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PÓS-GRADUAÇÃO EM LETRAS/INGLÊS E LITERATURA CORRESPONDENTE

TEACHER KNOWLEDGE IN ENGLISH LANGUAGE TEACHER EDUCATION:
WEAVING ITS MEANING IN THE WRITINGS OF
THREE BRAZILIAN APPLIED LINGUISTS

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To my parents, Mario (*in memoriam*) and Maria, for teaching me perseverance to fight
for my dreams;

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ABSTRACT**TEACHER KNOWLEDGE IN ENGLISH LANGUAGE TEACHER EDUCATION:
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MARIMAR DA SILVA

UNIVERSIDADE FEDERAL DE SANTA CATARINA
2009

Supervising Professor: Dr. Gloria Gil

This study, qualitative in nature and grounded theory in approach, aims at investigating the concept of teacher knowledge in the area of English language teacher education in the writings of three Brazilian applied linguists with a view to conceptualizing it. Data collection and analysis, based on grounded theory strategies, consist of theoretical and empirical studies on English language teacher education produced between the beginning of 1990 and 2000 by José Carlos Paes de Almeida Filho, Luiz Paulo da Moita Lopes, and João Antonio Telles. The analysis of the ideas of these three Brazilian applied linguists on the education of the English language teacher unveiled that they suggest to adopt (1) the knowledge construction paradigm for professional education, (2) the applied-science reflective model or the craft-reflective model for teacher education, and (3) research of ethnographic nature to approach teachers' reflective practices. In addition, they view teacher knowledge (a) as a cognitive construction, (b) as a social-cognitive construction, and (c) as an experiential construction. As a cognitive construction, teacher knowledge focuses on the development of teachers' competences; as a social-cognitive construction, on teachers' awareness on how discourse works in the social construction of meanings; and as an experiential construction, on teachers' awareness on their personal practical knowledge. The present study suggests that the three applied linguists' views of paradigms of professional education, models of teacher education, approaches to reflective practices, and views of teacher knowledge are related to the way they view how the relation between the teacher and knowledge is constructed. Since that view varies, the present study suggests that teacher knowledge will tend to be a multi-nature concept. In addition, this study points out, on the one hand, a possible fragmented view of the concept of teacher knowledge and of the education of the English language teacher. On the other hand, it acknowledges that the paradigms, models, approaches and views of teacher knowledge suggested by the three applied linguists reflect the development of scientific investigation throughout the history of mankind. Finally, the present study suggests widening the theme studied here, including not only the ideas of other Brazilian applied linguists, but also their empirical

studies to get a more precise view of the concept of teacher knowledge in the area of English language teacher education in Brazil.

Keywords: Teacher Knowledge; English Language Teacher Education; Applied Linguistics

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RESUMO**O CONHECIMENTO DOCENTE NA ÁREA DE FORMAÇÃO DE PROFESSOR DE INGLÊS: TECENDO O SEU SIGNIFICADO NOS ESCRITOS DE TRÊS LINGUISTAS APLICADOS BRASILEIROS**

MARIMAR DA SILVA

UNIVERSIDADE FEDERAL DE SANTA CATARINA

2009

Orientadora: Professora Dra. Gloria Gil

Este estudo, de natureza qualitativa e embasado na teoria fundamentada, visa investigar o conceito do conhecimento docente nos escritos de três linguistas aplicados brasileiros, com o objetivo de conceituá-lo. Os dados, estudos teóricos e empíricos sobre a formação de professor de inglês, produzidos entre o início de 1990 e de 2000 por José Carlos Paes de Almeida Filho, Luiz Paulo da Moita Lopes e João Antonio Telles, foram coletados e analisados com base nas estratégias da teoria fundamentada. A análise das idéias dos três linguistas aplicados brasileiros sobre a formação de professor de língua inglesa revelou que eles sugerem adotar (1) o paradigma de construção de conhecimento para a formação profissional, (2) o modelo reflexivo de ciência aplicada ou o modelo reflexivo experiencial para a formação de professores, e (3) a pesquisa de base etnográfica para a abordagem de práticas reflexivas. Adicionalmente, eles vêem o conhecimento docente como (a) uma construção cognitiva, (b) como uma construção cognitiva-social, e (c) como uma construção experiencial. Como uma construção cognitiva, o conhecimento docente está centrado no desenvolvimento de competências; como uma construção cognitiva-social, nas práticas discursivas; e como uma construção experiencial, no conhecimento prático pessoal do professor. O presente estudo sugere que as concepções dos linguistas aplicados sobre paradigmas de formação profissional, modelos de formação de professores, abordagens de práticas reflexivas e concepções de conhecimento docente estão relacionadas a sua visão de como a relação entre o professor e o conhecimento docente é construída. Tendo em vista que os três linguistas aplicados têm visões diferentes de como esta relação é construída, este estudo sugere que o conhecimento docente tenderá a ser um conceito de naturezas múltiplas. Este estudo também alerta para uma possível visão fragmentada do conceito de conhecimento docente e da formação de professor de língua inglesa. Entretanto, ele também reconhece que os paradigmas, modelos, abordagens e concepções de conhecimento docente refletem o desenvolvimento de investigações científicas ao longo da história da humanidade. Por fim, o presente estudo sugere ampliar o tema aqui investigado, incluindo não somente as idéias de outros linguistas aplicados brasileiros, mas também seus estudos empíricos a fim de que uma visão mais precisa do

conhecimento docente na área de formação de professor de língua inglesa possa ser delineada no Brasil.

Palavras-chave: conhecimento docente; formação de professor de língua inglesa; Linguística Aplicada

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LIST OF ABBREVIATIONS

CAPES – Coordenação de Aperfeiçoamento de Pessoal de Nível Superior
CCE – Centro de Comunicação e Expressão
ELTE – English Language Teacher Education
LTE – Language Teacher Education
PCNs – Parâmetros Curriculares Nacionais
PPGI – Programa de Pós-Graduação em Inglês
SLA – Second Language Acquisition
TE – Teacher Education
TK – Teacher Knowledge
UFSC – Universidade Federal de Santa Catarina

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CHAPTER I

INTRODUCTION

1.1. Statement of the problem

Understanding Teacher Knowledge (TK hereafter) became a fundamental issue in the area of (English) Language Teacher Education (ELTE hereafter), since researchers started thinking that teachers rather than being mere appliers of the thinking of theoreticians are professionals that hold and use a type of knowledge proper to them (Burns, 1996; Freeman, 2001; Clandinin, 1986; Clandinin and Connelly, 1996, 2000; Connelly and Clandinin, 1988, 1990, 1999; Elbaz, 1981; Prahbu, 1990; Schön, 1983, 2000; Wallace, 1991; Woods, 1996, *inter alia*).

In Brazil, applied linguists have also sought for an understanding of the knowledge teachers hold and use in practice and how it is best learned, with a view to better educating teachers either in pre- or in-service contexts, as exemplified in the studies by Abrahão (1999, 2002, 2004, 2005); Almeida Filho (1993a, 1993b, 1999a, 1999b, 2000, 2004, 2005, 2006); Almeida Filho, Caldas and Baghin (1998); Barcelos (1999, 2000, 2001, 2003, 2006); Barcelos, Batista and Andrade (2004); Barcelos and Abrahão (2006); Celani (1997, 2000, 2001, 2004); Celani and Collins (2003); Celani and Magalhães (2005); Da Silva (2005); Gil (2003, 2005); Gil and Biazi (2005); Gil, Rauber, Carazzai and Bergsleithner (2005); Gimenez (1994, 1999, 2001, 2002, 2003, 2004a, 2004b, 2005a, 2005b, 2006, 2007); Gimenez, Ortenzi, Mateus and Reis (2003); Gimenez and Cristovão (2004, 2006); Greggio and Gil (2005, 2008); Moita Lopes (1995, 1996a, 1996b, 1996c, 1999a, 1999b, 2000, 2002, 2003); Moita Lopes and Fabricio (2005); Telles

(1996, 1997, 1998, 1999a, 1999b, 2002a, 2002b, 2004a, 2004b, 2004c, 2006, 2007); Xavier (2003); Xavier and Fortkamp (2001); Xavier and Gil (2004), to mention some studies.

Studies in the area of English Language Teacher Education (ELTE henceforth), which focus on the understanding of the knowledge language teachers hold and use in practice abound in the literature. TK has been investigated from different perspectives (Gil, 2005). The many labels and definitions TK has received in the ELTE literature seem to evidence that.

In the ELTE literature all over the world, TK has been referred as “implicit competence” (Almeida Filho, 1999; Castro, 2001, 2003; Reis, Gimenez, Ortenzi, Mateus, 2001); “implicit theory” (Calderhead, 1987 in Ortenzi, 2005; Telles, 1997); “approach of teaching” (Abrahão, 1999; Almeida Filho, 1999; Buschle and Prawucki, 2003; Da Silva, Greggio and Gil, (in press); Freitas, 1999, 2002; Medrado, 2003; Moura, Ferro and Ganassim, 2003; Oliveira, 2004; Pereira, 2006); “praxis” (Basso, 2006); “theories for practice” (Burns, 1996); “images” (Clandinin, 1986; Cox and Assis-Peterson, 1999; Da Silva, Greggio, Lucena, Denardi, Gil, 2007; Reis, 1999); “personal practical knowledge” (Alves, Denardi, Gil, Carazzai, Moreira, Neves and Biazi, 2003; Clandinin and Connelly, 2000; Gimenez, Ortenzi, Mateus, Reis, 2003; Telles, 1996; 1998, 1999a, 1999b, 2002a, 2002b, 2004a, 2004b; Telles and Osório, 1999); “practical knowledge” (Elbaz, 1981); “knowing-in-action” (Schön, 1983); “professional artistic talent” (Schön, 2000); “beliefs” (Abrahão, 2005; Araujo, 2003, 2006; Barcelos, 2000, 2001, 2003, 2006; Carazzai and Gil, 2005; Coelho, 2006; D’Ely and Gil, 2005; Felix, 1999; Finardi and Gil, 2005; Lima, 2006; Massarolo and Fortkamp, 2002; Moreira and Alves, 2004; Moraes, 2006; Pajares, 1992; Silva, 2006; Telles, 1997); “perceptions” (Da Silva, 2005; Moreira and Gil, 2005); “teachers’ personal theories” (Pessoa and Sebba, 2006); “sense of plausibility” (Prabhu, 1990), “professional competence” (Wallace,

1991); “competence” (Dutra and Mello, 2004; Alvarenga, 2004; Barcelos, Batista and Andrade, 2004); “*habitus*” (Bourdieu, 1991); and “BAK”, (an acronym for assumptions, knowledge and beliefs coined by Woods, 1996; and studied by Abrahão, 2004), to cite but a few.

In Brazil, the amazing number of studies¹ being conducted in the area of ELTE (as demonstrated the studies by Greggio, Da Silva, and Gil, 2009); Denardi, Da Silva, Greggio, Gil, and Carazzai, in press; Greggio, 2009) suggests a growing interest in deepening the understanding of (1) the language teacher as a reflective professional, (2) the activity of language teaching and learning, (3) the educational policies for language teaching, and (4) the language classroom as a place of research.

As regards studies on the English language teacher as a reflective professional, the following ones can be addressed: Araujo and Sol,(2005); Buzzo, Beato, and Dalpasquale (2003); Callegaro and Gil (2005); Castro (2004); D’Ely and Gil (2005a, 2005b); Denardi and Gil (2005); Dutra and Magalhães (2000); Dutra and Oliveira (2006); Faustini (2001); Fernandes (2005); Figueiredo (2001); Grigoletto (2005); Greggio (2009); Harkot-De-La-Taille (2003); Jorge (2003); Kleiman (2001); Leffa (2001a); Liberali (1999, 2004a, 2004b); Magalhães (2001); Magalhães and Celani (2005); Malatér (2001); Mattos (2002, 2005); Mello and Mello (2003); Moor (2001); Motta-Roth (2001); Nicolaidis (2005); Oliveira (2004); Ortenzi (1999a, 2005); Ortenzi, Gimenez, Reis and Mateus (2003); Pinheiro (2003); Pessoa (2003); Pessoa and Sebba (2006); Queiroz (2004); Rauber and Gil (2004, 2005); Reinaldo and Santana (2005); Ribeiro (2006); Souza and Gil (2005); Trevisani and Gil (2005); Vale Rego and Gil (2005); Volpi (2001); and Zyngier and Liberali (2003), *inter alia*.

¹More than 400 studies were presented in the I Latin American Conference (Gil, personal communication) and more than 500 in the II Conference (Miller, personal communication, closing session of the event on November 29, 2008)

In relation to studies on the activity of language teaching and learning, the following ones can be cited: Barbara and Ramos (2003); Bergsleithner and Gil (2005); Biazi (2002); Biazi and Gil (2005); Bohn (2001); Bruno (2005); Carvalho and Souza (2005); Castro (1994); Celce-murcia (1995); Cristovão (2001, 2002, 2004); Cruz and Reis (2002); Dutra and Melo (2004); Leffa (2001a, 2003); Malatér (2003); Mello (2005); Mello and Dutra (2004); Ortenzi Mateus and Reis (2002); Paiva (2001, 2005a); Tomitch, Abrahão, Daghljan, Ristoff (2005); Xavier (2003); and Xavier and Fortkamp (2001), *inter allia*.

Concerning studies on the educational policies for language teaching, the following ones can be listed: Dourado and Obermark (2001); Dutra (2003); Freitas (2004); Fortkamp and Tomitch (2000); Fortkamp and Xavier (2001); Girardi (2003); Gimenez and Cristovão (2006); Leffa (2001b); Liberali (2002); Mateus (2002); Miccoli (2006); Moita Lopes (1996a, 1996b, 1996c, 1999a, 1999b, 2003); Ortenzi (1999b); Ortenzi, Mateus, Reis, Gimenez (2002); Paiva (2005a, 2005b); Rajagopalan (2005); Silva, Xavier, Gonçalves, Volkmann, Camargo, Gabellini and Fontoura (2001); and Xavier and Gil (2004), *inter allia*.

Regarding studies on the language classroom as a place of research, the following ones can be mentioned: Cavalcanti (2001); Cavalcanti and Moita Lopes (1991); Gieve and Miller (2006); Machado (2004); Magalhães (2002, 2004); Nicolaidis and Fernandes (2001); Pinheiro (2003); and Reis (2006), to cite but a few.

However, to the best of my knowledge, there are studies neither on studies that investigated TK nor on studies on the concept² of TK *per se* in the area of ELTE in Brazil. In order to contribute to the area of ELTE research in Brazil, offering a type of

² According to Richards; Platt; and Platt (1992), a concept is “the general idea or meaning which is associated with a word or symbol in a person’s mind. Concepts are the abstract meanings words and other linguistic items represent” (p. 75)

study it lacks and seems to claim for, the present study aims at understanding how three Brazilian applied linguists understand TK with a view to conceptualizing it.

1.2. Research context

This study focuses then on the understanding of a concept, namely, the concept of TK. The search for this understanding is through the description, analysis, and explanation of theoretical and empirical studies on the EL teacher in the area of ELTE research in Brazil. Due to its nature, this study, qualitative interpretive, adopts the constructivist grounded theory paradigm for theoretical and methodological purposes. This implies that the theoretical and the methodological frameworks emerged from the study itself.

The set of data collected from the literature in the segment of time about the middle of the 1980s and the very beginning of the 2000s constitutes the data to be dealt with in this study. The in-depth data analysis consists of the theoretical production of three Brazilian applied linguists: José Carlos Paes de Almeida Filho, Luiz Paulo da Moita Lopes, and João Antonio Telles, in the segment of time between the beginning of the 1990s and the 2000s.

1.3. Objective and research questions

Considering the increasing number of studies in the area of ELTE research in Brazil in recent years, the lack of a study on studies on the concept of TK in this area, and having in mind possible contributions this study may bring to the area in Brazil, the present study aims at unveiling how three Brazilian applied linguists understand TK

with a view to conceptualizing it. This implies an investigation on theoretical ideas adopted to educate the EL teacher and on empirical studies on those ideas.

In other words, this study is an attempt to find the thread that weaves the understanding of three Brazilian applied linguists on TK, unweave it and weave it again. This research objective was transformed into a general research question and three specific ones.

The overarching and most general question addressed in this study is as follows: (1) how can teacher knowledge in English language teacher education be conceptualized in the writings of three Brazilian applied linguists? In order to answer this general research question, the following ones have been addressed: (1) How is teacher knowledge approached in José Carlos Paes de Almeida Filho's studies? (2) How is teacher knowledge approached in Luiz Paulo da Moita Lopes' studies? And (3) how is teacher knowledge approached in João Antonio Telles' studies?

1.4. Significance of the research

This study is significant for theoretical, methodological, and political reasons. As regards its theoretical significance, the present study may provide current information on theories used to support ELTE pedagogy and research in Brazil. It may unveil views and concepts that underlie paradigms and models of ELTE programs and ELTE research in Brazil, since it tries to unveil how three Brazilian applied linguists conceptualize TK based on the applied linguists' ideas on ELTE.

In relation to its methodological significance, this study may also provide insights on future studies on conceptual studies in the area of ELTE research. Since it is a study on the concept of TK, the present study may offer a research framework on this

same research theme or any other which focuses on concept investigation, or even offer thematic insights.

Still, the present study may extend the discussion on TK beyond descriptions, analyses, and explanations of the concept of TK, to show how certain concepts maintain or challenge the *status quo*, which leads to the political significance of this study.

This study may inform language policies. Research findings may be helpful for that. For example, the findings may support debates about innovation of curriculum and design of ELTE programs, practicum issues and supervising procedures, and/or political roles played by English language researchers, teachers, and learners.

1.5. Organization of the study

This study is organized in six chapters. In chapter I, I have introduced the study: the statement of the problem, the context of research, the objective and the research questions, the significance of the study, and its organization. In chapter II, I present the review of the literature. In chapter III, I further detail the method used in the present study. In chapter IV, I analyze and discuss the data. In chapter V, I interpret the findings and draw some conclusions. Finally, in chapter VI, I add some considerations, the limitations of the study and suggestions for further research, as well as some pedagogical and political implications of the present study.

1.6. An invitation to the reader

Dear reader,

I invite you to have a weaving experience with me, a curious one in the art of weaving. Although the design of this experience was exhaustively planned to be smoothly linear and easy doing (better saying, easy-reading), it is full of back and forth moments due the complexity of its nature.

The pretentious invitation is to ask you to weave this experience with me, unweave it, and weave it again, to find the threads that weave the meaning of Teacher Knowledge in the writings of three Brazilian applied linguists.

The raw material, the theoretical articulation of those expert artisans, the three applied linguists, is the object and the means upon which I wove my experience to learn and understand the hidden threads that weave their art, the concepts that underlie their ideas on Teacher Knowledge.

I recommend extra doses of patience for the possibility of loose ties and threads, contradictions, and lack of defined patterns and clues.

I hope you enjoy the experience!

Marimar

CHAPTER II

THE REVIEW OF THE LITERATURE

2.1. Introduction

The purpose of this chapter is to present some of the relevant literature on (English) language teacher education. Initially, I introduce two paradigms of professional education and three models of teacher education, and speculate on the assumptions³ that underlie them. After that, I outline some approaches proposed in the current literature to educate the (English) language teacher as a reflective professional, and speculate on the assumptions that underlie them as well. Then, I offer and discuss some definitions of TK found in the literature on (EL)TE. Finally yet importantly, I summarize the chapter.

2.2. Paradigms to learn-to-teach: different views on the same issue

Until the 1980s, the knowledge transmission paradigm⁴ prevailed in ELTE programs⁵. In this paradigm, the education of the EL teacher is based on the idea that knowledge about language and language teaching and learning can be transmitted through a solid academic curriculum, and the bridge to practice constructed through observation and

³ The term assumption is used here as a synonym of view, which, according to the Cambridge International Dictionary of English (1995), is defined as “an opinion or belief or idea, or a way of thinking about something” (p. 1622).

⁴ Following Guba (1990), a paradigm is “a basic set of beliefs that guide action” (p. 7).

⁵ ELTE programs, pre-service contexts, and “Letras” Course are used here as synonyms. They are viewed here as contexts where future EL teachers learn to teach. In-service contexts, on the other hand, are viewed here as contexts where EL teachers work as professionals.

classroom practices (Carter and Nunan, 2001; Freeman, 2001; Freeman and Richards, 1996; Johnson and Freeman, 2001; Richards, 1998; Richards and Nunan, 1990; Richards and Renandya, 2002). That is, TK is predetermined and transmitted in the form of techniques through training, providing teachers⁶ what they need to know to teach, and expecting they can develop effective teaching over time, by applying in the classroom what they are trained to do. In this sense, to learn to teach is reduced to a technical activity, thus, static, and teachers to practitioners.

Implicit in this view of learning to teach as a technical activity and teachers as practitioners is the assumption that teachers are blank slates or *tabula rasas*, that is, teachers hold no knowledge on language teaching and learning before they start their education. Moreover, in this view is also implicit a division of work and roles between theoreticians and practitioners: the former as the thinker, producer of knowledge, and the latter, the doer, the applier of theoreticians' ideas in practice. Furthermore, it is also implicit that effective language teaching and learning is the result of effective implementation of techniques, which have resulted from theories, and that ineffective teaching is the result of an inefficient teacher rather than ineffective theory (Ellis, 2004), which implies high value to theories and theoreticians.

In addition, the knowledge transmission paradigm, which is essentially rationalist, does not recognize as knowledge the teaching experiences teachers go through as learners and teachers. This is so as to be acknowledged as knowledge those teachers' experiences should be rigorously controlled, systematized, and generalizable or be universal truths⁷.

⁶ In the present study, the term EL teacher(s) implies any EL teacher. It may refer to the teacher-learner, the beginning teacher or the experienced teacher, who is engaged in education and/or development processes.

⁷ For a deeper discussion on this issue, see Chau (2006) and Ellis (2004).

The knowledge construction paradigm contradicts the main principles and assumptions of the knowledge transmission paradigm. This paradigm, based on research in the area, holds basically that the experiences teachers have lived as both teachers and learners, as well as the context they live and work do impact teaching and learning in important ways.

This research finding has put at stake the acknowledged dichotomy theory versus practice, the value of knowledge of theoretical and experiential basis, as well as the roles played by the theoretician and the practitioner, suggesting this different approach for the education of the language teacher, the knowledge construction paradigm. According to this paradigm, teachers construct “their own understandings of language teaching through their experience by integrating theory, research and opinion with empirical and reflective study of their own classroom practices” (Freeman, 2001, pp. 73-74). In other words, for the knowledge construction paradigm, to learn-to-teach means to learn by doing (Dewey, 1938); that is, by practicing the activity of teaching and reflecting on it, from the perspective of those who teach and learn inside contexts where teaching and learning really takes place (Johnson and Freeman, 2001).

Within the knowledge construction paradigm, teachers are seen as holders and users of a type of knowledge on teaching (Elbaz, 1981) which is proper to them, acquired implicitly and intuitively through their experiences as teachers and learners via apprenticeship of observation (Lortie, 1975). In addition, TK is not only theoretical but also experiential; therefore, both types of knowledge, theoretical and experiential, are valued independently of the generalizability or specificity of their character. Moreover, learning to teach is not only a product which teachers are trained to incorporate; it is a life-long process which does not occur in a vacuum, but it is socially situated (Freeman, 2001; Johnson & Freeman, 2001), and teachers are the agents of their own learning processes.

Still within this paradigm, the clear-cut division of work and roles between the theoretician and the practitioner: the former as the thinker and the latter as the doer becomes blurred. That is, the practitioner is also seen as a theoretician, the theoretician of her/his own practice.

Accordingly, the two paradigms of language teacher education – knowledge transmission and knowledge construction – perceive the teacher and TK from different perspectives. On the one hand, the knowledge transmission paradigm views the teacher as a *tabula rasa*, and TK as theoretical learned in the form of techniques, as mentioned before. In this perspective, TK is a product to be learned and applied in the classroom context. On the other hand, the knowledge construction paradigm views the teacher as a thinking being, holder of knowledge of experiential basis. TK, in this perspective, is neither exclusively theoretical nor exclusively experiential, but it is the interaction of the two through research and reflection on classroom practices, thus, socially situated. In this sense, TK requires an interrelation of various domains of knowledge – the experiential, the theoretical, the self as teacher, and the social context where teaching and learning takes place.

Table 1 summarizes the main views of the two paradigms of professional education presented in section 2.2.

Table 1 Paradigms of professional education

<i>Paradigms of professional education</i>		
<i>Paradigms</i>	<i>Knowledge transmission</i>	<i>Knowledge construction</i>
<i>View of the teacher</i>	Tabula rasa	Thinking being
<i>View of TK</i>	Theoretical knowledge	Theoretical & experiential knowledge
<i>View of teaching & learning</i>	Product	Process
<i>Role of the theoretician</i>	Produce theories	Produce theories of theoretical & experiential basis
<i>Role of the practitioner-teacher</i>	Apply theories in the form of techniques in practice	Articulate theoretical & experiential knowledge through research and reflection on practice

As stated in this section and summarized in Table 1, in the knowledge transmission paradigm, to learn-to-teach means to learn theoretical knowledge (in the form of techniques) and apply it in practice, and in the knowledge construction paradigm, to articulate knowledge of theoretical and experiential basis with research and reflective studies of classroom practices. Further, research and reflective studies of classroom practices are the core elements either for the articulation between theoretical and experiential knowledge or for teacher autonomy. However, this conception of learning to teach is a very recent one. The next sub-section expands this issue.

2.3. Models of teacher education: different ways to acquire knowledge

Throughout history, the models⁸ of teacher education have changed to meet the requirements of society. In his book *Training Foreign Language Teachers*, Michael Wallace (1991) identified three models that have been used to teach teachers their professional competence: *the craft model*, *the applied science model*, and *the reflective model*.

In the first model, ‘the craft’, knowledge resides in the experience of the master teacher, accumulated along the years. Learning to teach means, then, to imitate the skilled master teacher in practice following her/his instructions and advice. TK, in this model, is exclusively of experiential basis, and professional competence acquired by imitation and repetitive practice, therefore, static.

In the second model, ‘the applied science’, knowledge resides in theories produced by scientific research. Learning to teach means, then, to be trained in teaching and learning techniques developed by theoreticians. TK, in this model, is exclusively of

⁸ A model is understood here as “something which is used as a standard or goal for the learner” (Richards; Platt and Platt, 1992, p. 233).

theoretical basis, and professional competence acquired through technical training, therefore, static. However, the idea that learning to teach is not only a “technical rationality” activity (Schön, 1983) is not new.

In his writings about the relation between experience and thinking, the educational philosopher John Dewey (1916) claims that meaningful experiences imply deep thinking or reflection, and that learning occurs when people (teachers in the case of the present study) can relate actions with their consequences. That is, in their learning to teach process, teachers need to embark in an “intentional endeavor to discover specific connections between something which we do and the consequences which result from what we do” (p. 145) to learn.

In 1983, the sociologist Donald Schön asserts that, in general, professionals are reflective practitioners. In his book *The Reflective Practitioner*, the author claims that reflective practitioners either *reflect-on-action* or *reflect-in-action*.

As the author explains,

reflective practitioners hold a particular knowing-in-action, actions, recognitions, and judgments which [they] know how to carry out spontaneously; [they] do not have to think about them prior to or during their performance. [They] are often unaware of having learned to do these things; [they] simply find ourselves doing them. In some cases, [they] were once aware of the understandings which were subsequently internalized in [their] feeling for the stuff of action. In other cases, [they] may never have been aware of them. In both cases, however, [they] are usually unable to describe the knowing which [their] action reveals...the characteristic mode of ordinary practical knowledge (Schön, 1983, p. 54).

In 1987, the teacher educators and researchers Kenneth Zeichner and Dan Liston extended Dewey’s and Schön’s ideas to the area of teacher education. Based on van Manen’s (1977) ideas on reflection, the authors claim that teachers’ reflections comprise three levels: *the technical*, *the practical*, and *the critical*. In the ‘technical’ level, teachers reflect on what they do in the classroom and how they do it. In the ‘practical’ level, teachers reflect on the teaching and learning objectives and results.

And in the ‘critical’ level, teachers reflect on the educational goals, experiences, and activities i.e., this level embraces both the technical and the practical levels, and how they can lead to “forms of life mediated by concerns for justice, equity, and concrete fulfillment” (Zeichner and Liston, 1987, p. 25).

Based on the research findings on reflection and on the ideas of teachers as reflective professionals, Wallace (1991) proposes a ‘reflective model’ for the education and/or development⁹ of the (EL) teacher. The model proposes an articulation of the two types of knowledge: the received (or theoretical) and the experiential through a reflective cycle. The idea was to give equal value to both types of knowledge, the one provided by scientific research and the one provided by teachers’ experiences in practice.

The reflective cycle proposed by the ‘reflective model’ is constituted by two elements, reflection and practice, through which one feeds the other in an *ad infinitum* dialogue towards professional competence, understood as a dynamic concept “a moving target or horizon, towards which professionals travel all their professional life, but which is never finally attained” (Wallace, 1991, p. 58).

In the ‘reflective model’, then, to learn to teach means to learn how to articulate theoretical and experiential knowledge through continuous reflection and practice. TK, in this perspective, is both theoretical and experiential articulated through reflection and practice, which implies that TK is socially situated.

Table 2 summarizes the three models of teacher education discussed here and their views of TK, learning to teach, and professional competence.

⁹ Although the literature distinguishes these two terms, they are used interchangeably in this study. For details see: Richards, Platt & Platt (1999).

Table 2 Models of teacher education

<i>Models of teacher education</i>			
<i>Models</i>	<i>Craft</i>	<i>Applied science</i>	<i>Reflective</i>
<i>View of TK</i>	Experiential basis	Theoretical basis	Experiential & theoretical basis
<i>View of learning to teach</i>	Practical activity	Technical activity	Continuous reflective activity
<i>View of professional competence</i>	Practical & static	Technical & static	Theoretical, experiential & dynamic

As shown in Table 2, the ‘reflective model’ proposed by Wallace improved the other two previous models. The improvement lies in the fact that theoretical knowledge does not exclude experiential knowledge. Rather, they complement each other. Theory improves practice and practice gives sense to theory through the reflective cycle proposed. In addition, the model proposed views learning to teach as a dynamic process “as long as life and learning continue” (Dewey, 1938, p. 44) rather than a static one.

However, Wallace’s reflective model has a limitation. It seems to focus on a single purpose: the development of the professional competence of the teacher and does not propose to go beyond it. This reflective model does not include specifically reflective cycles with other forces which intervene and impact, in different ways, the teacher and her/his practice, although that may be implicitly suggested in the model.

In other words, the model seems to privilege one dimension of reflection: the teacher and her/his professional competence, leaving aside reflection on the activity of teaching and learning in the context it occurs and reflection on the school and schooling. In this sense, an expansion of Wallace’s reflective model seems to be sensible.

Following Johnson and Freeman's (2001) ideas¹⁰ on the education of the (EL) teacher, I propose to insert other dimensions of reflection in the model proposed by Wallace: a reflective cycle on the activity of language teaching and learning in the context it occurs, and on the social context of school and schooling¹¹. In addition, to avoid individualist and/or reductionist practices (Pimenta and Ghedin 2005; Zeichner, 1993), I also propose to make the reflective cycles in collaboration, peer or group, rather than in a solitary mode, in line with studies on reflective teaching and learning reported in the literature (as exemplify the studies reported in Abrahão and Barcelos, 2004; Almeida Filho, 1999; Barbara and Ramos, 2003; Barcelos and Abrahão, 2006; Celani, 2002; Greggio, 2009; Magalhães, 2004; Pessoa, 2003; *inter allia*).

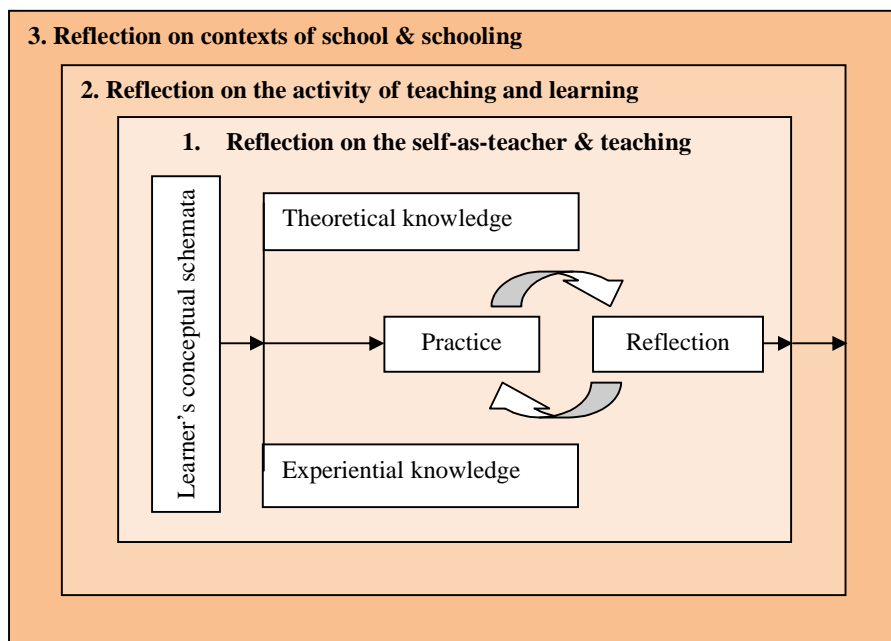
In this way, this reformulation of Wallace's reflective model may lead EL teachers' reflective practices beyond reflection on the domain of the self-as-teacher, widening the social and political role of the teacher (and the learner as well), and opening rooms for changes in the current socio-cultural, educational, political and economic status of the teacher as well.

Figure 1 represents an expanded version of Wallace's (1991, p. 49) reflective practice model of professional education.

¹⁰ Johnson and Freeman (2001) propose an articulation of three broad domains of knowledge, which combined constitute the socio-cultural environment in which teachers learn to teach and carry out their work as teachers. They suggest, in the first domain, to view teachers as learners of teaching; in the second domain, to view schools and schooling as socio-historical contexts in which teaching and learning take place; and, in the third domain, to view teaching and learning as activities implemented inside contexts where they really occur.

¹¹ According to Pajares (1992), schooling refers to specific process of teaching and learning outside home.

Figure 1 An expanded version of Wallace's reflective practice model of professional education



Summing up, the current literature in the area of ELTE suggests and acknowledges that TK comprises two types of knowledge: theoretical and experiential. It also acknowledges that the articulation of knowledge of theoretical and experiential bases should be conducted through a continuous reflective cycle: practice – reflection – practice (Wallace, 1991; Zeichner, 1993). The present ELTE literature also acknowledges that the articulation of different types of knowledge via a continuous reflective cycle may lead teachers to professional competence (Wallace, 1991), benefiting either the teacher and, as a consequence, the learner and the social context they live and work (Zeichner and Liston, 1987; Zeichner, 1993). Further, it also recognizes that the reflective cycle may be a mechanism of professional development, autonomy, and a mechanism of knowledge production on (language) classroom practices (Wallace, 1991; Zeichner and Liston, 1987; Zeichner, 1993). However, the area of ELTE in Brazil still lacks more studies to comprehend one of the many challenges of

ELTE programs: *how to make feasible, in practice, the education of the EL teacher as a reflective professional via continuous reflective cycle!* It is to this issue that I now turn.

2.4. The Reflective Model: different ways to educate the reflective professional

Scholars around the world have suggested different ways to educate the EL teacher in a reflective way. One group of scholars, for example, proposes an articulation of different domains of knowledge for the education of the reflective EL teacher. A second group of scholars suggests carrying out an integration of research of ethnographic nature to achieve reflection. And a third group offers reflective action procedures of classroom practices for teachers to learn to develop critical thinking.

Within the first group of scholars, the one that focuses on the articulation of different types of theoretical knowledge, Richards (1998) can be mentioned. The author proposes “an articulation of six overlapping domains of content knowledge” (p. 1) i.e., theories of teaching (implicit and theoretical ones); teaching skills; communication skills; subject matter knowledge; pedagogical reasoning and decision-making; and contextual knowledge for the education of teachers as reflective professionals.

In relation to the second group of scholars, the one that proposes to carry out research of ethnographic nature for EL teachers to achieve reflection, Almeida Filho (1993, 1999), Moita Lopes (1996a), and Telles (2002a, 2004a) can be cited. The first scholar proposes the model of *the analysis of the approach of teaching*, research procedures to raise teachers’ awareness on why they teach the way they do. The second one proposes to integrate action-research to foster teachers’ awareness on the social nature of the use of language and to produce knowledge on language teaching and learning. And the third scholar proposes to integrate Narrative Inquiry and Arts-Based Educational Research in the process of educating teachers, to make them aware of their personal practical knowledge.

As related to the third group of scholars, the one that offers reflective action procedures of analysis of classroom practices for EL teachers to learn to develop critical thinking, Bartlett (1990) and Smyth (1992) can be mentioned. They propose to focus the education of teachers on the reflective practices themselves.

From Bartlett's (1990) perspective, reflective practices should "transcend classroom technicalities and think beyond the need to improve our instructional techniques" (p. 205). That is, to move away from the "how to" questions to the "what" and "why" questions, which views instructions and classroom management issues not "an end in themselves but as a part of broader educational purposes" (p. 205), locating teaching and learning in a wider social context. For that, the author proposes a reflective cycle of classroom practices constituted by five elements: (1) mapping; (2) informing; (3) contesting; (4) appraising; (5) acting.

Smyth (1992), based on the work of Freire (1972), suggests four forms of actions for critical reflection on teaching and learning, each of which best characterized by four different moments linked to a series of questions: "(1) Describe – what do I do?; (2) Inform – what does this mean?; (3) Confront – how did I come to be like this?; and (4) Reconstruct – how might I do things differently?" (p. 295).

Generally speaking, the proposals to educate the EL teacher to be a reflective professional, briefly posed in this section, can be grouped in three main categories: (1) content-knowledge based; (2) research based; and (3) reflective-action based.

In the first category can be included the reflective approach guided by content knowledge (as exemplified by Richards'), therefore, by the perspective of theoreticians/experts who define what should be learned and reflected upon, how and why. It is an outsider interventionist perspective whose main and final goal is to prepare teachers to

be competent professionals. Therefore, the first category seems to be competence oriented, viewing TK as a product.

In the second category can be included the reflective approach that is guided by research of ethnographic basis. It can be of two types: (1) research on teachers' practice illuminated by theoretical knowledge and (2) research on teachers' practice illuminated by experiential knowledge. In the former, the reflective practice tends to be approached from an outsider interventionist perspective, to prepare teachers to conduct research on their own practice, and in the latter, it tends to be approached from a more collaborative view to make teachers aware of their own practice. Although in the latter category, theoreticians also define the research method, the teachers themselves may decide the issue of reflection, thus, it may be considered little interventionist. The main and final goal of the second category is to prepare teachers to be autonomous researchers of their own practice. Therefore, the second category seems to be autonomy oriented, viewing TK as a process.

In the third category can be included the reflective approach that uses reflective actions for teachers to reflect on their own teaching and learning practices. Theoreticians, who define how, what, and why to reflect upon, also define the actions of analysis. In addition, the analysis is supported by theoretical knowledge. It is an outsider interventionist perspective whose main and final goal is to prepare teachers to be autonomous analysts of their own practice. Therefore, the third category seems to be autonomy oriented, viewing TK also as a process.

Below, Table 3 summarizes the three main categories of approaches to the reflective practices posed in this section.

Table 3 Approaches to reflective practices

<i>Approaches to reflective practices</i>			
<i>Approaches</i>	<i>Content-knowledge based</i>	<i>Research based</i>	<i>Reflective -action based</i>
<i>Orientation</i>	Theoretical knowledge	Theoretical/ Experiential knowledge	Theoretical knowledge
	Interventionist Outsider perspective	Interventionist/ Collaborative Out/Insider perspective	Interventionist Outsider perspective
	TK as product	TK as process	TK as process
<i>Goal</i>	The teacher as a competent professional	The teacher as a researcher of her/his own practice	The teacher as an analyst of her/his own practice

Considering the three categories of approaches to reflective practices put in Table 3, it is possible to say that all of them view knowledge either of theoretical or of experiential basis as the raw material through which teachers reflect and learn. In addition, the data in Table 3 also suggest that reflection illuminated by knowledge leads to competence and autonomy. However, so far I am not able to explain why these three categories approach reflection from different perspectives i.e., content-based, research-based, and reflective-action based.

Having presented the different approaches to the reflective model of ELTE, now I turn my attention to some definitions of TK, to get evidences to understand how the concept of TK has been defined in the literature.

2.5. Teacher Knowledge in ELTE: a multi-nature concept

There seems to be a consensus in the literature that teachers hold and use a specific type of knowledge while teaching, which draws on various sources of knowledge to support their everyday work in the classroom. The studies by Burns (1996); Clandinin (1986); Clandinin and Connelly (2000); Elbaz (1981); Pajares (1992);

Prabhu (1990); Schön (1983; 2000); Wallace (1991); and Woods (1996) are only some examples of that.

According to Elbaz (1981), teachers have knowledge of subject matter, of curriculum, of classroom life, of the self as teacher, and of the context they live and work. These five categories of knowledge, as the author points out, encompass aspects of the content of TK i.e., things teachers know about and things they know how to do.

In practice, she explains,

teachers hold and use their knowledge in distinctive ways, and that this holding and using of knowledge marks it as “practical knowledge” (beyond the fact that that much of what the teacher knows originates in practice (p. 49) [inverted commas and parenthesis in the original]).

However, the knowledge teachers hold and use in practice has been labeled and defined in different ways. Elbaz (1981) labels TK as “practical knowledge” and defines it as “a set of dynamic knowledge teachers hold in an active relationship to practice and use to give shape to practice” (p. 49-50). In the same line, Clandinin (1986) labels TK as “image-in-action” and defines it as a construct that links “experience and image in dynamic and constructive ways” (p. 17).

In an attempt to examine the origins, uses, and meanings of personal knowledge constructs, Clandinin and Connelly (1987) discovered a “bewildering array of terms” (p. 487) including, teachers’ teaching criteria, principles of practice, personal construct / theories / epistemologies, teachers’ conceptions, personal knowledge, practical knowledge, in addition to their own term “personal practical knowledge”, which they defined as experiential knowledge “embodied and reconstructed out of the narrative of teacher’s life” (p. 490).

To capture the idea of experience in a way that it may view teachers as knowledgeable and knowing persons, Connelly and Clandinin (1988) claim that

teachers' personal practical knowledge is in teacher's past experience, in the teacher's present mind and body, and in the future plans and actions. Personal practical knowledge is found in the teacher's practice. It is, for any teacher, a particular way of reconstructing the past and the intentions of the future to deal with the exigencies of a present situation (p. 25).

In a similar vein, Schön (1983) brings the expression “knowing-in-action”, which he defines as

actions, recognitions, and judgments which we know how to carry out spontaneously; we do not have to think about them prior to or during their performance. We are often unaware of having learned to do these things; we simply find ourselves doing them. In some cases, we were once aware of the understandings which were subsequently internalized in our feeling for the stuff of action. In other cases, we may never have been aware of them. In both cases, however, we are usually unable to describe the knowing which our action reveals: (...) the characteristic mode of ordinary practical knowledge (p. 54).

Acknowledging the intuitive and subjective feature of TK, Prabhu (1990) equates TK to a “sense of plausibility”. The author defines this intuitive subjective sense as a “kind of subjective comprehension, sense, intuition of how learning occurs and teaching causes and keeps it” (p. 1).

Wallace (1991) comes up with the term “professional competence”, suggesting a cognitive¹² view of TK. The author defines professional competence as “a moving target or a horizon, towards which professionals travel all their professional life but which is never finally attained” (p. 58).

In the same cognitive vein, Burns (1996) labels TK as “theories for practice”, and explains that

theories for practice construct the cognitive structures for planning, decision making and teaching behavior in class; are highly significant but frequently unconscious and implicit; appear to activate and shape patterns of classroom

¹² Cognitive code approach is “an approach to second and foreign language teaching which is based on the belief that language learning is a process which involves active mental process and not simply the forming of habits. It gives importance to the learners' active part in the process of using and learning a language, particularly in the learning of grammatical rules. Although it has not led to any particular method of language teaching, the COMMUNICATIVE APPROACH makes some use of cognitive code principles” (Richards; Platt and Platt, 1992, p. 59-60) [Capital letters in the original]

interaction, roles and relationships; create opportunities for learning; motivate conceptual networks shaping what teachers do when they teach (pp. 174-175).

Aligned to Wallace's (1991) and Burns's (1996) ideas, Woods (1996) claims that TK is "a construct analogous to the notion of schema involving the interrelation between beliefs, assumptions and knowledge" (p. 196). Due to that, he coins the acronym, BAK¹³ to refer to TK. He also claims that BAK "do not refer to distinct concepts, but rather to distinct points on a spectrum of meaning, even though they have been treated... as separate entities in the literature" (p. 195).

In 2000, Schön comes up with the term "professional artistic talent", which he defines as "a specific perspicacity professionals make use of when problems show up in practice" (p. 32) [my translation]. Although the author keeps his ideas posed in 1983 aligned with Elbaz's ideas on TK, he expands the notion of the term to embrace Clandinin's, Connelly and Clandinin's, and Prabhu's ideas, that is, TK is not only practical, but also a subjective type of knowledge.

The terms used to refer to TK and their corresponding definitions are grouped and organized chronologically in Table 4. This organization helps visualize the characteristics and functions attributed to the concept of TK, discussed in the sequence.

¹³ BAK stands for: Beliefs, Assumptions, and Knowledge.

Table 4 Concepts of TK

<i>Authors & Terms</i>	<i>Concepts of TK</i>
<i>Elbaz (1981)</i> <i>'practical knowledge'</i>	'A set of dynamic knowledge teachers hold in an active relationship to practice and use to give shape to practice' (pp. 49-50).
<i>Schön (1983)</i> <i>'knowing-in-action'</i>	'Actions, recognitions, and judgments which we know how to carry out spontaneously; we do not have to think about them prior to or during their performance. We are often unaware of having learned to do these things; we simply find ourselves doing them. In some cases, we were once aware of the understandings which were subsequently internalized in our feeling for the stuff of action. In other cases, we may never have been aware of them. In both cases, however, we are usually unable to describe the knowing which our action reveals...the characteristic mode of ordinary practical knowledge' (p. 54).
<i>Clandinin (1986)</i> <i>'image-in-action'</i>	'Image-in-action' is a construct that links 'experience and image in dynamic and constructive ways' (p. 17).
<i>Clandinin & Connelly (1987)</i> <i>'personal practical knowledge'</i>	'Experiential knowledge embodied and reconstructed out of the narrative of teacher's life' (p. 490).
<i>Connelly & Clandinin (1988)</i> <i>'personal practical knowledge'</i>	'A term designed to capture the idea of experience in a way that it allows us to talk about teachers as knowledgeable and knowing persons. Personal practical knowledge is in the teacher's past experience, in the teacher's present mind and body, and in the future plans and actions. Personal practical knowledge is found in the teacher's practice. It is, for any teacher, a particular way of reconstructing the past and the intentions of the future to deal with the exigencies of a present situation' (p. 25).
<i>Prabhu (1990)</i> <i>'sense of plausibility'</i>	A 'kind of subjective comprehension, sense, intuition of how learning occurs and teaching causes and keeps it' (p. 1).
<i>Wallace (1991)</i> <i>'professional competence'</i>	A 'moving target or a horizon, towards which professionals travel all their professional life but which is never finally attained... Competence here has come a long way from 'adequacy' or even 'proficiency': it has the strong force of 'expertise' (p. 58).
<i>Burns (1996)</i> <i>'theories for practice'</i>	'Theories for practice construct the cognitive structures for planning, decision making and teaching behavior in class; are highly significant but frequently unconscious and implicit; appear to activate and shape patterns of classroom interaction, roles and relationships; create opportunities for learning; motivate conceptual networks shaping what teachers do when they teach' (pp. 174-175).
<i>Woods (1996)</i> <i>'BAK'</i>	It is 'a construct analogous to the notion of schema involving the interrelation between beliefs, assumption and knowledge' (p. 196).
<i>Schön (2000)</i> <i>'professional artistic talent'</i>	'It consists in a specific perspicacity professionals make use of when problems show up in practice' (p. 32) [my translation].

Broadly speaking, the definitions posed in Table 4 seem to indicate that TK keeps in its core a significant variety of features and functions. As regards its general

features, TK can be grouped into two categories. The first category comprises the definitions that view TK as personal, practical/experiential and subjective (as the ones by Elbaz, 1981; Clandinin, 1986; Clandinin and Connelly (1987); Connelly & Clandinin, 1988; Prabhu, 1990; Schön, 1983; 2000). The second one entails the definitions that view TK as competence, cognitive structure and schema (as for instance, in Burns's, 1996; Wallace's, 1991; and Woods's, 1996 definitions).

As a personal, practical/experiential and subjective type of knowledge, Elbaz (1981) views TK as a mold to give shape to practice. Alternatively, Clandinin (1986) conceives it as a dynamic link between experience and image. In addition, Clandinin and Connelly (1987) and Connelly and Clandinin (1988) see TK as a way to reconstruct the past (experiences) and the intentions of the future to deal with the exigencies of a present situation. Moreover, Prabhu (1990) claims that TK is a trigger for learning, and Schön (2000) advocates that TK is a perspicacity teachers hold to solve problems in practice. In short, TK works as a mold for practice, a link between experience and image, a way to (re)construct experiences, and a trigger for learning, a perspicacity used in practice.

As competence, cognitive structure and schema, TK is a moving target (Wallace, 1991) which activates and shapes interaction, roles and relationships; creates learning opportunities; motivates conceptual networks shaping what teachers do when they teach (Burns, 1996); and interrelates beliefs, assumption and knowledge, (Woods, 1996). In other words, TK works as a trigger for interactions, conceptual networks, teaching and learning, and inter-relates beliefs, assumption and knowledge in practice.

To put concisely, TK is personal, practical/experiential, subjective and cognitive in nature, therefore, unique to each teacher. It inter-relates knowledge to action, shapes practice, and triggers conceptual networks and learning.

Although some theoreticians seem to hold a personal practical subjective view of TK and others a cognitive view of it, what this brief discussion suggests is that TK relates (teachers') knowledge with (teachers') practice, be it from a more practical/experiential or from a more cognitive view. This fact suggests that the theoreticians' view of the nature of knowledge orients the way they approach both TK and the goal of ELTE pedagogy and research. This hypothesis may justify the way TK has been investigated and defined, as well as the different paradigms used for the education of the language teacher.

Since TK implies varied natures, it seems reasonable that different orientations to the education of the EL teacher are offered. It is to this issue that I turn to in Chapter IV. Now, I summarize this chapter and then I present the method designed for the present study.

2.6. Summary of the chapter

In this chapter, I firstly presented and discussed two paradigms of learning to teach – knowledge transmission and knowledge construction – and speculated that the main assumptions of the teacher and TK that underlie them are different. Then, I outlined and discussed three models of teacher education – the craft, the applied science, and the reflective – and speculated that their views of the teacher and TK are different. After that, I presented the different approaches to the reflective practices, compared and categorized them, and made some hypotheses on the type of knowledge and reflective orientation that underlie each category, as well as their final goal. Finally, I centered the review of the literature on some definitions of TK and discussed them. The discussion led me to hypothesize that TK is a multi-nature concept, since it seems to be related to the theoreticians' view of the nature of knowledge.

In sum, paradigms of knowledge appropriation, models of professional education, approaches to reflective models, and the concept of TK are, indeed, complex by nature and seem to vary according to the assumptions of the teacher and of knowledge the theoretician/expert hold.

As previously mentioned, this study is an attempt to find the thread that weaves the understanding of the Brazilian applied linguists on TK, unweave it and weave it again. Due to its original character, this study does not use pre-determined theoretical and methodological frameworks to support and guide it. Rather, it is theoretically and methodologically grounded. The next chapter, Chapter III, I present the research method developed to guide the present study.

CHAPTER III

THE METHOD

3.1. Introduction

The objective of this chapter is to present how the theoretical and methodological frameworks used in this study were constructed. Firstly, I outline the guiding principles that explain the nature of the present study; secondly, the object of research and the context of investigation; thirdly, the data collection and analysis strategies; and finally, I summarize the chapter.

3.2. The guiding principles

3.2.1. Qualitative research

To explain the qualitative-interpretive nature of the present study, I quote Denzin and Lincoln (1998), who assert that

qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations... At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of meanings people bring to them (p. 4).

In addition, the authors explain that

qualitative research involves the studies use and collection of a variety of empirical materials...that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected interpretive practices, hoping always to get a better understanding of the subject matter at hand. It is understood, however, that each practice makes the world visible in a different way. Hence, there is a commitment to using more than one interpretive practice in any study (p. 4-5)

Still, from Bateson's (1972) perspective, "all qualitative researchers are philosophers in that universal sense in which all human beings...are guided by highly abstract principles" (in Denzin and Lincoln, 1998, p.19). These principles, according to Guba (1990), Lincoln and Guba (1985), and Denzin and Lincoln (1998), comprise beliefs about ontology i.e., about the kind of being is the human being and about the nature of reality. They also comprise beliefs about epistemology, that is, the relationship between the inquirer and the known, and about the methodology through which individuals know the world or gain knowledge of it.

Roughly posing, the researcher may assume a research position between two extreme positions. The researcher may assume an objective external ontology or a relativist one; an objective epistemology or a subjective one; and an experimental methodology or a naturalistic one (Lincoln and Guba, 1998; Charmaz, 1998). In this sense, the set of ontological, epistemological and methodological beliefs the researcher holds weave either the theoretical or the methodological paradigms s/he enters the research field, guiding her/his actions. It is to this issue that I now turn.

3.2.2. My research stance

To explain the boundaries of my research stance, I also quote Denzin and Lincoln (1998). Following these authors' ideas,

There are no objective observations, only observations socially situated in the worlds of – and between – the observer and the observed. Subjects, or individuals, are seldom able to give full explanations of their actions or intentions; all they can offer are accounts, or stories, about what they did and why. No single method can grasp all of the subtle variations in ongoing human experience (p. 19).

In line with Denzin and Lincoln's (1998) ideas, as a researcher, I assume a relativist ontology, which means that I believe that the world is constituted by multiple realities; a subjectivist epistemology, which implies that I believe that meanings are co-

constructed through social interactions; and finally, I assume a naturalistic methodology, which means that I believe that knowledge can be gained through a set of naturalistic procedures i.e., they are in the natural world. This set of beliefs identifies me as a constructivist researcher and guides my research actions. In practical terms, to put the research paradigm I assumed into action, I used the grounded theory research methodology.

Basically, grounded theory consists of systematic inductive guidelines for data collection and analysis to build theoretical frameworks that may explain the data collected (Charmaz, 1998). The strategies of grounded theory include:

- (a) Simultaneous data collection and analysis; (b) a two-step data coding process; (c) comparative methods; (d) memo writing aimed at the construction of conceptual analyses; (e) sampling to refine the emerging theoretical ideas; and (f) integration of the theoretical frame (Charmaz, 1998p. 510).

Throughout the research process, grounded theory researchers interpret their data focusing on collecting more data to inform and refine their theoretical analysis. According to Charmaz (1998), grounded theorists do not detail data collection techniques. Rather, they move each step of the process of analysis towards the development, refinement, and interrelation of concepts.

Briefly posing, my data collection (and analysis) ranged from the collection (and analysis) of empirical and theoretical studies published in books, journals, and proceedings in hard and virtual copies (see appendix 1, page 190) to notes of theoretical discussions and e-interviews. I used different reading strategies and mainly comparative data analysis to manage and interpret the large amounts of data I faced. I created my field-text, notes and documents from the field, and moved from this text to the research-text, notes and interpretations based on my field-text.

My research-text was re-created as a working interpretive document. It contained my initial attempts to make sense of what I have learned from the readings.

The initial research-text was sent via e-mail to my advisor, Professor Gloria Gil, who was abroad in her Post-Doctorate studies, and to the applied linguists José Carlos Paes de Almeida Filho, Luiz Paulo da Moita Lopes, and João Antonio Telles, whose academic ideas were the main focus of analysis of the present study (see appendices 2, 3, 4, and 5 on pages 209, 210, 213, and 216, respectively). In addition, my research-text was also sent to my “scaffolding friend”¹⁴, Saionara Greggio, who gently offered me insightful advices and criticisms. The initial research-text was re-created many times in searching for refinement and inter-relation of concepts, based on the criticisms received, and finally, I produced the present text for public appreciation / appraisal.

Now, I turn to detail the research method beginning with the guiding research questions.

3.3. Objective and research questions

As previously mentioned, the present study aims at unveiling how three Brazilian applied linguists understand TK with a view to conceptualizing it. To do so, one overarching research question and three specific ones were addressed to guide the present study.

Below, Table 5 shows the research questions posed in this study.

¹⁴Scaffolding is a metaphor coined by Wood, Bruner and Ross (1976) to refer to the supportive role played by teachers in the process of teaching learners to learn. This metaphor emerged during one of our studying sessions to represent our academic relation.

Table 5 Research questions

<i>Research questions</i>	
<i>General research question</i>	(1) How can teacher knowledge in English language teacher education be conceptualized in the writings of three Brazilian applied linguists?
<i>Specific research questions</i>	(1) How is teacher knowledge approached in José Carlos Paes de Almeida Filho's studies? (2) How is teacher knowledge approached in Luiz Paulo da Moita Lopes' studies? (3) How is teacher knowledge approached in João Antonio Telles' studies?

3.4. The study

As already mentioned, the present study is a study on other studies and aims at understanding the concept of TK in the area of ELTE in the writings of three Brazilian applied linguists with a view to conceptualizing it. Due to its nature, this study is supported by the research methodology of the constructivist grounded theory, which implies to design specific strategies and guidelines for data collection and analysis.

The procedures designed for data collection and analysis were intended to be both open-ended and non-linear. This means that different procedures could be added and others rejected or retaken to meet emerging needs.

The set of data collection included theoretical and empirical studies. The theoretical studies, namely, *the first data group*, intended to provide the theoretical backbone to guide and support the analysis. In other words, my intention was to look for a guiding thread in the literature, which could support the other data group, help make meaning of the data and findings, and explicit implicit relations among the data and the findings as well.

The theoretical studies, which constituted the first data group in this study, included different fields of research, as for example, Teacher Education, Educational

Philosophy, Applied Linguistics and, naturally, the area of ELTE in Brazil and abroad. Out of the set of data collection, the ones that investigated TE in the area of ELTE in Brazil were identified and selected to constitute *the second data group*. It initially included hundreds of empirical studies¹⁵ conducted in Brazil between the beginning of the 1990s and the 2000s. Due to that, this data group had to be reduced to make the study feasible.

The criterion established for a new (second) data selection was the most cited theoreticians in the studies initially selected. This criterion led me to the theoretical ideas of José Carlos Paes de Almeida Filho (henceforth Almeida Filho), Luiz Paulo da Moita Lopes (henceforth Moita Lopes), João Antonio Telles (henceforth Telles), Maria Antonieta Alba Celani (henceforth Celani), Telma Gimenez (henceforth Gimenez), Maria Helena Vieira Abrahão (henceforth Abrahão), and Ana Maria Barcelos (henceforth Barcelos).

While reading the selected studies, I noticed that the empirical studies conducted by Abrahão and Barcelos between the very beginning and the middle of the 1990s were based on Almeida Filho's theoretical ideas on the approach of teaching, teachers' implicit competence, and the learners' culture of language learning. In addition, I could perceive that Almeida Filho's ideas on the development of teachers' competence were retaken in the 2000s in Brazil. I also noticed that some of the theoretical ideas of the Foreign Language National Curriculum Parameters (PCNs/LE), guiding ideas for the teaching and learning of foreign languages in Basic Education in Brazil, were based on Celani and Moita Lopes's ideas on reading (in English for Specific Purposes (ESP), to be more precise). I also discovered that other Brazilian applied linguists and teacher educators, in their studies on teachers' beliefs, to cite an

¹⁵ See Appendices for details.

example, have adopted Telles's theoretical ideas on teachers' narratives. These findings led me to conclude that if I studied Almeida Filho's, Moita Lopes's, and Telles's theoretical ideas on TE, I could have some insight on TK and understand empirical research on TE better. In this sense, I could find the thread that weaves this research issue in Brazil.

Then, I started reading and summarizing the theoretical and the empirical studies of Almeida Filho's 1999 book, since it was the first book on teacher education studies in Brazil. However, I realized that to understand Almeida Filho's theoretical ideas, I had to trace back the theories that were borrowed by Almeida Filho to support his ideas on TE and TK as well. This tracing back of borrowed theories implied a scrutiny on other theories that underlie Almeida Filho's ideas on/for the education of the EL teacher in Brazil. This fact led my readings to other readings, which led me to other readings in other areas of study, inclusively. It also made me conclude that I had to trace back the theoretical ideas of the most cited Brazilian applied linguists identified in the present study. Hence, a new selection was necessary to make the study possible in the time available.

The criterion established for a new (third) data selection this time was incidental. Since I had already read and summarized Almeida Filho's, Moita Lopes', and Telles's studies, I decided to focus on their academic work. The idea of crossing theoretical ideas with empirical studies on the same theoretical ideas was left behind for future studies. The present study then ended up to focus on the academic work of Almeida Filho, Moita Lopes, and Telles. The academic writings of these three Brazilian applied linguists constituted, therefore, *the second data group*. This data group was used to unveil how TK has been approached to get some insight on how TK can be conceptualized, the main research issue addressed in the present study.

3.5. The construction of the object of analysis

The starting point for data collection was the bibliographical reference indicated in the Teacher Development Course of PPGI of UFSC in the year 2002 and 2006. The bibliographical references listed publications of the Brazilian educational philosopher Paulo Freire, and international and national applied linguists in the area of ELTE, as for instance, the ones mentioned in the introduction of this study.

Out of the bibliographical references, the ones in the area of ELTE in Brazil in the segment of time between the 1980s and the 2000s were used as data in this study. The decision regarding this fragmentation of time was based on three assertions found in the literature. First, Cavalcanti (2004) stated that the 1980s was the boom/bloom of Applied Linguistics in Brazil, the overarching field of investigation in which the present study is inserted. Second, Freeman (1998) claimed that the publication of Richards and Nunan's (1990) book, *Second Language Teacher Education*, marked a major opening in the area of teacher education, the area of investigation in which this study is set. And third, Almeida Filho (1999) emphasized that the book "*O Professor de Língua Estrangeira em Formação*" was "the first Brazilian publication containing, exclusively, studies on foreign language teacher education" (p. 8) [My translation] in Brazil, the branch of investigation on TE on which this study is centered.

In addition, in November 2006, it was held in Florianópolis, the I Latin-American Conference on Language Teacher Education. More than four hundred studies in the area of foreign language teacher education (FLTE) research were presented, out of which about a hundred and fifty studies were related to TK in the area of ELTE in Brazil (Denardi et al, in press). These figures indicate the importance that the

investigation in the ELTE research has gotten in Brazil, and to which the present study intends to contribute.

Data collection observed the procedures sequentially organized in Table 6 for better visualization, but, in fact, they were non-linear.

Table 6 General procedures for data collection

<i>General procedures for data collection</i>
(1) Searching for theories related to the object under investigation;
(2) Identifying theories regarding knowledge appropriation;
(3) Identifying theories which were extended to the domain of investigation;
(4) Identifying empirical studies on TK;
(5) Writing down references including pages for citation;
(6) Selecting the material for reading;
(7) General reading of the selected material;
(8) Separating & extracting data: theoretical & empirical studies related to TK between the 1980s and the 2000s in Brazil;
(9) Focused reading: extracting concepts of TK from the data;
(10) Copying concepts of TK into the word processor to be analyzed;
(11) Separating empirical & theoretical studies in the area of ELTE between the 1990s and the 2000s in Brazil;
(12) Copying data into the word processor regarding theoretical & empirical studies to be analyzed;
(13) Starting planning for analysis procedures.

3.6. The construction of the analysis

As mentioned before, the data collected from the literature were divided into two groups to be analyzed. *The first data group*, which was named *Theoretical Studies on Knowledge & TK*, and *the second data group*, which was named *Empirical & Theoretical Studies on TK*.

The first group of data, *Theoretical Studies on Knowledge & TK*, was intended to be twofold. Firstly, it intended to offer an overview of paradigms of knowledge appropriation, models of professional education, approaches to reflective practices, and definitions of TK. Secondly, it intended to make explicit implicit assumptions underlying paradigms, models, reflective practices, and definitions of TK, with a view to starting the construction of the theoretical framework.

In order to reach the objectives addressed in the first data group, the analysis of the data was illuminated by different fields of science. For example, my readings encompassed the area of Philosophy (Chauí, 2006), Education (Giroux, 1997; Vasconcelos & Brito, 2006; Giddens, Beck, Lash, 1997), Teacher Education (Facci, 2004; Perrenoud & Thurler, 2002; Pimenta & Ghedin, 2005; Nóvoa, 1997), Second Language Acquisition (Schmidt, 1999), Second Language Teacher Education (Allwright, 1991; Bailey and Nunan, 1996; Carter and Nunan, 2001; Cook and Seidlhofer, 1995; Ellis, 2004; Freeman, 2001; Johnson and Freeman, 2001; Richards, 1990, 1998; Widdowson, 2003; Zeichner, 1993, 2003; Zeichner and Liston, 1987), and Educational Philosophy (Freire, 1972; 1974; 1996; 2005a; 2005b).

In Applied Linguistics in Brazil, seminal material published by Abrahão (2004), Almeida Filho (2000, 2005), Barcelos and Abrahão (2006); Celani (1997, 2000), Fortkamp and Tomitch (2000), Gil et al (2005), Gil and Vieira-Abrahão (2008), Gimenez (2002, 2007); Leffa (2001a, 2001b, 2003), Moita Lopes (1996a, 2006a, 2006b), Tomitch et al (2005), and Xavier and Fortkamp (2001) were read to help me construct an overview of the field.

In addition, in the area of ELTE research, seminal materials, as the ones published by Abrahão (2004), Almeida Filho (1993, 1999, 2005), Barcelos and Abrahão (2006), Celani (2001, 2003, 2004), Celani and Collins (2003), Celani and Magalhães

(2005), Gil et al (2005), Gimenez (2002, 2007), Moita Lopes (1995, 1999a, 2000), and Telles (2002, 2004)¹⁶ were also part of the data to understand the area of ELTE in Brazil.

Regarding the second group of data, *Empirical & Theoretical Studies on TK*, the data comprised the theoretical studies of Almeida Filho¹⁷ on ELTE, the theoretical studies of Moita Lopes¹⁸ on ELTE and his empirical studies on teachers' discourse in the classroom, and the theoretical studies of Telles¹⁹ on ELTE and his empirical studies on language teacher education as well.

As previously mentioned, I had to limit the scope of investigation, which limited significantly the amount of the data to provide the evidences to answer the general research question addressed in the present study. The positive aspect of this limitation is that it opens room for further research, and diminishes my sadness for not having accomplished the initial (pre)(in)tention of the present study: a critical analysis on the concept of TK in empirical and theoretical studies in the area of ELTE in Brazil, including the ten most cited Brazilian theoreticians in this area.

In addition, I had other problems throughout the process of investigation. At the beginning, the topic chosen for investigation, TK, meant *curriculum* subject matter to me. This would lead me to concentrate my efforts on a type of data collection that would include content of subject matter taught to teachers in their process of learning-

¹⁶ For more references, see appendix 1 on page 190.

¹⁷ Nineteen empirical studies using Almeida Filho's ideas were identified during data selection: Abrahão (1999); Alvarenga (2004); Araújo (2006); Barcelos (1999); Barcelos, Batista and Andrade (2004); Basso (2006); Buschle and Prawucki (2003); Coelho (2006); Da Silva (2005); Dutra and Mello (2004); Félix (1999); Freitas (1999); Medrado (2003); Moura, Ferro and Ganassim (2003); Oliveira (2004); Pessoa and Sebba (2006); Pereira (2006); Reis (1999); Silva (2006).

¹⁸ Nine studies were identified: Almeida (2001); Da Silva (2003; 2005); Dellagnelo (2003); Eckel (2003); Gil (1999); Malatér (1998; 2005); and Reichmann (2001).

¹⁹ Eleven studies were identified focusing on teachers' metaphors and reflective teaching: Araújo and Sol (2005); Biazzi (2002; 2005); Cardoso (2005); Carvalho and Souza (2005); Da Silva (2005); Da Silva et al (2007); Mello and Mello (2003); Romanini (2006); Stanzioni (2006); Vieira (2003).

to-teach. I do not mean that this research issue is not important, on the contrary, it is another type of investigation the area lacks in Brazil. However, the data at hand were showing me another possibility of investigation that I was not mature enough to perceive.

Later, I could see that the data at hand were indicating research types, approaches, and themes. Concerning research types, I found that the studies in the area of ELTE in Brazil have been mainly of two types: the investigative ones and the interventionist ones (Moita Lopes, 1996). The former sought to understand how teachers articulate knowledge of theoretical and experiential basis through different research approaches: normative, meta-cognitive, and contextual (Barcelos, 2000). The latter, sought to understand how teachers articulate knowledge of theoretical and experiential basis through interventionist reflective practices. In relation to research themes, I identified that most empirical studies in the area of ELTE in Brazil have been investigating the following: (1) teachers' beliefs on language, language teaching, language learning, and language classroom; (2) teachers' implicit theories; (3) teachers' implicit competences; (4) teachers' metaphors, images and representations in practice; and (5) teachers' procedures of reflection; among other related issues. In other words, the data at hand did not match my initial idea on TK. This was hard to understand and accept; it took time to "persuade myself" and accept conceptions unknown to me. It made me start from the scratch.

After establishing the boundaries of the study, I could conduct the analysis, which was divided into two moments. In the first moment, I selected the theoretical and empirical studies of the three applied linguists under investigation in the present study, which were published in articles, books, proceedings of conferences, and journals.

The selected studies for analysis encompassed the ones published by Almeida Filho in 1993, 1999, 2000, 2004, 2005, and in 2006, by Almeida Filho in collaboration with Caldas and Baghin (1998), and by Almeida Filho and Barbirato (2000). They also included the studies of Moita Lopes, published by the author in 1995, 1996a, 1996b, 1996c, 1999a, 1999b, 2000, and in 2005, and also the studies of Telles, published by him in 1996, 1997, 1998, 1999a, 1999b, 2002a, 2002b, 2004a, 2004b, 2006, and in 2007.

Then, I read the selected studies and picked up their ideas on ELTE. More specifically, I selected the models, constructs, and concepts the three applied linguists propose to be used in ELTE programs and/or projects. My attention was firstly centered on understanding their ideas on ELTE to understand how they approach TK to infer how they conceive/view TK to conceptualize it.

The procedures used in the first moment of data analysis are sequentially organized in Table 7 for better visualization, but like the procedures of data collection, they were not linear.

Table 7 Procedures for data analysis: 1st moment

<i>Procedures for data analysis: 1st moment</i>
(1) Selecting the empirical and theoretical studies of the applied linguists under investigation (i.e., models, constructs and concepts);
(2) Identifying the theoretical and methodological references used by the applied linguists in their studies on ELTE;
(3) Selecting the studies of the theoretician cited by the applied linguists;
(4) Investigating whether (or not) the theoreticians cited have their concepts supported by other theoreticians and/or concepts;
(5) Selecting the original source (theoreticians' studies) for analysis;
(6) Comparing original concepts & the mode they were used/interpreted by the applied linguists under investigation;
(7) Checking whether (or not) the concepts were adapted or extended.

In other words, these general procedures led me to other theoreticians, their ideas and concepts, upon which the applied linguists' ideas under analysis were constructed. That is, I had to trace back the concepts of the authors that sustain the applied linguists' ideas. For example, concerning Almeida Filho, I had to trace back mainly the concept of the term 'approach' and 'competence', central to his models of ELTE. In relation to Moita Lopes, I focused mainly on the concepts of 'discourse', 'schema', and 'action-research'. Regarding Telles, my attention was centered on the concepts of experience, 'personal practical knowledge', 'image and metaphor', 'Narrative Inquiry' and 'Arts-Based Educational Research', central to Telles's proposal.

The whole understanding process was, in fact, a de-construction process of models, constructs, and concepts. I tried to unveil the funding concept(s) of the applied linguists' ideas to understand how they conceive TK. Since the Brazilian applied linguists support their ideas on other theoreticians, who, in turn, support their theories on other theoreticians, I had to search in the literature for new data each time a different concept emerged from the data, to understand whether (or not) the concept used kept its original meaning.

Below, Table 8 shows the criteria and the understandings that emerged from the first readings of the data selected.

Table 8 General criteria for data analysis

<i>General criteria for data analysis</i>			
<i>Applied linguist</i>	José Carlos Paes de Almeida Filho	Luiz Paulo da Moita Lopes	João Antonio Telles
<i>Nature of data</i>	Theoretical studies	Theoretical and empirical studies	Theoretical and empirical studies
<i>Ideas on ELTE</i>	The author provides models	The author uses constructs	The author uses constructs
<i>Concept of TK</i>	Implicit	Implicit	Explicit

After that process, I joined the bits and pieces of information of each applied linguist, that is, I wrote three separate sections based on the data, made some inferences on the data, and I sent my conjectures to the applied linguists under study, who kindly reacted to them (see appendices 4, 5, and 6 on pages 210, 213, and 216). Finally, three other people, two applied linguists and a layperson in the area of ELTE, read and reacted to my data interpretation with a view to validating them.

The de-construction process was difficult to build up, but pivotal to understand how TK is approached by the three Brazilian applied linguists. That process allowed me to unveil the concepts that underlie their ideas on ELTE and on TK as well. It also unveiled the types of knowledge the applied linguists view as essential for ELTE, and the types of reflective practices they propose for the education of the EL teacher. After having the essentials of the applied linguists' ideas on ELTE, I began the re-construction process, the second moment of the analysis.

To reconstruct the ideas of the applied linguists and answer the specific research question of the study, I used a set of questions, which I named *question-answer reasoning strategy*. This set of questions also emerged from the process of understanding the data and are summarized in Table 9.

Table 9 Question-answer reasoning strategy: Reconstructing the applied linguists' ideas

<i>Question-answer reasoning strategy: Reconstructing the applied linguists' ideas</i>
(a) What is the key concept to understand TK from the applied linguist's perspective?
(b) What type(s) of knowledge do(es) TK entail?
(c) What type of knowledge is privileged, if so?
(d) How does the applied linguist propose to articulate the different types of knowledge to educate EL teachers?
(e) What does the applied linguist mean by reflection?
(f) What is the relation between reflection / research and TK?

After that, I interpreted the findings. To do so, I traced back the theoretical backbone I had constructed in the review of the literature of the present study and crossed findings among the three Brazilian applied linguists, to get the evidences to answer the main research question addressed in this study: *How can TK be conceptualized in the writings of three Brazilian applied linguists?* First, I identified the paradigm in which the three Brazilian applied linguists' pedagogic ideas for the education of the EL teacher could be inserted. Next, I identified the models of TE and the reflective practices the applied linguists propose for the education of the EL teacher in Brazil and made some conjectures, which led me to other findings, and helped me propose further research in the area, as well as show the political and pedagogical implications of the present study. Having presented the method of the present study, I now summarize the chapter.

3.7. Summary of the chapter

In this chapter, I attempted to detail the research method used to investigate the concept of TK in ELTE in Brazil. Firstly, I outlined the guiding principles of this qualitative-interpretive study to explain its nature and myself as a constructivist researcher or grounded theory researcher within this research paradigm. Secondly, I presented the objective of this study and the research questions. Thirdly, I described the construction of the study, the construction of the object of analysis, as well as the construction of the analysis of the present study. Finally, I summarized the chapter.

In the next chapter, I simultaneously analyze and discuss the data, which, for didactic purposes, were divided into three main sections: Section 1, Section 2, and Section 3.

CHAPTER IV

DATA ANALYSIS

UNVEILING THE ASSUMPTIONS OF THREE BRAZILIAN APPLIED LINGUISTS ON TEACHER KNOWLEDGE

4.1. Introduction

In this chapter, I try to unveil how three Brazilian applied linguists approach TK with a view to providing the evidences to answer the main research question posed in this study: *How can teacher knowledge in English language teacher education be conceptualized in the writings of three Brazilian applied linguists?* To accomplish this task, this chapter is divided into three main sections, in which I try to unveil how the three Brazilian applied linguists approach TE to infer how they view TK, and a short section, in which I summarize the chapter.

Next, in Section 1, I present and discuss the ideas of José Carlos Paes de Almeida Filho, in Section 2, the ideas of Luiz Paulo da Moita Lopes, and, in Section 3, the ideas of João Antonio Telles.

Section 1

Teacher Knowledge as Competence

1.1. Introduction

This section aims at understanding how TK is approached by the Brazilian applied linguist Almeida Filho, and it is centered on the author's academic productions, as for example, the ones published by Almeida Filho (1993, 1999, 2000, 2004, 2005, 2006); Almeida Filho in collaboration with Caldas and Baghin (1998); and by Almeida Filho and Barbirato (2000).

The present section is divided into four main parts. In the first part, I have introduced the topic under investigation. In the second part, I present and de-construct Almeida Filho's main ideas on the education of the EL teacher. In the third part, I re-construct the main constructs²⁰ with a view to understanding how Almeida Filho approaches TK and draw some conclusions. Finally, in the fourth part, I summarize the section.

Next, I present Almeida Filho's models and constructs for the education of the EL teacher in Brazil.

²⁰ The term construct is used here as "a broad term to include a cluster of related concepts such as ideas, beliefs, attitudes, etc. all of which shape our behavior in various typical or consistent ways" (Wallace, 1991, p. 50).

1.2. Presenting & De-constructing Almeida Filho's Models & Constructs

1.2.1. The Model of the Approach of Teaching

Applied linguists in the area of ELTE have elaborated general principles and theories to explain the complex processes of language teaching and learning. In 1963, trying to clarify the difference between “a philosophy of language teaching at the level of theory and principles, and a set of derived procedures for teaching a language” (Richards and Rodgers, 1994, p. 15), Edward Anthony proposed a model of conceptualization and organization, namely, *approach*, *method*, and *technique*.

Anthony's model is hierarchically organized in three levels. In the first, highest and most abstract level is *the approach*, guiding assumptions of language teaching and learning; in the second level is *the method*, a plan for teaching based on the guiding assumptions; and in the third level are *the techniques*, procedures to put the plan for teaching based on the guiding assumptions into practice.

Although Richards and Rodgers (1982) acknowledge the comprehensive way that Anthony's model establishes the relation between theoretical principles and practical procedures, the authors point out that the model lacks a framework for systematic description and comparison of methods. Then, they propose another model, setting *method* as the overarching term.

In Richards and Rodgers's (1982) model, a *method* is defined in terms of three levels: *approach*, *design*, and *procedures*. The ‘approach’ defines “the assumptions, beliefs, and theories about the nature of language²¹ and the nature of

²¹ Although to the best of my knowledge Almeida Filho (2005) does not explicitly define the term language, on this issue he states the following: “... o grande papel composto da língua estrangeira é basicamente educacional-cultural-comunicacional, de preparar o contato com falantes e culturas estrangeiras na medida em que faz sintonia com os propósitos da escola na formação do educando. Por isso mesmo se nos sugere o ensino da língua estrangeira também como veículo de partes dos conteúdos concretos das outras disciplinas do currículo. Nisso se garante sua integridade comunicativa e se intensifica aos olhos dos alunos, pais e autoridades que a língua estrangeira é formativa exatamente como

language learning which operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom” (p. 154). The ‘design’ specifies “the relationship of theories of language and learning to both the form and function of instructional materials and activities in instructional settings” (p. 154). And the ‘procedures’ comprise “the classroom techniques and practices which are consequences of particular approaches and designs” (p.154). What Richards and Rodgers’s (1982) model seems to propose is to re-set ‘method’ as the overarching term, trying to re-establish the hierarchical/prestigious status of the term ‘method’²², since their main ideas on ‘approach’ remains pretty much the same of Anthony’s.

In 1993, claiming that the model proposed by Richards and Rodgers was not an articulated theoretical model, but just a set of fixed concepts, Almeida Filho proposed another model to understand the constitution, functioning, and theory-practice articulation of the process of language teaching and learning. Aligned with Anthony’s ideas, Almeida Filho re-sets ‘approach’ as the overarching term of his model defining it as “a philosophy of work, a true potential power able to orient the decisions and actions of the teacher throughout the different phases of the global operation of teaching” (Almeida Filho, 1993, p. 13). In his model, also a three-level hierarchically constituted and articulated model, the author locates *the approach of teaching* in the first and highest level, followed by *the operation of teaching* in the second level, and *the criteria for teaching* in the third level.

o é o estudo da língua materna. O tempero dessa atuação comunicativa do professor é a sua postura crítica e consciente e a boa instrumentalização do seu próprio comando lingüístico na prática docente” (p. 41). Based on the citation, it is suggested that, for the author, language is mainly a means for communication.

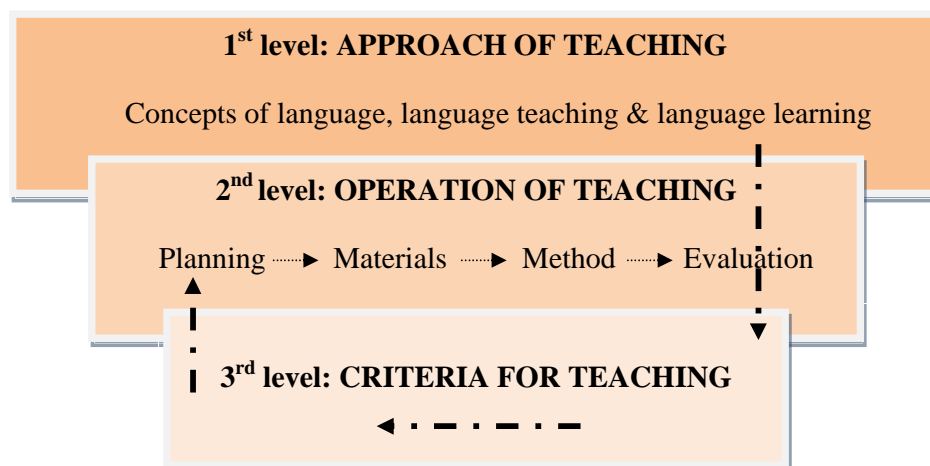
²² Interestingly, research findings have shown that “there is no best method” (Prabhu, 1990) for the teaching and learning of languages. Rather, language teachers develop a type of subjective intuitive comprehension on how teaching fosters learning and keeps it. This fact led to “the death of the method” (Allwright, 1991) as the guiding orientation for the (EL) teacher education and research in the end of the 1980.

The level of ‘the approach’ encapsulates the concepts of language, language teaching, and language learning, which orient the decisions and actions of the teacher throughout the next level. The level of ‘the operation of teaching’, then, is a sequentially orderly plan of the ‘approach of teaching’ (and learning as well), which comprises four phases: *course planning*, *material design and/or selection*, *teaching and learning activity*, and *evaluation*, built up according to specific criteria, which reflect, in some way, the concepts of language and language teaching and learning.

Finally, the third level, ‘the criteria for teaching’, establishes the guidelines for each of the four phases of ‘the operation of teaching’. In ‘the planning phase’, for example, students’ needs, interests, fantasies and projections are taken into consideration. In ‘the material design or selection’, as well as in ‘the teaching and learning activity’ phase, criteria for selection and/or production of materials and activities are established. Finally, in ‘the evaluation phase’, the instruments of assessment are decided. In other words, ‘the level of the criteria’ proceduralizes ‘the operation of teaching’.

Figure 2 is a schematic representation of Almeida Filho’s ‘model of the approach of teaching’: the constitution, functioning, and articulation of ‘the approach of teaching’ of a teacher, her/his philosophy in practice i.e., ‘the operation of teaching’ and its ‘criteria’ to put it into practice. The interrupted arrows represent the flow of the philosophy of teaching of a teacher.

Figure 2 Schematic representation of Almeida Filho's model of approach of teaching



Still, the author points out that the ‘approach of teaching’ of a teacher does not occur in a vacuum. Rather, it is socially situated, which implies that other forces (or internal/external conditions) interact and affect the ‘approach of teaching’ of a teacher.

In order to explain what those forces are, Almeida Filho (2005) suggests that closely related to ‘the approach of teaching’ of a teacher are *the teacher’s affective filter, teacher’s competence, the learner’s culture of language learning*²³, *the affective filter of the learners* and *the approach of teaching of the textbook*.

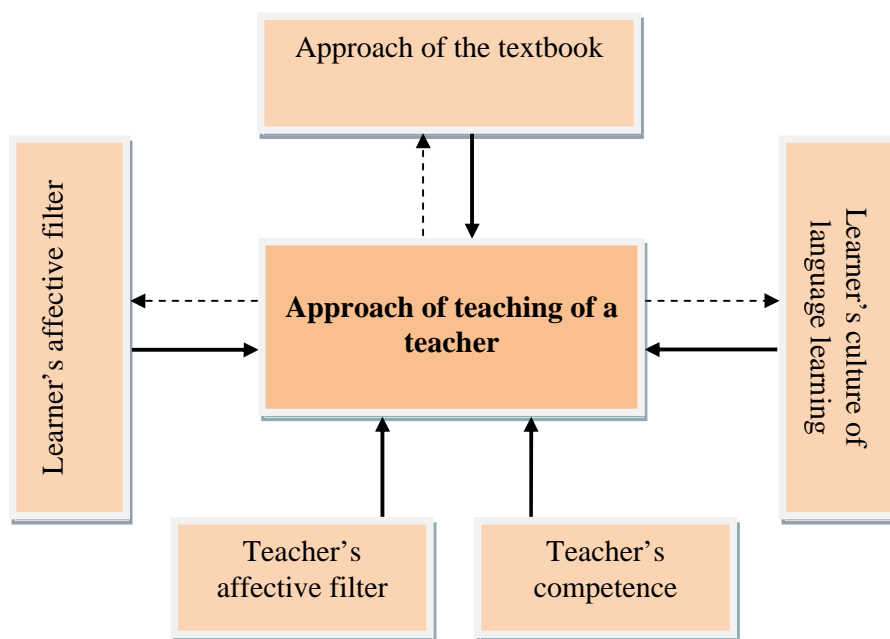
In practical terms, when teachers (in pre- or in-service contexts) engage in processes of knowledge construction (as for example, processes of learning to teach and/or teaching experiences), ‘teachers’ approach of teaching’, ‘competences’, and ‘affective filters’ tend to interact with ‘the learners’ culture of language learning’ and ‘affective filter’, as well as with ‘the approach of teaching of the textbook’. How those forces will interact will depend on their nature, which, in a broad sense, can be of two types: formalist / structuralist or communicative / interactionist. The more divergent the

²³ Almeida Filho conceives the culture of the language learning of a learner as “the ways the learner considers as “normal” to study and prepare her/himself to the use and by the real use of the target language” (Almeida Filho, 2005, p. 13) [My translation and inverted commas in the original].

natures of the internal and the external forces, the stronger the dilemmas²⁴ and conflicts teachers go through the process of knowledge construction²⁵.

Figure 3 schematically represents the forces that may interact in the ‘approach of teaching’ of a teacher. The arrows with interrupted lines represent a counter-force of the ‘approach of teaching’ of a teacher on the forces that interact with her/his teaching, once it is assumed that teachers are not naive²⁶ and may impose a counter-force in reaction to the context (or external forces).

Figure 3 Forces that interact in the ‘approach of teaching’



Within this frame of forces, there are two points to ponder, since they are interwoven with teachers’ approach of teaching: ‘teachers’ affective filter’ and ‘competence’. How Almeida Filho conceives them is the issue that I now turn to.

²⁴ “Dilemma is a continuous interaction between internal and external forces, a world of transformations, and among them, the way to deal with prospective teachers, who are methodologically prepared to conduct teaching, but whose language communicative competence is limited to face the teaching task” (Ortenzi, 1999, p. 130).

²⁵ The studies by Abrahão (1999), Da Silva (2005), and Ortenzi (1999) corroborate this hypothesis.

²⁶ I have to thank Professor Moita Lopes for this insight.

1.2.2. The Construct of Competence

Based on Almeida Filhos's ideas on the 'approach of teaching' presented in the previous section, it is also possible to say that teachers' actual teaching is the materialization of 'teachers' approach of teaching', that is, their concepts in practice and their philosophy in action. However, what turns that possible?

As Almeida Filho (1999) explains,

an approach always materializes itself in a teaching of variable quality, as a result of internal conditions of each teacher and her/his inter-relation with the external conditions where its teaching occurs. In order to see which teacher approach adopts [formalist/structuralist or communicative/ interactionist] it is necessary to look at the teacher's teaching, the classes and the activities. Each teacher teaches at a specific level of capacity, power, or competence (to equate with the classic Chomskian terminology (1965) and expanded by Hymes (1970) and Canale (1983)). Each teacher acts according to a specific set of knowledge and competences (p. 17) [My translation]²⁷.

Based on the citation, it is also possible to say that the mechanism that materializes the 'approach of teaching' of a teacher is her/his *teaching competence*, which the author equates with knowledge and capacity to act.

Teachers' competence means, in this sense, that teachers hold knowledge and know how to use that knowledge to act. Thus, the 'approach of teaching' of a teacher may be said to be comprised of *a body of competences* (knowledge and capacities) upon which the teacher turns to while teaching. Because of that *the concept of competence* has a pivotal role both in the 'Model of Approach of Teaching' proposed by Almeida Filho and in the actual 'approach of teaching of a teacher' when teaching in the classroom.

²⁷ “Uma abordagem sempre se materializa num ensinar com qualidade variável, fruto de condições internas de cada professor em sua inter-relação com condições externas em que se dá seu ensino. Para discernir qual abordagem vigora é preciso olhar o jeito de ensinar, as aulas e suas atividades. Mas cada professor exerce sua função de ensinar num determinado nível de capacidade, poder ou competência (...). Cada professor age a partir de um combinado específico de conhecimento ou competências” (Almeida Filho, 1999, p. 17).

Due to the fact that the concept of ‘competence’ is a central concept in the author’s ideas on the ‘approach of teaching’, I sent an e-mail message to the author²⁸ with a view to corroborating his ideas on ‘competence’. The author kindly explained that

for me [Almeida Filho] today [October 25, 2008], competence is constituted by three elements of different nature: (1) a set of knowledge (which may be informal, implicit, spontaneous or partially informed, in the case of teachers in theoretic-scientific initiation in our area “processes of language teaching-learning”), (2) capacity to make decisions and act to teach, and (3) to take positions towards teaching. The competences of language teaching are distinct capacities of teaching (and learning as well) informed by knowledge which comprises informal knowledge such as beliefs and assumptions explicated by research, and marked by attitudes kept by the teacher in close relation to the affective plane²⁹ (Almeida Filho, personal e-communication on October 25, 2008) [My translation and inverted commas and parentheses in the original message].

Based on the citation, it is possible to say that Almeida Filho views ‘teachers’ competence’ as different types of implicit and explicit knowledge, as well as capacities to act and take positions in relation to teaching and learning, closely related to the affective plane, which suggests that teachers’ actions and positions need to be meaningful to them. In this sense, the concept of ‘teachers’ competence’ is related to knowledge, action, and affection.

Since the author acknowledges that ‘teachers’ competence’ is the means through which ‘teachers’ approach of teaching’ is materialized in practice, and that he equates ‘the concept of competence’ with knowledge and capacity to act and take

²⁸ I have to thank Almeida Filho for answering my e-mails and for sending me precious extra reading material to deepen my study on his ideas.

²⁹ Para mim [Almeida Filho] hoje [October 25, 2008], competência se compõe de três elementos de natureza distinta: (1) base de conhecimentos (pode ser informal implícita espontânea ou já parcialmente formalizada no caso de professores com iniciação científico-teórica na nossa área “processos de ensino-aprendizagem de línguas”), (2) capacidade de tomar decisões e de agir para ensinar, e (3) atitudes frente ao ensino. As competências de ensino de línguas são capacidades distintas de ensinar (e de aprender também) informadas por conhecimento que vai do nível informal das crenças até os pressupostos explicitados pela pesquisa, e marcada por atitudes mantidas pelo professor na proximidade do plano afetivo.

positions, ‘teachers’ competence’ may be said to be not only the means through which the ‘approach of teaching’ of a teacher is materialized in practice, as mentioned before, but also the means through which intervention can be made and systematically observed. Theoretically, then, the ‘approach of teaching’ may be transformed through intervention on ‘teachers’ competence’ (knowledge and capacity to act and take positions), corroborating the pivotal role of ‘the concept of competence’ in Almeida Filho’s ideas on the ‘approach of teaching’.

Nevertheless, what types of ‘competence’ do EL teachers make use to approach their teaching? From Almeida Filho’s (1993, 1999, 2000, 2004, 2005, 2006) perspective, EL teachers’ competence comprises *the implicit competence, the linguistic-communicative competence, the applied competence, the theoretical competence, and the professional competence.*

The implicit competence is the most basic ‘competence’ of the teacher. According to Almeida Filho, it is constituted by intuitions, beliefs, and assumptions on language teaching and learning, constructed on the experiences teachers went through as learners and/or teachers. From the author’s perspective, whether teachers have ‘linguistic-communicative competence’, they may teach guided by their own experiences as learners or by the memories of how former teachers taught them, an implicit, unconscious, intuitive, tacit ‘approach of teaching’.

Although ‘the implicit competence’ allows teachers to teach, this ‘competence’ does not allow teachers to explain why they teach the way they do. To explain their teaching, the author claims that teachers need to develop/hold *theoretical competence*, a body of theoretical knowledge that explains the “know-how-to-teach” and the “know-how-to-learn” (Almeida Filho; Caldas; and Baghin, 1998, p. 3). From this ‘competence’, the authors suggest that teachers develop their capacity to understand

the current trends on teaching and learning in relation to different approaches and their implications (Almeida Filho et al, 1998).

‘The theoretical competence’ requires teachers to know and to know how to explain, through concepts and explicit and articulated theories, how language teaching and learning occur. This ‘competence’ establishes an interface with teachers’ ‘implicit competence’ with a view to balancing theory-practice dichotomy (Almeida Filho, 2004).

The ‘competence’ of teaching that amalgamates these two ‘competences’ is *the applied competence*, a mixture of theory and practice. ‘The applied competence’ allows teachers to use in the classroom practice what they know (Almeida Filho et al, 1998) and be able to explain through theories why they teach the way they do (Almeida Filho, 1999; 2004).

In language teaching, to hold ‘(im)(ex)plicit’ and ‘applied competence’ is not enough though. Language teachers today need to be also linguistically and communicatively competent. *The linguistic-communicative competence*, a body of knowledge about the foreign³⁰ language that teachers know and use, allows them to produce meanings in the foreign language via interactive experiences in the classroom.

The professional competence, characterized by teachers’ awareness on their roles, values and responsibilities as educators, as well as the management of professional development, and the engagement in movements, associations, and updated activities, allows teachers to widen their responsibility as language professionals.

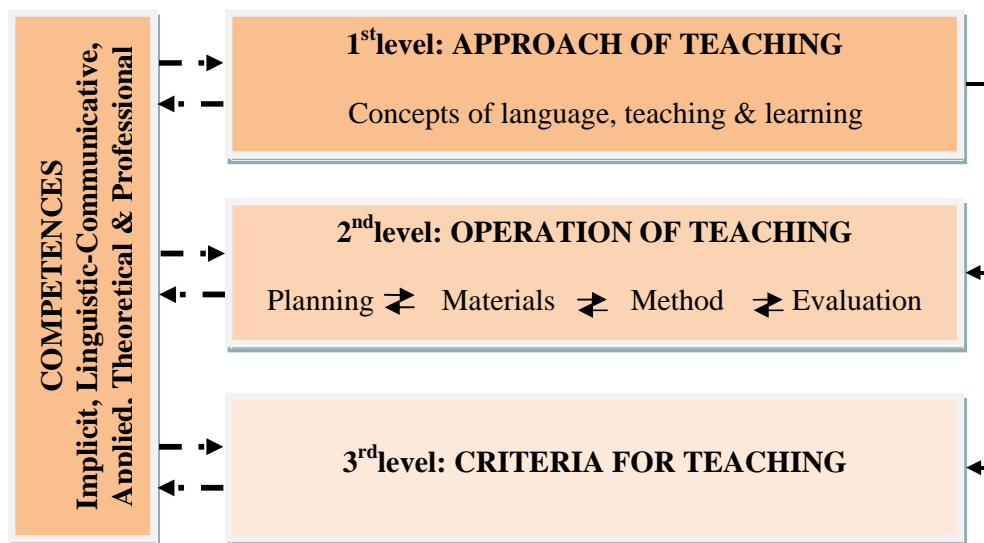
These five types of ‘competences’ constitute the ‘approach of teaching’ of a teacher. In addition, this set of ‘competences’ also work as the raw material that supports the funding concepts of the ‘approach of teaching’ i.e., the concept of

³⁰ Foreign language refers here to English language.

language, language teaching, and language learning, which, in some way, organize themselves for each teaching and learning situation, according to the quality of ‘teachers’ competences’, as claims Almeida Filho (1993, 1999, 2000, 2005, 2006).

Figure 4 schematically represents the Model of the Approach of Teaching: its constitution, functioning, and articulation. The arrows represent the dynamicity of the model of approach.

Figure 4 The Model of the Approach of Teaching



As shown in Figure 4, the conceptual basis of the ‘Model of the Approach of Teaching’ (and the ‘approach of teaching’ of a teacher as well) permeates all decisions and judgments of ‘the operation of teaching’ and its criteria. Furthermore, the conceptual basis is nurtured / maintained by ‘teachers’ competences’, which, in turn, are the mechanisms that interpret and materialize abstractions into practical actions.

Still, the ‘Model of the Approach of Teaching’ proposed by Almeida Filho suggests that ELTE should be conducted through the development of ‘teachers’ competences’, which entails knowledge on foreign language and theories of language teaching and learning, as well as the capacity to use such knowledge in practice. This

inference reinforces the central role of ‘the concept of competence’ in Almeida Filho’s ‘Model of the Approach of Teaching’, and, by extension, emphasizes the importance of the quality of ‘teachers’ competence’ and highlights the role attributed to theory in his model as well.

Thus, it can be speculated that the quality of ‘teachers’ competences’ influences ‘teachers’ approach of teaching’ either at the theoretical level or at the practical level, which means that it also affects the whole process of teaching. Theoretically speaking, then, the higher the quality of ‘teachers’ competences’ the higher the quality of teachers’ teaching. This speculation suggests that intervention on ‘teachers’ competences’ may lead to the improvement of the conceptual and the practical level of ‘the approach of teaching’ of a teacher, which may be observed and followed through teachers’ teaching in practice.

As Almeida Filho (1993, 1999) himself acknowledges, his model for theory-practice articulation improved the other two models i.e., Anthony’s and Richards and Rodger’s. According to the author, his model allows (1) the evaluation of teaching; it presupposes (2) proactive and retroactive movements, in the case of intervention; and it foresees (3) possible ruptures in the ‘approach of teaching’ of a teacher through reflective practices. However, the ‘Model of the Approach of Teaching’ is not a plan of actions for teachers’ reflective practices, for that Almeida Filho proposes *the Model of the Analysis of the Approach of Teaching*, issue that I now turn.

1.2.3. The Model of the Analysis of the Approach of Teaching

The Model of the Analysis of the Approach of Teaching is made up of investigative procedures to “delimit the features and essentials of the approach of teaching within the context it occurs” (Almeida Filho, 1999, p. 16)[My translation]. It

aims at making teachers aware of the concepts of language, language teaching, and language learning that underlie their 'approach of teaching'.

The procedures, similar to research methods of ethnographic nature of action research and/or exploratory practice³¹ prioritize data collection and analysis of real data. That is, data of real language teaching and learning situations, which are complemented by other sources of information, as for example, interviews with the ones involved in the context where teaching and learning occur.

The procedures encompass the recording and transcription of one or more typical classes of a teacher, with a view to describing and analyzing it and, later on, explaining why the teacher teaches the way s/he does. The description and analysis, which may be made as a solitary process or in collaboration with a peer, may focus on who the teacher is as a language teacher or on what and how the teacher does as a language teacher in the classroom context. The description and analysis of typical classes should be illuminated by theoretical readings and critical dialogue with an expert, as the starting point to unveil the 'approach of teaching' of a teacher.

As the author explains,

awareness and teaching in a continuum added to a diet of relevant readings guarantee new intuitions and mainly new (and explicit) knowledge which explains, articulates, assesses, adds and filters competences and the approach under analysis (Almeida Filho, 1999, pp. 20-21) [My translation and parenthesis in the original].

Considering the citation, only the continuous cycle of awareness and teaching, added to relevant (theoretical) readings, guarantees new and explicit knowledge and may lead teachers to the refinement of their 'competences' and the 'approach' under analysis.

³¹ Although action-research and exploratory practice use ethnographic mechanisms for data collection and analysis, their research focus is different. Action-research focuses on the investigation of a teaching and learning problem (Gimenez, 1999) and exploratory practice focuses on the improvement of the quality of life (Gieve & Miller, 2006).

In addition, due to the fact that the Model of the Analysis of the Approach of Teaching focuses on teachers' reflection on their 'approach of teaching', it is possible to say that this model is a model of reflective practice. Moreover, this model of reflective practice is supported by theories and critical dialogue with an expert; therefore, it is theory-driven and interventionist. Still, the objective of this model of reflection is on new intuitions and mainly new (and explicit) knowledge which explains, articulates, assesses, adds and filters 'competences' and the approach under analysis; therefore, it is oriented to awareness, learning, and transformation/change.

Furthermore, the model also allows the articulation of experiential and theoretical knowledge. Theories provide teachers with different perspectives to contextualize (describe) their actions and different perspectives to analyze and understand (explain) why they teach the way they do. In this sense, it is possible to say that Almeida Filho's 'Model of the Analysis of the Approach of Teaching' is in line with Wallace's (1991) ideas on teacher professional development and Schön's (1983) ideas on the reflective practitioner.

However, in Almeida Filho's model, the articulation between experiential and theoretical knowledge is from theory to practice. That is to say, the meanings constructed from this articulation are imposed by theory therefore from an etic perspective³². Due to that, the relation between theory and practice is hierarchical. By extension, the relations between the expert and the teacher, although constructed through dialogue, are also hierarchical, interventionist and etic.

The positive aspect of this theory-to-practice articulation is that it provides teachers with evidences to think systematically on their teaching (and learning as well).

³² "Etic analyses and interpretations are based on the use of frameworks, concepts, and categories from the analytic language of the social sciences and are potentially useful for comparative research across languages, settings, and cultures" (Watson-Gegeo, 1988, p. 579).

It also allows teachers to produce knowledge on their ‘approach of teaching’, opening room to acknowledge the value of teachers as thinking individuals, knowledge producers, and researchers of their own practice, which empowers them.

The negative aspect of this theory-to-practice articulation, though, is the individualism of reflection (Zeichner, 1993) it may promote if the articulation is made as a solitary process, or from a person-to-person way. Moreover, this theory-to-practice articulation may turn remote the possibility of the experiential knowledge of the teacher, which is produced in/by practice (Elbaz, 1981, Connelly and Clandinin, 1988), to (in)form and/or become theory of experiential basis. In addition, it may also perpetuate the historical theory-versus-practice dichotomy and the role of theoreticians as thinkers and teachers as appliers of the knowledge of others.

Table 10 summarizes the inferences on the ‘Model of the Analysis of the Approach of Teaching’ proposed by Almeida Filho. It represents Almeida Filho’s main ideas on reflection: the guiding construct and view of reflection, its nature, objectives, and tools of reflection, as well as the relation between the expert and the teacher (theory and practice) and the intended profile of the reflective teacher.

Table 10 Almeida Filho’s model of reflection

<i>Almeida Filho’s model of reflection</i>	
<i>Guiding construct of reflection/research</i>	The analysis of the approach of teaching
<i>View of reflection/ research</i>	Equated with research of ethnographic nature
<i>Nature of reflection/ research</i>	Research based Theory driven Change oriented
<i>Objective of reflection/research</i>	Foster awareness, learning & transformation Make teachers researchers of their own approach of teaching
<i>Relations: Theory & practice Expert & teacher</i>	Hierarchical Interventionist Meanings imposed by theory & constructed from an etic perspective

<i>Tools of reflection/research</i>	Ethnographic in nature Procedures of the analysis of the teaching approach, supported by theory & critical dialogue with an expert
<i>Reflective-teacher profile</i>	Researcher of her/his own approach of teaching

Summing up, I have analyzed two models proposed by Almeida Filho for the education of the EL teacher: *the Model of the Approach of Teaching*, idealized by the author to explain the complex processes of language teaching (and learning as well), and *the Model of the Analysis of the Approach of Teaching*, designed for teachers to be researchers of their own ‘approach of teaching’, be aware of it, learn and change.

The analysis of the *Model of the Approach of Teaching* led me to conclude that ‘the concept of approach’, as a philosophy, is the overarching concept of the model. The ‘approach of teaching’, or teachers’ philosophy of work, is made up by concepts, which are maintained by the raw material of ‘teachers’ competence’.

The concept of competence, as knowledge, capacity to act and take positions, is the bridging concept between the conceptual and the practical levels of the model, therefore, pivotal in the ‘Model of the Approach of Teaching’ proposed by Almeida Filho (and in ‘teachers’ approach of teaching’ as well). It entails a set of ‘competences’ (‘implicit’, ‘linguistic-communicative’, ‘applied’, ‘theoretical’, and ‘professional’), which teachers hold and use for teaching and learning purposes.

However, to be competent professionals, language teachers need to be able to make explicit (describe, analyze, and explain) why they approach their teaching the way they do. *The Model of the Analysis of the Approach of Teaching* is proposed by the author for teachers to explain their ‘approach of teaching’.

Finally yet importantly, the analysis has led me to conclude that the two models proposed by Almeida Filho for the education of the EL teacher in Brazil, ‘the

Approach of Teaching’ and ‘the Analysis of the Approach of Teaching’, are theory-driven, interventionist, and reflective in nature.

Since Almeida Filho’s models of the ‘Approach of Teaching’ and the ‘Analysis of the Approach of Teaching’ have been deconstructed with a view to understanding the concepts that underlie them, I now turn to a process of re-constructing them with a view to understanding the author’s ideas on TK.

1.3. Re-constructing Models & Constructs

In the previous section, I de-constructed models, constructs, and concepts proposed by Almeida Filho for the education of the EL teacher, with a view to understanding the author’s ideas on TK, implicit in his proposal. This process has led me to the funding concepts of the author’s ideas for the education of the EL teacher, the concept of ‘*approach*’, as the overarching concept of his models, and the concept of ‘*competence*’, as the underlying concept of his ideas, which will guide me to answer the first specific research question posed in this study: *How is teacher knowledge approached in Almeida Filho’s studies?* In order to answer this question, I now turn to re-construct Almeida Filho’s ideas for the education of the EL teacher.

The process of analysis of the models proposed by Almeida Filho either to explain the constitution, functioning, and articulation of the ‘approach of teaching’, or to conduct systematic reflection on the approach of teaching points to the concept of *approach* as the overarching concept of Almeida Filho’s models for the EL teacher education in Brazil. This suggests that the concept of *approach* also underlies Almeida Filho’s ideas on TK.

For Almeida Filho (1999), the approach is “a philosophy of work, a way to address, an approximation, a treatment or a deal, whose direct objective is the process or

the construction of learning and teaching a new language” (p. 16). In language teaching, the approach is made up by

a potential set of beliefs, concepts, assumptions and principles that orients and explains (the methodology) not only the direct experiences with and in the target language (the method) in classrooms, but also the other dimensions of the complex process (operation) of language teaching, namely, planning, material selection or production, and evaluation of the process or the agents of the process (Almeida Filho, 2005, p. 63) [My translation and parentheses in the original].

To put simply, for Almeida Filho, the ‘approach of teaching’ is a philosophy of teaching which orients and explains the process of language teaching. However, the thread that weaves this philosophy in practice is ‘teachers’ competence’, therefore, TK entails ‘competence’.

Since ‘teachers’ competence’ means knowledge, capacity to act and take positions close to the affective plane of the teacher, TK also implies knowledge that allows teachers to make decisions and act accordingly to what is meaningful (or affectively significant) to them. As already suggested, in order to teach a foreign language, teachers need a set of ‘competences’: ‘implicit’, ‘linguistic-communicative’, ‘applied’, ‘theoretical’, and ‘professional’ competences, which are also part of TK.

Almeida Filho (1999, 2000, 2005, 2006) acknowledges that EL teachers hold an implicit approach on teaching, and that it allows them to teach. However, he also acknowledges that this implicit approach needs to be made explicit to better educate the EL teacher. In this sense, the author advocates that only *theoretical knowledge* may illuminate teachers’ implicit approach. Theoretical knowledge provides teachers with a body of knowledge through which they can explain with plausibility why they teach the way they do. This implies that TK, in Almeida Filho’s proposal, is essentially *theory-driven*.

In order for teachers to explain with plausibility why they teach the way they do, Almeida Filho proposes the *Model of the Analysis of the Approach of Teaching*, procedures of research for teachers to reflect systematically on their

‘approach of teaching’. The procedures provide teachers the tools to be researchers of their own teaching and suggest that TK also comprises *research competence* to guide teachers’ systematic reflection on their ‘approach of teaching’.

As tools for systematic reflection, the procedures of ‘the analysis of the approach of teaching’ also work as tools for teachers to articulate different types of knowledge, be aware of the quality of their knowledge and the level of their capacity to act, and open room for learning and development. This fact suggests that TK also comprises *reflective competence* to guide teachers in awareness, learning and change processes.

Still, considering that the description and the analysis of the ‘approach of teaching’ are supported by theoretical knowledge and critical dialogue with an expert, it is possible to infer that, for Almeida Filho, TK is based on and oriented to theory, therefore, *interventionist* in nature.

However, since theory and critical dialogue are the means through which teachers become aware of their ‘approach of teaching’, engage in learning and change processes, and trigger possible ruptures in their ‘approach of teaching’, it is possible to say that TK is not fixed or stable, but dynamic and reflective in nature.

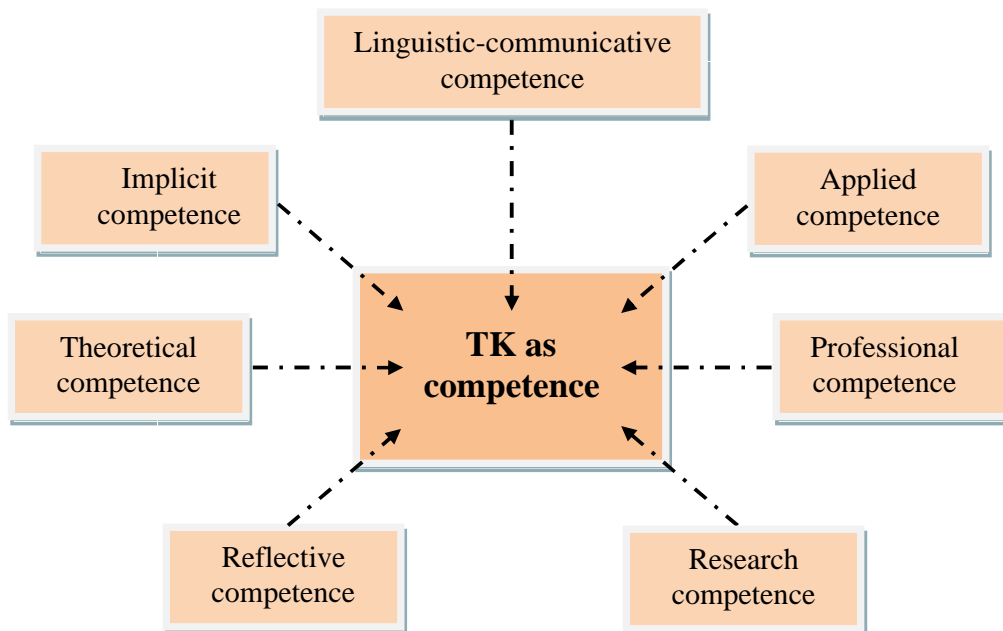
To put briefly, from the analysis of Almeida Filho’s *Models of the Approach of Teaching* and *the Analysis of the Approach of Teaching*, TK can be said to entail a body of knowledge constituted by ‘implicit knowledge’, ‘applied knowledge’, ‘linguistic-communicative knowledge’, ‘professional knowledge’, ‘theoretical knowledge’, ‘research knowledge’, and ‘reflective knowledge’.

This body of knowledge allows teachers to make decisions, act and take positions on issues related to language teaching and learning and renders Almeida Filho’s views on TK as essentially cognitive. Moreover, Almeida Filho still seems to keep the long-established theory-versus-practice dichotomy, since the awareness, learning, and change processes, which

teachers are proposed to go through in their education, are based on the theory-to-practice articulation.

Figure 5 is a schematic representation of types of TK based on Almeida Filho's ideas for the education of the EL teacher in Brazil.

Figure 5 Types of knowledge in the construct TK as competence



Considering the discussion so far, it is possible to say that Almeida Filho equates *TK as competence* i.e., knowledge and capacity to act and take positions towards teaching, and, thus, the author seems to approach TK essentially from a *cognitive perspective*. He also views *TK as theoretical* and *interventionist* as well as *reflective and dynamic in nature*; it is learned, developed and transformed through a reflective cycle: reflection via *theoretical illumination/intervention* – practice – reflection in a *continuum*, as he proposes through his ‘Model of the Analysis of the Approach of Teaching’.

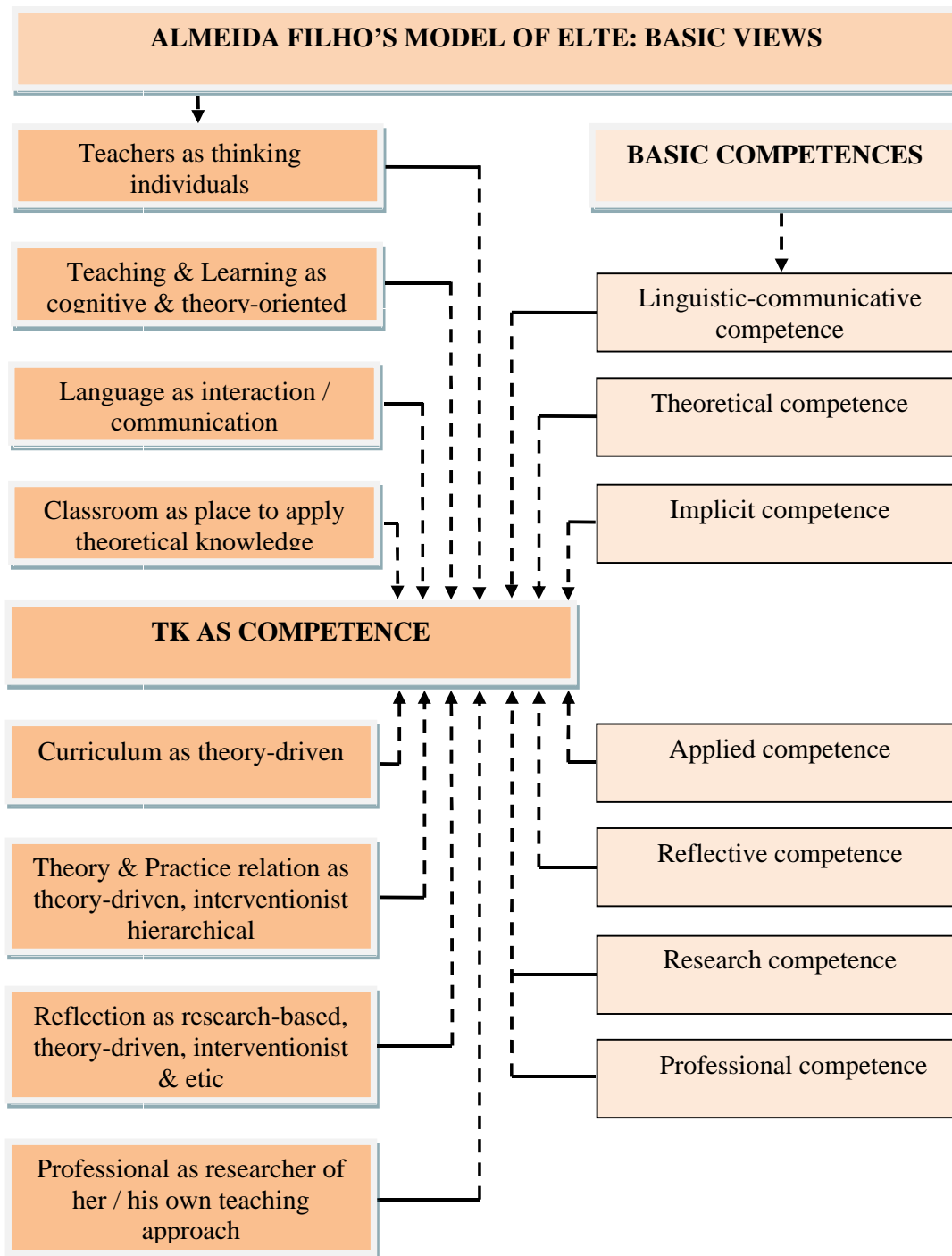
In this sense, it is possible to infer that Almeida Filho views (1) teachers (and learners) as thinking individuals; (2) language teaching and learning as a theory-

driven process oriented to ‘teachers’ competences’, therefore, essentially cognitive; (3) reflection as a theory-driven mechanism for teachers to be researchers of their own ‘approach of teaching’, triggering, awareness, learning, and transformation; (4) language as interaction /communication; (5) language classroom as a place to apply theoretical knowledge to develop ‘competences’ through interaction; (6) curriculum as theory-based to develop ‘competences’; (7) theory and practice relation (and teaching and learning) as theory-driven, interventionist and hierarchical; and (8) the EL professional as researcher of her/his own ‘approach of teaching’ through the reflective cycle proposed.

Figure 6, below, schematically represents the inferences from the two models proposed by Almeida Filho for the education of the EL teacher in Brazil. This schematic representation shows the complexity of the phenomenon under investigation, that is, TK, and by extension, the author’s ideas on ELTE.

The arrows show the articulation of the basic views on an ELTE program based on the development of ‘teachers’ competences’. It departs from two central assumptions: teachers (and learners) as thinking individuals (the central assumption of the constructivist paradigm and the reflective model of TE) and theoretical knowledge as the mechanism to educate teachers as language professionals (the central assumption of the applied-science model of TE).

Figure 6 Almeida Filho's model of ELTE: Basic views



At this point, I can say that Almeida Filho's proposal for the education of the EL teacher seems to be in-between the applied-science and the reflective model. That is, it is not possible to say that the author totally disregards knowledge of

experiential basis, as seen in the applied-science model; neither that he attributes equal value to experiential and theoretical knowledge, as seen in the reflective model. What he seems to do is to use experiential knowledge as the parameter to diagnose lack of theoretical knowledge and plan the type of intervention to be made, whether on language and/or on pedagogy. Knowledge of theoretical basis, on the other hand, seems to be the guiding knowledge for teacher education, reflective practices, therefore, privileged.

In other words, the model for the education of EL teacher proposed by Almeida Filho seems to be theoretical knowledge oriented, interventionist, and reflective, as previously inferred. The reflective practices are research based, theory driven, and interventionist, working mainly as awareness mechanism for learning and transformational purposes, educating the EL teacher as a researcher of her/his own practice.

Table 11, under the umbrella phrase *Almeida Filho's Model of the ELTE*, schematically summarizes the discussion of this section. The model is based on 'the concept of the approach', as the overarching concept of Almeida Filho's model and the concept of 'TK as competence'. Although the ideas posed here have already been explained, they intend to provide a better visualization of the analysis of Almeida Filho's proposal for ELTE.

Table 11 Almeida Filho's Model of ELTE: Basic views

<i>Almeida Filho's Model of ELTE: Basic views</i>	
<i>Overarching Concept</i>	Approach of teaching as a philosophy of teaching
<i>Underlying Concept</i>	TK as competence (knowledge, capacity to act and take positions)
<i>View of knowledge</i>	As a process oriented to teachers' competence Theory driven Research based Cognitively constructed
<i>View of teacher/learner</i>	Thinking individuals
<i>View of teaching/learning</i>	A process-product oriented (teachers' competences) In-between reflective & applied-science model
<i>View of language</i>	A means of interaction/communication
<i>View of classroom</i>	A place to apply theoretical knowledge to develop competence
<i>View of curriculum</i>	Centered on theories to develop competences
<i>View of theory & practice relation</i>	Hierarchical Interventionist
<i>View of reflection</i>	Research based Theory driven Awareness, learning & change mechanism
<i>View of the professional</i>	Researcher of her/his own approach of teaching

The analysis presented in this chapter has shown that Almeida Filho's ideas for the education of the language teacher are within the constructivist paradigm (Freeman, 2001). That is to say, the author proposes for teachers to articulate their own understandings of language teaching and learning by integrating theory, research and reflective study of their own classroom practices in the process of their education. Although the author's ideas may be viewed within the constructivist paradigm, his proposal for the education of the language teacher keeps its own particularity. The particularity lies on how the author views the relation between knowledge and the teacher.

The teacher seems to be seen as an incomplete being, searching for her/his completion or humanization in the outside world, and knowledge the essence of her/his

completion (Freire, 1972). The direction of the humanizing movement is from knowledge to the teacher through interventionist mechanism (reflection supported by theory and critical dialogue with a more competent peer), triggering awareness, learning, and transformation. This fact suggests that the author views knowledge and the teacher as (inter)dependent entities.

However, the direction of the (inter)dependence movement between these two entities is from knowledge to the teacher (or from the theory-to-practice direction). This finding suggests that knowledge (in)forms/educates the teacher and it may explain the cognitive view in which Almeida Filho's ideas were understood in the present study.

Last but not least, 'the concept of approach as a philosophy of work' supports Almeida Filho's proposal for the education of the EL teacher, and 'the concept of competence as knowledge and capacity to act and take positions' weaves the author's proposal.

Having drawn my conclusions on Almeida Filho's ideas on TK, now, I summarize this section.

1.4. Summary of Section 1

In this section, I presented and analyzed the ideas of the Brazilian applied linguist Almeida Filho on TK. Initially, I presented and de-constructed Almeida Filho's main models: the 'approach of teaching' and 'the analysis of the approach of teaching'. After that, I re-constructed and discussed these two models with a view to understanding how Almeida Filho approaches TK, unveiling his ideas on TK. Then, I concluded, supported by the discussions, that 'the concept of approach as a philosophy of work' and 'competence as knowledge, capacity to act and take positions' are the guiding concepts that underlie Almeida Filho's proposal for the education of the EL teacher in

Brazil. In addition, I concluded that the author views TK as competence, therefore, he seems to hold a cognitive view of knowledge. Moreover, I concluded that TK entails 'implicit', 'linguistic-communicative', 'applied', 'theoretical', 'research', 'reflective', and 'professional competence'. In addition, I also concluded that TK is research based, theory driven, interventionist, reflective and dynamic in nature, due to the reflective cycle proposed by the 'Model of the Analysis of the Approach of Teaching'. Finally, I concluded that the author approaches TK the way he does due to the fact that he views knowledge (in)forming/educating the teacher.

In the next section, Section 2, I present Moita Lopes's ideas on TK.

Section 2

Teacher Knowledge as a Discourse

2.1. Introduction

This section aims at understanding how TK is approached by the Brazilian applied linguist Moita Lopes, and it is centered on the author's academic productions, as for example, the ones published in 1995, 1996a, 1996b, 1996c, 1999a, 1999b, 2000, 2002, and 2003.

The present section is divided into five parts. In the first part, I have presented the introduction of this section. In the second part, I briefly outline the author's view of the education of the EL teacher. In the third part, I present and de-construct the constructs and concepts that have guided his ideas on the education of the EL teacher. In the fourth part, I re-construct the constructs and concepts, with a view to understanding how the author approaches TK and draw some conclusions on that. Finally, in the fifth part, I summarize the section.

Next, I introduce Moita Lopes's view in relation to the education of the language teacher in Brazil.

2.2. Moita Lopes's view of ELTE

From Moita Lopes's (1996a) viewpoint, language teacher education programs in Brazil have traditionally included in their curriculum aspects related to the linguistic, literary and pedagogic competence to educate the language teacher. However, they lack an explicit theoretical basis on the processes of the use of language inside the

social context of the classroom and in the world outside it, and on the processes of language teaching and learning.

The education language teachers receive does not allow them to make theoretically informed decisions on what, how, and why to teach, claims the author, it is based on dogmas, a view of education characterized by “a pedagogy of knowledge transmission or training in which reflection of epistemological nature does not have room” (Moita Lopes, 1996c, p. 26) [my translation].

This dogmatic type of education of the language teacher, the author claims, involves basically training teachers to use the most updated teaching techniques in the classroom the way they are recommended by teaching manuals or teacher-educators. In this view of education, the author adds, the classroom is conceived as the place to apply ready-made knowledge on teaching developed by researchers who, most of the time, do not know much about the classroom within which such knowledge is applied.

Within the scope of foreign language teacher education, Moita Lopes (1996a) argues that knowledge on teaching is generally developed by outsiders, researchers in international centers of Applied Linguistics, who may not take into account the specific aspects of language learning contexts, as for example, teaching objectives, learning styles, and teachers’ and learners’ attitudes regarding language teaching and learning, to cite but a few.

Further, in this view of ready-made knowledge, which fits any learning context, the teacher-educator is viewed as an applier of knowledge. In addition, knowledge is a product to be consumed by teacher-learners and foreign language, in this perspective, a mechanism to spread the ideology of the foreigner or the “colonizer”, using Moita Lopes’s words. Moreover, Moita Lopes (1996a, 1996c; 1999a) claims that this knowledge transmission pedagogy, on the one hand, ratifies and tends to maintain

the hegemony of the colonizer and, on the other hand, the feeling of inferiority, dependency, or even alienation of the “colonized”, since dogmas are to be followed, not questioned.

However, in one of our e-communications, Moita Lopes stated that his view of “the teacher as a victim of the colonizer” has changed. As the author explained, “My view on this issue has changed a lot. The colonized is not a poor victim; s/he appropriates the colonization for her/his own benefit”³³ (Personal e-communication on October 6, 2008).

Bearing this scenario in mind, Moita Lopes advocates the critical theory of language focused on the social nature of the use of language³⁴ for the critical-theoretical education of the language teacher in Brazil. Critical theoretical understanding on how discursive practices work may allow language teachers (and learners as well) to be conscious of the power relations implicit in the social use of language and the power of discourse³⁵ in the construction of meanings that oppress, discriminate and exclude the ones in social unequal positions, states Moita Lopes (1995, 1996a, 1996c, 2002, 2003).

According to Moita Lopes (1995, 1996a, 1996c, 1999a, 1999 b, 2000, 2002, 2003, 2005), to unveil how discourse works to maintain (or challenge) discursive practices, as well as to show the close relationship between discursive practices and social practices in the contemporary social life became crucial and the language teacher may mediate such processes.

³³ “Minha visão nessa questão mudou muito. O colonizado não é uma pobre vítima. Ele se apropria dessa colonização para seu benefício” (Personal e-communication on October 6th, 2008)

³⁴ To date, the author does not disregard academic knowledge regularly used to educate the language teacher. The point here is to show how the author proposes to organize TK. I have to thank Moita Lopes for this insight.

³⁵ Discourse is defined by Moita Lopes (1996a) as a “social practice”. Discourse is used here as a synonym of language in (oral and written) use, “language in use”, or even “language use”, therefore, used interchangeably.

The language teacher, for example, may mediate comprehension on how discourse is manipulated in social practices and on how “regimes of truth” (Foucault, 1979, in Moita Lopes, 2003b, p. 39) under which we live are constructed in discourse. Moreover, the language teacher may also mediate understanding on how propaganda discourse colonizes other types of discourse (Fairclough, 1992, in Moita Lopes, 2003b, p. 39), on the role of discourse in the construction of illegitimate social identities and of our own identity, and on how discourse, identities, and social practices are interdependent processes. Language teachers may also take part in political movements (via discourse) to construct a better world or a better future (Pennycook, 2001, in Moita Lopes, 2003b, p. 40), to cite but a few. In this sense, the language classroom, more than any other classroom, may become the context in which language is learned “to construct meanings to act in the social world through discourse” (Moita Lopes, 2003b, p. 193) [my translation].

According to Moita Lopes (1996a), the critical theory of the use of language involves knowledge of two types (1) knowledge on the use of language inside and outside the classroom and (2) knowledge on how to act to produce knowledge on the processes of language teaching and learning. These two types of knowledge constitute the core knowledge of the education of the language teacher; they may lead teachers (and their learners as well) to emancipation, liberating them, to a certain extent³⁶, from the oppression of dogmatic education, to act consciously and autonomously in the social construction of meanings.

³⁶ Despite acknowledging that individuals and knowledge are historically, socially, culturally, economically, and politically situated constituted, the context is also constituted by individuals and knowledge they hold, use and produce. In this sense, emancipation may be feasible at the level of ideas/thinking and emancipatory ideas may guide conscious actions towards liberation rather than alienation.

Having posed the general view of Moita Lopes about the education of the EL teacher, I now focus on how the author conceives the construction of knowledge. It is important to point out that in the data collect for analysis in the present study, Moita Lopes does not explicitly say how the construction of knowledge is constructed in ELTE programs; however, the author does so in EL elementary and secondary classrooms in public schools in Brazil. In the section below, thus, it is that view of knowledge construction that is presented and de-constructed due to the fact that the author's guiding assumptions of how knowledge is constructed are the same.

2.3. Presenting & De-constructing Constructs & Concepts

2.3.1. Knowledge as a Social Construction

Knowledge is a process collaboratively constructed by the ones involved in the practice of the classroom... a social construction (Moita Lopes, 1996a, p. 95) [my translation]

Due to the fact that Moita Lopes (1996a) conceives knowledge as a process socially constructed, as the epigraph shows, I depart from the assumption that the author conceives TK also as a process, not a solitary, cognitive, intrapersonal process from the Piagetian perspective, but as a social process from the Vygotskian perspective. That is to say, TK is firstly constituted in the social or interpersonal plane through discursive practices, and secondly, in the individual or intrapersonal plane. From this point of view, the construction of TK is through the social use of language, which explains and justifies, in part, Moita Lopes's proposal to focus the education of the language teacher on the social nature of the use of language.

By conceiving the construction of TK through discursive practices, Moita Lopes views the construction of knowledge as a social co-participative process. That is,

teacher-learners³⁷ (teacher hereafter) engage in discursive practices with an expert, the teacher-educator (expert hereafter), or a more competent peer, similarly working within what Vygotsky (1978) called the “zone of proximal development³⁸”, a zone of knowledge construction or cognitive development.

In these discursive practices, the expert and teachers negotiate meanings, adjusting their schemas to accommodate new and old knowledge through discourse. Ideally, new knowledge is appropriated by the teacher through the expert’s scaffolding (Wood, Bruner, and Ross, 1976) and regulation processes (Wertsch, 1979) until, little by little, it is stored in the teacher’s long term memory for autonomous use (Moita Lopes, 1996a). In these processes, language plays a central role: it is the mechanism through which abstract processes are constituted in the conceptual level and materialized in the practical level.

Conceiving the construction of TK in discursive practices also means that TK is not constituted in a social vacuum. Rather, it is constituted socio-historical, culturally and politically situated, and so are discourse and the agents of discursive interactions. Therefore, printed in their discursive practices reside the expert’s and teachers’ individual and social marks³⁹ that constitute and are constituted by their identities as language users, language experts, teachers and learners, and citizens. Language, in this aspect, is woven by and weaves individual and social identities; it is the mechanism through which identities are constituted, maintained and/or transformed.

³⁷ Moita Lopes (1996) refers to teachers and learners, but here to adapt his ideas to the TE scenario, I talk about experts, that is, teacher educators (where the author meant teachers) and teachers (where the author referred to learners).

³⁸ Term coined by Vygotsky. A metaphor used to refer to an interactional space where the learner is able to perform a task beyond her/his competence level through the assistance of an expert or a more competent peer.

³⁹ By social marks, Moita Lopes means gender, social class, and sexuality, among other marks that indicate the social being we represent/embody.

Still, conceiving TK as constructed in discursive practices implies that the expert and teachers are not viewed as objects, but agents of the construction of their own knowledge and of other processes that come to play in expert-teacher discursive practices, as for example, the construction of social and individual identities, social practices, and social power relations.

In view of that, *the concept of discourse as social practice for social change* seems to underlie Moita Lopes's ideas concerning the education of the language teacher. But how is the process of the construction of TK operationalized in the social context of the classroom from Moita Lopes's perspective? It is to this issue that I now turn.

As previously posed, the author seems to conceive the basis of/for the construction of knowledge in discursive practice between the expert and teachers, which implies jointly action, a process that involves control, negotiation, comprehension and search of clarification until knowledge becomes, ideally, part of the expert's and teachers' common knowledge (Moita Lopes, 1995, 1996a, 1996c).

In this view, the construction of knowledge in the classroom is "characterized by the social interaction between the meanings of the teacher and of the learners [the expert and teachers in the present study] in an attempt to construct common mental context" (Moita Lopes, 1996a, p. 96) [my translation]. The expert explicitly shares knowledge when s/he reviews a specific issue taught or when s/he inquiries whether or not some content was learned.

However, the construction of common knowledge for teacher development is not as simple as it is supposed to be for either experts or teachers. The difficulty, according to Moita Lopes, lies mainly on the asymmetric power relation between the expert and the teacher. This asymmetric power relation works as an impediment for

what Bruner (1983 in Moita Lopes, 1996a) calls handover, that is, “the moment when the teacher [or the expert, in the case of this study] passes her/his knowledge to the learner [or the teacher, in the present study]” (Moita Lopes, 1996a, p. 97) [my translation].

The act of passing the knowledge to the teacher, explains the author, implies that the expert holds a type of knowledge that the teacher does not possess, which involves them in an asymmetric relation of power. In this asymmetric relation of power, the expert scaffolds the teacher to transform external knowledge into her/his own knowledge, holding control on it.

Nevertheless, in this asymmetric relation of power, the control of interaction is the expert’s, seen in the typical discursive organization of the lesson through the sequence: Initiation – Response – Evaluation (Sinclair & Coulthard, 1975, in Moita Lopes, 1996a). Initiation begins, preferentially, with the expert. The expert makes questions for answers s/he already knows, controls discourse and then holds the power.

Depending on the expert’s conception of language, claims the author, s/he may focus on the construction of two types of knowledge: ritual or procedural knowledge⁴⁰ and principled knowledge⁴¹. Ritual or procedural knowledge (Edwards & Mercer, 1987, in Moita Lopes, 1996a, p. 98) leads teachers to understand language as a system *per se*. Principled knowledge, on the other hand, leads teachers to understand what underlies linguistic choices. That is, the values, beliefs, and ideologies that

⁴⁰ Ritual or procedural knowledge refers to a type of knowledge that leads learners to the resolution of specific tasks proposed in the teaching methodology. That is, learners are taught procedures to develop a task in practice, but they are not taught the general purposes, concepts and principles that underlie the task proposed. They learn to control the procedures for problem-solving tasks, but lack awareness and meta-awareness of what underlies the task proposed in the methodology (Moita Lopes, 1996a).

⁴¹ Principled knowledge is related to a comprehension of what underlies procedural knowledge in learning process, that is, an understanding on how procedural knowledge works in learning, which allows learners to extend their knowledge to other learning situations/contexts and entices their autonomy (Moita Lopes, 1996a).

linguistic choices convey and to what extent they contribute to the maintenance or the challenge of social practices, identities, and power relations.

Therefore, the understanding that experts have on the process of the construction of knowledge and on the social nature of language will determine how they construct discursive structures and practices either inside or outside the classroom. For instance, whether language teachers work in the classroom from a logocentric⁴² conception of the construction of meaning, the contributions of the teacher will be discarded in favor of the discursive authority of the expert, who pre-determines in her/his pedagogic agenda the concepts teachers are to acquire, then, ritual or procedural knowledge will tend to be privileged.

In this sense, teachers will tend to understand knowledge on the use of language from a single perspective, the expert's, and will tend to reproduce it. Thus, knowledge on the use of language and the meanings it conveys will be stable and monolithic. This brings implications to teachers' education (and to their learners as well) as citizens, since they do not learn, in the classroom, how to take part in the social construction of meanings to act in society, claims Moita Lopes (1995, 1996a, 1996b, 1996c, 1999a, 1999b, 2000, 2002, 2003)

Whether experts, on the other hand, work in the classroom from a critical-theoretical conception of the construction of knowledge, teachers' contributions to teaching and learning will be embraced. In this sense, experts and teachers tend to understand the construction of meanings as dialogic, fluid and unstable, and the classroom, within this perspective, the context to learn forms of the use of language. Therefore, the comprehension of the use of language and the meanings it conveys will

⁴² Logocentrism conceives meaning as single, stable, monologic (Moita Lopes, 1996c)

be multifaceted, fragmented and conflicting (Moita Lopes, 1995, 1996a, 1996b, 1996c, 1999a, 1999b, 2000, 2002, 2003, 2005, *inter allia*).

Due to the importance to understand how people act in the social world through discourse, Moita Lopes (1996a) claims that *awareness and meta-awareness on the social nature of language* may provide teachers with the principles to inform their decisions as teachers, learners and users of language inside the classroom, and as citizens in the outside world. And principled knowledge may provide teachers with mechanisms and procedures to reflect on their own teaching and learning processes, to emancipate from the oppression of dogmatic education, and to trigger professional and learning autonomy.

Providing language teachers with knowledge and meta-knowledge on the social nature of the use of language is central in Moita Lopes's ideas for the critical-theoretical education of the language teacher: language is the object, the target and the means through which teachers construct knowledge, social identities, practices, power relations, as well as maintain or challenge social inequalities.

Since Moita Lopes's theoretical ideas on the construction of knowledge (on the use of language as social practice) have been posed, I now turn to his ideas on the types of knowledge required for the education of the language teacher.

2.3.2. Types of Teacher Knowledge

As previously mentioned, Moita Lopes advocates the education of the language teacher focused on the knowledge on the social nature of the use of language as an alternative to emancipate teachers from the oppression of dogmas, be autonomous, and make informed decisions either in the social context of the classroom or in the world outside it.

Moita Lopes's proposal implies, at least, to change four vital views of the education of the EL teacher in Brazil. The first one is to change the view of knowledge as product-oriented to view knowledge as a social process historically, culturally and politically situated. The second one is to change the view of language as a monolithic, fixed and stable system (*per se* or for communication) to view language as a multifaceted, fluid and unstable system, as constitutive of social practices, identities and power relations. The third one is to change the view of teachers as *tabula rasas* to view them as thinking beings. And the fourth is to change the view of the relation between knowledge, language and the teacher from a view of separate entities to view them as imbricate entities, where one constitutes the other and the three constitute a whole. This is the issue that I now turn, the analysis of Moita Lopes's ideas for the critical-theoretical pedagogy, beginning with the presentation and discussion of the types of knowledge the author considers as the core knowledge for the education of the language teacher.

2.3.2.1. Critical theory of the social nature of language

Moita Lopes (1996a) advocates the education of the EL teacher centered on a critical theory of the social nature of language. This critical-theoretical education of the EL teacher involves two types of knowledge: (1) knowledge on the social nature of language inside and outside the micro social context of the classroom, and (2) knowledge on how to act to produce knowledge on the processes of language teaching and learning.

The first type of knowledge, knowledge on the social nature of language, involves a theoretical comprehension of two other types of knowledge: (a) systemic and schematic knowledge and (b) knowledge on how to interrelate systemic and

schematic knowledge in interpretive procedures socially situated (Widdowson, 1983, in Moita Lopes, 1996a).

Systemic knowledge is equated with linguistic competence in the Chomskyan sense, that is, knowledge of the phonological, semantics, morphology, syntactic and lexical rules of the language system; a formal grammar of language. Schematic knowledge, on the other hand, is equated with communicative competence in the Hymesian sense and is generally thought to be of two types: (a) “content schemata, which are the background information on the topic and relevant socio-cultural knowledge, and (b) formal schemata, which are knowledge of how discourse is organized with respect to different genres, different topics, or different purposes” (Celce-Murcia, 1995, p. 363).

In this sense, to say that language teachers hold systemic knowledge means that they have acquired knowledge of the formal grammar of language or, in other words, they have acquired linguistic competence; the ability to produce and understand sentences in the (foreign) language, as well as identify ambiguous and deviant sentences (Johnson & Johnson, 1998).

On the other hand, to say that teachers hold schematic knowledge is to say that they are able to decide:

(1) whether (and to what degree) something is formally *possible*; (2) whether (and to what degree) something is *feasible* in virtue of the means of implementation available; (3) whether (and to what degree) something is *appropriate* (adequate, happy, successful) in relation to the context in which it is used and evaluated; (4) whether (and to what degree) something is in fact done, actually *performed*, and what its doing entails (Hymes, 1970, cited in Widdowson, 2003, p. 78) [Italics in the original].

These two types of knowledge (systemic knowledge or linguistic competence and schematic knowledge or communicative competence) are cognitive structures stored in the long-term memory and constitute teachers’ knowledge. In the

practical level, these two types of knowledge are activated and used for linguistic-communicative processes and/or for information processing in interpretive processes through discursive practices (Widdowson, 1983, in Moita Lopes, 1996a). However, the procedures of activation and use of systemic and schematic knowledge are not brought to the conscious level; they are tacitly conducted.

From Moita Lopes's perspective, knowledge on systemic and schematic knowledge and meta-knowledge on how to interrelate systemic and schematic knowledge in interpretive procedures may lead teachers to autonomous actions in teaching and learning situations.

What Moita Lopes proposes is to teach explicitly not only schematic and systemic knowledge on language for teachers (and teachers for their learners as well) to acquire linguistic-communicative competence (see Figure 7, p. 88), but also, and mainly, to teach them how to interrelate consciously schematic and systemic knowledge in interpretive procedures (meta-knowledge), to understand how language works inside and outside the classroom, as well as in the process of language teaching and learning.

In fact, what the author proposes is not restricted to knowledge to make teachers linguistically and communicatively competent. Rather, he proposes to include knowledge on how to use linguistic and communicative competences in interpretive procedures to understand the social use of language. That is, how individuals represent and project their values, beliefs and political projects in the social construction of meanings, and how discursive practices constitute and are constituted by social practices, identities, and power relations.

In this scenario, the expert's role is to facilitate and/or mediate systemic and schematic knowledge and their interrelation in interpretive procedures by designing appropriate pedagogic mechanisms. Experts, for example, may consciously induce

teachers' content schematic knowledge to create expectations and/or use their formal schematic knowledge on discourse markers as clues to access information. If teachers learn how to inter-relate systemic and schematic knowledge consciously and project such learning in different situations, teachers' performance may be positively affected, fostering motivation, a mechanism for autonomous learning, claims Moita Lopes.

In this sense, schemas are simultaneously, knowledge and meta-knowledge. As knowledge, they provide teachers competence to engage in discursive practices via language. As meta-knowledge, they allow teachers to interrelate consciously systemic and schematic knowledge in interpretive procedures to understand how the language system works and/or is manipulated for the social construction of meanings, identities and power relations, leading teachers to a meta-awareness of the social nature of the use of language.

This (meta) awareness allows teachers to understand how discursive practices are used to maintain and naturalize socio-historical, cultural and political systems that oppress, discriminate, and exclude minorities. Further, it provides teachers' and learners' autonomy to decide either for the maintenance or the challenge of the *status quo*, taking part (or not, but consciously) in the social construction of a more democratic society.

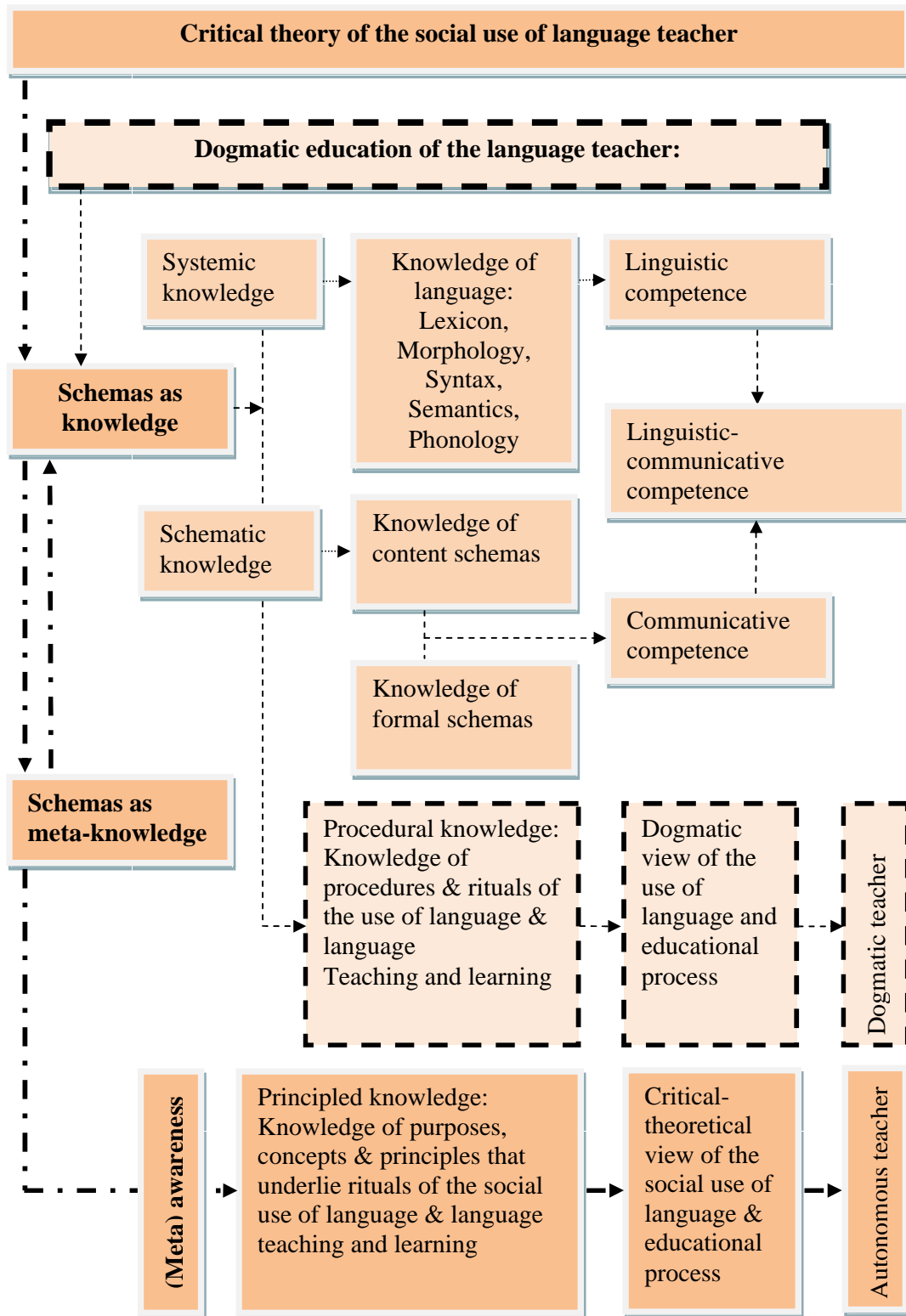
However, as Moita Lopes (1996a; 1996c) points out, the experts' view of the social nature of the use of language is vital in this process. Whether experts' conceive language as a monolithic system for communication, the focus of language teaching and learning will tend to be on the linguistic and communicative competences. Whether experts' conceive language as a multifaceted system, the focus of language teaching and learning will tend to be on the social nature of the use of language and on the social construction of meanings.

Below, Figure 7 schematically represents Moita Lopes's ideas posed so far. More specifically, the author's ideas on the two types of knowledge involved in critical-theoretical comprehension of the nature of the use of language: (1) knowledge on schemas – systemic and schematic knowledge –, named, in Figure 7, schemas as knowledge, and (2) knowledge on how to interrelate schemas consciously in interpretive procedures, named, in Figure 7, schemas as meta-knowledge.

Pieces of information in boxes with non-interrupted lines represent Moita Lopes's theory of language for the critical-theoretical education of the language teacher in Brazil, and pieces of information in boxes with interrupted lines represent Moita Lopes's view of the dogmatic education of the language teacher.

Boxes with non-interrupted lines and boxes with interrupted lines were designed to better visualize the author's view on the types of knowledge used for the education of the language teacher: schemas as knowledge for the dogmatic education of the language teacher and schemas as (meta) knowledge for the emancipatory education of the language teacher.

Figure 7 Schemas as knowledge and schemas as meta-knowledge



In short, Moita Lopes views the construction of the critical theoretical knowledge of the social nature of the use of language beyond ritual or procedural knowledge, a mechanical transfer of knowledge from the one who holds it to the one who lacks it. Rather, ritual procedural knowledge is unveiled and principled knowledge shared between the expert and the teacher through discursive practices, with a view to developing critical thinking and thinkers to act consciously in society, opening room for epistemological reflection.

Now I turn to the second type of knowledge required, according to Moita Lopes, for the education of the language teacher: how to act to produce knowledge on language teaching and learning.

2.3.2.2. Action-Research to produce knowledge on language teaching and learning

According to Moita Lopes (1996a), the first type of knowledge – critical theoretical knowledge on the nature of the social use of language – aims at emancipating language teachers in the sense of making them aware of, or getting critical theoretical understandings on how discursive practices work in the social construction of meanings, social practices, identities, and power relations. However, to fully exercise their profession and citizenship, EL teachers need also to take part in the construction of knowledge on language teaching and learning as agents, knowers and users of the language they teach and learn. The question that emerges is how to make that possible, feasible, appropriate, and in fact done and performed in our ELTE culture, using Hymes's words.

From Moita Lopes's perspective, in order for language teachers to produce knowledge on language teaching and learning, they need to engage in critical reflection on their own work. Only the engagement in continuous self-education through action

research may lead teachers to produce knowledge on language teaching and learning, claims Moita Lopes (1996a, c). As he explains,

action-research is a type of investigation conducted by people in action in a specific social practice on this same practice, whose results are continuously incorporated to the research process as a new investigative issue, so that teachers are continuously acting in the production of knowledge on her/his practice (Moita Lopes, 1996a, p. 185) [my translation].

In other words, the basic technique in the process of action-research is self-monitoring what is occurring in the classroom context, “a process through which a person [the teacher] becomes conscious of her/his situation and of her/his role as an agent in it” (Elliot, 1976 in Moita Lopes, 1996, p. 185) [my translation]. Consciousness may be developed through research instruments from anthropology, as for example, field notes, diaries, audio and video recordings of lessons, interviews, and documents from school meetings. These instruments, according to Moita Lopes, offer different perspectives of what occurs in the classroom and allow triangulation of information from experts, teachers, learners, and internal and external observers. In addition, these different perspectives are interpreted in peer collaboration with a view to generating an understanding on the investigated issue, allowing the beginning of theorization.

This research process allows teachers to construct a more accurate comprehension on/of their classroom, add evidences for future theorizations, and develop professionally. The engagement of teachers in conducting research on their own classroom also helps them open their classrooms to other researchers, since they understand that the process of language teaching and learning in the classroom is a source of information for further understandings on such processes.

Methodologically speaking, action research involves some procedures. The first one is to familiarize the researcher-teacher with the principles and instruments used in action-research. Then, s/he conducts the self-monitoring process of language teaching

and learning through field notes and/or audio recordings. After, s/he negotiates the issue to be investigated, as well as the research instruments to be used for that. Then, in the research field, the researcher-teacher collects data, and after that, analyzes and interprets them.

In fact, action-research is a problem solving teaching and learning situation (Nunan, 1993). After analyzing and interpreting data, the researcher-teacher makes hypotheses and plans interventionist actions with a view to solving the identified problematic situation. The outcomes are then analyzed, reported, and become sources of evidences for future theorizations. Finally, the findings are socialized through research reports in seminars and conferences, and new research issues are negotiated (according to Cavalcanti and Moita Lopes, 1991; Moita Lopes, 1996a, 1996c; and Gimenez, 1999).

Below, Figure 8 schematically represents Moita Lopes's ideas on the second type of knowledge for the education of the language teacher: how to act to produce knowledge on language teaching and learning.

Figure 8 Action-research as a way to act in the production of knowledge on language teaching & learning

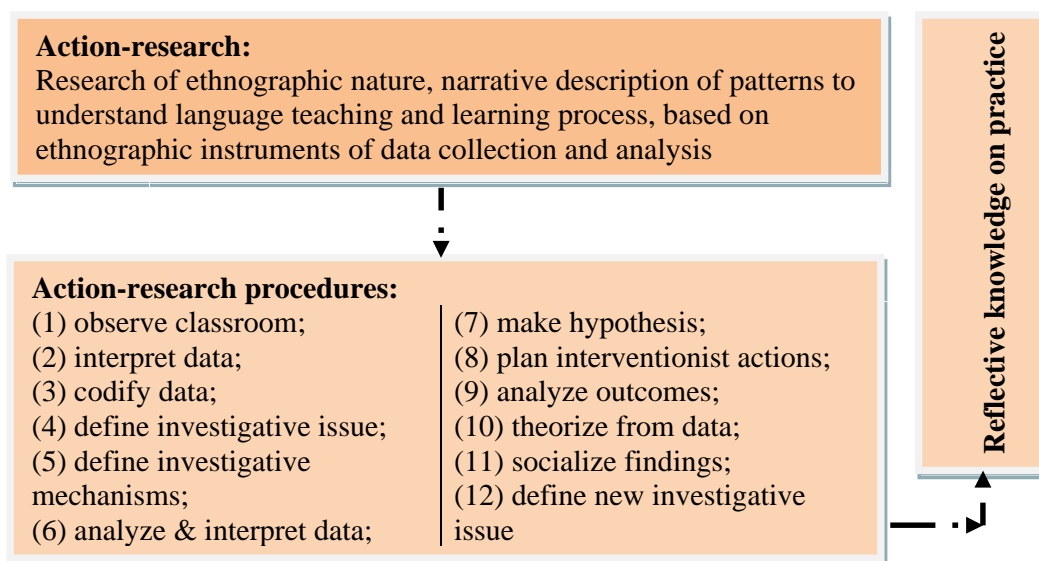


Figure 8 shows action-research as a mechanism to act in the production of knowledge on the process of language teaching and learning. Its ethnographic nature is aligned with Moita Lopes's understandings on how the process of knowledge should be constructed to foster teachers' awareness, autonomy, and knowledge production.

In other words, action-research allows investigation on the social nature of language used in social practices in the classroom context by the agents of interaction (the expert and the teacher). Therefore, action-research allows teachers to engage in critical-theoretical understanding on language teaching and learning from their own view in collaboration with the expert, rather than from the view of an outsider alone.

In this sense, it also allows to change the view of the teacher as a consumer of knowledge to a producer of knowledge on language teaching and learning, contributing to change the view of researchers as thinkers and teachers as appliers of other people's thinking, to view both as thinkers (theoreticians). Further, it contributes to teacher development, aligning to the contemporary view of the education of the EL teacher proposed in the domain of ELTE – the autonomous researcher-teacher, knower and producer of knowledge of her/his own practice.

Although Moita Lopes's proposal seems to be theoretically possible, feasible, and appropriate to educate the contemporary EL teacher, it may require important changes to be actually implemented in the Brazilian context, as previously mentioned. The first change is the research context itself. It demands to view the real language classrooms as the context of investigation rather than the ideal applied linguistic centers. This means to change the view of the language classroom as a place to apply knowledge produced outside it (in applied linguistic centers, for example) to a place to produce and/or construct knowledge.

The second change refers to the language teacher. It demands to view language teachers as producers of knowledge, which makes them theoreticians of their own social practices rather than consumers of knowledge produced by outside researchers, which makes teachers dogmatic professionals. This change implies other changes, as for instance, to change the hierarchical power relation between the researcher (the theoretician/the thinker) and the language teacher (the practitioner/the doer), as well as the hierarchical power relation between theory and practice to a more collaborative one.

The question that emerges is whether (or not) the Brazilian educational context, inclusively and especially the university one, is prepared for those changes!? So far, this issue remains answered within the Brazilian Applied Linguistics field.

Table 12 summarizes the discussion on Moita Lopes's ideas on the second type of knowledge: action research as a mechanism of knowledge production on language teaching and learning. Moita Lopes's ideas on action-research are extended here to represent the author's ideas on reflection, since to produce knowledge, EL teachers have to reflect systematically on (the social use of) language. Table 12 shows the guiding construct and view of reflection, its nature, objectives, and tools, as well as the relation between the expert and the teacher (theory and practice) and the intended profile of the reflective teacher.

Table 12 Moita Lope's model of reflection

<i>Moita Lopes's model of reflection</i>	
<i>Guiding construct of reflection/research</i>	Action-research
<i>View of reflection/research</i>	Equated with research
<i>Nature of reflection/research</i>	Research based Theory driven Social change oriented
<i>Objective of reflection/research</i>	Foster awareness, learning & social change

	Make teachers autonomous researchers of their own discursive practices Produce knowledge on language teaching & learning
<i>Relations: Theory & practice Expert & teacher</i>	Hierarchical Interventionist Meanings imposed by theory & constructed from an etic perspective
<i>Tools of reflection/research</i>	Ethnographic in nature, supported by critical theory of language
<i>Reflective-teacher profile</i>	Autonomous researcher of (her/his own) discursive practices

Summing up, Moita Lopes's ideas foster teachers to be autonomous learners/researchers of their discursive practices, be aware of them, and act in society to change it. The analysis of Moita Lopes's ideas has led me to conclude that *the concept of discourse*, defined as a social practice for social change, is the overarching concept of the model the author proposes for the education of the EL teacher in Brazil. In addition, the concept of discourse is the bridging concept between the conceptual and the practical basis of the model, therefore, pivotal in Moita Lopes's proposal. Moreover, that concept entails knowledge of schemas and knowledge on how to inter-relate schemas in interpretive procedures, as for example, to understand how language works in the social construction of meanings inside the classroom and in the world outside it, and be able to act to transform society in a more democratic place.

Moita Lopes's ideas for the education of the EL teacher also entail knowledge of research procedures for teachers to reflect with systematicity on their discursive practices. In this sense, it is possible to infer that Moita Lopes views research as a means for reflective practices.

Finally yet importantly, the analysis has led me to conclude that Moita Lopes's ideas for ELTE in Brazil are supported by the notions of schema theory and action-research, therefore, reflective in nature and social-cognitively constructed and oriented.

Since Moita Lopes's ideas have been de-constructed with a view to understanding the concepts that underlie them, I now turn to a process of re-constructing them to understand the author's ideas on TK.

2.4. Re-constructing Constructs & Concepts

In the previous sections, I presented and discussed some of the main constructs and concepts of Moita Lopes's ideas for the education of the EL teacher in order to fully understand how the author views TK. The process to meet my objective was through the analysis of Moita Lopes' studies, which led me to the concept of knowledge as a social construction through discourse. Then, I presented and discussed the two types of knowledge the author proposes for the critical-theoretical education of the EL teacher to try to understand his ideas on TK.

The analysis, similarly to Section 1, was conducted through a process of deconstruction of Moita Lopes's proposal for the education of the EL teacher with a view to unveiling its funding concepts. This process will guide me to answer the second specific research question: *How is teacher knowledge approached in Moita Lopes' studies?* In order to answer this question, I now turn to re-construct the author's ideas for the education of the EL teacher.

The process of the analysis of Moita Lopes' studies revealed that the author views *knowledge as a social construction through discourse* and that the concept of *discourse* is the thread that weaves Moita Lopes's ideas for the EL teacher education in Brazil thus it is essential to TK.

In addition, the analysis showed that *discourse* is viewed by Moita Lopes as *a social practice for social change*. Thus, TK is also oriented to social change. TK as a social construction oriented to social change entails a critical perspective of knowledge of theoretical

basis. More specifically, TK entails knowledge of schemas, *systemic* (knowledge of /about language) and *schematic* (knowledge of/about content schemas and of/about formal schemas). Knowledge of schemas means procedural knowledge or knowledge of procedures and rituals of the social use of language and language teaching and learning inside the classroom and in the world outside it. In this sense, it is possible to say that for Moita Lopes, TK is viewed as a social-cognitive construction.

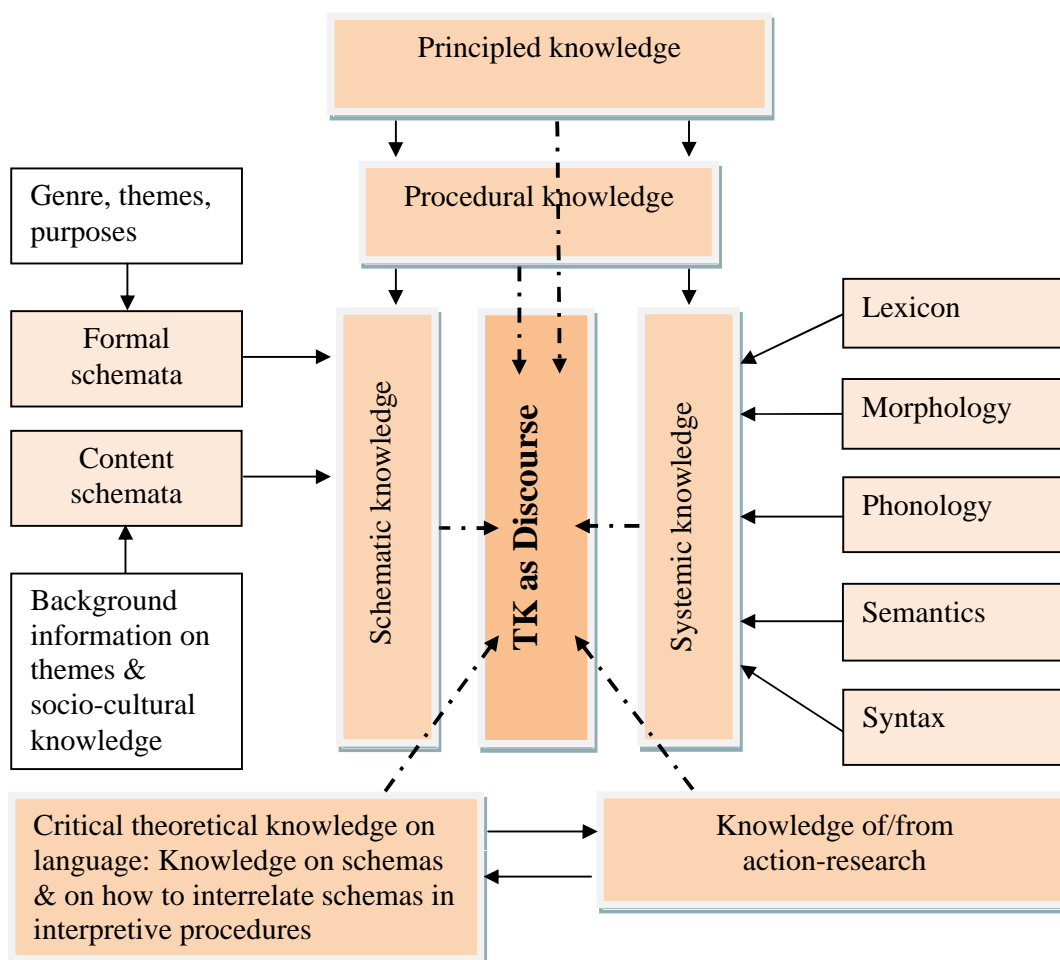
In addition, TK as a social-cognitive construction oriented to social change also entails knowledge on how to interrelate knowledge of schemas (systemic and schematic) in interpretive procedures. That is, meta-awareness on what underlies rituals and procedures of language, usually implicit in the social use of language and language teaching and learning. This (meta) awareness, named *knowledge of principles* by Moita Lopes (and principled knowledge in this study), allows teachers to understand what underlies the social use of language (and language teaching and learning as well) either inside the social context of the classroom or in the outside world. It also allows teachers to view the social use of language (and language teaching and learning) from a critical theoretical perspective, since it equips teachers with knowledge on how discursive practices convey meanings, maintain ideologies, and constitute identities, social practices, and social power relations.

Furthermore, TK as a social-cognitive construction oriented to social change also comprises knowledge on how to produce knowledge. To do so, the author proposes knowledge from/of action-research. The purpose is to involve teachers in a process of self-education, self-monitoring, and self-reflection on their own actions, which may involve them in the construction of knowledge on language and language teaching and learning in the classroom context and in the world outside it, fostering autonomous practices.

In addition, action-research also helps teachers develop perspicacity on the classroom context; amass evidence to theorize from their social practices; minimize uncomfortable feelings on researched and researcher relations, since research becomes synonym of development; and socialize knowledge through written or oral reports in seminars, conferences and the like.

Figure 9 is a schematic representation of types of TK based on Moita Lopes's ideas for the education of the EL teacher in Brazil.

Figure 9 Types of knowledge in the construct of TK as Discourse



At this point, it is possible to say that Moita Lopes's proposal for the education of the EL teacher, which is funded on the critical theoretical knowledge on language and

research procedures, may engage teachers in critical reflection on the social nature of discourse, and engage themselves and others in discursive practices to participate in the social construction of meanings (Aronowitz and Giroux, 1991, in Moita Lopes, 1996a). In this view of education, to teach teachers to use language, according to Moita Lopes (1996a), is to teach them to engage in social construction of meanings, therefore, in the social construction of their own identities.

Learning to use a language implies in taking part in social roles inside the classroom, since it is implicit that the social context of the classroom reflects the social context outside it. In this sense, the language classroom is the place where teacher-learners learn to use language, learn to play social roles, and learn to engage in social practices as users of language(s).

Although I cannot deny that critical theoretical knowledge on the social nature of language and knowledge on how to conduct action-research to reflect critically on language (and language teaching and learning) may foster teachers' awareness on the power of discourse in the construction of meanings, of identities, and of social practices, leading teachers to improvement as language professionals and citizens, as well as to ruptures of dogmatic practices, fostering autonomous practices, Moita Lopes's proposal to educate the EL teacher seems to attribute high value to theoretical knowledge, specially to the critical theory of language that he proposes to give an account of the social use of discourse.

Since Moita Lopes's proposal seems to attribute high value to the concept of TK as discourse (a social-cognitive construction oriented to social change), and presupposes that teachers' tacit knowledge as regards discourse is ineffective to act in society to transform it, it seems that ELTE programs based on these ideas may run the risk to have knowledge and meanings imposed on teachers, fostering practices of the

knowledge transmission paradigm, if the guiding conception of how knowledge is learned and appropriated by individuals is not explicitly posed.

Further, since the author's proposal also seems to attribute high value to the critical theory of language use, the role of the teacher-educator and/or the researcher as holders of knowledge may be maximized and the role of teacher-learners and/or research-participants minimized.

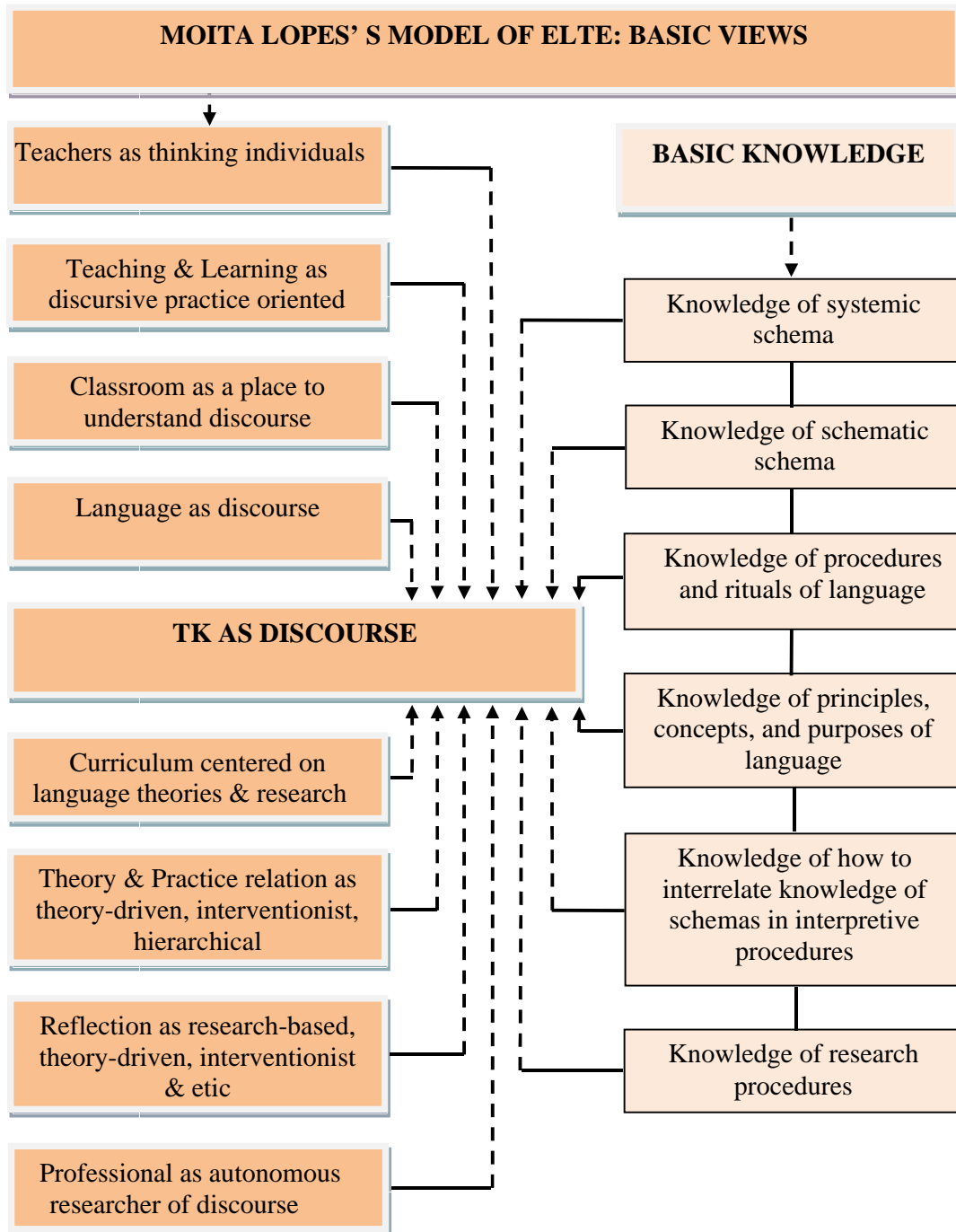
In this sense, the curriculum and/or research design may also run the risk to view teacher-learners and/or research-participants as *tabula rasas* and/or objects of analysis, maximizing the risk of teachers having knowledge and meanings imposed on them from an etic perspective.

Figure 10, below, schematically represents the inferences made on Moita Lopes's ideas on the education of the EL teacher in Brazil. This schematic representation shows the complexity of the phenomenon under investigation, that is, TK, and by extension, the author's ideas on ELTE.

The arrows show the articulation of the basic views of an ELTE program based on the critical theory of the social use of language and action-research as a mechanism of reflective practices. It departs from two central assumptions: teachers as thinking individuals (the central assumption of the constructivist paradigm and the reflective model of TE) and theoretical knowledge as the knowledge to educate teachers as language professionals (the central assumption of the applied-science model of TE).

As also indicates Figure 10, the basic views of the model are research based and theory driven oriented to teachers' awareness, learning and social transformation.

Figure 10 Moita Lopes's Model of ELTE: Basic views



Considering the above discussion, I can say that Moita Lopes's proposal intermingles with conceptions of the applied-science and of the reflective models. That

is, although the author views teacher-learners as holders of tacit knowledge, knowledge of theoretical basis is the knowledge for language teacher education.

Moreover, teachers' tacit knowledge seems to be used as a reference to justify the type of theoretical knowledge emphasized in the education of the language teacher: knowledge on the social use of discourse and knowledge on how to produce knowledge on language teaching and learning discursive practices.

Further, knowledge of theoretical basis seems to be learned and appropriated through theoretical intervention, focusing on the social nature of discourse and language teaching and learning discursive practices, research on discursive practices, and practice and reflection on discursive practices.

In addition, language teaching and learning discursive practices seem to be viewed as a theoretical reflective activity, and professional knowledge as theoretical, but dynamic due to the social nature of discourse.

Still, the reflective model suggested for the education of the language teacher proposed by Moita Lopes seems to be research oriented. The reflective practices are driven by research (through action-research procedures), supported by the critical theory of the social use of language, socially constructed, and oriented to social change. They work as awareness mechanisms to educate the language teacher as an autonomous researcher and knowledge producer of their own discursive practices.

Table 13 shows Moita Lopes's proposal for the education of the language teacher in Brazil. Although the ideas posed in Table 13 have already been explained, they intend to provide a better visualization of the analysis of Moita Lopes's proposal.

Table 13 Moita Lopes's Model of ELTE: Basic Views

<i>Moita Lopes's Model of ELTE: Basic views</i>	
<i>Overarching Concept</i>	Discourse as social practice for social change
<i>Underlying Concept</i>	TK as discourse
<i>View of knowledge</i>	As a social process oriented to social change Theory driven Research based Social-cognitively constructed
<i>View of teacher/learner</i>	As thinking individuals
<i>View of teaching/learning</i>	A process-product oriented (discursive practices) In-between the reflective & the applied-science model
<i>View of language</i>	As discourse as social practice for social change
<i>View of classroom</i>	A place to understand how discourse works in social practices
<i>View of curriculum</i>	Centered on theories of discourse
<i>View of theory & practice relation</i>	Hierarchical Interventionist
<i>View of reflection</i>	Research based; theory driven; social change oriented Awareness, autonomy, knowledge production, and changing mechanism
<i>View of the professional</i>	Autonomous researcher of her/his own discursive practice

Considering the conceptual bases posed in Table 13, I view Moita Lopes's ideas for the education of the language teacher within the constructivist paradigm (Freeman, 2001). That is to say, the author proposes for teachers to articulate their own understandings of language teaching and learning practices by integrating critical theory of the social use of language, research, and reflective study of their own classroom discursive practices in the process of their education.

Although the author's ideas may be equated with the constructivist paradigm, his proposal for the education of the language teacher keeps its own particularity. The particularity lies on how the author seems to perceive the relation between knowledge and the teacher.

The teacher seems to be seen as a thinking being, holder of tacit knowledge on discourse and language teaching and learning discursive practices; however, such knowledge does not allow language teachers to act in society, in the sense of transforming it, due to the fact that her/his education is based on dogmas.

The critical theory of the social nature of the use of language and action research on language teaching and learning discursive practices seem to be seen as the means and the tools to emancipate teachers from dogmatic practices, making them aware and equipping them with knowledge to act in society to transform it.

Further, the processes of awareness, knowledge construction, and autonomous actions are from the inter-psychological plane to the intra-psychological plane i.e., from the social plane to the individual plane, mediated by discourse. In this sense, it is possible to say that the author perceives the relation between the teacher and knowledge mediated and constructed by discourse. This fact may explain the constructivist paradigm in which Moita Lopes's proposal for the critical-theoretical education of the language teacher is viewed, as well as explain the tool through which the teacher becomes an autonomous professional, conscious of her/his social role.

Considering that, I may say that Moita Lopes approaches TK the way he does due to the fact that he views discourse constructing and being constructed by knowledge and the teacher.

Finally yet importantly, considering the discussion conducted in this section, I can say that 'the concept of discourse as a social practice for social change' supports and weaves Moita Lopes's proposal for the education of the EL teacher in Brazil.

Having drawn my conclusions on Moita Lopes's ideas, now, I summarize Section 2.

2.5. Summary of Section 2

In this section, I presented and analyzed the ideas of the Brazilian applied linguist Luiz Paulo da Moita Lopes on TK. Initially, I presented the author's view of the education of the EL teacher in Brazil. In the sequence, I presented, de-constructed the author's ideas on knowledge, and the types of knowledge to educate the EL teacher. After that, I re-constructed the author's ideas to understand how he approaches TK. Then, I concluded that the model of reflection proposed by Moita Lopes is research driven, theory supported, socially constructed, and oriented to social change. The reflective model proposed works as an awareness and knowledge production mechanism to prepare the EL teacher as an autonomous researcher and knowledge producer of own practice. In addition, I concluded, supported by the discussions, that TK entails knowledge of schemas, knowledge of how to inter-relate knowledge of schemas in interpretive procedures, and knowledge on action-research. Moreover, I also concluded that TK is theory and research-based, reflective and dynamic, due to the reflective cycle proposed by action-research procedures. Further, I also concluded that the author holds a social-cognitive view of knowledge. The analysis led me to conclude that the concept of discourse as social practice for social change is the overarching concept of Moita Lopes's proposal for the education of the EL teacher in Brazil, and TK as discourse is the underling concept of his ideas on TK. Finally, I concluded that the author approaches TK the way he does, due to the fact that he views discourse constructing and being constructed by knowledge and the teacher.

In the next section, Section 3, I present João Antonio Telles's ideas on TK.

Section 3

Teacher Knowledge as Experience

3.1. Introduction

This section aims at understanding how TK is approached by the Brazilian applied linguist Telles, and it is centered on some of his academic productions, as for example, the ones published in 1996, 1997, 1998, 1999a, 1999b, 2002a, 2002b, 2004a, 2004b, 2006, and 2007.

The present section is divided into five parts. In the first part, I have presented the introduction of this section. In the second part, I outline a brief overview on Telles' studies. In the third part, I introduce and de-construct the constructs and the concepts that have guided Telles's ideas on the education of the EL teacher. In the fourth part, I re-construct the constructs and the concepts with a view to understanding the author's ideas on TK and draw some conclusions on that. Finally, in the fifth part, I summarize the section.

Next, I present Telles's view on the education of the language teacher in Brazil and a brief overview of his studies on ELTE.

3.2. A Review of Telles' Studies

According to Telles (1999a, 2002a), the area of language teacher education is an area in need. It needs a pedagogy that views language teachers as thinking individuals, holders and users of "personal practical knowledge" (Elbaz, 1981; Clandinin, 1986; Connelly and Clandinin, 1988). The area also needs a research

approach to language teacher education that opens room for teachers to recover, reconstruct, and represent the meanings of their linguistic, pedagogic, and personal experiences (Telles, 1999a, 2002a).

In addition, the polemic dichotomy between theory and practice in the area of ELTE, from Telles's (2004b) viewpoint, is a fallacy. The author believes that theory is nurtured by the experiences lived by teachers in their practice and that teachers' everyday actions are supported by "implicit theories" (Hunt, 1988, 1992 in Telles, 1999a) or closely related to teachers' personal practical knowledge (Elbaz, 1981, 1983; Clandinin, 1986; Connelly and Clandinin, 1988). In this sense, the author has questioned, for example, the distinction between knowledge produced by Universities and teachers' personal practical knowledge, emphasized the ethics and principles of cooperation between the researched and the researcher, and advocated the importance of teachers' contribution to knowledge production.

Guided by his personal beliefs, Telles' (1997, 1998, 1999a, 1999b, 2002a, 2002b, 2004a, 2004b, 2006, 2007) studies have illuminated the ELTE research and pedagogy and contributed to open room to view TK from a different perspective. For example, the author has investigated *metaphors as coalescence of teachers' beliefs* through the analysis of metaphorical expressions (Telles, 1997). Moreover, the author has introduced *self-narrative of experiences* as a mechanism to raise critical awareness of the self-as-teacher, of language, and of pedagogy (Telles, 1998). Also, he has investigated *principles and metaphors of teachers' personal practical knowledge* by using reflective questionnaire on teachers' experiences (Telles, 1999b). Further, the author has examined *metaphors, rules and principles of practice* through teachers' narratives of experiences as children, as learners, and as teachers (Telles, 2004b). More recently, the author has used *arts as mechanisms of shared reflection* (Telles, 2007).

Several theoreticians have recurrently guided Telles's academic productions on TK. As regards his studies on metaphors, it is possible to cite Lakoff and Johnson's (1980) ideas on metaphors as organizers of concepts⁴³; Bullough and Stokes's (1994) ideas on metaphors as instruments for teachers' reflection; Elbaz's (1983) notion of image as metaphoric statement; and Clandinin's (1986) notion of image as coalescence of teachers' beliefs and component of teachers' personal practical knowledge.

In relation to the author's studies on rules, principles and metaphors of teachers' personal practical knowledge, as well as awareness of the self, of language, and of pedagogy, Clandinin's (1986) concept of image, Connelly and Clandinin's (1988) concept of personal practical knowledge, and Elbaz's (1983) concept of practical knowledge have supported them theoretically.

Several research paradigms have also oriented Telles' studies, for example, the ideas of Yonemura (1981, in Telles 1997) on collaborative reflection technique and/or reflective conversations have supported some of his studies. In addition, Connelly and Clandinin's (1988, 1990, 1999) ideas on Narrative Inquiry have also oriented most of Telles' studies on teachers' personal practical knowledge. Currently, the conceptual bases of Arts-Based Educational Research, a trans-disciplinary type of educational research, have guided Telles' studies on teachers' personal practical knowledge.

An overview of Telles' studies seems to suggest that his proposal for the ELTE research and pedagogy in Brazil is centered on teachers' *experiences*. In addition, his studies have indicated that reflection through narratives of experiences and arts are the mechanisms for teachers and researchers to understand the self-as-teacher and, by extension, TK. Furthermore, Telles' studies have shown that trans-disciplinary

⁴³ Lakoff and Johnson's (1980) view metaphors as organizers of concepts "since they [metaphors] represent embodied knowledge based on experience" (p. 87)

approaches, as for instance, *Narrative Inquiry* and *Arts-Based Educational Research* are the research and pedagogic approaches for teachers themselves to recover, reconstruct, and represent the meanings of their linguistic, pedagogic, and personal practical experiences. Therefore, in the following section, an overview of the terms experience, teachers' personal practical knowledge, and Narrative Inquiry and Arts-Based Educational Research is presented.

3.3. Presenting & De-constructing Constructs & Concepts

3.3.1. The Deweyan concept of experience

The literature has shown that the concept of experience by Dewey has been highly influential in studies that have investigated professional education. Among those studies, it is possible to cite Schön's (1983), whose concepts of *knowing-in-action*, *reflection-in-action*, *reflection-on-action*, and *epistemology of practice* have theoretically supported empirical studies on reflective practices in EL teacher education programs in Brazil and abroad.

In addition, the literature has also evidenced that the concept of experience has underlaid other concepts in the area of ELTE. For example, it underlies Elbaz's (1981) concept of practical knowledge, Clandinin's (1986) concept of image, and Connelly and Clandinin's (1999) concept of personal practical knowledge, which have been used as theoretical reference in Telles' (1997, 1998, 1999a, 2002a, 2004) studies. Further, the concept of experience by Dewey also underlies Clandinin and Connelly's (1998, 2000) ideas on Narrative Inquiry, which, in turn, underlie Telles' (1998, 1999a, 2002a, 2004b) studies.

In short, the Deweyan concept of experience underlies the studies that are the theoretical and methodological support of Telles's ideas on ELTE research and

pedagogy in Brazil. To corroborate the suggested findings, I sent the author an e-mail message who kindly answered: “Marimar, you are right in relation to my work (Narratives and Arts-Based Educational Research) and the concept of experience by Dewey. Everything came up from him [Dewey]” (Telles, personal e-communication on October 27, 2008) [Parenthesis in the original]⁴⁴.

Finally yet importantly, the author has indicated in his e-communication that his current ideas (Telles, 2004a, 2006, 2007) on Arts-Based Educational Research are also supported by the concept of experience by Dewey. Considering that, I focused my attention on understanding how Dewey conceives the term of experience.

As Dewey (1916) explained,

the nature of experience can be understood only by noting that it includes an active and a passive element peculiarly combined. On the active hand, experience is *trying* – a meaning which is made explicit in the connected term experiment. On the passive, it is *undergoing*. When we experience something we act upon it, we do something with it; then we suffer or undergo the consequences. We do something to the thing and then it does something to us in return: such is the peculiar combination.... Experience as trying involves change, but change is meaningless transition unless it is consciously connected with the return wave of consequences which flow from it. When an activity is continued *into* the undergoing of consequences, when the change made by action is reflected back into a change made in us, the mere flux is loaded with significance. We learn something ...To “learn from experience” is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence. Under such conditions, doing becomes trying; an experiment with the world to find what it is like; the undergoing becomes instruction – discovery of the connections of things (p.139-140) [Italics and quotation marks in the original].

Considering the citation, it is possible to say that Dewey’s notion of experience implies a series of other notions. First, the author views *experience* as *trying and undergoing*. Second, in the concept of experience as trying and undergoing resides the notion of *experience as experiment*, that is, “act upon or do something with the world to find what it is like”. Third, the notion of experience as experiment, acting upon

⁴⁴ Marimar, você está completamente correta quanto à ligação de meu trabalho (Narrativas e Pesquisa Educacional com Base nas Artes) com o conceito de experiência de Dewey. É dele que tudo saiu (Telles, personal e-communication on October 27, 2008).

or doing something with the world to find what it is like, is related to the notion of *suffering or undergoing the consequences* of acting upon or doing something with the world. Fourth, the notion of suffering or undergoing the consequences of doing something with the world to find what it is like, is related to the notion of *change and learning*, but only when cause and consequence (of experience) is consciously related to experience. Fifth and due to that, the notion of experience is closely related to the notion of *consciousness* so that change and learning may occur; otherwise, change is a meaningless transition, as claims Dewey (1916).

Simply put, for Dewey, *experience as trying and undergoing implies learning and change*, when conscious connections between experience and its consequences are made. In this sense, reflection (as a back and forth connection between ‘experience’ and its consequence) plays a central role in Dewey’s idea of ‘experience’. It is by doing and then reflecting on what happened that we are (in)formally instructed, we learn about the world, ourselves and others.

Still, implicit in the nature of ‘experience’ is the notion of *continuity and interaction* and, by extension, in the nature of learning and change. Continuity and interaction are key terms in Dewey’s concept of ‘experience’. The term *continuity*, according to Dewey (1938), carries the notion that every ‘experience’ grows out of other ‘experiences’ and leads to further ‘experience’ and that “every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after” (p. 35).

The term *interaction* assigns balanced rights to both conditions of ‘experience’: the objective⁴⁵ and the internal⁴⁶. Any regular ‘experience’ is an

⁴⁵ The phrase “objective condition” of experience covers a wide range of conditions. “It includes what is done by the educator and the way it is done. It includes equipment, books, apparatus, toys, games played. The materials with which an individual interacts,... the total social set-up of the situations in which a person is engaged” (Dewey, 1938, p. 45).

interaction of these two conditions. Taken together or in their interaction, the objective and the internal conditions of 'experience' form, what Dewey called, a situation.

As Dewey (1938) explained,

the conceptions of situation and of interaction are inseparable from each other. An experience is always what it is because of a transaction taking place between an individual and what, at that time, constitutes his environment, whether the latter consists of persons with whom he is talking about some topic or event... The environment... is whatever conditions interact with personal needs, desires, purposes, and capacities to create the experience which is had (p. 44).

In fact, the notions of continuity and interaction are inseparable, they intercept and unite. As Dewey (1938) stated,

different situations succeed one another. But because of the principle of continuity something is carried over from the earlier to the later ones. As an individual passes from one situation to another, his world, his environment, expands or contracts. He does not find himself living in another world but in a different part or aspect of one and the same world. What he has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow. The process goes on as long as life and learning continue (p. 44).

To put simply, according to Dewey, 'experience' by doing and then reflecting on the consequences of doing implies learning and change, as previously mentioned. Secondly, 'experience' by doing and then reflecting on the consequences of doing triggers other experiences and orients further ones, which implies that learning and change are continuous. Thirdly, in 'experience' by doing and then reflecting on the consequences of doing, the teacher (or any individual) is in continuous interaction with the environment, passing what s/he has learned in one situation to another one, which implies that learning and change are in continuous interaction.

Considering that, it is possible to say that, for Dewey, learning (and change as well) is experiential or practical, continuous and interactive by nature. Moreover, learning and change emerge from and requires doing (practical activity) and reflecting

⁴⁶ The phrase "internal condition" of experience means: "what goes on within the individuals having the experience", as for example, personal needs, desires, purposes, and capacities (Dewey, 1938, p. 41).

on doing. It is in this line of reasoning that Telles's proposal for the ELTE research and pedagogy seems to be oriented to, since he acknowledges that his ideas in relation to ELTE research and pedagogy are based on Dewey's. That is, by engaging EL teachers in 'experiences' and reflections on those 'experiences', teachers (and researchers as well) may understand, learn about themselves and their teaching, and change as a consequence of learning.

However, there are other points to ponder. For example, what 'experiences' may engage teachers in learning and changing? and what reflective tools do foster teachers' reflection to trigger learning and change? It is to these issues that I now turn.

3.3.2. Teacher's own experiences: a means of experiencing and reflecting

According to Telles (1999a, 2002a, 2004b), the Deweyan term 'experience' has transformed a regular term into an inquiry term, allowing researchers to understand TK as a personal practical and socially situated phenomenon. 'Experience' as an inquiry term has allowed educational researchers to understand how TK is constructed, organized, and transformed into teachable and learnable content, to make classroom 'experiences' meaningful to teachers and learners.

Connelly and Clandinin (1999), for example, coined the term *personal practical knowledge* "to capture the idea of experience in a way that allows us to talk about teachers as knowledgeable and knowing persons" (p. 1). According to these authors, teachers' personal practical knowledge is constituted by teachers' past experience and present in teachers' minds and bodies and in their future plans and actions, thus, found in their practice. Therefore, to study and/or reflect on teachers' personal practical knowledge is "a mode to reconstruct the past and the intentions of the future to deal with the exigencies of the present" (Connelly and Clandinin, 1999, p. 1).

Therefore, it is by careful and critical observation of teachers' actions in the classroom and the stories they tell about their pedagogical 'experiences' that teachers (and researchers as well) access what teachers know and how such 'personal practical knowledge' is expressed in their pedagogy (Telles, 2002a, p. 20-21).

In line with Connelly and Clandinin's ideas, Elbaz (1981) stresses the importance of *teachers' practical knowledge*. She views teachers themselves as thinking individuals, autonomous agents, holders and users of their own knowledge. According to Elbaz (1981),

teachers hold, and use their knowledge in distinctive ways, and that this holding and using of knowledge makes it as "practical knowledge" (beyond the fact that that much of what the teacher knows originates in practice). My intention was to argue for a view of the teacher as an autonomous agent in the curriculum process by demonstrating the teacher knowledge as something dynamic, held in active relationship to practice and used to give shape to that practice (p. 48-49) [Quotation marks in the original].

In Elbaz' (1981) study, the author focused on three aspects of teachers' practical knowledge: its content, orientation and structure. As regards the content of TK, the author acknowledges that teachers hold knowledge of subject matter, curriculum, instructional routines, the self, and the milieu of school. Concerning its orientation, she claims that TK is oriented in practice by situational, personal, social, experiential, and theoretical bases. In relation to its structure, Elbaz states that TK organizes, extends, and is used in practice by *rules and principles of practice* and *images*.

According to Elbaz (1981),

the rules of practice [my emphasis] guide the methodical implementation of the teacher's purposes, which may or may not be articulated. They are brief, clearly formulated statements of what to do and how to do in a specific classroom situation frequently encountered in practice and may be highly specific. *The practical principle* [my emphasis] is a broader, more inclusive statement than the rule of practice. Practical principles embody purpose and are used in a more reflective way. For example, the statement of a principle enunciates, or at least implies, the rationale that emerges at the end of a process of deliberation on a problem (p. 61).

For Elbaz (1981) ‘teachers’ rules and principles of practice’ “reflect the varying degrees of generality in teachers’ knowledge and reflect the relationship of practical knowledge to practice, to the teacher’s experience, and to the personal dimension” (p. 59), corroborated in Telles’ (1997, 1998, 1999a, 2002a, 2004b) studies.

Still, according to Elbaz (1981),

image [my emphasis] is the least explicit and most inclusive of the three levels of the structure of the practical knowledge of the teacher. In this level, the teacher’s feelings, values, needs, and beliefs combine as s/he formulates brief metaphoric statements on how teaching should be and marshals experience, theoretical knowledge, and school folklore to give substance to these images. Images serve to guide teachers’ thinking and to organize knowledge ...The image is generally imbued with a judgment of value and constitutes a guide to the intuitive realization of the teacher’s purposes... *image* is a coalescence of a person’s personal and professional past experiences (p. 61).

Thus, from Elbaz’s perspective, *image* is the most powerful aspect of the structure of TK, since ‘teachers’ images’ organize teachers’ thinking, extends teachers’ knowledge, and brings it to be used in practice, as previously mentioned.

However, Clandinin’s (1986) study claims that Elbaz’s definition of ‘image’ as “a brief, descriptive and sometimes metaphoric statement” does not take into account the private ‘experience’ invested in an ‘image’. Thus, the author widens Elbaz’s ideas on ‘image’ offering “a conceptualization of teachers’ experiences as they can be seen to crystallize in the form of images” (p. 4). To do so, the author based himself on Lakoff and Johnson’s (1980) ideas on images and metaphors to study ‘teachers’ images’.

Clandinin (1986) explains that,

image [my emphasis] is a coalescence of an individual’s experience. Thus, image emerges from a watershed experience... Image may, however, be the coalescence of many diverse experiences over a long time... The coalescence of experience is seen to form an image (p. 148).

‘Image’ as a coalescence of teachers’ experiences is categorized by Clandinin into three dimensions: the moral dimension, the emotional dimension, and the personal private and professional dimension. The moral dimension of ‘image’ provides

standards for teachers' judgment of their own practices; it originates from the teachers' judgment of 'experiences' and how they view and judge themselves in the social context. The emotional dimension gives image an emotional coloring; it derives from the 'teacher's experience' in which the 'image' is rooted and it is transmitted through words of feelings⁴⁷. And the personal private and professional dimension carries both the origin and the functions 'teachers' images' serve: the teacher's personal private and professional educational 'experience', corroborated in Telles' (1997; 1998; 1999a; 2004b) studies.

In addition, Clandinin's construct of 'image' gives an account of how to explain teachers' apparent resistance to changing practices. As the author explains,

the teacher's practices are coherent as a whole and, consequently, resistant to changes which do not allow the whole to remain coherent. This does not imply that changes cannot occur for, of course, they do. ...Change in practice can and does occur as images find new forms of expression in practice, but the changes in a teacher's practice are such that the coherence of the whole are maintained (p. 162).

According to Clandinin, if teachers have an 'image' of the classroom as a coherent whole and an 'image' of their practice coherent within this whole, any intervention that may turn this coherent 'image' into an incoherent one will tend to be rejected, avoided, and/or ignored, unless "teachers' images find new forms of expression in practice, but the changes in teachers' practice are such that the coherence of the whole are maintained" (p. 162). In this sense, the construct of 'image' gives an account of how to explain the apparent resistance to changing that some teachers show regarding their practices.

Still, in line with the previous issue, Clandinin claims that

Images [my emphasis], as a component of personal practical knowledge, are the coalescence of a person's private and professional experience. ...a way of organizing and reorganizing past experience, both in reflection and ...in practice

⁴⁷ Studies on teachers' images provide some example of how images transport emotional coloring. See, for example, the studies by Da Silva et al (2007); Reis (1999); Telles (1997, 1999b, 2004b).

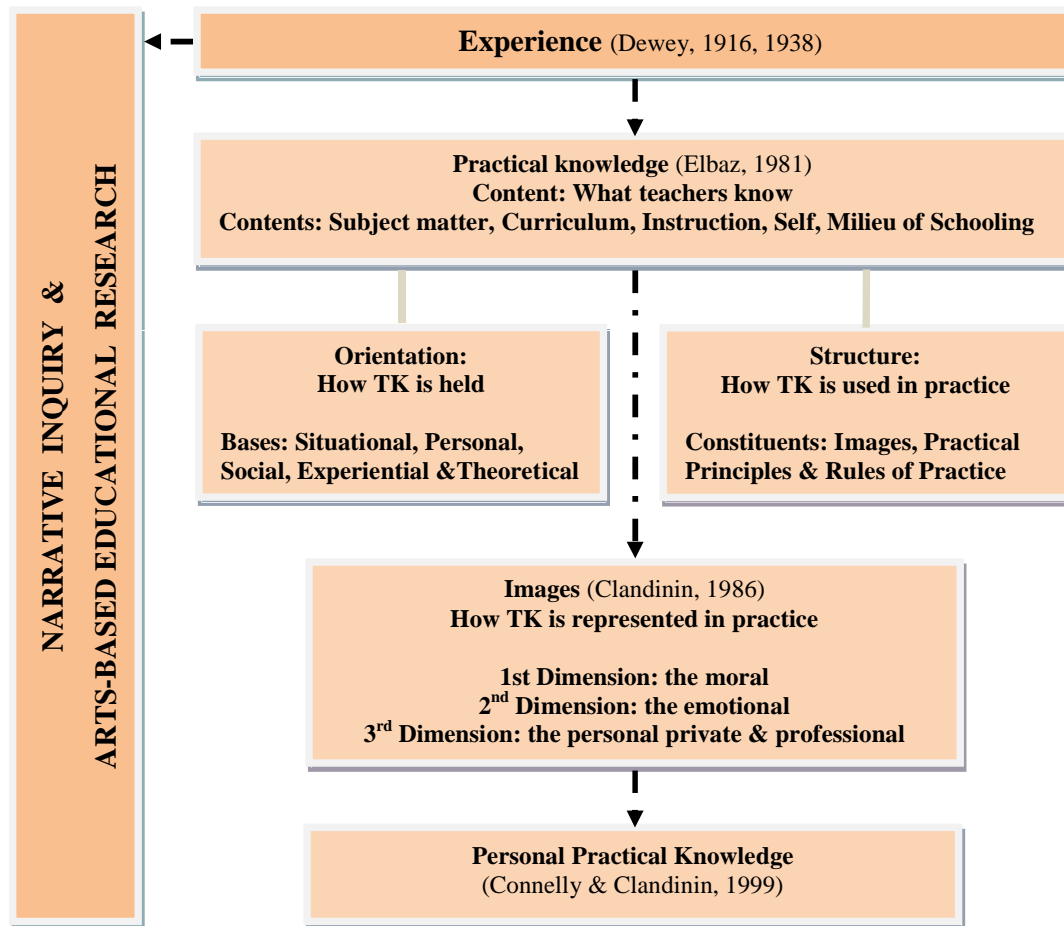
...Image is a personal, meta-level, organizing concept in personal practical knowledge in that it embodies a person's experience; finds expression in practice; and is the perspective from which new experience is taken (p. 166).

From Clandinin's perspective, changing teachers' practices would imply in deconstructing consistent and coherent 'images' and assumptions, which have been constructed throughout teachers' personal private and professional history. This means to move back and forth in time and in and out of the self-as-teacher to re-cover, re-construct and re-present the meanings of lived 'experiences'.

Accordingly, Telles (1999a, 2002a) emphasizes that in the process of re-covering, re-constructing and re-presenting their (past) histories, it is important for teachers to know the 'images' and metaphors related to their own classrooms. Teachers' personal and professional experiences, images and metaphors, according to the author, work as tools of reflection and representation of TK, may be unveiled by the teachers themselves or in collaboration, and identified in teachers' discourse inside and outside the classroom (Telles, 2002a, p. 24-25).

Figure 11, in the sequence, is a schematic representation of the concepts that underlie Telles's ideas on the pedagogy and research for the education of the EL teacher in Brazil. To represent these ideas chronologically, I take the contributions of Dewey (1916, 1938); Elbaz (1981); Clandinin (1986); and Connelly and Clandinin (1999).

Figure 11 Constructs and concepts underlying Telles's ideas on pedagogy and research



As shown in Figure 11, the concept of experience is hierarchically represented on the top of the construct due to the fact that it underlies the various concepts posed in Figure 10. The other concepts are organized according to their temporal reference in the literature.

The construct of Narrative Inquiry and Arts-Based Educational Research are laterally displayed. The idea is to show, firstly, that the concept of experience also underlies the epistemological bases of Narrative Inquiry and Arts-Based Educational Research. Secondly, to show that, as pedagogy and research approach, Narrative Inquiry and Arts-Based Educational Research may support each construct and the whole construct as well.

Elbaz's ideas on the construct of 'practical knowledge' and the other three constructs she developed – content, orientation, and structure of practical knowledge – are also schematically represented to better understand TK. With the construct of content of practical knowledge, she gives an account of what teachers know; with the construct of orientation, the bases on which 'teachers' practical knowledge' are held; and, with the construct of structure, an account of how TK is used, organized, and expanded in practice.

In the sequence of Figure 11, Clandinin's ideas are also represented: her ideas on the construct of 'image' as a component of 'teachers' practical knowledge' and its three dimensions. The moral dimension gives an account of teachers' moral judgments; the emotional, teachers' feelings; and the personal and professional, the origin and function of 'teachers' experiences'. Finally, Figure 11 represents the construct of 'personal practical knowledge' by Connelly and Clandinin, which gives an account of the personal practical characteristic of TK.

In short, in relation to the questions posed in the beginning of this section: *what 'experiences' may engage teachers in learning and changing? and what reflective tools do foster teachers' reflection to trigger learning and change?*, I can say that considering the discussion so far, teachers may engage in reflecting on their own personal and professional 'experiences' to learn and change. Teachers' personal and professional 'experiences' are, according to the authors reviewed here, present in teachers' minds and bodies and in their future plans, as well as in their actions and discourse.

In this sense, Narrative Inquiry and Arts-Based Educational Research do play a role. The reflective tools used in both types of research allow backwards and forwards movement in time, as suggests Dewey, as well as inwards and outwards

movement of the self. These movements bring to consciousness ‘teachers’ personal practical knowledge’, ‘images’, ‘metaphors’, ‘rules and principles of practice’, constructed by ‘teachers’ experiences’, challenging teachers and opening rooms for them to re-cover, re-construct, and re-present the meanings of their linguistic, pedagogical and personal ‘experiences’ (Telles, 1999a; 2002a). It is to Narrative Inquiry and Arts-Based Education Research and their reflective tools that I now turn my attention.

3.3.3. Narrative Inquiry & Arts-Based Educational Research

Narrative Inquiry and Arts-Based Educational Research have been advocated by Telles (1999a, 2002a, 2004b) as research and pedagogic approaches for the area of ELTE in Brazil. The method and the object of analysis of these research and pedagogic approaches are centered on teachers’ reflections of their own ‘experiences’. Narrative Inquiry, on the one hand, engages teachers in reflecting on ‘experiences’ they have lived as children, as learners, and as professionals and tell the stories about them. The stories teachers tell, be they family, pedagogic, and/or professional, are recorded, transcribed, analyzed collaboratively, and later on written in the form of storied life compositions to be socialized.

Telles’ (2004b) study, for example, reported a longitudinal research conducted with female pre-service teachers along the four years of their undergraduate program. The study aimed at examining ‘metaphors’, ‘rules and principles of practice’ that teachers bring to the program, through narratives of experiences as children, as learners, and as teacher-learners.

The study identified the roles of ‘metaphors’, ‘rules and principles of practice’ in the participants’ individual processes of developing their professional identity as teachers. It also unveiled a set of biographical stories based on ‘teachers’

experiences' in which the participants supported themselves to construct their professional identities as teachers of foreign languages. Throughout the process, the teachers were able to construct meaningful connections between the theoretical readings undertaken during the research period and the important events of their narratives about their professional development. The connection between the various aspects of their personal stories and the theoretical issues discussed during the research revealed the construction of professional identity as teachers of languages (Telles, 2004b, p. 57).

Arts-Based Educational Research, on the other hand, engages teachers in reflecting on artistic experiences, theatre performance and/or artistic appreciation. In Telles' (2007) study, for example, the author engaged teachers in shared reflection triggered by twenty-nine photographs of school-life scenes. The reflections were audio-recorded and transcribed and the analysis of the transcriptions of the audio-recorded reflective discourse showed argumentative justifications given by the participants as they shared their meaning construction while observing photographs. The justifications led teachers to TK and to their social representations of teaching and professional development. In addition, the participants did not stick to the content of the photographs, but expanded it towards other areas of their personal and professional experiences, weaving and organizing meanings offered by the aesthetic experience of photograph observation (Telles, 2007).

In Telles' (2004a) study, teachers engaged in artistic performance to foster reflection on the PCNs, on their professional lives, and on their own professional development. Teachers in pre-service wrote a play in which they represented their views of language teaching and learning, supported by the teacher-educator. After that, they performed the play, in the role of actors, and teachers in in-service, in the role of the

audience, reacted and reflected on the educational issue of the play after the performance.

In sum, in Narrative Inquiry, storied life narratives teachers tell work as the method and the object of investigation, and the tools of reflection and education as well. In Arts-Based Educational Research, arts play the same role. It is thus by interweaving reflection on life ‘experiences’, education and research that Telles seems to propose research and pedagogy for the area of ELTE in Brazil.

Table 14 summarizes Telles’s main ideas on reflection. It highlights the guiding constructs and view, its nature, objectives and tools of reflective processes proposed for ELTE research and education, as well as the relations between the expert and the teacher (theory and practice) and the intended professional profile.

Table 14 Telles’s model of reflection

<i>Telles’s model of reflection</i>	
<i>Guiding construct of reflection/research</i>	Narrative Inquiry & Arts-Based Educational Research
<i>View of reflection/research</i>	Equated with research
<i>Nature of reflection/research</i>	Research based Experiential knowledge driven Development oriented
<i>Objective of reflection/research</i>	Foster (self)awareness & development Make teachers reflective professionals of their own experiences
<i>Relations: Theory & practice Expert & teacher</i>	Little hierarchical Little interventionist Meanings are constructed on experiences from an emic perspective
<i>Tools of reflection/research</i>	Ethnographic in nature, supported by experiential knowledge Storied life narratives & artistic experiences
<i>Reflective-teacher profile</i>	Reflective professionals of (their own) experiences

So far, I have de-constructed the ideas proposed by Telles for ELTE in Brazil. I now start the process of re-constructing them with a view to understanding the author's ideas on TK.

3.4. Re-constructing Constructs & Concepts

In the previous sections, I presented and discussed some of the main concepts that have guided Telles's ideas for the education of the EL teacher in order to fully understand how the author views TK. The process to meet my objective was through the analysis of Telles' studies, which led me to the Deweyan concept of 'experience'. From the concept of 'experience', I presented and discussed the concepts of 'images' and 'rules and principles of practice' by Elbaz, 'image' by Clandinin, and 'personal practical knowledge' by Connelly and Clandinin. Finally, I discussed the research and pedagogic approaches proposed by the author, Narrative Inquiry and Arts-Based Educational Research, for the education of the EL teacher.

The analysis, similarly to Section 1 and 2, was conducted through a process of deconstruction of the funding concepts of Telles's proposal, which will guide me to answer the third specific research question addressed in the present study: *How is teacher knowledge approached in João Antonio Telles' studies?* In order to answer this question, I now turn to re-construct Telles's ideas for the education of the EL teacher.

The process of analysis of Telles' studies revealed that the concept of 'experience' by Dewey is the underlying concept of the author's ideas for the EL teacher education in Brazil. This fact suggests that the concept of 'experience' also underlies Telles's ideas on TK.

The analysis of the Deweyan concept of 'experience' led me to conclude that, for the author, *experience is trying and undergoing*. Since the Deweyan concept of

‘experience’ underlies Telles’s ideas on TK, I can infer that Telles views *TK as trying and undergoing*.

In addition, the analysis of the concept of ‘experience’ as trying and undergoing revealed that, for Dewey, ‘experience’ implies doing and then reflecting on doing so that learning and change may occur. This fact suggests that, for the author, experience is practical and reflective in nature. Extending this inference to TK it is possible to say that Telles views TK as practical and reflective in nature. Thus, in ELTE research and pedagogy, it means to engage teachers in practical experiences and reflection on them so that learning and change may occur. And in ELTE research, it means to engage teachers in practical experiences and reflection on them so that a better understanding on teaching and language process may occur and theoretical knowledge may emerge from them.

Further, since ‘teachers’ experiences’ are the tools through which teachers reflect, become aware of their knowledge, engage in learning and development processes, fostering (new) knowledge, it is possible to say that TK is also dynamic in nature.

Moreover, this study indicated that the concept of ‘experience’ by Dewey is the underlying concept of Elbaz’s concept of ‘practical knowledge’, Clandinin’s concept of ‘image’, and Connelly and Clandinin’s concept of ‘personal practical knowledge’, which support Telles’s ideas on ELTE research and pedagogy and, by extension, his ideas on TK.

Therefore, based on Elbaz’ (1981) study on ‘teachers’ practical knowledge’, its content, orientation and structure, it is possible to say that, for Telles, the content of TK entails knowledge of subject matter, of curriculum, of instruction, of the self and of the milieu of schooling. In addition, TK is held in practice by situational, personal, experiential, and theoretical bases. Furthermore, TK is structured, extended and used in

practice through ‘teachers’ practical principles and rules of practice’, as well as through ‘teachers’ images’ (Elbaz, 1981; Clandinin, 1986).

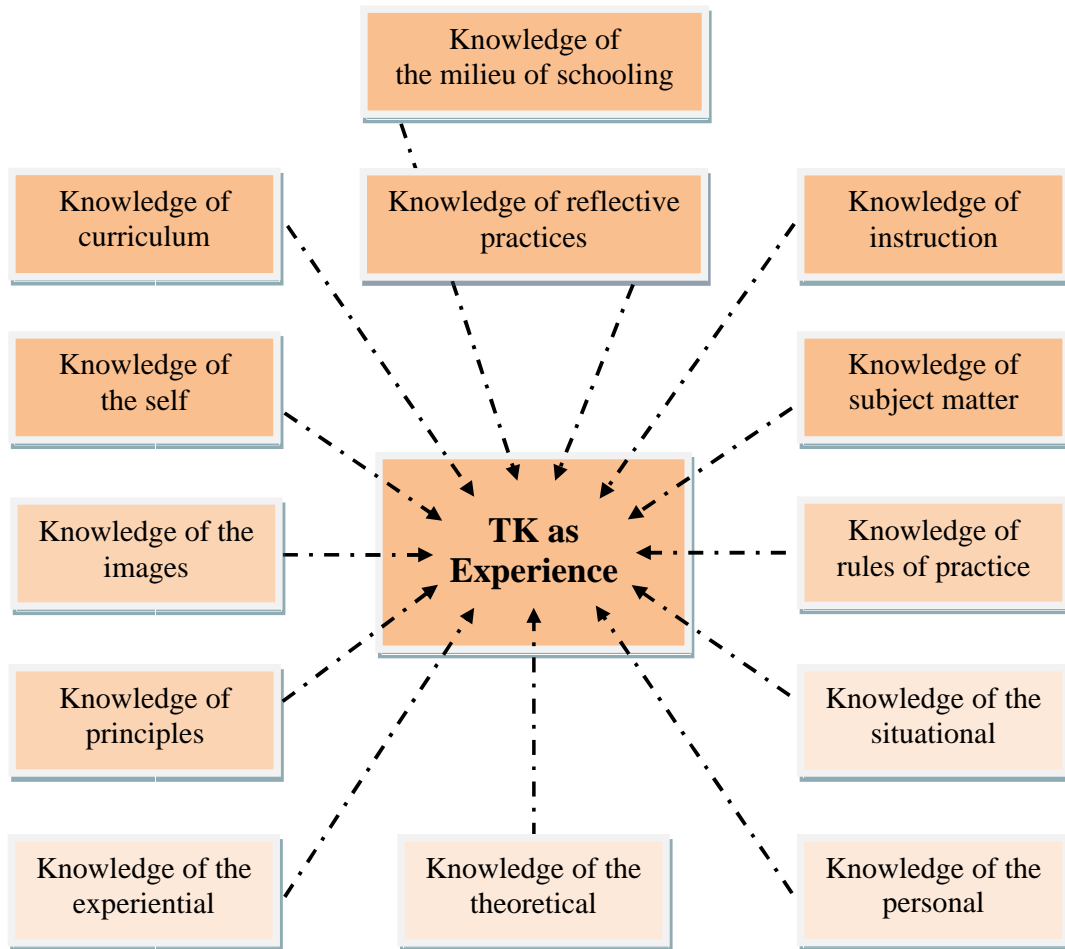
In Telles’ (1997, 1998, 1999, 2004a, 2006, 2007) studies, teachers themselves engaged in reflective experiences which led them to reflect on their own teaching and learning ‘experiences’ to learn about themselves and their teaching. This fact suggests that, for Telles, teachers are knowing and knowledgeable individuals rather than *tabula rasas*. Still, teachers are viewed as the agents of their own knowledge and development, which implies that learning (and change as well) is essentially personal and the resulting knowledge is essentially personal as well.

Further, in those studies, the reflective ‘experiences’ teachers engaged in led them to be aware of their own knowledge and enunciate it. This suggests that, for Telles, for learning and change to occur, the reflective practices have to be based on and oriented to teachers own personal and professional ‘experiences’, which implies to view reflection, learning and change from a little interventionist perspective. Considering that, it is possible to infer that, for Telles, TK is essentially experience-driven.

In this sense, the role of ELTE programs, rather than imposing new knowledge to EL teachers, it is to open rooms for teachers to reflect on their own ‘experience’ (or personal practical knowledge) to educate the EL teacher. This fact led me to infer that Telles’s proposal for the research and pedagogic approach, as well as for reflective practices is essentially personal, practical and ‘experience’ centered, therefore, the articulation between theory and practice in ELTE programs is suggested to be experience-to-theory rather than theory-to-practice.

Figure 12 is a schematic representation of types of TK based on Telles’s ideas for the education of the EL teacher in Brazil.

Figure 12 Types of knowledge in the construct of TK as experience



Considering the previous discussion on Telles's ideas for the education of EL teachers, it is possible to conclude that Telles views *TK as experience* in the sense of trying and undergoing or doing and then reflecting on doing. Therefore, the author seems to approach TK essentially from a personal practical and reflective perspective and centered on teachers' experiences, thus, approached from an emic and little interventionist perspective. He conceives TK as personal, experiential, reflective, and dynamic in nature. Moreover, TK is learned and developed through personal, practical and reflective experiences "as long as life and learning continues" (Dewey, 1938), therefore, continuous and interactive, since 'teachers' experiences' do not occur in a

vacuum. Further, TK entails a body of content knowledge, held in practice by various orientations, and structured, extended and used in practice through ‘teachers’ images’, ‘practical principles and rules of practice’.

Furthermore, I can conclude that the concept of ‘*experience as trying and undergoing*’ is the overarching and the underlying concept of Telles’s ideas on TK, supports and explains Telles’s view of TK as personal, practical or experiential, reflective, and dynamic. Still, *TK as experience* (as trying and undergoing) is the bridging concept between the abstract and the practical level of TK. It is by practical experiences and reflecting on them that teachers’ may enunciate/elaborate, via discourse, on their knowledge.

Still, I can say that the author’s proposal intermingles with conceptions of the craft and the reflective models of teacher education. That is, although the author does not disregard knowledge of theoretical basis, knowledge of experiential basis seems to weigh heavier than theoretical knowledge in Telles’s proposal and be the guiding knowledge for teacher education, research and reflective practices.

In addition, the analysis of Telles’s ideas also led me to conclude that his proposal of research and pedagogic approach and reflective practice, centered on teachers’ experiences, tries to bridge the historical gap between theory and practice dichotomy through experience-to-theory articulation.

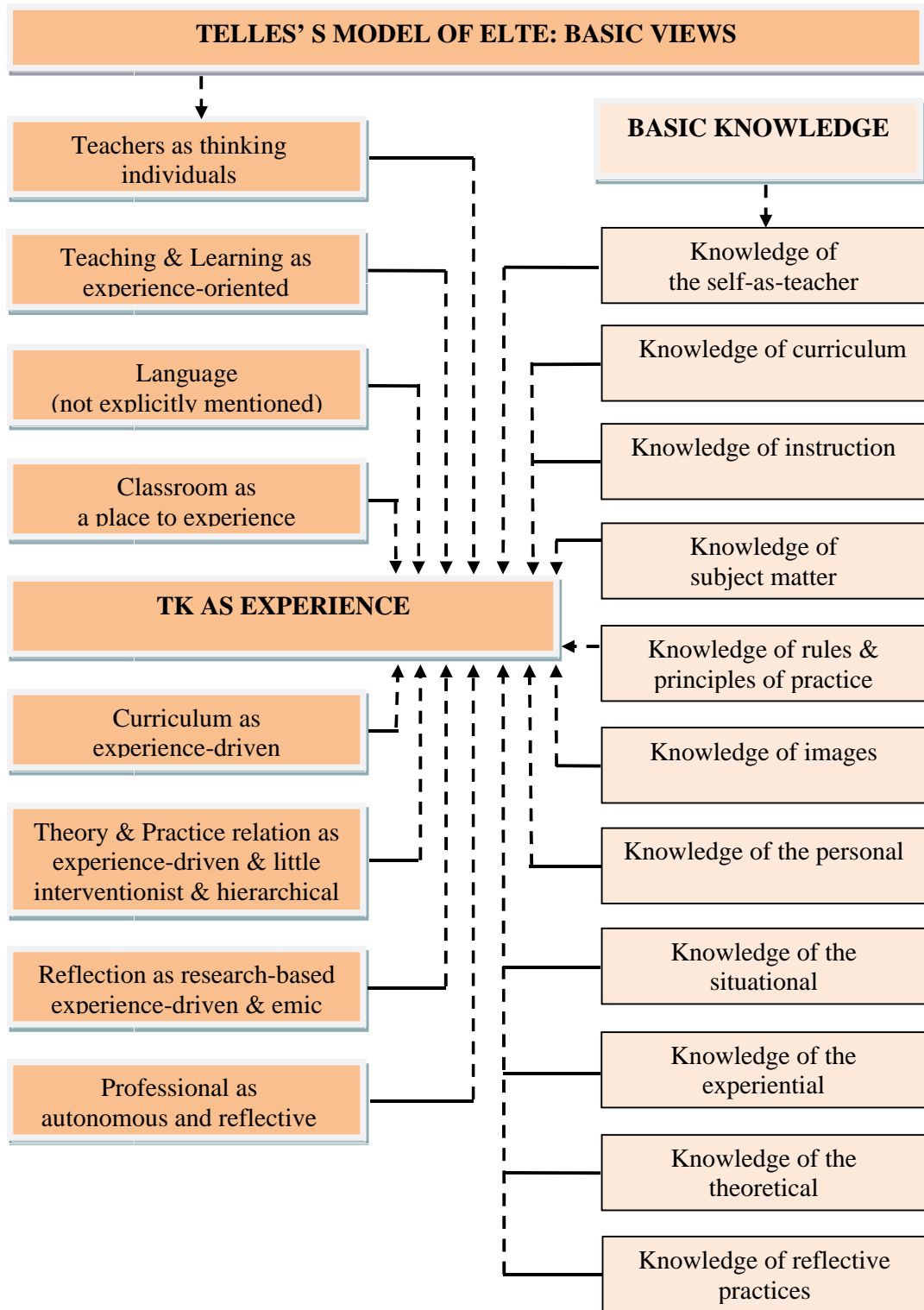
Moreover, the reflective model for the education of the EL teacher proposed by Telles seems to be viewed as experience-based, experiential knowledge oriented, and little interventionist, as previously posed. The reflective practices are, then, experience-driven, little systematized and little interventionist, working as awareness mechanisms to educate the language teacher as an autonomous reflective professional, since teachers are the agents of their own reflections, experiences and development processes.

Due to that, it is possible to say that Telles views (1) teachers as thinking individuals; (2) language teaching and learning as an experience-driven process, therefore, essentially personal, practical or experiential, and reflective; (3) reflection as an experience-driven mechanism for teachers to reflect on themselves and on their own experiences, thus, from an emic perspective⁴⁸, triggering, (self) awareness and learning, (4) language, although not explicitly mentioned, is suggested as a tool to experience and act from it; (5) language classroom as a place to experience; (6) curriculum as experience-based; (7) theory and practice relation as experience-driven, little interventionist and little hierarchical; and (8) the EL professional as autonomous and reflective.

Figure 13, below, schematically represents the inferences made on Telles's ideas on the education of the EL teacher in Brazil. The arrows show the articulation of the basic views on an ELTE program based on the awareness and reflection on 'teachers' experiences'. It departs from two central assumptions: teachers as thinking individuals (the central assumption of the constructivist paradigm and the reflective model of TE) and experiential knowledge as the mechanism to educate teachers as language professionals (the central assumption of the craft model of TE). As also indicates Figure 13, the basic assumptions of the model are driven by experience and oriented to teachers' awareness and reflection on their own experiential knowledge, the raw material to foster development.

⁴⁸ "Emic refers to culturally based perspectives, interpretations, and categories used by members of the group under study to conceptualize and encode knowledge and to guide their own behavior... An analysis built on emic concepts, incorporates the participants perspectives and interpretations of behavior, events, and situations and does so in the descriptive language they themselves use" (Watson-Gegeo, 1988, p. 580).

Figure 13 Telles's Model of ELTE: Basic views



Considering Figure 13, I can say that Telles approaches TK the way he does due to the concept that underlies the author's proposal for the education of the EL teacher in Brazil: the concept of 'experience as trying and undergoing'. Teachers' experiences are the raw material of teachers' reflections, awareness and learning.

Still considering Figure 13, Telles's proposal for the education of the EL teacher seems to be in-between the craft and the reflective model, as shown in the literature reviewed in this study. That is, it is not possible to say that the author totally disregards knowledge of theoretical basis, as seen in the craft model; neither that he attributes equal value to experiential and theoretical knowledge, as seen in the reflective model. What Telles seems to do is to use experiential knowledge as the raw material of teachers' reflections and learning processes. Knowledge of experiential basis is the guiding knowledge of teacher education, research, and reflective practices, therefore, privileged in the models of ELTE research, pedagogy and reflection proposed by Telles, as previously mentioned. Knowledge of theoretical basis, although cited as part of TK, the author does not mention how he interweaves it in the process of TE in practice.

In other words, the model for the education of EL teacher proposed by Telles is experiential knowledge based and oriented, little interventionist, and reflective, as previously inferred. The reflective practices are experience driven and less interventionist, working mainly as awareness mechanism for learning and development purposes, educating the EL teacher as an autonomous reflective professional.

Table 15, under the umbrella phrase *Telles's Model of the ELTE*, schematically summarizes the discussion in this section. The model is based on the concept of 'experience', as the overarching and underlying concept of Telles's model. Although the ideas posed here have already been discussed, they intend to provide a better visualization of the inferences made.

Table 15 Telles's Model of ELTE: Basic Views

<i>Telles's Model of ELTE: Basic views</i>	
<i>Overarching Concept</i>	Experience as trying and undergoing
<i>Underlying Concept</i>	TK as experience
<i>View of knowledge</i>	As a personal & practical/experiential process oriented to teacher development Experiential knowledge driven Research based Experientially constructed
<i>View of teacher/learner</i>	Thinking individual
<i>View of teaching/learning</i>	A process based on & oriented to (learner's) experiences
<i>View of language</i>	It is not explicitly mentioned, but it is suggested to be a tool to experience
<i>View of classroom</i>	A place to experience & act from this understanding
<i>View of curriculum</i>	Centered on experiences
<i>View of theory & practice relation</i>	Tends to be little interventionist & little hierarchical
<i>View of reflection</i>	An awareness & development mechanism
<i>View of professional</i>	Autonomous reflective professional

Considering the views posed in Table 15, I view Telles's ideas for the education of the EL teacher also within the constructivist paradigm (Freeman, 2001). That is to say, the author proposes for teachers to articulate their own understandings of language teaching and learning by integrating knowledge of experiential and theoretical basis, as well as the reflective study of their own personal and professional experiences in the process of their education. Although the author's ideas may be equated to the constructivist paradigm, his proposal for the education of the language teacher keeps its own particularity, which lies on how the author seems to perceive the relation between knowledge and the teacher.

The teacher, as previously mentioned, is seen as an agent of her/his own (learning) history, and holder and user of her/his own knowledge. In order to learn s/he

needs to be aware of her/his own (learning) history. The awareness process is then an introspective visit to the self, to the inside world of the teacher to understand the outside world. This fact suggests that the author perceives the teacher and knowledge as (inter)dependent entities. However, it is the teacher who constructs her/his own knowledge through experiences and reflection on her /his personal and professional experiences. Reflection on 'experiences' is, then, the mechanism that triggers awareness, learning and development, thus, pivotal in Telles's proposal for ELTE in Brazil.

Having drawn my conclusions on Telles's ideas, now, I summarize this section.

3.5. Summary of Section 3

In this section, I presented and analyzed the ideas of the Brazilian applied linguist Telles on TK. Initially, I presented and de-constructed the constructs and concepts that underlie Telles' ideas on ELTE research and pedagogy. That is, the constructs and concepts of 'experience', the concepts of 'personal practical knowledge', 'images', and 'rules and principles of practice', as well as the construct of Narrative Inquiry and Arts-Based Educational Research. Then, I pointed out that the constructs of Narrative Inquiry and Arts-Based Educational Research are proposed by Telles as pedagogy and research approaches and that their research tools as reflective mechanisms to educate the EL teacher. After that, I re-constructed the constructs and concepts previously de-constructed, with a view to understanding how he approaches TK and then to unveil his ideas on TK. Next, I concluded, supported by the discussions, that the concept of 'experience as trying and undergoing' is the guiding concept that underlie Telles's proposal for the education of the EL teacher in Brazil, and that the

author views TK as experiential, therefore, a personal, practical, reflective view of knowledge. Moreover, I concluded that TK entails knowledge of content, knowledge of the orientation, and knowledge of the structure. In addition, I also concluded that TK is experience driven, thus, personal, practical, reflective, and dynamic. The analysis led me to conclude that the concept of ‘experience as trying and undergoing’, which implies doing and then reflecting on doing, is the thread that weaves the author’s proposal for the ELTE research, pedagogy and reflection in Brazil. Finally, I concluded that the author approaches TK the way he does because he views the teacher constructing knowledge through experiences and reflection on her/his own experiences.

Having summarized Section 3, now I summarize Chapter IV.

4.2. Summary of Chapter IV

This chapter, entitled *Unveiling the Assumptions of Three Brazilian Applied Linguists on Teacher Knowledge*, was divided into three main sections and a short one in which I summarize it. In Section 1, I presented and analyzed the ideas of the Brazilian applied linguist Almeida Filho on TE. Initially, I presented and de-constructed Almeida Filho's main models: the 'approach of teaching' and 'the analysis of the approach of teaching'. Then, I re-constructed these two models with a view to understanding how he approaches TK. Finally, I concluded, supported by the discussions, that 'the concept of approach' and 'competence' are the guiding concepts that underlie Almeida Filho's proposal for the education of the EL teacher in Brazil, and that the author views 'TK as competence'. Moreover, I also concluded that TK entails 'implicit', 'linguistic-communicative', 'applied', 'theoretical', 'research', 'reflective', and 'professional competence', therefore, the author seems to hold a cognitive view of knowledge. In addition, I concluded that TK is theory-driven, interventionist, reflective and dynamic, due to the reflective cycle proposed by the Model of the Analysis of the Approach of Teaching. Finally, I concluded that the author approaches TK the way he does due to the fact that he views knowledge of theoretical basis (in)forming/educating the teacher.

In Section 2, I presented and discussed Moita Lopes's ideas for the critical-theoretical education of the education of the language teacher, its key concepts and the types of knowledge that characterize its epistemological bases. I introduced and discussed the two types of knowledge that support the critical theory of language proposed by the author for the education of the language teacher: knowledge on the social use of language and knowledge on how to produce knowledge on language teaching and learning. Then, I concluded that the model of reflection proposed by Moita

Lopes is research driven, theory supported, oriented to social change, and works as awareness and knowledge production mechanism to prepare the EL teacher as an autonomous researcher and knowledge producer of own practice. In addition, I concluded, supported by the discussions, that TK entails ‘knowledge of schemas’, ‘knowledge of how to inter-relate knowledge of schemas in interpretive procedures’, and ‘knowledge of action-research’. Moreover, I also concluded that TK is theory and research-based, reflective and dynamic, due to the reflective cycle proposed by action-research procedures. Further, I also concluded that the author holds a social-cognitive view of knowledge. The analysis led me to conclude that ‘the concept of discourse as social practice for social change’ is the overarching concept of Moita Lopes’s proposal for the education of the EL teacher in Brazil, and that TK as discourse (as a social-cognitive construction oriented to change) is the underling concept of his ideas on TK. Finally, I concluded that the author approaches TK the way he does, because he views discourse constructing and being constructed by knowledge and the teacher.

In Section 3, I presented and analyzed the ideas of the Brazilian applied linguist Telles on TK. Initially, I presented and de-constructed the constructs and concepts of ‘experience’, the concepts of ‘personal practical knowledge’, ‘images’, and ‘rules and principles of practice’, as well as Narrative Inquiry and Arts-Based Educational Research. Then, I pointed out that the constructs of Narrative Inquiry and Arts-Based Educational Research are proposed by Telles as pedagogy and research approaches and that their research tools as reflective mechanisms to educate the EL teacher. After that, I re-constructed the constructs and concepts previously de-constructed, with a view to understanding how he approaches TK. Next, I concluded, supported by the discussions, that the concept of ‘experience as trying and undergoing’ is the guiding concept that underlie Telles’s proposal for the education of the EL teacher in Brazil, and that the

author views TK as experiential, therefore, a personal, practical, reflective view of knowledge. Moreover, I concluded that TK entails knowledge of content, knowledge of the orientation, and knowledge of the structure. In addition, I also concluded that TK is experience driven, thus, personal, practical, reflective, and dynamic. The analysis led me to conclude that the concept of ‘experience as trying and undergoing’, which implies doing and then reflecting on doing, is the thread that weaves the author’s proposal for the ELTE research, pedagogy and reflection in Brazil. Finally, I concluded that the author approaches TK the way he does because he views the teacher constructing knowledge through experiences and reflection on her/his own experiences.

Having summarized Chapter IV, I now turn to Chapter V, where I discuss the findings of the three sections of this chapter, to answer the main research issue addressed in the present study: *How TK can be conceptualized in the writings of the three Brazilian applied linguists.*

CHAPTER V

CONCLUSIONS

WEAVING THE MEANINGS OF TEACHER KNOWLEDGE IN THE WRITINGS OF THREE BRAZILIAN APPLIED LINGUISTS

5.1. Introduction

In this chapter, I draw some conclusions on the meanings of TK identified in the previous chapter with a view to answering the main research question posed in this study: *How can teacher knowledge in English language teacher education be conceptualized in the writings of three Brazilian applied linguists?* To accomplish this task, this chapter is divided into three sections. In Section 1, I have introduced the chapter, in Section 2, I make a comparative analysis of the findings of the previous chapter, and, in Section 3, I summarize the chapter.

5.2. A Comparative Analysis

In the previous chapter, I tried to understand how TK is approached in the theoretical and empirical studies of three Brazilian applied linguists – Almeida Filho, Moita Lopes, and Telles –, to obtain the evidences to answer the main research question posed in the present study: *How can teacher knowledge in English language teacher education be conceptualized in the writings of three Brazilian applied linguists?*

Now, by making a comparative analysis among the results obtained in Chapter IV, and having the theoretical backbone constructed in the review of the literature as the backdrop, I try to answer how TK can be conceptualized.

Departing from the two paradigms of professional education – *knowledge transmission and knowledge construction* – discussed in the review of the literature in the present study, in broad terms, the ideas of Almeida Filho, Moita Lopes, and Telles can be inserted in the knowledge construction paradigm. That is to say, the main principles that guide the three Brazilian applied linguists' ideas on paradigms of professional education are that teachers are thinking beings rather than *tabula rasas* and that TK is constituted by knowledge of theoretical and of experiential basis.

Although these three Brazilian applied linguists hold different views in relation to the type of knowledge they prioritize, whether knowledge of theoretical basis is *a priori* or *a posteriori* of knowledge of experiential basis in the process of knowledge construction, they share the same views of teaching and learning, and of the roles of theoreticians and teachers.

These conclusions are schematically presented below in Table 16.

Table 16 Paradigms of professional education: Knowledge construction paradigm

<i>Paradigms of professional education: Knowledge construction paradigm</i>			
<i>Applied linguists</i>	Almeida Filho	Moita Lopes	Telles
<i>View of teachers</i>	Thinking beings	Thinking beings	Thinking beings
<i>View of TK</i>	Theoretical knowledge comes <i>a priory</i> & experiential knowledge <i>a posteriori</i>	Theoretical knowledge comes <i>a priory</i> & experiential knowledge <i>a posteriori</i>	Experiential knowledge comes <i>a priory</i> & theoretical knowledge <i>a posteriori</i>
<i>View of teaching & learning</i>	Process oriented to (teacher) competences	Process oriented to (teacher) discursive practices	Process oriented to (teacher) experiences
<i>Role of the theoretician</i>	Produce theories oriented by knowledge of theoretical & experiential basis	Produce theories oriented by knowledge of theoretical & experiential basis	Produce theories oriented by knowledge of experiential & theoretical basis
<i>Role of the practitioner-teacher</i>	Articulate theoretical & experiential knowledge through reflection	Articulate theoretical & experiential knowledge through reflection	Articulate experiential & theoretical knowledge through reflection

Regarding *the models of teacher education*, on the one hand, the ideas of Almeida Filho and Moita Lopes can be placed in-between the applied science and the reflective model, due to the importance/emphasis they attribute to theoretical knowledge in their views of how knowledge is constructed. The ideas of Telles, on the other hand, can be placed in-between the craft and the reflective model of teacher education, due to the importance/emphasis he attributes to experiential knowledge in his view of how knowledge is constructed. The three Brazilian applied linguists view TK as theoretical and experiential, although they differ from the type of knowledge they prioritize, as mentioned before. They also view the process of learning to teach as a continuous reflective activity, and professional competence as theoretical, experiential and dynamic, since learning to teach is a continuous reflective activity.

Again, these conclusions are schematically shown below in Table.

Table 17 Models of teacher education: In-between the applied science, the craft & the reflective

<i>Models of teacher education: In-between the applied science, the craft & the reflective</i>			
<i>Applied linguists</i>	Almeida Filho	Moita Lopes	Telles
<i>Models of TE</i>	In-between the applied science & reflective	In-between the applied science & reflective	In-between the craft & reflective
<i>View of teachers</i>	Thinking beings	Thinking beings	Thinking beings
<i>View of TK</i>	Theoretical & Experiential basis	Theoretical & Experiential basis	Experiential & Theoretical basis
<i>View of learning to teach</i>	Continuous reflective activity	Continuous reflective activity	Continuous reflective activity
<i>View of professional competence</i>	Theoretical, experiential & dynamic	Theoretical, experiential & dynamic	Experiential, theoretical, & dynamic

As regards *the approaches to reflective models*, the three Brazilian applied linguists equate reflection with research. That is to say, research is viewed as a mechanism/tool for teachers to reflect with systematicity on their own practice. As already said, in relation to their *approaches to reflective practices*, the ideas of the Brazilian applied linguists under investigation in this study differ in the ways they orient the teachers' own reflective practices, whether theoretical knowledge is *a priori* or *a posteriori* experiential knowledge, and this orientation seems to determine how the reflective practices are conducted: whether from a (little) interventionist mode, from a (more) collaborative mode, from an (etic/out)sider or (emic/in)sider perspective.

Below, Table 18 shows the approaches to reflective practices proposed by the three Brazilian applied linguists investigated in the present study.

Table 18 Research based: approaches to reflective practices

<i>Research based: approaches to reflective practices</i>			
<i>Applied linguists</i>	Almeida Filho	Moita Lopes	Telles
<i>Orientation</i>	Theoretical/ Experiential knowledge	Theoretical/ Experiential knowledge	Experiential/ Theoretical knowledge
	Interventionist Collaborative Outsider perspective	Interventionist Collaborative Outsider perspective	Little interventionist/ More collaborative Insider perspective
<i>Goal</i>	The teacher as a researcher of her/his own practice	The teacher as a researcher of her/his own practice	The teacher as a researcher of her/his own practice

Now, by tracing back *the ideas of Almeida Filho, Moita Lopes, and Telles on approaches to reflective practices*, discussed in Chapter IV, I try to make a comparative analysis among these three applied linguists. The objective is to draw some conclusions on how they propose to educate the EL teacher, by integrating knowledge of different basis, research and reflective studies of classroom practices in Brazil.

As previously mentioned, the three applied linguists equate reflective practices with research. Equating reflection with research means that the Brazilian applied linguists view research as a mechanism/tool to foster teachers' awareness, learning/change, and autonomy. Within this view, the applied linguists propose research of the same nature (to be integrated in the models of ELTE in Brazil) for teachers to reflect systematically on their classroom practices, be autonomous professionals (researchers/analysts of their own practice), and learn/change continuously. In broad terms, the applied linguists propose research of ethnographic nature, driven by theories and oriented to change/transformation.

However, the Brazilian applied linguists studied here propose *different research constructs* for that. More specifically, Almeida Filho proposes the construct of 'The Analysis of the Teaching Approach' to develop teachers' competences, Moita

Lopes, ‘Action-research’ to foster teachers’ awareness on how discourse works in the social construction of meanings, and Telles, ‘Narrative Inquiry and Arts-Based Educational Research’ to foster teachers’ awareness on their own experiences. In addition and due to that, they use different mechanisms for teachers’ development and awareness processes, different perspectives to interpret data, different approaches to relate theory and practice (theoreticians and practitioners), and propose different profiles to the researcher teacher.

Below, Table 19 schematically shows the approaches to reflective practices with different conceptualizations of *research*.

Table 19 Approaches to reflective practices

<i>Approaches to reflective practices</i>			
<i>Underlying construct</i>	The Analysis of the Approach of Teaching	Action-Research	Narrative Inquiry & Arts-Based Educational Research
<i>Nature of research</i>	Ethnographic nature Theory driven Change oriented	Ethnographic nature Theory driven Change oriented	Ethnographic nature Experience driven Awareness oriented
<i>Objective of research</i>	Foster the development of teachers’ competences	Foster teacher’s awareness on how discourse constructs meanings	Foster teachers’ awareness on their experiences
<i>Researcher & researched relation</i>	Interventionist Hierarchical power relations	Interventionist Hierarchical power relations	Little interventionist More collaborative power relations
<i>Tools of research</i>	Approach of teaching	Classroom discursive practices	Narratives of experiences (storied & artistic)
<i>Data collection & analysis</i>	Meanings on data are constructed from the outside(r) an etic perspective	Meanings on data are constructed from the outside(r), an etic perspective	Meanings on data are constructed from the (in)(out)side(r) in collaboration, an emic perspective
<i>Researcher-teacher profile</i>	Researcher of her/his own approach of teaching	Researcher of her/his own discursive practices	Reflective teacher

Although the findings allow me to conclude that the approaches to reflective practices are conducted mainly through research of ethnographic nature, the constructs proposed for that diverge among the three Brazilian applied linguists studied here. Furthermore, the issue that emerges from the study of the ideas of Almeida Filho, Moita Lopes, and Telles is why they approach teachers' reflective practices the way they do. A deeper analysis of the reflective models proposed by Almeida Filho, Moita Lopes, and Telles, conducted in Chapter IV, has provided some light on this issue.

As I discussed in Chapter IV, in Section I, Almeida Filho proposes the research construct of "The Analysis of the Teaching Approach" for teachers to reflect on their approach of teaching. Through a process of de-construction of his models of TE, I concluded that the concept of 'the approach of teaching', as a philosophy of work, is the overarching concept that orients Almeida Filho's ideas on the education of the EL teacher in Brazil. I also concluded that the concept of 'competence' underlies the author ideas on TK, more specifically, the author views 'TK as competence'. Due to that, he proposes to center the education of the EL teacher on the development of a set of competences: the implicit, the linguistic-communicative, the theoretical, the applied, the professional, the research and the reflective. This set of competences is driven by theoretical knowledge and teachers' experiential knowledge is taken as the parameter for the type of theoretical intervention to be made. Finally, I concluded that Almeida Filho's ideas on TK are strongly related to the view of knowledge as a cognitive construction.

In the same Chapter IV, in Section II, I discussed Moita Lopes' ideas. In that section, I stated that the author proposes the research construct of 'Action-research' for teachers to be aware of how discourse works in the social construction of meanings. By using the strategy of de-construction of concepts to understand Moita Lopes' ideas, I

concluded that the concept of ‘discourse as a social practice for social change’ is the overarching concept that guides his ideas on the education of the EL teacher in Brazil. I also concluded that the concept of ‘discourse’ underlies the author’s ideas on TK, more specifically, the author views ‘TK as discourse’. Due to that, the author proposes to center the education of the EL teacher on two types of knowledge: the social nature of the use of language and action-research. These two broad types of knowledge are driven by theoretical knowledge, and teachers’ experiential knowledge is taken as the parameter for the type of theoretical intervention to be made. The ideas of Moita Lopes on TK are strongly related to schema theories, which suggest that he also holds a cognitive view of how knowledge is appropriated, although he claims that knowledge is a social construction (Moita Lopes, 1996).

Finally, in Chapter IV, in Section III, I discussed Telles’s ideas. The author proposes the research constructs of ‘Narrative Inquiry’ and ‘Arts-Based Educational Research’ for teachers to reflect on their experiences. By using the strategy of deconstruction of ideas, I concluded that the concept of ‘experience as trying and undergoing’ is the overarching concept that guides Telles’s ideas on the education of the EL teacher in Brazil. I also concluded that the concept of experience underlies the author’s ideas on TK, more specifically, the author views ‘TK as experience’. Due to that, the author proposes to focus the education of the EL teacher on her/his personal practical knowledge (i.e, recover, reconstruct, and represent the meanings of her/his past experiences to understand the present and plan future actions). In this sense, theoretical knowledge emerges from experiences. Finally, I concluded that Telles’s ideas on TK are strongly related to the view of knowledge as an experiential construction.

Below, Table 20 summarizes Almeida Filho’s, Moita Lopes’s, and Telles’s views of TK.

Table 20 Summary of Almeida Filho's, Moita Lopes's, and Telles's views of TK

<i>Almeida Filho's, Moita Lopes's & Telles's views of TK</i>			
<i>Applied Linguist</i>	Almeida Filho	Moita Lopes	Telles
<i>Overarching Concept</i>	Approach of teaching as a philosophy of work	Discourse as a social practice for social change	Experience as trying and undergoing
<i>Underlying concept of TK</i>	As competence	As a social construction	As experience
<i>View of TK</i>	As a cognitive construction oriented to develop teachers' competence Theoretical knowledge is <i>a priory</i> experiential knowledge <i>a posteriori</i>	As a social construction oriented to change society Theoretical knowledge is <i>a priory</i> experiential knowledge <i>a posteriori</i>	As an experiential construction oriented to make teachers aware of their personal practical knowledge Experiential knowledge is <i>a priory</i> theoretical knowledge <i>a posteriori</i>
<i>Focus of TK</i>	To develop teachers' competence: the implicit; linguistic-communicative; applied; theoretical; professional; reflective & research competence	To make teachers aware of how discourse works in the social construction of meanings: knowledge of schemas; of procedures and rituals of language; of principles of language; of how to interrelate knowledge of schemas in interpretive procedures; & of/from action-research	To make teachers aware of their personal practical knowledge: knowledge of the self; of the subject matter; of curriculum; of instruction; of images; of rules & principles of practice; of the personal; of the experiential; of the situational; of the theoretical; & of /from reflective practices

These findings suggest that the concept of TK applied linguists hold is closely connected with: (1) the paradigms of professional education; (2) the models of TE; (3) the way they approach reflective practices; (4) the way they view how TK is internalized / appropriated, learned / developed; and (5) the type of TK they view/consider teachers have/need to hold and use as EL professionals as well. In other words, these findings suggest that the concept of TK applied linguists hold represents/expresses the way they view/conceive how TK is constructed. Therefore, to unveil TK is pivotal to understand ELTE programs, design programs and learners' professional profile, and propose educational policies as well.

In short, the present study has shown that ‘the knowledge construction paradigm’ is the paradigm adopted to the needs of the Brazilian reality. In addition, this study has also indicated that since the end of the twenty century, ‘the model of applied-science-reflective’ and ‘the model of craft-reflective’ have been suggested as the models of TE. Moreover, it has also pointed out that the reflective practices have been based on ‘research’ as a mechanism for teachers’ awareness on their own experiential knowledge (as for example, in Telles’ studies), for teachers’ awareness on how discourse works in the social construction of meanings (as for instance, in Moita Lopes’ studies), for teachers’ development and awareness on their approach of teaching (as for example, in Almeida Filho’s studies), and for teaching and learning purposes in ELTE programs.

Although the Brazilian applied linguists studied here propose research as the supporting mechanism for reflective practices (awareness and learning processes), the research constructs proposed vary among them. The present study suggests that the different constructs proposed by the Brazilian applied linguists for teachers’ reflective practices in the models they propose for ELTE programs may be closely related to the different conceptions of TK they hold. This study has shown that Almeida Filho views TK as a cognitive construction, Moita Lopes, as a social-cognitive construction, and Telles as an experiential construction. These different views of TK are supported by specific concepts. The view that considers TK as a cognitive construction is supported by the concept of ‘TK as competence’ and proposes to focus the education of the EL teacher on the development of teachers’ competences, whereas the one that sees TK as a social-cognitive construction is guided by the concept of ‘TK as discourse’ and proposes to focus the education of the EL teacher on how discourse works in the social construction of meanings, supported by schema theory. Finally, the view that takes TK as experiential is supported by the concept of ‘TK as experience’ and proposes to focus the education of the EL teacher on teachers’ personal practical knowledge.

A question that emerges from these findings is whether (or not) these three views contribute to educate EL teachers to have a holistic or a fragmented view of TK, of the self as teacher, of the knowledge they hold, of the language they teach, and of the roles the profession requires teachers to play in society. Due to the focus of this study, this question remains unanswered. A deeper and longitudinal research on ELTE programs may help answer it.

In this study, TK has been viewed in three different ways: as a cognitive construction, as a social construction, and as an experiential construction, either illuminated by knowledge of theoretical or by knowledge of experiential basis, but guided by research of ethnographic basis. This finding suggests that knowledge on how to conduct *research* is a pivotal type of knowledge of TK and to TK. Therefore, knowledge on research deserves the status of discipline in ELTE programs.

Furthermore, this study has also indicated that the three different conceptualizations of TK – *as a cognitive construction, as a social-cognitive construction or as an experiential construction* –, point to different models of TE and reflective practices through different research constructs for the education of the EL teacher in Brazil.

Still, the present study suggests that the different views of TK are related to the different views applied linguists hold of how the relation between the teacher and knowledge is constructed. The cognitive view conceives EL teachers as incomplete thinking beings, that is, the implicit competence teachers bring to their education courses does not allow them to explain why they teach the way they do. Then, it proposes theoretical knowledge and reflective practices (or research procedures through ‘the model of the analysis for the approach of teaching’, for example) as the means to (in)form/educate EL teachers with the knowledge (or competence) they lack.

The social-cognitive view of how knowledge is constructed conceives discourse as constituting and being constituted by the EL teacher and knowledge, proposes to focus the education of the EL teacher on how discourse works in the social construction of meanings, supported by theoretical knowledge on schemas, on how to use it in interpretive procedures, and on action-research. Theoretical knowledge and action-research are then the means through which EL teachers may be aware of how discourse works to maintain or challenge social practices and equip/educate them to act for social change.

The experiential view of how knowledge is constructed conceives knowledge as personal practical experience. Due to that, it proposes to focus the education of EL teachers on their own experiences through reflective practices (as for instance, Narrative Inquiry and Arts-Based Educational Research) as the means to make them aware of their personal practical knowledge.

In short, this study has identified three different ways of how the relation between the EL teacher and knowledge is constructed. First, knowledge (of theoretical basis) (in)forms/educates the EL teacher because the knowledge (of experiential basis) s/he holds when s/he enters their education programs is not enough to explain why s/he teaches the way s/he does. Second, discourse constructs and is constructed by the EL teacher and knowledge (of theoretical and experiential basis). Third, the EL teacher constructs her/his own theoretical knowledge, which is of experiential basis and constructed throughout her/his life.

The present study also suggests that our understanding of how the relation between knowledge and the teacher is constructed is also closely connected with our way to view TK. Whether, on the one hand, we view the teacher being (in)formed by theoretical knowledge, this understanding will relate our view of TK. In ELTE programs, then, we will tend to view TK as a cognitive construction driven by knowledge of theoretical basis and oriented to the development of teachers' competences through reflective practices. In

addition, whether we assume that the teacher is a thinking being, we will tend to emphasize the cognitive development of EL teachers. Teachers' competences, knowledge, and capacities to act and take decisions will tend to be developed through practices that challenge teachers to think, develop cognitively, and be competent professionals. Reflective practices through research (or investigative procedures) illuminated by theories was identified in the present study as a means to teach teachers to think with systematicity, as a means to teach and learn, develop and, eventually, change.

Whether, on the other hand, we view the teacher and knowledge as a social-cognitive construction through discursive practices, this understanding will relate our view of TK. In other words, in ELTE programs, we will tend to view TK oriented by theories of discourse. More specifically, we will tend to make teachers aware of how discourse works in the social construction of meanings through reflective practices on discourse. Research, more precisely, action-research was identified in the present study as a tool to make teachers aware of how discourse works in the social construction of meanings.

However, whether we view the teacher as a holder of a personal practical knowledge acquired through experiences throughout her/his life, this understanding will relate our view of TK. That is, in ELTE programs, we will tend to open rooms for teachers to recover, re-construct and re-present the meanings of their own practical experiences, to be aware of their own personal practical knowledge. Research, more specifically, Narrative Inquiry and Arts-Based Educational Research were also identified in the present study as a means for teachers to re-experience their personal linguistic and pedagogic knowledge, leading them to awareness and development.

Table 21 summarizes the main findings in relation to paradigm of knowledge construction, models of TE, approaches to reflective practices, as well as concepts, views, foci of TK, and how the relation between the EL teacher and knowledge is constructed.

Table 21 Main findings

Main findings			
Paradigm of TE	Knowledge construction	Knowledge construction	Knowledge construction
Models of TE	Applied-science- reflective	Applied-science- reflective	Craft- reflective
Approaches to reflective practices	Research based: The Analysis of the Approach of Teaching	Research based: Action-research	Research based: Narrative Inquiry & Arts-Based Educational Research
View of the teacher	Thinking being	Thinking being	Thinking being
View of TK	TK as a cognitive construction	TK as a social-cognitive construction	TK as an experiential construction
Underlying concept of TK	TK as competence	TK as discourse	TK as experience
Focus of TK	To develop teachers' competence	To make teachers aware of how discourse works in the social construction of meanings	To make teachers aware of their own personal practical knowledge
Teacher & knowledge relation	Theoretical knowledge (in)forms the teacher	Discourse constructs and is constructed by the teacher & knowledge	The teacher constructs her/his personal practical knowledge through experiences

The present study also suggests that although the main principles of ‘the knowledge construction paradigm’ – teachers as thinking beings and knowledge constructed by integrating knowledge of different basis, research, and reflection of classroom practices –, proposed to guide ELTE in Brazil are the same, these principles *per se* are not sufficient to explain the different views, concepts, and foci of TK that seem to co-exist in Brazil.

In other words, although the Brazilian applied linguists seem to have a consensual view on historical controversial issues in the area of ELTE, as for example, (1) whether (or not) EL teachers are *tabula rasas* or thinking beings; (2) whether (or not) EL teachers hold knowledge on language teaching and learning before they start their undergraduate courses; (3) whether (or not) EL teachers hold and use a type of knowledge which emerges from/to their practice; (4) whether (or not) take into account the knowledge of experiential basis EL teachers hold in the process of their education; and (5) whether (or not)

use reflective practices for awareness, teaching and learning, and development processes, the way the Brazilian applied linguists approach TK differs from each other. Why the Brazilian applied linguists approach TK differently, despite the fact that they agree in historical controversial issues in the area of ELTE, was an intriguing issue that emerged from this study.

The study of the three Brazilian applied linguists' ideas on the education of the EL teacher has led me to conclude that the conceptualization of TK is directly related to the applied linguists' understanding of how the relation between knowledge and the teacher is constructed. Since this understanding has varied along the development of scientific investigation in the history of mankind, as shown by Wallace's (1991) study (and in this study as well), the concept of TK will be as varied as the understandings of the applied linguists of how the relation between knowledge and the teacher is constructed. However, this study suggests that the concept of TK needs to be understood as an evolving concept in a *continuum* rather than as a historically fragmented concept.

The present study has also led me to conclude that TK has been historically approached and oriented at least to three different perspectives and directions. TK has been approached and oriented to (1) the development of teachers' competences illuminated by theoretical knowledge and reflective practices through research procedures; (2) to teachers' awareness on how discourse works as a social practice illuminated by theoretical knowledge and reflective practices through action-research procedures; and (3) to teachers' awareness on their own experiential knowledge (personal practical knowledge) through research.

Considering that, this study suggests that TK is, by nature, a multi-nature concept. Moreover, it suggests that diversity rather than homogeneity will be the characteristic of the area of ELTE pedagogy and research, and that diversity will tend to be viewed as a synonym of richness rather than messiness in this area.

Having woven the meanings of TK in the writings of the three Brazilian applied linguists studied here, now I summarize the chapter.

5.3. Summary of the chapter

In this chapter, I drew some conclusions on the findings of the previous chapter to answer the main research question posed in this study: *How can teacher knowledge in English language teacher education be conceptualized in the writings of three Brazilian applied linguists?* To accomplish this task, I made a comparative analysis among the three Brazilian applied linguists studied here. I concluded that TK has been conceptualized in Brazil in three different ways: *as a cognitive construction, as a social-cognitive construction, and as an experiential construction*, as a result of the understandings the three Brazilian applied linguists hold of how the relation between the teacher and knowledge is constructed. Due to that, I concluded that *TK is a multi-nature concept*.

Having summarized Chapter V, I now turn to Chapter VI, where I make some concluding remarks.

CHAPTER VI

CONCLUDING REMARKS

6.1. Introduction

In this chapter, I make some final considerations on the issue investigated in the present study, and it is divided into five sections. In the first section, I have presented the introduction. In the second section, I make some concluding remarks. In the third section, I present the pedagogical and political implications of the present study. In the fourth section, I present the limitations of the study and make some suggestions for further studies. Finally, in the fifth section, I summarize the chapter.

6.2. Weaving some considerations

This study was an attempt to find the threads that weave the understandings of three Brazilian applied linguists –José Carlos Paes de Almeida Filho, Luis Paulo da Moita Lopes, and João Antonio Telles – on TK with a view to conceptualizing it. This objective was transformed into one overarching question: *how teacher knowledge in English language teacher education can be conceptualized in the writings of three Brazilian applied linguists*, which guided the present study and allowed me to conclude that TK has been conceptualized as a cognitive construction, as a social-cognitive construction, and as an experiential construction, and that TK is a multi-nature concept by nature.

However, the applied linguists studied here emphasize one aspect of this multi-nature concept. In order to avoid fragmentation of TK in the process of ELTE, I

propose to amalgamate the three views of TK identified in the present study, supported by Johnson and Freeman's (2001) ideas on ELTE.

As mentioned in the chapter of the review of the literature, Johnson and Freeman (2001) propose that the education of the EL teacher should articulate three broad domains of knowledge. In the first domain, they propose to focus on the teacher as learners of teaching, in the second domain, schools and schooling, whereas in the third domain, the activity of teaching and learning.

In broad terms, on the one hand, Telles's proposal opens up room to understand the teacher as learners of teaching through the study of teachers' experiences. Almeida Filho's proposal, on the other hand, may embrace the activity of teaching and learning, through the investigation of teachers' approach of teaching. And Moita Lopes's proposal may be used to understand not only how the contexts of school and schooling are constituted and constitute the individual and knowledge, through the analysis of (teachers') discourse, but also to understand teachers and the activity of teaching.

In addition, reflective practices through research procedures, the common thread that weaves the proposals of the three Brazilian applied linguists, become the mechanism that allows the articulation of the three domains of TK suggested by Johnson and Freeman (2001), and the amalgam of the three views of TK identified in the present study.

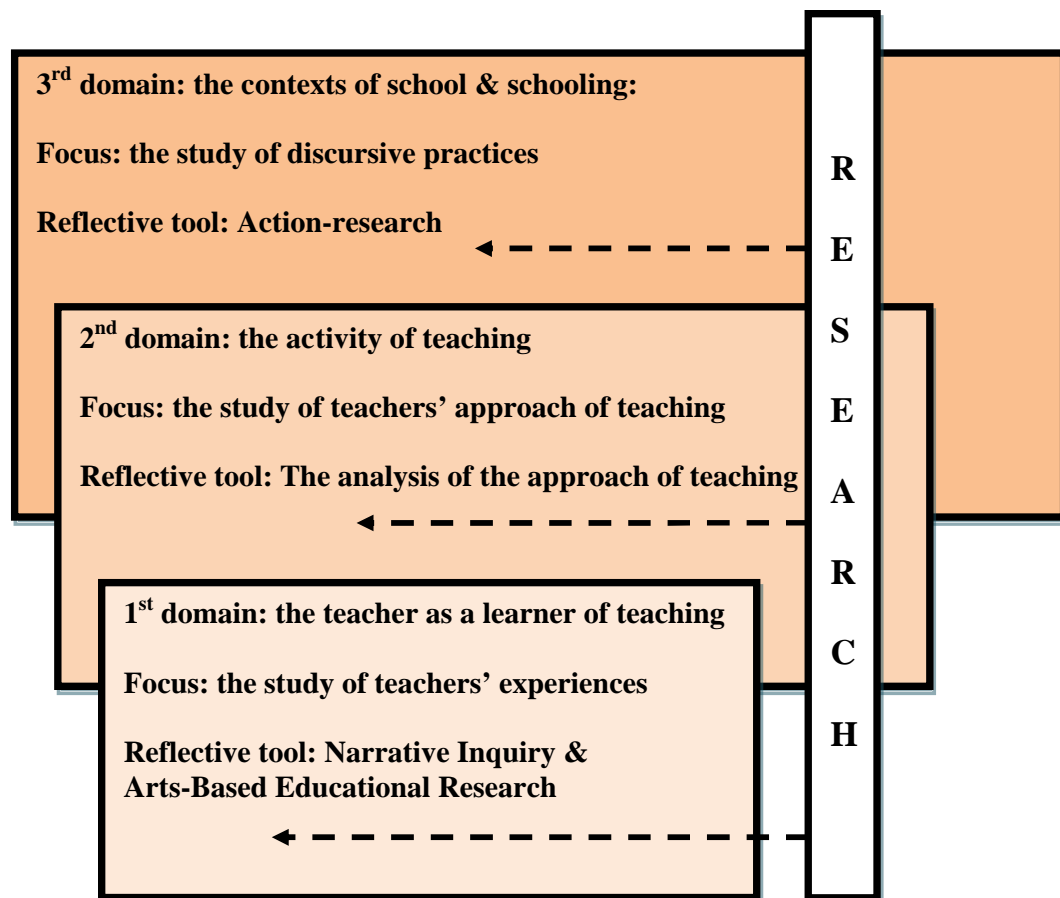
Moreover, considering the complexity involved in the concept of TK *per se* and in the pivotal role of research procedures played in the education of the EL teacher, this study pointed out research as an essential discipline in ELTE, thus, pivotal in the curriculum of the Letras Course in Brazil.

Finally, this study suggests to include the theoretical ideas of the Brazilian applied linguists studied here as the syllabus for the research discipline. Their

theoretical ideas are consistent with their purposes. This attitude empowers the Brazilian theoreticians, the area of ELTE in Brazil, and contributes to change the underestimated and pessimist view of the Letras Courses in Brazil.

Figure 14 schematically represents the condensed proposal for ELTE based on Johnson and Freeman's, Almeida Filho's, Moita Lopes's, and Telles's ideas.

Figure 8 Proposal for ELTE



Having posed the final considerations, I now turn to present the limitations of this study and the suggestions for further research.

6.3. ELTE Research and Pedagogic Implications

Since this study is a study on the theoretical ideas of three Brazilian applied linguists' ideas on TK, it brings some implications for ELTE research and pedagogy. As regards ELTE research implications, firstly, this study may facilitate future studies on this same research issue or others in the area of ELTE. The research design, which emerged from the study itself, may provide insights for that. Secondly, the study unveiled that TK is a multi-nature concept. There is not a single conceptualization of TK, it will tend to be as varied as the applied linguists' understandings on how the relation between the teacher and knowledge is constructed. This finding opens up research possibilities on the three views of the concept of TK in the area of ELTE. The first one may include studies that emphasize the cognitive view of TK, that is to say, studies conducted by Almeida Filho and his followers; the second, studies that emphasize the social-cognitive view of TK i.e., studies conducted by Moita Lopes and his followers; and the third, studies that emphasize the experiential view of TK, as for example, studies conducted by Telles and his followers.

Concerning ELTE pedagogical implications, this study may facilitate EL teachers and teacher educators to understand how their own knowledge has been constructed and developed, and explain possible conflicts and dilemmas during their own professional education.

Still, the present study may extend the discussion on TK beyond descriptions, analyses, and explanations to show how this concept may maintain or challenge the *status quo*, which leads to the political implication of this study.

This study may inform ELTE policies. The research finding that TK is a multi-nature concept and that its approach may be fragmented may be helpful for that. For example, this finding may help support policy debates about curriculum and

program design innovations, as well as practicum issues, supervising procedures, and political roles played by EL researchers, teachers, and learners as well.

6.4. Limitations & Suggestions for further research

Considering the number of ELTE projects conducted and/or in progress in Brazil, the number of interventionist studies on ELTE that have been conducted in Brazil, and also the number of investigative studies on ELTE identified in the phase of data collection of the present study, the analysis of three Brazilian applied linguists' ideas on TK is indeed very few, and I consider this number a limitation of the present study. Although I can not deny that this study opens up a new research issue in the area of ELTE.

However, it is important to point out that further studies on this same research issue, including a wider number of theoreticians are necessary to corroborate or refute the ways TK was conceptualized in the present study, as well as to offer a wider view of how TK has been conceptualized in Brazil.

Another suggestion for further research has to do with the research gap the present study has opened. This gap has to do with the relation between theoretical ideas and their implementation in empirical studies. In other words, this study investigated the theoretical ideas of three Brazilian applied linguists, but did not investigate how these theoretical ideas are interpreted and implemented in other ELTE projects rather than the ones conducted by the theoreticians themselves, neither in interventionists studies nor in investigative ones. This is another limitation of the present study, and future studies may bridge this gap.

In fact, this was the (pre)(in)tention of the present study. However, it took me very long to build up the scenario of ELTE in Brazil in my mind, and very long to

understand what was written in-between lines in the literature and in Almeida Filho's, Moita Lopes's, and Telles's theoretical ideas. Time passed by and I could not meet my initial investigative purpose. To meet the requirements of my scholarship and respect my personal limitations, I decided to keep the main research question of the present study, but I had to limit the number of theoreticians drastically and give up the idea of crossing investigation between theories and empirical studies on the same theories. Anyway, it may be the challenge for future studies.

6.5. An answer to the reader

Dear reader,

I hope the weaving experience I had invited you to have had led you to a vicarious experience on Teacher Knowledge, as it had led me to. Now, to finish this experience I invite you to retake the main threads woven and the discoveries made throughout this experience.

I initially, I presented you the research problem that had motivated me to conduct this experience on the concept of Teacher Knowledge in the area of English language teacher education. Then, I showed the context of investigation, the objectives and the research questions, pointed out the significance of the experience and its organization plan, and invited you to engage in weaving the

meaning of Teacher Knowledge in the writings of three Brazilian applied linguists with me.

Then, we reviewed studies related to Teacher Knowledge. As regards paradigms of learning-to-teach, we discussed about the underlying assumptions of the knowledge transmission and knowledge construction paradigms, and so did we about the models of professional education: the craft model, the applied-science model, and the reflective model, and about the approaches to reflective practices. Finally, we presented some definitions of Teacher Knowledge.

After that, we constructed the research method to guide our experience. First, we presented the guiding principles of the grounded theory paradigm and our research stance as constructivist researchers; second, the objective of the experience: to weave the meaning of Teacher Knowledge, based on the ideas of three Brazilian applied linguists: Almeida Filho, Moita Lopes, and Telles, and third, how the scenario of the experience was constructed.

Next, we tried to unveil how Almeida Filho, Moita Lopes, and Telles conceive the concept of Teacher

Knowledge by the analysis of their theoretical ideas. This process was a de-construction process of the applied linguists' ideas on English language teacher education, which led us to conclude that the three Brazilian applied linguists suggest (1) the knowledge construction paradigm for teacher education; (2) the applied-science-reflective model and the craft-reflective model for professional education; (3) research as the approach to reflective practices either the Analysis of the Approach of Teaching or Action Research or even Narrative Inquiry or Arts-Based Educational Research; and that they view (4) Teacher Knowledge as a cognitive construction, as a social-cognitive construction, and as an experiential construction. As a cognitive construction, the concept of competence underlies Teacher Knowledge, thus, its focus is to develop teachers' competence. As a social and cognitive construction, the concept of discourse underlies Teacher Knowledge, therefore, its focus is to make teachers aware of how discourse works in the social construction of meanings. As an experiential construction, the concept of experience

underlies Teacher Knowledge, then, its focus is to make teachers aware of their personal practical knowledge.

These findings have led us to conclude that the applied linguists' ideas on paradigms, models of professional education, approaches to reflective practices, and views of Teacher Knowledge are closely connected with the way they view how the relation between knowledge and the teacher is constructed. Since this view varies among the three Brazilian applied linguists, Teacher Knowledge will tend to be a multi-nature concept.

Finally, we pointed out the limitations of our experience, the need to continue it due to the pedagogical and political implications it may bring to the area of English language teacher education, and offered some suggestions for further experiences.

It was an honor to have you as a partner. Thank you!

Marimar

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APPENDICES

APPENDIX 1

Working Bibliography

Investigation conducted in pre- and in-service contexts published between the end of the 1990s and the beginning of the 2000s in books in Brazil & theoretical supporting books/articles published abroad and some in Brazil:

Abrahão (2004);	Dewey (1916;1938)
Almeida Filho (1993; 1999; 2005; 2007)	Elbaz (1981)
Bárbara & Ramos (2004);	Ellis (2004)
Barcelos & Abrahão (2006);	Chauí (2006)
Bruno (2005);	Clandinin (1986)
Cavalcanti & Signorini (1998)	Clandinin & Connelly (1996; 2000)
Celani (2003);	Connelly & Clandinin (1988; 1990; 1999)
Cristóvão & Gimenez (2005);	Cook & Seidlhofer (2001)
Fortkamp & Tomitch (2000);	Freeman & Richards (1996)
Fortkamp & Xavier (2001);	Freire (1972; 1996; 2005a; 2005b)
Freire, Abrahão & Barcelos (2005);	Giroux (1997)
Gil, Rauber, Carazzai & Bergsleithner (2005);	Perrenoud & Thurler (2002)
Gimenez (2003);	Richards & Lockhart (1994)
Gimenez (2002);	Richards & Nunan (1990)
Gimenez & Cristovão (2006);	Richards & Renandya (2002)
Leffa (2001);	Richards & Rodgers (1994)
Leffa (2003);	Richards (1998; 1990)
Magalhães (2004);	Schon (1983; 1987; 1997)
Menezes & Paiva (2005);	Vygotsky (1978)
Moita Lopes (1996; 2002; 2006);	Wallace (1991)
Pimenta & Ghedin (2005);	Widdowson (1983; 2003)
Tomitch, Abrahão, Daghljan & Ristoff (2005);	Woods (1996)
	Zeichner (1993; 2003)
	Zeichner & Liston (1987)

Investigation conducted in pre- and in-service contexts published between the end of the 1990s and the beginning of the 2000s in journals in Brazil:

“Contexturas”;
 “DELTA”;
 “Intercâmbio”;
 “Linguagem & Ensino”;
 “Revista Brasileira de Lingüística Aplicada”;
 “Signum”
 “The ESPECIALIST”; and
 “Trabalhos em Lingüística Aplicada”.

Investigation conducted in pre- and in-service contexts published between the end of the 1990s and the beginning of the 2000s in proceedings of Conferences in Brazil:

“I Congresso Internacional da Associação Brasileira dos Professores Universitários de Inglês”;

“I Congresso Latino Americano sobre Formação de Professores de Línguas” (I CLAFPL); the

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APPENDIX 2

Gloria's e-communication

From: **Gloria Gil** <glorigil@gmail.com>

Date: 2008/10/8

Subject: three sections

To: Marimar da Silva <marimars@bol.com.br>, marimars@gmail.com

Marimar,

I read Moita Lopes' part and I think it's very good.

Now, I have been browsing the three sections or chapters that you have already sent to me, and I suggest you start looking at them together to build your own thesis more strongly. What do I mean by this?

Following your initial idea of "what is Teacher knowledge for applied linguists in Brazil", you should start looking at the three texts trying to re-organize them in such a way that they present similar elements that can be compared.

For example, in the section on Telles, there is a long part dealing with the authors on which Telles is based, so that you can explain the concept of narrative enquiry. Yet on the section on Almeida Filho, there is nothing about the origin and development of the concept of approach and of competence (even though Almeida Filho himself does not say anything about them) then, you can say something about this. **THIS IS ONLY A SUGGESTION.**

Furthermore, in fact, you must try to have a similar guiding principle for the three chapters, which is what does teacher knowledge mean for these three authors? And as I have already said, then you should build the chapters in such a way that they naturally lead to a chapter where you will be able to discuss them.

In a certain way, you have already done this, yet I feel that this should be a bit more explicit.

I have already put the three sections together and I have given to them new (a bit more boring and less creative than yours) titles. The titles are:

Almeida Filho: teacher knowledge as competences

Telles: teacher knowledge as experience

Moita Lopes: teacher knowledge as emancipatory practice.

Which I Believe is in fact what you have to be able to explain in each section. As I said, you have already done this, but you have to include clear signals throughout the sections that it is there where you want to take your readers.

Well, this is it.

Send me your opinion,

Gloria

APPENDIX 3

Almeida Filho's e-communication

----- Mensagem original -----

De: "Marimar da Silva" marimars@bol.com.br

Para: jcpaes@unb.br

Enviadas: Quarta-feira, 22 de Outubro de 2008 11h11min44s (GMT-0300) Auto-Detected

Assunto: Pesquisa

Caro Professor José Carlos Paes de Almeida Filho,

Sou doutoranda do curso de Pós-Graduação da Universidade Federal de Santa Catarina (UFSC) e orientanda da Professora Gloria Gil.

Durante o meu mestrado conduzi pesquisa na área de formação de professores sobre o processo de aprendizagem do aluno-professor. O que mais me intrigou durante a pesquisa foi a forma como o processo de ensinar a ser professor foi e é conduzido.

Sendo assim, para o doutorado, meu foco de pesquisa centra-se no conhecimento do professor (em pré- e/ou em - serviço), mais especificamente, como este conhecimento é compreendido pelos lingüistas aplicados brasileiros. Obviamente, suas teorizações sobre a área de formação de professores tornaram-se o foco de meu interesse.

Como a minha pesquisa é uma interpretação sobre as suas percepções em relação ao conhecimento requerido para formar o professor de língua estrangeira (inglês), seria de imenso valor para o meu trabalho se eu pudesse incluir a sua visão atual em relação ao que o senhor propõe, por exemplo, nos livros O professor de Língua Estrangeira em Formação (1999); Lingüística Aplicada: Ensino de Línguas & Comunicação (2005); Dimensões Comunicativas no Ensino de Línguas (1993/2007); e no artigo do livro Aspectos da Lingüística Aplicada (2000), cujos textos foram os suportes para a minha interpretação.

Em caso afirmativo, o senhor se prontificaria a responder duas perguntas via e-mail? Não querendo abusar, mas já abusando, poderia lhe enviar o texto que escrevi para sua apreciação?

Antecipadamente agradeço a sua atenção,

Marimar da Silva

Doutoranda – UFSC/CAPES)

-----Mensagem original-----

De: jose carlos paes de almeida filho [\[mailto:jcpaes@unb.br\]](mailto:jcpaes@unb.br)

Enviada em: sexta-feira, 24 de outubro de 2008 17:42

Para: Marimar da Silva

Assunto: Re: Pesquisa

Vou tentar colaborar, Marimar. O ritmo anda acelerado por esta altura do ano mas o seu foco de pesquisa me interessa muito. Pode enviar as perguntas. Saudações a sua orientadora, Glória Gil. Abraço, JCarlos

----- Mensagem original -----

De: "Marimar da Silva" marimars@bol.com.br

Para: "jose carlos paes de almeida filho" jcpaes@unb.br

Enviadas: Sábado, 25 de Outubro de 2008 18h08min31s (GMT-0300) Auto-Detected

Assunto: RES: Pesquisa

Caro Professor José Carlos,

Olá Marimar,

Vou comentar e responder por partes abaixo após cada trecho. Usarei CAIXA ALTA para o meu texto.

Fico lisonjeada com a sua disponibilidade e pronta resposta, sei que o seu tempo é escasso para tantas atividades acadêmicas, portanto serei breve. FIQUEI TB IMPRESSIONADO COM O FATO DE V> TER ESCOLHIDO A MINHA PRODUÇÃO PARA SER A BASE ANALÍTICA DO CAPÍTULO. OBRIGADO DESDE JÁ PELO INTERESSE.

Com relação ao pedido que lhe fiz, gostaria de perguntar:

(1)se o senhor ainda mantém as mesmas concepções para a formação de professor de língua estrangeira inglês, colocadas nos livros O professor de Língua Estrangeira em Formação (1999); Lingüística Aplicada: Ensino de Línguas & Comunicação (2005); Dimensões Comunicativas no Ensino de Línguas (1993/2007); e no artigo do livro Aspectos da Lingüística Aplicada (2000), no que tange ao conhecimento necessário para que o professor seja uma (um) profissional competente.

APESAR DE ESTAR SEMPRE PENSANDO E REAGINDO A ANÁLISES COMO ESTA SUA E AOS ALUNOS E PROFESSORES COM QUM TRABALHO HÁ ANOS, A BASE TEÓRICA PERMANECE. VEJA TB NA MINHA PÁGINA PESSOAL <www.unb.br/il/let/almeidafilho> O ARTIGO DE 2004 "O PROFESSOR DE LÍNGUA(S)PROFISSIONAL, REFLEXIVO E COMUNICACIONAL".

(2)se o senhor define o termo competência em alguma outra produção acadêmica a qual eu não tive acesso. Em caso afirmativo, o senhor poderia me fornecer esta informação?

HÁ UM OUTRO ARTIGO NA REVISTA CONTEXTURAS, DA APLIESP <www.apliesp.org.br>, vol. 11, creio, SOBRE COMPETENCIA PROFISSIONAL. NELE PODE JÁ CONTER UMA DEFINIÇÃO ATUAL DE COMPETENCIA. PARA MIM HOJE, COMPETÊNCIA SE COMPÕE DE 3 ELEMENTOS DE NATUREZA DISTINTA: (1)BASE DE CONHECIMENTOS (PODE SER INFORMAL IMPLÍCITA ESPONTÂNEA OU JÁ PARCIALMENTE FORMALIZADA NO CASO DE PROFESSORES COM UNICIAÇÃO CIENTÍFICO-TEÓRICA NA NOSSA ÁREA "PROCESSOS DE ENSINO- APRENDIZAGEM DE LÍNGUAS", (2) CAPACIDADE DE TOMAR DECISÕES E DE AGIR PARA ENSINAR, E (3) ATITUDES FRENTE AO ENSINO. AS COMPETÊNCIAS DE ENSINO DE LÍNGUAS SÃO CAPACIDADES DISTINTAS DE ENSINAR (E DE APRENDER TAMBÉM)INFORMADAS POR CONHECIMENTO QUE VAI DO NÍVEL INFORMAL DAS CRENÇAS ATÈ OS PRESSUPOSTOS EXPLICADOS E EXPLICITADOS PELA PESQUISA, E MARCADA POR ATITUDES MANTIDAS PELO PROFESSOR NA PROXIMIDADE DO PLANO AFETIVO.

LI MUITO POR ALTO SEU CAPÍTULO E PERCEBI COMO AS PESSOAS LÊEM O QUE ESCRREVEMOS. SERIA BOM SE PUDÉSSEMOS CONVERSAR DE PERTO PARA EXPORMOS AS DIFERENÇAS DE PERCEPÇÃO E ALGUNS ESCLARECIMENTOS MESMO. V. NÃO PODE VIR AQUI EM BRASÍLIA? PODERÍAMOS USAR O SKYPE TB PARA CLAREAR ALGUNS PONTOS.

ABRAÇO, JCARLOS

Em anexo, segue o texto para sua valiosa apreciação.

Suas saudações a minha orientadora serão encaminhadas.

Antecipadamente agradeço,

Marimar

-----Mensagem original-----

De: jose carlos paes de almeida filho [<mailto:jcpaes@unb.br>]

Enviada em: terça-feira, 28 de outubro de 2008 15:06

Para: Marimar da Silva

Assunto: Re: RES: texto e outros

Oi Marimar,

Encontrei o texto sobre Competência Profissional que publiquei na Revista CONTEXTURAS da APLIESP/SP, vol 11, 2006. Vou anexá-lo aqui e enviá-lo para inclusão na minha página tb. Esse trabalho foi a minha palestra de abertura na JELI comemorativa dos 21 anos da Associação dos Profs. de Língua Inglesa do Estado de S.Paulo. Estou em busca de outros textos que possam te ajudar a situar minhas concepções de competências e de formação por competências. Eu escrevi (pouco, é verdade) sobre competências (já no meu livro Dimensões... de 1993) bem antes de esse conceito chegar de novo até nós por intermédio de Perrenoud por volta de 2000, creio eu. Meu end Skype é "zecapaes". Quanto a um possível encontro com V. no Rio (CLAFPL) em novembro, receio não ser possível. Por ironia, o trabalho que iria apresentar num simpósio todo dedicado à pesquisa em competências de professores de línguas, coordenado por Maria Luísa Ortiz, foi rejeitado pela Comissão. Contudo, levarei o trabalho para o Seminário Nacional de Ling. Aplicada de Salvador nos dias 11 e 12 de dezembro na UFBA. A Pós-Graduação da UFBA convidou-me este ano para ministrar um módulo de Ling. Aplicada/Ensino de Língua nos dias que antecedem o Seminário. V. está convidada a participar conosco se tiver condições de lá estar. Abraço, JCarlos

----- Mensagem original -----

De: "Marimar da Silva" [marimars@bol.com.br]

Para: "jose carlos paes de almeida filho" [jcpaes@unb.br]

Enviadas: Sábado, 25 de Outubro de 2008 20h59min11s (GMT-0300) Auto-Detected

Assunto: RES: Pesquisa questões

Caro Professor,

Muito obrigada pelos esclarecimentos e os links para os seus textos. Vou dedicar-me a leitura deles e das suas respostas com muita atenção e carinho.

O meu endereço de skype é marimar.silva, caso o senhor deseje acrescentá-lo a sua lista. Estou sempre conectada.

Também estarei no II CLAFPL, no Rio, no final de novembro. Caso o senhor esteja por lá, poderemos conversar pessoalmente. Seria uma honra e uma grande oportunidade para mim.

Eternamente agradecida por sua disponibilidade e consideração,

Marimar

APPENDIX 4

Moita Lopes's e-communication

----- Original Message -----

From: [Marimar da Silva](#)

To: moitalopes@oi.com.br

Sent: Sunday, October 05, 2008 12:07 PM

Subject: Contato a partir do EspaçoSIGMA.UFRJ - FOCO

Caro Professor Luiz Pulo da Moita Lopes,

Sou doutoranda do curso de Pós-Graduação da Universidade Federal de Santa Catarina. Durante o meu mestrado conduzi pesquisa na área de formação de professores sobre o processo de aprendizagem do aluno-professor. O que mais me intrigou durante a pesquisa foi a forma como o processo de ensinar a ser professor foi e é conduzido.

Sendo assim, para o doutorado, meu foco de pesquisa centrou-se no conhecimento do professor em fase de pré-serviço, mais especificamente, como este conhecimento é compreendido pelos lingüistas aplicados brasileiros. Obviamente, suas teorizações sobre a área de formação de professores tornaram-se o foco de meu interesse.

Como a minha pesquisa é uma interpretação sobre as suas percepções em relação ao conhecimento requerido para formar o professor de língua estrangeira (inglês), seria de imenso valor para o meu trabalho se eu pudesse incluir a sua visão atual em relação ao que o senhor propõe, por exemplo, no livro *Oficina de Linguística Aplicada*, cujo texto foi o suporte para a minha interpretação.

Em caso afirmativo, o senhor se prontificaria a responder algumas perguntas via e-mail? Não querendo abusar, mas já abusando, poderia lhe enviar o texto que escrevi para a sua apreciação?

Antecipadamente agradeço a sua atenção,

Marimar da Silva

(Doutoranda – UFSC/CAPES)

De: Luiz Paulo da Moita Lopes [mailto:moitalopes@oi.com.br]

Enviada em: domingo, 5 de outubro de 2008 16:56

Para: Marimar da Silva

Assunto: Re: Contato a partir do EspaçoSIGMA.UFRJ - FOCO

Parabéns pelo seu tema, Marimar. Como é natural, minha cabeça teórica mudou muitíssimo desde o Oficina. Embora ele tenha sido publicado pela primeira vez em 1996, os artigos q estão ali foram escritos nos anos 80. É um livro q foi republicado até 2005 e q teve grande influência (ou ainda tem). Não tenho muito tempo , pois estou trabalhando em um livro q estou editando. Mas poderia ler seu texto (pequeno!) e externar minha opinião se é isso é o que vc deseja.

Abraço do LP

----- Original Message -----

From: [Marimar da Silva](#)

To: [Luiz Paulo da Moita Lopes'](#)

Sent: Monday, October 06, 2008 1:36 PM

Subject: RES: Contato a partir do EspaçoSIGMA.UFRJ - FOCO

Caro Professor Luiz Pulo,

Fico lisonjeada com a sua disponibilidade e pronta resposta, sei que o seu tempo é escasso para tantas atividades acadêmicas.

O seu livro *Oficina de Linguística Aplicada* ainda tem muita influencia nos cursos de formação, sim. Posso afirmar, como professora e formadora de professores, que este livro assim como outros que o senhor escreveu ou organizou, são referência obrigatória na área de formação de professores, pelo menos aqui na UFSC, fazem parte da nossa História.

Com relação ao pedido que lhe fiz, gostaria de perguntar se o senhor ainda mantém as mesmas concepções para a formação de professor de língua estrangeira inglês, colocadas no livro *Oficina de Linguística Aplicada*, no que tange ao conhecimento necessário para que ela(e) seja uma (um) profissional e cidadã(o) emancipada(o) e autônoma(o)

Em anexo, segue o texto para sua valiosa apreciação.

Antecipadamente agradeço,

Marimar

Enviada em: segunda-feira, 6 de outubro de 2008 20:48

Para: Marimar da Silva

Assunto: Re: Contato a partir do EspaçoSIGMA.UFRJ - FOCO

Marimar,

La caminhar no calçadão, mas a chuva fina me fez responder seu email. Foi muito curioso ler seu texto sobre o meu trabalho. Fico contente por saber q ele pode ser útil para a sua reflexão. Na verdade, meu trabalho é uma batalha contínua na tentativa de compreender algumas coisas. E nessa batalha vou mudando, pensando outras coisas e escrevendo. É um percurso duro de aprendizagem, mas q dá ao mesmo tempo muito prazer por aprender algo novo q pode ajudar a pensar as coisas de modo diferente e q pode talvez interessar a outras pessoas..

A minha resposta para a sua pergunta é sim e não. Talvez, no geral sim. Ainda subscrevo muitas das idéias q estão no Oficina. Continuo achando q o professor tem q dominar seu trabalho, aprender a criticá-lo e estar preparado para mudar com base em sua própria crítica. Principalmente, no campo d e LEs é um horror a dependência do professor do chamado expert, q vive nos gds centros d e LA ditando regras sem saber nada da prática q o professor vive. Esse é um pensamento q agora está muito comum na visão pós-colonial mas q nós já praticavam em nosso escritos faz 20 anos.

Vi, porém, nos itens de sua bibliografia itens meus mais recentes (2006, por exemplo, mas não sei qual é esse item), os quais realmente não me parecem ter muito mais a ver com minhas idéias no Oficina (aliás recomendo q vc sempre cite as fontes (outros autores) d e onde saíram minhas ideias).

Meu trabalho daquela época tinha uma forte base cognitivista (teorias de esquema entre outras), q agora não tem. É verdade q eu tentava ancorá-lo em questões sociais. Além disso, avancei muito por visões q fazem a crítica de uma LA modernista, q era o meu próprio trabalho naquela época. Por exemplo, acho o próprio conceito de emancipação complicado: alguém tem condição de emancipar alguém? Essa é uma conversa longa q gostaria d eter pessoalmente com vc pq não tenho tempo d escrever agora. Mas não há

mal nenhum em vc usar tal conceito na sua perspectiva de pedagogia crítica. Está muito bem.

Recomendo q vc fique nas ideais do Oficina e nos textos meus de até o final dos anos 90 para q vc não misture algumas coisas. E acho q o q vc escreve é consistente com o meu pensamento d e então. Fiz uns comentários no seu texto q talvez possam ser úteis para vc. Algumas vezes são coisas que não entendi (=??), outras vezes são palavras q me parecem inadequadas (=?) e outras vezes em azul faço alguns comentários q talvez possam ser úteis.

Quem é a seu(ua) orientador(a)?

Infelizmente, não tenho nenhuma viagem programada para Floripa, mas se vc passar pelo Rio poderemos conversar mais. Ou quem sabe em algum evento?

Abraço do LP

APPENDIX 5

Telles's e-communication

-----Mensagem original-----

De: [Marimar da Silva](#)

Data: 26/10/2008 23:33:27

Para: [joao telles](#)

Assunto: pesquisa

Caro Professor João Telles,

Sou doutoranda do curso de Pós-Graduação da Universidade Federal de Santa Catarina (UFSC) e orientanda da Professora Gloria Gil.

Durante o meu mestrado conduzi pesquisa na área de formação de professores sobre o processo de aprendizagem do aluno-professor. O que mais me intrigou durante a pesquisa foi a forma como o processo de ensinar a ser professor foi e é conduzido. Sendo assim, para o doutorado, meu foco de pesquisa centra-se no conhecimento do professor (em pré- e/ou em - serviço), mais especificamente, como este conhecimento é compreendido pelos lingüistas aplicados brasileiros. Obviamente, suas teorizações sobre a área de formação de professores tornaram-se o foco de meu interesse.

Como a minha pesquisa é uma interpretação sobre a sua percepção em relação ao conhecimento requerido para formar o professor de língua estrangeira (inglês), seria de imenso valor para o meu trabalho se eu pudesse incluir a sua visão atual em relação ao que o senhor propõe, por exemplo, no artigo publicado no livro *trajetórias na formação de professores*, cujo texto foi o suporte para a minha interpretação.

Em caso afirmativo, o senhor se prontificaria a responder a duas perguntas via e-mail? Não querendo abusar, mas já abusando, poderia lhe enviar o texto que escrevi para sua apreciação?

Antecipadamente agradeço a sua atenção,

Marimar da Silva

(Doutoranda – UFSC/CAPES)

De: João Telles [mailto:tellesjoao@uol.com.br]

Enviada em: segunda-feira, 27 de outubro de 2008 09:11

Para: Marimar da Silva

Assunto: Res: pesquisa

Pode enviar as duas perguntas, Marimar.

João Telles

De: [Marimar da Silva](#)

Data: 27/10/2008 13:56:03

Para: 'João Telles'

Assunto: RES: pesquisa

Caro Professor João Telles,

Fico lisonjeada com a sua disponibilidade e pronta resposta, sei que o seu tempo é escasso para tantas atividades acadêmicas.

Com relação ao pedido que lhe fiz, gostaria de perguntar:

(1) se o senhor ainda mantém a mesma concepção para a formação de professor de língua estrangeira inglês, colocada no artigo a *trajetória narrativa: histórias sobre a prática pedagógica e a formação do professor de línguas*, no que tange ao conhecimento necessário para que o professor(a) seja um(a) profissional emancipado(a) e autônomo(a). Ou seja, a proposta de “Narrative Inquiry” para a formação do professor(a) de línguas.

Tentando entender as suas teorizações, minha leitura levou-me ao conceito de experiência de Dewey como o conceito que subjaz as suas concepções sobre a formação do professor(a) de línguas. Caso o senhor queira acompanhar as minhas conjecturas, vai, em anexo, o texto que escrevi.

Bom, retomando. Embasada no fato de que o conceito de experiência de Dewey é o conceito guia para as suas concepções sobre a formação do professor(a) de línguas pergunto:

(2) se é possível afirmar que este conceito (de experiência) também subjaz a sua mais recente proposta de formação do professor(a) de línguas “Arts-Based Inquiry”.

Dentro da minha perspectiva, acredito que sim. Porém, seria de grande valia para o meu estudo se pudesse contar com a sua valiosa reflexão sobre as minhas conjecturas, para que eu possa prosseguir o meu estudo.

Antecipadamente agradeço,

Marimar

De: João Telles [mailto:tellesjoao@uol.com.br]

Enviada em: terça-feira, 28 de outubro de 2008 09:11

Para: Marimar da Silva

Marimar,

Você está completamente correta quanto a ligação de meu trabalho (Narrativas e Pesquisa Educacional com base nas Artes) com o conceito de experiência de Dewey. É dele que tudo saiu.

Pode prosseguir com seu estudo. Suas conjecturas estão plenamente corretas.

Não sei se você acessou esta publicação na Revista Educação e Pesquisa sobre Pesquisa Educacional com Base nas Artes:

http://www.scielo.br/scielo.php?script=sci_arttext&pid=S1517-97022006000300006&lng=pt&nrm=iso

Bom trabalho e um abraço a Gloria Gil.

João

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