [Colégio de Aplicação da Universidade]?
16. Fale-me mais sobre o seu primeiro dia de aula, como professora. Como foi essa experiência?
17. Comente mais sobre sua experiência de ensino.
 - a. Como você se sente dando aulas no EEC?
 - b. Essa experiência influencia sua formação?
18. Como você se sentiu em relação à sua formação ao participar do Teacher Trainer Course? Fale mais sobre essa experiência.
19. E no PIBID? Como a experiência do PIBID influenciou a sua formação inicial?
20. Você classifica sua experiência no estágio como boa e ruim. Diz ter sido ruim porque ficou triste com a realidade do professor. De que forma isso a afeta enquanto professora em formação inicial?
21. Comente sobre suas percepções do estágio. Como você se sente nesse ambiente enquanto professora em formação inicial?
22. Quais foram as experiências mais significativas que você vivenciou no estágio?

23. De que forma você acredita que essas experiências a influenciam como professora em formação inicial?

24. Essa experiência do estágio influencia de alguma forma a sua visão de ensino e aprendizagem da língua inglesa?

25. Comente sobre suas percepções sobre o ensino de Inglês nas escolas públicas.

26. Na sua opinião, Qual é papel do professor?

27. Você disse que aprender a língua alvo com um nativo poder ser muito útil. De que forma isso aconteceria?

Obrigada!

APPENDIX I
INTERVIEW – OLIVEIRA

Prezado aluno,

Nesta nova etapa, farei uso de uma entrevista semiestruturada para esclarecer dúvidas surgidas a partir da análise dos dados coletados por meio dos questionários e da narrativa. Poderei também fazer perguntas sobre aspectos discutidos por você, durante nossa conversa, que possam não ficar muito claros para mim.

Essa entrevista será, com sua permissão, gravada para posteriormente ser transcrita e analisada.

1. Você diz que suas habilidades orais, de escrita e de leitura são boas e seu conhecimento gramatical razoável.
 - a. Por que você os classifica assim?
 - b. Considerando que você estudou mais gramática na escola regular, por que você acredita que as demais habilidades seja mais desenvolvida do que a gramática?
2. Fale mais sobre sua experiência de aprendizagem da Língua Inglesa. Descreva eventos que foram marcantes na sua história de aprendizagem da língua.
3. Você diz no primeiro questionário que o gosto pelo ensinar o fez cursar Letras. O que despertou esse gosto por ensinar?
4. Você diz também que a crença de que se aprende mais quando se ensina foi outra motivação para se fazer o curso. O que te faz pensar que se aprende mais quando se ensina? Houve alguma experiência que o fez pensar assim?
5. Você diz que antes não se via como professor e afirma que, sem dúvida, “as oportunidades de ir para a sala de aula, [de fazer atividades práticas]”, “de ensinar” o ajudaram a mudar isso. De que forma essas experiências práticas o fez a se ver mais como professor?
6. Você diz que se sente pouco preparado para exercer a docência. Pensa assim por considerar que está passando por um “processo de adequação à

- prática”, de aperfeiçoamento e preparação. Como você se sente, enquanto professor em formação, em relação a isso?
7. Você revela que a experiência que mais tem marcado sua formação enquanto professor de Língua Inglesa durante o curso de Letras é a sua prática enquanto professor de Língua Inglesa em um curso oferecido a pessoas carentes que desejam ingressar na universidade, onde atualmente estuda.
 - a. Como você se sente dando aulas?
 - b. De que forma a sua prática de ensino o influencia enquanto professor em formação?
 8. Na sua opinião, por que a sala de aula é melhor local para se aprender a língua inglesa?
 9. Quais as principais características que esse ambiente de aprendizagem deve possuir?
 10. Por que você considera ser importante “apresentar ao aluno uma cultura diferente da sua, abordando as similaridades e diferenças entre a língua estrangeira e a língua materna” quando se ensina a língua estrangeira?
 11. Você acredita que exista uma melhor maneira de se ensinar?
 12. Você acredita que é possível aprender Inglês na escola pública?
 13. Por que gostaria de dar aulas de Inglês e literatura?
 14. Qual literatura? Portuguesa? Brasileira? Americana? Inglesa? Por quê?
 15. Qual é a sua motivação para dar aulas no Ensino Médio e em escolas de idiomas?
 16. Comente sobre suas percepções do estágio.
 17. Quais foram as experiências mais significativas que você vivenciou no estágio?
 18. Qual o papel do estágio na sua formação enquanto professor de Língua Inglesa?

Obrigada!

APPENDIX J
DIARY GUIDELINES

Prezado (a) aluno (a),

Gostaria de, inicialmente, agradecer-lhe pelas contribuições e participação nesta pesquisa até o presente momento. Nesta nova etapa da pesquisa, gostaria de conhecer sobre suas impressões e reflexões sobre as aulas que serão observadas, assim como as emoções que experienciará durante o estágio. Por isso, gostaria de pedir-lhe para registrar todas as suas reflexões, concepções, impressões e questionamentos sobre o processo de aprender e ensinar línguas, suscitados ao observar as aulas, bem como as emoções que possa vivenciar no contexto escolar observado e suas reações a essas emoções.

Obrigada mais uma vez!

Atenciosamente,

Neide Rodrigues

(neidenrodrigues@yahoo.com.br)