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(Editors)

TOWARDS SPIRAL KNOWLEDGE IN CONTINUING EDUCATION

10 years of CONCOL

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PREFACE

Ana Maria Ferreira Barcelos

The year was 2002 and I had recently arrived from my PhD abroad and was in touch with Deise Dutra and Heliana Mello, UFMG professors and colleagues. They were coordinating this innovative project called – EDUCONLE which catered for English teachers in service for continuing development. EDUCONLE was the inspiration for us at UFV to start our own teacher education continuing project called PECPLI, which lasted 10 years (2004-2014). Unlike EDUCONLE, PECPLI did not have a time limit that teachers could participate, and new members could come in and stay or leave as they decided.

EDUCONLE is still going strong and from this initiative, came ConCol – a great project for language teacher continuing education in Minas Gerais, now completing 10 years, celebrated here in this amazing book. ConCol started in 2011. On their website we read:

> "O Projeto ContinuAÇÃO Colaborativa (ConCol) nasceu em 2011 no Programa Interfaces da Formação de Professores de Línguas Estrangeiras da FALE/UFMG (Dutra e Mello) visando promover a educação continuada de professores de língua inglesa (LI) primordialmente da rede pública de ensino básico do estado de Minas Gerais. Seu objetivo é formar redes de colaboração para o ensino e a aprendizagem da LI entre os egressos do **EDUCONLE**. Através da prática

> *da Conversação, na qual se pode "discutir, disputar, se entreter, trocar, papear, coloquiar, palavrear" (Forbes, 1998)[1]*

ConCol is this collaborative affective development space in which language teachers have to continue reflecting, collaborating, and learning. Like PECPLI, ConCol does not have a time to finish, and teachers can come and go as they please because they are moved by a purpose – to collaborate on developing language teaching practices. I highlight the importance of continuing teacher education initiatives like this and congratulate all members of this project for their efforts in planning, developing and keeping this venture for teachers, in a country in which teaching is not as valued as it should. Teachers may feel isolated and they certainly need a nurturing space in which they can develop themselves, talk about what matters most to them and keep learning and growing. ConCol is this space!

This book celebrates the success and the 10 years of this wonderful project with the participation of coordinators, researchers, TAs, FULBRIGHT/CAPES-ETAs and collabo-teachers who work on it. It brings first-hand accounts of concolers or collabo-teachers writing about their own journeys and how this project helped them in diverse ways. The researchers and collaborators, on their turn, focused on the influence of collectivity and university-schools collaboration on teachers' teaching, on research beyond language learning and teaching, teachers' proficiency, reading and writing in continuing education, teachers' identities, the use of music in language teaching, and teachers' and learners' speaking skills.

This is, without a doubt, a very relevant work for Applied Linguistics and foreign language teacher education! It will be an important reference for all language teachers, researchers, as well as for language teacher educators interested in developing similar projects, and who are

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1   http://www.letras.ufmg.br/padrao_cms/?web=concol&lang=1&page=391&menu=257&tipo=1
     http://jorgeforbes.com.br/conversacao/

committed to language teacher continuing education. I congratulate the organizers and all authors on this wonderful endeavor and thank them for inviting me to be part of this journey!

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ACKNOWLEDGMENTS

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INTRODUCTION

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Maralice de Souza Neves
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Jackson Santos Vitória de Almeida
Rafael de Sousa Lopes Nascimento

Being part, since 2011, of the outreach program INTERFACES OF FOREIGN LANGUAGE EDUCATION PROGRAM held at UFMG Language and Arts School[1] (or simply Interfaces), which covers Belo Horizonte and neighboring towns in the state of Minas Gerais, the project called Continuing ContinuAction (ConCol)[2] reached its 10th year of existence in 2021. We celebrated this anniversary with various events throughout the year. To this end, we invited several collaborators, undergraduate teaching assistants (TAs), North American CAPES/Fulbright scholarship holders (ETAs), the Graduate Program in Linguistic Studies-POSLIN[3] researchers, and professors who worked as collaborators in our continuing education Program throughout ConCol's existence.

Interfaces Program actually began in 2011, after its founding Project called EDUCONLE, short for Continuing Education in Foreign Languages,[4] at the initiative of professors Deise Prina Dutra and Heliana Ribeiro de Mello, had been active since 2002. Therefore, since

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1   INTERFACES DA FORMAÇÃO EM LÍNGUAS ESTRANGEIRAS, Faculdade de Letras da Universidade Federal de Minas Gerais (FALE-UFMG).

2   ContinuAção Colaborativa (ConCol)

3   Programa de Pós-Graduação em Estudos Linguísticos - UFMG (POSLIN)

4   Educação continuada em Línguas Estrangeiras (EDUCONLE).

EDUCONLE's foundation, the link between teaching, research and extension[5], fundamental pillars of the university have been strengthened. In terms of teaching, EDUCONLE involved participants from different levels: basic, undergraduate and graduate. In the axis of research, some space was opened for several investigations linked to the area of Applied Linguistics with regard to Teacher Education at POSLIN. And finally, on the axis of extension, it has become an action that goes beyond the walls of the university, while bringing into its space teachers in service who so yearn to return to dialogue with their university education. In the words of its founders, EDUCONLE was not only a milestone in the careers of many participating teachers, but also

> a source of learning and challenges about initial and continuing education; foreign language teaching; critical-collaborative research; issues of approaches, methods and techniques; interpersonal relationships in the formation of groups; adequacy of didactic materials; university-school relationship and multidisciplinarity. (DUTRA; MELLO, 2013, p. 7; our translation and adaptation[6])

Thus, as a consequence, the program gained two new projects: UNISALE Project - University-School Partnership under the coordination of Valdeni da Silva Reis and ConCol, under the coordination of Maralice de Souza Neves. This volume registers the voices of those who were the protagonists of ConCol's history.

The trajectory of each protagonist is marked by the knowledge that arises out of the uniqueness of their journey. ConCol, in this sense, may be a road to be taken where teachers, researchers, TAs and ETAs should reflect upon their practices and classroom dilemmas while contributing

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5   Name given in Brazil for outreach or extra-mural actions, or programs, projects in general that are aimed at the community outside the university.

6   "...uma fonte de aprendizagem e desafios sobre a formação inicial e continuada, ensino de línguas estrangeiras, pesquisas crítico-colaborativas, questões de abordagens, métodos e técnicas, relações interpessoais na formação de grupos, adequação de materiais didáticos, relação universidade-escola regular e multidisciplinaridade." (Dutra, Mello, 2013, p. 6-7)

to the personal and professional growth of their peers by sharing their classroom point of view, their teaching perspectives when revisiting their life and training backgrounds. In this sense, this book aims to co-construct a path that takes place in a spiraling lead, a peculiar and intricate hallmark of the ConCol project that permeates the experiences shared by the participants in this book.

Spiral is the word taken as a metaphor to this book. This metaphor is in charge of supporting our viewpoint of continuing education and also leading the reader to the understanding of the uniqueness of this program and to the understanding of the effects of this road taken on the lives of each participant. We attribute to the word *spiral* the meaning of evolution: an upward and progressive movement that is usually positive, auspicious and constructive. Those who step into ConCol's path get into a *spiral of knowledge* that takes the traveler to envisage new horizons. Spiral knowledge, consequently, is this unachievable horizon that guarantees the traveler will keep heading towards it. Better saying, the spiral movement entails gliding in its meaning, as we encourage critical thinking. Therefore, we hope that whoever reads this book does not cling to old preconceptions and make room for a critical encounter with what is unique in each chapter.

For critical thinking, we gather that such a concept is not easy to define. As Saeed Rezaei *et. al.* (2011) put it, this concept is rooted in critical philosophy and has become an influential part and parcel of Western education. The authors make an attempt to sketch it as a viable cornerstone in language education. So, from this review, we consider Atkinson's (1997)[7] emphasis on the cultural, social and democratic aspects of critical thinking closer to our conception, but we are also cautious to consider its limitations. Atkinson (*apud* REZAEI *et. al.* , 2011), himself, puts forth the reasons for speculating such definition:

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7   Atkinson, D. (1997). A critical approach to critical thinking in TESOL. TESOL Quarterly, 31 (1), 79-95.

Critical thinking may be more on the order of a non-overt social practice than a well-defined and teachable pedagogical set of behaviors; (b) critical thinking can be and has been criticized for its exclusive and reductive character; (c) teaching thinking to nonnative speakers may be fraught with cultural problems; and, (d) once having been taught, thinking skills do not appear to transfer effectively beyond their narrow contexts of instruction. (p. 771)

In view of this, especially taking into account the first and the last argument posed above, we would like to strongly emphasize the use we make of the term "subject" to refer to the Cartesian subject, that of total consciousness. We take Lacan's ([1964]1985) subject as the one who appears at the moment when doubt is recognized as certainty. For the psychoanalyst, the true subject is the subject of the unconscious, and as a consequence, this subject is essentially divided.

Therefore, the papers the reader will come across must be taken under the consideration that the authors hereupon are aware that consciousness of one self is an illusion as it is not transparent to itself in its act of knowing. For Lacan (1961-1962, 1991) knowledge (*savoir; saber*) cannot be located in any particular subject, but is, in fact, intersubjective. Such a phrase is the starting point for Lacan to define his conception of transference, which, for him, means the attribution of knowledge to a subject. Lacan (1964, 1985, p. 232) says, "As soon as the subject who is supposed to know exists somewhere, there is transference. The term "subject supposed to know" designates a function which the analyst is supposed to embody, that is, the analyst possesses the "secret of signification" that the analysand[8] does not know of, rather than the knowledge he/she actually possesses.

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8   The term analysand or (psycho)analysand is technically referred to the patient or the subject. "Being derived from de gerund, it indicates that the one who lies on the couch is the one who does most of the work[ ]; it is the analysand who analyzes, and the task of the analyst is to help him/her to analyze well. (EVANS, 1996, p. 9)

We, in the position of teachers, like the analysts, must be aware that there is a split between us and the knowledge attributed to us. We must point out that we are NOT talking about the objective knowledge of the EL or the techniques and methodology we must know as objects of our teaching. We refer to these unconscious significations we, as subjects, assign to what we say and do. In other words, we must realize that we only occupy the position of the one who is presumed (by our students) to know their unconscious significations. We are speaking beings (*parlêtre; falasser*) that do not consciously have the control of how we say things. These unknown meanings may lead to unexpected effects and many teachers get lost when they cling to certain beliefs and representations, which may be considered crystalized identifications. We consider that those identifications with "truths" that we believe to be immutable have crystallized. In this case, critical work guided by psychoanalysis would aim to shake up these identifications, giving rise to doubt and other possible ways out to contingencies and impasses. This volume brings testimonies of many events that ConCol's participants have gone through.

Hereupon, in order to reconstruct the unique 10-year trajectory of ConCol, we invited all the coordinators, researchers, TAs, FULBRIGHT/ CAPES ETAs and collabo-teachers who took, and still take, part in this (trans)formative project to share their experiences so that we could give life to this book. It aims to shed light on possible methodological approaches to foreign language teaching and learning, which are devised in this interface of Applied Linguistics and other areas of knowledge, such as Education, Freudian-Lacanian Psychoanalysis, Theater Pedagogy and Discourse Analysis, just for a start. We thank the authors who accepted the challenge of composing this book, certain that their voices represent the voices of those who could not be with us.

This volume consists of three parts. The first part is assigned to the teachers who took and still take part in the project. We have named them collabo-teachers because of their actual function in the project; that is, by sharing their experiences, visiting each other's school environments,

exchanging points of view, often encouraged by reading motivating texts, they are able to exercise critical thinking while building their spiral knowledge. This part holds a collection of experience reports that depict the effects on their pedagogical praxis and also on their professional identity.

The second part offers space for the collaborators, professors and researchers' articles that present an overview of formative experiences and interventions carried out, planned, devised and performed during all these years. Also, we must highlight the papers that depict the research developed within the project scope and that were based on the collabo-teachers narratives and active participation.

The third part is dedicated to other participants who did not send their papers to make up Parts I and II, but would like to register their active presence during the 10 years of ConCol by sending us a short paragraph accompanied by a profile picture.

Ultimately, this book means an opportunity to spread our experiences to other English as a foreign language teachers (FLT) in Brazil and abroad. Thus, we reinforce the importance of disseminating research developed in Brazil with the partnership of Brazilian teachers.

Therefore, Part I begins with Rosilene da Silva Vale's paper. Being one of the senior participants of the project, she first attended the course offered by the EDUCONLE project in 2007. Three years later she was contacted by Vanderlice Sól (SÓL, 2014), who had been collecting data from participants who had long finished the course offered by EDUCONLE to find out about the effects of the course on their lives and what had been happening in their classrooms. She replied to the researcher that she wished to continue her education and became, then, one of the first participants in the project, which intended to continue a collaborative and participatory training. In her text, "ConCol: a way out for the teacher's uniqueness", the author highlights the movement that makes her become a better teacher in a continuous reflection about her

work by linking theoretical discussions, participation in research and her sharing of her classroom *praxis*.

Márcia Cristina Ferreira Silva, like Rosilene Vale, has come a long way since participating in EDUCONLE, when she was also one of the first to join both projects. Her paper, "Subjective shifts of an English Teacher: Continuing Education Experiences based on Pedagogical Rounds", presents her trajectory and emphasizes the importance of her participation in Gisele Loures' doctoral research, which served as the turning point in her process of personal and professional (re)construction. As part of this broad process that Silva vividly tells us, she focuses on describing how the Pedagogical Rounds (PR)[9] became crucial for understanding her trajectory in the continuous construction of her knowledge.

The third paper, "Logical time in ConCol: the three moments of a teacher", by Kely Cristina Silva, also portrays the logical moments of her trajectory over years of continued training since the first years of participation in the EDUCONLE project as well as in the ConCol Project. With the motto of the title of a book she received from her master's advisor, "Da palavra ao gesto do analista" by Jorge Forbes, the author sets out to show, through the three logical times, the way in which she walked her path in order to materialize her dreams into achievements.

Bernadete Lourdes Diniz Árabe, in "The taste of a journey through continuing education", gives us a taste of her experience that went beyond her tenure as a teacher and also during her retirement as a volunteer by teaching children, teenagers and adults in her neighboring parish. Her enthusiasm has always been a boost to her colleagues and students, and this is proved by the honor plaque she received when she retired and by the respect the other collabo-teachers have for her.

The text that follows has a thought-provoking name, "Let me give you five", by Humberto Teixeira. He tells us how he arrived at UFMG

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9   This research and intervention instrument is presented in detail in this volume in the text PEDAGOGICAL ROUNDS: locus of (im)possible intervention and research beyond the concerns of EL teaching and learning by Maralice de Souza Neves.

in 2012 to be interviewed and selected to participate in EDUCONLE. He naturally joined ConCol the following year. During the 10 years of his participation in both Projects, he reports having more than 10 important moments to share about his professional and personal growth, but chooses 5 among them: the gestation of a master's research project; the experience of social and affective exchanges that brought him more confidence in his oral interaction so that he wanted to enroll in EL courses abroad; projects he developed together with the ETAs who visited his school; the preparation of the 1st EL pedagogical journey that he prepared for the Interfaces Program, in addition to the workshop that he offered to the participants; and finally, he presents us with the poetry projects that he started in 2020 due to the COVID-19 pandemic and has been developing with his students since then.

Finally, Lídia Rosalina da Silva, tells us that she arrived at EDUCONLE, and consequently at Concol, because she found out about the two projects after participating in the FLT lato-sensu graduate course at UFMG. In the text "The effects of the reading mediation in continuing education" she reports the theoretical backgrounds of the reading strategies she learned along her training and then how she developed reading activities with her students. She was not intimidated by the narrative that English is not learned in public schools. With the help of the courses taught at EDUCONLE and the discussions provided by ConCol, the author tells us about her satisfaction in teaching literature and being able to discuss controversial topics in the classroom.

Part II begins with Vanderlice dos Santos Andrade Sól, who recollects her own trajectory as a researcher-teacher educator-collaborator, and she outlines the dynamics of the relationships of collectivity and collaboration established for continuing education. Her research accounts for the creation of the ConCol project, and her reflections after these 10 years of consolidating the fabric of collaboration among the participants are displayed in the chapter entitled "The power of collectivity and

collaboration in the university-schools relationship: continuing education and its reverberations in English teaching."

In sequence, Maralice de Souza Neves brings her chapter entitled "Pedagogical Rounds: lócus of (im)possible intervention and research beyond the concerns of EL teaching and learning." The name Pedagogical Rounds (PR) was created as a research-intervention instrument that became the brand of ConCol as these rounds were inspired in collective conversations used in psychoanalysis applied to education. According to the author, PRs have been a means for intervention and research of Master's and PhD investigations that involved collabo-teachers as subjects of research, besides having been essential for stimulating "subjective shifts" in the group as a whole.

Then, Caroline Martins Santos, in her chapter, "What is said and heard about proficiency in a continuing education program", presents excerpts from her doctoral thesis to discuss the issue about the teachers' linguistic proficiency since complaints about their language skills inside and outside the classroom were a frequent topic in interviews and in Pedagogical Rounds (PRs). She centers her analysis on excerpts taken from the interviews she made with these teachers and her notes taken during the PRs. Relying on the dialogue between Psychoanalysis, Education, Teacher Training, and Discourse theories, she discusses the relationship between continuing education and teachers' linguistic proficiency in Brazilian public education and its continuation in projects like ConCol.

In the chapter entitled "An identity transformation process: continuing education project enriching initial English language teachers' education", Natália Mariloli Santos Giarola Castro presents and discusses the effects of meaning caused in the identity constitution of former undergraduate teaching assistants (TAs) from the ConCol project. Anchored in the discourse theory affected by Freudian-Lacanian psychoanalysis in a qualitative-interpretative approach, her paper focuses

on three so-called 'monitors' who participated in ConCol from 2014 to 2017. Her corpus was formed by autobiographical narratives in order to understand the effects of these TAs participation in the project on their initial and future education and teaching practice.

In sequence, in the chapter "Continuing education of English language teachers as an experience-space of identity (trans)formation and (re)signification: the learned-taught language", Valdeni da Silva Reis, Isabela de Oliveira Campos and Sarah Linhares Oliveira analyze the meaning-effects mobilized through the participation of English language (EL) teachers in English classes offered in one of the modules of ConCol. The authors present and discuss the participating teachers' relationship with the (re)construction of identities, and the possibilities of (trans)formation based on how experiences are signified by them in a module of the project.

In the chapter "Spiral Knowledge in the mediation of reading and writing in continuing education", Jackson Santos Vitória de Almeida, as a researcher/ mediator, provides the reader with the opportunity to learn a little more about the effects of the spiral knowledge in the process of improving the mediation of reading and writing with teachers involved in continuing education in the English Language. He depicts seven layers, which work as stages or milestones, in which the teacher may engage in. The results show the importance of shared knowledge, and we can see a greater investment by teachers in the search for a more effective pedagogical practice intertwined with the experience of each one.

In the next chapter, Arabela Vieira dos Santos Silva e Franco and Gisele Fernandes Loures present "Possible contributions of psychoanalysis to the continuous education of English language teachers." Both authors have been collaborators and researchers at ConCol and offer the field of Continuing Education (CE) a particular view of how Psychoanalysis can be of value to approach the uniqueness of each

member of a CE program. They address concepts or principles derived from this theoretical and practical approach such as desire, transference, transference of work, identification and the unconscious to explain to the lay and perhaps skeptical reader the contribution that psychoanalysis can offer to the field of Education and to the area of Applied Linguistics.

When Rafael de Sousa Lopes Nascimento was still an undergraduate student, he became an intense collaborator tutor at ConCol. His classes, centered on the methodological axis of teacher training, were aimed at the development of oral practice, with special emphasis on singing. He selected, therefore, to be in this volume the focus on music teaching. The chapter entitled "Reflecting upon practice: music as a tool to foster Concolers speaking skills" presents a thorough and vivid reflection on the teaching of songs to work on pronunciation, vocabulary retention and lesson planning.

Finally, in her chapter entitled "Using interviews and preparation materials from CUP oral exams to enhance teachers' and learners' speaking skills", Helena A. D'alessandro Nogueira Portilho describes a short-term experience using Cambridge PET preparation materials, with the participants involved in the ConCol project, as well as she unfolds long tested practices and experiences in language schools, language classroom contexts, laboratories for further successful interactions in the real world.

During these ten years so far, we have had hundreds of people involved in the several outreach actions proposed by ConCol within the Interfaces Program, not only concerning ConCol's and Educonle's training courses at the premises of the University, but also outside it in EFLT Day Journeys taking place in different neighboring towns, and the promotion of academic events such as the "I Interinstitutional Extension Seminar on Language Teacher Training: the integration between initial and continuing education." Therefore, the third part of this volume called "Memoirs of some inspiring participants" presents short testimonies that display a network of collaboration written by a sample of several

participants among Teaching Assistants, Professors, researchers and collabo-teachers who desired to account for the weaving of this narrative.

The proposed volume is targeted at a wide range of readers and it is relevant to applied linguists working with teacher education and also with practicing foreign language teachers in initial and continuing education.

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PART 1

CONCOLERS: COLLABO-TEACHERS

CHAPTER I

CONCOL: A WAY OUT FOR THE TEACHER'S UNIQUENESS

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Rosilene Silva Vale
E. E. Dep. Renato Azeredo

CONCOL: A SPACE THAT VALUES THE TEACHER'S SUBJECTIVITY IN A COLLABORATIVE WORK

The story of the improvement of a professional certainly happens in several ways and her success is only achieved when the search to do her best in the classroom keeps going on together with the desire to do her best as a teacher. I emphasize in this article that investing in this process meant significant actions that impacted my professional life.

The aim of this paper is, therefore, to describe part of my story as a collabo-participant in the Continuing Education Project called Collaborative ContinuAction (ConCol) that takes place at the Faculty of Language and Arts (FALE) of the Federal University of Minas Gerais (UFMG), Brazil. I am sure that this space has made a great difference in my professional life. I have been through an important process which affects not only my language learning, but also my teaching style at the same time. In that process I realize that changes have been going on until nowadays. It's important to make clear that it is a movement that

makes me become a better teacher, so I can't stop it and I keep myself in a continuous reflection about my work.

It was in the search for better methodologies to improve my practice that I had the opportunity to participate in ConCol. The results of this participation are noticed in my daily classroom *praxis*. I am not talking only about the changes in the way I work with the English Language (EL) in my teaching, but about the improvement of my relationship with my students in an integrated way. Indeed, I choose to report the relevant aspects that can show how my presence in that space continues affecting me and reflecting in my story as a teacher in a public school.

In addition, I derive enormous satisfaction and confidence from the group work we develop with my collabo-colleagues. Such actions are directly reflected in the practices I carry on with my students. I have the opportunity to share my success as well as the challenges that I and my students are facing. The main characteristic that represents us is the fact that we share a common thinking: we believe and act to implement efficient work in our schools. For example, I had some ConCol teachers and graduate researchers collaborating together with me in some activities I developed at my school. The working atmosphere of the project offers us opportunities to act in collaboration. These common collaborative actions are "the heart" of ConCol's philosophy.

To be clearer, my undergraduate courses left gaps in my education that hindered my capacity to become an efficient EL teacher. So, happily, at ConCol, I had the opportunity to (re)start my learning professional process. I could share my experiences and get to know practices shared by other participants.

It is worth emphasizing that in the ConCol project, there is a real purpose for the communication taking place among the teachers and researchers from UFMG, such as Master's and doctoral students. In this way, the discussions were centered on us and allowed us to examine our practices and other questions about education, particularly aiming

at our reality in the public school. That movement contributed to the improvement of my practice. Indeed, I had opportunities to express my crucial teaching questions and solve many of them together with the other collabo-colleagues. Furthermore, I could share my job challenges and that process helped me to reflect on my own actions. Those opportunities helped me make my decisions about what to do in the classroom: what was effective or not; what made sense to me and my students at the same time. We promoted knowledge exchange from me to them and from them to me in order to generate new attitudes.

Another important aspect is how the subjectivity of the teacher is considered. It is the most important factor in the ConCol agenda. This, I believe, has contributed greatly to the significant effects I have now had in my classes. I have had contact with important psychoanalytic and discourse theory concepts. These ones have strongly contributed to a better understanding of aspects related to both the teacher and the student. Deepening as to this knowledge contributed to trigger the reflective process as to my practices that should be built and rebuilt. I would like to quote Tavares (2011, p.160), who suggests or claims that:

> When teaching is undertaken in a way that aims at enabling the student's subjective inscription in language, the teacher and student have a chance to be ensnared by a seduction that goes beyond the trap of the image to the crossing of it, to knowledge.

It was very helpful to have access to this theoretical knowledge that contributed to a clearer understanding of our relationship with teaching and learning. From this perspective, it is worth highlighting what Sól (2015) says: "Psychoanalysis innovates in the sense of redefining our relationship with knowledge." Knowledge like that has strongly contributed to a better understanding of aspects related to subjectivity of both teacher and student. This is a process that I still continue to deepen in face of the many demands coming from my students.

INTERACTION GENERATES MEANINGFUL RESULTS: EFFECT OF
MY ACTIVE PRESENCE AT CONCOL

At ConCol I took part in several fruitful learning experiences and many of them reflected in my practice in the classroom. My students became the center of my pedagogical actions as I experienced collaboration as a teacher in continuing education. In fact, many of my actions before my presence at ConCol were centered in the school content, in specific grammar topics. Another important aspect is that my actions were centered in the whole class, not in each student individually. As a consequence, I started to look at my students more closely (Oxford, 2002). As a result, I could identify better the features of my learners and help them with better strategies. For example, I could develop tasks with their favorite genres: songs, poetry, films, cartoons and so on. My pedagogical experiences in class express how well I acquired several fruitful learning experiences.

That one was the "key that I had to turn"; that one became my practice embedded in meaningful actions. In other words, I changed the focus of my actions to the needs of learners, and in order to do that I had to listen more to my students than before. The more learning opportunities were being created for the learners and for me, the better we became able to interact through language learning beyond grammatical rules. I realized, in each activity, I was investing to increase my actions with meaning, and not anymore to show grammar rules and afterwards verify students' memorization of these rules inside meaningless content. I wanted my students to use the language, but the methodology I had been using before would never lead us to that goal.

In addition to that, I had many more limitations in using the language than I have now. So, the need to learn was not only my students', it was mine, too. I needed to advance in the knowledge that I was teaching them and this advance occurred with the time being. I noticed changes in myself, such as new understandings about EL teaching to link to

other knowledge that I did not access during my undergraduation in Language and Arts. It is easy to see the effect of new understandings about language teaching in my teaching practice. Over time, I had greater involvement with professors, teachers and researchers' knowledge related to education, identity studies, and so forth. I took part in some research studies and they had different purposes and proposals, but all of them had a common focus in my point of view: to make me realize how I became a more confident teacher.

All that process makes sense for my active participation in Continuing Education as it has contributed for new attitudes in several senses: my relationship with the content and the mediation between this one and the students. All of this also, in a way, helps me have a good interpersonal relationship with the students. About this aspect Coelho (2010) emphasizes the relevance of the connection between new attitudes and learning. In other words, how can my learning be perceived from these new actions?

> For new attitudes to be formed and learning to be perceived, it must be experienced in three areas: knowledge (when the person knows what it is about), understanding (broader knowledge, because it makes sense to him) and action (attitudes that express the knowledge)

In that sense, the action that reflects in my learning and teaching has   reached my students. When I better understood my own process of teaching and learning, I felt more confident to keep myself in a study process and, of course, I would have more conditions to solve teaching problems in my classes. It is important to be highly motivated, and I think that it makes it easier to get students motivated, too. So, with them becoming more engaged, it is possible that new practices may take place in the classes and we all feel our own success from this involvement.

CONCOL: OPPORTUNITY TO LINK THEORY, SUBJECTIVE EXPERIENCE, AND PRACTICE

I arrived at ConCol in 2011 with a very low oral level to use the EL. With my participation in the project, I improved my level and realized that my pedagogical actions demonstrated that now I know much more about the learning process and, of course, I became able to contribute effectively to the group discussion.

And all this process was deeply rooted in theories about Applied Linguistics (AL) that supported our studies. I point out how my participation along these years helped me develop confidence during our discussions in speaking in English and making contributions. I felt more encouraged to participate and express my own opinion in the Concol discussions. As a consequence, I felt more enthusiastic to involve my students in a meaningful learning process in which they could feel that same satisfaction I felt. Meanwhile, my students' motivation, confidence and commitment were also built.

In addition, the more I read and take active part in discussions about specific themes, the more I notice that it is necessary to advance my theoretical knowledge. These discussions have helped me enlighten my pedagogical actions. All strategies engaged me to use English. So I had to implement all activities to present to the group in English. From that movement I could realize how much I learned by preparing the material. The action of implementing extensive readings for my students helped me contextualize the EL and, obviously, I felt that I consolidated my vocabulary among several other benefits. Among the four skills, I consider that effective reading is one of the most effective ones to promote deeper learning. Of course, this skill has to be worked in an attractive way; for example, we should associate reading with pictures. Another example is put forth by, Almeida, Vale and Neves (2022, p.7) when they argue how much the practice of reading supports and promotes language learning:

> … the contact with the language itself in any book was what would propose all necessary input for learning and using the language: reading would provide context, vocabulary and grammar. The teacher should invest in the practice of individual reading,

ACADEMIC ACTIVITIES: CONFERENCES AND PUBLICATIONS

My active participation in events and in some publications   were also of great importance to help me integrate the four language skills: reading, writing, listening and speaking. In order to show my work in events and develop my writing of papers, it was necessary to make a deep preparation, and this improved my relationship with the language and culture knowledge as it would require my reporting of representations of meaning from what I did in my EL classes. In each   event I was encouraged to make use of the EL during my presentations. Thus, those opportunities to show my activities required   authentic language use. In this case, I must highlight here that each presentation I made was a great motivator to enrich my professional life. Beyond that, it was a point of departure to encourage me to develop other activities together with my students. As I briefly point out in the article I wrote with Almeida and Neves about my practical actions and their effects,

> The elaboration of the mediation script requires of the teacher-mediator to investigate the literary universe of the works being read, to improve linguistic, phonetic, skills and to delve into her own personal repertoire to enhance her act of reading. (ALMEIDA, VALE and NEVES, 2020, p.171)

CONCLUSION

In this paper I exposed some of my limitations and difficulties as an English teacher. They led me to search where I could improve learning and studying, and reflect about   better practices   for my

teaching. I also pointed out my potential to achieve development in a process which involved teachers, researchers, professors and university graduate and undergraduate students. Everyone has been working together with the others toward developing common confidence as English teachers. We keep wanting and investing in our learning and teaching to reach the highest quality.

For a long time, my main idea of teaching was to help learners internalize a great amount of vocabulary and grammatical structures. They should memorize and in the end, I would work with activities for them to apply the rules that I taught. But this practice did not work in order to make them be able to use the language spontaneously in real-life. As a consequence, I must now emphasize how well my participation in ConCol enabled me to consolidate useful knowledge to my teaching. I take advantage of this privileged space to improve my practice, and I can contribute with meaningful issues and discussions about teaching with my colleagues. A project as ConCol truly bridges the gap between university and public schools. I hope that my report here can show convincing reasons for other teachers to want to continue their learning process. It is also my sincere hope that my story provides other teachers with motivation to join other colleagues to start a reflective practice, which will contribute positively to their EL teaching.

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CHAPTER II

SUBJECTIVE SHIFT OF AN ENGLISH TEACHER: CONTINUING EDUCATION EXPERIENCES BASED ON PEDAGOGICAL ROUNDS

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Márcia Cristina Ferreira Silva
E.E. Laice Aguiar

INTRODUCTION

This article retells my trajectory at ConCol[1] , the Continuing Education (CE) project that offered me the means to reflect upon my assumptions and difficulties on EFLT[2], an opportunity that, even today, influences my daily practices with my students (SÓL, 2014). ConCol contributed considerably to my personal shifts as an educator, making room for new discourses and new practices (NEVES, 2013). The project provided the participants with new teaching proposals throughout our participation there, and I had plenty of opportunities to engage in reflective practices that contributed significantly to my teaching. The Pedagogical Rounds[3] (LOURES, 2014) are an example of that, an approach derived from psychoanalytical conversation practices (MIRANDA *et al,* 2005) whose theoretical background is the notion of **logical time** (the subjective time of each individual) all encompassed in the 3 lacanian moments: the

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1 Projeto ContinuAÇÃO Colaborativa
2 English as a Foreign Language Teaching.
3 Henceforth PRs.

instant of seeing, the time of understanding and the moment of concluding (LACAN, [1945]1998; EVANS, 1996)). The other teachers and I could experience moments of resignification and shift over time, as we changed the world around us.

All the learning I acquired there continue to motivate me to rethink my praxis, my attitudes towards my students - by giving voice to them, as they used to be often silenced - and this was only possible due to this CE project that promoted remarkable moments, such as: a) weekly meetings; b) reading sessions on the texts of Kumaravadivelu and Blooms; c) academic events (IV CLAFPL[4] in 2013; English Language Days, CONEL[5] in 2019 and VIII CLAFPL in 2021). Not to mention the articles published, which contributed to my education and *lato-sensu* courses. All that said, I may start retelling my journey from scratch.

WHERE EVERYTHING STARTED: THE ROAD TO CONTINUING EDUCATION

Back in 2007, I came to the conclusion that I needed more training, and after learning about CE through EDUCONLE[6], a project that belongs to the Interfaces Program at FALE/UFMG[7], I decided to take part in it, where I stayed for 2 years, and there I could experience the benefits, the effects of the university-school partnership. For instance, there were moments of valuable exchange of knowledge as teachers shared their experiences; partnership in research; participation in important congresses, just to mention. After concluding my participation at EDUCONLE in 2008, and in order to keep improving my language skills, I went for English courses in private institutions. However, I felt the need to also expand my knowledge about pedagogical aspects of teaching an additional language (SCHLATTER; GARCEZ, 2009).

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4   Congresso Latino Americano de Formação de Professores de Línguas
5   Congresso Nacional de Estudos Linguísticos
6   Projeto Educação Continuada de Professores de Língua Estrangeira.
7   Faculdade de Letras da Universidade Federal de Minas Gerais.

During this 3-year break, I found myself in a moment of demotivation to teach, then I applied my energy to other possibilities of work and so I dedicated myself to studying for other public tenders. All that because I felt that being an English teacher in public schools was making me fall ill. However, there was this invitation to attend ConCol meetings, and despite my feelings about teaching English back then, I still accepted the invitation to get to know the project better. I would say that this invitation nourished my desire to keep myself in the process of training, so I accepted taking part in ConCol in March 2011, an experience I really craved back then.

About ConCol, an arm of the Interfaces Program, it came to life through the doctoral research carried out by Professor Vanderlice Sól[8] who investigated former teachers that participated in EDUCONLE. According to her:

> The motivation to carry out this research is triggered by my concern regarding the training of foreign language teachers … and this theme is instigated by the desire to understand the way to the identity constitution of former teachers from a CE[9] project is given **[my free translation]** (SÓL, 2015, p.25) [10]

Her research, clear and profound, points out the positions the participants assumed in their role of teaching after attending CE, and that to a certain extent speaks to my trajectory in those spaces of formation, to the constitution of the teacher I am today and the better teacher I seek to become. ConCol helped me resignify my practice with the support of teacher trainers, researchers, educators and undergraduate students, on the purpose of contributing positively to the discussion of issues and dilemmas faced by teachers engaged in the EFLT. Among the objectives

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8   Lattes: http://lattes.cnpq.br/8555586414694376
9   Continuing Education.
10   "A motivação para desenvolver este trabalho decorre da minha inquietação no que se refere à formação do professor de língua estrangeira (doravante, LE), e o seu tema é suscitado pelo desejo de compreender como prossegue a constituição identitária de professores egressos de um projeto de E.C. (SÓL,2015, p.25)".

proposed by ConCol is the co-construction of a healthy relationship between teachers and students during the learning-teaching process.

TAKING PART IN A RESEARCH AND IN THE PEDAGOGICAL ROUNDS

ConCol provided us with plenty of interesting practices and opportunities. I remember taking classes with native English speakers, the ETA's (CAPES-Fulbright English Teaching Assistants), who also attended some of my classes, as in the image below; experiences that worked as an important **milestone** to my professional improvement. Moreover, there was this invitation to take part in a research project, back on the 3rd of June of 2011, that worked as the turning point to what I do today. Despite my limitations, I agreed to take part in the research conducted by professor Gisele Loures (2014)[11], which had as its main objective the understanding of the teacher-English-students tripod.

Image 1: The moment of surprise: a stunning visit

Source:the author's private images

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11   Lattes: http://lattes.cnpq.br/3739258965070156

Everything started with the visits to my groups of the 7th grade and I remember I wanted to do my best. Neither did I feel comfortable to speak in English with my students, nor to take up my role as an educator in the classroom yet. Things started to change when I found the courage to share my personal experiences in class in a presentation that ConCol participants would give to the Educonlers[12]. To participate, I had to write a text in which I explained the relevance of ConCol to my trajectory, and it was an initial movement that helped me overcome my silence and give small contributions to the group. During that year, I kept on attending ConCol meetings and started the process to reconstruct myself personally and professionally. Later on, at the beginning of the first semester of 2012, professor Gisele proposed to us the Pedagogical Rounds, one of the most significant practices to me.

The Pedagogical Rounds[13] (LOURES, 2014) was an approach derived from psychoanalytical conversation practices (MIRANDA *et al,* 2005). Initially, it was a huge challenge considering my resistance/ inhibition to talk to the other teachers. Even in Portuguese it was very difficult. As a result of it, I used to keep myself withdrawn during the discussions about pedagogical issues or about Education. And today I can confirm that I was hiding behind a thick veil of insecurity, the insecurity of being an EL teacher.

Reflecting on my attitudes from before, now I understand it better: I used to sit in the back rows and wear dark colored clothes so that I could attend the meetings without having the spotlights on me. I remember a group dynamic once, during the PRs, where Professor Gisele said something like *"We must teach our students what makes sense to them."* , and this statement made a lot of sense to me back then. After reflecting upon that, I perceived a change of heart about my teaching standards, on what to teach to my students.

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12   Teachers that took part in the EDUCONLE project.
13   Henceforth PRs.

Image 2: Pedagogical Rounds: the time of understanding…

Source:the author's private images

For sure, the PRs encouraged the participants to contribute their experiences and find common ground on the English classroom dilemmas. Consequently, we could go for possible solutions to common issues that somehow impaired our daily teaching at school. I realized that I was advancing on theoretical knowledge and the much desired use of the English language. Progress was achieved due to the support of participants, in particular thanks to the research held by Gisele Loures.

EFFECTS OF PEDAGOGICAL ROUNDS ON AN EDUCATOR'S PRAXIS

Before Continuing Education, my understanding of teaching was the one in which the teacher would be solely accountable for the students' learning. My practice used to focus on explaining grammatical aspects of the language, which could compromise the implementation of projects. I used to believe that developing them would contribute to indiscipline during classes. However, I could deconstruct those beliefs insofar as I actively participated in the project and got in contact with the activities proposed by the FULBRIGHT ETAs. I renovated my self-esteem and this reflected on the trust in myself as a teacher, on my students who felt motivated and encouraged by the new repertoire of activities to go

for the English language. Overcoming this fear for the change, I was able to implement projects that valued my students' process of language acquisition.

I reinforce that in my professional life, there was this event that caused a significant rupture between myself today and this "self" that prevented me from doing something good and meaningful for me and my students. This may happen because:

> An event is understood in the theory of discourse of French origin as a moment when the unexpected breaks with the current structure, establishing another discursive process. (...) The event destructures and restructures networks and paths of socio-historical affiliations of identification, establishing a shift effect in a new network of possible sayings will emerge [**my free translation**](NEVES, 2013, p.285)[14]

Getting rid of limiting beliefs, I was able to propose activities in English that could contribute more significantly to my students' learning process. I remember one day a student of mine complimenting me, with satisfaction, for I had started to use English more often in class. This was only possible after many ConCol meetings. I did understand, and so was the case of other Concolers[15], that the role of a teacher is to be the facilitator in the teaching process. We should invest in co-constructing things with our students so that we can interact for a single purpose, which is learning English, and, thus, promote the socialization of learning inside and outside the classroom.

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14   "Um acontecimento é entendido na teoria de discurso de origem francesa como um momento em que o inesperado rompe com a estrutura vigente, instaurando outro processo discursivo. (...) O acontecimento desestrutura e reestrutura redes e trajetos de filiações sócio-históricas de identificação, estabelecendo um efeito de deslocamento em uma nova rede de dizeres possíveis irá emergir (NEVES, 2013, p.285)".

15   Name we call ourselves, collabo-teachers.

THE MOMENT OF CONCLUDING…

It has been ten years already since my very first contact with ConCol. From that moment until today, I have already been to congresses (CLAFPL in 2013 and 2021; CONEL in 2019), taken post-graduation courses in EFLT, participated in many other events, such as *English Language Days* at UFLA, UFSJ and in the cities of Nova Lima and Divinópolis and seminars and lectures at FALE-UFMG. I have had, also, the opportunity to integrate PIBID[16] as a supervisor, to be a partner teacher in the UNISALE Project, to help out devise the PETs[17] for the SEE-MG[18] during the pandemic, and also to publish book chapters about my experiences in the classroom. The scenes above mentioned, somehow, illustrate that the logical time proposed by Lacan (LACAN, [1945]1998; EVANS, 1996) is endless, in the sense that the moment of concluding entails the instant of seeing and understanding. This cyclic practice brings me to this moment in which I revisit my memories.

Images 3: Being the protagonist of my praxis
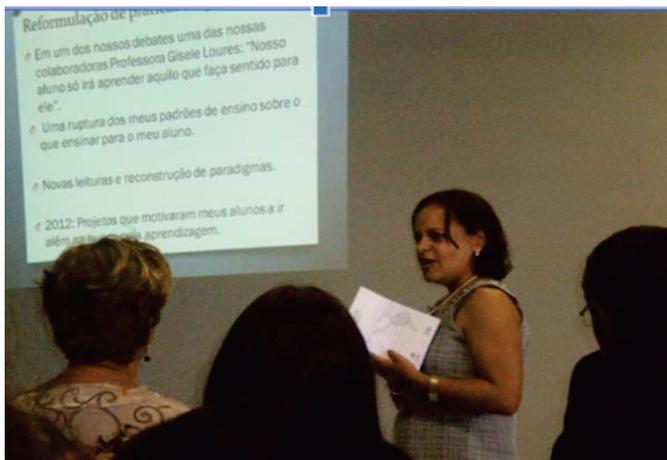
Source: Source:the author's private images

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16   Programa Institucional de Bolsas de Iniciação à Docência.
17   Plano de Estudos Tutorados.
18   Secretaria Estadual de Educação de Minas Gerais.

The effects of my participation in ConCol are reflected in my practice every day in my classes, not only professionally, but also personally. Participating in Continuing Education helped me overcome the anguish I used to feel and the constant silence in the meetings. I could ressignify paradigms and, finally, my voice as an educator was heard, as we can see in the pictures 3 and 4 respectively.

Images 4: Being the protagonist of my praxis II

Source: Source:the author's private images

Picture 3 is of my first congress ever, the IV CLAFPL back in 2013. There, I delivered the speech "*Práticas em constante formu(l)AÇÃO: a prática pedagógica em sua complexidade e os desafios da tecnologia*"[19], in which I share details about my subjective shifts as an English Teacher in contact with technology. Picture 4 illustrates my participation in the IV CONEL, back in 2019, where I portrayed personal challenges after taking part in the PhD research project carried out by professor Jackson Vitória[20] (2022). My presentation, entitled "*Efeitos do olhar na língua inglesa na Formação Continuada*",[21] gave me the support to continue to go further on new challenges.

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19   "Practices in constant formu(l)ACTION: pedagogical practice in its complexity and the challenges of technology"

20   Lattes: http://lattes.cnpq.br/5984746539162120

21   "Effects of looking at the English language on Continuing Education"

During this moment of concluding (LACAN, [1945]1998; EVANS, 1996), I came to my senses that: despite my feeling impotent, stuck, or not capable of educating other subjects, I shifted from the impotence to the impasse. Coined by Franco; Neves (in press),

> [impasse] may mean opposite conditions of familiarity and strangeness, the term was used to refer to a traumatic experience that was rebased and that returns as strange, although it was already familiar... The possibility of the double meaning would therefore be an effect of the mark of the Real, because it is the lack of meaning that the double meaning presents, despite the more sense [**my free translation**]" (s/p). [22]

Throughout my trajectory, there were moments of certainty and uncertainty. However, I found solutions that kept me in a spiraling movement, in a movement towards progress that, nowadays, makes it impossible to backtrack as I have learned to go straight ahead all the time. It helped me engage my students into projects, as the one about Anne Frank.

Image 5: The Anne Frank project

Source:the author's private images

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22   "Por poder significar condições opostas de familiaridade e de estranheza, o termo foi utilizado para se referir a uma experiência traumática que foi recalcada e que retorna como estranha, embora já tenha sido familiar… A possibilidade do sentido duplo seria, portanto, um efeito da marca do Real, pois ele é a falta de sentido que o duplo sentido apresenta, apesar do sentido a mais (FRANCO & NEVES, s/p)"

This project aimed to instruct the students about the Second World War through the reading of "*The diary of Anne Frank*", apart from making room for many interventions. For instance, Anne Frank's history helped some students deal with depression and feel comfortable to share their personal dilemmas[23]. At the same time, this project had the privilege to welcome the *"Exposição Itinerante da Casa Anne Frank"* that brought in plenty of activities, curiosities and historical facts. There were lectures with attorneys about human rights; there were those 3D glasses that took us to Anne Frank's house there in Amsterdam; there was this cooking class in which the students learned how to prepare a traditional Jewish bread; finally, there was this interdisciplinary practice together with the Portuguese teacher in which the students were encouraged to rewrite the book's ending as they wanted. The results were presented at ConCol, as seen in images 5, 6 and 7. In image 5, you may see in my hands the product of all this robust intervention: Anne Frank's diary reimagined.

Image 6: Presentation at ConCol: the effects of the Anne Frank's project on students

Source:the author's private image

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23   There were cases of intense depression unveiled, in which we could learn that there were students who were releasing the tension by cutting their own bodies.

The last photo, image 7, is a meaningful one as it represents and illustrates one of the aims of ConCol: the co-construction of a healthy relationship between teachers and students during the learning-teaching process. On this day, the students of two public schools from Belo Horizonte came to our ConCol meeting at UFMG and started a friendship that lasts until today. I strongly believe that teachers should be aware of the difference they can make in their students' lives and, most importantly, that all situations can be changed.

Image 7:Moment of concluding

Source:the author's private images

To conclude, I hope that my trajectory in Continuing Education comes in handy for other English teachers who also face the uncertainties of their mission in life: the education of other subjects through this additional language, the culture of the Other that can also be an avenue of opportunities, meaning and experiences. The chances I had in ConCol helped me have an in-depth perspective of ELT and also of myself. It all motivated me to continue to invest in my professional competences

and to do the best I can for my students. Concerning the school context, I continue to implement activities that put the students "in the driver's seat" during their learning process. In a nutshell, my journey is still a work in progress and I expect to be in this constant intellectual and personal growth, towards this endless spiral knowledge.

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CHAPTER III

LOGICAL TIME IN CONCOL:
THE THREE MOMENTS OF A TEACHER

● ●●

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Secretaria Municipal de Educação de Nova Lima[1]

"From word to gesture."

Forbes, 2015

The book's title is *Da palavra ao gesto do analista* ("From the psychoanalyst's word to gesture"), but as the author says: "more intimately, *Da palavra ao gesto*" (FORBES, 2015, p. 9). So, this is how I begin this text. But why "more intimately"? Because to talk about my trajectory as an English teacher in the ConCol project is to (re)visit what is most intimate about me and let myself be entangled again in the web that constitutes me: the desire to be a teacher.

This reminds me of where I came from and drives me *forward*[2] (ALMEIDA, 2018). Moreover, I say "intimately" because I got this book as a gift from my advisor on the day I defended my master's dissertation. Thus, the phrase "from word to gesture" sounds like something that

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1   The author was hired from 2007 to 2019 by the Municipal Education Office.

2   This phrase "avante" was uttered by Almeida in Pedagogical Rounds during ConCol meetings in 2018.

sparks, produces new effects, and continues to resignify the meanings of the moments I lived with this group. This place is considered a space of (re)encountering between English teachers in continuing education (CE), many of whom come from the Educonle project,[3] so that what touches one may echo in others. Therefore, to remember my experience in ConCol is to realize how many positions I took up: the student, the collaborator, and the researcher. Furthermore, it is about understanding how this subjective process may have reverberated in the trajectories of other teachers.

I think that we can only become aware of what we experience *a posteriori* (CORACINI, 2011, p.35); that is, it is not until later that we reflect on and resignify our actions and practices. We are subjects of becoming, who reinvent ourselves and never cease to produce new meanings. Therefore, the subject of whom I speak in this text is the heterogeneous, divided, and desiring one (NEVES, 2008); a subject that is not *programmed* or *finished* (SÓL, 2014, p.75), and constituted in/by language. It is a subject endowed with alterity, who carries others in themselves, that is, the strangers who transform and are transformed by the first (CORACINI, 2013, p.17). In this sense, Concol is regarded as an event[4] for the "Concolers,"[5] and what touches us is something subjective and, at the same time, collaborative.

By (re)visiting memory in the search for the first meaning that brought us to this space, it is likely that each one, in his or her own time and way, can (re)discover new meanings for becoming, that is, for being EL teachers. Thus, I refer to the words *transform* and *transformed* used earlier in this text to argue that the "ConCol effect" is a *cause(action)* (SÓL, 2014, p. 213); that is, something that discursively erupts in

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3   For the program that encompasses both Educonle and Concol Projects, see http://www.letras.ufmg.br/interfaces/

4   A definition as per (PÊCHEUX, [1998], 2015, p.16; DAVALLON, 2015, p.22-23; ORLANDI, 2017, p.58), elucidated in the master's dissertation (SILVA, 2019) which states that the event, although social and collective, resonates singularly and subjectively in each of the participants, which, in the case of this text, is the Concol group.

5   A term used to refer to the participants of the Concol group.

the subject' way of saying/doing, moving them from a static place of "*form(action)"* toward a "*(trans)form(action)*."

Since such a place embodies the philosophy of subjective comings and goings, I believe that subjective shifts[6] occur in different space-times for each of the group's participants. They are trajectories within trajectories that designate and create new trajectories. In this crossing, we are not ruled by chronological time but by logical time. Therefore, I anchor myself on Neves (2017) and Sól (2020) to present a brief elucidation of Lacan's (1998) proposition about logical time.

LOGICAL TIME

According to Lacan (1998), logical time is divided into three dialectical moments: "the instance of seeing", "the time for understanding," and "the moment of concluding." According to the author, this happens because each subject has a particular logical time, so these three moments are not constituted linearly, but "in terms of the intersubjective time that structures human action (LACAN, 1988). As mentioned above, logical time is different from chronological time. Indeed, Sól complements this idea by saying:

> About the perspective of time in CE, it is worth adding the categories *Chronos* and *Kairós*, which in Greek mythology designate time (MARTINS et al., 2012). *Chronos* refers to chronological, sequential, linear, countable, and quantifiable time. This is the time that guides our social actions. *Kairós refers to* existential time, qualitative, non-rational, unpredictable, and changeable, an indeterminate point in time when something special happens: the experience of the opportune and unique moment for the subject that experiences it. (SÓL, 2020, p. 3)

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6   Shift is a form of coming and going, of a movement that takes subjects from a certain discursive position, or even from one discursive place to another (NEVES, 2008); it does not necessarily mean great changes, but some deviation, disarticulation, or detachment of certain representations to give way to others. In other words, in a shift there is always a trace of the past in the present. (NEVES, 2008 apud SÓL, 2020, p. 3)

Thus, in the first moment, we must consider that the subject has a given situation to resolve, so he sees and analyzes it. In the second moment, he elaborates on hypotheses since this is the moment to understand. Finally, through a "temporal tension," the subject reaches the third moment, which is that of concluding.

This tension is caused by the subject's own time in the logical movement from the understanding to the conclusion, characterized by taking action. It is crucial to remember that the moment of conclusion can trigger new doubts, inciting the subject to return to the instant of seeing. Indeed, this is a constant movement, but it never operates in the same way. On the contrary, the subject moves forward, always producing new meanings. That said, I share more "intimately" these three moments that I experienced in the scope of my activities with ConCol.

THE FIRST MOMENT: THE STUDENT AND "THE INSTANT OF SEEING

Coracini (2011) tells us that memory is registered in the subject's body. Indeed, the *Pedagogical Rounds* resignified my life, and the meetings infused my teaching practice with new life. It was from that moment on that I realized I had a decision to make: going back to school.

To achieve that, I had to see, analyze, elaborate hypotheses, and above all, invest myself physically and psychically. After all, being in this space was not a "doing." Although everything was new and different, the coordination led us toward not doing/falling ill but doing/living instead. The theory went beyond the pedagogical component, and I felt compelled to move forward. It used to take me two hours to commute there and back home. Phew!

Another important fact at that time was a significant need to record everything I heard at the meetings. Nowadays, I understand that we cannot grasp everything; we cannot fulfill this need and this lack of completeness in our training. What is interesting is that, without realizing it, I began

to exchange excessive recordings for listening and talking, and this is what I will present next.

THE SECOND MOMENT: THE COLLABORATOR AND "THE TIME FOR UNDERSTANDING."

As postulated by Lacan (1998), instants do not occur linearly. As mentioned above, this perception of my transition was understood *a posteriori*. Since memory is flawed and fragmented, remembering what happened to us is always a form of interpretation (CORACINI, 2013).

Thus, I present here some remarkable stories experienced during the second moment. The first one was a trip to Brasília and my presentation at CLAFPL.[7] What an incredible opportunity! I am deeply grateful to the bravery and courage of all coordinators for enabling us to live that experience. After all, "I was afraid of flying when I held your hand for the first time" (BELCHIOR, 1999).[8]

This temporal tension is necessary for us to leave our comfort zone and to move forward and experience the new meanings that life brings us. And so I went *on*! The second moment took place on the road, inside the bus that drove us to a lecture to be given at the University of Lavras[9]. During the journey, armed with computers, the coordination and collaborators went over the details for our presentation.

I also actively participated in the organization of the I Interinstitutional Seminar on Extension[10]. So much care! How valuable were those moments of growth, accountability, and action taking! There I understood that I am a collaborator in a group of teachers.

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7   IV Congresso Latino-Americano de Formação de Professores de Línguas, held at UnB, Brasília, in 2013.

8   "Medo de avião" – A song by Brazilian singer Belchior, from a 1999 album.

9   II Jornada de Letras held at Universidade Federal de Lavras, in Lavras, MG, in 2013.

10   I Seminário Interinstitucional de Extensão em Formação de Professores de Línguas: a integração entre a educação inicial e continuada, held at UFMG in 2014.

THE THIRD MOMENT: THE RESEARCHER AND "THE MOMENT OF CONCLUDING"

As I said before, the issue to be solved when I came to ConCol was how to resume my studies. The ConCol group provided me and the other Concolers with this opportunity through the Pedagogical Rounds, the mini-courses, the lectures, the presentations, the courses we participated in before and during our master's program, the conferences, and the EL teaching days. Being able to contribute to the development of research, teaching classes, and organizing events in our field (English language teaching/learning) has been and still is very rewarding. Everyone involved wins: the researcher, the research subjects, our students in the classroom, and the educational system.

The result is collaborative subjects' personal, pedagogical, human, and critical development. Two remarkable moments in this stage of completion were my return to the VII CLAFPL in Belém, state of Pará, in 2018, as a researcher and being able to host the "English Language Journey'', the second event sponsored by the Interfaces Program and held in Nova Lima, my hometown, in this same year. Such journeys took ConCol beyond the university walls and was a way for the group to reinvent itself again and again. This is the path I have walked, navigating the streams of life. Therefore, in the final remarks section of this text, I offer my gratitude and my points of suspension.

ELLIPSIS (...)

I chose to name this concluding section "Ellipsis" instead of "Final Remarks" because, as mentioned, ConCol is a place of (re)encounters, collaborative actions, and movements that resonate with each other. Furthermore, since the logical time of each one is interspersed with points of suspension, a conclusion may represent the emergence of a new route on one's path. Thus, I believe that the three moments – seeing,

understanding, and concluding – I experienced in the scope of this group's activities have also been experienced by other participants in other ways. To conclude, I would like to retake something I said before: that which touches one subject can echo in others. And these collaborative uniquenesses take us forward.

From word to gesture, here I come!

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APPENDIX

Photo 1 – First moment Concol's archive

Photo 2 – First moment

Photo. 3 – Second moment
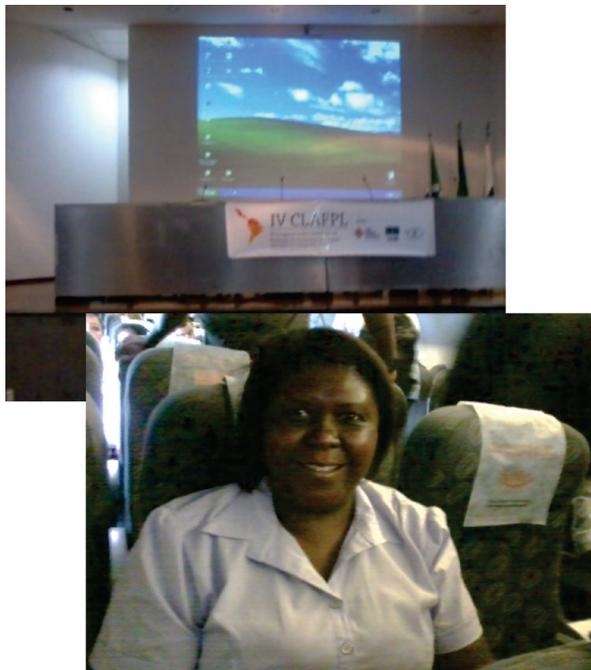
Photo 4 – Second moment
author's archive

CHAPTER IV

THE TASTE OF A JOURNEY THROUGH CONTINUING EDUCATION

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Bernadete Lourdes Diniz Árabe
Retired from E.E. Prof. Caetano Azeredo
Paróquia São Jorge, Belo Horizonte, MG

INTRODUCTION

I am Bernadete Lourdes Diniz Árabe, and I've been part of ConCol Project for ten years, after taking part in Educonle (Continuing Education in Foreign Languages), the first Project that founded the *Interfaces da Formação em Línguas Estrangeiras* Program. I may be considered one of the few senior participants of the Program. Nowadays, I am a retired EL teacher in the public school system, but I keep on teaching English privately. I used to teach teenagers. My students today are children, teens, and adults.

ConCol was and still is a Project of continuing education for English teachers that encourages us teachers to become better and better professionals. In my case I have felt how much my students have enjoyed my classes because such classes have been more and more interesting and lively. During all the years while I was a tenure teacher, Educonle and ConCol were the bright light that lit up my way of teaching.

FORMATIVE EXPERIENCES AT CONCOL

The ConCol project together with Educonle, the first Project I took part in since 2002, have both provided me with countless formative experiences and also informed me of many other opportunities that took place outside the Program. Below I list a few of them in which I proudly participated:

a) "Globalization of English and new orientations to language proficiency" taught by Professor Suresh Canagarajah from Penn State University, USA.

b) "Digital technology and literacies: teaching English from a social perspective" taught by Professor Reinildes Dias.

c) "Classroom management" taught by Professor Climene Fernandes Brito Arruda.

d) "Cambridge Day" in São Paulo, 2017.

e) "Digital genres in the language classroom" taught by Climene Fernandes Brito Arruda.

f) "The use of textbooks" taught by Climene Fernandes Brito Arruda.

g) "Cambridge Day" in Belo Horizonte, 2019.

h) "Voluntary work of English teaching" presented by me, Bernadete Lourdes Diniz Árabe, at a ConCol meeting in 2019.

i) "Classroom management II" taught by Professor Climene Fernandes Brito Arruda.

The experiences I've listed above belong to one of the axes of ConCol's and Educonle's aims. I cannot go on without mentioning the courses given in Educonle by Ana Lúcia Suresus Pitanguy Marques aiming at our methodological improvement. In many opportunities when Educonle's and ConCol's activities were merged, Ana Lúcia's courses were unmissable.

But ConCol, in turn, also proposed a second axis, which is that of continuous reflection of our *praxis* and the return to the group all the results

of the research carried out there. My participation in congresses, seminars, symposiums and local events at FALE-UFMG were also valuable for me to share my experiences. Below, I list some of these experiences:

a) IV Congresso Latinoamericano de Formação de Professores de Línguas, Universidade Federal de Brasília, 2013, where I presented a lecture titled "Emotions of an EL teacher" (Emoções de uma professora de língua inglesa)

b) I Seminário Interinstitucional de Extensão em Formação de Professores: a integração entre formação inicial e continuada. Faculdade de Letras, UFMG, December, 2012. I participated as a listener in the event.

c) Integrating mindfulness training into K-12 education: fostering resilience of teachers and students, participation in a lecture given by Heliana Mello, Faculdade de Letras, UFMG, December, 2016. I participated as a listener in the event.

d) Presentation of the Engle's & López's book "The drum girl", by Alex Knoblock, de Letras, UFMG, May, 2016. I participated as a listener in the event.

e) II Jornada Pedagógica de Língua Inglesa, Nova Lima, MG. Junho, 2018. I participated as a listener in the lectures "Teaching listening in integrated skills classes" and "Exploring technology: tools for English learning" given by Débora Fernandes de Miranda and Humberto Teixeira, respectively.

Through the practice of conversation and participation in research, we, collabo-teachers are encouraged to share the activities we develop in the classroom that may work satisfactorily or not. All members discuss these actions, problematize and propose ways. And I, as an active participant in ConCol, had and still have the enriching opportunity to participate in the various research projects and surveys carried out by the graduate-researchers and collaborators with this objective of learning more about myself and improving my *praxis*. I must mention the discussions of readings on Psychoanalysis and Education we held throughout some meetings that enabled us to get to know works by Marcelo Ricardo Pereira (2008), Leny Mrech (2003), and Margarete Miranda and Renata Vasconcelos (2012), among others.

I must also mention the last doctoral research in which I participated and which generated a text in co-authorship with the researcher, Jackson Almeida and his advisor Maralice Neves. The text entitled "Memórias e possibilidades de mediação literária em língua inglesa na formação continuada no contexto pandêmico" was recently published (ALMEIDA, ÁRABE, NEVES, 2022). In this text, the authors present an excerpt of my trajectory of literary reading from my memories, my theoretical investigations to enable the mediation of the theatrical text in synchronous and asynchronous format due to the context of the Covid-19 pandemic in the year 2021. The authors concluded that as I, as a mediator in training, advanced in my unique path of literary investigation and found possible ways out to deal with my work with literary reading in this new teaching/learning context.

NEW TEACHING METHODOLOGIES – LEARNING FROM PANDEMIC TIMES

The following list refers to online lectures or courses that I took part in more recently, especially during the Pandemics of Covid-19, when face-to-face meetings were made impossible and ConCol meetings were kept online. Some of them were held during Concol online meetings; others I learned about because we, collabo-teachers, or simply, Concolers, exchanged information.

a) "Getting into ELT assessment" by Isabela Villas Boas and Vinícius Nobre (São Paulo)

b) "Distance education and emergency remote teaching: same war and different battles" by Marcos Cesar Polifemi (São Paulo)

c) "The beauty in/of photography" by Maralice de Souza Neves (at ConCol)

d) A presença do ConCol mesmo após a aposentadoria: desafios na pandemia by Maralice de Souza Neves (at ConCol)

e) "Multiliteracies: reshaping the English language classroom" by Alexandre Kock, (São Paulo)

f)   "Design thinking for educators: exploring possibilities" by Lenora Ha-ranaka (São Paulo)

g)   "How to plan lessons effectively: a framework by Bruno Albuquerque (São Paulo)

h)   "Path to Professional development" by Sérgio Monteiro and Bárbara Lemos (São Paulo)

i)   "Digital technology and translation" by Luciano Bezerra (São Paulo)

j)   "Busting three myths about bilingualism: how to know and avoid them by Carla Xavier (São Paulo)

k)   "Empower your students in a fast changing world" by Luiz Rose (São Paulo)

I consider that in our journey we have two relevant responsibilities: to teach the language and to educate our students for life, because we are educators in the first place. We cannot ignore this.

FINAL CONSIDERATIONS

I've always loved my professional career, both in the public schools and in the private institutes (YAZIGY, CEFET) where I have worked throughout my life. I wanted to be a teacher not only for 25 years, when I had the right to retire. I wanted to do it for thirty years. As an acknowledgement for so many years dedicated to high school students at the state school Professor Caetano Azeredo, I received a beautiful and surprising tribute from my colleagues and the nine groups of students I taught. From them I received a plaque which reads: "Teacher Bernadete, for so many people you've opened doors, pointed paths and enriched bags of curiosity, initiative, courage and the pleasure of learning. The trajectory of an educator *par excellence* is immortalized by her work. E. E. Prof. Caetano Azeredo, March, 2007."

Therefore, after my retirement, I have kept on teaching English voluntarily in the parish that I attend. As a teacher, I feel we are like a gemstone that shines and lights up our students' minds and hearts.

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CHAPTER V

LET ME GIVE YOU FIVE

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Humberto Alencar Teixeira de Souza
M.A. in Language Studies - CEFET, MG
E. M. Professor Odilon Santiago - Divinópolis, MG

It was early in the countryside, a boy woke up in the morning just to find out that he was going to spend several nights in the city for many years to come. Since then, he has lived many experiences. Here, I will deal with some specific experiences that happened from 2012 onwards. Before I start, just to contextualize, I will tell a brief story of how it all started. I was lost in Belo Horizonte. "Man, I'm kind of lost, my cell phone's GPS has stopped working. Do you know if I'm close or far from UFMG? It's just 20 minutes to 2p.m. and I will be interviewed there at 2 a.m." "Hmm, yeah!" "Okay, it's close." "So how do I get there?" "You will not get there in time, there is not enough time." "If you follow my directions, you will get there quickly, maybe 5 minutes late." "You'll turn right here, then left and then you'll take Avenida Carlos Luz…" "I'm not from here, I don't know anything about Belo Horizonte." "So wait a minute, you're going to turn right here, then left, go ahead, turn right again and…" That's how I arrived at UFMG in 2012 at 2:10 pm for an interview at Educonle – Continuing Education for English Language Teachers – which I had found out about through an advertisement in an article in Belo Horizonte's Newspaper(Jornal Estado de Minas). Even though I was ten minutes late, I was accepted

to be interviewed. At the end of 2012, I ended Educonle and started a new chapter in my story.

It's been 10 years since the journey began. I will tell some stories about this journey. Ten experiences? No, I have more than 10, but here I will stick to five experiences of great importance for my academic and professional career. These experiences definitely influenced my life and professional career forever. The first one happened when I ended the Educonle course. I'm talking about the project that took me to the elective subjects of the Master's and in 2014 to the Master's degree in Language Studies - Language and Technology at CEFET/MG. The previous project emerged through discussions and motivations during Educonle in 2012. They gave strength to my passions, but also brought me concerns regarding the use of technological resources in the English language classroom. At Educonle, the search for answers to my main question - "Why not teach our students how to use technology resources for their own benefit instead of prohibiting them?" - didn't bring me answers, but still brought me many more questions. Along with them, a lot of motivation to go further and seek answers. Suggestions for readings, encouragement to take elective master's subjects, also the exchange of experiences and conversations began to happen. This all resulted in my approval for the master's degree with a research project related to the use of one of the main technological resources for English language learning at that time, the WhatsApp platform. My dissertation was entitled "Use of affordances and development of multiliteracies in the process of oral production in English on the WhatsApp platform" (SOUZA, 2016). In December 2016, more precisely on the 13th, I concluded my Master's degree.

The second experience solved another concern, which was being a teacher and not being able to apply oral English activities to work with my students, due to the lack of confidence and mastery of the spoken language. BNCC – Base Nacional Comum Curricular – Brazilian official document, highlights the importance of the focus on development of oral production:

It involves language practices in situations of oral use of the English language, focusing on comprehension (or listening) and oral production (or speech), articulated through negotiation in the construction of shared meanings by the interlocutors and/or participants involved, with or without face-to-face contact. (BRASIL, p. 240).[1]

ConCol – ContinuAção Collaborativa – a fantastic project that continues the work carried out by Educonle, with no obligation as to attendance and which survives to this day with the strength and energy of all of us, participating teachers and advisors, made me take a leap in the language fluency. A program that brings together English Language teachers at UFMG every Friday. What does this program do to get teachers to attend it weekly? Mutual motivation and identification. Wenger (2000:239), explains that "a strong identity involves deep connections with others through shared histories and experiences, reciprocity, affection, and mutual commitments." By attending ConCol, I could see myself in each of the colleagues, who soon became friends, as we shared the difficulties and challenges faced in the classroom, as we exchanged experiences and even through the friendliness shared over coffee breaks. I could see they were people just like me, who made an effort in the pursuit of personal and professional growth to bring knowledge to the classroom. Paiva(2011), argues that she "views motivation as a dynamic force involving social, affective and cognitive factors manifested in desire, attitudes, expectations, interests, needs, values, pleasures and efforts." The group of public school teachers exchanging experiences, becomes an opportunity for exchange of complaints, celebrations and it also naturally generates companionship bringing empowerment. Thus, there is a great exchange of experiences that promotes learning. Attending the meetings every Friday empowered me and improved my fluency in

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1   Original text (free translation): Envolve as práticas de linguagem em situações de uso oral da língua inglesa, com foco na compreensão (ou escuta) e na produção oral (ou fala), articuladas pela negociação na construção de significados partilhados pelos interlocutores e/ou participantes envolvidos, com ou sem contato face a face. (BRASIL, p. 240).

the English language. Sometimes I got tired, because everything was so dense. I remember myself leaving UFMG tired, exhausted at 5:30 pm, sometimes at 6:00 pm, and after a while, a very great joy overtook tiredness. Many times I found myself speaking in English in my mind, inside the car, in the terrible traffic at 6 pm, while driving downtown Belo Horizonte. Suddenly, I thought, "my English is already working out!" And then, one day, I came home telling my wife that I would sign up for a selection process to attend a course offered by Capes[2] - Coordination for the Improvement of Higher Education Personnel, in the United States. I remember losing my appetite just by thinking about the test and the interview in English. Even though I was apprehensive, I did take the challenge, but it did not work well! I failed! When I saw the result, I compared it with a friend's and my grade was higher, but I hadn't been selected. How? I passed with a higher score than the other candidates selected for level 1, the basics, but the score was not enough to be among those classified for the intermediate/advanced level.

But not all was lost! Soon after, this same friend told me about another selection process and in February 2014, I was landing in London for a unique experience at the IOE – Institute of Education.

The third experience provided by ConCol was quite interesting and solved another great concern of mine. How could I bring real-life situations to the classroom? I worked at a school located in the countryside, and had a unique experience with much smaller classes than usual. In that year, 2013, American "English Teaching Assistants'' – ETAs[3] joined the program. They were very valuable, providing us teachers with the possibility of improving our language skills. In addition, they were willing to visit schools to interact with students. It was an opportunity for students to get to know a little about the culture of another country,

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2   CAPES - Coordenação de Aperfeiçoamento de Pessoal de Nível Superior is a foundation linked to the Ministry of Education of Brazil that operates in the expansion and consolidation of stricto sensu graduate programs in all Brazilian states.

3   ETAs - English Teaching Assistants – students sent by Capes-Fulbright Agreement to help teach the English language in federal public universities.

and it also gave us the opportunity to share with them a little about our culture, our habits, especially our cuisine. The visit of the ETA's Nick and Alex to the school where I worked, brought a new look to the English classes. OCEM (2006 - p.24), remind us that:

> It is in the interaction in different social institutions (the family, the group of friends, the neighborhood communities, the churches, the school, the work, the associations, etc.) that the subject learns and apprehends the ways of functioning of the language and the modes of manifestation of language; (OCEM – 2006 – p.24,)[4]

Preparations began three months in advance. The project took shape and became an event, engaging the entire School in the process, turning up an interdisciplinary project. Teachers of all subjects guided a work related to themes as music, landscape, habits, local cuisine and agriculture. Guided by the teachers, each class prepared a presentation: typical dishes, dancing, photos of landscapes and something from the local culture such as the June festival, *congado, forró*, etc. They also brought fruits and vegetables produced, supplied and consumed by them at the School.

The news of the visit brought motivation, movement and learning to the students. The students made several posters with explanations in English to go with the products to be presented. One student accepted the challenge of presenting the event in the English language. The local TV affiliate of Globo Network was there to interview the visitors, students, the principal and me. The testimonials given by them, the main actors in the process during the evaluation, showed that they were engaged in the process and felt part of it.

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4   Original text(free translation): É na interação em diferentes instituições sociais(a família, o grupo de amigos, as comunidades de bairro, as igrejas, a escola, o trabalho, as associações, etc.) que o sujeito aprende e apreende as formas de funcionamento da língua e os modos de manifestação da linguagem; (OCEM – 2006 – p.24)

The fourth experience was huge. It seems that the involvement with the program – ConCol – over time brought challenges with slight degrees of difficulty, but this one was different, it was enormous. Being the bridge for the ConCol coordinating teachers to organize the First Pedagogical Journey in the city where I work was challenging. Besides the engagement in the organization, I prepared a workshop for the event. Here, an addendum is required. My acquaintance with technology and my appreciation for using it for teaching/learning has always been greatly encouraged by ConCol coordinators. And especially in this First Pedagogical Journey, I presented a workshop in which I used the Tandem[5] application – language exchange – to bring the experience of communicating with a foreigner, a man who lived in California, USA. I got to know him through interaction with this app. Souza(2016) warns that the teacher's multiliterate training becomes essential, since the virtual space can be favorable to collaborative work, when mediated by him or by another more competent pair.

The First English Language Pedagogical Journey took place in 2017, in Divinópolis in partnership with the Municipal Secretary of Education. For a year we were in constant communication for the organization of the event. Twelve short courses were offered by ConCol collaborators aimed at teaching and learning the English language.

The fifth experience did not solve any concerns, it brought something new to my experience in the classroom. I tried working with poetry and I really liked it! According to Amarilha (2009) there are few uses of poetry at school. She claims that, most of the time, this use is restricted to commemorative dates. In my case, it came on suddenly. I was part of Professor Jackson Vitória's doctoral project, along with the other teachers participating in ConCol. During the pandemic times, since September 2020, I was working remotely with

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5   Tandem is a language exchange app on iOS and Android that connects language learners with native speakers. Members can search for language exchange partners to talk to via text or voice chat.

my students from Divinópolis Municipal School System through the Meet app. There was a regular participation of students, around 60 to 70%. Professor Jackson called me and proposed a partnership for a literary activity with my students. At first it would be about short stories, but I was surprised by a question: "Have you ever worked with poetry?" "No." "So why don't we develop a project, a Poetry Slam. This is a good opportunity." "But…" That's how the First Poetry Slam came true, with the name "Poetry Out Loud"[6], in the English language at the Municipal School *Professor Odilon Santiago*. In this first Poetry Slam, the students were presented with poems by two authors, Maya Angelou and Rosanna Deerchild, the first one a black North American and the second one, an indigenous Australian. In addition to guided reading to improve pronunciation, we discussed topics such as the role of women in society, racial issues and minorities for 3 months. Thus, through interaction, discussion, debate in the classroom, students were motivated to make sense of what was being read.

> Privilege the debate, above all, because it is a democratic instrument, because it is a moment for everyone to reveal, if they want, their points of view, their disagreements, certain that they are not being evaluated. (PINHEIRO, 2002. p. 66)[7]

The completion of the project, the Poetry Out Loud online, involved the declamation of the poems by all the students in the classes, each one reading a stanza. Poetry Slam was presented on the Meet platform and had the participation of 70 people online.

The second Poetry Slam had music as its theme. The students spoke with their parents to understand a little of the musical culture they experienced in their youth, and together, parents and children, chose the

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6   For more information, check: https://odilonsantiago.blogspot.com/2023/01/poetry-out-loud-
     -o-grande-dia.html

7   Original text(free translation): Privilegiar o debate, sobretudo, por ser um instrumento de-
     mocrático, por ser um momento de todos revelarem, se quiserem, seus pontos de vista, suas
     discordâncias, certos de que não estão sendo   avaliados. (PINHEIRO,   2002.p.66)

song that would later be recited in the form of poetry. Poetry Slam's finalization was on the YouTube platform in a live. For the third Poetry Slam, the themes were chosen in consonance with the themes discussed in the Textbook. For the 6th and 7th grades, as the topic presented in the Textbook was related to family, we chose the poem "Sick" by Shel Silverstein and for the 8th and 9th grades, within the diversity theme, the poem "Ode to the Only Black Kid in the Class'' by Clint Smith that dealt with prejudice. In this edition, I invited Ronei Leander, a teacher at *Escola Municipal Otávio Olímpio de Oliveira*, and his students to participate with us in the project. This edition had a competition format. The finalists of each school year of the two participating schools were chosen and it was carried out again on the YouTube platform. The finalists recited the poems, with the whole school as an audience, and three professors evaluated them online. They were all doctors and among them was Professor Jackson Vitória and the current coordinating professor at ConCol, Leina Jucá.

I mentioned five important experiences that Educonle and ConCol have given me over the years. Experiences that transformed my practice in the English language classroom and, consequently, contributed to the transformation of practice in other teachers' classrooms, as well as their experiences also contributed to the transformation of my practice in my classroom.

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CHAPTER VI

THE EFFECTS OF THE READING MEDIATION IN CONTINUING EDUCATION

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Lídia Rosalina da Silva
E.M. Geraldo Teixeira da Costa

INTRODUCTION

In 2015, when I was finishing a lato-sensu English language (EL) graduate course, CEI[1], at UFMG, a professor told me about a project in the University called Educonle in which teachers can learn more methodologies of teaching and class management. It was a great opportunity for me because I could improve my knowledge in English and my teaching skills. Later on I could start participating in ConCol.

Studying at ConCol, gave me the possibility of interaction with other English teachers and experience sharing. Some colleagues presented their reality and practices at their schools that had good results, such as music projects, interactive ways of teaching pronunciation and working with literature in the classroom. The work with literature motivated me to teach reading in a more concrete way to my students.

Many think that teaching literature in public school classrooms is a waste of time, but I realized that this could certainly be one more resource to encourage the students to learn English. So, I started working with

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1   Curso de especialização em Inglês, Faculdade de Letras - UFMG

them using small texts in their textbooks. After that, we read fairy tales like "Little Red Riding Hood" and, finally, "The story of Ruby Bridges", a book in which we discussed themes such as prejudice, empathy and compassion for others.

Therefore, I propose to present in this text the following sections: first, I contextualize the way ConCol helped me achieve my goals with my students. Then, I explain what I learned about reading strategies to apply in class, and finally, I share a little of the experience I had with my students.

CONCOL: A PROJECT THAT CHALLENGES THE NARRATIVE THAT ONE DOES NOT LEARN ENGLISH IN PUBLIC SCHOOLS

The ConCol project has been a differential in the lives of the teachers who are involved. From Educonle and the learning of didactic methods followed by the exchange of experiences at ConCol, a concern arose to engage students with more opportunities of learning specially because of the narrative that public school classrooms are not a place to learn English. Through reading projects, a work was developed that encompassed different learning skills.

I studied Teaching Methodology at ConCol with Ana Lúcia Marques and Shirlene Bemfica. As a consequence, I could learn different types of methodologies. Every class, Professor Ana Lucia Marques showed ways of teaching according to all sorts of groups. It helped me learn how to manage teaching to large classes because I usually work with 35 to 40 forty students in each group. She also taught us how to organize classroom routines; to remedy school problems; to embrace diversity, and to foster a friendly environment.

ABOUT READING STRATEGIES

The practice of reading literature in English by public school students is an important factor in students' life, because it contributes to

the development of their language. Using literature in class is a strategy that can help the student in the process of immersion in a foreign language allowing those who read travel without leaving home, which is a natural and a pleasant way to learn another language in addition to providing an experience in another culture.

In order for the student to understand the world and perceive social reality, words need meaning. For this, it is important to insert the students in the reading practices, so that they can develop an understanding of the context. The activity should not become something boring, it is necessary to read about subjects that bring interest, if it is different from the social context of the students, but that engage them to learn different realities. In this way, this exercise becomes pleasurable and their range of words will naturally expand.

Reading should start with short but authentic texts so that the student can experience the real story with vocabularies used by native speakers. It is essential for the teacher to follow the process of meaning of the text, allowing the student conditions for the production of meanings. As told by Bright and McGregor:

> Where there is little reading there will be little language learning. ... A student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment" (BRIGHT; MCGREGOR, 1970, p.52).

I realized that the more contact students have with the language in their daily lives, the more naturally English will manifest itself in daily activities. As it is an activity that requires attention and stimulates reasoning, reading helps the student to immerse themselves even more in the language, being able to elaborate ideas and considerations in English. For that to happen, my work as a mediator was to contextualize the text, to develop enthusiasm and stimulate students' critical and participatory thinking. According to Gilakjani and Ahmadi (2011), the construction of

reading strategies such as the formulation of hypotheses and the choice of reflective questions during the reading would make the student argue in the foreign language:

> A text does not by itself carry meaning. The reader brings information, knowledge, emotion, and culture – that is schemata, to the printed word. Reading is only incidentally visual. More information is contributed by the reader than by the print on the page. This indicates that our understanding of a text depends on how much related schema we, as readers, possess while reading. Consequently, readers' failure or confusion to make sense of a text is caused by their lack of appropriate schemata that can easily fit with the content of the text. This lack of appropriate schemata can be either formal or content-based [defined as] follows: content schemata includes what we know about people, the world, culture, and the universe, while formal schemata consists of our knowledge about discourse structure. (GILAKJANI; AHMADI, 2011, p144)

The author goes on arguing that the exercise of reading in English should start from texts with reduced vocabulary, preferably with moderate use of idiomatic expressions and difficult words. Proximity to the student's level of knowledge is an important condition, as necessary as the degree of attractiveness of the text that must be of interest to the reader. The degree of difficulties cannot be high at the beginning, so as not to discourage students. An example that could be used is fantastic tales, as they have an easy vocabulary and at the same time are very well-known. One example is to have students read books such as: *Little Red Riding Hood* and *The Story of Ruby Bridges*. Those stories have a condensed vocabulary and an interesting plot to hold students' attention.

A good source that I learned about was on the website *https:// nysrti.org/intervention-tools/reading-tools/tool:csr/,* which describes that "The Collaborative Strategic Reading (CSR) strategy incorporates

cooperative learning, vocabulary development, questioning techniques, opportunities to practice, and students' use of prior knowledge". When I started working in groups with my students, I observed the development of their reading comprehension because it seemed that when they worked together they felt more confident to give opinions, to seek information and one student helped another to remember vocabulary. But I was always with them using some strategies to help them such as: a) the search for friendly active words because it brings some prior knowledge that illustrate the context for the story; b) skimming, we tried to have a global comprehension of the text and we discussed about what was the main topic; c) scanning, having a global understanding, we looked for very specific information to increase vocabulary. d) Using short texts in the beginning motivated my students because they are interested in knowing all the story immediately and short texts could attract their attention. An example is reported by Valdomiro Polidorio (2004):

> The use of short stories showed positive reactions because students liked to find out what would happen in the end of a story and this made them concentrate on the reading. They liked to discuss the theme of the short stories. Students' participation in the lessons with the short stories was bigger than in the lessons without the short stories. It was possible to see that 50% of them were interested in the reading and discussion. (POLIDORIO, 2004, p. 96)

Although reading is an alternative resource for teaching English in public schools, the challenges faced such as the lack of knowledge and basic skills of the student; the lack of motivation; inappropriate behavior; lack of didactic material, among others, is not disregarded, but the book adopted by the school can be a resource that will bring the necessary help. I then tried to follow the suggestions above with my students.

MY EXPERIENCE IN THE CLASSROOM

We started a reading project at the beginning of 2018. We started with simple texts from the textbook, such as cooking recipes, poems and biographies. First, the exercise was to read the text and then we acted out the story in groups.In the middle of the year, we read the book "Little Red Riding Hood ''. One class a week, we read a chapter. The students paired up and tried to understand the context and underline the unknown words, which they had to assume the meaning of, and only after finishing the chapter did they return to the misunderstood words and thus get to know the meaning. After finishing reading the book, they made some videos with their cell phones telling the story of the character in which the students created the lines and reproduced them in English.

At the end of the year, we read the book The Story of Ruby Bridges, which coincided with Black Consciousness Month. So, we did a presentation for the school showing how racism has affected our society until the present day.The students were engaged in the project, which despite being long (it took the whole year) it was dynamic and interesting for them.

Images 1 and 2: My students playing one scene from a book we read

Source: the author's private images

FINAL REMARKS

ConCol gave me good opportunities to learn and enrich my classes with materials to engage my students such as involving them in a reading project of literature which could present them to international texts and at the same time show them more about a different culture. When we read we are able to "travel" to another place and experience other lives. In addition, ConCol made me more confident as a teacher and a professional; I presented papers in symposiums like CLAFPL (Congresso Latino-americano de Formação de Professores de Línguas) in 2018 and SIMELP (Simpósio Mundial de Estudos de Língua Portuguesa) in 2019. [2]

But the most important thing ConCol provided me was to offer opportunities to exchange experiences with other teachers, facilitate the learning of more successful practices, and thus give my students several learning possibilities. I am so very thankful for all the opportunities this Project gave me.

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2   Image 3. Source: the the author's private images

PART 2

RESEARCHERS - COLLABORATORS

CHAPTER VII

THE POWER OF COLLECTIVITY AND COLLABORATION
IN THE UNIVERSITY-SCHOOLS RELATIONSHIP:
CONTINUING EDUCATION AND ITS REVERBERATIONS
IN ENGLISH TEACHING

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GETTING READY TO WEAVE

> *[...] What else can I do so that my students are positively*
> *affected by the content I teach?*
> Teacher Alice – Narrative, 2014

This chapter revisits and updates some reflections I made in my doctoral research (SÓL, 2014) supervised by Professor Maralice de Souza Neves and it also recollects my own trajectory as a researcher-trainer-collaborator in the continuing education projects EDUCONLE and ConCol. By doing so, I outline the dynamics of the relationships of collectivity and collaboration established for continuing education and between the university and the school.

According to Santos (2010), for a successful relationship between university and school it is necessary to invest in the "ecology of knowledge", which consists of the dialogue between scientific and non-

scientific knowledge, bringing it into the university; and connect with the public school in the sense of "establishing institutional collaboration mechanisms through which an effective integration between professional education and teaching practice is built" (Santos, 2010, p. 83).

Thus, it becomes vital to think about school beyond the discourse of precariousness offered by contemporary capitalism. The vision of school I hereby resort to is inspired by the ideas of the philosopher Hannah Arendt, and it is seen as a place of multiple possibilities, which has a mediating function between family and society and which must develop in the subjects a sense of accountability that allows for the conservation and transformation of the world, always making room for collective and collaborative work.

In this chapter, I bring a brief fragment of scenes experienced and constituted in/by continuing education (CE). It is worth highlighting that by recalling experiences, the senses are metamorphosing and introducing new discourses and ways of narrating and attributing meanings to teaching. I bring some reflections upon the identity (de)construction of English teachers who participated in the EDUCONLE (Continuing Education for Foreign Language Teachers) continuing education project and were, afterwards, participants of the ConCol (Collaborative Continuation)[1]. In this manner, the time course hereby shared refers to experiences lived in these two continuing education spaces.

Bringing a little of my own professional trajectory, I stand out that my concern with the university-school interweaving began during my undergraduation in Languages in the late 1990s at UFOP and it got accentuated during my Master's at UFMG, when I was a volunteer and researcher in the EDUCONLE Project in 2002, being collaborator for a decade. A few years later, I joined a Doctoral Program and my biggest concern was to find out more about the whereabouts of EDUCONLE graduates and their professional trajectories.

By listening to EDUCONLE's graduates I had the joy of being part of a great event: the creation of Concol, which was developed to meet

the demand of English teachers who had finished EDUCONLE. It is noteworthy that ConCol was not created for research demand, but because of it, since, once the investigations had begun, I came across the desire for continuity by the teachers. I, therefore, regard this as an (un)expected meeting moved by my own desires to get together with these teachers again and keep on investing in CE. ConCol was born in 2011, under the coordination of Professor Maralice Neves, with the main objective of offering EDUCONLE graduates the continuing education that was interrupted at the end of their majors. At last, it was an (un)expected meeting because of how it was set up. This meeting can be considered an event, in the Foucaultian sense, as it was not predicted or controlled (Castro, 2009), and it was singularized from the effective history. And this uniqueness is the existence of ConCol, as it is/was constituted and how each subject participating in it has produced/produces events for themselves and the group.

After setting the background, I lead to the concept network that will subsidize the relationship between the professional trajectories of the subjects who constitute this scene and the types of relationships that the school can establish with the university in order to foster social transformations.

WEAVING THE CONCEPT NETWORK

> *To look is one thing*
> *To see what you look at is another*
> *To learn from what you understand is still something else*
> *But to act on what you learn is all that really matters.*
> Chinese Proverb

In this section, the theoretical foundations that underlie this study will be addressed, in an attempt to develop it from the crossing of the discursive-constructivist perspective and some notions stemming from psychoanalysis. In order to weave the concept network, I will

address the notions of subject and discourse from the studies that take over the discursive perspective crossed by psychoanalysis. It states that speech is fundamentally heterogeneous and the subject is divided. From this perspective, the notion of discourse crossed by the unconscious and a decentralized subject is built, barred by desire, said in another way, divided, split between the conscious and the unconscious. When dealing with the process of constitution of the subject, it is worth mentioning that psychoanalysis uses the term "constitution" instead of birth or development, as the subject is constituted from language.

Psychoanalysis considers the importance of the social dimension for the constitution of the subject of the unconscious. Thus, Lacan proposes the category of Other (with capital "o") to designate the signifying and symbolic order in which the subject is inscribed. The definition of signifier for Lacan is different from that of Saussure, whose object of study was language and not the unconscious. For Lacan, the signifier is what represents a subject to another signifier. The subject slides from signifier to signifier, unable to understand what s/he says, alienated to/from the meaning of what s/he says (Lacan, 2003). In this perspective, it is worth noting that,

> without a signifying chain there is no subject (of the unconscious) and, at the same time, the subject comes represented in these signifiers that constitute them. In order to exist a subject, there must be an inscription of the signifier, or rather, of a first signifier and a chain that follows it. The unconscious is marked by the inscription of the signifier […] (Mariani, 2008, p. 144).

In this sense, studies on teacher education point to the discussion of the notion of subject (see Eckert-Hoff, 2004, 2008; Ghiraldelo, 2006; Hon, 2009; Neves, 2006, 2008; Tavares, 2013, Sól, 2014, Castro, 2021 among others).

In the studies aforementioned, the language teacher introduces themselves as a subject with a lack of being, always seeking (some) completeness, wholeness and control. In this manner, the subject-teacher, marked by lack of being and desire, is seen by Ghiraldelo (2006) as a socio-historical subject, constituted in and by language, not taking, from this perspective, control over their discourse and their practice (their saying will always be affected by the unconscious). Hence, subjectivity is understood as something under construction, based on the unconscious, built with and by the (O)ther. It is worth pointing out that the "Other" (upper case) is defined by Lacan as the place of the "treasure of signifiers", that is, an open space of signifiers that the subject finds ever since their coming into the world. It is the reference to the symbolic. The set of terms that constitute this space always refers to others (the imaginary order). The "other" (lower case) represents the speaking subjects, comes from outside, produces otherness and marks the difference in the subjects (Lacan 2008). Thus, subjectivity, in this study, is formed from the way the subject relates to various discursive formations, and the notion of "discourse" is understood as the production of words and knowledge. In this conception, there is the crossing of the Lacanian notion, in which discourse is oneself's speech, in everyday life (fictional character), an unconscious knowledge, a knowledge that is unknown. In this conception, there is the crossing of the Lacanian notion, in which discourse is a speech of one's own, in everyday life (fictional character), unconscious knowledge, knowledge that is unknown.

Based on the contributions of psychoanalysis, the subject is seen in opposition to the Cartesian subject (existing when s/he think), that is, s/he is seen as a subject barred by the unconscious.

The theoretical discussion will be resumed in the Corpus Analysis Section.

WEAVING THE METHODOLOGICAL ROUTE: THE PATH TAKEN

It is not easy and it will never be ... But the wonderful flavor
of the achievements can only be tasted by those who go out
of their way to get them.
Teacher Alice – Narrative, 2014

This work is an investigation that establishes the intra and interdiscursive relation whose modality will follow a methodological approach that privileges different possibilities of interpretation of the discursive material to be analyzed.

Considering the notion of professional trajectory undertaken in this investigation, the participants' discursive positions may vary according to the reference and time as a process. In this manner, the investigative path taken is dynamic, since it invests in listening to participants in different moments and spaces through time (moments in EDUCONLE and ConCol), enabling the understanding of what is repeated, what escapes, as an effect of the unconscious. The methodological emphasis of this study situates the investigation in the relation between intra-discourse and inter-discourse, surpassing the organization (systemicity) to reach the functioning (to failure) (Pêcheux, [1969] 1990 and Orlandi, 1996) and investing in the understanding of the production processes of meanings and the mechanisms of speech functioning. My view is guided by the theoretical notions that underlie this research work, by the multiplicity of related fields, interlocutions, in the endeavour of better understanding these sayings, and not reduce them to a mistaken interpretation. In this process, I seek, in the interpretation gestures of the corpus, to cross the opacity of the discourse to find both the regularities present in it and the points of uniqueness, always considering the teachers-enunciators' life stories. The reflections I hereby disclose represent a brief fragment from a doctoral study carried out with 25 teachers who participated in EDUCONLE (1st moment); afterwards, the research was carried out in three public schools in the metropolitan region of Belo Horizonte (2nd

moment). I choose to present only fragments belonging to two teachers who were enrolled in the two projects: EDUCONLE and ConCol.

This research was developed through the following instruments to compose the corpus: questionnaires, interviews, autobiographical narratives and observation accompanied by class filming. Within the time frame selected for this chapter, I introduce the participants-collaborators of the study: Alice and Bernadete.

Alice has a degree in Languages (English and Portuguese); she graduated in 1999 from a private university in Minas Gerais, and at the time this chapter was being written, she had a twenty-five-year experience as an English teacher. Due to work schedule issues, she is not currently participating in ConCol. Bernadete has a degree in English and Portuguese; she graduated in 1982 from a public university in Minas Gerais, and has over thirty-five years' experience as an English teacher. She has already retired from her job in a State School, but keeps on working as an English teacher for small groups and participating in ConCol.

WEAVING INTERPRETATION GESTURES

> *This thirst for getting closer to my object of study led me to*
> *EDUCONLE, which led me to ConCol. The latter provides*
> *me much, much more than I ever wished for. My presence*
> *in this project brought me so many benefits, that it is even*
> *difficult to list them up.*
> *Teacher Alice – Narrative, 2022[2]*

Before starting the analysis of the participants' statements, I would like to remind you that what I bring are interpretation gestures and an invitation to problematizations. I do not mean to provide you with absolute truths and/or judgments. The term "problematize" will be utilized in this work stemming from Michel Foucault, who, in his reflections, encourages the exercise of critical thinking as opposed to methodical

rigor or the search for solutions to problems, not by offering solutions to issues and situations, but by problematizing, contemplating them to, then, produce other movements and possibilities. Problematization is, as Foucault defined in his research: a way of looking at common objects and situations with a necessary distance so that there is a denaturalization, a deconstruction of the notions of true/false, right/wrong etc. Still, as inquires the thinker (Foucault, 1984, p. 13), what will be the real meaning of an investigation "if it does not consist in attempting to know in what way and to what extent it would be possible to think differently instead of legitimizing what one already knows?"

Based on these considerations, I present some discursive fragments (DF) and possible interpretation gestures.

THE MEETING/CONFRONTATION WITH THE CE PROJECTS EDUCONLE AND CONCOL

Teachers, throughout their professional trajectories, have been crossed by several discourses that move and (de)construct their identities and subjectivities. Among the various events in their trajectories, it stands out the meeting/confrontation with CE projects, in which several traces were being inscribed, among them the trace of the inscription of EL on the body. Such effects are present in the discursive fragments below:

> (DF01)
> *[...] The option to teach only the English language comes before my own interest in this skill. **At the beginning, I was glad of being able to read in that language, and certainly with time, the desire to communicate, better understand everything** that involves this knowledge. A major in Languages would allow me to make such desires a reality. **However**, at the end of four years of study at a private educational institution, I realized that, like other courses, **I was halfway through**. **That's when EDUCONLE comes in with the biggest challenge: fulfill what the project required.** Among so many attitudes*

*during the course, which **literally kept me up at night**, **and I won't use quotes here**, because that was what really happened. This **is due to the difficulty, until today, regarding fluency**. **I'm on the way /// The Continuation [The ConCol Project] helps me not to be "halfway through" once again** [...] I've always **searched for**, [trying] **to find** something [...]. I find myself **very anxious**. [...] But it's like our colleague said in a class, **you have to eat your hat** if you join EDUCONLE, because t**hose who don't, don't get to win**, cannot [win]. I heard a colleague say "**Oh no, after finishing up here I will... Take an English course.",** and **I said "No, I'm going to enjoy it here.".** So, **it was a little like that, in the shade. And I walked to the sun**, I said "I'm going to present". It's in God's hands.", you know? **I'll dive right in. I was never afraid,** I faced EDUCONLE, toughly.*
(Alice – Narrative)

The teacher was invited to narrate her professional trajectory. Her narrative is marked by the (im)possibilities of learning EL. And in this process, what comes into play is the body itself, marked by the EL that is inscribing itself and leaving its traces in the teacher's trajectory. It is worth pointing out that the experiences in CE triggered the subjective shifts in the teacher. The metaphors "halfway through", "on the way", "in the shade", "walked to the sun" (DF01), point to a movement of the body, a position taken from what she perceived of her trajectory. "You have to eat one's hat". When saying: "the biggest challenge: fulfill what the project required", (DF01), the nuisance caused in Alice by CE is brought about. And this nuisance stems from her lack of fluency. The use of the intensifier "literally" followed by the expression "it kept me up at night", the caveat "and I won't use quotes here" and the metaphor "you have to eat one's hat" confirm the strength with which the teacher was touched in relation to the knowledge of EL and seems to point to the suffering caused by the lack of fluency in EL. Through the oscillations of the discursive movements ("I was halfway through" "I'm on the way" – DF01), the teacher attributes her possibilities of advancing in EL to the CE projects.

Based on the interpretation gestures of DF01, it is possible to think about the ways in which EL is inscribed on the body of teachers from the discursive, psychoanalytic and deconstructive perspectives. In the discursive perspective, crossed by psychoanalysis, taking the word in EL implies taking the language with its own order and its specific real and what comes into play in this process is "the own truth of the subject of discourse and [the subject] of the unconscious" (Serrani -Infante, 1998, p. 258). In the psychoanalytic perspective, the body is seen under three registers (imaginary, symbolic and real). Regarding the imaginary, the body is seen as an image, in the symbolic, the body is marked by the signifier and in the register of the real, the body is synonymous with jouissance (Cukiert and Priszkulnik, 2002). In DF01, the teacher invests in an image of the EL teacher learning from CE and, based on the discursivities that circulate in the CE project, she incorporates signifiers that mark her trajectory. And this process is permeated by the real, by jouissance. And jouissance, in this case, seems to stem from EL. In this sense, Lacan states that "the subject, from the moment s/he speaks, is already implicated by this speech in his/her body. The root of knowledge is this engagement in the body" (Lacan, [1962-1963] 2005, p. 241). And "the unconscious does not leave any of our actions out of its field" (Lacan, [1966] 1998, p.518). In this regard, Coracini (2011a, p. 311) poses that, "it is necessary that the language taught crosses the teacher's body, constitutes their subjectivity, involves them and be involved by them, or rather, provokes identifications in them [...]". Neves (2013, p. 296) completes, the language is the person. It "relates social and family discourses that constitute it, disrupting and restructuring networks and paths of socio-historical affiliations of identification while surrendering to the difficult work of saying both in its mother tongue and in the language it tries to acquire."

THE INSCRIPTION OF EL ON THE BODY: THE IN-BETWEEN PLACE

As for the deconstructive perspective, it is possible to think about the inscription of EL on the teacher's body under the effect of *différance* and *phármakon*, which are always in motion, constitute the meanings, are considered undecidable and carry the duality of paradigms. In DF01, EC and EL can be related to the functioning of the *phármakon* (medicine and poison at the same time). CE provoked, at the same time, new challenges to the bodies ("it kept me up at night" and "demanded"), and it also pacified, removed the "halfway through" feeling (DF01). EL performed as the cause for suffering and also as a redeemer, by removing the teacher from a place of not knowing to a place of knowing ("from halfway through" to "the sun" or to "the way").

It is worth remembering that, in the dialectic of opposites, in the game of oppositions in writing, of language and the word, Derrida places the Greek term *phármakon* as an undecidable, since it is through *phármakon* that one can think of a chain of meanings. *Phármakon* has a "movement that is entirely produced in the structure of ambiguity and reversibility" (Derrida, [1972a] 2005, p. 59). Therefore, both *différance* and *phármakon* are considered undecidable. It is worth mentioning that, in the deconstructivist perspective, the duality character of paradigms is questioned, since deconstruction distances itself from metaphysical logic, that is, it perceives and assumes the fragile and provisional character of thought, destabilizing, removing all certainty of its center.

Another relevant note regarding the teachers' impasses is the representation of the EL teacher as being truly qualified, one who has already traveled to an EL country. In this sense, the teacher utters:

> (DF02)
> *[...] It bothers me because **how come you are so enthusiastic about the language, the culture; I teach it and I have never been to the country?** It's a bit **contradictory**. Even when people ask you and you say no, they get surprised.*
> (Bernadete – Interview).

Through direct speech in: "How come you are so enthusiastic about the language, the culture; I teach it, and I have never been to the country?", the teacher's saying is structured by the heterogeneous representation based "on a double enunciative anchorage: one of the speaker, who, illusory, is responsible for introducing the discourse of the other, and the other to whom the responsibility for the spoken words is assigned" (Tavares, 2011, p. 176-177), since there is an oscillation between the discourse she attributes to the other and her own saying "I teach it". Thus, the estrangement that is attributed to the other seems to be a nuisance of the teacher herself.

Recapping, the interpretation gestures signal an in-between place between knowing and not knowing EL, between being and not being fluent. In this sense, Coracini (2011b, p. 135) states that "being in-between means to be always crossing, halfway through, an imprecise, opaque, indeterminate limit".

Based on the interpretation gestures, it was found that the teachers' trajectories are marked by the meeting/confrontation with the CE project, which, along the trajectories of each teacher, several traces were being inscribed. One of these traces is marked by the CE discourse that challenges the teachers, resonating in the discourse of fluency and apprehension of a whole in/of the EL, propagated by the communicative approach and by the discursivities circulating in CE. Another note of these interpretation gestures is the way in which EL is inscribed on the teachers' bodies, from their participation in CE. This inscription took place under the *phármakon* effect, in which EL represents both the cause of suffering and the redemption of all problems.

CHRONOS AND KAIRÓS: MOVEMENTS IN/FROM TIME

In Greek mythology there are two categories to designate time: *Kairós* and *Chronos*. *Chronos* refers to chronological, sequential, linear, quantitative time. *Kairós* refers to existential, qualitative time,

an indeterminate moment in time when something special happens: the experience of the timely moment. And it is this singular and experiential time that outlines the trajectory and identity (de)construction of each teacher.

In this perspective, it is worth adding that another relevant point deduced from the interpretation gestures is about the way in which subjective shifts happen for the teachers after the contact they have with CE discourses in EDUCONLE and in ConCol. In short, it can be said that neither does it happen through a cause and effect relationship, nor through chronological time; it involves a work of each teacher's time and their uniqueness.

The fragments below point to the issues mentioned.

> *(DF03)*
> *[...]*
> *My expectation has to do with this development and my attitudes as a student in the project will make the difference.* ***The proposal is offered*** *by the university* ***and it is up to the participants to fully engage with it. This is what I have been doing*** *since* ***I started in 2006***, *and it was* ***in 2007*** *that I finished a work with the following expression that very well helps me finish this narrative:* ***I AM ON THE ROAD!***
> (Alice – Narrative)

> *(DF04)*
> *I believe that* ***the teacher*** *who participates in this type of course* ***feels more capable, happier***, *because* ***despite the problems experienced at school***, *s/he sees that s/he can change this reality little by little and is less concerned about highlighting the negative side of the profession.*
> (Clara – Interview)

Teacher Alice's saying (DF03) indicates the identity shifts that occurred for her and what led her to this (de)construction. Alice states that it was through the "attitudes" of engagement and determination in the

EDUCONLE and ConCol projects that she was changed. In this manner, returning to Alice's saying in DF03, CE introduces the possibility for teachers to be "on the road" (DF03). This emphatic saying may point to Alice's recognition of her incompleteness, but also to some change, since being on the way is different from being "halfway through" (DF01).

The DFs below also talk about the impact of EC on the teachers' lives and the signs of subjective shifts that have occurred.

> *(DF05)*
> *[...] if it weren't for EDUCONLE and ConCol I would still be teaching grammar,* grammar, grammar *classes /// Which is easier,* right?
> (Alice – Interview)

> *(DF06)*
> *[…] I got* ***much more motivated to carry on*** *because my* ***new development reflected on my students*** *and their return was very satisfying.*
> (Bernadete – Narrative)

In face of the fragments above, it is worth problematizing the nature of the subject's identity constitution. As Hall (2006, p. 39) stands out,

> Identity arises not so much from the fullness of identity that is already within us as individuals, but from a *lack* of wholeness that is filled in from outside us, by the ways in which we imagine ourselves to be seen by others.

Thus, subjectivity is formed from the ways in which the subject identifies with the world. And from this identification process, from what the subject takes for themselves, one's uniqueness emerges.

Problematizing the coexistence of the old and the new in the teachers' subjective trajectories is to think beyond binary oppositions, "as well as the contestations made in the simple form of "neither this/ nor that"" (Derrida [1972c] 2001, p. 48). That said, it is not possible to

discuss the teachers' trajectories without talking about the coexistence of the old and the new under the game of *différance*. According to Derrida ([1972b] 1991, p. 45), in this game the past and the present are mixed, that is, the scene of presence keeps "in itself the mark of the past element and already allowing itself to be shaped by the mark of its relationship with the future element [...]".

In this perspective, something only exists from the trace of another. And it is in this relationship that the teachers' sayings are (de)constructed in the fragments below. In these fragments, the ways in which CE provided opportunities for (re)signification of the teachers' practice will be analyzed. These (re)significations that resonate in the teachers' sayings can be thought of under an equation, in which the linguistic-theoretical-methodological knowledge plus the reflection lead to the improvement of practice. It is through the traces of this *différance* game that the threads of discourse are woven.

> ***(DF07)***
> *[...]* ***Then, after I joined EDUCONLE***, *then* ***I started talking** more, greeting them, poking them more // Then, about the classes I thought like //* **I felt more // more of an English teacher** *, you know? I felt more of an English teacher, and* ***it was a challenge***, *each class was a challenge for me. I noticed that* t***hey were happy just to understand me***, *and when they said something, I poked them, then my happiness doubled,* ***"I understood and I also spoke"***. *So,* ***I'm going this way***, *you know?* ***Working on speaking, reading, is // listening not so much***, *just listening to them in relation to me, my English.* ***Because of the stereo***, *which is never on/ and the outlet doesn't work /// and I had one, but mine broke, and then* ***I still haven't made the necessary arrangements** to take a sound device from home to school, many teachers do that.* ***Now/ with regard to my biggest problem***, *which I talked to X [she names a* ***ConCol** collaborator], the* ***PLANNING***. *I'm like, l sort of // for example, I prepare my classes/ I prepare my classes no, I get what I want to take to the classroom.*
> (Alice – Interview)

In DF07, teacher Alice narrates her professional trajectory, highlighting the CE traces and shifts considered by her as the most striking, her speech oscillating between the "then" (during and after EDUCONLE) and the "now" (her practice in the classroom after the contact with EDUCONLE and ConCol). Her knowing how to speak EL gave Alice the possibility of taking up another place in the classroom. The saying, "I felt more // more of an English teacher" reveals that CE brought about the great event in the teacher's life. And stemming from it, she (re)signifies her trajectory. In short, in Alice's words, the traces of the new and also of the old practice cohabit, which resist in a relationship that is of the order of *différance*. The saying: "Because of the stereo [...]", followed by several hesitations indicates that the teacher is inscribed in the discourse of justifications, which, then, points to a confession ("and then I still haven't made the necessary arrangements' ').

As for the "biggest problem" (DF07), identified by Alice, ("the PLANNING"), it appears some time later when she was already participating in ConCol. Observing this movement of time, it is clear that not everything that was worked in CE was an event for the teacher, that is, it enabled a (re)signification of the practice in a cause and effect relationship. Considering that meaning takes place a posteriori, it is worth resuming the discussion about logical time (Lacan ([1966] 1998), because, this way, it is possible to infer that EDUCONLE established the moment to look and understand the practice and profession of teaching EL and, at ConCol, Teacher Alice, as well as other participants, began to make some conclusions and raise other questions. It is worth recalling that in the movement of logical time, the moment of concluding initiates a new moment of seeing, hence, this movement of the subject is cyclical.

WEAVING FINAL GESTURES

> *This process of reviewing my professional journey just makes me sure that it must always have new beginnings.*
> Teacher Alice – Testimony, 2022

By narrating their personal and professional experiences, the teachers refer to *Kairós*, time in which each one, according to their uniqueness, takes a sampling of what CE leaves for themselves. The temporal functioning mechanisms in psychism are present throughout Freud's work (Freud, 1996). From this perspective, for subjective life, the value and significance of events are not related to the duration of the facts. What matters in memories is the psychic dynamics put into play. Because "the time of the unconscious is not time that passes, it is "another time", the time of the "mixture of times", the "only later" time, the "time of resignification". There is no linear functioning in time, past, present and future merge. The past is not fixed, it resignifies in the present.

The CE context does not deal only with linguistic and methodological questions concerning teachers, but also questions of the political and social scope at a macro level. It is not just restricted to the classroom. But the teachers utter from the place of those who have passed/pass through CE, in other words, from the discursiveness incorporated by them from the project. And these discourses merge and cross these teachers, outlining their identities, subjectivities and uniquenesses. In this sense, the identity fragments that constitute the modern subject suffer the effects of paradigm changes, in which uniqueness was replaced by multiplicity, and solidity by deconstruction.

The most striking way was in relation to the representation of CE as a place to "improve" linguistic and methodological skills, as if the discussions that emerged in the CE space for EL teachers were limited to these two modalities. In order to constitute an event, something of the order of the singular, which happens in/for the subject (Deleuze, 2006), CE has to touch the teachers in some way and lead them to new encounters. Moreover, it is worth noting that both the impasses experienced in CE (pedagogical practice) and the desire to acquire EL (the [not] knowing EL) occurred in the teachers through the "undecidable" *phármakon* (Derrida [1972a] 2005), in which poison and medicine, questions and answers are mixed. This discourse may have been constituted throughout

the history of Brazilian continuing education, which represents the EL teacher-subject as a subject who is always at fault with the profession, especially with regard to these two competences.

It is paramount to recognize all the contributions of CE projects to the education of EL teachers, but it is relevant to problematize them through the (de)construction of the teachers' discourses, their positions and actions, in short, everything that was remarkable in this investigation regarding the identity constitution of the EL teacher crossed by CE. In this sense, this study privileged the exercise of critical thinking as opposed to the search for solutions to problems, seeking to denaturalize and deconstruct the true/false binarism.

This study is, therefore, relevant to explain the importance of the moment in which the teacher observes, analyzes and attributes value to the events of their own practice. It is a singular look of the subject with which they can take something as a cause and start producing new meanings for their practice. In conclusion, I believe that EC contexts have the potential to work on the constant (de)construction of teachers' discourse and identities. In this space, the plots of the lived experience resist any chronological linearity, as they intersect and give new meaning to the present. However, as evinced by this study, it is worth remembering that the timely moment (kairós) for the identity shifts of the teachers who passed/pass through CE is not defined based on a predictable, pre-established logic (chronos), since the plots of the lived experience resist any chronological linearity, they resignify with the present.

This chapter invites us to reflect on the importance of strengthening extension actions, the university-school relationship and the ways of establishing new partnerships that invest in continuing education and allow both the university and the school to (re)think their roles in a collaborative way, in order to dilute the hierarchies and boundaries of knowledge and power relations that have been usually instituted in these settings.

In conclusion, the potency of collectivity and the university-school collaboration, as demonstrated by the EDUCONLE and ConCol projects, enables the establishment of new perspectives on teaching, and it has the potential to destabilize and update representations and narratives of/about school. And these new ways of seeing the school may reverberate over the contexts of initial and continuing education of EL teachers, by broadening the view of Languages undergraduate students about the teaching career and contributing to demystify the discourse of failure in teaching EL in regular schools, especially the public ones, and believe that it is indeed possible to teach and learn within this context. The university will only advance towards problematizing language education from the moment we carry out the exercise of thinking along with school and not about it.

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[1] The two projects are part of the "Interfaces of Education in Foreign Languages" Program of the Faculty of Languages of UFMG, which is composed of the projects *Continuing Education for Foreign Language Teachers* (EDUCONLE), UFMG goes to the English Classroom – UNISALE *and Collaborative Continuation (ConCol). Available at http://www.letras.ufmg.br/padrao_cms/?web=interfaces&lang=1&page=406&menu=272&tipo=1. Accessed on Nov. 14, 2022.*

CHAPTER VIII

PEDAGOGICAL ROUNDS: LÓCUS OF (IM)POSSIBLE INTERVENTION AND RESEARCH BEYOND THE CONCERNS OF EL TEACHING AND LEARNING

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INTRODUCTION

In April of 2021, during the 10th anniversary opening celebration of our Continuing Education Project – *Continuação Colaborativa* (ConCol), Vanderlice Sól, the person accountable for its birth as she attests in her text prior to this one, proposed a warm-up activity so that a cloud of words would be formed that described what ConCol Project represented for each person present in the event. **Learning** was the word that stood out the most followed by knowledge, sharing, love, *crescimento* (growth), *colaboração* (Collaboration), *formação* (Education/Training), among others. It seems too obvious, but I would dare to say that what was really meant with the choice of these words referred to something that is still missing, that is, the desire for what is yet to come. It refers to the incompleteness of being. Accepting that we are always in search of an impossible completeness makes us want to continue our education forever. This text was written as a tribute I pay to the participants of

ConCol Project, which was created because of the desire of many to continue their education and has lasted all these years supported by that same desire.

In this chapter I will present a research-intervention instrument called *Pedagogical Round (PR)* which has been used in ConCol almost since its birth in 2011. This instrument of intervention and research was inspired basically in collective conversations used in psychoanalysis applied to education (MIRANDA, VASCONCELOS, SANTIAGO, 2006; LOURES, 2014). *PR*s have been held in regular meetings at FALE-UFMG not only to offer room for pedagogical discussions, but also for listening to complaints related to teachers' difficulties in dealing with their students. According to Neves (2016), listening to narratives that go beyond teaching/learning the EFL is a practice not usually considered relevant in Continuing Education (CE) programs. Those rounds are then used to offer means of facilitating that these narratives take place. In these Rounds, events or situations that may sound weird, or somehow irrelevant are considered important in accordance with late Lacanian psychoanalytic works (from 1960 on). In these works, Lacan highlights the unfathomable 'Real' beyond the 'Imaginary' and the 'Symbolic'. Privileging the Real makes it possible for one to go beyond explanations of the past to account for what is 'not known' of one's present and future. This position enables teachers to take charge of their actions in class when they face certain dilemmas. This research-intervention instrument, since its birth in a doctoral research (LOURES, 2014), has been a means for several other investigations (OLIVEIRA, 2014; FRANCO, 2016; LEITE, 2018; SANTOS, 2021; ALMEIDA, 2022). Not only have PRs been useful in helping Master's and PhD researches that involve some of ConCol's participants, but they have also been sharply relevant in stimulating "subjective shifts" in the group as a whole.

I will now proceed to describe a little of the history of this intervention and research instrument as it was being used at ConCol until the year 2021, when we celebrated the 10th anniversary of the

Interfaces Program and above all of the ConCol project. I will point out issues addressed in some of the master's and doctoral researches above mentioned that used or adapted this methodological instrument as part of their research methods. And finally, I will present some results that we obtained in some PRs, considering that there was an intention to intervene through specific maneuvering.

PEDAGOGICAL ROUNDS: WHAT ARE THEY?

The instrument and its given name, Pedagogical round (PR), came up during a doctoral research held by Gisele Loures (2014) while she searched for a methodological means to approach the teachers that took part in ConCol for a collective exchange of challenging experiences in the classroom. For this purpose, Loures (2014) gathered data from three different fields of knowledge: medicine, psychoanalysis, and education. Faced with the impasse that led to some stagnation of neither knowing how to arouse students' interest in their object of teaching, nor knowing how to deal with their students' indiscipline, the participating teachers wanted ready answers from coordinators and collaborators to find viable solutions for their difficulties. Loures (2014) drew conceptual inspiration from the physician and psychoanalyst Sándor Ferenczi's Active Technique (FERENCZI, [1921]), which consisted of encouraging the participants to perform certain actions and to expose themselves experimentally to the situation they had avoided due to anxiety. Since some of the participants performed subjective shifts and others remained stagnant in the resistance dimension, the project coordinators, who took the role of coordinators of the conversation, would then summon other procedures such as being in silence for the purpose of emptying of the supposed knowledge on them (LACAN, [1951] 1998; FACHINETTO, 2012). This action had the purpose of making the word circulate. "Teachers should bring to discussion issues of different orders that influenced their practice. They could be successful or unsuccessful experiences, tested

teaching proposals, activities in preparation or that failed." (LOURES, 2014, p. 26). As the actions were held in the group, Loures also sought inspiration from multidisciplinary rounds, which consist of

> a meeting called medical visit, medical supervision or round, in which cases are discussed and the medical team is guided in the care of hospitalized patients. According to the author, professionals from other areas have been invited to participate in this moment "to help in the integral vision of the patient". (JUCÁ-VASCONCELOS, 2011, p. 3)

From the conversation technique used in Psychoanalysis comes the inspiration for the way one hears whatever is spoken. (LACADÉE and MONIER, 1999-2000; MILLER, 2005a; MIRANDA, VASCONCELOS and SANTIAGO, 2006). Miller (2005a, p. 15-16) presents such conversation as,"[...] a situation of free association, if it is successful. Free association can be collectivized insofar as we do not own the signifiers. A signifier calls another signifier; it is not so important who produces it at a given moment." According to the author, in collective free association we expect a certain effect of knowing. The signifiers of others give us ideas, help us and can result in something new, a different angle, unprecedented perspectives. Loures (2014, p. 27) bet on "the moment and place of conversation as a space for teachers to talk; not a space for talking about teachers."

Therefore, in order to try to intervene in the complaint and make it a material that would lead to a change in teaching practice, an inversion of the participants' demand should occur: "they would not come to the university to seek knowledge, but to construct knowledge."(LOURES, 2014, p. 27). They would come to the university as masters of the knowledge they have as a basis for the construction of other knowledge. The aim is to make the participants accountable for their knowledge, teaching practice and the knowledge to manage the love transference. This makes the transference of work possible, in which one can use the

love created by the bond between people as a way of sustaining the bond that maintains long periods of work, as Fachinetto (2012) points out.

Throughout almost ten years, a group of about 15 participant EL teachers took part in the PRs which were held once a month stimulated by Loures (2014) as a researcher and I as her supervisor, coordinator of the Project and psychoanalyst. In Loures words,

> Although someone is present to lead the discussions, there is an attempt to "de-hierarchize" who speaks so that whoever wants can take the turn while others listen. Thus, speech is placed as a free instrument, based on a bet that transference is established for many, so that one assumes knowledge for the others. It is also a bet on the emergence of signifiers, identifications, the unveiling of symptoms and their relaxation, in order to mobilize the teaching practice of the members. The discussion starts with [one of the member's] task of bringing an issue of any nature that is involved in their teaching practice to the group's appreciation. (LOURES, 2014, p. 82, my translation)[1]

Neves (2021) explains that the idea was to summon one teacher at a time to present something that she/he elected to do in the classroom. It could be an idea for a project or something from their pre-pedagogical activities, activities in progress or finished either satisfactorily or unsatisfactorily. The teacher should try to present her/his question in the form of a research project, formulating hypotheses and basing their practice on some theoretical contribution that she or he deemed necessary to test their hypothesis. They may or may not have results to report. The group then listens to this teacher and starts to intervene in different ways, asking questions and suggesting actions. It is at this

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[1] "Embora esteja presente alguém que conduza as discussões, há uma tentativa de "desierarquização" da fala para que cada participante possa tomá-la diante da escuta de todos. Assim, a fala é colocada como um instrumento livre, a partir de uma aposta de que a transferência é instaurada a muitos, de modo que um suponha aos outros um saber. É, também, uma aposta na emergência de significantes, de identificações, no desvelamento de sintomas e no seu afrouxamento, de modo a mobilizar a prática docente do PIFC. A discussão parte da tarefa de trazer a apreciação do grupo uma questão, de qualquer natureza, que esteja implicada à prática docente."

moment, when given the opportunity to speak, debate and listen to the others that the participants are allowed to look beyond the commonly expected meanings. The opportunity also opens up to explore the misunderstandings, the nonsense, something which appears as a detail for each one (MIRANDA, VASCONCELOS and SANTIAGO, 2006). Although not guaranteed, certainly the knowledge of someone who was speaking reverberates to another member of the group so as to shake off crystallized identifications.

During the first few years PRs worked this way; then, gradually, they changed to becoming more similar to Conversations psychoanalytically oriented consolidated in the educational field in Brazil by the research group led by Ana Lydia Santiago (2008). Presentations of pedagogical activities were replaced by demands related to issues that troubled the group, and once or twice a month we would address these issues in our meetings. The conversations became an instrument to locate the condensation points of discontent in the current culture and to create possibilities for the maxims imposed by the culture to be questioned by everyone taking part in them (NEVES, 2021). As Neves (2021) reports, these conversations are a methodology of work, as well as that of research-intervention because, by investigating the social symptom, the intervention produces a necessary discursive circulation among those who participate in the conversation. Furthermore, this discursive circulation generates effects though they are neither immediately observable nor do they respect a chronological time.

Lacan ([1945]2008), in his 1945 paper, argues for a logical time with its tripartite structure, the three moments of which are: the instant of seeing, the time for understanding and the moment of concluding to specify that each subject has its own logical time in terms of an intersubjective logic. This is a structure that rules the interventions made by the person in charge of coordinating the conversation, as Neves (2021) explains in her paper. But we must always remember that the fundamental rule of psychoanalysis imposed on the use of any method of research of

psychoanalysis is the exercise of free verbalization or of making-talk in free association, whether in an individual or collective situation.

AN IMPORTANT INSTRUMENT OF RESEARCH

ConCol has always been a project that enabled not only the work aimed at the continuing education of the participants, but also the development of several research projects held by POSLIN-UFMG graduate students of the master's and PhD degrees. Among these projects, some used the PR as one of the instruments for building the corpus of research guided by analytical listening.

When talking about "listening", what do we mean when we follow the clinical orientation or attitude? We mean that this type of listening sticks to the uniqueness of the participants; it aims at shifts and co-construction of meanings; it does not fear risks of the meanings that come up in the flow of discourse. The researcher, in turn, will have to take the role of coordinator. He or she needs to put their own unconscious to the test, so they must give up their truth and not set a predetermined course to the group's progress. As Neves (2021) points out, listening fluctuates among the participants about what is said that refers to the social practices affecting the collective, and what is said by each one about how these practices affect them subjectively. It is the function of the coordinator, who is usually the researcher or trainer, to listen and to elucidate, among the multiplicity of signifiers, what is the unease of a collective that is questioned by each one of the group.

In this perspective, emphasizes Neves (2021), transference is another concept to be respected in the relationship of the conversation coordinator in collective meetings with the participants of a psychoanalytic research. It is not known, a priori, what will emerge from these meetings. The transferential bond emerges from the trust placed in the person of the conversation coordinator.

Therefore, I've selected a few projects that used the PRs or their adaptations as instruments to gather data for analysis. I will briefly point out how graduate researchers used this instrument to investigate their object. As I have pointed out, it was Gisele Loures (2014) who created the PR and began the tradition of using this instrument of intervention and research at ConCol when developing her PhD investigation. She needed a means of offering the opportunity for her research subjects to speak freely about their subjectivity. She was also the forerunner of investigations on the transfer of work in the group in order to focus her research on the construction of the transferential relationship between the Project coordinator and the participants of ConCol. She then centered her object of research on the transferential bond between her as a researcher-trainer and one of ConCol teachers as her research subject. She considered the transferential bond as a "way to support the work of elaboration through which the training, as well as other learning processes, is constructed", and she postulated "the existence of a relationship between the maneuvers of the transference and the changes achieved." As a result, the teacher in question "abdicated of the inertia and self-annulation position to take responsibility for her training and her teaching practice" (LOURES, 2014, p 13].

Marilene Oliveira's (2014) MA research objective was "to identify and reflect on what might be the possible signs of jouissance of EL teachers from regular public schools [to] maintain their practice in public schools despite complaints around them, their difficulties or even misfortunes, and yet remain lively and engaged in their teaching" (OLIVEIRA, 2014, p. 10). Primarily basing the collected data on individual interviews, the researcher also constituted her corpus with the use of a collective "interview" session by gathering her four subject-teachers to talk freely. This collective interview was inspired by the conversation psychoanalytically oriented held in the Pedagogical Rounds (PR). And she also took part in some PRS as an observer, while some of her subject-teachers presented their teaching activities to the ConCol

group. From those of her subjects who belonged to ConCol, she gathered that those meetings helped them continue to want to be English language (EL) teachers, to ease their anxiety, and find their means to contribute with their colleagues.

Jackson Almeida (2016) actually began his MA research in the first session of a PR at ConCol in the beginning of 2014. Interested in writing activities, the researcher had the opportunity to witness the presentation of autobiographical productions in English that one of the participating teachers developed with her students at her school. Thus, the researcher identified in this teacher the desire to continue with activities related to writing, but she also showed a certain level of anxiety towards doing so. This affection triggered the objective of investigating the writing of her own autobiography in English. The investigation was made possible due to a methodology created to establish a bond of trust between the researcher and the teacher in order to fight resistance and enable the writing activity. The analysis of the teacher's autobiography was held through the linguistic-discursive marks that pointed to her accountability for writing her memories, intervening in her writing, elaborating possible repetitions, and taking new positions as a subject in the social bond. Thus, concludes Almeida (2016), while she interpreted her anxiety, the teacher elaborated her desire and abandoned her complaints.

Arabela Franco (2016) developed her MA research by first using the PR meetings as an observer and then by making an adaptation of the PR and calling it Conversational Round. As the conversation coordinator, she enabled the teachers to talk freely about issues concerning the relationship of each one with the English and Portuguese languages. Guided by psychoanalytic theory, the researcher's concern was to observe what is unique in the subjects' sayings, based on the transferential bond established between the researcher and the members of the group. While gathering data, she chose one teacher to be the subject of analysis. Her objective was to find specificities of bilingualism and propose widening such spectrum by considering "to treat bilingualism as an individual

phenomenon, and by analyzing how each human subject is discursively inscribed as a bilingual subject" (FRANCO, 2016, p.12).

Kely Cristina Silva, became an MA researcher under my supervision in 2017. She had been actively participating in our Pedagogical Rounds in ConCol and, as she points out in her report in this volume, this experience led her to materialize the desire to carry out her master's research (SILVA, 2019). She also used a psychoanalytically oriented conversation as one of the methodological instruments in the production of her corpus when researching the effects of meaning elaborated by elementary school EL teachers regarding the implementation of this teaching throughout the municipal network of Nova Lima, MG.

In her doctoral research, differently from Oliveira (2014) that investigated why some teachers cling to the life-giving joy of their work, Natália Leite (2018) addressed the teaching malaise of three English language teachers in function deviation. She did also rely mostly on the data collected in interviews of clinical orientation and on the clinical diary where she took notes of her impressions of the objective and subjective effects obtained during the interviews. She also relied on the observation of a PR where one of her research subjects participated actively. It was because of this observation that the researcher was sure to invite one teacher to be part of her research (NEVES; LEITE, 2020) . Her findings were that the English language, which apparently seemed an investment object of the teacher, was not related to any educational ideals such as to provide greater opportunities for students to work, to expand students' cultural repertoire, to expand the possibilities of students' social interactions, and to promote moments of (dis)identification, for instance. A question was left that perhaps this lack of some educational ideal may have led these teachers to illnesses and/or function deviation.

Another PhD research was held by Caroline Santos (2021), who is reporting part of her findings in this book. She started from the Freudian (1937) premise that education is one of the three impossible functions as

it cannot be done effectively. Together with the use of clinical interviews and the clinical diary, she also made use of PRs to gather data for her corpus. She started "from the assumption that there is no single way to educate in the face of impossibility, but each teacher invents unique ways to do so in their context." (SANTOS, 2021, p. 10) She investigated not only how teachers developed their unique styles, but also why and how they invested their desire in teaching the English language and in taking part in a continuing education program. As her methodological approach, first the researcher observed several PRs to detect, among the members of the group of teachers, those participants who offered to talk about their teaching and about what affected them in their training. Based on the observation of the subjective investment that the teachers seemed to make to their teaching training and classroom practice, the researcher then focused her investigation on two teachers. She invited them to participate in the research and began to use her corpus collected in the PRs, interviews and the notes of her clinical diary to build each case. She concluded that despite both presenting unique solutions to the impossibility of educating and showing a desire to be in school, there is a malaise associated with teaching, which may have different reasons that the scope of the research did not propose to discuss. And finally, I present some of my own investigations held during the PR meetings.

MORE THAN A RESEARCH INSTRUMENT, PEDAGOGICAL ROUNDS ARE A MEANS OF INTERVENTION

As I reported in a paper (NEVES, 2016), it was during a PR, where one of the teachers was presenting her teaching activities, that unexpectedly she disclosed the discomfort she felt for having been the victim of intense anger on the part of a student because of her teaching style. Due to this event, I was able to discuss the question of considering teaching/learning with the implication of the unconscious. Psychoanalysis allows taking the subject in its uniqueness, in its particular modes of

jouissance, whether they are modes of satisfaction that are paradoxically mortifying and/or vivifying. Lacan ([1973] 1996) discusses what constitutes the core of his teaching and which I transpose to the unique and paradoxical order that is usually involved in pedagogical actions, both disturbing them and disturbing the teacher: the teacher speaks without knowing; she talks with her body, and that without knowing it; she, therefore, says more than she knows consciously. Finally, it was possible to argue that teachers, in order to sustain their style, need to maintain a desiring position in the face of the enigma posed by their modes of jouissance (NEVES, 2016).

In another paper (NEVES, 2021), I propose to illustrate the logical time in its tripartite structure of moments, the instant of seeing, the time for understanding and the moment of concluding, generated by the materiality of signifiers that emerged in two PRs held in 2018 and 2019. I called such instant of seeing "Impotence in the face of the demand of the Other and the ineducable of certain students'' (NEVES, 2021, p. 412) to show that this instant points to the zero point, the instantaneous value of the evidence of the gaze (LACAN, 1945). During this moment we pinpointed complaints related to the difficulty in separating the personal life from the professional one. Teachers would complain that they had to make use of medication to endure the challenges students imposed on them; that not only did they need medication, but so did their students; and that life demands were too high. As one signifier asks for another signifier (MILLER, 2005), the focus slipped to some causes of unease and, still, these causes remained impersonal: "the judge is putting us to deal with thugs; we are at risk" (NEVES, 2021, p.413).

To instigate a more personal positioning, we seek to involve the subjects in what they say in order to lead the conversation to the "time for understanding". I named this moment "Positioning in the face of the two main impasses" (NEVES, 2021, p. 414) in which some teachers account for their fragility and for the way they take steps to face their problems, each person in its own particular way. There is an oscillation between

continuing to blame the Other or personally accounting for the situation. This breach opens up for new signifiers that slide from 'ineducable thugs' to 'teenagers I've followed since they were little, who would listen to me and respect me as someone who cares, since I belong to their same community'. The moment of concluding may or may not be reached in the subsequent sessions, depending on the coordinator's handling and the participants' willingness to "allow themselves to savor the experience of the impossible side of all knowing [ ] a possible construction of work, without idealizations." (NEVES, 2021, p. 419) However, it is possible to verify shifts that arise in the participants' statements, such as the observation that "there are days when the student decides to unload his problems on us and we can understand that it is not actually meant for us" (NEVES, 2021, p. 421).

FINAL WORDS

Throughout these 10 years, not without some resistance, we've tried to keep alive the desire to approach the imponderables of teacher education beyond the axis of training, precisely because we were fed by the knowledge psychoanalysis proposes to us. As stated by Lo Bianco (2021), it is psychoanalysis that recognizes in the subject what is not apprehensible in calculation or predictability. It addresses what is not mastered, what escapes, what is not objectively apprehended. It addresses a knowledge that is not complete, as "it is literally a knowledge that leaves something to be desired" (LO BIANCO, 2021, p. 39). As I tried to describe in this paper, both the actions and the research carried out in the ConCol Project were theoretically supported by the ethics of psychoanalysis. And the Pedagogical Rounds (PRs), inspired by psychoanalytic conversations, became our special brand, a space that became essential and that, in the words of the participants, became a space to deal with frustrations and to give an injection of courage to face the impossible act of educating.

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CHAPTER IX

WHAT IS SAID AND HEARD ABOUT PROFICIENCY IN A CONTINUING EDUCATION PROGRAM

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INTRODUCTION

This chapter aims to present excerpts from the thesis *The singular outputs of English language teachers in the face of the impossibility of educating* (SANTOS, 2021), a doctoral research completed in 2021, which dealt with the discourse of two teachers participating in ConCol – UFMG. The objective of this research was to analyze their uniqueness as English language teachers, which means that we expected significant themes related to teaching to emerge in their speeches. From the data generated during the interview process, the issue about the teachers' linguistic proficiency arises, among other issues addressed during the research. Both teachers have a long history of attending continuing education and language improvement courses, in addition to being interested in other courses related to the English language. Complaints about their language skills inside and outside the classroom are a frequent topic in interviews, and they also appear in some Pedagogical Rounds[1].

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[1] Neves, in a previous chapter of this book, develops a theoretical and historical perspective of the Pedagogical Rounds, which would contribute to a better understanding of the contributions of it to the collabo-teachers in the program.

Therefore, the theme was presented as one of the topics of analysis of this paper, since it seems to represent the sayings of a considerable layer of Brazilian teachers, according to national surveys. Methodologically speaking, we started by listening to the teachers in the Pedagogical Rounds, moments of group listening during weekly CONCOL meetings, where both teachers were selected to participate in the research. After that, four interviews were carried out with the first teacher and six were carried out with the second one. In addition, notes were taken in the researcher's clinical diary. Information from both methodological instruments were used for data generation. From then on, some of the most frequent and important themes for the field were selected, such as: the feminine, the public and the private education, and teacher uneasiness, besides the most relevant topic for this paper: their linguistic proficiency level. As theoretical support, we rely on the dialogue between Psychoanalysis and Education and teacher training, in addition to relying on the help of Discourse theories that cross these areas. Therefore, this chapter aims to develop a study about the benefits of continuing education groups such as ConCol for the subjective elaboration of collabo-teachers, such as those in research. Also, they may benefit from the discussion of pedagogical and linguistic issues, in addition to bringing research and classroom practice closer together. In order for this work to serve as a continuation and improvement of the research in question, we will deal more specifically with the relationship between continuing education and teachers' linguistic proficiency in Brazilian public education, which aims to add some thoughts on Brazilian continuing education.

CONTINUING EDUCATION IN BRAZIL

It is important to note that the English language as the object of teaching was an important element of the research, since the participants are English language teachers. This implies that, before their teaching began, the language would have been a choice they made at some point

in their academic and professional careers. It was of interest to investigate the participants' choice for this teaching object, since, even while choosing to be a teacher, there are several other teaching possibilities.

It is highly important to mention that the English language is the third most spoken language in the world and the official language in 75 countries. It belongs to the Brazilian school system as a requirement, despite the fact that only 1% of the population is considered fluent, according to a study conducted by the Instituto de Pesquisa Plano CDE[2] for the British Council[3] (2015). To understand the role of this language in Brazilian education it is necessary to remember that the first objective in motivating the teaching of English in Brazil was purely commercial, as a way to train professionals to meet the demand for trading with England, back in 1809. Since then, the role of the English language has changed in the national scenario, and it was only with the LDB (Guidelines and Basis Legislation), in1996, that a foreign language became compulsory for middle school – at the choice of the school body – while, for high school, one modern foreign language was made compulsory, as well as a second one, as an option. Only in 2017 did legislation determine that the English language would be compulsory in Brazilian regular education. This means that if the school offers only one foreign language, it must be English. With this historical background we can see that the presence of the English language at schools is not recent, but its stability within the school space is still new, which makes us think about the fact that this is one of the causes of the lack of appreciation of the subject within the school community. One of the participants mentioned in one of the interviews that she feels lonely at school, where there aren't many peers with whom to "compare notes". This is a widespread statement among English teachers, and one that is strongly present in the findings of the

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2   A private company based in São Paulo that conducts quantitative and ethnographic research, which provides impact monitoring and evaluation and proposes solutions of different kinds.

3   British Council is the British international organization for education and cultural relations, as it was named in the document (2015). It is worth pointing out the origin of the organization and its possible commercial interests in Brazil, since the teaching of English by private institutions could guarantee profit or prominence in the language teaching area.

cited study (BRITISH COUNCIL, 2015). Teachers often complain that they are sometimes the only ones in the school, due to the small amount of time allocated to the language, and, therefore, they cannot find peers to discuss ideas and share projects.

Parallel to this journey that the English language has undergone are also the processes of initial and continuing education for language teachers. Martini (2010) reminds us that continuing education has not always received this name, some terms such as "training", "capacity building" or "recycling" have already been used (and still are) to address teacher education. The researcher also brings, in a brief history of continuing education, the memory of the technicist character of the programs in the 1960s, 1970s, and 1980s, when the main objective of the courses was to train teachers to apply methods and methodologies that quickly emerged and replaced the previous ones.

By the mid-1980s, the discourse changed and education professionals witnessed the effect of certain advances in relation to the idea of training, as reported in the document from the Ministry of Education's website with general guidelines on the National Network for Continuing Education of Basic Education Teachers (2006, p. 11):

> The 1980s, in Brazil, represented a movement in search of a break with the technicist thinking that predominated in the area of education until then. Within the educators' movement, the debate has produced and highlighted concepts on teacher training, on the education professional from several fields of knowledge, highlighting the social-historical character of this training. [It also highlighted] the need to train professionals with a broad understanding of the reality of their time, with a critical and proactive attitude that would allow them to interfere in and contribute to the transformation of the conditions of the school, of education, and of the society. With this emancipating concept of education and training, the movement has advanced in the sense of trying to overcome the dichotomies present in academic training between teachers and specialists, both

in elementary school teaching and middle and high school teaching, with specialists and generalists, supporting schools in the search for the democratization of power relations in its core and in the construction of new collective projects.

From then on, we have seen a growing wave of insertion of reflective and critical thinking in training programs, mainly relying on Paulo Freire's contributions. Simultaneously to a fast evolution process of continuing education courses, in the 1990's the LDB (Law n.9.394/96) required a full license degree for basic education teachers, and this caused undergraduate courses to gradually expand from the second half of the 1990's (Secretaria de Educação Básica, 2006).

In this scenario, many professionals went to universities in search of improvement, and the resources allocated to continuing education would provide grants for the programs to take place and give access to public school teachers. The school-university relationship has grown and, with it, the diversity of studies both on Brazilian and international contexts, literacy (SOARES, 1989; STREET, 1984; 2002), and new literacies and multilearnings (COPE and KALANTZIS, 2001; CERVETTI, PARDALES, and DAMICO, 2001; LANKSHEAR and KNOBEL, 2006), as well as, more recently, research on decolonial theories (LANDER, 2005; MIGNOLO, 2009; SOUSA SANTOS, 2010) and postmemory (ARAÚJO, 2014; HIRSCH, 2008) that reach the educational processes.

We consider these studies as part of the curriculum of continuing education conducted in universities such as UFMG, in order to understand in which discourses the participating teachers are inserted in their initial training, and to which theoretical spheres they are exposed when they decide to seek continuing education beyond language training. After all, their words resonate with the observation that not much has changed in recent years, as reported in the study done for the British Council (2015) on continuing education. The need to continue studying, according to the account, is due to the problem that, besides the fact that there is

no minimum standard required by the institutional structure about the contents taught, there is no standardization of the type of training or language proficiency of the English teachers.

This tells us a lot about the expectations that teachers can bring to continuing education courses in relation to a training ideal that grows out of initial training. It is common for us to hear from teachers about the insufficient initial training when it comes to dealing with the day-to-day life in regular schools. Perhaps continuing education in public institutions has taken the place of excellence for this ideal training so long awaited by these teachers. This helps us understand some of what the participants said during the interviews regarding their academic backgrounds.

COLLABO-TEACHERS AND THEIR THOUGHTS ABOUT PROFICIENCY

In the several interviews conducted with the two female teachers participating in the research, the topic of language proficiency appeared in all of them, which generated the need to shed light on the language issue of English language teachers and its relation to initial and continuing education.

As a way to narrow down the scope of the thesis, we choose one of the participants, Paula, who spoke a lot about her journey and elaborated on her learning process and her incessant search for language improvement. Paula has a degree in Languages (English) from a private college and since then has attended continuing education courses at UFV and UFMG, as well as invested in private courses in her areas of interest. Paula, in several moments of the interviews, complains about wanting to speak English in a way she has been trying ideally to achieve for a long time, but has not been able to. Along with her frustrations, there is a demonstration of relentless attempt to reach this idealized level of English.

In two of the passages, we find signifiers used by Paula that catch our attention:

> *I had a teacher in Mariana who left a mark, just English, **the whole thing**.*
> I can't speak fluently like you do.

We notice that Paula's ideal of fluency seems to be based on the linguistic ability of several of her peers, either in the school or in the teacher training courses. However, it is not possible that all of these colleagues have the same level of fluency, or that it is possible to measure the language competence of each one of them. Therefore, we have noticed that what Paula admires, and wishes for herself, is to be able to experience the English language as others do in their professional and academic environment, which reminds us of Prasse's (1997, p. 71) words: "the desire for foreign languages, the desire to learn, to know how to speak another language (...) is the envy (...) of the way others experience it". In other words, Paula's ideal of fluency would be in the context of the imaginary of a whole that these others supposedly have, and that make the effect, for her, of "that whole thing" of the foreign language. At another point in one of the interviews, Paula says:

> *There was a time when a teacher, Fernanda, said: "I am jealous, in a good way, of all these certificates you have. And I said: how jealous I am of speaking the way you do (laughter). So this thing about going for the things I want/one thing I'm proud of is that I go for them. I have already written one paper, I have participated in 4 international congresses. So I have that background. But I would like to have the PROFICIENCY, I found the word/ PROFICIENCY. And I know that this is up to me.*

It is at this point that the teacher "finds the word proficiency". She finds this signifier that, together with other signifiers, says a lot about her as a teacher. Paula says she has a background, and this is another

passage in which Paula ties her "academic background" to her attempts to become fluent in the English language. When we read in the transcript the teacher's statement that she "would like to have the proficiency", we question: is it a matter of having or not having the proficiency in the English language? And also, which proficiency level is she talking about? Is it measurable?

Researcher Arabela Franco (2016, p. 41) in her investigation on the topic of bilingualism states: Could we infer [...] that the bilingual subject would be a more complete subject, since one language would cover up the absence of the other? Certainly not, since this idea of completeness is an illusion of the subject, and since the absence is constitutive of it, being in the foreign language is, thus, one more continuous experience of incompleteness. Franco's (2016) conclusion about this imaginary relationship of completeness in the foreign language shows us that the teacher creates an illusion of possession of this language that would guarantee her the "whole thing" of experiencing speech in this foreign place that is the English language. Another signifier is dear to us in the survey, which appears in the following excerpt:

> *I went about building this X teacher, without speaking English well, but in a classroom I listened to/had a cassette tape::: I took vacation courses. My pronunciation is fine, but why am I blocked, WHY?*

The signifier "blocked" appears in the questioning about her fluency in the English language. In other moments, the teacher says she is satisfied with her pronunciation, but feels unable to have a fluency that compares to other teachers in her training and colleagues in her continuing education course, including this researcher, as she remarks when she says *I can't speak fluently like you do*. We can see, therefore, that the ideal of fluency present in her quest for proficiency is based on the proficiency of other speakers of the language that Paula has as role models .

However, while the teacher complains about her linguistic insufficiency, it is exactly in this continuing education space that she has the possibility to shift her understanding of what it means to "master" a language. The spaces for speaking, not only in research, but especially in spaces such as the *Pedagogical Rounds*, guarantee these teachers a place to listen. They can then make this space become an opportunity to listen to other colleagues as well, which removes them somewhat from the well-known loneliness of the language teacher. But this would be, above all, a consequence of the chance to have access to a training that, through theoretical and pedagogical apparatuses, could displace their anxieties and frustrations about teaching English.

CONCLUSION

A major gain of this research was to shed light on a frequent discourse among English language teachers in public schools and to allow us to theorize its origins and consequences. When talking about their linguistic insufficiency and relating it to the search for continuing education, the teachers allowed us to make this an issue that affects the university and that deserves to be discussed.

For Paula, the proficiency signifier emerges as a target to be reached, being in the order of an ideal. However, as she seeks this ideal, the teacher can also be an agent of the linguistic knowledge she already has and that can be linked to the knowledge that comes from her experience. She seeks for an ideal of proficiency while she works at the school as being an English language teacher.

It is very important to research the issue of language proficiency, which has been present in the words of these teachers quite frequently in ConCol meetings. It reverberates the discourse of public-school teachers' insecurity in relation to their proficiency. According to MEC (Ministry of Education) surveys, about 85% of English teachers in Brazilian public schools are not fluent in the language. It is necessary to problematize this

conclusion, since it is neither known for sure how the fluency of such teachers was evaluated, nor at what point in their professional careers. Besides, nothing is known about the criteria that was used. But we know that this is current discourse, especially when we follow the conversations during the Pedagogical Rounds at ConCol, a space where listening to free speech is offered. Therefore, we consider that the signifiers that arise there are very spontaneous and representative of this class.

Finally, I reinforce the importance of this space for learning and for exchanging experiences that go beyond the technical and theoretical levels. Valuing the experience of each teacher and offering them a place to be heard is necessary, and the Pedagogical Rounds have provided this space. In this way, I hope that carrying research that takes into account the subject of the unconscious will approach teachers in their uniqueness, as well it will return kindly to the school community.

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CHAPTER X

CONTINUING EDUCATION OF ENGLISH LANGUAGE TEACHERS AS AN EXPERIENCE-SPACE OF IDENTITY (TRANS)FORMATION AND (RE)SIGNIFICATION: THE LEARNED-TAUGHT LANGUAGE

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INTRODUCTION

Based on the premise that the use of language is a form of constitution and (re)signification of subjects in the world, we argue that the process of teaching and learning a foreign language (FL) poses a possibility of touching the subjective and identity constitution of subjects, i. e., students, or teachers. Thus, we argue that "more than simply learning a code and its functions in another language, the speaker takes on yet another subjective

position" (NEVES, 2006, p. 45). This new discursive space can lead subjects to experience new possibilities of perceiving themselves and assuming certain positions in the world and their relationships.

In this sense, Continuing Education/Continuing Training (CE/CT) targeted at foreign language teachers should be concerned with the experience teachers-in-training establish with the language they teach and learn. In saying this, we claim that as teachers play the role of students within a CE course, being seen, somehow as student-teachers, they can experience this course not only as a training space in which the participating subjects are prompted or challenged to gaze into themselves and their practice, but also as an experience-space of and in language, capable of transforming[1] who they are and the professional that they can be.

In this sense, by rediscovering themselves (by learning new things) through the language they teach, teachers can glimpse new and more successful ways of being a teacher, and, therefore, (re)positioning their (professional) identity. Hence, we argue that Continuing Education as an experience-space can involve teachers in a process of identity shifts and discursive repositioning, triggering movements of (trans)formation[1] and (re)signification of their place in the world.

This study aims to analyze the meaning-effects mobilized through the participation of English language (EL) teachers in English classes offered in one of the modules of ConCol (Continuing Collaboration Project). More specifically, we will address the experience of the participating teachers, their relationship with the (re)construction of identities, and the possibilities of (trans)formation based on how experiences are signified by them in this module of the project[2], developed in 2012.

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1   It is worth pointing out that, despite our choice of the term, we support the idea that subjects, in their continuous formation process, will always be reorganizing themselves in the scope of their relationships and experiences. In this sense, the term should be understood here as a form of shift, movement, reorganization, but not as a finished or definitive product or form.

2   In the year in which data were collected, the project featured modules on English language, digital literacy, and theoretical and practical discussion in weekly meetings, as will be detailed throughout this study.

Next, we will discuss theoretical aspects related to EC courses, more specifically the involvement of the linguistic module and the contact with the FL that teachers are supposed to teach, as well as the notions of identity, representations, and experience adopted in the scope of this paper. Afterward, we will discuss this study's background and participants, as well as the data collection and analysis methodology. Finally, the final remarks section will address some implications of this research.

ENGLISH LEARNING/TEACHING IN THE CONTINUING EDUCATION EXPERIENCE-SPACE

Studies on Continuing Education targeted at EL teachers (BARCELOS; COELHO, 2010; DUTRA; MELLO, 2013; REIS, 2018; SÓL, 2014; among others) have shown that the primary reason why teachers join CE programs is the intent to achieve better linguistic proficiency and, secondly, to broaden teaching and methodological knowledge and also to exchange experiences. Therefore, the linguistic module in consonance with the methodological or theoretical module is almost inevitably present in continuing education programs across Brazil.

It is worth mentioning that CE is defined here as:

> a set of actions in which the working teacher engages in a relationship that calls them to the work guided by the teacher educators, in a planned but also dynamic proposal of potential movements and discursive, social, and professional (re) positioning. (REIS, 2018, p. 262)

Even though there is a reasonable amount of research within the scope of the development of EL teachers through CE programs, (BARCELOS; COELHO, 2010; DUTRA; MELLO, 2013; GIMENEZ; CRISTÓVÃO, 2004; LEFFA, 2001; REIS, 2018; SÓL, 2014; among others), there is still much ground to be covered, especially concerning

the language these student-teachers learn and teach. English can be then perceived primarily as a means of communication and as an object of study, besides being "doubly understood as a mediator of reflection and as a working tool" (DUTRA; MELLO, 2009 p.67). Indeed, we expand such a view by approaching the language learned-taught by teachers in CE as a means by which they discover themselves through new possibilities of (self-) expression and (trans)formation in the world in which they live and act.

Along these lines, taught-learned language can be perceived not simply as a linguistic system, but above all as a social practice in which identities and desires are constantly negotiated (NORTON, 2017). Therefore, we highlight both the lack and the need of studies focusing on the contact that teachers in CE projects have with the language they teach, but also learn within these projects.

Liberali (2007 p. 45 apud DUTRA; MELLO, 2009 p. 72) argues that working with languages and their development may imply a possibility for student-teachers to reposition themselves in an emancipatory way. Referring to Neves (2006), we understand that the acquisition of a FL also comprises the subjectivity of learners, as well as their relationships and social links, directly impacting their identity constitution or identification process; that is, the dynamic (dis)encounters with the multiplicity of voices that constitute them. Thus, we see that in the scope of a CE course, student-teachers are instilled to re-signify the voices that work in the sense of shaping their professional identity.

The term identity is understood here as a dynamic and unfinished process, always in motion and capable of revealing itself in a surprising or new way. As pointed out by Coracini (2000; 2003, 2015), subjective identity is constituted throughout one's life history, through unconscious processes. Thus, despite the necessary illusion of completeness and integrity, "identity always remains incomplete, always in process, always in formation" (CORACINI, 2000, p. 150).

On the other hand, in the pedagogical discourse, the term "professional identity" is typically associated with teachers' theoretical and practical knowledge; i.e., it is not perceived as something fixed or immutable (NÓVOA, 1992). For this author, "identity is a place of struggles and conflicts, a space for the construction of ways of being in one's profession" (NÓVOA, 2000 p. 16).

Therefore, the experience of rediscovering themselves in EL class modules in the scope of the CE course also provides student-teachers with an opportunity of (re)defining their professional identities. Indeed, they have a chance to experience the (re)construction of themselves and the things that they do through the language they teach/learn and their relationship with their peers and teacher educators. Therefore, we recognize that the concept of identity implies the recognition of otherness and the relationship with others (HALL, 1992).

Like foreign language learners, language teachers can resignify their relations with others, fostering the emergence of more powerful identities based on which they will teach (NORTON, 2017, p. 81). This identity, which is more powerful and emancipatory, emerges from the relationship with others and leads teachers to discover new ways of being and expressing themselves. Thus, an accountable position can emerge as teachers start to question their practice and relationships, confronting what does not work, as well as their loneliness and possible anguish (REIS, 2011; 2018). Despite all the legitimate challenges inherent to this profession, EL teachers need to account for their position, reorganizing the resonant and constituent representations of their identities.

Representations are here understood as a series of imaginary formations arising from the positions or projections that subjects attribute to themselves and others, based on previous discursive processes (PECHÊUX, 1995). Therefore, subjects are constituted from the images interwoven in the experiences and relationships they establish with themselves, the world, and the way of positioning themselves under

someone else's perspective (REIS, 2010; CORACINI, 2003). Therefore, according to Coracini (2003), the representations present in the student-teacher's imaginary reveal their identity. Thus, the CE space can be understood as a place to experience the re-signification of the teaching practice and one's (professional) identity.

Indeed, we advocate the idea that the modules of a CE course are spaces of (trans)formation and re-signification of practices and identities, which occur especially through the teachers' contact with the foreign language they are supposed to teach. However, as Sól (2014) points out, we must remember that the teachers' participation in a CE course does not ensure shifts or (trans)formations in their teaching practice. Such movement is determined by the way subjects experience or contemplate this experience, by getting involved in the redefinition of the representations (images) that constitute their identity.

According to Larrosa (2020), this experiential process involves a dimension that goes beyond the mere experience of a given event. In the words of the author, experience is what moves through us, what happens to us, what touches us. Not what moves through, happens, or touches. Moreover, the author emphasizes that, for an experience to happen that is, for something to move through us, happen to us, and touch us, there must be an interruption, a rupture with the old representations that inhabit us. Thus, the subject of experience is broken or, in the words of Larrosa (2020) he is " reached, tumbled, overthrown subject. Such a rupture concerns the capacity of transformation that this subject is able to embrace, revealing himself as a crucial element in the experience process .

Larrosa (2020) points out that one of the key components of experience is precisely its capacity to form and transform people and events, since experience is that which '(...) as it moves through us, it forms us and transforms us. Only the subject of experience, therefore, is open to their transformation (LARROSA, 2020). Accordingly, experience may lead subjects to undergo a process of transformation and re-signification that,

eventually, may lead to the reconfiguration of their identity and performance. It might make room, then, for possible changes of the representations teachers have about themselves, about what they do, and about the language they teach and learn within a continuing education module.

Next, we will discuss the methodological principles and procedures undertaken in this study, the method used for constructing the corpus, and the analytical devices adopted herein.

METHODOLOGY: CORPUS BUILDING AND DISCOURSE MARKERS

This research is qualitative, and the analysis is centered on the discursive listening device (ORLANDI, 1999) through which, we seek to describe and interpret the meaning-effects in the scope of the experience undergone by the participants during the English classes developed in ConCol Project (Continuing Collaboration Extension Project)[3].

The data were collected through an open-ended questionnaire sent by e-mail to all 11 student-teachers participating in the project. Eight of them answered the questionnaires. Therefore, the corpus consists of written reports of eight teachers participating in the project, which were analyzed based on discursive resonances (SERRANI-INFANTE, 2001) constituted from the moment specific linguistic-discourse markers are repeated, and that tends to convey a specific predominant meaning. The set of discursive resonance categories is as follows (four categories and three subcategories):[4]

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3   A part of the Programa Interfaces da Formação em Línguas Estrangeiras ("Interfaces Program of Foreign Language Education"), ConCol was coordinated by Dr. Maralice de Souza Neves for more than a decade and it is currently coordinated by Dr. Leina Cláudia Viana Jucá. The Project will be described briefly in subsection 2.1. For more details, see: http://www.letras.ufmg.br/interfaces/.

4   Serrani-Infante (2001, p. 40) proposes only three categories for repetitions, namely, (a) lexical items of the same word family or items of different lexical roots presented in discourse as semantically equivalent; (b) constructions operating paraphrastically; (c) modes of enunciation present in discourse (such as the determinate and indeterminate modes; definition through negations or modalized or categorical statements, contingent additions through incises and glosses, etc.). However, based on REIS (2006; 2007) we adopted a subcategorization to facilitate the operationalization of its categories.

1. repetition of lexical items of the same word family;
2. repetition of items from different lexical roots, presented in the discourse as semantically equivalent;
3. repetition of constructions operating paraphrastically;
4. modes of enunciation present in the discourse;

      4.1 determined and indeterminate modes of enunciation;

      4.2 definitions through modalized or categorical negative or affirmative statements;

      4.3 contingent additions through incises and glosses.

In addition to the discursive resonances (SERRANI-INFANTE, 2001), this analysis is also based on the content of the utterances and on the way that the enunciation process is formed. Thus, we focused on the occurrences that resonated with utterances about the constitution of the student-teacher position in a linguistic module of a CE course and their relationship with themselves, others, and the language they were teaching/learning.

In the following section, we will present the context of this study, as well as its participants.

BACKGROUND AND PARTICIPANTS

The ConCol (Continuing Collaborative) Project emerged in 2011 as part of the Interfaces Program of Foreign Language Teacher Education at FALE/UFMG, aiming to promote the continuing education of FL teachers from the public district network in the state of Minas Gerais, Brazil. The project originated from the data collection carried out for the purposes of the doctoral thesis of Professor Vanderlice dos Santos Andrade Sól. Professor Sól upon contacting former participants of another Extension Program also carried out at FALE, the Continuing Education of Foreign Languages Project (EDUCONLE), discovered an urgent demand on the part of these teachers to carry on with their continued collaboration network (SÓL, 2014).

Throughout the year when data were collected for this study, the student-teachers systematically participated in the project modules, namely: (1) discussion group meetings in which teachers shared teaching-pedagogical experiences or theoretical-methodological readings in every other week, ; (2) weekly meetings on new technologies and digital literacy carried out by Taba Eletrônica; and (3) weekly English classes, taught by two Fulbright grantees and guided by the project coordinators.

The ETA-Fulbright program selects young North American graduated students with some knowledge of the Portuguese language to work in Brazilian partner universities. Thus, the program aims at developing the English proficiency of students at Brazilian federal universities, with a focus on elements that promote general U.S. culture. The English language classes within ConCol Project during the data collection were, then, taught by two English Teaching Assistants from the Fulbright program .

Eight ConCol Project student-teachers aged between 36 and 63, whose teaching experiences ranged from 14 to over 30 years, participated in the study. Two of the participating teachers had retired but continued to work as private FL teachers. Most of the participants work in state and local government schools in the state of Minas Gerais.

We must emphasize that all participants' names are pseudonyms (chosen by themselves), and the data generation took place in 2012, the second year of the Project. The following section will address the interpretive gestures and the discussion and analysis of the participants' utterances.

ANALYSIS

This section aims to present the interpretive gestures undertaken by the researchers, through the following thematic axes: (1) the shifts in the student-teacher position and (2) the subject-language-others interrelationship.

AN EXPERIENCE-SPACE TO FOSTER STUDENT-TEACHER
POSITION SHIFTS

The narratives written by the student-teachers reveal that the experience of being in contact with English within the CE course was positively evaluated (dynamism, creativity, diversity, etc.) by the participants. Similarly, the meanings echoing from the student-teachers' utterances also point to the emersion of an experience-space that prompts ruptures, shifts, and transformations originated from the EL classes taught by the ETAs.

In the excerpts below, we highlight the way that the classes are configured as experience for the student-teachers.

> 1. Those were **dynamic**[5] classes covering **various** topics that **encouraged us to participate more and more [actively]**. I, who usually have a hard time expressing myself in English, felt at ease speaking, **without fear** of being criticized because of my speaking. (EVANDRO – Student-Teacher)

> 2. This confirmed that the **creativity** of a class **makes a big difference in the learning process of any student**. This detail, combined with excellent class **dynamics provided incredible pleasure because speaking in English about human conflicts** (a topic that interests me) **led me to an interesting position of powering down my fear of making mistakes, which was vehemently overcome by the desire to express myself** (ZIZA – Student-Teacher).

We realize that teachers who enroll and persist in a CE project are driven to discover and be continuously open to face identity shifts. Indeed, this shift revolves around the student-teacher position and how these subjects grasp and signify this experience, which may prove to be a decisive factor for the transformation of their practice. Extracted from Neves (2008), the term "shift" should be understood as follows:

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5   The words and phrases highlighted in bold were those that proved to be most significant in the excerpts presented in the analysis.

> A movement that removes the subject from a certain enunciative position to another, not necessarily meaning that changes have occurred, but rather some form of deviation, disarticulation, or detachment from certain representations, to even refer back to them in another way or to give way to other ones (NEVES, 2008, p.26).

Thus, such shifts correspond to the ruptures that can be experienced by subjects during the experience process (LARROSA, 2020). Considered in these terms, experience can shift and transform subjects. Through the excerpts above, we glimpse how this movement/shift is experienced, to the extent that – departing from the language that the student-teachers learn/teach – they are summoned to deal with pleasant feelings and overcome the fear of making mistakes (excerpts 1 and 2). The byproduct of this experience is a movement that leads teachers to shift or break with old ties that limit their possibilities. Such movement is precisely the process of experience (LARROSA, 2020) and identity shift, since identity is a dynamic and unfinished process, always in motion, configured as a continuous process of (re)construction of ways of being and acting in the world.

Next, we will look at other movements done by the students of this unique English classroom as it is designed to reach English teachers in a CE course.

> 3. **In this class, I see myself playing two roles at the same time: as a student and as a teacher**. **Explaining myself better: I am a student because I am sitting next to other people who are also students and there is someone else** conducting that **meeting. I am a teacher because I know that the knowledge produced in that environment can and should benefit my students later on. In other words, someone is helping me to improve myself so that I can help the development of others.** (RICARDO – Student-Teacher)

4. First of all, **being able to separate these two moments**, in my opinion, **is what makes me achieve a better performance in the ConCol classes**. When I am in the classroom with the students, the attitude, obviously, is that of a teacher, of a qualified professional able to fulfill the proposals assigned to me. However, **as a ConCol student, this attitude is undone** at the moment of learning, so as to widen my field of perception, which is commonly obstructed, unconsciously, in certain situations, by the false impression that contents I already know have nothing else to add. (ZIZA – Student-Teacher)

5. (...) **I felt I could express myself in English and that made all the difference. I started to use the language more often in my classroom.** (MARTA – Student-Teacher**)**

6. Being a teacher is no easy task. When you are in the student's shoes, **in the first moments of the classes, I felt it would take forever to apprehend the whole syllabus that lay ahead**. **The insecurity in the first classes seemed to be stronger than it really was**. **Therefore, we can conclude that our students might feel the same sensations that we do**. (CARLOS – Student-Teacher)

7. BEING A TEACHER AND ALSO A STUDENT at ConCol provides me with a better understanding of my students' difficulties. Another aspect worth mentioning is **the motivation to speak English more often** in class with my students and also at ConCol. (ROSA – Student-Teacher) (Emphasis in the original)

8. The English classes **help to make my classes take the direction of language use and not just appreciation of grammar topics**. It is true that after the ConCol classes I felt more confident and motivated to speak in English. I realize that this process affects the students as well. The classes are vital for the good development of my work because I think that "not speaking English in class" devalues me as an EL teacher. (ROSA – Student-Teacher)

The excerpts above reveal the dimension of the English learning experience-space for (English) teachers in the context of continuing education as a space that requires the reorganization of the professional identity of those involved. As Nóvoa (2000) argues, identity should be exactly discussed as an instance within which we face our struggles and conflicts, reestablishing possibilities of being and finding ourselves in our profession.

It is interesting to notice that a certain tension and a few conflicts seem to emerge in the excerpts above via the silence or the participants' modes of enunciation. It can be observed that even though the participants move through the peculiar dynamics of this type of classroom, and even openly talk about this shift between the teacher and student positions, no meaning-effect resonates in the reports in a way that allow us to glimpse that the teachers, who are experienced subjects in the teaching area, bring such knowledge (in teaching-pedagogical terms, for example) to the moment of the EL class with the ETAs.

In excerpt 3, Ricardo acknowledges the teacher's place from the moment he cites his relationship with his students, but does not mention the teacher knowledge that he already brings with him and that could mobilize, even further, the dynamics of this peculiar class: "I am a teacher because I know that the knowledge produced in that environment can and should benefit my students later on." Perhaps this attitude is explained in excerpt 4 as a voluntary detachment on the part of student-teachers so that they can learn more, getting rid of the perception that teachers "know it all" or should know everything; i.e., it approaches a view of earning as a form of content accumulation.

The excerpts 5, 6, 7 and 8 reveal that the EL classes in the scope of the project can emerge as experiences that bring these subjects closer to their practice and their students. This happens because once they are open to it, their body will bear (or perhaps not) the burden of fear, insecurity, and the sensations that a learner must learn how to elaborate, such as the

discovery that a step further, toward what is unknown but also attractive, is always possible; understanding that thoughts and feelings can be expressed in English, as pointed out by Marta, in excerpt 5. Obviously, this does not mean that this process of experience is easily experienced by subjects, since, as Larrosa (2020) states, the subject of the experience is also a suffering subject, in the sense that finding oneself and going through a process of transformation and identity shift is a challenging task (whether consciously or unconsciously) since identity is a process marked by struggles and conflicts (NÓVOA, 2000). Indeed, as Carlos (excerpt 6) acknowledges, "being a teacher is no easy task."

Thus, by assuming the position of students, teachers were crossed by such experience and underwent identity shifts in such a way that they opened themselves to their transformation (LARROSA, 2020). By perceiving themselves as EL students with all the complexity inherent to this position, the teachers were able to see into their students and understand that teaching only makes sense if our attentive and careful gaze is not focused "blindly" on what we urge and insist on teaching. Therefore, we must turn our attention to our students and on how they learn and engage (or not) in what is to be taught. For this endeavor, one must have theoretical and methodological knowledge, but also linguistic knowledge, because "knowledge, desire, and action" are paramount to pedagogical work (LEFFA, 2009, p. 114).

Such an issue is evidenced in the conclusion of Carlos' excerpt (excerpt 6): "Therefore, we can conclude that our students experience the same sensations that we do." From it, we also undertake the meaning-effects of an experience with a collective scope, because by using the possessive adjective "our" and choosing the verb "we do" in the first-person plural, Carlos acknowledges the existence of collective identity and recognizes himself in a group of student-teachers who experienced the same events and includes them in this feeling of empathy towards the students and this new way of perceiving them. This collective experience is also confirmed by discursive resonances, as Carlos' discourse resonates

in other excerpts addressing the teacher-student relationship after the EL classes were carried out in the scope of CE.

In general, the set of fragments (3-8) shows that the student-teachers are called to redefine their trajectories and pay closer attention to their practices, and their experiences in the context of EL classes. This experience gave them the opportunity to understand important things such as the fact that a class should not be based only on content to be transmitted to students; that it is crucial to take into account students' feelings when they experience the learning of English and that it is crucial that teachers recognize themselves as English teachers, able to speak the language they are supposed to teach. In short, we can see a shift of representations that redefine the professional identity of the teachers involved in this continuing education course.

AN EXPERIENCE-SPACE FOR THE ENCOUNTER WITH ONESELF, OTHERS, AND THE LEARNED-TAUGHT LANGUAGE

The last subsection of the analysis presents teachers and their interpretation of the relationship they establish with themselves, the language, and, above all, other teachers who have different goals and experiences that can be shared, creating new possibilities of being together. It is important to mention that alterity, that is, the relationship with others – whether represented by language or other subjects – is a crucial concept when dealing with identity, because it is in the scope of this relationship that subjects perceive themselves as non-others and can, thus, find themselves and experience identity shifts (HALL, 1992).

As Larsen-Freeman (1998) reminds us, in our teacher education programs, we must consider that the experience is the primary reference link shared by teachers. They have something to share about their practice; or about how they constituted themselves as students and how this now guides what they do as teachers; or perhaps about how they position themselves as EL teachers in regular education and as active members of society.

Observe the following statements:

> 1. As a student, I feel privileged **to be a part of this environment**, always learning, **pushed to research much more than before**, and updating myself through **the classes given by the teachers and colleagues**, who teach us with competence, motivation, encouragement, and confidence. (MARIA – Student-Teacher)

> 2. I feel very grateful to have come across ConCol, which has broadened my horizons to **a new way of learning and explaining**. I see myself as a child who wants to learn as much as possible in such a short time. **From teachers and (fellow) colleagues, I learned that this exchange of information is very necessary, and why not say, specific exchange of experiences among us all.** (MARIA – Student-Teacher)

> 3. The discussions, **the reports of other teachers, and the exchange of experiences restored our motivation to do something new within a system that doesn't always privilege Foreign Language teachers**. Being in this group is **to be part of those who make a difference in foreign language teaching**. (MARTA – Student-Teacher)

Continuing education programs can remove teachers from their usual isolation, triggering a movement of inclusion and of offering them the opportunity or chance to go beyond, as reported in excerpts above. Although the attitude of receiving ("to be part of" – excerpt 11) is more evident, we can also notice that the project's actions instill in these teachers a need to be active, dynamic, and challenged, as Maria points out in her narrative: "to be a part of this environment, always learning, pushed to research much more than before." We understand that by being driven to somehow occupy the center or another place, teachers, ready to bear such experience, are removed from their comfort zone and summoned to work, exploring the unknown and displacing themselves in the face of a collectively generated impulse. Accordingly, their professional identity is reshaped.

The word "confidence" (excerpt 9) and other words of this family, such as "confident" or "assured" also insist on circulating in the utterances about English classes in the scope of the project. As evidenced in Sól (2014, p. 141), teachers in CE courses typically represent these spaces "as a safe and comfortable place, a source of knowledge, truth; a place where problems are solved."

It is also worth highlighting the word "exchange," or other lexical items of the same family. They resonate throughout the corpus, according to reports 10 and 11, revealing the teachers' acknowledgment of the importance of other teachers; that is, their fellow student-teachers, in the scope of this relationship. They learn together and share knowledge. In this relationship, they perform "two-way" exchanges; i.e., they cooperate and collaborate, as suggested, and fostered by the goal of the project in question: collaborative continuation (NEVES, 2013).

Therefore, the experience of engaging in new ways of learning that reverberate in one's ways of teaching persists. It is crucial to consider that the teachers participating in the project have extensive experience (15 years on average). However, their narratives show us that they are compelled to glimpse that there is "a new way of learning and explaining" (excerpt 10), referring, we may suppose, to the formal instruction delimited in the space of their English language classroom.

Concluding our interpretive gestures, sharing experiences in the ConCol Project enabled participants to inscribe themselves in other discursivities that point to their transformation, (re)discovery, and (re)invention as EL teachers. It became quite evident that this process occurred through the relationship established between these subjects and themselves, others, and the learned/taught language. Therefore, undergoing experiences based on the language allowed the student-teachers to develop a new comprehension for their pedagogical practice,

giving them more confidence in their being/doing and stimulating the emergence of a more powerful identity (NORTON, 2017), from which teachers will teach.

According to this perspective, Leffa (2009, p. 122) states that "the teacher who does not know the language they teach cannot love what they do, and, consequently, cannot entice the student." Thus, provided with the possibility of perceiving themselves differently by denaturalizing the crystallized enunciations and representations about the public-school English teacher, the student-teachers incorporate their role with rights and duties, re-signifying their (professional) identities in the experience-space of Continuing Education.

FINAL REMARKS

By mobilizing the meaning-effects revolving around the experience of EL classes in the scope of a CE project, we concurrently glimpsed the peculiar dynamics of this classroom as a relevant space for redefining the identity of EL teachers. As we sought to address, this experience provided these English teachers with the possibility of carrying out shifts in their doings, their profession, the language they teach, people/teachers around them, and their personal and professional identities.

In our view, the inclusion of the language module in the CE course played a crucial role in the student-teachers' experience and the process of identity (re)construction. Thus, we believe that CE courses should consider that many teachers seek to develop their language proficiency when they decide to join such courses. Still, beyond the linguistic module, by forming a collaborative continuation network such as the ConCol Project, experiences can be shared, mobilizing and displacing challenges or impossibilities, and transforming them into small, but continuous new possibilities of emancipation of the teacher.

As advocated by Larrosa (2020), although we are surrounded by many events, facts, and diverse situations, those that truly happen to us, irreparably touching us, are quite rare. In this context, CE courses and the EL classes may not even touch everyone; however, we bet that this space is conducive to building, together with the participants, experiences capable of re-establishing the images (representations) that constitute their being/doing.

Therefore, we argue that based on significant experiences taking place in the teaching-learning process in the scope of CE, subjects, practices, and relations are set in motion in countless Brazilian EL classrooms. In turn, various, once-unknown identity shifts are experienced, remaining alive in the experience-space of CE and urging subjects to continuously transform themselves through their doings. Finally, we hope that CE networks of language teachers will spread across all teaching realities in our country, to destabilize beings, doings, and sayings that have been crystallized for so long. May the networks be built in a dynamic, lively way.

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CHAPTER XI

AN IDENTITY TRANSFORMATION PROCESS: CONTINUING EDUCATION PROJECT ENRICHING INITIAL ENGLISH LANGUAGE TEACHERS' EDUCATION

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INTRODUCTION

Continuing Education (CE) spaces for English Language teachers contribute to the university-school relationship, in addition to providing an opportunity for the teacher subject to be constituted. Therefore, what strengthens and expands the link between these institutions is teaching, research and extension tripod (TELLES, 2002; MATEUS, 2009; REIS *et al*, 2019).

Thus, this paper aims to present and discuss the effects of meaning caused in the identity constitution of former monitors[1] from the ConCol (Collaborative Continuation) project, which is part of a big program called Interfaces at Federal University of Minas Gerais (UFMG). This CE project for English language teachers is an environment that can enrich both in-service teachers' education and future English teachers,

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[1] 'Monitor' is the expression used in Brazilian universities to name undergraduate Teaching Assistants (TA).

as it promotes discussion and reflection on their own experiences. Undergraduates, for example, through this project can go beyond the undergraduate classroom and go through experiences that allow them to (re)build their actions, their knowledge and their professional identities as future teachers.

Assuming language as a place of misunderstanding and the subject as multiple, crossed by the unconscious and constituted in the illusion that it is capable of controlling the meanings it produces, we consider that in the complexity of the process of becoming a teacher there is the crossing of identity and ideological issues, other discourses and different representations.

We agree with Coracini (2000, p. 7), who emphasizes that the teacher-subject is constituted by "voices that weave their subjectivity at each moment, taken by identifications that, far from fixing the subject, stabilizing their characteristics, transform it into a subject in process, in constant transformation". Thus, in the process of becoming a subject from the discursive perspective crossed by Freudian-Lacanian psychoanalysis, the subject is constitutively fragmented, multiple, heterogeneous, the result of his projections, permeated by the unconscious and with his construction given in and through language.

Moreover, the subjects identify themselves with the traits of the others/Others[2] that add flavor to their existence, making them move and transmitting the desire to be something. Therefore, "the image we make of ourselves is constructed, throughout life, by those with whom we live and they cause shifts, resignifications, new identifications through language" (CORACINI, 2003, p. 151).

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2   The Other refers to the symbolic Other, of reference, in which "it suffers interference from both society and the subject's family structure. [...] He is an Other that is internalized by the subject until he becomes his most intimate partner" (MRECH, 2003, p. 136). Therefore, the signifiers that constitute the Other are represented in the culture, in the people around them, as well as in the memories of a symbolic family heritage. The (small) other is our similarity, which is of the imaginary order; in which I mirror and constitute myself. For example the people around us, such as classmates, other monitors, teachers, etc.

Although the subject believes that his identity is consolidated by the fantasy that he creates of himself as a unified person, the identity is always incomplete and formed over time. Thus, identification is a symbolic mark that makes the subject's uniqueness possible, constituting his identity through what he identifies with and, consequently, unconsciously seeks to be.

In our research we try to infer the former monitors' representations. These images or representations that constitute our imagination are manifested through language and allow us to glimpse signs of the subject's identity and subjective constitution. According to Neves (2002), the representations are imaginary and constituted in the interdiscourse, in the memory traces; they are dynamic, because they change all the time, happening via (de)identification. Then, they are related to the images that the subject makes of the world.

For developing this research, we considered the support of the discourse theory affected by Freudian-Lacanian psychoanalysis. This anchoring was crucial to analyze the participants' statements about their experience in the extension project. We chose this theoretical-methodological approach because it allows us to deal with issues related to ideology, subjectivity, and history in language studies.

METHODOLOGY

Qualitative research allows us to deal with subjectivity, particularities and experience of the subjects. Therefore, our research has a qualitative-interpretative approach, because although it uses the methodological procedures of discourse studies, we emphasize that discourse studies interweave the qualitative research paradigm, since this paradigm presents us several possibilities of linguistic corpora composition in the human and social sciences from the imaginary domain.

For this paper, we focused on three monitors who participated at ConCol from 2014 to 2017 (Ana Silva, Orfeu and Rita), in order to understand the effects of their participation in their education and teaching practice. This data is part of my doctoral research that I investigated the former monitors from three projects from the Interfaces program[3].

ConCol was created in 2011, aiming to have collaborative networks for English language teaching and learning. This project has a very flexible schedule and it does not have evaluative activities nor a predetermined duration, because the completion time would depend on each teacher. Then, each subject needs time to experience, create, and re-signify their experiences (NEVES, 2019).

The methodological instruments adopted for the corpus formation were autobiographical narratives: focusing on the retrospective of the monitoring practice; semi-structured interviews in which it was important that the questions and the handling sought to make the subject to speak more, clarify, explain and, as a consequence, self-listen; and documentation from former monitors as reports, DVDs, CDs, pictures and posters. We emphasize that the methodological instruments adopted do not seek ready answers, but allow the survey of unique expression forms of the subjects participating in the research.

FINDINGS AND OUR CORPUS DISCUSSION

Our analysis is based on excerpts from interview transcripts and narratives prepared by some former monitors from the ConCol project. Then, these subjects, when narrating their experiences, brought their representations to materiality, significantly contributing to researches in Applied Linguistics that deal with identity issues and the dialogue between university-school. It reverberated, in the words of some majored

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3   CASTRO, N. M. S. G. The monitoring practice in the initial education of English language teachers: an identity (trans)formation process. 2021. 214 f. Dissertation (Doctorate in Linguistics Studies) - Linguistics Studies Postgraduate Program. Federal University of Minas Gerais, 2021.

monitors, the importance of the intimate relationship between theory and practice; the constant identity transformation provided by social ties with other participants involved in the project, such as the graduate collaborators and English teaching assistants (ETAs)[4]; and the traces of neoliberal logic.

THEORY AND PRACTICE IN THE MONITORING CONTEXT

In some Language teaching courses, there is often a concern that the pedagogical practice is anchored in theories that support the methodology adopted by the teacher in the classroom. In this way, theory and practice are understood as two instances that do not unlink, which supposedly contributes to the harmonious functioning of the teaching-learning process. However, we must remember that teachers can reformulate the theories studied according to their needs and the uniqueness of their story.

In the words of some former monitors from ConCol, it is noticed the importance of the close relationship between theory and practice, as they learned as a strong assumption of AL. For these subjects, there is a representation that theory is learned at university and practice is learned in extension projects, which can make it difficult to move the university, as both should go together. Although it should be known that there will not always be a harmonious relationship between theory and practice. Therefore, according to Guimarães (2004, p. 18), "it is urgent that the institutions that educate the teachers realize the complexity of the education and consequent performance of this professional".

The monitor Ana Silva, for example, compares herself to her undergraduate colleagues and, in her imagination, she stands out due to her experience in extension, a place known for enabling the practice of knowledge coming from the academy.

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4   English Teaching Assistants from CAPES/Fulbright program who participated at Interfaces program teaching English language to in-service teachers.

We noticed that from the discursive memory that constitutes this monitor, we might have the representation that only extension projects can provide practical opportunities that are essential to learn how to deal with the impasses found in classrooms. She compares herself to her colleagues who also teach in other teaching environments, but they would not be as prepared as her. However, when the teachers start their teaching, they will realize that there is something that they lack, that they fail (PEREIRA, 2019).

SUBJECTS ON THE MOVE: THE MULTIPLE IDENTIFICATION PROCESSES OF UNDERGRADUATE MONITORS

The subject's imagination is constituted by images/representations that are manifested by language; therefore, the narratives and the interviews with the former monitors indicate this heterogeneous condition, due to the others/Others and the plurality of voices that constitute the subject. The illusion of a subject's identity is constituted by several identifications that are multiple and dynamic.

Based on Sedat (1996, p. 256), "identifications are a slow hesitation between the 'I' and the 'other', while identity is finally finding a self that could (illusively) be free from any object relation". Thus, we realized that the monitors from ConCol had the possibility of relating and establishing social bonds with the other participants involved in the project. Some monitors, for example, built ties with coordinators, collaborators, graduate students, ETAs and in-service teachers. In these relationships, the subject can establish identification processes that affect the constitution of his/her self, since identification is a mark of the other in us. Therefore, through their speeches, we can perceive identity (trans)formations through the bonds that were formed through these possible identifications.

According to Riolfi and Alaminos (2007), based on Freud's elaborations on the identification topic, through the mobility of

identifications, the construction of the subject and his work is always constant; this identification process can allow us to reinvent ourselves.

We observed the identification of the monitor Orfeu with the project collaborator[5], because he developed activities related to theater, which culminated in the revival of past experiences and in his interest on working with this topic in the classroom, doing like the collaborator does: "*the theatrical workshops brought by X made me re-signify the look at the teaching of English, mainly in the public context, since the possibilities and autonomy for planning classes are outstanding characteristics*" (Orfeu - written narrative).

In addition, through the excerpt above, we infer a representation of public school as the one that gives more space for the teacher to be more autonomous and creative, unlike the private education context, because in representations of private education there is a fear of enabling new teaching and learning methodological perspectives (NEGREIROS, 2005).

Private schools are more focused on market demands, governed by neoliberal principles, such as the capitalist-business discourse, which "[...] is focused on keeping the student at school and the profit to be obtained, and no longer the teachers and students education" (CAVALLARI; SANTOS, 2015, p. 80).

In this context, this identification with the collaborator contributed to his constitution as a teacher, since he shows interest in re-signifying his teaching practice, including theater in his classes. Therefore, there is something on the egress monitor that belongs to the other.

We emphasize that identifying with the other does not mean imitating, but identification "always presupposes the action of desire (re-'petition'); identification is always creative while reproduction is just imitation: this does not involve the subject, it does not trap him in the mesh of meaning, creativity, uniqueness" (CORACINI, 2003, p.

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5   ConCol collaborators are professors from UFMG or other institutions and postgraduate students from FALE/UFMG.

159). According to Nasio (1997, p. 117), unconsciously, "the self only identifies selectively with the images in which it recognizes itself [...] with images that, from near or far, passionately evoke the human figure of the other, their fellow".

Moreover, the monitors Ana Silva and Rita identified themselves with the ETAs, because they had direct contact with them, both participating in the class planning and in the organization of the place for the activities.

We could observe that Ana Silva identifies with ETA B, mainly because she is a woman, black and Latin, that allows her to speak the English language with more disinhibition. This identification can be considered horizontal, as it occurs in the midst of a group of similar people (BRITO, 2013), in this case the undergraduate monitor also considers herself part of the women and Latinas group.

We also noticed the representation of an American as someone typical of Hollywood films: white, light-eyed, straight hair, which reveals an ideal of beauty of a dominant class. Ana Silva possibly makes a stereotyped and idealized construction of the North American subject that generates embarrassment in herself when trying to speak English with the other two ETAs.

The other constitutes us and constitutes our discourse, Coracini (2003, p. 59) points out that the representations that we build of the foreigner "cross, in a constitutive way, the feeling of subjective, social and national identity".

Thus, when approaching the representations of the other-foreigner present in journalistic articles, the author highlights the representation that foreigners are superior to Brazilians, as well as in Ana Silva's imagination: "*the foreigner is much better than me in some sense*". This comparison also leads us to the imaginary representation that what is foreign is better, favoring the erasure of the former monitor as having the same attributes. It is curious that through the expression, *in some sense*,

we can infer that Ana Silva is not specifically inferior to foreigners in relation only to her proficiency in English language, but at any other moment, which she cannot even identify.

As much as the egress monitor uses the term foreigner, which refers to the subject from another nation, this foreigner refers exclusively to the North American one, who "constitutes us for his economic superiority, practical spirit, linked to globalization and success technology, a hallmark of modernity" (CORACINI, 2003, p. 76).

Ana Silva, like many other Brazilian subjects, is crossed by the myth of the foreigner, of the native speaker that reinforces the representation that what comes from outside is always better. The other produces effects on the subject's identity and this other, "while treated as a foreigner, external, can be, imaginatively, repulsive or attractive" (ANDRADE, 2008, p. 249).

In the same way as Ana Silva, the former monitor Rita also identifies with ETAs traits; what she envisions is the novelty brought by ETA Y: new books; new activities, both for teaching English and Portuguese. This fascination with ETA and his way of teaching is perceived through the adverbs of intensity: a lot, super, more; also by the use of positive adjectives and by the way of enunciating, in which the volume of the voice is intensified during the interview.

The novelty is not only in what the foreigner brings, but also in the fact of being able to interact with this foreigner who comes from a first world country, in which his technological domain stands out. Then, in the monitor's imagination, she will have access to different inputs for the English language teaching/learning, which perhaps would not be possible if she did not have this contact with the ETA. In this way, we perceive the constitutive lack of the subject, who seeks completeness and all knowledge in what the other presents to her as such.

Thus, it is through the identification processes and otherness that we are constituted as subjects of language. Therefore, the identity constitution

is heterogeneous due to the various identifications established throughout life (TAVARES, 2011). In this research, we were able to check how the constitution of former monitors from ConCol mixes with traits of several others with which they identified.

CONCLUSION

In this research, in the words of some former monitors, it was reverberated the importance of the close relationship between theory and practice. For these subjects, we intuit that there is a representation that the theory is learned at the university and the practice in the extension. We noticed the movement of some former monitors towards trying to put the theory into practice, to relate the success of their monitoring experience with the fact of being able to notice the positive effect of the link between these two topics. We also apprehend the representation of theory as something abstract and the representation of practice as visible, in addition to the idea that only extension projects can provide opportunities for practice, and these are taken as essential to learn to deal with the impasses found in classrooms.

We observed through the narratives and interviews that the illusion of a subject's identity is constituted by identifications that are multiple and dynamic. The former monitors from ConCol interacted and established social bonds with the other participants involved in the project, such as graduate collaborators and ETAs. In these relationships, these monitors were able to establish identification processes that affected the constitution of their self, because identification is a trait of the other in us. Therefore, the constitution of the former monitors is a mixture of traits from several others with which they identified.

Thus, we consider that the former monitors, when going through these training spaces, have experience and integration with in-service English language teachers, as well as experience and opportunities to improve their linguistic and professional competence.

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CHAPTER XII

POSSIBLE CONTRIBUTIONS OF PSYCHOANALYSIS TO THE CONTINUOUS EDUCATION OF ENGLISH LANGUAGE TEACHERS

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INITIAL AND CONTINUING TEACHER EDUCATION[1]

Initial Teacher Education is intended to qualify and enable undergraduate students to obtain their license to teach students from grade 6th up to the end of high school (FUSARI, 1988). It takes an average of 4 years and, besides the theoretical disciplines, the teachers-to-be must go through some practical experiences in the classroom, under the supervision of a more experienced teacher. Continuing Education (CE), on the other hand, is aimed at graduates who might or might not have practical teaching experiences besides the ones required for their graduation.

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A lot of effort has been put into trying to offer CE programs to English teachers. In a simple internet search, we can find several programs being offered by different Higher Education Institutions (HEIs) throughout Brazil. Many of them are offered by the HEIs themselves, and others in cooperation with the Ministry of Education (MEC), the federal states, and/or municipal offices of education. It may be even fostered by foreign institutions or language institutes. The main purposes of these programs are, in general, to cover fluency in the language, to use new technologies in the classroom, and promote the teachers' reflection on their practices.

Among many possibilities for describing the CE, in general, it may be seen as an opportunity to improve teachers' know-how, and/or to present them with the latest news on education. As Tubin (2010) points out, it should be seen as a non-stop process. Another CE proposal is the "training" approach, and/or "improvement" courses. Zamboni and Jamoussi (2010, p. 2) point out that this proposal might "suggest that teachers are 'incapable of', or that it would be somehow possible to make them 'perfect'". This kind of CE training often focuses on revising already renowned methodologies, not necessarily considering the teachers' reflection on their own practices.

Many studies carried out in the 1990s (CANDAU, 1996; FONTANA, 2000 and SADALLA, 1998) accounted for the origin of the CE specifically for English Teachers. Initially, CE was reported to be of short duration, which would favor lectures or even sporadic meetings. Later on, Gadotti (2008) suggested some common characteristics that would be accounted for in CE courses. For him, such courses should offer at least 4 weekly hours for studying with their peers; therefore, they would be encouraged to reflect upon their own practices, and share their concerns and questions not only guided exclusively by specialists. He also mentioned the desirable possibility of participating and presenting their experiences in congresses and/or publishing their experiences.

Three other important educators, Freire (1982), Nóvoa (1992), and Perrenoud (1997), support the CE as a permanent and continuous training. In their proposal, the teacher is under constant construction, even when they do not participate in courses designed for this purpose. Since then, the English Language Teaching (ELT) CE courses were also addressed as "educational programs", gaining room for the teachers' reflexive dimension, which goes beyond attending lessons or methodological presentations. The teachers' knowledge, reflection, analysis of practice, and interaction are now seen as essential traits in the CE process. There is an attempt to bring theory and practice closer together. That is what Cochram-Smith and Lytle (1999) call *knowledge of practice* and *knowledge in practice*. There is also a proposal to foster reflective research, i.e., teachers research their own practice.

Alternatively, the CE can be regarded as a study group. Some proposals have already been made based on this methodology: *teacher inquiry groups* (HAMMERMAN, 1997), *professional study groups* (MITCHELL, 1989), *teacher support groups* (RICH, 1992), and *teacher professional groups* (AVALOS, 1998). Zamboni and Jamoussi (2010, p. 5) present a definition of this proposal:

> […] a study group can be defined as a group of teachers who meet regularly to collaboratively support each other, improve their practice; acquire and develop teaching/learning skills, going beyond the study of specific contents; and also an opportunity to share ideas and experiences.

As a methodology for the CE, the study group suggests a possibility of rupture with the training performed *"from top to bottom",* as Mena, Rittershausen, and Sepúlveda (1993) pointed out, "*de-hierarchizing*" the process since the teachers would be invited to lead their own CE, and, as a consequence, accounting for it.

Language teachers, especially in countries where English is not the first or official language, are expected to be learners throughout

their lives; therefore, in what concerns ELT CE, study groups can be of great value, since they promote opportunities to practice, improve and develop language skills. The study group can also be seen as a strong form of collaborative work among teachers, enabling changes in their school practices through a process of identification (AVALOS, 1998). Fullan and Hargreaves (1992) add that *group functioning* improves when teachers have the freedom to develop their own forms of organization, study, and research methodologies even when there is the presence of a facilitator who might offer work proposals to the teachers.

What we have noticed, however, is that although there are many possibilities to approach CE, especially those directed to English teachers, they are usually offered by a person/institution, not necessarily as a specific response to the teachers' demands. Moreover, they are usually aimed at a collective of teachers, not taking into account each one's unique ways to deal with their practices, or how these affect them in particular. These are traits that are of high importance to the CE approach throughout ConCol's meetings. Next, we are going to give an overview of how ConCol was established as a CE project[2] and the psychoanalytic principles that give support to privilege the particularities and singularities of each teacher, despite being members of one group.

CONCOL

ConCol was established in 2012 as a result of some teachers' demands[3] for more courses on teaching. ConCol is aimed at teachers from public and private schools who work in the metropolitan area of

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2   As it has already been pointed out in the Introduction of this volume, ConCol belongs to the Interfaces Program together with other two inter-related projects. When the teachers finish EDUCONLE, one of these projects, they are invited to join ConCol.

3   According to Evans (1996), "The French terms 'demander' and 'demande' lack the connotation of imperativeness and urgency conveyed by the English word 'demand', and are perhaps closer to the English words 'ask for' and 'request'. However, all English translations of Lacan use the term 'demand' in order to maintain consistency." (EVANS, 1996, p. 34)

Belo Horizonte and who had previously taken part in other ELT CE courses or programs.

It has some similarities with the ELT CE proposal for study groups, as it is a group of teachers who meets weekly to develop teaching activities, research, and engage in studying in favor of their qualification. Proposals for activities, workshops, discussions, lectures, and/or seminars can be also presented by the teachers in training or by the ones in charge of a Pedagogical Round (PR)[4] to provide the ELT CE with the opportunity to confront their teaching practices (LOURES, 2014), or any other issues, for instance, how they evaluate themselves concerning their language skills (FRANCO, 2016).

There is no mandatory attendance at ConCol meetings; this means that the participants are free to come and go. We usually notice some commitment to participation, in spite of having those who abandon the CE; however, if they commit themselves to lead one or more of the meetings, they are expected to accomplish their proposals.

In ConCol, teachers are invited to bring up questions and concerns related to their teaching reality and to discuss how those issues may positively or negatively interfere in their professional performance. These moments of discussion, such as the Pedagogical Rounds, are paramount in the creation of a space to welcome teachers' speeches - to speak and to be spoken - through an uncensored speech and careful and non-judgemental listening. The modality of free speech and attentive listening is the psychoanalytic theory's main principle to address the unconscious desire.

Although one never knows one's own unconscious desire, lesser the other's, we may have access to some glimpses of it considering the demand for more qualification, even when they have attended many other CE courses. This is possible because the demand is directly connected to

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4   "The name Pedagogical Rounds (PR) was created as a research-intervention instrument that became the brand of ConCol as these rounds were inspired in collective conversations used in psychoanalysis applied to education" (NEVES, in this volume).

the unconscious desire, and it also points to the effect of incompleteness, which causes the subject to constantly search for fulfillment.

Consequently, CE programs can be perceived as a hint that exposes incompleteness as a condition of any teaching program. Thus, anchored in the understanding of psychoanalysis, we reaffirm that it is not the methodology used by any course or program that determines the greater or lesser degree of success of the CE, but the teachers' commitment to their unconscious desire. In the next part, we briefly describe how this desire is related to their demand for more and more qualifications.

Although what one really desires is unknown even to themselves, what can be perceived is that we are constantly addressing a demand for something to someone. This dynamic implies that the demander supposes that the *demande* will be able to meet their expectations (LACAN, [1960-1961] 2010). However, when teachers keep searching for fulfillment, they are attempting to minimize the discomfort of their incompleteness, not necessarily demanding more and more qualifications. This is simply because this incompleteness can not be fulfilled by any real object, as the missing object is an imaginary one and it is forever missed. This might lead the teacher to a discursive position where the effect of impotence can be devastating, and oftentimes it can be manifested, for example, in dissatisfactions and complaints. This position reveals an intrinsic effect of education: there will never be a totality of knowledge; this is impossible to achieve.

SOME PRINCIPLES AND POSSIBLE PURPOSES OF THE CONVERSATIONS[5] IN CONCOL

PRINCIPLES

We assume that it is through language that the subject is constituted; therefore, it is through speaking, then, that the teachers have the possibility

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5   As Neves points out (in this volume), this conversation mode is "psychoanalytically oriented [and] consolidated in the educational field in Brazil".

of transforming themselves through language, when speaking makes them a subject, in the aforementioned Lacan term, into a *parlêtre*, or *speaking being* in English.

> When the psychoanalyst invites the person to speak, they immediately discover themselves spoken through the language, as they have always been. (...) Language transforms the human individual even in his body, in the depths of himself, which transforms his needs, which transforms his affections (MILLER, 2015, p. 133-134, our translation)[6]

It is worth mentioning that in a psychoanalytical approach, *listening* is not about "responding" to the demand, but about contributing to something beyond that. There is something more at stake that is not simply a matter of "needs", especially the need for a ready-made answer. Since it is a matter of incompleteness, and one does not know about what is missing, it is not possible to precisely name what they desire. Thus, in accordance to what Diniz (2011), Kupfer (1989), Lajonquiére ([1992] 2007), Mrech ([1999] 2003), and Pereira (2005) have already pointed out, considering the unconscious dimension in a formal learning environment is a condition for fostering knowledge.

It is also worth highlighting that despite all the participants of a group being in a contiguous relationship, and that the group's demands are relevant, one must not miss the point of the uniqueness of each participant. For that matter, dealing with the unnameable, the incompleteness, the unconscious desire, the (no) knowledge, and its relationship with the production of temporary knowledge, is to disrupt the knowledge that is not the teacher's.

Pereira (2012) draws our attention to a very relevant aspect: suspicion is at the heart of the work of psychoanalysts and researchers.

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6   Original quote: Cuando el psicoanalista invita sujeto a hablar, el sujeto se descubre inmediatamente a él mismo hablado por la lengua, como lo ha estado desde siempre. (...)El lenguaje transforma al individuo humano hasta en su cuerpo, en lo más profundo de sí mismo, que transforma sus necesidades, que transforma sus afectos." (MILLER, 2015, p. 133-134)

This suspicion is fundamental since "[telling the whole truth] is impossible, materially: words fail." (LACAN, [1966] 2003, p.508)

POSSIBLE PURPOSES

When an English teacher demands more CE courses or programs, and spontaneously attends the ConCol's meetings, the establishment of the *transference* is promoted, which might lead to the establishment of a *transference of work*. Therefore, the transference is a necessary condition to the transference of work.

The concept of transference of work was coined by Lacan ([1964] 2003) when dealing with the transmission of knowledge in the institutional environment or in the *modus operandi* of psychoanalytic schools. Although Freud never used the term, he had already referred to some of the issues involved in this process, especially in what concerns the dynamics of the psychoanalytic groups he had organized (FREUD, [1914] 2006].

Even at the University, the transference of work can stem from the transference, from the causality/implication of the subject, and from the identification with the group that gets together to study a chosen topic (ALBERTI, 2009).

> Although someone is present to lead the discussions, there is an attempt to "de-hierarchize" who speaks so that whoever wants can take the turn while others listen. Thus, speech is placed as a free instrument, based on a bet that transference is established for many so that one assumes knowledge for the others. It is also a bet on the emergence of signifiers, identifications, the unveiling of symptoms, and their relaxation, in order to mobilize the teaching practice of the members. The discussion starts with [one of the member's] task of bringing an issue of any nature that is involved in their teaching practice to the group's appreciation. (LOURES, 2014, p. 82)

It is up to the researcher to observe what is unique in the subjects' statements, paying attention to what is repeated in their speeches and gestures; to shed light on issues related to subjectivity and its production. Therefore, eventually, ConCol's purpose would be to foster creative and subjective solutions, promoting a shift from a position of impotence to a position of learning how to deal with incompleteness.

FINAL WORDS

At the university, initial or continuing teacher education programs are designed based on theories that "focus on the debate on method and didactic procedure, in its technical dimension, attributing to these a better or worse result of Education" (DINIZ, 2011, p. 7). According to Diniz:

> The challenge inherent to Education, in general, carries a tension between conscious and unconscious knowledge, as well as the split of the subject into its conscious and unconscious dimensions, since the transmission of knowledge that occurs in the teaching and learning process takes place considering the unsaid, what has not been enunciated, what is not named. These unspoken utterance clues establish a tension between the conscious and the unconscious knowledge [...] in its double dimension: scientific knowledge (a conscious portion of knowledge) and not-known knowledge (unconscious). [...] This means also having to take into account in this experience, the inhibitions, the resistance, the love, and hate that the transference provokes, and also the creative moments of each involved subject (DINIZ, 2011, p. 7, our translation)[7].

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7   O desafio inerente à formação de maneira geral porta uma tensão entre conhecimento e saber, bem como a divisão do sujeito em sua dimensão consciente e inconsciente, pois a transmissão de conhecimento que se dá no processo de ensino e de aprendizagem se dá a partir do não-dito, daquilo que não foi enunciado, do que não está nomeado. Esses indícios não-ditos instauram uma tensão entre conhecer e saber [...] [esse] em sua dupla dimensão: o conhecimento científico (parcela consciente do saber) e o não-saber (inconsciente). [...] Isso significa ter que contar também nessa experiência com as inibições, resistências, com o amor e o ódio que a transferência provoca e também com os momentos criativos de cada sujeito envolvido.

The transference of love is part of human nature, and it might emerge among teachers, no matter the kind of established relationship. Though we are here presenting a proposal for a different CE approach, it is important to note that, regardless of the methodology proposed for any ELT CE, the very nature of transference opens the possibility for free interventions, giving place for a unique production of knowledge by those involved in education. Thus, providing room for cooperation and collaboration, and maneuvering the transference of love within the ELT CE context seems to be quite productive to foster the production of singular knowledge.

Approaching the CE from a psychoanalytical perspective offers the teachers the possibility to develop strategies to deal with the impossibility of knowing it all. In this sense, Voltolini (2002, s.p.) advises that the contribution of psychoanalysis to the field of education would be to make the teacher deal with the impossible that resulted from the loss of the object that once seemed to complete us.

Psychoanalysis proposes not the invalidation of the University discourse; nonetheless, it proposes that its contributions to teachers' education should also be taken into consideration in this space. Even when scientists and theorists produce new answers, they can not encompass the effects of the object's absence. Fachinetto (2012, p. 43) adds that: "Stopping this discontent is impossible; however, this is not a reason to stop the continuous search for new knowledge". In this way, the lack of an absolute answer allows one to resume their experience, reviewing and reconsidering it, and this movement can lead to the production of other bits of knowledge. The scientific principles of Psychoanalysis make us propose a CE that takes into account unconscious knowledge; consequently, it considers the subject and their endless process of education.

The knowledge offered by the various modalities of CE is based on a knowledge that is intended to be complete and totalizing, on the

principle that there are answers to all questions. Thus, the theories and methods that are mostly intended to standardize the knowledge production processes, and not necessarily to grant teachers the possibility to produce and share their own knowledge.

Since the demand is addressed to an institution, it would not be possible to revoke the supposed role of the knowledge assigned to the university. Thus, firstly it is necessary to promote interactions among teachers, undergraduate, and graduate students, and the professor responsible for the project, so that they would have opportunities to singularize the transference, making bonds among them, and not with the University as if it were personified in 'everyone', except the teachers. This stage is important to undermine the supposed knowledge asymmetry, which may contribute to the teacher's engagement throughout the meetings and beyond them. As a consequence, we propose that the fulfillment of the teachers' demand should be seen as their desire to be listened to, always proposing a collaborative dynamic of functioning in the production of knowledge.

Therefore, it is necessary to promote unconscious knowledge elaboration and the production of conscious knowledge, through the maneuvering of transference as to enable the establishment of the transference of work. In this way, the ELT CE may be seen as a *locus* to help to support the not-knowing, being on the part of both the teachers and those who are demanded to offer the answers. It is not, therefore, a space designed to promote collective well-being or to give the teachers a solution, but for facing their own setbacks.

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CHAPTER XIII

SPIRAL KNOWLEDGE IN THE MEDIATION OF READING AND WRITING IN CONTINUING EDUCATION

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SPIRAL KNOWLEDGE IN CONTINUING EDUCATION

The trajectory of each professional is marked by a journey based on the knowledge that arises out of the subject's previous experiences. The space for continuing education, in this way, can contribute to encouraging teachers to share other perspectives when revisiting their life repertoire and training experiences. The word spiral, according to the Dicio dictionary – Online Portuguese Dictionary, refers to "an open curve that describes several turns around a center", and here assumed as a metaphor to a long journey and to the chances of perceiving the diversity of knowledge to be unveiled by the subject in relation to the other. In this article we desire to coin the term "spiral knowledge" as the subsidy that results from the reflective process of those who stepped into the spiral of knowledge , and which functioned as the spark and motivation for this book and for all the collaborators who contributed their work.

Here we come to the first reflective milestone of this article: was there a time when you had to retrieve previous knowledge to deal with a new challenge? As the images of the paths already taken emerge,

we understand that in them lie something like fresh news, something unconscious to the subject. In this case, we come to the second reflective milestone: what can we do when we do not know what to do? Alluding to Drummod's[1] poetic metaphor, he invites us to picture a stone that works as an allegory to everything that keeps us from walking, limiting the course of actions. Stepping into the spiral of knowledge, therefore, may foster the subject's overcoming of what keeps them from moving forward.

For almost a decade, I have been a close observer to the countless challenges that several educators and school administrators come across in their daily lives. On one hand, for instance, I have noticed paralyzing situations and on the other hand, however, I have seen dozens of professionals investing in creative solutions and fast deviations from impotence. In view of this, ConCol (SÓL, 2014, 2015) has become a reference and a potency and impulse source throughout its journey. Those three main hallmarks established by the project function as a singular framework that supports the spiraling education process where: a) the subjectivity and the formative trajectory that constitute all participants are welcomed and listened; b) prior didactic-pedagogical experiences are enhanced; c) educators are provided with resources which promote new possibilities for teaching activities.

In this article, I present the potentiating effects that the mediation process of writing and reading in English caused on four public school teachers from the capital city of Belo Horizonte and from other metropolitan cities. The foundation for the construction of these reflections finds subsidies in the master's research entitled "*Effects of meaning and uniqueness in autobiographical writing in English in continuing education"[2]* (ALMEIDA, 2016), as well as in the doctoral thesis entitled "*Reading in Action with English language teachers in*

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1   Carlos Drummond de Andrade, a poet from Minas Gerais, Brazil, who composed the conse-crated poem *No meio do Caminho*. The verses mentioned are:"In the middle of the road, there was a stone. There was a stone in the middle of the road (...)".

2   Efeitos de sentido e singularidade no processo de escrita autobiográfica em língua inglesa (ALMEIDA, 2016).

continuing education"[3] (ALMEIDA, 2022), both carried out in the environment of the ConCol project, which is an arm of the Interfaces program [4] - UFMG. By means of this book, we aim to present reading and writing mediation procedures to the international community so that they may deepen and enhance the linguistic training of teachers participating in continuing education groups. We may assume that the empowerment of reading and writing through the spiral of knowledge reveals a significant teaching-learning effect among teachers in continuing education. In this sense, we defend spiral knowledge as a resource for research, sharing and mediation of knowledge construction processes in the training journey of English language teachers.

THE MEDIATION OF READING AND WRITING IN CONTINUING EDUCATION: STEPPING INTO THE SEVEN LAYERS OF THE SPIRAL OF KNOWLEDGE

The space for continuing education is consolidated through the encounter between subjects, as well as from the confluence of different perspectives, experiences and questions that cross the training process. Therefore, it is necessary to create a joint mediation space to build new layers of knowledge. At this point, I share the seven layers of the spiral of knowledge that were essential for the work to enhance reading and writing in English with teachers during my time as a researcher-mediator, namely: i) mapping previous experiences; ii) handle possible resistance, iii) encourage questioning; iv) create collaboratively; v) invest in new mediation routes; vi) identify pedagogical challenges and, finally, vii) share new knowledge. I take some discursive clippings to deepen the discussions on how spiral knowledge can be fostered from joint mediation in continuing education.

For the first spiral layer: mapping previous experiences, it is necessary to identify points that mark the teaching journey, as well as

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3   Leitura em Ação com professores de língua inglesa na formação continuada (ALMEIDA, 2022).

4   http://www.letras.ufmg.br/interfaces/

what motivates their pedagogical work. By pinpointing the main turning points, we have the chance to locate something genuine experienced by the professor in his path. In this sense, the discursive excerpt "When I made my way back; I didn't come back alone" (ALMEIDA, 2016, p.104), shows how the return to her life story was strongly marked by the presence of other people, as well as, in the present, the teacher participating in the research identifies the traits that constitute her starting from this assumption. Subsequently, as an effect of this exercise in his autobiographical writing, there is a deepening of writing in English.

Another aspect to be considered is related to the second spiral layer: handling possible resistance, from a listening movement to what prevents the teacher from advancing. Likewise, resistance can interfere with the progress of the research. On the other hand, when disengaged, resistance reveals to the subject a new beginning. Under this effect, as we see in the excerpt "The most important thing is the possibility of starting over" (ALMEIDA, 2016, p. 103), the resistance score by the researcher can provide the teacher with a possible displacement in the direction of the desire to know.

The third spiral layer: fostering questions is accountable for promoting possible cracks by reducing the power of complaints and offering space to a state of creation. However, one needs to invest in the direction of a crafting place. However, it is necessary to consider the time of involvement of the teacher in this process. We can identify in the excerpt "This is networking! Did you understand? We are not suddenly born readers. Someone provoked us" (ALMEIDA, 2022, p. 232). Examining the discourse, it is pertinent to state that mediation can play a possible role in promoting displacement towards the desire to know.

Continuing with the mapping of knowledge, I indicate the fourth spiral layer: creating collaboratively. Based on the experience lived with all the volunteer teachers participating in the research, we can perceive a subjective repositioning of the teachers when establishing new social

bonds. I highlight the clipping "As a group, Concolers, we help each other. I can say that this process has changed so much within me. When I need to say with joy: I'm an English teacher! That's it! (ALMEIDA, 2016, p, 103), at this point I emphasize the strength that resides in the collective encounter.

In this process of imbrication of subjects in the construction of new teaching-learning possibilities, it is up to professors to take hold of the fifth spiral layer: investing in new mediation routes. I must highlight the incompleteness of knowledge as a driving element for the promotion of a continuous state of search for learning. In this sense, in the excerpt "I need to keep myself in a process in which I can learn more and more every day. I do not want to stop." (ALMEIDA, 2016, p. 103), it is necessary to emphasize that the teacher needs to want to try new processes. Therefore, there is no room for empty impositions of meaning. Here, it is up to the mediator to position himself as someone who only accompanies the discovery process, while he can be a source of support in this journey.

In the sixth spiral layer: identifying pedagogical challenges, the subject is invited to a possible repositioning regarding the attempt to circumvent the pedagogical challenges with delicacy, ethics and in less time, being necessary to resort to a certain strategic distancing of perception and identification of factors that impede the progress of proposals unilaterally. Regarding this reflection, the excerpt "I need to be more present. The body must arrive together with the mind" (ALMEIDA, 2022, p. 176), presents marks of the teacher's involvement in a responsible way with a possible obstacle in the process of mediation of knowledge.

The seventh layer of the spiral of knowledge: sharing new knowledge is a movement that requires teachers to share knowledge arising from a practice located in each time/space of mediation, without running the risk of simplifying to a single possibility of solution. In this way, the

discursive clipping "You will not give everything ready for him. But you will mediate so that he finds a path where he will have a better learning" (ALMEIDA, 2022, p. 246) points to a non-cast mediation, but to the construction of possible outputs.

From the statements presented, I tried to pinpoint the movements that marked the impetus of the desire to build with and I used this knowledge as a basis to advance in the creation and maintenance of research links in continuing education. The gestures of interpretation of the sayings go beyond what they present in the statements, since the work relationship was deeper in the construction of the unique paths of each work partnership. It should be noted that the present mapping is an attempt to touch on the main aspects that proved to be the most pulsating.

FINAL CONSIDERATIONS

Collaborating is the hallmark, the driving force that makes it move. It is to carve out a possible way out in the face of what is not yet known. The ConCol project has its own brand: a listening space for the subjects, in addition to promoting the awakening of the desire to know and, finally, calls for pedagogical action involved with its challenges. Its main hallmark is intimately linked to the movement, to the impetus towards a collaborative construction of spiral knowledge network. In this elaboration space, it is evident that both in the process of sharing reading and writing, the teachers found in the training space the possibility of elaborating and improving their pedagogical actions. They also find the possibility of support, for a certain non-chronological time, for their subjective questions about unique ways out of impasses that are sometimes impeditive, paralyzing in the teaching-learning process. Here is the essential thing that I consider about this training space over the last ten years: to encourage possible routes in the search for knowledge in constant transformation.

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CHAPTER XIV

REFLECTING UPON PRACTICE: MUSIC AS A TOOL TO FOSTER CONCOLERS SPEAKING SKILLS

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INTRODUCTION

> *"... Who can live without it, I ask in all honesty. What would life be? Without a song or a dance what are we? So I say thank you for the music, for giving it to me."*
> (ABBA, 1977)

When teaching a foreign language, there are some skills that require more dedication from our pupils. *Speaking* is said to be the most difficult one as it forces the student to take on a new persona, causing, sometimes, considerable discomfort, despite that for others speaking a foreign language may be a reason for great pleasure (REVEUZ, 1998). When an English teacher is devising a lesson plan for *speaking classes*, there are plenty of strategies and techniques to be taken into consideration. Music/ songs[1] may be this aid to enhance the class

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1   For the purpose of this article, we decided to consider the words music and song complementary to each other, as in Portuguese language we use the same word "música" to refer to the field of Arts and to refer to the product/ result of a creative inspiration. We understand that music encompasses melody, rhythm, (sometimes with lyrics) and the performer/performance. Those elements altogether speak to the listener's unconscious who reacts to it positively or negative-

quality, reducing anxiety while fosters students' motivation to learn the additional language.

This article aims to present some of my interventions when a tutor at ConCol[2], back to my majoring time in Applied Linguistics when I investigated music/songs use to encourage speaking competences in public school students and to encourage teachers to speak more often in English in their classes. Through music/songs interventions it was possible to work on pronunciation, vocabulary retention and lesson planning. Also important, I intend to share the relevance of ConCol to my professional development as an English teacher, apart from the influence of those experiences on the research I carried out as a requirement to obtain the bachelor's degree in Applied Linguistics.

AND HOW DID EVERYTHING START?

Undoubtedly, ConCol had, and still has, a great impact in my trajectory as a researcher. The project, which focuses on continuing education, provides English teachers with opportunities to talk about their in-class experiences and dilemmas, as well as to contribute practices they consider relevant. Throughout my time there, I had the chance to run risks and take up opportunities, as a leap of faith into my desire to encourage those professionals in action to be more creative and to be so by having some music support.

Back to 2017, I was introduced to the project by my advisor Maralice the Souza Neves[3], who heartened me to take action in the project by

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ly, as a matter of personal taste, which reveals much of their uniqueness and subjectiveness. Song, on the other hand, encompasses the piece of art at stake, which portrays the discourse of a time, also textually through the lyrics, and generally speaks to a specific audience. The piece of art can be decomposed into smaller pieces, as we did in order to work with the parts of the language necessary to provide the students with some tips on grammar, pronunciation and communication.

2   Projeto ContinuAÇÃO Colaborativa

3   Lattes: http://lattes.cnpq.br/1392138972103674

putting into practice the SLA[4] theories I had already gathered and by considering music as a spark to concoct further ideas. As ConCol treasures the experiences of public school English teachers, their narratives shed light on a recurrent complaint: *how to improve speaking competences and foster communication in large groups?* In order to propose some reflection to the Concolers, I first had to understand that any sort of intervention needs some planning and critical thinking. At this point, the studies of Grundy (1982), Rocha and Freire (2001), Wallace (1998) and Nunan (1991) were of paramount importance to clarify the nature of *action research*.

An action research project is made up of three major actions: a) social practice, the improvement through strategies b) spiral circles composed of planning, action, observation and reflection c) involvement and participation of others that can assist and collaborate in the process (GRUNDY, 1982). Not only that, action research is an opportunity for self-reflection, which may lead to the overcoming of conflicts whose solutions are based on the assumptions the teacher aroused during the research processes. Such reflections promote not only educational but also political actions (ROCHA; FREIRE, 2001). Finally, the teacher who reflects systematically on their way of teaching and through data collection is acting by the bias of action-research (WALLACE, 1998; NUNAN, 1991).

Following the guidelines of an action-research, I could collect relevant information from the group, the coordinators and other collaborators/ lectures to devise my roadmap. However, I found out that I lacked some epistemic knowledge to support music as a tool in speaking classes and also some critical thinking. So I asked myself: *from where should I start?* This question was the start-off to my reflective practice, which led me to the theories and studies I present in the coming

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4   Second Language Acquisition. Krashen states that "second language acquisition theory can be viewed as a part of "theoretical linguistics"... [and] consists of a set of hypotheses, or generalizations, that are consistent with experimental data… [A]ccording to this way of doing science, we can never really prove anything! We can only look for "supporting evidence"'" ([1982] 2009, p.2).

sections. For this reason, and to understand why *speaking* tends to be underprivileged in public schools, it is necessary to give a quick glance onto the documents that work as guidelines to the teaching and learning of English as an additional language[5] in Brazil.

STEPPING INTO THE SPIRAL OF KNOWLEDGE: THE PCN AND THE BNCC, GUIDANCE OR GATEKEEPERS?

It might be a consensus that those who engage in a second language learning process do so aiming to achieve some speaking fluency in the target language. Another consensus is that it is not necessary to be abroad to communicate in other languages today. Globalization has connected people worldwide and English has become the common ground for international interaction (ORTIZ, 2006). This social impact has triggered a new reality in which the job market gets more and more demanding. According to Assis-Peterson and Cox:

> [W]hile the urgency of English language had not knocked at the door, we dragged our feet on the… failure of the foreign language teaching in the public school, a situation not different in the private ones, with the attenuation that its clientele can pay for a free language course, place designed as ideal for the English acquisition … If public education produced the underemployed and unemployed of the nation in the past, at the same time it is on the way to producing the unemployables of globalization **[my free translation]** (ASSIS-PETERSON; COX , 2007, p.6.)[6]

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5   Throughout the text, some of our citations may bring English as L2, as Foreign Language, as Lingua Franca, as an International Language, among others. However, we understand that English should not be considered the privileged language, or the language of (pre)dominance. For this reason, in this article we assume English as an additional language (SCHLATTER;GARCEZ, 2009).

6   Enquanto a urgência do inglês não havia batido à porta, fazíamos corpo mole para o... fracasso do ensino de língua estrangeira na escola pública, situação não diferente na escola particular, com o atenuante de que sua clientela pode pagar por um curso livre de idiomas, lugar projetado como ideal para a aquisição do inglês… Se antes a educação pública produzia os subempregados e os desempregados da nação, contemporaneamente está em via de produzir os inempregáveis da globalização. (ASSIS-PETERSON; COX , 2007, p.6.)

In a nutshell, the authors' concern is on the English classes in public schools, a scenario in which some English teachers tend to turn a blind eye to the *communicative competences* (CCs). Those CCs tend to be disregarded either for the teachers' lack of fluency or for the belief that students in Brazilian public schools have got no opportunities to communicate in English. Undeniably, it turns out to be a fallacy nowadays as the access to a myriad of social media apps and to a variety of streaming platforms is becoming more and more democratic, compared to what we used to have 24 years ago when the PCN (1998) came out.

The PCN (*Parâmetros Curriculares Nacionais*) is an official document from the late 1990's that - apart from providing guidelines to all school subjects - sheds light on the Brazilian government's beliefs regarding the approach to English learning in public schools, a 24-year-old document that is still used as a source of consultation for many scholars. The PCN states, for instance, that "only a small part of the population has the opportunity to use foreign languages as an oral communication tool, inside or outside the country[7]**[my free translation]** (PCN, 1998, p.20)[8]". This discourse used to make sense in the past, back in a time when this preoccupying assertion seemed convenient. But today it should be perfectly reinterpreted, and Assis-Peterson and Cox (2007) perfectly did, as a social discrepancy in which we have those who depend on public schools and those who may afford a private English course. Obviously, this is an unfair run in the era of bilingual schools that attend to this competition demands, i.e., the more you can pay, the winner.

To support the argument that it is useless to teach public school students how to speak, the PCN (1998) took into consideration social-interactional issues, or the way that students generally used to engage in discourse through English back in the late 1990's. The conclusion was that:

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7   Translated by the author.
8   "... somente uma pequena parcela da população tem a oportunidade de usar línguas estrangeiras como instrumento de comunicação oral, dentro ou fora do país (PCN, 1998, p.20)".

> it is important that the teaching of a Foreign Language be constrained by the social function of this knowledge in Brazilian society. This function is mainly related to the use of such a Foreign Language through **reading**, although other communicative abilities can also be considered depending on the specificity of some foreign languages and the existing conditions in the school context [**my free translation**]"[9] (PCN, 1998, p.15 – emphasis added).

The social function mentioned implicates the engagement in discourse - a collaborative practice engulfed in historical and regional backgrounds -, as well as the student's sense of community. Therefore, students are in charge of using the target language to reinterpret the world through social interactions, building up meaning in this additional language mostly encouraged by reading practices. Reading is used in class as input for a discursive interaction, and the output produced by the students should foster their critical thinking on diversity, on the understanding of themselves, and on a clearer understanding of their own culture. The intention is to

> […] ensure … the ability to engage themselves and engage others in discourse. This can be possible in the classroom through pedagogical activities centered on the student's constitution as a discursive subject, i.e, their development as a subject of speech via Foreign Language[10] [**my free translation**] (PCN, 1998, p.19).

The students' constitution as a discursive subject refers to their ability to reinterpret the world and give it new meanings in this additional

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9 É fundamental que o ensino de Língua Estrangeira seja balizado pela função social desse conhecimento na sociedade brasileira. Tal função está, principalmente, relacionada ao uso que se faz de Língua Estrangeira via leitura, embora se possa também considerar outras habilidades comunicativas em função da especificidade de algumas línguas estrangeiras e das condições existentes no contexto escolar. (PCN, 1998, p.15)

10 [...] garantir … a capacidade de se envolver e envolver outros no discurso. Isso pode ser viabilizado em sala de aula por meio de atividades pedagógicas centradas na constituição do aluno como ser discursivo, ou seja, sua construção como sujeito do discurso via Língua Estrangeira. (PCN, 1998, p.19)

language. In order to make it possible, the PCN expects schools to devise their pedagogical proposals based on its premises, which are named thematic axes (*background knowledge, systemic knowledge, types of text* and *attitudes*), a set of correlated strategies used to engage students in discourse and to promote the teachers' critical thinking on the coursebooks, the technological resources and in-class strategies they might take up. The chart below may give us a better understanding of each category:

AXES	THE FUNCTION
background knowledge	encompasses the discussion of a range of topics that appeal to the students' reality. Those discussions intend to promote a contrastive analysis and self-questioning on the reality of other cultures;
systemic knowledge	everything related to the components of a language: semantics, syntax, grammar, morphology, phonetics, etc;
type of text	acknowledges the students' understanding of textual structures to read, write and produce oral discourse, as well as their capacity to envisage the social impact of a text;
attitudes axis	refers to the student's beliefs towards the language and how they internalize the culture resulting from the discursive interactions.

Source: (PCN,1998, p.71-77)

After this brief overview, we end up with this feeling that the English language is a masterpiece to be observed in art exhibitions. We may appreciate it, but "PLEASE, DON'T TOUCH!! At the time I write this article, we are in the era of consumerism, of fast information consumption, of people "doing lives'' to share their experiences at the exact moment they are happening. *Reading* as a skill is not enough to follow the current demands. Most importantly, it has been of great concern that English is

not seen as a basic skill in Brazilian discourse yet, as it is the language of Capitalism today and "the road of yellow bricks" to the academic discourse. On the other hand, we have to be attentive to the power of this language in a colonized reality, as it also presents us with a downside which should not be disregarded[11], as English " *is, therefore, a language that involves economic, political, cultural, social and ethical issues* (MOITA LOPES, 2008, p.317)". For the purpose of this article, we are considering English as a language of opportunities and of social change, though; and speaking English is the bolded competence at stake here.

Years apart, back in December of 2017, the BNCC (*Base Nacional Comum Curricular*) was homologated to update the PCN (1998). It was designed not only to enlighten the teachers on the competences students must acquire throughout the elementary school, but also to unify the content to be studied. Therefore, the real intention of the BNCC is to create a fair scenario which enables students inserted in any educational system to access the same curriculum. What's more, the formative ideal of this document encompasses the way students may engage in society and the possibilities of personal growth and knowledge access. This perspective approaches English not as a language that belongs to a specific culture but as a global language, or Lingua Franca[12] (BNCC, 2018, p.237). We can conclude that: after BNCC, English is no longer seen as belonging to the American or the British; their culture is not a horizon to be pursued anymore. It is fundamental that the teacher, by using their discretion, introduce language varieties with the intention of boosting the students' repertoire, i.e. their range of English (BNCC, 2018, p.237/8).

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11   To better understand it, we recommend the reading of Moita Lopes (2008) and Kumaravadivelu (2012).

12   [L]ingua Franca - a language that materializes in hybrid uses, marked by the fluidity and that opens up to the invention of new ways of saying, driven by multilingual speakers and their multicultural characteristics -, the English language becomes a symbolic asset for speakers around the world [translated by the author] (BNCC, 2017,p.238).

The BNCC deals with five thematic axes: *speaking, reading, writing, linguistic knowledge* and *intercultural dimensions*, according to the chart below:

THEMATIC AXES	FUNCTION
speaking axis	any situation that promotes spoken text production, not necessarily a conversational interaction;
reading axis	entails working with the student's output, i.e. their understanding of textual inputs. Students should make use of reading strategies already acquired in Portuguese classes to read for specific information and to investigate multimodal elements in the text;
writing axis	focuses on social interactions, encouraged by collaborative practices encouraged by peer editing;
linguistic knowledge and intercultural dimensions	nourish language structure awareness, enabling the student to tell the difference between formal and informal language or usual and unusual language, broadening the understanding of English as a Lingua Franca.

Source: based on the BNCC (2018, p.239-242).

Compared to the PCN (1998) we may perceive that the BNCC (2018) attempts to integrate the skills, and the speaking competence seems to be timidly approached. Nonetheless, when will the public school student be able to communicate effectively in English? Again, the feeling is that of a soccer player who studies the scoccer rules but never gets onto the pitch, never kicks the ball for good. The speaking competence gains the spotlight insofar as the students recognize it as a skill to be acquired. Much better, conquered. To sum it up by retrieving the question that opens this section, we may assume that the PCN (1998) and the BNCC (2018) may be the villain and the hero. As the proverb says: "*The beauty is in the eye of the beholder*", the teacher's in this case.

THE TEACHER'S ROLE IN CLASS!

After having this deeper understanding on the documents that work as guide, as source of discourse and ideologies concerning the teaching and learning of English in the Brazilian context, I could perceive that they tend to picture a scenario that can be replicated anywhere, that is "*teacher proof*" and that perfectly predicts the way that teachers and students usually approach and handle knowledge. This led me to some interesting readings on methods and on the role of the teacher in the classroom.

The evolution of methods points us to periods in History when there was no acquisition approaches, only knowledge sharing. Over time, however, the search for the perfect method emerged and with it some interesting approaches, such as the Translation Method, from the additional language to the mother tongue, also known as an indirect approach that aimed at linguistic concepts without much focus on orality. We moved on to the Direct Method, which left behind this practice of memorizing, being substituted by the analysis of day-to-day dialogues. So we fast forward to the Audio-Lingual Method, focused on the systematic repetition of ready-made phrases from specific contexts and, finally, to the Communicative Approach. This approach considers that the student learns a language to speak in specific contexts and that a single sentence can have multiple meanings depending on the context in which we use it. We, therefore, move from a scenario in which language is seen as a set of rules to a reality in which we use language to make the other engage in discourse (LEFFA, 2012).

So, what era of methods are we in and what is the teacher's role in class? We can say that we are in the *post-method* era:

> [which aims at the] recognition of the subversion capacity of the teacher, who, based on his experience and intuition, ends up inverting the established order and does in the classroom

what he is strictly able to do [**my free translation**](LEFFA, 2012, p. 391).[13]

As a tool, music can be an inspiration source not only for the teacher, but also for the student who may create connections with the teacher and show something from their most intimate, something they identify with. Therefore, it is the opportunity to thicken bonds by giving the students the opportunity to talk about themselves. To achieve it, we believe that the very first step could be a clear *needs and wants analysis*, for it is important that the teacher gets to know their students' tastes. Harmer states that:

> Lesson plans are based both on our own ideas about what will be appropriate and on what the syllabus we are working towards expects us to do. In both cases decisions are based not only on the syllabus designer's (or lesson planner) understanding of how language items interlock and on the kind of topics and tasks which can follow each other in effective sequences, but also on the perceptions of the needs and wants of the students. (HARMER, 2007, p.367).

In a nutshell, this section shows us that nowadays teaching cannot be a formula ready to be replicated in all contexts, much less can we consider predictable the way in which students will relate to knowledge. Knowledge is always co-constructed and depends on the teacher's watchful eye to deal with the demands of their students, in addition to a generous pinch of creativity. However, even though English teachers have a "ready-to-go" plan, we believe that neither should they take for granted it will be successful, nor should they consider the objectives will be achieved. We believe that any intervention has the potential of a subjective bet that only proves to be fruitful when put into practice, and teachers are accountable for revisiting their practices so that they remain open to the deconstruction of their truths. Therefore, the next section is

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13 "... reconhecimento da capacidade de subversão do professor, que, com base na sua experiência e intuição, acaba invertendo a ordem estabelecida e faz na sala de aula aquilo que rigorosamente tem condições de fazer'' (LEFFA, 2012, p. 391)

about some reasons that lead us to consider music as a creativity source when devising speaking lessons.

WHY SHOULD WE CONSIDER MUSIC AS A TOOL TO SPEAKING CLASSES?

The PCN's (1998) discourse concept presented in the previous sections states that students should be able to contribute their understanding of reality. Music can be this vehicle as it "is a knowledge that values what is most human in people: the emotion, the transcendental and the passion [**my free translation**]" (GRANJA, 2010, p.106)[14]. Music has the potential to go deep into our personal interests and beliefs, apart from shaping the listener's facts of existence. Songs have got an immeasurable discursive potential, mainly in a globalized context, and singers, in general, elaborate their piece of art considering the discursive context they are inserted and the public that will consume their art. That said, the discursive potential of songs arises from the situation that created it, nourished by ideologies and the individual's understanding of the world at a given time (GREGOLIN, 1995, p.17).

Throughout my reflective process, *discourse studies* seemed to be a fruitful avenue of action which may thicken the bond between students and the language and help foster their desire to contribute ideas and feelings towards the language and the new culture. This contribution would point out to the fact that public school students are not a blank page to whom we should teach something completely unfamiliar; globalization and the Internet have done their part. So, the classroom environment is not the only place where students have contact with the language. English is not a discursive novelty as it used to be when the PCN (1998) came out. We may assume that our public students have a vast repertoire, which they listen to repeatedly on their smartphones. Teachers may make the most of it when devising their lessons.

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14 "... é um conhecimento que valoriza o que há de mais humano nas pessoas: a emoção, o transcendental e a paixão (GRANJA, 2010, p.106)".

Other supporting idea is: music should be seen as crucial to a person's physiological development since "the child can recognize melodies and the voice of his mother [still inside the womb, which] favors the development of brain functions (VERA; LUNA, 2013, p.17)". The authors also suggest the use of songs, hymns, traditional songs and pop music as a source of authentic material due to their symbolic and semantic richness, as well as their potency to chill out the classroom environment and to motivate students to go for the target language (VERA; LUNA, 2013).

Speaking can be a stressful practice as anxiety may affect the willingness to speak and, consequently, language learning and processing are hampered. The anxiety arouses whenever the students have no time to plan or rehearse what to say - which may trigger low self-esteem and inhibition before risk-taking situations. Language anxiety, thus, is the experience many students go through when they face their limitations to communicate orally. Such experiences affect their performance and efficiency. (ARNOLD; BROWN, 1999; BROWN, 1983; GOH; BURNS, 2012). Apart from being encouraged to learn, the students should reduce any negative feelings that block their creativity. Concerning that, "the affective filter hypothesis" proposed by Krashen clarifies that the levels of anxiety indicate whether the environment is favorable or not to learning. Considering that, we suppose the teacher, when using practices subsidized by music, can weaken the student's blockades (KRASHEN, 1982, p. 228 apud PAQUETTE; RIEG, 2008).

Music, at this point, should be seen as a source of creativity and inspiration. Students would be really motivated by having their favorite English songs contributing meaning to what they are doing in class. In order to succeed in this attempt of using music as a tool to improve speaking, we have to consider how intertwined music and language are and its relevance to SLA[15].

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15   Second Language Acquisition

ARE MUSIC AND LANGUAGE INTERLOCKED?

Pieces of research present parallels between language and music in the sense of syntax and prosody. It can be observed that phonemes and the notes of a melody are correspondents as they are composed of phonological building blocks. Thus, the semantics of language may be extended to music through emotional experiences considering the ability we have to comprehend whether it is a sad, happy or restful tune (SLOBODA, 1990).

Researchers demonstrated through the "Normalized Pairwise Variability Index"[16] some qualitative rhythmic differences between stress and syllable-timed languages. They found out, using British and French languages as examples, that the differences both languages have in prosody are similar to the differences in music traditions. Those were empirical pieces of evidence to confirm that, culturally, language and music have a specific connection, they are intertwined as language influences and shapes the aesthetics of songs (JACKENDOFF; LERDAHL, 1982; SLOBODA, 1990; PATEL; DANIEL, 2003). This is true because the prosody of any language requires certain words and syllables to receive accents as part of regular pronunciation. By using rhythmic chants or songs to teach words and phrases, students may learn the proper placement of accents, as well as common pacing of speech (PANTEL; DANIEL, 2003).

Regarding information processing, music and language have independent processing. When we combine music with language, it creates many connections as language is primarily processed in the brain's left hemisphere and music in the right one. Studies have linked musical support to improved memorization as the melody and the rhythm

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16   "The normalized pairwise variability index (nPVI) is a measure of the average variation of a set of distances (durations) that are obtained from successive ordered pairs of events. It was originally conceived for measuring the rhythmic differences between languages on the basis of vowel length. More recently, it has also been employed successfully to compare large-scale rhythm in speech and music (TOUSSAINT, 2012, p.1001)".

of a song can contribute to text recall, being a route to access a piece of information (ADKINS, 1997). What's more, according to research carried out by Fisher (2001), students who were assigned to musical classrooms surpassed those students from non-musical classrooms on all tests regarding language achievement. He concluded that the active use of music in elementary classrooms is a viable means of increasing linguistic performance. We can, after all this concatenation, move on to practice, to the way in which we used all the knowledge gathered to intervene in the reality of the Concolers.

THE PRACTICE ITSELF!

Throughout my trajectory at ConCol, I had the opportunity to teach several courses, including the *pronunciation course*, previously taught by professor Dr. Arabella Franco[17]. This opportunity allowed me to deepen and revisit theories and concepts of phonetics and phonology, as well as rethink ways of teaching this content

The bond with the other is also important, and in this article it is also necessary to recall ConCol's journey, which crosses me and has crossed many teachers. In image 1, it shows a lot about my joy of being in this position of educator, who supports other professionals to (trans) form the reality in public school classrooms. This initial course, in which I dealt with studies by Gerald Kelly (2000) and Gilbert (2005), worked as the spark I needed to rethink my next steps. Even though the approach to this first course was interesting, the feedback received was that I should go easy on the rigid theories and all the technicalities of English pronunciation. It made me step into the spiral of knowledge in order to rethink my course plan; that was when music came up as a possible interventional tool.

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17   Lattes: http://lattes.cnpq.br/4487276511508073

Image 1: the first day of Pronunciation Course

Source: the author's private images

The way I was approaching pronunciation triggered this shared anguish that public school students would never be interested in it, let alone be instigated to speak in English. Therefore, from the theories concatenated in the previous sections, I changed the perspective and designed a pronunciation course with music, putting the Concolers in the position of their students, to later bring them back to the teacher's position where they should devise a class focusing on pronunciation and speaking. To better picture the intervention process, in the next page you can find an outline of the two days with their respective tasks. The activities devised are attached at the end of this article.

Image 2: the second day of course, teaching phonemic transcription
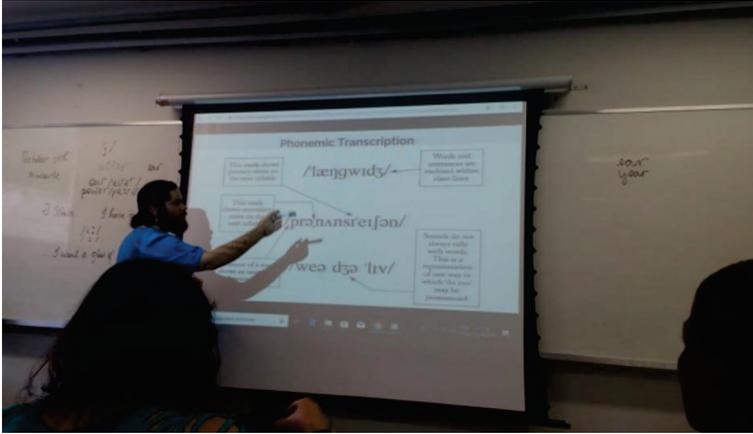
Source: the author's private images

Outline Day 1	Directions and activities
• Group discussion: issues concerning pronunciation; • Introduce the song for the day; • Analyze the pronunciation phenomena; • Hands-on practice; • Singing along.	• Start the class asking them to talk about their issues concerning pronunciation and its teaching. Take notes for day 2; • **SONG:** Katy Perry - "Never really Over"[18], use this song as a prompt to devise a lesson on pronunciation; • Use parts of the lyrics to illustrate the pronunciation phenomena; • Give them handouts with the theory and the tasks and ask them to group up; • As the song brings plenty of examples of connected speech phenomena, after the analysis, ask them to sing along and check out if the activities helped them improve their pronunciation skills. • Ask the group to share their understanding of the lyrics and how it makes them feel.

18   https://www.youtube.com/watch?v=aEb5gNsmGJ8&t=1s

Outline Day 2	Directions and activities
• Why is it important to teach pronunciation? • Analyzing pronunciation activities; • Why to teach pronunciation with music; • Jing Zhao (2018) • Hands-on practice; • Wrap-up.	• This is the opportunity the teachers have, after the last class, to devise a lesson in pairs in which they should consider classroom reality. The aim is to devise a speaking lesson plan in which they use music/songs to support the teaching of gramar.

For the first day, I chose a song in which I tried to work on the following pronunciation aspects: diphthongs, schwa, content and function words, stops and continuants, English as a stress-timed and isochronous language (KELLY, 2000; GILBERT, 2005). Katy Perry's pop song challenged the students for its fast rhythm, which served as an example for the phenomena of connected speech. As seen in the section on music and language, the way one sings is influenced by the characteristics of the language in which they sing. Therefore, singing and speaking have similar characteristics (JACKENDOFF; LERDAHL, 1982; SLOBODA, 1990; PATEL; DANIEL, 2003). I also brought questions on Katy Perry's accent to try to instigate the teachers to think about why this pronunciation peculiarity reveals so much about the person who performs it, and their geographical position; not to mention the culture that an accent evokes in itself and its influence on the way words are pronounced. Later in the class, I decided to let the teachers group up to discuss the theory so they could support one another. At the end of the class, I created a group on an instant message app with all the teachers so that they could share the songs they would like to use in the next meeting when devising their lesson plan. The aim was to create a sort of repertoire to show them how each one's choices could contribute to the development of a future activity; teacher and student co-constructing the course.

The second day of the course brought reflections on the reasons for teaching pronunciation to improve speaking. I generally start the class with the video "*The Italian man who went to Malta[19]*" , a fictional character that ends up getting into a lot of trouble because of his mispronunciation of words. Then, I brought some pronunciation activities devised by Gerald Kelly (2000) to encourage the teachers to reflect upon their own classes, if the activities should be adapted, and if so, how? It also brought reflections on how to elaborate conversation lesson plans, and according to Jing Zhao (2018), it should be flexible even with pre-established objectives. The teacher should always be aware of the material needed and the demands of their students, without losing sight of the lesson plan, which works as a roadmap. To wrap up the class, I proposed the teachers to devise a lesson plan, or sequence of lessons, in which pronunciation would be a *subsidiary aim* (ZHAO, 2018).

There were interesting ideas. For instance, some teachers chose to focus on specific English language chunks or a theme for students to develop. The repertoire created in our message group allowed many reflections. Some teachers focused on the *simple past* and used songs like "*Send my love* - Adele", "*Roar* - Katy Perry", and "*Yesterday* - The Beatles". From those songs, some teachers considered focusing on the pronunciation of regular verbs in the past, or using the chunk "*used to*" to talk about things that were habitual in the past. We also had activities focused on *present perfect*, and songs like "*I still haven't found what I'm looking for* - U2" and "*New rules* - Dua Lipa", were considered to deal with the pronunciation of "*have*" as an auxiliary and the use of " *have got*" as a chunk to indicate ownership of something or to indicate a task that needs to be done. In the end, after sharing their class plans, the class became a fun karaoke place and we could enjoy the English songs that speak to our hearts.

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19   https://www.youtube.com/watch?v=m1TnzCiUSI0

FINAL REMARKS

Our main interest with the courses offered by ConCol is to provide teachers with an opportunity to brush up their skills, their critical thinking and, as an educator, listen to them. Continuing education provides teachers with the opportunity to share their in-class experiences and dilemmas. In this sense, we believe that communication should be horizontal, never vertical or hierarchical. Speaking of, my course encouraged the participants to shake off the passive listener position and take up the leadership. As they glided from the role of students to that of teachers who educate other subjects, I noticed some sayings that still echo the truths of both the PCN (1998) and the BNCC (2017). Just an example: "*the teaching of pronunciation is irrelevant in public schools because students barely know grammar*". Concerning that, Gerald Kelly points out that:

> [Although] trainees and less experienced teachers may be very interested in pronunciation, their concern with grammar and vocabulary tends to take precedence . Language learners, on the other hand, often show enthusiasm for pronunciation. They feel it is something that would help them communicate better. (2000, p. 13)".

As stated at the beginning of this article, the experience of lecturing at ConCol provided me with important reflections for my undergraduate research. I could carry out part of my research intervening in the reality of 7th grade students from Eli Horta Costa municipal school, Contagem-MG. Unfortunately, it could not be completed and my monograph became a pre-pedagogical proposal. The experiences I had there, however, showed me that the students want to contribute ideas to the classes, and music is indeed a way of bonding with them. I was even briefly able to work on song suggestions given by them and this innovation aroused their desire to produce orality in this additional language. There is indeed a desire

among public school students to produce orality in this new language, which needs to be instigated by teachers.

In a nutshell, through this article I could bring some reflections that reminded me of the reasons to be teaching English. My experiences at ConCol pushed me towards the understanding of the room given to the speaking skill in public schools, encouraging me to go for other avenues of action and use my uniqueness with music. Being a singer helped me consider songs a path to the elaboration of more interesting classes and, mainly, to seek in theory some subsidy that would support its use in language classes. Music was, therefore, the way and the motto for me to step into this spiral of knowledge. I hope that music never stops playing in language lessons and that it continues mobilizing teachers and students to go for the English language.

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APPENDIX (based on Kelly, 2000 and Gilbert, 2005)

Link to the HANDOUT devised for the first day of course: https://drive.google.com/file/d/108Xf7IvSbo8HAvEi1J0ZdQ-7EJ-dvakY/view?usp=sharing

CHAPTER XV

USING INTERVIEWS AND PREPARATION MATERIALS FROM CUP ORAL EXAMS TO ENHANCE TEACHERS' AND LEARNERS' SPEAKING SKILLS

● ●●

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INTRODUCTION

There is a vast array of tested materials to select from, the result of reliable academic studies and hands-on practices in order to prepare learners and teachers of ESL/EFL to deal with either Cambridge Oral Exams or any other kind of assessment. These materials are stepping stones and motivator triggers, helping build competence, develop communication strategies, and expand on interaction possibilities, in aid of the non-native speakers to use the English language successfully in different levels.

This chapter aims to describe the short-term experience using PET preparation materials, taken place in 2018, with the participants involved in the ConCol continuous education project, as well as to unfold long tested practices and experiences in language schools, language classroom contexts, laboratories for further successful interactions in the real world. Assessment criteria will also be included as part of the professional guidelines.

I have divided the chapter in four main sections. In the first section entitled *Hands- on towards Oral Assessment Practices*, I explain how I got engaged in the ConCol project. In section two, divided in seven sub-sections, I present *Interviews as Assessment Tools* with the basic rationale behind such tests, issues such as anxiety and fear of being judged, arguments towards why learners should be willing to take tests and get their certificates, the kinds of standards being set, arguments towards test-taking materials being introduced in the language classroom, and the role a mentor and facilitator plays in encouraging learners to develop their strategies and competencies. In the third section, I propose *Developing Skills For PET - Preliminary English Test – CUP Speaking Exam* where I explain the practice and development of vocabulary, pronunciation, interaction and fluency. In section four, I present the *Assessment Criteria In Cambridge Tests.* Finally I present my *Conclusion, References* and *Acknowledgement.*

HANDS- ON TOWARDS ORAL ASSESSMENT PRACTICES:
HOW DID I GET ENGAGED IN THE CONCOL PROJECT?

I was accepted in 2017 as a community member to join a group in the discipline LIG 948 E, offered through the Graduate Program in Linguistic Studies - POSLIN, *A pesquisa na formação de professores em interface entre psicanálise e educação*, designed and facilitated by Professor Dr. Maralice de Souza Neves. At the end of this course, Prof. Maralice kindly invited me to contribute to the ConCol refreshment course, focusing on my previous experience in preparation for speaking exams and assessment. During LIG 948 E, I could associate many previous teaching practices with theorists' principles, beliefs, and deep studies, embedded in cognitive, behaviorist, response methods and various practical approaches in language learning. I learned that it was through the psychoanalytic Freudian interviewing techniques that subjects allowed their unconscious wishes, desires, beliefs, and responses to the

world to come to light and be identified by an observer. Nevertheless, this is not the aim of interviews in English oral assessments, focused on linguistic production and communication skills.

It dawned on me how much these developments influenced language teaching and assessment. I saw so many of these theories having been applied in my 20-year experience as an accredited Cambridge Speaking Examiner. In the speaking language assessment, this is second to how and what kind of language the interviewees can produce, their language level, interactive and communicative abilities, discourse management, fluency, pronunciation, and lexical command.

While in a psychoanalytical context, the psychological profile might be the most relevant as well as what the subjects bring up during sessions as their perceptions, feelings, and beliefs, in the speaking language assessment, this is second to what kind of language the interviewees are able to produce, their language level, interactive and communicative abilities, discourse management, fluency, pronunciation and lexical command.

As a practitioner who has long relied on the previously tested rationale embedded in language learning materials, resulted from extensive and serious academic relentless research in so many areas of applied linguistics, not to mention cognitive approaches and different tested methodologies and techniques for the language classroom, I, myself, have become a witness of the effectiveness of such applications. This has comprised the exposure to and practice of language structures, lexis, such as fixed phrases, collocations, register, and topic-based vocabulary, awareness and acquisition of pronunciation patterns, including individual sounds, words and sentence stress, as well as connected speech in the target language. Let alone cultural issues which are remarkable in the construction of identity and self-expression. Apart from discourse management, the structural linguistic aspects, strategic communication, and interaction patterns have proved crucial to develop speaking competence in L2.

There is a wide range of materials available either free online or for purchase in the market by accredited publishers, aimed at giving the general support for a sound and reliable professional preparation and learners' skill development and mastery of the target language.

The techniques have been tested and used in the classroom, basically focused on interviews, guided and controlled practice, critical thinking, language feed, topic based-tasks, role-plays, etc. The Presentation, Practice and Production (PPP) approach, so widely used in the Communicative Approach, has proved to be useful in language acquisition for such purposes.

These practices have all taken place on a post-method basis, in which teachers and learners can collaborate and see themselves transposing from one interface to another, smoothly and consistently. All are collaborators and have their own voices to be spread and heard.

Having been fully trained and worked as a Cambridge Invigilator, Speaking Interlocutor and Assessor for language exams for 20 years I have grown familiar with, learned and applied the theories and practices from the experts in the English language Assessment.

My role in ConCol in 2018/1 was to present and practice interactive activities during the Friday meetings, leading to successful performance and assessment at Preliminary Cambridge Testing – PET - B1 Level. The focus was solely on the PET speaking paper and our aim was to help public school teachers become multipliers, interlocutors, and assessors in their own classrooms.

This is a general overall narrative encompassing professional year-long hands-on experiences in the use of consolidated speech development for the parties involved in the process. Test samples and patterns of assessment shall be added. In this chapter, online reference links and physical references will be listed.

INTERVIEWS AS ASSESSMENT TOOLS

It is widely known that English Exam developers from renowned institutions, experts in foreign speakers' oral assessments and evaluation worldwide, use different interview formats to test and evaluate language learners. There are so many questions to ask and still so many answers to search for and approaches to choose from to reach the required standards for international assessment of the English language.

Valentine (1997) affirms that interviews are very useful techniques to be used in research. The author outlines some advantages of using conversational style interviews as a research methodology.

> It provides advice on who to talk to, how to recruit research participants and where to hold your interviews. Consideration is given to the actual process of asking questions, the ethics and politics of interviewing, and ways to avoid common problems experienced by interviewers. The chapter also highlights some of the differences between conducting social interviews, interviewing elites and interviewing in different cultural contexts." (VALENTINE, G., 1997, p. 110-253).

WHAT IS THE BASIC RATIONALE BEHIND SUCH TESTS?

We could cite the study published in Ornellas (s.d.), *(Entre)vistas – A Escuta revela*, who thoroughly describes different kinds of interviews carried out in different kinds of research and contexts. Considering the language learning practices and assessment, there should be some important points to consider while preparing to apply or perform in an interview, in language exams. Ornellas (1997) suggests the following points: light, focus on the interviewee, interviewers' position with no urgency and preparation. Based on such study, it can be interpreted as follows in a language assessment practice:

• Light: time should be meticulously and wisely used to establish rapport;

• Focus on the interviewee : linguistic competence and discourse management;

• Interviewer's positioning: no urgency, clear questions, speaks to the minimum, listens to interviewee attentively, controls time, following a frame;

• Interlocutor and assessor's preparation: remain silent whenever required, allowing room for the candidates' speech to come out. The interlocutor's role is to apply, control the interview, encourage candidates to speak and interact while the assessor's role is to listen attentively to candidates' performances as far as language production is concerned in a Cambridge given speaking test.

Scholars have long been studying the application of such interviews in oral assessment to validate and analyze learners' progress. One of the most sound institutions has a very meticulous code of practices following a reliable system to validate such procedures. Their principles can be described as follows according to their official website:

The Cambridge English Principles of Good Practice outline the systems and processes that drive our search for excellence and continuous improvement. While these systems involve complex research and technology, the underlying philosophy is simple:

• Validity – are our exams an authentic test of real-life English?
• Reliability – do our exams behave consistently and fairly?
• Impact – do our assessments have a positive effect on teaching and learning?
• Practicality – do our assessments meet learners' needs ?
• Quality – how we plan, deliver and check: excellence in all of these fields.

They have also published Principles of Good Practice to:

• make our claims for quality assessment transparent
• give teachers, researchers, policy makers and others interested in our exams further insight into our processes
• share best practice with the wider world of language learning and assessment." [1]

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1   https://www.cambridgeenglish.org/research-and-validation/quality-and-accountability/

Regarding language learning and oral assessment, interviews are rituals to enable the subject to have safe, non-intimidating punctual opportunities to exercise and prove their linguistic abilities in a non-threatening pre-arranged setting. The focus is on the discourse management and linguistic skills produced for the levels targeted at. They differ from the Freudian interviews aimed at the release of the unconscious and analysis of individual drives, feelings, thoughts, and intentions. In a test situation, interviewees might be expecting unconscious social approval, revealed on their marks given by unknown interlocutors and acessors. However, such interviews do not have a personal approach nor analysis. They are not an exercise of power over the subjects involved at all. Much to the contrary, the focus is on the interviewees' language production and communicative abilities, according to standards, first and foremost.

Interviews in language assessment follow structured timed frames, previously designed, and carefully arranged with sequences of structured interviews. Experts from International Institutions develop materials to allow for free association, reaction to fixed images, scenes, or previously coined situations, triggering language production. Occasionally, for some specific tests, such as TOEFL IBT and IELTS from Cambridge[2], there might also be recording of the interviews for further and detailed analysis of performances.[3] Therefore, interlocutors and assessors' roles resemble more those of competent actors chosen to play their parts. It is true that their part can be described as linguistic performance evaluators who follow strict guidelines and assessment patterns.[4] As such, they are expected to be knowledgeable on the use of English and international testing practices as well as be thoroughly familiar with evaluation standards as outlined in the Common European Framework of reference (CEFR).[5]

2   https://www.cambridgeenglish.org/learning-english/exam-preparation/
3   https://www.cambridgeenglish.org/exams-and-tests/ielts/preparation/
4   https://www.youtube.com/watch?v=xF_Q2anYOfc
5   https://www.cambridgeenglish.org/exams-and-tests/cefr/

WOULDN'T LEARNERS FEEL THREATENED TO BE EXPOSED AND
EVALUATED ON THE LANGUAGE AND CONTENT PRODUCED?

We feel threatened by what we do not know or are completely
unprepared for. Once learners practice speaking skills and feel prepared
and aware of such processes, anxiety is minimized and confidence
maximized.

WHY SHOULD LEARNERS BE ENCOURAGED TO SUBMIT
THEMSELVES TO SUCH EVALUATIONS AND PATTERNS?

As the world becomes more globalized, it is inevitable to set
international patterns and standards to help everyone fare better in
any global environment. Evaluations are nothing but proof to the
world of acquired skills and adequate performance in given contexts.
Being assessed and certified does not mean being judged but receiving
well-deserved worldwide sound recognition of what you have already
accomplished.

WHY WOULD LEARNERS BOTHER IF THEY ARE NOT ACTUALLY
WILLING TO TAKE ANY TESTS NOR HAVE ANY CERTIFICATES?

First and foremost, learners should develop their language skills.
There is nothing more fascinating than personal growth, unfolding endless
opportunities. Being assessed and certified is just a consequence of an
academic journey, not the only goal.

WHAT KIND OF STANDARD IS BEING SET?

Evaluation standards are those based on what is outlined in the
Common European Framework of Reference (CEFR),[6] following
guidelines from accredited material designers and publishers, such as

6   https://www.cambridgeenglish.org/exams-and-tests/cefr/

CUP (Cambridge University Press) or ETS (Educational Testing Service), to mention just a few.

WHY SHOULD SUCH TEST-TAKING MATERIALS BE INTRODUCED IN THE LANGUAGE CLASSROOM ?

There has been such a vast array of materials to help develop learner's speaking skills and communication strategies which would be useful in interactions in a specific test and mainly in real life communication. They have also proved to be extremely handy for the language teacher to incorporate in their practices and are widely available for free as online resources or for purchase.

HOW COULD A MENTOR AND FACILITATOR ENCOURAGE LEARNERS AND HELP THEM DEVELOP THEIR STRATEGIES AND COMPETENCIES?

There is an old saying: "Where there is a will, there is a way." The focus should be on what learners need, lack, and are willing to achieve. We could add that as educators, trainers, mentors, and facilitators of the learning process we should establish rapport, timing, organize content and practices, establish discipline through meaningful routines, listen, analyze, interpret and be ready to start all over again, relentlessly, and endlessly.

Speech development plays a very important role in our place in society. According to Malcolm Bowie (1991), in his book LACAN, he mentions that Lacan insisted on the role speech plays in everyday life,

> … the essential day-to-day facts about human beings are these: they address each other and affect each other by what they say, they say what they mean and they say what they don't mean simultaneously, whatever they get they always want more, or something different and at any moment they are consciously

> aware of only some of what they want. Psychoanalysis is thus a science of common things - of speech as a vehicle for desire, of the connections between those desires that are directly speakable and those that are not, and of the reciprocal pressures the speakers exert on each other. (BOWIE, p. 15,16, 1991)

DEVELOPING SKILLS FOR PET - PRELIMINARY ENGLISH TEST – CUP SPEAKING EXAM

In order to perform well in any kind of assessment test, learners are expected to develop skills in the target language, be competent in the overall grammar and use of English for the targeted level, which demands choices from institutions and participants of methods, techniques, and materials to select from to achieve the desired goal.

> First of all, a method is seen as superordinate, comprising both "principles" and "techniques." The principles involve five aspects of second- or foreign-language teaching: the teacher, the learners, the teaching process, the learning process, and the target language/culture. Taken together, the principles represent the theoretical framework of the method. The techniques are the behavioral manifestation of the principles – in other words, the classroom activities and procedures derived from an application of the principles. (LARSEN; FREEMAN, 1986)

Points to be considered in language development:

• Practicing language for picture description, factual or abstract language, personalization, speculation – modals- comparison and contrast expressions.

• Acquiring appropriate language for communicative interactions: agreeing or disagreeing politely, being an active listener and participant.

• Improving discourse management and use of cohesive devices in spoken language.

• Using printed or video free samples or purchased accredited materials to develop fluency and production.

• Browsing through and exploring reference content [7]

VOCABULARY

Michael, Mccarthy has recognised that learning and mastering vocabulary might be quite confusing and overwhelming for any language learner, since English has such vast vocabulary options to choose from, encompassing thousands of different linguistic units, phrases and expressions. "How can language teachers and learners approach this vast, seemingly endless store of language and make sense of it?" (MICHAEL, McCARTHY, p. 3, 1992)

Morgan and Rinvolucri have stated that learning lexis involves being able to relate to the words on a personal level, so that they become meaningful to learners. "We conceive of vocabulary learning as a relational process; it could be described as making friends with the words of the target language." (MORGAN J.; RINVOLUCRI M., p. 5, 1993).

A preview version of the English Vocabulary Profile, which would be required for each language level, is available in accredited printed materials and websites. These minimize the efforts the L2 teacher would have to go through to categorize and prepare lists of words and chunks of language to use in the classroom for a certain level. [8]

VOCABULARY DEVELOPMENT REGARDING FREQUENT ORDINARY TOPICS

Learners are expected to be able to use some vocabulary while dealing with ordinary life situations. Thus, most materials and exams

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7   https://www.cambridgeenglish.org/exams-and-tests/preliminary-for-schools/ and https://www.cambridgeenglish.org/exams-and-tests/preliminary-for-schools/exam-format/

8   http://www.englishprofile.org © UCLES 2021, p. 2, B1 Preliminary and B1 Preliminary for School

would be testing their knowledge on certain familiar topics. In the ConCol experience, we were considering oral assessment for PET, Preliminary English Test, Cambridge, intermediate level. Some of these topic based vocabulary and language for speaking skills development were targeted as follows:

• Daily life, personal identification, family, and social interaction

• Education, study, sports and hobbies, health, and exercise

• Entertainment and media, travel and holidays, the natural world.

• Feelings, opinions and experiences, food and drink, clothes, the weather

PRONUNCIATION

As foreign language learners, it is crucial to try to develop similar pronunciation patterns as those of standard native-like production in order to be fully understood in international contexts and interactions. It is vital to master the use of English, expand vocabulary and discourse management by using the appropriate connectors, devices, and speech markers in contextual situations, but all will be lost if pronunciation is faulty, lacking and exercising a lot of strain on the listener to understand the speaker.

It is easy to give up trying to figure out meaning if it is too difficult to understand what the other is saying.

Therefore, exposing learners to the sounds, word and sentence stress patterns, intonation in the target language is as important as other aspects. Perhaps it should be one of the top priorities in language teaching and learning. It is advisable that educators expose learners to the sounds of L2 from the very beginning. Some tips can be found on accredited sites online. [9]

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9   https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=pronunciation

The Phonemic Chart for the English Language, developed by professor Adrian Underhill has proved to be extremely useful to expose learners to such English sounds. Adopted from the start, being introduced little by little has done great service for language learners' speaking skills development.[10]

INTERACTION AND FLUENCY

There are several communicative and task-based activities that can be used in the language classroom, tested materials that have been highly successful to promote language acquisition.

To mention just two extremely well-known outstanding authors, who with their work have helped teachers and learners develop their speaking skills worldwide:

> To say that a language learning activity should be interesting is, again, stating the obvious. […] As regards interesting subject-matter, there are two schools of thought. One claims that the closer discussion material or role-play situations are to the students' circumstances, the more interested they will be, and the other, that the more imaginative and exotic the subject, the more excited and stimulated the participants. Both theories have truth. (UR, PENNY, 1991, p.16).

As clearly stated by the author, the former theory might lead to motivation since it establishes rapport with the learners, but it might also lead to boredom. It is crucial to stir up a very important factor: learners' curiosity, the desire for what they lack, not for what they already have plenty of.

> Successful groups can thus be, as T. Douglas puts it in Groups Understanding People together (1983), 'an instrument of behavioral or attitudinal change, an instrument of support and

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10   https://www.teachingenglish.org.uk/article/phonemic-chart

maintenance, a pool of resources, and an instrument to facilitate learning.' To that I would like to add they can also be a lot of fun. (HADFIELD JILL, p 11 1992).

ASSESSMENT CRITERIA IN CAMBRIDGE TESTS

Examiners will be focusing on the following language production elements during an interview led testing situation appropriate for each level. The score will range from 1 to 5:

• Grammar and Vocabulary

• Discourse Management

• Pronunciation and Fluency

• Interactive Communication

There is no pass or fail mark. Candidates are either not in the right level if they score below 3, therefore they might be still in need of improvement or in a previous stage of development. They might be satisfactory, in which case, the overall score is 3. Scoring from 4 to 5 means they are very good and finally those scoring 5 are definitely ready for the next level. Showing a higher command and competence in communication skills and use of language in a given exam or oral assessment means a result of consistent preparation, and quite effective overall performance according to standards.

CONCLUSION

The participants were all very engaged and cooperative. The group was supportive and committed throughout the whole experience. Some of the participants were rather nervous about the Preliminary Speaking PET Exam simulation, but were reassured the experience was not meant

to judge or evaluate anyone. The aim of this practice was to inform, train, maximize growth and broaden educational possibilities in terms of language acquisition and assessment of acquired skills to bridge the gaps between native and non-native communities.

Scholars, linguists, educators, researchers, investigators, theorists, professors, teachers, practitioners, facilitators, mediators, learners, whatever the role and phase of the learning process one might be found in, we are all links to an interdependent chain of participants, building understanding, self-expression and cultural identities using the target language and discourse management. An endless work in progress.

ACKNOWLEDGEMENT

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PART 3

TOWARDS SPIRAL KNOWLEDGE[1]

MEMOIRS OF SOME INSPIRING PARTICIPANTS

Bruno Puccini (TA)

Supporting EDUCONLE, even if for a brief moment, was a unique experience that added a great deal to my studies as an undergraduate. Back then, I had the chance to talk directly to teachers and have a glimpse of some of the challenges they faced at the time. As my peers and I presented a few games and digital tools, the teachers seemed thrilled at the opportunity of utilizing them during English classes. Their comments were insightful and their eagerness to share really shows that, when it comes to teaching and learning, we are all in this together.

Camila Martins (Collabo-teacher)

My name is Camilla Martins and I started in 2013. It's an honor to participate in ConCol's Book. I've had the chance to hear and be heard out by teachers, professors and a PhD. One of the unforgettable moments was being a speaker at LAVRAS. I'll never forget my experience and opportunity to be featured in the I Seminário Interinstitucional de Extensão de Formação de Professores de Línguas entre a Formação Inicial e Continuada. ConCol is a safe place for making mistakes in English — in pronunciation, for example — and not being judged. In other words, you have the opportunity to be yourself. Thanks 4 everything

Clea Carvalho (Collabo-teacher)

I was a young teacher, lacking experience and living in a capital for the first time in my life, when I had met ConCol and that was mind-blowing for me. Having such amazing colleagues and coordination lit up hope in me because I was facing many changes and feeling alone. I saw, then, possibilities of developing

projects and applying different methodologies in my routine as a teacher. I would say the experience in ConCol completely changed my professional life. I became more aware of my students' needs. I looked for more courses to improve my didactics as well as new methods to use in class. In ConCol, not only did I find support and extrinsic motivation to become a better teacher; I have also been more prepared to face challenges since then.

Dunja Zdero (ETA - Fulbright)
As one of the Fulbright Program's English Teaching Assistants at the Federal University of Minas Gerais, I had the great privilege of working with ConCol in 2011. This collaboration allowed me to learn more about public education in Brazil, interact with numerous educators, and provide teachers with various lessons on the English language and the United States culture. The collaboration turned out to be a truly transformative experience. The teachers I worked with through ConCol showed the beauty and the lasting impact of the teaching profession. Upon finishing the program in Brazil, I decided to pursue a career as a public school educator in the United States. Although eleven years have passed since my partnership with ConCol, I still carry the lessons, the relationships, and the impact it had on me.

Edvaldo Carvalho dos Santos (Collabo-teacher)
In our path we took important steps with the collaboration of colleagues, each one contributing with ideas for a life project. This was a great learning opportunity, which has allowed us to produce educational projects in order to be differentiated teachers in schools where we could serve in favor of a better education. Encouraged by Professor Maralice de Souza Neves, Monitors and Teacher Assistants, with you, Concolers and other professors, we were able to learn to act in this incredible journey of knowledge. Thank you, ConCol, for leading us on this teaching-learning project.
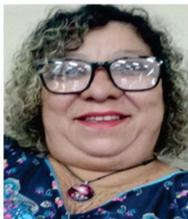
Elisabete Oliveira (Collabo-teacher)
Participating in ConCol was an incredible experience. Exchanges of activities, cultures, knowledge, it was wonderful. Incredible teachers, engaged colleagues, the knowledge we have built up together certainly has helped our students, with

whom we have shared our experience in order to improve their writing, speaking and reading. Next year I hope I can count on new ideas and experiences in the English language. I thank all of you.

Gabriela Teixeira (Collabo-teacher)

ConCol is about the reception, exchange of experiences, reflection, and opportunities. Through ConCol I was able to rethink my practices in the classroom and I was encouraged to continue improving my education and investing in academic knowledge. My colleagues helped me to design my first workshop for English teachers, we worked together to publish an article, and they supported me, so I was able to write a project to start a master's degree. I have so much to thank ConCol! I hope the program continues for many years, and that it keeps inspiring and helping other teachers too.

Júnia Batista Alemão (Collabo-teacher)

ConCol has provided me with one of the best times as a teacher in my life! Through ConCol I've been able to learn, to teach, and to share great English language teaching (ELT) methodology and practices with other teachers. And I managed to improve my public school classes. I am really grateful for having participated in ConCol because that experience was unique. And it contributed to my professional and personal life, too. My desire is that many teachers could be part of ConCol. We would learn and grow together. I pray that we never stop learning and sharing great moments!

Kayo Silva (TA)

I joined ConCol in 2015 as a TA (Teacher Assistant) and I can confidently say the experience paved the way for my teaching career in the following years. Being a TA in a setting of continued education granted me a deeper understanding of what constitutes a foreign language classroom, some of its challenges, and the most inspiring ways to overcome them. I hold dear memories of the work the TAs, ETAs, and ConCol members developed on and off campus. I hope more educators have the opportunity to enroll in the program in the future.

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Keila Alvarenga Azalim (Collabo-teacher)

I've always been a teacher eager to learn and also to share everything I learn. I've always been a teacher full of emotion, enthusiasm and playfulness to teach the English language, whether for elementary school or for high school. Faced with this eagerness in pursuit of the challenge of not only teaching English in Public Schools, but making students learn and "fall in love" with this learning, I went in search of more knowledge to inspire myself to inspire others. I worked in public schools in the city of Ponte Nova-MG and I started to participate in a Continuing Training for English Language Teachers at UFV - Federal University of Viçosa, PECPLI, with Ana Maria Barcelos and Hilda Simone. I was there for 9 years, and I was inspired by the encounters where I had opportunities that went beyond what I was looking for. And among these opportunities, we had the privilege of presenting PECPLI / UFV at an event at UFMG for participants of the project called ConCol. Both projects have very common purposes, which I was certainly delighted with. In 2016, as soon as I moved to Belo Horizonte, where I continued working as a teacher, I got in touch to participate in ConCol, and since then I have been attending it. CONCOL has the power to fulfill the teacher's wishes. When we want to improve our fluency, we are offered practice; when we want to know and take proficiency courses, they offer us excellent and free courses; when we want to present our work at events in other cities and participate in international congresses, we have this opportunity. ConCol is where I look for inspiration. We share our frustrations and achievements and each meeting leaves us renewed. It is our safe haven, because we know that we are not alone there; they always have people to help us when we are lacking enthusiasm, to celebrate our projects in the classroom, and to encourage us to be better every moment. A teacher, even loving what she does, often loses the will to oo on due to the system, salary, school management, students unwilling to learn, etc. But when we have the support of a project as grand as ConCol, we are motivated to go further and fly higher, because they believe in our potential and encourage us to be better TEACHERS.

Keila Madalena Andrade (Collabo-teacher)

The ConCol project was very important in my professional life. It has made the difference when I was alone as an English teacher at work. I was kind of lost. I really needed what ConCol was offering. At the Languages Lessons, the pedagogical rounds improve and make our acquired didactics meaningful. With the

ConCol professors and another teacher from the group, I could present my project about "motivation and accountability" in the learning process. At ConCol, I realized how important English lessons are for our students and that we can help them in many ways. I'm proud and grateful to participate in ConCol.

Lady Lourdes Soares Medeiros (TA/Researcher)
The ConCol project has completed 10 years of existence, producing involvement, inspiration and improvement in English teaching-learning. Since 2014 I have been reached by its actions. First, as a student in high school, I developed tools to learn by myself; then, as an undergraduate and teaching assistant (TA), I became able to observe the teaching practice besides class work, through teachers' reports. In the pedagogical rounds, I learnt a lot about the psychoanalytic discourse and, as a consequence, I discovered a special appreciation for academic research. Finally, I realize that ConCol impacted me by teaching how to be the protagonist of my own learning, a careful observer, a researcher and a better human being.

Leandro Machado Nunes - (TA/Collaborator/Researcher)
The year was 2012. I had just started my studies in the Faculty of Letters at the Federal University of Minas Gerais when I found interest in applying to be an assistant for the ConCol extension project, and I was very happy to make it through the process and to be selected to work with Professor Maralice Neves who was running the project at the time. There were not many teachers involved in ConCol back in 2012; however, there were enough, for the countless narratives related to in-class experience from every single member of the group would be equivalent to any sort of crowded audience watching an important lecture held by a popular figure. And it was exactly due to those narratives as well as the drive for improvement - not only in linguistics skills, but mainly in teaching development - within every single English teacher who were part of the project that ConCol touched me. After all, it would be impossible not to be professionally and humanly crossed by all the work carried out by the Concolers along with non-stopping continuing collaboration leveraging academic research and practice; not to mention the possibility to take part, even as just a listener, in so many singular, yet similar, teaching narratives. Yes! Living and being able to contribute at least a tiny bit to all that had, and still has, an indescribable impact on me. To ConCol, my neverending gratitude. Thank you!

Leina Jucá (ConCol coordinator since 2021)

Continuing education is always an extremely relevant space for anyone working in the area of teacher education, especially when related to *language* teacher education – as language *does* things, constructs realities, motivates people to act. ConCol, in particular, proves to be a special space within this area since it brings together basic education teachers, who **have chosen** to continue their professional development work in a joint and collaborative way and, because of this decision, have provoked the creation of this important space for language teacher education. The group that forms within this space - basic education teachers, teachers-to-be and university professors dedicated to teacher education - makes ConCol an opportunity for dialogue, exchange, proposition, construction, collaboration, action, transformation... in short, an important space for mutual learning. Working at ConCol reinforces an old idea of mine: that we **are not** teachers, but we are all involved in a continuous and non-stop movement of **becoming** teachers… we are all apprentices, positioned at different points of our professional teaching trajectories, working together and collaboratively towards our ultimate goal of becoming the best teachers we can.

Lucienne de Castro Gomes (Collabo-teacher)

What is the social significance of being an English teacher? Suddenly I started questioning my classes, my speech and my training. I was with a group of women teachers, being questioned by teachers I had already met, by reading their work or admiring them in their speech at that very moment of conception, Friday the first ConCol meeting. Conception is an action or effect of conceiving. I knew that the project had been conceived from a love relationship between Educonle and us, teachers, which was pregnant with formative actions, reverberating not only in our classes, but in ourselves. Just as a pregnancy, much desired, ConCol gave me transformations and development in my doing as an English teacher and as a researcher. I felt excited by the reflections that came from the discussions and hopeful that I would be able to do things differently in my classroom and with my students. This moment of pregnancy needs to be accompanied and supported by specialists and peers who became our family in this gestation. Not only the teachers nurtured us, but our colleagues with their experiences, with desires similar to mine. During a pregnancy you face challenges, fears, joys influenced according to the moment and our past experiences. We begin to transform our outlook and make

many reflections, necessary changes for the arrival of the new. ConCol was like that for me, my gestation as a teacher and researcher, generating in me the desire to do something different, to research, transforming myself to generate possibilities and hope for the public school classes. The teacher's training, as well as the teaching of language, is conceived through social relations, influenced by culture and historical moments lived by the subjects. Continuing education is a mediation of our experiences imbricated in the contexts in which we are inserted. Using the metaphor of pregnancy is for me a recognition of my trajectory in Concol, and my last pregnancy. ConCol brought me the possibility of being fertilized by a space that encourages me, makes me reflect, accept my strangeness, hope, and act. In 2011 my daughter was born, together with ConCol. I remember breastfeeding during the Friday meetings. I experienced my changes, because what I welcomed nourished me with strength and will to become an English teacher. I can say that it was a light gestation period, totally surrendering to the feeling of making a difference in the public schools, in teaching English. Finally, Stella was born, a Master's degree was born, projects with children with disabilities were born, a project with the *Sussurrofone* was born, passports to distant worlds were born, projects and meetings grew. Thank you, ConCol, and thank you to all the pregnancies that make teaching English a fruitful place for all children in public schools.

Mácio Pires (TA)

I consider my almost 2-year participation as a teaching assistant (T.A.) in EDUCONLE and ConCol projects a defining moment of my graduation path. Such experience provided me with enriching knowledge that will surely be reflected upon my career in language teaching. The contact I've had with the participants of the program alongside my assignments as a T.A. taught me the importance of collaborative work, resilience and critical thinking in the development of a better education. I feel privileged to have learned these values within the INTERFACES program, which is surrounded by people who care and commit to promoting relevant initial and continuing teacher education actions. This way, I congratulate ConCol for its 10th anniversary and wish that INTERFACES continues to be a long-lasting pillar to its community.

Marco Antonio de Morais (Collabo-teacher)

Being part of ConCol has been a great honor. It has offered me many opportunities that I had no chance to experience in my College period. It magnified my knowledge. I could develop my English at Cenex and through many other courses that took place in ConCol. There I had a large circle of friend teachers as myself, many recently graduated like me. I had the chance to meet foreign people, to participate in research papers which took me to an universe I had not known — I mean, to an universe less considered by me. All of those possibilities helped me greatly for my own enhancement as a teacher, so I have many thanks to ConCol as a whole. Now, just one more thing that cannot go unmentioned about Maria Carolina de Jesus: she was very important to me. I came to know about her through a project I participated in with my colleagues. Finally, long live ConCol! May it continue to provide discoveries, learning, experiences, everything that empowers , enriches, honors and brings ourselves the happiness and joyfulness to live.

Marilene Pereira de Oliveira
(M.A. researcher/Collabo-teacher)

I first participated in the EDUCONLE Project — coordinated by Professors Deise Dutra and Heliana Mello — which represented one of the turning points in my professional life. I learned about the communicative approach and planning of the classes from this academic education. In 2012, the ConCol Project first emerged — coordinated by Professor Maralice Neves — which turned out to be the continuation of EDUCONLE. In 2012, during the period in which I started to take the master's course, the ConCol project was born due to the involvement of Prof. Maralice with the teaching, research and extension triad. I had the opportunity to participate in some meetings. I learned from Loures, whose thesis was published in 2014, about the importance of "pedagogical rounds", and how teachers need to be heard in a kind of a psychoanalytic listening process. At ConCol it was also possible to establish a network of colleagues. I reencountered some people and got to know others who were apparently living in vivifying jouissance in teaching and which was my topic of the research. Thus, I could interview them and carry out the master's research. I also had the opportunity to present communication sessions at the IV CLAFPL in Brasília. Nowadays, this professional network proceeds with its aims. In 2022, I published the chapter of a book together with some people that I met at ConCol.

Nícola Santos (Collabo-teacher)

So far, all my efforts and investments in becoming a language teacher were driven by my desire to stimulate linguistic development in educational settings. However, my recent joining into ConCol has, then, widened my perception, my practice, and my development as an educator. On the basis of Educational Linguistics, being part of ConCol has been offering me now the possibility to collectively reflect upon the realities we live by in order to pursue and reinvent strategies for promoting and fostering linguistic emancipation as a universal human right. I am deeply grateful for this opportunity and look forward to effectively continuing taking part in it.

Simélia Rodrigues (Collabo-teacher)

I first took part in the Educonle group in 2016 and in 2017, I became a Concol member. Our meetings were amazing. I met new people, I had the opportunity to talk to other people in English, teachers, native people. I was an English teacher teaching kids. I did not talk in English all the time… The ConCol group came to fill a gap in my life. I could learn to teach better, to be a better person. I live in Contagem. To go to FALE-UFMG I needed to drive 19km. However, I was glad, because I felt valued. This group believed in me.

Soraya da Silva Baptista Assunção (Collabo-teacher)

Becoming an English teacher goes beyond picking up a certificate and walking into a classroom. The University prepares us for many things... but the routine in the classroom is very different. I am a teacher who felt insecure to face the reality of public schools and was afraid of not being good enough. Concol came into my life as a way to restore self-esteem (amazingly, I didn't even speak English in the classroom) and a tool for encouraging personal and professional growth. The meetings allow us to exchange and live experiences. I can say with absolute certainty that if today I develop projects at the school where I work, and even if today I manage to speak English inside and outside the classroom, it is all thanks to this project, and there are no words that can define my gratitude.

Stefânia Lima (TA)

In 2016 and 2017 I collaborated, as a monitor, in the ConCol program, at UFMG, in order to gain experience in becoming an English teacher. During that time, I was able to improve my English with tutoring from the Teaching Assistants of the FULLBRIGHT program, who were also part of the team. In addition, in 2018, I was able to contribute with a short course on Assessment. In each of the experiences in the program, both as a monitor and as a collaborator, I could see the growth of the participants and how important ConCol is in the current context of most English teachers in public schools. It was wonderful to be part of the team.

Tamymy Ramos (Collabo-teacher)

I used to feel thrilled when I attended ConCol because it changed my life as a teacher. It made me realize that we'll always have to study and improve our English in order to be a successful teacher. Getting along with all the other teachers, sharing our experiences through ConCol was worth it and therefore every English teacher should be able to attend to it. Although I'm not able at this moment to attend ConCol due to my working hours, I hope I can go back and join the group as soon as possible because it really made a difference in my career as an English teacher.

Virgínia Oliveira (Collabo-teacher)

ConCol is a great opportunity for continuing education where we stop to learn and better reflect on our work in the classroom in order to remain in constant improvement for the citizenship education of our students.

NOTES ON THE CONTRIBUTORS FOR THE CHAPTERS

Arabela Vieira dos Santos Silva e Franco
Substitute Professor of Applied Linguistics in the Teaching of English at the Faculty of Letters of UFMG, Doctor and Master's in Applied Linguistics (UFMG), Specialist in English Language Teaching (UFMG) and Graduated in Letters/English (UFMG) and Economic Sciences (PUC/ MG). In my master's (2014-2016 / UFMG) I participated as a collaborator in the continuing education program ConCol, where I also developed my research on the bilingualism of Brazilian English teachers. In the Doctorate (2017-2021 / UFMG), I researched an educational program for teachers of Portuguese as a Host Language, how it has been conducted in UFMG and, more specifically, on the different forms that a teacher, who is also an educator, has named her desire to work in this area since she was child. Both researches were conducted with the theoretical framework of psychoanalysis.

Bernadete Lourde Diniz Arabe
She holds a degree in Languages (UFMG) and has taken a postgraduate course in "Methodology and Didactics" (FAE-UFMG). After majoring in Languages, she participated in a public tender to teach at a state school in Belo Horizonte (MG). Succeeding in this public tender, she began to teach English classes in public schools, carrying out a 30-year career at Escola Estadual Professor Caetano Azeredo teaching elementary students. She also had other experiences teaching at Centro de Idiomas Fundação CEFETMinas and Instituto de Idiomas Yázigi. She also took part in Continuing Education courses offered by EDUCONLE ConCol and UNISALE (Interfaces Program - FALE/UFMG, Cambridge and Oxford Universities. Nowadays she is retired but she decided to teach private English lessons at home. Her English students are kids, adolescents and adults.

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Caroline Martins dos Santos

She has a PhD in Linguistic Studies/Applied Linguistics from the Federal University of Minas Gerais. She researches the continuing education of English language teachers and she is interested in the intersection of Education and Psychoanalysis. She obtained a master's degree in Linguistic Studies from the same institution, with research on Critical Literacy. Caroline Santos has teaching experience in teaching English in an extension course at UFMG, High School at Colégio Técnico da UFMG (Coltec), Federal Center for Technological Education (Cefet -MG) and National Program for Access to Technical Education (Pronatec), in addition to pedagogical coordination and production of teaching materials. Her main interests in Applied Linguistics are: Teacher Training, Literacy and Psychoanalysis and Education. She currently works as an English language teacher at Colégio Santo Antônio.

Gisele Fernandes Loures

Master's (2017) and Ph.D. (2014) in Applied Linguistics from UFMG; graduated in Languages/Portuguese and English from UFU (2004), and in Pedagogy from UAM (2021), and is currently, a Business Administration undergraduate student (2019-2023) at UAM. She has worked as a teacher, researcher, and educational manager for more than 10 years. She is an English and Portuguese teacher at a Brazilian Federal Institute located in Machado, in the south of Minas Gerais (IFSULDEMINAS), working both in the integrated and subsequent technical, as well as in the under-graduation courses. She has dedicated her career to work mainly in the following areas: education and psychoanalysis, initial and continuing teacher education, educational management, and Distance Education Courses.

Helena A. D'Alessandro Nogueira Portilho

She has been an English teacher as a foreign language, EFL, for all age groups and levels, since 1978. Certified as English teacher expert by UFMG, APTE -Advanced Program for Teachers of English - SIT (School for International Training – USA & Alumni, São Paulo), both in 1995, Teacher Training Course in International House in London, 1998, COTE, 1999, currently replaced by CELTA, fully certified by CUP. She has

also worked for private language institutes for almost 40 years, as teacher trainer, materials developer, branch manager, speaking examiner, and presenter in national and international LABCI conferences. Knowledgeable about both Cambridge and TOEFL exam formats and preparations. Formally accredited as a speaking examiner by Cambridge in 1998. Since then, worked as an invigilator, interlocutor, and assessor for the following speaking tests: Movers, Flyers, KET, PET, FIRST, CAE, CPE and BEC for about 20 years until 2017. Having retired from the school and center where such exams are still applied, from August, 2017 on, she has remained independently active, preparing candidates for successfully performing both in the Cambridge and TOEFL exams for academic and general purposes. She has been committed to learners' professional or personal development and growth, as far as their successful mastery and use of the English language in business, career moves and communication are concerned.

Humberto Alencar Teixeira de Souza
He completed a Masters in Language and Technology at CEFET/MG – Centro Federal de Educação Tecnológica de Minas Gerais, Brazil in 2016 and he has been an educator at public schools since 2003. He is graduated in Letras at UEMG – Universidade Estadual de Minas Gerais.

Isabela de Oliveira Campos
Professor of English and Applied Linguistics in secondary and tertiary education at the Instituto Federal de Minas Gerais (IFMG). Ph.D. Student and M.A in Applied Linguistics (UFMG). She develops research in the field of Applied Linguistics with an emphasis on the Education of English Teachers and University-School Partnership and Relationships. She has been involved with extension projects - especially the ones in Programa Interfaces (FALE/UFMG) - since 2018.

Jackson Santos Vitória de Almeida

Actor from the Theater School of the Pontifical Catholic University of Minas Gerais. Majored in English and Literature from the State University of Bahia (UNEB), in Portuguese from the Claretiano University Center and in Theater from the Ítalo Brasileiro University Center. Specialist in English Translation from Estácio de Sá University. M.A and PhD in Linguistic Studies from the Federal University of Minas Gerais (UFMG). He has teaching experience in language courses, regular schools and universities. He works mainly on the following topics: training of teachers of additional languages, English and Portuguese literature, literary mediation, dramaturgy, staging, theatrical interpretation, theater pedagogy, dance-theatre, performance, Freudo-Lacanian psychoanalysis, linguistics of enunciation and continuing education. He participated as a volunteer collaborator in three extension projects: ContinuAÇÃO Collaborative Project (since 2014), Catalisa-Cooperation Network for Sustainability (since 2017) and Community Library, Reading, Culture and Art Project (2021). Dedicated to creating, producing and mediating creative processes of dance, theater and performance, as well as their possible relationships with the audiovisual sec

Kely Cristina Silva

She is currently a PhD student in Language Studies at the State University of Londrina – UEL. She holds a master's degree in Linguistic Studies from the Federal University of Minas Gerais - UFMG (2019), a degree in language and Literature (Portuguese / English) from UNI-BH, specialist in Psychopedagogy and Music Education from IPEMIG. She works as an English teacher for children at the Municipal School José Brasil Dias-MG and participates in the research group FELICE (Capes / CNPq).

Lídia Rosalina Silva

Natural of Itanhomi - MG, but has lived in Ribeirão das Neves since early childhood, where she has been working currently. Specialist in linguistics at UFMG (CEI-UFMG), she has been teaching in Belo Horizonte City Government (PBH) schools for eight years and in State Government schools (Secretaria de Educação de Minas Gerais - SEEMG) for fourteen years. Lídia has participated in Concol since 2015 after taking Educonle

classes in 2014. The courses were extremely productive for her teaching career and have helped her to become a better teacher.

Maralice de Souza Neves

Full Professor at Language and Arts Faculty of the Federal University of Minas Gerais (Faculdade de Letras)- UFMG), she founded and coordinated the Collaborative ContinuAtion Project (ContinuAção Colaborativa) - ConCol - from its birth in 2011 until 2020, when she retired. She also coordinated the Interfaces Program for Training in Foreign Languages (Interfaces da Formação em Línguas Estrangeiras). She supervised several Master 's, Doctoral and Scientific Initiation researches conducted in the Program and in the ConCol project.

Márcia Cristina Ferreira Silva

Márcia Cristina Ferreira Silva is a teacher at the State School Laíce Aguiar, in Belo Horizonte, Minas Gerais. She graduated in Literature, Portuguese and English from Faculdade Educacional Monsenhor Messias (UNIFEMM) 1997. She is a specialist in Teaching-Learning Methodology of the English Language at Faculdade de Educação São Luís in 2001 and in Teaching English in 2018 from Universidade Federal de Minas Gerais. Her professional experience covers elementary school (I and II) and high school. She works in the following areas: reading and production of texts in English, English Literature and preparation of materials for Teaching English, apart from taking part in extension courses offered by Educonle, ConCol and Unisale (Interfaces Program/Fale-UFMG).

Natália Mariloli Santos Giarola Castro

PhD and Master in Linguistic Studies at Federal University of Minas Gerais (UFMG) and graduated in Languages (Portuguese/English) at Federal University of Viçosa (UFV). She has experience in Continuing Education projects for English language Teachers. She is an FLTA/Fulbright alumni who was a professor of Portuguese as foreign language at Michigan State University. She also has worked as an English language teacher in different teaching contexts. Currently, she is an English language teacher at CEFET-MG, Campus V.

Rafael de Sousa Lopes Nascimento

He is currently a PhD student in Language Studies at POSLIN/ UFMG. He holds a master's degree in Linguistic Studies from the Federal University of Minas Gerais - UFMG (2022). He is a member of Coletivo Sou Freire: Teacher Education of Language Teachers for the Social Struggle (UFMG-UFOP) and assistant professor at ConCol (Projeto ContinuAÇÃO Colaborativa) and EDUCONLE (Educação Continuada de Professores de Línguas Estrangeiras) projects at UFMG where he assists on the following themes: music and pronunciation; accent reduction; spaced repetition system (SRS). He is also a Trilingual Executive Secretary (UNINTER (2018) and has a postgraduate degree in Executive Assistance (UNINTER 2019). In the field of Applied Linguistics, he is interested in: English and music teaching, Continuing Education (identity and subjectivity), Critical Literacy, Discourse Analysis, Queer Studies and Psychoanalysis.

Rosilene Silva Vale

She has a degree in Languages (Portuguese/English) and their respective literatures from the Faculdade de Ciências Humanas de Pedro Leopoldo. She has a postgraduate degree in Psychopedagogy and Portuguese Language Teaching from the same institution. She is currently an English language teacher at the Education Department of the State of Minas Gerais. She participates in the Concol project of the Interfaces Program at FALE-UFMG.

Sarah Linhares Oliveira

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Valdeni da Silva Reis

Professor of Applied Linguistics at the Universidade Federal de Minas Gerais (UFMG) and at the Graduate Program of Linguistic Studies (Poslin/UFMG). MA in Applied Linguistics (UFMG) and Ph.D. in Applied Linguistics (UFMG / Ohio State University – USA). She develops research into the teaching-learning of English (FL) within prisons; critical literacy and social justice, classroom, and issues related to the initial and continuing education of English teachers, especially within public schools. Currently coordinating the Project UNISALE University-School Partnership, she was one of the coordinators of ConCol throughout the year 2012. She has many articles published in important journals and books in the field.

Vanderlice dos Santos Andrade Sól

She holds a Postdoctoral Degree from the Federal University of Minas Gerais/University of California, Santa Barbara; a Doctoral and a Master's Degree in Applied Linguistics from the Federal University of Minas Gerais; a Degree in Languages from the Federal University of Ouro Preto. She is professor of English and Applied Linguistics at the Department of Languages at the Federal University of Ouro Preto (UFOP) and also works in the Language Studies Graduate Program - POSLETRAS. She is currently Deputy Dean of Extension and Culture at UFOP. And she was a volunteer and partner at EDUCONLE and ConCol projects over a decade.

POSTFACE

Tania Regina de Souza Romero

SERENDIPITY

I met ConCol by accident. Nothing planned, not a purpose-oriented academic search. And then, bang! There! A symposium at a national conference in Brasilia, the year was 2013. I knew I had struck gold! Serendipity, one may say. A fortunate stroke of luck. I immediately realized I had met my equals in a new land where I had felt foreign. There was the flock I belonged to! They spoke a language that was so dear to me, although with a different accent. They said through their voices words that not only were music to my ears but also reflected my wishes and goals as a language teacher educator. No wonder I felt at home right away! They were in me as I was in them. Identity.

Thus, it is only fitting that the touching poem Alteridades, by Mirella Carvalho do Carmo, is brought here:

Alteridades
O outro que há em mim
O outro outro
Outros ocos
Ecos
O outro que há no eu
Os outros que fazem o eu
Eu sou eu por ser outros.

The basic principle underlying this continuing education Program, as the reader recognizes from the beginning of this book, is respect for the knowledge already construed by the teachers engaged in the education program to create collaboratively novel knowledge that is empowering for the practical and real school contexts they are meant to. As such, it changes and revolutionizes realities. Realities that had been up until then at a quiet and desperate standstill both for school children and for in-service teachers of English.

As Celani (2010) once emphasized, reconstructions of classroom practices can only be achieved when teachers understand the principles supporting their practice and make it a source of learning. Therefore, teachers must be heard. Their experiences and the meanings deriving from them are the ground where new theoretical and practical pillars will be built. The educator's purpose is to transform through dialectical interaction the assumptions language teachers have and need about their object of teaching. As the mentioned scholar taught us (2003), it involves gathering information on how teachers see their identity and how this view influences their social relations and professional practices. Based on this, critical reflection is crucial, one that encompasses the perception of practice in the light of theory and questionings on the actions taken about their social, ethical, and cultural stances before recreating new pedagogical forms of action (Romero, 2010).

Unfortunately, I did not participate in the regular classes ConCol Program offered. Fortunately, however, I could see the results through the vivid eyes of the school teachers and through the presentations they enthusiastically and with expertise shared in many events. How the Program's educators accomplished such an avant-garde task is to be learned and applauded. They made utopia possible. This book is, then, a welcome present for teachers, educators, researchers and anyone interested in successful career development. Apart from educating us all, it gives us an ethnographic picture of our society, of our school

and educational system, and their main actors, with the pertaining complexities involved.

Spiral, the metaphor taken for this book, is perfectly suited, especially because it makes us envisage how the participants – in-service teachers and educators alike – found themselves engaged in a continuous process of evolution. On its way, they could feel the rewarding outcomes, keep searching for further, never-ending developments, and become agents of change themselves. This means, indeed, becoming true learners, true teachers, and true researchers. There is no turning back since teacher identity transformations have taken a decisive leap forward.

I must clarify at this point what I mean by identity, this complex concept so frequently mentioned by authors in the Applied Linguistics area nowadays. Drawing from Nóvoa (2000) and Hall (2005), identity is characterized as dynamic and conflictual. This highlights its incoherent, contradictory, and problematic features considering it is invariably modified by others, by changing needs, by relations of power, and by social constraints. The technological shift, strengthened by the pandemic times we have just gone through, for instance, led to unexpected demands teachers were forced to adapt to virtually overnight, causing emotional and professional tensions, apart from considerable identity shifts.

Taking into account language teachers per se, we must be aware of the role languages have in transforming identities. Through interaction in specific social contexts, identities emerge, are negotiated, and altered, so the relevance of meanings constructed through language should be addressed in designing educational programs, as the ConCol Program reinforces.

Furthermore, as discussed by several authors on different levels, such as Nóvoa (2000), Magalhães (2010), Paiva and Gomes Junior (2016), and Bengezen (2020), to mention a few, early school experiences may play a significant role in how one conceives teaching. Thus, even as children, we potentially start being influenced by what we observe in

classrooms and begin our judgments about what should be considered proper or not long before we are professionally educated for such.

Along with these previous experiences, teachers are equally caught up in the educational system adopted by the State, with its often imperious policies, and legal, bureaucratic, and pedagogical discourses which rule, inspect, and force the making of an "official identity" (Silva, 2016). This paves the way to obedience and the maintenance of usual practices, while the University, frequently concerned with transforming the educational system, points to opposite directions. Confusing, and frustrating!

Therefore, negotiations of meanings and support to survive the everyday requirements provided in rare Programs such as this one may reorganize teachers' futures. Further on, they will enable in-service teachers to reshape their concepts and professional practices in the face of the challenges they have ahead.

Coherently, the first part of the book is dedicated to the stories told by the so-called collabo-teachers, the ones who went through the complete in-service education program and knew the results of this remarkable Journey in their professional and personal lives,

Evidence of clear language teacher identity transformations reverberate in the authors' words. By sharing their trajectories with us, they unveil changes in motivation, planning, and attitudes. Due to their power, they must be repeated:

> "*I realize that changes have been going on until nowadays.*"
> *(Rosilene S. Vale, p. 26)*
>
> *"(...) an opportunity that, even today, influences my daily practices with my Students." (Márcia C.F.Silva, p. 35)*
>
> *"(...) we changed the world around us." (Márcia C.F.Silva, p. 36)*
>
> *"This reminds me where I came from and drives me forward"*
> *(Kelly C. Silva, p. 49)*

" (after my retirement) I have kept on teaching English voluntarily."
(Bernadete L. D. Árabe, p. 63)

"At the end of 2012, I ended Educonle and started a new chapter in my story."
Humberto Teixeira, p. 64-65)

"ConCol made me more confident as a teacher and as a professional."
(Lídia R. da Silva, p. 79)

Further indications of changes impacting their identities in reference to the command of the language, theory and practices are vigorous in*:*

"Many times I found myself speaking in English in my mind".
(Humberto Teixeira, p. 67)

"I tried working with poetry and really liked it!" Humberto Teixeira, p. 69)

"(...) not to mention the articles published, which contributed to my education in lato-sensu courses." (Márcia C. F. Silva, p. 36)

"I strongly believe that teachers should be aware of the difference they can make in their students' lives, and, most importantly, that all situations can be changed." (Márcia C. F. Silva, p. 46)

And the methodology chosen by the course designers is reassured:

"(to write my trajectory) was an initial movement that helped me overcome my silence." (Márcia C. F. Silva, p. 39)

Once we are gifted with some testimonies, the second part brings the foundations behind the scenes. By doing so, the reader can deepen her/his knowledge on the theoretical roads chosen, definitely the ones 'less traveled by'. Vanderlice S. A. Sól inspiringly teaches us how the University may meet its purpose in straightening collaboration with society through public school teachers. Maralice de Souza Neves, in her majestic turn, introduces the Pedagogical Rounds. As she explains

the intervention instrument, she educates the reader on how the school teachers were embraced, as well as how the University was there for them, with them, and was also enriched by them.

In three different chapters, namely by Caroline M. dos Santos, Rafael de S. L. Nascimento and Helena A. D. N. Portillo, a crucial dilemma Brazilian teachers of English face, mainly in public schools, that of not knowing adequately the language they teach, is dealt with. Here we have a complex theme, the Achilles' heel for most teachers, tackled with cleverness. So, another trait of the Program and the book stands out - courage.

Chapters X and XI complement each other, for both focus on the process of identity transformation interpreted through narratives ConCol participants wrote during the Program. Since this is my favorite research area, I was delighted to learn about the discussions stemming from psychoanalysis studies, which reached a refreshing dimension with the thorough analyses developed by Valdeni da Silva Reis, Isabela de O. Campos and Sarah L. Oliveira, as well as by Natália M. S. G. Castro.

Arabela V. S. S. Franco and Gisele F. Loures give in Chapter XII functional details on how the Program operated to explain its singularity, which lies in the foundations of psychoanalysis. The relevance of starting education from the meanings constructed by the student-teachers could not be made any more straightforward.

And in Chapter XVIII the metaphor used to bind this book is elucidated in the words of one of its organizers, Jackson S. V. de Almeida. The pedagogical explanations uncover the book's generosity, as it stresses its willingness to spread the purpose of collaborating with continuous education.

The participants' protagonism in the Program is highlighted in the third part. Beautiful and poetic way of closing the book! With their small but compelling accounts, the smiling faces connect us even more to this extraordinary Journey. Touching! Unforgettable!

What a privilege having the chance to get to know ConCol, to read this book, to continue on learning with all of you. What a great honor to be here!!!

THANK YOU!!! MUITO OBRIGADA!!!

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This book is organized in three parts which give voice to ConCol's (a collaborative continuing education project) members: collabo-teachers, researcher-collaborators and collabo-participants, mainly public school language teachers and project teaching assistants. Collaboration pervades the book chapters as this concept is the heart of the project, leading its members to promote the development of language teaching practices as well as identity seeking professional journeys. Provided with the theoretical support of areas, such as, Applied Linguistics, Education, Freudian-Lacanian Psychoanalysis, Theater Pedagogy and Discourse Analysis, the reader is led through reflective paths in teacher education experiences. An indispensable reading for teacher education applied linguists and for additional language teachers, this book will impact both teachers who are in the beginning of their careers or experienced teachers eager to grow professionally.

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