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A TEACHER BECOMING A RESEARCHER: METAPHORICAL CONCEPTS OF

READING AND TEACHING PARADIGMS.

ADRIANA REGINA BAIOCCO STANZIONI

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_____
Prof. Dr. José Luis Meurer
Coordenador PGI

BANCA EXAMINADORA:

_____
Profa. Dra. Josalba Ramalho Vieira
Orientadora e Presidente

_____
Prof. Dra. Glória Gil (UFSC)

_____
Profa. Dra. Adriana Silvina Pagano (UFMG)

Florianópolis, 31 de maio de 2006.

Dedico esta dissertação ao meu Mestre Jesus,
o qual me deu força para superar todos os
obstáculos desta jornada
*Há muito ouro e muitas pedras preciosas; mas
falar com conhecimento, isso, sim, é uma jóia de
valor.*
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ABSTRACT

A TEACHER BECOMING A RESEARCHER: METAPHORICAL CONCEPTS OF
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ADRIANA REGINA BAIOCCO STANZIONI

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Supervisor: Dr. Josalba Ramalho Vieira

ABSTRACT

The objective of this research is to show in which way teachers conceive their own
reading concepts and if they influence these teachers' practice in the classroom. This
study intends to discuss the metaphorical content in the speech of a teacher becoming a
researcher reflecting on her reading concepts and conflicts in the presence of new
paradigms while implemented new materials in one advanced English group from high
school in a public school in Florianópolis. The data collection was based on video
camera and tape recorders and it was made in three phases: during pre counseling
meetings before classroom intervention as well as pos-counseling meetings after
classroom practice implementation. Besides video and tape recorders, the researcher
also made use of research diaries which were transcribed and analyzed and an
explanatory map about conceptual metaphors on reading was built. From this map, a
comparison was established between the teacher's speech and the implicit way these
conceptions influenced her pedagogical practice. The metaphors found were: 1)
READING IS A GAME 2) THE TEACHER IS A TRAINER/DIRECTOR AND ORCHESTRA
CONDUCTOR 3) STUDENTS ARE PLAYERS AND ACTORS reflecting the way this teacher
conceives respectively reading, her classroom practice and her students. This study
provides an analysis of teachers' beliefs research method through these conceptual
metaphors, fostering teachers to reflect about their concepts, in this specific case about
reading and how these concepts influence implicitly their practice.

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RESUMO

UMA PROFESSORA SE TORNANDO PESQUISADORA: CONCEITOS
METAFÓRICOS DE LEITURA E ENSINO NA PRESENÇA DE NOVOS
PARADIGMAS

ADRIANA REGINA BAIOCCO STANZIONI

UNIVERSIDADE FEDERAL DE SANTA CATARINA
2006

Professora Orientadora: Josalba Ramalho Vieira

O objetivo desta investigação é mostrar a maneira com que os professores concebem seus próprios conceitos de leitura e se os mesmos influenciam sua prática em sala de aula e também discutir o conteúdo metafórico da fala de uma professora se tornando pesquisadora, enquanto implementa materiais novos em uma turma avançada de inglês da primeira série do ensino médio em um colégio público em Florianópolis, refletindo sobre seus conceitos de leitura e conflitos na presença de novos paradigmas. A coleta de dados se deu através de câmera de vídeo e gravadores e foi feita em três fases: durante reuniões prévias à intervenção em sala de aula, bem como durante as aulas e em reuniões posteriores à implementação da prática em sala de aula. Para a coleta de dados, além das gravações, a pesquisadora fez uso de diários de campo que foram transcritos e analisados e um mapa explanatório sobre metáforas conceituais sobre leitura foi construído. À partir desse mapa, estabeleceu-se uma comparação/contraste entre a fala da professora e a maneira implícita que estas concepções influenciavam sua prática pedagógica. As metáforas encontradas foram 1)LEITURA É UM JOGO 2)O PROFESSOR É UM TREINADOR/ DIRETOR E MAESTRO 3) ALUNOS SÃO JOGADORES E ATORES, refletindo assim a maneira pela qual esta professora concebe respectivamente a leitura, a prática em sala de aula e seus alunos. Este estudo fornece um método de pesquisa de análise de crenças dos professores através destas metáforas conceituais, levando professores a uma reflexão sobre seus conceitos, no caso específico sobre leitura, e como estes influenciam sua prática implicitamente.

Número de páginas: 67
Número de palavras:19.142

TABLE OF CONTENTS

Appendix

Appendix 1 – Field notes

Appendix 2 - 3 PCM (pre counseling meeting) - VT1 08/09/04

Appendix 3 - 4 PCM - 2VT 14/09/04

Appendix 4 - 5 PCM - 2 VT 21/09/04

Appendix 5 - 6 PCM - 3 VT 28/09/04

Appendix 6 - Transcriptions of T2 interviewed by TRA (teacher research assistant) after her second class based on a *joint reflection process* (Telles, 1997)

Appendix 7 -Transcriptions of T2 interviewed by TRA (teacher research assistant) after her third class based on a *joint reflection process* (Telles, 1997)

Appendix 8 - Last counseling meeting LCM (conflict)

Appendix 9 – TRA interviewed T2 showing the preliminary results

Appendix 10 – Minor/Major sets of metaphors

CHAPTER I

INTRODUCTION

1.1 Importance of the issue

We live in a world surrounded by words and as members of a literate society we become aware of the fact that people must be able to interpret the written code and its written symbols in order to survive (Foucambert, 1993).

Nowadays with not much effort or cost people can access any piece of information in the world. For this purpose, teachers focus on teaching reading to help learners to acquire knowledge as well as to teach them some reading strategies. Teachers in the Brazilian educational system, however, lack consistency about choosing a piece of text to be read in the classroom and this inconsistency is surrounded by questions (Vieira, 1999), although Sousa (2004, p. 1) states that "this situation has led teachers to do what they have to do without questioning "what" and "why" they were doing and, even more importantly, "how" they could do it in a more effective way". Thus, teachers' reflection has been a crucial field nowadays in order to make teachers aware about their implicit frames.

Researchers have been studying the reading process and they have described some different reading models. Eskey (1988, p. 93) states that "during the past fifteen years or so, we have witnessed something like a revolution in the way that researchers understand and describe the process of reading". People used to learn just the written code to acquire the ability of writing and reading, making the act of reading a passive one. Things have changed, however, and what is expected is a "mature reader" (Lajolo, 1993 cited in Vieira, 1999) nowadays, a reader who knows how to dialogue with multimodel texts making this action an active one.

English classes were based on repetitive grammar exercises and the memorization of the rules but with the advent of new communicative teaching approaches in English as a Foreign Language (EFL) (Barcelos, 1999), teachers seem to be pressured or anxious about these new reading concepts, as well as marked by the approach they experienced when they were students. Abrahão (1999, p. 33) states that "there seems to be a constant tension between the desire to renew and the force of the approach that would have marked their educational background and their classroom practice and a conflict among teaching-learning new conceptions"[1]. Whether teachers feel insecure about their choices, self-reflection seems to be in constant conflict with their practice, because it leads to a theoretical awareness process and in addition to this, the teacher may not use his/her point of view, but she/he would prefer the one from an author or from the textbook (Vieira, 1999). This framework may be difficult to alter, because frames already exist and people resist changing. Reddy (1979/1993) called this process of reframing paradigms the *paradigm awareness*, because in order to achieve this reframing, first people have to be aware of this paradigm and then they have to be open to different frameworks.

As stated by Gimenez (1999), the 90's were known as being the starting point decade for reflection in teacher education. Thus, reflection on teachers' practice has been also used in order to elucidate the implicit and explicit concepts that permeate teachers' actions in reading classes. In addition to this, the word *awareness* has become very important when related to teacher education, because when teachers become aware of their own practice, they start to reframe previous situations through different frames. Underhill (1989 p. 260 cited in Freitas, 1999, p. 51) claims that "doing the same things with a different awareness seems to make a bigger difference than doing different things

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[1] "Parece haver uma tensão constante entre o desejo de renovação e a força da abordagem que teria marcado sua formação e sua prática de sala de aula e um conflito entre as novas concepções de ensino aprendizagem". The translation was made by the author of this thesis.

with the same awareness." Thus, it is very important to investigate teachers not only as teachers but also in the process of becoming a teacher-researcher because there is a lack of research in this area, mainly the ones focused on EFL teachers' reflection on their practice.

1.2 Objective of the thesis and main research questions

Thus, this study aims at investigating metaphorical concepts of one teacher (T2) becoming a researcher when implementing new materials through different paradigms, devoting special attention to developing T2 awareness of her implicit and explicit knowledge (Almeida Filho, 1999) while choosing a reading approach.

In order to answer the general objective above three research questions were posed:

Research Question 1 – Is a teacher-researcher aware of her own reading conceptions? (Reddy, 1979/1993)

Research Question 2 - What are the teacher-researcher metaphorical concepts underlining her beliefs of reading practices? (Telles, 1997; Vieira, 2003)

Research Question 3 – Is it possible to describe the teacher's own reading conceptions through a metaphorical framework? (Telles, 1997; Vieira, 2003)

1.3 Organization of the thesis

This thesis is organized in five chapters. *Chapter I* establishes the significance of this research as well as the introduction to the problem, the context to be investigated, the objective of the study and two research questions.

Chapter II presents the review of literature necessary to support the study, concerning the aims as well as the importance of teachers unpacking metaphorical concepts in reading and the implications that metaphors have on this process.

Chapter III describes the methodology used in this study. The chapter shows the participants, the context, the procedures and techniques used in order to gather and organize data.

Chapter IV reports the data analysis made in order to answer the research questions 1,2 and 3.

Finally, *Chapter V* closes this study, stating some suggestions for further research as well as some limitations encountered during all the process of this study.

CHAPTER II

REVIEW OF LITERATURE

2.1 Reading

Reading was first understood as simple decodification of the alphabet system for many years (Aebersold & Field, 1997) therefore only one way to approach the text and just one interpretation was allowed. Considering the fact that reading research is relatively new, this idea of mere decodification has an implicit concept among people until nowadays: "in a general sense, reading is what happens when people look at a text and assign meaning to the written symbols in that" (Aebersold & Field, 1997, p. 15), on the other hand, Goodman states that "reading is a receptive language process. It is a psycholinguistic process that starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs." (Goodman, 1970 p. 12 cited in Carrel, Devine, & Eskey, 1988) Thus, reading requires not only the act of deciphering letters but also thought, "there is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought." (Goodman, 1970 p. 12 cited in Carrel, Devine, & Eskey, 1988).

Only some decades ago, the act of reading was seen not only as the act of decoding a written system, but also as an attribution of conceptions between the text and the reader, changing the act of reading into an active one. Samuels and Kamil (1988, p. 22) state that "the click of comprehension ha[s] a history of a little more than thirty years." Thus, reading and comprehension is relatively a new area for research.

2.2 Reading Models

In order to better understand reading strategies three major models of reading process were developed, they are: the *Bottom-up* (data driven); the *Top-down* (conceptually driven) and the *Interactive* models.

The Bottom-up model emphasizes decodification, it can also be conceived as data-driven since it seeks lower-level process as letter or word recognition. Thus, this model denies intersubjectivity and emphasizes the text as an input. On the other hand, Top-down model is interpretational oriented, emphasizing knowledge. Contrary to Bottom-up model, Top-down model is seen as a conceptual-driven process (Goodman, 1970). A more balanced model was suggested by Rumelhart (1977), seeing reading as both, a perceptual and cognitive process, in which multiple sources of information interact simultaneously, not differently as Bottom-up and Top-down suggest, respectively.

2.3 The text and the reader

Rumelhart (1977) proposes that the two models are different, although they implicitly interact while one is reading. This is an unconscious process. Thus, in order for the reading act to occur, it is necessary two parts, two participants, *the reader* and *the text*.

The text itself carries the authors' conceptions; on the other hand the reader carries with himself his/her background knowledge (schemata),

> readers bring to each text areas of knowledge (content, formal, and linguistic schemata plus reading strategies) that are crucial in shaping what happens in the reading process. While the text remains the same during each reading of it, the information the reader brings to that text fluctuates as comprehension grows; thus, the interaction between reader and text is constantly changing. (Aebersold & Field 1997, p. 20).

In other words, besides his/her own personal characteristics, the reader has different attitudes toward the construction and re-construction of new knowledge. Thus, by reading a text the reader seeks to find the intentions of the author as well as the text is also absorbed by the reader changing him/her and consequently (Aebersold & Field 1997), the result of this text-reader interaction is a new text recreated by the reader.

2.4 Critical Reading

Nowadays reading is seen as an interpretive activity, demanding engaged readers and strategic competent readers, "reading of any kind of text must be treated as real reading, that is, reading for meaning. No student should ever be forced or encouraged to limit him or herself to mere decoding skills." (Eskey & Grabe p. 227 cited in Carrel, Devine, & Eskey, 1988). Consequently, the teachers' attitude towards reading practice is essential in encouraging students to have a critical reading, in other words, students in a classroom context are encouraged to participate actively in class, connecting their lives with the social scenario they face. Thus, teachers could be explicit about the structures of the materials that the students are reading in the EFL lessons as well as stimulate in-class dialogue in which "students can become aware of culturally shaped expectations about text" (Aebersold & Field 1997, p. 32). So, the role of teaching reading is crucial, because teachers are student's models and they implicitly influences students' behavior on reading and the paradigm adopted by the teacher will be explicitly taught, even though teachers are not aware about paradigms that they have been using.

Brown (1994, p. 442) states that "you are not merely a language teacher. You are much more than that, you are an agent for a change in a world in desperate need of change: change from competition to cooperation, from powerlessness to empowerment, from conflict to resolution, from prejudice to understanding." Thus, the teacher is

always interacting with students and all situations generated in the classroom should promote moments of reflection and critical thinking and also opportunities to reframe old paradigms. In order to do so, teachers need to be aware of their implicit reading conceptions, and also be open to reframe paradigms if necessary.

2.5 Communication

Communication has been a relevant topic discussed along decades. First, language was connected only to the ability of producing sounds, and later linked to the brain capacity of transforming thoughts into language and then into written language (Kaplan, 1985).

Written language had a profound impact on the spoken language. Spoken language reflects a community of speakers and probably appeared in the species a 100.000 years ago. On the other hand, written language is more complex to be acquired and appeared about 10.000 years ago and not all human populations have written language (Kaplan, 1985).

One of the major distinction between human beings and animals is language . Many theories have been developed on the way humans produce language and associate it with mind by means of thought processes. Cameron (2003) states that there is no access to people's mind, there is only access to language, thus through conversation analysis it is possible to understand how people conceptualize the world, "using conversation analysis as a research instrument, they not only require that evidence of understandings be found in discourse data, but go further in (apparently) denying the existence of inaccessible mental processes and seeing 'mind as a discursive process" (Cameron 2003, p. 30). Also Bredeson (1985, p. 30) had stated before that "behavior often becomes a function of the words we use and, indeed, may even determine the

thoughts we have". Thus, what was previously meant as only simple decodification of written symbols is known nowadays as the expression of concepts produced as thought, then this conceptual repertoire is transformed into words and, at last, resulting in human communication which can be interpreted and co-construct in order to have better communication and contribute to understand and to relief social and cultural difficulties.

2.6 Generative Metaphor

When having a problem or a situation, the most important part is the presentation of the situation and not the solution itself, because the way people view the situation influences their thoughts or feelings. Schön (cited in Munby, 1986) states that the value that you attribute to the problem is an example of Generative Metaphor

> how one 'sees' a problem, metaphorically or not, is significant to how one addresses it. It is in the sense, then, that the metaphor is generative: it generates the problem, putting it in language that portrays a situation as a problem. As Schön illustrates, to describe a slum as a community in distress rather than as a blight on the landscape, opens the way to seeing the problem as one that may be solved other than by demolition. Generating new perceptions, novel ways to 'see', is a defining characteristic of generative metaphors (Munby, 1986 p. 200).

Thus, depending on the way people see a problem, they may find different solutions to it, and this way of connecting language and thought, in order to find the right metaphor for different situations is called *frame conflict.* If you reframe the situation, looking at it through a different perspective, you may acquire a paradigm (Kuhn, 1979) *awareness*. For instance, children who are drug dealers in Brazil are seen as 'outlaws', but if one compares them to children the same age involved with terrorism, one will realize that they are consider 'victims' of the process. Consequently, the treatment to these children and the struggle to find the solution for these two problems will be totally different according to two Generative Metaphors: OUTLAWS and VICTIMS.

In order to reframe a generative metaphor, people have to be aware of such paradigm as well as to be open to different frameworks. This change may be difficult, because frames already exist and people resist changes, but since this reframing is accepted, a new paradigm is achieved, therefore old paradigms are excluded. This can be seen as the reason why old paradigms tend to disappear gradually as the new paradigms are absorbed (Vieira, 1999).

2.7 Conduit Metaphor vs. Toolmakers Metaphor

When Reddy refers to language, he is referring to English and he suggests that this language has a preferred framework for conceptualizing communication. According to this framework, called *Conduit Metaphor* (CM), people transform their thoughts in something concrete, called containers which could be understood as words, sentences and basically transport them to others as reified thoughts, noticing that words like thoughts denote an internal concept, which he calls repertoire member (RM). Munby (1986 p.200) states that

> Reddy applies this concept of metaphor to language, showing that the way we speak about human communication encourages us to think of it as a conduit. Metaphors such as 'Your concepts came across well' and 'He put his ideas into words' portray communication as a simple matter of transferring thoughts and feelings. The conduit metaphor is powerful, for it evokes an inappropriate nonconstructivist rather than constructivist view of the functioning of language.

Thus, this conception of language denies intersubjectivity, suggesting that success in communication can be achieved with no effort and what is also remarkable to say is that if there is failure in communication, the blame is on the reader not in the code system.

The most common communicative code we have nowadays is the written one, so we have to co-construct written texts in order to understand them. Reddy presents an alternative way of conceiving human communication, the *Toolmakers metaphor* (TM).

According to TM, as opposed to the CM, human communication demands real energy and claims that reading divergences are not aberrations, but by continuous effort and verbal interaction communicetion may serve as a starting point in order to understand the code. Thus, from this perspectives reading is seen as an interpretive activity, demanding engaged readers and strategic competent readers.

Besides frame conflict, Reddy states that there is also *Semantic Pathology* in language, which could be interpreted as an ambiguity among words. For instance, the word poem has two different meanings, the poem as a text and the poem as emotion. This semantic structure can be absolutely normal to one view of reality, but pathological to another one. The CM influences people in the way they talk and think and when a failure in communication appears, the blame is on our own malice, on the other hand, the TM welcomes different attempts to communicate as attempts to co-construct meaning.

2.8 Cognitive Metaphor

Reddy's new paradigm contributed to Lakoff and Johnson´s (1980) cognitive approach to metaphor, in the sense that we conceptualize the world through metaphorical cognitive processes. According to Lakoff, metaphors are the "main tool" used to understand abstract concepts. Metaphor pervades daily issues or more sophisticated scientific theories (Vieira, 1999) because cognitive processes are involved in that. As stated by Lakoff and Johnson (1980, p. 6) "metaphor is not just a matter of language, that is, of mere words. We shall argue that, on the contrary, human *thought processes* are largely metaphorical." Thus, metaphors can unpack the implicit concepts people have about life.

In the past, metaphors were not seen as belonging to everyday communication, they were a matter of language, figures of speech, not thought, but in contemporary theories, metaphors are seen as cross-domain mappings in our conceptual system and mental processes are guided by metaphors. Lakoff and Johnson (1980) see metaphors not only as linguistic expressions, but also as conceptual processes. These researchers believe that people have an automatic and unconscious process while communicating. In order to know how this process happens, it is necessary to map metaphors. Lakoff and Johnson's concept of metaphor is the following: "metaphor is the main mechanism through which we comprehend abstract concepts and perform abstract reasoning…metaphor is fundamentally conceptual, not linguistic in nature" (Lakoff & Johnson, 1979/1993 p. 245).

In this sense, there are two different domains, the *source* and the *target*. The former is the knowledge we use to understand and the latter is what people want to understand. The mapping which links source and target domain is a conceptual process that can only be observed through language. For instance, in the conceptual metaphor "LOVE IS A JOURNEY", LOVE is the target domain and JOURNEY is the source domain based on our experience. The image-schematic structure of the source domain is projected onto the target domain in a way consistent with the inherent target domain structure which can not be violated according to the *Invariance Principle* (Lakoff, 1993 p. 215):

> what the Invariance Principle does is guarantee that, for container-schemas, interiors will be mapped onto interiors, exteriors onto exteriors, and boundaries onto boundaries; for path-schemas, sources will be mapped onto sources, goals onto goals, trajectories onto trajectories, and so on.

Metaphorical mappings are organized in hierarchical structures and metaphors which are higher up in the hierarchy tend to be more widespread than the ones at lower

levels, those that are more culturally specific. The following example is provided by

Lakoff (1993 p. 224):

> Take the word *crossroads*. Its central meaning is in the domain of space, but it can
> be used in a metaphorical sense to speak of any extended activity, of one's life, of
> a love relationship, or of a career. *I'm at a crossroads on this project. I'm at a*
> *crossroads in life. We're at a crossroads in our relationship. I'm at a crossroads*
> *in my career.*

Another example is showed by Romanini (2006, p.15):

Figure 1: Diagram of a conceptual metaphor instance being mapped.

Target Domain
(Lakoff 1993)
or
Topic Domain
(Cameron 2003)

Source Domain
(Lakoff 1993)
or
Vehicle Domain
(Cameron 2003)

hours

period

earn

use
waste
spend
lose

change

days   TIME   run out of   MONEY

cash

cost

minutes

have

funds

Overlapping

Mapping
(common correspondences between domains)
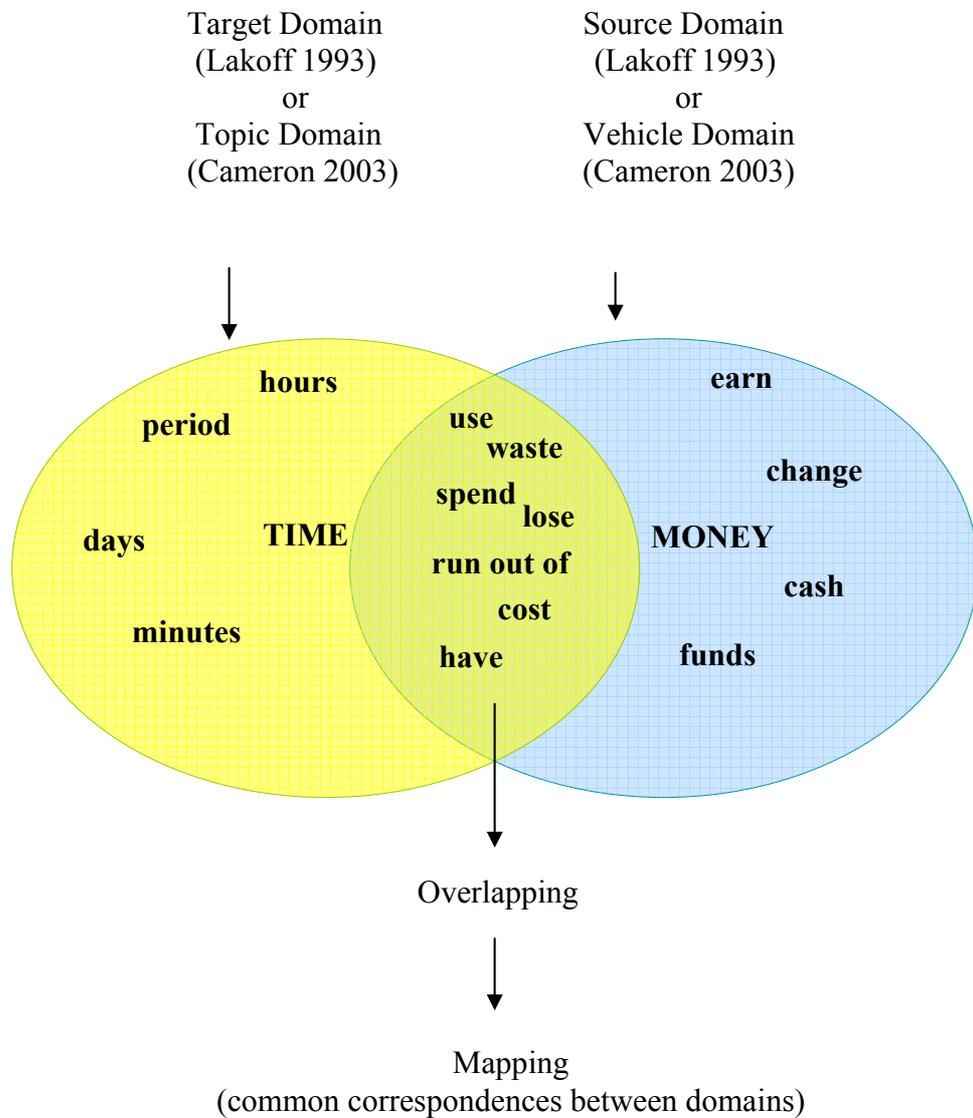
TIME IS MONEY	Conceptual Metaphor
You are <u>wasting</u> my time. I do not <u>have</u> time to go with you. How have you <u>spent</u> your weekends?	Metaphorical Expressions (derived from the Conceptual Metaphor)

There are also basic semantic metaphorical concepts that give teachers insights to answer students´ questions about English idioms. One of them is Orientational metaphor that includes quantity and linear scales, more is "UP" and less is "DOWN", for instance: "UNEMPLOYMENT IS UP". The experiential basis of metaphor is based on people's everyday experiences.

Furthermore, a very in-depth study on war context was made by George Lakoff (1994) in which he states that "metaphors can kill", showing that war metaphors are produced and conveyed in a cost-benefit way, where war is justified by means of financial costs which differs from lives being destroyed. In other words, the use of metaphors can be harmful when it hides the reality behind "innocent" words: it is possible to infer that politics is seen as "efficient business management", the State as a "personified entity", well being as "wealth" and war is also justified on "moral grounds". Another feature is the scenario for war, there is always a *villain* (which in this specific case was Saddam Russein), the *hero* (Bush) and the *victim* (Kuwait). It seems to be a *fairy tale* for war. Thus, the metaphorical context for the war has played a crucial role in international relations and showing that metaphors are not only figures of speech, but also complex cognitive activities which are structured by Conceptual Metaphors.

2.9 Metaphor vs. Similes

What differentiates Lakoff's (1979/1993) from Glucksberg & Keysar's (1979/1993) theory is that the latter considers metaphors as a new category: similes.

When metaphors are expressed as *similes*, as "John is like a tree", they have an implicit category statement, which is different if we say "John is a tree" because the reverse is impossible. The semantic difference between similes and metaphors is that all similes are true and most metaphors are false, John is like a tree but he is not a tree. The first step to understand comparisons is to select just the properties that are relevant in the context. These relevant properties are selected by *categorization*. In the example "My job is a jail", the speaker alludes to two different things, the building itself or the conditions of being in jail. The speaker is going to select the intended meaning according to the context. This sentence can also be paraphrased as a simile "My job is like a jail", whose *topic* is job and the *vehicle* is jail and both belong to the same category. The vehicle's prototypicality is crucial for construing the category. Many metaphor vehicles may be considered conventional vehicles to attribute properties to a topic of interest. Lakoff describes these conventional vehicles as being determinants of basic concepts in different cultures such as love and communication among others. Thus, the purpose of Glucksberg & Keysar's study is not only the comprehensibility of similes or metaphors, but to know why people prefer using metaphors instead of similes.

So far, metaphors have been discussed in different theories. Reddy is concerned with better communication through a paradigm awareness; Lakoff states that *conceptual metaphors* are represented by our own experiences and Glucksberg and Keysar state that the speaker selects and categorizes meanings according to contexts. Showing some similarities, the metaphor theme has developed in language as well as in thought, but what is the implication of metaphor studies to learning?

2.10 Metaphor and learning

Petrie and Oshlag (1979/1993) are concerned about new knowledge and the way people acquire it. They state that words are representations of the world and they agree with Reddy's new paradigm in which people have to accept different interpretations of the same word, because boundaries are determined by language and interaction. To learn new knowledge, people have to restructure their schemata and metaphors enable people to transfer knowledge from what is well known to what is less known.

When introducing difficult or novel concepts teachers may use a kind of *Pedagogical metaphor* by relating them to familiar concepts. Metaphors are central ways of leaping the epistemological chasm between old knowledge and radically new knowledge due to the fact that metaphors provide a bridge between the student's conceptual scheme to the unfamiliar subject to be learned. Thus, metaphors are essential for learning because they provide the most memorable way of learning as well as critical effective aid to learning.

Petrie and Oshlag (1979/1993) agree with Lakoff's (1979/1993) theory when they say that metaphors when produced are used as an instructional device, when students know enough about a situation they try to identify salient elements, conceptualize their relationship and search for a similar or familiar situation. The *exemplar* is what helps the students to develop a symbolic representation of the theory being learned, so there is a disturbance in the student's paradigm which they call an *anomaly* (Reddy 1979/1993) and the metaphor here would be the way to provide a third perspective. Romanini (2006, p.18) explained that

> the researchers explain how educational metaphors work using the term "triangulation". They describe what happens in a classroom where the teacher is presenting a new subject to the students. These authors claim that the teacher creates a metaphor in order to explain this new, difficult subject to the student. The metaphor provides one leg of the triangulation by suggesting a new way of looking at new, unknown material. Then the student's mental similarity

relationships provide the second leg of the triangulation. And, finally, the student's understanding of the subject to be learned provides the third leg of the triangulation.

More recently, Littlemore (2001) states that metaphors are pervasive in language and it must be impossible to speak without using them, therefore teachers also have a tendency to choose a certain teaching method driven by metaphorical intelligence. The American psychologist, Howard Gardner developed a theory of Multiple Intelligences (1983) which can explain different learner styles. According to Gardner there are eight different types of intelligences.The eight intelligences are:

- **Linguistic** - The word player
- **Logical / Mathematical** - The questioner
- **Visual / Spatial** - The visualiser
- **Musical** - The music lover
- **Bodily / Kinaesthetic** - The mover
- **Interpersonal** - The socialiser
- **Intrapersonal** - The loner
- **Naturalistic** - The nature lover (added by Gardner at a later date)

Littlemore suggests that, besides Gardner's eight types of intelligences there is a nine type called "metaphoric intelligence" which is the ability of using and comprehending metaphors that could affect language learning as well as teaching. She also explores the idea of psychological processes of *loosing reasoning* and *divergent thinking*. According to Littlemore (2001 p. 2) loosing reasoning can be explained by the fact that "evidence has been found to show that individual differences exist between those who seek literal, "tightly mapped" and complete analogies and those who enjoy more unusual loose, incompletely mapped analogies". In other words, the second group gathers people who are not satisfied by mere decodification of facts but prefer loose analogies which can broaden ideas. Guilford (1967, cited in Littlemore 2001) states that a '**convergent thinker'** is the person who likes to deal with problems, using a

conventional answer, on the other hand, the '**divergent thinker'** is the one who likes several answers in order to solve problems, so divergent thinkers are more likely to display metaphorical intelligence which enriches language production. Thus, learners using metaphorical intelligence can use language with a wider variety of concepts, improving fluency as well as communicative aims. Not only learners, but also teachers must be aware of the existence of the 'convergent thinker' and the 'divergent thinker' in order to understand their own learners as well as reflect on their own practice.

2. 11 Metaphor and teachers

In the area of education, there are many studies on teachers´ pedagogical practice, but just a little is known on how these teachers build their conceptions about them. Cameron (2003, p.2) declares that "understanding how metaphor is used may help us understand better how people think, how they make sense of the world and each other, and how they communicate". Moreover, Embler, (1951 cited in Bredenson, 1985 p. 30) states that "what is important is not the originality of the metaphors… but the relationship which these figures of speech bear to their times", in other words they express what could be understood from different background, cultural and historical context, showing that specific metaphors are used in specific environments. This example is provided by Romanini (2006, p. 16)

An American speaker of English may create novel metaphors grounded in baseball, for instance: "John got to the third base with Mary". A Brazilian speaker of English as a FL probably will not fully understand it when he/she encounters it for the first time, because baseball is not yet a culturally popular sport in Brazil. The sentence would not be understood without relevant context information.

Thus, metaphors differ according contexts and one of the most studied environment nowadays seems to be the classroom, although the assumptions made by researchers come from the outsiders and metaphors may provide evidences from

teachers' speech itself. According to Munby (1986), the unpacking of the metaphorical content of teachers' speech is an important attempt to provide some assumptions in order to level the researchers' eyes to see teaching in the same perspective of the teacher. In others words, what is being investigated is the way in which teachers themselves provide the evidences to such concepts, not an outsiders' point of view.

2.12 Telles study in teachers' metaphor:

In the Brazilian context, Telles (1997) has made a great contribution, providing an in-depth study, through an interesting method of research to analyze teachers' implicit theories concerning the way teachers see language, see students and their own pedagogical practice. The purpose of Telles' (1997) study was to show the metaphorical basis for a Portuguese teacher's practice while this teacher was reflecting her own practice through reviewing her videotaped classes.

The theoretical background for Telles´ paper was based on different theoreticians: 1) Lakoff & Johnson (1980), in which it is recognized that metaphors are embodied knowledge that represents personal experiences; 2) Munby (1986), who claims the importance of studying teachers' metaphors in order to provide insights from teachers' speech to understand the way the see their teaching; 3) Bollough and Stokes (1994 cited in Telles, 1997) who say that metaphors are tools to conceptualize teachers, and the way they see themselves; 4) Elbaz (1983 cited in telles, 1997) and Clandinin (1986 cited in Telles, 1997) both make use of images claiming that they are related to memory and they reflect people's experience with professional past experiences and, finally 5) Scruton (1974 cited in Telles, 1997), saying that images are personal practical knowledge as well as "imagining" which means knowledge that has not been experienced.

Telles investigated how Elaine (a teacher) understood language, her students´ language and pedagogy. Telles (1997) investigated the profiles of the *subject*, in this case Elaine, a Portuguese teacher; the *site*, which was a school in Rio Claro, a countryside city in São Paulo state, where many of the students came from the Northeast of Brazil, who speak a variation of Brazilian Portuguese. The *time* spent was about 11 weeks and the *techniques and procedures* were divided in two phases. In the first phase, Elaine's classes were videotaped as well as reflective sessions followed the classes. To this method, Telles called "*joint reflection process*". Then the data was transcribed and for the *data analysis*, Telles separated the transcripts according to thematic meanings, which were emerging while analyzing the data. He also made use of a software called *Hyperqual* (the present researcher also contacted the company and it was not possible to buy this software) which is a qualitative analysis data manager, which searched for the context in which specific words appeared, creating exemplar cards which were put in stacks according to respective meanings. Thus, the metaphors started to emerge in order to answer the research question: the *Puppet* Metaphor, the *Gang* Metaphor, the *Police* Metaphor and the *Actress* Metaphor.

The *Puppet* Metaphor coalesces Elaine's view of her students as well as herself. Her students were not expected to answer, expressing what they want, they were expected to remain in silence and to be manipulated. About her practice, she assumed this manipulation by referring to the answer from the teacher's manual. She did not use her own voice, but preferred to use the author of the book's voice.

The *Gang* Metaphor coalesces her view of student's language. Most of them had a Northeastern accent and came from peripheries from the town, using specific slang. The power relation could be seen by this metaphor while Elaine talked about their language

using the metaphor "going down to their level" which could be interpreted as a shock of levels, placing herself in a higher position than the students.

The *Police* Metaphor coalesces for her view of school environment, her relation with co-workers as well as on her practice during group work. She used to police her groups and mentioned that they make a lot of noisy and the superior or colleagues could think her classes were a mess. She was also worried about the tape, because it could go to wrong hands.

The *Actress* Metaphor is the way she sees herself teaching. She thinks her students as an audience and she needs to be the center of attention. She also mentioned teachers being *prototypes* to students; because they imitate the way teachers behave.

Thus, Telles showed that metaphors can be used as tools while analyzing teachers' speech, because they can show the concepts of language teachers have as well as how they see their own practice. Thus, it is very important to take into account the metaphorical context of teachers in order to understand their concepts about their practice.

2.13 Studies on teacher metaphors from students

Another Brazilian study which also contributed to unpack teacher's conceptual metaphors was made by Sardinha (2006) who had a different perspective, using students' speech in order to map conceptual metaphors. The metaphors found were: 1) THE TEACHER AS A MANUFACTURER, 2) THE TEACHER AS A COMPETITOR, 3) THE TEACHER AS A CANAL, 4) THE TEACHER AS A GARDENER, 5) THE TEACHER AS A CONSTRUCTOR AND 6) THE TEACHER AS A SHOWMAN/SHOWWOMAN.

THE TEACHER AS A MANUFACTURER: teachers are always 'rushing' in order to finish the preset syllabus. This mapping is interesting because it shows that teachers

'*rush*' to accomplish the curriculum. Students complain about this kind of teacher because he is always in a *hurry* not considering students' rhythm.

The second metaphor found was THE TEACHER AS A COMPETITOR: teachers are *Army's sergeant*, in other words, teachers are rude, give orders, demand as if they were in a *battle field*, being very authoritarian, probably seeing the classroom as a war.

The third metaphor is THE TEACHER AS A CANAL, the teachers in this metaphor are seen as a passive recipient where knowledge is deposited and transferred to students. This type of metaphor fits the *Conduit Metaphor*. Students generally complain about this kind of teacher because the dull routine they follow.

The fourth is THE TEACHER AS A GARDENER in which the teacher is seen as a *nurturer*, caring and *sharing* for each student. The students are seen as plants that need individual care. Students like this kind of teacher because they take care of students individually.

THE TEACHER AS A CONSTRUCTOR shows the kind of teacher who is always using a tool or an instrument to help their students *build* knowledge, which could be interpreted that as soon as knowledge is built, the teacher removes his/her scaffolding.

Finally, THE TEACHER AS A SHOWMAN/SHOWWOMAN shows the teachers as cheerful and funny people what students enjoy the most. This metaphor seems to be based on the belief that people learn better when they are motivated, it is the opposite of THE TEACHER AS A CANAL metaphor, although teachers in both metaphors are transmitting knowledge because it is not guaranteed that a funny teacher can teach better than the others.

Although Sardinha (2006) found these five different kinds of metaphor, he argues that they co-exist in every teacher, depending on the goal they have to achieve, for instance, during college entrance examinations time, teachers are merely 'transmitters of

knowledge' they have no time to worry with differences in class, teachers are literally worried about the product. Goldstein (2005, p.8) argues that "even a powerful metaphor offers only partial connection. Teaching is a complicated endeavor and teachers are required to fill many different roles in their professional capacity; no single metaphor could perfectly capture all facets of a teacher's experience." Thus, it is important to understand that the classroom environment is a rich resource for research and metaphors are important because they can come not only from the teachers but also from students.

Another study was carried out by Oxford (2001) also took in consideration students' narratives and also the framing metaphors were interpreted based on three general teaching approaches. They were:

- Metaphors related to the Autocratic teaching approach: eight metaphors for teachers arose: Teacher as 1) Manufacturer, 2) Witch, 3) Hanging judge, 4) Tyrant, 5) Arrogant animal or person, 6)Preacher or Moralist, 7) Patron, and 8) Gossip.

In this approach teachers are not concerned with students "the students were basically stupid or inferior, a focus on errors and single interpretations, the use of threats and insults, and an external reward structure. With such teachers the students expressed feelings of disgust, repulsion, fear, embarrassment, anger and helplessness" (Oxford, 2001 p. 101).

- Metaphors related to the Democratic/Participatory teaching approach: eight metaphors for teachers arose: Teacher as a 1) Challenger and Catalyst, 2) Force of Nature, 3) Entertainer, 4) Nurturer/Inspiration/Role Model/Counselor, 5) Egalitarian or Co-learner, 6) Family member, 7) Prophet or God's gift and 8) Tool Provider.

In this approach teachers are seen as "compassionate, loving, interesting, warm, sustaining, empowering and accepting (Oxford, 2001 p. 104). Most of the qualities addressed to these teachers are positive fostering confidence, learning pleasure and appreciation.

- Metaphor related to the Laissez-faire teaching approach: nine metaphors for teacher were found: Teacher as 1) Blind Eye, 2) Bad Babysitter, 3) Whirlwind, 4) Guardian of the door, 5) Sleep Inducer, 6) Piece of cheese, 7) Uninterested Footdragger, 8) Tool Withholder, and 9) Absentee.

In this approach teachers were condemned by their lack of interest, caring and concern, "none of the students were happy with the false freedom that the laissez-faire classroom offered" (Oxford, 2001 p. 105).

Besides these findings Oxford (2001 p. 107) also argues that a combination among these approaches is necessary according to the behavior of the students

> perhaps a combination of teaching approaches might be useful in certain circumstances. For instance, selected characteristics of the autocratic teaching approach, which appears as a whole to be largely dysfunctional in its purest form, might be effectively combined with a more democratic approach in a back-and-forth movement as dictated by the occasion, the language task and the characteristics of the students.

Thus teachers should be aware about metaphors that permeate his/her teaching practice process to decide on a certain approach or why they choose a certain method in order to understand better the implicit view they have and whose metaphors based on teachers' voice as well as students' voice are an starting point to reflection. Blatyta (1999, p.71) states that "a theoretically aware teacher can choose a solution previously adopted, or choose not to change, but, from a critical comprehension, his/her decision

will be by option and not because of a lack of alternatives"[2]Thus, making teachers aware of their implicit frames as well as Conceptual Metaphors related to their practice is going to influence the search for different solutions, consequently creating a *frame conflict*, in which teachers will look through different perspectives enabling them to choose whether they want to reframe the situation or not.

Not only has Telles demonstrated that metaphors represent teachers' fundamental beliefs about teaching, Connelly & Clandinin (1988, cited in Cortazzi & Jin 1999) state that

> we understand teachers' actions and practices as embodied expressions of their metaphors of teaching and living. It makes a great deal of difference to our practices, for example, if we think of teaching as gardening, coaching or cooking (…) How metaphors can be identified? Perhaps the most direct way is to listen to speech. How do you talk about your teaching? (Connelly & Clandinin, 1988 p. 71 cited in Cortazzi & Jin 1999 p. 156).

Cortazzi and Jin (1999) offer seven reasons in an attempt to make it clear why teachers use metaphor. *First*, metaphors help teachers to verbalize what is difficult to describe; *second*, metaphors have a performance effect "adding dramatic effect"; *third*, metaphors express meaning more concise, in other words, using fewer words with more representative meaning; *fourth*, metaphors work as an "invitation to interaction" providing maps from target and source domains; *fifth*, metaphors organize concepts which can be evaluated during the narratives in which the teacher can have an assumption on students learning; *sixth*, metaphors transform images into models and *finally* metaphors as a "central image of learning", helping the teacher to organize the interpretation of learning. They also show that metaphors for teachers, students, courses and institutions have changed through time, for instance, the following list of metaphors for teachers in different times according to national developments in China:

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[2] "Um professor teoricamente mais consciente pode até optar por uma mesma solução já anteriormente adotada, optar por não mudar, mas, a partir de uma compreensão crítica, sua decisão será por opção e não por falta de alternativas." The translation was made by the author of this thesis.

Reconstruction
1949 - 1957   Teachers as *gardeners; brain-power labourers*
First Five Year Plan
1953 - 1957   Teachers as people's *heroes*; *advanced producers; engineers of the soul*
Great Leap Forward
1958 -1959   Teachers as *obstacles*; *common labourers*
Retrenchment
1960 - 1965   Teachers as *machine-tool makers*; *engineers of the soul*
Cultural Revolution
1966 - 1976   Teachers as *freaks*; *monsters*; *stinking number nines*;
                Teachers as *warriors*; *weapons in the class struggle; red thinkers*
1980   Teachers as *technicians*; *machinists*; people's *heroes*
1990   Teachers as *candles*; *lamps; golden key holder; engineers of the soul*

On the other hand, with the advent of a business frame in education, the metaphors related to teachers, students and school changed into

Marketization of educational discourse in Britain
1995   *Students as clients*; *customers*
                Courses as something that could be sold; delivered
                Institutions as market

Generally speaking, schools as well as media have been using these metaphors over decades. Even though teachers' metaphors are numerous, it is also known that they are being reframed according to new paradigms emerge, during "periods of frame shift and frame polarization" (Cortazzi & Jin 1999, p. 169)

In addition to this, metaphors also shape the educational field. According to Marshall (1987 p. 101) "the most powerful and widespread metaphor in education is also the worst: learning is storage." This metaphor fits Reddy′s (1979) *Conduit* metaphor because it sees education as something like a 'container', making the process of learning transformed into storage and teachers as canals. Thus, students are tested in information storage, making the act of teaching and learning mere reproduction of

information, not making students aware of 'problem-solving' frames. As stated by Marshall (1987, p. 102)

> despite memory's importance in other ways, we do not use it as our primary tool for solving problems, making theories, or plotting courses of action. For these activities we rely on analysis and imagination, not memory, and especially not the passive memory that some modes of teaching and testing reinforce

According to Marshall (1987, p. 103) three other metaphors, which permeate education are: teachers are experts, students are clients, and experts are morally neutral conduits of information. Marshall (1987, p.104) also claims that *information* is different from *knowledge*

> the problem in these instances is not a lack of knowing, but a lack of well doing. One may possess much information about automobiles and music without knowing how to drive a car or play an instrument. Information is raw data; knowledge is the ability to use information for specific ends.

Thus, nowadays there is an 'information explosion' in which students are filled with tons of information but on the other hand, they do not know how to convert information into knowledge. As a result, this kind of teaching has led students backwards because it "gives the memorizers the erroneous impression that they know much more than they really do" (Marshall, 1987 p. 104). Teachers as well as students have this awkward view of learning, because from their point of view, to know how to read and write is a matter of 'surviving' in the work market which may lead students into a competition for jobs. In addition to this, the reality is that, the work market

> has shrank, consequently the identity of educational institutions has also got lost, because their main objective is to prepare students to jobs, training them to be good employees, leaving aside important topics such as formation of character and critical thinking "universities turn more and more of their energies to professional training; society rewards technical experts, not those committed to the study of ideas, ethics, aesthetics, literature, and history. (Marshall, 1987 p. 105).

Teachers have an important role in students' education, choosing what kind of citizens they want to have, 'passive' or 'active' citizens, calling their attention to which

frames they are working with: the old or the new one. In order to have students'
attention called, a first step can be considered: the speech they use, specially the
metaphors that permeate their practice, warning them that metaphors are much more
than "figures of speech", because metaphors 1) involve mental processes and also help
in shaping new knowledge, new paradigms, and 2) are also helpful tools to understand
some implicit concepts people acquire unconsciously.

2.14 Metaphor as a tool for teacher-self reflection

Implicit metaphors are insights from teacher thinking which can be a great
contribution to reflective teaching in teacher education. Gimenez (1999) has given a
great contribution to the area of reflective teaching in Brazil and she stated that there are
some aims that teacher education programmes should consider: 1) to enable teachers to
analyze, discuss, evaluate and change their own practice; 2) to foster in teachers the
knowledge about social and political contexts; 3) to encourage teachers on their
professional growth in order to acquire professional autonomy; 4) to empower teachers
to have a more active role in educational decision-making. Gimenez also discussed
"teacher thinking" arguing that research on teacher thinking would be the major force to
influence reflection in teaching. Gimenez (1999, p. 141) states that there should be more
research aiming to find out why teachers do what they do in the classroom "teacher
thinking has contributed to the notion of reflection and the need for teachers to think
more systematically about their work, and specifically to make their own beliefs about
language learning more explicit". She also mentions that reflection is not acquired
isolatedly but collaboratively. This idea is also supported by Swan (1993) stating that
reflection is a social event rather than a purely individual process. Swan (1993)
distinguished 'education' from 'development' stating that there is a shift in perception.

Swan (1993, p. 243) states that "the role of the student teacher in the applied science model is to be educated, while in the reflective model the role of the student teacher is to develop". Swan also argues that both the teacher educator as well as the student teacher can foster development

> the interesting thing is that, while the teacher educator is fostering the development of the students teachers around her, she can in fact be promoting her own development, both as teacher and teacher educator. All participants, students and educator alike, will have shared opportunities for development as people (1993, p. 243).

Thus, besides teacher reflection, all the participants involved are definitely involved in co-construction and re-construction of meaning due to the new experiences they are facing during research development facilitating reflection. Swan defines metaphors as shared perceptions "metaphors for teacher education are shared perceptions about the nature of teacher education, about the role of teacher educators, and reciprocally, about the role of student teachers undertaking education programmes (1993, p. 242). Thus, metaphors can be interpreted as rich sources for reflection and should be much more explored during teachers education programmes of any level, pre-service, in-service as well as proposed by this research, a experienced teacher becoming a researcher and it is also remarkable to say that all participants involved in this process would have a chance to reflect.

CHAPTER 3

METHODOLOGICAL PROCEDURES

3.1 Introduction

This chapter describes the method used to carry out this study, which investigates the discourse of a teacher becoming a researcher in order to find metaphors which permeate her practice. It presents the methodological orientation of this study, with some considerations about case study and ethnographic research within the qualitative paradigm. The chapter also describes the participants of this study. In the fourth section of the chapter the researcher's role is described. The fifth section shows the research main objectives and the research questions. The sixth section of the chapter describes the context in which the research was carried out. The seventh section describes the time spent in the field and the events observed. Finally, the eighth section is about the techniques and procedures used for data collection.

3.2 Methodological orientation: Qualitative case study based on an ethnographic perspective

In order to investigate my context of research, I made use of an ethnographic perspective because it seemed the most adequate one, offering a more dynamic perspective in portraying events according to the social aspects involved. According to Berkey et al. (1990, p. 205), "the perspectives and methods of ethnographic inquiry are important resources for helping teachers to reflect on their practice as a way of making their knowledge more explicit, and thus, making it available for further reflections on whether and how to make changes of their own choice." In addition to this, an ethnographic perspective also takes in consideration behavior and culture in specific

settings. Watson-Gegeo (1988 cited in Sousa, 2004) states that the goal of an ethnographic inquiry is to provide description and explanation of what people do in certain sets, for instance the classroom. In addition to this, Watson-Gegeo argues that

> as *method*, ethnography includes the techniques of observation, participant-observation (observing while interacting with those under study), informal and formal interviewing of the participants observed in situations, audio or videotaping of interactions for close analysis, collection of relevant or available documents and, other materials from setting, and other techniques as required to answer research questions posed by a given study (1988, p. 583 cited in Sousa, 2004).

What is also remarkable to say is that all the results found should be stated as "events as they exist and not to interpret, evaluate, and prejudge them" (Frank, 1999 p. 3 cited in Sousa, 2004).

Qualitative research is one interpreting measurement taking into account issues concerning culture, behavior and settings. This is a classroom research and as stated by Allwright & Bailey (1991, p. 66) "classroom research of any kind is very likely to be a sensitive business, however carefully it is done, because being investigated in any way is anxiety-provoking, to say the least, and being closely observed, recorded and analyzed is enough to put anyone on the defensive". It would seem that the classroom in the Brazilian field is seen as a place where learning occurs and not a place to be researched.

The classroom reflects what happens outside of it (Barcelos, 1999) and the beliefs teachers have about their practice. As stated by Nardi (2005, p. 22)

> combining research with teaching has the advantage of collecting data in a setting which is familiar to all participants which may create a tension free research environment, specially if the teacher/researcher has already established a nice relationship with students. In addition, it doesn't offer problems of having to look for research subjects or having to think about the creation of a research situation which would also have the inconvenience of being artificial.

In order to have a deep analysis on teachers, the researcher chose a case study format to analyze how strong the outside world reflects the choices a teacher makes while choosing an approach when teaching reading. As stated by Stake (1998) "case study is not a methodological choice, but a choice of object to be studied. Case studies have a particular value, because by showing what happens in a single case may lead to a better understanding of others, because knowledge is transfered from the researcher to the reader who identifies personal experiences and dialogues with the author. Stake (1998 p. 95) argues that "case researchers, as others, pass along to readers some of their personal meanings of events and relationships – and fail to pass along others. They know that the reader too will add and subtract, invent and shape – reconstructing the knowledge in ways that leave it differently connected and more likely to be personally useful." Thus, the researcher is searching the ideal way to protect and validate this transfer of knowledge.

3.3 GEIM – Metaphor and Indetermination group study

GEIM – Metaphor and Indetermination group study was created in 1995 at PUC in São Paulo. The group main objective is to study metaphors in a new paradigm, in other words, they see metaphors as cognitive process. This conception has led to different language practices, including reading. Thus, the members of this group decided to elaborate a project which was approved by CNPq and developed during March 1998 until February 2000, envolving two Phd Doctors: Mara Sophia Zanotto from PUC- SP who was the project coordinator and Heronides Maurílio de Melo Moura from UFSC. There were also five people taking Phd and also three taking Master Degree from which four still in the project, and one of them is the Research Advisor:

Josalba Ramalho Vieira from UFSC. Consequently, we had a group research on Metaphors at UFSC. (GEIM, www.cnpq.org.br retrieved June 05, 2006)

3.4 A brief profile of the participants

The group research involved five participants besides the Research Advisor (RA). The focus of my investigation was firstly on two researcher-teachers enrolled in a Master degree course (MA) in a government-run University. Both taught English for more than eight years in government-run schools as well as in private schools, both also took the second semester in the MA course and both implemented new material for reading activities for their research. For reasons of confidentiality and research ethics, I gave fictitious names for these participants so from this point on I will call them T1 and T2. As I am also a participant I will give myself a fictitious name in order to be neutral while the data was analysed. As stated by Vieira (2003), this process of using a fictitious name can be called *an estrangement device* and it is necessary to keep distance from one's self and to approach the role of researcher. Thus, my fictitious name is going to be Teacher Research Assistant (TRA).

Before the data collection was finished, T1 started to show a different behavior, unwilling to help T2 and TRA. T1 stated many times that she was not feeling comfortable with the presence of the other participants in the class. This change of attitude towards the researcher, led to a conflict between TRA and T1 which led to my decision to limit my research scope to the observation of one teacher: T2. Below I give the reader an idea of how T1 reacted to classroom observation.

In the first two meetings she showed by her speech that she thought she was being threatened by her colleagues stating many times that she was the one in evidence (FN). She clearly stated this idea in the fifth Pre-classroom meeting (PCM – Appendix 4)**:**

1. T1: Listen + I have too many things to tell them + **but remember that I will**
2. **be watched + there will be four people looking at me + so + I may forget**
3. **things + I will blush + I will "gaguejar" + "com certeza eu vou gaguejar"!**
4. RA: no problem + It's very normal!
5. T1: **I forget words!**
6. RA: OK + what you are not allowed to forget is the steps of instructions!
7. T1: "Se eu errar tudo na primeira aula + esquece a primeira aula"! + **I will get**
8. **nervous!**
9. RA: It's gonna be OK! Don't you think girls?
10. TRA Yeah!
11. T2: Sure!
12. T1: "**A primeira coisa vai ser eu ficar vermelha e depois eu vou gaguejar"!**

Moreover, during the sixth Pre-classroom meeting (PCM- Appendix 5) when the

advisor was suggesting a group discussion, once more T1 mentioned explicitly feeling

uncomfortable because the presence of the other participants

1. RA: You open this whole group discussion + so that everybody can say
2. something!
3. T1: Like + kind of + a discussion, a debate + but I am not very good at this + **I**
4. **am terrible at this + especially when I have four people looking at me**
5. **carefully!**
6. T2: Oh! (ironically)
7. TRA: Oh! (ironically)
8. T2: ((dropping the pen)) I'm there to criticize you! Ah!Ah! (ironically) + really!
9. T1: I'm sure! + Yes + that's true + I'm not + I'm a shy person! I AM!
10. RA: (xxxxx)
11. T1: I know + I know + b**ut it's gonna be difficult for me** + If I can I do it +
12. depends on my inspiration at the time + but it's **very difficult** + You know ...

As a result, during our last counseling meeting (LCM Appendix 8) the conflict was

established and again T1 explicitly exposed that she did not like the behavior that T2

and TRA had in her classes, stating that both T2 and TRA were not willing to help her

74. **T1:I tried to have this group work you know + but in a group everybody**
75. **has to do something and I felt that I was in focus I was the attention**
76. all the time and **I was speaking just me** ++ then I asked once "how about your
77. suggestions" and nobody gave me no suggestions ++ **you know I was doing**
78. **everything by myself** when you (T2) arrived in the
79. class you (T2) had many things already prepared

Thus, based on T1´s behavior and speech, TRA concluded that it was better to work with just one teacher, in this case T2, believing that T1's implicit behavior for group work coalesces the *Police* Metaphor (Telles, 1997). In other words, her view of school environment, her power relation with colleagues as well as her practice during research group work were not based on a positive image. She was worried about the 'judgments' that could be done based on her classes and this was not the aim of this research, as stated by TRA(Appendix 9)

90. **TRA: Because I'm not saying that you are wrong or right but my**
91. **assumptions + like**
92. **T2: You're not judging**
93. TRA: That's it! I'd like to help you in your future

[This episode happened when TRA was discussing the Preliminary results with T2]

As RA had predicted, difficulties in communication between T1 and TRA became unbearable. Thus I made my choice on researching only T2, because communication was affected by the conflicts (Appendix 8)

209.**RA: The level of tolerance was already trespassed OK? So of course when**
210.**you have the level of tolerance trespassed you cannot communicate you**
211.**only misunderstand**

[This episode happened during the last counseling meeting when the advisor was discussing about the conflict that occurred]

According to Allwright & Bailey this kind of behavior illustrates a phenomenon that anthropologists call 'reactivity':

> an alternation in the normal behavior of a subject under observation, due to the observation itself. In Sociolinguistics this problem is called 'the observer's paradox' – a phrase coined by Labov (1972), who realized that by getting people to speak or to focus on their speech, sociolinguistic researchers often trigger alterations in speech patterns – the very data they are trying to collect" (1991, p. 71)

Thus, the aim was to investigate three teachers but along the data collection some problems happened and I had to investigate only one : 1) T3 did not develop material for the classroom in an available time; 2) after series of conflicts mentioned above, I

concluded that the research could be affected by T1's 'reactivity', because T1 adjusted her speech, when she became aware of it during interviews. Thus, the research was based on T2 only.

3.5 Researcher's role

The present researcher was a co-participant researcher, helping the teachers with eletronical devices and monitoring group work.

3.6 Research main objective and Research Questions

This study aims to investigate an English teacher's metaphorical concepts when implementing new materials through different paradigms, devoting special attention to developing EFL teachers' awareness of the implicit and explicit knowledge (Almeida Filho, 1999) while choosing a reading approach.

In order to answer this general objective three questions were posed:

Research Question 1 – Is a teacher-researcher aware of her own reading conceptions? (Reddy, 1979/1993)

Research Question 2 – What are this teacher-researcher metaphorical concepts underlining her beliefs of reading practices? (Telles, 1997; Vieira, 2003)

Research Question 3 - Is it possible to describe the teacher's own reading conceptions through a metaphorical framework? (Telles, 1997; Vieira, 2003)

3.7 Research context

The place chosen for this research was a government-run school in Florianópolis and the group was 18 advanced students of English from the first year of High School,

in which the in-service teacher was the Researcher Advisor. The counseling sessions took place at the same school some days before or after each lesson. The students met the researcher teachers before the beginning of the data collection, around two weeks before, in order to get familiar with the presence of different teachers during classes (class observation). Because the Researcher Advisor was the in-service English teacher . Therefore, the adaptation to the site was quick and there was no rejection by teachers or students. On the contrary, students were excited about the work that teacher researchers were about to develop there.

3.8 Time spent in the field

Data were collected over a two-month period. The data collection started in the last week of August 2004 and finished in November of the same year (a total of 17 weeks). The first meeting was held on August 24, followed by class observation during three weeks on Wednesdays and Fridays mornings, after that, T1 taught five classes and T2 taught six classes.

Events observed:

3.8.1 Outside the classroom:

Pre-classroom meetings (PCM) 24/08/04; 31/08/04; 08/09/04; 14/09/04; 21/09/04.
Counseling sessions (CS)   28/09/04; 09/11/04.

The Pre-classroom meetings (PCM) and the counseling sections (CS) happened at the same school in order to make the research group familiar with the research field.

Initially, it was agreed that we would have weekly meetings before and after entering the classroom however, along the semester some of them were postponed.

During the Pre-classroom meetings, the activities for the intervention in class were prepared with the RA help. The tasks were selected and discussed in the group. Not only were the activities discussed, but also the students´ reaction to them in the classroom. On the other hand, the counseling meetings were in group but treated individually by the RA.

3.8.2 Inside the classroom

T2´s classes - Classroom implementation
29/10/04 - Oral production
03/11/04 - Group competition using pictures
05/11/04 - Matching pictures and creating a slogan
10/11/04 - Dices with metaphoric pairs
12/11/04 - "Ozone layer"- reading comprehension
17/11/04 - Recall task

T2's main objective was focused on how students foster metaphors, so she prepared the materials in order to find the answers for her research questions. It is important to mention that she knew in advance that I was in charge of researching teachers however she did not know what I was observing.

I watched six classes although I will concentrate my analysis on two of them: class 3 and class 4. I chose these two classes because both of them had a collaboratively competition format and I would like to confront T2 during the joint reflection section about her preference for 'games' while teaching reading.

3.8.2.1 Class 3:

The objective that T2 had for this class was to observe if students produce metaphors and also verify students' mappings of metaphors symbolized by the pictures, checking their reading of the pictures and their beliefs while justifying choices.

This class was a collaborative group work, the students had to match pictures and create a slogan. Firstly, each group received a set of pictures composed by one target domain picture and three source domain pictures. After that, the groups were asked to look at the pictures and discuss the pictures and decide collaboratively about one slogan for the pictures and explain the reason they chose them. Finally, there was a group discussion in order to share and confront ideas.

Material used for Class 3. (Romanini, 2006 p. 46)
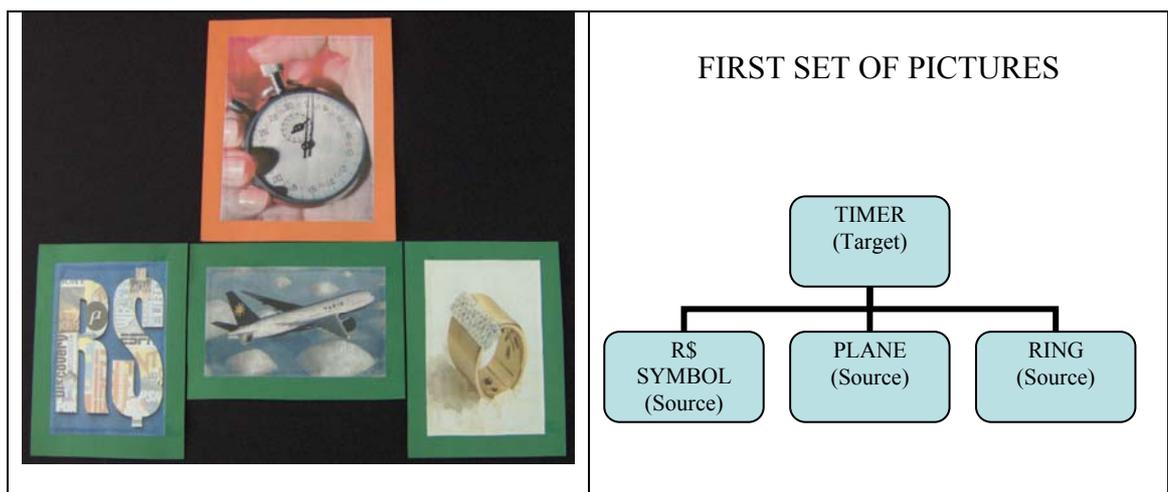
Material used for Class 3. (Romanini, 2006 p. 47)
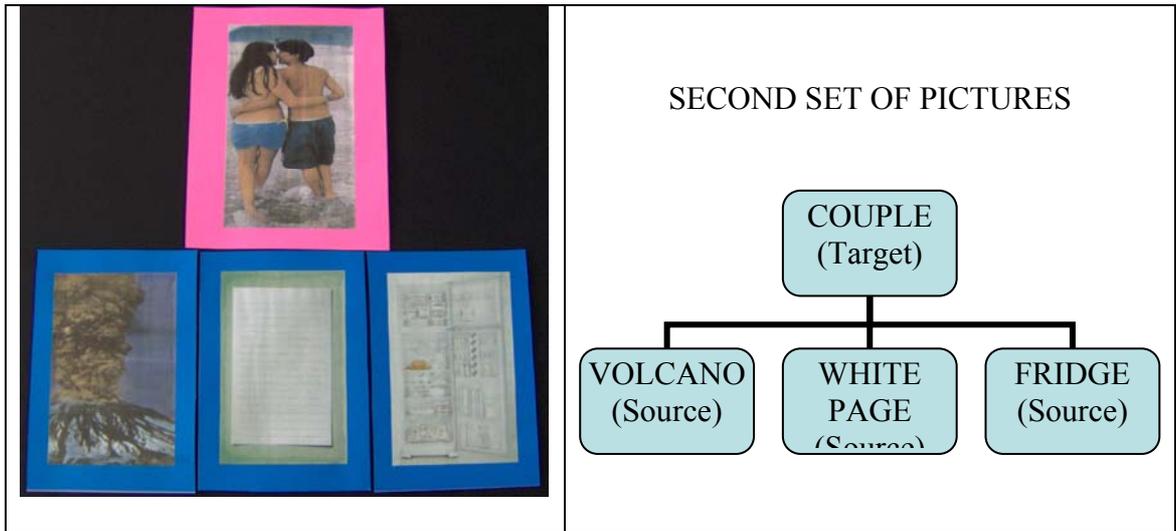
3.8.2.2 Class 4

T2's objective for this class was also to check student's mappings in order to understand metaphors. On the contrary of class 3, in this class students received ready metaphorsfrom class 3, in which they had to create metaphors.

For this class T2 made four dices containing metaphorical pairs. In one face of the dice T2 wrote the target domain, on the other four faces she wrote four source domains, leaving one blank face for students to create their own source domain metaphor.

In groups, the students' task was to explain the source domains given in order to define the target domain, based on their experience. Finally, there was a group discussion about the associations they made.

Picture of the Dices used during Class 4. (Romanini, 2006 p.48)

Target Domain and respective Source Domains for each Dice prepared. (Romanini, 2006 p. 48)

TIME Is	Money Moving object A resource A reaper ?		IDEAS are	Objects Food People Products ?
LOVE Is	A journey Magic War Madness ?		LIFE is	A gambling game A race A journey A day ?

3.8 Techniques and procedures for collecting data

As the focus of this research is a teacher becoming researcher, the observations and the data collection took place both in the classroom and during counseling sessions. In other words, data were collected (with video camera) during three different phases: 1) pre-classroom meetings (PCM), while tasks were being constructed and supervised; 2) during classroom implementation (CI) of the new material and 3) during counseling sessions (CS) after the lessons.

The following eletronic devices were used in order to gather the data: audio recordings and videotapes from PCM and CS. Along with these eletronic devices, the

researcher also made use of a research diary, also called Field Notes (FN), informal comments, interviews as well as questionnaires in order to have both oral and written data of the teacher observed.

The video recording had three different steps. First, the PCMs were videotaped, then, the classes and the CSs after classes were also videotaped. These videotapes were then transcribed and analyzed by TRA in order to select parts of the classes to a reflective session (joint reflection process, Telles, 1997) that followed T2's practice. The researcher made use of this technique in order to attempt to confront the speech analysis with the teacher's practice involved, consequently provoking a class reflection section.

In order to have data analyzed, transcriptions were necessary. After having all the necessary transcriptions done, the researcher started by reading many times the same transcriptions to start mapping the conceptual metaphors that would appear. Thus, the first attempt was to choose colors to differentiate the different topics that emerged during the data analysis. Along this procedure, tapes were also watched. The first problem faced was to define what was metaphorical and what was not, because in classroom environment there are words that are common to this professional group, because different communities influence meaning. As stated by Munby (1986, p. 201), "this is an acute problem within professional and academic language. Terms like 'homework', 'lesson', and 'teaching' might seem to be literal. But other terms like 'reinforce', 'inhibit', and 'discipline' are not so clear-cut." Consequently, I started to discharge some words and pay attention to others, especially what was related to repetition.

After establishing which metaphors emerged from the transcriptions, they were classified in *major* and *minor* groups in order to give emphasis to major groups, leaving

minor groups aside. Along this process, the researcher also selected some parts of the videotapes to have a *joint reflection process* (Telles, 1997) about T2's classroom practice. Moreover, the joint reflection sections were also transcribed and after that a metaphorical map was built from the transcription in order to confront the metaphors found before in classroom speech. Finally, having the preliminary results, T2 was invited by TRA to discuss the findings and this interview was also transcribed and analyzed, in order to find metaphors from the teacher's own assumptions due to the awareness section that preceded the interview.

The second step in data analysis was to select thematic tokens and to prepare a reflective session for the teacher based on a *joint reflection process* (Telles, 1997) which is, in other words, a one-to-one conversation with the teacher about the viewing of her videotaped classes, and also of the pre-classroom meetings and counseling sessions.

Then, the data recorded drawn from this teacher during this *joint reflection process* were analyzed through the perspective of cognitive metaphor. Thus, data were transcribed and an explanatory mapping of the conceptual metaphor for reading was built. Then, there was a tentative comparison between the explicitation made by the teacher and the implicit way her reading concepts were conveyed to the students. Finally, the preliminary results were found and they were discussed by both this researcher and the teacher in order to have a triangulation that enhances an educational value to the researcher and the participant.

3.10 The joint reflection process

Joint reflection process is a research technique used by Telles (1997) in order to name what is a one-to-one conversation with the teacher while viewing the tapes from his/her classes, leading to a reflective session, differing from regular chatting because

they are target oriented. I was interested in verifying what pedagogical choices T2 made while teaching reading in order to answer my research questions that aimed to know if this teacher-researcher was aware of her own reading conceptions and also whether there was a possible metaphorical framework as a basis for her beliefs of reading practices. So, in order to prepare these sections, firstly I recorded T2 while teaching reading activities in the classroom. First the tapes were watched by the researcher and after that, T2 was invited to watch it together in order to have a reflective session. This conversation was audio recorded and transcribed for further analysis and metaphor mapping.

The interview was prepared in advance. Some topics emerged from watching the tapes such as the game frame of the classes or code switching and I was interested in knowing how T2 reflected upon her images from her previous practice in her classes. As a result, many metaphors arose from the interview, much more than I was expecting during her practice in class, because as this research is based on speech, during classes T2 was interested in getting the data for her research and as the classes were always group work consequently, T2 spoke much less in the classroom than during the interviews.

While approaching the data, I made my own categorization on *minor* and *major* (Appendix 10) sets of metaphors. In order to visualize the data better, I made use of colors to distinguish the sets.

3.11 Preliminary results

After having found two main metaphors (TEACHING IS DIRECTING/ORCHESTRA CONDUCTOR and STUDENTS ARE ACTORS/AUDIENCE), I interviewed T2 again, in order to triangulate the data, discussing my findings with her. This interview was also tape

recorded and transcribed. A third reflective session was developed in order to discuss the results with the students of the classroom observed.

3.12 Conclusion

In this chapter, I first presented the general objective of this research, which was to investigate if a teacher becoming a researcher is aware of her metaphorical conceptions while teaching reading. The specific objectives were also delineated through the research questions, then I presented the methodological procedures, the context, the participants, the materials used in the data collection and analysis. Finally, it is worth mentioning that the methodological commitment was directed to identify the metaphors this teacher produced while teaching and outside classroom. I now turn to the next chapter, which will present the analysis and discussion of the data collection of this study.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

After having all the data transcribed, it was analysed according to T2's paradigms for reading and teaching practice. In this section will be discussed the awareness of the existence of paradigms and if T2 based her practice in a specific paradigm. Along with this discussion, a gap between theory and practice was identified and will be discussed. Finally, the conceptual metaphors found for reading and teaching will be discussed as follow: READING IS A GAME and TEACHER IS A TRAINER, ORCHESTRA CONDUCTOR/DIRECTOR and the metaphor that conceives her students is STUDENTS ARE PLAYERS/ACTORS.

4.2 Reframing paradigms

In order to achieve a reframing of a certain paradigm, we have to be aware of them beforehand however, this reframing is not so easy to be incorporated, it needs time to replace old paradigms and sometimes they co-exist (Kuhn, 1979).

During my observation of T2´s teaching activities, it was possible to see that there were many doubts during classroom practice as well as in pre- and pos-counseling meetings. The fact that until the last counseling meeting, T2 continued insecure about what she was doing in class, seems to describe her confrontation with different paradigms, moreover she mentioned that she was afraid and stated clearly her insecurity by saying in the excerpt below (Appendix 8):

55 **T2: Uau! I'm still not very sure about my own research + this is a new +total**

56. **new area for me** + so + I really didn't feel I had a lot to offer to you in opinions
57. so I preferred to be quiet instead of disturbing things + and + during the classes
58. (…) + **I was kind of ++ afraid of** + not doing the right thing during the moment you were teaching + and this could cause something to your research + that's
60. how I saw that's my point

[This episode happened during our last counseling section, in which we were discussing about the events occurred during the research and specifically this answer appeared when T1 was complaining about T2´s lack of contributions to her work, complaining that T2 never provided insights to her work. Moreover she stated the feeling generated by the insecurity: fear]

During the classroom intervention, T2 shared with me many questions she had while implementing the new materials. In the beginning, T2 seemed to be insecure saying many times **she was not sure about what to do** (Appendix 1 FN), although when she contributed with some ideas and felt that they were accepted, she would feel secure and anxious to have her materials for classroom intervention prepared. After each counseling meeting, this kind of insecurity was replaced by a sensation of relief. This situation happened until the last classroom practice as well as the last counseling meeting and even during the last interview with TRA to discuss the preliminary results, (Appendix 9)

27. T2: Yes + I do agree with you + **I + think I was kind of lost + I don't know if**
28. **I already found myself ((**laughs**)) but + I was kind of lost in the beginning**
29. because I've never studied metaphor in the way we are studying in our
30. classes

[This episode occurred after she saw the preliminary results. T2 continued to state her insecurity, exposing the frame conflicts she experienced throughout the research period]

Along data analysis, I could conclude that T2's behavior during counseling meetings would be translated by *silence*. T2's silence was due to being insecure about her own assumptions, showing that many times teachers do not use his/her own voice but the others' voice (Vieira, 1999). When T2 was invited to speak she denied to. This behavior

could fit into *The Puppet Metaphor* (see section 3.10), in other words T2 would like to be manipulated by others, reflecting her images of her practice, always having another person telling her what to do. This episode shows when the advisor was asking T2 to give opinion on T1's work : (Appendix 2)

1. RA: You have to give your...
2. T2: **I think you are the advisor!**
3. T1: But we are teachers too!
4. RA: Give your ++ feedback ++ you know the group already!
5. T2: **Ah!!Ah!!((ironically))**

[The advisor was trying to give T2 a chance to express her opinion, but she was reluctant and it appears that what she had to say was something unimportant and she needed a 'voice' to follow, not her own]

Below, it is possible to see that T2 was begging RA's opinion about her job, asking the advisor to tell her what to do (Appendix 4) :

1. T2: The other time we talked + you told me to re-arrange the classes + let's say +
2. so + **I'd like you to suggest me what you consider interesting? What order**
3. **you consider interesting for me to approach the class!?**

[During this episode, T2 was preparing her materials for her classes and she was insisting on getting the interesting topics according to RA's point of view, not her own assumptions]

In the beginning, the researcher thought it would be just a case of choosing not to speak but along the meetings and by analyzing the transcripts the idea of silence was seen in a different way, it would seem a conflict between **old** and **new** paradigms (Appendix 8):

89. T2: Sure thank you + UAU + about the point of talking to me and trying to help
90. me + yeah + you talked to me but **I felt like everything was mixed**
91. **((research)) (xxxx) sometimes to have things established ((rules)) (xxxx) and**
92. **I need my time**

[During our last pre-counseling meeting, T2 stated clearly to RA that there was a conflict between old and new paradigms and this process takes time to settle down]

In addition to this, T2 stated that she did not know how to put theory into practice "**I don't know how to do it in practice**" (Appendix 1 FN) exposing her difficulties during paradigm reframing. T2 was insecure about the things she was learning, a new paradigm while teaching reading in classroom.

This event also shows a gap between the thinkers and the practitioners (Vieira, 1999) proving that not only pre-teachers but also graduated teachers must have an ongoing training that takes in consideration both aspects: the pragmatic and theoretical frame.

Moreover, T2 claimed many times for being guided during this process saying that during counseling meetings, in other words, she was 'lost' and was asking for help, trying to find the 'route' to follow, showing that her paradigms were in conflict. During our sixth meeting she stated clearly by saying **I need a route to follow!** (Appendix 1 FN). After all classes had finished, during our last counseling meeting she stated that again (Appendix 8):

58. **T2: I'd like to be + instructed** + I'd like to do this + because of this way…

Thus, by analyzing T2's speech, it would seem that until the end of her data collection she was lost trying to find someone to guide her or to tell her what to do. Thus, T2 reflects her images from her as a student confronting her images of a teacher. According to Ortenzi (1999) the student – teacher has an important aspect which is to share knowledge with co-teachers as well as look for enhancement from supervisor teacher in this case the research advisor.

Besides the need of being instructed T2 also lack confidence in her voice, in other words she did not know if what she was doing was correct and also T2 seemed to believe that what she had to say would not help other people to interact or co-construct meaning. That's why she answered ironically, when asked about the usage of *language play* (Cook, 1997) (Appendix 7):

54. T2: Normally + **I would consider myself a fool person** I say bullshit + sorry by
55. this word (laughs) + **I say fool things normally** (laughs) and I see no problem
56. also + in trying to make the class something enjoyable to my students + I don't
57. think I have to be formal all the time + I think I can + **show them I'm a normal**
58. **person as they are** + I laugh and I try to make something more "agradável" +
59. enjoyable to them.

During this episode, TRA was interested in knowing why T2 made use of *language play* (Cook, 1997) not evaluating the usage of this kind of language, but immediately T2 started judging herself saying that she is a 'fool'; this behavior seems to indicate that T2 does not believe in her own 'voice', considering it not relevant or even worse, foolish. By reading this episode, my assumption was that she built images to herself that reflect an old paradigm in classroom: students were not allowed to give their own opinions and they should follow the teachers' voice, because they were 'the owners of the truth'. Consequently this *conduit frame* (see section 2.7) is also present in her practice, when asked about code switching, she mentioned her position that denies intersubjectivity and works as a passive way of teaching, denying the students the opportunity of co-constructing meaning (Appendix 7):

46. T2: Well + I + think + Portuguese could be a useful tool + I'm teaching a
47. second language but I also know students first language + so + I think that
48. sometimes (xxxx) ++ OH GOD (laughs) **instead of being speaking or**
49. **describing a thing during or minutes or minor things + I can say the word**
50. **in Portuguese I go straight to the point they understand things soon** + I see
51. no problem + I think it can be a useful tool.

[This episode happened when T2 was interviewed during a *joint reflection section*. The researcher's aim here was to know T2's opinion about the usage of L1 in EFL classes]

T2 never stated her opinion explicitly about reading conceptions during her practice in class or during counseling sections. Due to this absence of explicitation and in order to get some definition, I explicitly ellaborated a question asking her definition of reading during the last Preliminary Result Discussion (PRD) and she answered: (Appendix 9)

1. TRA: I'd like to ask you the first question + **what is reading?** + define reading
2. to me.
3. **T2: ++ Reading is the ability to look at something written and understand +**
4. **conveying meaning to that.**

[This episode happened during an interview where I invited T2 to discuss the Preliminary Results found]

Thus, until the end of her job, she made use of the old paradigm about reading, that is, she sees reading as 'mere decodification' of the written code, and T2 could not understand the material implemented in class as reading at all (Appendix 9):

8**. T2: Ah + First + I chose visual aids as you said and games and all the stuff**
9**. because I was dealing with teenagers and I thought that these things could be**
10**. more attractive to them + than a simple text + like a full page or a whole**
11**. book + I thought it would attract them more for the activity of reading** ((at
13. this point of the interview she forgot the second part of the question)) Ah + my
14. focus in the activities now that there is already six months of the classes **I have**
15. **to recognize after watching the tapes of the classes that I was not so focused**
16. **on reading** + I was much more concerned with metaphors I was worried with
17. my research I was trying to foster them (xxxx) or understanding metaphors I
18. was trying to + ah + to get data from my research + so + **I have to recognize**
19. **that I left reading a bit aside.**

[This excerpt was also taken from the last Preliminary Results' discussion]

Reframing paradigms is a situation in itself that takes time to be achieved. Although she had been instructed in the Master Program about paradigms, until the end of this research she continued using old paradigms in her practice. Thus, according to Vieira (1999) the old and the new paradigm coexist. It is impossible to say that T2 belongs to one of them. Furthermore, it is possible to identify through T2's discourse that *uncertainties* are part of reframing paradigms (Abrahãao, 1998; Vieira, 1999). Teachers should become acquainted with the frames that they use, because those frames are acquired implicitly and reflective teaching is necessary in order to make teachers aware of them. As stated by T2 (Appendix 9):

68. T2: I have to recognize that I've never reflected about my images of me as a
69. teacher in metaphorical terms **or of my students in metaphorical terms + but +**
70. **I have to say that I agree with you** + I think after I read and you explained to
71. me + I was thinking + I think you are right + **I always think I + I don't have to**
72. **tell them everything + I have to direct them to do something and allow them**
73. **to do the something + so +** thinking or taking your point of view + you're right.

[This excerpt was also taken from the Preliminary Results' Discussion]

What is also remarkable is that 'self-reflection' is acquired collaboratively and this is a process that is built among people, so co-construction of meanings also extents to researcher-teachers and not only to pre-service teachers. According to Vieira (1999), while observing events allows the self-reflection on everyone in the group, not only affecting teachers-researchers but also advisors. Thus, paradigm conflicts found in these events can also be extent to a reflective research involving all the participants. As stated by Nunan (1996 p. 53), "in this drama, I am an outsider, a shadowy figure inhabiting a world which is neither connected to the ongoing drama, nor entirely divorced from it. As such, I have a voice, but it is only a partial one. It is a voice which needs to be complemented by the other, oftentimes, hidden voices of the classroom".

4.3 Reading is a game

Besides T2's answer stating that reading was the decodification of the written system, implicitly she also thought that reading was an activity that needs to be disguised. When preparing the materials for her classes she repeated that she wanted "**to disguise the activity**". Why is she using the verb "**to disguise**"? Probably because of her implicit knowledge, her conceptual metaphor for reading: READING IS A DISGUISED ACTIVITY. This metaphor shows that T2 does not see "reading" as a motivating activity and as such should be "disguised in a competition". And why should a competition be involved? It would seem that having a competition resembles "winning a prize" changing the act of reading into something rewardable as if reading was a dislocated activity and it would only have a value if you could have a prize at the end; on the other hand, she mentioned many times that a competition would make the students interact, making the act of reading a way to co-construct meaning, not a solitary one. Besides, we can observe that firstly she exposed her concepts during counseling meetings and after she kept her opinion in an interview after viewing her practice (Appendix 4):

1. A: You mean the whole group?
2. T2: No! No! + **like disguising** + because I think the point is + how to use the,
3. camera and how to have the data + so + if they are in a semicircle and they are
4. divided in groups **we can disguise** + **in a competition** + which group gets to
5. discover more words! + I don't know...**trying disguising the activity** + so each
6. component + each one comes in front + take the picture and describes!
7. A: Let me see ++ let me see ++
8. T2: **Kind of a game** + I don't know...

[In this first episode, T2 was preparing materials for the students when she mentioned her position concerning reading activities, which should be disguised in a competition]

This idea of disguising activities can also be seen in this excerpt when she answered about the focus of her research, to foster metaphors. She preferred not stating that, using the same strategy, disguising them (Appendix 9)

47. T2: UAU + maybe implicitly I could be feeling or thinking that + but explicitly
48. what I was thinking was ++ trying to deal with metaphors + trying to get the
49. data for my research **without saying by mistake to my students that they**
50. **were directly using a metaphor** and that I wanted them to tell me what they
51. understood for that metaphor + so + I was trying to make them use + sorry +
52. approach the metaphor I was offering them and I was trying to make

[T2 stated that during the last Preliminary Result Discussion when the researcher was asking her about disguised activities]

T2 also mentioned her preference for games, probably reflecting her previous experience with games (Appendix 6)

7. T2: First + **I like games** because I think people can interact + they + personally I
8. think **I get interested in what I'm doing** + I **get motivated** to continue doing
9. the activity + **so as a teacher I think that I can maintain students interested**
10. **and motivated doing what I want + besides, my intention was to disguise the**
11. **activity**

[During the post-interview, after T2 had seen the results, she stated clearly that disguising the reading activity was what would make her students motivated on what they had been doing as well as reflecting her images from the past experience she had as being a EFL student]

So in order to understand these two words: competition and game, I got the definitions (Longman, 1995) "game is an activity or sport in which people compete with each other according to agreed rules" and "competition is a situation in which people or organizations compete with each other". In order to have a game, it is necessary more than two people, what reflects her choice of group work in the classroom as well as competition. What is worth saying here is that T2 chose to work with a collaborative competition instead of a competitive one, in order to make all the students participate, cooperate and not compete among them, explicitly said by T2 in this excerpt (Appendix 9):

14. **I wanted to take them to my side** + having them to **participate**
15. and **cooperate** with me (xxxx).

[This excerpt was taken from the Preliminary Results' discussion where the researcher asked her the reason she chose to work with games and competition]

However if there is a competition, even if it is collaborative one, it means that there is a goal to be achieved, therefore the motivation and participation are very important to the result. And which was T2's goal? It was to achieve as much data as possible. So, T2 was training the students, in order to achieve this goal, as stated by her (Appendix 9)

53. everybody **participate** of the class + because + as much **participation** I could
54. get + more data I could get to.

[This episode also occurred during Preliminary Results' discussion]

While this research was being carried out, it could be noticed during observation of the counseling sections and classes as well as through the analysis of this researcher-teacher's speech, that this teacher's conception of the classroom is seen as a CLASSROOM IS A GAME, in which the students are seen as the participants of this game and the role of the teacher is to training them in order to achieve the results. So, this teacher's metaphorical conception about herself is TEACHER AS A TRAINER and her metaphorical conception for her students is STUDENTS ARE PLAYERS.

4.4 Students and teaching metaphorical conceptions

Besides T2's game frame choice, some other metaphorical conceptions were found while analyzing her speech as well as the videotapes of her classes. According to her metaphorical conceptions of teaching, they are: THE DIRECTING/ ORCHESTRA CONDUCTOR metaphor (Cortazzi & Jin 1999 in Cameron 1999) as well as the way she

sees students as ACTORS/AUDIENCE (Telles, 1997). Each of these metaphors will be treated separately as follows:

4.4.1 The directing/orchestra conductor metaphor:

In the field of language teachers, analogies based on speech have shown interesting categories. Cortazzi & Jin cited Marchant's (1992) statistical analysis in which eight generic metaphors were found and one of them was TEACHER AS DIRECTOR (movie director, orchestra conductor).

At this point, facing the big amount of data, the researcher decided to transcribe all the sentences that could contain linguistic expressions based on this metaphor in a special appendix. (Appendix 10) This technique was very profitable, because by having the selected lines it was possible to visualize how many times T2 used certain verbs as well as nouns. And finally four verbs remained, they were: **'to perform'**, **'to interact'**, **'to direct'** and **'to conduct'**

Below a section with T2 selected parts of speech is presented. These excerpts were taken from all sections, the pre-counseling sections up to the last post-interview:

T2: People can **interact (**…) To give himself a chance to try to **perform** the thing (…) Maybe I should have **directed** more the activity (…) Maybe **I didn't direct** them+ in a more ++ profitable way for me to obtain the data I wanted (...) I + entered **interacting (**…) They wanted **to perform** + they want to come and say something (…) I was **directing** the thing and when she talks to them (…) They **produced** what I wanted (…) The way I **conducted** the class (…) I think they can **produce** more (…) **Perform** + activities + better.

Besides speech analysis, during observed classes, it was shown that T2 enjoyed *conducting* the class as a *nice movie director or orchestra conductor*, telling them what to do and trying to take the most she could from the students. During PCM she was concerned about the development of the reading activities. She strove in order to get the best result, when she was designing the classes. She was also concerned with the best

'*actors*' i. e., those students who could provide more information; however during her practice she also tried to stimulate the ones that were not participating. This excerpt can show how concerned T2 was about students' participation (Appendix 6) :

18. T2: It happened when I think + Creosvaldo + said he didn't + he was not going
19. to go in front + of the class and (xxxx) so I thought he felt like a + how can I
20. say + I felt he was inferior than the others + I thought that in that moment + **so I**
21. **wanted to say that he could give himself a chance to try to speak + that he**
22. **was + as able as the others were able** and that he could he + he + he + how can
23. I say + he was a + **he needed to give himself a chance to try to perform the**
24. **thing + because I believe he would speak the things he would be able to say**
25. **things right.**

[This excerpt was taken during joint reflection sections, when the researcher would like to know how T2 views her students]

Thus, as a 'movie set' T2 made the class, an enjoyable set, making students participate, not imposing her ideas on them, but making them co-participate as elements of process and not mere products or knowledge reproductors, believing in the potential of the students as a director she invited everyone to try to produce something.

4.4.2 Students are actors/audience

The second metaphor found was "STUDENTS ARE ACTORS". The AUDIENCE METAPHOR, was explicitly mentioned by T2 when asked for a definition of 'students'.

When I first participated in T2's classes for observation, the students were familiar with us, and all the eletronical apparatus used for the data collection, so the level of affinity was already set. When asked to form groups, they gathered without complaining, in other words, they really seemed engaged in the activity. The class observed and analyzed had a *game* frame, in which students had to look at one picture and describe the meaning, using words while the rest of the group should guess what the student was describing. When they were asked to come in front of class, they were shy,

but with T2's interference they felt comfortable to be there. Nonetheless, T2 defines students as '*audience*' (Appendix 7)

> 72. TRA: **Students are?**
> 73. T2: (laughs) OH! Students are +++++MY GOSH ++students are + **my audience**
> 74. and the ones I prepare things to + I try to enrich them.

[This definition arose during *joint reflection section*]

Although T2 stated clearly, the students were not treated as mere audience in the classroom, but they were part of the process, they were performing the activity, although most of them were listeners than speakers, due to the freedom the groups had to choose their representants. Students had their own voice, although some of them were still quiet and reluctant to express their opinion explicitly.

4.5 Minor sets of metaphors

It also remarkable to say that besides the metaphors found, a minor set (Appendix 10) of metaphors was also found. As stated by Sardinha (2006) different metaphors are found but depending on what teachers are working, metaphors will co-exist. Thus, the following minor metaphors sets were found: TEACHING IS A JOURNEY (Vieira, 1999), this metaphor reveals that this teacher had a starting point to 'get her goal' which she mention explicitly that her target was to make students produce metaphors, so she had a starting point and a target to reach. TEACHING IS A CONSTRUCTION (Sardinha, 2006) this metaphor also reveal that this teacher made use of 'tools' in order to make her students 'build' knowledge. The last one: TEACHING IS GARDENING, which shows that this teacher was treating each students individually, so she was worried with her product but also with the process making each student produce their best.

4.6 Preliminary Results

In this research, the results obtained were based on previous studies and research on Cognitive Metaphor (see chapter II 2.8), arguing that teachers can reveal their teaching implicit concepts by using specific metaphors, supporting the view of metaphor representing embodied knowledge and not only mere figures of speech (Telles, 1997; Munby, 1986).

In the case of this research, based on these premises, two metaphors arose: THE DIRECTOR METAPHOR that emerge from the way the teacher sees her practice as well as THE ACTORS METAPHOR that is the way T2 conceives her students. These two metaphors were found as long as the transcripts were analyzed, the tapes were watched and the metaphors suggest that T2 view her pedagogical practice as a 'set' in which teacher and students are involved.

As stated by Telles (1997) reflective conversation was an interesting methodological device, making the researcher and the participant have a different perspective of the classroom not from the outside but from the inside as well as " the relocation to a point of observation that is removed from the experience of teaching" (Polkinghome, 1989 p. 46 cited in Telles, 1997). Thus, the idea of fostering reflection was achieved by the time T2 was invited by TRA to discuss the preliminary results.

Telles (1997) defines as a 'lack important step', in other words Telles had not discussed the metaphors with his research participant "Elaine" (Telles, 1997 p. 112) and he states that "this step should heighten the educational value of the teacher/teacher educator joint reflection and provided both the participant and researcher with different insights into the process of constructing her pedagogical knowledge by using the metaphors as tools." He also posed a question to be answered, "as an educational researcher, what have I left to the participant in the field that could enhance his/her

pedagogical practice? (Telles, 1997 p. 112)". In order to answer this question, TRA invited T2 to share the findings as well as know T2's opinion on the value of this work, if T2 agreed with the findings and if they could influence her practice guiding her to reflective teaching. There is no doubt that the joint reflection on the results influenced mutually the researcher and the participant. If the idea of fostering self-reflection was the aim of this research, it would seem that reflection was reached by T2, when she mentioned that: (Appendix 9)

78. **T2: UAU + I think I like it + it's very interesting + because you made me think**
79. **of something I have never thought before + I've never thought or I've never**
80. **tried to see myself in that way or to think of this side of teaching or how was**
81. **my point of view + how was + what were + sorry + my images of (xxxx)**
82. **maybe I can pay more attention now + next time I teach .**

When T2 was asked if she agreed with the results and if the results were positive the answers were very emphatic (Appendix 9):

68. **T2: I have to recognize that I've never reflected about my images of me as a**
69. **teacher in metaphorical terms or of my students in metaphorical terms + but**
70. **+ I have to say that I agree with you + I think after I read and you**
71. **explained to me+ I was thinking + I think you are right + I always think I + I**
72. **don't have to tell them everything + I have to direct them to do something**
73. **and allow them to do the something + so + thinking or taking your point of**
74. **view + you're right.**

84. T2: UAU for me they are **positive**.

This positive aspect of the result was also assimilated by the author of this research that mentioned the intention of being a subject of a research like this (Appendix 9)

93**. TRA: That's it! I'd like to help you in your future (xxxx) and I would like to**
94**. have the same thing done with me.**

The results showed that metaphors have not only provide insights about concepts teachers have about their own teaching but also foster reflection on teaching, making teachers aware about their implicit and explicit concepts they are using in the classroom.

CHAPTER V

FINAL REMARKS

5.1 Introduction

This chapter aims at discussing the findings of the present research. First, I summarize the results from the first and second research questions posed in the introduction of this thesis in order to answer this study's main objective. Second, I present some pedagogical implications and limitations of this study. Finally, I point out suggestions for further research.

5.2 Answering the Research Questions

As stated in the current thesis, this study has attempted to investigate as its major objective whether a researcher-teacher is aware about her reading conception's paradigms as well as the metaphorical concepts that permeate this teacher reading practice according her view of students and her practice. Thus, two research questions were posed.

5.2.1 Research Question 1:

Is a teacher-researcher aware of her own reading conceptions? (Reddy, 1979/1993)

Through the analysis of the videotaped classes, the observation of these classes, and the interviews conducted with this researcher-teacher, some findings can be identified. In other words, through the analysis of the transcriptions made, it was possible to demonstrate that this researcher-teacher was not aware about her reading conceptions. Firstly, this teacher was worried about what to do for her research, she

exposed many times her insecurity about putting theory into practice. Secondly, because of the lack of explicit information on how this teacher views reading, it was asked explicitly her conception and although this teacher is aware that reading is more than giving meaning to a written code, she used this definition in order to express her opinion. Third, during the observation of this teacher's attitudes, I could realize that this teacher enjoyed o disguise reading activities in competition and games. Finally, I could conclude that this teacher did not enjoy reading classes, because it reflected images of her past, where reading was seen just as a passive way of learning, not attractive for students.

5.2.2 Research Question 2:

What are this teacher-researcher metaphorical concepts underlining her beliefs of reading practices? (Telles, 1997; Vieira, 2003)

The findings from the videotaped meetings, the teacher's interviews revealed this teacher-researcher's metaphorical concepts on reading, her practice and the way she conceives her students. This teacher sees reading as a disguised activity, so the metaphor that best describes her concept of reading based on her practice with group work is READING IS A GAME. Based on this metaphor, the metaphorical conception of herself is TEACHING IS DIRECTING/ORCHESTRA CONDUCTOR/TRAINER because she teaches as she was training people to a competition as well as directing the students in order to produce good results and she is concerned with her students individually as they have different positions, individuality although they are very important as a group, so they work collaboratively in a team not loosing their individuality. Thus, the metaphor that best describes her students is STUDENTS ARE ACTORS/PLAYERS.

5.2.3   Research Question 3:

Is it possible to describe the teacher's own reading conceptions through a

metaphorical framework? (Telles, 1997; Vieira, 2003)

The answer is affirmative. As shown in this study, metaphors are a useful tool when trying to understand inner conceptions that teachers do not know they exist. T2 was asked to discuss the findings in order to prove that these findings do not belong to the researcher but to the participant of this research. Thus, it is possible to identify reading conceptions although is better to call teachers attention to these frames they acquire implicitly and are not aware about them.

5.3 Pedagogical implications

This study has presented findings on whether metaphor can be a helpful tool in encouraging teachers to reflect about their implicit conceptions while putting them into practice. I would like to argue that this study can offer some contribution in the area of teacher education mainly by helping teacher-researchers to better understand the conceptions they have on their practice in classroom. Thus, to better understand their pedagogical options and be aware about frames teachers use in the class. Besides that, this study can also offer some contributions to teachers when it shows the importance of being aware of different paradigms and foster a reflective process. In this respect, as pointed out previously by Underhill (1989, p. 260 cited in Freitas 1999 p. 51), "doing the same things with a different awareness seems to make a bigger difference than doing different things with the same awareness." In order to accomplish that, metaphors can help teachers be aware of the way they see the classroom, themselves and the students, revealing implicit conceptions that are unknown or hidden, stimulating teachers to reflect.

5.4 Limitations of the study and suggestion for further research

The major limitation of this study can be pointed out concerning the number of teachers studied. At the beginning of this research my intention was to research three teachers who participate in this research. However, due to the facts that occurred during the data collection: 1) the conflict with T1 and 2) the absence of T3 material, only T2 was selected for the research. Thus a case study was chosen because only T2 remained and was willing to participate in this investigation. Not only this problem but also the time spent in the field was something to be considered.

In spite of these limitations, this study may serve as a starting point for further research on how metaphors can be considered a helpful tool that can encourage teachers to reflect about their own implicit conceptions they have about their classroom practice as well as the way they see themselves and their students.

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Appendix 1

1 reunião 24/08/2004 15:00/17:00

T2 trouxe seus materiais selecionados para as atividades propostas. No início mostrou-se insegura, pois relatou "não saber ao certo o que fazer", mas qdo sentiu que suas idéias estavam corretas sentiu-se mais segura e ansiosa por preparar seu material.

2 reunião 31/08/2004- 15:00/17:00

T2 trouxe um esboço do que seriam suas atividades durante as seis aulas. Falava pausadamente esperando a reação negativa ou positiva sobre suas idéias. Concordou com as sugestões "entendi a tua lógica". Ouve um breve período de silêncio mas concordou. Apenas foi incisiva qto a sua posição sobre testes "eu não quero dar testes".

3 reunião 08/09/04 15:30/17:30 1 video tape

T2 was quiet during this section, and when asked about suggestion, she kind of denied, saying that she didn't know how to help.

4 reunião 14/09 15:50/17:00 2 video tape

T2 was anxious about her work and when asked if she could change them, she answered affirmatively "No problem" but some minutes later she showed uncertainty about them "I don't know how to do it in practice" and seemed a lit bit disappointed. She is not in evidence, because she is not the person to start the teaching.

5 reunião 21/09 16:00/17:00 beginning of tape 3

T2 was doubtful and started with a request "I'd like you suggest me what to choose". She mentioned her intention to work with games and competition, which could be interpreted as a paradigm of teaching, because she mentioned "I taught teenagers" or her experience as a student. She also mentions that she would like "to break the emotional filter" by using these tasks. At the end of her counseling, she changed completely, she was very confident and happy.

6 reunião 28/09 15:45/1700 video tape 3

T2 showed her work and asked for advise. She was confident about the job and after some advices and having a good feedback, she was hopeful about it "I hope so". When talking about Lakoff, she mentioned that she needed a route to follow.

Appendix 2

3 Pre-classroom meeting PCM - VT1 08/09/04
(A = advisor; T1 = teacher 1; T2 = teacher 2; T3 = teacher 3)

((T3 was asking T1 about drawings))

1. T3: (xxxxx) presentation (xxxxx) drawings...
2. T1: Drawings. + You know + I believe in MI + I think that some students prefer
3. to write...some others prefer just to speak....some others like to draw + you have
4. to take everything in consideration.

((T1 was telling the advisor about her intentions in how to make them do the task/homework she intended to give them))

1. T1: I just thought that here would be different (xxxxx) but they are all the same
2. everywhere!((She was talking about students))OK + If I tell them that there will
3. be a competition and then I will select the best drawings and they are going to
4. vote on the best one and the best one gets a ++ lollypop ++ a bar of chocolate...
5. A: A bar of chocolate ++ I never give them anything! ++ never!!
6. T1: Because they don't DO!!! This is what I do for them to do! + I do things like
7. that...
8. A: I don't like that + I + + I kind of...I don't know...I don't like the idea of giving
9. (xxxxx)
10. T1: But if I give them + they do! + I want them to do + So... ((body gesture:
11. clapping hands= I don't care!))

((the advisor was asking t2 to give opinion on T1's work))

1. A: You have to give your...
2. T2: I think you are the advisor!
3. T1: But we are teachers too!
4. A: Give your ++ feedback ++ you know the group already!
5. T2: Ah!!Ah!!

4 Pre classroom meeting (PCM) - 2VT 14/09/04

(A = advisor; T1 = teacher 1; T2 = teacher 2)

((we were talking about group work))

1. T2: Are they going to keep in the same groups after T1 leaves the classes and
2. I assume?
3. A: That's a very good question ++ I don't know...
4. T1: No + no + I think they have to change + you know + interact ones with some
5. + classmates + (xxxxx) there is one task that I want just to have girls and just
6. boys in a group and then + mix ++ just to see what happens! + You know + in
7. that task that they have to compare two songs + maybe if they are just between
8. among girls they interact in a different way + I don't know + I'm just testing to
9. see what happens...

((the advisor was talking about some changes in T2 work))

1. A: Can we change the order?
2. T2: Sure!
3. A: No problem?
4. T2: I don't think it is going to be a problem

5. T2: What worries me + how am I going to conduct this?!

6. T2: Well, I don't know how am I going to (xxxxx) put this in practice!

Appendix 4
5 Pre classroom meeting (PCM) - 2 VT 21/09/04

(A = advisor; T1 = teacher 1; T2 = teacher 2; TRA = teacher research assistant)

((the advisor was checking the procedure for the class that was in the following day))

1. A: You put the title on the board and then ask to talk about the title?!
2. T1: I ask them ++ I didn't memorize + but tonight I memorize for tomorrow
3. morning!
4. A: OK! + What are the instructions for the group work?
5. T1: What am I going to say? + I don't know... ((laughs))
6. A: You have TO!
7. T1: I know + in the time I am teaching + the words just come + I didn't
8. memorize exactly word by word what I'm going to say!

((the advisor was insisting her to present and pretend she was teaching))

1. A: You have to tell me the idea!
2. T1: I don't know ++ I have to invent ((laughs)) + "tem que encarnar o
3. personagem"!
4. A: Go ++ Go!

((suddenly during this explanation she starts to speak in Portuguese))

13.   T1: Listen + I have too many things to tell them + but remember that I will be
14.   watched + there will be four people looking at me + so + I may forget things +
    I
15.   will blush + I will "gaguejar" + "com certeza eu vou gaguejar"!
16.   A: no problem + It's very normal!
17.   T1: I forget words!
18.   A: OK + what you are not allowed to forget is the steps of instructions!
19.   T1: "Se eu errar tudo na primeira aula + esquece a primeira aula"! + I will get
20.   nervous!
21.   A: It's gonna be OK! Don't you think girls?
22.   TRA Yeah!
23.   T2: Sure!
24.   T1: "A primeira coisa vai ser eu ficar vermelha e depois eu vou gaguejar"!

((the advisor now was talking about T2 classes))

1. T2: The other time we talked + you told me to re-arrange the classes + let's say +
2.   so + I'd like you to suggest me what you consider interesting? What order you
    consider interesting for me to approach the class!?

((talking about group work))

9. A: You mean the whole group?
10. T2: No! No! + like disguising + because I think the point is + how to use the,
11. camera and how to have the data + so + if they are in a semicircle and they are

12. divided in groups we can disguise + in a competition + which group gets to

13. discover more words! + I don't know...trying disguising the activity + so each
14. component + each one comes in front + take the picture and describes!
15. A: Let me see ++ let me see ++
16. T2: Kind of a game + I don't know...

6 Pre classroom meeting (PCM) - 3 VT 28/09/04

(A = advisor; T1 = teacher 1; T2 = teacher 2; TRA = teacher research assistant)

((the advisor was suggesting a group discussion))

20. A: You open this whole group discussion + so that everybody can say
21. something!
22. T1: Like + kind of + a discussion, a debate + but I am not very good at this + I
23. am terrible at this + especially when I have four people looking at me carefully!
24. T2: Oh! (ironically)
25. TRA: Oh! (ironically)
26. T2: ((dropping the pen)) I'm there to criticize you! Ah!Ah! (ironically) + really!
27. T1: I'm sure! + Yes + that's true + I'm not + I'm a shy person! I AM!
28. A: (xxxxx)
29. T1: I know + I know + but it's gonna be difficult for me + If I can I do it +
30. depends on my inspiration at the time + but it's very difficult + You know ...

Transcriptions of T2 interviewed by TRA after T2 second class based on a *joint reflection process* (Telles, 1997)

(T2 = teacher 2; TRA = teacher research assistant)

1. TRA: Do you like to see your tapes + watching you teaching?
2. T2: I feel a little bit embarrassed because of my image + not because of what I
3. do in the classroom.
4. TRA: You mentioned + " I like games"+ "group competition"+ last class you
5. worked with games + what was or is your experience with games + and why do
6. you like to work with games?
7. T2: First + I like games because I think people can interact + they + personally I
8. think I get interested in what I'm doing + I get motivated to continue doing the
9. activity + so as a teacher I think that I can maintain students interested and
10. motivated doing what I want + besides, my intention was to disguise the activity
11. + I didn't want them to think directly what I was doing + I didn't want them to
12. notice it was a metaphor thing + they were not supposed to know they were
13. observed or being fostered to produce metaphors and also I wanted them to
14. lower their emotional filter and I wanted to take them to my side + having them
15. to participate and cooperate with me (xxxx).
16. TRA: There is a moment in the tape that you mentioned "ninguém é melhor que
17. ninguém aqui" + what do you mean by that?
18. T2: It happened when I think + Creosvaldo + said he didn't + he was not going
19. to go in front + of the class and (xxxx) so I thought he felt like a + how can I
20. say + I felt he was inferior than the others + I thought that in that moment + so I
21. wanted to say that he could give himself a chance to try to speak + that he was +
22. as able as theothers were able and that he could he + he + he + how can I say +
23. he was a + he needed to give himself a chance to try to perform the thing +
24. because I believe he would speak the things he would be able to say things right.
25. TRA: But there is another moment that you mentioned + while you were giving
26. directions that you said " para eu poder dar a atenção devida à vocês" + what do
27. you mean by that?
28. T2: The point is + as I wanted to record things I needed them to be quiet (
29. laughs) right? So I said + so I can give you the right attention because I wanted
30. them to pay attention at the mates + so I could listen to the students speaking in
31. front of class and I also could + how can I say + control the other groups
32. interacting + raising hands and + when they + they + they w I wanted them to
33. pay attention at the mates anted to guess the answer.
34. TRA: And then you started the activity you + didn't choose a person to start +
35. you made the question " quem vai ser o primeiro?" right? + Why did you choose
36. asking them and not pointing someone to start?
37. T2: Because I prefer to + to give the chance to the person that feels more
38. comfortable in the moment + so I don't force things + I don't impose my will
39. on them + I think it's better the person who feels he/she can do this + comes +
40. and the others observe and the shy ones are not + forced to come in front.
41. TRA: What was the goal that you would like to have with this (xxxx) the main
42. objective of this activity?
43. T2: When I was designing the class I was thinking about making them to

44. produce to me something (xxxx) metaphor + comparisons or metaphoric +
45. words + metaphoric things ++ what I thought I wanted to know what were they
46. + first + background + the metaphors they use daily in their lives + so I used the
47. pictures intending them to describe and while describing + maybe they could
48. compare the object they were describing with another thing + and doing this
49. comparison they would be using metaphor so + when they spoke that + I could
50. map what were their first relationships + the similarities they would make with
51. pictures they had in hands and with their background experience + what they
52. have with them.
53. TRA: What did you think about your practice during this class + and + do you
54. think that you got your goal?
55. T2: UAU + as I watched the tape (laughs) I noticed I didn't get a lot + maybe I
56. should have directed more the activity + maybe I shouldn't have told them not
57. just to describe the pictures + I should have told them to make comparisons + to
58. tell similarities while they were trying to describe the picture + maybe I didn't
59. direct the + in a more ++ profitable way for me to obtain the data I wanted.
60. TRA: What did you think about the + the students participation? + How do you
61. see your students?
62. T2: The group is nice + they are teenagers and I really believe that based on
63. their age + they are very participative + they are ++ speaking English very well
64. + I think + and while I was observing the classes before + I + I + entered
65. interacting and being the teacher I noticed that some of them were shy or some
66. of them were bored + I don't know (laughs) but they were quiet + they were not
67. participative + and in my class + AT LEAST in the first two classes that + I
68. taught + I noticed that there were much more cooperation from the students and
69. + I don't know ++ it seems to me that they felt more comfortable to try to speak
70. + all of them came + all of them spoke + Lucas said he would (xxxx) after I said
71. that thing he came and all the others too + there were some of them that were
72. really bored + it seems to me that the other classes and in mine they were
73. interested + they wanted to do + they wanted to perform + they want to come
74. and say something.
75. TRA: What do you think about being interrupted while teaching?
76. T2: I see no problem in being interrupted while teaching + I mean + by my
77. students + I think they have + all the right to ask me things or to stop and + ask
78. to me to re-explain the activity or something + I just didn't feel very comfortable
79. when my advisor interrupted me during the ++ during the moment that I was
80. teaching + I know she is the teacher of the group + but I felt like a ++ bit
81. uncomfortable + because I was directing the thing and when she talks to them +
82. they changed their focus + the focus is not me anymore + its hers + so I feel that
83. I kind lose track of the thing I'm doing.

Transcriptions of T2 interviewed by TRA after T2 third class based on a *joint reflection process* (Telles, 1997)

(T2 = teacher 2; TRA = teacher research assistant)

1. TRA: T2 + while you were watching this tape + you mentioned many times that
2.   you enjoyed this class + saying "essa aula foi ótima" + why?
3. T2: (laughs) + because they produced what I wanted + what I was looking for +
4.   I was looking for metaphors and I think the material I planned or + I + prepared
5. and ++ and the way I conducted the class and also their participation I think I
6. could get the product I needed + but also I could make the process something +
7. enjoyable + can I say? + something "agradável" (laughs) to me and to the
8. students + mainly for them because all of them participated + they were a bit
9. noisy but it's normal because of their age + I think and because of the day
10. (laughs) but it was a nice class.
11. TRA: And what is your evaluation about it + grading the class + if you could
12. grade your class that you've watched now 1 to 10 + which would your grade
13. be?
14. T2: UAU! Grade 1 to 10 +++ I think 9.
15. TRA: Why not 10?
16. T2: OH GOD! Because there are always + something to improve + maybe the
17. way I introduced things or + their participation or maybe I could have + kept
18. their attention more + but + YEAH!! ALMOST PERFECT 9.
19. TRA: And + you mentioned to the students in the beginning of this tape that
20. "this class is not going to be a competition" "this is not a competition game" but
21. you worked with group work and I'd like to know why you preferred group
22. work and what do you think about group work + your opinion about it.
23. T2:I think group work is an opportunity for them to + socialize with the others
24. and I also think they can build their ideas together + sometimes what one didn't
25. understand + the other explains + and sometimes in a better way than the
26. teacher would do and they feel more comfortable + while they are in groups
27. they feel they are in their social group + also + so they feel more comfortable to
28. speak + to say + fool things + maybe what would sound fool if they were in
29. front of the classroom speaking alone maybe + so I think they can produce more
30. + they feel more free to perform + activities + better.
31. TRA: Do you manipulate your students according the product you want or you
32. are worried about the process to produce the result?
33. T2: Both but I was a bit worried about the process + I wanted them to be
34. together + trying to speak + trying to think and guess what were the possible
35. matchings for the pictures and I + try to find a logic for matching maybe + and
36. of course + if they did all the process I would get the product I wanted.
37. TRA: And do you agree with their answers? The answers that they generated
38. were the expected ones?
39. T2: Some of them yes + but some real ++ (singing)++I forgot the word ++ even
40. in Portuguese ++ surprised me ++ many answers surprised me + many
41. mappings the made of metaphors I was not expecting + I haven't even thought
42. about it (laughs) but it was amazing!
43. TRA: While watching your class you could visualize that sometimes you "code

44. switch" to Portuguese and you mentioned " eu não vejo problema em falar
45. português durante a aula" + I would like + if you could elaborate more on this
46. explanation.
47. T2: Well + I + think + Portuguese could be a useful tool + I'm teaching a second
48. language but I also know students first language + so + I think that sometimes
49. (xxxx) ++ OH GOD (laughs) instead of being speaking or describing a thing
50. during or minutes or minor things + I can say the word in Portuguese I go strict
51. to the point they understand things soon + I see no problem + I think it can be a
52. useful tool.
53. TRA: And also while you were watching + I also noticed that you used
54. "language play" yeah? ++ I would like to know as well + what's your opinion
55. and why do you use language play in your class?
56. T2: Normally + I would consider myself a fool person I say bullshit + sorry by
57. this word (laughs) + I say fool things normally (laughs) and I see no problem
58. also in trying to make the class something enjoyable to my students + I don't
59. think I have to be formal all the time + I think I can + show them I'm a normal
60. person as they are + I laugh and I try to make something more "agradável" +
61. enjoyable to them.
62. TRA: Then + now I would like to ask you + time is? ((I was doing the same
63. activity that she prepared to students))
64. T2: (laughs) UAU ++ time is +++++ time is ++ (singing) see? That should be
65. difficult to my students ++ time is precious.
66. TRA: Why?
67. T2: Because we should enjoy it the best we can.
68. TRA: Love is?
69. T2: (laughs) I like that ++ (xxxx) OH GOSH + love is necessary.
70. TRA: Teaching is?
71. T2: UAU! Teaching is wonderful + teaching is a moment to learn for me not
72. only for my students + I think it's a wonderful time for growing.
73. TRA: Learning is?
74. T2: Learning is changing + an exchange.
75. TRA: Students are?
76. T2: (laughs) OH! Students are +++++MY GOSH ++students are + my audience
77. and the ones I prepare things to + I try to enrich them.
78. TRA: Language is?
79. T2: (laughs) Language is a way of communication and + a + a way of learning
80. too.
81. TRA: School is?
82. T2: MY GOD ADRI! ++ school is + the + environment + is the place where all
83. those things + learning and ++ should happen + I don't know if + happens +
84. always + but it should happen.

Appendix 8

Last counseling meeting LCM (conflict)
(A = Advisor; T1 = Teacher 1; T2 = Teacher 2; TRA = Teacher research assistant)

1. A: I'm open + to learn right? So + in terms of + I'm open right? I'm open for
2. that! If you   want to tell something you think + that's Ok + you contradict me
3. ++ maybe sometimes openness make + you+ feel + not very good+ it depends
4. on the expectation that you have ++ did you understand? + I don't know + so
5. everything is like that! So + we do something but there is somebody who (xxxx)
6. expectation + if you fulfill the expectation Ok + if you don't fill the expectation
7. is not ++ so ++this type of research that we conduct ++ classroom (xxxx) and so
8. forth + they deal with this complex + aspect of human relationship and of human
9. communication + right? + and ++ I was really worried about what happened
10. (xxxx) last weeks with you guys because I feel very responsible + you are my
11. advisees + my students and I'm guiding you + this is all part of my job! And ++I
12. guess that + I have many mistakes + I don't know exactly each ones + some of
13. them I've already have some hints right? What can I do ? is to try to do better
14. next time + right? So + right now + I guess that as + teacher-researchers + all of
15. you are very much mature to understand that this is a critical period for you +
16. those (xxxx) data collection Ok? Trying to organize yourself to write your
17. dissertation ((A commented that she wasmisunderstanding thesis and
18. dissertation, because in Portuguese they are cognates but the order is inverted))
19. So +++ what happened? + it was not just by chance + what happened was
20. connected to the theoretical and methodological approach that we are choosing
21. to do + and also to the complex + intra and interpersonal relationship right? So +
22. of course there is not one reason for something ++ so ++ I talked to TRA
23. individually + I talked to you (T2) individually + I talked to you (T1)
24. individually and I asked you (everybody) to come here + in order to try to +
25. make + sense of it Ok? So + that's how I make sense I try to make this
26. conversation + to make this connection + to + kind of + revoice (xxxx)
27. explained in my dissertation + I want to revoice what you've told me + so + I
28. think it's time to you say something about ++ to react to what I said Ok? Today
29. how you feel + how you envisage Ok +
30. your future concerning the events + the conflicts + that we had + I say we
31. because I feel part of it + right? Can I ask your reaction (T2) (xxxx) yes + you
32. first?
33. T2: Right! Ok! + I think all is working (xxxx) groups + cause we have different
34. people + different expectation and it's all matter of letting and taking + and
35. + the only ++thing that worried me was I didn't understand what was happening
36. on T1 last class + I don't know what I didn't do or did ++ so I felt like a bit
37. uncomfortable like + I did something wrong but I didn't know what I did that
38. bothers her (T1) so much!
39. T1: I think that this is just one detail + is just one thing + but there are many
40. things around it + you know + maybe you should analyze the whole group work
41. since the beginning + everything that happened in all meetings + and then + you
42. know ++ try to see what you have done to help me or what you should have
43. done and that you remembered only later maybe or how things could be better +
44. if we had other things + you know + because just analyzing one detail in one
45. class it doesn't [(xxxx)

46. holistic thing
47. T2:   [(xxxx) I agree with you but (xxxx)
48. T1:   [How did things end up right? Why did
49. they end like this?
50. T2:Yeah that's what interests me (xxxx)
51. T1: I don't know + what do you think? ((She rarely answers questions and the
52. way she speaks is abstract))
53. T2: Uau! From my point of view + from how I felt I tried to help + I tried to be
54. present + I tried to help you from the way I do things + that's the point + but I
55. don't know if I fulfilled your expectations + probably not…
56. T1: But what do you think you should have done then in the meetings?
57. T2:   [that's the point +
58. you mean…
59. A: You (T1) mean this section ((gestures))
60. T2: Uau! I'm still not very sure about my own research + this is a new + total
61. new area for me + so + I really didn't feel I had a lot to offer to you in opinions
62. so I preferred to be quiet instead of disturbing things + and + during the classes
63. I'd like to be + instructed + I'd like to do this + because of this way + I was kind
64. of ++ afraid of + not doing the right thing during the moment you were teaching
65. + and this could cause something to your research + that's how I saw + that's
66. my point
67. T1: Right now let me tell you how I feel about this + since the beginning I knew
68. that you were not sure about your research + I tried to ask you + I also give one
69. suggestion + how about reading something about idioms and working with
70. idioms and (xxxx) and also (xxxx) another time you said again that you were
71. not sure and you don't know what to do and then I told you again that you
72. should start communicating + start talking to people trying to find ideas for that
73. and not only this two times but I tried + you know + to reach you I tried to start
74. a conversation with you Ok! (xxxx) "how about coming another time and talk
75. about something"and I didn't feel + no reaction on both of you (T2 and TRA
76.)you know + I was trying to ++ I was very lost in the beginning too because I
77. didn't understand anything about "Metaphors we live by" ((book)) I was very
78. confused and I wanted to ++to bring us together and talk + and then we started
79. our + collection here + also I tried to have this group work you know + but in a
80. group everybody has to do something and I felt that I was in focus ((actress)) I
81. was the attention ((actress)) all the time and I was speaking just me ++ then I
82. asked once "how about your suggestions" and nobody gave me no suggestions
83. ++ you know I was doing everything by myself ((loneliness))when you (T2)
84. arrived ((journey)) in the class you (T2) had many things already prepared + you
85. (T2) knew the groups + you knew the people who talked more in the groups +
86. for you to identify their voices now is gonna be much easier + it was not per me
87. because I didn't know the ++ more talkative ones or the ones who don't speak
88. anything ((classifying)) in the groups + I didn't know but now you know + so I
89. prepared a lot the way ((journey)) for you ++ you know and when you were
90. there ((journey)) even though you were not interacting with them + but + or not
91. doing many things you could see them how they interact with their groups + so I
92. think that I helped ((helper)) you a lot with this preparation for you enter in the
93. classroom!
94. T2: for sure!
95. T2: Sure thank you + uau + about the point of talking to me and trying to help

96. me + yeah + you talked to me but I felt like everything was mixed ((research))
97. (xxxx) sometimes to have things established ((rules)) (xxxx) and I need my time
98. and ++ you were in the focus + yes you were but + kind of + it was a matter of
99. happening + I didn't ask to be the second +++ (xxxx) could be me = could be
100.   another teacher + so I'm sorry + I think it's everything part of the process…
101.   T1: It was not because I was the first Ok? If I was the second just that +
102.   could be + could have more collaboration + doesn't matter if I + I don't
103.   think it (xxxx) be a difference if I were the first or the second + I'm talking
104.   about the interaction in the group you know + I felt that I was talking only
105.   me ((loneliness)) + just me ((loneliness)) talking all the time and I wanted
106.   some feedback + some suggestions ++ "Oh! Everything is perfect in my
107.   class" ((ironically and changed her voice (childlike))) perfect + perfect + no
108.   + no ((insecure)) I'm sure they were not prefect! ((failure))++ I'm sure that
109.   could be things that we should change but as I didn't have any feedback +
110.   only A's feedback + of course + then + I felt very alone ((loneliness))…
111.   T2: Ok + sorry + I didn't feel I had anything more to say + to help you…
112.   A: How about you TRA?
113.   TRA: Yes I was listening to them (T1/ T2) + then I'd like that you (T1)
114.   answer a question first ++ what + like + do you think we should have done?
115.   ++ Because while watching tapes + back + since the beginning I was
116.   watching + yes? + we discussed and this is the idea + I don't know + of
117.   group + and in my opinion everything was right yes? I don't know perhaps
118.   + as A read + this kind of + being observed + because not only once but
119.   many times you mentioned that +++but we were not there to evaluate you +
120.   I think this is different yes? It was a group work and when you mentioned
121.   about ++ you should have said that in the beginning because in my opinion
122.   you were secure in your things + you brought your plans + of your classes +
123.   the classes that I watched + when you asked + I think the third PCM + you
124.   asked about our ++ what was our impression? It was true the anser that I
125.   gave to you + everything was fine + the students participated + of course
126.   sometimes they disturb ++ then I think sometimes we have questions inside
127.   thet we have to share the questions ++ people + people can not guess right?
128.   ++Because when you mentioned you should analyze what you have done or
129.   what you shouldn't have done ++because I have in the tapes that we asked
130.   in a meeting like that + that we should help you + but ++ not interfere in the
131.   research + you would conduct the class and we would help you with some
132.   peripherical things right? + but not being the center of the class because you
133.   were the teacher at that moment yes? Then I have there in the tapes
134.   everything that we worked on that ((classes)) and I'm clear to say that
135.   sometimes T1 + that's very difficult and you know that sometimes while
136.   making questions and (xxxx) + we can not guess + I prefer that you say that
137.   before + because now it's done + it's done + it's done yes? Then I think you
138.   should have said that before but not just come and say nothing to us + we
139.   were there + as I asked you in class ++ because I asked Marcos "what
140.   happened to T1?" " Oh the dog died Ok! I thought it was your dog (xxxx)
141.   right? Then + you see + this is a misunderstanding that happened and +
142.   sometimes + you could have said that + please I think sometimes being
143.   explicit " do this and do that" because it's hard + you know how hard it is to
144.   work + because the research is yours and in my opinion I wouldn't like to
145.   disturb it + because I didn't know what actions to take OK? If I should say

146. anything + yes? And in my opinion I participated in your class right? But
147. sometimes what I felt + about it + was the idea of + not knowing what to do
148. + no interaction and no communication + as A mentioned that was a
149. misunderstanding connected to + about human relationship and
150. communication + probably from the conflicts of the research as you (A)
151. read (xxxx) analyzing that but I'd like to tell you that I've never got in your
152. class to analyze you ++I was there + because you know that + and I told you
153. (T1) we are in the boat + let's use a metaphor here + the same boat doing
154. the same thing right? Then I think that you should be open and say things +
155. but according to opinions on your job + if I gave you opinions it would be
156. ++just + to disturb you + because I thought your job was good [I had
157. nothing to tell you!
158. T1:   [Ok! When I said + when I asked to
159. say something about the class I was not asking anybody to evaluate me not
160. to analyze me as a teacher because I'm a researcher I'm a teacher outside
161. ((different roles/ characters))+ I know + not + maybe + I was + I didn't + I
162. was not clear but + I just wanted the feedback + this is what I meant + just
163. the feedback that A gave to me + just that! + this is what I meant + ah + in
164. the beginning it was agreed that there would be just a little interference but
165. then along the classes we changed our minds it was better to interfere and
166. yes it was much better to interfere + we should have done that since the
167. beginning then it was agreed that we should interfere more in the groups +
168. then I was interfering I was interacting the + A too + but you (TRA)
169. continued a little distant like not wiling to help or to collaborate in this
170. research in my research + in my part + ah + the reason that I got really mad
171. it was because of one thing that I asked you to do ((boss)) and you could
172. easily do that + was to take the VCR because my sister couldn't make it
173. anymore + I just asked you + "could you pick it up?" it was reserved + it
174. was booked already + just you had to go there because I cannot carry
175. everything by myself ((she cannot face challenges alone)) all the tape
176. recorders + the tapes + the VCR + the "tripe" and everything I can't + and
177. you (TRA/T2) are always together but I don't have someone together with
178. me all the time I'm alone! ((loneliness)) right? And I was taking that course
179. + that time + that week + also I was ++ very stressed that week besides ++ I
180. + because what happened with my dog I was very sad I was sad and mad at
181. you (TRA) too because you didn't do what I asked ((boss)) this is what I got
182. sad and…
183. TRA: But let me ask you + that day that I called you + I called you to give a
184. message to Miquéias because you (A) asked me to find Miquéias and when
185. I tried to find him I couldn't because his phone number changed then I
186. called you (T1) + do you remember?
187. T1: Yes.
188. TRA: It wasn't you that called me [I called you!
189. T1:   [(xxxx) This day I asked you " can you
190. please take it!
191. TRA: But you told me "tomorrow my sister is not going then I don't know
192. if you want or not to take the camera because I'm not going to take it"
193. T1: Ok! So this is what you understood.
194. TRA: Let me finish! Then you mentioned that + then the other day when I
195. was coming here I forgot-to-bring-the-tape as almost happened today.

196.   T1: The tape or the VCR?
197.   TRA: The tapes + because I need the tape for the camera yeah? I don't
198.   know if you had it or not + what I did + I came her then I told T2 "I'm not
199.   going to take the camera" because you mentioned + you didn't say "TRA
200.   could you take it for me" you mentioned if you want or not yes?
201.   T1: (xxxx) I asked you to pick up the camera for me because my sister was
202.   not here + I was in a course I could not pick everything (xxxx)
203.   TRA: [(xxxx) you mentioned…
204.   T1:   [(xxxx) I was very clear I was very clear I asked you to pick it up for
205.   me and you asked me "is it booked?"
206.   TRA: [yeah!
207.   T1: I was not a 100% sure if it was booked or not but I remember that I
208.   booked it for a (xxxx) and T2 after me.
209.   TRA: [right! You explained that to me…
210.   T1:   [you were here you could just go there or call me " is it booked or
211.   not?" Ok?
212.   TRA: Ok just…
213.   T1: But if at least you have told me + you have told me on the other day
214.   why you didn't pick it up or if I needed any help ((boss)) + no + you were
215.   not willing to help me + you were not…
216.   TRA: [I disagree with you!
217.   T1:   [It was written on your face that you were not willing to help me
218.   TRA do you want to repeat the words you told me?
219.   TRA: Which ones?
220.   T1: Do you want me to repeat them? It was written on your face I didn't say
221.   a word ((mute)) you said a lot!
222.   TRA: Because I would like to know [because I would like to know…
223.   T1:   [(xxxx) no!
224.   A: The level of tolerance was already trespassed OK? So of course when
225.   you have the level of tolerance trespassed you cannot communicate you
226.   only misunderstand + what I want you now TRA + can you please check if
227.   we have met before and after all the classes that T1 taught can you check
228.   (xxxx) the tapes?
229.   TRA: Yes! The tapes that I have. But after yes there is only two classes and
230.   then there is no meeting after them just two classes…
231.   A: You mean [(xxxx) the first [two after
232.   TRA: [the first yeah we have (xxxx) that's all + she taught the first
233.   and then we have one tape she taught the second class then we have the
234.   tape (xxxx) that's all
235.   A: That's exactly what I thought that was like that! So this is my fault we
236.   haven't met ++so T1 have not the chance to say "guys I need more help" or
237.   to say to me "I'm overloaded" " it's too much" Ok? If we hadall the post
238.   class meetings maybe we had the chance to understand us better right? +
239.   about that incident with the VCR + I think the level of tolerance between
240.   you (TRA/ T1) is already ((gestures)) OK? Not very good + so of course if
241.   you (TRA) say something and you (T1) listen something then you (T1)
242.   interpret (xxxx) so + I think that from what I understood here there is
243.   something that you (T1) did not say + but I'm going to say + T1+ Ah + in
244.   your student profile Ok? May have + or + influenced their (TRA/T2)
245.   reactions to you (T1)

246. T1: My student profile?
247. A: (xxxx)yes + your student profile the way you are as a student + ah + you
248. seemed very self-asserted + you presented the things that you do in a way
249. that + Ok "I did that" right? Self-asserted + like " I think that's a good job
250. that I did" that's the way you presented + you show to the others Ok? " I'm
251. doing the job (xxxx)" "handling it" " I'm doing that" (xxxx) and you present
252. (xxxx) + inside you feel "I don't know" Ok? Insecure Ok? I want some
253. feedback " I want something from you guys?" (xxxx) they (TRA/T2) did
254. not see you like the way you are showing yourself now! Do you understand
255. what I mean?

((After the end of this meeting TRA and A were talking about the research and then T1 went back to the room and asked TRA "Is it recording?" Because she would like to negotiate ($) the tapes with her classes recorded (the material TRA needed, the data collected and actually the recording was made by TRA). By the A interference it was agreed that she would record the tapes for TRA, so TRA gave her a tape, but she charged TRA $20,00 (very unfair). Finally, TRA and T2 came to all T1 classes, on the other hand, T1 NEVER appeared on T2 classes, didn't do anything to help and nothing was said to her because of her absences (also very unfair).))

TRA interviewed T2 showing the preliminary results

1. TRA: I'd like to ask you the first question + what is reading? + define reading
2. to me.
3. T2: ++ Reading is the ability to look at something written and understand +
4. conveying meaning to that.
5. TRA: And by analyzing your classes + I've seen that you used a lot of visual
6. aids + competition and games + why did you choose using this kind of
7. competition and games and what was your main focus connected to reading?
8. T2: Ah + First + I chose visual aids as you said and games and all the stuff
9. because I was dealing with teenagers and I thought that these things could be
10. more attractive to them + than a simple text + like a full page or a whole book +
11. I thought it would attract them more for the activity of reading ((at this point of
12. the interview she forgot the second part of the question)) Ah + my focus in the
13. activities now that there is already six months of the classes I have to recognize
14. after watching the tapes of the classes that I was not so focused on reading + I
15. was much more concerned with metaphors I was worried with my research I
16. was trying to foster them (xxxx) or understanding metaphors I was trying to +
17. ah + to get data from my research + so + I have to recognize that I left reading a
18. bit aside.
19. TRA: T2 + now that you have seen the preliminary results from this research I
20. would like to ask you + do you agree with them? + do you disagree? + for
21. example the first topic that I mentioned that in the beginning you're + you felt
22. insecure and you needed a lot of advise and you didn't contribute so much with
23. your ideas but + you + in many of these transcripts that I have now with me +
24. you mentioned that you didn't know how to put in practice and you mentioned
25. many times the necessity or a route to follow asking the advisor to guide you +
26. right? + do you agree with these previous results that I wrote here ((thesis))?
27. T2: Yes + I do agree with you + I + think I was kind of lost + I don't know if I
28. already found myself ((laughs)) but + I was kind of lost in the beginning
29. because I 've never studied metaphor in the way we are studying in our classes
30. + for me at that time + metaphors still was a simple figure of language + now I
31. have a different view of + ah + metaphors the subject + I think that + I + I +
32. was kind of + I didn't know what to do with the theory + I had so many new
33. theories + many new information + in my mind and like I + I + I had not
34. established the information + the information had + How can I + I didn't know
35. how to deal with all of that + I didn't know how to deal with all of that + so +
36. kind of + I was trying to interact with my advisor asking her to show me what
37. direction to take as you mentioned because I didn't know what step to take first
38. or where I could go with that + what I could get from my students + what kind
39. of information I could use or how to use that.
40. TRA: T2 as you read here + I showed you that many times you used the word
41. disguising + disguising the activity + many times + yes? + then I mentioned here
42. that this could be your implicit knowledge connected to reading + that you need
43. like competition + to + as a make up to the word reading + yes? + that reading +
44. you must have something like a + a reward able at the end + to compensate the
45. activity + that was my interpretation connected to reading + do you agree with
46. that?
47. T2: UAU + maybe implicitly I could be feeling or thinking that + but explicitly
48. what I was thinking was ++ trying to deal with metaphors + trying to get the

49. data for my research without saying by mistake to my students that they were
50. directly using a metaphor and that I wanted them to tell me what they
51. understood for that metaphor + so + I was trying to make them use + sorry +
52. approach the metaphor I was offering them and I was trying to make
53. everybody participate of the class + because + as much participation I could get
54. + more data I could get to.
55. TRA: T2 + then I + as we were reading the results + you saw that I concluded
56. That your metaphor for teaching is directing + and your metaphor for
57. students + ah + you see them as actors and audience ++ because during your
58. classes and by analyzing data of your speech you used many words that made
59. me conclude that the best metaphor for teaching is directing because of the
60. words like interact + perform + yes? + designing the class + profitable way +
61. they performed + you mentioned many times + I wanted them to pay attention
62. on me (xxxx) the groups interact +then I came to this conclusion because the
63. amount of words that I got and while watching your classes I could see that
64. you treat them as a group and you were just conducting them and directing
65. them to the activity and they were not merely speakers + sorry + merely
66. audience + but they participate and then I concluded that they were seen by
67. you as actors then what do you think about this conclusion that we discussed a
68. T2: I have to recognize that I've never reflected about my images of me as a
69. teacher in metaphorical terms or of my students in metaphorical terms + but + I
70. have to say that I agree with you + I think after I read and you explained to
71. me + I was thinking + I think you are right + I always think I + I don't have to
72. tell them everything + I have to direct them to do something and allow them
73. to do the something + so + thinking or taking your point of view + you're
74. right.
75. TRA: What do you think about the results of this research + how do you feel
76. now with this interpretation + did you like the way I analyzed it or have you
77. been analyzed by me +and + did you like that?
78. T2: UAU + I think I like it + it's very interesting + because you made me think
79. of something I have never thought before + I've never thought or I've never
80. tried to see myself in that way or to think of this side of teaching or how was
81. my point of view + how was + what were + sorry + my images of (xxxx)
82. maybe I can pay more attention now + next time I teach .
83. TRA: But do you think they are positive or negative?
84. T2: UAU for me they are positive.
85. TRA: Positive + than do you think that in the future + like + as you've
86. mentioned now are you going to reflect +
87. T2: I'll try to but I'm not going to promise you that + I'll try to + I think I can
88. try to improve as I'm seeing it as positive I can probably (xxxx) it better + I
89. don't know if everybody would see it as positive + it's how I feel.
90. TRA: Because I'm not saying that you are wrong or right but my assumptions +
91. like
92. T2: You're not judging
93. TRA: That's it! I'd like to help you in your future (xxxx) and I would like to
94. have the same thing done with me.
95. T2: UAU!!
96. TRA: Yeah! Thank you very much!

Appendix 10

Minor sets

disguise the activity	TEACHING IS A GAME
lose track of / go strict to the point	TE ACHING IS A JOURNEY
can build their ideas together	TEACHING IS CONSTRUCTION
useful tool	TEACHING IS CONSTRUCTION
growing.	TEACHING IS A PLANT

Major set

People can interact
To give himself a chance to try to perform the thing
I wanted them to pay attention at the mates
Control the other groups interacting
When I was designing the class
Maybe I should have directed more the activity
Maybe I didn't direct them+ in a more ++ profitable way for me to obtain the data I wanted.
I + entered interacting
Cooperation from the students
They wanted to perform + they want to come and say something.
I was directing the thing and when she talks to them + they changed their
focus + the focus is not me anymore + its he

They produced what I wanted

The way I conducted the class
Their participation
Kept their attention more
I think they can produce more
Perform + activities + better.
My audience

You were in the focus

TEACHING IS DIRECTING / A TEACHER IS AN ORCHESTRA CONDUCTOR

People can interact
I wanted them to pay attention at the mates
Control the other groups interacting
When I was designing the class
Maybe I should have directed more the activity
Maybe I didn't direct them+ in a more ++ profitable way for me to obtain the data I wanted.
I + entered interacting
I was directing the thing and when she talks to them + they changed their
focus + the focus is not me anymore + its hers
The way I conducted the class
Kept their attention more
I think they can produce more
Perform + activities + better.
You were in the focus ((addressing to T1)

STUDENTS ARE ACTORS/AUDIENCE

To give himself a chance to try to perform the thing
Cooperation from the students
They wanted to perform + they want to come and say something.
They produced what I wanted
Their participation
My audience