Universidade Estadual de Londrina

FÁBIO HENRIQUE ROSA SENEFONTE

INFORMAL ENGLISH:

LEARNING, TEACHING AND TEACHER EDUCATION

Londrina
2018

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Thesis submitted to the Graduate Program in Language Studies, in partial fulfillment of the requirements for the doctoral degree in Language Studies at the State University of Londrina.

Adviser: Dr. Simone Reis.

Londrina
2018

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Londrina, October 10, 2018.

To my beloved moms (from putative past lives) Valdeci and Maria, for the everlasting love and unconditional support.

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[1] Research in Progress Seminar (*Seminário de Dissertações e Teses em Andamento* in Portuguese), mandatory for graduate students from the Graduate Program in Language Studies, at the State University of Londrina.

I am not concerned about any possible difference between fluency or proficiency. To me, being a competent language user means being able to do whatever one wants to in a certain language. In the morning, when you take a cab to a Social Security Administration Office to get a SSN card; then, you go to a bank to open an account, and stop by a supermarket afterwards and understand why the cashier says you have a sweet tooth. In the afternoon, you go the doctor and try to figure out what she means by “you need to get two shots”, then you attend classes at a university, and at night, you go to a night club with your friends and order several margaritas. Finally, you get back home, and you realize you could run all the above-mentioned errands in a language other than your mother tongue. Well, you are fluent, proficient, competent (...)

SENEFONTE, Fábio Henrique Rosa. **Informal English: Learning, Teaching and Teacher Education** 2018. 601 p. Thesis (Doctoral Degree in Language Studies) – Universidade Estadual de Londrina, Londrina, 2018.

ABSTRACT

This doctoral research primarily belongs to the area coined as Applied or Educational Sociolinguistics and it has Teacher Cognition as its unit of analysis. Thus, this case study endeavored to explore the possibilities of informal English teaching in higher education not only for students' knowledge purposes, but also aiming at teacher education. Moreover, the study sought to describe and explain: a) (un) favorable factors to informal English teaching, especially, aiming at teacher education (targeting basic education), b) reasons that support the participants' answers and describe and explain, by means of a documentary analysis, the space, if any, informal English occupies in higher education (undergraduate teacher education programs). In line with such aims, this study attempted to answer the following research questions: A) What do professors think about informal English teaching in higher education? B) What do professors think about informal English teaching in teacher education programs (for basic education)? C) What lies in the background of their thinking? and D) What space, if any, does informal English occupy in higher education (undergraduate teacher education programs)? For such purposes, as data generation/ collection instruments, two open/closed-ended questionnaires and two semi-structured, audio-recorded interviews were employed as well as a documentary analysis of 54 course syllabi. Seven college professors from two different undergraduate teacher education programs in English (located in southern Brazil) account for, respectively, the participants and context of this study. The data were explored by means of the Paradigmatic and Syntagmatic Analysis in language studies (APS) (REIS, 2015, 2018), and triangulated by human instruments (REIS, 2008). The findings of this research undergird the following thesis: **At Alpha and Beta Universities, professors think of informal English teaching and teacher education in terms of reality and virtuality. In this regard, reality is pervaded by controlled and uncontrolled factors; the latter is predominant and concerns, inter alia, professors' lack of clarity as to the concept of informal English and students' negative appreciation. Consequently, informal English teaching and teacher education are incidental and occur owing to contextual demands/chances. Real chances include orality and text genres, while virtual ones encompass literacy and structure in addition to orality and text genres. Moreover, chances for informal English teaching are even scarcer at a teacher education level. Hence, informal English is on the margin both in terms of teaching and teacher education**. Possible theoretical and methodological contributions lie in the fact that this study can substantially expand the literature in the field, since there is a verifiable dearth of empirical research on the topic, as well as in the aforementioned context.

Keywords: Teacher Education. Teacher Cognition. Applied Sociolinguistics. Informal English. Paradigmatic and Syntagmatic Analysis.

SENEFONTE, Fábio Henrique Rosa. **Inglês Informal: aprendizagem, ensino e formação de professores**. 2018. 601 f. Tese (Doutorado em Estudos da Linguagem) – Universidade Estadual de Londrina, Londrina, 2018.

RESUMO

Esta pesquisa doutoral está inserida na área cunhada como Sociolinguística Aplicada ou Educacional e tem a Cognição de Professores como unidade de análise. Assim, este estudo de caso objetivou explorar as possibilidades do ensino de inglês informal na educação superior, não somente para fins de conhecimento do licenciando em Letras, mas também visando à formação deste para atuação na educação básica. Além disso, o estudo procurou descrever e explicar: a) fatores (des) favoráveis ao ensino de inglês informal, especialmente considerando a formação de professores (para a educação básica), b) as razões que dão suporte às respostas dos participantes e descrever e explicar, por meio de uma análise documental, que espaço, se algum, o inglês informal ocupa na educação superior (cursos de licenciatura). De acordo com tais objetivos, este estudo procurou responder às seguintes perguntas de pesquisa: A) O que pensam professores sobre o ensino de inglês informal na educação superior? B) O que pensam professores sobre o ensino de inglês informal em programas de formação de professores (para a educação básica)? C) O que subjaz seus pensamentos? e D) Que espaço, se algum, o inglês informal ocupa na educação superior (curso de licenciatura). Para tais finalidades, como instrumentos de geração e coleta de dados, dois questionários com perguntas abertas e fechadas e duas entrevistas semiestruturadas, gravadas em áudio foram empregadas, bem como uma análise documental de 54 programas de disciplina. Sete professores atuantes em cursos de licenciatura em Letras de duas universidades (localizadas na região sul do Brasil) compõem, respectivamente, os participantes e contexto deste estudo. Os dados foram explorados por meio da Análise Paradigmática e Sintagmática em estudos da linguagem (APS) (REIS, 2015, 2018), e triangulados por instrumentos humanos (REIS, 2008). Os resultados desta pesquisa dão suporte à seguinte tese: **Nas Universidades Alpha e Beta, os professores pensam sobre o Inglês informal no ensino e formação de professores em termos de realidade e virtualidade. Nesse sentido, o real é permeado por fatores controláveis e não controláveis, estes últimos são predominantes e dizem respeito a falta de clareza dos professores acerca do inglês informal, apreciação negativa dos alunos, entre outros. Consequentemente, o inglês informal no ensino e formação de professores é incidental e ocorre devido a demandas e chances contextuais. Chances reais incluem oralidade e gêneros textuais, ao passo que chances virtuais envolvem escrita e estrutura, além de oralidade e gêneros textuais. Ademais, as chances do inglês informal na formação de professores são ainda mais escassas. Assim, o inglês informal no ensino e na formação de professores está à margem**. Possíveis contribuições teórico-metodológicas residem no fato de este estudo poder expandir substancialmente a literatura na área, uma vez que é comprovada a escassez de pesquisas empíricas na temática, bem como no contexto supramencionado.

Palavras-chave: Formação de Professores. Cognição de Professores. Sociolinguística Aplicada. Inglês Informal. Análise Paradigmática e Sintagmática

SENEFONTE, Fábio Henrique Rosa**. Inglés Informal: enseñanza, aprendizaje y formación de profesores**. 2018. 601 p. Tesis (doctorado en Estudios del Lenguaje) – Universidada Estadual de Londrina, Londrina, 2018.

RESUMEN

Esta investigación doctoral está insertada en el área acuñada como Sociolingüística Aplicada o Educacional y tiene la Cognición de los Profesores como unidad de análisis. El estudio de caso tuvo como objetivo explorar las posibilidades de la enseñanza de inglés informal en la educación superior, no solamente para fines de conocimiento del estudiante en Letras, sino también para su formación para la actuación en la educación básica. Además, la investigación buscó describir y explicar: a) factores (des) favorables para la enseñanza de inglés informal, principalmente, concentrándose en la formación docente (para la educación básica), b) razones que respaldan las respuestas de los participantes y describir y explicar, por medio de un análisis documental, qué espacio, si alguno, el inglés informal ocupa en la educación superior (licenciatura). De acuerdo con tales objetivos, este estudio intentó responder las siguientes preguntas de investigación: A) ¿Qué piensan los profesores acerca de la enseñanza de inglés informal en la educación superior? B) ¿Qué piensan los profesores acerca la enseñanza de inglés informal en los programas de formación docente (para la educación básica)? C) ¿Qué subyace en su pensamiento? Y D) ¿Qué espacio, si alguno, el inglés informal ocupa en la educación superior (licenciatura)? Para estos fines, como instrumentos para la generación y recolección de datos, dos cuestionarios con preguntas abiertas y cerradas, y dos entrevistas semiestructuradas, grabadas en audio fueron usados, así como un análisis documental de 54 programas de curso. Siete profesores actuantes en cursos de Letras de dos universidades (ubicadas en la región sur de Brasil) componen, respectivamente, los participantes y contexto de este estudio. Los datos fueron analizados por medio del Análisis Paradigmático y Sintagmático en estudios del lenguaje (APS) (REIS, 2015, 2018), y triangulados por instrumentos humanos (REIS, 2008). Los resultados de esta investigación sustentan la siguiente tesis: **En las Universidades Alpha y Beta, los profesores piensam acerca del inglés informal en la enseñanza y en la formación docente en términos de la realidad y la virtualidad. En este sentido, la realidad está impregnada de factores controlados y no controlados; este último es predominante y se refiere, entre otras cosas, a la falta de claridad de los profesores sobre el concepto de inglés informal y la apreciación negativa de los estudiantes. En consecuencia, el inglés informal en enseñanza y la formación docente son incidentales y ocurren debido a las demandas / oportunidades contextuales. Las posibilidades reales incluyen oralidad y géneros de texto, mientras que las virtuales abarcan la escritura y la estructura, además de la oralidad y los géneros de texto. Igualmente, las oportunidades para la enseñanza de inglés informal son aún más escasas a nivel de formación docente. Por lo tanto, el inglés informal en términos de la enseñanza y educación de profesores está al margen**. Posibles contribuciones teórico-metodológicas residen en el hecho de que este estudio pueda expandir sustancialmente la literatura en el área, una vez que se ha comprobado la escasez de investigaciones empíricas en la temática, así como en el contexto anteriormente mencionado.

Palabras clave: Formación de Profesores. Cognición del Profesor. Sociolingüística Aplicada. Inglés Informal. Análisis Paradigmático y Sintagmático.

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LIST OF ACRONYMS AND INITIALISMS

A	Alternativity
AAVE	African American Vernacular English
AERA	American Educational Research Association
BERA	British Educational Research Association
BEV	Black English Vernacular
C	Consistency
CAAE	Certificado de Apresentação para Apreciação Ética
CAPES	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior
D	Divergence
DCE	Diretrizes Curriculares Estaduais
ERIC	Education Resources Information Center
EAL	English as an Additional Language
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ESL	English as a Second Language
GT	Grounded Theory
IC	Informed Consent
IE	Informal English
IQ	Interview Question
OCEM	Orientações Curriculares para o Ensino Médio
PCN	Parâmetros Curriculares Nacionais
PSA	Paradigmatic and Syntagmatic Analysis
RQ	Research Question
SE	Standard English
SEDATA	Seminário de Dissertações e Teses em Andamento
TESOL	Teaching English to Speakers of Other Languages
TT	Triangulation Tool
UEL	Universidade Estadual de Londrina

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1 INTRODUCTION

> I think it can also give me basic knowledge that I don't have; it's not very common, not many people are working with this, this kind of (…) at least not in this area. I've read many research studies in our university, for example, that are not dealing with any kind of things like that. So, it's gonna be something challenging for you, but very enlightening for us. I think it's gonna be a good theme. (DREW, L. 1255-1259).[2]

Informal language (in this thesis[3], English) has been my research interest since my undergraduate studies. The complexities of such topic have on the one hand fascinated me; and on the other, encouraged me to probe into this uncertain, elusive and at times insurmountable domain.

Only after I started my master's studies did I have the chance to begin a long and gratifying path through such theme. I spent three years (from 2011 to 2014) scrutinizing slang, encompassing its origins, definitions, formation process, perspectives, stigmatization, application/implications for language teaching and, mostly, teachers' perceptions of this intricate phenomenon. This way, I am now expanding my scope of research, since not only does informal language comprise slang, but also numerous other elements, as I will illustrate later in this thesis. Thus, I must state that I am moving in the opposite direction, as PhD students tend to narrow their scope down.

A second reason that strengthened my wish to study informal English derives from my experiences abroad (in the US). In 2013, I was granted a Fulbright scholarship, which enabled me both to attend graduate classes at an American university and to teach my mother tongue to American students from that university. During the classes, I was extremely confident of my English skills, as I could understand basically everything the professors said, I could engage in the discussions,

[2] The epigraphs at the beginning of each chapter represent the most insightful excerpts of the data, even though they are not always related to the content of the chapter.

[3] PhD dissertation and Master's thesis are terms employed in various countries and universities (especially in the the USA). Conversely, in Brazil, a dissertation is an academic work for the completion of a master's degree, whereas a thesis applies to a doctorate (as is the case of this research).

as I was acquainted with the academic context, where formal English prevailed. To me, that was familiar, since that variety was the one that I had been most exposed to. However, when I was required to act in more informal contexts (nightclubs, bars, parties and public transportation, for instance), I experienced a hard time understanding some parts of the informal registers deployed. The structure of some sentences was unfamiliar, the speed of that spoken English was faster than what I was used to, numerous new words/expressions and so forth.

The first weeks in the US were permeated by insecurities, I was afraid to go out with my American friends, I feared communicative breakdowns in the informal situations in which they wanted me to go with them. I thought that my studies in Brazil had not equipped me enough to use the language in as many contexts as I needed to. Then, when I returned to my home country, I was more than certain that I wanted to explore more the informal language domain.

Bearing this in mind, the next sections endeavor to contextualize this thesis as to the research domain it pertains to.

1.1 OBJECT OF THE STUDY

Although "Informal English (IE): learning, teacher and teacher education" has proven to be an interdisciplinary theme, it belongs mostly to the area of study called Applied[4] Sociolinguistics or Educational Sociolinguistics, in addition to the field of teacher education (additional language teaching/learning). Concerning these research terms (e.g., area, field and focus), Reis (2013) avers that each term has a distinct meaning and must be employed accordingly. Hence, such terms are not construed as synonyms in this thesis.

Furthermore, herein, I have adopted the "*English as an Additional Language"* Perspective (EAL, hereafter). I am fully cognizant of the various existing language perspectives, such as: English as a foreign language (EFL), English as a second language (ESL), English as an international language (EIL), English as a lingua franca (ELF) and others. I do not endeavor to unify these perspectives, as I understand

[4] Trudgill (1984) contends that the adjective 'applied' in sociolinguistics concerns two tenets: a) the application of linguistic research to (additional) languages teaching/ learning; or b) the application of linguistic research to the solution of problems in different social spheres (politics, education and so forth). For the purposes of this research, I understand that both perspectives apply to it.

that such terms are far from being mere terminologies, they are methodological and theoretical frameworks, with their own specificities and tenets. My decision lies in the fact that my literature review is consisted of studies under diverse language perspectives. Thus, in order to find common ground in such variety of perspectives, I understand that EAL[5] would be the most accurate term, since it denotes, in a broad sense, a language other than the one the speaker first acquired (an additional language, which can be a second[6], third, fourth language and so on). Hence, chart 1 elucidates where exactly my study is situated:

Chart 1- Research Design

Area	Applied Sociolinguistics
Field	EAL teaching/ learning and teacher Education
Theme	Informal English: teaching, learning and teacher education
Theoretical Framework	Applied Sociolinguistics
Language Perspective	English as an Additional Language (EAL)
Main Participants	Seven English Professors, One pilot participant and Four triangulators
Context	Two undergraduate teacher education programs in English
Type of Research	Case Study
Data Generation and Collection	Two Open/closed-ended questionnaires, Two semi-structured, audio-recorded interviews and 54 course syllabi
Unit of Analysis	Teacher Cognition (attitude, behavior, beliefs, conception, knowledge, perceptions, preferences, feelings and teaching practice)
Data Analysis	Paradigmatic and Syntagmatic Analysis, Intersubjectivation and Return of data analysis with research participants
Purpose	Practical, Descriptive and Explanatory[7]

Source: The author (based on REIS, 2013)

As illustrated in the chart, this study focuses on language teacher cognition with respect to informal English teaching/ learning. For this aim, two state universities account for the context of this study, where undergraduate professors were interviewed and their cognition was examined in light of the Paradigmatic and

[5] For deeper discussion, see Leung and Creese (2010).

[6] In this case, employed as a mere ordinal number.

[7] These terms will be explicated in the next sections of this chapter.

Syntagmatic Analysis (PSA). Additionally, in order to ensure research quality and cope with ethical procedures, the analysis was triangulated and returned to the participants.

1.2 RESEARCH QUESTIONS

Strauss and Corbin (1998) avow that research questions can be neither overly open nor too closed, seeing that the former could encompass numerous possibilities, whilst the latter could preclude possibilities of discovery. This way, in line with the tenets adduced in the previous sections, this investigation is centered on the following inquiries[8]:

a) What do professors think about informal English teaching in higher education?

b) What do professors think about informal English teaching in teacher education programs (for basic education)?

c) What lies in the background of their thinking?

d) What space, if any, does informal English occupy in higher education (also in teacher education programs)?

1.3 GOAL AND OBJECTIVES

The aim of this research is to explore the possibilities of informal English teaching in two undergraduate teacher education programs: The objectives are:

a) To describe and explain: I- chances for informal English teaching in higher education; II- chances for informal English teaching in teacher education programs (for basic education); III- (un)favorable factors to informal English teaching in higher education; IV- (un)favorable factors to informal English teaching in teacher education programs (for basic education); V- reasons that support professors' answers.

b) To describe and explain the space, if any, informal English occupies in higher education (teacher education programs) by means of a documentary analysis.

[8] The research questions concern only the two universities investigated.

Hence, the professors' cognition concerns themselves, their student teachers and students in basic education, as displayed in figure 1:

Figure 1- Professors' Cognition

Source: The author

Concerning research goals/objectives, Reis (2013) postulates that they can be itemized based on their *nature* and *interest* (purpose) as follows:

Chart 2- Goals/Objectives: nature and interest

Nature	Descriptive Normative (prescriptive) Explanatory
Interest	Technical (prediction and control) Practical (comprehension and interpretation) Emancipatory (emancipation and freedom)

Source: The author (grounded in REIS, 2013, p.84)

Taking such tenets into consideration, I understand that my research questions and aims are *descriptive, explanatory* and *practical*. In this case, description encompasses actions of decoding, interpreting, analyzing, synthesizing and so forth.

1.4 JUSTIFICATION OF THE STUDY

According to Reis (2013, p.83), the justification of a certain study should be grounded in the following variables: the need for technical and practical[9] knowledge about the topic under investigation, controversies and gaps in the topic, pioneering research, abundance of studies in the literature and critical interest (which can be at an individual or social level). In addition to these propositions, there seem to be two categories of justification: *personal* and *scientific* (D'ALMAS, 2016). Hence, my rationale for this study can be categorized as follows:

Personal:

a) My need for professional/ academic development: knowledge/experience gained and title (doctor's degree) earned;

b) Philosophical interest: *epistemological* (knowledge of the topic under investigation) and *ontological* (reflections on a professional group, encompassing their beliefs, knowledge, representations and so forth). Needless to say that self reflections may also emanate from such practices.

Scientific:

a) Scarcity of empirical studies: only eight studies in the Brazilian context and the majority do not address specifically the topic investigated (informal English);

b) Absence of research that provides a systematical conceptualization of informal English. In this regard, my study also serves theoretical-didactical purposes, since it provides a systematical conceptualization of informal English, which in turn can assist teachers while addressing such topic in class (indicated by one participant during the return of data analysis) ;

c) Absence of studies in teacher education programs that delve into teacher educators' cognition concerning the topic under investigation.

d) Inasmuch as informality/ colloquialisms are ubiquitous in English[10], the necessity for further investigation is presumed to be pertinent;

---

[9] I would add theoretical knowledge, as is the case of this thesis.

[10] Especially in Brazil, where students are immersed in the language by means of movies, songs, television shows, games and countless sources on the internet. Suffice it say that all the foregoing is a rich source of informal language. Moreover, informal language is also pervasive in the academic context, as elucidated by Homuth and Piippo (2011).

e) Current presence of this type of language in language learning materials and in the national standards for foreign language teaching/ learning (HORAN, 2013; BRASIL, 1998, 2017; PARANÁ, 2008);

f) This kind of knowledge (informal English) also accounts for one's language proficiency (HORAN, 2013; SENEFONTE, 2014a; 2014b, RÜHLEMANN, 2008 to name a few);

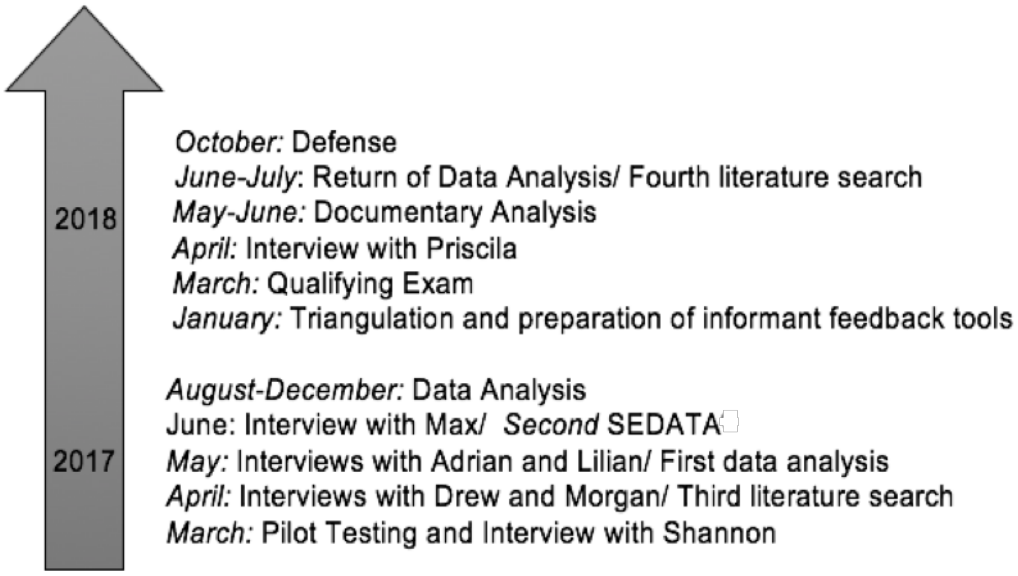
g) Students' interest: studies suggest that taboo language (especially slang, swearing, 'dirty' words) is of interest (BIERMAN, 200; SENEFONTE, 2014). It is presumed that this kind of language is one the first aspects students want to learn in an additional language (HORAN, 2013; LIYANAGE *et al*., 2015 and others);

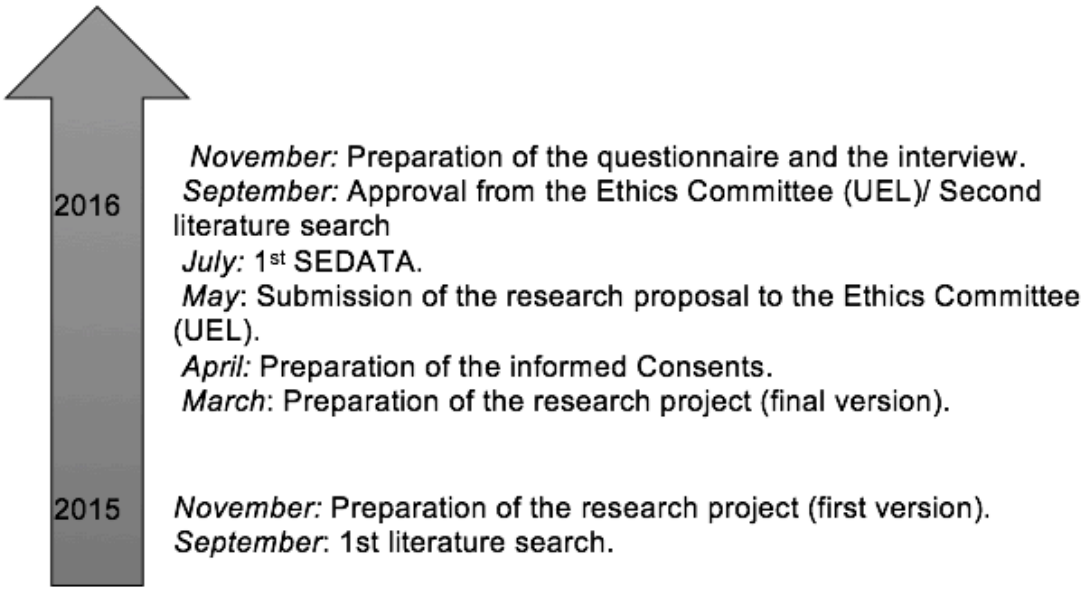
h) Possible contributions to the existing literature: theoretical/methodological expansion (original and unprecedented study).

1.5 RESEARCH TRAJECTORY

In a retrospective chronological order (Figure 2), this section depicts the major events/ actions taken throughout the development of this study. By keeping track of such events, not only could I have a systematized and controlled overview of the steps taken, but I could also envisage the ones I still needed to take in order to achieve my aim.

Figure 2: Research Trajectory





Source: The author

1.6 WRITING STYLE

Taking into consideration the methodological tenets I subscribe to and my personal writing style, the report of this doctoral study is permeated by the following hallmarks:

a) *First person singular*: As a constructivist[11] researcher, I use first person singular to indicate agency/responsibility. Inasmuch as I am the author of this doctoral thesis, I take full responsibility for the content provided herein. Even though I did not generate the data, the findings are the corollary of my interpretations as a researcher;

b) Active voice: In order to meet academic prescriptions, I use the active voice as much as I can. Nevertheless, certain sentences might be worded in the passive, for instance, "as claimed earlier". As adduced in the previous paragraph, I am fully responsible for the content of this thesis; thus, I do not have to employ the active voice all the time to impart this agency/responsibility. By using the passive (at times), I endeavor to vary my writing style and not to "remove agency" (to eschew my duties as a researcher). Furthermore, it is worth noting that I do not use the active voice in sentences, such as: "the data were generated", since I did not generate the data. As I will explain later, there are certain procedures that were collectively developed;

[11] Research paradigm (constructivism) and epistemological (interpretivism) issues are detailed in the methodological chapter.

c) *Itemization*, *charts* and *figures*: The in-depth and extensive nature of a doctoral thesis can render it an arduous task. In this respect, in order to make this text more didactic and comprehensible, I deploy numerous charts and figures as illustrative resources for the information I provided. Additionally, terminologies, conceptualizations and steps taken are all itemized;

d) *Footnotes* and *exemplifications*: I might have overused footnotes and examples. Nonetheless, I wanted to ensure that the reader would be acquainted with esoteric concepts or terminologies presented throughout this work;

e) *Objective*[12] *analysis report*: As an interpretivist researcher, I aim to understand professors' cognition from the inside, from their mindset (SCHWANDT, 2006). Also, as my interpretations are validated by the participants who generated the data, I am allowed to make more objective and assertive statements, for instance, in lieu of stating: "Adrian said that s/he does X", I state: "Adrian does X".

1.7 THESIS STATEMENT

The findings of this study undergird the following thesis: **At Alpha and Beta Universities, professors think of informal English teaching and teacher education in terms of reality and virtuality. In this regard, reality is pervaded by controlled and uncontrolled factors; the latter is predominant and concerns, inter alia, professors' lack of clarity as to the concept of informal English and students' negative appreciation. Consequently, informal English teaching and teacher education are incidental and occur owing to contextual demands/chances. Real chances include orality and text genres, while virtual ones encompass literacy and structure in addition to orality and text genres. Moreover, chances for informal English teaching are even scarcer at a teacher education level. Hence, informal English in terms of teaching and teacher education is on the margin.**

[12] Style also fostered by Coradim (2015), Chimentão (2016) and D'Almas (2016).

1.8 Structure of the Thesis

Aside from this introductory chapter, this thesis is made up of the following constituents:

a) A literature review chapter, which contextualizes and systematically conceptualizes the topic under investigation (informal English), with abundance of examples and uses. Additionally, such chapter provides overarching discussions on informal English teaching, taking into consideration distinct perspectives, such as the national (Brazilian) standards for language teaching/learning, research studies carried out nationally and internationally;

b) A second literature review chapter, theorizing (situated) cognition;

c) A methodological chapter, which elucidates pivotal components of the study, such as: nature (epistemology, ontology and methodology), type of research, context, participants, data generation and analysis, criteria for assessing research quality, ethical considerations and procedures and a discussion on research methodology ;

d) An analytical chapter, exploring a cognitive analysis of human-generated data;

e) A second analytical chapter, exploring a documentary analysis;

f) A chapter that illustrates the return of data analysis to the participants (both as a methodological and as an ethical procedure);

g) The conclusion chapter, which brings back the research questions and aims. Moreover, the chapter provides some considerations on the limitations, contributions and implication of the study.

1.9 Chapter Summary

I began this preliminary chapter explicating my personal and scientific reasons for undertaking this study. Then, I contextualized the research, indicating where it is situated. For such, I shed some light on terms, such as area, field, focus, language perspective, unit of analysis, and others. Subsequently, I exposed my research questions, aims, rationale and trajectory (from 2015 to 2018). Finally, the thesis statement is provided along with the structure of this academic work.

2 LITERATURE[13] ON INFORMAL ENGLISH

> (...) some teachers would think that's a bad thing to use colloquial English, to use collocations during the class, I don't think it is. I think it's language; language is alive." (DREW, L. 1083-1085).
>
> Real life also claims for real English. (DREW, L. 1212).

Before tackling informal language and contiguous issues, I deem it necessary to contextualize the term informal language. In other words, it is crucial to provide a theoretical background which can elucidate the area of knowledge to which this topic pertains. I could simply postulate that informal language is an object of study of *Sociolinguistics*. Nonetheless, such postulation would be rather simplistic and incomplete, given that it does not scrutinize the variables that embrace this theme. Therefore, I reserve the following section to discuss some sociolinguistic concepts and principally their relation to informal language.

2.1 CONTEXTUALIZATION

My first remark is that Sociolinguistics is an interdisciplinary area, which in turn implies a relationship (to some extent) with other disciplines or fields of study. Hence, informal language can be understood from different domains, particularly from social sciences, whose foci are naturally on social factors. Inasmuch as I aspire to accommodate language factors, the sociolinguistic view is the one that undergirds this study.

Second, an overarching differentiation between *Sociolinguistics* and *Sociology of Language* proves to be crucial at this point. Generally speaking, both areas study the relationship between language and society and the corollaries of such relationship. Then, the difference lies in the focus of each discipline: Sociolinguistics

[13] This section is commonly known as "theoretical chapter". However, it seems to me that every chapter is also theoretical, for instance, the methodological chapter is densely philosophical; thus, it is as theoretical as this one. Therefore, I opted for naming and referring to this chapter as "Literature on…" rather than Theoretical Chapter"

focuses on the effects of the aforementioned relationship on language, whereas Sociology of Language explores these effects on society.

With this in mind, I understand that Sociolinguistics is the study of the effects of the relationship language-society on language. According to Calvet (2002), some of these effects[14] can be listed as follows:

a) *languages in contact*: linguistic borrowing/ interference[15], code mixing[16]/ switching, diglossia[17] and others;

b) (Language) *Behavior and Attitudes*: Language prejudice, ideology, insecurity, positive/negative attitudes[18], hypercorrection[19] and so on;

c) *Language Variation*: varieties/variants/variables, dialects, registers, language change/ variation (diachronic, diastratic, diaphasic, diatopic, diamesic), accents and so forth. Without a doubt, informal language is a variational phenomenon, therefore I place emphasis on this language issue in the next section of this chapter.

2.1.1 Language Variation

As mentioned previously, the focus of Sociolinguistics is on the effects of social factors on language. Suffice it to say that such effects emanate from the connectedness between language and society. Thus, drawing on Calvet (2002), Bagno

[14] As stated earlier, this chapter does not aim at detailing or probing into Sociolinguistics, This overview serves a contextualization purpose, before I tackle informal language issues. Hence, for details, see Calvet (2002), Bagno (2007), Labov (1966, 2008), Meillet (1921), Weinreich (1953) and other renowned (socio) linguists.

[15] In this respect, Lado (1957) elucidates that language *interference* may be a hindrance, especially to the second language acquisition process, on account of both: the similarities and/ or differences between the first and second language to be learned. On the other hand, language *transference* is believed to be a positive phenomenon.

[16] The interchangeable use of two languages (or more), which are seen as two independent systems (GARCIA; WEI, 2015).

[17] The coexistence of two or more language varieties in one speech community, where each variety serves ad hoc social functions (at school, home, church, etc.). Calvet (2002) distinguishes diglossia from bilingualism: the latter is not necessarily germane to social functions, whereas the former is.

[18] This topic will be explained later in this chapter.

[19] An unsuccessful attempt to use a standard language variety (prestigious). The speaker over-applies certain grammar rules, which are perceived as correct.

(2007), Labov (2008), Weinreich (1953) and others, I postulate some maxims that seem to be valid here:

a) Language is profoundly social;

b) Society is heterogeneous[20], so is language;

c) Social stratification impacts on language (language variation, prejudice, etc.);

d) Language varies, *mostly*, as a consequence of social stratification/ heterogeneity.

The word 'mostly' was italicized, because social variables are not the only cause of language variation; language varies owing to linguistic factors as well (even though to a lesser extent), as illustrated in chart 3:

Chart 3- Language Variation: social and linguistic factors

Language Variation	
External Factors	*Internal Factors*[21]
*Geographical position *Socioeconomic status (profession, education) * Age *Gender (biological and social) *Technology * Ethnicity *Communicative context (place, interlocutors, etc.)	*Phonetic context: influence of one sound over others (e.g., metaplasms[22]) * Syntactic Context: use of subjects[23], prepositions and other language elements * Other language levels (morphological, semantic, etc.)

Source: The author (based on LABOV, 1966; FASOLD, 1984; PHILLIPS, 1983; BAGNO 2007)

[20] It is important to underscore that the inherent heterogeneity in language (variation) is not fortuitous or unplanned (FASOLD, 1984; BAGNO, 2007; CALVET, 2002). In fact, as to language variation, Camacho (2011) asserts that "it is a regular and systematic phenomenon, motivated by its own language rules" (p. 35).

[21] Even though they are referred to as language factors, I question whether they are purely linguistic. If we assume that language is a social phenomenon, then this type of language variation can originate predominantly from linguistic factors, but not only. I surmise that there must be some degree of social dimension attached to that. The same holds true for the variation caused by social factors; it can be predominantly social, but I would not leave out some factors that can be purely linguistic. For instance, when "gonna", "wanna" is pronounced in lieu of "going to", "want to", in addition to the underlying social factors, the phonetic context also favors such realizations.

[22] A metaplasm is a phonetic change (which may result in a morphological/ orthographic change as well). There exist numerous types of metaplasms, for instance: *Monophthongization* (a diphthong that is changed into a monophthong, e.g., the word *boil* pronounced as /bɔl/ in African American Vernacular English), *diphthongization* (a monophthong changed into a diphthong, e.g., from 'awe33e' to 'away', Middle English and Modern English), to name a few. For further examples of metaplasms, see Crowley (1997), Jodrell (1820) and Phillips (1983).

[23] For instance, subject omission: "love you".

Additionally, language variation eventuates at all language levels:

a) *Phonetic and Phonological*: e.g., the word 'this' can be pronounced /ðɪs/ (standard English) and /dɪs/ (African American Vernacular English);

b) *Morphological*: e.g., the realizations of the verb 'work' (worked, working, works) in different functions;

c) *Syntactical*: the numerous possibilities to ask how someone is (how are you? How is it going? How are you doing? How have you been? And so forth);

d) *Semantic*: e.g., certain words have different meanings according to the region in which they are employed, such as: holiday, football (American and British English);

e) *Lexical*: e.g., the different ways to refer to soft drinks (pop, soda, etc.);

f) *Stylistic*: e.g.; the expressions used when someone did not understand/ hear something, such as: what? Sorry? Pardon? I beg your pardon (ranging from an informal style to a formal one);

g) *Orthographic*: e.g., variation in the way certain words are spelled: favorite/favourite, center/centre, realise/realize, etc. (In this case, due to regional variables).

Finally, language varies *synchronically* and *diachronically*. In this regard, sociolinguists tend to classify language variation into four categories in a synchronic sphere and one in a diachronic perspective. The four (synchronic) language variations are:

a) *Diatopic Variation* (also known as regional, dialectal): resulting from regional factors, for instance, the (English) language spoken in Texas, New York, England may differ slightly (or significantly) in each of these locations;

b) *Diastratic Variation* (also sociocultural): emanating from social stratification (distinct social groups); e.g., The language spoken by a group of teenagers is different from the one spoken by a group of doctors, priests etc.;

c) *Diaphasic Variation* (also known as diatypic or stylistic): concerns the variation ranging from formal to informal styles. In other words, it is linked to the degree of monitoring; the more monitored a context is, the more formal it tends to be. Example: the language employed in a job interview and the one used at home;

d) *Diamesic Variation*: resulting from different mediums of communication (especially involving the dichotomy oral-written language). For

instance, the language from an instant message compared to a conversation over the phone.

Diachronically, there is the so-called *Diachronic Variation*: as the name suggests, it entails the changes occurred in a certain language throughout its history. For this reason, it is also focus of Historical Linguistics (CROWLEY, 1997). Example: a comparison between the language spoken in the 15th century and the one used at the present time.

Regarding the diachronic variation, some sociolinguists refer to it as language change in lieu of language variation. In this respect, there seems to be a consensus on this subject: language variation is synchronic while language change is diachronic.

That being said, it is of paramount importance to emphasize that language variation is a complex and multifaceted phenomenon, given that these variations are not static and isolated. As elucidated by Senefonte (2017), a certain event can encompass more than one variation concomitantly. For instance, if we examine some slang words used by a group of adolescents in Dublin, we conclude that it is a diatopic (Dublin, specific region), diastratic (adolescents) and diaphasic (informal) variation. Moreover, we can add the language domains to such classification. Examples: a diatopic variation, at a lexical level (flatmate- roommate); a diastratic/ diaphasic variation, at a syntactic level (hey, dude! What's up? / Hi! How have you been?). Besides that, it is crucial to note that "variation does not merely affect linguistic form; it contributes to meaning" (EISENSTEIN, 1983, p. 46).

Hence, informal language is *originally* a type of diaphasic variation. Nonetheless, it can embrace a diamesic, diastratic or diatopic variation, hinging on the context. Additionally, it can eventuate in all language segments (phonetic, lexical and so on).

To conclude this section, I shed light on some sociolinguistic concepts that are commonly confused: variation, varieties, variants, variables, dialects and registers. Although I am cognizant of the complexities of language categorization, it is vital to provide a (widely accepted) classification[24] for such concepts, since they are constantly employed in this thesis:

[24] Drawing mostly on Calvet (2002) and Bagno (2007).

a) Variation: A phenomenon called for the different (synchronic) ways of saying something that has the same semantic value; e.g., diatopic, diaphasic variation, etc.;

b) Variety: One (of numerous) form to use a language; e.g., Standard English, Australian English and so on;

c) Variable: Encompasses internal and/or external factors that trigger language to vary. Example: For the variable 'cat', there are some realizations: kitty, kitten, pussy, tom, tomcat, mouser and others and such realizations are motivated due to several internal or external factors (context, speaker's age etc.);

d) Variant: Kitty, kitten, pussy, tom, tomcat, mouser are variants, Hence, a variant is the realization of a variable;

e) Dialect: A variety spoken in a certain group /community (mostly associated with diatopic issues);

f) Register: An ad hoc variety, predominantly employed in the domain of formality (focus of this thesis). For instance, a commencement speech compared to an intimate conversation. This topic will be discussed in further detail later in this chapter.

Once I have contextualized my object of study (informal language), the next part of this section provides some considerations on the teaching / learning process in light of Sociolinguistics.

2.1.2 Applied Sociolinguistics and Language Teaching/Learning

In this subsection, I endeavor to discuss current trends in Applied Sociolinguistics for English teaching/learning in the EAL context. As mentioned earlier in this chapter, Sociolinguistics concerns ultimately the study of languages in contact, language attitudes and beliefs and language variation. Nevertheless, research studies on this subject (Applied Sociolinguistics) seem to place emphasis on the following domains, as shown in chart 4:

Chart 4- Domains of Applied Sociolinguistics

Interactionist and Variationist
*Communicative competence *Transidiomatic practices *Gender *Identity *Discourse studies (ideologies) *Language attitudes *Language planning and policy

Source: The author

These topics are a compilation from the numerous studies found in the ad hoc literature searches conducted throughout this research. Furthermore, I decided to place the terms interactionist and variationist together, since they are construed as intertwined domains (at least in some situations), for instance, communicative competence can be analyzed considering both perspectives.

2.1.2.1 Communicative competence

Without a doubt, communicative competence[25] is the most explored domain of (applied) Sociolinguistics to the EAL context. Studies appear to draw on Hymes (1972), who dispels some abstract and homogenous Chomskyan[26] conceptions of linguistic competence. In this regard, communicative competence is comprised of both linguistic and social knowledge, therefore Hymes' conception of competence seeks to incorporate a sociolinguistic perspective to Chomsky's notions of linguistic competence. With this in mind, research on communicative competence seems to place emphasis on the following domains[27]:

a) *Sociolinguistic competence*[28]: the ability to tailor one's language to a certain context. This entails ultimately the knowledge of language variation. As stated earlier, language mostly varies because society is heterogeneous, stratified, therefore there are countless communicative events and one cannot expect that the same language can be deployed in all contexts. In this respect, I claim that sociolinguistic competence encompasses all the language variations presented earlier in this chapter

[25] There seem to be other variants for this term, such as: *functional competence* (AUGER, 2003), *multilingual competence* or multi-competence (BELZ, 2003) and others. However, they seem to be construed as synonyms for communicative competence.

[26] For more details as of Chomsky's conceptions of language competence/ performance, see Chomsky (1965).

[27] Even though they have been detailed separately (as a writing style), I argue that such domains are inextricably connected, given that language cannot be learned/used/ taught without taking into consideration social variables that circumscribe it.

[28] Sometimes this term is employed as sociostylistic (VALDMAN, 2003). Nonetheless, I decided to keep the term sociolinguistic (MIZNE, 1997), since the term sociostylistic competence may be reductionist, as it appears to allude only to diaphasic (stylistic) aspects of communication.

(diatopic, diastratic, diaphasic, diamesic and diachronic)[29]. For instance, one may have to make several language adjustments in one single day: in class in the morning, at a doctor's office in the afternoon, at the dinner table with parents in the evening and at a party with friends late at night;

b) *Sociopragmatic competence*: as avowed earlier, communication entails more than linguistic elements (grammar knowledge). In other words, the knowledge of language per se needs to be complemented by the knowledge of "how to use such language". Therefore, sociopragmatic competence concerns the functional use of language. Moreover, sociopragmatic competence is profoundly interwoven with intercultural competence (as shown below). In fact, I understand intercultural competence as a domain of sociopragmatic competence. Hence, the instances presented in this paragraph may apply to both elements. Mizne (1997) exemplifies some occurrences of sociopragmatic competence as follows: if one replies "thanks" to the offer "would you like some…?", such answer can denote a refusal in certain nationalities. Hence, even though the word "thanks" is commonly shared by more than one language, it can serve different functions (a reply, appreciation, etc.) in accordance to a certain context. The sociopragmatic domain also concerns the knowledge[30] of emotional language (cursing, swearing), taboo (dirty words, slang etc.) and others (HORAN, 2013; ISHIHARA, 2013 PARAMITA, 2016);

c) *Intercultural competence*: it is known that language is intertwined with culture. Consequently, language learning is futile if it does not take into consideration cultural aspects (values, beliefs, customs, etc.) that underlie a certain communicative event. For example, the overuse of the words "thanks" or "please" can sound annoying to a Russian speaker and the reverse can sound rude to Americans. In English, a direct request can sound rude to Americans, but it is not in Hebrew, in which indirect request are nonexistent (MIZNE, 1997). Also, it is worth mentioning that body language can have different semantic values according to a given place. So, intercultural/sociopragmatic/sociolinguistic competence serves heterogeneous

[29] Regarding sociolinguistic competence, I understand that the knowledge of language variation can be either at a comprehension or a production level (or both). For instance, once a tourist is traveling to Scotland, s/he does not need to reproduce a Scottish accent, but needs to comprehend that accent. Hence, the tourist needs to activate his/her sociolinguistic knowledge (diatopic, in this example) only at a comprehension level.

[30] Knowledge of why, with whom, how, when, where to use such language (declarative/ procedural knowledge). See more in Mugford (2008).

purposes: it expands one's linguistic/cultural repertoire, it avoids occasional communication breakdowns, embarrassing situations and so forth.

2.1.2.2 Transidiomatic practices

Transidiomatic[31] practices stem from the so-called "languages in contact" phenomenon. Jacquemet (2005) defines them as communicative practices performed in multicultural environments. Not only does such communicative practices embrace linguistic issues but also ideological/power relations.

In the case of English, taking into account its international status and its position[32] in globalization processes, Blommaert (2012) contends that the language is mostly used in multilingual contexts. Hence, it is safe to affirm that English is in constant contact with other languages, and this in turn results intricate language practices. As a matter of fact, such language practices derive from the sociolinguistic context (in which they are employed) and not from the language itself (BLOOMMAERT, 2012). In this sense, it is worth highlighting that Jacquemet (2005) and Canagarajah (2013) purport that translanguage/(ing) has been one (among others) of the most intricate aspects to be examined in English, as the language has pervaded extremely fast across the globe, incorporating cultural/linguistic features from the places where it is used.

Hence, labelling a certain structure as English or Japanese, for example can be an arduous task, as there are other variables (other than language) that play a role in language production, for instance, Blommaert (2012) illustrates such tenets with a metro sign in Tokyo, written partially in Japanese and containing some English words. Thus, the author raises important questions not only on classifying a given language realization, but also on the context of production of such realization. He also also avers that:

> Needless to say that a gigantic amount of English in the world occurs in these curious forms nowadays: as an element in a peculiar

[31] Some authors employ the terms interlanguage (YOUNG, 1999; JENKINS, 2006 and others). However, Blommaert (2012) argues that such terminology may not cope with the complexities of that phenomenon (languages in contact). Hence, other terminologies have been devised, such as translanguaging, polylanguaging, which are considered to be more flexible and comprehensive.

[32] For details, see Block (2008), Canagarajah (2013), Wang *et al*. (2013) and Garcia; Wei (2015).

> "polylingual" blend, largely detached from its conventional functions and endowed with other functions – emblematic, iconic, aesthetic ones – for which a more refined analytical framework is required. We must realize that the core feature of globalization is mobility – of people, of bits of language, images, messages – and that mobility affects both the form and the function of the mobile objects. **When English moves along the world, it is changed, even to the point where it only bears a distant family resemblance to its origins**. (BLOMMAERT, 2012, p. 6-7, emphasis mine).

Inasmuch as English has moved towards paramountcy, it has incorporated a more fragmented and diversified nature. Moreover, geographical, cultural and linguistic boundaries have been questioned and resignified (JACQUEMET, 2005).

Taking this discussion into account, it seems safe to aver that such sociolinguistic variables have an impact on English teaching/ learning. This new scenario poses questions that trigger reflection on what English is, what English should be taught, for what purposes and so on.

2.1.2.3 Gender

As indicated by Cheshire (1984), studies on the relationship between gender and language have placed emphasis not only on sex-differentiated language varieties, but also on issues regarding how language perpetuates differentiated attitudes towards people, taking into consideration their gender. Most importantly, the author emphasizes that such differentiation is not even-handed. In other words, language tends to favor one gender over the other (linguistic sexism). for instance, the absence of a neutral singular pronoun (to indicate people) and some generic terms that are masculine (mankind, chairman, "all men must die"[33]) make English a sexist language. In addition, Cheshire (1984) argues that linguistic sexism is twofold: it is sexist and it perpetuates sexual stereotypes.

Attempts have been made in order to avoid such sexism, for example: the use of s/he or the plural form "they". Also, the order of pairs such as mother and father, women and men can be deliberately reversed. Regarding English teaching, it has been suggested that not only should the teacher provide these "neutral"

[33] More occurrences can be gleaned from He (2010) and Gao (2013).

alternatives to students (enabling a conscious language usage), but also promote a social awareness of how language can function as a powerful tool for discrimination and exclusion. This way, society can move to a more egalitarian direction.

Furthermore, studies on gender seem to be concerned with differentiated pragmatic performances on account of the speaker's sex. Concerning cursing, swearing, or the use of slang, for instance, some authors[34] surmise that men are more prone to deploying this type of language than women. Nonetheless, as Horan (2013), I also understand that those assumptions are stereotypical. To my understanding, swearing/cursing is predicated more on a sociopragmatic needs rather than on the speaker's gender.

2.1.2.4 Identity

Identity is construed as a social phenomenon, given that it is constructed through social interactions (with friends, parents, teachers, television presenters, radio announcers, politicians, salespeople, to name a few). Thus, it is not a biological, hence fixed attribute (BOHN, 2005; HALL, 2006; REIS, VAN VEEN, GIMENEZ, 2011 and others). Additionally, Senefonte (2015, p. 5) postulates that identity:

> (…) is heterogeneous/ fragmented, since identity is constituted by a multiplicity of interactions with different individuals. Unstable and unfinished as one is in constant daily interactions within a certain social sphere, therefore identity is not fixed. In this regard, identity is individual, however, is socially (collectively) constructed.

Studies on identity are presumably relevant to EAL teaching/learning, because they can cover the tripartite dimension: teaching, learning and teacher education. Students' identities play an important role in the learning process, because they can influence students' preference or interest in a given language, the way they perceive a certain culture and so forth.

With respect to teaching and teacher education, such studies can elucidate how teachers feel about the subject they teach (BEIJAARD, MEIJER,

[34] See details in Battistella (2005) and Horan (2013).

VERLOOP, 2011), how they choose certain methods (drawing on their sources of knowledge) (LORTIE, 1975), the non-native speaker's identity (BELZ, 2003), to name a few.

2.1.2.5 Discourse studies

Undoubtedly, defining discourse is an elusive attempt, since it is both an intricate phenomenon and an object of study of numerous theoretical-methodological perspectives (WODAK; MEYER, 2013).

Broadly speaking, discourse can be construed as language in use (STUBBS, 1984); and by language in use, one may assume that such use encompasses sociolinguistic, pragmatic and other variables, discussed in this chapter. Most importantly, such language in use is seen as a social practice. In this regard, Machin and Mayir (2013, p. 3) postulate that: "language is inseparable from the way that we build our societies and the way that we act in them". Finally, it is crucial to mention that the concept of discourse comprises much more than mere linguistic aspects; discourse (as a social practice) is at the interface: language, power and ideology[35] (MACHIN, MAYIR, 2013; WODAK MEYER, 2013). Thereby, I contend that language is discourse when it fulfills all the abovementioned items.

Moreover, Fairclough (2013, p. 163) adds a semiotic dimension to the concept of discourse. The author asserts that discourse studies are "concerned with various 'semiotic modalities' of which language is only one …". The author also presents some social practices germane to discourse: meaning-making, the language of a field (e.g. religious discourse), the understanding of a perspective (e.g. the discourse of English as a lingua franca).

In sum, studies on discourse tend to adopt a critical, transdisciplinary approach. Machin and Mayir (2013) avow that the word "critical" in discourse studies entails a deep analysis, aiming at unveiling ideologies, power relations/interests, denaturalizing certain values and ideas that are pervasive in spoken/written discourses. Discourse is endowed with these elements in such a subtle way that they

[35] Drawing on Dijk (1998) and Fairclough (2003), ideology is construed as a set of beliefs/values that influences people's cognition, hence it influences people's (social) actions. Ideology usually has a negative connotation, as it alludes to hegemonic sets of beliefs/values that may perpetuate discrimination, oppression, exploitation, domination and other practices that stem from asymetrical power relations.

are almost unnoticeable, therefore a critical (discourse) analysis not only reveals such ideologies, but also has an empowering nature.

Concerning a teaching dimension, aside from the points mentioned, Stubbs (1984) argues that discourse studies are of utmost importance to the EAL context, as it comprises discourse/communication teaching/learning (which can raise students' awareness and hone their language skills), the classroom discourse can be explored (e.g. teacher-student interactions) and so on.

2.1.2.6 Language attitudes

Language attitudes are connected to a social evaluation of certain varieties/ speakers. The more prestigious the speaker is, the better graded his variety is (SENEFONTE, 2016). Thus, language attitudes can be positive or negative. In such evaluation, which is social and not linguistic, manifold social variables can be judged: gender, sexual orientation, political affiliations, friendliness, economic, ethnic and geographical background, to name a few (WILL, 2010; BAYYURT, 2013).

Bayyurt (2013) argues that studies on language attitudes prove to be relevant to EAL teaching/learning, as they indicate possible influences of teachers' and students' attitudes on the way they teach or learn a language, for instance, once a certain English variety is better rated, teachers/students tend to favor such variety over others (the case of American English in Brazil). So, language attitudes can contribute to an easier or more difficult process of language learning/teaching. Furthermore, attitudes are believed to have an impact on material and curriculum making.

2.1.1.7 Language planning and policy

Language planning entails proposals that endeavor to influence/change the way language operates, which includes its structure, learning/teaching and other dimensions. In this regard, language policies are the enactment of such plans. Taking into account a sociolinguistic perspective, standards for EAL teaching/learning seem to be underpinned by some tenets (aside from the ones already discussed) as follows:

a) *Language as a social practice*: there is a notable consensus on the nature and function of language. Without a doubt, current views of language are

undergirded by a socio-interactionist view, which positions language as a social phenomenon, given that it is acquired/learned through social interactions (VYGOTSKY, 1993). Moreover, in addition to the systemic nature of language and its communicative function, language is construed as a social practice. In other words, people act socially through language (discourse), as mentioned previously in this section;

b) *Native speakership*: Certainly, the election of a certain variety to be considered as the standard one is permeated by ideological and power relations. In light of sociolinguistics, EAL education is expected to provide students with a rich array of language possibilities (different registers, dialects, accents etc.). Hence, when only the native standard[36] language is offered, the EAL classroom fails to acknowledge the heterogeneity of language. In other words, the "reality of language" is insufficiently provided (TRAIN, 2003). Additionally, an idealized native-like proficiency is incompatible with the international status of the English language, which has been more and more ubiquitous across the globe. This pervasiveness makes non-native speakers outnumber exponentially native[37] speakers and it also yields, inevitably, countless English varieties (with their own specificities) (DEWEY, JENKINS, 2010; RICENTO, 2015 and many others). Hence, English has been a deterritorialized language;

c) *Dialect/register sensitive view*: Inasmuch as language is heterogeneous and varies for manifold reasons, language teaching is expected to uphold a sensitive view of language (VALDMAN, 2003; RÜHLEMANN, 2008). A sensitive view[38] implies a critical awareness of the many ways language is realized. Most importantly, such varieties (including linguistic and cultural dimensions) cannot be evaluated as 'better' or 'worse' than others. In this respect, the role of the school is to welcome the varieties students bring to class and expand their cultural/linguistic

[36] Even when only a standard variety is covered in class (e.g. American English), one cannot assume that a homogeneous view of language is upheld, since a standard variety (as is the case of any other variety) is also prone to varying.

[37] In light of current trends in English language teaching/learning, the concept of native speaker is also questioned, there seems to be a lack of consensus on the yardsticks for "labelling" who a native speaker is. See more details in Blyth (2003).

[38] this respect, Erickson (1987) coined the term "culturally responsive pedagogy". For details, see Erickson (1987) and Bortoni-Ricardo (2003, 2005).

repertoire from what they already know. Hence, the school can move from an oppressing to a more emancipatory paradigm;

d) *Mistake/error*: By and large, in the EAL context, mistake/error are construed as a deviance from a standard[39] variety (LENNON, 1991). Linguists also distinguish mistake from error, the latter emanates from a lack of grammatical knowledge (unconsciously), whilst the former is when the speaker fails to perform a known rule (s/he is conscious of the mistake, and is able to correct him/herself) (CORDER, 1973). Furthermore, Martínez (2006) classifies error/mistake into two types: grammatical and communicative. In this regard, current trends in this topic seem to agree on the type of mistake/error that should be emphasized (implicitly or explicitly), the communicative one, as it can affect communication. Moreover, Maicusi, Maicusi and López (2000) contend that other types of mistake/error should be emphasized, for instance, the ones that can yield a stigmatizing effect or the ones that are recurrent in students' productions. As a last remark, current research on this theme advocates for a positive connotation of mistakes/errors, since they are construed as a positive phenomenon of the learning process;

e) *Receptive x productive skills*: Another issue in EAL teaching/learning is whether certain language features should be covered at a production or comprehension level (or both). Broadly speaking, so as to develop the speaker's full competence, language skills should be taught at both levels (BELMORE, 1970; TRUDGILL, 1984). Conversely, however, some authors surmise that certain topics had better be learned only at a receptive level (JACOBSON, 1975; ENGKENT, 1986; AUGER, 2003, SHENK, 2014 and others), for example, slang, taboo language, impoliteness and closely-related themes. In my master's dissertation (SENEFONTE, 2014), I advocated for a comprehensive approach to such language features (especially slang); students should be equipped to understand and produce whatever they want or need in the language, provided that they are cognizant of the socio pragmatic/linguistic implications of their utterances. On the other hand, with respect to different varieties of English (accents, for instance), I understand that students need

[39] The standard variety is predominantly understood as a native one. In light of the premises presented in the previous sections (concerning the internationalization of English), such definition of error/mistake needs to be revisited, since the language has become more and more deterritorialized, which implies a decentralization of the native model.

not be able to produce[40] different dialects, but recognize such differences; and most importantly, they must understand and be understood in different communicative events (including dialects, accents etc.);

f) *The use of mother tongue*: It has proven to be polemic issue in the EAL context. Some authors aver that the use of L1 in EAL classes can potentially impair students' proficiency in an additional language (ZEPHIR; CHIROL, 1993; COOK, 1999). It seems such authors draw on traditional methods/approaches for additional language acquisition, in which the teaching/learning process occurred entirely in the target language and L1 use was banned (e.g. the Direct Method[41]). Nonetheless, there is a tendency to consider the use of mother tongue as a very effective strategy in the EAL acquisition (BRASIL, 1998; TARONE, 2000; BELZ, 2003 and many others). In this regard, L1 is seen as a basis for the additional language acquisition, since the speaker deploys the linguistic knowledge s/he already possesses so as to learn another language. Hence, rather than a deficient speaker, the learner is construed as a multicompetent user of the target language (BELZ, 2003);

g) *Explicit x implicit instruction*: Some research findings suggest that certain language features such as taboo words (slang, dirty words) do not deserve explicit instruction in the EAL classroom (BIERMAN, 2008; AHMADI, SOURESHJANI, 2011). The justification resides in the fact that students can presumably learn these language features naturally outside the classroom. However, the premise that systematic and planned methods (explicitly) better prepare students to deal with this kind of language in a real communicative event has gained currency (HOMOUTH; PIIPPO, 2011; SENEFONTE, 2014). In other words, students should be taught how to deal with language in as many situations as possible, including informal ones;

h) *Grammar*: Inasmuch as grammar is an integral component of language, it becomes indispensable to the language learning process. In this regard, there seems to be a consensus on how grammar should be approached. Hence, grammar is seen more at a descriptive level rather than prescriptive (DURMULLER, 1981). In addition to that, current trends have upheld a contextualized view of grammar, in which grammar should be taught from authentic language realizations (texts). Most

[40] Unless they want to or if the situation requires such production, for instance, when the interlocutor does not understand what the speaker says, on account of the accent.

[41] See more in Richards and Rodgers (1986).

importantly, Mugford (1999) asserts that more than learning grammar, the speaker needs to know how to deploy it appropriately, which entails sociolinguistic/pragmatic knowledge, as indicated earlier in this chapter.

Once I contextualized my object of study (informal language), I shall conceptualize the topic in the following section of this chapter.

2.2 CONCEPTUALIZATION

Informal language is certainly an umbrella term that embraces numerous domains. Before I tackle the most common constituents of informal English, I shed light on the definition of informal language. As stated earlier in this chapter, the domain of formality is interwoven with the concept of register. Hence, I defend that both terms should be detailed.

2.2.1 Informal and Colloquial Language

The literature on informal language does not seem to tackle the distinction between informal and colloquial language. As a matter of fact, I could not find any study which elucidates such difference. The terms are employed interchangeably (ENGKENT, 1986; CHUR-HANSEN; BARRET, 1996; BIERMAN, 2008).

Although unscientific (unreliable) sources, there are a couple of language forums on the internet which endeavor to provide such distinction. In this regard, *colloquial language* alludes to ordinary conversations (spoken language), taking into account the etymology of the term (*colloquium*, from Latin, denotes conversation), whereas *informal language* is a broader term that includes colloquial and language features other than formal ones.

Even though I acknowledge the attempt to clarify both terms, the differentiation is not enlightening. Moreover, the postulation seems incomplete, as only oral language is considered for the colloquial domain. Inasmuch as the literature does not differentiate the terms, I will not venture a distinction between informal or colloquial language. Actually, I question whether such distinction proves necessary. Throughout this thesis, I prefer to employ the term ‘informal’.

2.2.2 Register

Broadly speaking, register is a language variety which stems from two factors: *variation* and *situation* (BIBER et al.; 1999). Hence, it is profoundly contextual and functional; it serves heterogeneous purposes within a speech community. Additionally, it is generally compared to a dialect, which predominantly concerns regional varieties. In fact, there has not been a consensus on the distinction between both terms among sociolinguists. Thus, as I understand it, register is linked to a diaphasic domain, whilst dialect is predominantly diatopic.

Moreover, Halliday, McIntosh and Stevens (1972) postulate that language choices are inherently predicated on registers and this is a very common problem EAL students face when they are required to perform in different communicative situations. In this regard, Eisenstein (1983) corroborates that the choice of a register for a certain situation hinges on some elements[42]:

a) *Mode:* Related to the purpose of communication and channel employed (oral, written language);

b) *Topic*: Concerns the subject of communication, e.g. religion, technology etc.;

c) *Participants*: Embraces the participants' profession, age, status and so forth. Furthermore, the social relations among participants should be taken into account;

d) *Notion/Function*: Refers to the function of the linguistic realizations, e.g. requesting, apologizing etc.

As mentioned previously, register is ultimately associated with diaphasic domains. In other words, it involves the degree of formality of a style. In this regard, Joos (1962) devised five language styles, ranging from a formal to an informal level:

a) *Frozen or Oratorical (static)*: The most formal style. Hence, it is carefully planned beforehand, characterized by fixed (static) language realizations (with no or minimum language variation) and it eventuates mostly in monologs, e.g., biblical passages, expression employed in courts and so on;

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[42] Halliday and Hasan (1976) propose the elements: *field, mode and tenor*.

b*) Formal or Deliberative*: Less polished and more flexible than the frozen style. It is used in formal settings, e.g., academic, technical writing, speeches etc.;

c) Consultative: Even though less formal than the previous ones, in the consultative style, there is a certain degree of monitoring; it is planned and is not completely spontaneous. As the name suggests, it has a consultative nature and it is predominant in conversations, e.g., doctor-patient, student-teacher, manager-client interactions etc.;

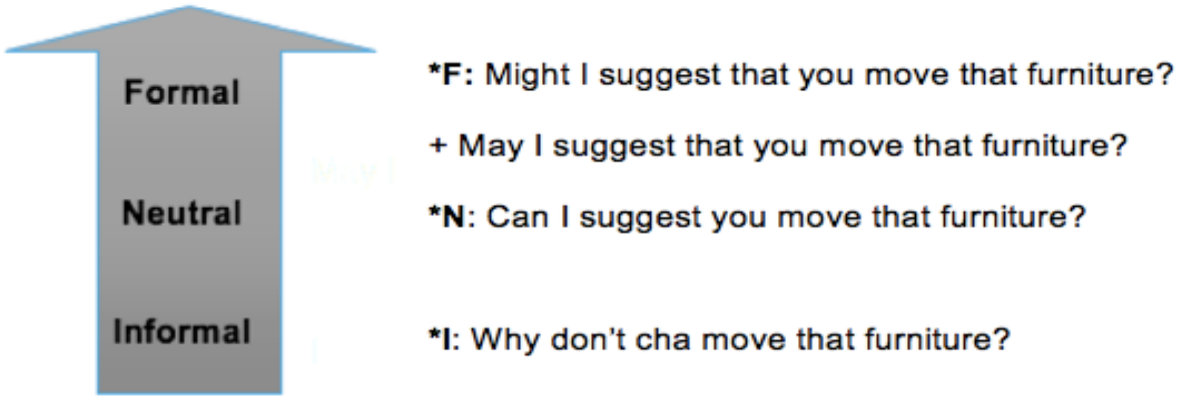
d) *Casual*: An informal style, common in interactions with friends and acquaintances. As the name imparts, it is more spontaneous and relaxed (unmonitored). Slang words and others colloquialisms are pervasive in this type of style;

e) *Intimate*: The most informal style, marked by intimacy and absence of social norms. It is a private language, used among family members, close friends and others.

This classification provides an inkling of how registers vary in terms of formality; it shows some nuances that account for the communication process. Nonetheless, it appears to be problematic, since it attempts to group formality by fixed and stable categories, which contradicts the notions of language that have gained currency over the past decades. In other words, it neglects the fluidity and dynamicity of language.

I question whether such limiting categorization can cope with the domain of formality. For instance, one cannot assume that a doctor-patient or teacher-pupil interaction tends to be more formal (planned). Apart from the aforementioned elements (mode, topic, participant and function), other variables should be taken into consideration, such as the student's consciousness, ability or interest in employing a certain style (more formal or informal). Bearing this in mind, I deem it relevant to consider language realizations (styles) according to a degree of formality, as depicted in figure 3:

Figure 3: Formality Spectrum



Source: The author (based on EISENSTEIN, 1983 and BORTONI-RICARDO, 2004[43])

As shown in the figure, styles have degrees of formality. Thus, language realizations can be closer to a more (in) formal style, for example, “may” is closer to the formal domain than “can”, whilst “might” is even closer. Suffice it to say that the nearer a style is to the formal domain, the more monitored (consciously controlled and planned) it is.

2.2.3 Informal English

Traditionally, informal/colloquial language seemed to allude to oral language, whilst written language tended to be more formal. I do not consider such notion as a shibboleth, but I surmise that this reality has changed dramatically on account of the technological advances we have experienced over the past decades. Along with technology, multifold means of communication emerged (through phones, internet etc.) and language has been tailored to such diversity (ABDALLAH, 2011).

Hence, informality is widely employed in oral genres, but not exclusively. There are some informal features either ascribed only to oral language or only to written (as presented later in this chapter). Therefore, it would be risky to assume that informal language is performed more orally or vice-versa. Furthermore, it is of utmost importance to take another dimension into consideration: whether the language realization is *synchronous* or *asynchronous*.

[43] Bortoni-Ricardo (2004) proposes the so-called ‘*stylistic continuum’*, in which registers can be more or less monitored (**-** monitoring ---------- **+** monitoring). As adduced earlier, the more monitored a language realization is, the more formal it is.

Synchronous communication occurs simultaneously, in real time. Hence, there is no time to edit or plan the message carefully, as one would have in an asynchronous situation. The pressure of 'real time' yields a more spontaneous and unplanned speech (HILLIARD, 2014). Then, I may presume that synchronous communication (oral or written) tends to be more informal; it is closer to an informal dimension (as displayed in figure 3). Certainly, this is not a rule, as there are several synchronous[44] communicative events, for which formal registers are more suitable, for instance, a job interview, a debate and others.

In the following subsections, I illustrate the most common features[45] of informal English. As exposed before, there are different degrees of formality; thus, there are features that are more informal than others (closer to the informal domain).

2.2.3.1 Ellipsis

Ellipsis is the omission of certain language components (usually a word), both in oral or written language. Ex.: "you work here?" (omission of auxiliary), "love you" (omission of subject).

2.2.3.2 Heads

Also known as left-dislocation. It is a resource to introduce and provide information about a topic before talking about it. Ex.: "Ok! So, students in basic education mostly they use colloquial language" (SHANNON; L.2801). The same structure with no head is: "Ok, So, students in basic education mostly use colloquial English".

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[44] Also, it is important to mention that some synchronous events have a high degree of formality, however they are not genuinely synchronous, since they are planned beforehand (asynchronously), e.g., a speech (commencement, political, to name a few).

[45] Drawing on, inter alia, Durmuller (1981), Engkent (1986), Crowley (1997), Mattiello (2005), Gao (2013) and Hilliard (2014). It is also important to mention that there is no study in the literature which systematizes informal English in a holistic and up-to-date way. Studies tend to place emphasis only on one (or a few) aspect (s) of informal language. Hence, the features I present stem from both the literature and my experiential knowledge of this topic (reason why some topics have no 'references').

2.2.3.3 Tails

Also known as right-dislocation. It is a resource to add extra information to the end of a phrase. It usually adds a clarification or personal opinion. Ex.: “They come to the 4th year, the last year, with a very low level of proficiency” (DREW, L. 895-896). The construction “last year” is additional (clarifying) information to the phrase: “they come to the 4th year”.

2.2.3.4 Fillers[46]

As the name suggests, they fill time. In other words, they are strategic resources that allow the speaker to pause and think about what to say in a synchronous event. They are also referred to as vague language, since they convey imprecision. Ex.: ah, oh, uh, er, hmm, well, you know?, I mean, basically, kind of, sort of, things like that, whatever to name a few.

> Hmm, ok. I think (…) the Brazilian (…) student proficiency in general is very low (SHANNON; L.2437-2438).
> I guess, you kind of answered the question here (FÁBIO; L.2512).
> Strategies? That’s something complicated. Well, I like to bring something that (...) (DREW; L. 1088).
> I might be wrong about this evaluation I’m doing of informal, you know? (MORGAN; L.2215)

Moreover, fillers can function as false starts (when a word or phrase is interrupted in the course of an utterance) to repair an utterance, to change an idea and so forth.

2.2.3.5 Backchannels

They are utterances, usually phatic expressions, that the speaker uses to confirm what his/her interlocutor is saying. Stenström (2004) postulates that a backchannel is a resource to encourage the interlocutor to continue. Ex.: Ok, I see, yeah, yes, uh-huh and many others.

[46] Some authors employ the term “hesitation markers” (ENGKENT, 1986 and others). The term “Speech Dysfluency” also refers to fillers and false starts.

2.2.3.6 Repetition

As the name implies, some constructions are repeated exactly or with a minor change, particularly in spoken language.

> Because I think that as a professor, you (…) you become a model or a (SHANNON; L.2488).
> In my (…) in my programs (DREW; L.1013-1014)
> My conception of what informal is (…) is common sense. (MORGAN; L.2144).

Such duplications may eventuate for different reasons or purposes, such as emphasis, as a filler (to gain time to formulate a sentence), and so forth.

2.2.3.7 Metaplasms

As explicated earlier in this chapter, metaplasms are phonetic changes (which may result in orthographic changes). Traditionally, metaplasms are studied in a diachronic perspective so as to illustrate changes throughout the history of a language. Nonetheless, the use of metaplasms herein is affiliated with a synchronic dimension, as I seek to illustrate occurrences of informal English (synchronic variation).

There exist multifarious metaplasms and they basically occur by addition, reduction or modification of a sound. Reduction/removal of a sound (*elisions*) seem to be the most common categories of metaplasms in informal English.

a) *Apheresis*: The loss of a sound from the beginning of a word; e.g.; ‘cause (because), ‘till (until) etc. Furthermore, there are occurrences of *assimilation*[47]; e.g.; give **h**er, pronounced /gɪv·ər/; tell **th**em /tel·əm/ etc.;

b) *Syncope*: The loss of a sound from the middle of a word; e.g., contractions, isn’t (is not), I’d’ve (I would have), wanna (want to) etc.; the loss of /t/ after /n/[48], winter /ˈwɪn·ər/, enter /ˈen·ər/ etc. Additionally, there are occurrences in which a

[47] Assimilation is a metaplasm by which one sound becomes similar to other and it can occur between sounds or words. The phonetic context allows certain sounds to be assimilated. The concept of assimilation overlaps the concept of elision (apheresis, syncope and apocope), because the proximity of two similar sounds results in a loss of one.

[48] Predominantly in American English.

sound is not suppressed, but reduced; e.g.; to /tu/ that can be pronounced /tə/ in the middle of a sentence (schwa);

c) *Apocope*: The loss of a sound from the end of a word; e.g., dancin' (dancing), the loss of final /t/ and /d/, do it /duə/, that /ðæ/, Isn't that good? /næ gʊd/ (assimilation) etc.;

d) *Crasis*: The coalescence of two sounds into one. Where're /weər/, there're /ðeər/ etc. In such occurrences, the vowel sounds tend be longer.

Aside from elisions, certain sounds can be modified. Some examples are provided as follows:

e) *Alveolarization:* A change that results an alveolar sound (/t/, /d/ and /n/); e.g.; this, pronounced /dɪs/[49]; /ð/ is changed into the alveolar /d/. In this case, the phenomenon is also known as *Fortition*[50];

f) Palatalization: A change that results in a palatal sound (/j/); e.g., *did you?*, pronounced as /dɪdʒu/, (/dʒ/ is palatalized); don't cha (don't you) /doʊntʃə/.

Inasmuch as metaplasms entail phonetic changes, they are more attached to spoken language, but not exclusively. Such reductions (weak forms) and removal of sounds yield a more relaxed pronunciation, whilst assimilations make speech more 'connected'.

2.2.3.8 Emotional language

Emotional language involves impoliteness, which in turn imparts a verbal aggression or even life-threatening acts. As Mugford (2008) points out, impoliteness is predicated on both the speaker's intentionality and the interlocutor's perception. In other words, impoliteness is intentional and needs to be interpreted as such. Aside from ordinary occurrences of offensiveness/aggressiveness, examples of impoliteness are: swearing and cursing, which are both tied with a religion dimension (profanity). Nonetheless, Horan (2013) postulates that:

a) *Swearing* (swear word): in a modern perspective, comprises a taboo domain; e.g., you bastard! Fuck off! etc.;

b) *Cursing*: is more affiliated with a religious discourse; e.g., My gosh!

[49] Particularly in African American Vernacular English.

[50] Fortition is a metaplasm by which a weak consonant sound is changed into a strong one (harder).

Damn it! Hell! etc.

The author avers that both cases serve numerous functions, such as humorous, expletive, insulting and so forth. Moreover, they can be directed at the self or the other.

Moreover, emotional language can encompass language employed in intimate situations with close friends and family members, for instance (terms of endearment); e.g., sweetie, hottie, sugar, gorgeous etc.

2.2.3.9 Slang[51]

By and large, slang is construed as a substandard/non-standard form, because it either alludes to specific groups (often marginalized) or to informal situations (used in society in a general sense). On account of these two circumstances, slang is classified into two categories: *specific* and *general*.

Specific slang is a group language and has an hermetic nature so as to identify the group (an identity attribute), e.g.; kite (a contraband written note; slang used among incarcerated people); a bear (hairy and old man, used in gay communities) etc.

General slang is when it trespasses the boundaries of a certain group and becomes more "accessible" to the population in general; it becomes less secretive, e.g.; bae (baby, sweetie), bye felicia (when someone is leaving and people around do not care or it can be used to dismiss someone) etc. In this regard, slang words can serve several purposes, such as: to make people feel more comfortable in unfamiliar situations, to express a 'modern', 'up-to-date' language and many others.

Although general slang is used by many people in informal settings, it has a negative connotation when its semantic field is affiliated with a taboo domain (parts of the body, excretions etc.).

Slang can be formed from three different processes: *semantic change*, e.g.; slay (kill someone violently in a mainstream meaning / to succeed, as a slang term), *word change*, e.g.; obvi (a reduced form for obvious) and *neologism*, e.g.; nom (the act of eating).

Finally, Senefonte (2014) purports that slang, as a variationist

[51] Examples gleaned from the Urban Dictionary Online <http://www.urbandictionary.com>, accessed in 2017.

phenomenon, can fall into all the variation categories presented earlier in this chapter:

a) *Diatopic*: A slang term can vary hinging on geographical factors, e.g.; boozer (bar, more used in British and Australian English) etc.;

b) *Diastratic*: Variation among different social groups; e.g., for a submissive homosexual, the terms 'maytag' is used in prison, whilst 'bottom' is shared by the gay community etc.;

c) *Diaphasic*: Slang words have different degrees of informality; e.g., 'yep' tends to be more informal than 'no prob.' ('you're welcome' counterparts);

d) *Diamesic*: Certain slang terms tend to be more used in written language; e.g., xx (kiss kiss), lmao (laughing my ass off) etc.

2.2.3.10 Taboo words

Aside from some slang and offensive words, there are other categories of taboo language. I decided to keep impoliteness and slang in a different subsection, given that not all slang and offensive speech are tabooed.

Taboo language is the one associated with a sacred and untouchable domain (religious-oriented view). In other words, certain words or group of words are deemed inappropriate; therefore, they should be eschewed. Such inappropriateness may have different levels of discomfort: taboo words can be embarrassing, shocking, offensive and so on.

Taboo words are generally linked to a broad semantic field that comprises: *excretions* (shit, fart, phlegm); *parts of the body* (ass, cock, pussy); *diseases/disabilities* (the clam, mongoloid); *sex* (bang, fuck); *four-letter and swear words* (asshole, mothafucka); *discriminatory language* related to race (nigger, beaner), sexual orientation (faggot, dyke) etc.

2.2.3.10.1 Fuck

Among the countless taboo words, 'fuck' is one that has received particular attention in the literature (HOLSTER, 2005; OLIVER, 2011 and others). The word 'fuck' serves heterogeneous communicative purposes, encompassing diverse language levels, such as morphological, semantic and so forth. Chart 5 portrays the grammar of 'fuck':

Chart 5- The Grammar of 'Fuck'

Category	Example
Transitive Verb	Paul **fucked** Tina yesterday
Intransitive Verb	Paul **fucks**
Adjective	Where're the **fucking** keys?
Adverb	It's **fucking** annoying
Noun	What the **fuck** is that?
Inflex	What a fan-**fucking**-tastic view!

Source: The author (based on HOLSTER, 2005)

As adduced in the chart, the word 'fuck' does not allude only to negative connotations (e.g., impoliteness or insult), as commonly assumed.

2.2.3.11 Euphemism

Basically, one can assume that euphemisms are seen as an alternative for the "problematic" use of tabooed language. Hence, they endeavor to mitigate offensive, embarrassing or shocking language, e.g.; screw, get laid and so many others (for sexual intercourse); pass way, someone's number is up and others for "die/death".

2.2.3.12 Idioms

Idioms are usually formulaic expressions that have, most of the time, a figurative, non-literal meaning. In other words, idiomatic expressions yield a new meaning for a combination of words, other than the meaning of each word alone.

Homouth and Piippo (2011) contend that such language constructions usually reduce formality; however, I reinforce the premise that there are different degrees of (in) formality and this holds true for idioms as well. Hence, some idioms may be more informal than others; e.g., "hit the sack", "costs an arm and a leg" are more informal than "blessing in disguise" or "Devils' Advocate".

2.2.3.13 Aphorisms and clichés

Aphorism is a statement that has gained legitimacy over time and

hence, is considered a general truth (an adage), e.g., “what doesn’t kill you makes you stronger”. A cliché is an aphoristic statement that has been overused, therefore is considered hackneyed, e.g., “fits like a glove”.

2.2.3.14 Jokes, riddles and tongue twisters

Jokes, riddles and tongue twisters endeavor to amuse people, and are usually employed in casual situations, in which there is some degree of intimacy among the participants. Joke is a brief story with an humorous punchline, whilst a riddle usually concerns a single question or statement that entertains people, e.g., “Why did the cat go to Minnesota? -To get a mini soda!”.

Tongue twister is a combination of words that is difficult to pronounce, since there is an alternation of similar phonemes, e.g., “Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, where’s the peck of pickled peppers Peter Piper picked?”

2.2.3.15 Multi-word Verbs[52]

I am not covering this topic, because it is a ‘component’ of informal language. I decided to write on it in order to dispel the conception that ascribes an informal dimension to multi-word verbs (popularly known as phrasal verbs). Such tenet is shared by Santos and Nogueira (2004), Downing and Locke (2006), Oliveira and Marciano (2014), to name a few.

Regarding formality, dictionaries usually label a word as formal or informal/colloquial. This way, when a certain word has no label, it implies that such word is ‘neutral’, that is, it is neither formal nor informal. In this respect, the majority of multi-word verbs have no label, therefore, they are not informal. Then, I assume that they are not, by their nature, a constituent of informality; multi-word verbs can be equated to any other category of words, which means that they can be closer to an

[52] Generally speaking, a phrasal verb is a combination of a verb and a particle, which in turn can be a preposition or an adverb (or both at once). Similar to idioms, phrasal verbs usually yield a new meaning to the combination, different from the meaning of each word alone. Some authors deem the term ‘multi-word verb’ more appropriate (OLIVEIRA, MARCIANO, 2014), since phrasal verbs seem to be restricted to the combination: verb + preposition/adverb, whilst multi-word verbs include phrasal verbs and other combinations; e.g., verb + verb + preposition (get rid of, make do with), verb + noun (make fun of, take care of) and others.

informal, neutral or formal domain, as displayed in the examples below:

Chart 6- Phrasal Verbs

Informal	Neutral	Formal
Blow up	Find out	Abide by
Doze off	Get out	Account for
Goof off	Hold on	Dwell on

Source: The author

Although I positioned the examples in discrete categories (as a visual resource), I reiterate that multi-word verbs/phrasal verbs may have different degrees of formality, which is not limited to three “categories”.

2.2.3.16 Other colloquialisms

Aside from all the features presented so far, other language realizations seem to be related to an informal dimension.

a) *Up:* In informal situations, some verbs are prepositioned by the addition of “up”; e.g., listen up, burn up, read up, call up etc. In these occurrences, the preposition is extraneous;

b) *Get*: Is overly used in informal registers, be it as a multi-word verb or not. Such fact is exemplified as follows:

> This morning I *got* up late (since I *got* in late the night before), *got* washed and dressed quickly, and *got* a quick breakfast of coffee and a muffin. I *got* out of the door by 8:30, *got* the express bus on the corner, and *got* to work in the nick of time. I *got* to work before the boss *got* in (ENGKENT, 1986, p. 203, italics mine)

c) *You:* In more informal registers, it is common to employ ‘you’ as a general pronoun, referring to people in general and not directly to the interlocutor; e.g., “you cannot come to conclusions without knowing all the facts”. In a more formal registers, the pronoun ‘one’ would be used in lieu of ‘you’;

d) *Informal Structures*: Certain language realizations may have different arrangements in informal registers; e.g., subject-agreement (he don’t), subject-verb agreement (where’s my keys?), verb tense (I’ve did), double negative (I don’t want nothing) etc.;

e) *Colloquial/Informal words/expressions*: Certain language constructions are, by their nature, more informal/colloquial, that is, closer to an informal domain; e.g., like (for comparison), way (as an intensifier), yeah etc.

2.2.3.17 Internet language[53]

This type of language is predominantly employed in written language, particularly in virtual domains, in synchronous or asynchronous events. Without a doubt, the most prominent characteristic of this type of language is brevity (economy of language), since the communicative event is synchronous and requires that the speaker type the message. Some features of internet English are presented as follows:

a) *Abbreviations*: Words are highly shortened in this type of language, e.g., sec (second), net (internet) etc.;

b) *Acronyms/Initialisms*: Not only words, but entire phrases are also abbreviated. In this respect, acronyms/initialisms are when only the first letter of each word is used, e.g., ASAP (as soon as possible), MoF? (male or female?), NP (no problem) and so on. The difference between acronyms and initialisms seems to be at a phonological level: an acronym is pronounced as one single word (NASA, LASER), whereas in an initialism, each letter is pronounced separately (FBI, DVD);

c) *Blending*: The combination of two words or words-numbers is also a distinguishable characteristic of internet English, e.g., infochannel (informal channel), b4 (before) 2night (tonight) etc.;

d) *Extra punctuation*: In order to intensify the content of a message, extra punctuation is deployed, e.g., “wtf????”, “happy bday!!!!!” and so forth;

e) *Symbols*: Are usually used in order to impart emotion, e.g., :) (smile), :((sad), <3 (love) etc.;

f) *Onomatopoeic* Words: certain sounds are reproduced, e.g., “hahaha” (laughter) and others.

Chart 7 summarizes the features of informal English. I reiterate that even though they are under certain ‘categories’, such features are not static and constrained by categories. The illustration is an attempt to show how close/far the

[53] Some features from Hong-Mei (2010) and Ekundayo (2014).

feature is from the informal dimension. Moreover, one single feature may have different degrees of informality, for instance, slang words that have a tabooed semantic field tend to be more informal.

Chart 7- Features of Informal English

Degree of Informality	Features
+	Tails / idioms / aphorism-clichés / euphemism
++	Fillers / heads / repetition / backchannels
+++	Metaplasms / get / you
++++	Ellipsis / jokes-riddles-tongue twisters / up / colloquial words
+++++	Emotional Language /slang / taboo
++++++	Internet language / colloquial structures

Source: The author

After presenting the most predominant features of informal English, the next section is centered on the teaching field.

2.3 INFORMAL ENGLISH TEACHING

This section attempts to cover some methodological considerations concerning informal English teaching/learning. Undoubtedly, there seems to be a consensus on the use of authentic language in the EAL classroom. By employing real language, the teacher can explore the multifold features of it, which entails informal/colloquial language as well. Taking this tenet into account, some didactic procedures[54] have gained currency:

a) *Media*: Authors have championed the use of media resources in the EAL context, e.g., songs, films, television shows/series, advertising, social networking tools (Facebook, Twitter, WhatsApp, YouTube, blogs etc.) (EISENSTEIN, 1983; SEFEROĞLU, 2008; HOMUTH; PIIPPO, 2011; SANTOS, 2012 and others). Not only do such resources provide authentic language, but they are also accessible to the public in general. Suffice it to say that teachers are expected to capitalize on the fact that the media is part of students' reality to explore genuine language (addressing informal/colloquial English);

[54] A compilation from the studies found in the literature searches.

b) *Dictionaries online*: Homuth and Piippo (2011) postulate that dictionaries online prove to be very effective for assisting students in learning informal/colloquial language, especially dictionaries that are specific to such language features;

c) *Informal language journal*: Homuth and Piippo (2011) also propose that students devise a journal containing new colloquial words/expressions they acquire over time;

d) *Transcripts of actual conversation*: Engkent (1986) supports the use of transcripts in the EAL classroom. The author contends that such strategy enables teachers to explore features of spoken language (colloquial/informal) in a more systematized way, since transcripts (written language) are more "tangible";

e*) Activities focusing on language registers/variations*: Snow and Perkins (1979) and others claim that students should be exposed to as many language registers as possible, so that they can enhance their communicative competence. In this respect, the authors suggest that listening activities are supposed to encompass a wide choice of language realizations, in different registers and accents. In addition, Almeida, Mota and Santos (2012) aver that different registers should be systematically compared and contrasted, so that students can become more aware of linguistic diversity;

f) *Dialogs* (*games*): Some authors (KIMBALL, PALMER, 1978; SNOW, PERKINS, 1979; EISENSTEIN, 1983 and others) recommend that dialogues should be fostered in the EAL classroom. I presume that such proposal may be rather paradoxical; on the one hand, dialogs are somewhat artificial, seeing that they are "prefabricated"; on the other, they might be the only mode students can resort to in order to hone their productive skills (speaking), considering the different realites in Brazilian schools.

g) *Translation of slang and informal words*: Nascimento, Silva and Silva Jr. (2015) surmise that traditional dictionaries render the translation of slang/informal expressions inaccurate, since such features are translated to the letter. Hence, the authors devise a proposal whose aim is to enable students to reflect on the process of translation of slang/informal words[55] into L1. The authors postulate that

[55] From television series.

such reflective process can entail a contrastive analysis between the two languages involved, including not only linguistic, but also cultural factors.

The next subsection covers a discussion on legal aspects of informal English teaching in Brazil.

2.3.1 Informal Language in the Standards for Foreign Language Teaching/ Learning

In Brazil, at a federal level, standards for foreign[56] language teaching/learning are enacted through the following documents:

a) National Curriculum Parameters: Foreign Language (Middle School, BRASIL, 1998 and High School, BRASIL, 2000) (PCN- *Parâmetros Curriculares* Nacionais in Portuguese);

b) Curriculum Orientations: Foreign Language (High School, BRASIL, 2006a) (OCEM- *Orientações Curriculares para o Ensino Médio* in Portuguese);

c) *National Textbook Program*: (Secondary education, BRASIL, 2017) (*Programa Nacional do Livro Didático* in Portuguese).

With regard to the standards for undergraduate programs in English (called Letras[57] in Brazil), the Ministry of Education (MEC, *Ministério da Educação* in Portuguese) has issued the following guidelines:

a) Curriculum Guidelines for Letras (Resolution No. 492/2001) (BRASIL, 2001);

b) Curriculum Guidelines for Letras (Resolution No. 18/2002) (BRASIL, 2002);

c) Curriculum Guidelines for Letras (Resolution No. 223/2006) (BRASIL, 2006b);

d) Curriculum Guidelines for Letras (Resolution No. 83/2007) (BRASIL, 2007);

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[56] Terminology employed, since it is the term used in the documents.

[57] In Brazil, *Letras* (letters in English) is an undergraduate program in Languages and Literatures. The degree is usually in one or two languages and their respective literatures. For instance, by the end of the 4-year program, undergraduates will earn a degree in Letras: English Language and Literatures, Letras: Portuguese/English and respective literatures, Letras: Portuguese/ Spanish and so forth. There are two categories of Letras, so students can earn a bachelor's or licentiate's degree (if they want to a pursue a teaching career). Majors in Letras usually study: Languages, Linguistics, Literary Theory, Literatures, Education, Educational Psychology and a required Practicum.

e) Curriculum Guidelines for Letras (Resolution No. 1/2011) (BRASIL, 2011).

In Paraná, state where this research study was done, The Curriculum Guidelines for Basic Education (PARANÁ, 2008) is the document that regulates foreign language teaching/learning.

My attempt in this subsection is neither to raise a discussion on ideological foundations that underlie such documents nor to dwell on language policies issues. I only endeavor to illustrate what exactly the documents say about informal/colloquial English.

In basic education, Brasil (2006a) does not address specifically informal/colloquial English. Nonetheless, the document makes mention of a multiplicity of language realizations encountered in a real communicative event. Moreover, the curriculum orientations (for high school) cover the contemporary ways of reading and writing, focusing on internet language.

The National Curriculum Parameters for secondary education (BRASIL, 1999, 2000) explicitly mentions the topic, nevertheless, in a generic way. In other words, the aspect (s) of informal language that should be tackled is not adduced. Such postulation is verifiable as follows: “drawing on a familiar dialogue, identify marks of hierarchical positions in terms of formality or informality etc. in the way participants refer to one another” (BRASIL, 1998, p. 96, *translated*).

The National Textbook Program (BRASIL, 2017) explicitly indicates that textbooks for basic education must include activities that explore language diversity/variation and different levels of formality. Despite mentioning formal/informal contexts, the document does not detail the topic; no aspect of informal English is presented.

The State Curriculum Guidelines (PARANÁ, 2008) presents informal/colloquial English in a more detailed manner, certain features of informal English are presented (and prescribed), such as: inter alia, spoken language, register variation, slang, tongue twisters and jokes. The document also takes into consideration diamesic and diatopic variables for language learning/teaching.

The guidelines for higher education are overly generic and appear not to encompass informal/colloquial language. The documents make some allusion to language variation and diamesic dimensions, as illustrated in the following excerpt:

> Regardless of the modality chosen, the language professional should master the uses of language or languages that are their object of study in terms of structure, functioning and cultural manifestations, besides being aware of linguistic and cultural varieties (BRASIL, 2001, p. 30, *translated*).

The next section presents the literature searches made and the studies that account for one part of this literature review chapter.

2.4 RESEARCH ON INFORMAL ENGLISH

Once delimited the scope of a study on a certain topic, a researcher is expected to take into consideration antecedent research on the same or closely-related topics. By doing so, one can corroborate, refute, expand or even generate a rupture with the current literature. Bearing this in mind, antecedent research on informal English has been deployed to underpin the present study.

To this end, the following databases were utilized: ERIC[58], CAPES[59] (research papers, theses and dissertations), SciELO[60], Google and Google Scholar. Searches were conducted between August and October of 2015[61] and five search terms were employed both in Portuguese and in English: "*Teaching informal English*", "*Language Variation in the teaching of English as a foreign*[62] *language*", *Teaching non-standard English*", "*Teaching Colloquial English*" and "*Sociolinguistics in the foreign language classroom*". The counterparts in Portuguese are: "*Ensino de inglês informal*", "*Variação linguística nas aulas de inglês/ língua estrangeira*", Ensino de Inglês não-padrão", "*Ensino de inglês coloquial*" e "S*ociolinguística nas aulas de inglês*.

The aforementioned searches resulted in copious studies. After perusing each abstract carefully, I adopted the following criteria for selecting the texts:

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[58] Educational Resources Information Center <https://eric.ed.gov>

[59] Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Coordination for the Improvement of Higher Education in Brazil) <http://bancodeteses.capes.gov.br> and <http://www.periodicos.capes.gov.br>

[60] Scientific Electronic Library Online http://www.scielo.org/php/index.php

[61] The same searchers were also conducted in 2016 and 2017. Only Paramita (2016) was found in such searchers.

[62] The terminologies second, additional, global, world and lingua franca were also employed.

a) *Theme*[63]: research on colloquial/informal English teaching (including taboo language, impoliteness, slang and so on);

b) *Type*: Empirical and non-empirical studies (e.g. essays, opinion pieces);

c) *Time Period* and *Place*[64]: no delimitation;

d) *Context*: research done in secondary or higher education.

Bearing this in mind, the literature review is comprised of both national (Brazilian) and international research. Thus, such contexts will be addressed in the following sections of this thesis. In this regard, 34 studies were found, 22 carried out internationally and 12 in Brazil. Additionally, a discussion on the studies is provided at the end of the chapter, in section 2.5.

2.4.1 International Context

By employing the search terms in English, 22 results were found, of which 11 are empirical studies, as detailed in the next subsection.

2.4.1.1 Empirical research

Chart 8 illustrates the empirical research studies, encompassing their scope regarding language feature/perspective focused, the context where the study was carried out and the place where it was published. Furthermore, the chart also shows in which format each study is written (e.g.; paper, dissertation or thesis).

Chart 8- Empirical International Research

Study	Language Feature Focused	Language Perspective	Context	Place
Ahmadi; Soureshjani (2011) (*paper*)	Impolite Language	EFL	Higher Education (*English Majors*)	Iran
Carter (1998) (*paper*)	Spoken Language	Un-determined	Undetermined	England
Chur-Hansen; Barret (1996)		ESL	Higher Education	

[63] It also included studies whose focus was not on the theme, but addressed somewhat the topic.

[64] Where the research was carried out and/or published.

(*paper*)	Colloquial Language		(*Medical students*)	Australia
Holster (2005) (*master's thesis*)	Taboo Language	ESL	Secondary Education	New Zealand
Ju (2002) (*paper*)	Informal language	EFL	Higher Education (*English Tourism Majors*)	Korea
Li; Fox; Almarza (2007) (*paper*)	General Language Acquisition	ESL	Higher Education (*graduate students in genera*l)	The USA
Liyanage *et al* (2015) (*paper*)	Taboo Language	EAL	Higher Education (English *graduate students*)	Australia
Mattiello (2005) (*paper*)	Slang	ESL	Undetermined	The USA
Mugford (2007) (*paper*)	Impoliteness	EFL	Higher Education (*English teachers and undergraduate students in general)*	Mexico
Oliver (2011) (*senior thesis*)	Swear Words	ELF	Secondary Education	Iceland
Seferoğlu (2008) (*paper*)	General Language Acquisition (films)	EFL	Teacher education program	Turkey

Source: The author

Given the importance of impoliteness to the EFL context, Ahmadi and Soureshjani (2011) undertook a study with four discrete cohorts of actors in the English teaching/learning scenario: undergraduate students, teachers, non-Iranian and Iranian experts. Such investigation aimed at the participants' attitudes regarding the approach of impoliteness in English classes. Grounded in the data produced, the authors concluded that English learners and experts acknowledged the importance of impoliteness for a certain language; therefore they demonstrated a favorable inclination toward the approach of the topic in class. Conversely, teachers tended to be more orthodox and voiced against an explicit method for addressing impolite language in the EFL classroom.

Carter (1998) carried out an investigation which aimed to analyze a corpus of authentic spoken discourse generated by Nottingham University. The experiment enabled the author to identify recurrent features of spoken language such as ellipsis, vague language, tails and so on. Additionally, the author underscores that such characteristics are scarcely covered in materials addressed for EFL contexts. Taking this into account, the author claims that EFL students should be cognizant of the complexities and possibilities they may encounter when using a foreign language, Furthermore, the approach of authentic (spoken) language in the EFL classroom is overly encouraged throughout the aforementioned research.

Chur-Hansen and Barret (1996) contend that medical students are supposed to master colloquial language on account of its pervasiveness in doctor-patient interactions. Additionally, the authors opine that this topic has been scarcely addressed in the ESL context, particularly concerning the medical scenario. Resultantly, students may experience a hard time construing what patients communicate, which in turn can lead to fallacious interventions or any other misunderstanding. In light of such allegations, the authors conducted a teaching project on colloquialisms with the aforesaid students, who were all non-native English speakers. Although the impacts of this experiment cannot be analyzed in a long-term perspective, the authors allege that the project has impacted positively on the respondents' linguistic repertoire, since they could assimilate new colloquial expressions.

Holster (2005) carried out a qualitative study, whose aim was to investigate teachers' attitudes towards the use and instruction of taboo words in the EAL classroom. For such aim, an open-ended questionnaire was used with 80 (half male and half female) teachers, from ten different schools in New Zealand. Holster's findings suggest that teachers believe that society has been more tolerant of this type of language. Additionally, the participants acknowledge the importance of this language feature, though they do not seem to be motivated to address the theme in their classes. Interestingly, older teachers appear to be more willing to approach taboo language in the classroom. Finally, the respondents point out some methodological hindrances as to taboo words: some teachers fear either to offend students or to be penalized in case they address the theme in class, scarcity of textbooks that cover the topic and others.

Ju (2002) contends that when EFL students are not instructed in informal language features, they will certainly experience a communicative breakdown when they encounter an authentic communicative situation, in which informality is noticeably pervasive. Taking this tenet into account, the author conducted a study with two groups of Tourism for English majors in Korea. The experiment encompassed instructional materials on informal language (employed in a course, attended by one group of the study), questionnaires and test scores analysis. The results indicate that the cohort of students who received instruction in informal language scored significantly higher on the tests than the cohort who received instruction in formal language only. Drawing on such findings, the author concludes that instruction in informal language (in EFL contexts) has proved to be considerably effective for boosting one's language mastery.

Taking into account some obstacles non-native English speakers encounter whilst learning English in America, Li; Fox and Almarza (2007) conducted a study with eight graduate students in the United States. The participants' perceptions reveal that those students lack confidence in their English proficiency for several motives. By and large, students state that there is a considerable discrepancy between what they learned in their countries with the language effectively employed by native speakers on a daily basis. Such discrepancy becomes more evident in relation to informal language, about which students have reportedly considered a major challenge.

Although taboo language has evidenced to be extraordinarily effective seeing that it serves heterogeneous communicative purposes, there has been scant devotion to such topic in the EAL context. Bearing this in mind, Liyanage *et al* (2015) carried out a research study which aimed at capturing three English teachers' perceptions of taboo language in EAL classes. Focusing on the taboo expression 'bloody', the perceptions analyzed disclose an avoidance of such lexicon due to is complexities and social constraints. The authors postulate that their findings might be the corollary of the dearth of research and attention on the topic.

In her insightful study, Mattiello (2005) extensively elucidates how multifaceted and intricate the nature of slang is, principally because of its origins and definitions, which can be obscure and uncertain. Moreover, the morphosemantic and phonological features concerning slang might be somewhat onerous to scrutinize. According to the author, notwithstanding such complexities, slang has proved to be

exceptionally effective for fulfilling various communicative functions, particularly because slang words are fresh, innovative, expressive and so forth. In addition to such pragmatic richness, the author demonstrates the manifest pervasiveness of slang in films and websites (corpora of her research) through a documentary approach. Hence, for the above-mentioned reasons, the author strongly endorses the approach of slang in the ESL context.

Mugford (2007) postulates that EFL/L2 students will likely encounter a rude situation while interacting in the target language. Therefore, such students should be primed to react in impolite/ rude environments. With this in mind, the author undertook a study, in which 50 English users responded a questionnaire, whereas 32 English teachers were interviewed. The findings of the investigation revealed that the participants occasionally experience rudeness, however, they do not know how to react adequately in such events. Additionally, the majority of the teachers interviewed endorses impoliteness teaching, although only a few tackle the issue in their classes. In conclusion, apart from the sociolinguistic competence, the author purports that once students are devoid of impoliteness/rude knowledge, they can easily be mastered by native speakers.

Positing that taboo language has been overlooked in the EAL context, Oliver (2011) carried out an investigation with 4 schoolteachers in Iceland in order to delve into their attitudes towards swearing (use and teaching) in the classroom. For such aim, class observations, teachers meetings and semi-structured interviews were employed. Oliver's results imply a controversy: During the observations, swear words were found in classroom interactions, nonetheless, some participants claimed that swearing was inexistent in their classes. The author advocates for the systematic and explicit teaching of this type of language, as it is also a subset of language.

Advocating for the use of films, as an efficacious pedagogical tool, in EFL classes, Seferoğlu (2008) conducted a research study with 29 student teachers of English, aiming at investigating their perspectives on the use of feature films in the EFL context. The data analysis unveiled considerable benefits from the use of films in class, for instance: enhancement of students' language competencies (especially as to informal/ colloquial English) and expansion of cultural awareness and self-confidence.

Once the empirical research in the international arena has been presented, the next subsection covers non-empirical studies (essays, opinion pieces etc.).

2.4.1.2 Non-empirical research

As stated earlier, the half of the studies found are not empirical, that is, they do not have research results.

Chart 9- Non-Empirical International Research

Study	Focus	Perspective	Context	Place
Belmore (1970)	Formal/ Informal Varieties	ESL	Undetermined	Canada
Burke (1998)	Slang/Idioms	ESL/EFL	Undetermined	Undetermined
Eisenstein (1983)	Language Variation (register/ dialect)	ESL	Undetermined	USA
Engkent (1986)	Colloquial Language	ESL	Undetermined	Canada
Homouth; Piippo (2011)	Slang	ESL	Higher Education	USA
Horan (2013)	Cursing/ swearing	EFL	Undetermined	England
Mercury (1995)	Swearing	ESL	Undetermined	Canada
Norris (1994)	Informal Spoken Language	EFL	Undetermined	Japan
Paramita (2016)	Impoliteness	ESL/EFL	Undetermined	Undetermined
Rühlemann (2008)	Conversational Grammar	EFL	Undetermined	Germany
Snow; Perkins (1979)	Listening Comprehension (formal/informal)	ESL	Higher Education	USA

Source: The author

Belmore (1970) contends that scant attention has been placed on language varieties (particularly concerning diaphasic factors), especially in the ESL context, which comprises classrooms and textbooks. Most importantly, the author asserts that ESF students necessitate being cognizant of the appropriateness of each utterance they employ in accordance with a certain socio-communicative context. Analogous to this tenet, the author corroborates that a second language class is expected to prepare students to face real communicative events. In other words, on

no account should there be a hiatus between the language taught in class and the one genuinely spoken in a vernacular/standard manner within a real communicative setting.

In his essay, Burke (1998) endorses the formal teaching of slang and idioms, as they are pervasive in several communicative situations, particularly in movies and songs. Moreover, the author avows that formal instruction can not only hone students' linguistic proficiency, but also prepare them to deal with embarrassing situations where slang or taboo words may eventuate.

Eisentein (1983) predicates that language adequacy/appropriateness (how one selects a language element in accordance with a certain communicative context) may be one of the major challenges non-native speakers face when they speak a foreign/second language. Therefore, the author urges a systematic approach for language variation (focusing on diaphasic and diatopic) and sociolinguistic competence in the ESL classroom. To shed some light on such issues, the author proposes some didactical procedures, which include prefabricated dialogues, simulated role-playing activities, games, along with others. It is important to underscore that the majority of the activities adduced do not incorporate the use of authentic language, which in turn contradicts the principles endorsed by the author.

In her insightful essay, Engkent (1986) elucidates the significance of colloquial language to EFL students. She asserts that if students are devoid of such knowledge they might experience some communicative breakdowns in an interaction, particularly with a native-speaker. Such breakdowns includes register inadequacy, unnaturalness of language realizations and others. Thus, the author advocates for a sociolinguistic-based approach, which could employ transcripts of actual conversations, for instance, to explore features of informal/colloquial language.

Taking into account the pervasiveness of slang in distinct social contexts, Homouth and Piippo (2011) champion the approach of such language phenomenon in the EFL classroom (particularly in higher education), since slang can enhance students' language proficiency. Besides that, the author advocates for the use of authentic materials when slang or other language feature is addressed in class.

In her scholarly paper, Horan (2013) advocates for the approach of cursing/swearing in the EFL classroom for several reasons: First, such linguistic features satisfy a wide range of communicative functions, especially with regard to conveying one's emotions. Moreover, this emotional language frequently

communicates personality and identity. Second, these manifestations are pervasive in song lyrics, theater, literature; and are a natural component of language. Finally, cursing/swearing is believed to be the first feature one wishes to learn in a second/foreign language. Conversely, however, the author argues that these utterances are thought to be taboo language and, therefore, have been neglected in the aforementioned context. Inasmuch as cursing and swearing are considered inappropriate or even offensive in numerous contexts (prone to punishments), they tend to be sanctimoniously censored and avoided vehemently.

Mercury (1995) supports a systematic and formal teaching of swear words and other taboo words, since students may have a misleading conception of what swearing means sociolinguistically. The author asserts that EAL students need to be aware of the use of this type of word and, most importantly, of the implications of such use.

Focusing on deletion (elision and ellipsis) and reduction of sounds in spoken language, Norris (1994) advocates for an approach that embraces such features of spoken language, since they are usually neglected in the EAL context. The author postulates that due to the differences between spoken and written language, students may not recognize familiar vocabulary while they listen to an utterance. Hence, explicit instruction in deletion, reductions and other features of informal language proves to be of prime importance.

In her review, Paramita (2016) claims that impoliteness pertains to the spontaneous nature of communicative interactions, thereby students cannot be deprived of such functional and pragmatic knowledge. She purports that non-native speakers are, naturally, more vulnerable when impoliteness is employed in a communicative event (especially with a native speaker). In this regard, students necessitate being able not only to identify abusive events, but also to be well-equipped to react to them. In other words, according to Paramita, students need to defend themselves in an unexpected offensive occasion in real life.

Rühlemann (2008) sought to shed some light on neglected conversational features, since Standard English (SE) has pervaded the EAL classroom. The author surmises that English classes should decentralize SE and generate more opportunities for other language registers (register-oriented classes). Corroborating the current literature, the author predicates that spoken grammar is overly particular, thus conversational features are supposed to be addressed in

classes, seeing that such ancillary language features enable students to use language more naturally and fluently.

Taking into account the paucity of listening comprehension materials (at the time the paper was written), Snow and Perkins (1979) designed a sequence of classes focusing specifically on listening comprehension. The authors contend that such sequence is believed to a successful means to hone students' listening skills, as the material provides students with authentic language samples.

Once exposed empirical and non-empirical research in the international scenario, the next subsection covers Brazilian studies.

2.4.2 Brazilian Context

In Brazil, 12 investigations were found from the literature searches I conducted. Likewise, there are empirical and non-empirical research.

2.4.2.1 Empirical research

The majority of Brazilian research on informal/colloquial English is empirical, as indicated in chart 10. The studies concern mostly papers and uphold an English as a Foreign Language perspective, which reflects the prescriptions by the National Standards, as shown earlier in this chapter. Furthermore, the majority of research on informal English is carried out in northeastern and southern Brazil.

Chart 10- Empirical Brazilian Research

Study	Language Feature Focused	Language Perspective	Context	Place
Almeida, Mota, Santos (2012) (*paper*)	African American Vernacular English	EFL	Middle School	Bahia
Araújo, Costa, Dieb (2011) (*paper*)	Internet Language	Undetermined	Undetermined	Ceará
Francescon, Senefonte, Baronas (2013) (*paper*)	Language Variation	EFL	High School	Paraná

Nascimento, Silva, Silva Jr. (2015) (*paper*)	Slang	EFL	High School	Paraíba
Oliveira (2013) (*paper*)	Idioms	EFL	Higher Education (teacher education program)	Paraná
Riqueira (2007) (*paper*)	Phrasal Verbs	EFL	Undetermined	Rio de Janeiro
Rodrigues (2005) (*master's dissertation*)	Language Variation	EFL	High School	Ceará
Santos (2012) (*Undergraduate thesis*)	Language Acquisition (Skype)	EFL	Higher Education (*English Majors*)	Bahia
Santos, Nogueira (2014) (*paper*)	Phrasal verbs	EFL	Secondary Education	Pernambuco
Senefonte (2014) (*master's dissertation*)	Slang	EFL	High School	Paraná
Senefonte (2018) (*paper*)	Slang	ELF	Language Schools	Paraná

Source: The author

It is well known that the current Brazilian education policies prescribe the teaching of African culture in English classes. With this in mind, Almeida, Mota and Santos (2012) carried out an investigation with seventh-grade students from a public secondary school in the northeast region. The focus of the study was to address African American Vernacular English (*AAVE*), which is considered a non-standard variety of English, by means of Hip Hop songs. To this end, a didactic sequence was developed and executed in the aforesaid context. The authors claim that such didactical procedure becomes of paramount importance, since it can confront linguistic, ethnic and other social issues.

With the advance of technology in modern societies, social networking websites have proved to be successful pedagogical tools in the EAL context. Taking this into account, Araújo, Costa and Dieb (2011) undertook a study which analyzed a Twitter profile, addressed specifically to English teaching. This way, four analytical categories were generated: informal language (abbreviation due to physical limitations of the tweet genre), links, hashtags and retweets. In spite of the fact that Twitter was

not primarily designed for pedagogical purposes, the authors undergird its usage in the context cited above. Furthermore, the researchers predicate that Twitter may offer students learning opportunities they would not encounter in a conventional class.

In their documentary research, Francescon, Senefonte, Baronas (2013) sought to investigate how language variation is covered both in the National Standards for Foreign Language Learning and in some textbooks adopted by public schools in the state of Paraná. Their analysis took into account language variation in diachronic and synchronic dimensions (diaphasic, diatopic and diastratic) and their findings show that although and the National Standards prescribe the teaching of language variation in the EFL context, the topic has been scantly and deficiently covered in textbooks.

Despite not providing some methodological details (nature of the research, number of participants etc.), Nascimento, Silva, Silva Jr. (2015) conducted an experiment with high school students in a public school. The authors proposed an activity which aimed at translating slang and other informal words and from an episode of a television series. In this regard, the authors aver that students can reflect upon the process of translation, which entails contrastive analysis, cultural knowledge and so forth.

Focusing on idioms, Oliveira (2013) carried out a research study with 6 teacher educators and 26 student teachers in a teacher education program. By using a closed-ended questionnaire, the author concludes that the majority of the participants acknowledge the relevance of idioms to language acquisition. Teacher educators' perceptions reveal that addressing the topic is not difficult or problematic, as hypothesized by the author. Finally, student teachers do not feel prepared to teach idioms, as they perceive their knowledge to be somewhat limited.

Riqueira (2016) affirms that due to semantic and syntactic issues, phrasal verbs are an onerous task to be accomplished in the EAL scenario. With this in mind, the author contends that scarce attention has been placed on such language feature in spite of the fact that phrasal verbs can contribute substantially to language acquisition, especially regarding colloquial language. Taking this into account, she investigated how students (from a language course) managed to grasp the meaning of phrasal verbs from texts. By means of a set of texts and a questionnaire, the researcher concluded that students tend to resort to their mother tongue so as to interpret a

phrasal verb. Furthermore, students may face a burdensome time while attempting to grasp a phrasal verb by its different elements and not as a whole, as it should be.

Textbooks are considered to be the main pedagogical tool in the language learning environment. In light of this premise, Rodrigues (2005) endeavored to analyze how language variation is treated in two textbooks addressed to the high school context. The descriptive research focused on dialectal and register variation since scant consideration has been taken regarding such types of variation. With the aid of an analytical guide, the author explored the extent to which the topic is covered in the materials. His findings suggest that dialectal/register variation is sparsely covered in the textbooks analyzed; and when it appears, it is not approached adequately. The author argues that students are not instructed either to identify how formal/informal an expression is or to determine when they should employ those expressions. In other words, the textbooks do not promote students' sociolinguistic competence. Finally, the author observed that the grammar activities proposed do not relate grammatical knowledge to language variation, which leads to purposeless and inauthentic exercises.

Corroborating the significance of technology for the EFL context, Santos (2012) undertook a study with English major students from a university in the northeast region of Brazil. By employing open/closed ended questionnaires, the author aimed to scrutinize how Skype could function as a pedagogical tool for English learning. The author argues that Skype can serve effective pedagogical purposes: both oral and written skills can be potentially enhanced. Students' responses reveal that the use of Skype with native and non-native speakers proved to be an efficacious way to increase oral skills (listening and speaking). Moreover, students claimed that informal language was pervasive in the interactions on Skype, which in turn generated a lack of confidence, since such language aspect is not addressed in the context to which the students belong. In this regard, according to the author, informal language is deemed elusive in academic contexts (EFL).

In their research, Santos and Nogueira (2014) sought to explore how phrasal verbs are addressed in three discrete genres: an editorial, a book chapter and a newsletter. Their analysis indicates that the more informal a given genre is, the more phrasal verbs are employed, which reinforces the current literature on the topic. Nevertheless, the authors stress that although such language element is ubiquitous in informal registers, they can be found in formal contexts as well. Additionally, as a

second phase of their research, a questionnaire on phrasal verbs was addressed to teachers from public, private and language schools. The answers show that the majority of the teachers deem phrasal verbs relevant to the language learning process. Moreover, the respondents indicated that such language feature is approached by means of songs, games and texts. Finally, the authors advocate placing more attention on the topic as it is frequently associated with a high language proficiency. As I exposed earlier in this chapter, multi-word verbs can be either formal or informal, thereby I do no associate them only with the informal domain.

Senefonte (2014) conducted an investigation with four high school English teachers from public schools in southern of Brazil. By means of questionnaires and semi-structured interviews, the qualitative research aimed at capturing teachers' perceptions of slang in the aforementioned context. The author sought to determine the reality and possibilities regarding slang as a tool in the pedagogy of English in the EFL context. His analysis shows that although teachers deem slang significant to students' language proficiency, the language feature is scantly covered in class, which might be the corollary of teachers' limited knowledge of the topic, scarcity of slang in textbooks and other issues. Also, the perceptions revealed that the avoidance of slang is consolidated by its semantic field, which frequently refers to sex, body organs and other referents that cause embarrassment. It is critical to underscore that such embarrassment is the result of an ideological construct of purity and sacredness that still permeates our society[65].

In a qualitative study, Senefonte (2018) interviewed three English teachers, from three different language institutes in order to probe into teachers' identities with respect to their knowledge of slang. His results suggest a self confidence (their own evaluation) as to the participants' language proficiency. Nonetheless, the participants of the study perceive their knowledge of slang as limited. In addition, they ascribe a geographical barrier to the methodological difficulty approaching slang in class.

After elaborating on empirical research in the Brazilian context, the next subsection focuses on non-empirical studies.

[65] This discussion will be resumed later in this thesis.

2.4.2.2 Non-empirical research

Only one non-empirical research study was found in the Brazilian context.

Chart 11- Non-Empirical Brazilian Research

Study	Language Feature Focused	Language Perspective	Context	Place
Almeida et al. (2013)	African American Vernacular English	EFL	Undetermined	Amapá

Source: The author

Almeida et al. (2013) contend that Black English Vernacular has been stigmatized and marginalized for centuries. Consequently, such variety is scarcely covered in the EFL context, in which Standard English predominates. Conversely, nevertheless, the authors claim that Black English is ubiquitous in our society, especially in the media (television shows, songs, movies and so on) and therefore, they advocate for the approach of this language variety due to both language aspects and ethnical awareness.

2.5 DISCUSSION

Since ancient Greece, philosophers have attempted to explain multifarious phenomena in the world. In this sense, science has evolved over time in order to fulfil such endeavor. Thus, knowledge is believed to stem from observation, experimentation (rigorous scientific methods). In other words, science brings forth knowledge through systematic procedures (DESCARTES, 1962; PLATO, 2001). According to Haguette (2013), modern science encompasses:

a) *Empiricism*: understands sense experiences as the main sources of knowledge;

b) *Rationalism*: understands reason as the main source of knowledge.

Despite having distinct foci, both epistemological views rest upon empirical evidence so as to construct knowledge. In this respect, one can comprehend the legitimacy of empirical studies over non-empirical ones, since the former fulfils the criteria required in academia.

Hence, I can certainly postulate that informal English teaching/learning/teacher education (in EAL contexts) has been scarcely explored in Applied (Socio) Linguistics, since the number of empirical research is low.

Taking such tenets into consideration, this section seeks to discuss the literature review exposed in the previous sections. First, I acknowledge the importance of every study found, including the non-empirical ones, given that they could provide theoretical principles and insightful reflections on the topic under investigation. Nonetheless, it is worth mentioning that scant attention has been placed on informal language in the EAL context. Moreover, there seem to be some gaps with respect to methodological issues in the studies scrutinized. As illustrated earlier, the ad hoc literature search/review I conducted for this thesis falls into two categories: non-empirical and empirical studies.

2.5.1 Non-Empirical Studies

Non-empirical studies account for one third of the theoretical framework that underpins this research. 11 essays were found in the international context (Canada, England, Germany, Japan and the United States) and one in Brazil. Examining and contrasting each study, I could glean concrete evidence that can undergird the assumptions I make along this section:

a) All the non-empirical studies are prescriptive and the usage of the modal verb ‘should’ seems to be pervasive;

b) Since they are non-empirical studies, they are not directed at a specific context. Only two studies specify the context at which they are targeted (SNOW; PERKINS, 1979; HOMOUTH; PIIPP, 2011);

c) Some studies do not indicate the language perspective adopted (EFL, ESL, ELF, EAL). Therefore, I had to make some inferences in order to identify the perspective (BELMORE, 1970; SNOW; PERKINGS, 1979; ALMEIDA et al. 2013);

d) All of them prescribe a teaching approach that employs ultimately authentic language samples;

e) Although prescriptivism is a predominant feature, no explicit method is provided by the majority of the essays (BELMORE, 1970; SNOW; PERKINS, 1979; HOMOUTH; PIIPP, 2011; ALMEIDA et al. 2013; HORAN, 2013; PARAMITA, 2016). The “how-to-do” element is not adduced;

f) Some methods proposed are somewhat questionable, since they prove to be paradoxical: on the one hand, real language is prescribed; on the other, prefabricated dialogues are suggested (SNOW; PERKINGS, 1979). Additionally, some authentic materials are claimed to be videotaped, however the context of production of such materials is not presented (SNOW; PERKINGS, 1979; ENGKENT). Hence, it is not possible to measure how authentic such language samples are, basically because of two reasons: first, it has been reported that once speakers are monitored/systematically observed (not in a genuine spontaneous situation), they tend to change their language into a more formal register (LABOV[66], 1966, 2008); second, recording people's language realizations without their consent would be rather unethical. Consequentely, the details of this language production should have been provided;

g) The majority of the essays do not address the topic in a holistic way, that is, illustrating the manifold factors that comprise informal language. The studies tend to focus only on one aspect, for instance: Homouth; Piippo (2011), place attention on slang; Horan (2013) on cursing/ swearing; Paramita (2016), on impoliteness and so forth;

h) Considering the abovementioned assumptions, the non-empirical studies seem to have methodological and epistemological gaps.

2.5.2 Empirical Studies

Regarding empirical research studies, the following assumptions seem to be verifiable:

a) The majority of the investigations found neither indicate the nature nor the type of research: Santos Nogueira (2004); Santos (2012) and others in Brazil. Internationally, some examples are: Chur-Harsen; Barrett (1996); Carter (1998); Ju (2000); Ahmadi; Soureshhjani (2011), Oliveira (2013);

b) Many studies do not show the language perspective adopted (e.g. CHUR-HARSEN; BARRETT; 1996; CARTER, 1998; LI, FOX, ALMARZA, 2007; OLIVEIRA; MARCIANO, 2014);

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[66] Situation known as "the observer's paradox", which denotes the influence of the observer on the phenomenon investigated.

c) Although perspectives on English as a lingua franca have considerably gained ground over the past decades, studies adopting such perspective were not found (neither empirical nor non-empirical);

d) Only one study displays ontological and epistemological concerns (SENEFONTE, 2014). Holster (2005) mentions only epistemological principles;

e) Some studies imply a methodological paradox, given that they are declared as qualitative research, but pose hypothesis to be confirmed (typically from Cartesian methodology) (e.g. ARAÚJO, COSTA, DIEB, 2011; ALMEIDA, MOTA, SANTOS, 2012);

f) One study seems to have a biased goal (to reveal possible learning difficulties regarding phrasal verbs), since the author assumes, a priori, there is some difficulty learning phrasal verbs (RIQUEIRA, 2016);

g) Many studies present problematic methodology: the criteria for selecting participants are unclear or not explicit (e.g. SANTOS; NOGUEIRA, 2004; MUGFORD, 2007; OLIVEIRA, 2013; RIQUEIRA, 2016); the number of participants is not mentioned (e.g. ALMEIDA, MOTA, SANTOS, 2012; SANTOS, 2012; RIQUEIRA, 2016); the instruments for data generation are unclear or not provided (e.g. SANTOS; NOGUEIRA, 2004; LI, FOX, ALMARZA, 2007; SANTOS, 2012; LIYANAGE ET AL.; 2015);

h) Only a few studies show ethical concerns towards the participants (SANTOS; NOGUEIRA, 2004; LI, FOX, ALMARZA, 2007; SENEFONTE, 2014);

i) Only two studies conducted a pilot testing before data generation (AHMADI; SOURESHHJANI, 2011; SENEFONTE, 2014);

j) Only one study clearly declares the unit of analysis to be investigated (SENEFONTE, 2014). Nonetheless, some studies implicitly mention some foci, such as attitudes, perspectives and perceptions. Despite such foci are mentioned, the authors seem to employ the terms interchangeably, which is an inadequate stance, as those terms are not synonyms (HOLSTER, 2005; OLIVER, 2011; LI, FOX, ALMARZA, 2007; LIYANAGE ET AL.; 2015);

k) Although the majority of the studies are openly avowed as qualitative research, only a few seem to deploy a qualitative data analysis (LI, FOX, ALMARZA, 2007; SEFEROĞLU, 2008; ARAÚJO, COSTA, DIEB, 2011; SENEFONTE, 2014);

l) Only one investigation triangulated the data produced (SENEFONTE, 2014);

m) Only one study seems to be concerned about the return of data analysis to the participants (SENEFONTE, 2014);

n) Considering the assumptions made above, the empirical studies appear to have considerable methodological, ontological and epistemological gaps;

o) Despite the fact that some studies (nine) were carried out in higher education context (context of my research), only two are aimed at teacher education (focus of this thesis): Liyanage *et al*. (2015)[67] is concerned about preparing students to teach taboo language in basic education. Oliveira (2013) focuses on idioms at the teaching/learning/teacher education level. The other studies appear to focus only on students' language acquisition and not on aspects of teacher education;

Hence, from all the research scrutinized, Oliveira (2013) is the only piece of research that dovetails with mine. Nevertheless, there are important differences between both as:

a) The author employed a closed-ended questionnaire, containing 6 questions to teacher educators and student teachers; and there was only a quantitative description of the results. Inasmuch as my study involves only teacher educators, it concerns an in-depth qualitative investigation of teacher cognition by means of questionnaires and two types of interviews, not to mention questionnaires for data triangulation and other methodological procedures that are not followed by Oliveira (2013), such as informed consents, data analysis, return of analysis etc.;

b) The questionnaire to teacher educators covered only teaching and learning domains, whilst my study comprises learning, teaching and teacher education. The author addresses the teacher education dimension only from the student teachers' perspective, which is not the scope of my thesis;

c) Oliveira (2003) focuses only on idioms, which are only one constituent of informal English;

Based on the evidence provided in this literature review, my research study may expand the literature, given that:

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[67] Liyanage *et al*. (2015) focus on continuing teacher education (in-service teachers). Their study investigate three English teachers who are graduate students in TESOL (Master of Arts). Moreover, the study places emphasis only on taboo language, which is one component of informal language.

a) It concerns informal language in a holistic way (considering its manifold aspects);

b) It proves to be original and unprecedented, as no other study encompasses initial teacher education, focusing on teacher educators' cognition with regard to informal English at the interface: teaching, learning and teacher education;

c) It deploys original and unprecedented method for data triangulation.

Once I have delved into a discussion on research methodology, I present the chapter summary.

2.6 CHAPTER SUMMARY

In this chapter, I contextualized the topic 'Informal English', by indicating its interconnectedness with Sociolinguistics and more specifically with language variation. Inasmuch as this research concerns informal language teaching, I also provided some discussions on Applied Sociolinguistics and the fields that have gained currency: communicative competence, transidiomatic practices, gender, identity, discourse studies, language attitudes and language planning and policy.

In the second part of the chapter, before I conceptualized informal language, I presented some tenets concerning registers. Then, I depicted the most common features of informal/colloquial language: ellipsis, heads, tails, fillers, backchannels, repetition, metaplasms, emotional language, slang, taboo words, euphemisms, idioms, aphorisms, clichés, jokes, riddles, tongue twisters, multi-word verbs[68], other colloquialisms and internet language, as displayed in chart 12.

Chart 12- Synthesis of Informal English

Feature	**Examples**
Aphorism	If it ain't broke, don't fix it
Backchannels	Uh-huh
Clichés	As red as a rose
Ellipsis	You're ok?
Emotional language	You idiot!
Euphemism	Powder your nose
Fillers	You know?
Heads	My father, he's French
Idioms	It's raining cats and dogs

[68] Not a 'constituent' of informal language, but a closely-related topic.

Internet Language	4U
Jokes	"Doctor, when my hand gets better, will I be able to play the piano?" "Of course" said the doctor. "That's great. I could never play the piano before!"
Metaplasm	Nothin'
Multi-word Verb	Blow up (anger)
Other Colloquialisms	I hope she don't mind
Repetition	I (...) I've never done that
Riddles	What do you call an alligator wearing a vest? An investigator.
Slang	Creep
Taboo Words	Shit!
Tails	They went to the store, Karl and James
Tongue Twisters	How can a clam cram in a clean cream can?

Source: The author

In the third part of this chapter, I made mention of the national standards for language teaching/learning both in basic and higher education in Brazil. Additionally, I discussed the extent to which informal language is tackled in such documents.

In the fourth part, I portrayed the literature searches made, as well as the studies that account for a part of this literature review. Such studies were classified into empirical and non-empirical and encompassed both Brazilian and international contexts.

I set aside the last part of the chapter to raise some discussions on the literature review. By doing so, some ontological, epistemological and methodological inconsistencies were revealed.

This chapter makes important contributions aside from the updated literature review on informal English teaching/teacher education. First, I conducted original and unprecedented documentary analysis of the Brazilian Standards for Language Teaching/Learning as of higher education (Letras undergraduate programs), with focus on informal English. Most importantly, I provided an original and unprecedented systematization of informal English, elucidating its main features (at least 20) with abundance of examples, by means of appropriate concepts and terminologies, as prescribed in academia. Suffice it to say that this systematization accounts for one of the most important contribution of this study, as we will see later.

3 TEACHER COGNITION

> So, I think, as much as we can, we should show them a different (…) different ways of working with English, they will be better prepared for work, but also for the world. If you extremely point out: "oh, this is what they need, because they are going to be teachers", it's going to be very restrictive. (DREW, L. 1183-1186).
>
> I think preparing teachers is preparing human beings for life, it's not only teachers for classes, because what they have is what they are going to share in class. (DREW, L. 1207-1209).

As claimed in the opening chapter, cognition is the unit of analysis in this study. Therefore, I write this chapter to present the antecedent literature on Teacher Cognition, so that I can justify and undergird my research design.

3.1 THEORIZATION

Generally speaking, by its Latin etymology, cognition refers to knowledge (acquisition). Undoubtedly, it is a transdisciplinary field, seeing that it can be an object of study of multifarious disciplines, inter alia, Psychology, Philosophy, Neurology and Linguistics (DIJK, 2013). For the purposes of this study, cognition will be construed from a linguistic perspective, with emphasis on teacher education.

Borg (2003) avers that research on cognition with emphasis on teacher education began gaining currency in the 1990s. In this respect, the author claims that there has been a multiplicity of categorizations of cognition, and such categorizations are at times problematic, since they either yield ambiguity or a synonymization of concepts related to cognition, as indicated later in this chapter.

From what I have read about this topic, I can affirm that cognition is an extremely broad field (an umbrella term) and is related to manifold aspects[69] as follows:

a) *Attention*: Related to concentration/focus. It is usually a conscious ability to direct the mind to a specific object;

[69] A compilation from Borg (2003), Reis (2005), Reis; Van De Van (2012) and Coradim (2015).

b) *Attitude/Behavior*: Way of thinking/feeling about something or someone. They influence people's behavior, which is a way of acting (it can encompass judging, evaluation and others);

c) *Awareness*: The ability of being conscious of something (it may involve knowledge, perception, feeling and so on);

d) Beliefs: The acceptance that an assertion is true or correct (at times, even without empirical proof), associated with ideologies, conceptions and others;

e) *Biography*: Is attached to retrospection (reminiscence); It includes the teacher's prior knowledge. Reis (2005) contends that studies on biography enable individuals to understand the origins or changes of one's cognition. Thus, there might be a reconstruction of experiences by means of a reflective process;

f) *Classroom Practice*: As I am placing emphasis on teacher cognition, this dimension concerns actions taken by the teacher in the classroom, which entails *planning* classes, *making decisions* and so on. Suffice it to say that cognition has a significant influence on classroom practices;

g) *Conception*: A set of ideas judged to be reasonable; a basic understanding of something. It is usually compared to beliefs, constructs, maxims comprehension and others;

h) *Concern*: A matter of interest or importance (consideration for something or someone);

i) *Construct*: An idea or set of ideas endowed with conceptual elements; predicated on an individual's mind;

j) *Expectations*: A belief/desire for something; compared to motivation, personal agendas and aspirations (REIS, 2005);

k) *Feelings/Preferences*: Can be likened to attitudes and behavior;

l) *Image*: A perception or representation of something in a person's mind;

m) *Implicit Theories* (personal theories): Stem from anecdotal experiences. Compared to beliefs, constructs, peoples' mindsets;

n) *Knowledge*: Information or skills acquired through experience (tacit) or formal education. It is related to learning and comprehension.

o) *Language*: In this case, it alludes to the ability to acquire language as a complex system of communication, interaction, actions and so on;

p) *Lay Theories*: Equated to implicit theories;

q) *Memory*: The ability to store and retrieve information. It is highly associated with knowledge, learning and others;

r) *Metaphors*: It is the association of one idea with another; a resource employed to help the understanding of an idea, principle or theory;

s) *Models*: They are likened to images and representations and related to perceptions, attitudes and behavior;

t) *Perceptions/ Self-perceptions*: Impressions or interpretations of something (REIS, 2015[70]); associated with one's thoughts;

u) *Perspectives*: A particular way of regarding something (point of view);

v) *Reasons*: Explanation or justification for an action, attitude or behavior;

w) *Reasoning*: The ability to understand and make sensible judgments about something. In addition, it involves the capacity to use acquired knowledge for multifarious purposes;

x) *Reflection*: A careful thought/consideration;

y) *Thinking*: The process of forming an opinion about something. Moreover, it involves using one's mind to consider or reason about something. It can be compared to reflection, reasoning and others;

z) *Worldviews*: It encompasses, inter alia, an individual's knowledge (tacit or formally acquired), beliefs, standpoints, emotions and perceptions.

Once these domains of cognition are presented, one may easily grasp why there has been a conceptual confusion among research studies on cognition, as indicated by Borg (2003), Reis (2005), Coradim (2015) and others.

Without a doubt, some aspects overlap in such a way that a distinction between them proves to be very difficult. At times, a synonymization of some domains seems not to be inaccurate.

In sum, Borg (2003) avers that cognition is what people (teachers) *think, know, believe and do*. As a matter of fact, I would say that the majority of the aspects adduced could fall into one of the categories proposed by the author: *think*

[70] Although the author deprecates the idea that perception is cognition, herein, I understand perception as an aspect of cognition. Therefore, grounded in the literature on teacher cognition presented in this chapter (viz. CORADIM 2015), I publicly recant the propositions upheld in my masters' (SENEFONTE, 2014), which distinguished perception from cognition, by stating that the former is a more abstract/profound level and the basis for the latter.

(thinking, reasoning etc.), *know* (knowledge, worldviews and others), *believe* (beliefs, conceptions etc.) and *do* (actions: behavior, classroom practice, preferences and others). Obviously, such categorization is merely illustrative, since the 'categories' are not hermetic and the aspects overlap considerably.

In addition to this categorization, cognition is endowed with other features that are worth listing:

a) *Context*: Cognition is necessarily contextual, that is, it can only be fully understood if its context is taken into consideration (BIRELLO, 2012). In this respect, Brown, Collins and Duguid (1989) coined the term 'Situated Cognition', which implies that cognition is always contextualized. In other words, cognition is not restricted to mental processes, it also encompasses social variables (HASON, 2002; CLANSEY, 2009). Hence, I surmise that cognition shapes and is shaped by the context to which it pertains. Additionally, I question whether the term 'situated' is necessary, since research on teacher cognition has avowed that cognition is contextual (situated); and that is the perspective I subscribe to in this thesis. Therefore, when I mention cognition (without the adjective), henceforth, I am implying it is situated/contextual;

b) *Stability*: Cognition is prone to changing over time. In this sense, Birello (2012) classifies it into two dimensions: *core* and *peripheral,* the former is more stable and the latter is more likely to change. To exemplify it, the author purports that beliefs about educational issues can be more stable (core) than the ones linked to language learning, for instance.

3.2. Research on Teacher Cognition

In this section, I provide an updated literature review on teacher cognition, more specifically English teachers' cognition. In this respect, Coradim (2015) conducted a literature review on such topic, therefore, I will employ her review[71] in this thesis. Nonetheless, Coradim's review covers a time period up to 2014. Hence, my literature review on English teacher cognition complements hers and encompasses

[71] Herein, I provide an overview of the studies found by the author. For details, see Coradim (2015). It is worth mentioning that the author deployed ERIC (international) and CAPES (national) as databases, using the following search terms (in Portuguese and in English): "cognition and foreign/English language teachers", "(situated) cognition and pre-service foreign/ English language teachers" and "cognition and initial (English/foreign) language teacher education". The author selected only empirical studies whose foci were on teacher education (initial and continuing).

the 2015-2018-time period. Most importantly, I refer to Coradim's (2015) review in order to give the author credit for the well-organized and comprehensive review. Nevertheless, I stress that I resorted to such review, since it would help me to have prompt access to the research studies examined (without database searching). In this respect, all investigations presented in the following review were also examined by me and each paragraph imparts my (unique) interpetations of the studies and at times disticint information from Coradim's (language perspective, place etc.); hence, despite the reference to Coradim (2015), the review provided is neither a mere reproduction nor unnecessarily repetitive .

I split this section into national and international research on teacher cognition. Moreover, a discussion on such studies is provided at the end of this section, in subsection, 3.2.3.

3.2.1 National Research on Teacher Cognition

Coradim's (2015) literature review includes studies in the foreign language domain (in general). Nevertheless, herein, I only refer to studies whose contexts encompassed the English language. Until 2014, the following empirical studies on teacher cognition were found:

Chart 13: National Studies on Teacher Cognition (CORADIM, 2015)

Study	**Cognition-Related Aspect**	**Language Perspective**	**Context**	**Tools**
Borba (2007) (*master's dissertation*)	Perception and Recognition (metaphors)	ELF	Undergraduate program in Portuguese and English (Santa Catarina)	Reading tasks developed in five classes
Costa (2008) (*doctoral thesis*)	Language	ELF	Middle/ High Schools and Undergraduate program in languages (Rio Grande do Sul)	Texts produced by the participants
Eckert (2008) (*master's dissertation*)	Thinking and awareness	ESL	Websites (Rio Grande do Sul)	Questionnaires and diaries

Guedes (2012) (*master's dissertation*)	Learning and Memory	EFL	High School (Bahia)	Reading tasks developed in classes and questionnaires
Hodgson (2010) (*doctoral thesis*)	Perception and Recognition (metaphors)	EFL	High School (Ceará)	Questionnaires
Lange (2010) (*master's dissertation*)	Language	EAL	Adolescent and young adult Education Rio Grande do Sul	Class observation (14h recorded)
Santos (2009) (*master's dissertation*)	Learning and Memory	EFL	Middle Schools (Pernambuco)	Questionnaires and reflective diaries
Santos (2010) (*master's dissertation*)	Perception and Recognition	EFL	Undergraduate program in English (Paraíba)	Diaries, questionnatires, interviews and group discussion
Santos (2011) (*master's dissertation*)	Learning and Memory	ESL	Undetermined (Rio Grande do Sul)	Grammar tasks developed in class
Sardo (2007) (*doctoral thesis*)	Senses	EFL	Two cohorts of third age students (Paraná)	Class observation and group discussion
Silva (2002) (*master's dissertation*)	Learning and Memory	EFL	Undetermined (São Paulo)	Reading tasks developed in class
Silva (2006) (*master's dissertation*)	Learning and Memory	EFL	Undergraduate program in Portuguese and English (Rio Grande do Sul)	Class observation (recorded)
Silva (2009) (*master's dissertation*)	Beliefs/ Perceptions	EFL	Language school (Rio de Janeiro)	Personal narratives and questionnaires
Silva (2012) (*master's dissertation*)	Thinking and awareness	EFL	Middle/ High Schools and Undergraduate program in languages (Minas Gerais)	Group discussions and interviews

Source: The author (based on CORADIM, 2015)

Borba (2007) conducted an explanatory-interpretive study with undergraduate students so as to understand the process of metaphor construction from journalistic texts about the Brazilian Landless Movement. The author concludes that students construe such social movement as war. This way, the author associates the metaphors co-constructed with cross-cultural differences and other social issues.

In a virtual environment, Costa (2008) aimed at verifying possibilities of collective authorship in the aforementioned context. Drawing on a textual analysis, the author argues that the virtual space investigated is a fruitful opportunity for collective authorship, collaborative knowledge construction and others.

In light of cognitive biology, Eckert (2008) investigated the contribution of computers to students' performance, focusing on subjective and cognitive aspects. Results imply some improvement in terms of pronunciation, literacy and students' autonomy.

Guedes (2010) carried out a qualitative investigation with high school students aiming at investigating cognitive processes and strategies in reading. Results indicate that despite the majority of the students investigated could activate prior knowledge and make inferences, their overall performance was hindered owing to lexical insufficiency.

Hodgson (2010) analyzed the relation between cognition and conceptual metaphor in the learning of phrasal verbs by high school students. The author's findings suggest that conceptual metaphors prove to be facilitating tools in the teaching-learning process.

Grounded in ethnomethodology and conversation analysis, Lange (2010) investigated oral interactions in English classes in a state school. Results signal students' engagement in joint knowledge construction.

Santos (2009) endeavored to describe the extent to which middle school students consciously used cognitive strategies to memorize or retrieve information from the texts read. From questionnaires and texts, the author concludes that the majority of the students investigated failed to remember the information requested. Hence, the author purports that students do not use cognitive strategies consciously.

Seeking to investigate student teachers' meta-cognitive knowledge, Santos (2010) undertook an interpretive study with six student teachers. Results indicate that student teachers' meta-cognitive knowledge hinges on some factors, such

as interlocutors involved in the communicative event, the means of communication and others.

Santos (2011) explored English teachers' pragmatic awareness. In light of relevance theory, the author surmises that it is possible to integrate aspects of human cognition with inferences in order to promote a successful communicative event.

Sardo (2007) investigated the role of affectivity in language acquisition. To achieve such aim, the author analyzed how two groups of students learned a foreign language (English). The author concludes that an approach to language learning that associates cognition and affectivity has higher chances to be successful.

Silva (2002) sought to explore students' reading process in light of cognition. The study raises discussion on the cognitive and metacognitive processes activated during reading processes as well as the role of teachers in such processes.

Aiming at investigating the use of learning strategies, Silva (2006) carried out a study with senior students in an undergraduate teacher education program. Classes were recorded and findings unveil students' unawareness of the use of learning strategies. In this respect, the author contents that the role of teachers is to promote such meta-awareness.

Silva (2009) focused on two English teachers' beliefs about English teaching and learning. The findings of the investigation suggest a complex relationship between teachers' sets of beliefs and their teaching practices.

Silva (2012) investigated in-service teachers' and teacher educators' cognition as to the relevance of research on teacher cognition. For such aim, the author employed interviews and reflective sessions. Results indicate issues concerning, inter alia, the relationship between theory and practice, universities and schools and knowledge construction.

As depicted in chart 13, Coradim's (2015) literature search and review brought forth 14 research studies in the Brazilian context: three doctoral theses and eleven dissertations. In my literature review (between 2015-2018), deploying the same procedures (search terms, data bases etc.), I found three master's dissertations as follows:

Chart 14 National Studies on Teacher Cognition (SENEFONTE, 2018)

Study	Cognition-Related Aspect	Language Perspective	Context	Tools
Borsatti (2015) (*master's dissertation*)	Beliefs	EFL	Higher education (Rio Grande do Sul)	Reading tasks, questionnaires and interviews
Lima (2015) (*master's dissertation*)	Worldviews and discourse	EIL	High school (Pernambuco)	iInterviews and documentary souce
Molina (2016) (*master's dissertation*)	Emotions/ Motivation	EFL	Middle school (Minas Gerais)	Questionnaires, narrative interviews, classroom observations, field notes and teacher's journal

Source: The author

Borsatti (2015) investigated two cohorts of ten English students (each). The investigation aimed at exploring students' beliefs about their learning process as well as identity issues. The author's findings reveal similarities between the two groups in terms of reflective practices concerning reading comprehension.

Lima (2015) conducted a qualitative study with five high school English teachers so as to investigate their active comprehension of the theoretical and methodological notions that underlie the teacher's book. Results unveil a multiplicity of voices, which in turn imparts different theoretical perspectives.

Drawing on teacher emotion/motivation studies, Molina (2016) attempted to investigate and understand one teacher's emotions and motivation to teach English at a public school. Molina's findings indicate that such motivation stems from students. Moreover, the teacher investigated experiences antagonist emotions (happiness and sadness, surprise and frustration and so forth).

After exposing the 17 Brazilian studies on English teacher cognition, the next subsection provides an overview of international research.

3.2.2 International Research on Teacher Cognition

In the international arena, 14 studies were found, as illustrated in chart 15:

Chart 15: International Studies on Teacher Cognition (CORADIM, 2015)

Study	Cognition-Related Aspect	Language Perspective	Context	Tools
Barnes; Lock (2013) (*paper*)	Perceptions	EFL	Higher education (Korea)	Questionnaires
Brubacher (2013) (*paper*)	Actions, attitudes, beliefs, perceptions and discourse	ESL	Elementary School Canada	Interviews
Chen; Cheng (2013) (*paper*)	Actions, attitudes and perceptions	EFL	Middle School Taiwan	Questionnaires, interviews and narratives
Cirocki, Tennekoon, Calvo (2014) (*paper*)	Awareness and knowledge	ESL	Middle/High school (Sri Lanka)	Questionnaires and interviews
Hongboontri; Keawkhon (2014) (*paper*)	Beliefs and perceptions	EFL	Higher education (language institute) (England)	Interviews and questionnaires
Nguyen (2013) (*paper*)	Awareness and knowledge	ESL	Higher education (Vietnam)	Interviews and documentary source
Hu (2013) (*paper*)	Beliefs	EFL	Middle/High School (China)	Class observation and interviews
Owen; Dunmill (2014) (*paper*)	Beliefs	Undetermined	Virtual environment (New Zealand)	Online surveys, field notes and webinar sessions
Rättyä (2013) (*paper*)	Awareness and knowledge	Undetermined	Higher education (Finland)	Documentary source (didactical material)
Saqlain; Mahmood (2013) (*paper*)	Beliefs and perceptions	ESL	Higher education (Saudi Arabia)	Field notes and interviews

Sarigoz (2013 (*paper*)	Perceptions	EFL	Undergraduate teacher education program (Turkey)	Teachig sessions and questionnaires
Vu et al. (2014) (*paper*)	Awareness and knowledge	ESL	Online courses (USA)	A six-week course and online survey
Wang; Lin (2013) (*paper*)	Discourse	ESL	Recruitment Policies of Native-English speaking teachers (Japan, Korea, Hong Kong and Tawain)	Documentary source (policies for teacher recruitment
Yildrim (2013) (*paper*)	Perceptions	EFL	Higher education (Turkey)	Portfolios, interviews and questionnaires

Source: The author (based on CORADIM, 2015)

Barnes and Lock (2013) conducted a research study with 222 university students of different fields. By means of a questionnaire, the authors aimed at describing students' perceptions about attributes in a foreign language teacher. The study reveals that such perceptions concern friendliness, care, patience, delivery attributes (clear explanations, error correction), impartiality, target language knowledge, good preparation and others.

Through interviews, Brubacher (2013) attempted to investigate two teachers' cognition as to students' linguistic development. Results show that teachers see such development as a whole, which in turn includes all the steps taken and not only what students learned in class.

Chen and Cheng (2013) carried out a study whose aim was to investigate the role of supervisory practices in teacher education. By means of semi-structured interviews, questionnaires and narratives, the authors contend that prescriptive-oriented supervisions tend to yield a negative impact on teachers' performance, identity, linguistic command and others.

Cirocki, Tennekoon and Calvo (2014) endeavored to explore 45 teachers' cognition with regard to the relation between theory and practice in English classes. The authors champion the importance of classroom-based research and reflective practices to teachers' professional and personal development.

Hongboontri and Keawkhon (2014) investigated the influence of the school culture on 62 English teachers' practices. In order to generate data, the authors deployed questionnaires, interviews and class observations and the findings of the investigation unveil reciprocal relationship between the school culture and the instructional practices of the teachers investigated.

Aiming at exploring teachers' cognition concerning learning, teaching, curriculum implementation and tasks, Hu (2013) conducted an investigation with 30 middle and high school teacher. The findings of the research signal passive acceptance, active participation and advancement in terms of curriculum.

Nguyen (2013) investigated two student teachers in order to explore their cognition as to curriculum construction. The data analyzed indicate that contextual factors contributed to such construction and the curriculum scrutinized included research and content knowledge.

Owen and Dunmill (2014) analyzed two English teachers' professional development who participated in the Virtual Professional Learning and Development Program (VPLD). Results indicate changes in teachers' beliefs with respect to English teaching and learning.

Seeking to examine student teachers' cognition regarding theoretical conceptualization of grammar instruction, Rättyä (2013) carried out an investigation in two Finnish universities. Results reveal limited conceptual knowledge, which in turn jeopardizes EFL teaching-learning.

In order to investigate teachers' perceptions about the use of technology in the ESL classroom, Saqlain and Mahmood (2013) undertook a qualitative study with 14 English instructors at Northern Border University. The authors argue that although teachers are not certain of the efficacy of technological resources, they are favorable to such resources.

Sarigoz (2013) investigated how a cohort of 43 English student teachers adjusted their level of English during their teaching practicum. The author avers that accurate language adjustment can maximize teaching practices.

Vu's et al. (2014) study comprise 512 in-service teachers and examines factors that contribute to the effectiveness of online courses for professional development. The data perused show that such factors include login frequency, activities completed and others.

Yildrem (2013) analyzes 31 student teachers' use of portfolios for EFL development. The research involved interviews, questionnaires and portfolios created by the participants. Results suggest that the use of portfolios trigger the students to be more autonomous, responsible and aware of their professional development.

Wang and Lin (2013) explored policies of recruiting native English-speaking teachers (NESTs) to participate in English language education. The authors contend that governments have prioritized the native speaker regardless of professional qualification and teaching experience. In this regard, the authors advocate for an evaluation of the efficacy of such recruitment programs.

In 2014, Coradim (2015) found 14 international studies on English teacher cognition. In 2018, my literature search yielded seven studies, as illustrated in chart 16:

Chart 16: International Studies on Teacher Cognition (SENEFONTE, 2018)

Study	**Cognition-Related Aspect**	**Language Perspective**	**Context**	**Tools Employed**
Alghanmi; Shukri (2016) (*paper*)	Beliefs	EFL	Higher education (Saudi Arabia)	Class observation and questionnaire
Burri (2015) (*paper*)	Beliefs, thoughts, attitudes and knowledge	ESL	Higher education (Australia)	Group sessions, questionnaires, class observations and interviews
Gök Kaça; Yigitoglu (2017) (*paper*)	Recognition beliefs and knowledge	EFL	Higher education (Turkey)	Class observation and interviews
Önalan (2018) (*paper*)	Beliefs	ESL	Language Institutes (USA)	Questionnaire
Rahimi; Zhang; Esfahani (2017) (*paper*)	Perceptions and beliefs	EFL	Middle/ High school (Iran)	Questionnaire
Tajeddin; Aryaeian (2017) (*paper*)	Attitudes, perceptions and beliefs	EFL	Language institutes (Iran)	Discussion sessions
Yunus; Salehi; Amini (2016) (*paper*)	Perception and recognition	ESL	Language institutes (Iran)	Interview and questionnaire

Source: The author

Alghanmi and Shukri (2016) carried out a research study with 30 professors at the University of Jeddah. Their aim was to investigate professors' cognition of grammar instruction. The findings of the investigation indicate the cognition examined is influenced by some factors such as: students' proficiency leve land attitudes towards language, needs, learning styles and others.

Burri (2015) explored 15 student teachers' cognition of pronunciation aspects in the ESL classroom. The author's results show that the cognition analyzed points to a balanced approach to pronunciation teaching. In other words, both segmental and supra-segmental features were regarded as important to ESL teaching.

Gök Kaça and Yigitoglu (2017) analyzed the influence of the curriculum on two novice English teachers' cognition. Findings include, inter alia, challenges in realizing the curriculum aims and tensions between teachers' cognition and teaching practices.

Önalan (2018) endeavored to understand 75 non-native English speaking teachers' cognition (beliefs) as to grammar instruction. By means of a questionnaire, the author concluded that teachers with higher proficiency levels or higher degree tend to favor an implicit/ indirect approach to grammar teaching. Conversely, nonetheless, an explicit approach is prioritized as students improve their proficiency level.

Through an open-ended questionnaire, Rahimi, Zhang and Esfahani (2017) did a research study involving 40 non-native English speaking teachers (novice and experienced), their aim was to describe the differences between novice and experienced teachers' cognition concerning curriculum design. Their results signal that the cognition of both groups concern hindrances to curriculum design, such as: lack of theoretical knowledge, practical skills, financial resources and others.

Seeking to investigate teachers' cognition of teaching methodology, Tajeddin and Aryaeian (2017) undertook a study with 12 non-native EFL teachers, who were divided in three groups. Results reveal similarities in the cognition of the three groups, especially with regard to communicative language teaching (CLT).

Yunus, Salehi and Amini (2016) undertook an investigation with five English teachers in order to describe their cognition as to pronunciation techniques. Their findings unveil broader cognition as to pronunciation techniques for the participants who were in higher level language courses.

Once I have provided the overview of international research on teacher cognition, in the next subsection, I synthesize the 38 studies found.

3.2.3 Synthesis of National and International Research on Teacher Cognition

As adduced in the previous subsections, 38 research studies on English teacher cognition were found in the literature searches conducted by Coradim (2015) and me:

a) Coradim (2015): 14 done in the Brazilian context, whilst 14 internationally;

b) Senefonte (2018): Three carried out in Brazil and seven in the international arena.

As explicated earlier in this chapter, cognition is a hugely broad concept that can involve multifarious aspects. In this regard, the majority of the studies scrutinized focused on:

a) *Attitudes*: Tajeddin; Aryaeian (2017);

b*) Awareness:* Santos (2012);

c*) Beliefs*: Borsatti (2015), Brubacher (2013), Burri (2015), Rahimi; Zhang (2017) and others;

d) Knowledge*/ Memory*: Cirocki; Tennakoon; Calvo (2014), Silva, (2002), Silva (2006), to name a few

e) Language /*Discourse*: Costa (2008), Lange (2010), Lima (2015) and others.

f*) Metaphors:* Borba (2017) and Hodgson (2007);

g) Perceptions: inter alia, Barnes; Lock (2013), Chen; Cheng (2013), Santos (2010) and Yieldrim (2013).

Furthermore, it is quite common to find studies which combine multiple aspects of cognition (BURRI, 2015; CHEN, CHENG, 2013; SILVA, 2009; TAJEDDIN; ARYAEIAN, 2017, to name a few).

Regarding the tools deployed for data generation/collection purposes, three types of instruments are predominmant;

a) *Questionnaire*: Barnes; Lock (2013), Eckert (2008), Hodgson (2010), Santos (2009) and others;

b) *Interview*: inter alia, Brubacher (2013), Lima (2015), Sardo (2007) and Silva (2009);

c) *Class Observation*: Hongboontri; Keawthon (2014), Molina (2016), Sarigoz (2013) Silva (2006), to name a few.

Also, research studies on teacher cognition combine data generation tools (interviews and questionnaries, for instance), as is the case of Chen; Cheng (2013), Hongboontri; Keawthon (2014), Yildrem (2013) and others.

In her literature review, Coradim (2015) concluded that notwithstanding the considerable body of literature in the field, she did not find any study whose context was equated to the context of her study, which focused on the teaching practicum, more specifically on the knowledge construction involved in the process of becoming a teacher (teacher education). In this sense, I also share the same conclusion, as none of the research reviewed (both in this chapter and in the previous chapter about informal English) covers English teacher educators' cognition of informal English teaching (focus of this thesis).

Bearing this in mind, the literature review indicates that my research design is scientifically sustained, particulary with respect to two points:

a) This thesis focuses on a theme which has not been investigated in the teacher education context;

b) This study has cognition as its unit of analysis and deploys interviews and questionnaires so as to achieve its aims. As shown earlier, there is a considerable body of studies, at a doctoral level, with similar research designs (COSTA, 2008; HODGSON, 2010; SARDO, 2007, to name a few).

Once I have presented a literature review on teacher cognition, in the next section, I probe into some methodological issues of (teacher) cognition.

3.3 DISCUSSION

In this section, I raise questions concerning the *ontological* (the individual whose cognition is being probed into), *epistemological* (the relationship between cognition and knowledge) and *methodological* (the interplay between cognition and research methods) dimensions of cognition.

Bearing this in mind, BIRELLO (2012) contends that delving into one's cognition may pose some (*methodologica*l) challenges. First, many aspects related to

cognition are not directly observable (e.g., beliefs), hence, researchers need to resort to what participants say in order to elicit the unit of analysis. A second challenge lies in the fact that a teacher may answer a question during an interview differently from the way s/he would answer the same question in class, for instance (under observation). Third, there may be inconsistencies/tension in some cognition-related aspects, e.g., belief systems. The author exemplifies such premise as follows:

> We may believe one thing, but we may also believe something else that pulls in a different direction. There are teachers who say it is important to get learners to discover grammar for themselves but it is also important for me to cover the curriculum quickly so there is a tension there between a belief in the need for efficiency and another belief (BIRELLO, 2012, p. 91).

From such proposition, one may assume that opposing beliefs can coexist (*ontology*). In this regard, a teacher may think in a certain way and act in another. Additionally, one can presume that a teacher will not teach something s/he does not know (BIRELLO, 2012). These instances illustrate how cognition is interwoven with one's actions/practices.

Another problem pointed out by Birello (2012) concerns the discrepancy that may exist between knowledge and belief/perception, e.g., what people know and how much they believe they know. The author calls it *self-efficacy* or *confidence* when such belief/perception corresponds to something greater than what it really is.

Epistemologically speaking, I defend that it might be overly vague (to the layman) when a researcher claims that his/her unit of analysis is cognition, since cognition is an umbrella term that is related to manifold aspects. I doubt that one single study can probe into all the aspects presented in this chapter.

Stating that a study is on cognition can be compared with stating that a study is on human organs; if the organ is not specified, the statement will sound either vague or overly generalizing. Similarly, one can posit that the word 'organ' alone does not say much and neither does 'cognition'. Hence, the following question can be posed: "what organ?"/"what (aspect of) cognition?". The answer to such question appears to be crucial to a clear enunciation of the purposes of a research study.

That being said, I purport that the aspect(s) of cognition of a research study hinges on the kind of question the researcher is employing to generate data,

which encompasses research questions and data generation/collection instruments (questionnaires, interviews, notes etc.). Moreover, it is very probable that one single study can comprise more than one aspect of cognition, as such aspects either overlap frequently or are synonyms in some cases. Hence, to elucidate my assumptions, I pose some illustrative questions:

a) “What is X?”, “What do you understand by X?”: Such questions may probe into one’s *knowledge, lay/implicit theories, conception* etc.;

b) “What is your reaction in the following situation…?”: *Behavio*r, *attitudes, perceptions*, actions etc.;

c) “How often do you do X?”, “how do you address this topic in class?”: *Actions, attitudes* etc.;

d) “What is your opinion on …?”, “what do you think of…?”: *perceptions, beliefs, constructs, perspectives, worldviews* and so on;

e) “What is you aspiration in life?”: Preferences, feelings, expectations and others.

f) “What is your view or interpretation of X?: *perceptions, beliefs, attitudes, models* and so forth;

g) “What was your learning experience concerning X?”: *biographies, memories* and others;

h) “Why do you do this”?: *reasons, constructs* etc.

In the methodological chapter, I will analyze my research questions as well as the questions employed in the data generation instruments in order to elucidate the aspect (s) of cognition this study delves into (attitude, behavior, beliefs, conception, knowledge, perceptions, preferences, feelings and teaching practice).

From a philosophical-scientific perspective, every knowledge is a belief, but not every belief is knowledge (DA COSTA, 1997). In other words, a belief needs to be justified through a scientific set of procedures, as is the case of this thesis. As stated in chapter 2, the empirical dimension of the study legitimizes it as a scientific product; thus, a reliable source of knowledge.

3.4 CHAPTER SUMMARY

This brief chapter provided a conceptualization of cognition, starting from a general view (due to its transdisciplinary feature) to a linguistic perspective. I depicted some aspects related to cognition, as illustrated in chart 17:

Chart 17- Cognition-Related Aspects

Attention – Attitude – Awareness -Behavior – Belief- Biography – Classroom Practice Conception - Concern- Construct – Expectation - Feeling – Image- Implicit Theory Knowledge – Language – Lay Theory – Memory – Metaphor- (Mental) Model- Perception – Perspective – Preference- Reason – Reasoning – Reflection Thinking- Worldview

Source: The author

Then**,** I presented Borg's (2003) notion of cognition (what one thinks, knows, believes and does) that somewhat summarizes the aspects portrayed in chart 17. After that, I raised a discussion on the contextual characteristic of cognition (situated cognition) and its stability. Further, I provided a thorough and updated literature review on English teacher cognition, including studies conducted in Brazil and all over the world. Lastly, in the discussion, I illustrated some (ontological, epistemological and methodological) challenges experienced by studies on this theme. Then, I endorsed the importance of a direct enunciation of the purposes of an investigation, especially concerning its unit of analysis. Finally, I saved the past paragraphs to exemplify some aspects of cognition: a certain question can direct a specific aspect of cognition.

In addition to an updated literature review on English teacher cognition, the major contribution of this chapter is my attempt to make this field more didactic to the reader. In other words, I defend that the researcher, whose study is on cognition, needs to specify which aspect of cognition his/her study is exploring. I am not implying that the researcher needs to provide a conceptualization of cognition, but s/he needs to spedify its related aspect. As avowed earlier, I doubt that one single study can probe into all aspects of cognition (I listed, at least, 26 in this chapter).

4 METHODOLOGICAL ISSUES

> But we need to learn it in order to teach it. First, I think you have to know it, I think that's the major difficulty. (LILIAN, L. 1501-1502).
>
> We can make students aware of the language, and this (...) formality/informality is part of this awareness. There are many aspects (...) this is one point that should be considered. (MAX, L. 1915-1917).

This chapter seeks to contextualize my research study concerning its methodological principles and procedures. Strauss and Corbin (1998) surmise that methodology is a way of understanding a certain reality, a way of gathering knowledge. Despite its significance, research methodology issues have been neglected in numerous investigations, especially in the language studies field (REIS, EGIDO, 2017).

I purport that methodology is a crucial component of any research; it entails much more than a mere categorization such as: qualitative and interpretivist research and so forth. I understand that methodology is the identity of a study; therefore, it is the element that renders a research study singular and unique. Many investigations may have a given theoretical framework in common; however, it is the methodology (research design) deployed that distinguishes it from any other research. In other words, the miscellany of nature/type of research, participants, context, data generation/analysis and other elements accounts for an original and unprecedented study.

Regarding the thesis statement, mandatory hallmark of a doctoral work, I could not eschew voicing my disapproval of the way it is usually enunciated. The majority of the statements I have seen are generalizations, e.g., "teaching practices in initial teacher education are characterized by X", "there is an X relationship between the teacher and X", "teachers change from X to Y after experience A" and many others. I question how one can make such a generalization drawing on one single study, usually encompassing a small cohort of participants in one single context. The way such thesis statements are enunciated can be in conflict with the methodological paradigm adopted, especially when researchers avow that they subscribe to a qualitative nature, a relativist ontology and so on. Hence, I contend that

a thesis statement should be made bearing in mind that it refers to a "reality" that is relative to one specific context, which entails, place, time and other variables. In other words, a thesis statement is certainly true only of a particular context (in which the research was carried out).

The next sections of this chapter cover the methodological principles and procedures employed for the purposes of this investigation.

4.1 NATURE OF THE RESEARCH

Inasmuch as I probe into people's cognition to understand the extent to which (and how) informal English has been addressed in undergraduate teacher education programs, my research study is, by its nature, *qualitative*. In other words, my investigation endeavors to understand a particular phenomenon concerning certain individuals in their social context (VIDICH; LYMAN, 2006). In this regard, qualitative research is:

> Any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about persons' lives, lived experiences, behaviors, emotions and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations (STRAUSS; CORBIN, 1998, p. 10-11).

In sum, qualitative investigation is the understanding of human actions (SCHWANDT, 2006). Furthermore, Lazaraton (2003) adds a sociopolitical[72] dimension to qualitative research; the author contends that qualitative researchers usually seek to answer questions of a sociopolitical nature.

In addition to nature, some principles account for the methodology upheld in this research: ontology, epistemology and methodology. As claimed by Guba (1990, p.18), such principles are led by the following questions:

> a) *Ontological*: What is the nature of the "knowable"? Or, what is the nature of "reality"?
> b) *Epistemological*: What is the nature of the relationship between the knower (inquirer) and the known (or knowable)?

[72] Inasmuch as the author employed the expression "sociopolitical", I decided to keep the original term. Nonetheless, I deem such use redundant, since "political" is a social factor. The same holds true of other crystalized expressions such as: socioeconomic, sociocultural etc.

c) *Methodological*: How should the inquirer go about finding out knowledge?

In this research, I understand that the "knowable" is the participants' cognition. With this in mind, reality/truth (*ontology*) are construed from a relativist perspective (LINCOLN; GUBA, 2006). In other words, reality is not absolute; it is contextual, that is, it is relative to several variables, such as: time, situation, culture, people and so forth. This way, reality/truth are always prone to being revisited.

Knowledge is not seen as a product of human action, but as a process; it is not static or finished. Likewise, the relationship/interactions between the knower (researcher) and the knowable (cognition) is mostly subjectivist. In this respect, Guba (1990, p. 26) postulates that: "if realities exist only in respondents' minds, subjective interaction seems to be the only way to access them". Despite the fact that I acknowledge the subjective dimension of human beings and their interactions, I cannot abjure the objectiveness of knowledge. Hence, I subscribe to an interpretivist *epistemology*. In this sense, Schwandt (2006) avers that it is possible to understand human actions (which are subjective) in an objective way.

The *methodology* (as a set of methods, viz.: STRAUSS; CORBIN, 1998) employed in this study is comprised of two dimensions: a *hermeneutical* and a *dialectical* one. Guba (1990) avows that the hermeneutic domain means illustrating human actions/constructions, while the dialectical endeavors to compare and contrast such constructions. By doing so, information can be constantly improved.

Taking such tenets into account, this investigation belongs to the 'constructivism' paradigm. In sum, constructivism understands that knowledge is not innate, it is constructed through social interactions/experiences. Moreover, it is worth mentioning that such knowledge construction is conscious, since people can reflect upon their knowledge and experiences.

That being said, chart 18 summarizes the research principles upheld in this thesis:

Chart 18- Methodological Design

Item	Characteristic
Ontology	Relativist
Epistemology	Subjectivist and interpretivist
Methodology	Hermeneutical/ Dialectical
Paradigm	Constructivist

Source: The author (based on GUBA, 1990 and LINCOLN; GUBA, 2006)

Once the nature and paradigmatic principles of the research were adduced, the next section depicts the type of the research.

4.2 Type of the Research

This thesis is a case study. In this regard, Cohen, Manion and Morrison (2000) claim that a case study is an instance (usually a single unit) that explicates a principle or theory. Suffice it to say that every instance is unique, since it encompasses singular individuals in a specific context. Additionally, case studies are predicated more on the whole of an instance rather than on its parts. As claimed by the authors, this type of research enables people to have a clear understanding of reality rather than abstract concepts of a given theory.

In line with the tenets defended in the previous section, a case study is profoundly contextual, that is, it rests upon some temporal/geographical factors, people and their social roles and others (HITCHCOOK; HUGHES, 1995).

It is worth noting that case studies are not only a mere description of events in a particular context. It concerns systematic and rigorous data generation and analytical procedures. Thus, assumptions and statements avowed by case studies must be undergirded by concrete evidence (COHEN, MANION, MORRISON, 2000). Amongst the several categorizations of case studies, I assume that mine is permeated by interpretive and ethnographic hallmarks.

After showing the categorization of my research, the next sections depict the context and participants of my case study.

4.3 Context

In this section, I illustrate the two contexts in which my research was carried out. My criteria for selecting such contexts were:

a) Public higher education institutions;

b) Universities that offered an undergraduate program in English;

c) Undergraduate programs that were also teacher education programs.

I chose two universities because a higher number would yield more

data than I could handle, considering that this is an in-depth qualitative research study. Additionally, by conducting my study in two different contexts, I can compare and contrast the results generated. The choice of the two higher education insitutions lies in the fact that they are the contexts with which I am most acquainted (both as a professor and a graduate student).

In order to keep the identity of the participants anonymous, I will, purposefully, provide only a few details of the universities, to which I will refer as *Alpha* and *Beta* (pseudonyms).

4.3.1 Alpha University

Located in Paraná, southern Brazil, the institution was founded almost 60 years ago and offers some undergraduate programs, only a few graduate studies and several graduate certificate programs in diverse fields. One of these undergraduate programs is Letras: Portuguese/English and literatures.

4.3.1.1 The undergraduate program

Letras: Portuguese/English is one of the oldest undergraduate programs of the university, officially established in the 1960s. As the name suggests, it is a double-degree program and by the end of their studies, student teachers earn a teacher's license to teach both Portuguese and English (and respective literatures). At the time this research was conducted, the program had 14 professors, most of them PhD holders, in both categories: permanent (tenure) and temporary. There were five English professors (including me) and they agreed to participate in this investigation. Therefore, my study covers 100% of the aforementioned context.

The first and second year usually begin with a range of 30-40 students. However, roughly half of them drop out in their first or second year, hence, by the end of the fourth year, classes usually have 15-20 students.

For the purposes of this thesis, I will focus only on the English courses of the program. In this respect, Letras curriculum is displayed in chart 19 and encompasses all the courses covered in the 4-year undergraduate program at Alpha University:

Chart 19- Letras Curriculum (Alpha University)

Freshman Year	Basic English
Sophomore Year	Oral Production and Comprehension I Written Production and Comprehension I Phonetics and Phonology
Junior Year	Oral Production and Comprehension II Written Production and Comprehension II English Language Teacher Education Academic Genres English Literature I English Practicum I Elective III
Senior Year	Oral Production and Comprehension III Written Production and Comprehension III English Literature II English Practicum II Brazilian Sign Language Elective IV

Source: The author

Taking into consideration the scope of this research, I place emphasis on the courses as follows:

a) *General Language*: Basic English;

b) Oral/ Written Skills: Oral/Written Production and Comprehension (I, II and III);

c) *Sounds*: Phonetics/Phonology;

d) *Practice*: English Language Teacher Education and English Practicum (I and II).

4.3.2 Beta University

Although Beta University was founded five years later, it is exponentially larger than Alpha University in term of academics. Also located in southern Brazil, Beta University has numerous undergraduate, graduate and certificate programs in diverse areas of knowledge. The university offers several undergraduate programs in languages, the one investigated in this research is Letras: English and literatures.

4.3.2.1 The undergraduate Program

Unlike the program at Alpha, Letras at Beta University is a single-degree program that also grants students a teacher's license to teach English and literatures. The program began its academic activities in the 1970s and currently (at the time this study was carried out) has approximately 20 English professors, four in temporary positions and only one is not a PhD holder. Similar to Alpha, there are roughly 15-20 students per class at Beta University. Letras: English curriculum is presented in chart 20.

As the undergraduate program offers a single degree, the number of English courses are higher than in the program at Alpha University.

Chart 20- Letras Curriculum (Beta University)

Freshman Year	Lexico-grammatical Features I Oral Production and Comprehension I Written Production and Comprehension I (Applied) /Linguistics Language and Society
Sophomore Year	Lexico-grammatical Features II Oral Production and Comprehension II Written Production and Comprehension II Text Genres Reading: theoretical foundations Phonology Literary Theory Philosophy of Language Elective I
Junior Year	Lexico-grammatical Features III Oral Production and Comprehension III Written Production and Comprehension III Education and Inclusion English Teaching for Basic Education English Literatures I English Practicum I
Senior Year	Lexico-grammatical Features IV Oral Production and Comprehension IV Academic Writing English Language for the Classroom Brazilian Sign Language English Literatures II English Practicum II Elective II

Source: The author

Once again, I will cover only the language and teacher education courses. The courses illustrated in chart 20 can be categorized as follows:

a) *General Language*: Lexico-grammatical features (I, II, III and IV);

b) *Oral/Written Skills*: Oral Production and Comprehension (I, II, III and IV) and Written Production and Comprehension (I, II and III);

c) *Sounds*: Phonology;

d) *Practice*: English for Basic Education, Classroom English and English Practicum (I and II).

The courses in Text Genres and Academic Writing were not included, as the former focused on theory of text genres; the latter was aimed at academic settings (formal language).

4.3.3 Discussion on the Research Sites

Without a doubt, both curricula from the universities investigated converge in several aspects. Both offer courses in oral/written comprehension and production, genres, academic writing, phonology and others. Moreover, the syllabi are very similar in terms of course description, methodology and evaluation (APPENDICES O and P).

The undergraduate programs appear to subscribe to the prescriptions devised by the Common European Framework of References of Languages (COUNCIL OF EUROPE, 2001), concerning both proficiency levels expected and assessment, which involves sociolinguistic/pragmatic, orthographic competence and others.

With respect to proficiency levels, Alpha University expects that by the end of the fourth year, students achieve B2, whilst Beta, C2. It is a huge difference that reflects the quantitative difference between the two curricula: The curriculum at Alpha reserves approximately 1100 hours (during the four years) for English courses, while at Beta, there are roughly 2600 hours. Certainly such quantitative difference stems from the format of each program, the former a double-degree and the latter, a single degree.

4.4 PARTICIPANTS

I would be remiss if I considered the professors interviewed the only participants in this study. There are certainly other people who made priceless contributions to this research study. In this regard, I assume that this technical work is a result of a multiplicity of voices, worldviews and so forth.

Hence, I classify the people involved in this thesis into *primary* and *secondary* participants. Primary are the participants directly related to data generation and analysis: the professors and the researcher (me). The secondary participants undertook different duties, such as: triangulation, editing/proofreading, preparation of instruments, data analysis, pilot testing and others.

4.4.1 Professors

Suffice it to say that without the professors, this study would not have been possible, since they provided the data that undergird my thesis. The criteria for selecting such participants were:

a) Professors who were also teacher educators;

b) Professionals who had at least one year of experience as teacher educators;

c) Educators who taught language and teacher education classes. Therefore, professors who taught undergraduate courses in English literatures, Linguistics, and Language Philosophy were not included.

As I said earlier, 100% of the professors at Alpha (four people) participated in this study. At Beta, considering my criteria for selection, eight professors were invited, however, only three agreed to participate.

Thus, the next subsections provide some biographical details of the seven professors investigated. The names are pseudonyms, except for Lilian and Priscila, who wished to be identified by their real names. Additionally, in order to reinforce anonymity, unisex names were used. In this respect, in order to avoid sexism in language, I will employ the coalescence of the pronouns ‘he’ and ‘she’: s/he to refer to one participant.

In the biographical description, I include the professor’s education, teaching experience, view of language and others. Their view of language is depicted

in chart 21 as follows:

Chart 21[73]- Professors' View of Language

	Nature	*Purpose*	*Participant(s)*
Awareness	**Organic**	*Pragmatic*	Drew Morgan (2x)[74] Priscila Shannon Max
		Critical	Lilian
Unawareness	Adrian		

Source: The author and the adviser[75]

In addition to the view of language, I also explored the factors that contribute to such a view, as shown in chart 22:

Chart 22- Factors as to Professors' View of Language

Factors	**Affordance/ Demands**[76]	*Professional*	Morgan Shannon Lilian Max
		Academic	Priscila
		Leisure	Drew

Source: The author and the adviser

That being said, the next paragraphs cover each professor separately: Adrian, Drew, Lilian, Max, Morgan, Priscila and Shannon.

Adrian

Adrian holds a master's degree in Language studies and is currently a doctoral student in Education. S/he has been teaching at Beta University for about five years, in a temporary position. S/he usually teaches undergraduate courses in:

[73] For details on the typographical resources employed (bold, italic and underline), see page 147.

[74] The exact location of the excerpts in the transcript is provided in Appendix N.

[75] The data analysis was jointly done with the adviser, Dr. Simone Reis. Therefore, she contributed to the majority of the data classification and her participation will be indicated below the charts (source).

[76] 'Affordance' and 'demand' were placed together, as I understand that on the one hand, the participants were given a situation/experience (affordance); on the other, such situation had a language-related demand.

Reading, Lexico-grammatical Features, English language, Written Production and Comprehension and Practicum. Interestingly, the participant also teaches in basic education. Hence, s/he knows both contexts: a teacher education program and secondary education. Taking into consideration the purposes of this study, I deem Adrian's teaching experience extremely significant, since this thesis also endeavors to investigate chances of informal language teaching in teacher education programs, targeting basic education.

The professor has been an English speaker since s/he was ten and learned it from courses and experience abroad. Regarding the view of language s/he upholds, his/her cognition unveils unawareness:

> I probably do have a conception, but I don't know what that is (…) I really don't 'cause I don't have much time to think about that, we always have to produce and produce and prepare class and do this and do that. I don't stop to think most of the time (…) What I understand by language, it's really hard, I don't know. (ADRIAN, L. 615-618).

Although the teaching career was not Adrian's first option, s/he enjoys teaching not only for the language, but also because s/he can educate prospective English teachers.

Drew

Drew holds a master's and a doctoral degree in Language studies and has been teaching undergraduate courses in English language (oral production and comprehension), teacher education and research methodology at Alpha University for five years.

S/he has been an English user for about 25 years and learned the language from formal education (school/university) and informal (television series, music and video games). Drew's view of language concerns an **organic** nature and *pragmatic* purpose:

> Ok. I think language is mediating everything in human actions, reactions and interactions. So, language is this thing that it's socially constructed, it's historically constructed (…) it's not inside my head, it's permeating my actions and everything that human beings are dealing with, it's not static, it's being transformed during the negotiation we have. I look at you, you're looking at me and I'm producing a speech,

> but then I realize you don't understand what I say or I think you don't understand and I reformulate, I try to be clear. So, I think language is this evolution of interactions, it's this communication, it's something that is negotiated in the process. So, language is socially constructed, historically constructed and it's fluid, it's not static. (DREW, L. 911-919).

Additionally, the professor indicates *leisure* **demands/affordance** as a factor that influences his/her language view:

> I think that, personally, I always observe a lot how I learned it; It was not something very orthodox. I learned English, for example (…) I've studied many languages, but English especially, I studied when I was a kid, not studying, but experiencing it. So, I used to play video games, I needed to know the goals, the aims of the levels I had to reach. So, I had to discover what they were saying, so I could go further. That was one experience. Another experience was I needed to learn it, because I wanted to watch some TV series, but I didn't have this in Portuguese, it was only in English and sometimes during the previews, they didn't even have the subtitles, I had to understand, because it was there. So, I wanted that, it was something that was in my context, I had access to TV series and these previews, but I didn't have the language. So, in this process, the social context was helping me to be aware that I needed to learn something different (…) something that helped was the school (...) (DREW, L. 922-924).

Drew pursued the teaching career on account of stability, flexible working hours and the possibility of knowledge construction and improvement. The professor contends that: "This profession is challenging and it makes me feel alive" (QUESTIONNAIRE, QUESTION 3).

Lilian

She holds a master's degree in Education and a doctoral degree in Language studies (earned in 2016). She has been teaching at Beta University for seven years, including three in a temporary position and has taught undergraduate courses in English practicum and general language (lexico-grammatical features and oral production and comprehension).

The Professor has been using English for over ten years and learned it from formal education (public school, language institutes and university). In her view, language has an *organic* nature and **critical** purpose:

> Well, to me, language, it is a power tool in terms of (…) it's through language that we do things, you act in the world through language, and

> through it, you can favor a situation, right? And overlook others or you perpetuate certain prejudiced values or you try to refute them, so I believe in the power of language, right? It's through it, we can do things, right? And you have the power, depending on the way you use language, you will (…) get different outcomes, right? So, I think that's my view. (LILIAN, L. 1301-1307).

Moreover, Lilian ascribes her view of language to a *professional* **demand/affordance**:

> Well, this concept that I bring with me comes from reading, especially in my doctoral studies and also from seminars, we always attend events and so on and somehow lecturers mention conceptions of language, they talk about it and I think it comes from these situations. (LILIAN, L. 1309-1312).

Professor Lilian decided to be a professor because she believes she can help students to be better people not only in terms of knowledge construction and improvement, but also concerning their social actions.

Max

Max also earned a master's and a doctoral degree in Language Studies and has been teaching at Beta University for over five years. The undergraduate courses s/he teaches include: Applied Linguistics, English for the Classroom, English for Basic Education, Oral and Written Production in English.

The professor has been using the language for almost 30 years and his/her knowledge stems mostly from formal studies (language institute). Max's view of language is also **organic**/*pragmatic* as follows:

> I think language is a means of communication, a language is something that we use to express our thoughts, but at the same time, while you express what we think, we are becoming someone else, ok? So, I see mostly language in use, ok? And then, as a teacher, you have to stop and focus on the structure, but mostly the structure means nothing if it's not in use (...) and we use it for very diversified contexts and reasons. (MAX, L. 1658-1663).

The professor also signals a *professional* **demand/affordance** as an influential factor in the view of language s/he upholds:

> Well, I think I've been communicative since I was born (...) I think language empowers you to do things, ok? So, if you have a personal problem, like, for example, I have a personal problem and I hired a lawyer, ok? And then, I often call him and ask for some feedback on the process {lawsuit}, he explains that very neatly, and at the end of the call, I remember nothing, because he uses those terms and then I ask him to send me the document, and then I send the document to my sister, who is a lawyer, ok? Because you know? That's the type of language that I don't have any mastery of (...) I understand what's going on, ok? But if I read, it means almost (...) I'm not sure about that, so, that's a domain which I'm not able to work on, ok? That's ok, because I can't do that in every area (...) now in the teaching area, I have this mastery, I can read, I can talk about it, I can teach it, ok? So, we have to be prepared to feel empowered to use this language professionally. (MAX, L. 1666-1676).

Max's decision on the teaching career came naturally, especially after an opportunity s/he had to teach English at a language institute. Thus, the positive experience motived Max to become a teacher.

Morgan[77]

Professor Morgan earned a master's degree in Language studies in 2008 and is currently pursing a doctoral degree in the same field. s/he has been teaching at Alpha University since 2011. The undergraduate courses s/he has been teaching over the past few years are Basic English and Oral Production and Comprehension.

Morgan has been using English for over 15 years and learned the language from both formal (private courses and university) and informal studies (at home, with friends etc.). The professor's view of language also draws on an **organic** and *pragmatic* view:

> To me, my view of language (…) First, I don't think it's only one, right? I don't have one view of language, but the one that makes most sense to me is the socio-interactionist view, because I think that language learning in class, it (…) interaction plays a very powerful role in class. I always seek to put the students who are more proficient with the ones, you know? Having an interaction, avoiding formation (…) separation of groups in class, so that they have a collaborative learning environment or at least, aiming at this environment. So, I think that in that interaction, I see the development of many students (...) (MORGAN, L. 1994-

[77] After the return procedure, considering Morgan's disagreement, this biographical description was edited. For ethical issues, the previous version of the description is not provided in this thesis.

2001).

Morgan's view of language also rests upon a *professional* **demand/affordance**, as illustrated:

> I think it's mainly professional, because (…) because it's (…) Well, I'll have to bring back a little bit of my professional background, right? I did *Magistério* {primary teaching certificate earned in vocational high school} in a small town; I started teaching in a farm school, teaching all the subjects together, from the 1st to 4th grades, at that time, right? And since then (…) after that, I went to middle and high school and taught in many schools, in 4 or 5 towns. So, from what I've counted, I taught in (…) about 13 state schools, and there's always something in common or many things in common among them. I think this interaction in class is that (…), right? I started to realize that many things that happen in the student's learning process don't depend on me, it's not under my control; it depends on how I guide it, of course; a planning that needs to be reviewed, I think (…) regularly, because of the development, the results coming from the student, from the group (...), but I think it was from my theoretical reading, which we start over these years, it's been 17, 18 years (…); the fact that I returned, after some time, to the university to do my master's by means of an action-research. So, I think all that reading started to align with my experience and confirm that. In fact, I saw much of the theory happing in the classroom. So, I think one thing confirms the other. (MORGAN, L. 2009-2025).

During high school, Morgan had some experiences as a teacher, which in turn motivated the professor to pursue such career. In this regard, there is one experience worth mentioning:

> One of the most memorable days of my life was when my youngest student started to read and interpret orally children's books, with high coherence and cohesion. On that occasion, I was certain of what I wanted to pursue. (MORGAN, L. 3170-3172).

The excerpt reveals that Morgan's motivation was strengthened by a passion for aspects that are inherent in the profession.

Priscila

She holds a master's degree in Human Sciences and an undergraduate degree in Letras (Portuguese and Literatures). The participant has been working, as a temporary professor, at Alpha University since 2017. She usually

teaches English language, English literature and teaching practicum classes at an undergraduate level.

Professor Priscila has been an English user since she was 13 years old and her knowledge stems from both formal education (at a language school for five years) and from informal education (television, internet and so forth). Priscila's view of language is also grounded in **organic** and *pragmatic* variables:

> Language (...) language, I don't know (...) I thought about that a long time ago, I think during my undergraduate studies, I think language is the vocabulary and the grammar rules, everything else, but language is culture too. If you don't know the culture of a country, if you don't know some aspects of this country, you can't (...) you speak the language, but you don't communicate, I think (...), ok? (PRISCILA, L. 2879-2883).

The professor's view of language is the corollary of *academic* **affordance/demands**, as follows:

> I think because I studied in *Ouro Preto* {a colonial town in southeastern Brazil} and there, there were a lot of foreign students that came to study at the university there and I lived with a French girl for a time and she speaks Portuguese very well, I don't speak French, but sometimes, once I told her: "Oh, I don't wanna buy this, because is a 'facada' {it costs an arm and a leg}" and she got crazy: "where is the knife, oh my God"? because she didn't understand what 'facada' is and I think it's a personal thing and I saw that (...) that some of my colleagues had some difficulties (...) I studied with a boy, he's from Guinea-Bissau, I don't know how to say that in English, it's an African country and he's spoken Portuguese since (...) for all his life, and it was difficult for him to understand us, because of our accent and our (...) words, slang this kind of thing and they way sometimes, they way we speak (...) so, I think because of this part of my life (...) (PRISCILA, L. 2886-2897)

Her decision on the teaching career comes from a desire to help people and a passion for knowledge that her mother instilled in her.

Shannon

S/he has a master's and doctoral degree in Language Studies and has been working at Alpha University for about ten years (aside from the time s/he worked as a temporary professor). Over the past few years, s/he has taught undergraduate and graduate courses in English language and literatures.

Shannon has been using English for over 20 years and learned the language mainly from formal studies (language institute). The professor's view of language is also **organic** and *pragmatic*:

> I think the concept of language is being (…) is being modified day by day and I could justify that by the context we are nowadays in education, in our professional lives and also in our personal lives. So, long ago, I used to believe that language was just a tool to learn in a (…) in a very structured way, so that when you could learn the structure, you could use the language effectively, but as you (…) as time passes by, you realize that the concepts are changing and so, we are also changing the concepts according to new theories and to the new (…) to the needs of our context nowadays. So, I think that language is mainly a way of communication and because of that, it must be inserted in social and relevant contexts, you know? It's not just a matter of learning the structure, but (…) of course it's part of it, but you need to use the language to make sense in your context, whether it is professional, personal or academic, you know? So, I think the use of the language as a social practice is the main (…) is the main thing that I consider nowadays and when I mean the use in our social context, I mean when I need to interact with another friend, when I need to interact with academics, when I need to interact with researchers, when I need to improve my pedagogical and methodological ways to teach inside the classroom, you know? So, what are the needs of my students nowadays? So, I need to think again about the usage of this language and also about my (…) my references in terms of structure to see how far the structure could (…) let's say (…) could interfere in the process of communication, you know? So, (…) I don't feel comfortable bringing the names of some theories or approaches or things like that. (SHANNON, L. 2460-2480).

Similar to the other participants, Shannon's view of language is predicated on a professional factor, more specifically a *professional* **demand/affordance**:

> I don't (…) In fact, I think maybe (…) I learned my English at an English institute and you know? I think, maybe, I could have an answer for that (…) At that time, I couldn't interact with other foreigners (…) students who also speak in English. So, my only way to learn was at school. So, at school, you learn formal language. When you learn a language interacting with others, maybe who are not interested in learning, but interested in interacting using the language, they're not worried about formal or informal language, but when you learn it just at school and the school is the only space where you can use the language, that language becomes your model for communication. (SHANNON, L. 2517-2525).

Moreover, Shannon decided to pursue the teaching career on account

of personal demands (early marriage) and professional opportunities at a language institute.

4.4.2 Researcher

As a participant in this research study, I elaborated data generation instruments, informed consents, research questions, goal and objectives. In addition, I contacted the participants (professors, pilot, triangulators) and invited them to participate in this investigation; then, I interviewed, transcribed and analyzed their interviews. I also prepared triangulation tools and reported such procedures in a doctoral thesis format (as seen all the way through this work). Lastly, I am one of the five triangulators who participated in this study. With this in mind, I present my academic trajectory.

English has been my lifelong passion since I was 11. At that time, without my family's support, I decided to pursue the teaching career, I wanted to become an English teacher. I had to be very determined to achieve my goal, as my family and friends always discouraged me from following the profession. I remember hearing: "Come on, you have potential for a much better profession". In other words, they were reproducing the entrenched beliefs that the teaching career is for the ones who fail to enter a "better" profession, an undervalued and low-paying job and so on.

At 14 (my sophomore year of high school), I realized that my chances of learning English in public schools were very remote. So, I asked my parents and grandparents to pay for a private English course. Reluctantly, they acquiesced to my request and I can say it was one of the best decisions I have ever made.

In 2006 (my senior year of high school), I took the university entrance exam (called *Vestibular* in Brazil) and in 2007, I was majoring in English and Portuguese. I completed my undergraduate studies in Portuguese/ English and literatures (teacher's license) in 2010.

I started teaching before graduating, in my junior year at university (2009). In this respect, my first experience as an English teacher was in elementary school (from 1st to 5th grades). For two years (2009-2010), I taught in seven elementary schools and gained substantial experience in teaching (to children).

Academically speaking, 2011 is a memorable year. I started a graduate certificate program in English language and teaching; then, I applied for an

English professor (temporary) position at a Federal University and got the job. There, I taught English in undergraduate programs in engineering: Mechanical, Electrical and Computer. In December, my application for graduate admission was successful.

In 2012, I began a master's program in Language Studies. As stated in the first chapter, I investigated high schoolteachers' perceptions of slang, considering knowledge, use and teaching dimensions. In the same year, besides the position at the Federal University, I began teaching at a language institute.

2013 was another remarkable year, I moved to another state because my application for an English teacher (permanent) position had been successful. I left my two jobs (university and language institute) to teach middle and high school. Nonetheless, such experience was very brief; in July, I was granted a Fulbright scholarship (for one year) to Howard University, in Washington D.C. There, not only did I teach Portuguese to undergraduate students (my first experience teaching Portuguese), but also I attended graduate classes. As Howard did not have a department of Linguistics, I took courses in other fields, such as: Education, Social Sciences and Communication and Media. The graduate courses were in critical discourse analysis, social stratification, politics of education and teaching communication.

In 2014, I earned my master's degree and returned to Brazil. In the same year, I applied for an English professor (permanent) position at Alpha University (one of the contexts of this study) and was successful. Even though I was the first-place candidate, I have not been called upon yet. Nevertheless, I have worked at Alpha University since 2015 (as a temporary professor); I teach undergraduate courses in English language, Foreign Language Teacher Education and Teaching Practicum in English Language.

Although I am a member of the faculty at Alpha University[78], I decided not to include myself as one of the participants who generated data for the research (professors). Informal English has been my research interest since my master's studies (for over six years); hence I understand that my cognition could be somewhat biased. Coversely, however, once the study was completed, I realized that my cognition converged almost completely with my colleagues.

In 2015, once again, my application for graduate admission was

[78] Information included after the return of data analysis, as an answer to Morgan's criticism.

successful and in 2016, I started my doctoral studies.

My view of language is the corollary of both my academic and anecdotal experiences with the two language I use: Portuguese and English. Hence, I believe that language is a social phenomenon, which in turn is extremely heterogeneous, dynamic, unfinished (never a product, but a process) and is constructed through interactions. Moreover, I do not see language only as an independent system or as a simple means of communication. Besides that, language is an extremely powerful tool for human actions, which may result in multifarious outcomes, such as inclusion, exclusion, construction, destruction, perpetuation or rupture of belief systems and so forth. Thereby, my view of languages lies in an organic nature, with a pragmatic and critical purpose.

4.4.3 Triangulators

The role of a triangulator is to ensure intersubjectivity and consistency in the process of data analysis. Triangulation will be further presented in this methodological chapter. By and large, I chose four professionals to triangulate the data generated. The criteria for selection such participants were:

a) Professionals who held a degree in English;

b) Professionals who had different academic titles, for instance: bachelor's, master's and doctoral degree;

c) Triangulators who were not involved with this study;

d) Professionals from different universities.

With this in mind, I selected four participants to triangulate my data analysis, as summarized in chart 23:

Chart 23- Triangulators

Participant	Degree	Current Position	Institution[79]
Alex Egido	Bachelor's	Graduate Student	State University of Londrina
Triangulator A	Master's	Professor	****
Triangulator B	Master's	Professor	****
Triangulator C	Doctor	Professor	****

Source: The author

[79] In order to ensure anonymity, the institution is not mentioned.

As explicated in the informed consent (APPENDIX F), the triangulators had the option to be referred to either by a generic term or by their real names. In this regard, as pointed in the qualifying exam, my research innovates in terms of creating an informed consent specially for the triangulator.

4.4.4 Board of Examiners

The examiners are not only the ones who appraise this technical work (in a thesis format). I understand that they may make contributions to several parts of this research, which includes: analysis, writing, theoretical-methodological concepts, references and others. Thus, the final version of this thesis also stems from their perspectives, worldviews, points of view, beliefs, knowledge and so many other aspects of cognition.

In this regard, I thank Dr. Josimayre Novelli, Dr. Vera Cristóvão and Dr. Viviane Furtoso, for examining this manuscript for the qualifying exam. Further, I express my indebtedness to Dr. Josimayre Novelli, Dr. Samantha Ramos, Dr. Lilian Chimentão and Dr. Fabiane Altino for examining this study for the thesis defense.

4.4.5 Research Group

Aside from the participants mentioned, there are other professionals who took actions to contribute to this investigation. Such actions concern data generation instruments, analysis and others. In this respect, I also consider as participants bachelor's, master's and doctoral students, members of the research group[80], with which I am affiliated.

As a requirement for the doctoral program, we hold meetings to discuss our research studies in a collaborative way, in which we help one another as to our data generation, analyses and other research steps.

[80] "Language and Power (in Portuguese, *Linguagem e Poder*), supervised by the advisor, Dr. Simone Reis.

4.4.6 Pilot Participant

As the name suggests, the pilot was the professional who provided data for testing purposes. Such procedure will be better explicated later in this chapter. In order to ensure anonymity, I will adopt the same referential marker adduced earlier.

S/he holds a doctoral and a master's degree in Language Studies and works in a context other than the ones investigated in this research. S/he teaches both at undergraduate and graduate levels. Undergraduate courses taught include: Investigative Practice in English-teaching, literature and translation; Integrated Communicative Skills, English Teacher Education and Practicum in English. At the graduate level, s/he teaches a course in research methodology.

The participant has been using English since s/he was 15 and learned the language from formal studies (school and university). S/he decided to pursue a teaching career because of an interest in the language.

4.5 DATA GENERATION AND COLLECTION[81]

The data were generated by means of two open/closed-ended questionnaires and two semi-structured, audio-recorded interviews. Additionally, 54 course syllabi account for the corpus of this thesis.

4.5.1 Questionnaires

The first questionnaire (APPENDIX A) is made up of ten questions and aimed at eliciting some biographical details of the participants. The questionnaire served as a complementary tool, since the interviews focused specifically on the theme of the research. The participants were asked to answer the questionnaire prior to the interviews.

The first two questions concern information on formal education, that is, undergraduate and graduate studies. Question 3 endeavored to investigate the participants' motivation for the teaching career. Questions 4 and 5 include the

[81] Herein, data generation is construed as a process in which data were generated specially for this study, whereas data collection means collecting data (already generated) from somewhere else and use them for the purposes of this study.

participants' language background. Questions 6-9 were targeted at practical details of the participants' job, such as: courses taught, number of students per class etc.

The last question delved into the professors' conception of language. As suggested by the advisor, the question was also used in the first interview. By duplicating the question, I sought to check whether the answers varied in both instruments.

The second questionnaire (APPENDIX T) is comprised of 17 closed-ended questions and serves informant feedback purposes. In this respect, I employed it as so to compare and contrast the professors' answers with my data classification and interpretations. It is worth mentioning that this type of feedback procedure is unprecedented. Hence, I see such action as a methodological contribution of my research study.

4.5.2 First Interview

This was an in-depth interview aimed at probing into the participants' cognition regarding informal English at the interface: teaching, learning and teacher education. The interview (APPENDIX C) is consisted of 22 questions, of which some have letters A, B, C etc. Therefore, there were 30 questions in toto.

The questions were elaborated, taking into consideration my research questions and aims. Aside from the advisor's assistance, I could count on the members of the research group who helped me elaborate the questions. Additionally, the interview was refined after the pilot testing (as illustrated later in this chapter). Chart 24 displays the relation between my research questions/aims and the interview deployed. In other words, I demonstrate which interview questions correspond to each research question and aim.

The interviews were conducted between March and June of 2017. As indicated in the informed consent (APPENDIX E), the professors had the option of being interviewed either in English or in their mother tongue (Portuguese), some opted for Portuguese (APPENDIX H). In such cases, I transcribed and translated the interview into English and then sent it back to the participant for his/her approval.

Chart 24- Relation Between Tools and Research Questions/Aims

Research question/goal/objective	Interview Question
What do professors think about informal English teaching in higher education?	9C, 12, 13 (except for letters D/ E), 14, 15 (except for letters D/ E), 16, 17, 18, 19 and 20
What do professors think about informal English teaching in teacher education programs (for basic education)?	13 (D/E), 18, 19 and 20
What lies in the background of their thinking?	All the questions
What space, if any, does informal English occupy in higher education (also teacher education programs)?	All the 54 course syllabi
To describe and explain professors' cognition as to chances for Informal English teaching in higher education.	9C, 12, 13 (except for letters D/ E), 14, 15 (except for letters D/ E), 16, 17, 18, 19 and 20
To describe and explain professors' cognition as to chances for IE teaching in teacher education programs (for basic education)	13 (D/E), 18, 19 and 20
To describe and explain professors' cognition as to (un)favorable factors to IE teaching in higher education	1,4, 5, 6, 7, 8, 9 (A/B) 10, 11, 12, 13, 14, 15, 16, 17 and 18
To describe and explain professors' cognition as to (un)favorable factors to IE teaching in teacher education programs (for basic education)	1,4, 5, 6, 7, 8, 9 (A/B) 10, 11, 12, 13, 14, 15, 16, 17 and 18
To describe and explain reasons that support their answers	All the questions
To describe and explain the space, if any, informal English occupies in higher education (teacher education programs) by means of a documentary analysis	All the 54 course syllabi

Source: The author (based on REIS, 2005)

During the interviews, which lasted from 40-60 minutes each, there were times in which I had to reformulate some questions, by paraphrasing them or sometimes I had to exemplify the questions, especially because some professors seemed not to be acquainted with the theme.

4.5.3 Second Interview

Once the data of this study was analyzed and triangulated, the next step is to return the analysis to the participants, so that they can react to it (agreeing or disagreeing, making comments, suggestions and so on). Such procedure is detailed

in section 4.8.5 of this chapter.

4.5.4 Course Syllabi

The second dataset of this study is comprised of 54 course syllabi, created in 2017 and 2018, of which 22 are from Alpha and 32 are from Beta University. This documentary source (APPENDICES O and P) can be grouped into four categories:

Chart 25: Course Syllabi at Alpha and Beta

Categories	Alpha (2017 and 2018)	Beta (2017 and 2018)
General English (10 syllabi)	Basic English (2x)	Lexical-Grammatical Features of the English Language I (2x), II (2x), III (2x) and IV (2x)
Oral Skills (18 syllabi)	Oral Production and Comprehension in English I (2x), II (2x) and III (2x), Phonetics and Phonology (2x)	Oral Production and Comprehension in English I (2x), II (2x), III (2x) and IV (2x), Phonology (2x)
Written Skills (12 syllabi)	Written Production and Comprehension in English I (2x), II (2x) and III (2x)	Written Production and Comprehension in English I (2x), II (2x) and III (2x)
Teacher Education (14 syllabi)	English Language Teacher Education (2x), Practicum in English Language I (2x) and II (2x)	English Teaching for Basic Education (2x), English Language for the Classroom (2x), Practicum in English Language I (2x) and II (2x)

Source: The author

The course syllabi will be detailed in chapter 6, which covers the documentary analysis.

4.5.5 Advantages and Limitations of Data Generation Instruments

I am fully cognizant of the limitations of my tools (especially the interviews). In this regard, Reis (2005) avers that risks of this type of procedure may emanate from a potential biased interviewer-interviewee rapport or biased questions/answers. The researcher can form leading questions and the interviewed

can give certain answers to meet the researcher's expectations (to please the interviewer/socially expected answers). Likewise, I also understand that full neutrality is an insurmountable attempt, even resorting to intersubjectivation procedures (triangulation, pilot testing, return of data analysis etc.). In addition, Strauss and Corbin (1998) claim that there might be occasions when respondents tell something that does not correspond to what they mean.

In this respect, during the data analysis, I realized that the cognition investigated also indicate issues concerning research methodology (e.g., data generation tools, unit of analysis). Chart 26 depicts the two dimensions found (**control** and **no control**):

Chart 26- Professors' Cognition as to Research Methodology

	Control	**No Control**
Data Generation Tool	Drew Morgan Shannon Lilian Max	Priscila Adrian (2x)
Unit of Analysis	Drew Priscila Shannon Lilian Max	Morgan (3x) Max

Source: The author

Regarding the *data generation tool*, the professors indicate a **control** of such procedure. The next excerpts concern the answers to the first part of question 21 "How did you feel during this interview?":

> Comfortable! (DREW, L. 2161).
>
> As it's with you, I felt good (...) (MORGAN, L. 2396).
>
> I feel (…) now, I feel comfortable (...) (SHANNON, L. 2847).
>
> Fine, like without (…) extremely fine! (LILIAN, 1597).
>
> Nice! Informal! (MAX, L. 1926).

Priscila and Adrian are the only professors who express **no control** of the instrument:

> Ah, ok! Ok! I'm a little bit shy today (...) (PRISCILA, L. 3083).
>
> **A little uncomfortable**, because I don't know much about the subject, so sometimes I don't know what to talk or what to say. So, I tried to push (…) I don't know, I tried to (…) think of how to answer, because my knowledge is low, so sometimes I don't know what to say, how to say because, of course, you're evaluating what I'm (xxx). But yeah, as I said, **interviews are uncomfortable** even though we know each other, we have (…) because it makes you think, maybe this is why it's so uncomfortable, you have to get out of your comfort zone and because it's something you're not familiar with, so (…) (ADRIAN, L. 864-873, emphasis added).

With respect to the *unit of analysis* (cognition), Drew, Priscila, Shannon, Lilian and Max express **control**. The next passages are answers to the second part of question 21 "Do you think you could express everything you think and do about this topic?":

> Yes! I don't think I have much knowledge about that, but yes! What I can do, what I know, I think I could express clearly (…) (DREW, L. 1263-1264).
>
> Yeah, from what I remember, I did it (PRISCILA, L. 3087)
>
> Yeah, sure. (SHANNON, L. 2854).
>
> I think so (…) What I know, what I could express, I guess. (LILIAN, L. 1605).
>
> Yes! I guess so! (MAX, L. 1929).

Conversely, Morgan's and Max's cognition reveals a **no control** dimension as to the *unit of analysis*:

> (...) because some questions, the ones more tied with practice; first of all, **my memory is terrible!** So, I think there are many more things that I did, that I do that, it's like, during the interview, **I can't recall**. So, some things I had to try to bring back, but I know that I left many important things unsaid (…) in this respect (…) (MORGAN, L. 2407-2410, emphasis added).
>
> No. there might be some examples, right? Some examples (...) there might be others, which I don't remember now. Maybe, when you leave, I'll remember more situations, in which I address this topic, but I think I said it all (...) (MAX, L. 1933-1935).

As shown in chart 26, Max's cognition points in both directions: **control**

and **no control** of the *unit of analysis*. On the one hand, the professor thinks s/he could express his/her cognition as to informal/colloquial English; on the other, s/he acknowledges a memory hindrance, which in turn may have precluded Max from providing more data. As I discussed in chapter 3, such paradox is completely predictable and it is one of the challenges faced when cognition is investigated.

Notwithstanding such setbacks, I deem the instruments employed sufficient for the purposes of the study. Moreover, I claim that the interviews were advantageous instruments, as I could delve into my participants' cognition, which was externalized through language. From the way they behaved and from what they told me (especially in questions 21 and 22), I assume that the tools provided authentic data. Another advantage lies in the fact that I could always return to the data as many times as I needed, since it was both recorded and transcribed and finally, the cognition (humaman-generated data) was confirmed by the documentary analysis of the 54 course syllabi.

4.6 Preparation of Dataset

Once the data were generated, they were prepared for analysis as follows:

a) The questionnaires were digitized, so that I could deploy the answers directly in this thesis, for instance, in a citation;

b) The interviews were fully transcribed and the ones conducted in Portuguese were translated into English;

Grounded in Reis (2005) and Coradim (2008), I adopted the following symbols and conventions for the transcription of the interviews:

a) Participant's real name was replaced by a pseudonym;

b) Institution's name was suppressed;

c) Lines were numbered;

d) Header containing information on the interview and participant;

e) {} (braces): researcher's comments;

f) (…) (ellipsis): pauses/hesitation;

g) (xxx): Incomprehensible utterances;

h) *Italics*: Foreign words.

Hence chart 26 depicts further information on the interviews as well as

their transcription:

Chart 27- Content of the First Interview

Participant	Interview Date	Length	Lines	Talk Turns
Adrian	May 1, 2017	25 min, 49 sec.	587-889	74
Drew	April 3, 2017	40 min., 22 sec.	890-1269	49
Fábio	All	****	****	516
Lilian	May 2, 2017	36 min., 33 sec.	1270-1632	67
Max	June, 28, 2017	33 min., 37 sec.	1633-1953	52
Morgan	April 4, 2017	52 min., 03 sec.	1954-2434	70
Pilot	March 13, 2017	57min., 56 sec.	1-586	90
Priscila	April 5, 2018[82]	24 min., 38 sec.	2860-3091	47
Shannon	March 31, 2017	44 min., 28 sec.	2435-2859	64
Total	****	5h., 15 min.; 26 sec.	3091	1029

Source: The author

In addition to the details presented in chart 27, a second interviewed was conducted for informant feedback purposes, as shown in section 4.8.5 of this chapter and in chapter 7. The same procedures for data preparation exposed earlier were employed in the second interview.

4.7 DATA ANALYSIS

This section covers both the unit and method of analysis. The former concerns cognition, whereas the latter encompasses The Paradigmatic and Syntagmatic Analysis (PSA) (REIS, 2015, 2018).

4.7.1.Unit of Analysis

Herein, cognition is construed as a unit that is liable to be analyzed. As cognition is a very broad term, it can be 'captured' in several ways, such as observations, questionnaires, interviews and so on (as adduced in chapter 3). Certain aspects of cognition, for instance, behavior and actions can be measured through direct observation. Thus, the participant need not externalize his/her cognition, since

[82] Interviewed one year later, because she was on maternity leave in 2017.

actions, sometimes, speak for themselves.

Nonetheless, there are other dimensions, e.g.; beliefs, perceptions etc. that are not directly observable, as presented in chapter 3. In such cases, the only way to have access to one's beliefs is by asking him/her (BIRELLO, 2012). Hence, cognition is externalized through language. In this regard, I aver that even though the 'concrete' material produced is language, the focus is on content rather than on language. Positing that cognition is the unit of analysis implies a content analysis and not a language/discourse analysis.

In this research, I posit that my participants' answers are trustworthy, if a participant tells me s/he does X in class, then, I assume X is done in class. In other words, I understand that a researcher need not observe directly a context in order to investigate people's actions. I believe that actions can also be described by means of interviews, as is the case of this investigation. If my participants say they teach or do not teach informal English, I believe them. I believe they are saying the truth, I need not get into their context (as a skeptical researcher) and observe them to confirm their assertions. Besides, the documentary souce employed ratifies the data generated during the interviews.

As I defended earlier, a researcher needs to specify the aspect of cognition his/her study is exploring. Therefore, drawing on my research questions and interview (APPENDIX C), I present the aspects of cognition to which this research is related.

Chart 28- Relation Between Cognition and Research Questions/Interview

Cognition Domain	**Research Question (RQ), Interview Question (IQ)**
Attitude/Behavior	**IQ** (3, 7, 10, 11)
Belief	**RQ** (1, 2), **IQ** (2, 8, 9C,12,14,15,16, 17,18, 19, 20)
Conception	**IQ** (2)
Knowledge	**IQ** (6, 7, 9A/B, 16, 17, 22)
Perception	**IQ** (1, 5, 8, 13G, 16, 17, 18, 19, 22)
Preferences/Feelings	**RQ** (1, 2), **IQ** (4, 21)
Reason	**RQ** (3), **IQ** (1, 2, 3, 4, 5, 8, 10, 14, 17, 18, 19, 20, 22)
Teaching Practice	**IQ** (12, 13A-F)

Source: The author

For didactic purposes, I decide to outline the unit of analysis as illustrated in chart 28. I am cognizant that the cognition-related aspects presented are not fixed and hermetic. I reiterate that they overlap, for example, some questions

classified as belief can also be conception or knowledge. Conversely, however, I decided to keep such categories separately because IQ2 is the only question that explicitly gets the participants to conceptualize something. Likewise, IQ (6, 7, 9A/B) are the questions that directly address the knowledge dimension.

Bearing this mind, the cognitive units of analysis of this study are: *attitudes/behavior, beliefs, conceptions, knowledge, perceptions, preferences/ feelings, reasons* and *teaching practices*. Therefore, when *cognition* is mentioned, in this thesis, it is related to such aspects.

4.7.2 Method of Analysis

Data analysis is certainly one of the most critical part of an investigation, since the completion of a research study is predicated on it. In other words, without data analysis (evidence/proof), there is no study.

Strauss and Corbin (1998, p.13) contend that “analysis is the interplay between researchers and data”. In this respect, the authors postulate that researchers are intertwined with data in such an intricate way, that one shapes and is shaped by one another. As is the case of this thesis, I would include all other participants who also participate in the process of analysis: members of research group, advisor, triangulators and professors. In this sense, my analyis is done by means of the Paradigmatic and Syntagmatic Analysis (PSA, henceforth) (REIS, 2015, 2018).

Reis (2015, 2018) designed PSA originally for research in the field of Applied Linguistics. Therefore, the author postulates that such method[83] is applicable to qualitative studies and methodologically compatible with the following research paradigms: Constructivism and Critical Theory. In this regard, I dare to surmise that the method is also compatible with Postpositivism and Participatory paradigms (GUBA; LINCOLN, 2006).

The Paradigmatic and Syntagmatic Analysis endeavors to explain a phenomenon through pre-existing or emergent concepts and upholds some principles as follows:

a) *In-depth analysis*: The method goes beyond a simple account of facts that explain a certain phenomenon. Instead, it provides an in-depth analysis of

[83] The author classifies PSA as both a method and a methodology.

the phenomenon under investigation. Additionally, the analysis derives from constant recursive reading and comparison;

b) *Ontology and Epistemology*: Both are construed as a process rather than a (finished) product; The former is subjectivist, relativist, relational and critical, whilst the latter is subjectivist, relativist, dialogical and critical;

c) *Data*: In line with the previous topic, data are not a finished product; Furthermore, data is wholly scrutinized and no portion thereof is discarded;

d) *Reasoning*: Both inductive and deductive;

e) *Hyponyms and hypernyms*: Analytical categories are interconnected through a hyponym-hypernym relationship. Hypernym imparts a broader idea and encompasses hyponyms, which convey more specific concepts. Therefore, such interconnectedness is only possible when there is something in common between both entities (hyponyms and hypernyms). In other words, these two types of categories must share some properties. Reis (2015) exemplifies such postulation: “vehicle” is a broad concept (hypernym), “while car, bus, truck etc.” are more specific concepts (hyponyms) and are subsets of “vehicle”. Furthermore, they share some characteristics (properties), such as, they all have wheels, tires, seats, windows, are means of transportation and so forth. In sum, hyponyms/hypernyms are contextual, sometimes they are subordinate in a study and not in another. The unique interplay of hyponyms and hypernyms yield a unique study;

f) *Ethics*: Is strongly fostered, especially when it can promote emancipation and empowerment. In this regard, language is always construed as a power tool. As an ethical procedure, Reis (2015, 2018) highlights the return of data analysis to the participants involved in a study. Not only does such procedure serve respondent validation purposes, but also can promote emancipation/empowerment;

g) *Reporting*: Analysis is circumspectly reported. Hence, the reports produced must avoid promoting any asymmetrical relationship amongst the participants involved. Furthermore, the researcher is critically concerned about power relations, underlying ideologies that can be perpetuated through language and other issues. To illustrate how data reporting can promote asymmetrical relations or perpetuate social values, Reis (2015, p.3, *translated*) provides the following example:

> Luzia was a brilliant student, adopted by an European couple, *though* she was born in Colombia.

> Luzia was a brilliant student, adopted by an European couple, *and* she was born in Colombia.

The conjunction employed in the first example may connote a negative idea for the fact that Luzia was born in Colombia, whereas the second example seems to be neutral in such respect.

Data analysis done by means of PSA usually follows some steps:

a) *Paradigmatic analysis*: once data is generated and transcribed, the researcher conducts a line-by-line scrutiny in order to generate the first hyponyms. At such stage, the researcher also writes down prominent characteristics (properties) of the hyponymic categories, taking into consideration the research questions employed (APPENDIX I);

b) *Refinement of hyponyms/hypernyms*[84]: When a study involves more than one participant, the researcher needs to devise hyponymic categories that can apply to all of them. In addition, once all data are scrutinized, the first hyponyms proposed may be adjusted and/or refined. Once all hyponyms are elaborated, the researcher commences generating hypernyms. Sometimes, by rearranging hyponyms, certain hyponymic categories remain as hyponyms, whereas others can turn out to be hypernymic categories. Hinging on the properties of each category, the researcher, then, begins connecting one category to one another, so that a hyponym-hypernym relationship is formed (APPENDICES I, J, K, L, M and N).

c*) Syntagmatic analysis*: The interconnectedness of the hyponym-hypernym dimensions produced provides the researcher empirical evidence to explain/conceptualize a phenomenon. At this stage, the researcher synthesizes the data analysis, and reports the data classification in an analytical way.

Moreover, Reis (2015, 2018) endorses procedures for data analysis intersubjectivation (e.g., triangulation), the use of a glossary of the data classification (to assist the reader) and the use of the expression "*in terms of*" to classify how research participants express their answers. For instance, Adrian's cognition as to the data generation tool is expressed *in terms of* no control.

To conclude this section, I would like to underscore that this is the first time the Paradigmatic and Syntagmatic Analysis is deployed alone to data analysis in

[84] In this respect, I stress that my data analysis underwent six attempts. The first three were jointly done with the research group, whilst the last ones with the adviser. The process of refinement is provided from Appendix I (first analytical attempt) to Appendix N (sixth attempt/ final version).

a doctoral research. It has been traditionally used in conjunction with Grounded Theory (GT)[85]. As a matter of fact, Reis (2015) originally devised the analysis as a didactic way of tackling GT. In this regard, I posit that PSA is more than a didactic way of explicating GT. Without a doubt, the analytical framework is equated to GT in multifarious aspects. Nonetheless, such similarity does not render it a subordinate methodology. The Paradigmatic and Syntagmatic Analysis can hold its own, since it draws on its own principles, terminologies and methods.

4.8 Criteria for Assessing Research Quality

In order to meet academic standards, a researcher is required to undertake some methodological procedures, I claim that not only are such procedures "protocol compliance", but also an ethical stance, which in turn concerns both participants and data. In this sense, this research draws on some ethical principles[86]:

a) *Honesty*: Based on an "equality principle", by which all participants (and their voices) are equally represented throughout the study (LINCOLN; GUBA, 2006). Additionally, I contend that honesty entails the way a researcher approaches research participants, generates and analyzes data and, finally, the way results are reported;

b) *Authenticity*: Encompasses the researcher's engagement with the study, triangulation, fairness of interpretations and ethical concern about people's empowerment (ontological authenticity);

Moreover, I posit that full objectivity is an insurmountable effort in any research, be it quantitative or qualitative; since data analysis cannot be dissociated from the researcher, who is a subjective being; for instance, a simple thematic choice is subjectively oriented. Nonetheless, there are some methods that can minimize the researcher's subjectivity. For such aim, I deployed the procedures illustrated in the following subsections.

[85] For details, see Glaser, Strauss (1967), Strauss, Corbin (1998) and others.

[86] Drawing on Lincoln; Guba (2006) and Altheide.; Johnson (1994).

4.8.1 Data Generation Tools Elaborated Collaboratively

For the purposes of this study, the tools (questionnaire and interviews) to generate the data were not confined to the researcher-advisor domain. Instead, such instruments were elaborated collectively with the members of the research group (mentioned earlier in this chapter).

In this regard, I contacted all the members, via email, in May of 2016, presenting my research questions/aims and asking them to help me elaborate questions for the semi-structured interview. This way, seven participants replied to my request and all their suggestions were compared and contrasted with the questions I had previously outlined. Appendix C illustrates the semi-structured interview after I compiled and refined all information produced.

Inasmuch as the instruments were prepared collectively, I assume that such procedure could minimize my subjectivity while formulating the interview questions. Consequently, the chances of biasing the questions were slighter. Moreover, the tools could be better directed to achieve the aims of this study.

4.8.2 Pilot Testing

Pilot testing attempts to diagnose occasional problems with data generation instruments. By administering such procedure, the researcher maximizes the process of data generation, since potential drawbacks can be identified beforehand.

Bearing this in mind, I invited the pilot participant by means of a consent term (APPENDIX D). After s/he read and agreed to participate in the research study, we scheduled the interview[87] for March 13, 2017. It is worth noting that the participant also answered the questionnaire (APPENDIX A) before the interview (APPENDIX B) was conducted.

Before starting the interview, I reiterated the purposes of the pilot testing and asked the participant to help me adjust the instrument so that I could generate the data afterwards without setbacks. In this regard, the interview underwent two types of adjustment: *coalescence* and *specification* of questions.

[87] Full transcript is provided in Appendix G.

Regarding the first occurrence, the pilot indicated that the interview could be reduced, as some questions seemed to be similar:

> (…) But my only concern is the number of questions. I don't know whether some could be agglutinated, perhaps, right? I don't have the questions printed (…) because in some moments I thought I had already answered some things. (PILOT, L. 573-577).

The second case concerns question 4 (What kind of English do you like most? Why?), which seemed to be ambiguous and rather vague:

> **Pilot**: I don't know whether this was the focus of your question.
> **Fábio**: Ok! It can be…
> **Pilot**: Or if it was aimed at (…) I'm going to make a suggestion (…) What was the question, Fábio. Can you repeat that?
> **Fábio**: What type of English do you use in class?
> **Pilot**: Yes! at first, I understood the type of English, which can be American, British or the type of English in terms of more formal, more informal, academic (…). So, I don't know what your aim is with that question.
> **Fábio**: Uh-huh, I think it's the second option.
> **Pilot**: Because it gives rise to more than one answer.
> **Fábio**: It's a little broad, correct?
> **Pilot**: What?
> **Fábio**: It's very broad, right? Perhaps, it's more in terms of formality, informality.
> **Pilot:** Yeah. After I started answering, then I considered this aspect as well, formal, informal, more academic. (L.90-104)

Hence, I provided the pilot participant with my research questions/aims and the interview script so that s/he could scrutinize the instrument appropriately to signal possible adjustments. After both of us examined the document, we concluded that some questions could be either merged or better specified. Then, further adjustments were made, and can be seen in appendices B and C. The former concerns the instrument before being piloted, the latter presents the updated version.

4.8.3 Joint Analysis

Once the interviews were conducted and fully transcribed, the initial analysis was done collaboratively with the members of the research group and the advisor.

During the meetings, which were held weekly, the participants were

grouped in pairs and each pair was in charge of one research question. Thus, they perused the whole interview in order to answer the question. In this respect, every meeting was reserved for one interview. Once my data were analyzed, we began doing the analysis of another member's research study.

Suffice it to say that the data analysis of this investigation was not confined to such meetings with the members of the research group. The analysis emanated from such meetings was compared and contrasted with the analysis I did concomitantly at times other than the ones with the group. Additionally, the analysis stem from researcher-advisor interactions.

4.8.4 Human Triangulation

By and large, triangulation is construed as the deployment of multiple instruments to generate data. In other words, triangulation encompasses a multiplicity of data sources (LAZARATON, 2003). In this regard, Reis (2005, p. 95) postulates that triangulation is a technique that aims at: "a) confirmation of interpretations and/or b) complement of the analysis."

As I stated in my master's dissertation (SENEFONTE, 2014), I understand that triangulation is both a tool to ensure validity and also an ethical procedure, since it enables researchers to account for the interpretations they arrived at. This way, chances of tendentious or fraudulent reports are minimized.

Reis (2008) contends that triangulation can be administered by means of two types of instruments: *object* and *human*. Herein, the data were triangulated through human instruments:

a) *Group 1*: Researcher, advisor and members of a research group;

b) *Group 2*: Triangulators.

With regard to the triangulation tool (hereinafter TT), Reis (2008) proposes that the triangulator match excerpts with their corresponding categories. Depending upon the extension of the data, the author suggests that the researcher groups the excerpts/categories into different analytical grids, so that the triangulator does not get confused by the large extension of categories and excerpts, which could jeopardize the triangulation process. Chart 29 illustrates Reis' proposal for TT.

Chart 29- Triangulation Tool (REIS, 2008)

Grid A	Grid B	Grid C
(1) Category 1 (2) Category 2 (3) Category 3	(1) Category 4 (2) Category 5 (3) Category 6	(1) Category 7 (2) Category 8 (3) Category 9
( ) Excerpt 3 ( ) Excerpt 1 ( ) Excerpt 2	( ) Excerpt 6 ( ) Excerpt 5 ( ) Excerpt 4	( ) Excerpt 8 ( ) Excerpt 9 ( ) Excerpt 7

Source: The author (grounded in REIS, 2008)

Despite the fact that Reis' proposal has been significantly effective for many research studies (including several doctoral theses), I understand that it might be restrictive[88], since it seems to preclude the possibility of additional interpretations. It appears to me that that triangulator is confined to matching categories with excerpts, which in turn inhibits both new interpretations (or analytical categories) and the actions of the triangulator.

Taking such premise into consideration, I attempted to devise a TT that could enable triangulators to have more freedom to interpret the data provided. In lieu of matching excerpts with their analytical categories, triangulators are required to check the category that corresponds to each excerpt. Moreover, respondents have a fourth option named "other", as exhibited in chart 30:

Chart 30- Triangulation Tool (SENEFONTE, 2018)

Excerpt 1 ( ) category ( ) category ( ) category ( ) other _____ Excerpt 2 ( ) category ( ) category ( ) category ( ) other _____

Source: The author

Should the participant (triangulator) have difficulty finding the corresponding category, s/he can indicate another category, by checking "other". Unlike Reis' proposal, such TT need not be distributed to different grids, as the category-excerpt relation is not so closed. However, I am cognizant of potential

[88] Especially in asynchronous procedures, in which the triangulator does not interact with the researcher. Nonetheless, when triangulation is conducted by means of interviews (synchronously), as in Chimentão's study (2016), there might be occasions when the triangulator can suggest a different category.

setbacks if similar categories are closely positioned.

Once triangulation is administered, the researcher needs to compare the interpretation of each respondent and judge the extent to which both interpretations (triangulator-researcher) dovetail. Reis (2008) avers that such stage is guided by three principles as follows:

a) *Consistency*: Both interpretations converge;

b) *Divergence*: Both interpretations diverge;

c) *Alternativity*: When the respondent checks two or more categories for the same excerpt, therefore, both interpretations diverge.

Hinging on such tenets, analytical categories (researcher's interpretations) can be *maintained*, *discarded* or *superseded* (adjusted). In this respect, Reis (2008) draws on an example from social practice to assert that 50,01% is socially construed as the majority of something. Hence, any result over 50% is decisive in action taking. Thus, if a category is over 50%:

a) *Consistent*, it should be maintained;

b) *Divergent*, it should be discarded;

c) *Alternative*, it should be superseded.

Bearing this in mind, it seems reasonable to surmise that the number of triangulators must be an odd number, otherwise some results could end in a draw, which would render the procedure unfeasible. In this respect, I chose four triangulators (as shown in subsection 4.4.4) and the researcher (me); hence, five triangulators in toto. Bearing this in mind, once each triangulator formally agreed to participate in the research, I sent, via email, the triangulation tool (APPENDIX R). The triangulation procedure was done as follows:

Chart 31- Triangulation Procedure

Participant	Date
Alex Egido	January 11, 2018
Triangulator A	January 11, 2018
Triangulator B	January 23, 2018
Triangulator C	February 5, 2018

Source: The author

Here, I reiterate my eternal gratitude to the triangulators, especially taking into consideration the extension of the triangulation tool, made up of 95 questions. In this sense, I acknowledge their ardous work during the intersubjectivation

procedure.

4.8.4.1 Triangulation analysis

In this subsection, I provide the analysis of the triangulation procedure in order to foster intersubjectivity during the process of data analysis (APPENDIX S).

The triangulation tool (APPENDIX R) consists of 95 questions and is divided into seven sections: Student's Linguistic Command, Professor's View of Language, Professor's Source of Language, Formal x Informal English: Real and Virtual Demands/Chances, Formal x Informal English: Control, No Control and Necessity of Control, Formal x Informal English: Center, Margin, Balance and Informal English: Research Methodology.

As indicated in Appedix S, all the analytical classification (hypernyms, hyponyms and subhyponyms) achieved more than 50%, that is, they were validated by the triangulators during the intersubjectivation procedure:

a) *100%*: 38 categories;

b) *80%*: 28 categories;

c) *60%*: 29 categories.

Taking this result into account, the whole classification was maintained, as we will see in chapter 5, which presents this classification and examples from the data to ground my analysis.

4.8.5 Return to Participants with Data Analysis

Submitting data analysis to respondent validation is another technique that has gained currency amongst researchers in the field of Applied Linguistics. Nonetheless, Francescon (2014) avows that scant attention has been paid to this type of procedure.

Informant feedback is both a method to ensure validity and also an ethical stance. Inasmuch as research participants legitimize the analysis done by the researcher, such analysis proves to be consistent and valid. Furthermore, by submitting data analysis to respondent validation, researchers give voice to the participants of the study. Suffice it to say that such practice endorses agency (empowerment), as participants' voices are incorporated into the research. In addition,

by doing so, researchers promote democratization of roles (distribution of power) (CHIMENTÃ0, 2015). Consequently, the researcher is decentralized, as even-handed treatment is given to everyone involved in the study.

Besides providing care for my participants, informant feedback enables participants to reminisce about memories/experiences, express their opinions and construct knowledge (CORADIM, 2015; CHIMENTÃO, 2016; D'ALMAS, 2016). Furthermore, by administering such procedure, I do not endeavor to impose any truth on my participants. Rather, my attempt is to negotiate meaning/knowledge. As a matter of fact, as Jasnievski (2013), I seek neither to prescribe nor to point out participants' "weaknesses". Aside from the aforementioned benefits of informant feedback, Chimentão (2015) points out others:

a) Reconfiguration of power relations;

b) Validation of results;

c) Self-learning/reflection;

c) Identification of setbacks (during data generation, for instance) (SENEFONTE, 2014);

d) Surprise (unexpected feeling/reactions participants may experience during the procedure).

With such tenets in mind, when researchers return to the participants with the data analysis, the following variables are to be considered[89]:

a) *General impression*: the participant is asked to indicate whether s/he fully/partially agrees or fully/partially disagrees with the analysis done. At this stage, the participant is expected to provide reasons to support his/her opinion;

b) *Feelings/ attitudes*: prior to, during and after reading the analysis;

c) *Pertinence*: The participant is asked to indicate pertinent or non-pertinent points of the analysis and provide reasons to support his/her answer;

d) *Criticism*: It encompasses criticism of the data generation process, reporting (including power relations, ethical issues etc.) and the study as a whole;

e) *Additional comments*, suggestions, criticism and so on.

Hence, after the data were generated, analyzed (collectively) and triangulated, I returned the analysis to each participant, as portrayed in Chart 32:

[89] Drawing on Jasnievski (2013) and Chimentão (2015).

Chart 32 Content of the Second Interview 2 (Informant feedback)

Participant	Interview Date	Length of Interview	Lines	Talk Turns
Adrian	May 16, 2018	***[90]	3092-3126	17
Fábio	All	***	***	52
Morgan	May 29, 2018	15 min	3127-3347	16
Priscila	July 5, 2018	9 min.; 51 sec.	3348-3441	17
Total	***	24 min.; 51 sec.		102

Source: The author

As adduced in chart 32, only three professors (Adrian, Morgan and Priscila) participated in the second stage of data generation. The transcription of the second interview is provided in Appendix V and the analysis is presented in chapter 7.

4.8.6 Examinations

As a formal requirement for the doctoral degree in Language Studies, from the Sate University of Londrina, doctoral students must undergo the following types of examination[91]:

a) *SEDATA*: PhD students must attend two editions of the event, which is held annually. At the event, students' theses (in progress) are appraised by one examiner;

b) *Qualifying Examination*: Either in progress or completed, doctoral theses are examined by, at least, five members of an examining board. At this stage, doctoral aspirants can either pass or fail;

c) *Thesis Defense*: Completed theses are appraised by, at least, five members, who either approve or reject the study under review.

4.9 Ethical Principles and Procedures

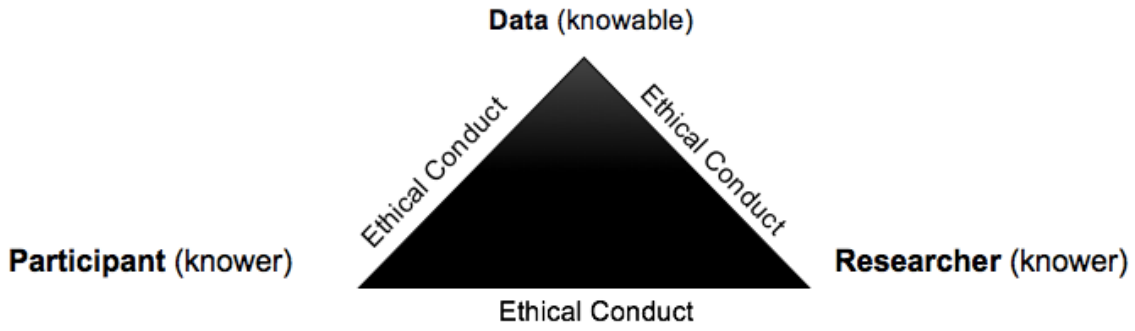
In a broad sense, ethics, as a branch of philosophy, is related to moral principles. In other words, it tackles concepts of right/wrong conduct. In research methodology, I understand that an ethical conduct is expected for the tripartite

[90] As I will present in chapter 7, Adrian's feedback was by means of a questionnaire rather than interview.

[91] Aside from credits as to courses, events and publications.

dimension: researcher-participant-data.

Figure 4- Ethics in Research



Source: The author

Bearing figure 4 in mind, I purport that ethics entails the way researchers deal with both participants and data. Moreover, there is an ethical dimension that does not encompass researchers: the participant-data relationship. In this respect, researchers assume that participants provide trustworthy data, which in turn is a sign of ethical conduct as well.

I posit that my research is *on, for and with* my participants, thus, it is an empowering study (CAMERON et al.; 1992). Upholding such view implies some particular stances on ontological, epistemological and methodological issues as follows:

a) *Participants*: People involved in the study are not seen as subjects who provide data. Instead, they are construed as participants, who collaborate actively with the researcher.

b) *Knowledge*: Shared as a tool of empowerment;

c) *Ownership of data*: Data belong to both researchers and participants;

d) *Analysis*: Fair, just and honest (REIS, 2005);

e) *Contribution of the study*: Both researchers and participants are beneficiaries of the study.

Furthermore, Reis and Egido (2017) contend that there are two types of ethics in research*: bureaucratic* and *emancipatory* (empowering). The first is concerned with meeting academic standards (formal ethics), whilst the second encompasses empowering maneuvers. The next subsections cover the procedures

operated in this study linked to both types of ethics.

4.9.1 Bureaucratic Ethics

In order to comply with formal ethical issues, I elaborated three informed consent documents (hereinafter, IC) addressed to the pilot participant, professors and triangulators (APPENDICES D, E and F, respectively). Such ICs are underpinned by The Universal Declaration of Human Rights (UDHR) (1948), the Code of Ethics by the American Educational Research Association (AERA, 2011), the Ethical Guidelines for Educational Research (BERA, 2011) and Resolution No. 466, December 12, 2012 (National Health Council), In this regard, the informed consents were concerned with the following aspects:

a) *Explanation of the Research Design*: It entailed the research aims, context and, most importantly, the role of each participant in the study;

b) *Right of Withdrawal*: Each participant was granted the right to withdraw their consent at any time without penalties of any nature;

c) *Privacy and Confidentiality*: All data generated (including participants' personal information) were kept confidential;

d) *Anonymity*: Each participant was given the right to remain anonymous;

e) *Harm and Risk*: Each participant was advised of possible risks of the study;

f) *Access to the Study*: The participants had full access to the study and/or parts thereof.

A second measure that complies with bureaucratic ethics concerns the submission of the research project to the Ethics Committee from the State University of Londrina. In this regard, I submitted my research project in May of 2016 and had it approved[92] three months later. Finally, once the research was finalized, I submitted the final research report to the same Committee in July of 2018, one week later, the report was also approved.

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[92] Ethics Committee (UEL) <http://www.uel.br/comites/cepesh/> and Ministry of Health in Brazil (*Plataforma Brasil, Ministério da Saúde*, in Portuguese) <http://aplicacao.saude.gov.br/plataformabrasil/visao/publico/indexPublico.jsf>. Certificate of Ethical Approval (CAAE, acronym in Portuguese): No. 57569916.0.0000.5231.

4.9.2 Emancipatory Ethics

Grounded in the findings of their investigation, Reis and Egido (2017) concluded that the majority of research studies seem not to be concerned about ethics; the ones which include some ethical considerations are circumscribed by bureaucratic ethics. In other words, such studies endeavor to comply only with academic requirements. I acknowledge the importance of formal ethics to research. Nonetheless, I claim that a researcher needs to go beyond formal aspects of ethics in order to promote individuals' emancipation (empowerment).

Taking that into consideration, I did as much as I could to provide care for my participants. In this regard, my concern was over the following aspects:

a) *Human Dignity*: It was certainly my overriding concern, which pervaded all the steps I took during this study: the moment I approached each participant, the way I conducted the interviews and reported on the findings and so forth;

b) *Agency*: As stated earlier, my participants were active agents in the process of data generation/analysis and in the way the findings were reported;

c) *Symmetry*: I did as much as I could to promote a symmetrical relationship between my participants and me. This symmetry also entails the circumspect way data were reported, so that a certain participant was not privileged over others.

Hence, I reiterate that I have made all attempts towards human empowerment/emancipation, as this study is *on* a group of teacher educators (including me), *for*[93] *and with*[94] them.

4.10 DISCUSSION

In this section, I reflect upon some ontological, epistemological and

[93] Certainly this research study is primarily for Adrian, Drew, Fábio, Lilian, Max, Morgan, Priscila and Shannon. However, this does not exclude other beneficiaries.

[94] Even though this thesis is not under a participatory research paradigm, I understand that it is with Adrian, Drew, Lilian, Max, Morgan, Priscila and Shannon, as they participate in one phase of the data analysis (informant feedback). As I matter of fact, when I returned the analysis to them, such analysis was changed in some points, as shown in the next chapter. In other words, the participants had space to edit any part of the data classification; therefore, they participated actively in the process of data analysis. Needless to say, they also generated the data of this study.

methodological issues regarding the completion of this thesis. To achieve such aim, I place emphasis on certain topics as follows:

a) *Empowerment*: As stated earlier, I did my best to empower each participant in this study. In this regard, I have given voice to them throughout this investigation, so that such voices are incorporated into the final version of this thesis. In other words, this technical work is being validated and legitimized by the professors investigated. Besides, they were given the choice to keep their real identity, as shown in appendices D, E and F. Hence, I believe this prerogative is another tool of empowerment;

b) *Ethics*: Not only was I concerned about formal ethics, but also about my participants' welfare and (psychological) integrity. Furthermore, I was ethical throughout the data generation and analysis and, most importantly, I was circumspect about the way I described both the participants and results. Concerning the data analysis, under no circumstance did I attempt to overlook details in order to accommodate the data according to my beliefs and expectations. As a qualitative and interpretivist researcher, I endeavored to set aside my convictions in order to tackle the data generated;

c) *Democratization of roles*: In this research, I posit that each individual is equally important. This includes the secondary participants (pilots, triangulators etc.). Bearing this mind, I also elaborated distinct informed consents addressed to such participants. It is worth mentioning that such procedure is not habitual in research in the field to which this study belong;

d) *Data trustworthiness*: Inasmuch as the data generation instruments were collectively developed and so was the analysis, I deem the findings of this study trustworthy. In addition, the data were triangulated and, mostly importantly, validated by the participants, who are the most trustworthy people to attest my interpretations, since they generated the data;

e) *Methodological coherence*: This coherence means acting according to the methodological principles the researcher upholds. Hence, by assuming a constructivist and interpretivist stance, I must comply with certain procedures, such as using first-person singular (agency), enabling my participants to engage in the analysis and others. Furthermore, the ontological, epistemological and methodological premises must be in line with the research paradigm adopted (LINCOLN, GUBA, 2006);

f) *Socialization*: By writing it in English, I could expand my audience, without excluding Brazilian readers. A reader who is interested in the theme of my study can certainly read in English, but I am not certain whether this holds true concerning Portuguese. Therefore, I believe such practice is a way of democratizing knowledge, which could be exponentially undermined if I had written this thesis in Portuguese (as is common practice among Brazilian researchers).

4.11 CHAPTER SUMMARY

At the beginning of this chapter, I championed the importance of methodology to the completion of a study. Then, I elaborated on the epsitemogological, ontological and methodological principles that underpin this thesis, including both the paradigm to which my investigation belongs (constructivism) and the type of research (case study).

After that, I provided a detailed account of the two contexts in which I conducted this research, encompassing the undergraduate programs and their curricula. Next, I offered a biographical description of the participants: professors, researcher, triangulators, examiners, research group and pilot participant.

Subsequently, I presented the process of data generation and collection, which entails: tools (questionnaires and first/second interviews), 54 course syllabi, advantages and limitations of data generation instruments and preparation of dataset. In line with that, I explicated the process of data analysis, by illustrating the unit and method of analysis.

Later, I described the criteria I employed to assess research quality: data generation tools elaborated collectively, pilot testing, joint analysis, human triangulation, return of data analysis and formal examinations. Finally, I elaborated on ethical procedures and premises I subscribe to (bureaucratic and empowering ethics) and provided a discussion on research methodology.

The innovations illustrated in this chapter are the original triangulation tool and respondent validation questionnaire. Besides, I deem relevant the thorough description of all steps taken during the course of the research. In this respect, I included the piloting procedure, indicating the changes that stemmed from it. This sort of actions are not habitual in antecedent studies. Most importantly, as an unprecedented methodological practice, I devised informed consents not only directed

at the professors, but at the pilot participant and triangulators. In addition, I understand that the debate provided is quite relevant, especially with respect to methodological coherence and socialization, which are not found in antecedent studies in the area.

5 ALPHA AND BETA UNIVERSITIES: A COGNITIVE ANALYSIS OF HUMAN-GENERATED DATA

> I think this research rubs salt in the wound regarding the curriculum in the university, what is considered as important to the English teacher who will work in basic education, what s/he needs to know. So, I think this opens a very deep reflection upon our lesson plans, our syllabi, right? Because we don't stop to think about that. I think when we have this concern about exposing our students to different situations of language use (…) it's not done in a very planned way; it's done more intuitively than theoretically grounded (…) Your research will raise, as it's already raising mine, through this conversation, broader awareness of which genres, I'll have to mention text genres, because I can't think of a language that is not organized in genres, right? In language use. So, I think that it's a concern that it will (…) for the ones who haven't thought about that yet, the university teacher; if s/he hasn't thought about that, will start reflecting more on what is important, what aspect of the informal dimension is important, because it still seems to me that we don't need to teach informal English. I'm saying in a general view, from what I see in continuing teacher education courses, in graduate programs (…) there isn't (…), unless if it is a specific course on that, but when we're considering what I will elect to bring to the classroom, to Letras programs, it seems that the concern is much more about formal language than informal. So this research is doing the reverse way, it shows the importance of what ends up being put aside. (MORGAN, L. 2374-2399).

In this chapter, I present the cognitive analysis concerning the two cohorts of professors from two higher education institutions where this research was carried out: Alpha and Beta Universities. As shown in the methodological chapter, the analysis was done by means of the Paradigmatic and Syntagmatic Analysis (PSA) (REIS, 2015, 2018), which comprises data classification tied with critical reporting. In order to maximize the understanding of such data reporting, I employed the following

standardization:

a) Same sequence[95] of participants in illustrations, viz. Drew, Morgan, Priscila, Shannon, Adrian, Lilian and Max;

b) Underlining of hypernyms;

c) Boldfacing of **hyponyms;**

d) Italicizing of *subhyponyms* (subcategories).

As some excerpts are bivalent, that is, they apply to more than one classification, I use them more than once throughout this analytical chapter. One the one hand, this may give the reader the correct impression that s/he has read the fragment before. Then again, it also means that the data were read in their plentiful meanings.

Additionally, I provide a glossary specially for the data classification (chart 33), as argued by Reis (2018). In this regard, I decided to place[96] the glossary in this chapter, so that the definitions of the categories can be promptly accessed.

Chart 33- Glossary of Data Classification

A
Action: Students' interactions using English and/or their performance in class.
Action/Cognition: Students' aptitude for performing tasks in class.
Advancement: Related to language proficiency before/after undergraduate education.
Affordance: Factors that contribute to students' language proficiency, professors' view of language and formal/informal English use, teaching and teacher education. It can also refer to factors that are unavailable and therefore, influence language use, teaching and teacher education.
After: Related to the completion of undergraduate education.
Awareness: Related to professors' view of language.
B
Balance: Related to practices (use and teaching) of formal/informal English that have an equal status. Additionally, it covers a real and a virtual dimension.
Before: Related to the completion of undergraduate education.
C
Center: Related to language practices (use, teaching and teacher education) that are prioritized.
Chance: Virtual or real possibilities of formal/ informal English teaching.
Clarity: A clear concept of informal English.
Classroom: Related to language practices in class.

[95] In alphabetical order: **D**rew, **M**organ, **P**riscila and **S**hannon (from **A**lpha University); and **A**drian, **L**ilian and **M**ax (from **B**eta University).

[96] Chimentão (2016) did likewise.

Cognition: Related to students' thinking.
Command of Informal English: The knowledge of informal English the professors believe their student teachers have.
Comparison: Between professors' and students' knowledge.
Control: Mastery of language practices, which include proficiency, use and teaching. Analogously, it can refer to favorable factors to formal/informal use/teaching. Moreover, this category covers research methodology issues (data generation tools and unit of analysis).
Critical: When language is associated with social action/power.
Curriculum: Related to prescriptive documents that guide language teaching.

D

Demand: Factors that justify professors' view of language, students' language proficiency and/or formal/informal language use/teaching/teacher education.
During: Related to the completion of undergraduate education.

E

External: Related to one's context.

F

Formal Education: Related to the education that contributes to one's language proficiency.

H

Here: In Brazil.
Heterogeneity: Related to students' language proficiency.
Homogeneity: Related to students' language proficiency.

I

Inside: Related to the academic context.
Insufficiency: Unsatisfactory language proficiency (professors/students).
Internal: Related to one's cognition.

L

Literacy: Related to written language.
Low Advancement: Related to language proficiency before/after undergraduate education.

M

Margin: Related to language practices (use, teaching and teacher education) that are not prioritized. Moreover, this category covers research methodology issues.
Method: Related to teaching practices/materials.
Mobility: Possibilities of traveling abroad (a factor that influences one's language proficiency).

N

Necessity of Control: Related to language practices (proficiency, use or teaching), especially when there is a lack of control.
No Clarity: An uncertain concept of informal English.
No Control: No (or little) mastery of language practices, which include proficiency, use and teaching. Analogously, it can refer to unfavorable factors to formal/informal use/teaching. Moreover, this category covers research methodology issues (data generation tools and unit of analysis).

O

Orality: Related to oral language.
Organic: Language is construed as a living entity.
Outside: Related to the academic context.

P

Performance: A factor that justifies students' language proficiency.
Physical: Related to one's personal necessity.
Pragmatic: Language is associated with a practical use.
Professional: Related to one's demand to enter a university.

R

Reality: Related to real language use/teaching/teacher education.

S

Social: Related to one's local context.
Structure: Related to language features.
Sufficiency: Satisfactory language proficiency (professors/students).

T

Teacher Education: Related to formal/informal English. Moreover, it encompasses the basic education domain.
Teaching: Related to formal/informal English.
Technology: A factor that influences one's language proficiency.
Text Genres: Language teaching grounded in a genre-based approach.
There: Abroad.

U

Unawareness: Related to professors' view of language.
Use: Related to formal/informal English.

V

Vagueness: Lack of preciseness in students' knowledge of informal English.
Virtuality: Related to idealized language use/teaching and teacher education. It also encompasses a prescriptive dimension.

Source: The author

After the paradigmatic analysis, the data were reduced to six major themes, under which includes hypernyms and hyponyms:

a) Students' Linguistic Command;

b) Professors' View of Language;

c) Professors' Source of English;

d) Formal x Informal English: Virtual /Real Demands and Chances;

e) Formal x Informal English: Control, No Control and Necessity of Control;

f) Formal x Informal English: Center, Margin and Balance.

In the next sections of this chapter, I provide the analysis of each analytical theme.

5.1 Students' Linguistic Command

This theme concerns an evaluation the professors do of their student

teachers' language proficiency, which includes both general and informal/colloquial English. Such analytical theme includes: Level, Factors and Command of Informal English.

5.1.1 Level

With regard to the level of general English, the data suggest a significant difference between Alpha and Beta Universities, as depicted in chart 34.

Chart 34- Students' Level of General English

			Homogeneity	*Heterogeneity*
Level	Before/during	**Insufficiency**	Drew (2x) Morgan (2x) Shannon Adrian	Priscila (2x) Adrian
		Sufficiency	Lilian Max	Priscila Lilian
	After/during	**Advancement**	Adrian	***
		Low[97] Advancement	Drew Morgan Shannon	

Source: The author and the adviser

All the professors from Alpha University see an **insufficiency** in relation to students' language proficiency:

> It's complicated (…) they come to the university with **very low level of English** and I don't think the structure and the way we prepare the students for the development of English is improving much. So, it's not only their fault, but also the structure, our fault, but they have a **very low proficiency level**. They come to the 4th year, the last year, **with a very low proficiency level** (DREW, L. 892-896, emphasis added).

> (...) the students we have, they have **a very low degree of proficiency**. I think it's much lower from the levels The Common European Framework of References for Languages prescribes, right? Let's say the first level (...) (MORGAN, L. 1995-1969, emphasis added).

[97] This classification was previously named "no advancement". Nonetheless, during the return of data analysis with the participants, Morgan indicated that although the students at Alpha conclude their undergraduate studies with a significant linguistic gap, one cannot presume that there is no advancement in students' linguistic command during the four-year undergraduate program. Thus, I took the participant's opinion into consideration and changed my classification accordingly.

> Hmm, ok. I think (…) the Brazilian (…) student's **proficiency in general is very low** and in our university is not different, this context. So, I think we receive students from a (…) most of them from basic, public education. So, they're not very well prepared in terms of using the English language in their context (...) (SHANNON, L. 2437-2442, emphasis added).

Adrian is the only professor from Beta University whose data on students' English language proficiency is amenable to the **insufficiency** classification: "first year, they are generally low" (ADRIAN, L. 597-598).

The four excerpts (from Drew, Morgan, Shannon and Adrian) employed illustrate insufficiency in terms of *homogeneity*. Additionally, **insufficiency** is also found in terms of *heterogeneity*:

> (...) many (...) some of them are at A1 {level} and sometimes lower than it (...) (PRISCILA, L. 2867-2868)

> Well, I have students in first, second and third years, so (…) the first year, they generally come with a low level of English, not all of them, but in the class with 10-15 students, you have 5, generally 5 or 6 who have low, low level, basic students, basic level. Three or four are advanced and then, the rest of them are intermediate. (ADRIAN, L. 591-594).

Some professors from Beta University refer to their students' language proficiency in terms of **sufficiency**. Such property is also characterized in regard to *homogeneity* and *heterogeneity*:

> I deem it a good proficiency; an intermediate level since the very beginning, the first year, right? I don't know (…) they already enter the university (…) reasonably good at the language {English} (...) (LILIAN, L. 1278-1280, *homogeneity*).

> there is, of course, some heterogeneity, right? Some (…), for example, this year, I have one student who can't even formulate a simple sentence in English, so, I don't know why (…), he is way different from the others in that class. And there are some (…) about 4 at a level higher than intermediate, let's say, almost advanced and the majority is at an intermediate level. (LILIAN, L. 1280-1284, *heterogeneity*).

> Hmm, ok! So (...) I teach in the second and third years and I guess they are quite proficient in the English language, most of them (...) I would say they they would be like intermediate level of English. Some of them struggle, but they are the minority. (MAX, L. 1636-1639, *homogeneity*).

Priscila is the only professor from Alpha University who sees **sufficiency** in her students' language proficiency (in terms of *heterogeneity*): "I have very good students that know how to speak English, that read well (...)" (PRISCILA, L. 2861).

In line with language proficiency, the professors externalized their cognition in terms of **advancement** and **low advancement** as to their students' language proficiency during/after undergraduate education. In this respect, **advancement** is only found at Beta University:

> In the second, third and fourth years, they get a little bit better because of the program, because they seek other courses besides the one that the university offers, so they can (…) well, they do improve during the {undergraduate} program (...) (ADRIAN, L. 595-597).

Conversely, however, professors at Alpha University see a **low advancement** dimension:

> The students that come to the last year with good proficiency level, they already had it in the first years. So, I don't think they are improving much at the university. (DREW, L. 896-898).
>
> So, they come with a huge gap and they graduate from this university with a huge gap. We can't cope with (…) (MORGAN, L. 1968-1969).
>
> (...) even considering when they finish their undergraduate program, they don't achieve a high level of English proficiency (SHANNON, L. 2442-2443).

From the evidences presented in this section, one can conclude that students at Alpha University have linguistic insufficiency and there is a low advancement in their linguistic gap. My interpretation is sustained by the fact that this research covers 100% of such context.

This substantial difference between both institutions is certainly on account of the idiosyncrasies of each university, as adduced in the methodological chapter: Alpha University offers a double-degree program, whereas Beta a single degree in English. Hence, while students at Alpha have roughly 1100 hours reserved for English courses; at Beta University, such number is drastically higher: 2600 hours (during the four-year program). This fact is considered by one of the professors interviewed:

> hmm, ok. I think (…) the Brazilian (…) student's proficiency in general is very low and in our university is not different, this context. So, I think we receive students from a (…) most of them from basic, public education. So, they're not very well prepared in terms of using the English language in their context and during their undergraduate program, **they have just a few hours dedicated to the English language learning.** So, even considering when they finish their undergraduate program, they don't achieve a high level of English proficiency. So, I could consider their proficiency like intermediate or low-intermediate. (SHANNON, L. 2437-2444, emphasis added).

Furthermore, it is worth mentioning the distinctive formats of the university entrance exam of each institution. Alpha's exam is comprised of multiple-choice questions in one single phase, whilst Beta's involves three phases, containing multiple-choice and essay questions. Such fact is ratified by one participant as follows:

> I think it's because of *Vestibular* {term used in Brazil for University Entrance Exam} at Beta University; it favors a certain selection (…) so that the student doesn't enter the university at a very basic level, right? Because, I think there are now essay questions and the applicant is required to formulate a text and so on. So, I believe that students who enter are already at a reasonable level of English. I think because of the selection process itself, *Vestibular*. (LILIAN, L. 1292-1297).

In addition, Alpha is located in a small town, while Beta in a big city. As a consequence, Beta receives a much higher number of applicants, and certainly the ones with a better language proficiency have more chances to succeed in their application.

5.1.2 Factors

The second component of 'Students' Linguistic Command' is factors, which are associated with language proficiency and can be internal and external, as portrayed in Chart 35:

Chart 35 Factors of Students' Linguistic Command

Factors	External	**Demands**	*Physical*	Drew
			Social	Morgan Shannon
			Professional	Lilian
		Affordance	*Formal Education*	Drew Morgan Priscila Adrian
			Mobility	Adrian (2x)
			Technology	Morgan Max
	Internal	**Performance**	Max	
		Appreciation	Priscila	

Source: The author and the adviser

Factors, which influence language proficiency, occur in terms of **demands**, **affordance, performance** and **appreciation**. There are three types of demands: *physical*, *social* and *professional*; they are exemplified respectively as follows:

> (...) some students, they work full time, so they come to the university at night and they don't have much time to dedicate to foster their proficiency, I think. (DREW, L. 905-906, *physical*).

> I think our own context, because the contact, the necessity of the English language for our region is low. They finish their studies (…) the real necessity of using this language outside the classroom is still very low. So, that discourse of language schools that we need English to have a better profession doesn't usually apply to our students. I'm talking about the students in high school. So, when they come here, then they realize that they need to learn the language, "I will have a double degree"; and sometimes they refuse to participate in some projects, because they are afraid of the language. So, dispelling this image, I think, is the first step to make the students realize that they can (….) that they need to invest (...) (MORGAN, L. 1980-1988, *social*).

> The reason for that? Mainly because our program is Letras: English and Portuguese, so we needed more hours dedicated to the English courses and our students, they don't use the English language in real contexts. So, they just learn the language inside the classroom, they just practice it with the professor, but they don't use the language outside the classroom context, you know? I think they don't use the language for research, for presenting lectures, for interacting with other students or other professors. So, maybe because the language for them is not in the real context of use for their everyday lives, maybe. (SHANNON, L. 2446-2453, *social*).

> I think it's because of *Vestibular* {term used in Brazil for University Entrance Exam} at Beta University; it favors a certain selection (…) so that the student doesn't enter the university at a very basic level, right? Because, I think there are now essay questions and the applicant is required to formulate a text and so on. So, I believe that students who enter are already at a reasonable level of English. I think because of the selection process itself, *Vestibular*. (LILIAN, L. 1292-1297, *professional*).

In Morgan's and Shannon's excerpts, demand is employed in a negative sense, that is, there is a lack of demand for English use, which is also the corollary of the linguistic insufficiency, shown earlier in this chapter. This way, students' linguistic insufficiency (Alpha University) springs from the reduced number of hours of English classes, the university entrance exam and the lack of demand for English use.

In addition to demands, there are three classes of **affordance** that have an impact on language proficiency: *formal education*, *mobility* and *technology*. Formal education is found in four participants:

> Usually it's due to their social background. The ones that could pay for institute (…) language institutes, they come with a better level of English, or they realize they need the language and they start taking classes, so they can improve better their level of English during the 4 years. (DREW, L. 901-904).

> I think we have a profile of students, who come to the program, from small towns, where the English teaching is (…) is not so satisfactory, because of the teacher education, because of a cycle (…) it's not the teacher's fault. I don't think I should put the blame on the teacher (...) (MORGAN, L. 1961-1964).

> (...) because of the kind of students that we receive here at the university (...) some students, they have this, they had English classes before and some had {English classes} just in schools and they don't like it. (PRISCILA, L. 2864-2866).

> (...) the ones that have advanced English (...), they took courses, besides the one that the state school offers and the others (ADRIAN, L. 603-604).

Only Adrian's cognition imparts *mobility* as a sort of affordance: "the ones that have advanced English, they have already travelled abroad (...)" (ADRIAN, L. 603). Adrian seems to attribute language proficiency to an experience abroad (in an English-speaking country). In other words, native speakership is still an idealized

pattern (BLYTH, 2003)[98]. The *technology* factor is shared by two professors:

> Let's say (…) an interaction on Facebook, in some apps, in some texts that address an informal conversation, that is natural (…) in passages of films. So, I think that's the sources, but they are few; and the student's knowledge (…) I think it comes a lot from films and series (...) (MORGAN, L. 2132-2136).

> Hmm, it's quite interesting, because they come to the program with at a certain level of proficiency which I haven't seen before (...) a long time ago, when I was a teacher here or even when I was a teacher in a private institute, we always had teachers struggling, because (...) we also had an undergraduate program which was Portuguese and English and now these young people are coming (...) I've seen some of them coming from public schools without taking any course in language institutes and surprisingly, they come with some good proficiency. I think it's a new generation (...) they are learning from the internet, they are learning from series and (...) it's quite different from what I used to see like 8 years ago, 6 years ago (...) (MAX, L. 1646-1654).

The last sets of cognition related to factors are **performance** and **appreciation**, which are respectively exemplified with Max's and Priscila's data:

> Because they can perform, they can perform most of the activities which are proposed to them. In the second year, I teach written production and in the third year, I teach oral comprehension and oral production {courses} and (...) basically, they can perform all the activities which are in the program {syllabus}. (MAX, L. 1641-1644).

> Sometimes, I think that some students like English more and have this kind of desire to study English and to improve (...) and others don't, they don't, they don't think they will be English teachers, they don't want to be (...) (PRISICILA, L. 2873-2875).

In Max's excerpt, s/he attributes an internal factor to language proficiency. In this respect, performance concerns knowledge (cognition) and action.

5.1.3 Informal English

The last subset of 'Students' Linguistic Command' is informal English, that is, the command of informal English the professors believe their students have. Such command covers: **sufficiency**, **vagueness** and **insufficiency**, as shown in chart

[98] Such discussion will be raised later in this chapter.

36:

Chart 36- Students' Command of Informal English

Command of Informal English	**Sufficiency**	*Action*	Shannon Lilian Max
	Vagueness	*Comparison*	Shannon Lilian
		Cognition	Adrian
	Insufficiency	*Action and Cognition*	Drew Priscila

Source: The author and the adviser

Shannon, Lilian and Max indicated **sufficiency** in their students' command of informal/colloquial English in terms of *action:*

> (...) the students today, they interact more using informal language, with their friends online than the professors themselves. I think, depending on the student, right? Because the ones who have the potential, for communication, they search on the internet to interact with others, like you, for example, you know? You have a broad context of friends to interact with, just discussing personal interests or whatever you know, music or art or even literature or whatever, politics, you know? Nothing related to the academic subject itself. (SHANNON, L. 2558-2564).

> I believe it's good because of the contact they have with series and so on, but I can't be precise (LILIAN, L. 1411-1412).

> they participated in a forum and I could see them using the language they learned, I was really, I was surprised to see how they managed to remember and use it and they did that informally, because it was only among us, students, ok? So they managed not only to remember and use the tools, but also to manage formality. (MAX, L. 1743-1747).

There is a '**vagueness**' indicator as to students' command of informal English. Besides sufficiency, Shannon's and Lilian's cognition also conveys a lack of precision in such command. This vagueness is indicated in terms of *comparison*:

> Depending on the student, I think they have even more knowledge than me (SHANNON, L. 2557-2558).

> (...) I know that (…) they always say that they are watching TV series, right? They're always watching series, songs, right? Young adults at that age listen to a lot of music, so I believe that their level of informal English is even better than mine (...) (LILIAN, L. 1406-1410).

Adrian's cognition also suggests vagueness, nonetheless, in terms of *cognition*: "I don't think they (…) they probably have thought about it, at least, the ones that have intermediate, advanced level of English, but not from reading." (ADRIAN, L. 683-684). Such excerpt can give rise to two possible discussions:

a) informal language is neglected in formal education, as adduced in the literature review chapter (HOLSTER, 2005; AHMADI; SOURESHJANI, 2011, LIYANAGE, et al., 2015 and others).

b)[99] The association of informal English with oral language.

The command of informal English also encompasses an **insufficiency** domain, which is construed in terms of *action and cognition*:

> I don't think they can distinguish much, I don't think (…) it's more complicated when I offer them the input in informal English; it's more difficult for them to understand and to perform the tasks I'm proposing, this I can feel it as a teacher, but I don't think they can do this (…) they still don't have this conscience, this is formal, this is informal; they mix a lot. If you pose a question, informal English, they will just answer it, not concerning if they should use formal or informal. (DREW, L. 994-999).

> I think that they don't, they don't know a lot about that, because, in my last class, I brought a text that there was the word "kiddos". To me, that was a very simple word, It's not a word that I thought they wouldn't know and they didn't. (PRISCILA, 2933-2935).

As I presented earlier in this chapter, with regard to the command of general English, there seems to be a clear distinction between Alpha and Beta Universities: while insufficiency/low advancement apply more to the former, sufficiency/advancement are closer to the latter. Nevertheless, concerning the command of informal/colloquial English, such evidence partially holds true: on the one hand, insufficiency still applies only to Alpha University; then again, sufficiency is also evidenced in such institution.

In this respect, Shannon's cognition unveils **insufficiency** in the command of general English and **sufficiency** as to the command of informal English, even though such sufficiency is not homogeneous: "depending on the student, right?" (SHANNON, L. 2559-2560).

[99] This discussion will be better explored later in this chapter.

Once the first analytical theme was detailed, the next subctions continue illustrating the data classification.

5.2 PROFESSORS' VIEW OF LANGUAGE

As presented in the methodological chapter, the professors are aware of their view of language (except Adrian). Such view of language is **organic** and of two types: *pragmatic* (Drew, Morgan, Priscila, Shannon and Max) and *critical* (Lilian), as depicted in chart 20. Additionally, their concept of language emanates from two factors: **affordance** and **demands** that can have a *professional* (Morgan, Shannon, Lilian and Max), *leisure* (Drew) or an *academic* nature (Priscila) (chart 21).

Hence, in this section, I explore the participants' cognition as to their concept of informal/colloquial English. Chart 37 presents such classification:

Chart 37- Professors' Concept of informal English

	Clarity	**No clarity**
Concept of Informal English	Morgan (2x) Priscila Max	Drew Morgan (2x) Shannon Adrian (3 x) Lilian (2x)

Source: The author

Morgan and Max have **clarity** in respect to the concept of informal English:

> I think informal English is English in use, it's daily English; it's the language that doesn't belong to very formal environments, workplaces, right? (MORGAN, L. 2318-2319).

> (...) I'm calling informal anything that is more like real life, ok? It's like (...) we're talking, ok? I think I'm using informal language here, I'm not trying to use fancy words or fancy structures, I'm talking to you as I would be talking to someone on the street, ok? So, that's my idea of informal English and it's more natural, because you're talking to students, ok? It's a subject (...) it's not a very dense one, it's not theory, ok? (MAX, L. 1772-1777).

The other participants' cognition, nonetheless, imparts **no clarity** (at times, uncertainty) as to their concept of informal English.

> I think you can point out mistakes in many ways, one of them, for example, I think, it should (…) could, not should, could (…) could raise many questions: what's informal? What's formal? Right? What am I understanding by formal English? I can be thinking of something that is not the concept you're working with. I'm answering my questions, considering what I think; you never gave me any definition of what you think formal or informal is. So, I'm working with my assumptions and explicitly in a research study, when you pose this, you formulate the thesis based on grounds you explicit what you think, then you're allowed to explicit what you think and you can raise many questions, I can disagree with you, but also you can give me some food for thought. **I think it can give me also basic knowledge that I don't have (**...) (DREW, L. 1246-1255, emphasis added).

> what is informal? It's the one produced in a situation other than the academic, right? I'm think about that (…) what is informal? Is it the one the student uses according to what s/he can express? You got it? There are many concepts of informal (…) am I going to consider only slang? Am I going to consider only (…) I forgot the name, but the blend of words they make and so on (…) **What informal is (…) is not clear to me, because I think I don't have a (…) it's missing a clear definition of informal language.** It's not that you have to provide me this definition, but **my concept, my conception of what informal is (…) is common sense. I might be wrong or not.** (MORGAN, L. 2137-2145, emphasis added).

> What kind? What do you consider kinds? How do you classify (…)? (SHANNON, L. 2772).

> What aspects? I should know what these aspects are, so I would tell you (xxx), but I really don't understand much about that. What aspects? I don't know. (ADRIAN, L. 802-803).

> Well, from my (…) the conception I have of what formal/informal is, maybe my conception is not so adequate, but based on my conception (...) (LILIAN, L. 1445-1446).

When questioned what type of informal English should be privileged in class, Shannon hesitated and requested for clarification, as shown in the excerpt, which makes me imply s/he did not hold a clear concept of informal English. On the other hand, Priscila, when asked the same question, did not show any hesitation and listed some features of informal English. This way, I understand that she has **clarity** with respect to the concept of informal English:

> I think **abbreviations**, **internet language**, I think it's something students have many difficulties with (...) sometimes understanding abbreviations and in this kind of topic, I think that comparing it with Portuguese sometimes is very easy for them to see that and

> **vocabulary**, like the example I gave earlier "kiddos" it's something that even (xxx) every mommy, that I know, that speaks English says "kiddos", from the older to the younger ones and (...) I think that's it, **abbreviation** and **vocabulary**. (PRISICILA, L. 3036-3041, emphasis added).

Moreover, Morgan's cognition concerning the concept of informal English seems to oscillate: on the one hand, the cognition is characterized in terms of clarity; on the other, uncertainty.

I deem it relevant to stress that although the professors interviewed have a lack of clarity in their concepts of informal English, they constantly employed some features of informal/colloquial English during the interviews (as indicated in the first literature review chapter).

That being said, the next section of this chapter covers the third theme, 'Professors' Source of English'.

5.3 PROFESSORS' SOURCE OF ENGLISH

This theme encompasses: Formal and Informal English, which come from education **here** (in Brazil) or **there** (abroad), as provided in Chart 38:

Chart 38- Professors' Source of English

	Here		**There**
	Teacher Education		
	Before/during	*After*	
Formal	Drew Morgan[100] Shannon (2x) Lilian Max (2 x)	Morgan	Morgan Lilian
Informal	***	Drew Morgan (2x) Priscila (4x) Shannon Lilian and Max	Adrian Lilian

Source: The author and the adviser

[100] During the return of analysis, Morgan disagreed with the classification that placed her/his source of English only *after* teacher education. Hence, taking the participant's opinion into account, I included her/him in the "*before/during*" classification as well.

Concerning the source of formal English, The '**here**' dimension includes *before/during* and *after*. In this respect, formal English was learned *before* (or *during*) undergraduate education by Drew, Morgan, Shannon, Lilian and Max, as illustrated:

> (...) something that helped was the school, I had a teacher teaching grammar, teaching (…) Well, my teacher was very orthodox, he would make me translate sentences, but it helped me understand video games. It gave some strategies on how to look for the (…) the meaning of the words I needed. So that was my experience, I think. (DREW, L. 933-937).
>
> During my undergraduate studies, I sought sources of learning inside and outside the academic environment and after 2004 as well (...) (MORGAN, L. 3185-3187).
>
> I don't (…) In fact, I think maybe (…) I learned my English at an English institute and you know? (SHANNON, L. 2517-2518).
>
> I don't watch many movies, I don't know (…) my contact with English was academic, from school. So, at school, they teach formal language, right? So, it's the one I have most contact with (...) (LILIAN, L. 1321-1323).
>
> So, I learned that structure, I should focus a lot on the structure, ok? I should have a very (...) coherent and accurate structure, ok? And this is something that comes naturally (...) I remember when I was a student, I was studying English, I thought I would think about the day that I would speak naturally, ok? I never saw it coming and then one day, it came, ok? (MAX, L. 1684-1688).

The source of formal English is only understood in terms of *after* (undergraduate education) by Morgan. It is worth mentioning that the professor concluded her/his undergraduate studies before 2004, date mentioned in the excerpt. Thus, the excerpt applies to the 'after' domain:

> (...) as I said, my education (…) I attended language institutes, I took the FCE test, then I took, considering Cambridge tests; then I took a preparatory course for the CAE for one year; then I didn't pass the test. So, it was there in 2004. Then, I moved here; I lived in Curitiba, I came to Londrina, I took one semester for the CPE test, because my dream is still, in spite of everything, in spite of criticism, the CPE (…) I think, it would satisfy me, right? The certification. (MORGAN, L. 2065-2069).

Moreover, Morgan's and Lilian's sources of formal English also stem from '**there**':

> So, I stayed 45 days in a program from MEC {ministry of education}, sponsored by Fulbright in an American university, taking courses, attending classes in an international program. (MORGAN, L. 2074-2076).

> when I entered (…) Harvard to take a placement test, there, I felt at home, I thought "wow I can understand everything these people are saying, that's great, that's wonderful", right? (LILIAN, L. 1375-1377).

With regard to the source of informal English, Chart 38 shows that informal English does not apply to *before/during*, which in turn corroborates the evidence that informal language is neglected in formal education[101] (as discussed earlier in this chapter). In this regard, the source of informal English is rendered only in terms of *after* (**here** in Brazil):

> As everything that I picked up, from TV series, music. Also, I study a lot, because it's my content of work. So, I think it's something I should dedicate to, so I do it; sometimes, I have a studying time (...) (DREW, L. 983-985).

> Well, the informal one is mainly through television, because I don't participate in social networking spaces, where there's an interaction in English, because I don't like it, right? My own preference. So, I think where I most see it is from series; I think it also helps a lot. (MORGAN, L. 2116-2119).

> I think that most of what I know comes from television, because nobody has taught me informal language during my life, I had to learn it by myself. (PRISCILA, L. 2919-2920).

> (...) I took my undergraduate studies, the language I learned during my certificate program in English and the language interacting with people from other universities (...) (SHANNON, L. 2540-2542).

> And from books, so it's a few (…) I don't have much contact with movies, songs; it's not something I can say I learned from there because I rarely watch movies (…) (LILIAN, L. 1393-1395).

> (...) Now, any five-year-old that listens to a song can press on a smartphone, because they know how to use it and you get the lyrics, you get the karaoke version, you get (...), you get the video clip, you get everything, right? So, it comes from (...) mostly, from real life. (MAX, L. 1720-1723).

[101] Only Shannon's cognition implies a source of informal English within a formal education filed. Nevertheless, it applies to graduate education.

Adrian and Lilian are the only participants who have a source of informal English in terms of **there** (abroad):

> (…) hmm, by talking, when I traveled, I took some courses abroad (…) in speaking, you generally use it. I guess by talking, I use it. (ADRIAN, L. 661-662).

> (...) the awareness I got from my experience, so it is from my experience abroad (…) I stayed there for a few days (…) for 30 days, then I realized that there was another version. So, I think it's from my experiences, from the contact with the language, using it abroad, right? (LILIAN, L. 1390-1393).

The next section of this chapter presents the fourth analytical theme, which concerns language teaching and teacher education.

5.4 FORMAL X INFORMAL ENGLISH: VIRTUAL /REAL DEMANDS AND CHANCES

As the fourth theme includes two types of English, formal and informal, I discuss them separately in the following subsections.

5.4.1 Formal English: Teaching and Teacher Education

Chart 39 illustrates the classification as to formal English teaching/teacher education:

Chart 39- Formal English: Virtual/ Real Demands and Chances

			Teaching	Teacher Education
Virtuality	**Demand**	*Inside*	Drew (2x) Morgan	Drew Max
		Outside	***	Shannon Adrian
	Chance		Max	Drew
Reality	Drew (2 x) Shannon Max (2x)			***

Source: The author and the adviser

Formal English teaching occurs in terms of virtuality and reality. In this sense, Drew and Morgan see a **demand**, *inside* the academic context, for formal English teaching. Such demand is virtual as follows:

> I don't know (…) I don't think we have one or another. As I said, I think context is everything; if you want your students to be able to present in an international conference, you have to prepare them for it, then you **need to give them very formal English to work with, to be able to follow, to be able to present it**. (DREW, L. 1178-1181, emphasis added).

> Well, I think for Letras programs, we have to consider that they need to be exposed to (…), they need to produce formal language for academic environments, so they can reflect on the fact that they can be exposed (...) they can be in a certain situation that requires a public speech or that they understand what delivering a presentation is, considering academic genres, right? (MORGAN, L. 2349-2353).

The two excerpts illustrated the sociolinguistic/pragmatic competence discussed in the review literature chapter (MIZNE, 1997). Besides the academic demand exposed, Max's cognition reveals a virtual **chance** for formal English teaching:

> (...) There's something that I (...) I try to do, but I have to organize myself better, which is the use of meta language in the classroom; you take the opportunity to stop and say: "guys, this thing (...) this approach that I have used with you is called task-based learning, ok? Task-based learning is this, this and that (...)" to name the strategies, the name of the things, to name (xxx) "this was task-based learning, this was communicative approach". I wish I could do that more systematically and then, I guess I would be using more formal language, ok? I think we should all (...) all the teachers should be doing that, because when it comes to a certain time and you ask them if they know what task-based learning means, they would say: "no, we don't", and they have actually done that a million times, ok? So maybe (...) I always try to accomplish that, but I have to prepare myself more systematically. (MAX, L. 1869-1879).

Formal English teaching is also considered in respect to reality, by Drew, Shannon and Max:

> So, depending on the genre I'm focusing on, for example, all the (…) all the genres I selected for this new course that I'm working with, which is academic production and comprehension, is focusing on formal English, but that's the characteristics of what I'm working with (...) (DREW, L. 1014-1018).

> maybe you could say these differences when you're teaching inside the classroom and when you're trying to show students that "ok this context is different from that one, because in this context, you're with your friends and ok, now you have to write an article to me based on nature, for example or whatever, environment. So, ok, of course, you

> can't use colloquial language, of course you need to use formal language". And sometimes, when you're correcting, sometimes when they present, for example, contraction, you say: "ok, you can't do that, because it's an article, you can't do that". So, I think this kind of teaching happens, you know? Calling students' attention to the differences of English (...) (SHANNON, L. 2634-2643).

> (...) some of them are academic and then, again, you give them the tools, for example, I'm going to start working with talks, research talks, ok? And then I'll be working with ted talks, you know? The website with mini talks and (...) So, I start with research talks, so, what they are going to see is formal English, ok? (MAX, L. 1778-1782).

Formal English teacher education only eventuates in terms of virtuality. In other words, neither at Alpha nor at Beta University is formal language taught for teacher education purposes. There is also a virtual **demand** for formal English teacher education and such demand falls into two categories: *inside* (Max) and *outside* (Shannon and Adrian) the academic context, as illustrated respectively:

> I see my students in two different positions (...) they will be following the teaching career and they will also follow the academic one, ok? So, if they follow the academic one, you have more rigid genres to cover and at a certain (...) higher level of formality (MAX, L. 1826-1829).

> (...) because even having our students in basic education, using colloquial language for their everyday interaction, they must be prepared for formal English too, because they will act as professionals, they're being prepared to be citizens and to be concerned about the use of the language in everyday situation. (SHANNON, L. 2828-2831).

> If they are going to become teachers, they have to be aware that they have to speak formal English, like at least, they have to know how to speak formal English, if it's their choice to use it or not, it's (…) it's up to them (ADRIAN, L. 708-710).

In addition to demands, there is a virtual **chance** for formal English teacher education: " (...) the only space students in basic education would have for formal English would be there. So, they should be explicit (…)" (DREW, L. 1237-1238).

Drew's data ratify the debate on the role of schools in relation standard language teaching. According to Bortoni-Ricardo (2005), language teaching is expected to expand students' language repertoire, taking into account, their prior knowledge, which is generally of informal registers. This way, the author contends that the role of schools is to equip students with formal registers, so that they can have access to other (prestigious) spheres of society.

Once formal English teaching/ teacher education has been detailed, the second half of this section places emphasis on informal English teaching/teacher education.

5.4.2 Informal English: Virtual / Real Demands and Chances

Inasmuch as the focus of this research study is on informal English, this subsection presents a larger dataset. I begin presenting the teaching dimension first and, then, the teacher education one, as described in chart 40:

Chart 40- Informal English: Virtual / Real Demands and Chances

			Teaching	Teacher Education
Virtuality	**Demand**	*Inside*	Shannon Morgan and Max (2x)	Drew Shannon
		Outside	Drew (2x) Morgan (3x) Priscila Adrian (2x) Lilian (5x) and Max	Drew Morgan (2x) Priscila (2x) Shannon Lilian and Max (2x)
	Chance	*Orality*	Morgan (5x) Priscila (2x) Adrian (2x) Lilian (3x) and Max	Drew (3x) Morgan (2x) Shannon (4x) Adrian (3x)
		Literacy	Morgan (2x), Shannon, Adrian (2x)	Shannon (3x) Lilian
		Text Genres	Morgan Adrian and Max	Morgan
		Structure	Morgan Priscila, Shannon Adrian and Lilian (3x)	Drew Priscila
		Curriculum	Morgan, Priscila Adrian, Lilian (2x) Max (2x)	Drew Shannon (2x)
Reality	**Chance**	*Orality*	Drew (3x), Morgan , Priscila and Lilian	Adrian (2x)
		Text Genres	Drew (3x) and Max (3x)	Drew (2x)
		Literacy	Priscila (2x) and Lilian	Morgan
		Structure	Shannon (2x) Lilian	***

Source: The author and the adviser

There is also a virtual **demand** for Informal English teaching which is germane to the academic context (*inside*):

> Let me think about it. For example, if you're using a dialogue, inside the classroom, of course, depending on the place, you mention to the students: "ok, you're in a restaurant, that's why you're talking to your friend like that and then, when you're in a different social sphere (...) (SHANNON, L. 2627-2630).

> I think it's a way of seeing language as natural and not that language that many textbooks usually used to bring and still bring (…) that is not, it doesn't belong to a real context of communication. Maybe, bringing the context of real communication to class (…) not maybe, I think it happens, right? When you take a situation of informal English use, from the real situation where it happens (…) when you bring it to the classroom, it's already modified, you're bringing that for a teaching purpose; then it ends up becoming a formal teaching activity, right? From my planning (MORGAN, L. 2329-2336).

> Hmm, I guess very often, ok? It should be part of the job, ok? And it would come when you presented real life (...) when you gave real life input in language, ok? So, when you go and find a video or you find an audio and it comes from real life, you're bringing informal English to the classroom (MAX, L. 1909-1912).

Morgan's excerpt reiterates the discussion, provided in the review literature chapter of this thesis, on the relationship between informal language and textbooks. The artificiality of the language covered in the majority of such materials promotes a discrepancy between the language taught in the classroom and the one effectively used in real communicative events (LI; FOX AND ALMARZA, 2007, SENEFONTE, 2014 and others).

A virtual **demand** *outside* the academic environment also applies to informal English teaching. Such demand is characterized as a sociolinguistic nature:

> I think it's necessary to explore and to show when to use it, why it's necessary, not only exposing them to the: "Oh, that's formal English! Ok, so what?" If I can't use it, if I don't know the use of it, it's not gonna be meaningful. So, I think working with a specific genre helps me to give examples, showing different possibilities. So, I think it's more like pointing and showing, not only saying: "that's formal or informal". (DREW, L. 1052-1057).

> I think informal English is English in use, it's daily English; it's the language that doesn't belong to very formal environments, workplaces, right? I think some spheres of circulation where we favor some genres and not others. So, it's language adequacy to the social function that the speaker has, right? (MORGAN, L. 2318- 2322).

> I think it is important and if they have the opportunity to travel abroad (...) in another country, they'll see more informal English than formal English (...) day by day, I think so (...) (PRISCILA, L. 3056-3058).

> (...) as I said, they have to understand that. You have different types of English, you may not like it, but you have to be aware that it exists and how to use it, to teach the students the differences. (ADRIAN, L. 787-790).
>
> it has to be addressed as well, right? It's predominantly used in informal conversations, on the streets and so on, so it's good that people master this "side" as well. (LILIAN, L. 1459-1461).
>
> I think it's very important, because that's real life, real language, ok? (MAX, L. 1892).

Besides the sociolinguistic/pragmatic demand, the professors see some (virtual) **chances** for informal English teaching. Such chances are classified in terms of: *orality, literacy, text genres, structure* and *curriculum*. As depicted in chart 40, the occurrences of orality outnumber the other elements, which makes me assume that the professors interviewed associate informal English with orality. As I signaled earlier, this is an issue for discussion later in this thesis.

The following excerpts illustrate virtual **chances** for informal English teaching, with emphasis on *orality*:

> I think it's much more addressed in oral language, oral comprehension {courses} than in written language. I think the focus is still on oral comprehension through films, passages of films, the work with some passages to focus on language features, on pronunciation, on oral comprehension activities; I think basically that's it. (MORGAN, L. 2218-2221).
>
> At this moment, I can think about music or listening activities too, I think (...) (Priscila, L. 3001).
>
> I guess it would be interesting, maybe in (…) practical classes {oral} or comprehension, maybe. (ADRIAN, L. 738-739).
>
> Oh, my God! Methods, strategies (…) I don't know, maybe (…) when I hear informal English what comes to my mind is conversations, dialogues, things like that, so what comes to my mind is like a role-play, that's what comes (…) (LILIAN, L. 1513-1515).
>
> Hmm, I guess very often, ok? It should be part of the job, ok? And it would come when you presented real life (...) when you gave real life input in language, ok? So, when you go and find a video or you find an audio and it comes from real life, you're bringing informal English to the classroom. (MAX, L. 1909-1912).

Morgan, Shannon and Adrian consider virtual **chances** for informal

English teaching in terms of *literacy* (written language) as follows:

> So, there isn't informal English in those texts. So, I can address this more in a (…) let's say (…) an interaction on Facebook, in some apps, in some texts (MORGAN, L. 2131-2132).
>
> I could use different texts and different contexts, different situations and show (…) and discuss, you know? This language is different from that one (...) (SHANNON, L. 2667-2669).
>
> (…) I have to cover the course syllabus, so maybe if it were a topic in one of this programs {syllabi}, it would be better, I guess (…) teaching it as a topic, maybe in applied linguistics or comprehension, I said oral comprehension, but in oral comprehension classes, they have to practice English, not to understand how the language works, so in theoretical classes, it would be better. (ADRIAN, L. 743-747).

Morgan's cognition indicates the use of social media as a resource for informal English pedagogy. As adduced in the literature review, such premise is widely championed by researchers in this field (EISENSTEIN, 1983; SEFEROĞLU, 2008; HOMUTH; PIIPPO, 2011; SANTOS, 2012).

A *genre*-based approach is another element that accounts for virtual **chances** for informal English teaching:

> (...) broader awareness of which genres, I'll have to mention text genres, because I can't think of a language that is not organized in genres, right? In language use. So, I think that it's a concern that it will (…) for the ones who haven't thought about that yet, the university teacher; if s/he hasn't thought about that, will start reflecting more on what is important, what aspect of the informal dimension is important (MORGAN, L. 2383-2388).
>
> (...) maybe by selecting some genres in which they use informal English (…) oral genres (adrian, L. 777-778).
>
> If you work based on genres (...), you find the formal and informal aspects of that specific genre, ok? The academic ones are basically formal, right? Or you can take the informal out of them. (MAX, L. 1864-1866).

Undoubtedly, genre-based approaches have gained wide currency in the EAL scenario, in Brazil, over the past decades. In this regard, the National Standards for Foreign Language Teaching/Learning are strongly influenced by such perspective and therefore, prescribe language teaching under a genre-based

approach[102] (BRASIL, 2006a, 2006b, 2017, PARANÁ, 2008). Hence, Morgan's and Max's cognition reflects this tendency, which in turn influences course syllabi (APPENDICES O and P); thus, teaching practices.

In addition to orality, literacy and text genres, language *structure* is also found as to informal English teaching:

> Except swear words, the rest is fine, because I don't like swear words (MORGAN, L. 2309).
>
> I think abbreviations, internet language, I think it's something students have many difficulties with (...) sometimes understanding abbreviations and in this kind of topic, I think that comparing it with Portuguese sometimes is very easy for them to see that and vocabulary, like the example I gave earlier "kiddos" it's something that even (xxx) every mommy, that I know, that speaks English says "kiddos", from the older to the younger ones and (...) I think that's it, abbreviation and vocabulary. (PRISICILA, L. 3036-3041, emphasis added).
>
> Yeah, I think idiomatic expressions called my attention, because you have a context and I think from this expression, you could have so many things to teach. So, slang is ok to me, it's a word, maybe it's not so contextualized, but when you have the expression, I think you have much to explore, much more to explore. So, maybe if I could give a priority, I could choose this one, because to me, it's more relevant and I could have (…) normally relevant, but I could have many tools to contextualize that to go, you know? To keep the learning process going through the class, you know? (SHANNON, L. 2781-2788).
>
> Accents? Vocabulary, ways of (…) saying things. I don't know. (ADRIAN, L. 805).
>
> So that they can learn (xxx) an expression, the way of saying something and so on (…) that not using auxiliaries for questions is possible and things like that (…) (LILIAN, L. 1487-1489).

Morgan's cognition is expressed in proscription terms. Such proscription seems to be associated with an aesthetic dimension ("Because it's ugly", MORGAN, L. 2311). As I argued in my master's thesis (SENEFONTE, 2014), language is tied with certain ideological values such as: pureness and sacredness and therefore, every language realization that may put such pureness/sacredness at risk is to be eschewed. Thus, inasmuch as some subsets of informal language (e.g., taboo language, slang) are linked to impureness and profanity, they are believed to be

[102] Socio-discursive Interactionism (SDI) seems to be the most predominant perspective. See more details in Bronckart (1999).

avoided[103].

The last element of virtual **chances** for informal English teaching relates to *curriculum*:

> (...) When **I put there** that I want my students to achieve, by the end of their first year, A1 level, right? I'll consider that they will make certain mistakes and those mistakes are acceptable in many situations, right? That they can communicate, that they can introduce themselves and so on (…) I can't remember all the items now, but they are lower expectations, lower according to their production. (MORGAN, L. 2162-2167, emphasis added).
>
> I think that maybe a course (...) maybe a course, it's important (...) a course: "Oh, let's teach English, informal English" or during (...) thinking about our (...) here in Letras, maybe in speaking and listening {courses}, because we have some courses on speaking and listening. I think it's a good opportunity to teach that and in writing {courses} too. (PRISCILA, L. 3066-3070).
>
> So, I guess it's really relevant to think of (…) in future activities, how to do that in the program of the course {course syllabus}, how to approach that in class and to approach that in the teaching methods, teaching classes. (ADRIAN, L. 856-859).
>
> maybe, you can think of a minimum curriculum, what could be taught or what (…) I don't know in a more didactic way, I don't know in a more direct way, you know? Because sometimes we think: "ah informal English, ok", but sometimes it needs to be shown, the possibilities or think in a (…) I don't know (…) Do you know what I mean? (LILIAN, L. 1612-1616).
>
> I think it's quite relevant, because you make me think (...) when I review my syllabus, I'm going to make it more visible on the syllabus (...) (MAX, L. 1920-1921).

As shown in Chart 40, informal English teaching is portrayed in terms of both virtuality and reality. As the virtual dimension was already illustrated, the next paragraphs cover real practices as to informal English pedagogy at Alpha and Beta Universities. Reality also comprises *orality, text genres, literacy* and *structure*.

In a real dimension, *text genres* and *orality* are also the most recurrent elements, which reinforces the assumptions about the association between informal language and orality (which will be discussed later). The following excerpts illustrate the *orality* domain:

[103] For further discussion, see Andersson; Trudgill (1990), Burgen (1997) and Senefonte (2014).

> When I'm preparing them for presentations, when I'm (…) class (...) (DREW, L. 1074).
>
> (...) I address listening activities, right? They go to the lab weekly; they have listening activities that cover situations of informal conversations, for example, family situations, friends situations. So, they'll have contact with that. They have contact with informal language in terms of conversations, dialogues or other ways of interaction that happen in day-to-day situations. (MORGAN, L. 2202-2207).
>
> I use texts with informal language or (...) or **videos, music** with that. (PRISCILA, L. 2987, emphasis added).
>
> (...) I try to teach to my students, you know? "folks, this is the rule, standard English and so on" and sometimes I approach that (…) that there are other ways of speaking (...) (LILIAN, L. 1368-1370).

As chart 40 describes, the occurrences for text genres outnumber the other elements concerning (real) informal English teaching. Nevertheless, such element is only found in two professors:

> I don't know if you're used to the methodology of working with the genre approach, I work with SDI {socio-discursive interactionism} and I have a structure. So, I work, I explore context, I explore the rhetoric of the genre, so I explore the structure (…) And then (…) I go to, I say "then", but it can be from the beginning to the end, ok? But then, I explore the language features. So, the language feature may have different levels and depending on what's more important for the composition of that genre. Sometimes, only using formal or informal is the thing to differentiate the genre (DREW, L. 1059-1068).[104]
>
> it comes according to the genre. When I was teaching network forums, again, I asked them to work on informal forums and on (...) So, again, it came naturally, I was not really concerned about it. (MAX, L. 1860-1862).

Such data reveal that informal English teaching is incidental at Alpha and Beta Universities, it occurs on account of contextual demand/chances. In this case, the didactic object (text genre) leads the professors to address IE. In other words, the professors see in text genres a real chance to cover the topic in class and such chance is taken.

[104] Although Drew does not make any mention of informal English in the excerpt, such example concerns informal English teaching, since s/he was answering my question: "Alright and how often do you teach specifically informal, colloquial English?" (FÁBIO, L. 1058).

Priscila and Lilian are the only professors who put into practice real informal English teaching in terms of *literacy* (written language):

> I'm using some texts that use informal language and slang to show them that they will see this kind of texts in the real world. So, it's good to know it (...) I don't know. (PRISCILA, L. 3031-3033).

> I remember I worked with dialogues some times, which were **from the textbook**, but I remember there were some dialogues that contained some expressions that I had to look up the meaning and so on. I don't know (…) I think that's it! (LILIAN, L. 1468-1471, emphasis added).

The last component of real informal English teaching is characterized in terms of *structure*:

> Just in terms of language structure and usage, inside the classroom, teaching the English language and showing differences in terms of vocabulary, structures and things like that, just at this level. (SHANNON, L. 2680-2683).

> (...) at a bus stop (…) So, I thought (…) and then I saw a mother talking to her daughter "you wanna ice cream?" and I thought "Jesus, where's 'do', for God's sake?", because from what I learned and I can do and so on (…) so I felt like, you know? Clueless, right? And I thought "wow, so, English doesn't work like that" I thought **a question without the auxiliary 'do**' didn't exist, you know? It was unacceptable! So, why do we insist so much on 'do', 'did' and so on. So, it was something that shocked me, at least **this aspect I try to teach to my students**, you know? (LILIAN, L. 1362-1369, emphasis added).

As covered in the literature review chapter, the phenomenon Lilian is referring to is called *ellipsis*.

The second half of this subsection concerns informal English teacher education. Similar to the teaching domain, the teacher education one also covers virtual and real factors. With regard to virtuality, there is also a **demand** (*inside* and *outside* the academic context), as well as **chances** for informal English teacher education. The virtual chances are denoted in terms of *orality, literacy, text genres, structure* and *curriculum*, whilst reality, at Alpha and Beta Universities, are occurs in terms *orality, text genres* and *literacy*.

Drew and Shannon see a **demand** *inside* the academic context concerning informal English teacher education:

> When I'm (…) class, I think language (…) classroom language is

> something that helps a lot. Sometimes, you have to give them instructions; sometimes, you have to prepare them to give instructions. (DREW, L.1074-1077).
>
> So, you need to be aware of colloquial language in a (…) in different contexts. So, I think that this is very important, but in **methodological ways,** I think the best thing could be the use of the language in real contexts and think how this language could be motivated and **developed** and **assessed** by the professors, even the teachers-to-be and the professor at the university, you know? (SHANNON, L. 2764-2769, emphasis added).

I highlighted such terms in Shannon's excerpt so as to illustrate my interpretation, since they seem to be related to the classroom environment. In addition to the demand presented above, the participants indicate a **demand** *outside* the academic domain:

> If you want your students to go to a comic-con, it's another level of English that you have to explore. So, I think, as much as we can, we should show them a different (…) different ways of working with English, they will be better prepared for work, but also for the world. If you extremely point out: "oh, this is what they need, because they are going to be teachers", it's going to be very restrictive (DREW, L. 1181-1186).
>
> Both things at the same time; they need to learn the language; I have this concern that they know their work tool, which is language; at the same time, there is the concern about teacher education, because there's a personal aspect, language acquisition and there's the professional one, the extent to which they will teach it, to what extent they will realize that they teach that language. So, I think when I plan, I have to think about the two. (MORGAN, L. 2239-2244).[105]
>
> I think that it can be the same for them, because they are going to be teachers (...) (PRISCILA, L. 3053-3054)[106].
>
> So, of course, when teaching that, I need to prepare better in terms of current usage and to be prepared for colloquial language teaching. (SHANNON, L. 2744-2746).
>
> I think it's in the same sense. First, it's important that they know, that they are aware of these differences, that they can use it in spheres that

[105] Although Morgan does not make any mention of informal English in the excerpt, such example concerns informal English teaching/teacher education, since s/he was answering my questions: "Uh-huh, when you teach informal, colloquial English, are you concerned about your students' language acquisition, in a general way, or are you concerned about their teacher education? or both? (Fábio, L. 2234-2236) and "Can you see any difference?" (FÁBIO, L. 2239).

[106] Answer to the question: "Ok, this is to you right? And to your students here, considering their education? So, what relevance, if any, does informal English have to them? Here, to your students." (FÁBIO, L. 3050-3052).

> require this language, that it's possible and that they start being concerned about this variety when teaching language, so they should know it's part of language, it's used, it's very used and they should be able to make progress, maybe a way of captivating students is by showing them these expressions, because teenagers like it, I think they are very receptive to informal English. (LILIAN, L. 1539-1545).
>
> If they follow the teaching career, I guess, the focus will be more on language use as it happens and then, I guess the level of formality would be lower, ok? They would go more for informal English. So, I have to prepare them for both of them.(MAX, L. 1829-1832).

Lilian's excerpt unveils a positive attitude (from students) towards informal English teaching, which in turn corroborates the literature on this topic (BIERMAN, 2008; AHMADI; SOURESHJANI, 2011; OLIVEIRA, 2013; SENEFONTE, 2014).

Concerning **chances** for informal English teacher education, *orality* stands out on account of the elevated number of occurrences, as displayed in chart 40. Such fact endorses the discussion on the association between informal language and orality. The excerpts that cover the *orality* factor are presented as follows:

> I don't think it's a bad thing; some teachers would think that's a bad thing to use colloquial English, to **use collocations during the class**, I don't think it is. I think it's language; language is alive (DREW, L. 1083-1085, emphasis added).
>
> I think they have much more contact with it; first with informality, then formality; with more formal levels, with more formal texts. So, their contact, what they (…) from what I could notice many times, their contact with the language is through the internet, **games**, right? Games instructions and then, they start to bring questions. The questions usually come from their exposure **to films**, especially (MORGAN, L. 2340-2344).
>
> I think you have lots of different ways to approach the theme. I think they could (…) imagine themselves as their own students and they could **interview the students**, they could analyze different (…) create situations, real situations to use colloquial language, they could, you know? I'm always thinking in practical terms, using the language in practical terms, but of course, I think I could motivate our students to study colloquial language formally, you know? (SHANNON, L. 2753-2758, emphasis added).
>
> It's what they like (…) songs, for example, students love songs, I don't know what the problem with **songs** is, but they love it so much; in these type of things that they do like series, sitcoms and songs, it's basically informal English, you have lots of slang, chunk of words, vocabulary which generally don't apply to written genres. So, it's what they do,

> what they listen to, what they use, I guess it's more relevant than the formal English we try to teach students; I think it's the best way to teach students. (ADRIAN, L. 823-828, emphasis added).

Morgan's and Adrian's excerpts refer to students in basic education and their exposure to informal English through social media, as discussed in the literature review chapter. Such exposure is presumed to influence their positive attitude towards this language register (HORAN, 2013; LIYANAGE *ET AL*., 2015).

The **chances** for informal English teacher education also relate to *literacy*, according to Shannon and Lilian:

> Of course, If I have the opportunity to use a literary text that uses colloquial language, I could explore it, but maybe the language itself couldn't be my object of analysis, but the literary usage of it, you know? (SHANNON, L. 2650-2653).

> Well, they[107] don't (…) they aren't the ones who are in contact with people abroad and so on, but (…) so easily, right? But I think socio networking sites help this, so I think, maybe, we could start from there, looking for networks, so that they can practice it and actually I think likewise in informal English, we're concerned about the fact they can use the language, right? (LILIAN, 1553-1557).

Text genres and language *structure* are also understood as a *chance* for informal English teacher education, as shown respectively in the in excerpts below:

> Let's think (…) what comes to my mind now is (…) genres, right? The concept of primary and secondary genre. So, I think I have to consider the primary genres for both the class and taking into consideration what my students will take to the students in basic education. (MORGAN, L. 2255-2259).

> (...) as I said, their level of English is low; I have to first give what they need in terms of language and then explore what they learned to what they could teach from what they've learned. I think the step, the first step is to give them language to work on and then after that, teaching it, considering how to transpose learning to teaching (DREW, L. 1102-1106).[108]

[107] Reference to students in basic education, hence, Lilian's sample applies to a teacher education dimension.

[108] Answer to the question: "So, when you teach informal language, are you concerned about your students' knowledge acquisition in general or are you concerned about preparing them to teach in basic education or both? Do you see any difference?" (FÁBIO, L. 1099-1101).

In addition to the above-mentioned variables, Drew and Priscila see in language structure a (virtual) **chance** for informal English teacher education:

> I think both, but as I said, their level of English is low; I have to first give what they need in terms of language and then explore what they learned to what they could teach from what they've learned. I think the step, the first step is to give them language to work on and then after that, teaching it, considering how to transpose learning to teaching (DREW, L. 1102-1106).

> Oh, I'll give you an example with the first year. I was teaching the days of the week and I saw an opportunity to say: "Oh, you can teach your students the days of the week and you can talk about some curiosities about that". And sometimes I do that with the students, I teach it and say: "Oh, you can use it to make your students pay attention or to make them understand it better". (PRISCILA, L. 2993-2997).

Both excerpts are answers to Question 13D (APPENDIX C): "When you teach informal language, are you concerned about your students' knowledge acquisition (in general) or about their preparation to teach in basic education? Or both? Do you see any difference? Can you elaborate on this?". Therefore, the excerpts are associated with a teacher education dimension.

The last factor indicated as a **chance** for informal English teacher education concerns *curriculum*:

> So, they should be explicit (…), but I don't think we should banish informal English, because that's what (…) I think that that's what arises, you know? That's something that I know, something that I like (…) it's the informal one, because they[109] can associate it with things that they see in real life. (DREW, L. 1238-1241).

> So, sometimes if the teacher is not comfortable using colloquial language, consequently, this teacher is not going to teach it. So, I think it's part of language and it could be better explored and to clarified on the syllabus, so that every teacher who conducts the course could see the subject there and think about the possibility of teaching it, even in terms of bibliography references, you know? (SHANNON, L. 2588-2593).

Informal English teacher education also happens in terms of reality, that is, real practices that occur at Alpha and Beta Universities. Such practices comprise *orality, text genres* and *literacy* and are illustrated respectively as follows:

[109] Reference to students in basic education.

> I guess it's already there (…) I don't remember I guess it's in "structural contents" from DCE, DCE {curriculum guidelines: foreign languages}, I guess. We have a topic there, in which they mention "reading, orality, writing", so when it comes to **speaking**, there's a topic there, let me just find it (…), 'cause I was preparing (…) (ADRIAN, L; 836-839, emphasis added).

> Ok! They have, for example, I can give you examples, ok? In oral comprehension and production, they had 4 different genres, I can't remember quite well which ones, but one was to work with short videos; the other one was summary, I guess, another was (…) not summary it was {oral} comprehension and production (…) one was presentation, oral presentation. The thing was, by the end, they had to choose some material to prepare a class of oral comprehension and production. So, they selected a genre, they had to explore the language capacities. So, they had to be aware, as they had to produce their own activity, their own class. So, in this sense, they had to stop, consider what they had seen and then, propose something, based on what they had seen. (DREW, L. 1110-1119).

> Well, I think that (…) although the concern when I plan (…) I think, in class, language classes, what do I seek to bring? Texts that can (…) that have discussions on current issues, for example, or texts that they will have contact with in their routine, so that the students in basic education can recognize those texts (MORGAN, L. 2252-2255).

After exposing the data classification regarding formal/informal English teaching/teacher education, I reserve the next subsection for a comparative analysis with respect to real and idealized teaching practices at Alpha and Beta Universities.

5.4.3 Comparative Analysis: Reality x Virtuality

Concerning informal English teaching and teacher education at Alpha and Beta Universities, the incidence of virtual (idealized) practices is considerably higher than real ones (as displayed in chart 40).

At a virtual level, orality is shared by all the participants: Morgan, Priscila, Adrian, Lilian and Max (teaching); and Drew, Morgan, Shannon and Adrian (teacher education). Not only does such evidence substantiate the association between informal language and orality, but also reveals that informal English teaching practices are infrequent (incidental), even though the professors wish to make such practice more often. Conversely, however, it is worth stressing that although orality is construed as a potential chance for informal English teaching, literacy is also taken

into consideration.

Undeniably, in line with orality and literacy, text genres are the elements that pervade the informal English teaching/teacher education scenario, both at a virtual and real domain. As I discussed earlier, there is a prescriptive reason why language teaching is expected to be underpinned by a genre-based approach.

The last factor under scrutiny in this subsection concerns the curriculum dimension, which is not found at a real level. Therefore, the participants interviewed idealize informal English teaching/ teacher education in terms of curriculum, but they do not recognize that as real practice. In other words, the cognition analyzed indicates that informal English is not covered in both curricula, at Alpha and Beta Universities. In this regard, as presented in the methodological chapter, such cognition partially corresponds to reality, as the syllabi for the courses on written skills, at both universities, do not cover informal/colloquial English. Nonetheless, courses on general English and oral skills address the theme, to a certain extent.

That being said, the next sections of this chapter address the two last analytical themes regarding the data classification.

5.5 FORMAL X INFORMAL ENGLISH: CONTROL, NO CONTROL AND NECESSITY OF CONTROL

As this topic encompasses formal and informal English, I split this section in different subsections to cover such types of English separately.

5.5.1 Formal English: Control, No Control and Necessity of Control

As depicted in chart 41, formal English is also rendered in terms of control, no control and necessity of control, which in turn is associated with **internal** and **external** factors. External factors include *demand* and *affordance*:

Chart 41- Formal English: Control, No Control and Necessity of Control

	Control		No control	Necessity of Control
Internal	Morgan (2x), Shannon Adrian, Lilian (4x), Max		Drew Priscila	Morgan Max
	Demand	Drew (2x)MorganShannon	Drew Max	

External	*Affordance*	Lilian	Drew Morgan (2x)	***

Source: The author and the adviser

Almost all the participants interviewed have control of formal English and it is related to **internal** factors:

> (...) I have a good comprehension of the language (...) (MORGAN, L. 2031-2032).
>
> I'm more comfortable with formal English. I think that's the way I learned (...) (SHANNON, L. 2514).
>
> (...) by talking to you, I have realized I'm kind of traditionalist, I don't like to use it too much (...) (ADRIAN, L. 855-856).
>
> (...) it has to do with my knowledge, so I have more knowledge of formal English, that's the one I teach, I speak most, so I'm more comfortable with it (...) (LILIAN, 1341-1343).
>
> So, I learned that structure, I should focus a lot on the structure, ok? I should have a very (...) coherent and accurate structure, ok? And this is something that comes naturally (...) I remember when I was a student, I was studying English, I thought I would think about the day that I would speak naturally, ok? I never saw it coming and then one day, it came, ok? (MAX, L. 1684-1688).

In Adrian's excerpt, the word 'traditionalist' alludes to the avoidance of informal English, therefore, one can assume that the professor uses/has control of formal English. Likewise, in Max's excerpt, the word 'structure' seems to refer to Standard English, therefore, formal language.

Control of formal English is also attached to **external** factors, which in turn is associated with *demand* and *affordance*. The following excerpts exemplify the demand factor:

> (...) also I go to conferences, I have to use formal English and it's kind of, depending on what social activities I'm involved with. (DREW, L. 1195-1196).
>
> I think it's much more (…) let's say easier to plan, think of a curriculum, which covers more and more formal language than informal (MORGAN, L. 2355-2357).
>
> I don't know many expressions or how they (…) slang or things like that, because nowadays, people whom I interact with are people from university, **because of my profession**. So, I have some colleagues,

> but my colleagues are from university. (SHANNON, L. 2533-2536, emphasis added).

Lilian is the only participant who has *control* of formal English in terms of *affordance* (**external** factor). Moreover, Lilian's excerpt reflects the scarcity of informal English in formal education, as discussed in the literature review chapter (HOLSTER, 2005; MUGFORD, 2007; OLIVER, 2011).

> My contact with English was academic, from school. So, at school, they teach formal language, right? So, it's the one I have most contact with and the one I end up using more (…) (LILIAN, L. 1322-1324).

Despite the fact that Drew, Morgan and Max have control of formal English, their cognition is also imparted in terms of no control, at both levels: **interna**l and **external**. Drew's cognition applies to both levels, as shown below:

> I didn't have much contact with formal English; I did have some in England when I studied, but **it's not something that sticks to my head**, you know? It's something that came to me and I had to deal with; I can handle it, but **it's not natural to me** (DREW, L. 969-972, emphasis added, internal).

> if you go to more formal English, then it's like: "oh teacher, where can I see it? Do you have any books to show me?" it's kind of not natural to them, I guess (DREW, L. 1157-1159, external demand).

> It's because it's not my background, I think. I didn't have much contact with formal English (DREW, L. 968-970, external affordance).

Drew's lack of control seems to be related to her/his appreciation of formal English rather than his/her knowledge of such register, since the professor indicated s/he can use formal English when the context requires so. Furthermore, the lack of control stems from his/her students' appreciation and the scant input (affordance) s/he was provided (external factors).

Priscila also shows a lack of control as to formal English: "I have some difficulties with formal language, even in Portuguese." (PRISCILA, L. 2916). From such excerpt, I understand that the lack of control of formal English is attached to **internal** factors.

Morgan's and Max's dearth of control of formal English is only linked to **external** factors, which involve *affordance* and *demand,* as demonstrated

respectively:

> Well, I think I use basic English, right? I don't use advanced English. I think that is both because of the student I have and because of my professional education, from what characterizes me as a teacher, from the opportunities I've had in teacher education. (MORGAN, L. 2028-2031).

> Ah, yes! Because they don't want the formal one, they don't want the formal (...) unless they have a very specific task to fulfill that (...) I don't think they want formality in foreign language learning, ok? Unless (...) in basic education, unless you're a graduate student, a postgraduate student, looking for a course to prepare you for academic writing, academic speaking and then, you're looking for formality, ok? Your goals will determine the level of formality (MAX, 1899-1904).

Similar to Drew's data, In Morgan's passage, affordance is rendered in a negative sense, as scarce input was offered. Max's case is also parallel to Drew's, since student appreciation is also a factor that contributes to a dearth of control of formal English.

Additionally, Morgan and Max have a necessity of control, as illustrated:

> I think, in speaking, some improvement is still missing, which is something that I constantly demand from myself and seek that, and I think I'll still have to seek it for a long time. (MORGAN, L. 2032-2034).

> Hmm (...) I think that If I'm going to face a situation in which I have to use formal English, I usually prepare myself for it, ok? Because that's not what I do every day. So, I sit, I prepare myself, I read, I have to get ready for it, ok? (MAX, L. 1710-1712).

Although both passages concern an internal factor (insufficiency), Max's cognition is also attached to an external domain, which is a sociolinguistic/pragmatic demand.

5.5.2 Informal English: Control, No Control and Necessity of Control

Control, no control and necessity of control also apply to informal English at Alpha and Beta Universities. Similarly, **internal** and **external** variables are also present. As seen in Chart 42, **internal** variables concern *sufficiency* or *insufficiency* and *method*, whilst the **external** ones cover *demand* and *affordance*:

Chart 42- Informal English: Control, No Control and Necessity of Control

		Control	No control	Necessity of Control
Internal	*Sufficiency*	Drew (2x), Max		Morgan (3x) Priscila Shannon Adrian (2x) Lilian (4x) Max (2x)
	Insufficiency	***	Drew (6x), Priscila Shannon, Adrian (7x) Lilian (9x)	
	Method	***	Drew (2x), Morgan Priscila (2x), Shannon, Lilian, Max (4x)	
External	*Demand*	***	Drew (2x), Priscila	Morgan (2x) Shannon
	Affordance	Drew (3x), Morgan Priscila, Shannon, Lilian (2x), Max (2x)	Morgan (2x) Priscila (2x) Adrian (2x) Lilian and Max	

Source: The author and the adviser

Drew and Max have control of informal English, which is related to *sufficiency* (an **internal** factor):

> I think informal makes it fluid (...)It's (…) I don't know (…) I'm not concerned about doing it, you know? The communication just flows (DREW, L. 965-969).
>
> (...) informal comes more naturally, it's not something that I have to struggle (MAX, L. 1712-1713).

External aspects as to control of informal English are taken in terms of *affordance*, which is predominantly associated with student appreciation/positive attitude towards informal English (except for Priscila), as illustrated in the following passages:

> They prefer colloquial English, because it's something that they are more used to, not because I used to hear it in movies, in (…) if you say something, you know? They can point out a song that they heard those expressions from (...) (DREW, L. 1155-1157).
>
> I think they see it normally. In basic education this topic is much more appealing than (…) for the undergraduate students (MORGAN, L. 2280-22890).
>
> I (...) when I was very young and I was learning English, I thought that I had to speak very (...) perfectly, everything correctly (...) that I couldn't make mistakes. When I started to watch TV and to listen to people talking, I realized that sometimes they don't speak like "I –have- to –

> do- that" or (...) so, I can speak English, I can make mistakes, because if they don't speak English so correctly, why should I? So, for me, that makes me see that I can speak English too. (PRISCILA, L. 3044-3049).
>
> I think they like it pretty much (…) (SHANNON, L. 2748).
>
> I think so! I think they wouldn't oppose to it. I think they would be very receptive to this kind of knowledge (…) (LILIAN, L. 1505-1506).
>
> I think they like it, because they see it like a fancy way to use the language, they are always interested in using language differently, ok? So, if it's a term of formality, it's also interesting (MAX, L. 1848-1850).

It is pertinent to stress that student positive appreciation is a fact widely evidenced in the literature (BIERMAN, 2008; HORAN, 2013; LIYANAGE *ET AL*., 2015 and others). In Priscila's case, affordance is germane to an internal factor: the professor's self perception of language fluency associated with informal language. As avowed in the literature review, informal language is frequently attached to one's language fluency (HORAN, 2013; RÜHLEMANN, 2008 and others).

Although Drew indicates control of informal English, which seems to be linked to his/her appreciation of such type of English, the professor's cognition is also verbalized (six times) in terms of <u>no</u> <u>control</u> (*insufficiency*): "I think I have a very plain English, not very (…) I don't have much information about colloquial English, not (…)" (DREW, L. 975-976). This way, notwithstanding his/her positive attitude towards informal English (control), the professor's knowledge is insufficient (no control).

As displayed in chart 42, the number of incidence of the no control dimension is exponentially higher, be it in terms of internal or external factors. Therefore, informal English teaching/teacher education is substantially hindered by such factors. This topic will be further discussed later in this thesis; for now, I will cover the factors as to <u>no</u> <u>control</u> of informal English. The **internal** factors are found in terms of *insufficiency* and *method*. The excerpts below exemplify the first aspect:

> (...) nobody has taught me informal language during my life, I had to learn it by myself. So, I have a good (...) I think **not good, an ok knowledge** of informal language. I have to (...) when I have to teach about slang and something like that, I have to look for it in some places. (PRISCILA, L. 2919-2923, emphasis added).
>
> I think I'm not up-to-date with that. I think, I just use a language (…) I don't know many expressions or how they (…) slang or things like that (...) (SHANNON, L. 2533-2534).

> I don't think I have enough knowledge to discuss the differences and to understand in English, at least, the differences. In Portuguese, I am more concerned because of my degree in Pedagogy {Pedagogy in Brazil, Education in English-speaking countries}, so I can talk about it, distinguish the differences and how things work, but in English, maybe not yet (ADRIAN, L. 649-653).

> I know little of informal English, you know? Let's say slang words, informal expressions (…) I don't watch many movies, I don't know (…) my contact with English was academic, from school. (LILIAN, L. 1320-1322).

The majority of the professors have no control of informal English, which is associated with *method*:

> And I think it's difficult at all levels, it's difficult to (…) the challenge of selecting materials to work with (...) (DREW, L. 1135-1136).

> I think this opens a very deep reflection upon our lesson plans, our syllabi, right? Because we don't stop to think about that. I think when we have this concern about exposing our students to different situations of language use (…) it's not done in a very planned way; it's done more intuitively than theoretically grounded (…) (MORGAN, L. 2376-2380).

> To me, it's difficult, because when I was in college, I didn't learn it, so, it's difficult to me, I have to research it and to use real texts. There is not a material like, a book (...) I can use this book and no (...) (PRISCILA, L. 2967-2969).

> (...) we don't have a conscious learning or in theoretical terms about that, we don't research that, you know? (SHANNON, L. 2644-2645).

> I'm thinking here, I don't have something well elaborated, right? (LILIAN, 1574).

> Now that you're asking me, I can see that, but I hadn't (...) it was not like a conscious decision; I was doing that unconsciously. (MAX, L. 1797-1798).

Drew's and Priscila's passages address the debate on textbooks and other didactic materials. As I covered in the opening and review literature chapters, although the theme has gained currency in textbooks (HORAN, 2013; BRASIL, 1998, 2017; PARANÁ, 2008), informal English is still scarcely covered in didactic materials (CARTER, 1998; HOLSTER, 2005; FRANCESCON, SENEFONTE, BARONAS, 2013). In addition, Morgan's, Shannon's and Max's data imply an unplanned method

of informal English teaching. This evidence is also widely found in the literature (EISENTEIN, 1983; NORRIS, 1994; OLIVER, 2011; SENEFONTE, 2014). As a last remark, Shannon's excerpt reinforces the debate on the scarcity of empirical research on informal/colloquial language, as evidenced in the opening and literature review chapters.

No control of informal English is also associated to **external** factors (*demand*):

> I think that's the most difficult part for them, when they are receiving something and they have just to interact, it's ok! But, once they are in the lead, once they are in this role, social role that they are in charge, that's something more difficult for them. And I think it's difficult at all levels, it's difficult to (…) the challenge of selecting materials to work with, the challenge of: "is it right or wrong?"; they are all the time asking for approval (…) "teacher, is it good? I don't know, it's yours, do you think it's good?" so, it's something that is also challenging, but language is the most difficult thing. Sometimes, they go to "Google Translate", you know? And then, I have to work on their minds: "no, don't do that! You have the knowledge; you have to put it out. Let's try, try with me" and that I think it's one the hardest part. (DREW, L. 1132-1141[110]).

> There is not a material like, a book (...) I can use this book and no (...) I have to prepare the material and everything else. (PRISCILA, 2968-2970).

In Drew's case, the demand concerns occurrences with his/her students' linguistic command and autonomy in class, whilst in Priscila's, the demand is linked to the production of didactic material.

The last factor with respect to no control of informal English, at an **external** level, is *affordance*:

> I haven't had other opportunities and I didn't have either (…) I think I haven't been able to set that as a priority in my personal life yet. I still intend to (…) still have many plans (…), but the fact is that my contact abroad was very restricted {after reviewing the translation, Morgan complemented the answer, stating that such restriction concerns the real use of informal English in experiences abroad}. (MORGAN, L. 2090-2095).

[110] Despite the fact that Drew does not mention informal English, the excerpt applies such domain, since it is an answer to the question: "Ok. So, when you approach this topic, do you experience any difficulty, any challenge?" (FÁBIO, 1130-1131).

> Sometimes they[111] feel bored: "Oh, she's teaching it, why?" (PRISCILA, L. 3019).

> As I said, some students don't like it, mainly in (…) I guess (…) I used it in oral comprehension classes and they don't like it very much, at least it was the way I experienced it. When it came to speaking or showing a video in situations that you have informal English, they would be (…) you could see it in their faces. (ADRIAN, L. 813-816).

> I think it's a lack of knowledge, of practice, of having more contact with informal English (LILIAN, L. 1344-1345).

> That's (...) that's when they say that (...) I see that they say: "oh, I've been learning English for so long and when I go to watch TV series, I can't understand it or when I listen to a song or when a foreigner comes, I can only say a few sentences (...)" So, these are (...) situations where you would be using informal English and most of them struggle, ok? (MAX, L. 1893-1897).

Morgan's, Priscila's, Lilian's and Max's data show that affordance carries a negative sense, that is, there is a scarcity of affordance as to informal English. Furthermore, Morgan's cognition reveals that the professor associates language proficiency with an experience abroad. In other words, the native speaker is still construed as an ideal model (BLYTH, 2003, TRAIN, 2003 and others)[112].

As highlighted in the opening and literature review chapters, informal language is a topic of interest to students (BIERMAN, 2008; SENEFONTE, 2014). Some researchers even contend that this type of register is the first aspect students want to learn in the EAL context (HORAN, 2013; LIYANAGE *ET AL*., 2015 and others). Interestingly, however, Priscila's and Adrian's cognition points in the opposite direction. Likewise, Morgan also shares the same view: "At the university, the topic is not that appealing; at least, in my classes, I don't see it." (MORGAN, L. 2289-2290). As the analytical method employed does not exclude specificities, I deem such evidence a significant contribution to literature, as this evidence is unprecedented.

Informal English is also conveyed in terms of <u>necessity</u> <u>of</u> <u>control</u>, as displayed in 42. **Internal** and **external** factors account for such necessity. The following extracts exemplify the **internal** ones (*insufficiency*):

> It's something that still bothers me a lot. I think it's directly tied with what I said about my professional education and about what I still need

[111] Reference to her student teachers when she addresses informal English in class.

[112] Such discussion will be better explored at the end of this chapter.

> to improve. So, I'm constantly saying at home: "My God, I need to watch more series, I need to (…)" and my husband always watches them more often and he tells me: "oh this is good, because it covers informal language; this is good, because it won awards (…), because of the language, a more 'natural' language, because of the setting and so on" (MORGAN, L. 2277-2283).
>
> (...) nobody has taught me informal language during my life, I had to learn it by myself. So, I have a good (...) I think not good, an ok knowledge of informal language. I have to (...) **when I have to teach about slang and something like that, I have to look for it in some places**. (PRISCILA, L. 2919-2023).
>
> (...) of course, when teaching that, I need to prepare better in terms of current usage and to be prepared for colloquial language teaching. (SHANNON, L. 2744-2746).
>
> I guess so. If I, if you had given me, for example, the questions before, I'd research, read and my questions (…) my answers to your questions would be a lot different, because I would have researched the topic. (ADRIAN, L. 876-878).
>
> I remember there were some dialogues that contained some expressions that **I had to look up the meaning and so on**. I don't know (…) I think that's it! (LILIAN, L. 1469-1471, emphasis added).
>
> Now that you're asking me, I have to say that maybe it's something that we would have to remember, it's something that could be inserted in the syllabus, ok? Maybe we shouldn't let it come (...) naturally; maybe we could (...) make it standard, ok? (MAX, L. 1763-1766).

The cognition analyzed also indicates a necessity of control on account of **external** factors, which concern curriculum, as illustrated:

> So, I think that it'd need to be reviewed. I think that the extent to which informality is covered is very low and it deserves more emphasis (…) (MORGAN, L. 2357-2359).
>
> Well, I think it has to be (…) to be explicit, maybe because when you prepare the syllabus, you don't know the teacher who's going to use it and what kind of education this teacher has. (SHANNON, L. 2586-2588).

In this section, informal English was characterized in terms of controllability: knowledge is construed as power; the knowledge (power) one has or wishes to have in order to have control, which is likened to the exercise of power. Such discussion alludes to the concept of governmentality (FOUCAULT, 1979), which will be discussed later in this thesis.

Once the control, no control and necessity of control-related cognition were detailed, the next section of this chapter evidences the last analytical theme from the data classification.

5.6 FORMAL X INFORMAL ENGLISH: CENTER, MARGIN AND BALANCE

As the last analytical theme also embodies two types of language registers, each type will be presented in discrete subsections:

5.6.1 Formal English: Center and Margin

The Center/Margin domain concerns formal English **use** and **teaching**. Formal English use can occur *inside* and *outside* the academic context, whilst informal English teaching can concern *classroom* and *curriculum*, as portrayed in chart 43:

Chart 43- Formal English: Center and Margin

		Center	Margin
Use	*Inside*	Shannon (5x) Adrian Lilian (3x)	Drew Max (2x)
	Outside	Shannon (2x) Adrian Lilian	Drew Priscila Shannon Morgan and Max (3x)
Teaching	*Classroom*		Drew
	Curriculum	Morgan Adrian Drew	***

Source: The author and the adviser

Concerning the *inside* factor, Shannon, Adrian and Lilian have formal English as a central component of their language **use**:

> No, just interacting with the students, because when I present the subject, I think I use more formal language (SHANNON, L. 2618-2618).

> Hmm, because I only speak English when I'm teaching, so (…) and like meeting in the corridors the teachers, we generally speak in Portuguese and in the state schools where I teach at, it's Portuguese too and when I'm teaching in English, it's generally formal so (…) I don't

> know maybe I don't use, I think I don't use that much, maybe. (ADRIAN, L. 635-638).
>
> I believe it's formal (LILIAN, L. 1315)[113].

Shannon employs informal English during interactions with students, provided that such interactions do not entail any explanation of a content (e.g. language structures). In other words, the professor's register tends to be more monitored when s/he is performing a certain 'teacher duty', for instance: explanation of a topic, reading aloud and others. (BORTONI-RICARDO, 2003, 2005).

The same participants (Shannon, Adrian and Lilian) also prioritize formal English **use** *outside* the academic context:

> I use more formal language than colloquial one and it is justified Because of my context of learning and the context of using the language in the past (...) (SHANNON, L. 2835-2837).
>
> It is formal (ADRIAN, L. 633[114]).
>
> Yes! (LILIAN, L. 1327[115]).

With regard to **teaching**, formal English is centralized in terms of *curriculum* as follows:

> (...) to Letras programs, it seems that the concern is much more about formal language than informal. (MORGAN, L. 2391-2393).
>
> I guess grammar, there's something in the grammar program {plan}. I guess they have (…) we have to make students, they can't use that much, 'cause we have to bring them to C1, C2 level in the third year, for example, and they are (…) they have to be exposed to formal English, due to the different genres, so we have forums, academic (…) In oral comprehension, for example, we have forum, fan fiction and other genres, so they generally have to fit in the genre and they don't have informal English (…) critical reviews, critical reviews of movies, plan reviews. So, it is required to use formal English. (ADRIAN, L. 697-704).

---

[113] Answer to the question: "Uh-huh. Ok! Well, regarding informal or informal English, what kind of English do you use in class?" (FÁBIO, L. 1313-1314).

[114] Answer to the question: "Alright! And what about in your daily activities, what kind of English do you use most?" (FÁBIO, L. 631-632).

[115] Answer to the question: "(...) And what about in your daily activities? Is it the same type of English? Formal?" (FÁBIO, L. 1325-1326).

> Hm, I don't think they[116] mention it and I can explain why. In my (…) in my programs {syllabi}, I used the genre-based approach, so it depends on the genre. So, depending on the genre I'm focusing on, for example, all the (…) all the genres I selected for this new course that I'm working with, which is academic production and comprehension, is focusing on formal English, but that's the characteristics of what I'm working with. (DREW, L. 1013-1018).

It is worth stressing that although the fan fiction genre can address informal English, Adrian's cognition reflects a reality in which formal language is prioritized.

Formal English also occurs in terms of margin (peripheral position), at both levels **use** and **teaching**. In this regard, informal English **use** *inside* the academic arena is shared by Drew and Max:

> Usually also, because **I'm not very used to that**; I'm used to writing formal English when I'm trying to do some academic production, when I'm doing some presentation, then I try to use (…), but **it's not common to me either**, it's not always for students, the English we have access to, usually, on a daily basis, is informal English. I don't use slang much, I don't use (…), **but it's not formal English either**. (DREW, L. 950-955, emphasis added).

> I think I would be formal **only** if you went to an event, a congress or (...) you have to use specific vocabulary and you prepare yourself for it, ok? You prepare like, PowerPoint presentations and (...) (MAX, L. 1700-1702, emphasis added).

In addition to the inside domain, formal English also has a marginal position *outside* the university context:

> Yeah. In my daily activities, I have many friends that I communicate with in English. I watch movies, TV series is my thing. I also play video games and interactions through video games. So, it's something that demands my English, but not that formal English (DREW, L. 958-961).

> I think it's because I grew up in a family who doesn't have a lot of education, ok? My father and (...) my mother just studied for one year in school and my father for four years. So, all the time (...) **If I speak too much formal, it's not good, they will not understand me** (PRISCILA, L. 2910-2913, emphasis added).

> Maybe, when I'm interacting with some friends, maybe online or when we're discussing some points or (…) whatever. So, I think I'm not (…)

[116] Reference to the course syllabi constructed by Drew.

> I don't feel I have to worry about formal language, because maybe it's a space that I can use the language I'm more comfortable with or I don't have to stop to think about every word, because maybe the other person is not (…) I don't feel responsible for being a model, I just worry about interacting, I'm not worried if I'm saying something wrong that could affect the learning of the other person, like the students inside the classroom. (SHANNON, L. 2504-2511).

> I think, it's not too formal, it doesn't sound (…) according to the situation and the purpose as well, it doesn't sound appropriate. I think the same thing happens in Portuguese. (MORGAN, L. 2059-2061).[117]

> like any kind that allows me to communicate well. So, if I'm in a scientific situation and I need to be formal, let's be formal, ok? If I (...) I would always prefer informal, because informality makes your life easier. It sounds like more real life, formality sounds like formality, right? So (...) (MAX, L. 1704-1707).

Regarding language **teaching**, formal English is on the <u>margin</u> in terms of *classroom*:

> Yeah. I only switch when it's something like a presentation, when I'm demanding them to produce something more formal, then I try to show them how to use it and it's not something that I: "now, it's informal English", but it's something that they could assimilate and say: "oh, that's it". (DREW, L. 1042-1045).

As exposed in chart 43, Shannon's cognition points in both directions: center and margin as formal English use outside the university scenario. I do not deem such evidence controversial, since the professor's use of formal English, outside the academic context, serves heterogeneous purposes, only when s/he is interacting with close friends about non-professional topics, is formal English marginal. Nonetheless, when the topic is closer to a professional domain, the level of formality tends to increase.

Shannon's data illustrate the literature on language register, as provided in the first literature review chapter. A language register (and its level of formality) is predicated on four variables: mode, topic, interlocutor and function (EISENSTEIN, 1983).

[117] Answer to the question: "Uh-huh. And what type of English do you like most in terms of formal and informal?" (FÁBIO, L. 2054-2055).

5.6.2 Informal English: Center and Margin

Informal English is also construed by means of: center and margin. As evidenced in chart 44, the occurrences of margin outnumber exponentially the occurrences of center. Therefore, I posit that informal English is scarcely used and taught at Alpha and Beta Universities. The following paragraphs undergird such postulation.

Chart 44- Informal English: Center and Margin

			Center	Margin
Use	*Inside*	Professors	Drew (2 x), Morgan (2x) Priscila (2x) Max	Morgan (2x), Shannon (3x) Adrian (3x)
		Students	*****	Morgan (2x)
	Outside	Professors	Drew (3x), Priscila Shannon Max (3x)	Drew, Morgan (2x), Priscila, Shannon (2x) Adrian (2x)
		Students	Drew (2x), Priscila, Adrian Shannon (3x)	***
Teaching		*Curriculum*	***	Drew, Morgan, Priscila, Shannon Lilian (3x), Max (2x)
		Classroom	Max	Morgan (9x), Priscila (4x), Shannon (8x) Adrian (2x), Lilian (7x), Max (4x)
Teacher Education			***	Morgan (2x), Priscila, Shannon (3x) Adrian(3x), Lilian

Source: The author and the adviser

Informal English **use** has a central position *inside* and *outside* Alpha and Beta Universities. *Inside* the academic context, Drew, Morgan, Priscila and Max use informal English:

> I communicate in English the whole time. So, I think communication, daily communication is in informal English (...) (DREW, L. 1036-1037).[118]

[118] Answer to the question: "Well, you've said you use informal English in your classes, right? When you use it, what do you use it for? (FÁBIO, L. 1034-1035).

> Aiming to grab their attention, to talk to the group, to organize my didactic work. I think it's more in this respect (…) during an explanation about a certain activity, right? An instruction for activities (...) (MORGAN, L. 2187-2189).
>
> I (...) sometimes, it's easier for the students to understand, because they saw it[119] on television or in a song or something like that. (PRISCILA, L. 2953-2954).
>
> I think it's kind of informal, ok? Because now I bring a lot of real things to the classroom, because I work with written and oral {courses}, I bring YouTube videos, I bring (...) So, they bring informal English to the classroom and then I think it sets the mood, right? (MAX, L. 1693-1696).

Informal English is **used** *outside* Alpha and Beta by both the professors and their students: The next excerpts illustrate the former:

> I think it's all the time (…) (DREW, 1040).[120]
>
> Informal, I speak a lot of informal, Portuguese and English. (PRISCILA, L. 2908).
>
> Yeah, it's the language we use every day (...) (SHANNON, L. 2790).[121]
>
> I would always prefer informal, because informality makes your life easier. It sounds like more real life (...) (MAX, L. 1705-1706).

The professors interviewed also voiced their students' **use** of Informal English *outside* the academic scenario:

> They're inserted in the same world as our students here in the university; they listen to music that has informal English; they watch films and the films have informal English. (DREW, L. 1212-1214).
>
> (...) and it's something that nowadays, they use a lot, because of social media, internet and all kind of this stuff. (PRISCILA, L. 2963-2964).
>
> it's what they do, what they listen to, what they use, I guess it's more relevant than the formal English we try to teach students (...) (ADRIAN, L. 827-828).

[119] Reference to informal English.

[120] Answer to the question: "And how often do you use it, colloquial, informal English in your classes?" (FÁBIO, L. 1039).

[121] Answer to the question: "Ok. So what relevance, if any, do you think informal language has to you?" (FÁBIO, L. 2789).

> Yeah, it's the language we use every day. So, it's **the language that constitutes our students** and most people use the language nowadays. So, I think it's very relevant (...) (SHANNON, L. 2790-2792, emphasis added).

With regard to the teaching dimension, only Max centralizes informal English in his/her classes: "I think it comes (...) Although it's not on the syllabus, I think it comes to practice **often**, ok? It's a topic that **often** comes to (xxx)" (MAX, L. 1789-1790, emphasis added).

As adduced earlier, the margin dimension pervades the data concerning informal English use, teaching and teacher education. Morgan's, Shannon's and Adrian's cognition unveils informal English **use** *inside* the academic context context:

> During an explanation of language structures, I don't think so. (MORGAN, L. 2189-2190)

> Sometimes when you're interacting with the students, **not for explaining a subject**, but sometimes when you have to (…) make students more comfortable with the learning process, sometimes to get closer, you change the language, so that students also feel more comfortable in the interaction with the other students and even with the professor. (SHANNON, L. 2600-2604, emphasis added).

> Well, if you're thinking that informal English is related to chunks, slang and things like that, I generally don't, because I generally (…) Well, in these two last years, I've been teaching applied linguistics and other classes that these terms are not allowed. I mean they are allowed but we don't do that; you're generally talking about theory, so they don't fit the class. If it's, for example, oral comprehension, they are more useful and they are more used by students and sometimes I take part in that too, but in theoretical classes, no, because the discussions generally range from texts and things that probably it does not fit. (ADRIAN, L. 623-630).

Informal English **use** is also marginalized, *inside* the academic context, by students: "At the university, the topic is not that appealing; at least, in my classes, I don't see it." (MORGAN, L. 2289-2290). As I discussed earlier in this chapter, Morgan's cognition contradicts the literature on informal/colloquial language.

Morgan's and Shannon's cognition corroborates the discussion raised earlier: teachers tend to elevate the level of formality of a language register when they start explaining a certain topic in class.

Regarding informal English **use** *outside* the university context, such type of language is also on the margin:

> I understand when people are saying, I don't use much. I understand when I see a conversation, when I watch some TV series, I have, I think I have (…) I have a bag full of those words and meanings, **but it's not something that I put in use very often**. (DREW, L. 977-980, emphasis added).
>
> Well, the informal one is mainly through television, because I don't participate in social networking spaces, where there's an interaction in English, because I don't like it, right? My own preference. So, I think where I most see it is from series; I think it also helps a lot. Even though **it's very limited in my daily activities**, I think it's a very limited source, but that's my reality. I can't say I have other ways of interactions if I don't have (…) {after reviewing the translation, Morgan complemented her answer, stating that interactions in class are also part of daily activities, even though **the use of informal English is scarce**}. (MORGAN, L. 2116-2123, emphasis added).
>
> (...) usually, I don't study or read about it[122]. (PRISCILA, L. 2930).
>
> the daily activities. I think sometimes, I use informal language, but it's not (…) it's not usual to me. I try to use the language (…) even in Portuguese, you know? I think it's something related to the profession. I think as professors, we try to use in a very suitable way, even in Portuguese or English, you know? (SHANNON, L. 2498-2501).
>
> I don't like informal English too much, because it sounds like you don't have a good proficiency sometimes (…) (ADRIAN, L. 641-642).

As I pointed out in the opening and literature review chapters, the knowledge of informal English is associated with one's language proficiency (HORAN, 2013; SENEFONTE, 2014a; 2014b, RÜHLEMANN, 2008 to name a few). Conversely, however, Adrian's cognition points in the opposite direction, since the professor understands such type of language as a lack of proficiency. Once again, I understand that this unprecedented finding is a contribution to the literature, even though it stems from only one participant.

As shown in chart 44, Drew's, Morgan's, Priscila's, and Shannon's cognition, as to informal English use, points in both directions: center and margin. Drew seems to be contradictory, since s/he states that informal English use is frequent (L. 1040) and infrequent (L. 979-980), apparently, in the same type of communicative event. Morgan and Shannon use informal English so as to interact with their students,

[122] Reference to informal English.

except for explaining a content, that is why their cognition falls into center and margin, with respect to informal English use inside the classroom. Priscila indicates the use of informal English (center), notwithstanding, her update on the topic is infrequent (margin). Shannon's cognition concerning informal English use outside the academic context is also classified into center and margin. However, such use is marginalized in professional interactions and centralized in casual situations (with friends).

Informal English **teaching** is certainly the one that has the highest number of occurrences of margin, which in turn attests that informal English teaching is marginalized at Alpha and Beta Universities. As indicated earlier, Informal English teaching is classified into *curriculum* and *classroom*. The following excerpts exemplify the former:

> Hm, I don't think they[123] mention it and I can explain why (DREW, L. 1013).
>
> I think they[124] don't mention (MORGAN, L. 2162).
>
> Nothing! I think it's nothing! I don't, I don't think (...) I don't remember if there's something about it. (PRISCILA, L. 2942-2943).[125]
>
> Colloquial English. No! because I was in charge of the literary subjects, so, but I took part in the discussion, but it's just in general terms, like in terms of genres and structures and using the language in different social spheres, but I (…) to be honest, I don't remember that we have a specific subject dealing with informal language or how to do with that. (SHANNON, L. 2579-2583).[126]
>
> (...) it's not something I set as a priority, as something that is always on the course syllabi, you know? Unfortunately, there isn't a concern about addressing informal English, it's not present (…) (LILIAN, L. 1335-1338).
>
> I don't remember (...) they[127] mention that. They basically talk about the standard board of proficiency {s/he is referring to the Common European Framework of References for Languages}, like if you are B or C, C+, C1, C2. I don't think we have this (...) I don't think it's

[123] Reference to course syllabi.

[124] Reference to course syllabi.

[125] Answer to the question: "Do you remember what they {course syllabi} say about informal/colloquial English?" (FÁBIO, L. 2941).

[126] Answer to the question: "So, do you remember what they say about informal English? The syllabuses" (FÁBIO, L. 2576).

[127] Reference to course syllabi.

> mentioned. (MAX, L. 1758-1761).

In the classroom, informal English **teaching** is also on the margin of Morgan's, Priscila's, Shannon's, Adrian's, Lilian's and Max's practices:

> But, in class, I don't bring much of, let's say, slang, unless if a student comes to ask, but I think it's very focused on language school, that kind of language that is more basic, so that the student can also understand it, because I think there's no use in providing terms, making complicated lexical choices with students that I know, they won't understand it. (MORGAN, L. 2034-2038).
>
> (...) to be honest, I (...) I've never (...) I have never done that at the university, just when I was a high school teacher and an elementary school teacher. (PRISCILA, L. 3001-3002).
>
> (...) to be honest, I've never stopped to call my students' attention and say: "ok this is colloquial English and then this is formal language" (SHANNON, L. 2625-2627).
>
> No. (ADRIAN, L. 726).[128]
>
> Yes, there were some units that brought some vocabulary, some informal expressions in English and then, you focus on that, but I must confess it's not a content that is prioritized by me (xxx) (LILIAN, L. 1329-1331).
>
> This is not something that I study a lot (...) Yes, there are some (...) I use (...) I spent one year teaching a course called "LISA", which is *língua inglesa em sala de aula* {English for the classroom} and then, that was a topic, ok? So, then I went for some authors, but in the courses I teach now, **I haven't inserted that as a topic**, not formally. (MAX, L. 1726-1732, emphasis added).

As shown in chart 44, Max's cognition as to informal English teaching points in both directions: center and margin. Apparently, there seems to be a contradiction, since s/he indicates infrequency: "In a-year course, maybe this topic comes (...) this difference will come like 40% of the times" (MAX, L. 1808-1809) and frequency: "I think it comes (...) Although it's not on the syllabus, I think it comes to practice often, ok? It's a topic that often comes to (xxx)" (MAX, L. 1789-1790). As I discussed in chapter 3, any investigation of one's cognition is prone to such paradox (BIRELLO, 2012).

Informal English is also marginalized at a **teacher education** level as

[128] Answer to the question: "And do you teach informal English in your classes?" (FÁBIO, L. 725).

follows:

> I think specifically, in practice (…) I think there are several moments in different classes (…) Let's think of the senior, junior students, this practice is a major concern. So, in the last year (…) when I teach courses in the first and second year, I think I'm more concerned about leading my students to understand and learn the language than about issues on what they will teach in class. (MORGAN, L. 2388-2393).
>
> Maybe, it's because I'm not showing them that it's an important thing to know and to teach to their students. (PRISCILA, L. 3025-3026).
>
> Yeah, of course not informal language, because as I mentioned before I've never (…) I've never had it as a specific subject to teach informal language or colloquial language (SHANNON, L. 2714-2716).[129]
>
> I don't remember discussing it in the undergraduate program when I studied. I don't remember reading or writing things related to formal or informal English. (ADRIAN, L. 657-658).
>
> I've never addressed the topic in terms of teaching it and so on. (LILIAN, L. 1489-1490).

Lilian's passage reinforces the gap in formal education, as discussed earlier in this thesis. Also, chart 44 reveals that informal English at a teacher education level is even scarcer than at a teaching domain. In this respect, during the second interview (return of data analysis), Morgan indicated that the scarcity of informal English in teacher education is the corollary of the paucity of IE in textbooks and curricula:

> To me, it happens because of the lack of formalization {of informal English teaching} in the curriculum. Such teaching is 'diluted' in the formalized contents. For example, when we analyze textbooks of international publishers, generally used at Oxford, Longman and Cambridge Universities, some aspects of spoken language, which you classify as features of informal English, are addressed, but without specific sections, without much emphasis (...) however, there are some aspects such as swearing, swear word (...) these aspects are not considered as teachable, probably in order to avoid conservative criticism, as the textbooks are sold around the world and certain topics might not be well accepted. So, emphasis on orality ends up being neglected in language teacher education, it doesn't mean that such teaching doesn't happen, but it occupies a peripheral space. We, speaking in general, teacher educators, reproduce a culture in which there's no concern about formalizing informal English in the curriculum and about addressing informal English in higher education in depth.

[129] Answer to the question: "(...) do you propose activities aiming at preparing your students to teach informal language (…)? (FÁBIO, L. 2712-2713).

> This in turn is reproduced by teachers in basic education. In public schools, reading and writing are privileged (...) I associate this with teacher education, textbooks, which are the main tool that guides the teaching process, sometimes the only tool (...) however (...) other important factors are the characteristics of overcrowded classrooms, with scarcity of basic technological resources and so on (...) Taking into consideration these reasons I mentioned, there's a reproduction cycle as of the way informal English is addressed, it starts in teacher educators' education, passes by teachers in basic education and finishes in the middle-school classroom. (MORGAN, L. 3298-3324).

Morgan's excerpt ratifies the aforementioned scarcity and the traditional association of informality and oral language. In addition to Morgan's data, Priscila (in the second interview) voiced her opinion on this fact:

> I think because of the environment, it's an academic environment. So, sometimes people think that: "oh, we don't have to teach that, they can find it, research it" (...) or maybe, for me, for example, I've never lived abroad, I learned all my English here {in Brazil} and I didn't have the opportunity to learn it and I didn't have the opportunity to learn how to teach it (...) I guess they think it's not necessary, it's not important (PRISCILA, L. 3410-3415).

Priscila's data reveal a sociolinguistic and pragmatic demand that reinforces formal English use/teaching (rather than informal) in the academic context. Furthermore, the professor links language proficiency to a mobility dimension, in this case functioning as a geographical barrier (SENEFONTE, 2014).

Although there is not enough data to support my assumptions, in addition to what was pointed by Morgan and Priscila, I purport that Informal English teacher education is scarcer than IE teaching due to two possible reasons: A) students' language insufficiency, which makes the professors focus more on language acquisition issues rather than teacher education ones and B) As the professors selected for this study are English language professors, they tend to place emphasis on language learning in lieu of teacher education issues, even though they teach undergraduate courses in a teacher education program.

5.6.3 Formal x Informal English: Balance

Balance is the last classification with regard to formal and informal English. It encompasses **virtual** and **real** domain, as displayed in chart 45:

Chart 45- Formal x Informal English: Balance

	Balance	
	Use	*Teaching*
Virtuality	Drew Morgan Adrian (2x) Lilian (3x)	Drew (3x) Morgan (2x) Priscila Shannon (2x) Max
Reality	Morgan Priscila (2x)	Drew Max (3x)

Source: The author

At a **virtual** level, the professors idealize a balance of formal/informal English *use*:

> They should know at least how to deal with both. So, yeah, should be half and half. (DREW, L. 1233-1234)[130].
>
> It's relevant, I think for the general comprehension of the language. I think for me to understand the language, I need to distinguish the levels of formality and informality. So, I think it influences a lot my comprehension. (MORGAN, L. 2325-2327).
>
> They have to know the differences and they have to understand how to use one, how to use the other situations, in which they have to use both. (ADRIAN, L. 710-712).
>
> And language is the whole, the set of these two varieties, which are equally important for them to communicate in different situations, right? I think you should know how to use language correctly in different situations (...) (LILIAN, L. 1557-1560).

A balance of formal/informal English *teaching* is also found at a **virtual** level:

> (...) As I said, depending on the genre I'm working with, then I explicit what formal is, what informal is, what's suitable for the genre, what's not. (DREW, L. 1048-1049).
>
> So, it needs both to expose the student to (…) know how to deal with situations that require more formality and to make them (…) exposed to informal situations (...) (MORGAN, L. 2353-2356).
>
> I think 50% formal English and 50% informal English. (Priscila, L. 3073).

[130] 'They' refers to students, whilst 'both' concerns formal/informal English.

> I think it's very relevant for them to learn it, even (…) I think it's so relevant as leaning the formal language, you know? So, I think they have both the same importance. (SHANNON, L. 2794-2796).
>
> I guess it should be (...) maybe, it's a topic that should appear on the syllabus for written and oral production {courses}. (MAX, L. 1923-1924).

The excerpts provided, both in terms of use and teaching, show that the professors uphold a *dialect/register sensitive view*, as discussed in the literature review (ERICKSON, 1987, VALDMAN, 2003 and others).

At a **real** level, only Morgan's and Priscila's cognition unveils a balance of formal/informal English *use*:

> It depends on the purpose, right? If the purpose is an interaction with someone, a foreigner contact (…) it depends on the means; if it's on Facebook, for example, it will be something very informal, right? If it's an activity where I will express my opinion on a website, for example, newspaper, a blog, something that I need. I think I have to adapt {the language} to that moment, right? (MORGAN, L. 2049-2053).
>
> I mix it (...), but when I teach language, I think that I use informal English, but when I teach literature, I think it's more formal. (PRISCILA, L. 2900-2901).

Morgan's excerpt clearly alludes to the concept of communicative competence, explicated in the literature review chapter. In this regard, the professor draws on the *Principle of Appropriateness*[131], that is, the adequacy of language to a certain communicative context.

Drew and Max keep a **real** balance of formal/informal English *teaching* as follows:

> (...) the course I was running last year with oral production and comprehension, (xxx) I was covering short videos and that was a very free genre to work with and I had formal and informal English in the same genre. So, I had to select some (...) and explicit some things, because they were not very aware, then I had to point out what formal was, what informal was, why (...) So, that's how I worked with these differences. (DREW, L. 1018-1023).

[131] For details, see Beaugrande; Dressler (1981).

> I have to prepare them for both of them. In the courses I teach, we have 4 genres to cover in a year, two of them are academic and the other two are from real life, ok? So, I guess I will (...) (MAX, L. 1831-1833).

As portrayed in chart 45, the incidence of virtual balance outnumbers the real occurrences, which in turn reiterates the paucity of informal English teaching/use at Alpha and Beta Universities. Notwithstanding this scarcity, the participants wish that such practices would be more frequent.

Once all the analytical themes were detailed herein, I raise a discussion on the theme and the conclusion of the chapter.

5.7 DISCUSSION

In this section, I cover some issues attached to informal English use/teaching/teacher education, viz. a) The Consequences of Literacy; b) Native Speakership; c) Formal x Informal Language: Controlled x Uncontrolled Domain; d) Formal x Informal Language: Center x Margin and e) Informal English Teaching as an Incidental Fact.

5.7.1 The Consequences of Literacy

Goody and Watt (1998) postulate that research in Anthropology and Sociology has traditionally compared written and oral language and such comparison suggests possible reasons why written language has occupied a prestigious position in western societies.

According to the authors, since ancient societies, oral language has been linked to impermanency, as it is stored only in human memory and, therefore, it is prone to being forgotten. On the other hand, with the invention of writing, the past could be recorded and the transmission of cultural tradition apparently became more effective. In this regard, writing was reckoned to be an aid to memory, hence it enables the consolidation of a certain cultural tradition. Bearing this in mind, one can understand dichotomies, such as: transitory x permanent memories, non-literate x literate cultures, simple x complex societies and mythical x logico-empirical thought, which allude to oral and written language respectively.

Furthermore, in ancient societies, writing was construed as a sacred

and esoteric treasure (GOODY; WATT, 1983). Hence, only a few people mastered written language, hence, literacy was confined to elite groups. In this regard, one can easily conclude that there was a gap between written and oral culture and the literate (elite) wanted to maintain such gap. In other words, such gap was warranted so that power relations could be preserved.

Writing is also associated with the development of ancient societies, especially with respect to administration and technology. In other words, the rise of literacy culminated in intellectual innovations. Goody and Watt (1998) explicate that writing was initially employed in social spheres such as intellectual activities, law, and economics. This in turn may explain the association of written language with formality, since writing initially served heterogeneous purposes in formal settings.

Taking this discussion into account, I purport that the professors' cognition reflects the legitimacy of written language, which in turn may explain why most of them have an inclination toward formal English (traditionally linked to written language). At the same time, the professors perpetuate the myth that informality is predominantly related to oral language, which has been historically overlooked, as indicated in the previous paragraphs.

5.7.2 Native Speakership

With the advent of globalization, the English language has moved towards paramountcy (LEFFA, 2002; GRADDOL, 2006). In other words, the language has pervaded the globe and as a consequence, it has incorporated linguistic and cultural features of numerous places, people, languages and so forth. In this respect, Rajagopalan (2005) contends that English is a multifaceted language with a wide range of accents and other varieties.

Taking this into consideration, current discussions on the language have argued that English has become deterritorialized, hence with no "owners" (conventionally construed as native speakers), which in turn suggests that the native pattern is decentralized. Instead, the focus is on intelligibility rather than emulation of a native norm (JENKINS, 2000). Bearing this in mind, several language perspectives subscribe to such premises: English as a lingua franca (ELF), English as a global

language (EGL), English as an international language (EIL) and others[132]. Conversely nonetheless, English is still perceived as a foreign language (EFL). In this sense, nativeness becomes the goal English learners aspire to achieve.

Hence, I surmise that both ideologies coexist in Brazil: on the one hand, some professors are cognizant of the current status of the English language and the implications of such status for language teaching; on the other, some professors still perpetuate the myth that language proficiency is subordinate to experiences in an English-speaking country (in which the native speaker is a reference (cf. BLYTH, 2003; TRAIN, 2003), as is the case of some participants in this research study.

This ambivalent standpoint may reflect the way English is addressed in the Brazilian Standards for Language Teaching, for instance, Paraná (2008) upholds a heterogeneous view of language, including different accents and other varieties, nevertheless, the language perspective is labeled as 'foreign language'. In other words, despite the fact that the current theoretical-methodological discussions on the English language indicate a global and international perspective of language, the National Standards for Language Teaching still perpetuate a more traditional view of language.

Furthermore, according to Levis (2005) and Graddol (2006), owing to an act of language imperialism, more and more people endeavor to speak the official language of powerful groups, since acquiring such language denotes inclusion, better opportunities and other advantages. In this respect, people aim at a reference model (in this case, a native one). Suffice it to say that language imperialism is the corollary of power relations among nations; hence, the more prestige a nation has the more prestige its language has. In this scenario, English proves to be an overvalued language as it is the language of powerful nations in the world, for example, the United States and England.

Bearing this mind, the professors' cognition reveals that on the one hand, contemporary societies tend to be more receptive to new ideas, types of knowledge etc.; on the other, some professors still hold a more traditional view of language: inter alia, the legitimacy of formal language and native speakership as an authentic/legitimate standard.

[132] Detailing each language perspective lies outside the scope of this discussion.

5.7.3 Formal x Informal Language: Controlled x Uncontrolled Domain

Grounded in the data, formal English is a controlled domain, since it is the variety with which the professors are most acquainted. Conversely, however, informal English is the variety over which they do not have control. In other words, Informal English requires additional preparation and update, which in turn makes it on the margin in the EAL context. In this regard, formal English functions as a security device (FOUCAULT, 2006); thus, professors teach what they know, what they have control over (BIRELLO, 2012).

Foucault (1970) postulates that people have a natural necessity of control, which can be in relation to the self and/or to others. Since ancient times, control (especially self-control) has been germane to a moral sense (FOUCAULT, 1997, 2009). Therefore, not only is control associated with a 'comfort zone', but it also encompasses principles of right and wrong behavior.

With respect to the above-mentioned necessity of control (self and other), Foucault (1970, 2006) coins the concept of *governmentality*. In this sense, governmentality, broadly speaking, involves the knowledge and tactics that enable the exercise of power over something or someone. Analogously, knowledge is likened to power; hence, control (knowledge) enables the exercise of power (PLATO, 1993; ARISTOTLE, 1998).

With this in mind, professors' knowledge (control) of formal English justifies the predominance of such variety in the EAL classroom. On the other hand, Informal English is eschewed as a corollary of a lack of control, which results in a necessity of control. Such necessity entails knowledge, hence control, therefore empowerment.

5.7.4 Formal x Informal Language: Center x Margin.

Analogous to the previous topics, central and marginal positions allude to power relations (exercise of power). Formal language has been traditionally associated with written language, which in turn is significantly more prestigious than oral language (traditionally linked to informal language).

Hence, the notorious supremacy of written language places formal language in a central position, whilst informal is placed on the margin. In other words,

such supremacy is an ideological force that exercises power over other language varieties that are different from the prestigious one.

The historical supremacy of written language has significantly influenced several social domains, for instance, education (GOODY; WATT, 1983). In this sense, Moita Lopes (1995) contend that written language has been conventionally centralized in schools and consequently, literacy practices (reading/writing) are overly prioritized.

Furthermore, the centralized/ marginalized position of informal/formal English can be associated with the dichotomy between normal and abnormal. In this respect, the prefix 'a' is interpreted as the negation of something: abnormal is the negation of what is normal and so is informal the negation of formal (English).

Canguilhem (2006) contends that abnormality is construed as a deviation from the norm, which in turn is socially established and permeated with moral values. The author purports that normality is germane to frequency, that is, something normal is something that is recurrent. In other words, something normal is something that should be done.

Additionally, Foucault (2002) understands normality (the norm) as a security device. In this sense, such device functions as a form of social regulation, which implies power relations.

5.7.5 Informal English Teaching as an Incidental Fact

As shown in the analysis, informal English learning can happen owing to situational demands/chances (e.g., didactic object):

> Strategies? (…) I don't know, maybe by selecting some genres in which they use informal English, sitcoms, series, some TV series, maybe (…) oral genres. (ADRIAN, L. 778-779).

> (...) As I said, depending on the genre I'm working with, then I explicit what formal is, what informal is, what's suitable for the genre, what's not. (DREW, L. 1048-1049).

> As I told you, it depends on the genre I'm focusing on (...) like in research talks, ok? I think it would be very (...) visible the difference in research talks and ted talks (...) I'm not sure I will (...) in the past right (...) I'm not sure I would say: "Now, pay attention, this is formal or now, pay attention, this is informal". (MAX, L. 1811-1814).

The didactic object, in this case a text genre, can or cannot enable students to learn informal English. The chances for such learning are predicated on the text genre itself: if the genre has informal features as constituent components, then, IE teaching/leaning eventuates.

Although teachers have ample autonomy to choose a certain text genre to cover in class, not only does informal English learning hinge on the social context to which students are circumscribed (interactions with their peers or more experienced people, for instance[133]), but it also depends upon demands and/or chances that stem from the context, for example, demands of the classroom (e.g. textbooks).

5.8 CHAPTER SUMMARY

At the beginning of this chapter, I explained some conventions I adopted so as to report my data classification, such as: order of participants, bivalent excerpts and visual resources employed for hypernyms, hyponyms and subhyponyms. Then, I provided a glossary of the data classification, which embodies six analytical themes: Students' Linguistic Command, Professors' View of Language, Professors' Source of English, Formal x Informal English: Virtual/ Real Demands and Chances, Formal x Informal English: Control, No Control and Necessity of Control and Formal x Informal English: Center, Margin, and Balance. Such themes are portrayed in chart 46 as follows:

Chart 46- Synthesis of Data Classification

STUDENTS' LINGUISTIC COMMAND
Level: —Before/during > **(in) sufficiency** (*homogeneity/ heterogeneity*) —After/ During > **(low) advancement** Factors: External — **Demand** (*physical, social, professional*) — **Affordance** (*formal education, mobility, technology*) Internal — **Performance** Informal English: **Sufficiency** — *Action* **Vagueness** — *Comparison, Cognition* **Insufficiency** — *Action and Cognition*
PROFESSORS' VIEW OF LANGUAGE

[133] In this case, I allude to Vygotsky's theory of learning, which is one of the most accepted views of learning nowadays. See details in Vygotsky (2004).

Concept of Informal English: — **Clarity** — **No Clarity**
PROFESSORS' SOURCE OF ENGLISH
Formal English: **Here** (before/during and after) — **There** Informal English: **Here** (after) — **There**
FORMAL X INFORMAL ENGLISH: VIRTUAL/ REAL CHANCES AND DEMANDS
Formal English: Virtuality — **Demand** — *Inside* (Teaching / Teacher Education) — *Outside* (Teacher Education) — **Chance** — (Teaching / Teacher Education) Reality — (Teaching) Informal English: Virtuality — **Demand** — *Inside* (Teaching / Teacher Education) — *Outside* (Teaching / Teacher Education) — **Chance** — *Orality* (Teaching / Teacher Education) — *Literacy* (Teaching / Teacher Education) — *Text Genres* (Teaching / Teacher Education) — *Structure* (Teaching / Teacher Education) — *Curriculum* (Teaching / Teacher Education) Reality — *Orality* (Teaching / Teacher Education) — *Literacy* (Teaching / Teacher Education) — *Text Genres* (Teaching / Teacher Education) — *Structure* (Teaching)
FORMAL X INFORMAL ENGLISH: CONTROL, NO CONTROL AND NECESSITY OF CONTROL
Formal English: **Internal** — Control, No Control, Necessity of Control **External** — *Demand* (Control, No Control) — *Affordance* (Control, No Control) Informal English: **Internal** — *(In) Sufficiency* (Control, No Control, Necessity of Control) — *Method* (No Control) **External** — *Demand* (No Control, Necessity of Control) — *Affordance* (Control, No Control)
FORMAL X INFORMAL ENGLISH: CENTER, MARGIN, AND BALANCE
Formal English: **Use** — *Inside* (Center, Margin) — *Outside* (Center, Margin) **Teaching** — *Classroom* (Margin) — *Curriculum* (Center) Informal English: **Use** — *Inside* — Professors (Center, Margin) — Students (Margin) — *Outside* — Professors (Center, Margin) — Students (Center) **Teaching** — *Curriculum* (Margin) — *Classroom* (Center, Margin) **Teacher Education** — Margin

Balance: **Virtuality** — *Use*, *Teaching* **Reality** — *Use*, *Teaching*

Source: The author

The last section of the chapter was reserved for a discussion on informal English teaching, use, learning and teacher education.

This chapter provides important contributions as follows: it presents analysis of an original and unprecedented study on professors' cognition of informal English teaching and teacher education. Such analysis is supported by the Paradigmatic and Syntagmatic Analysis (APS), which has been employed at this level of inquiry (doctoral thesis) for the first time. Furthermore, it raises crucial discussion on controlled/uncontrolled and centralized/marginalized issues. In this regard, such thoughts enable an in-depth level of analysis.

6 ALPHA AND BETA UNIVERSITIES: A COGNITIVE ANALYSIS OF DOCUMENTARY DATA

> I think that most of what I know comes from television, because nobody has taught me informal language during my life, I had to learn it by myself. (PRISCILA, L. 2919-2920).
>
> (...) I think it's because of that and teachers don't think a lot about it, how (...) because we don't teach informal Portuguese, maybe they don't think that they have to teach informal English. (PRISCILA, L. 2947-2949).

In this chapter, I provide the documentary analysis of the 54 course syllabi related to English language and teacher education classes at Alpha and Beta Universities. As indicated in the methodological chapter, this analysis encompasses the course syllabi of 2017 and 2018.

Furthermore, it is important to mention that this analysis was done deductively, therefore, the same classification of the analysis of human-generated data (Chapter 5) is deployed in this documentary analysis. Likewise, I employ the same standardization as of the data reporting:

a) Underlining of <u>hypernyms;</u>

b) Boldfacing of **hyponyms;**

c) Italicizing of *subhyponyms* (subcategories).

As I explicated in chapter 5, some excerpts might be employed more than once, since they are applicable to more than one classification (bivalent excerpts).

In addition to the glossary of the data classification (page 147), I devised a glossary of the course syllabi specially to assist the understanding of the documentary analysis.

Chart- 47- Glossary of the Course Syllabi (Alpha and Beta Universities)

B
BE-Alpha (2017): Basic English at Alpha University in 2017.
BE-Alpha (2018): Basic English at Alpha University in 2018.
E
ELC- Beta (2017): English Language for the Classroom at Beta University in 2017.
ELC- Beta (2018): English Language for the Classroom at Beta University in 2018.
ELTE- Alpha (2017): English Language Teacher Education at Alpha University in 2017.

ELTE- Alpha (2018): English Language Teacher Education at Alpha University in 2018.
ETBE-Beta (2017): English Teaching for Basic Education at Beta University in 2017.
ETBE-Beta (2018): English Teaching for Basic Education at Beta University in 2018.

L

LGFEL I-Beta (2017): Lexico-Grammatical Features of the English Language I at Beta University in 2017.
LGFEL II-Beta (2017): Lexico-Grammatical Features of the English Language II at Beta University in 2017.
LGFEL III-Beta (2017): Lexico-Grammatical Features of the English Language III at Beta University in 2017.
LGFEL IV-Beta (2017): Lexico-Grammatical Features of the English Language IV at Beta University in 2017.
LGFEL I-Beta (2018): Lexico-Grammatical Features of the English Language I at Beta University in 2018,
LGFEL II-Beta (2018): Lexico-Grammatical Features of the English Language II at Beta University in 2018.
LGFEL III-Beta (2018): Lexico-Grammatical Features of the English Language III at Beta University in 2018.
LGFEL I-Beta (2018): Lexico-Grammatical Features of the English Language IV at Beta University in 2018

O

OPCE I- Alpha (2017): Oral Production and Comprehension in English I at Alpha University in 2017.
OPCE II- Alpha (2017): Oral Production and Comprehension in English II at Alpha University in 2017
OPCE III- Alpha (2017): Oral Production and Comprehension in English III at Alpha University in 2017.
OPCE I- Alpha (2018): Oral Production and Comprehension in English I at Alpha University in 2018.
OPCE II- Alpha (2018): Oral Production and Comprehension in English II at Alpha University in 2018.
OPCE III- Alpha (2018): Oral Production and Comprehension in English III at Alpha University in 2018.
OPCE I- Beta (2017): Oral Production and Comprehension in English I at Beta University in 2017.
OPCE II- Beta (2017): Oral Production and Comprehension in English II at Beta University in 2017.
OPCE III- Beta (2017): Oral Production and Comprehension in English III at Beta University in 2017.
OPCE IV- Beta (2017): Oral Production and Comprehension in English IV at Beta University in 2017.
OPCE I- Beta (2018): Oral Production and Comprehension in English I at Beta University in 2018.
OPCE II- Beta (2018): Oral Production and Comprehension in English II at Beta University in 2018.
OPCE III- Beta (2018): Oral Production and Comprehension in English III at Beta University in 2018.
OPCE IV- Beta (2018): Oral Production and Comprehension in English IV at Beta University in 2018.

P

PEL- Beta (2017): Phonology of the English Language at Beta University in 2017.
PEL- Beta (2018): Phonology of the English Language at Beta University in 2018.
PPE- Alpha (2017): Phonology and Phonetics of the English Language at Alpa University in 2017.
PPE- Alpha (2018): Phonology and Phonetics of the English Language at Alpa University in 2018.
PREL- Alpha I (2017): Practicum in English Language I at Alpha University in 2017.
PREL- Alpha II (2017): Practicum in English Language II at Alpha University in 2017.
PREL- Alpha I (2018): Practicum in English Language I at Alpha University in 2018.
PREL- Alpha II (2018): Practicum in English Language II at Alpha University in 2018.
PREL- Beta I (2017): Practicum in English Language I at Beta University in 2017.
PREL- Beta II (2017): Practicum in English Language II at Beta University in 2017.
PREL- Beta I (2018): Practicum in English Language I at Beta University in 2018.
PREL- Beta II (2018): Practicum in English Language II at Beta University in 2018.

W

WPCE I- Alpha (2017): Written Production and Comprehension in English I at Alpha University in 2017.
WPCE II- Alpha (2017): Written Production and Comprehension in English II at Alpha University in 2017.
WPCE III- Alpha (2017): Written Production and Comprehension in English III at Alpha University in 2017.
WPCE I- Alpha (2018): Written Production and Comprehension in English I at Alpha University in 2018.
WPCE II- Alpha (2018): Written Production and Comprehension in English II at Alpha University in 2018.
WPCE III- Alpha (2018): Written Production and Comprehension in English III at Alpha University in 2018.
WPCE I- Beta (2017): Written Production and Comprehension in English I at Beta University in 2017.
WPCE II- Beta (2017): Written Production and Comprehension in English II at Beta University in 2017.
WPCE III- Beta (2017): Written Production and Comprehension in English III at Beta University in 2017.
WPCE I- Beta (2018): Written Production and Comprehension in English I at Beta University in 2018.
WPCE II- Beta (2018): Written Production and Comprehension in English II at Beta University in 2018.
WPCE III- Beta (2018): Written Production and Comprehension in English III at Beta University in 2018.

Source: The author

The 54 course syllabi from the two higher education institutions can be grouped as follows:

a) *General English*: Basic English (2) and Lexical-Grammatical Features of the English Language (8);

b) *Oral Skills*: Oral Production and Comprehension in English (14) and Phonetics and/or Phonology of the English Language (4);

c) *Written Skills*: Written Production and Comprehension in English (12);

d) *Teacher Education*: English Language Teacher Education (2), English Teaching for Basic Education (2), English Language for the Classroom (2), Practicum in English Language (8).

Finally, the documentary analysis yielded the following classification:

a) View of Language;

b) Formal x Informal English: Virtual Demands and Chances;

c) Formal x Informal English: Center, Margin and Balance.

6.1 VIEW OF LANGUAGE

At Alpha and Beta Universities, the view of language is **organic** and includes a *pragmatic* and *critical* perspective, as indicated:

Table 48: Documentary Analysis (View of Language)

Nature	Purpose	Alpha	Beta
Organic	*Pragmatic*	BE- Alpha (2017) (13x), WPCE I- Alpha (2017) (5x), WPCE II- Alpha (2017) (5x), WPCE III- Alpha (2017) (5x), OPCE I- Alpha (2017) (3x), OPCE II- Alpha (2017) (4x), OPCE III- Alpha (2017) (3x), PPE- Alpha (2017) (2x), ELTE- Alpha (2017) (2x), BE- Alpha (2018) (11x), WPCE I- Alpha (2018) (7x), WPCE II- Alpha (2018) (6x), WPCE III- Alpha (2018) (6x), OPCE I- Alpha (2018) (7x), OPCE II- Alpha (2018) (4x), OPCE III- Alpha (2018) (3x), PPE- Alpha (2018) (2x),	LGFEL I-Beta (2017) (24x), LGFEL II- Beta (2017) (12x), LGFEL III- Beta (2017) (26x), LGFEL IV- Beta (2017) (4x), WPCE I- Beta (2017) (18x), WPCE II- Beta (2017) (3x), WPCE III- Beta (2017) (8x), OPCE I- Beta (2017) (6x), OPCE II- Beta (2017) (3x), OPCE III- Beta (2017) (6x), OPCE IV- Beta (2017) (9x), PEL- Beta (2017) (7x), ETBE-Beta (2017) (1x), ELC- Beta (2017) (4x), PREL I-Beta (2017) (4x), PREL II-Beta (2017) (4x), LGFEL I-Beta (2018) (28x), LGFEL II-Beta (2018) (14x), LGFEL III- Beta (2018) (12x), LGFEL IV-Beta (2018) (4x), WPCE I- Beta (2018) (7x), WPCE II- Beta (2018) (11x), WPCE III- Beta (2018) (11x), OPCE I- Beta (2018) (7x), OPCE II- Beta (2018) (4x), OPCE III- Beta (2018) (5x), OPCE IV- Beta (2018) (10x), PEL-Beta (2018) (9x), ETBE-Beta (2018) (1x), ELC-Beta (2018) (4x), PREL I-Beta (2018) (4x), PREL II-Beta (2018) (4x)

		ELTE- Alpha (2018) (2x)	
	Critical	OPCE III- Alpha (2017) (1x), ELTE- Alpha (2017) (3x), ELTE- Alpha (2018) (3x)	LGFEL I-Beta (2017) (6x), LGFEL II- Beta (2017) (8x), LGFEL III- Beta (2017) (1x), WPCE I- Beta (2017) (5x), WPCE II- Beta (2017) (3x), WPCE III- Beta (2017) (1x), OPCE I- Beta (2017) (2x), OPCE IV- Beta (2017) (3x), ETBE-Beta (2017) (3x), ELC-Beta (2017) (11x), PREL I-Beta (2017) (4x), PREL II-Beta (2017) (4x), LGFEL I-Beta (2018) (6x), LGFEL II-Beta (2018) (7x), LGFEL III-Beta (2018) (1x), WPCE I- Beta (2018) (6x), WPCE II- Beta (2018) (2x), WPCE III- Beta (2018) (1x), OPCE I- Beta (2018) (2x), OPCE III- Beta (2018) (1x), OPCE IV- Beta (2018) (2x), ETBE-Beta (2018) (4x), ELC-Beta (2018) (11x), PREL I-Beta (2018) (4x), PREL II-Beta (2018) (5x)

Source: The author

As adduced in chart 48, the occurrences of pragmatic view of language outnumbers the ones of critical view, which in turn ratifies the analysis of the first interview (chapter 5), as only Lilian (from Beta) expressed a critical view of language. Inasmuch as the number of course syllabi[134] is considerably high, in order to illustrate my classification, I will use only one excerpt of each type of syllabi (and one of each university), taking into consideration the groups I presented earlier in this chapter (general English, oral and written skills and teacher education). Hence, a *pragmatic* view is illustrated as follows:

> Aims: (...)To enable students to identify essential elements of texts, such as: context of production, constituent elements of the genre, linguistic-discursive structures (e.g., lexicon, basic verb tenses, thematic contents, grammar structure, cohesion and coherence). (BE-ALPHA, 2017, p.1).
>
> Aims: (...) To develop knowledge about the form, use and meaning of lexical-grammatical features of the English language, aiming at reaching the B1 level, from the Common European Framework of References for Languages (...) (LGFEL I-BETA, 2017, p.1).
>
> Study of grammar structures that are relevant to the composition of the genres covered in class (...) Pronunciation of plural forms, 3rd person-singular (Simple Present), regular verbs in the past form (OPCE I-ALPHA, 2018, p. 2).
>
> The student is able to select an appropriate structure, based on a vast

[134] For access to the 54 course syllabi, see appendices O and P.

> language repertoire (lexical, grammatical, semantic, phonological and orthographic) to express him/herself clearly, without restricting what s/he wants to say (OPCE III-BETA, 2018, p. 2).
>
> Use of reading strategies: skimming, scanning, cognates, inference, extensive reading, nouns, use of dictionaries etc. (WPCE II- ALPHA, 2018, p. 2).
>
> The student incorporates the linguistic-discursive characteristics of the text genre in his/her written texts (WPCE II-BETA, 2018, p. 3).
>
> The student shows behavior and language use that are adequate to the genre (in English). (ELTE-ALPHA, 2017, p. 2).
>
> (...) appropriate language to the academic writing genre (...) Adequacy to the review genre (format, language) (ELC-BETA, 2017, p. 2,3).

In addition to a *pragmatic* view, a *critical* view is also evidenced in some course syllabi (predominantly at Beta University). Further, although some course syllabi uphold a pragmatic view, they also indicate a critical perspective, ELTE- Alpha (2018), LGFEL I, II, III-Beta (2017), PREL I and II-Beta (2017) are a few examples. The follwing excertps illustrate a *critical* view of language at Alpha and Beta Universities:

> To develop critical language awareness of the topics addressed in the course so that the student can recognize, choose and justify his/her choices (LGFEL II-BETA, 2017, p.1).
>
> Discussions on current and controversial issues, through the experience report genre in the academic sphere, aiming at a critical sense (OPCE III-ALPHA, 2017, p.1).
>
> Approach to topics that enable students' critical development as prospective English teachers. (OPCE IV-BETA, 2018, p.1).
>
> Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness (WPCE II-BETA, 2018, p.2).
>
> Introduction to the concepts for the comprehension of the ideologies that underlie the official documents of the Brazilian education (neoliberal model, the human being, society, social institutions, the State, social policies, educational policies and understanding of competences) (ELTE- ALPHA, 2017, p. 1).
>
> To explore research practices of English teaching and learning that address ideologies, power relations, social places occupation in relation to the orders of hegemonic and counter-hegemonic discourses (ELC- BETA, 2017, p. 1).

Despite reinforcing the analysis of human-generated data, the

documentary scrutiny also suggests a critical perspective in three course syllabi at Alpha. Such fact contradicts the first analysis, since no evidence of critical view was reported by Drew, Priscila, Morgan and Shannon during the first interview. In this regard, I may assume that either there is a divergence between the professors' non-observable cognition and their observable cognition (syllabi), which in turn is a predictable phenomenon (BIRELLO, 2012); or the data generation tools might have precluded the professors from expressing their sets of cognition in their plentiful possibilities.

6.2 Formal x Informal English: Virtual Demands and Chances

In this section, I look at formal and informal English in light of *demands* and *chances*, which are only expressed in terms of **virtuality**. As a matter of fact, I understand that all data collected from course syllabi belong to a virtual domain rather than a real one, as a syllabus concerns a plan showing intentions, desires, goals and so forth. Owing to the extension of this classification, I split this section in two: the part covers formal English, whilst the second provides the analysis of informal English.

6.2.1 Formal English

In the documentary study, occurrences of formal English are exponentially higher than cases of informal English. The prominence of formal English brings forth additional classification (orality, literacy, text genres and structure), which did not prove necessary in the cognitive analysis.

Chart 49: Formal English: Virtual Demands and Chances (Documentary Analysis)

			Teaching		Teacher Education	
			Alpha	Beta	Alpha	Beta
Virtuality	**Demand**	*Inside*	BE-Alpha (2017) (16x), WPCE I- Alpha (2017) (9x), WPCE II- Alpha (2017) (10x), WPCE III-Alpha (2017) (15x) OPCE I-Alpha (2017) (16x), OPCE II-Alpha (2017) (9x), OPCE III-Alpha (2017) (15x), PPE-Alpha (2017) (1x), ELTE-Alpha (2017) (13x), PREL I- Alpha (2017) (5x), PREL II-Alpha (2017) (5x), BE-Alpha (2018) (13x), WPCE I- Alpha (2018) (9x), WPCE II- Alpha (2018) (10x), WPCE III-Alpha (2018) (15x), OPCE I-Alpha (2018) (18x), OPCE II-Alpha (2018) (9x), OPCE III-Alpha (2018) (15x), PPE-Alpha (2018) (1x), ELTE-Alpha (2018) (13x), PREL I- Alpha (2018) (5x), PREL II-Alpha (2018) (5x)	LGFEL I-Beta (2017) (8x), LGFEL II-Beta (2017) (9x), LGFEL III-Beta (2017) (5x), LGFEL IV-Beta (2017) (7x), WPCE-I Beta (2017) (16x), WPCE-II Beta (2017) (2x), WPCE-III Beta (2017) (9x), OPCE I-Beta (2017) (8x), OPCE II- Beta (2017) (5x), OPCE III- Beta (2017) (9x), OPCE IV- Beta (2017) (7x), PEL- Beta (2017) (10x), ETBE-Beta (2017) (31x), ELC-Beta (2017) (18x), PREL I- Beta (2017) (21x), PREL II- Beta (2017) (21x), LGFEL I- Beta (2018) (8x) , LGFEL II- Beta (2018) (8x), LGFEL III- Beta (2018) (7x), LGFEL IV- Beta (2018) (6x), WPCE I – Beta (2018) (11x), WPCE II – Beta (2018) (16x), WPCE III – Beta (2018) (10x), OPCE I- Beta (2018) (6x), OPCE II-Beta (2018) (11x), OPCE III- Beta (2018) (15x), OPCE IV- Beta (2018) (9x), PEL- Beta (2018) (10x), ETBE- Beta (2018) (39x), ELC-Beta (2018) (23x), PREL I- Beta (2018) (21x), PREL II- Beta (2018) (21x).	ELTE-Alpha (2017) (8x), PREL I-Alpha (2017) (2x), PREL II-Alpha (2017) (2x), ELTE-Alpha (2018) (8x), PREL I-Alpha (2018) (2x), PREL II-Alpha (2018) (2x)	WPCE-I Beta (2017) (1x), WPCE-II Beta (2017) (1x), ETBE-Beta (2017) (8x), ELC-Beta (2017) (7x), PREL I-Beta (2017) (16x), PREL II-Beta (2017)(16x), LGFEL I-Beta (2018) (1x), LGFEL II- Beta (2018) (2x), LGFEL III-Beta (2018) (1x), LGFEL IV- Beta (2018) (2x), WPCE I – Beta (2018) (1x), WPCE II – Beta (2018) (1x), OPCE IV-Beta (2018) (1x), ETBE-Beta (2018) (14x), ELC-Beta (2018) (10x), PREL I-Beta(2018) (16x), PREL II-Beta (2018) (16x)

	Chance	*Orality*	BE-Alpha (2017) (3x), OPCE I-Alpha (2017) (6x), OPCE II-Alpha (2017) (8x), OPCE III-Alpha (2017) (6x), PPE-Alpha (2017) (2x), ELTE-Alpha (2017) (3x), BE-Alpha (2018) (1x), OPCE I-Alpha (2018) (18x), OPCE II-Alpha (2018) (8x), OPCE III-Alpha (2018) (6x), PPE-Alpha (2018) (2x), ELTE-Alpha (2018) (3x),	LGFEL I-Beta (2017) (1x), LGFEL II-Beta (2017) (1x), LGFEL III-Beta (2017) (1x), LGFEL IV-Beta (2017) (2x), WPCE-I Beta (2017) (1x), WPCE-II Beta (2017) (1x), WPCE-III Beta (2017) (1x), OPCE I-Beta (2017) (7x), OPCE II- Beta (2017) (5x), OPCE III- Beta (2017) (1x), OPCE IV- Beta (2017) (8x), ETBE-Beta (2017) (3x), ELC-Beta (2017) (4x), LGFEL I-Beta (2018) (1x), LGFEL II- Beta (2018) (1x), LGFEL III- Beta (2018) (5x), LGFEL IV- Beta (2018) (2x), WPCE I – Beta (2018) (1x), WPCE III – Beta (2018) (1x), OPCE I-Beta (2018) (3x), OPCE II- Beta (2018) (3x), OPCE III- Beta (2018) (14x), OPCE IV- Beta (2018) (12x), PEL- Beta (2018) (2x), ETBE- Beta (2018) (3x), ELC-Beta (2018) (2x)	ELTE-Alpha (2017) (1x), PEL I-Alpha (2017) (1x), PEL II-Alpha (2017) (1x), ELTE-Alpha (2018) (1x), PEL I-Alpha (2018) (1x), PEL II-Alpha (2018) (1x)	LGFEL I-Beta (2017) (1x), LGFEL II-Beta (2017) (1x), LGFEL III-Beta (2017) (1x), LGFEL IV-Beta (2017) (2x), OPCE III-Beta (2017) (2x), OPCE IV- Beta (2017) (1x), PREL I-Beta (2017) (3x), PREL II- Beta (2017) (3x), LGFEL I-Beta (2018) (1x), LGFEL II- Beta (2018) (1x), LGFEL III-Beta (2018) (1x), LGFEL IV- Beta (2018) (2x), OPCE IV-Beta (2018) (1x), PREL I- Beta (2018) (3x), PREL II-Beta (2018) (3x)

		Literacy	BE-Alpha (2017) (3x), WPCE I- Alpha (2017) (8x), WPCE II- Alpha (2017) (8x), WPCE III- Alpha (2017) (8x), PPE-Alpha (2017) (1x), PREL I- Alpha (2017) (1x), PREL II- Alpha (2017) (1x), BE-Alpha (2018) (1x), WPCE I- Alpha (2018) (8x), WPCE II- Alpha (2018) (8x), WPCE III- Alpha (2018) (8x), PPE-Alpha (2018) (1x), PREL I- Alpha (2018) (1x), PREL II- Alpha (2018) (1x)	LGFEL III-Beta (2017) (1x), WPCE-I Beta (2017) (9x), WPCE-II Beta (2017) (5x), WPCE-III Beta (2017) (8x), PEL-Beta (2017) (2x), ETBE-Beta (2017) (9x), ELC-Beta (2017) (3x), PREL I-Beta (2017) (5x), PREL II- Beta (2017) (5x), LGFEL III- Beta (2018) (1x), WPCE I – Beta (2018) (2x), WPCE II – Beta (2018) (7x), WPCE III – Beta (2018) (9x), PEL- Beta (2018) (3x), ETBE- Beta (2018) (5x), ELC-Beta (2018) (6x), PREL I- Beta (2018) (5x), PREL II- Beta (2018) (5x)		WPCE-I Beta (2017) (2x), PREL I- Beta (2017) (5x), PREL II- Beta (2017) (5x), WPCE II – Beta (2018) (1x), PREL I- Beta (2018) (5x), PREL II- Beta (2018) (5x)
		Text Genres	BE-Alpha (2017) (5x), WPCE I- Alpha (2017) (8x) WPCE II- Alpha (2017) (8x), WPCE III- Alpha (2017) (8x), OPCE I-Alpha (2017) (8x), OPCE II-Alpha (2017) (6x), OPCE III- Alpha (2017) (8x), ELTE-Alpha (2017) (1x), BE-Alpha (2018) (7x), WPCE I- Alpha (2018) (8x) WPCE II- Alpha (2018) (8x), WPCE III- Alpha (2018) (8x), OPCE I-Alpha (2018) (3x), OPCE II- Alpha (2018) (6x), OPCE III-Alpha (2018) (8x), ELTE-Alpha (2018) (1x)	LGFEL I-Beta (2017) (1x), LGFEL III-Beta (2017), WPCE-I Beta (2017) (6x), WPCE-II Beta (2017) (6x), WPCE-III Beta (2017) (9x), OPCE II-Beta (2017) (2x), OPCE IV- Beta (2017) (1x), LGFEL I-Beta (2018) (1x), LGFEL III- Beta (2018) (1x), WPCE I – Beta (2018) (1x), WPCE II – Beta (2018) (7x), WPCE III – Beta (2018) (7x). OPCE II- Beta (2018) (2x), OPCE IV- Beta (2018) (1x), ETBE-Beta (2018) (3x)		WPCE-I Beta (2017) (1x), ETBE-Beta (2017) (1x)

		Structure	BE-Alpha (2017) (8x), WPCE I- Alpha (2017) (2x), WPCE II- Alpha (2017) (2x), WPCE III-Alpha (2017) (2x), OPCE I-Alpha (2017) (3x), OPCE II-Alpha (2017) (3x), OPCE III-Alpha (2017) (3x), PPE-Alpha (2017) (1x), BE-Alpha (2018) (8x), WPCE I- Alpha (2018) (2x), WPCE II- Alpha (2018) (2x), WPCE III-Alpha (2018) (2x), OPCE I-Alpha (2018) (5x), OPCE II-Alpha (2018) (3x), OPCE III-Alpha (2018) (3x), PPE-Alpha (2018) (1x),	LGFEL I-Beta (2017) (4x),), LGFEL II-Beta (2017) (2x),), LGFEL IV-Beta (2017) (4x), WPCE-I Beta (2017) (4x), WPCE-III Beta (2017) (4x), OPCE IV- Beta (2017) (1x), LGFEL I- Beta (2018) (5x), WPCE I – Beta (2018) (7x), WPCE II – Beta (2018) (10x), WPCE III – Beta (2018) (4x)		

Source: The author

At Alpha and Beta Universities, there is a virtual **demand** for formal English teaching. Such demand is *inside* the university, as follows:

> Contents: (...) English activities based on current issues, a variety of text genres such as opinion articles, news reports, poems, song lyrics, dialogues (everyday situations), films, recipes, instructions, experience reports, scientific papers. The texts and the level of complexity will be selected based on a diagnostic evaluation (BE- ALPHA, 2017, p. 2).
>
> Contents: Being polite; Changing the focus of a sentence; Language used in news report in the press and on TV (LGFEL II- Beta (2017, p. 2).
>
> Content: (...) Academic Sphere: academic personal presentation, structured debates, theoretical discussion, monologues in academic contexts (e.g., lectures, seminars, workshops, presentations in scientific events etc.) (OPCE I- ALPHA, 2018, p. 2).
>
> Description: Oral presentation of an ecotourism schedule (OPCE I-BETA, 2018, p. 2).
>
> Contents: Law Sphere: Agreements; Religious Sphere: Biblical passages;- Quotidian Sphere: manuals, Receipts, bank account statements;- Academic Sphere: papers, reviews and essays (WPCE III-ALPHA, 2017, p.2).
>
> Contents: Abstract. Résumés, cover letters, literary analysis (...). (WPCE III-BETA, 2017, p.1).

> Theoretical Discussions; Elaboration of lesson plans and teaching projects (...) Portfolio (PREL II- ALPHA, 2018, p. 1).
>
> it is necessary that the student teacher choose a theme, data collection formats, bibliographic compilation and do reviews and preliminary analysis throughout the entire process (PREL II-BETA, 2018, p. 4).

There is also a **demand** for formal English, expressed in terms of teacher education:

> Evaluation criteria: Oral Presentations and micro-teaching of lexico-grammatical features (LGFEL I, BETA, 2018, p. 6).
>
> Discussion on current issues in the field of teacher education and/or foreign language teaching-learning (OPCE IV- BETA, 2018, p. 2).
>
> Aims: To discuss written production and comprehension in English in the teacher education domain (WPCE I- BETA, 2018, p. 1).
>
> Contents: (...) Methods and Approaches in English teaching: a brief overview and current trends (ELTE- ALPHA, 2017, p.1).
>
> Critical analysis of language use in English language classroom: methods and practices. (ELC- BETA, 2017, p.2).

Aligned with the aforementioned demands, there are **chances** for formal English teaching and teacher education at Alpha and Beta Universities. Such chances concern *orality*, *literacy*, *text genres* and *linguistic structures*. The following examples illustrate **chances** for formal English teaching in terms of *orality*:

> To develop comprehension of written and oral genres within an authentic social circulation, addressing a variety of topics and communicative situations (e.g., in everyday situations, *in the media, in academia*) (BE- ALPHA, 2018, p. 1, *emphasis added*).
>
> Oral Presentations and micro-teaching of lexico-grammatical features (LGFEL I- BETA, 2018, p. 6).
>
> (...) lectures on culture with the use of PowerPoint or Prezi resources. (OPCE III- ALPHA, 2018, p.2).
>
> Contents: (...) TOEFL dialogues and lectures and institutional videos (OPCE III- BETA, 2018, p.1).
>
> Teaching procedures: (...) debates in pairs or groups, student oral presentation (...) (WPCE I-BETA, 2017, p.2).

> Methodology: (...) Discussion sessions, based on previous text reading; Seminars and group work (...) (ELTE-ALPHA, 2017, p.1).
>
> Evaluation Criteria: (...) Oral Exposition (seminars and/or other oral genres) (ETBE-BETA, 2017, p. 4).

The course syllabi scrutinized also reveal **chances** for formal English teaching with respect to *literacy*:

> The texts and the level of complexity will be selected based on a diagnostic evaluation (BE- ALPHA, 2018, p.1).
>
> Evaluation Criteria: (...) Tool 3- Portfolio (...) complete work, within the formats/norms established by the professor (LGFEL III, BETA, 2017, p.4).
>
> Contents: (...) *Academic Sphere*: Abstracts, reviews and summaries (WPCE I- ALPHA, 2017, p.2).
>
> Contents: (...) Academic summaries and reviews (...) (WPCE I- BETA, 2017, p.2).
>
> Completion of all the activities listed, as well as critical reports, observation and teaching documents (...) (PREL II, ALPHA, 2018, p.1).
>
> Teaching Procedures (...) critical report (20H) (PREL II, BETA, 2018, p. 2).

Chances for formal English teaching are also evidenced in terms of *text genres*, as follows:

> English activities based on current issues, a variety of text genres such as scientific articles, news reports, (...) (BE- ALPHA, 2018, p. 1).
>
> The table of contents also include text genres which give support to the developments of the abovementioned skills (...) (LGFEL III- BETA, 2017, p. 3).
>
> Listening activities grounded in varied text genres, from real circulation in society (OPCE II-ALPHA, 2018, p. 1).
>
> Comprehension of general and specific ideas through a wide variety of oral genres. (OPCE IV- BETA, 2018, p. 1, 2).
>
> For both levels, reading and writing, the following text genres will be prioritized: *Newspaper Sphere*: news reports (low level complexity), opinion pieces etc.(WPCE I-ALPHA, 2017, p.1).

> Aims: To practice language use through a wide variety text genres of different social spheres, such as (...), school, journalism, academic etc. (WPCE I-BETA, 2017, p.1).
>
> Evaluation Criteria: presentation of seminars (...) The student shows behavior and language use that are adequate to the genre (in English (ELTE-ALPHA, 2017, p.2).
>
> Oral Exposition (seminars and/or other oral genres) (ETBE- BETA, 2018, p.4).

Notwithstanding the lack of specific information concerning formal English on the LGFEL III-Beta (2017), OPCE II- Alpha (2018) and OPCE IV-Beta (2018) syllabi, I understand that text genres are also germane to formal English, since the table of contents[135] include formal language.

Lastly, formal English teaching is regarded in terms of language *structure*:

> Identification of verb tenses, modals, pronouns, singular and plural forms, prepositions, adjectives and adverbs. (BE-ALPHA, 2017, p. 2).
>
> Contents: (...)- Verbs forms (gerunds, infinitive and participle); Use of gerund and infinitive; Inversion; (...) (LGFEL IV-BETA, 2017, p.3).
>
> To develop the production and comprehension of simple oral utterances with regard to grammatical, lexical and phonological structures, so that the student can achieve 70% of the A2 level, proposed by the Common European Framework of References for Language. (OPCE I-ALPHA, 2017, p. 1).
>
> Conversational functions and strategies (hesitation, polite interruption, including others to the conversation, giving one's opinion, agreeing, disagreeing etc.) (OPCE I- BETA, 2017, p. 1).
>
> Contents: (...) Study of grammar structures that are relevant to the composition of the genres covered in class (WPCE II- ALPHA, 2018, p. 1).
>
> Lexico-Grammatical features focused: descriptive sequences; formal language; elements of identification; features of academic writing, developing practices of citing, paraphrasing, summarizing scientific texts (WPCE II- BETA, 2018, p. 1).

Despite the fact that the OPCE I- Alpha (2017) and WPCE II-Alpha (2018) syllabi do not make mention of formal English, the language structure feature

[135] For more details, see Appendices O and P.

can be construed as formal, as the tables of contents are comprised of formal language.

Aside from the teaching domain, there are chances for formal English teacher education, nonetheless, such chances are considerably lower. As avowed in chart 49, **chances** for formal English teacher education include *orality*, *literacy* and *text genres* at Beta University and only *orality* at Alpha. The excerpts illustrating *oral* **chances** in terms of teacher education are presented as follows:

> Evaluation Criteria: (...) II- Oral Presentations and micro-teaching of lexico-grammatical features (LGFEL I-BETA, 2017, p.6).
>
> Contents: Lectures on current topics in Teacher education, Foreign Language Teaching/Learning and others. (OPCE III-BETA, 2017, p.1).
>
> Contents: (...) Micro-teaching (in pairs)(PREL I- ALPHA, 2018, p.1).
>
> Presentation of lesson plans or didactic units. Presentation of materials employed (PREL I-BETA, 2018, p. 3).

Chances for formal English teacher education in terms of *literacy* and *text genres* are evidenced only at Beta University. The first two excerpts exemplify the former, whereas the last examples cover the latter:

> Contents: (...) Translation of concepts, information and important data of a research study or didactic intervention (WPCE II- BETA, 2018, p.1).
>
> Contents: (...) Teaching planning (lesson plans) (PREL II-BETA, 2018, p.1).
>
> The student creates activities that encompass the practices of written production and comprehension in an integrated way; the student explores linguistic-discursive aspects of the text genres focused in the activities proposed (WPCE I-BETA, 2017, p.4).
>
> Construction of auxiliary instruments to English teaching and learning (didactic units, quizzes, checklist, reading list, self-explanatory videos etc. (...) Adequate use of the text genres (ETBE-BETA, 2017, p.4).

Based on the documentary analysis as of virtual demands and chances for formal English teaching and teacher education, it is noticeable the priority of the teaching domain over the teacher education one. In this regard, the documentary scrutiny just endorses the findings of the first analysis presented in chapter 5.

6.2.2 Informal English

In relation to <u>virtual</u> **demands** and **chances**, the syllabi analyzed include Informal English, as depicted in chart 50:

Chart 50: Informal English: Virtual Demands and Chances (Documentary Analysis)

			Teaching		Teacher Education
			Alpha	Beta	Beta
<u>Virtuality</u>	**Demand**	*Inside*	BE-Alpha (2017) (10x), WPCE I- Alpha (2017) (2x), WPCE II-Alpha (2017) (1x) WPCE III-Alpha (2017) (1x), OPCE I-Alpha (2017) (5x), OPCE II-Alpha (2017) (5x), OPCE III-Alpha (2017) (6x), PPE-Alpha (2017) (1x), BE-Alpha (2018) (13x), WPCE I- Alpha (2018) (2x), WPCE II- Alpha (2018) (1x) WPCE III- Alpha (2018) (1x),), OPCE I-Alpha (2018) (7x), OPCE II-Alpha (2018) (5x), OPCE III-Alpha (2018) (6x), PPE-Alpha (2018) (1x),	LGFEL I-Beta (2017) (2 x), LGFEL II-Beta (2017) (2x), LGFEL III-Beta (2017) (3x), WPCE-I Beta (2017) (4x), WPCE-II Beta (2017) (2x), OPCE I- Beta (2017) (1x) OPCE II- Beta (2017) (2x), OPCE III-Beta (2017) (6x), OPCE IV- Beta (2017) (1x), PEL- Beta (2017) (10x), LGFEL I- Beta (2018) (2x), LGFEL II- Beta (2018) (2x), LGFEL III-Beta (2018) (4x), WPCE I – Beta (2018) (1x), WPCE II – Beta (2018) (4x), OPCE I- Beta (2018) (1x), OPCE II-Beta (2018) (4x), OPCE III- Beta (2018) (3x), OPCE IV- Beta (2018) (1x), PEL- Beta (2018) (10x)	
	Chance	*Orality*	BE-Alpha (2017) (2x), OPCE I-Alpha (2017) (2x), OPCE II-Alpha (2017) (3x), OPCE III-Alpha (2017) (2x), PPE-Alpha (2017) (2x), BE-Alpha (2018) (1x), OPCE I-Alpha (2018) (5x), OPCE II-Alpha (2018) (3x), OPCE III-Alpha (2018) (2x), PPE-Alpha (2018) (2x)	OPCE I- Beta (2017) (1x), OPCE II- Beta (2017) (1x), OPCE II-Beta (2018) (1x), OPCE III- Beta (2018) (1x),	

		Literacy	BE-Alpha (2018) (1x), WPCE I-Alpha (2017) (2x), WPCE II-Alpha (2017) (2x), WPCE III-Alpha (2017) (2x), PPE-Alpha (2017) (1x), WPCE I- Alpha (2018) (2x), WPCE II- Alpha (2018) (2x), WPCE III- Alpha (2018) (2x), PPE-Alpha (2018) (1x)	WPCE-II Beta (2017) (5x), WPCE II – Beta (2018) (7x), PEL- Beta (2018) (2x)	
		Text Genres	BE-Alpha (2017) (5x), WPCE I-Alpha (2017) (8x), WPCE II-Alpha (2017) (8x), WPCE III-Alpha (2017) (8x), OPCE I-Alpha (2017) (4x), OPCE II-Alpha (2017) (6x), OPCE III-Alpha (2017) (4x), BE-Alpha (2018) (7x), WPCE I- Alpha (2018) (8x), WPCE II- Alpha (2018) (8x), WPCE III- Alpha (2018) (8x), OPCE I-Alpha (2018) (3x), OPCE II-Alpha (2018) (6x), OPCE III-Alpha (2018) (4x),	LGFEL I-Beta (2017) (1x), LGFEL III- Beta (2017) (1x), WPCE-I Beta (2017) (6x), WPCE-II Beta (2017) (6x), LGFEL I- Beta (2018) (1x), LGFEL III- Beta (2018) (3x), WPCE II – Beta (2018) (7x), OPCE II- Beta (2018) (2x)	WPCE-I Beta (2017) (1x)
		Structure	BE-Alpha (2017) (2x), WPCE I-Alpha (2017) (2x), WPCE II-Alpha (2017) (2x), WPCE III-Alpha (2017) (2x), OPCE I-Alpha (2017) (3x), OPCE II-Alpha (2017) (3x), OPCE III-Alpha (2017) (3x), PPE-Alpha (2017) (2x), BE-Alpha (2018) (2x), WPCE I- Alpha (2018) (2x), WPCE II- Alpha (2018) (2x), WPCE III- Alpha (2018) (2x), OPCE I-Alpha (2018) (5x), OPCE II-Alpha (2018) (3x), OPCE III-Alpha (2018) (3x), PPE-Alpha (2018) (2x)	LGFEL I- Beta (2017) (2x), LGFEL II- Beta (2017) (2x), LGFEL III-Beta (2017) (1x), WPCE-I Beta (2017) (2x), LGFEL I- Beta (2018) (3x), LGFEL II- Beta (2018) (2x), LGFEL III-Beta (2018) (3x), WPCE II – Beta (2018) (1x)	

Source: The author

There is a **demand** for informal English teaching *inside* Alpha and Beta universities, as follows:

> English activities based on current issues, a variety of text genres such as (...), song lyrics, dialogues (everyday situations), films (...) (BE-ALPHA, 2017, p.1).
>
> Contents: Lexical group: expressions with ‘get (...)Lexical group: idioms and phrasal verbs;

> Functions/ Situations: describing emotional reactions (...) (LGFEL III-BETA, 2017, p. 2).
>
> Dialogues of the everyday sphere, presenting situations of informal and social interactions (OPCE I-ALPHA, 2017, p.1).
>
> Course Description: Development of oral comprehension and production of complex topics, including the capacity to argue and understand colloquial references and nuances of language, aiming at fluency, precision and adequacy, taking into consideration language heterogeneity (OPCE III-BETA, 2017, p.1).
>
> Contents: Artistic and Literary Sphere: comic strips and experience reports; Correspondence Sphere: letters, emails, instant messages etc.; Quotidian Sphere: Horoscope (...) (WPCE I-ALPHA, 2017, p.1, 2).
>
> Contents: (...) Virtual Forum: Lexico-Grammatical features focused: Narrative sequence; Descriptive sequence; Informal language; Dialogic writing (...) (WPCE II-BETA, 2018, p. 2).

Similarly to formal English, there are chances for informal English teaching and teacher education. Such **chances** encompass *orality*, *literacy*, *text genres* and language *structure*: The following data endorse the '*orality*' classification:

> Oral expression through informal conversations and self introductions (BE-ALPHA, 2018, p. 2).
>
> Course Description: (...) Oral production and use in formal and informal situations. (OPCE II-ALPHA, 2018, p.1).
>
> Evaluation Criteria: (...) has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning. (OPCE IV-BETA, 2018, p. 2).

Chances for informal English teaching are also represented in terms of *literacy*:

> English activities based on current issues, a variety of text genres such as (...) *song lyrics*, dialogues (everyday situations) (...) (BE-ALPHA, 2017, p.1, *emphasis added*).
>
> Contents: transcription of short texts chosen by the professor and class participation (PPE-ALPHA, 2017, p.1).
>
> Contents: (...) Reading and transcription of phonetic transcription (PEL-BETA, 2018, p.1).
>
> Contents: Artistic and Literary Sphere: comic strips and experience reports; Correspondence Sphere: letters, emails, instant messages

> etc.; Quotidian Sphere: Horoscope (...) (WPCE I-ALPHA, 2017, p.1, 2).
>
> Contents: (...) Virtual Forum: Lexico-Grammatical features focused: Narrative sequence; Descriptive sequence; Informal language; Dialogic writing (...) (WPCE II-BETA, 2018, p.2).

Regarding the PPE-Alpha (2017) and PEL-Beta (2018) syllabi, although informal English in not explicit in the excerpts, I understand that the phonetic transcription mentioned includes informal English, since the contents for both syllabi prescribe informal language. As a matter of fact, formal and informal English are balanced on both syllabi, as I will present later in this chapter.

In addition to orality and literacy, **chances** for informal English teaching concern *text genres*, as follows:

> The student can produce texts cohesively and coherently according to the context of production, organization and linguistic-discursive structure of the genre. (BE-ALPHA, 2017, p. 3).
>
> The table of contents also include text genres which give support to the developments of the abovementioned skills (...) (LGFEL III-BETA, 2017, p. 3).
>
> Production and comprehension of oral texts in English through the exposition to different text genres. Practice of orality at a pre-advanced level, from a variety of situations. Exploration of language use and production in formal and informal contexts. (OPCE III- ALPHA, 2018, p. 1).
>
> Activities and diversified situations, based on current issues through typical text genres of the media sphere (e.g., *forums*, film reviews ....) (OPCE II-BETA, 2018, p.1, *emphasis added*).
>
> For both levels, reading and writing, the following text genres will be prioritized (...) Artistic and Literary Sphere: comic strips and experience reports; Correspondence Sphere: letters, emails, instant messages etc.; Quotidian Sphere: Horoscope (...) (WPCE I-ALPHA, 2017, p.1, 2).
>
> Aims: (...) To practice language use through a wide variety text genres of different social spheres, such as everyday situations, interpersonal interactions (...) (WPCE I-BETA, 2017, p. 1).

Despite BE-Alpha (2017), LGFEL III-Beta (2017) and WPCE I- Beta (2017) do not explicitly allude to informality, their table of contents include informal language; thus, such text genres can be construed as chances for informal English teaching.

The last type of chances for informal English teaching is language

structure:

> Contents: (....) reduction of want to and have to (...) reduction of did you/ what did you; can/cant'; (BE-ALPHA, 2017, p. 2).
>
> Lexico-grammatical features (form, meaning and use): (...) Telling riddles (LGFEL I- BETA, 2017, p. 5).
>
> Identification of (...) aspects, features of spoken language, that is, connected speech (e.g., linking, assimilation, elision, yod coalescence, weak forms etc.) (OPCE I-ALPHA, 2017, p. 1).
>
> Contents: (...) Features of connected speech, linking, assimilation of voicing, elision (...) (PEL- BETA, 2018, p. 1).
>
> Study of grammar structures that are relevant to the composition of the genres covered in class. (WPCE I-ALPHA, 2018, p. 1).
>
> The student incorporates the linguistic-discursive characteristics of the text genre in his/her written texts. (WPCE I-BETA, 2017, p. 3).

The last excerpt refers to text genres, which in turn include informality (based on the table of contents of the WPCE-I BETA, 2017 syllabus).

As portrayed in chart 50, chances for informal English at a teacher education domain are present only at Beta University (only one single syllabus). Furthermore, *text genres* are the only type of **chances** found: "The student explores linguistic-discursive aspects of the text genres focused in the activities proposed" (WPCE I- BETA, 2017, p 4).

The data presented in this subsection reveals a substantial scarcity of chances for informal English at a teacher education domain. As depicted in chart 50, there is only one occurrence for such context. This scarcity corroborates part of the thesis defended in this study: chances for informal English are even scarcer at a teacher education domain (compared to the teaching arena).

Furthermore, the documentary examination suggests that chances for informal English teaching in terms of *linguistic structure* and *text genres* are higher than in terms of *orality*. Nonetheless, during the interviews, the professors pointed *orality* as the predominant chance. Inasmuch as the syllabus is seen as plan (virtual sphere), I may assume that the experiences reported by the professors are closer to reality. Then, orality is closer to a real domain, whilst structure/text genres to a virtual one.

Another discrepancy has to do with the teacher education field at Alpha University, which has no data for informal English, as shown in chart 50. This

fact challenges the cognition externalized in the interviews, since the professors from Alpha expressed chances for informal English in terms of teacher education. Taking this into consideration, I understand that such 'conflicting' facts may signal that classes do not always mirror their syllabi. In other words, the syllabus functions as a plan, which in turn can or cannot be integrally materialized, as teachers have autonomy for decision-making throughout the academic year.

6.3 FORMAL X INFORMAL ENGLISH: CENTER, MARGIN AND BALANCE

This section focuses on central, marginal and balanced positions formal and informal English occupy at Alpha and Beta Universities, For didactical reasons, I also split this segment between center/margin and balance.

6.3.1 Formal x Informal English: Center x Margin

The documentary analysis is completely categorical with regard to central and marginal positions. Chart 51 indicates that informal English occupies a marginal position at Alpha and Beta:

Chart 51: Informal English: Margin (Documentary Analysis)

	Margin	
	Alpha	Beta
Teaching	BE-Alpha (2017) (10x), WPCE I-Alpha (2017) (2x), WPCE II-Alpha (2017) (1x), WPCE III-Alpha (2017) (1x), OPCE I-Alpha (2017) (5x), OPCE II-Alpha (2017) (5x), OPCE III-Alpha (2017) (6x), WPCE I- Alpha (2018) (2x), WPCE II- Alpha (2018) (1x), WPCE III- Alpha (2018) (1x), OPCE I-Alpha (2018) (7x), OPCE II-Alpha (2018) (5x), OPCE III-Alpha (2018) (6x),	LGFEL I- Beta (2017) (2x), LGFEL II- Beta (2017) (2x), LGFEL III- Beta (2017) (3x), WPCE-I Beta (2017) (4x), OPCE I- Beta (2017) (1x), OPCE II- Beta (2017) (2x), OPCE III- Beta (2017) (6x), OPCE IV- Beta (2017) (1x), LGFEL I- Beta (2018) (2x), LGFEL II- Beta (2018) (2x), LGFEL III- Beta (2018) (4x), WPCE I – Beta (2018) (1x), WPCE II – Beta (2018) (4x), OPCE I- Beta (2018) (1x), OPCE II- Beta (2018) (4x), OPCE III- Beta (2018) (3x), OPCE IV- Beta (2018) (1x)

Source: The author

On the other hand, formal English is central at both a teaching and teacher education level, as indicated in chart 52:

Chart 52- Formal English: Center (Documentary Analysis)

	Center	
	Alpha	Beta
Teaching	BE-Alpha (2017) (16x), WPCE I- Alpha (2017) (9x), WPCE II- Alpha (2017) (10x), WPCE III- Alpha (2017) (15x), OPCE I-Alpha (2017) (16x), OPCE II-Alpha (2017) (9x), OPCE III-Alpha (2017) (15x), ELTE-Alpha (2017) (13x), PREL I- Alpha (2017) (5x), PREL II- Alpha (2017) (5x), WPCE I- Alpha (2018) (9x), WPCE II- Alpha (2018) (10x), WPCE III- Alpha (2018) (15x), OPCE I-Alpha (2018) (18x), OPCE II-Alpha (2018) (9x), OPCE III-Alpha (2018) (15x), ELTE-Alpha (2018) (13x), PREL I- Alpha (2018) (5x), PREL II- Alpha (2018) (5x)	LGFEL I-Beta (2017) (8x), LGFEL II-Beta (2017) (9x), LGFEL III-Beta (2017) (4x), LGFEL IV-Beta (2017) (7x), WPCE-I Beta (2017) (16x), WPCE-III Beta (2017) (9x), OPCE I- Beta (2017) (8x), OPCE II- Beta (2017) (5x), OPCE III- Beta (2017) (9x), OPCE IV- Beta (2017) (7x), ETBE-Beta (2017) (24x), ELC-Beta (2017) (18x), PREL I- Beta (2017) (21x), PREL II- Beta (2017) (21x), LGFEL I- Beta (2018) (8x), LGFEL II-Beta (2018) (p. 6x), LGFEL III- Beta (2018) (6x), LGFEL IV- Beta (2018) (4x), WPCE I – Beta (2018) (p. 10x), WPCE II – Beta (2018) (16x), WPCE III – Beta (2018) (10x), OPCE I- Beta (2018) (6x), OPCE II- Beta (2018) (11x), OPCE III- Beta (2018) (15x), OPCE III- Beta (2018) (8x), ETBE- Beta (2018) (39x), ELC- Beta (2018) (23x), PREL I- Beta (2018) (21x), PREL II- Beta (2018) (21x)
Teacher Education	ELTE- Alpha (2017) (8x), PREL I- Alpha (2017) (2x), PREL II- Alpha (2017) (2x), ELTE- Alpha (2018) (8x), PREL I- Alpha (2018) (2x), PREL II- Alpha (2018) (2x)	LGFEL I-Beta (2017) (1x), LGFEL II-Beta (2017) (2x), LGFEL III-Beta (2017) (1x), LGFEL IV-Beta (2017) (1x), WPCE-I Beta (2017) (4x), OPCE III- Beta (2017) (2x), OPCE IV- Beta (2017) (p. 1x), ETBE-Beta (2017) (8x), ELC-Beta (2017) (7x), PREL I- Beta (2017) (16x), PREL II- Beta (2017) (16x), LGFEL I- Beta (2018) (1x), LGFEL II- Beta (2018) (2x), LGFEL III- Beta (2018) (1x), LGFEL IV- Beta (2018) (2x), WPCE I – Beta (2018) (1x), WPCE II – Beta (2018) (1x), OPCE IV- Beta (2018) (1x), ETBE- Beta (2018) (14x), ELC- Beta (2018) (10x), PREL I- Beta (2018) (16x), PREL II- Beta (2018) (16x)

Source: The author

In this section, I will not provide excerpts so as to illustrate the occurrences of formal and informal English on the syllabi examined, since I have done that in the previous sections. Here, I will place emphasis on the quantitative aspects that underlie the central and marginal positions at Alpha and Beta University.

In this regard, charts 51 and 52 exhibit an unambiguous overview of how formal English is centralized and informal is on the margin. As we can notice in chart 51, informal English is completely absent in the teacher education arena, therefore, teacher education courses (PREL I/II, ELTE, ELC, ETBE) are not seen in

the chart, conversely, however, theses courses are found in chart 52, which portrays the central position of formal English as of teaching and teacher education at both universities. Hence, informal English is only present in language courses (general English, oral/written production/comprehension and phonology/phonetics).

The central and marginal position of formal and informal English (respectively) evidenced in the documentary examination ratifies the analysis of human-generated data, as I presented in the previous chapter.

6.3.2 Formal x Informal English: Balance

Although the positions of formal and informal English seem to be quite defined, a balance is also evidenced. Chart 53 indicates the course syllabi where such balance is idealized:

Chart 53- Formal/Informal English: Balance (Documentary Analysis)

	Balance	
	Teaching	
	Alpha	Beta
Virtuality	BE-Alpha (2018) (13x), PPE-Alpha (2017) (1x), PPE-Alpha (2018) (1x)	WPCE-II Beta (2017) (2x), PEL-Beta (2017) (5x), PEL- Beta (2018) (5x)

Source: The author

As we can see, six course syllabi present a balanced amount of occurrences for both types of English. There is also a balance between the two institutions. By and large, the phonology/phonetics syllabi stand out, as the balance is evidenced at both universities and in both years (2017 and 2018). Lastly, it is important to mention that the scant balanced positions also emerged from the analysis of human-generated data; hence, once again, this documentary study strengthens my analytical classification presented in chapter 5.

6.4 DISCUSSION

As adduced earlier, I decided to scrutinize the course syllabi in order to triangulate my cognitive analysis, so that I could strengthen my thesis. This way, not only is my thesis undergirded by what the professors say, but also by the formal

documents they create for their praxis.

As explicated in chapter 5, there are historical reasons that elucidate the legitimacy of written language, which is generally attached to permanency and logical-empirical reasoning (GOODY; WATT, 1963). In this regard, I understand that a documental source of knowledge can be construed as legitimate, providing that it satisfies academic/ scientific criteria (especially through empirical research).

In this thesis, the documentary source of informal English concerns syllabi, which in turn are imbued with a descriptive and prescriptive nature. Moreover, it is worth mentioning that this type of document is enforced by university regulations, policies and so forth. This type of 'law enforcement' validates the document as a reliable representation of reality.

Additionally, not only does a course syllabus reflect teacher cognition, but it also reflects a body of literature in a certain area. Once again, such attribute strengths its status as a legitimate source of knowledge. In this respect, a course syllabus is the materialization of teacher cognition, as this document is endowed with desires, idealizations, worldviews and so forth (BORG, 2003).

I employed a documentary source of data so as to strengthen my statements concerning the knowledge constructed in this work. Notwithstanding some divergent points between the two sets of analysis (as signaled earlier), by and large, the documentary source (observable cognition) endorses the non-observable cognition (externalized in the interviews). By doing that, I can ensure more rigorousness in my study, since I employed tools of distinct natures to generate and collect data.

6.5 CHAPTER SUMMARY

In this brief chapter, I provided the second set of analysis, that is, the documentary scrutiny. Such analysis, which was deductively done, is comprised of the following classification: View of language; Virtual demands and chances for formal and informal English teaching/teacher education and Central, marginal and balanced positions of formal and informal English. Once the classification was exemplified, I concluded that the documentary examination reinforces the analysis of human-generated data, as findings dovetail. Finally, a discussion was raised.

The contribution of this chapter lies in the fact that it concerns an

original and unprecedented documentary study, whose corpus entails 54 course syllabi, created by professors at Alpha and Beta Universities. Moreover, I provide important discussions on the legitimacy of written language.

7 RETURN OF DATA ANALYSIS

> Well, I think it has to be (…) to be explicit, maybe because when you prepare the syllabus, you don't know the teacher who's going to use it and what kind of education this teacher has. So, sometimes if the teacher is not comfortable using colloquial language, consequently, this teacher is not going to teach it. So, I think it's part of language and it could be better explored and to clarified on the syllabus (SHANNON, L. 2586-1590).

> I see that this procedure is essential for the participant to know how his/her cognition was interpreted and reconstructed from the other's point of view, the researcher (...) Analyzing my intentions, what I expressed, what was left unsaid and the interpretation constructed is a reflective process, which was an enriching experience for me. Being able to express myself, suggest modifications, contest interpretations, engage in a dialogue with the researcher makes me get a feeling of empowerment. This return can also be an opportunity for the researcher to reflect on his interpretations, opinions and conceptions, that is, it's a joint development. (MORGAN, L. 3330-3337).

As avowed in the methodological chapter, the return of data analysis functions, primarily, as:

a) *Respondent Validation*: The participants legitimized my analysis (a way of triangulation), so that I can ensure more credibility, trustworthiness, validity and so on.

b) *Respondent Empowerment*: Most importantly, my aim with the return of analysis was to promote empowerment: active and democratic participation in the study, knowledge construction, researcher's respect and appreciation for the participant and so forth.

Bearing this in mind, between May and July of 2018, I conducted the procedure. Notwithstanding numerous attempts with each participant (between January and July of the same year), only Adrian, Morgan and Priscila participated in such stage. Nevertheless, Adrian's participation was through the questionnaire,

specially created for the return (APPENDIX T).

In this respect, I created two instruments for the return of analysis, as illustrated in chapter 4: a questionnaire with closed-ended questions (APPENDIX T) and a semi-structured, audio-recorded interview (APPENDIX U). Initially, my aim with the questionnaire was to devise a complementary tool (to triangulate my analysis rapidly). Nonetheless, during the course of the research, they turned out to be alternative instruments. In other words, professors would either be interviewed or answer the questionnaire.

Without a doubt, my preference was for the interview, because such instrument, despite its limitations, offers more opportunities for dialogues between the participant and researcher, knowledge construction and so on; hence, it has more chances to empower the participant.

On the other hand, the questionnaire has a limited range of empowerment, since it functions more as a triangulation tool. Conversely, notwithstanding its limitations, I devised the questionnaire as a way to facilitate the professors' participation, since my analytical report is quite lengthy and was mandatory reading for the second interview. As a matter of fact, I assume that the extension[136] of my analytical report may have precluded some professors from participating in this stage. Lastly, it is important to underscore that this type of ad hoc questionnaire is unprecedented and therefore, I regard it as an innovation provided by my thesis.

Inasmuch as I deploy some categories used in antecedent studies (viz.: JASNIEVSKI, 2013; CHIMENTÃO, 2015), the analysis of this chapter is partially deductive. As adduced in chapter 4, the categories[137]from such studies are: a) General Impression; b) Feelings/ Attitudes; c) Pertinence; d) Criticism; e) Additional Comments. Herein, I employ such categories as hypernyms. In this respect, each hypernym may include hyponyms, specially created for this thesis, therefore, the analysis also has an inductive nature.

With such categories in mind, I elaborated the questions for the second interview. In chart 54, I illustrate the relation between the questions with the predefined

[136] As suggested by Alex Egido, I explain that my advisor and I considered other (simpler) ways to present the anlysis to the participants, that is why I devised the questionnaire (APPENDIX T). Nonetheless, I understand that such 'simpler' way may fail to provide a comprehensive outlook on the analysis.

[137] For the definition of each category, see chapter 4 (section 4.8.5).

categories:

Chart 54- Relation Between Tool and Return of Data Analysis (second interview)

Return of Data Analysis Aims	Interview Question
General Impression	2, 3, 4 and 5
Feelings/ Attitudes	1, 2 and 14
Pertinence	5, 6, 7 and 13
Criticism	5, 6 and 13
Additional Comments	8, 9, 10, 11, 12, 13 and 15

Source: The author

Based on the five types of classification mentioned above, my analytical classification of the data generated in the second interview concern:

a) *General Impression*: Which includes agreement and disagreement;

b) *Criticism/ Appreciation*: Which encompasses a positive and negative dimension;

c) *Gains:* Which have a cognitive and pragmatic nature;

d) *Chances for Informal English*: In the teaching and teacher education field.

7.1 GENERAL IMPRESSION

The professors' general impression of the analysis is expressed in terms of **agreement** and **disagreement**, as depicted in chart 55:

Chart 55- General Impression

	Agreement	Disagreement
General Impression	Adrian (9x)[138] Morgan (2x) Priscila (2x)	Adrian (7x) Morgan (3x)

Source: The author

By and large, I must assume that Adrian, Morgan and Priscila agree with the majority of my analytical classification: In Adrian's case, as s/he was not interviewed, my assumption lies in the number of occurrences for agreement, which is higher than for disagreement:

[138] The exact location of the occurrences in the transcript is provided in Appendix W.

> **13**- Methods for informal English teaching. ( ) + Control (x) + No Control; **14**- Your students' appreciation of informal English. ( ) + Positive: (x) + Negative; **15**- Your appreciation of informal English: ( ) + Positive (x) + Negative (ADRIAN, L. 3117-3122).
>
> I agree with the majority of the analysis (...) (MORGAN, L. 3147).
>
> Yeah, I think so![139] (PRISCILA, L. 3361).

Disagreement is only expressed by Adrian and Morgan. Adrian's answers show a degree of divergence in some points of the classification as follows: "**5**- Your command of informal English: (x) + Sufficiency ( ) + Insufficiency; **6**- Your conception of informal English: (x) + Clarity ( ) + No Clarity" (ADRIAN, L. 3102-3104). His/her answers to the questionnaire contradicts the cognition expressed in the first interview.

Morgan verbalized disagreement with respect to three points of the analysis, viz.: his/her profile presented in the methodological chapter, his/her source of English and his/her students' linguistic command, more specifically the "advancement" classification:

> In section 4.4.1.5, where my profile is presented (...) that made me feel stunned and even some degree of discomfort. I remember I really said something about the social valorization attributed to the teaching career in my town, as a respected and prestigious profession, however, what motivated me was not prestige. While reading your analysis, the term 'prestige', in your text, gained a negative connotation, in terms of exercising influence over others or being hierarchically in a higher position (...) So, I feel that statement, the way it is written, doesn't represent me, it's not according to my personal and professional trajectory (MORGAN, L. 3155-3164).
>
> In the passage: "The source of English is only understood in terms of *after* (undergraduate education) (...) Here, I mentioned some courses I took, but it doesn't mean that my source of English was after undergraduate education. During my undergraduate studies, I sought sources of learning inside and outside the academic environment and after 2004 as well. (MORGAN, L. 3173-3187).
>
> In section 5.1.1, about students' language proficiency, I said: (...) the students we have, they have *a very low degree of proficiency* (...) Your conclusion to the analysis: "From the evidences presented in this section, one can conclude that students at Alpha University have linguistic insufficiency and *there is no advancement in their linguistic* gap" (...) I was referring to the levels of The Common European Framework of References for Languages, but it doesn't mean that there's no advancement throughout the undergraduate program (...)

[139] Answer to the question: "So, do you agree with my analysis of your cognition?" (FÁBIO, L.3360).

> So, I see that my speech and my colleagues', in the other excerpts in the section, led to a determinist interpretation of failure. (MORGAN, L.3187-3202).

Adrian's and Morgan's divergences made me take some actions, as I present in the next subsection of this chapter.

7.1.1 Researcher's Attitude Towards Participants' Disagreement

Taking into consideration Adrian's and Morgan's disagreement, I took some actions in order to really empower my participants. In other words, under no circumstances did I consider this return as a merely bureaucratic procedure, I wanted to understand Adrian's and Morgan's divergent opinions and, most importantly, I wanted to give voice to the professors, to make them feel that their opinion(s) were important and would be incorporated into the thesis. In this regard, I contacted both professors via email[140], as follows:

> Hi Adrian, thank you so much for sending me the questionnaire. By analyzing your answers, I noticed that some of your answers diverge from my analytical classification (e. g., students' linguistic command, professor's concept of informal English, to name a few). Thus, I would like to schedule a meeting with you, so that we can discuss the classification (the analysis as a whole). Can you tell me your availability? Once again, I do appreciate all your help and support. I look forward to hearing from you! Best, Fábio (EMAIL SENT ON MAY 16, 2018 AT 12:52)

Adrian did not reply to my request and after two months, I decided to finalize this part of the research maintain my classification. In this regard, I reiterate that the decision rests upon the fact that my analytical classification is undergirded by a substantial body of data (generated by seven professors, including Adrian).

Concerning Morgan's disagreement, I took the same action and sent the following message:

> Hi Morgan! How are you? Taking into consideration your feedback during the return of my analysis, I kindly ask you to take a look at the profile (attached), which I edited after the procedure. What do you think? Can I publish it like that? Please, feel free to make any change/

[140] Inasmuch as the original emails were written in Portuguese and contain the participants' real names and other details that can compromise their anonymity, the versions presented herein are translated and edited.

> edition, it's your biography!!! 2- I edited the part of the analysis in which you disagree with the classification as of the source of English after undergraduate education, ok? 3- I agree with you on the classification: "Advancement and No Advancement" (regarding students' linguistic command). Hence, I changed it for " Advancement x Low Advancement", what do you think? I know you mentioned that some students focus their studies on the English language, that an alumnus became a member of the faculty at Alpha etc.; and I agree with you, but don't you agree that they are the minority? That's why I decided to classify it as "low advancement" (students in general). Is it ok for you? Do you have any other suggestion? Feel free to express your opinion, which will certainly be considered for the analysis. Once again, I thank you for everything you've done for me and for my research. Many thanks, Fábio (EMAIL SENT ON JULY 11, 2018 AT 2:44).

Professor Morgan promptly answered to my message, as depicted in the following excerpt:

> Hi Fábio. I agree with everyhing! I think "low advacement" best represents the reality. And don't thank me, my contribution is scant compared to the extension and quality of your thesis. XX (MORGAN, EMAIL SENT ON JULY 11, 2018 AT 2:16).

Morgan's generous message validates the actions I took as of the professor's disagreement. In this sense, I edited the profile and the two divergent points of the analysis. Such editions are provided in the footnotes of sections 4.4.1 (chapter 4), 5.1.1 and 5.3 (chapter 5).

7.2 CRITICISM / ATTITUDES

The professors' feedback also yielded criticism and appreciation, which are **positive** and **negative**:

Chart 56- Criticism/ Attitudes

	Criticism/ Appreciation	
	Positive	**Negative**
Data Analysis / Reporting	Morgan (5x) Priscila (3x)	Morgan (2x) Priscila
Unit of Analysis	***	Morgan
Data Generation Tool	Morgan and Priscila	Morgan
Researcher's Attitude	Morgan	****

Source: The author

Morgan and Priscila voiced **positive** criticism/appreciation about three

aspects. The first one concerns *data analysis/reporting*:

> The literature review on informal and colloquial language grabbed my attention, especially because of the systematization of informal English features (...) it was organized in a clear and didactical way, with a lot of examples. Since the first interview, when I questioned what should be considered as informal English (...) I was curious to read the study (MORGAN, L. 3138-3142).
>
> Before I read it, I was very curious to know what my answers would reveal (...) So, I think I was curious, surprised and during my reading, I thought about my teaching practices. I think that was very good, very interesting in my opinion. (PRISCILA, 3349-3354).

The second **positive** aspect is about *data generation tool*, particularly the second interview (return of data analysis):

> I see that this procedure is essential for the participant to know how his/her cognition was interpreted and reconstructed from the other's point of view, the researcher (...) Analyzing my intentions, what I expressed, what was left unsaid and the interpretation constructed (MORGAN, L. 3330-3333).
>
> I think it's very interesting, I've done a study once, it was on literature as a human right and I didn't have the opportunity to show the results to the teachers that I interviewed. Now, I think that it would be good for them to know the results (PRISCILA, L. 3427-3429).

The *researcher's attitude* is also a **positive** aspect evidenced in Morgan's cognition:

> a very positive point I notice is the researcher's seriousness and care about me, as a participant and colleague (...) There were always opportunities for dialogues in all the stages of the research. The researcher's concern for ethical issues and scientific rigor captured my attention. (MORGAN, L. 3245-3249).

Notwithstanding the positive criticism/ appreciation, Morgan and Priscila also externalized **negative** features of the research study. The negative criticism falls into three categories: *data analysis/ reporting*, *unit of analysis* and *data generation tool.* The following passages exemplify the first item:

> In section 4.4.1.5, where my profile is presented, you said: "S/he was attracted by the prestige of being a teacher, which is a belief shared by the small town where Morgan is from" (...) that made me feel stunned

> and even some degree of discomfort. (MORGAN, 3155-3159).
>
> (...) concerning the researcher's attitude, in the excerpts analyzed, I couldn't identify if the researcher mentions he's a faculty member at Alpha University. I took a look at the section where the researcher writes about his professional trajectory, and I didn't find anything that mentions that (...) I think this contextual information is of paramount importance, because I understand that the researcher is never neutral. Perhaps, in the conclusion, it would be interesting to raise a discussion on what the researcher, as a professor, could do to promote any change in his context (MORGAN, L. 3239-3242).
>
> Ah! For me, it was a little bit difficult to remember all the glossary, because it's a lot, so I had to go back all the time, but there is a glossary! So it's important, I guess. (PRISCILA, L.3372-3374).

Concerning Morgan's first excerpt, I must say that I did as much as I could to minimize the inconvenience, as showed earlier in this chapter. I respected the participant's standpoint and, most importantly, not only did I give voice to him/her, but I also incorporated it into the final version of this thesis. Concerning the second excerpt, I edited my profile in section 4.4.2 (chapter 4) and included my affialiation with Alpha University and justified my decision not to include my own data in this study.

With respect to Priscila's opinion, despite the lengthy glossary, which is the result of the extension of my data, I understand that such glossary is of paramount importance to the comprehension of each analytical classification.

The other sorts of **negative** criticism are only expressed by Morgan and are related to *unit of analysis* and *data generation tool*. These two factos are, respectively illustrated as follows:

> (...) after reading your analysis, I see that some questions were partially answered by me, and this may have caused some misunderstandings (...) even divergent interpretations from my intentions. I think that the path that goes from my intentions to say what I wanted, what I actually said and how my cognition was interpreted or understood (...) it was a long path, at times a difficult path, I guess. (MORGAN, L. 3148-3153).
>
> It's about the data generation tool, the first interview was very interesting, however, it captured cognitions that weren't fully developed or exemplified. I see that this fact yielded interpretations, in some excerpts, that were a little different from what I think, from my intentions. There were many things, not said on that occasion, that came into my mind later (...) after the interview. So, I feel that interviews capture cognition of a certain moment, but not all thoughts or ideas could be fully developed (...) that's why this return of analysis is important. This is not an opportunity to modify what was said, but to discuss opinions that were not totally developed (...) (MORGAN, L. 3225 - 3232).

Both excerpts seem to signal a limitation of the unit of analysis adopted (cognition). In this sense, a hiatus between the participant's cognition and the researcher's interpretation of this cognition may occur in some cases. It seems that this limitation can be aggravated by the tool employed to generate/collect data (interviews for instance). This ratifies the importance of the return procedure, as it can potentially minimize such limitations, as was the case of this study.

In the second excerpt, when Morgan refers to the divergence between his/her intentions and my interpretations (as a researcher), s/he is referring to the three points of the analysis with which she disagrees (his/her profile, source of English and students' linguistic advancement). Such disagreement was addressed accordingly, as shown ealier in this subsection. In the following excerpt, the professor mentions one aspect that was left unsaid in the first interview:

> (...) I was referring to the levels of The Common European Framework of References for Languages, but it doesn't mean that there's no advancement throughout the undergraduate program (...) many don't achieve all aspects of the B2 level, **which I consider enough for their work in basic education, for example, but I didn't mention that in the first interview**. (MORGAN, L. 3192-3201, emphasis added).

In this case, Morgan is mentioning his/her disagreement with the classification as of students' linguistic command (advancement). As shown in chapter 5 (page 151), I took Morgan's disagreement into consideration and modified the initial classification.

7.3 GAINS

It is with considerable satisfaction that I write this section. Certainly, the climax of a study should be the moment in which the contributions are evidenced. Despite the fact the only Morgan and Priscila were interviewed and could voice such gains, I believe (and hope) that this study has brought contributions to all the professors involved, since this thesis is on, with and for them.

With this in mind, I present the **cognitive** and **pragmatic** gains my research brought to Morgan and Priscila.

Chart 57- Gains

		Gains
Cognitive	*Self-reflective Practices*	Morgan (3x) Priscila (Priscila (3x)
	Knowledge of informal English	Morgan (2x) Priscila (4x)
	Participation in the Study	Morgan (3x). Priscila
Pragmatic	***	Morgan (3X) Priscila

Source: The author

Cognitive gains encompass *a self-reflective practice*, which in turn is mainly germane to the professors' praxis:

> While and, especially, after reading it, I started a reflective process of some points that captured my attention. I started to analyze some aspects of the reality of my job, of the institutions investigated, of the results found (...) (MORGAN, L. 3132-3135).
>
> I think that it helped me, as I said before, it helped me to think about my teaching practices, how I can do that differently (...) (PRISCILA, 3367-3368).

Moreover, **cognitive** gains include improvement of the *knowledge of informal English*. The excerpts indicate that Morgan's concept of informal English changed from "**no clarity**" to "**clarity**" (after the study). Priscila's concept was also enhanced:

> What I see, from this study, is that the informal English dimension is quite broad because the systematization of what you considered as informal English was not clear to me, as I asked in the first interview. Besides, it wasn't clear to me what I considered as informal English. I mentioned I used it in some situations, without the preoccupation with providing a definition or pointing characteristics, or discussing informality in orality or literacy (MORGAN, L. 3270-3278).
>
> First thing when I read the literature on informal English, I realized I use more informal English than I thought I did (PRISCILA, L. 3377-3378).
>
> For me, it was interesting to read about emotional language, because I hadn't thought about that, ok? (PRISICILA, L. 3404-3405).

Further, **cognitive** gains are associated with professors' participation in this research study, which also includes the relevance of the return procedure:

> Being able to express myself, suggest modifications, contest interpretations, engage in a dialogue with the researcher makes me get **a feeling of empowerment**. (MORGAN, L. 3334-3336, *emphasis added*).
>
> I feel that it's good to have this space in which I can express myself, corroborate or refute the researcher's interpretations or viewpoints. I have an active role in this dialogic knowledge construction (MORGAN, L. 3339-3342).
>
> It's a way to feel that I'm really contributing to your research. (PRISCILA, 3429-3430).

In addition to cognitive, the professors expressed **pragmatic** gains:

> The definitions of informal English bring a direct contribution to my teaching practice, because they will contribute to the systematization of informal English teaching. I'll be able to review my course syllabi and formalize informal English teaching in my classes. This will facilitate my selection of didactic materials, taking into consideration which aspects of informal English will be explored. In the teaching supervisions, my students will be able to use the literature review presented in your thesis as a basis to prepare the activities for their teaching practicum.(MORGAN, L. 3253-3259).
>
> It will be tremendously useful for my praxis and for other English teachers, both in basic and higher education. (MORGAN, L. 3283-3284).
>
> (...) So, as I said before, I'll pay attention more if I'm really teaching informal English or if I'm just thinking I'm teaching it. (PRISCILA, L. 3380-3381).

Morgan's and Priscila's excerpts legitimize my didactical-practical interest, as I defended in the opening chapter of this thesis.

7.4 CHANCES FOR INFORMAL ENGLISH

The last classification concerns **virtual** and **real** chances for informal English *teaching, teacher education* and *curriculum*. Such chances may come from experiences not reported in the first interview (real) or professors' suggestions on future implications of the research (virtual).

Chart 58- Chances for Informal English

	Chances for Informal English	
	Teaching/Teacher Education	*Curriculum*
Reality	Morgan (2x) Priscila	Morgan
Virtuality	Morgan (2x) Priscila	Morgan Priscila

Source: The author

Regarding **real** chances for informal English in the *teaching/ teacher education* field, Morgan's and Priscila's cognition is exemplified in the following excerpts:

> (...) there were discussions, in the Written Comprehension and Production class, on language registers in different texts such as letters, notes, recipes (...) there were moments with focus on orality in the Basic English class (...) there were several moments in which I drew my students' attention to ellipses, fillers, backchannels, metaplasms, colloquial words, to name a few (...) (MORGAN, L. 3262-3266).

> I was planning to teach online reviews to my fourth-year students here and I did that (...) it was a very good experience, because the students' grades were better, compared to other kinds of genres and (...) I was a little bit surprised, because all the time, I had to drag their attention: "oh, you're using this and this is informal and not formal" and then, when I said: "you can write using informal language", they used formal sometimes (...) and they didn't use swearing, swear words. And we had a workshop on the word 'fuck' and nobody used 'fuck' in their essays and I asked: "Why? Oh teacher, I don't feel comfortable writing 'fuck' and handing it in to you (...) oh come on, but I said you can do that (...) Ok! Ok!" I think there's a problem with swearing (...) I swear a lot in Portuguese and sometimes in English and they don't (...) I think writing a swear word is (...) I don't know, f.or them, it's difficult or something like that. (PRISCILA, L. 3384-3385).

Both excerpts endorse the association of informality with orality (discussed several times in this thesis): Morgan's data indicate the focus on oral language, whereas Priscila's indicate students' resistance to using informal English in written language.

Concerning *curriculum*, only Morgan's cognition unveils chances for informal English:

> To me, it happens because of the lack of formalization {of informal English teaching} in the curriculum. Such teaching is 'diluted' in the formalized contents. (...) So, emphasis on orality ends up being

> neglected in language teacher education, it doesn't mean that such teaching doesn't happen, but it occupies a peripheral space. We, speaking in general, teacher educators, reproduce a culture in which there's no concern about formalizing informal English in the curriculum and about addressing informal English in higher education in depth. This in turn is reproduced by teachers in basic education. In public schools, reading and writing are privileged (...) (MORGAN, L. 3298-3315).

The proscription expressed by Morgan has a negative connotation, since it decreases the chances of IE in the curriculum; therefore, such chances are scarce. Additionally, the excerpt reinforces the legitimacy of written over oral language, as discussed numerous times in this thesis.

Furthermore, **virtual** chances for informal English *teaching/ teacher education* are evidenced:

> I suggest dissemination to the scientific community, in journals and events, production of didactic materials for higher education, extension projects and participation in pedagogical meetings in local schools (MORGAN, L. 3325-3327).

> Maybe by helping with some sort of material that (...) A course would be interesting, a course for teachers, professors (...) (PRISCILA, L. 3419-3429).

Virtual chances for informal English are also expressed in terms of *curriculum*:

> (...) An important discussion would be on the inclusion of informal English in the curricula for teacher education, taking into consideration the space it should occupy in the courses investigated at Alpha and Beta (...) (MORGAN, L. 3226-3229).

> I (...) think the thing you're doing, making us think about our teaching practices, our teacher education, maybe by showing it to the university community, so that they can try to do something different in terms of the curriculum, maybe (...) or a course, I don't know. (...) (PRISCILA, L. 3420-3429).

Once I presented the analytical classification of the return of analysis, procedure, in the next section, I illustrate another ethical procedure: the final research report.

7.5 Final Research Report

Once my doctoral study was concluded, I elaborated the final research report, which provided an overview of the research design, procedures taken, results achieved and thesis statement defended. In order to comply with bureaucratic ethics, I submitted the report to the Ethics Committee, as mentioned in chapter 4. Furthermore, as a way to incorporate other voices into my study, I contacted the two department chairs (Alpha and Beta) so as to account for the research conducted in their departments and request a feedback from them:

> Dear chair, as you may know, I carried out my doctoral research in your department. As an ethical procedure, I'm sending you the final research report and I wish you could provide a feedback on my study. I also left a hard copy of the report in your office. Your feedback is very important and will certainly be incorporated into the thesis. I'd appreciate if you could consider my request. Respectfully, Fábio Senefonte (EMAIL SENT ON JULY 4, 2018 AT 2:45 P.M).

Despite my ethical efforts, none of the chairs replied to my request. Nonetheless, this ethical procedure proves to be another innovation of my study.

Once the analytical classification of the second interview was detailed, I provide a discussion on the return of data analysis procedure so as to finalize this chapter.

7.6 Discussion

Without a doubt, this chapter is centered on ethics and empowerment. As a matter of fact, I will discuss the intrinsic relationship between ethics and empowerment in this thesis.

Ethics is associated with manifold domains such as moral, conduct, virtue, justice and and many others. In this sense, it can be normative, speculative, explanatory and so forth. Additionally, Reis and Egido (2017) writes on bureaucratic and emancipatory ethics, as mentioned in the methodological chapter. Hence, inasmuch as ethics enables a critical analysis of such domains, it is germane to one's autonomy (PARANÁ, 2007).

By and large, ethics is endowed with a moral and intellectual nature

(ARISTOTLE, 1998), the former is linked to moral habits (from the etymology of 'ethics', which means habit/ custom); the latter is related to knowledge. As I discussed in chapter 5, knowledge is an empowering tool; hence, ethics promotes one's empowerment. Bearing this in mind, in this thesis, ethics has a dual function: not only does it envision one's physical and psychological integrity (preserving human dignity), but it also attempts to promote empowerment.

As I showed throughout the chapter, I (as a researcher and colleague of some professors) did as much as I could to ensure respect, appreciation, care, professionalism and empowerment with respect to the participants of this research. Such attributes go beyond a normative/ bureaucratic ethical domain. Not only did I want to comply with academic prescriptions, but I also wanted my participants to feel comfortable and confident. Most importantly, I wanted to promote reflective practices and knowledge constructions, since they are indispensable to one's empowerment. Inevitably, the research also empowered me as a researcher, doctoral student, professor and human being.

With this in mind and based on the cognition expressed by the professors, I assume my intents were achieved, the professors were empowered in terms of knowledge construction/ expansion (with cognitive and pragmatic gains), reflective practices and self-confidence, as I, throughout the course of the study, reinforced the importance of each participant, the importance of their opinions, their experiences and their knowledge to the completion of this thesis.

As a last remark, I would like to voice my criticism on some comments which endeavored to delegitimize my research design. Such comments labeled my thesis as a 'deficit study', which means that my thesis evidenced participants' insufficiency. In this regard, a 'deficit study' is believed to have limited range and contributions.

I question whether such assumptions are accurate, since asymmetrical situations are conducive to emancipation and empowerment. Individuals can only be empowered if they have an 'insufficiency' to be overcome. Certainly, a researcher is not expected to conduct a study which will weaken the participants and aggravate their deficit. Rather, research is to minimize any asymmetrical situation.

When I devised my research design, I did not predict that my research would unveil participants' deficit. As a matter of fact, I question whether this prediction proves to be necessary. To my understanding, there is no problem unveiling deficit,

provided that participants are not oppressed, human dignity is presevered and emancipation is envisioned.

Evidencing participants' deficit is not the major issue. Instead, the questions to be raised are: what will the researcher do about it? Will s/he just finalize the study once deficit is evidenced? (as I have frequently seen in academia) or will s/he take any action so as to minimize the deficit and make a difference? In this regard, I offered to my participants multifarious opportunities for dialogues, knowledge construction and reflective practices. Unfortunately, nonetheless, not everyone was willing to reserve some of their time for these purposes.

7.7 Chapter Summary

This brief chapter began with an overview of the return of data analysis procedure, which serves different purposes such as respondent validation and empowerment. Then, I illustrated the relation between the purposes of the procedure with the ad hoc tools employed. Further, I provided the analytical classification with illustrative examples from the data generated in the second interview. Finally, I illustrated the procedure as of the final research report and after that, some discussions were incorporated into the chapter.

The major contributions of this chapter concern a systematized return of data analysis, which in turn empowered the participants in several ways and the illustration of original ethical procedure involving the department chairs.

8 DISCUSSION AND CONCLUSIVE NOTES

> Your research? I think it is of utmost importance for curriculum reform for both higher education and basic education, to discuss the issue on what type of English is being taught, what English is it? both in that aspect, as I said, international, global language and also focusing on this type of English, focus of your research, right? Informal, formal. What English is that? What is the relevance? What space does this type of English have in universities? And in basic education? Right? So, it's a new, let's say a new linguistic competence to be taught and incorporated into the curricula for both basic education and higher education. (PILOT PARTICIPANT, L. 514-521).

In the first half of this thesis, I discussed the extent to which the literature has addressed informal English. In this regard, my literature review indicates a scarcity of empirical research on the theme, which in turn is a hindrance to informal English teaching, as such teaching is infrequent. Furthermore, teachers experience methodological obstacles, as IE is overlooked in many textbooks and other didactic materials, even though it is prescribed by Standards for language teaching/ learning. Because of the scarcity of research, informal English tends to be neglected in formal education, which may impact negatively on teachers' knowledge.

Despite such setbacks, informal English is associated with one's language proficiency (sociolinguistic/pragmatic competence) and is considered as a topic of interest to students.

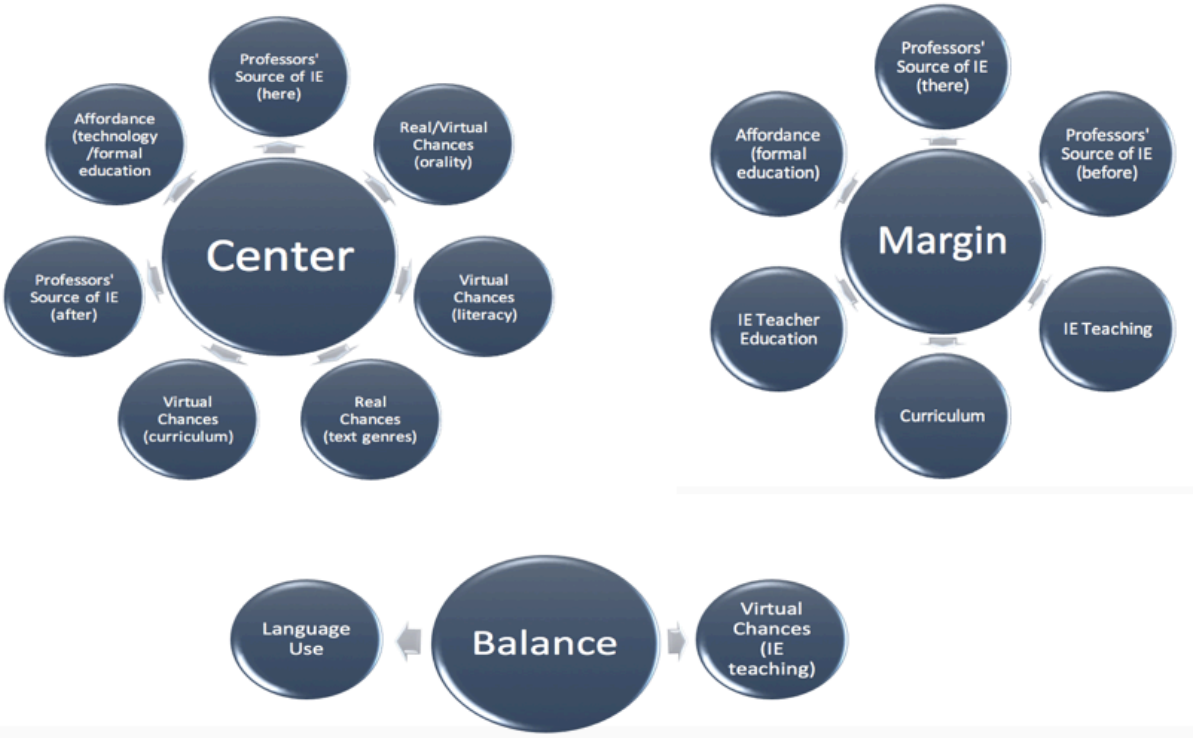
In the second part of this study, I described and explained what Adrian, Drew, Lilian, Max, Morgan, Priscila and Shannon think about informal English teaching (knowledge acquisition) and IE at a teacher education level (predominantly aiming at basic education). Based on the data classification provided in chapters 5 and 6, I conclude that the participants' cognition falls into the following dimensions: **Control x No Control, Center x Margin x Balance**. Additionally, such dimensions are found at a **Real** and a **Virtual** level, as depicted in figures 5 and 6:

Figure 5- Formal x Informal English: Control and No Control

Source: The author

Figure 6 illustrates the center, margin and balance dimension, including a real and virtual level:

Figure 6- Formal x Informal English: Center, Margin and Balance



Source: The author

Hence, based on the professors' cognition, students at Beta University have linguistic sufficiency, whilst at Alpha, there is insufficiency. Moreover, during the four-year undergraduate program, such insufficiency is not fully remedied, since there is a low advancement at Alpha. At Beta, nonetheless, students tend to make progress with their language proficiency.

In this regard, students' linguistic command (both of general and informal English), is the corollary of some types of affordance (or lack of it), such as: inter alia, formal education and technology. Hence, students with language sufficiency were provided with such affordance, whilst the opposite holds true for students with language insufficiency.

Such drastic differences between Alpha and Beta Universities derive from the specificities of each university: location, number of hours reserved for English courses, university entrance exam and so forth. Conversely, however, notwithstanding such particularities, students' language proficiency is the only divergent domain. The seven participants' cognition converges with regard to informal English teaching, use, learning and teacher education.

Bearing this in mind, students' sufficiency and advancement are construed as control, whereas insufficiency and low advancement apply to a no control field. Likewise, technological and formal education affordance is related to a center dimension, while the scarcity of formal education (affordance) is on the margin.

Regarding the professor's conception of informal English, almost all of them had no clarity of such concept (before the study), which makes me interpret this evidence as a dearth of control.

The professors' source of informal English is on the margin during or before the completion of their undergraduate studies. Additionally, such source emanates mostly from experiences in the professors' home country. Informal English learning occurs mostly after their undergraduate education, and not necessarily by means of formal education. Such evidence ratifies the scarcity of informal/colloquial language teaching in formal studies, as adduced in several moments in this thesis.

The professors' knowledge of informal/colloquial English was also marked by insufficiency (before the study), therefore under a no control domain. The participants either have no control of informal English or see a necessity of control, which in turn imparts no control/insecurity. In this respect, some professors see a lack

of affordance (real opportunities to practice informal English) as a hindrance to the command of informal English.

Informal English teaching and teacher education at Alpha and Beta Universities can be seen at real and virtual levels. Incidences of the latter outnumber exponentially the former. Hence, informal English teaching is much more idealized than realized (put into practice), which substantiates the discussion raised in the previous paragraph: Informal English is scarcely addressed in formal education (in this case, undergraduate education). Furthermore, real and virtual practices predominate in the teaching field rather than in the teacher education one. Therefore, chances for informal English teaching are even scarcer at a teacher education level. In other words, informal English teaching and teacher education are on the margin, possibly on account of students' linguistic insufficiency and/or professors' attitudes.

At a virtual dimension, the professors see a sociolinguistic/ pragmatic demand for informal English teaching. Virtual chances for informal English teaching/ teacher education include predominantly orality, which attests the discussion on the association of informality with orality. Conversely, nevertheless, the professors also see in literacy, text genres and structure a chance for formal English teaching. Furthermore, the participants idealize a curriculum which addresses informal English systematically. As discussed earlier, the cognition analyzed and the documentary analysis (chapter 6) suggest that IE is neglected in the curriculum at Alpha and Beta Universities. With this in mind, I conclude that orality, literacy, text genres and curriculum are virtual chances close to the center.

The professors also idealize a balanced teaching method. In other words, they idealize a balance of formal and informal English teaching, which in turn reveals a dialect/register sensitive view, as discussed earlier. Nevertheless, informal English teaching/teacher education is marginalized, as balance is a virtual dimension (because of professors' idealization and because of a scarcity of balance in the course syllabi).

The sparse practices of informal English teaching/teacher education, at a real level, occur by means of orality and text genres. Thus, such domains have a central position in the professors' practices, even though informal English teaching is on the margin. In this respect, informal English teaching is incidental and occurs on account of contextual demands/chances, which in turn are related to the didactic object (e.g., text genres).

Affordance (in this case, student appreciation of IE) can function as both a favorable and an unfavorable factor to informal English teaching/ teacher education, since it points in both directions: some professors believe their student teachers have a negative attitude toward IE, while other participants think their students are receptive to such type of language. Furthermore, there is a methodological hindrance to IE teaching/teacher education. Taking this into account, affordance (students' negative appreciation) and method are not under control, whist affordance (students' positive appreciation) is a controllable domain.

There seems to be a balance of formal English use and informal English use, even though the former is slighted prioritized. In addition, the professors idealize a balance between the two types of use. Hence, balance is at real and virtual domains.

8.1 Research Questions and Aims

In this section, I bring back the research questions and aims in order to elucidate the extent to which I have answered such questions and attained the research objectives:

a) **What do professors think about Informal English teaching in higher education?** The professors interviewed are receptive to informal English teaching. Besides their own (positive) appreciation for informal English teaching, they see another advantageous affordance: students' positive appreciation (from both their student teachers and students in basic education). Conversely, however, the participants indicate factors that are either uncontrollable or marginalized, which include the curriculum, affordance (or lack of it) (students' negative appreciation, scant opportunities to practice informal English and professors' source of informal English), methodological issues, language insufficiency (which applies to both professors and student teachers), no clarity of the concept of informal English and scarcity of IE in formal studies and research. Besides, the participants also idealize a balanced teaching method, which covers both formal and informal language;

b) **What do professors think about informal English teaching in teacher education programs (for basic education)?** In addition to the questions presented in the previous question, the participants are receptive to informal English

teaching at a teacher education level, especially on account of a sociolinguistic/pragmatic demand;

c) **What lies in the background of their thinking**? In line with the answers provided earlier, the professors of this study signal, on the one hand, types of affordance (e.g.; students' language sufficiency, advancement, aspects related to formal education, mobility and technology etc.) or lack of it (students' vagueness, language insufficiency and other.) construed as a hindrance to informal English teaching; on the other, some sorts of affordance are seen as advantages. Moreover, there is a sociolinguistic/pragmatic demand that champions such teaching. Such demands concern the use of language in different contexts (with different purposes, through different means and interlocutors).

d) **What space, if any, does informal English occupy in higher education (also in teacher education programs)?** Drawing on the documentary analysis, informal English teaching occupies a scarce space and Informal English teacher education is even scarcer at Alpha and Beta Universities.

Aligned with the research questions, the aims are listed as follows: **To describe and explain:**

a) **Chances for informal English teaching in higher education**. Even though some professors address the topic in their classes, the chances of informal English teaching in higher education are scarce. In this respect, IE can be seen at a virtual and real domain. Real teaching practices embody orality (which is predominant) and text genres, whilst virtual chances include orality (predominant), literacy, text genres, language structure, and curriculum. In other words, the participants idealize a balanced curriculum (even though their course syllabi unveil scarce balance);

b) **Chances for informal English teaching in teacher education programs (for basic education)**. Taking into consideration the teacher education domain, such chances tend to be scarcer. In this regard, orality is the predominant domain. Nonetheless, the participants think that the basic education context is conducive to informal English teaching, owning to some types of affordance: students' appreciation and exposure to this sort of language;

c) **(Un) Favorable factors to informal English teaching in higher education**. The favorable factors are: student teachers'/professors' positive appreciation and sociolinguistic/pragmatic demand. The unfavorable factors are:

professors' and student teachers' command of informal English, students' negative appreciation, professors' lack of clarity as to the concept of IE, professors' source of informal English, scarcity of IE in formal education/research, scant opportunities to practice informal English, and hindrance related to curriculum and method.

d) **(Un) Favorable factors to informal English teaching in teacher education programs (for basic education)**. The favorable factors are: besides the ones adduced in the previous answer, students' appreciation and exposure to informal English. The unfavorable factors are the same variables shown in the previous answer.

e) **Reasons that support the participants' answers**. In line with research question C, the professors support their answers by pointing out advantageous and disadvantageous types of affordance and controlled/uncontrolled - centralized/marginalized factors, as adduced in the previous answers.

f) **To describe and explain the space, if any, informal English occupies in higher education (teacher education programs) by means of a documentary analysis**: The documentary scrutiny reinforces the analysis of human-generated data. In this regard, there is a scarce space for informal English teaching at Alpha and Beta Universities. At a teacher education arena, such space is even scarcer. Virtual chances for informal English teaching and teacher education are by means of text genres, orality, literacy and language structure.

Bearing this in mind, I defend that: **At Alpha and Beta Universities, professors think of informal English teaching and teacher education in terms of reality and virtuality. In this regard, reality is pervaded by controlled and uncontrolled factors; the latter is predominant and concerns, inter alia, professors' lack of clarity as to the concept of informal English and students' negative appreciation. Consequently, informal English teaching and teacher education are incidental and occur owing to contextual demands/chances. Real chances include orality and text genres, while virtual ones encompass literacy and structure in addition to orality and text genres. Moreover, chances for informal English teaching are even scarcer at a teacher education level. Hence, informal English in terms teaching and teacher education is on the margin**.

8.2 LIMITATIONS

Despite all my efforts to make this study as comprehensive as possible, certain limitations are unavoidable, as is the case of any research study. Hence, I list some possible gaps or questionable points:

a) Number of Participants: This study could have included more participants, as the undergraduate program at Beta University has over ten English language professors. Despite having invited all of them, only three agreed to participate, (a fact that is beyond my control as a researcher). In this respect, I defend that the number of participants did not impact on my results, since I covered 100% of the other context (Alpha University) and both findings dovetailed. Additionally, only three (Adrian, Morgan and Priscila) agreed to participate in the second stage (return of data analysis).

b) Types of Participants: My study focused on professors' cognition, which in turn concerns other people (student teachers and students in basic education), as displayed in figure 1. Therefore, certain categories such as: students' insufficiency, negative/positive appreciation of informal English stem from the professors' point of view and not from the students themselves. Hence, a study focusing on students' cognition could complement mine, corroborate or refute my findings.

c) Context: This study was carried out in two out of seven state universities in Paraná. As I emphasized in the methodological chapter, a higher number of contexts would yield a profusion of data, which could be a setback, considering the physical limitations of this work. In this sense, future research could be conducted in such institutions for comparison purposes;

d) *Triangulation Tool*: The extension of the data resulted in a considerably lengthy triangulation tool (consisted of 95 question), which in turn may have been a tiring task for the triangulators.

e) Unit of Analysis: This research is mostly centered on non-observable cognition (e.g., beliefs, perceptions) (BIRELLO, 2012), hence one may claim that such aspects are fragile to support my thesis, as no 'direct' observation was conducted. In this regard, as I indicated in chapter 3, there is a considerable body of literature on teacher cognition (observable and non-observable). Thus, studies whose unit of analysis is cognition endeavor to explain a phenomenon based on such

cognition. Some doctoral theses with the same intent[141] are, inter alia: Chimentão (2016) and D'Almas (2016). Furthermore, I deployed a documentary analysis of 54 course syllabi ('observable cognition' and created by the professors) which endorsed their non-observable cognition.

8.3 CHALLENGES

While conducting this research study, I experienced two major challenges as follows:

a) Participants: Once I delimited the scope of my study and the criteria for selecting the participants, I contacted all the professors and invited them to participate. Only a few responded to my email and such responses were not as prompt as I expected. Fearing that I would not have enough participants, I spoke with my advisor, who interceded with some participants. Notwithstanding all our efforts, only half of the professors invited agreed to contribute to this study. With respect to the second stage of data generation, only three professors participated in the procedure and none of the department chairs provided me a feedback on this study;

b) Data Heterogeneity: This study delved into seven distinct professors' cognition. Certainly, their perceptions, beliefs, attitudes, concepts preferences and practices have a lot in common. Nonetheless, each participant had idiosyncrasies that were onerous to be grouped and classified. Hence, finding common ground among the participants was by far the hardest phase of this thesis. As I provided in appendices I, J, K, L, M and N, the analysis was a long process that underwent six stages of refinement.

8.4 CONTRIBUTIONS

I classify the contributions of my study into *theoretical*, *methodological* and *personal*, as detailed in separate subsections.

[141] The researchers resort to non-observable cognition in order to defend their thesis.

8.4.1 Theoretical

As evidenced in the opening and literature review chapters, there is no study which addresses informal English in a comprehensive and systematic way. In this thesis, I provide a theoretical framework for informal English, elucidating its main features (at least 20), by means of appropriate concepts and terminologies, as prescribed in academia. It is important to mention that this contribution was sustained during the return of data analysis. Furthermore, unprecedented findings derive from this study:

a) *Professors may lack a clear concept of informal English*: As discussed earlier in this thesis, studies indicate that teachers have a limited knowledge of informal/colloquial English (e.g., idioms, slang etc.). In addition to that, this study reveals that the professors investigated have no clarity of what informal English is.

b) *Informal English is sometimes negatively appreciated by students*: as I discussed in several moments in this thesis, this evidence contradicts the literature, which contends that IE is a topic of interest to students and usually one of the first aspects students want to learn in the EAL context;

c) *Informal English use can be construed as a deficiency*[142]: The literature on the theme always alludes the knowledge of informal language to a higher proficiency. Conversely, nonetheless, this research points in the opposite direction, as Adrian understands IE as linguistic deficiency;

d) Informal English can be incidental and it occurs owing to contextual demands/chances: The literature only signals that IE is neglected in the EAL scenario. This study suggests that there are certain (unplanned) chances that may lead teachers to address IE, for example, text genres;

e) *Although informal English is associated with orality, literacy is also seen as a chance for IE teaching*: As discussed earlier, the participants see in orality, text genres, literacy and structure a chance to approach IE, even though orality predominates;

f) *Chances for informal English at a teacher education level is scarcer than at a teaching one*: As discussed earlier, real and virtual practices are predominant at a teaching field, rather than at a teacher education one, which may be due to

[142] I decided not to include such evidence in my thesis statement, as it comes from only one participant.

students' language insufficiency or professors' attitudes.

8.4.2 Methodological

This thesis also deploys original and unprecedented triangulation tool (TT), as avowed in the methodological chapter. The TT devised provides triangulators with more autonomy to classify the data and suggest additional classification. Moreover, I created different informed consent documents aimed at the different types of participants I have in this study: professors, triangulators and a pilot volunteer. Further, an unprecedented type of questionnaire was specially designed for respondent validation purposes. Lastly, I highlight my concern over incorporating other voices into the study, viz.; department chairs'.

This doctoral research is the first to exclusively employ the Paradigmatic and Syntagmatic Analysis (PSA) at this level of inquiry, without the aid of additional analytical methods (e.g., Grounded Theory). This way, I posit the method employed is sufficient for the purposes of this study.

8.4.3 Personal

As argued in the opening chapter, I was motivated to conduct this study on account of several reasons; one of them was professional and personal development. In this respect, I believe that such goal was attained. Unquestionably, I improved as a linguist, researcher and English professor and most importantly, as a human being.

As a professor (and a teacher educator) at Alpha University, one of the universities investigated, I must say that this research promoted numerous self-reflective practices, it made me think about my knowledge, my teaching practices (concerning IE), my stance as a researcher and so on. It also made me realize that my cognition (especially my teaching practices) converge almost completely with the data from my participants/colleagues; thereby, this study was also *on* and *for* me. I am mentioning this to reiterate the interest of this research: descriptive, practical and explanatory and not prescriptive.

Never could I prescribe or accuse the professors of not addressing IE, since my cognition, my classes, my course syllabi are equated to theirs. Hence, if there

is a paucity of informal English at Alpha, as a professor, I must take responsibility for that as well. As a matter of fact, never was this research done for such purposes. My aims were to promote reflective practices, didactic-practical contributions, empowerment and other positive intents.

By conducting this research, I have become much more cognizant of power relations and ethical issues. My knowledge of Sociolinguistics, Teacher Cognition and Research Methodology enhanced substantially, not to mention my command of English. Writing this thesis in English demanded that I searched and studied more, which made me get out of my comfort zone. In this sense, this was another expectation from my doctoral studies: Not only did I wish to gain theoretical and methodological knowledge, but also a linguistic one.

Taking into account these three classes of contributions, I contend that they promoted participants' empowerment (including me). As discussed in chapter 7, the cognitive and pragmatic gains enhanced professors' knowledge, reflective practices, self-confidence and so forth.

8.5 IMPLICATIONS

In conclusion, as shown throughout the thesis, especially in chapters 5 and 7, I aver that this research could sensitize the participants so that they can make conscious decisions on their lesson plans, course syllabi and other teaching practices. In other words, they can become aware of what type of English they address in their classes and the reasons why such type is chosen. In this regard, this change (from unconscious to conscious decisions) is construed as empowerment (another type of empowerment promoted by this study), hence teachers/professors are empowered when they have control of something, which is deemed as consciousness in this case.

Furthermore, the empowerment derived from the comprehensive theoretical framework on informal English provided in this thesis is not confined only to the participants of this study, as anyone can benefit from the content thereof.

As a final remark, as pointed by the professors during the second interview, this thesis gives rise to future research that can explore other domains, such as: students' cognition as to informal English teaching/learning (which can embody both student teachers and students in basic education), research in other contexts (e.g., universities, language institutes and schools), production of didactic materials for

informal English teaching/learning and dissemination of such theme in the academic context (events, courses etc.).

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APPENDICES

APPENDIX A

Questionnaire

Name: _____

University where you work at _____ **Date:** _____

Questionnaire

1- Concerning your undergraduate studies, please complete the topics as follows:
a) Degree earned (field): _____
b) Institution: _____
c) Year: _____
2- Concerning your graduate studies, please check the degree (s) you hold and complete the topics as follows:
( ) *Master's degree*
a) Degree earned (field): _____
b) Institution: _____
c) Year: _____
( ) *Doctorate degree*
a) Degree earned (field): _____
b) Institution: _____
c) Year: _____
3- Why did you pursue the teaching career? What motivated you?
4- How long have you been speaking English for?
5- How did you learn English?
6- How long have you been teaching at the university you currently work for?
7- At which level (s) do you teach? Please, specify the field:
( ) Undergraduate: _____
( ) Graduate: _____
8- What courses (classes) do you teach? Please list the ones you are currently teaching this year or the ones you have taught over the past few years.
9- How many students do you have per class (approximately)?
10- What view of language do you uphold? What are the educational, professional or personal experiences that contribute to such view?

APPENDIX B

Interview Script (First version, before pilot testing)

Interview

View of Students' Proficiency

1- What is your evaluation of your students' language proficiency? Why?

Education and Knowledge

2- What is your view of language? What are the educational, professional or personal experiences that contribute to such view?
3- What kind of English do you use ….? Why?
a) In class?
b) In your daily activities?
4- What kind of English do you like most? Why?
5- What is your evaluation of your knowledge of Informal (colloquial) English? Why do you think so?
6-(*in case of positive answer in question 5). Where does your knowledge come from?
7- How often do you read/ study about this topic?
8- What is your evaluation of your students' knowledge of informal (colloquial) English? Why do you think so?

Teaching Practices

9- Regarding the syllabuses of the courses you teach:
a) Who makes them?
b) What do they say about Informal English?
c) What is your opinion on this issue?
10- Do you use informal English in your classes? If so, what for? (Why not?)
11- (*in case of affirmative answer in question 10). How often do you use it? In what situation (s)?
12- Do you teach informal English in your classes? Why (not)? What is your point of view on this topic?
13- (*in case of affirmative answer in question 12):
a) How often?
b) In what situation (s)?
c) How do you teach it? (what strategies are employed?)
d) When you teach informal language, are you concerned about your students' knowledge acquisition (in general) or about their preparation to teach in basic education? Or both? Do you see any difference? Can you elaborate on this?
e) Do you propose activities that enable your students to reflect upon informal language teaching? If so, what kind of activities are employed? How are they explored?

f) Do you propose activities aiming at preparing your students to teach informal language in basic education? Why? If so, what kind of activities? How are they explored?
g) Do you experience any difficulty or challenge? Which one (s). If so, how do you deal with it/them?
h) How do your students like it?
14-(*in case of negative answer in question 12). Would you like to teach informal English? Why (not)?
15- (*in case of affirmative answer in question 14):
a) How often would you like to teach it? Why?
b) In what situation (s) would you like to teach it?
c) How would you teach it? (what strategies would you employ?)
d) Would you be concerned about your students' knowledge acquisition (in general) or about their preparation to teach in basic education? Or both? Do you see any difference? Can you elaborate on this?
e) Would you propose activities that enable your students to reflect upon informal language teaching? If so, what kind of activities would you use? How would they be explored?
f) Would you propose activities aiming at preparing your students to teach informal language in basic education? Why? If so, what kind of activities? How would they be explored?
g) Do you think you would experience any difficulty or challenge? Which one (s). If so, how would you deal with it/them?
h) Do you think your students would enjoy it? Why (not)?
16- Aside from the teaching methods you already mentioned, can you think of any other way to address informal English in classes?
17- What aspects of informal language should be privileged in class? Why? (What kind of informal language?)
18- What relevance, if any, do you think informal language has to you? to your students? to students in basic education (in Brazil)?
19- What relevance, if any, do you think the teaching of informal language has to your students' education (aiming at their preparation for Basic Education)?
20- To what extent should informal language be covered in the curriculum for higher education? For basic education? Can you elaborate on this?
21- In your opinion, what relevance, if any, does this research have?
22- How did you feel during this interview? Do you think you could express everything you think and do about this topic?
23- Do you have any additional comment, question?

APPENDIX C

Interview Script (Second version, after pilot testing)

Interview

View of Students' Proficiency

1- What is your evaluation of your students' language proficiency? Why?

Education and Knowledge

2- What is your view of language? What are the educational, professional or personal experiences that contribute to such view?
3- Regarding formal/informal English, what kind of English do you use ….? Why?
a) In class?
b) In your daily activities?
4- What kind of English do you like most? Why? (formal/informal)
5- What is your evaluation of your knowledge of Informal (colloquial) English? Why do you think so?
6-(*in case of positive answer in question 5). Where does your knowledge come from?
7- How often do you read/ study about this topic?
8- What is your evaluation of your students' knowledge of informal (colloquial) English? Why do you think so?

Teaching Practices

9- Regarding the syllabuses of the courses you teach:
a) Who makes them?
b) What do they say about Informal English?
c) What is your opinion on this issue?
10- Do you use informal English in your classes? If so, what for? (Why not?)
11- (*in case of affirmative answer in question 10). How often do you use it? In what situation (s)?
12- Do you teach informal English in your classes? Why (not)? What is your point of view on this topic?
13- (*in case of affirmative answer in question 12):
a) How often?
b) In what situation (s)?
c) How do you teach it? (what strategies are employed?)
d) When you teach informal language, are you concerned about your students' knowledge acquisition (in general) or about their preparation to teach in basic education? Or both? Do you see any difference? Can you elaborate on this?
e) Do you propose activities aiming at preparing your students to teach informal language in basic education? Why? If so, what kind of activities? How are they explored? Do the activities lead your students to reflect on informal English teaching?

f) Do you experience any difficulty or challenge? Which one (s). If so, how do you deal with it/them?
g) How do your students like it?
14-(*in case of negative answer in question 12). Would you like to teach informal English? Why (not)?
15- (*in case of affirmative answer in question 14):
a) How often would you like to teach it? Why?
b) In what situation (s) would you like to teach it?
c) How would you teach it? (what strategies would you employ?)
d) Would you be concerned about your students' knowledge acquisition (in general) or about their preparation to teach in basic education? Or both? Do you see any difference? Can you elaborate on this?
e) Would you propose activities aiming at preparing your students to teach informal language in basic education? Why? If so, what kind of activities? How would they be explored? Would the activities lead your students to reflect on informal English teaching?
f) Do you think you would experience any difficulty or challenge? Which one (s). If so, how would you deal with it/them?
g) Do you think your students would enjoy it? Why (not)?
16- Aside from the teaching methods you already mentioned, can you think of any other way to address informal English in classes?
17- What aspects of informal language should be privileged in class? Why? (What kind of informal language?)
18- What relevance, if any, do you think informal language has to you? to your students (their education)? to students in basic education (in Brazil)?
19- To what extent should informal language be covered in the curriculum for higher education? For basic education? Can you elaborate on this?
20- In your opinion, what relevance, if any, does this research have?
21- How did you feel during this interview? Do you think you could express everything you think and do about this topic?
22- Do you have any additional comment, question?

APPENDIX D

Informed Consent (Pilot)

INFORMED CONSENT

"Informal English: teaching, learning and teacher education"

Dear Participant (pilot):

You have been invited to participate in the doctoral research study entitled: "*Informal English: teaching, learning and teacher education*", which will be conducted at the State University of Londrina and at the State University of Northern Paraná (Cornélio Procópio campus). The main goal of the study is to describe and explain the possibilities of informal English teaching in higher education not only for students' knowledge purposes but also aiming at teacher education. Additionally, the study seeks to describe professors' cognition as to (un) favorable factors to informal English teaching, especially, aiming at teacher education (targeting basic education). Your participation is very important and, in case you agree to participate in it, will be through two instruments: one open-ended questionnaire (in English); and one semi-structured, audio-recorded interview (either in English or in Portuguese; please indicate your preference at the end of this term), to be conducted according to your availability and preference. Such instruments endeavor to identify possible problems/ difficulties that may arise during the data generation. This way, the interview will be used as a pilot study for the aforementioned research. Your information may or may not account for the corpus of the research study.

Your participation is fully voluntary and you can: refuse to participate and to answer any question (during the interview) or even withdraw your consent at any time, without penalty or consequences of any kind. Furthermore, I stress that your personal information will be used only for research purposes, including publications originated from the study (one as a doctoral thesis). The data will be transcribed and stored in personal computer base, totally restricted to the participants of the study (researcher, advisor and triangulators). All the information provided will be kept confidential. Hence, you will be identified by a generic term (ex.: Pilot A, B, C) in the writing of the thesis. However, *in case you do not want to keep your identity anonymous*, please check the appropriate option at the end of this term.

Also, be advised that you will not receive any financial compensation for your participation in the research study.

As a benefit, you will be offered access to an original and unprecedented study, aiming at the production of knowledge on the aforementioned theme (informal English teaching), which has been scarcely explored both in academic and educational contexts.

I fully understand that any kind of research may cause some risks. Therefore, bearing in mind my concern for human dignity, I am, as a researcher, entirely committed to doing as much as possible to prevent harm of any kind. I am also available to answer/clarify any question as promptly as I can. Moreover, I will understand and accept any decision you might make.

Should you have any queries or require any further information, please feel free to contact me (Fábio Henrique Rosa Senefonte; mailing address: Antonio L. Cassiano, 606, apt 11. Bela Vista, Cornélio Procópio, Paraná, Brazil; Phone: +55 (043) 96372045; e-mail address: capmont@hotmail.com), or Ethics Committee at the State University of Londrina, located at LABESC – Laboratório Escola, main campus, Londrina, Paraná, Brazil; Phone + 55 (043) 3371-5455, e-mail address: cep268@uel.br.

Once the procedures of the research have been explained, you will be given a full copy of this informed consent as soon as it is signed and dated.

Londrina, / / 2017.

Fábio Henrique Rosa Senefonte
Researcher (PhD candidate)
ID: 5199641- GO

Dr. Simone Reis
Prof. Advisor (simonereiss@gmail.com)
State University of Londrina

I_____ (**Participant's Full Name**), have read all the information above and all the procedures of the research have been explained. By signing this term, I willingly agree to participate in the research it describes. Concerning my *identity*:

( ) I wish to keep my identity anonymous, therefore, I wish to be identified by a generic term.

( ) I do not wish to keep my identity anonymous, therefore, I wish to be identified by my real name.

* I wish to be interviewed in: ( ) English ( ) Portuguese

Signature (or fingerprint):_____

Date:_____

APPENDIX E

Informed Consent (Professors)

INFORMED CONSENT

"Informal English: teaching and teacher education"

Dear Professor:

You have been invited to participate in the doctoral research study entitled: "*Informal English: teaching, learning and teacher education*", which will be conducted at the State University of Londrina and at the State University of Northern Paraná (Cornélio Procópio campus). The main goal of the study is to describe and explain the possibilities of informal English teaching in higher education not only for students' knowledge purposes but also aiming at teacher education. Additionally, the study seeks to describe professors' cognition as to (un) favorable factors to informal English teaching, especially, aiming at teacher education (targeting basic education). Your participation is very important and, in case you agree to participate in it, will be through two instruments: two open/closed-ended questionnaires (in English); and two semi-structured, audio-recorded interviews (either in English or in Portuguese; please indicate your preference at the end of this term), to be conducted according to your availability and preference. The purpose of such interviews are as follows: data generation (to be carried out in 2017) and return of data analysis to the participants (2017 or 2018).

Your participation is fully voluntary and you can: refuse to participate and to answer any question (during the interviews) or even withdraw your consent at any time, without penalty or consequences of any kind. Furthermore, I stress that your personal information will be used only for research purposes, including publications originated from the study (one as a doctoral thesis). The data will be transcribed and stored in personal computer base, totally restricted to the participants of the study (researcher, advisor and triangulators). All the information provided will be kept confidential. Hence, you will be identified by a pseudonym in the writing of the thesis. However, *in case you do not want to keep your identity anonymous*, please check the appropriate option at the end of this term.

Also, be advised that you will not receive any financial compensation for your participation in the research study.

As a benefit, you will be offered access to an original and unprecedented study, aiming at the production of knowledge on the aforementioned theme (informal English teaching), which has been scarcely explored both in academic and educational contexts.

I fully understand that any kind of research may cause some risks. Therefore, bearing in mind my concern for human dignity, I am, as a researcher, entirely committed to doing as much as possible to prevent harm of any kind. I am also available to answer/clarify any question as promptly as I can. Moreover, I will understand and accept any decision you might make.

Should you have any queries or require any further information, please feel free to contact me (Fábio Henrique Rosa Senefonte; mailing address: Antonio L. Cassiano, 606, apt 11. Bela Vista, Cornélio Procópio, Paraná, Brazil; Phone: +55 (043) 96372045; e-mail address: capmont@hotmail.com), or Ethics Committee at the State University of Londrina, located at LABESC – Laboratório Escola, main campus, Londrina, Paraná, Brazil; Phone + 55 (043) 3371-5455, e-mail address: cep268@uel.br.

Once the procedures of the research have been explained, you will be given a full copy of this informed consent as soon as it is signed and dated.

Londrina, / / 2017.

Fábio Henrique Rosa Senefonte
Researcher (PhD candidate)
ID: 5199641- GO

Dr. Simone Reis
Prof. Advisor (simonereiss@gmail.com)
State University of Londrina

I_____ (Participant's Full Name), have read all the information above and all the procedures of the research have been explained. By signing this term, I willingly agree to participate in the research it describes. Concerning my identity:

( ) I wish to keep my identity anonymous, therefore, I wish to be identified by a pseudonym.
( ) I do not wish to keep my identity anonymous, therefore, I wish to be identified by my real name.
* I wish to be interviewed in: ( ) English ( ) Portuguese

Signature (or fingerprint):_____
Date:_____

APPENDIX F

Informed Consent (Triangulators)

INFORMED CONSENT

"Informal English: teaching and teacher education"

Dear Triangulator:

You have been invited to participate in the doctoral research study entitled: "*Informal English: teaching, learning and teacher education*", which will be conducted at the State University of Londrina and at the State University of Northern Paraná (Cornélio Procópio campus). The main goal of the study is to describe and explain the possibilities of informal English teaching in higher education not only for students' knowledge purposes but also aiming at teacher education. Additionally, the study seeks to describe professors' cognition as to (un) favorable factors to informal English teaching, especially, aiming at teacher education (targeting basic education). Your participation is very important and, in case you agree to participate in it, will be through: one open-ended questionnaire (in English), to be completed according to your availability and preference. As a triangulator, you will contribute to the data analysis of the aforementioned research. This way, the role of the questionnaire is to refute or support my preliminary data analyses (as an intersubjectivation resource), therefore, establishing validity and reliability in my research study.

Your participation is fully voluntary and you can: refuse to participate and to answer any question or even withdraw your consent at any time, without penalty or consequences of any kind. Furthermore, I stress that your personal information will be used only for research purposes, including publications originated from the study (one as a doctoral thesis). The data will be scanned and stored in personal computer base, totally restricted to the participants of the study (researcher, advisor and triangulators). All the information provided will be kept confidential. This way, you will be identified by a generic term (ex.: Triangulator A, B, C) in the writing of the thesis. However, *in case you do not want to keep your identity anonymous*, please check the appropriate option at the end of this term.

Also, be advised that you will not receive any financial compensation for your participation in the research study.

As a benefit, you will be offered access to an original and unprecedented study, aiming at the production of knowledge on the aforementioned theme (informal English teaching), which has been scarcely explored both in academic and educational contexts.

I fully understand that any kind of research may cause some risks. Therefore, bearing in mind my concern for human dignity, I am, as a researcher, entirely committed to doing as much as possible to prevent harm of any kind. I am also available to answer/clarify any question as promptly as I can. Moreover, I will understand and accept any decision you might make.

Should you have any queries or require any further information, please feel free to contact me (Fábio Henrique Rosa Senefonte; mailing address: Antonio L. Cassiano, 606, apt 11. Bela Vista, Cornélio Procópio, Paraná, Brazil; Phone: +55 (043) 96372045; e-mail address: capmont@hotmail.com), or Ethics Committee at the State University of Londrina, located at LABESC – Laboratório Escola, main campus, Londrina, Paraná, Brazil; Phone + 55 (043) 3371-5455, e-mail address: cep268@uel.br.

Once the procedures of the research have been explained, you will be given a full copy of this informed consent as soon as it is signed and dated.

Londrina, / / 2018.

Fábio Henrique Rosa Senefonte
Researcher (PhD candidate)
ID: 5199641- GO

Dr. Simone Reis
Prof. Advisor (simonereiss@gmail.com)
State University of Londrina

I_____ (**Participant's Full Name**), have read all the information above and all the procedures of the research have been explained. By signing this term, I willingly agree to participate in the research it describes. Concerning my identity:

( ) I wish to keep my identity anonymous, therefore, I wish to be identified by a generic term.
( ) I do not wish to keep my identity anonymous, therefore, I wish to be identified by my real name.

Signature (or fingerprint):_____

Date:_____

APPENDIX G

Pilot Testing (Transcription)

Pilot Testing (March 13th, 2017, in Portuguese)

Fábio: I think it's already started. Well, so the first question is what is your evaluation of your students' language proficiency?
Pilot: Well, Fábio. I work in two distinct contexts. At {university's name omitted}, we have the degree in Letras: English, and the degree in Letras: Portuguese and English. So, they are students who have a very different linguistic competence. Students majoring in one single degree, what we call Letras: English, they have great proficiency. So, they enter the undergraduate program, many of them, with international proficiency exams already, like FCE, for example.
Fábio: hum, yes!
Pilot: But even the ones who don't have exams, they have an intermediate proficiency level. They start at the intermediate level, so the textbook adopted are from an intermediate level on. On the other hand, the linguistic proficiency of students who study at night, the degree in Letras: Portuguese and English is very low, if compared to my students majoring in one single degree. So, they, they have a low proficiency level. But, it's like, it's all very relative (…) we have some students, the minority, that start the program at an intermediate level, but the majority who studies at night start at an elementary level, right? So, we have this distinction here at {university's name omitted}, because we offer these two degrees.
Fábio: and why do you think some students have elementary, others intermediate levels (…)?
Pilot: I (…) first, because of the, their social class and because of the target audience. Students who major in Letras: English, they come, focused too much on translation, since we have the fifth year of the undergraduate program, in which a bachelor's degree in translation is offered. So, like, it's a select target audience, they are students with different experiences from the ones of those students that study at night, they travel a lot, they are from a middle class, many have already participated in exchange programs when they were high school students (…) so, right? They've always studied English. So, it's a different background. The night class, they are students who have fewer financial conditions to take English classes, very few, have access or had access to an exchange program, they work all day long, some are fathers, mothers, so (…) and many of them, because there isn't the degree in Letras: Portuguese at night, end up having to choose the licentiate's degree in Letras: Portuguese and English, focusing on Portuguese. So, there are many factors that I see that interfere, you know? (…) in this distinction of level, of linguistic proficiency. And because of that, we start with a textbook, at a more elementary level and even doing so, we have numerous students at night who can't cope with that.
Fábio: I got it.
Pilot: Right? So (…)
Fábio: Well, the second question is what is your view of language? What are the educational, professional or personal experiences that contribute to such view?
Pilot: Uh-huh, as I mentioned in the questionnaire, I believe that a teacher of English or any other language, right? Of a foreign or mother language, the teacher should focus on a conception of (…) that goes beyond working with language structures, and structural aspects, right? So we have to conceive language as a discourse, and we

should understand that it should be explored, considering the social, historical and cultural context and in a dialogic manner, right? So, the student has to know why s/he is learning that grammatical structure or that genre and so on (…) in what moment s/he will use that language, not only knowing grammar rules. So, I think we should teach a language, considering not only communication purposes, but the student has to perceive that language is a discourse; and besides that, connected to this discourse, I think and I approach issues on ideologies. So, besides working such dialogic language conception, not only as a code, but as a discourse, I try to instill in my students this critical awareness of language use, so that they can also perceive ideologies that underlie a written text, a non-verbal text and so on. So, also in this critical perspective, sometimes I can (xxx).
Fábio: Right! Any personal, professional experience that led you to such view, that led you to have this view?
Pilot: So, like (…) It's very related to my academic experience right? During my master's and doctorate. Because, before I did my master's, even during the graduate certificate program, my view was rather limited, concerning language teaching, right? So, it was very focused on structure, also because of the context where I work in. I worked in a school, for basic education, so you end up tending… the school as a whole leads you to cover more such linguistic aspects, that are required for Vestibular exams {college entrance exams} and so on. When I started to do my master's, it was when I had access to a lot of reading and when I could realize and understand that there are other conceptions of language, so my way to conceive language is very associated with my academic trajectory, right? Doing a master's and then a doctorate, because during my master's I worked with that critical perspective, so it made me think in a different way, what language teaching is. So, it's very related to my academic experience.
Fábio: ok! Well, the third question, what type of English do you use in class?
Pilot: This question is very broad, right?
Fábio: Yes! Well, what is more recurrent, more predominant?
Pilot: because if we think of standard English, right? British, American English, I see it's very related to the type of English that I was exposed to when I was a teenager, where I studied English. So, I see this interferes a lot, right? In the way I speak, in the way I favor, for example, some structures that are related to a British or American standard, but if we take into consideration, nowadays, the studies on lingua franca, so we try to use a type of English that permeates that global view of teaching, right? Not only working with stereotypes, but in class, the English I use is the English that I see that it very close, if I think of accents, pronunciation, accent is mine, but considering pronunciation, it's closer to the English considered as British English, right? more academic, let's think this way (…) In the context where I work at PIBID {Institutional Scholarship for Teaching Initiation Program}, for instance, we discuss a lot issues on English as a lingua franca, right? So (…) but I try to instill this in the students, right? That there isn't one single kind of English that is correct, only one way to pronounce (…) there exist language variations, so we try to work based on that language perspective, when we say that type of English I use in class.
Fábio: ok. What about outside the classroom?
Pilot: I don't know whether this was the focus of your question.
Fábio: Ok! It can be…
Pilot: Or if it was aimed at (…) I'm going to make a suggestion (…) What was the question, Fábio. Can you repeat that?
Fábio: What type of English do you use in class?

Pilot: Yes! at first, I understood the type of English, which can be American, British or the type of English in terms of more formal, more informal, academic (…). So, I don't know what your aim is with that question.
Fábio: Uh-huh, I think it's the second option.
Pilot: Because it gives rise to more than one answer.
Fábio: It's a little broad, correct?
Pilot: What?
Fábio: It's very broad, right? Perhaps, it's more in terms of formality, informality.
Pilot: Yeah. After I started answering, then I considered this aspect as well, formal, informal, more academic.
Fábio: But it doesn't leave out what you say about varieties, British, American (…) It's because it's a very broad question, indeed. But thinking of a formality-informality continuum, which one would be the closest to the one you use?
Pilot: Well, it depends a lot on the course I teach. It's been about 2 years since I haven't taught language courses, but when I taught the course: Integrated Communicative Skills, it was more informal English, because of the level of the textbook and so on, but in other courses, for example, teacher education, practicum, when I teach in the single degree program, where we use English in those courses that are more theoretical, it's more academic English, more formal, right? But in the English language courses, written, oral competence courses, it's more informal English. It's not that formality doesn't exist, but it tends to be more informal.
Fábio: Why is it so? In some classes, more formal English, in others, more informal (…) Can you think of any reason for that?
Pilot: I think one of the factors that interfere is the use of the textbook employed. So, if we teach the course Integrated Communicative Skills, in which there is a textbook, it brings this kind of language, but we see that informality prevails, the aim is communication. So, there are a lot of text genres, but one or two aiming at academic writing. So, the classes tend to be more in informal English. In the courses that have a theoretical/ practical nature, which is teacher education, the texts we read are academic papers, book chapters, so all of them containing research, studies on teacher education. So the vocabulary employed in the texts read is in formal English. So, because of that, discussions (…) the English we use in the discussions end up in that formality perspective.
Fábio: Well, this is in a classroom context.
Pilot: That's it!
Fábio: What about outside the classroom? In your daily activities?
Pilot: Naturally, during discussions, those students who sometimes tend to use more informal English, they can also communicate and engage in the discussions, even employing a more informal English register.
Fábio: Yes, and with your friends, in your daily activities? Outside the classroom, outside the academic context? What type of English do you use?
Pilot: ah! Informal English!
Fábio: Why?
Pilot: it's more casual, right? It's the context (…) when you are not in class, it seems you don't have that duty to use formal, academic English, and also because of the relationships you have with other people. As I said, If I'm speaking in English with a friend, right? So, I'm not forced, and sometimes I don't feel comfortable using more formal, elaborated English, so we'll use the informal one (…) and even with students, depending on the student, you are more comfortable speaking more formal or less informal English. I notice that a lot at PIBID, where is another context where I work in.

So, as we have a closer relationship, because we meet up weekly, frequently, so you end up using more informal English, also because we interact with in-service teachers (from basic education), who tend to use more informal English.
Fábio: and what type of English do you like most?
Pilot: Personally, I like formal English most.
Fábio: Why?
Pilot: Because I read a lot of texts, right? which focus more on this type of English. So, to me, it's easier, that informal English is more present in my experience and in my contact with the language. That's why I prefer that. (...) Sometimes I am like a fish out of water, you know? When I have a more informal situation, and I think to myself, "wow, how to say that?" (...) Because of the reading activities, the focus (…) now that I also teach in graduate programs, so the tendency is that I use formal English more often now.
Fábio: Ok, and what's your evaluation of your knowledge of informal, colloquial English? How do you evaluate your knowledge of this (xxx)?
Pilot: In terms of proficiency?
Fábio: Yes, your evaluation of your knowledge of informal English, colloquial.
Pilot: Well, I consider my English skills to be very satisfactory, right? I can communicate in all ways (…) I can teach classes, discuss texts of a theoretical, practical nature in English. I always seek to do a self-evaluation concerning my performance in class, and that's done based on students' feedback, in relation to the goals delineated for that class, right? The teacher's role, so (…) and also by means of an evaluation in pairs (…) as I teach some courses with other professors, so we always evaluate one another, provide a feedback of the performance {in class}. So, I consider my English skills to be very satisfactory and it's the English, with which I can use and handle my academic/ professional duties at the university.
Fábio: Well, I don't know if you spoke about your English skills in a general way or if you also included in your answer your knowledge of informal/ colloquial English and so on (…) if your answer applies to both.
Pilot: I think I focused more on my language competence, right?
Fábio: Uh-huh. The question is specific to informal/colloquial English. Does your answer also apply to informal/ colloquial English?
Pilot: ah, I got it!. No, this answer is more for the other type (….).
Fábio: Yes, the question is what is your evaluation of your knowledge of informal/ colloquial English?
Pilot: I got it. Delete it, I don't know (…) I thought it was another answer (...) So, I think I have to study more informal, colloquial English (...) . As I said, I'm way closer to formal, academic English, so sometimes I have some difficulties understanding certain slang words, certain phrasal verbs, that are always being resignified, inserted in another way, or new expressions and so on. So, it's like, it's a (…) I see there's a (…) I feel, I have a duty to update my knowledge. (...) Let's say, in terms of having access to this informal English, more colloquial (...) So, I have planned to watch more TV shows, so that I can develop (…) or have more time to take a look at this informal, colloquial English.
Fábio: {pilot's name}, From now on, the questions are all about informal English, right? They are not in a general sense, ok?
Pilot: right!
Fábio: Just to let you know (…) now they are all (…) when I ask knowledge, something like this, I'm referring to informal/ colloquial English, ok?
Pilot: Right! Your question was adequate. It was I who misunderstood, ok?

Fábio: ok, thanks! and where does your knowledge come from? of informal/ colloquial English?
Pilot: Where does this knowledge come from?
Fábio: Yes! Knowledge of colloquial/ informal English
Pilot: Ah, it comes from (…) as I said, from the textbook that is employed in those courses, in the language courses, by means of songs. I listen to music a lot, so it comes from that, and also from movies, TV shows and from exchanges among peers in those informal conversations we have. It's where I see and practice informal/ colloquial English.
Fábio: and how often do you study or read about this topic, specifically about this topic?
Pilot: I must confess that it's when I teach those language courses. So during the moments I have to prepare my classes, so it's when I scrutinize it more to study, to prepare myself for that theme, that topic that will be approached in class. As it's been 2 years since I haven't taught language alone, so I confess that I'm a little distant from this practice of searching the internet, didactic materials, extra activities, right? But at PIBID, I see that I often have to bring this issue back (…), but not as often as when I teach a language teaching course, these integrated communicative skills. So it's at this rate.
Fábio: Well, now it's about your students' knowledge (…) What's your evaluation of your students' knowledge of colloquial, informal English.
Pilot: ah, they have a huge knowledge. It's incredible, it's enviable! Right? Especially the students majoring in one single degree, as I said. As they participate in exchange programs, they travel a lot, they watch TV shows, movies, so it's like they come to class with a huge colloquial/informal English background. So I evaluate it, like (…) even the students that study at night, who are not so proficient, they have the same profile, the same interests. So, the sources are the same, right?
Fábio: I got it!
Pilot: The same TV shows, the same films, movie theater, books. So, I evaluate (…) their English, they have a great knowledge of informal/colloquial English.
Fábio: ok, the next group of questions fall into the category "teaching practices" they are related to informal English teaching. Regarding the lesson plans, the lesson plans of the courses you teach, who makes such plans, the syllabuses?
Pilot: Well, It's the professors (…) When we have a textbook, it guides that teaching practice a lot, right? So, many times, you already have established (…) the content that will be explored in that unit, the goal and so on. So, sometimes the plan is already being shaped by the unit of the textbook.
Fábio: I got it!
Pilot: But nothing prevents professors form elaborating their own lesson plan, taking into account the class, the unit s/he will explore. So, in my classes both the language courses and the teacher education courses, the investigative practice course, which is aimed at research on teaching, literature and translation, in the undergraduate degree, right? And also the practicum courses, in which there's just a description of the course, there are no textbooks for it, nor for that teacher education course and that investigative practice course, so I prepare my lesson plans myself, based on the description and list of contents provided {by the department} (…)
Fábio: {pilot's name}. I think I used a wrong term, I'm sorry. It's the syllabus, the one for the whole year, you know? The syllabus for the courses.
Pilot: ah, the annual (xxx)?

Fábio: Yes, it's not about the lesson plans, for each class, it's the general one. At {university's name omitted}, we say *Plano de Ensino* {course syllabus}.
Pilot: Ah, Fábio, it's all relative, because if the course is ongoing, then it was certain professors who elaborated that. So, I see at {university's name omitted}, for instance, last year, the year before last year, we had the workload and the courses readjusted, so a group of professors, for example, we had to make a syllabus for a literature course, so the literature professors got together and made such syllabus.
Fábio: I got it.
Pilot: So, at {university's name omitted}, they made it according to the areas, you know? So, English professors have to make it, so they meet and make such syllabus and after that, it must be approved by the department, in departmental meetings.
Fábio: Yes! And what do such syllabuses say about informal/ colloquial English?
Pilot: Well, from what I can recall now, they are very broad. I can't recall that there's a moment where any term of informal English, colloquial English is there, because those syllabuses are aimed at (…), there's a description of the course and the table of contents and as I told you, those language courses, oral and written production and comprehension and the integrated communicative skills, professors adopt textbooks for those courses. So, they are aimed at contents, you know?
Fábio: I got it!
Pilot: They don't consider much of that conception of language, which is something (…) and what type of English that will be used to teach. I see that this issue is not included, is not discussed in the syllabuses for those courses.
Fábio: and what's your opinion about it?
Pilot: I think it should be revisited (...) Unfortunately, sometimes there are some professors in our field that don't focus on continuing teacher education and they don't keep pace with such discussions, for example, on what type of English I will teach, what conception of language I will teach (...) So, they still uphold a very tradition conception of teaching. So, I (…) and when there are those readjustments, it seems that it's always the same professors who participate in the meetings (...) They are professors who teach at the graduate level, for example, right? (...) They have a broader view and they have studied in a continuing way, so (…) that's why they are engaged in research, right? And they manage to have a broader view of (…). So, I evaluate that as a very negative thing (…) the fact that syllabuses don't include the conception of language, the type of English that will be taught, because, when we have, for example (...), a temporary professor, s/he will plan his/her classes based on that syllabus.
Fábio: Yes.
Pilot: And many times, that is not clear (...) So, we can't perceive the type of class that professor is considering, how s/he thinks about language teaching, right? So, we have divergences between the way we teach and they way we conceive language teaching (...)
Fábio: Ok, you said you used informal English in your classes, right? Colloquial (…)
Pilot: yes, specifically in the language courses.
Fábio: When you use it, why do you do so? For what purposes?
Pilot: To get students closer to the class atmosphere, to the discussions, because, as I said, as they have a huge informal/colloquial English repertoire, if you start a discussion on a topic in more formal English, we can't reach them. So, when, you make room for more informal English, more colloquial, I see that their participation is bigger, the feedback, interest in the classes, right? It's even because of the choice of didactic materials, even adopting a textbook, I like to work with extra activities. So, those

activities tend to reach (…) they aim at informal/colloquial English, taking into consideration the target audience, my choice is aimed at the student's interest, right? So that, s/he can be more interested in learning the language.
Fábio: and how often do you use informal English?
Pilot: As I already said, it depends on the course. When I teach language courses, it's a way higher frequency, right? There is a use of informal English in all classes.
Fábio: Any specific situation in which you use this language?
Pilot: ah, no! It's like during breaks, conversations in the corridors, in some moments that are more casual during the class. It all depends on your relationship with the student. If you are closer to them, you end up using it, having more situations in a casual English (…) let's say (...)
Fábio: Do you teach informal English in your classes?
Pilot: I do, in those courses that are aimed at language teaching in a general view, because at {university's name omitted}, we have the courses split in language competences, right? Oral production and comprehension and written production and comprehension. So, in those courses, I do favor informal/ colloquial English teaching. In the other courses, as I said, investigative practice, teacher education and practicum, there aren't so many opportunities for informal/colloquial English as in the other courses. In the practicum course, there's a room for it, when students are required to prepare lessons, lesson plans to perform their practicum activities, so informal/colloquial English is present (…)
Fábio: ok, so let's focus on those courses you teach (…)
Pilot: language courses, right?
Fábio: Yes. Why do you teach it?
Pilot: Informal/colloquial English?
Fábio: Yes!
Pilot: Because I consider that it's important to teach this kind of English, and I think students learn English by contact with sources that are way more related (…) to the use of informal/colloquial English than the academic one, right? Formal. So, considering a way to prepare such student for those contexts of interaction, because they use Facebook, Messenger, Apps, in which they can chat with people from numerous countries. Also, where they teach, informal English is not predominant. So, I think it's of paramount importance that university students have access not only to formal English; so, informal English is not always considered in the classroom.
Fábio: How often do you teach it?
Pilot: Well, when I teach those courses. It's been 2 years since I haven't taught them, I teach it regularly, right? I always try to, based on the themes that are addressed, take to class some aspects related to this type of English.
Fábio: and in what situations? Is there any conducive situation to such teaching? Any specific situation?
Pilot: I think it's more during activities for conversation that I favor colloquial/informal English teaching (…) way more in oral than written activities.
Fábio: Why do think so (…) this predominance in oral practices?
Pilot: Because of the genres that are required for those courses for writing. As I said, at {university's name omitted}, textbooks are still, let's say (…) traditional. The predominant genres in the written sphere are still more formal, so students are supposed to use more formal English, focusing on letters, emails, aiming at mastering English to be used in an international exam, for example, let's say (…) So, I see that (…) and also there's even some resistance from professors, as I was educated to use more formal and academic English. So, sometimes I think "oh that's strange this

student is writing in this way and that's accepted," more informal English. So, I see that it's influenced (…). So, that's why I favor teaching focusing more on oral skills, taking into consideration that it is the means students most use English, by communicating orally.
Fábio: ok and how do you teach it? What strategies do you employ? Any specific method?
Pilot: ah, I use many teaching strategies, right? So, from audiovisual resources, group activities in class, I don't like individual work, I don't like it. I always favor pair work or in groups, right? So, there are diverse teaching strategies, I always focus on a warmup, I always have a pre, while and post-activity, right? A diversity of strategies for teaching, more ludic or more bound for questions-answers, or even through a discussion, so they are very dynamic classes.
Fábio: When you teach informal English, are you concerned about your students' language acquisition in general or you are concerned about their preparation to teach in basic education? Or both?
Pilot: Both. I can choose both?
Fábio: Do you see any difference when you teach it only for their knowledge acquisition or aiming at teacher education to work in basic education? (...) Do you see any difference?
Pilot: Uh-huh. Yes! So, it's like (…) in those classes that they already come with proficiency, they already know linguistic structures, my concern, I can't speak for the others, right? My concern is focused on the teacher education process, teaching students (xxx) for teaching. Now, for the students who study at night, I believe my concern is focused on both and sometimes I need to place more emphasis on the learning process, so that s/he can learn how to teach that type of English.
Fábio: I got it!
Pilot: Because it's a teacher education program, a licentiate's degree, either single or double, we can't lose sight of the focus on teacher education. S/he needs to learn (…) students can't go to university to learn language alone, as an extension of a language school. They need to be aware that they will be teachers, and that's why a focus on the process of teaching, learning how to be a teacher how I will teach this topic to my students in basic education.
Fábio: I got it!
Pilot: Having knowledge of English in not enough (...), I need to learn how to teach English.
Fábio: uh-huh. Do you propose activities that lead your students to reflect on informal English teaching?
Pilot: Yes!
Fábio: What type of activity?
Pilot: When we (…) are always comparing situations of formal English use, informal English, the issue on which one is more important, more relevant. They are all important, they all relevant, right? But it depends. I always seek to instill in my students the awareness of linguistic choice, based upon the context, on the moment s/he will use it, without saying one is more or less important, all (…) the two are important, relevant.
Fábio: How are those activities explored, {pilot's name}?
Pilot: They are explored through situations, use, by means of videos, people using more informal English, others more formal. So, it's always a problematization that makes students think about adequacy and inadequacy of English, let's say, right? So,

they are activities that always contain questions, a problem situation, so they can think and discuss about it.
Fábio: and do you propose activities aiming at preparing your students to teach specifically informal/colloquial language in basic education?
Pilot: Yes, (...) in all language classes, I'm concerned about making my students reflect on the process of being a teacher and when they have to prepare an activity (...) , a lesson plan to teach in basic education, we always discuss informality situations, right (...)?
Fábio: and what kind of activities do you propose in this direction? Preparing your student to teach informal/ colloquial English?
Pilot: We take textbooks, they are a source of activities that I use and also lesson plans, elaborated by them {student teachers} or by in-service teachers, ideological plans they prepare and we discuss issues on adequacy, informality, if it is adequate to the target audience, to the goals of that class. So, by means of activities in this direction, aimed at teaching, the classroom, lets say through real activities.
Fábio: Do you experience any difficulty, challenge when you address such topic in class?
Pilot: No, students tend to enjoy more when we discuss informal English than formal English. They tend to enjoy it more. So, I don't face challenges or problems.
Fábio: So, you already answered the following question, if students like this topic (…)
Pilot: Yes, they do!
Fábio: Why?
Pilot: Because, as I said, it's part of their world, their context, right? So, they like it very much. Actually, they prefer that, as I said previously.
Fábio: Ok, we're almost finishing now, ok?
Pilot: Poor respondents!
Fábio: Yes, it's a lot, 30 questions! I think I exaggerated, right?
Pilot: My Lord, Fábio!
Fábio: Well, let's go (…) Aside from the teaching methods you already mention to teach informal/ colloquial English (...), can you think of any other way to address this topic?
Pilot: Gee! I can't think of any other strategy now (…) But I see that (…) it's like, we are getting (…) I think new technologies provide us a great opportunity to teach informal, colloquial English, right? If didactic resources were available on the internet, for instance. So, materials elaborated by international websites, new technologies. So, I see that it's from it, that we can have access to many things. There are people speaking from numerous countries in diversified contexts, we have many videos (...). So, we have the whole world inside your classroom through the internet. So, I think it's a great gain that we have, a great access, a huge number of materials we can use, right?
Fábio: Ok! What aspects of informal English should be privileged in class? Why type of informal English should be privileged, in your opinion?
Pilot: I think there's a huge neglect of slang, phrasal verbs in classroom. I see that they are always in the background, right? So, why? Textbooks can't cope with that, because it's a type of English that changes daily. What type of English is it? Where am I selecting such English from? So, that's another thing (...). So, when a teacher sticks too much to a textbook, s/he can't bring this issue to class. On the other hand, if it's a more flexible teacher, who knows what is available on the internet and so on (…) and other audiovisual resources, s/he can bring many more things to class, taking into consideration, slang words, idiomatic expressions, phrasal verbs (…) It's not that

phrasal verbs are always informal, but (…) I think this way (…) That is not privileged (...)
Fábio: What relevance, if any, do you think informal English has to you?
Pilot: it's important, despite I don't use it very often because of the context where I work in, because of the courses, but I see it very relevant even to my social inclusion, so I can participate and be accepted by a group, you know? If I participate in an informal group of friends and if I don't master informal/colloquial English, I end up being shut out, it can be a reason for mockery, right? So, I consider it very important for such social inclusion, so I'm part of that social context.
Fábio: And to your students?
Pilot: I consider it's important to my students as well, considering such inclusion and also because they can have access to other types of English, since many finish their undergraduate studies and go to teach in basic education or in language schools and what we see is that those students beg (…), the focus of basic education, language schools is informal/ colloquial English. So, I think it's of paramount importance that major students in English have access and knowledge of this type of English.
Fábio: and to students in basic education? Do you see any relevance? Which one?
Pilot: Yes! The same. Likewise, undergraduate students have access to TV shows and movies, so do students from basic education, especially games, right? Many games on the internet, those TV shows, pay TV. So, they (…) even those channels on YouTube, right? So, I see it's important because they can communicate and realize the importance of learning English to communicate with others. So, they will use more informal and colloquial English, because many times, as I teach practicum courses, when the student teachers from {university's name omitted} start teaching a more formal verb tense, they question: "when will I use this?" "Ah, can I use this way?" when they see it's employed in a different way, more colloquial, so they always question us (…) and when the students take activities aimed more at that type of English (…) of their interest, informal, their interest is completely different.
Fábio: all right! Well, and what relevance, if any, informal English teaching has your students' education? aiming at their preparation for Basic Education, right?
Pilot: Yes, it's what I said. It's of utmost importance (…) Likewise, they learn in college teaching strategies, learning theories, conceptions of teaching, theoretical and methodological teaching perspectives, I see that also mastering the diverse types of English be it formal, informal, academic, language variations, they are important and that's what will make a difference in that student's education, s/he will have a more comprehensive teacher education, let's say, broader. S/he will use it a lot in his/her professional context, professional performance.
Fábio: To what extent should informal language be privilege in the curriculum in higher education, in this case Letras?
Pilot: Well, I think there should be a blend, right? As I said, If we analyze the syllabuses for the English courses at {university's name omitted}, as I said, I might be wrong, but I'm almost sure we won't find any aspect in the table of contents aimed at informal/colloquial English teaching. So, bringing your question back. What was your question? The importance of inserting it (…), right?
Fábio: To what extent or what proportion of this type of language should be included, privileged in curricula?
Pilot: Well, we if consider that only one type of English is being privileged, which is the formal one, and it's the teacher's role to decide how much of informal/colloquial s/he will take to class to work with students. I see it's important that it be considered, because the teacher who will stick completely to that syllabus, if it's not there, s/he

won't work that with students. And because it's a university context, then, s/he may think only formal English should be privileged. So, I see that there are some professors who are fearful (…) because it seems you are teaching a type of English that doesn't correspond to the reality of universities for example, right? But we forget that those students will (…) it's another type of knowledge that is also important for their initial and continuing teacher education. So, I see it's important and it should be considered, and very often, it isn't present even in the discussions we have, for example, for curriculum reform or a new course.

Fábio: ok. That's for the curriculum for higher education and what about the one for basic education? Is it the same, different?

Pilot: Look, what I have access to, which are the lesson plans of the in-service teachers who host my practicum students and the teachers from PIBID, it's also very distant, Fábio, because such plans are based on the textbook. So, I see it's very structuralist, right? So, there are only contents and the types of English are not specified, because this requires a continuing teacher education. The teacher needs to know what type of English that is being used, TV shows, movies and so on and such professor usually doesn't have time and then, s/he end up using the same materials, the more traditional ones, because it's easier to be done. So, I don't see emphasis, you know? The interest of teachers in basic education to address it. Let's say they are sporadic activities. Students ask for that as well, right?

Fábio: Well, in your opinion, what relevance, if any, does this research have?

Pilot: Your research? I think it is of utmost importance for curriculum reform for both higher education and basic education, to discuss the issue on what type of English is being taught, what English is it? both in that aspect, as I said, international, global language and also focusing on this type of English, focus of your research, right? Informal, formal. What English is that? What is the relevance? What space does this type of English have in universities? And in basic education? Right? So, it's a new, let's say a new linguistic competence to be taught and incorporated into the curricula for both basic education and higher education.

Fábio: uh-huh. How did you feel during this interview?

Pilot: How did I feel? Well, I felt good answering your questions, some made me a little reflective, pensive about what I have been doing as a professor during my practices even about what else I could do, right? So, I was very reflective in terms of (…) from now on what should I privilege, how I will privilege more such teaching, because your questions were either focusing on experiences, or on a way to make me think, as a professor, about the importance (…). Because, sometimes we don't think about that, right? So, I think it's an interview that took me out of my comfort zone. Also, I felt like: "oh, I don't know whether I'm answering (…) does it fulfill Fábio's expectations?", right? "Was that the answer he wanted to hear"? Actually, we don't carry out research in this direction "That's what I want to hear". But it's like, every researcher has initial expectations, right? When you propose a research study, goals and questions and instruments, right? But (….) I think it's a constant concern, I think all the participants in your research will have the same feeling. Also, I'm very curious about your results (…) so that I can see the conceptions of the other professors who will participate in the research, to check if the way I think converges, diverges from other teacher educators as well.

Fábio: Do you think you could express everything you think, everything you do concerning this topic?

Pilot: I could! Actually, I spoke too much, as usual. Some digressions, I see some questions (….) many digressions to get to an answer; others, I had to reformulate my

answer, maybe because I didn't understand the focus, or because I couldn't hear (…) I don't know if skyping had any interference in this regard. But (…) you see? I'm lost in your question. What was the question, Fábio?
Fábio: if you could express everything you (….)
Pilot: Yes, I could. You made me feel extremely comfortable, in the moments I digressed and you: "hey, that's not what I asked you" and then you repeated your question, right? Without inducing me to a certain answer, with no "wording" I can see you, you can't see me, but you didn't (…) like nod you head to agree with me, nothing in this direction. You kept looking at another spot (….)
Fábio: I was looking at the sheet of paper (….)
Pilot: (xxx) because even nodding your head can mean "that's right {pilot's name}, go on with your answer!". I think your behavior as a researcher in this interview, it's very adequate (…) I think if you follow this profile with the other participants, there won't be any interference in terms of the level of answers, inducing the professors to answer what you want to hear (…)
Fábio: That's great, {pilot's name}. I'm glad to hear that.
Pilot: because your questions have no right or wrong answer.
Fábio: no, no (…)
Pilot: right? As I said. Every time, I had to think and reflect on my practices, some easier, because I had only to report what I did and others I saw (…) I felt that I had to move beyond my comfort zone and think a little more to answer (…)
Fábio: Would you like to add anything? Any question?
Pilot: No, my only concern Fábio is about the extension of the questions and the number of participants you'll have, the extension of the data, that's my concern. But it's about your research, not about your instrument, which I think is very adequate (…) Through those questions, we can see all the process, reflect on (….), because I think you'll look at the classroom context, how such English is being considered in class, how teachers think about the teaching of such English {informal}, both in higher and basic education. So, they are questions that (…) they cope both with the teaching/learning process and initial teacher education, and conceptions of the teacher educator, the university professor. But my only concern is the number of questions. I don't know whether some could be agglutinated, perhaps, right? I don't have the questions printed (…)
Fábio: I can send them later, if you could help me, it would be (…)
Pilot: because in some moments I thought I had already answered some things
Fábio: If you can help, {pilot's name}, I'd be really thankful.
Pilot: you know? In some moments, I thought "I've already answered that". So, if you can send them to me, I can take a look (…)
Fábio: I will
Pilot: Maybe, decreasing it (…), maybe some questions could be agglutinated, right? Because it's way easier to make adjustments in your instrument than justifying the choice for some participants in relation to others, isn't it, Fábio.
Fábio: {pilot's name} Then, I will finish this (xxx). Thank you very much.
Pilot: not at all.

APPENDIX H

First interview (Transcription)

Transcript- Adrian (May 1, 2017, in English)

Fábio: So, ok! Can we start?
Adrian: Sure!
Fábio: Yes! The first question is what is your evaluation of your students' language proficiency?
Adrian: Well, I have students in first, second and third years, so (…) the first year, they generally come with a low level of English, not all of them, but in the class with 10-15 students, you have 5, generally 5 or 6 who have low, low level, basic students, basic level. Three or four are advanced and then, the rest of them are intermediate. In the second, third and fourth years, they get a little bit better because of the program, because they seek other courses besides the one that the university offers, so they can (…) well, they do improve during the {undergraduate} program, but first year, they are generally low.
Fábio: So, can you think of any reason for this heterogeneous (xxx), this heterogeneous reality? Some students have better proficiency levels, others not so much (…) can you think of any reason for that?
Adrian: I don't know, maybe related to their socio status, socioeconomic status because the ones that have advanced English, they have already traveled abroad, they took courses, besides the one that the state school offers and the others, they generally don't have this opportunity, they do that during the university, some of them. So, maybe their social status (…)
Fábio: Alright! The second question is what's your view of language. I don't know if you saw it on the questionnaire (…)
Adrian: I did
Fábio: It's the same question, so, what's your view of language? What are the educational, professional and personal experiences that contribute to such view?
Adrian: I don't know if I can answer that, it's a tough question (…)
Fábio: It's basically what you understand by language. What's your conception of language? Basically, it's that!
Adrian: I probably do have a conception, but I don't know what that is (…) I really don't 'cause I don't have much time to think about that, we always have to produce and produce and prepare class and do this and do that. I don't stop to think most of the time (…) What I understand by language, it's really hard, I don't know.
Fábio: Ok, ok! It's fine! Question 3 is regarding formal or informal English, what kind of English do you use in class?
Adrian: Formal and informal?
Fábio: Yes! What kind of English do you use in class most of the time?
Adrian: Well, if you're thinking that informal English is related to chunks, slang and things like that, I generally don't, because I generally (…) Well, in these two last years, I've been teaching applied linguistics and other classes that these terms are not allowed. I mean they are allowed but we don't do that; you're generally talking about theory, so they don't fit the class. If it's, for example, oral comprehension, they are more useful and they are more used by students and sometimes I take part in that too, but in theoretical classes, no, because the discussions generally range from texts and things that probably it does not fit.

Fábio: Alright! And what about in your daily activities, what kind of English do you use most?
Adrian: It is formal.
Fábio: Why?
Adrian: Hmm, because I only speak English when I'm teaching, so (…) and like meeting in the corridors the teachers, we generally speak in Portuguese and in the state schools where I teach at, it's Portuguese too and when I'm teaching in English, it's generally formal so (…) I don't know maybe I don't use, I think I don't use that much, maybe.
Fábio: Ok. And what kind of English do you like most? Regarding formal or informal?
Adrian: I don't have a preference (…) I don't like informal English too much, because it sounds like you don't have a good proficiency sometimes (…)
Fábio: You mean informal?
Adrian: Yeah, because you keep repeating things and saying "like, like, such and stuff like that" (...) It sounds you're not good as you may be or should be (…) I try to avoid it.
Fábio: Ok! And what is your evaluation of your knowledge of informal, colloquial English. So, how do you evaluate your knowledge of this specific part of English?
Adrian: I don't think I have enough knowledge to discuss the differences and to understand in English, at least, the differences. In Portuguese, I am more concerned because of my degree in Pedagogy {Pedagogy in Brazil, Education in English-speaking countries}, so I can talk about it, distinguish the differences and how things work, but in English, maybe not yet.
Fábio: Why do you think so?
Adrian: (…)
Fábio: Have you had any experience?
Adrian: I don't remember discussing it in the undergraduate program when I studied. I don't remember reading or writing things related to formal or informal English.
Fábio: Alright, so let's focus on the knowledge you have. Where does it come from? The knowledge of informal, colloquial English? Where does it come from?
Adrian: (…) hmm, by talking, when I traveled, I took some courses abroad (…) in speaking, you generally use it. I guess by talking, I use it.
Fábio: Uh-huh, and how often do you read/study about this specific topic?
Adrian: I don't remember doing that.
Fábio: No?
Adrian: No!
Fábio: Ok!
Adrian: In English, no!
Fábio: ok!
Adrian: language, no!
Fábio: And what is your evaluation of your students' knowledge of informal, colloquial English? How do you evaluate their knowledge of this field? Informal, colloquial English?
Adrian: The only thing that comes to my mind is lingua franca, I don't know if I can say that it's informal English. I wouldn't put it in this category, because we have some knowledge about the topic and students (…) in applied linguistics and other classes, we try to distinguish and explain them the difference between lingua franca and English as an international language, English as a second language. I don't know if that's informal language.

Fábio: Ok, but what's your general evaluation of their knowledge, your students' knowledge of this topic? Informal, colloquial English or if you don't have an opinion on that.
Adrian: I don't think they (…) they probably have thought about it, at least, the ones that have intermediate, advanced level of English, but not from reading.
Fábio: Uh-huh, so where do you think this knowledge comes from? The one they have (…)
Adrian: By using, I guess.
Fábio: All right. So, the questions so far focused on education and knowledge, ok? So, now we're going to focus on your teaching practices (…) Regarding the syllabuses of the courses you teach, who makes them? The syllabi.
Adrian: Generally, the teacher who was in charge of the course in the year before.
Fábio: Uh-huh, do you know what they say about informal, colloquial English?
Adrian: (…)
Fábio: Do you remember?
Adrian: (…)
Fábio: For the courses you teach (…)
Adrian: I guess grammar, there's something in the grammar program {plan}. I guess they have (…) we have to make students, they can't use that much, 'cause we have to bring them to C1, C2 level in the third year, for example, and they are (…) they have to be exposed to formal English, due to the different genres, so we have forums, academic (…) In oral comprehension, for example, we have forum, fan fiction and other genres, so they generally have to fit in the genre and they don't have informal English (…) critical reviews, critical reviews of movies, plan reviews. So, it is required to use formal English.
Fábio: Ok, but is it mentioned on the syllabi?
Adrian: I am not sure, I'll have to check, but I guess so.
Fábio: Ok, and what is your opinion on this issue?
Adrian: If they are going to become teachers, they have to be aware that they have to speak formal English, like at least, they have to know how to speak formal English, if it's their choice to use it or not, it's (…) it's up to them. They have to know the differences and they have to understand how to use one, how to use the other situations, in which they have to use both.
Fábio: Ok, so, you said in a previous question that you don't use a lot of informal English in class, right?
Adrian: Uh-huh.
Fábio: Ok, but let's focus on the situations when you use it, ok? Even though it's not so often, but let's focus on such situations. When you use informal English in your classes, why do you use it? What for? For what purposes?
Adrian: it's generally not related to the subject (…) to start the class, to finish the class, in informal situations, in talks with the students.
Fábio: Any other situation?
Adrian: (…) no, I don't think so.
Fábio: Ok.
Adrian: That I remember (…)
Fábio: And do you teach informal English in your classes?
Adrian: No.
Fábio: No?
Adrian: No.
Fábio: Why not?

Adrian: Because (…) Well, in my subjects, there's no space for discussion on that, I guess.
Fábio: And what is your point of view on this topic about informal/colloquial English teaching in higher education?
Adrian: As I said earlier, I think they should know the difference, they should understand why there's informal English, why there's formal English, how to use it, when to use it, at least, to be aware that it exists somehow.
Fábio: Uh-huh, and would you like to teach it?
Adrian: I guess it would be interesting, maybe in (…) practical classes {oral} or comprehension, maybe.
Fábio: Ok, so let's think in a hypothetical situation right now (...). So, if you had the chance to teach it, how often would you teach it? (...) How often would you like to teach it?
Adrian: (…) I have to cover the course syllabus, so maybe if it were a topic in one of this programs {syllabi}, it would be better, I guess (…) teaching it as a topic, maybe in applied linguistics or comprehension, I said oral comprehension, but in oral comprehension classes, they have to practice English, not to understand how the language works, so in theoretical classes, it would be better.
Fábio: And in what situations would you teach it?
Adrian: As I said, I would teach it as topic of the program of the course {course syllabus}.
Fábio: Ok, and can you think of any method, any strategy that you could employ to teach this topic?
Adrian: No, I guess I would have to study (…)
Fábio: Ok, (...) So would you be concerned about your students' knowledge acquisition in general if you addressed this topic (...) or would you be concerned about their preparation to teach this topic in basic education? Or both? (...) Do you see any difference?
Adrian: I guess both (…)
Fábio: Can you elaborate on that?
Adrian: Sorry?
Fábio: Can you elaborate on that? Can you explain it better?
Adrian: Can you repeat the first question?
Fábio: Yes! It's like, would you be concerned about your students' knowledge acquisition in general (…) about the fact that they are learning informal English or would you be concerned about preparing them to teach this topic in basic education?
Adrian: To teach informal English?
Fábio: Informal
Adrian: Informal!
Fábio: Or both? So, we have (…) it's kind of we have two dimensions: we have language acquisition in general and also we have the teacher education dimension. So, do you think you would include both? Do you see any difference in one or the other?
Adrian: I guess, I would include both, because they have to be aware that they have to teach students as well, the differences, how to use it, when to use it, how informal English works (…)
Fábio: Uh-huh. Any other strategy? Any other way you could address this topic?
Adrian: Strategies? (…) I don't know, maybe by selecting some genres in which they use informal English, sitcoms, series, some TV series, maybe (…) oral genres.

Fábio: So, would the activities lead your students to reflect on informal English teaching?
Adrian: Well, if the focus is to, to teach them informal English, yes!
Fábio: Ok, do you think if you addressed this topic in class, do you think you would experience any difficulty, any challenge?
Adrian: Probably, because every subject has a challenge, right? I don't know what it would be, but you may expect that.
Fábio: So, do you think your students would enjoy it?
Adrian: We have some traditional ones, they would probably say no, but as I said, they have to understand that. You have different types of English, you may not like it, but you have to be aware that it exists and how to use it, to teach the students the differences.
Fábio: Ok.
Adrian: They should teach it as well.
Fábio: Aside from the teaching methods you've already mentioned, can you think of any other way to address this topic?
Adrian: Informal English?
Fábio: Yeah!
Adrian: No. I don't think so!
Fábio: Ok and (…) we're almost finishing it ok?
Adrian: No, no problem.
Fábio: What aspects of informal English should be privileged in class? So, what aspects or what type should be privileged in class? In your opinion?
Adrian: What aspects? I should know what these aspects are, so I would tell you (xxx), but I really don't understand much about that. What aspects? I don't know
Fábio: It's because (xxx)
Adrian: Accents? Vocabulary, ways of (…) saying things. I don't know.
Fábio: Uh-huh. What relevance, if any, do you think informal English has to you?
Adrian: Relevance? (…) Well I probably use it all the time, maybe not knowing. So, it's probably important, I don't know.
Fábio: Ok!
Adrian: It's a really tough subject.
Fábio: And what about your students? What relevance do you think informal English has to them?
Adrian: As I said, some students don't like it, mainly in (…) I guess (…) I used it in oral comprehension classes and they don't like it very much, at least it was the way I experienced it. When it came to speaking or showing a video in situations that you have informal English, they would be (…) you could see it in their faces. So, it is a topic that should be addressed in class, I guess and of course it is relevant, maybe they don't know, maybe they don't understand it as I don't, I don't, but I guess it's relevant (…)
Fábio: Ok, so, considering that we are basically preparing student teachers to teach in basic education, what relevance do you think, informal English has to the students there in basic education?
Adrian: It's what they like (…) songs, for example, students love songs, I don't know what the problem with songs is, but they love it so much; in these type of things that they do like series, sitcoms and songs, it's basically informal English, you have lots of slang, chunk of words, vocabulary which generally don't apply to written genres. So, it's what they do, what they listen to, what they use, I guess it's more relevant than the formal English we try to teach students; I think it's the best way to teach students.

Fábio: Uh-huh. To what extent should informal English be covered in the curriculum for higher education? In your opinion.
Adrian: Not as a course, a whole course, but it should be a topic to be discussed in a theoretical class and, of course, probably in the other ones as well, but it should be there.
Fábio: And for basic education? The curriculum for basic education? What extent do you think (…)?
Adrian: I guess it's already there (…) I don't remember I guess it's in "structural contents" from DCE, DCE {curriculum guidelines: foreign languages}, I guess. We have a topic there, in which they mention "reading, orality, writing", so when it comes to speaking, there's a topic there, let me just find it (…), 'cause I was preparing (…)
Fábio: Ok, so regardless of what the document mentions, what is your opinion on that? In your opinion, what is the extent to which informal English should be covered in the curriculum for basic education?
Adrian: I think it's already covered (…) this topic.
Fábio: Ok, So, do you think it is already appropriate?
Adrian: I don't know if it is already appropriate; I know it's covered, though we don't teach speaking too much in basic education (…) I try to use English most of the time, but as the focus is not on speaking, we have writing skills, we have to develop reading skills as well, I try to put it there, I try to use it, but I don't know if it's the focus. I don't think it is the focus of basic education. So when it comes to this topic, I guess it's mainly in these activities in which they have to listen to songs and listen to something, but they don't speak English too much.
Fábio: Alright. And in your opinion, what relevance, if any, does this research have? My research study.
Adrian: I'll probably read it! Because my knowledge of informal English is very low (...) and by talking to you, I have realized I'm kind of traditionalist, I don't like to use it too much, although I probably do (...) So, I guess it's really relevant to think of (…) in future activities, how to do that in the program of the course {course syllabus}, how to approach that in class and to approach that in the teaching methods, teaching classes (...).
Fábio: Ok. I'm just checking the audio here (...) And how did you feel during this interview?
Adrian: How did I feel?
Fábio: Yeah.
Adrian: (...) hmmm (...) a little uncomfortable, because I don't know much about the subject (...) , so sometimes I don't know what to talk or what to say (...), you know? So, I tried to push (…) I don't know (...), I tried to {incomprehensible part} think of how to answer, because my knowledge is low (...), so sometimes I don't know what to say (...), how to say because (...), of course, you're evaluating what I'm (xxx).
Fábio: Forget it!
Adrian: But yeah, as I said, interviews are uncomfortable even though we know each other, we have (…) because it makes you think, maybe this is why it's so uncomfortable, you have to get out of your comfort zone and because it's something you're not familiar with, so (…)
Fábio: Ok. Do you think you could express everything you think and do about this topic?
Adrian: I guess so. If I, if you had given me, for example, the questions before, I'd research, read and my questions (…) my answers to your questions would be a lot

different, because I would have researched the topic. So, I guess I said what I knew, which is not much.
Fábio: It's ok, but you think nothing was left behind, right? So, everything that you think, everything that you do, you said?
Adrian: Probably yes!
Fábio: Ok, perfect! Do you have any additional comment, question, suggestion?
Adrian: No.
Fábio: No?
Adrian: No
Fábio: Ok, Adrian, thank you very much for your participation (...) I do appreciate that, ok?
Adrian: Thank you!

Transcript- Drew (April 3, 2017, in English)

Fábio: Ok. So, let's start. The first question is what is your evaluation of your students' language proficiency? How do you evaluate it?
Drew: It's complicated (…) they come to the university with very low level of English and I don't think the structure and the way we prepare the students for the development of English is improving much. So, it's not only their fault, but also the structure, our fault, but they have a very low proficiency level. They come to the 4th year, the last year, with a very low proficiency level. The students that come to the last year with good proficiency level, they already had it in the first years. So, I don't think they are improving much at the university.
Fábio: So, can you think of any reason for that? Some students come with a better proficiency level others don't (…)
Drew: Usually it's due to their social background. The ones that could pay for institute (…) language institutes, they come with a better level of English, or they realize they need the language and they start taking classes, so they can improve better their level of English during the 4 years. So, I think this might be one of the reasons. Another is some students, they work full time, so they come to the university at night and they don't have much time to dedicate to foster their proficiency, I think.
Fábio: Ok. And what is your view of language? (...) What do you understand by language? It's the same question on the questionnaire (…) So, the educational, professional or personal experiences that contribute to this view? (...) If you can elaborate on that (…)
Drew: Ok. I think language is mediating everything in human actions, reactions and interactions. So, language is this thing that it's socially constructed, it's historically constructed (…) it's not inside my head, it's permeating my actions and everything that human beings are dealing with, it's not static, it's being transformed during the negotiation we have. I look at you, you're looking at me and I'm producing a speech, but then I realize you don't understand what I say or I think you don't understand and I reformulate, I try to be clear. So, I think language is this evolution of interactions, it's this communication, it's something that is negotiated in the process. So, language is socially constructed, historically constructed and it's fluid, it's not static.
Fábio: Ok. So, do you have any personal or professional experiences that contribute to such a view or why do you have this view?
Drew: I think that, personally, I always observe a lot how I learned it; It was not something very orthodox. I learned English, for example (…) I've studied many

languages, but English especially, I studied when I was a kid, not studying, but experiencing it. So, I used to play video games, I needed to know the goals, the aims of the levels I had to reach. So, I had to discover what they were saying, so I could go further. That was one experience. Another experience was I needed to learn it, because I wanted to watch some TV series, but I didn't have this in Portuguese, it was only in English and sometimes during the previews, they didn't even have the subtitles, I had to understand, because it was there. So, I wanted that, it was something that was in my context, I had access to TV series and these previews, but I didn't have the language. So, in this process, the social context was helping me to be aware that I needed to learn something different (…) something that helped was the school, I had a teacher teaching grammar, teaching (…) Well, my teacher was very orthodox, he would make me translate sentences, but it helped me understand video games. It gave some strategies on how to look for the (…) the meaning of the words I needed. So that was my experience, I think.

Fábio: Ok. So, the next question is regarding formal or informal English, what kind of English do you use in class?

Drew: I think I use daily (…) informal English.

Fábio: In class?

Drew: In class.

Fábio: Why?

Drew: Informal, because it's something that facilitates what they have access already, it's something that doesn't (…) demand too much from them, because if I use a level of, I don't know (…) vocabulary and structures that they are not used to, they are not going to follow, especially because I said, my students have a very low proficiency level, but if I teach some classes that they are (…) they have better proficiency, then I can, I start improving or, I don't know if it's improving, but changing a little bit from informal to more formal English. Usually also, because I'm not very used to that; I'm used to writing formal English when I'm trying to do some academic production, when I'm doing some presentation, then I try to use (…), but it's not common to me either, it's not always for students, the English we have access to, usually, on a daily basis, is informal English. I don't use slang much, I don't use (…), but it's not formal English either.

Fábio: So, what about in your daily activities? I guess you've answered the question, right?

Drew: Yeah. In my daily activities, I have many friends that I communicate with in English. I watch movies, TV series is my thing. I also play video games and interactions through video games. So, it's something that demands my English, but not that formal English.

Fábio: I see.

Drew: Usual English.

Fábio: Alright. Regarding formal or informal, what kind of English do you like most?

Drew: I think informal makes it fluid.

Fábio: Why?

Drew: It's (…) I don't know (…) I'm not concerned about doing it, you know? The communication just flows. If I'm thinking too much that I have to be formal (…) It's because it's not my background, I think. I didn't have much contact with formal English; I did have some in England when I studied, but it's not something that sticks to my head, you know? It's something that came to me and I had to deal with; I can handle it, but it's not natural to me. So, I think that's why (…)

Fábio: Ok. So, and what is your evaluation of your knowledge of informal, colloquial English? How do you evaluate your knowledge of this topic?
Drew: I think I have a very plain English, not very (…) I don't have much information about colloquial English, not (…) I think being a teacher makes me use more plain English. I understand when people are saying, I don't use much. I understand when I see a conversation, when I watch some TV series, I have, I think I have (…) I have a bag full of those words and meanings, (...) but it's not something that I put in use very often.
Fábio: And where does this knowledge come from? The knowledge of informal, colloquial English?
Drew: As everything that I picked up, from TV series, music. (...) Also, I study a lot, because it's my content of work (...) So, I think it's something I should dedicate to, so I do it; sometimes, I have a studying time (...) , but it's not my concern, for example, studying collocations or grammar in this or that basis, but I study more the themes I'm interested in, using English. I think that's the point. I don't study much the language itself.
Fábio: And how often do you read/study about this topic, (....) specifically informal English?
Drew: I have at least 3 hours per week to study. So, I try not to skip (…)
Fábio: Ok. And what's your evaluation of your students' knowledge of informal/colloquial English?
Drew: I don't think they can distinguish much, I don't think (…) it's more complicated when I offer them the input in informal English; it's more difficult for them to understand and to perform the tasks I'm proposing, this I can feel it as a teacher, but I don't think they can do this (…) they still don't have this conscience, this is formal, this is informal; they mix a lot. If you pose a question, informal English, they will just answer it, not concerning if they should use formal or informal.
Fábio: Alright. Ok, so the questions so far, they covered this education and knowledge dimension and now I'm going to focus on teaching practices, on your teaching practices regarding this topic, ok? So, ok, regarding the syllabuses of the classes you teach, who makes them? The syllabuses.
Drew: Usually me. Usually I (…) I help to produce even the "*ementas*" {a general description of the course} that are the basis for producing the programs {she means plans}. So, selecting the syllabus. So, I try to update them every year and to check on what was good or bad last year, so then I realize what I should do this year. So, it's something that I do, yeah (…) as I was not in class last year, for example, in the last semester, then I didn't produce some of the syllabuses, I had to follow, but in the 5 years I've been here, I think that was the only situation that happened.
Fábio: Do you remember what they say about informal/colloquial English, the syllabuses?
Drew: Hm, I don't think they mention it and I can explain why. In my (…) in my programs {syllabi}, I used the genre-based approach, so it depends on the genre. So, depending on the genre I'm focusing on, for example, all the (…) all the genres I selected for this new course that I'm working with, which is academic production and comprehension, is focusing on formal English, but that's the characteristics of what I'm working with; it's different, for example, from the course I was running last year with oral production and comprehension, (xxx) I was covering short videos and that was a very free genre to work with and I had formal and informal English in the same genre. So, I had to select some (...) and explicit some things, because they were not very

aware, then I had to point out what formal was, what informal was, why (...) So, that's how I worked with these differences.
Fábio: So, basically, we can assume that the syllabuses do not specify the topic much, is it that?
Drew: It's not (…) it's flexible according to the (…) according to the (…) I think I selected materials and then I explored the language and the language features.
Fábio: and what is your opinion on this, the fact that is not so explicit (…)
Drew: I think if the teacher is aware, it depends always on the teacher; if the teacher is aware of what they should cover, then it's possible to be (…) to fulfill the needs, but also I think it can be something really bad if the teacher is not aware of it; if teachers are not working together, because I cannot cover something, supposing that someone should be covering it somewhere else.
Fábio: Well, you've said you use informal English in your classes, right? When you use it, what do you use it for?
Drew: I communicate in English the whole time. So, I think communication, daily communication is in informal English, I don't know (…) I think it's the need, the context is dictating to me what English I should use or not.
Fábio: And how often do you use it, colloquial, informal English in your classes?
Drew: I think it's all the time (…)
Fábio: Yeah?
Drew: Yeah. I only switch when it's something like a presentation, when I'm demanding them to produce something more formal, then I try to show them how to use it and it's not something that I: "now, it's informal English", but it's something that they could assimilate and say: "oh, that's it".
Fábio: Ok. So, now the focus in more on teaching. Do you teach informal English, colloquial English?
Drew: Yes! As I said, depending on the genre I'm working with, then I explicit what formal is, what informal is, what's suitable for the genre, what's not.
Fábio: And what is your point of view on this topic about teaching informal, colloquial English?
Drew: (...) I think it's necessary to explore and to show when to use it, why it's necessary, not only exposing them to the: "Oh, that's formal English! Ok, so what?" If I can't use it, if I don't know the use of it, it's not gonna be meaningful. So, I think working with a specific genre helps me to give examples, showing different possibilities. So, I think it's more like pointing and showing, not only saying: "that's formal or informal".
Fábio: Alright and how often do you teach specifically informal, colloquial English?
Drew: I don't know if you're used to the methodology of working with the genre approach, I work with SDI {socio-discursive interactionism} and I have a structure. So, I work, I explore context, I explore the rhetoric of the genre, so I explore the structure (…)
Fábio: The language capacities?
Drew: And then (…) yeah, the language capacities! And then I go to, I say "then", but it can be from the beginning to the end, ok? But then, I explore the language features. So, the language feature may have different levels and depending on what's more important for the composition of that genre. Sometimes, only using formal or informal is the thing to differentiate the genre, from one another. Sometimes, it's not only that; sometimes, I have to give them lexical, specific lexical approach to increase the genre approach. So, I try to balance, between what my students can do and what I'm intending to do.

Fábio: Ok. So, aside from the situation you have already mentioned, can you think of any other situation where you address this topic, informal, colloquial English?
Drew: When I'm preparing them for presentations, when I'm (…) class, I think language (…) classroom language is something that helps a lot. Sometimes, you have to give them instructions; sometimes, you have to prepare them to give instructions. They come to my classes (…) it's language, but it's language for teachers, it's not only language. So, I don't work only with books and say: "ok, do the exercises, page bla bla", it's something different; I have to prepare them to be teachers too. So, they have this part that they have to think about it, explicitly say: "what do you see here? What English are we teaching? What do you want to give your students? Is it suitable for the level you're teaching?" So, all those things are going to go through this appropriate use of formal or informal. I don't think it's a bad thing; some teachers would think that's a bad thing to use colloquial English, to use collocations during the class, I don't think it is. I think it's language; language is alive.
Fábio: uh-huh. Can you think of any other strategy that you use when you address this topic?
Drew: Strategies? That's something complicated. Well, I like to bring something that is in use, for example, I bring TV series, one episode and they have to identify what they know, what they don't know according to what they are seeing; we have discussions, we have debate and then, we express in language basis: "ok, what do you see there?" that is not common for them. Sometimes, it comes out something like colloquial (…) depending also on the line of the series, for example, some series that are more focused on teenagers, they can appear more colloquial language. Some series that are, for example, I can remember one, "Fringe", for example, the way the characters would express themselves was different, it was formal, it was more refined. So, I think one of the strategies is to bring different levels and different kinds of English to them.
Fábio: So, when you teach informal language, are you concerned about your students' knowledge acquisition in general or are you concerned about preparing them to teach in basic education or both? Do you see any difference?
Drew: I think both, but as I said, their level of English is low; I have to first give what they need in terms of language and then explore what they learned to what they could teach from what they've learned. I think the step, the first step is to give them language to work on and then after that, teaching it, considering how to transpose learning to teaching.
Fábio: ok, you said that you propose activities aiming at preparing your students to teach, right? So, what kind of activities do you propose in this respect? Preparing them to teach informal, colloquial English?
Drew: Ok! They have, for example, I can give you examples, ok? In oral comprehension and production, they had 4 different genres, I can't remember quite well which ones, but one was to work with short videos; the other one was summary, I guess, another was (…) not summary it was {oral} comprehension and production (…) one was presentation, oral presentation. The thing was, by the end, they had to choose some material to prepare a class of oral comprehension and production. So, they selected a genre, they had to explore the language capacities. So, they had to be aware, as they had to produce their own activity, their own class. So, in this sense, they had to stop, consider what they had seen and then, propose something, based on what they had seen.
Fábio: and do these activities lead your students to reflect upon this teaching and so on?

Drew: Yes. And we share afterwards, they have different steps; they bring the first draft; we discuss, we point out in groups and then they go back, think, see what they need to improve and they come back and present it again. So, they have this process of doing it and rephrasing, redoing it. So, it's something that's not a straight line "I produce and you evaluate", it's something that have to consider and work (xxx).
Fábio: So when (…) Sorry!
Drew: It's ok! And I try to be available to clarify questions, to help out. So, I give them a time that they can cope with me and they can come here and have some help.
Fábio: Ok. So, when you approach this topic, do you experience any difficulty, any challenge?
Drew: Many! I think that's the most difficult part for them, when they are receiving something and they have just to interact, it's ok! But, once they are in the lead, once they are in this role, social role that they are in charge, that's something more difficult for them. And I think it's difficult at all levels, it's difficult to (…) the challenge of selecting materials to work with, the challenge of: "is it right or wrong?"; they are all the time asking for approval (…) "teacher, is it good? I don't know, it's yours, do you think it's good?" so, it's something that is also challenging, but language is the most difficult thing. Sometimes, they go to "Google Translate", you know? And then, I have to work on their minds: "no, don't do that! You have the knowledge; you have to put it out. Let's try, try with me" and that I think it's one the hardest part.
Fábio: Ok. So, how do you deal with these difficulties, challenges?
Drew: I try to be there and help on the individual basis. So, I told you, are you recording it?
Fábio: Yes.
Drew: As I told you, I have a time to support students; they have a time that they can book with me and I'll be there to help out. So, if you have one special difficulty, I would work. I have few students, that's a good point. I couldn't do that if I had many students, but (…) basically, my classes have 12, 13, 15, 20 students maximum. When I'm working with students in oral comprehension and production; last year I had one class like with 5 students, the other class with 15 and this year with 20. So, it's kind of, it's a good thing.
Fábio: Ok. And how do your students like it, this topic, informal/colloquial English? When you address it (…)
Drew: They prefer colloquial English, because it's something that they are more used to, not because I used to hear it in movies, in (…) if you say something, you know? They can point out a song that they heard those expressions from, but if you go to more formal English, then it's like: "oh teacher, where can I see it? Do you have any books to show me?" it's kind of not natural to them, I guess.
Fábio: Alright. We're almost there, ok? Almost finishing. So, aside from the teaching methods that you mentioned, can you think of any other way that we can address this topic, informal, colloquial English?
Drew: I don't have many different experiences, with different methodologies, but as I've seen in different ways of working, everything is possible when you challenge yourself to do something and you search for it and you pose different (…) different ways of working with it. I try to select something and then, with my students are having different (…) and I search for different ways of doing it. So, if it's not working the methodology I'm using, if it's not working, for example, I tried with (…) when I entered this university, I tried with the last year, 4th year students to work with a genre approach, it didn't work, they weren't used to it, they couldn't understand what I was doing, So, ok, let's go back to what (…), you know? Grammar strategies, so, let's work with

grammar. I tried to bring grammar out from texts, but that's what you need. So, let's do this, because they have a context of learning, they had teachers working with them in these levels and if I didn't point out grammar points, they couldn't understand that what I was doing was an English class.
Fábio: I see. Ok. So, what aspects of informal English should be privileged in class? So, what kind, what type of informal English do you think should be emphasized?
Drew: I don't know (…) I don't think we have one or another. As I said, I think context is everything; if you want your students to be able to present in an international conference, you have to prepare them for it, then you need to give them very formal English to work with, to be able to follow, to be able to present it. If you want your students to go to a comic-con, it's another level of English that you have to explore. So, I think, as much as we can, we should show them a different (…) different ways of working with English, they will be better prepared for work, but also for the world. If you extremely point out: "oh, this is what they need, because they are going to be teachers", it's going to be very restrictive.
Fábio: Ok. So, what relevance, if any, do you think informal English has to you?
Drew: to me, it's really important, it's really important. It's how I communicate with people from different places, from different (…) I don't only use English for classes, I don't only use English for academic purposes. So, to me it's important, I have friends, I have social life that demands English. So, this English is not the plain English that I use in class; this is not the plain English that I try to use when I'm going to a place that I don't know, what's demanded, but yeah (…) colloquial English is part of the things I do, for example, video games, music, TV series (…) it's part of this world and also I go to conferences, I have to use formal English and it's kind of, depending on what social activities I'm involved with.
Fábio: And to your students?
Drew: To my students, I think they should have at least a little bit of everything, at least a little bit of: "oh, you know this is the kind of English I use in conferences, because, you know?" maybe, you want to be this kind of professional that goes to conferences. Also, you have students, you have to teach the difference. So, "look at this and that; look at the books you have, what do you need to know? What do you need to teach?", but also: "guys, you may go, you know? To different places where you have to use English to communicate with different kind of people". I'm not saying that they're going to travel abroad and see, no! But, here in Brazil, we have sometimes, we have different opportunities to interact. Some of my students are from churches that receive people from all over the world, they are interested in it. I think preparing teachers is preparing human beings for life, it's not only teachers for classes, because what they have is what they are going to share in class.
Fábio: Ok, what about students in basic education? what relevance, do you think, if any, informal, colloquial English has to them.
Drew: They're inserted in the same world as our students here in the university; they listen to music that has informal English; they watch films and the films have informal English. If you say: "oh, you have to use this structure, this is the truth", they are going to discredit you, because they are going to watch some films or listen to a song and say: "teacher, you said it's not possible, but there, we can see the singer, you know? He uses this structure". So, then you're going to be discredited, because it seems that you don't have the knowledge. So, I think it's important to them as well, of course, when they go to tests and everything, they must deal with formal English. Real life also claims for real English.

Fábio: Ok. And to what extent should informal, colloquial English be covered in the curriculum for here, higher education? Letras undergraduate programs.
Drew: Can you reformulate it?
Fábio: Yes! To what extent or what proportion do you think informal language should be covered in the curriculum for higher education, specifically Letras undergraduate programs?
Drew: I think both should be covered in the same status, because of course, some of the students want to be master's and PhD professors that are going to come back to the university to teach, but it's also something that are going to work through the years. I don't think you should focus much on, for example, on academic language, on academic formal ways of English or "oh, ok, they are going to be teachers, they can't use informal language". I think this is not working for Portuguese, this is not working for English either. They should know at least how to deal with both. So, yeah, should be half and half.
Fábio: Ok. Does it apply to the curriculum for basic education or do you think it's different?
Drew: I think it's complicated (...) The only space students in basic education would have for formal English would be there. So, they should be explicit (…), but I don't think we should banish informal English, because that's what (…) I think that that's what arises, you know? (...) That's something that I know, something that I like (…) it's the informal one, because they can associate it with things that they see in real life (...) I don't think it should be exclusively formal or exclusively informal, but balanced, balanced.
Fábio: Alright. In your opinion, what relevance, if any, does this research have? My research study.
Drew: I think you can point out mistakes in many ways, one of them, for example, I think, it should (…) could, not should, could (…) could raise many questions: what's informal? What's formal? Right? What am I understanding by formal English? I can be thinking of something that is not the concept you're working with. I'm answering my questions, considering what I think; you never gave me any definition of what you think formal or informal is. So, I'm working with my assumptions and explicitly in a research study, when you pose this, you formulate the thesis based on grounds you explicit what you think, then you're allowed to explicit what you think and you can raise many questions, I can disagree with you, but also you can give me some food for thought. I think it can also give me basic knowledge that I don't have; it's not very common, not many people are working with this, this kind of (…) at least not in this area. I've read many research studies in our university, for example, that are not dealing with any kind of things like that. So, it's gonna be something challenging for you, but very enlightening for us. I think it's gonna be a good theme.
Fábio: Ok. Thank you. And how did you feel during this interview?
Drew: Comfortable!
Fábio: Do you think you could express everything you think and do about this topic?
Drew: Yes! I don't think I have much knowledge about that, but yes! What I can do, what I know, I think I could express clearly (…)
Fábio: Great! Do you have any additional comment, question?
Drew: No, I don't! I know that you can't give the concepts in advance. So, it's ok (…)
Fábio: I do appreciate your participation in my research study, ok? Thank you very much!
Drew: Oh, thank you!

Transcript – Lilian (May 2, 2017, in Portuguese)

Fábio: Ok. So, the first question is what is your evaluation of your students' language proficiency? How do you evaluate your students' language proficiency?
Lilian: Well, to do this evaluation, I usually administer a diagnostic test, right? Especially when I teach to first-year students (…) we administer this diagnostic test and, I usually teach only in the first and second years, and in the second year, I also administer another one to (…) to try to make a comparison of their progress, right? Do you want me to say the proficiency level I believe they have (xxx)?
Fábio: Yes, that's right! Your perception of their language proficiency.
Lilian: I deem it a good proficiency; an intermediate level since the very beginning, the first year, right? I don't know (…) they already enter the university (…) reasonably good at the language {English}, but, there is, of course, some heterogeneity, right? Some (…), for example, this year, I have one student who can't even formulate a simple sentence in English, so, I don't know why (…), he is way different from the others in that class. And there are some (…) about 4 at a level higher than intermediate, let's say, almost advanced and the majority is at an intermediate level.
Fábio: Can you think of any reason for that?
Lilian: For that? How come?
Fábio: Well, let's say the majority of your students come at an intermediate level, is that, right?
Lilian: Right.
Fábio: Do you attribute any reason to that? Can you think of any reason why they come to the university at such level?
Lilian: I think it's because of *Vestibular* {term used in Brazil for University Entrance Exam} at Beta University; it favors a certain selection (…) so that the student doesn't enter the university at a very basic level, right? Because, I think there are now essay questions and the applicant is required to formulate a text and so on. So, I believe that students who enter are already at a reasonable level of English. I think because of the selection process itself, *Vestibular*.
Fábio: Ok! Well, the second question is the same as the one on the questionnaire. What is your view of language? And if you have any educational, professional or personal experience that led you to have such view of language.
Lilian: Well, to me, language, it is a power tool in terms of (…) it's through language that we do things, you act in the world through language, and through it (...), you can favor a situation, right? And overlook others or you perpetuate certain prejudiced values or you try to refute them, so I believe in the power of language, right?(...) It's through it, we can do things, right? And you have the power, depending on the way you use language, you will (…) get different outcomes, right? So, (...) I think that's my view.
Fábio: Any educational, professional, personal experience?
Lilian: Well, this concept that I bring with me comes from reading, especially in my doctoral studies and also from seminars, we always attend events and so on and somehow lecturers mention conceptions of language, they talk about it and I think it comes from these situations.
Fábio: Uh-huh. Ok! Well, regarding informal or informal English, what kind of English do you use in class?
Lilian: I believe it's formal
Fábio: Formal?
Lilian: Yes! Formal!

Fábio: Why?
Lilian: Because it's the one I know! Let's be honest, that's the one we learn (…) I'm going to use my educational experience (…) I know little of informal English, you know? Let's say slang words, informal expressions (…) I don't watch many movies, I don't know (…) my contact with English was academic, from school. So, at school, they teach formal language, right? So, it's the one I have most contact with and the one I end up using more (…)
Fábio: Right! That's in class, right? And what about in your daily activities? Is it the same type of English? Formal?
Lilian: Yes!
Fábio: Ok!
Lilian: Yes, there were some units that brought some vocabulary, some informal expressions in English and then, you focus on that (...), but I must confess it's not a content that is prioritized by me (xxx) Sorry, (...) can you go back? what was the question?
Fábio: The type of English you use in your daily activities.
Lilian: Yes! As I was saying, sometimes it pops up in a certain activity, sometimes some {informal} expressions are part of an activity and so on, but it's not something I set as a priority, as something that is always on the course syllabi, you know? Unfortunately, there isn't a concern about addressing informal English, it's not present (…)
Fábio: Right! Well, I don't know whether you've already answered this question, but what kind of English do you like most? In terms of formal and informal.
Lilian: Well, I don't know if it is "I like that" (…) as I said, it has to do with my knowledge, so I have more knowledge of formal English, that's the one I teach, I speak most (...), so I'm more comfortable with it, but I can't tell you I like one and don't like the other (...). I think it's a lack of knowledge, of practice, of having more contact with informal English.
Fábio: You've already answered the next questions, but I'd like to reinforce (xxx)
Lilian: Sorry!
Fábio: That's perfectly fine, the more data, the better (…)
Lilian: Yes, then we can expand the answers, right?
Fábio: Yes. (...) And how do you evaluate your knowledge of informal, colloquial English?
Lilian: Look, it's almost nothing!
Fábio: Why?
Lilian: Because, look, I don't know if you're gonna ask me some examples, any experience (…)
Fábio: In class, yes! We'll have questions in this respect later on (…)
Lilian: No, not in class, other experiences (…)
Fábio: Yes, you can tell me (…)
Lilian: When I went the the United Sates (…)
Fábio: Uh-huh
Lilian: It seemed I didn't know English, right? I thought to myself "My God, what are these people saying?" at a bus stop (…) So, I thought (…) and then I saw a mother talking to her daughter "you wanna ice cream?" and I thought "Jesus, where's 'do', for God's sake?", because from what I learned and I can do and so on (…) so I felt like, you know? Clueless, right? And I thought "wow, so, English doesn't work like that" I thought a question without the auxiliary 'do' didn't exist, you know? It was unacceptable! So, why do we insist so much on 'do', 'did' and so on. So, it was

something that shocked me, at least this aspect I try to teach to my students, you know? “folks, this is the rule, standard English and so on” and sometimes I approach that (…) that there are other ways of speaking and I got lost in my answer, can you repeat the question? I was giving an example and (xxx)
Fábio: How you evaluate it right? What’s your evaluation of your knowledge of informal, colloquial English?
Lilian: Yes, that’s why I say it’s almost nothing, right? (...) Because it was shocking when I had that contact. On the other hand, when I entered (…) Harvard to take a placement test, there, I felt at home (...) , I thought “wow I can understand everything these people are saying (...), that’s great, that’s wonderful”, right? The people, instructions and so on. So, it’s that kind of language that you really (…) you know better.
Fábio: Uh-huh
Lilian: That’s why I say it’s almost nothing. I know only a few expressions, no slang words, so, it’s like very (…) limited indeed.
Fábio: Ok, when you say it’s almost nothing, it means that there is some (…), right?
Lilian: Yeah, almost (xxx) there’s some (…) it’s like I can differentiate it, maybe I know what it’s like and so on, but it’s little, you know? It’s not something I feel (…) I don’t know, I think it’s little (…) little.
Fábio: Ok and where does the knowledge you have come from? Knowledge of informal, colloquial (…)?
Lilian: A little from the units of textbooks, right? The ones that are concerned about covering this comparison, covering some expressions; the awareness I got from my experience, so it is from my experience abroad (…) I stayed there for a few days (…) for 30 days, then I realized that there was another version. So, I think it’s from my experiences, from the contact with the language, using it abroad, right? And from books, so it’s a few (…) I don’t have much contact with movies, songs; it’s not something I can say I learned from there because I rarely watch movies (…)
Fábio: Ok. I guess you also answered the next question, which would be how often you read/study about this topic, specifically informal, colloquial English. Can you think of a frequency, something like this?
Lilian: Ah boy! Frequency? It’s very rare (…) It’s very rare, I can’t say it. Times when I’m concerned and go to search something are very rare; it’s only when I find it (…) So, I can’t say a frequency (…)
Fábio: That’s alright! Ok, and what is your evaluation of your students’ knowledge of this topic, informal English, colloquial English? What do you think they know about the topic?
Lilian: Well, here I will say, based on what I think, right? Because I don’t work a lot in the classroom, I can’t know their level of knowledge, however, I know that (…) they always say that they are watching TV series, right? They’re always watching series, songs, right? Young adults at that age listen to a lot of music, so I believe that their level of informal English is even better than mine, but I don’t know because I don’t ask them, I don’t cover this in class a lot, so I can’t measure it, you know? If it’s very good, if it’s low, I can’t say, I believe it’s good because of the contact they have with series and so on, but I can’t be precise.
Fábio: Uh-huh. Well, now it’s about your teaching practices, ok? (...) So far, the questions were on knowledge, now I will focus on your teaching practices. Well, regarding the classes you teach, the course syllabi, who makes them? (...) The course syllabi.

Lilian: Well, the course syllabi, they come (…) the basic, the initial elaboration comes from Professor X {professor's name suppressed}, because I started teaching the course on Lexico-grammatical features about half a year ago, from the half of last year onward, (…) I continued with it this year. So, I followed the structure that Professor {professor's full name omitted} had proposed for the course syllabi, but if you ask me (…) we have autonomy for (…) I make the changes according to what I deem necessary, but the basics, the sequence, I preserved from the previous professor, right? {professor's full name omitted}.
Fábio: And what do such syllabi say about informal English? Can you remember whether they mention anything or not?
Lilian: I don't (…) there's nothing specified, you know? In a direct way. Maybe we can link this topic to certain elements that are there, maybe phrasal verbs, something like this, something you can (…) if that is the concern of the teacher or the focus, right? Maybe showing the difference: "look, this phrasal verb might be more informal than a single verb and so on". So, in those situations, I think it's possible to explore something, but from what I recall, there isn't anything specific on the syllabus.
Fábio: And what's your opinion on this issue?
Lilian: I think it's a pity, right? Actually, if we analyze it, based on the experience I mentioned, that I felt like an "illiterate" when I was in contact with street English, I was a little shocked, so this can happen to students, to my students, maybe if they don't have this contact, because if they hinge on the course syllabus, on the course, the contents that are there on the syllabus, they will graduate, let's say with a gap in their knowledge.
Fábio: Ok, you said in a previous answer that you use predominantly formal English in class, right?
Lilian: Uh-huh
Fábio: But is there any space, even in rare situations, when you use informal language? In something? Or you only use formal English?
Lilian: Well, from my (…) the conception I have of what formal/informal is, maybe my conception is not so adequate, but based on my conception, I think it's formal, indeed (…) yes, I think so!
Fábio: So, we can assume you don't use informal English in your classes, is it so?
Lilian: yes, that's it!
Fábio: Alright, then I will skip one question here.
Lilian: Yes!
Fábio: Now, it's on teaching, do you teach informal English?
Lilian: Rarely
Fábio: Uh-huh. And what's your opinion on this issue? Informal English teaching.
Lilian: Yeah. I think it's because sometimes we don't (…) we are not aware, right? That we should consider this other variety, as something possible to be addressed and explored in class and so on. So, as I said earlier, actually, I think it's a pity. Maybe, from now on I, will be a little bit more concerned about that, because that's the language employed right? So, it has to be addressed as well, right? It's predominantly used in informal conversations, on the streets and so on, so it's good that people master this "side" as well.
Fábio: Ok, so let's focus on those moments, in the situations when you teach it, even rarely, as you said (…) let's focus on those situations. Can you think of the type of situations in which you address this topic? In what situations you teach informal, colloquial English in class.

Lilian: I can't tell you (…) In what situations? Well, I will give you some possibilities in which I imagine we can address it, maybe by bringing a scene to be discussed in class, a scene of a movie. I remember I worked with dialogues some times, which were from the textbook, but I remember there were some dialogues that contained some expressions that I had to look up the meaning and so on. I don't know (…) I think that's it!
Fábio: Any other?
Lilian: As I said, maybe you can bring something related to phrasal verbs, some differences, I think it's possible to address it, right? For example, if you have this concern, you can try to match it.
Fábio: Any other strategy that you use? Besides dialogues, scenes, that you mentioned, right?
Lilian: (…) no, I can't think of anything.
Fábio: These are the ones you use, right?
Lilian: uh-huh.
Fábio: Well, the next question is when you teach informal, colloquial English, are you concerned about your students' knowledge acquisition, right? You are concerned about this learning dimension or are you concerned about teacher education, right? Preparing your students to teach this topic, especially in basic education? Or both? Do you see any difference?
Lilian: I see the difference and because of the scarcity of the use, when I teach it, it's in terms of knowledge acquisition, so that they can learn (xxx) an expression, the way of saying something and so on (…) that not using auxiliaries for questions is possible and things like that (…) I've never addressed the topic in terms of teaching it and so on.
Fábio: I got it. When you address this topic, do you experience any difficulty, challenge?
Lilian: All of them! I think it's (…) I've been saying this since the beginning, it's a limitation of knowledge that prevents us from going down this lane and I think we end up avoiding it, we're not aware that: "oh this is important and should be addressed". I think the major obstacle, I don't remember which word you used, but the difficulty is the lack of knowledge in this field.
Fábio: Correct.
Lilian: Besides that, maybe it would be the way of doing (…), when you have to make it fit certain situations, in which moments you manage to link this topic to (…) and so on, but that is easier, I could do it (…) but we need to learn it in order to teach it. First, I think you have to know it, I think that's the major difficulty.
Fábio: And how do your students seem to accept this topic? Do you think they like it when you address specifically informal, colloquial English?
Lilian: I think so! I think they wouldn't oppose to it. I think they would be very receptive to this kind of knowledge (…)
Fábio: Now, we're almost finishing it ok?
Lilian: Ok.
Fábio: Well, you've already mentioned some methods that you use to teach informal, colloquial English, now can you think of any other that could, let's say, that could be used to address specifically this topic? Any other way you could use? Any method, strategy?
Lilian: Oh, my God! Methods, strategies (…) I don't know, maybe (…) when I hear informal English what comes to my mind is conversations, dialogues, things like that, so what comes to my mind is like a role-play, that's what comes (…)

Fábio: Ok.
Lilian: Yeah, I can't think of anything else now.
Fábio: That's alright, ok! And what aspects of informal English should be privileged in class? What type of informal English? (...) What aspects do you think should be privileged?
Lilian: Maybe the aspects that are most used, what is really used, something that is current, because sometimes some expressions, some (…) arise, so, you should look for words that are meaningful, that suit that time, that moment (…) What else? Can you say the question again?
Fábio: What aspects of informal English should be privileged in class?
Lilian: The issue of auxiliaries, the fact you can omit them, so I think this issue should be present in a very (…) how can I say? It's like, the only way of asking questions is by using auxiliaries, you don't even think of this possibility (…) So, I think it's something (…) if it's used, if it's part of language, part of informal language, then it should be present, and look for such expressions, things that are really used, that the student will encounter (xxx) I can't think of (xxx) now.
Fábio: Ok, and what relevance, if any, do you think informal English has to you?
Lilian: I believe (…) what relevance? I think it's really relevant because it enables you to act in different spheres in a full way, right? For example, I act better in formal situations, maybe in an informal situation, I would be lost and that's not fine that fact you don't know something, you can't communicate. So, I think it's relevant so that people can have a full mastery of language.
Fábio: And to your students? Considering teacher education.
Lilian: I think it's in the same sense. First, it's important that they know, that they are aware of these differences, that they can use it in spheres that require this language, that it's possible and that they start being concerned about this variety when teaching language, so they should know it's part of language, it's used, it's very used and they should be able to make progress, maybe a way of captivating students is by showing them these expressions, because teenagers like it, I think they are very receptive to informal English.
Fábio: And to students in basic education?
Lilian: Likewise, I think the part I said about the use and knowledge of language in a full way applies to everyone, right? To me, to my students and to students in basic education.
Fábio: Yes, taking into consideration the Brazilian context, the basic education we have, what relevance, do you think informal English has to that context, basic education?
Lilian: Well, they don't (…) they aren't the ones who are in contact with people abroad and so on, but (…) so easily, right? But I think socio networking sites help this, so I think, maybe, we could start from there, looking for networks, so that they can practice it and actually I think likewise in informal English, we're concerned about the fact they can use the language, right? And language is the whole, the set of these two varieties, which are equally important for them to communicate in different situations, right? I think you should know how to use language correctly in different situations and what else? I think that's it!
Fábio: Ok, to what extent should informal language, informal English be privileged in the curriculum for higher education? For Letras, in this case?
Lilian: To what extent?
Fábio: How far, a proportion (…)

Lilian: Let's think (…) I think we should start from (…) also from a diagnosis (…) sometimes we may think that students already know a lot, right? First, you have to approach that and see their real necessity, but (…) and see how much time it would take, that is, what else should they need to learn, right? So, what is essential of informal language that should be taught? First, based on what they know so that we can measure how much time, or the percentage that we should explore about it. I don't know, considering those many rules of formal English, it takes longer, I don't know, it would be 70% and 30, I don't know.
Fábio: Ok.
Lilian: I'm thinking here, I don't have something well elaborated, right? But I think we have to work from this perspective, we should first see what is fundamental for the student to know, administer a diagnostic test in order to check what he/s/he knows and then we can know how much hasn't been explored enough of (…)
Fábio: And in the curriculum for basic education? Is it the same? Any difference?
Lilian: Yeah, I think it's the same principle, I think first, we should be able to establish that, what is fundamental, right? How much the minimum basis is, the basic that is important for the student to know. I think, we should establish this (…) the same (….) the same principle for basic education as well, in that place, for those people, what is essential and then, work from that (...) The problem is that I still don't have that clear, right? (...) Being able to see which fundamental elements and so on that can be addressed.
Fábio: Ok (...). In your opinion, what relevance, if any, does this research have? My study.
Lilian: As I said, I think it's of paramount importance, because some situations may happen, as it happened to me, which other professors are not aware of, right? Of, course not everybody will think the same, that it's really important and so on, but sometimes we lack some insight: "Oh my, I'm not doing this". So, it may contribute so that people can reevaluate their practices, because there is a certain knowledge s/he prioritizes, right? To transform (…) so the person can identify with that and be aware that it's important, so s/he may make some changes in his/her practices.
Fábio: Uh-huh (...), well, the next-to-last question is how did you feel during this interview?
Lilian: Fine, like without (…) extremely fine!
Fábio: Do you think you could express everything you think and everything do about this topic?
Lilian: I think so. What I couldn't is maybe because I really don't do; maybe in some questions like: "how could it be taught? How do you teach it?", as it's a rare part of my practice, then you try to think of methodologies or alternatives, like all of a sudden. So, I think if I failed, if there's something that was not clearly thought of, it is because that is not part of our teaching practice and then it might have been more limited, but in general, I think so (…) What I know, what I could express, I guess.
Fábio: Ok! Anything to add, any question? Any suggestion?
Lilian: Well, I don't know if it's part of your study, but as it's covering (…) Well, I need to check the research goals and so on, maybe if one of the goals are (…) to expand, to bring this knowledge out, I don't know, to comment this type of (xxx). I think one suggestion, of course I don't know if it's part of your study, you can consider that, would provide a chapter in which you write not only about what informal English is, but also, maybe, you can think of a minimum curriculum(...), what could be taught or what (…) I don't know in a more didactic way (...) , I don't know in a more direct way, you know? (...) Because sometimes we think: "ah informal English, ok", but sometimes it needs to

be shown, the possibilities or think in a (…) I don't know (…) Do you know what I mean (...)?
Fábio: Yes, I got it.
Lilian: I think that's' it.
Fábio: Well, Lilian, as this interview was in Portuguese and my thesis will be written in English, I'll have to translate your interview and then you'll have to approve my translation, is that ok for you?
Lilian: Ok, that's ok!
Fábio: Because you know this kind of translation is tough, sometimes we might change something (…)
Lilian: Yes! It's difficult.
Fábio: The content of what you said and so on. So, I'll translate and send it to you and then you'll need to approve my translation, so that I can analyze it, ok?
Lilian: Ok!
Fábio: Look, thanks very much for your participation. I do appreciate that!
Lilian: No problem! If you need something, contact me.
Fábio: Thank you!
Lilian: Alright? Thank you!

Transcript – Max (Jun 28, 2017, in English)

Fábio: So, can we start?
Max: Yes!
Fábio: So, what is your evaluation of your students' language proficiency?
Max: Hmm, ok! So I teach in the second and third years and I guess they are quite proficient in the English language, most of them (...) I would say they they would be like intermediate level of English. Some of them struggle, but they are the minority.
Fábio: And why do you think so?
Max: Because they can perform, they can perform most of the activities which are proposed to them. In the second year, I teach written production and in the third year, I teach oral comprehension and oral production {courses} and (...) basically, they can perform all the activities which are in the program {syllabus}.
Fábio: And can you think of any reason for that proficiency? (xxx)
Max: Hmm, it's quite interesting, because they come to the program with at a certain level of proficiency which I haven't seen before (...) a long time ago, when I was a teacher here or even when I was a teacher in a private institute, we always had teachers struggling, because (...) we also had an undergraduate program which was Portuguese and English and now these young people are coming (...) I've seen some of them coming from public schools without taking any course in language institutes and surprisingly, they come with some good proficiency. I think it's a new generation (...) they are learning from the internet, they are learning from series and (...) it's quite different from what I used to see like 8 years ago, 6 years ago (...)
Fábio: Uh-huh, so, the second question is the same as the one on the questionnaire, what is your view of language? What are the educational, professional or personal experiences that contribute to such view?
Max: I think language is a means of communication, a language is something that we use to express our thoughts, but at the same time, while you express what we think, we are becoming someone else, ok? So, I see mostly language in use, ok? And then, as a teacher, you have to stop and focus on the structure, but mostly the structure

means nothing if it's not in use (...) and we use it for very diversified contexts and reasons.
Fábio: Uh-huh and any education, professional, personal experiences that influence this view, the view you have.
Max: Well, I think I've been communicative since I was born (...) I think language empowers you to do things, ok? So, if you have a personal problem, like, for example, I have a personal problem and I hired a lawyer, ok? And then, I often call him and ask for some feedback on the process {lawsuit}, he explains that very neatly, and at the end of the call, I remember nothing, because he uses those terms and then I ask him to send me the document, and then I send the document to my sister, who is a lawyer, ok? Because you know? That's the type of language that I don't have any mastery of (...) I understand what's going on, ok? But if I read, it means almost (...) I'm not sure about that, so, that's a domain which I'm not able to work on, ok? That's ok, because I can't do that in every area (...) now in the teaching area, I have this mastery, I can read, I can talk about it, I can teach it, ok? So, we have to be prepared to feel empowered to use this language professionally.
Fábio: Ok! So, regarding formal or informal English, what kind of English do you use most in class?
Max: Well, I started teaching at a language institute, so (...) a long time ago in the 90s. So, what I learned is that we were supposed to speak English correctly, the structure was very important, we couldn't make (...) mistakes were not welcomed in the teaching process, it was welcomed in the learning process, not in the teaching process. So, I learned that structure, I should focus a lot on the structure, ok? I should have a very (...) coherent and accurate structure, ok? And this is something that comes naturally (...) I remember when I was a student, I was studying English, I thought I would think about the day that I would speak naturally, ok? I never saw it coming and then one day, it came, ok?
Fábio: I see
Max: One day I felt I was able to do that, ok?
Fábio: But in class, when you are teaching, when you are interacting with your students, what kind of English do you think you use most? Formal or Informal?
Max: I think it's kind of informal, ok? Because now I bring a lot of real things to the classroom, because I work with written and oral {courses}, I bring YouTube videos, I bring (...) So, they bring informal English to the classroom and then I think it sets the mood, right?
Fábio: And what about in your daily activities?
Max: English, you mean?
Fábio: Yeah, formal or informal? Yes, what kind of English do you use?
Max: I think I would be formal only if you went to an event, a congress or (...) you have to use specific vocabulary and you prepare yourself for it, ok? You prepare like, PowerPoint presentations and (...)
Fábio: And what kind of English do you like most regarding formal or informal?
Max: I like any kind that allows me to communicate well. So, if I'm in a scientific situation and I need to be formal, let's be formal, ok? If I (...) I would always prefer informal, because informality makes your life easier. It sounds like more real life, formality sounds like formality, right? So (...)
Fábio: Ok! And what is your evaluation of your knowledge of informal/colloquial English?
Max: Hmm (...) I think that If I'm going to face a situation in which I have to use formal English, I usually prepare myself for it, ok? Because that's not what I do every day. So,

I sit, I prepare myself, I read, I have to get ready for it, ok? And informal comes more naturally, it's not something that I have to struggle.
Fábio: Ok! And regarding informal English, where does your knowledge come from?
Max: From all input I receive, right? (...) If we compare now, the way I (...) the input I was provided when I was a learner and the input I receive now and my students receive now, it's a completely new world, ok? When I was a teenager learning English, we would use like tapes and we would listen to the radio and wait for the song and press the record button, and then the guy would talk in the middle of the song, and then we would try to get the lyrics, ok? Now, any five-year-old that listens to a song can press on a smartphone, because they know how to use it and you get the lyrics, you get the karaoke version, you get (...), you get the video clip, you get everything, right? So, it comes from (...) mostly, from real life.
Fábio: Uh-huh and how often do you read or study about this topic, informal/colloquial English?
Max: This is not something that I study a lot (...) Yes, there are some (...) I use (...) I spent one year teaching a course called "LISA", which is *língua inglesa em sala de aula* {English for the classroom} and then, that was a topic, ok? So, then I went for some authors, but in the courses I teach now, I haven't inserted that as a topic, not formally. If any time it comes up, it will be naturally. People are talking a lot about international English and (...) how it influences pronunciation patterns, standards, ok? So, sometimes it comes up, ok?
Fábio: And what is your evaluation of your students' knowledge of informal/colloquial English? Specifically informal/colloquial English (...) What do you think?
Max: I think they (...) we provide both ways, for example, last year, my second year was learning how to participate in a forum, virtual forum, in a forum online, ok? Then I prepared them, I gave them the tools, I showed them the language, what to use, how to consider the posts that were done before they entered the forum, ok? So, you give them the tools and they use the tools, ok? And we try to do that in an informal forum and in a more formal one. So they participated in a forum for (...) I don't know (...) gamers! And the other one, they participated in a forum for educators, so that they could see the difference, ok? And this year, now, they are with me in the oral production {course}, but I also (...) they participated in a forum and I could see them using the language they learned, I was really, I was surprised to see how they managed to remember and use it and they did that informally, because it was only among us, students, ok? So they managed not only to remember and use the tools, but also to manage formality.
Fábio: Alright! So the questions (...) now we're focusing on your teaching practices, ok? Because the previous ones were focusing more on knowledge and so on (...) Regarding the syllabi of the courses you teach, who makes them? The syllabi.
Max: Hmm, we have what we call "*ementa*" {course description}, which comes predetermined for us. So, we usually take the program {syllabus}, it always (...) it came from someone else, someone did it, but we make some arrangements, ok? So, as it's my second (...) third year in the same course, I have (....) I wouldn't (...) I have changed it like 40%, ok? So, some of the things were kept the way they were, but I made some adjustments.
Fábio: And do you remember what they say about informal/colloquial English?
Max: I don't remember (...) they mention that. They basically talk about the standard board of proficiency {s/he is referring to the Common European Framework of References for Languages}, like if you are B or C, C+, C1, C2. I don't think we have this (...) I don't think it's mentioned.

Fábio: And what do you think of that? What is your opinion on this issue?
Max: Now that you're asking me, I have to say that maybe it's something that we would have to remember (...) , it's something that could be inserted in the syllabus, ok? (...) Maybe we shouldn't let it come (...) naturally; maybe we could (...) make it standard, ok?
Fábio: So, you said, you mentioned in a previous answer that you use informal/colloquial English in your classes, right?
Max: Uh-huh
Fábio: And when you use it, what for? Why do you use informal English in your classes?
Max: It depends on what you mean by informal (...) I'm calling informal anything that is more like real life, ok? It's like (...) we're talking, ok? I think I'm using informal language here, I'm not trying to use fancy words or fancy structures, I'm talking to you as I would be talking to someone on the street, ok? So, that's my idea of informal English and it's more natural, because you're talking to students, ok? It's a subject (...) it's not a very dense one, it's not theory, ok? We're dealing with different genres, ok? And these genres come from real life (...) some of them are academic and then, again, you give them the tools, for example, I'm going to start working with talks, research talks, ok? And then I'll be working with ted talks, you know? The website with mini talks and (...) So, I start with research talks, so, what they are going to see is formal English, ok? And then I go to ted talks and then you're going to see more (...) of course, not totally informal, because the people are standing in front of the audience, but it's different from research talks, which are much more formal, and then I (...) they (...) although it's not on the syllabus, it will happen in the classroom, they will see the difference.
Fábio: So, how often (...) can you say you address this topic, you use it, how often? Any frequency (...)
Max: I think it comes (...) Although it's not on the syllabus, I think it comes to practice often, ok? It's a topic that often comes to (xxx)
Fábio: Ok! We were focusing on the use (...) informal English use. So, now, I'm going to lead this talk to something more related to teaching.
Max: Ok!
Fábio: So, do you teach informal/colloquial English?
Max: I do, I do. I think (...) Although it's not on the syllabus, I think when I choose the material to bring to the classroom, I intend to vary it, ok? To vary from formal to informal. Now that you're asking me, I can see that, but I hadn't (...) it was not like a conscious decision; I was doing that unconsciously.
Fábio: So and what's your point of view on this topic, teaching informal/colloquial English?
Max: As I told you before, I think we should reconsider that (...) as something we do consciously, ok? Because I can see now I'm doing that as it comes, I'm doing that unconsciously. Maybe we should make it more conscious.
Fábio: Can you think of any frequency, how often you teach specifically this topic in class?
Max: Hmm, specifically (...)
Fábio: Informal/ colloquial English.
Max: Often not (...) like (...) I have to grade it like (...) In a-year course, maybe this topic comes (...) this difference will come like 40% of the times.
Fábio: Is there any specific situation where you address this topic?

Max: As I told you, it depends on the genre I'm focusing on (...) like in research talks, ok? I think it would be very (...) visible the difference in research talks and ted talks (...) I'm not sure I will (...) in the past right (...) I'm not sure I would say: "Now, pay attention, this is formal or now, pay attention, this is informal". I think the idea of formality would come naturally to them, I was not addressing that specifically.
Fábio: And do you have any strategy, how do you teach it? Besides what you've already mentioned (...)
Max: No, I don't think I have any specific strategy to address this topic, formality of language (...) I think it's really (...) comes naturally and unconsciously.
Fábio: So, when you teach informal language, are you concerned about your students' knowledge acquisition, language learning in general or about their preparation to teach in basic education? Or both? Do you see any difference? So, we have one dimension (...) it is like language learning and the other, we have a teacher education dimension. So, are you concerned about both dimensions, or just one, just the other? Do you see any difference?
Max: I see my students in two different positions (...) they will be following the teaching career and they will also follow the academic one, ok? So, if they follow the academic one, you have more rigid genres to cover and at a certain (...) higher level of formality. If they follow the teaching career, I guess, the focus will be more on language use as it happens and then, I guess the level of formality would be lower, ok? They would go more for informal English. So, I have to prepare them for both of them. In the courses I teach, we have 4 genres to cover in a year, two of them are academic and the other two are from real life, ok? So, I guess I will (...)
Fábio: So, I think you kind of answered the next question which is about (...) if you propose activities that aim at preparing your students to teach informal/colloquial English, especially in basic education (...)
Max: specifically, no! It doesn't mean that it cannot appear in the class (...) we can make it, can discuss it, but if it's (...) I don't have it (...) I don't do it (...) it's not according to the syllabus, it's not on my syllabus. So, if it comes, it comes naturally as many other aspects which are not on the syllabus, but they appear.
Fábio: And when you address this topic, do you experience any challenge, any difficulty?
Max: No, I think the students we have now are very perceptive of language use (...) I think they can differentiate it easily, ok? You change the environment; you change the language.
Fábio: So, when you teach this topic, how do your students like it? How do they seem to like it?
Max: I think they like it, because they see it like a fancy way to use the language, they are always interested in using language differently, ok? So, if it's a term of formality, it's also interesting.
Fábio: Ok, we're almost finishing, ok? So, I guess you said you cannot think of any strategy, any other way to address informal English, you don't have a specific strategy, right?
Max: No (...) For example, on my (...) on my syllabus about talks, they mention like "*palestras*" {lectures}, ok? So, I was the one who decided that I would work on research talks and ted talks, ok? So, unconsciously, I was making a choice to address formal and informal English, ok? So, it's not (...) So, I created this strategy, but it came naturally (...) Nobody told me: "you have to vary formal or informal (...)" So, If I have any strategy, I guess I do, but it's not conscious, it's not like predetermined; it comes according to the genre. When I was teaching network forums, again, I asked them to

work on informal forums and on (...) So, again, it came naturally, I was not really concerned about it.
Fábio: And can you think of any other method to address this topic?
Max: If you work based on genres (...), you find the formal and informal aspects of that specific genre, ok? The academic ones are basically formal, right? Or you can take the informal out of them.
Fábio: And what aspects of informal language should be focused on (...) in class? Should be privileged in class in your opinion? What type (...) aspect?
Max: (...) There's something that I (...) I try to do, but I have to organize myself better, which is the use of meta language in the classroom; you take the opportunity to stop and say: "guys, this thing (...) this approach that I have used with you is called task-based learning, ok? Task-based learning is this, this and that (...)" to name the strategies, the name of the things, to name (xxx) "this was task-based learning, this was communicative approach". I wish I could do that more systematically and then, I guess I would be using more formal language, ok? I think we should all (...) all the teachers should be doing that, because when it comes to a certain time and you ask them if they know what task-based learning means, they would say: "no, we don't", and they have actually done that a million times, ok? So maybe (...) I always try to accomplish that, but I have to prepare myself more systematically.
Fábio: Uh-huh. What relevance, if any, do you think informal language has to you?
Max: I think informal language is everything to me, because being formal is so tiring, right? I'm kind of informal person, ok? I have to, of course, I'm talking about real life, ok? Everyday (...) It's the first time we talk, so I know there are certain things I should not say or certain words, ok? But, as soon as I get to know you better and I spend time with you, you're going to see that I can be very informal, ok? I'm full of jokes and (...) I just think formality is kind of tiring, but it's necessary in (...) I know how to recognize situations and environments where this type of language is necessary and I can use it, ok? But I try not to spend too much time in these places, I prefer to go to a bar and drink a beer, and use the words I want as they come.
Fábio: And to your students? Especially thinking about their education. So, what is the relevance of informal English to them?
Max: So again, I think it's very important, because that's real life, real language, ok? That's (...) that's when they say that (...) I see that they say: "oh, I've been learning English for so long and when I go to watch TV series, I can't understand it or when I listen to a song or when a foreigner comes, I can only say a few sentences (...)" So, these are (...) situations where you would be using informal English and most of them struggle, ok?
Fábio: Does it apply to students in basic education? The same relevance?
Max: Ah, yes! Because they don't want the formal one, they don't want the formal (...) unless they have a very specific task to fulfill that (...) I don't think they want formality in foreign language learning, ok? Unless (...) in basic education, unless you're a graduate student, a postgraduate student, looking for a course to prepare you for academic writing, academic speaking and then, you're looking for formality, ok? Your goals will determine the level of formality.
Fábio: Uh-huh. And to what extent should informal language be covered in the curriculum for higher education?
Max: You mean in Letras?
Fábio: Yes!
Max: Hmm, I guess very often, ok? It should be part of the job, ok? And it would come when you presented real life (...) when you gave real life input in language, ok? So,

when you go and find a video or you find an audio and it comes from real life, you're bringing informal English to the classroom.
Fábio: And what about the curriculum for basic education? Do you think it's the same or (...)
Max: I think we should (...) what we can do in basic education is (...) we can make students aware of the language, and this (...) formality/informality is part of this awareness. There are many aspects (...) this is one point that should be considered.
Fábio: Uh-huh. And in your opinion, what relevance, if any, does this research have? My research study.
Max: I think it's quite relevant, because you make me think (...) when I review my syllabus, I'm going to make it more visible on the syllabus, because I have just realized that I'm doing that (...) I'm doing that, but it's not on the syllabus, it's not official, ok? I guess it should be (...) maybe, it's a topic that should appear on the syllabus for written and oral production {courses}.
Fábio: Ok! We're almost there now! How did you feel during this interview?
Max: Nice! Informal!
Fábio: Do you think you could express everything you think, everything you do about this topic?
Max: Yes! I guess so!
Fábio: Yeah?
Max: I did (...)
Fábio: So, nothing was left behind or (...)?
Max: No. there might be some examples, right? Some examples (...) there might be others, which I don't remember now. Maybe, when you leave, I'll remember more situations, in which I address this topic, but I think I said it all (...)
Fábio: Alright! Do you have any additional comment, question, suggestion?
Max: Why did you choose this topic for your research?
Fábio: It's been a personal interest since my undergraduate studies. In my master's, I focused on slang, specifically on slang and now in my doctoral research study, I'm kind of expanding my scope of research and including more elements of informality, because slang is just one subset of informal/colloquial language. It's a personal interest (...) I don't know why (...) it started in my undergraduate studies.
Max: And have you watched classes? Actual classes taking place to see how teachers are varying (...)
Fábio: Not really. As the focus of my research is on teacher cognition, so it's through interviews (...) It does not entail class observations.
Max: Ah, ok, because that would be interesting to have someone observing (...) because we're not aware, right?
Fábio: I guess, it would be complementary, I guess, to this interview (...) probably, yeah (...)
Max: Ok!
Fábio: Ok, Max. Thank you very much for participating in my study.
Max: You're welcome!

Transcript – Morgan (April 4, 2017, in Portuguese)

Fábio: Ok. Let's go. So, we've started the interview. The first question is what is your evaluation of your students' language proficiency?
Morgan: Did you have to start with this one?

Fábio: Yes, this one!
Morgan: Well, I think my evaluation, in a general view, is low, right? Now, I can split this by stages, I think, by years (…) then, I think it needs to be better specified.
Fábio: Ok, but broadly speaking, how do you evaluate it?
Morgan: I think we have a profile of students, who come to the program, from small towns, where the English teaching is (…) is not so satisfactory, because of the teacher education, because of a cycle (…) it's not the teacher's fault. I don't think I should put the blame on the teacher, but there is (….) to me, there are intentional actions to make education what it is like today, right? A political intention. So, the students we have, they have a very low degree of proficiency. I think it's much lower from the levels The Common European Framework of References for Languages prescribes, right? Let's say the first level. So, they come with a huge gap and they graduate from this university with a huge gap. We can't cope with (…) I think providing opportunities, so that these students achieve a level that I think (…) I, as a professor, think it's satisfactory, I feel satisfied in terms of (…) I always think they go to basic education, we are preparing teachers for basic education (…) and I, as a teacher for so many years in basic education, I think about my education, what missed in my education; and what this student is going to take back to the school. So, what they learn here, the language proficiency they have is going to be enough for them to teach in that context, for which they've been prepared. Also, I think my degree of satisfaction is very low, much lower from my expectations.
Fábio: Apart from the factors you've mentioned, can you think of any other? Other factors that contribute to such low proficiency?
Morgan: I think our own context, because the contact, the necessity of the English language for our region is low. They finish their studies (…) the real necessity of using this language outside the classroom is still very low. So, that discourse of language schools that we need English to have a better profession doesn't usually apply to our students. I'm talking about the students in high school. So, when they come here, then they realize that they need to learn the language, "I will have a double degree"; and sometimes they refuse to participate in some projects, because they are afraid of the language. So, dispelling this image, I think, is the first step to make the students realize that they can (….) that they need to invest (...)
Fábio: Ok.
Morgan: I think I would have so many other things to mention, but that's what I can recall now.
Fábio: Ok. The second question is what's your view of language? What do you understand by language?
Morgan: To me, my view of language (…) First, I don't think it's only one, right? I don't have one view of language (...), but the one that makes most sense to me is the socio-interactionist view (...), because I think that language learning in class, it (…) interaction plays a very powerful role in class (...) I always seek to put the students who are more proficient with the ones, you know? (...) Having an interaction, avoiding formation (…) separation of groups in class (...), so that they have a collaborative learning environment or at least, aiming at this environment (...) So, I think that in that interaction, I see the development of many students. But I see more improvement in students who need more rather than those students who come (…) who take private courses (...)
Fábio: Which educational, professional, personal experiences that lead you to have such view? Understanding language as socio-interactional (…)
Morgan: You got me now. Read that again.

Fábio: In other words, why do you have this view? Any personal, professional, academic experience? Why do you have this view? What made you have this view?
Morgan: I think it's mainly professional, because (…) because it's (…) Well, I'll have to bring back a little bit of my professional background, right? I did *Magistério* {primary teaching certificate earned in vocational high school} in a small town; I started teaching in a farm school, teaching all the subjects together, from the 1st to 4th grades, at that time, right? And since then (…) after that, I went to middle and high school and taught in many schools, in 4 or 5 towns. So, from what I've counted, I taught in (…) about 13 state schools, and there's always something in common or many things in common among them. I think this interaction in class is that (…), right? I started to realize that many things that happen in the student's learning process don't depend on me, it's not under my control; it depends on how I guide it, of course; a planning that needs to be reviewed, I think (…) regularly, because of the development, the results coming from the student, from the group (...), but I think it was from my theoretical reading, which we start over these years, it's been 17, 18 years (…); the fact that I returned, after some time, to the university to do my master's by means of an action-research. So, I think all that reading started to align with my experience and confirm that. In fact, I saw much of the theory happing in the classroom (...) So, I think one thing confirms the other.
Fábio: Ok. The third question concerns formal, informal English, what type of English do you use in class?
Morgan: Well, I think I use basic English, right? I don't use advanced English. I think that is both because of the student I have and because of my professional education, from what characterizes me as a teacher, from the opportunities I've had in teacher education. So, some things, so, it's an English (…). It's like, I have a good comprehension of the language, I think, in speaking, some improvement is still missing, which is something that I constantly demand from myself and seek that, and I think I'll still have to seek it for a long time. But, in class, I don't bring much of, let's say, slang, unless if a student comes to ask, but I think it's very focused on language school, that kind of language that is more basic, so that the student can also understand it, because I think there's no use in providing terms, making complicated lexical choices with students that I know, they won't understand it.
Fábio: So, it'd be a neutral level? Neither formal nor too informal?
Morgan: Right!
Fábio: Plain English, is it that?
Morgan: I think it's English as a lingua franca, the conception I have of lingua franca. So, it will sometimes formalize and sometimes won't. I always discuss with students the following: we're Brazilians speaking a foreign language. So, there are several sounds we have difficulties with; there are a lot of accents and so on (…) limitation in terms of vocabulary. I think we bring all that to the classroom.
Fábio: Ok. That's in class, right? And what about in your daily activities? What type of English do you use regarding formal and informal?
Morgan: It depends on the purpose, right? If the purpose is an interaction with someone, a foreigner contact (…) it depends on the means; if it's on Facebook, for example, it will be something very informal, right? If it's an activity where I will express my opinion on a website, for example, newspaper, a blog, something that I need. I think I have to adapt {the language} to that moment, right?
Fábio: Uh-huh. And what type of English do you like most in terms of formal and informal?

Morgan: *Nem tanto ao mar, nem tanto à terra* {somewhere in between}. I don't know how to say that in English (…)
Fábio: I'll have to translate that later (…)
Morgan: I think, it's not too formal, it doesn't sound (…) according to the situation and the purpose as well, it doesn't sound appropriate. I think the same thing happens in Portuguese.
Fábio: Ok. What's your evaluation of your knowledge of informal, colloquial English? How do you evaluate your knowledge specifically of this topic?
Morgan: I think I'm extremely critical of myself. So, I don't think I'll say things that are, in all honesty (…) as I said, my education (…) I attended language institutes, I took the FCE test, then I took, considering Cambridge tests; then I took a preparatory course for the CAE for one year; (...) then I didn't pass the test. So, it was there in 2004. Then, I moved here; I lived in Curitiba, I came to Londrina, I took one semester for the CPE test, because my dream is still, in spite of everything, in spite of criticism, the CPE (…) I think, it would satisfy me, right? (...) The certification (…) on the other hand, I think there is the academic education, right? The contact with academic texts. I think the experience of {activity was omitted, because the participant could be identified} was very positive to me (...) The contact that I wish I could have, which is the experience abroad, unfortunately, I didn't have much, right? (...) So, I stayed 45 days in a program from MEC {ministry of education}, sponsored by Fulbright in an American university, taking courses, attending classes in an international program. So (...), there were students from numerous countries and what happened there is that (…) in the placement tests, for example; they applied the test to place the 30 teachers that were in the same university; (...) I was placed in an advanced level, but that was: "these people are not evaluating me straight!", because I don't think I'm at that advanced level; and they said: "No, you did great on the test, your English is great and bla bla bla" and: "I think they are being too generous (…)", right? So, they applied it and only a few people were placed at the advanced level. So, on the one hand, I was glad; on the other, I was a little suspicious of that result, right? But, they are assessments (…) there are different contexts, because, let's think of an assessment model from Cambridge, the use of language, without any concern about the form, about getting a question correct, right? (...) That training to that test model is something, time pressure; and the other thing is being in the situation, talking with people. So (...) I think this is something that I still seek (…) to have more contact, more opportunities to go abroad, which involves personal finances, a financial planning, because that was the only opportunity I had, with a scholarship. I haven't had other opportunities and I didn't have either (…) I think I haven't been able to set that as a priority in my personal life yet (...). I still intend to (…) still have many plans (…), but the fact is that my contact abroad was very restricted (...) {after reviewing the translation, Morgan complemented the answer, stating that such restriction concerns the real use of informal English in experiences abroad}.
Fábio: And where does your knowledge of informal, colloquial English come from?
Morgan: Well, I think over the years (…) I've been an English teacher since 1997. Over these years, I think I have been building a knowledge base that comes from numerous sources, including the textbook; when I started it was the only thing I had access to, right? (...) I didn't have access to the internet. So, the only thing I had was the textbook, from language institutes, in which I took courses during my undergraduate studies and I continued to study; then I took many courses in continuing teacher education, for example, there was a course, what was the name? (…) I can't remember now, it was in 2001 or 2002, during Lerner's government, in spite of

everything (...) , there was a big continuing teacher education program for language teachers, and there, we used to go (...) I lived in Curitiba, we used to go the Federal University of Paraná, there were also other placement tests, and there I realized (….) I passed, I took the course, but I realized I needed much more (...). Then, I went back to the language institute and it was when I started to take preparatory courses (...) And I think, because of that, I went to (…) films, series, music, I think that (…) to the internet, to the ways of language interactions that I had access to at that time (...) And, of course, over time, that was gradually increasing, the access to the language is much greater (...).

Fábio: And how often do you ready/study specifically about this topic, informal, colloquial?

Morgan: Well, the informal one is mainly through television, because I don't participate in social networking spaces, where there's an interaction in English, because I don't like it, right? My own preference. So, I think where I most see it is from series; I think it also helps a lot. Even though it's very limited in my daily activities, I think it's a very limited source, but that's my reality. I can't say I have other ways of interactions if I don't have (…) {after reviewing the translation, Morgan complemented her answer, stating that interactions in class are also part of daily activities, even though the use of informal English is scarce}.

Fábio: Ok. And what's your evaluation of your students' knowledge of informal, colloquial English? How do you evaluate such knowledge?

Morgan: I think the knowledge that they bring, it happens (…) I forgot to mention (…) in texts that I bring to class, because the concern is about bringing texts from diversified sources to class. So, through some genres, which are few, in my opinion (…), because you're going to work (…) some example of text genres that I've covered: opinion articles, news report, biography, what else? (…) personal narratives. So, there isn't informal English in those texts. So, I can address this more in a (…) let's say (…) an interaction on Facebook, in some apps, in some texts that address an informal conversation, that is natural (…) in passages of films (...). So, I think that's the sources, but they are few; and the student's knowledge (…) I think it comes a lot from films and series, because in songs, which they like a lot, there's little of informal English (...) Now, what do you understand by informal English? (...) I know you can't answer that, but what is informal? It's the one produced in a situation other than the academic, right? I'm think about that (…) what is informal? Is it the one the student uses according to what s/he can express? You got it? There are many concepts of informal (…) am I going to consider only slang? Am I going to consider only (…) I forgot the name, but the blend of words they make and so on (…) What informal is (…) is not clear to me (...), because I think I don't have a (…) it's missing a clear definition of informal language (...) It's not that you have to provide me this definition (...), but my concept, my conception of what informal is (…) is common sense (...) I might be wrong or not (...)

Fábio: Well, now the next questions concern your teaching practices, ok? Related to this topic, because so far, we've focused on knowledge evaluation and now it's on teaching practices. Well, regarding the syllabi of the courses you teach, right? Who makes them?

Morgan: It's me.

Fábio: Ok. And what do they say about this topic, informal, colloquial English? Can you remember that?

Morgan: I think that (…) when we bring some texts, I can't remember everything now to mention (…)

Fábio: It's not necessary.
Morgan: If you want, I can check on the syllabus now. I don't know if I can (…)
Fábio: It's not necessary.
Morgan: But in some texts, I think so (…) I think we seek to bring varied texts to them, but (…) Let me not lose the thread (…) Can you read the question again?
Fábio: The syllabuses. What do they say about informal? If there's a specific topic on this subject on the syllabuses (…) What do they cover, say about (…)?
Morgan: I think they don't mention (…) When I put there that I want my students to achieve, by the end of their first year, A1 level, right? I'll consider that they will make certain mistakes and those mistakes are acceptable in many situations, right? That they can communicate, that they can introduce themselves and so on (…) I can't remember all the items now, but they are lower expectations, lower according to their production. I think when I explicit that, I consider the language this student brings, the proficiency level s/he could achieve, but in a formalized way on the syllabus, I don't think so (…)
Fábio: Ok. And what's your opinion on that? This topic on the syllabi (…) that fact it's not so specific (…) not clearly mentioned.
Morgan: I think we don't mention that much, because we always have a document like that, the syllabus, as a formal document and we worry a lot about writing some technical things related to learning and not about detailing, for example, the level of formality or informality of the texts that come to class. I think this ends up being chosen throughout the work (…) the variation, for example, an email between people that already know each other; a more formal email, analyzing the context of communication of such (…) the same genre, but in different situations, different language features. So, I think informality ends up arising, but it's still in a way (…) there's no privileged room for it.
Fábio: Do you use informal English in your classes? I don't remember whether you've already mentioned that.
Morgan: It's the same question you asked back there?
Fábio: if you used it, you had answered that (…)?
Morgan: For example, "guys", I'm always saying that. Some things like that.
Fábio: Alright. When do you use it, for what purposes do you use it?
Morgan: Aiming to grab their attention, to talk to the group, to organize my didactic work. I think it's more in this respect (…) during an explanation about a certain activity, right? An instruction for activities. During an explanation of language structures, I don't think so.
Fábio: Alright. Can you think of a frequency for that? How often do you use informal language in your classes?
Morgan: I think there is a little of it every day, right?
Fábio: Ok. Now on teaching itself. Do you teach informal English in your classes?
Morgan: Look (…), the difficulty bringing it back, texts that I covered (…) I think this reveals a lot (…) the scarcity of this teaching (…)
Fábio: And what's your opinion on such teaching?
Morgan: the formal teaching of informal English (…) the formal of the informal (…)
Fábio: I got it. And what's your opinion on this aspect? Informal, colloquial English teaching.
Morgan: I think considering students' language proficiency, this aspect is missing, right? It's missing in my classes. Although I bring, I address listening activities, right? They go to the lab weekly; they have listening activities that cover situations of informal conversations, for example, family situations, friends situations. So, they'll have

contact with that. They have contact with informal language in terms of conversations, dialogues or other ways of interaction that happen in day-to-day situations. So, I still associate a lot informal with day-to-day English.
Fábio: Ok! So, let's focus on (…)
Morgan: In this respect, they have contact.
Fábio: Alright. You said that although it's scarce, you teach it somewhat, correct? So, let's focus on these situations. How often do you teach it, can you think of any frequency for that?
Morgan: Well, from 0-100% (…), I think 20.
Fábio: Ok. And in what situations?
Morgan: I might be wrong about this evaluation I'm doing of informal, you know? But, to answer it like this, promptly, I'd consider 20-30%
Fábio: And in what situations do you address this topic?
Morgan: I think it's much more addressed in oral language, oral comprehension {courses} than in written language. I think the focus is still on oral comprehension through films, passages of films, the work with some passages to focus on language features, on pronunciation, on oral comprehension activities; I think basically that's it.
Fábio: Can you mention the strategies you employ? What type of activities (…) How do you address this topic?
Morgan: Let me think (…)
Fábio: Any strategy you use.
Morgan: Considering the first year students, right? I don't know what you're thinking when you're asking this question, but in terms of strategies.
Fábio: A method, anything you use (…) How you address this topic (…)
Morgan: I think it's by highlighting, pausing; when you stop and call students' attention to this aspect, you know? It's the conversation, it's when I ask them to give me examples of other situations of use for that term, that expression that is informal, so that they can deploy their world knowledge as well, in a dialogical way. I think, we stop and show it: "look, did you see this?"
Fábio: Uh-huh, when you teach informal, colloquial English, are you concerned about your students' language acquisition, in a general way, or are you concerned about their teacher education? or both?
Morgan: I think both.
Fábio: Can you see any difference?
Morgan: Both things at the same time; they need to learn the language; I have this concern that they know their work tool, which is language; at the same time, there is the concern about teacher education, because there's a personal aspect, language acquisition and there's the professional one, the extent to which they will teach it, to what extent they will realize that they teach that language. So, I think when I plan, I have to think about the two.
Fábio: Ok (...) So, aiming at this teacher education, especially to work in basic education, right? (...) You know that's the context (…) what type of activities do you propose in this respect? (...) Preparing your students to teach informal, colloquial English?
Morgan: What activities do I bring?
Fábio: Yes, if you propose any activity that has this aim, right? That aims to prepare your student to teach this topic there, in basic education, for example.
Morgan: Well, I think that (…) although the concern when I plan (…) I think, in class, language classes, what do I seek to bring? Texts that can (…) that have discussions on current issues, for example, or texts that they will have contact with in their routine

(...) so that the students in basic education can recognize those texts. Let's think (…) what comes to my mind now is (…) genres, right? (...) The concept of primary and secondary genre (...) So, I think I have to consider the primary genres for both the class and taking into consideration what my students will take to the students in basic education (...)
Fábio: Do you lead your students to a reflection upon the teaching of informal, colloquial English?
Morgan: I think specifically, in practice (…) I think there are several moments in different classes (…) Let's think of the senior, junior students, this practice is a major concern. So, in the last year (…) when I teach courses in the first and second year, I think I'm more concerned about leading my students to understand and learn the language than about issues on what they will teach in class.
Fábio: Alright.
Morgan: So, today, I'm talking about the last 2 years (…)
Fábio: When you address this topic, informal, colloquial English, do you experience any difficulty? Any challenge?
Morgan: Ah. I think so!
Fábio: Which ones?
Morgan: I think both in terms of a knowledge repertoire and a use repertoire, you see? In terms of knowing more informal language and transpose such use to the classroom for didactic purposes.
Fábio: And how do you deal with such difficulties, challenges?
Morgan: It's something that still bothers me a lot. I think it's directly tied with what I said about my professional education and about what I still need to improve. So, I'm constantly saying at home: "My God, I need to watch more series, I need to (…)" and my husband always watches them more often and he tells me: "oh this is good, because it covers informal language; this is good, because it won awards (…), because of the language, a more 'natural' language, because of the setting and so on". So, I have some stimulus, but sometimes, I don't always have enough time for that; I'm always behind from where I'd like to be, and this will reflect on my classes, it's inevitable!
Fábio: When you address this topic, how do your students seem to like it? Do they like this topic?
Morgan: I think they see it normally. In basic education this topic is much more appealing than (…) for the undergraduate students. At the university, the topic is not that appealing; at least, in my classes, I don't see it.
Fábio: Ok. Now. We're almost finishing.
Morgan: I thought there would be many more questions.
Fábio: We still have some, but it's finishing. Well, aside from those methods, strategies to address informal, colloquial English that you've already mentioned, can you think of anything else to approach this theme in class?
Morgan: I think exposure, which is a thing here in the program that is still missing and it needs to come from a collective planning (…) Providing students the contact with speakers of English from other countries, because then, naturally this language will arise. So, when you talk with someone and we currently don't have any kind of extension or teaching program that enables the student to be a real global citizen, right? We have some programs, some projects, but I think the real contact and more regular (…) I think that would be a more natural way to lead the student to (…) propose activities (…) and then, what comes to mind mind is that project, *Teletandem Brasil*. Of course, we don't need to implement a project like that here, but we can have

partnerships, promote partnerships and this is something that I really want to do and it's one of my future goals, to seek some partnerships (…)
Fábio: Ok. What aspects of informal English should be privileged in class? What kind of informal English, do you think (…)?
Morgan: except swear words, the rest is fine, because I don't like swear words.
Fábio: Why not?
Morgan: Because (…) it's ugly.
Fábio: Why is it ugly?
Morgan: But they have to know it; I think they have to know it, but it's like it's not something I will place emphasis on, right? I will explain: "this is this", if they don't know, let's check it out, but (…) I don't even like it in Portuguese, then I don't like it in English either.
Fábio: What relevance, if any, do you think informal English has to you?
Morgan: I think informal English is English in use, it's daily English; it's the language that doesn't belong to very formal environments, workplaces, right? I think some spheres of circulation where we favor some genres and not others. So, it's language adequacy to the social function that the speaker has, right? Repeat the question again, because I have more to say (…)
Fábio: What relevance, if any, do you attribute to informal English in your life, to you? If there is some (xxx)
Morgan: It's relevant, I think for the general comprehension of the language. I think for me to understand the language, I need to distinguish the levels of formality and informality. So, I think it influences a lot my comprehension.
Fábio: Uh-huh and to your students?
Morgan: I think it's a way of seeing language as natural and not that language that many textbooks usually used to bring and still bring (…) that is not, it doesn't belong to a real context of communication. Maybe, bringing the context of real communication to class (…) not maybe, I think it happens, right? When you take a situation of informal English use, from the real situation where it happens (…) when you bring it to the classroom, it's already modified, you're bringing that for a teaching purpose; then it ends up becoming a formal teaching activity, right? From my planning. So, I think it's very relevant, but there isn't a specific focus, I think the concern about it (…) it's not much and I don't see it as a positive thing.
Fábio: And what relevance, if any, informal, colloquial English has to students in basic education?
Morgan: I think they have much more contact with it; first with informality, then formality; with more formal levels, with more formal texts. So, their contact, what they (…) from what I could notice many times, their contact with the language is through the internet, games, right? Games instructions and then, they start to bring questions. The questions usually come from their exposure to films, especially.
Fábio: Uh-huh and to what extent should informal language be privileged in curricula for higher education, for Letras programs? What proportion, to what extent?
Morgan: To what extent?
Fábio: Yes. How much, right?
Morgan: Well, I think for Letras programs, we have to consider that they need to be exposed to (…), they need to produce formal language for academic environments, so they can reflect on the fact that they can be exposed (...) they can be in a certain situation that requires a public speech or that they understand what delivering a presentation is, considering academic genres, right? Considering that course. So, it needs both to expose the student to (…) know how to deal with situations that require

more formality and to make them (…) exposed to informal situations, but I think it's much more (…) let's say easier to plan, think of a curriculum, which covers more and more formal language than informal. So, I think that it'd need to be reviewed. I think that the extent to which informality is covered is very low and it deserves more emphasis (…)
Fábio: Uh-huh. And what about the curriculum (…) Sorry!
Morgan: But I think there should be a balance on the syllabus for the course.
Fábio: And to the curriculum for basic education?
Morgan: I think it needs to start from informal to enable the students to be in contact with a more formal language, showing them (…) I think by creating (…) sensitizing the student to that. I think students in basic education won't be users of a formal language, they need to be sensitized to the language, they need to understand the language, written, oral (…) so, to them, I think informal English, the importance of it, maybe it's even more than formal language. And when I mean formal, I'm not saying texts with complex language to them, I'm considering a movie synopsis, which is formal, right? On the other hand, I'm considering that informal is more tied with dialogues, right? Conversations among friends, family conversations (…)
Fábio: Ok. In your opinion, what relevance, in any, does this research have? The research study I'm carrying out.
Morgan: I think this research rubs salt in the wound regarding the curriculum in the university, what is considered as important to the English teacher who will work in basic education, what s/he needs to know. So, I think this opens a very deep reflection upon our lesson plans, our syllabi, right? Because we don't stop to think about that. I think when we have this concern about exposing our students to different situations of language use (…) it's not done in a very planned way; it's done more intuitively than theoretically grounded (…)
Fábio: Ok.
Morgan: Your research will raise, as it's already raising mine, through this conversation, broader awareness of which genres, I'll have to mention text genres, because I can't think of a language that is not organized in genres, right? In language use. So, I think that it's a concern that it will (…) for the ones who haven't thought about that yet, the university teacher; if s/he hasn't thought about that, will start reflecting more on what is important, what aspect of the informal dimension is important, because it still seems to me that we don't need to teach informal English (...) I'm saying in a general view, from what I see in continuing teacher education courses, in graduate programs (…) there isn't (…), unless if it is a specific course on that, but when we're considering what I will elect to bring to the classroom, to Letras programs, it seems that the concern is much more about formal language than informal (...) So this research is doing the reverse way, it shows the importance of what ends up being put aside (...)
Fábio: Ok. And how did you feel during this interview?
Morgan: As it's with you, I felt good, but I think the questions make us reflect a lot, from aspects of my personal education, language acquisition to my professional trajectory, right? (...)From the elementary school teacher to the university teacher. So I think there is a lot of knowledge construction, but there are also those gaps that I said, they bother me in terms of (…) I always need (…) I'm not ready as a teacher. So, to me, the daily (...) thinking about that, I think that talking about that is not embarrassing to me at all, but I also need to reveal the gaps that still need to be developed (...)
Fábio: Do you think you could express everything you think and do about this topic?

Morgan: I don't think so!
Fábio: No? what was left behind?
Morgan: because some questions, the ones more tied with practice; first of all, my memory is terrible! So, I think there are many more things that I did, that I do that, it's like, during the interview, I can't recall. So, some things I had to try to bring back, but I know that I left many important things unsaid (…) in this respect (…)
Fábio: Ok. Do you have anything else to add? Any suggestion? question?
Morgan: I don't think I have questions; I think I'm curious about it. I think, in this moment (…) I know that what I've just said is what will be analyzed, so what was left unsaid and I'd like to say won't be possible (xxx).
Fábio: But you can send it to me later, if you want to, because the analytical method I use in my research allows me a constant data generation, right? So, if you feel that you couldn't express everything, that there's something else, you can send it to me; there's no problem! My research allows me to include new data, there isn't any problem about it.
Morgan: I think it would be more in terms of checking out the information in the syllabi; I keep all my syllabi, right? I keep everything for my records. So, I think that I could return to them, look at what I've already worked, think a little bit more about it. I, myself, will be able to see, to confirm some things that I mentioned in terms of "Look, I covered it more than what I said I had covered".
Fábio: Uh-huh. Ok! As the interview was in Portuguese, I'll have to translate it into English and send it you for your approval, ok? Because you know a translation of this nature is rather complicated, because we might change something, and so on (…) the content of your speech (…) So, that's why I need it (…)
Morgan: That's why I thought it would be easier (…) I think it's like I express better in Portuguese what I would like to say than taking the risk of using a word that has a sense that it's not exactly the one I want to express in the moment (…)
Fábio: Ok. Thank you very much for your participation. I'm extremely grateful.
Morgan: Any time! Whenever you need, you know you can.
Fábio: Thank you!

Transcript- Shannon (March 31, 2017, in English)

Fábio: Ok, so we officially started (xxx) So, the first question is what's your evaluation of your students' language proficiency?
Shannon: hmm, ok. I think (…) the Brazilian (…) student's proficiency in general is very low and in our university is not different, this context. So, I think we receive students from a (…) most of them from basic, public education. So, they're not very well prepared in terms of using the English language in their context and during their undergraduate program, they have just a few hours dedicated to the English language learning. So, even considering when they finish their undergraduate program, they don't achieve a high level of English proficiency. So, I could consider their proficiency like intermediate or low-intermediate.
Fábio: Could you think of any reason for that?
Shannon: The reason for that? Mainly because our program is Letras: English and Portuguese, so we needed more hours dedicated to the English courses and our students, they don't use the English language in real contexts. So, they just learn the language inside the classroom, they just practice it with the professor, but they don't

use the language outside the classroom context, you know? I think they don't use the language for research, for presenting lectures, for interacting with other students or other professors. So, maybe because the language for them is not in the real context of use for their everyday lives, maybe.
Fábio: Alright! Alright! Second question, what is your view of language? What do you understand by language?
Shannon: wow, it seems simple, but it's very (…) difficult.
Fábio: Let me complement the question. What are the educational, professional or personal experiences that contribute to this view? Your conception of language and probably educational, professional and personal experiences.
Shannon: I think the concept of language is being (…) is being modified day by day and I could justify that by the context we are nowadays in education, in our professional lives and also in our personal lives. So, long ago, I used to believe that language was just a tool to learn in a (…) in a very structured way, so that when you could learn the structure, you could use the language effectively, but as you (…) as time passes by, you realize that the concepts are changing and so, we are also changing the concepts according to new theories and to the new (…) to the needs of our context nowadays. So, I think that language is mainly a way of communication and because of that, it must be inserted in social and relevant contexts, you know? It's not just a matter of learning the structure, but (…) of course it's part of it, but you need to use the language to make sense in your context, whether it is professional, personal or academic, you know? So, I think the use of the language as a social practice is the main (…) is the main thing that I consider nowadays and when I mean the use in our social context, I mean when I need to interact with another friend, when I need to interact with academics, when I need to interact with researchers, when I need to improve my pedagogical and methodological ways to teach inside the classroom, you know? So, what are the needs of my students nowadays? So, I need to think again about the usage of this language and also about my (…) my references in terms of structure to see how far the structure could (…) let's say (…) could interfere in the process of communication, you know? So, (…) I don't feel comfortable bringing the names of some theories or approaches or things like that.
Fábio: Alright! It's no necessary.
Shannon: I think it's a matter of seeing language in a (…) in a very comprehensive way of learning and teaching and using it nowadays.
Fábio: Alright! So, now, regarding formal or informal English, what kind of English do you use in class?
Shannon: I try to use formal as much as I can.
Fábio: Why?
Shannon: because I think that as a professor, you (…) you become a model or a reference for the students to learn. So, as much as I can, I use the language in a very suitable way, because I'm inside the classroom. So, I think that when you're interacting with undergraduate students (…) the classroom is also a formal place for learning, of course that I could use informal language, but to show them the difference between formal and informal language. Of course that, if I'm interacting with my students outside the classroom, I could use informal language, but when I'm teaching a subject or when I'm discussing some points regarding the teaching of the language, I prefer to use formal language.
Fábio: ok! And what about in your daily activities?
Shannon: the daily activities. I think sometimes, I use informal language, but it's not (…) it's not usual to me. I try to use the language (…) even in Portuguese, you know?

I think it's something related to the profession. I think as professors, we try to use in a very suitable way, even in Portuguese or English, you know?
Fábio: Ok! So, in your daily activities when you use informal English, what do you use it for?
Shannon: Hmm (...) maybe, when I'm interacting with some friends, maybe online or when we're discussing some points or (…) whatever. So, I think I'm not (…) I don't feel I have to worry about formal language, because maybe it's a space that I can use the language I'm more comfortable with or I don't have to stop to think about every word (...), because maybe the other person is not (…) I don't feel responsible for being a model, (...) I just worry about interacting, I'm not worried if I'm saying something wrong that could affect the learning of the other person, like the students inside the classroom (...)
Fábio: I guess, you kind of answered the question here, but let's say (…) So, what kind of English do you like most, regarding formal or informal?
Shannon: I'm more comfortable with formal English. I think that's the way I learned and it's the language I use mostly.
Fábio: Alright.
Shannon: I don't (…) In fact, I think maybe (…) I learned my English at an English institute and you know? I think, maybe, I could have an answer for that (…) At that time, I couldn't interact with other foreigners (…) students who also speak in English. So, my only way to learn was at school. So, at school, you learn formal language. When you learn a language interacting with others, maybe who are not interested in learning, but interested in interacting using the language, they're not worried about formal or informal language, but when you learn it just at school and the school is the only space where you can use the language, that language becomes your model for communication. So, I think maybe this context could justify the way I feel more comfortable today, because I didn't have the opportunity to interact with the language I learned in the past.
Fábio: Ok. And what is your evaluation of your knowledge of informal/colloquial English?
Shannon: I think it's a language (…) you mean in terms of proficiency?
Fábio: Yes, your knowledge of informal English, colloquial English. How do you evaluate that?
Shannon: I think I'm not up-to-date with that. I think, I just use a language (…) I don't know many expressions or how they (…) slang or things like that, because nowadays, people whom I interact with are people from university, because of my profession. So, I have some colleagues, but my colleagues are from university. So, you know? I think I don't have lots of knowledge about colloquial English.
Fábio: Ok. So, where does it come from? This knowledge, the one you have.
Shannon: The language I learned when I was a teenager (...), the language I learned when I began, I took my undergraduate studies, the language I learned during my certificate program in English and the language interacting with people from other universities (...)
Fábio: So, basically you can say from formal studies and informal as well?
Shannon: Yeah.
Fábio: And how often do you read/study about this topic?
Shannon: The topic of colloquial (xxx)
Fábio: Colloquial/informal English, yes!

Shannon: I don't have it as a (…) I don't have it as an object of study. In fact, my research is based on genres. So, I think (…) I've never had a study based on slang or colloquial language, something like that.
Fábio: because of the focus of your object of study?
Shannon: Yeah, I think so, because they are mostly literary texts, so of course sometimes you have literary texts using some colloquial language, but I've never stopped to study or (…) I've never had it as an object of study.
Fábio: Alright! Regarding your students' knowledge of informal/colloquial English, how do you evaluate it?
Shannon: Depending on the student, I think they have even more knowledge than me, because the students today, they interact more using informal language, with their friends online than the professors themselves. I think, depending on the student, right? Because the ones who have the potential, for communication, they search on the internet to interact with others, like you, for example, you know? You have a broad context of friends to interact with, just discussing personal interests or whatever you know, music or art or even literature or whatever, politics, you know? Nothing related to the academic subject itself.
Fábio: Ok. So far, the questions focused on knowledge evaluation, now we're going to start the teaching dimension, ok? So, your teaching practices concerning this topic. So, regarding the syllabuses of the courses you teach, who makes them? The syllabuses.
Shannon: You have the (…) you receive it, when you have the course approved and when I started teaching, I received that and I couldn't change it. In fact, just when the course had the opportunity to be reapproved or when we have the chance (…) we say that "*recredenciado*" in Portuguese, so that the professor could change the syllabus. So, for example, in our course, the currently syllabus was prepared by the professors from the course, thinking about opening the subject, so that we could have a range of contents to be chosen according to the profile of the students.
Fábio: So, do you remember what they say about informal English? The syllabuses.
Shannon: Informal?
Fábio: Yes, colloquial English.
Shannon: Colloquial English. No! because I was in charge of the literary subjects, so, but I took part in the discussion, but it's just in general terms, like in terms of genres and structures and using the language in different social spheres, but I (…) to be honest, I don't remember that we have a specific subject dealing with informal language or how to do with that.
Fábio: and what is your opinion about this issue? The fact it was not specified or not explicit.
Shannon: (...) Well, I think it has to be (…) to be explicit, maybe because when you prepare the syllabus (...), you don't know the teacher who's going to use it and what kind of education this teacher has (...) So, sometimes if the teacher is not comfortable using colloquial language, consequently, this teacher is not going to teach it (...) So, I think it's part of language and it could be better explored and to clarified on the syllabus (...), so that every teacher who conducts the course could see the subject there and think about the possibility of teaching it, even in terms of bibliography references, you know? (...) Sometimes (…) if, for example here, we have just one book regarding colloquial use of language, but we don't have even materials for the teacher to search for it (...)
Fábio: ok. You've said you use colloquial/informal English to a certain extent in class, right? So, when you use it, why do you use it? What for?

Shannon: Inside the classroom?
Fábio: Yes.
Shannon: Sometimes when you're interacting with the students, not for explaining a subject, but sometimes when you have to (…) make students more comfortable with the learning process, sometimes to get closer, you change the language, so that students also feel more comfortable in the interaction with the other students and even with the professor.
Fábio: And how often do you use it?
Shannon: Not very often. As you know, just based on my previous experience (…) So, maybe I could say that I when I explain the subject, I use formal language, but sometimes when I see that students they don't (…) they didn't get the message, so I stop and I try to be closer to them, and then I try to use colloquial language. And when I feel that this works for them, so I think it's a good way to (…) maybe to be closer and you make them more comfortable using the language, because our students don't feel comfortable using the English language inside the classroom. So, whatever language they use, I try to accept and I try to interact with them.
Fábio: Any other situation aside from the ones you have mentioned?
Shannon: Inside the classroom?
Fábio: Yes, when you use colloquial English.
Shannon: No, just interacting with the students, because when I present the subject, I think I use more formal language.
Fábio: So, now it's about teaching. Do you teach informal English in your classes?
Shannon: No. Do I have to be honest?
Fábio: Yes! Sure!
Shannon: Ok! So, for example. If (…) If I'm teaching the English language and if the subject is formal/informal, of course. If sometimes in the textbook you see that you have colloquial language, you call students' attention to that and then, you explain the context, why you're using this kind or other kind of language, but to be honest, I've never stopped to call my students' attention and say: "ok this is colloquial English and then this is formal language". Let's reflect. Let me think about it. For example, if you're using a dialogue, inside the classroom, of course, depending on the place, you mention to the students: "ok, you're in a restaurant, that's why you're talking to your friend like that and then, when you're in a different social sphere; ok, you're giving a lecture at the university, so of course you can't use this or that word". So, I think sometimes we make these differences, but I don't think that there are specific studies and you justify or even if you bring articles for your students to think in theoretical terms about these differences, maybe you could say these differences when you're teaching inside the classroom and when you're trying to show students that "ok this context is different from that one, because in this context, you're with your friends and ok, now you have to write an article to me based on nature, for example or whatever, environment. So, ok, of course, you can't use colloquial language, of course you need to use formal language" (...) And sometimes, when you're correcting, sometimes when they present, for example, contraction, you say: "ok, you can't do that, because it's an article, you can't do that" (...) So, I think this kind of teaching happens, you know? (...) Calling students' attention to the differences of English, but what I mentioned is that we don't have a conscious learning or in theoretical terms about that, we don't research that, you know (...)?
Fábio: And what is your point of view on that?
Shannon: (...)I think we need to cover all the areas of language, of course, but I think that this happens (...) doesn't happen or wasn't happening here in the university (...),

because of the research interest of each professor, you know? (...) So, If I'm more comfortable studying literary texts (...), so of course, my students will research literary texts and the language used in literary texts (...) Of course, If I have the opportunity to use a literary text that uses colloquial language, I could explore it, but maybe the language itself couldn't be my object of analysis (...), but the literary usage of it, you know (...)?
Fábio: I see.
Shannon: So, the focus is a little bit different, I think.
Fábio: Alright! So, let's focus on these situations where informal/colloquial English had some (xxx). How often do you teach it?
Shannon: Informal?
Fábio: Yes! Informal/colloquial.
Shannon: You mean in terms of that I go to the classroom and say: "today you're gonna learn informal/colloquial language"
Fábio: Yes.
Shannon: Not very frequently.
Fábio: Aside from the situations you mentioned, could you think of any other?
Shannon: Yes, because you know? What happens is that the situation leads to the language, it's not the opposite. So, I think I could never enter a classroom and say: "ok, today we're gonna learn colloquial language". Maybe, the opposite, I could use different texts and different contexts, different situations and show (…) and discuss, you know? This language is different from that one, because of this context and the way people are interacting, you know? But I think I've never taught colloquial language, in terms of entering a classroom and say: "ok, today, we're gonna explore specifically colloquial language". You know? Not like that.
Fábio: I see.
Shannon: Just by comparing situations ok, but (…)
Fábio: So, ok that's the strategy you employ? Comparing situations (…)
Shannon: Yeah and making the students aware of the usage. So, for example, I think it's better to bring the situation to the students and then, make them reflect on the language usage and why you're using this kind or that kind of language, but just in terms of, let's see (…) structure, vocabulary, you know? I think I've never discussed with my students any theory based on that or research based on that, just in terms of language structure and usage, inside the classroom, teaching the English language and showing differences in terms of vocabulary, structures and things like that, just at this level.
Fábio: Alright. So, when you address this topic, are you concerned about your students' language acquisition in general or about their preparation to teach in basic education, (xxx) teacher education? Or both?
Shannon: You mean?
Fábio: So, it's kind of we have two dimensions: the language acquisition one, so when you teach informal English, are you concerned about this language acquisition or you are concerned about teacher education, because you are preparing them to become teachers or both?
Shannon: In fact, both, because when (….)
Fábio: Do you see any difference?
Shannon: yeah, even when I used to teach (…) I'll give my answer and maybe you could correct me if I'm wrong. So, even when I had (…) the subject that was considered just theory and not practice. I think all the subjects during the undergraduate program, they need to be thought of in terms of practice, not just theory. So, when I teach English

language or English language literature, first, we reflect on the undergraduate students' learning process and after that, I make them reflect on their context of practice. So, first I try with them and then, I make them reflect on the same subject, but in a different (…) applied in a different context, right? So, for example, we have (…) we're discussing "Alice in Wonderland", so inside the undergraduate classroom, we could study it in theoretical terms, thinking about the character's role, thinking about all the literary structure, historical background and everything at a certain level (...) After that, I ask them to reflect, to use the same subject with the students and then we try to think about which level of students they could conduct this subject (...) So, for example, if it's a secondary level (...), for example, of course they need to think about a text with a different language and they need to analyze that (...) what kind of exercise and what is essential or fundamental to be taught for their students in public education (...) So, I think this kind of movement needs to be effective every time during the undergraduate program (...)

Fábio: So, your answer is kind of related to the next question, which is: do you propose activities aiming at preparing your students to teach informal language (…)?

Shannon: Yeah, of course not informal language, because as I mentioned before I've never (…) I've never had it as a specific subject to teach informal language or colloquial language, but if we suppose that this could be a subject to be taught (xxx) to my students, of course, I could try to make them reflect on the use of colloquial language with their students, what kind of activities, what kind of situations, because when you teach, undergraduate levels, they have kinds of interests, when you teach teenagers, they have a different interest, so make them reflect on the interests teenagers could have in using a colloquial language and what kind of situations they interact with colloquial language.

Fábio: So these are the activities you propose; can you think of any other (…) any other way that you explore these activities.

Shannon: In fact, I could explore firstly and at a certain level with undergraduate students to prepare them for their education, professional education and after that, they needed to reflect on their students' context and propose activities to them. You have a range of activities you could prepare to call students' attention to develop the English language in a (…) to develop the colloquial use of the English language. I think in public education or basic education, in general, students use more colloquial language, of course, because it's their context of interaction, even in Portuguese. So, they needed to create contexts for them to feel comfortable using the language, interacting with their friends and colloquial language is the best form, even when you think about their context of interaction online, for example, it could be with friends also and the usage (…) the use of colloquial language, of course is more relevant to them than formal language.

Fábio: ok. So, when you address this topic, do you experience any difficulty, any challenge?

Shannon: With the students? Or with using the language?

Fábio: In general, when you address that, when you teach the topic, do you experience any difficulty or any challenge?

Shannon: The challenge is just for me to prepare better for teaching it, because, as I mentioned before, my preference is for using formal language, because of my context of (…), my professional context (...) So, of course, when teaching that, I need to prepare better in terms of current usage and to be prepared for colloquial language teaching (...)

Fábio: Ok! And how do your students like it?

Shannon: I think they like it pretty much (…)
Fábio: Alright. So, we're almost finishing (…) So, yes (…) question 16, aside from the teaching methods you have already mentioned, can you think of any other way to address this topic? You have mentioned some strategies, some methods, can you think of any other way?
Shannon: I think you have lots of different ways to approach the theme. I think they could (…) imagine themselves as their own students and they could interview the students, they could analyze different (…) create situations, real situations to use colloquial language, they could, you know? I'm always thinking in practical terms, using the language in practical terms, but of course, I think I could motivate our students to study colloquial language formally, you know?
Fábio: Yes.
Shannon: In terms of research and maybe this could motivate other students also to be aware of colloquial language teaching, because most people think it's just a language we use every day, it's not like that (...) We need to see, to analyze the structure, to see differences in the language, to see how the language is structured and in which context you can use it. So, you need to be aware of colloquial language in a (…) in different contexts (...) So, I think that this is very important, but in methodological ways (...) I think the best thing could be the use of the language in real contexts and think how this language could be motivated and developed and assessed by the professors, even the teachers-to-be and the professor at the university, you know (...)?
Fábio: So, what aspects of informal English should be privileged in class? So, what kind of informal English do you think is more relevant?
Shannon: What kind? What do you consider kinds? How do you classify (…)?
Fábio: What types of informal English, what aspects of informal English (…)?
Shannon: You mean language or structure? You mean vocabulary, or structure or usage or (…)
Fábio: I mean (…) informal English is a very broad (…) an umbrella term (…)
Shannon: Yeah.
Fábio: you can say that it encompasses slang, phrasal verbs, idiomatic expressions, swearing, cursing (…). So, there are so many aspects of this umbrella term called informal English (…)
Shannon: Yeah, I think idiomatic expressions called my attention, because you have a context and I think from this expression, you could have so many things to teach (...) So, slang is ok to me, it's a word, maybe it's not so contextualized, but when you have the expression, I think you have much to explore, much more to explore (...) So, maybe if I could give a priority (...), I could choose this one, because to me, it's more relevant and I could have (…) normally relevant, but I could have many tools to contextualize that to go, you know? (...) To keep the learning process going through the class, you know (...)?
Fábio: Ok. So what relevance, if any, do you think informal language has to you?
Shannon: Yeah, it's the language we use every day. So, it's the language that constitutes our students and most people use the language nowadays. So, I think it's very relevant (…) So, in terms of relevance (xxx).
Fábio: Ok, to you right? And to your students?
Shannon: Yeah, to my students, I think it's very relevant for them to learn it, even (…) I think it's so relevant as leaning the formal language, you know? So, I think they have both the same importance. The question is that informal language is more used by the students when they use the language and as we want the students to use the

language, maybe, if their preference is colloquial language, we need to take advantage of that and from this language, show other possibilities of speech.
Fábio: Yes. And what about to the students in basic education?
Shannon: Ok! So, students in basic education mostly they use colloquial language and they bring many (…) let's say (…) I think it's the motivation to use the language is when they use colloquial language, because it's closer to their context. So, I think it's very relevant, but to tell you the truth, the textbooks I've analyzed so far, you just have the, you know? The (…) how can I say? The traditional way of teaching and maybe they don't have the potential to explore colloquial language as they could. So, I think that the teacher must be prepared to create contexts, so that colloquial language could be used and when students use the language, they are aware of what kind of language they are using, why? So, this kind of teaching, I think it's not so usual in basic education. Maybe, also because you have the textbook and the teacher, who is using it, is not free or doesn't have the right motivation to create these other contexts of using the language for learning in different contexts other than the traditional one that is presented in textbooks.
Fábio: Ok. So, to what extent should informal English be covered in the curriculum for higher education? for this Letras undergraduate program, so to what extent?
Shannon: Letras undergraduate?
Fábio: Yeah, higher education.
Shannon: To be considered in the curriculum?
Fábio: Yeah, to what extent?
Shannon: I think, you know? I think about the English courses, English language, it could be writing or reading or whatever, you need to have a (…) let's say (…) a portion of formal and colloquial English learning and teaching, of course. So, of course if you teaching academic English, it has to be more formal, but when you're teaching oral {courses}, for example, you can cover colloquial aspects of language, for sure and this case, of course, you could have 50% of formal situations and 50% of colloquial situations, because you use both in your everyday life, right?
Fábio: So does it apply to the the basic education curriculum as well?
Shannon: Yeah, sure, because even having our students in basic education, using colloquial language for their everyday interaction, they must be prepared for formal English too, because they will act as professionals, they're being prepared to be citizens and to be concerned about the use of the language in everyday situation.
Fábio: Alright. In your opinion, what relevance, if any, does this research have?
Shannon: (...) Oh, lots! It's very relevant, because (…) also it makes us reflect on our way to think about language, even colloquial language, specifically, because my reflections here for your research are just (…) made me aware of why I use more formal language than colloquial one and it is justified because of my context of learning and the context of using the language in the past, and nowadays, it is much different from the profile we have from our students, of course, and even about the way I learned English, because as it was in a traditional way, of course, I couldn't have the opportunity to speak (...) So, the oral use of the language and mostly colloquial English is more used in oral language (…) it is not well developed, let's say that; and I think your research could contribute not only to professors, but also to teachers-to- be and professors (…) and teachers from basic education to reflect upon colloquial language in a different way, considering its importance and the teaching context, at whatever level it is.
Fábio: And how did you feel during this interview? How did you feel?

Shannon: I feel (…) now, I feel comfortable. I can confess I was like feeling a student "oh Gosh! I'll have a test. Will I have all the answers?" of course, we don't have all the answers. It's just (…) I answered based on my own experience, the professional experience I had and, of course, each person has different experiences, justified by their personal, professional and academic paths, let's say.
Fábio: So, do you think you could express everything you think and do about this topic?
Shannon: Yeah, sure.
Fábio: Yeah? Do you have any additional comment? Question?
Shannon: No, just congratulations! And I hope you have lots of success!
Fábio: So, I do appreciate your participation in this research study. Thank you very much!
Shannon: You're welcome.

Transcript- Priscila (April 5, 2018, in English)

Fábio: So, let's start. What is your evaluation of your students' language proficiency?
Priscila: I have very good students that know how to speak English, that read well, but I have some students that don't understand many things that I say in class or when they have to read a text or write a text. I have (...) I think that it's a mixed (...), kind of mixed, because of the kind of students that we receive here at the university (...) some students, they have this, they had English classes before and some had {English classes} just in schools and they don't like it. They think that they will study just Portuguese here, I don't know, but I (...) many (...) some of them are at A1 {level} and sometimes lower than it (...)
Fábio: Ok! Besides those factors that you mentioned, for example, they studied before, their background (...) do you think there is any other reason for these differences in their proficiency? Some are good, some are not (...) so, what do you think? Besides those factors that you mentioned.
Priscila: Sometimes I think that some students like English more and have this kind of desire to study English and to improve (...) and others don't, they don't, they don't think they will be English teachers, they don't want to be and I don't know, I learned the language very easily (...) I think that there are some students like that.
Fábio: Ok! Question number two. What is your view of language? What do you understand by language? What is language to you?
Priscila: Language (...) language, I don't know (...) I thought about that a long time ago, I think during my undergraduate studies, I think language is the vocabulary and the grammar rules, everything else, but language is culture too. If you don't know the culture of a country, if you don't know some aspects of this country, you can't (...) you speak the language, but you don't communicate, I think (...), ok?
Fábio: So, do you have any (...) educational, professional, any personal experiences that made you have this view?
Priscila: I think because I studied in *Ouro Preto* {a colonial town in southeastern Brazil} and there, there were a lot of foreign students that came to study at the university there and I lived with a French girl for a time and she speaks Portuguese very well, I don't speak French, but sometimes, once I told her: "Oh, I don't wanna buy this, because is a 'facada' {it costs an arm and a leg}" and she got crazy: "where is the knife, oh my God"? because she didn't understand what 'facada' is and I think it's a personal thing and I saw that (...) that some of my colleagues had some difficulties (...) I studied with

a boy, he's from Guinea-Bissau, I don't know how to say that in English, it's an African country and he's spoken Portuguese since (...) for all his life, and it was difficult for him to understand us, because of our accent and our (...) words, slang this kind of thing and they way sometimes, they way we speak (...) so, I think because of this part of my life (...)

Fábio: Ok! Great! So, regarding formal or informal English, what kind of English do you use in class?

Priscila: I mix it (...), but when I teach language, I think that I use informal English, but when I teach literature, I think it's more formal.

Fábio: Why? Why do you think there is this difference?

Priscila: I think because of the subject and sometimes I have to use a vocabulary in literature {classes} that is very technical and in language classes, I can make jokes and play more and informal language helps me with that.

Fábio: Ok, this is in class, right? And about in your daily activities? Outside the classroom.

Priscila: Informal, I speak a lot of informal, Portuguese and English.

Fábio: Why?

Priscila: I think it's because I grew up in a family who doesn't have a lot of education, ok? My father and (...) my mother just studied for one year in school and my father for four years. So, all the time (...) If I speak too much formal, it's not good, they will not understand me and my English is basic "Friends" English. I learned, I learned a lot of English by watching television and so, because of that (...)

Fábio: Ok! So, what kind of English do you like most?

Priscila: Informal. I have some difficulties with formal language, even in Portuguese.

Fábio: Ok and what is your evaluation of your knowledge of informal/colloquial English?

Priscila: I think that most of what I know comes from television, because nobody has taught me informal language during my life, I had to learn it by myself. So, I have a good (...) I think not good, an ok knowledge of informal language (...) I have to (...) when I have to teach about slang and something like that, I have to look for it in some places (...)

Fábio: Ok, you said that your knowledge comes from television, is there any other source?

Priscila: Television, music, movies and sometimes internet. I love memes on the internet.

Fábio: And how often do you read or study about this specific topic?

Priscila: Nowadays, I'm studying it, because I'm teaching that to the 4th year, but usually, I don't study or read about it. I just listen and repeat (...) this kind of things.

Fábio: And what is your evaluation of your students' knowledge of informal/colloquial English, specifically colloquial/informal English?

Priscila: I think that they don't, they don't know a lot about that, because, in my last class, I brought a text that there was the word "kiddos". To me, that was a very simple word, It's not a word that I thought they wouldn't know and they didn't.

Fábio: Ok! So, far I've focused on knowledge and education and now I'm going to focus on your teaching practices, what you're doing in class, ok? So, regarding the syllabi of the courses you teach, who makes them? The syllabi.

Priscila: I made some of them and others, (...) other professors made and I used them (...).

Fábio: Do you remember what they say about informal/colloquial English?

Priscila: Nothing! I think it's nothing! I don't, I don't think (...) I don't remember if there's something about it.
Fábio: And what is your opinion on this issue? The fact it is not on the syllabus or (...) I don't know.
Priscila: I think because we have a kind of model of language teaching that focuses just on formal language (...) I don't know, I think it's because of that and teachers don't think a lot about it, how (...) because we don't teach informal Portuguese, maybe they don't think that they have to teach informal English.
Fábio: Ok, you said you use informal English in your classes, right?
Priscila: Uh-huh
Fábio: So, when you use it, why do you use it? What for? For what purposes?
Priscila: Because I (...) sometimes, it's easier for the students to understand, because they saw it on television or in a song or something like that.
Fábio: Can you think of a frequency? Like how often do you use informal/colloquial English in your classes?
Priscila: Hmm, let me see (...) I can't think about it. I've never stopped to think about it.
Fábio: Ok, now it's about teaching. Do you teach informal English in your classes?
Priscila: I try. When I (...) this year, because I (...) this year, at the university it's my first experience (...) this year, when I started to think about what I wanted to teach, I thought: "Oh, I want to teach informal English, writing informal English" (...) because sometimes students don't know and it's something that nowadays, they use a lot, because of social media, internet and all kind of this stuff.
Fábio: And what is your opinion, what is your point of view on this topic? Informal English teaching.
Priscila: To me, it's difficult, because when I was in college, I didn't learn it, so, it's difficult to me, I have to research it and to use real texts. There is not a material like, a book (...) I can use this book and no (...) I have to prepare the material and everything else.
Fábio: Ok, you said that you teach informal English, right? So, let's focus on these situations now, ok? How often do you teach colloquial, informal English?
Priscila: When I was a high school teacher, I (...) all the time, I tried to say: "Oh, this is formal and this is informal", especially with kids, because they ask a lot about: "Oh, teacher how can I say that, how can I say this in English?" So, all the time (...) because students asked me and I had to teach it all the time. Now, at the university, I think just this moment, this first moment that I'm teaching online reviews that I'm thinking about that.
Fábio: Ok, I guess you answered the question, but in what situations do you teach it? Is there any specific situation?
Priscila: When students ask, ok? When students ask and when I see that it's a way of helping them to see that English is not a perfect language, for example, because they think that they have to speak everything correctly in English and sometimes, informal English is not totally correct, you can see like that.
Fábio: And how do you teach it? What strategies do you employ? Is there any specific method?
Priscila: I use texts with informal language or (...) or videos, music with that.
Fábio: Uh-huh, when you teach informal language, are you concerned about your students' knowledge acquisition in general or about their preparation to teach in basic education? Or both?
Priscila: Both

Fábio: Can you see any difference? Can you explain that?
Priscila: Oh, I'll give you an example with the first year. I was teaching the days of the week and I saw an opportunity to say: "Oh, you can teach your students the days of the week and you can talk about some curiosities about that". And sometimes I do that with the students, I teach it and say: "Oh, you can use it to make your students pay attention or to make them understand it better".
Fábio: Ok! Besides these examples, can you think of any example where you prepare activities that lead your students to think about teaching this topic in terms of teacher education.
Priscila: At this moment, I can think about music or listening activities too, I think, but to be honest, I (...) I've never (...) I have never done that at the university, just when I was a high school teacher and an elementary school teacher.
Fábio: When you address this topic, do you experience any difficulty? (...) Any challenge?
Priscila: Yeah, sometimes, because (...) slang changes all the time, and I'm a little bit old and now my interests are different from 10 years ago when I graduated and I have this difficulty. Another difficulty that I tell you is (...) there's no material about it. I have one (...) I had one slang dictionary, American slang dictionary, it's the only material I had at home, I think that I lost it when I moved (...) I think it's these 2 difficulties, knowing what is at the moment and having materials for that.
Fábio: And how do you deal with these difficulties?
Priscila: Internet! I search on the internet and sometimes I go to forums, I don't remember the forums (...) Facebook, Twitter, maybe.
Fábio: Ok, when you address this topic, how do your students like it?
Priscila: They like it. My high school students, they (...) loved when I did something different: "Oh, the teacher will bring us a song or something"
Fábio: And what about your college students?
Priscila: Sometimes they feel bored: "Oh, she's teaching it, why?"
Fábio: Here at the university?
Priscila: Yeah! It's because it's the fourth year and sometimes they (...)
Fábio: So, when you're teaching informal {language}, they (...)
Priscila: Yeah, I think that because they have a view that here at university, they have to know important things and they think: "Oh, informal language, it's not so (...)". Maybe, it's because I'm not showing them that it's an important thing to know and to teach to their students.
Fábio: Aside from the teaching methods, the strategies that you mentioned, can you think of any other way to teach this topic?
Priscila: I think that we can use things that students like, thinking about high school and university students, sometimes (...) they love a series, a web (...) a comic series, then you can use it to teach them and here, I'm using some texts that use informal language and slang to show them that they will see this kind of texts in the real world. So, it's good to know it (...) I don't know.
Fábio: And what aspects of informal English should be focused in class? What types of informal English (...)
Priscila: I think abbreviations, internet language, I think it's something students have many difficulties with (...) sometimes understanding abbreviations and in this kind of topic, I think that comparing it with Portuguese sometimes is very easy for them to see that and vocabulary, like the example I gave earlier "kiddos" it's something that even (xxx) every mommy, that I know, that speaks English says "kiddos", from the older to the younger ones and (...) I think that's it, abbreviation and vocabulary.

Fábio: We're almost finishing, ok? What relevance, if any, do you think informal language has to you?
Priscila: I (...) when I was very young and I was learning English, I thought that I had to speak very (...) perfectly, everything correctly (...) that I couldn't make mistakes. When I started to watch TV and to listen to people talking, I realized that sometimes they don't speak like "I –have- to –do- that" or (...) so, I can speak English, I can make mistakes, because if they don't speak English so correctly, why should I? So, for me, that makes me see that I can speak English too.
Fábio: Ok, this is to you right? And to your students here, considering their education? So, what relevance, if any, does informal English have to them? (...) Here, to your students.
Priscila: I think that it can be the same for them, because they are going to be teachers. When I studied English, I didn't think I'd be an English teacher, when I entered university, I didn't want to be an English teacher, I wanted to be a Portuguese teacher and I think it is important and if they have the opportunity to travel abroad (...) in another country, they'll see more informal English than formal English (...) day by day, I think so (...)
Fábio: And what about to students in basic education?
Priscila: I think the same thing, because they (...) It's a way to make English fun, ok? especially when you (...) they are teenagers, they want to be fun and it's a way they know that English is a language like Portuguese, there are variations and this kind of things.
Fábio: To what extent should informal English be covered in the curriculum for higher education? For Letras, for example. To what extent? What proportion?
Priscila: I think that maybe a course (...) maybe a course, it's important (...) a course: "Oh, let's teach English, informal English" or during (...) thinking about our (...) here in Letras, maybe in speaking and listening {courses}, because we have some courses on speaking and listening. I think it's a good opportunity to teach that and in writing {courses} too.
Fábio: And what about in the curriculum for basic education? To what extent, do you think it should be covered?
Priscila: I think 50% formal English and 50% informal English, because then, the student (...), but I didn't do that, most of the time, it was formal English, the texts, the listening, speaking activities (...)
Fábio: In your opinion, what relevance, if any, does this research have? My research study (...)
Priscila: I think it's important, because you are (...) researching something that I've never heard that someone did or is doing, ok?
Fábio: Ok! So, what did you feel during this interview?
Priscila: What?
Fábio: How did you feel during this interview?
Priscila: Ah, ok! Ok! I'm a little bit shy today, but I think it was an interview to think, I'm talking and I'm thinking a lot now. It's an interview that made me start to think about how I teach my students, I had to do that to answer your questions.
Fábio: Do you think you could express everything you think and do about this topic?
Priscila: Yeah, from what I remember, I did it.
Fábio: Do you have any comment? Any suggestion? Any question?
Priscila: No! I don't think so!
Fábio: Ok! So, thank you very much for participating in this study, ok?
Priscila: Ok.

APPENDIX I

Paradigmatic Analysis (First attempt)

Hypernym 1: **Language**

	Professors	**Student Teachers**
Hyponyms	Concept of Language	Students' linguistic command
	Theoretical Difficulty	Modification of Linguistic Command
		Factors that influence Students' Linguistic Command

Hypernym 2**: Informal English Learning**

	Professors	**Student Teachers**
Hyponyms	Professors' Command of Informal English	Students' Command of Informal English
	Factors that Influence Professors' Command of Informal English	_____
	Professors' Informal English Learning	Students' Informal English Learning

Hypernym 3**: Informal English Use in Higher Education**

	Professors
Hyponyms	Chances of Informal English Use
	Barrier to Informal English Use
	Inclination Towards Formal English

Hypernym 4**: Informal English Teaching**

	Higher Education	**Basic Education**
Hyponyms	Barrier to Informal English Teaching	Barrier to Informal English Teaching
	Chances of Informal English Teaching	Chances of Informal English Teaching

Hypernym 5**: Informal English Teacher Education**

Hyponyms	**Higher Education**
	Chances of Informal English at a Teacher Education Level

Hypernym 6**: Research on Informal English**

	Chances of Contributions of the Research Study
Hyponyms	Barrier to Data Generation
	Cognition Capture

APPENDIX J

Paradigmatic Analysis (Second attempt)

Hypernym 1: **Linguistic Command**

	Adrian	**Student Teachers**
Hyponyms	**Theorization** • *Latency* • *Uncertainty*	**Command of The English Language** • Heterogeneity • Advancement • Source
	Command of Informal English • *Insufficiency* • *Hindrance* • *Source* • *Necessity of Knowledge Update*	**Command of Informal English** • Source

Hypernym 2**: Informal English Use**

	Adrian
Hyponyms	**Occurrence** • *Inexistence* • *Existence*
	Hindrance • *Constraints in the workplace* • *Negative Appreciation*
	Inclination Towards Formal English
	Idealization

Hypernym 3**: Informal English Teaching**

	Higher Education	**Basic Education**
Hyponyms	**Hindrance** • *Curriculum* • *Human Factor*	**Hindrance**
	Occurrence	**Chances of Informal English Teaching**
	Idealization • *Appreciation* • *Method* • *Focus* • *Space for Informal English*	

Hypernym 4**: Informal English Teacher Education**

Hyponyms	**Idealization** • *Method* • *Sociolinguistic/pragmatic necessity*

Hypernym 5**: Research on Informal English**

Hyponyms	**Chances of Contributions of the Study**
	Insecurity • *Content* • *Data Generation Instrument*
	Data Trustworthiness

APPENDIX K

Paradigmatic Analysis (Third attempt)

LINGUISTIC COMMAND	**Hyponyms**	
	Theorization • *Latency* (only for Adrian) • *Uncertainty* (except for Priscila) • *Source* (except for Adrian)	**Command of General English** • *Average* (Beta) • *Gap* (Alpha) • *Advancement* (Adrian) • *No Advancement* (Alpha, except for Prisicila) • *Source* (Adrian/Drew/ Max) • *Verification* (Lilian/Max/ Morgan) • *Hindrance* (except for Lilian/Max)
	Command of Informal English • *Gap* (except for Max) • *Hindrance* (except for Max) • *Source* (all) • *Necessity of Knowledge Update* (Adrian/ Morgan/ Priscila and Shannon) • *Above Average* (Max)	**Command of Informal English** • *Average* (Lilian/Max/ Shannon) • *Source* (except for Drew and Max) • *Gap* (Drew/ Morgan/ Priscila) • *Hindrance* (Adrian/Drew/ Morgan/Priscila)
	Professors	**Student Teachers**

INFORMAL ENGLISH USE	**Hyponyms (professors)**
	Occurrences • *Absence* (Adrian/Lilian /Priscila/Shannon) • *Presence with no Specificity* (except for Lilian) • *Scarcity* (except for Max) • *Abundance* (only for Drew)
	Hindrance • *Professional Constraints* (except for Lilian/Morgan) • *Inclination Toward Formal English* (Adrian/Lilian/Shannon) • *Negative Appreciation* (Adrian/ Morgan/ Priscila)
	Advantage • *Professors' appreciation* (except for Adrian)

	Hyponyms	
INFORMAL ENGLISH TEACHING	**Hindrance** • *Curriculum* (all) • *Human Factor* (except for Max) • *Method* (except for Lilian/Max)	**Hindrance** *Method* (Adrian/ Priscila/ Shannon)
	Advantage • *Student teachers' appreciation* (except for Morgan/Adrian/ Priscila) • *Professors' appreciation* (all)	**Advantage** • *Inclination Toward Informal English* (except for Lilian)
	Occurrences • *Absence* (Adrian/Drew/Priscila Shannon) • *Presence with no Specificity* (Drew/ Max/ Morgan) • *Scarcity* (except for Drew) • *Abundance* (only for Max)	
	Idealization • *Method* (all) • *Space for Informal English* (all) • *Sociolinguistic/Pragmatic Necessity* (all)	**Idealization** • *Method* (all)
	Higher Education	**Basic Education**

	Hyponyms
INFORMAL ENGLISH AND TEACHER EDUCATION	**Occurrences** • *Absence* (Adrian/ Lilian /Shannon) • *Presence with no Specificity* (Drew/ Max/ Morgan/Priscila) • *Scarcity* (Max/ Morgan)
	Idealization (professors) • *Method* (except for Max) • *Sociolinguistic/pragmatic necessity* (except for Lilian/ Morgan)

APPENDIX L

Paradigmatic Analysis (Fourth attempt)

Students' linguistic command

		Homogeneity	Heterogeneity
Level	Before	Drew Morgan (two occurrences) Shannon, Lilian and Max	Priscila Adrian Lilian
	After	Drew, Morgan, Shannon Adrian	

Factor	Internal	Priscila Max
	External	Drew, Morgan (three occurrences) Priscila, Shannon Adrian (two occurrences), Lilian and Max

	Homogeneity	Heterogeneity
Command of Informal English	Drew, Adrian, Lilian and Max	Priscila Shannon

Professors' view of language

	Nature	Purpose	Participant(s)
Verbalized	Organic	Pragmatic	Drew Morgan (two occurrences) Priscila, Shannon and Max
		Critical	Lilian
Non-verbalized	Adrian		

	Affordance	Demands
Leisure		Drew
Professional	Morgan Lilian Max	
Academic		Priscila

Professors' source of English

	Here		There
	Teacher Education		
	Before	After	
Formal	Drew Shannon Lilian Max	Morgan	Lilian (two occurrences) Morgan
Informal	Shannon Max	Drew Morgan (two occurrences) Priscila (two occurrences) Shannon Lilian (two occurrences) Max	Adrian Lilian

English

	University (use)	
	Inside	Outside
Formal	Drew Priscila Shannon (three occurrences) Adrian Lilian (two occurrences)	Adrian Lilian
Informal	Drew (two occurrences) Morgan (two occurrences) Priscila (two occurrences) Shannon (two occurrences) Adrian (two occurrences) Max	Drew Morgan Shannon

	Teaching (real)	Teacher Education (real)
Formal	Drew (two occurrences) Shannon Max	Shannon Max
Informal	Drew (four occurrences) Morgan (four occurrences) Priscila (two occurrences) Shannon Lilian (two occurrences) Max (two occurrences)	Drew (three occurrences) Priscila Adrian (two occurrences) Max

	Teaching (virtual)	Teacher Education (virtual)
Formal	Morgan Drew Max	Drew (two occurrences) Adrian
Informal	Drew (three occurrences) Morgan (eight occurrences) Priscila (two occurrences) Shannon (nine occurrences) Adrian (seven occurrences) Lilian (seven occurrences) Max (three occurrences)	Drew (four occurrences) Morgan (four occurrences) Priscila (two occurrences) Shannon (five occurrences) Adrian (six occurrences) Lilian (four occurrences) Max

	Control	No control
Formal	Drew Morgan (three occurrences) Shannon Lilian (three occurrences) Max	Drew (two occurrences) Morgan Priscila Max
Informal	Drew (six occurrences) Morgan (two occurrences) Shannon (three occurrences) Adrian Lilian (four occurrences) Max (five occurrences)	Drew (five occurrences) Morgan (nine occurrences) Priscila (two occurrences) Shannon (three occurrences) Adrian (ten occurrences) Lilian (eight occurrences) Max (three occurrences)

	Center	Margin
Formal	Drew Morgan Shannon (two occurrences) Adrian	Drew Morgan Max (three occurrences)
Informal	Drew (three occurrences) Priscila (two occurrences) Shannon (two occurrences) Max (two occurrences)	Drew (two occurrences) Morgan (13 occurrences) Priscila (seven occurrences) Shannon (15 occurrences) Adrian (six occurrences) Lilian (seven occurrences) Max (five occurrences)

APPENDIX M

Paradigmatic Analysis (Fifth attempt)

STUDENTS' LINGUISTIC COMMAND

			Homogeneity	*Heterogeneity*
Level	Before	**Insufficiency**	Drew (two occurrences) Morgan (threee occurrences) Shannon	Priscila Adrian Lilian
		Sufficiency	Lilian Max	
	After	**No Advancement**	Drew Morgan Shannon	
		Advancement	Adrian	

Factor	External	**Demands**	(physical)	Drew
			(social)	Morgan
			(professional)	Lilian
		Affordance	(formal education)	Morgan Priscila Shannon
			(mobility)	Adrian (two occurrences)
			(technology)	Morgan Max
	Internal	**Performance**	Max	
		Appreciation	Priscila	

Command of Informal English	*Comparison*	Shannon Lilian
	Cognition	Priscila Adrian
	Action	Shannon Lilian Max
	Action and Cognition	Drew

PROFESSORS' VIEW OF LANGUAGE

	Nature	*Purpose*	*Participant(s)*
Verbalized	*Organic*	**Pragmatic**	Drew Morgan (two occurrences) Priscila Shannon Max
		Critical	Lilian
Non-verbalized	Adrian		

Affordance/ Demands	*Professional*	Morgan Shannon Lilian Max
	Leisure	Drew
	Academic	Priscila

	Clarity	**No clarity**
Concept of Informal English	Priscila Max	Drew Morgan (two occurrences) Adrian (three occurrences) Lilian (two occurrences)

PROFESSORS' SOURCE OF ENGLISH

	Here		**There**
	Teacher Education		
	Before	After	
Formal	Drew Shannon (two occurrences) Lilian Max (two occurrences)	Morgan	Morgan Lilian
Informal		Drew Morgan Priscila Shannon Lilian Max	Adrian Lilian

ENGLISH

Formal English

			Teaching	Teacher Education
Virtuality	**Demand**	Inside university	Morgan Drew	Drew Max
		Outside university		Shannon Adrian
	Chance		Max	Drew
Reality	Drew Priscila Shannon Max			

Informal English

			Teaching	Teacher Education
Virtuality	**Demand**	Inside	Shannon	Drew Shannon
		Outside	Drew Morgan (five occurrences) Priscila Adrian (three occurrences) Lilian (six occurrences) Max (three occurrences)	Drew (two occurrences) Morgan Priscila Shannon (two occurrences) Lilian Max (two occurrences)
	Chance		Morgan (eight occurrences) Priscila (six occurrences) Shannon (three occurrences) Adrian (four occurrences) Lilian (eight occurrences) Max (five occurrences)	Drew (five occurrences) Morgan (three occurrences) Priscila (two occurrences) Shannon (11 occurrences) Adrian (six occurrences) Lilian Morgan
Reality	Drew (six occurrences) Morgan (two occurrences) Priscila (four occurrences) Shannon (three occurrences) Lilian (two occurrences) Max (five occurrences)			Morgan Priscila Drew (two occurrences) Adrian (two occurrences)

Formal

	Control	No control	Necessity of Control
Internal	Morgan (two occurrences) Shannon Adrian Lilian (three occurrences) Max	Drew	Morgan Max
External	Drew (two occurrences) Morgan (two occurrences) Shannon Lilian (two occurrences) Max	Drew (two occurrences) Morgan Priscila Max	

Informal

	Control	No control	Necessity of Control
Internal	Drew (two occurrences) Morgan Shannon (two occurrences) Lilian (two occurrences) Max (three occurrences)	Drew (four occurrences) Morgan (six occurrences) Priscila (two occurrences) Shannon (three occurrences) Adrian (six occurrences) Lilian (eight occurrences) Max (five occurrences)	Morgan (six occurrences) Priscila (three occurrences) Shannon (two occurrences) Adrian (three occurrences) Lilian (five occurrences) Max (two occurrences)
External	Drew (three occurrences) Morgan Shannon Lilian (two occurrences) Max	Drew (two occurrences) Morgan (two occurrences) Priscila Shannon Adrian (two occurrences) Lilian Max	

Formal

		Center	**Margin**
Use (professors)	Inside	Priscila Shannon (five occurrences) Adrian Lilian (two occurrences)	Drew Max (two occurrences)
	Outside	Shannon Adrian Lilian	Drew, Priscila, Shannon, Morgan, Max (three occurrences)
Teaching	Drew, Morgan and Adrian		Drew

Informal

		Center	**Margin**
Use	Inside	Drew (two occurrences) Morgan Priscila Max	Drew, Morgan (three occurrences) Shannon (two occurrences) Adrian (three occurrences)
	Outside	Drew (four occurrences) Priscila, Adrian Max (three occurrences) Shannon (three occurrences)	Drew Morgan (two occurrences) Shannon (two occurrences) Adrian (two occurrence)
Teaching	Max		Drew Morgan (11 occurrences) Shannon (10 occurrences) Priscila (seven occurrences) Adrian (two occurrences) Lilian (eight occurrences) Max (six occurrences)
Teacher Education			Morgan Shannon (three occurrences) Adrian (three occurrences) Lilian

Formal/Informal

	Balance	
	Use	*Teaching*
Virtuality	Drew Adrian Lilian (2 occurrences)	Drew (2 occurrences) Morgan Shannon (2 occurrences) Adrian Max
Reality	Morgan Priscila	Priscila Max

APPENDIX N

Paradigmatic Analysis (Sixth attempt/final Version)

STUDENTS' LINGUISTIC COMMAND

			Homogeneity	*Heterogeneity*
Level	Before	**Insufficiency**	(Drew (L. 892-896 / L. 1102), (Morgan, L. 1958-1959/L.1965-1969) (Shannon, L. 2437-2442), (Adrian, L. 597-598)	Priscila (L.2862-2864/ L. 2867-2868) (Adrian, L. 591-594) (Priscila, L. 2861) (Lilian, L. 1280-1284)
		Sufficiency	(Lilian, L. 1278-1280) (Max, L. 1636-1639)	
	After	**Advancement**	(Adrian, L. 595-597)	***
		Low Advancement	(Drew, L. 896-898) (Morgan, L. 1968-1977) (Shannon, L. 2442-2444)	

Factor	External	**Demands**	(physical)	(Drew, L. 905-906)
			(social)	(Morgan, L. 1980-1988) (Shannon, L. 2446-2453)
			(professional)	(Lilian, L. 1292-1297)
		Affordance	(formal education)	(Drew, L. 901-904) (Morgan, L. 1961-1965) (Priscila, L.2864-2866) (Adrian, L. 604- 606)
			(mobility)	(Adrian, L.602-604 /L. 687)
			(technology)	(Morgan L. 2132-2136) (Max, L. 1646-1654)
	Internal	**Performance**	(Max, L. 1641-1644)	
		Appreciation	(Priscila, L. 2873-2876)	

Command of Informal English	**Sufficiency**	*Action*	(Shannon, L.2558-2564) (Lilian, L. 1411-1412) (Max, L. 1743-1747)
	Vagueness	*Comparison*	(Shannon, L.2557-2558) (Lilian, L. 1406-1410)
		Cognition	(Adrian, L. 683-684)
	Insufficiency	*Action and Cognition*	(Drew, L. 994-999) (Priscila, L. 2933-2935)

PROFESSORS' VIEW OF LANGUAGE

	Nature	*Purpose*	Participant(s)
Awareness	**Organic**	*Pragmatic*	(Drew, L. 911-919) (Morgan, L. 1994-2003/ L. 2384-2385) (Priscila, L. 2879-2883) (Shannon, L. 2460-2480) (Max, L. 1658-1663)
		Critical	(Lilian, 1301-1307)
Unawareness	(Adrian, L. 615-618)		

Factors	**Affordance/ Demands**	*Professional*	(Morgan, L. 2009-2025) (Shannon, L. 2517-2525) (Lilian, L. 1309-1312) (Max, L. 1666-1677)
		Academic	(Priscila, L. 2886-2897)
		Leisure	(Drew, L. 922-934)

	Clarity	**No clarity**
Concept of Informal English	(Morgan, L. 2207 / L. 2318-2319) (Priscila, L. 3036-3041) Max, L. (1772-1777)	(Drew, L. 1246-1255) (Morgan, L. 2137-2145 / L. 2215) (Shannon, L. 2772) (Adrian, L. 674-679 / L.802-803 / L. 187) (Lilian, L.1445-1446/ L. 1583-1585)

PROFESSORS' SOURCE OF ENGLISH

	Here		**There**
	Teacher Education		
	Before/during	*After*	
Formal	(Drew, L. 933-937) (Morgan, 3185-3187) (Shannon, L.2517-2518/L. 2539) (Lilian, L. 1321-1323) (Max, L. 1684-1688/ L. 1715-1720)	(Morgan, L. 2065-2069)	(Morgan, L. 2074-2076) (Lilian, L. 1375-1376)
Informal		(Drew, L. 983-985) (Morgan, L. 2097-2113 / L. 2116-2119) (Priscila, L. 2913-2914/ L. 2919-2920/ L. 2926-2927, L. 3013-3014) (Shannon, L. 2540-2542) (Lilian, 1393-1395) (Max, L. 1720-1723)	(Adrian, L. 661-662) (Lilian, L. 1390-1393)

FORMAL X INFORMAL ENGLISH: VIRTUA/REAL CHANCES AND DEMANDS

Formal English

			Teaching	Teacher Education
Virtuality	**Demand**	*Inside*	(Drew, L. 1178-1181/ L. 1218-1220) (Morgan, L. 2349-2353)	(Max, L. 1826-1829)
		Outside	***	(Shannon, L. 2828-2831) (Adrian, L. 708-710)
	Chance		(Max, L. 1869-1879)	(Drew, L. 1237-1238)
Reality	**Chance**		(Drew, L. 1014-1018/1168-1175) (Shannon, L. 2634-2643) (Max, L. 1778-1782 / L. 1735-1742)	

Informal English

			Teaching	Teacher Education
Virtuality	**Demand**	*Inside*	(Shannon L. 2627-2630) (Morgan, L. 2329-2336) (Max, L. 1763-1764/ L. 1909-1912)	(Drew, L.1074-1077) (Shannon, L. 2764-2769)
		Outside	(Drew, L. 1052-1057 / L.1187-1191) (Morgan, L. 1987-1988 / L. 2319-2322 / L. 2313) (Priscila, 3056-3058) Adrian (L. 787-790 / L. 816-819) (Lilian, L. 1434-1437/ L.1459-1461 / L. 1495 / L. 1521-1524/ L. 1533-1534/ L. 1588-1590) (Max, L. 1892)	(Drew, L. 1181-1186) (Morgan, L. 2237 / L. 2239-2244) (Priscila, L.3053-3054, L. 3060-3063) (Shannon, L. 2744-2746) (Lilian, L. 1539-1545) (Max, L. 1915-1917 / L. 1829-1832
	Chance	*Orality*	(Morgan, L. 2311 / L. 2133 / L. 2218-2221 / L. 2229-2233 / L. 2297-2306) (Priscila, L. 3001-3002, L. 3029-3031) (Adrian, L. 738-739/ L. 777-778) (Lilian, L. 1458-1460 / L. 1466-1468 / L. 1513-1515 (Max, L. 1909-1912)	(Drew, L. 1083-1085 /L. 1203-1206 / L. 1230-1233) (Morgan, L. 2340-2344 /L.2363-2371) (Shannon, L. 2725-2736/ L. 2753-2764 / L.2796-2799/ L.2833-2845) (Adrian, L. 758 / L. 773-775 / L.823-828)
		Literacy	(Morgan, L. 2131-2132) L. 2174-2179) (Shannon, L. 2622-2625) (Adrian, L. 743-747 / L. 831-833)	(Shannon, L. 2650-2653 / L.2665-2670/ L.2806-2813) (Lilian, L. 1553-1557)
		Text Genres	(Morgan, L. 2383-2388) (Adrian, L. 777-778) (Max, L. 1864-1866	Morgan, L. 2255-2259)

		Structure	(Morgan, L. 2309) (Priscila, L. 3036-3041) (Shannon, L. 2676-2679 /L. 2781-2788), (Adrian, L. 805) (Lilian, L. 1430-1432 / L. 1473-1475 / L. 1487-1489)	(Drew, L. 1102-1106) (Priscila, L. 2993-2997)
		Curriculum	(Morgan, L. 2162-2167) (Priscila, L. 3066-3070), (Adrian, L. 856-859), (Lilian, L. 1591-1594 / L.1612-1616), (Max, L. 1764/ L.1920-1921)	(Drew, L. 1238-1241) (Shannon, L.2588-2593 / L. 2716-2722
Reality **(chances)**	*Orality*	(Drew, L.1074 /L.1088-1094) (Morgan, L 2202-2207) (Priscila, L. 2981-2984, L. L. 2987) (Lilian, L.1368-1370)		(Adrian, L. 836-839 /L.843)
	Text Genes	(Drew, L.1059-1062/ L. 1064-1071 /L.1163-1171) (Max, L. 1735-1742 /L.1860-1862/ 1921-1922)		(Drew, L. 1110-1119/L.1122-1129)
	Literacy	(Priscila, L. 2987, L. 3031-3033) (Lilian, L. 1468-1471)		Morgan, L. 2252-2255)
	Structure	(Shannon, L.2674/ L.2680-2683) (Lilian, L.1362-1369)		

Formal

		Control	No control	Necessity of Control
Internal		(Morgan, L-2031-2032/ L.2074-2088) (Shannon, L.2514) (Adrian, L. 855) (Lilian, L. 1319 / L.1341-1344/ L.1375-1379/ L.1534-1535 (Max, L. 1685-1688)	(Drew, L. 969-972) (Priscila, L. 2916)	(Morgan, L. 2032-2034) (Max, L. 1710-1712)
External	*Demand*	(Drew, L. 976-977/ L.1195-1196) (Morgan, L.2356-2357) (Shannon, L. 2534-2536)	(Drew, L. 1157-1159) (Max, L. 1899-1904)	
	Affordance	(Lilian, L. 1322-1324)	(Drew, L. 969-970) (Morgan, L.2028-2031 / L.2064-2074)	

Informal

		Control	No control	Necessity of Control
Internal	*Sufficiency*	(Drew, L. 965/ L. 967-968) (Max, L. 1712-1713)	***	(Morgan, L.2088-2085/ L.2277-2283/ L. 2401-2403) (Priscila, L. 2920-2923) (Shannon, L. 2744-2746) (Adrian, L. 753 / 876-878) (Lilian, L. 1455-1459/ L.1470-1471/ L. 1574-1577/ L. 1579-1583) (Max, L. 1763-1766/ L. 1801-1803)
	Insufficiency	***	(Drew, L. 975-976 / L.1255/ L.1263/ L. 2273-2275/ L.2283-2285/ L.2396-2403) (Priscila, L. 2920-2923) (Shannon, L. 2533-2534) (Adrian, L. 878-879/ L.649-653/ L.802-803/ L.807-808/ L.810/ L.854/ L.864-868) (Lilian, L. 1320-1322/ L. 1344-1345/L. 1352/ L. 1361-1368/ L. 1374-1375/ L. 1381-1382/ L. 1455/ L. 1493-1497/ L. 1535-1536)	
	Method	***	(Drew, L.1135-1136/ L. 1255-1259) (Morgan, L. 2376-2380) (Priscila, L. 2967- 2969, L. 3006-3011) (Shannon, L. 2643-2644) (Lilian, 1574) (Max, L. 1797-1798/ L. 1818-1819/ L. 1856-1860/ L. 1861-1862)	
External	*Demand*	***	(Drew, L. 1132-1141, L.1214-1218) (Priscila, L. 2968-2970)	(Morgan, L. 2357-2359/ L. 2296-2297) (Shannon, L. 2586-2588)
	Affordance	(Drew, L. 944-950/ L. 1146-1152/ L. 1155-1157) (Morgan, L. L.2288-2290) (Priscila, L.3044-3049) (Shannon, L. 2748) (Lilian, L. 1505-1506/ L. 1544-1545) (Max, L. 1843-1845/ 1848-1850)	(Morgan, L. 2090-2095/ L. 2289-2290) Priscila, L. 3019, L. 3023-3024) (Adrian, L. 787/ L. 813-816) (Lilian, L.1344-1345) (Max, L. 1893-1897)	

Formal

		Center	Margin
Use	*Inside*	(Shannon, L. 2486/ L. 2488-2496/ L.2607/ L. 2617-2618/ L. 2742-2744) (Adrian, L.635-638) (Lilian, L. 1315/ L. 1317/ L. 1446-1447)	(Drew, L. 950-955) (Max, L.1700-1702/ L.1881-1882)
	Outside	(Shannon, L.2514-2515/ L. 2835-2836) (Adrian, L. 633) (Lilian, L. 1327)	(Drew, L.958-961) (Priscila, L. 2912-2913) (Shannon, L. 2504-2511) (Morgan, L.2059-2061) (Max, L. 1704-1706/ L. 1710-1712/ L. 1886-1889)
Teaching	*Classroom*	***	(Drew, L. 1042-1045)
	Curriculum	(Morgan, L. 2391-2393) (Adrian, L. 697-704) Drew, L. 1013-1018)	***

Informal

			Center	Margin
Use	*Inside*	Professors	(Drew, L. 940/ L.1036-1038) (Morgan, L. 2185/ L. 2187-2189) (Priscila, L.2951, L. 2953-2954) (Max, L.1693-1696)	(Morgan, L. 2189-2190/ L. 2193) (Shannon, L. 2548-2550/ L. 2600-2604/ L. 2606-2613) (Adrian, L. 623-630/ L.638-639/ L. 719-720)
		Students	***	(Morgan, L. 2289-2290/ L. 2296)
	Outside	Professors	Drew, L. 953-955/ L.1040/ L.1188-1195); Priscila, L. 2908, L. 2916). (Shannon, L. 2790) (Max, L. 1705-1707/ L.1881-1885/ L. 1888-1889)	(Drew, L. 977-980) (Morgan, L.2091-2092/ L. 2119-2123), (Priscila, L. 2929-2930), (Shannon, L.2498-2501/ L. 2504-2505) (Adrian, L.641-642/ L.855-856)
		Students	(Drew, L. 953-954/ L.1212-1214) (Priscila, L. 2963-2964) Shannon, L. 2729-2731/ L. 2790-2792/ L. 2801-2803) (Adrian, L. 827-828)	***

Teaching	*Curriculum*	***	(Drew, L. 1013) (Morgan, L. 2162/ L. 2172-2176) (Priscila, L. 2942-2943) (Shannon, L. 2579-2583) (Lilian, L.1335-1338/ L. 1427-1432/ L.1436-1439) (Max, L. 1758-1761/ L. 1921-923)
	Classroom	Max, L. 1789-1790)	(Max, L. 1726-1732/ L. L.1808-1809/ L.1811-1815/ L.1837-1839) (Morgan, L. 2034-2038/ L. 2126-2131/ L. 2179-2180/ L.2195-2196/ L.2201-2202/ L.2213/ L.2215-2216/ L. 2313-2315/ L. 2336-2337) (Priscila, L. 2946-2949, L. 2976-2978, L.3002-3003, L. 3074-3075) (Shannon, L. 2592-2595/ L. 2620/ L.2625-2627/ L.2632-2634/ L.2646-2648/ L. 2663/ L. 2670-2672/ L.2678-2680) (Adrian, L.726-728/ L. 730-731) (Lilian, L.1329-1331/ L. 1334-1335/ L. 1399-1401/ L. 1453/ L. 1493-1495/ L. 1591/ L. 1600-1605)
Teacher Education		***	(Morgan, L.2262-2266/ L. 2388-2393) (Priscila, L. 3025-3026) (Shannon, L.2714-2716/ L. 2803-2806/ L. 2809-2813) (Adrian, L. 657-658/ L. 664/ L. 845-851) (Lilian, L. 1489-1490)

Formal/Informal

	Balance	
	Use	*Teaching*
Virtuality	(Drew, L. 1233-1234) (Morgan, L. 2325-2327) (Adrian, L. 710-712/ L. 734-736) (Lilian, L. 1547-1549/ L. 1536-1537/1557-1560)	(Drew, L. 1227-1230 / L. 1241-1243) (Morgan, L.2361/ L. 2353-2356) (Priscila, L. 3073) Shannon (L. 2794-2796/L. 2820-2826) (Max, L. 1923-1924)
Reality	(Morgan, L.2049-2053) (Priscila, L. 2900-2901/ L. 2903-2905)	(Drew, L. 1018-1023) (Max, L. 1795-1797 /L. 1831-1833/ L.1854-1858)

Research Methodology		
	Control	**No Control**
Data Generation Tool	(Drew, L. 1261/, (Morgan, L. 2396) (Shannon, L.2847-2851) (Lilian, L. 1597), (Max, L. 1926)	(Adrian, L. 870-873/ L. 864-868) (Priscila, L. 3083)
Unit of Analysis	(Drew, L. 1263-1264) (Priscila, L. 3087) (Shannon, L.2854 (Lilian, L. 1605), (Max, L.1929	(Morgan, L. 2405/ L/ 2407-2410/ L.2420-2424) (Max, L. 1933-1935)

APPENDIX O

Course Syllabi (Alpha)

1

COURSE SYLLABUS (2017)

Campus: XXX	
Department: Letters, Communication and Arts	
Program: Letras	**Modality**: Annual

Course: Basic English		
Code:1	**Year**:1st	**Shift**: Night
Hours per Week: 4	**Total Number of Hours**: 144	
	Theory: 72h	**Practice**: 72h
(X) **Mandatory**	( ) **Elective**	
Number of Students:		
Professor: XXX		

Course Description:
Written and oral practice in English at the basic level by means of different text genres and their respective contextual, compositional, linguistic and semantic structures, as well as elementary communicative functions in English. Language Variation in other English-speaking communities.

Aims:
* To develop comprehension of written and oral genres within an authentic social circulation, addressing a variety of topics and communicative situations (e.g., in everyday situations, in the media, in academia); * To develop comprehension of the English language and the use of familiar and everyday expressions, being able to communicate in a simple way and to ask and answer questions about personal aspects, which entails grammatical, lexical and phonological structures, so that the student can achieve 70% of the A1 level, proposed by the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001); * To enable students to identify essential elements of texts, such as: context of production, constituent elements of the genre, linguistic-discursive structures (e.g., lexicon, basic verb tenses, thematic contents, grammar structure, cohesion and coherence).

Contents:
English activities based on current issues, a variety of text genres such as opinion articles, news reports, poems, song lyrics, dialogues (everyday situations), films, recipes, instructions, experience reports, scientific papers. The texts and the level of complexity will be selected based on a diagnostic evaluation. * Dialogues covering everyday situations; * Discussions on current and polemic topics, drawing on genres employed in the media, aiming at a critical thinking; * Analysis of Oral and Written media texts, employing reading strategies, such as skimming, scanning, cognates and other strategies of reading for specific

purposes that can assist meaning construction during the reading process; **2**

* Such activities are permeated by studies aimed at comprehension of structural mechanisms of the English language;

*Identification of oral aspects, features of spoken language, that is, connected speech (e.g., linking, assimilation, elision, yod coalescence, weak forms etc.)

* Identification of verb tenses, modals, pronouns, singular and plural forms, prepositions, adjectives and adverbs.

Methodology:

Practical classes, employing printed and audiovisual materials, individual and group exercises, encompassing speaking, reading and writing of texts with simple compositional structures. The activities will emphasize oral and written production and comprehension skills, through group activities, in pairs and professor-student, student-professor interactions. Part of the activities can be completed in virtual environment or in the language laboratory at times other than the class.

Schedule:

Period	Contents
I SEM	• Identification of text genres and their context of production, textual and relevant linguistic-discursive organization: email, comic strips, academic articles, cartoon, movie synopsis, articles, news reports, letter to the reader, adds; • Reading objectives and level of comprehension: cognates, investigation of prior knowledge, skimming, scanning, non-verbal information, inferences, keywords; • Grammatical Structures: simple present, simple past, simple future, question structures, interrogative pronouns, articles, imperative; • Listening activities in the laboratory, encompassing the identification of: classroom language, main ideas, details, inferences, intonation, verb endings, wh-questions, sentence stress, plural endings, reduction of want to and have to. • Oral expression through informal conversations and self introductions
2 SEM	• Identification of noun groups, pronominal references, discursive markers, and affixes in text genres: opinion articles, news, adds, scientific articles; • Grammar Structures: present perfect, modal verbs, adverbs, adjectives, prepositions; • Listening activities in the laboratory, encompassing: inference, details, main idea, contractions for is and are, linked sounds, intonation with names, syllable stress, reduction of did you/ what did you; can/cant'; sentence rhythm using pauses. • Oral expression through informal conversations and self introductions

Evaluation:

Instruments	Criteria	Descriptors

	Oral Production Exam	1. Sociolinguistic Competence (sociolinguistic adequacy); 2. Pragmatic Competence (flexibility; turn taking; thematic development; cohesion and coherence); 3. Functional Competence (fluency and propositional precision).	For the definition of descriptors and competences, see COUNCIL OF EUROPE, 2001, items 5.2.2 e 5.2.3, p. 169 a 184 (Item 7 on this syllabus). **3**
	Oral Comprehension Exam	Comprehension of oral excerpts and completion of exercises	The student can complete the exercise clearly and precisely, according to the level of oral comprehension focused (general, specific or detailed)
	Written Production Exam	Production of texts with simple grammar structures.	The student can produce texts cohesively and coherently according to the context of production, organization and linguistic-discursive structure of the genre.
	Reading Comprehension Exam	Reading and text comprehension	The student can recognize cognates, and shows that s/he can use reading strategies, as: skimming, scanning, non-verbal information, text inference, keywords. The student can understand the general idea of the text
	Class Participation	1. Completion of extra-class activities; 2. Active participation throughout the classes; 3. Preparation in advance for the activities proposed in class.	1. The student hands in the activities within the deadlines established and according to the instructions provided; 2. The students interacts with the other peers during the activities; 3. The student makes relevant contributions to the group discussions

PROBABLE DATES FOR THE EXAMINATIONS:

1ST SEMESTER	**May 9, June 11 and July 11**

4

2^{ND} **SEMESTER**	**September 12 and November 29**

Basic References: {omitted}
Complementary References: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on (date)

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Department Chair

COURSE SYLLABUS (2017) 1

Campus: XXX	
Department: Letters, Communication and Arts	
Program: Letras	**Modality:** Annual

Course: Oral Production and Comprehension in English I		
Code:1	**Year:** 2nd	**Shift:** Night
Hours per Week: 2	**Total Number of Hours:** 72	
	Theory: 36h	**Practice:** 36h
(X) Mandatory	( ) Elective	
Number of Students:		
Professor: XXX		

Course Description:

Production and comprehension of oral texts in English through the exposition to different text genres. Practice of orality at a pre-intermediate level, from a variety of situations. Exploration of language use and production in formal and informal contexts.

Aims:

* To develop oral production and comprehension, based on topics used in a variety of communicative situations (e.g., in everyday situations, in the media, in academia);
* To develop the production and comprehension of simple oral utterances with regard to grammatical, lexical and phonological structures, so that the student can achieve 70% of the A2 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001);

Contents:

Diversified activities and situations, based on current issues through the following text genres: “dialogue”, “lecture”, “instructions”, “News Report” and “Cooking Shows”

* Dialogues of the everyday sphere, presenting situations of informal and social interactions;
* Lectures presenting cultural topics;
* Presentation of experience reports from the everyday sphere;
* Reports about happenings aiming at raising awareness of relevant topics to the local social context.
* Presentation of objects and instructions for the completion of certain actions.

In addition to exploring the action, discursive and linguistic-discursive capacities of the genres, there are transversal activities that explore aspects of spoken language:

* Differences between short and long vowels;
* Adequate pronunciation of plural forms, third-person singular and regular verbs in the past.
*Identification of oral aspects, features of spoken language, that is, connected speech (e.g., linking, assimilation, elision, yod coalescence, weak forms etc.)

Methodology:	**2**
Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts or in the language laboratory at times other than the class.	

Schedule:

Period	Description	Oral Comprehension	Oral Production and Predominant Language Capacities
I SEM	Genre of the exposition sphere: diversified dialogues	Comprehension of situations involving informal and social interactions	Presentation of everyday life situations, with adaption to the context and production and emphasis on an intelligible pronunciation and interactions in turns.
	Genre of the exposition sphere: presentation of relevant facts of one's personal life	Presentation of objects and description of their meanings	Clear presentation, highlighting the description of objects, happenings and important facts to the student's personal life
	Genre of the exposition sphere: lectures on culture with the use of PowerPoint or Prezi resources.	Comprehension of information and meaning making about topics related to a variety of cultures around the world.	Clear presentation of information about the culture of a given country, based on a semi-structured lecture.
2 SEM	Genre of the descriptive sphere: recipe instructions	Comprehension of specific characteristics of the genre.	Creation of a recipe tutorial for a cooking show on TV, containing clear instructions and demonstrations.
	Genre of the descriptive sphere: experience report	Comprehension of specific information and narrative structure.	Report providing information about a specific event, situated in time, with a clear presentation of the facts. Speech production based on the characteristics of the texts used in the experience report genre.
	Genre of the descriptive sphere: News reports about relevant topics to the local social context.	Comprehension and reporting of general and specific details of the genre.	Clear, fluent and well-structured speech, based on the news report genre. Reporting facts through the production of a video (as a news report), presenting events and relevant details. Use of a

			variety of technological resources, as well as use of multimodal language	**3**

Evaluation:

Instruments	Criteria	Descriptors
Oral Production Exam	1. Sociolinguistic Competence (sociolinguistic adequacy); 2. Pragmatic Competence (flexibility; turn taking; thematic development; cohesion and coherence); 3. Functional Competence (fluency and propositional precision).	For the definition of descriptors and competences, see COUNCIL OF EUROPE, 2001, items 5.2.2 e 5.2.3, p. 169 a 184 (Item 7 on this syllabus).
Oral Comprehension Exam	Comprehension of oral excerpts and completion of exercises	The student can complete the exercise clearly and precisely, according to the level of oral comprehension focused (general, specific or detailed)
Class Participation	1. Completion of extra-class activities; 2. Active participation throughout the classes; 3. Preparation in advance for the activities proposed in class.	1. The student hands in the activities within the deadlines established and according to the instructions provided; 2. The students interacts with the other peers during the activities; 3. The student makes relevant contributions to the group discussions

PROBABLE DATES FOR THE EXAMINATIONS:

1ST SEMESTER	**May 9, June 11 and July 11**
2ND SEMESTER	**September 12 and November 29**

Basic References: {omitted}
Complementary References: {omitted}

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Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on (date)

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Department Chair

1

COURSE SYLLABUS (2017)

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Oral Production and Comprehension in English II			
Code:	**Year:** 3rd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 36h	**Practice:** 36h
(X) Mandatory		**( )Elective**	
Number of Students: XX			
Professor: XX			

Course Description:
Oral Production and Comprehension in English by means of different text genres. Oral practice at an intermediate level from diversified communicative situations. Oral production and use in formal and informal situations.

Aims:
* To develop oral production and comprehension, based on topics used in a variety of communicative situations (e.g., in everyday situations, in the media, in academia); * To develop the production and comprehension of simple oral utterances with regard to grammatical, lexical and phonological structures, so that the student can achieve 70% of the B1 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001);

Content:
Oral Comprehension Teaching (*listening*): a) Listening activities as language action, leading students to produce, understand, interpret and/or memorize a set of oral utterances; b) Listening activities grounded in varied text genres; c) Analysis of the context of production of oral genres and its influence on meaning-making; d) Text elements analysis (features of spoken language, such as: connected speech, intonation, rhythm e others) and the lexicon employed in the composition of the genre, making meaning from what the student listens to; e) Use of oral genres from real circulation in society f) Activities that involve different levels of complexity. Oral Production (Speaking): a) Production of diverse oral genres, with different levels of complexity; b) Activities that take into consideration students' prior knowledge in order to expand it; c) Individual and group activities (monologues, dialogues); d) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students); e) Study of grammar structures that are relevant to the composition of the genres covered in class.

Genres and Spheres of Circulation **2**

For both levels, listening and speaking, the following text genres will be prioritized:

- *Correspondence Sphere*: audio messages exchanged in virtual environments;
- *Quotidian Sphere:* dialogues about different daily situations/activities (leisure, studies, work etc.), personal presentations, and monologues aiming at sharing life

stories and self-reflections (experience reports);
- *Academic Sphere*: academic personal presentation, structured debates, theoretical discussion, monologues in academic contexts (e.g., lectures, seminars, workshops, interviews, presentations in scientific events etc.)

Methodology:

Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts (*Blackboard*, *Moodle, Facebook, WhatsApp* and others) or in the language laboratory at times other than the class.

Evaluation Criteria:		
Instruments	**Criteria**	**Descriptors**
Oral Exam	1. Sociolinguistic Competence (sociolinguistic adequacy); 2. Pragmatic Competence (flexibility; turn taking; thematic development; cohesion and coherence); 3. Functional Competence (fluency and propositional precision).	For the definition of descriptors and competences, see COUNCIL OF EUROPE, 2001, items 5.2.2 e 5.2.3, p. 169 a 184.
Listening Exam	Comprehension of oral excerpts and completion of exercises	The student can complete the exercise clearly and precisely, according to the level of oral comprehension focused (general, specific or detailed)
Class Participation	1. Completion of extra-class activities; 2. Active participation throughout the classes; 3. Preparation	1. The student hands in the activities within the deadlines established and according to the instructions provided; 2. The students interacts with the other peers during the activities;

	in advance for the activities proposed in class.	3. The student makes relevant contributions to the group discussions **3**

BIBIOGRAPHY:
Basic: {omitted}
Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2017) 1

Campus: XXX	
Department: Letters, Communication and Arts	
Program: Letras	**Modality:** Annual

Course: Oral Production and Comprehension in English III		
Code:1	**Year:** 4th	**Shift:** Night
Hours per Week: 2	**Total Number of Hours:** 72	
	Theory: 36h	**Practice:** 36h
(X) Mandatory	( ) Elective	
Number of Students:		
Professor: XXX		

Course Description:

Production and comprehension of oral texts in English through the exposition to different text genres. Practice of orality at a pre-advanced level, from a variety of situations. Exploration of language use and production in formal and informal contexts.

Aims:

* To develop oral production and comprehension, based on topics used in a variety of communicative situations (e.g., in everyday situations, in the media, in academia);
* To develop the production and comprehension of simple oral utterances with regard to grammatical, lexical and phonological structures, so that the student can achieve 70% of the B2 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001);

Contents:

Diversified activities and situations, based on current issues through the following text genres: “lecture”, “Interview”, “News Report”, “Short film” and “Debate”

* Dialogues of the everyday sphere, presenting situations of informal and social interactions;
*Discussions on current and controversial issues, through the experience report genre in the academic sphere, aiming at a critical sense;
* Reports about happenings aiming at raising awareness of relevant topics to the local social context;
* Critical reviews of films and books;
* Monologues aiming at raising awareness of relevant topics to the local social context.

In addition to exploring the action, discursive and linguistic-discursive capacities of the genres, there are transversal activities that explore aspects of spoken language:

* Differences between short and long vowels;
* Adequate pronunciation of plural forms, third-person singular and regular verbs in the past.
*Identification of oral aspects, features of spoken language, that is, connected speech (e.g., linking, assimilation, elision, yod coalescence, weak forms etc.).

Methodology:	**2**
Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts.	

Schedule:

Period	Description	Oral Comprehension	Oral Production and Predominant Language Capacities
I SEM	Genre of the exposition sphere: lectures on culture with the use of PowerPoint or Prezi resources.	Comprehension of information and meaning making about topics related to a variety of cultures around the world.	Clear presentation of information about the culture of a given country, based on a semi-structured lecture.
	Genre of the reporting sphere: News reports about relevant topics to the local social context	Comprehension and reporting of general and specific details of the genre.	Clear, fluent and well-structured speech, based on the news report genre. Reporting facts through the production of a video (as a news report), with a controlled use of spoken language, presenting events and relevant details. Use of a variety of technological resources, as well as use of multimodal language
	Genre of the exposition sphere: interviews about a variety of topics	Turn negotiation and use of specific language	Clear presentation, with emphasis on important issues and details related to personal and professional experiences and pertinent examples of 'interview' shows.
2 SEM	Genre of the descriptive sphere: experience report	Comprehension of specific information and narrative structure.	Report providing information about a specific event, situated in time, with a clear presentation of the facts. Speech production based on the characteristics of the texts used in the experience report genre.
	Monologues aiming at raising awareness of relevant topics to the local social context.	Comprehension and reporting of general and specific information.	Clear, fluent and well-structured speech, based on the short film genre. Well elaborated narrative with controlled use of

			cohesion and coherence resources. Presentation **3** of arguments, relevant details and examples. Use of a variety of technological resources, as well as use of multimodal language.
	Discussion on topics covered in books and films	Meaning negotiation. Comprehension of specific information and different opinions	Clear argumentation, with emphasis on important issues details and pertinent examples, based on the debate genre.

Evaluation:

Instruments	Criteria	Descriptors
Oral Production Exam	1. Sociolinguistic Competence (sociolinguistic adequacy); 2. Pragmatic Competence (flexibility; turn taking; thematic development; cohesion and coherence); 3. Functional Competence (fluency and propositional precision).	For the definition of descriptors and competences, see COUNCIL OF EUROPE, 2001, items 5.2.2 e 5.2.3, p. 169 a 184 (Item 7 on this syllabus).
Oral Comprehension Exam	Comprehension of oral excerpts and completion of exercises	The student can complete the exercise clearly and precisely, according to the level of oral comprehension focused (general, specific or detailed)
Class Participation	1. Completion of extra-class activities; 2. Active participation throughout the classes; 3. Preparation in advance for the activities proposed in class.	1. The student hands in the activities within the deadlines established and according to the instructions provided; 2. The students interacts with the other peers during the activities; 3. The student makes relevant contributions to the group discussions

4

PROBABLE DATES FOR THE EXAMINATIONS:

1ST SEMESTER	**May 10, June 14 and July 12**
2ND SEMESTER	**September 13 and November 30**

Basic References: {omitted}
Complementary References: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on (date)

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Department Chair

COURSE SYLLABUS (2017)

1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Written Production and Comprehension in English I			
Code:	**Year:** 2nd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 50h	**Practice:** 22h
(X) Mandatory		**( )Elective**	
Number of Students:			
Professor:			

Course Description:

Analysis of the relationship: text, context, author and reader. Identification of constituent elements and production of different text genres at a pre-intermediate level, as well as their context of production, discursive and linguistic organization.

Content:

Written Comprehension Teaching (*Reading*):

a) Reading activities as language action, leading students to produce, understand, interpret and/or memorize a set of written utterances;
b) Reading activities grounded in varied text genres;
c) Context of production of text genres analysis and its influence on meaning-making;
d) Text elements analysis and the lexicon employed in the composition of the genre, making meaning from what the student listens to;
e) Use of texts from real circulation in society;
f) Activities that involve different levels of complexity;
g) Activities for the development of reading strategies.

Written Production (*Writing*):
a) Production of diverse text genres, with different levels of complexity;
b) Activities that take into consideration students' prior knowledge in order to expand it;
c) Individual and group activities, aiming at a collaborative work among students and re-elaboration of texts;
d) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students);
e) Study of grammar structures that are relevant to the composition of the genres covered in class.

Genres and Spheres of Circulation

For both levels, reading and writing, the following text genres will be prioritized:

- *Newspaper Sphere*: news reports (low level complexity), opinion pieces etc.;
- *Artistic and Literary Sphere*: comic strips and experience reports;
- *Correspondence Sphere*: letters, emails, instant messages etc.;

- *Quotidian Sphere*: Horoscope, Recipes and others; - *Academic Sphere*: Abstracts, reviews and summaries,	**2**

Methodology:
The class methodology is organized in a way, so that students can perform: a) written production developed in the following stages: initial production, re-elaboration and final version of different text genres, encompassing previous reading; b) use of reading strategies: skimming, scanning, cognates, inference, extensive reading, nouns, use of dictionaries etc.; c) Individual and group reading; d) extra-class reading and discussion, in class, on the topics of such reading; e) silent and aloud reading; f) individual and group reading/writing activities, aiming at a collaborative work among students and re-elaboration of texts g) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students) to assess written productions;

Evaluation Criteria:
The evaluation will be done by means of in-class or extra-class activities, including reading/ writing activities and formal exams. Part of the activities can be completed in virtual environments (*Moodle, Facebook, WhatsApp* and others).

BIBIOGRAPHY:
Basic: {omitted}
Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2017) 1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Written Production and Comprehension in English II			
Code:	**Year:** 3rd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 50h	**Practice:** 22h
(X) Mandatory		**( )Elective**	
Number of Students:			
Professor:			

Course Description:

Analysis of the relationship: text, context, author and reader. Identification of constituent elements and production of different text genres at an intermediate level, as well as their context of production, discursive and linguistic organization.

Content:

Written Comprehension Teaching (*Reading*):

a) Reading activities as language action, leading students to produce, understand, interpret and/or memorize a set of written utterances;
b) Reading activities grounded in varied text genres;
c) Context of production of text genres analysis and its influence on meaning-making;
d) Text elements analysis and the lexicon employed in the composition of the genre, making meaning from what the student listens to;
e) Use of texts from real circulation in society;
f) Activities that involve different levels of complexity;
g) Activities for the development of reading strategies.

Written Production (*Writing*):
a) Production of diverse text genres, with different levels of complexity;
b) Activities that take into consideration students' prior knowledge in order to expand it;
c) Individual and group activities, aiming at a collaborative work among students and re-elaboration of texts;
d) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students);
e) Study of grammar structures that are relevant to the composition of the genres covered in class.

Genres and Spheres of Circulation

For both levels, reading and writing, the following text genres will be prioritized:

- *Newspaper Sphere*: (relatively complex) news reports, comic strips, opinion pieces etc.;
- *Artistic and Literary Sphere*: poems, experience reports, novels and short

stories; - *Publicizing Sphere*: virtual article.; - *Correspondence Sphere*: Advice letter; - *Quotidian Sphere*: game rules; - *Academic Sphere*: scientific papers.	**2**

Methodology:

The class methodology is organized in a way, so that students can perform:

a) written production developed in the following stages: initial production, re-elaboration and final version of different text genres, encompassing previous reading;
b) use of reading strategies: skimming, scanning, cognates, inference, extensive reading, nouns, use of dictionaries etc.;
c) Individual and group reading;
d) extra-class reading and discussion, in class and in English, on the topics of such reading;
e) silent and aloud reading;
f) individual and group reading/writing activities, aiming at a collaborative work among students and re-elaboration of texts
g) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students) to assess written productions;
h) There will be activities to be completed in virtual spaces (AVA of Alpha University), as a complement to the contents covered in class.

Evaluation Criteria:

The evaluation will be done by means of in-class or extra-class activities, including reading/ writing activities and formal exams.

BIBIOGRAPHY:

Basic: {omitted}

Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2017) 1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Written Production and Comprehension in English III			
Code:	**Year:** 4th	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 60h	**Practice:** 12h
(X) Mandatory		**( )Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Analysis of the relationship: text, context, author and reader. Identification of constituent elements and production of different text genres at a pre-advanced level, as well as their context of production, discursive and linguistic organization.

Content:

Written Comprehension Teaching (*Reading*):

a) Reading activities as language action, leading students to produce, understand, interpret and/or memorize a set of written utterances;
b) Reading activities grounded in varied text genres;
c) Context of production of text genres analysis and its influence on meaning-making;
d) Text elements analysis and the lexicon employed in the composition of the genre, making meaning from what the student listens to;
e) Use of texts from real circulation in society;
f) Activities that involve different levels of complexity;
g) Activities for the development of reading strategies.

Written Production (*Writing*):
a) Production of diverse text genres, with different levels of complexity;
b) Activities that take into consideration students' prior knowledge in order to expand it;
c) Individual and group activities, aiming at a collaborative work among students and re-elaboration of texts;
d) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students);
e) Study of grammar structures that are relevant to the composition of the genres covered in class.

Genres and Spheres of Circulation

For both levels, reading and writing, the following text genres will be prioritized:

- *Newspaper Sphere*: (complex) news reports, opinion pieces, chronicles etc.;
- *Artistic and Literary Sphere*: poems, poetry and short stories;
- *Correspondence Sphere*: instant messages, official notices and resolutions,

etc.; - *Law Sphere*: Agreements; - Religious Sphere: Biblical passages; - *Quotidian Sphere*: manuals, Receipts, bank account statements; - *Academic Sphere*: papers, reviews and essays,	**2**

Methodology:
The class methodology is organized in a way, so that students can perform: a) written production developed in the following stages: initial production, re-elaboration and final version of different text genres, encompassing previous reading; b) use of reading strategies: skimming, scanning, cognates, inference, extensive reading, nouns, use of dictionaries etc.; c) Individual and group reading; d) extra-class reading and discussion, in class and in English, on the topics of such reading; e) silent and aloud reading; f) individual and group reading/writing activities, aiming at a collaborative work among students and re-elaboration of texts g) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students) to assess written productions;

Evaluation Criteria:
The evaluation will be done by means of in-class or extra-class activities, including reading/ writing activities and formal exams. Part of the activities can be completed in virtual environments (*Moodle, Facebook, WhatsApp* and others).

BIBIOGRAPHY:
Basic: {omitted}
Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2017) 1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Elective IB- Phonology and Phonetics of English			
Code:	**Year:** 2nd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 36h	**Practice:** 36h
( ) Mandatory		**(X)Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Study, analysis and description of the English phonological/phonetic system. Recognition of such system in oral texts that circulate in real situations and its applications to language teaching.

Content:

- Conceptualization and terminologies;
- Speech Organs (articulators): parts and functions, movements and air flow modification in sound production;
- Vowels: place and manner of articulation, labial formation;
- Vowel Chart: Voiced, unvoiced, reduced, short, long etc.;
- Contrast between vowel sounds in Portuguese and English;
- Phonetic Symbols (IPA);
- Consonants: place and manner of articulation, vocal cords;
- Consonant Chart: Stop, Affricative, Fricative, Nasal, Lateral etc.;
- Prosody: Rhythm, Intonation etc.

Methodology:

Classes developed with emphasis on activities of production and recognition of English sounds, aligned with metalinguistic activities that reflect upon such phonetic/phonological skills and the theoretical and practical foundations of the topic in language studies.

Evaluation Criteria**:**

Evaluation encompasses oral and written tests, production of oral texts, transcription of short texts chosen by the professor and class participation.

BIBIOGRAPHY:

Basic: {omitted}

Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2017) 1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: English Language Teacher Education			
Code:	**Year:** 3rd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 60h	**Practice:** 12h
(X) Mandatory		**( )Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Analysis of the National Standards for Foreign Languages that prescribe English language and English literature teaching in middle and high school. Discussions and reflections upon the theoretical-methodological practices and teaching approaches concerning English acquisition and learning. Cultural aspects in English teaching and learning.

Contents:

1- Legal documentation and guidelines of the Brazilian education (Educational Law {LDB}, The Common National Education Base {BNCC}, Curriculum Orientations {OCE}, Curriculum Guidelines of Paraná {DCE} and the National Policy of Special Education, in light of an inclusive education perspective;

2- Introduction to the concepts for the comprehension of the ideologies that underlie the official documents of the Brazilian education (neoliberal model, the human being, society, social institutions, the State, social policies, educational policies and understanding of competences);

3- Methods and Approaches in English teaching: a brief overview and current trends;

4- The role of the English language in contemporary societies and its pedagogical implications (e.g., English as a lingua franca, English a global language, English as a foreign language, English as an additional language);

5- Introduction to websites and didactic materials for foreign language teaching, focusing on the teaching-learning process; use of technological resources;

6- Evaluation in English learning.

Methodology:

- Expository classes;
- Discussion sessions, based on previous text reading;
- Seminars and group work;
- Activities aimed at the development of the argumentation capacity, based on theoretical-practical concepts of English teaching (can be completed in class or in

virtual spaces, via technological tools).	**2**

Evaluation Criteria:

Tool	Criteria	Descriptor
Written Exam	Capacity to associate ideas Critical sense	- The student expands the ideas covered in class; - The student uses theoretically-grounded argumentation; - The student gives his/her opinion on the text addressed.
Presentation of Seminars and/or micro-teaching	Planning Capacity of critical reflection	- The student talks about the topics in a coherent manner, according to the texts read; - The student uses materials to support his/her presentation; - The student presents his/her ideas clearly; - The student shows behavior and language use that are adequate to the genre (in English).
Reading verification tests	Capacity to associate ideas Critical sense	-The student expands the ideas present in the texts addressed; - The student gives his/her opinion on the text addressed.
Class Participation	Capacity of argumentation, grounded in theoretical-practical concepts for English teaching	- The student uses appropriate language for the classroom; -The student respects others' turns; - The student contributes to the knowledge construction related to the topic covered in class; - The student uses solid argumentation; - The student shows clarity and organization of ideas.

BIBIOGRAPHY:	**3**
Basic: {omitted}	
Complementary: {omitted}	

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2017)

1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Practicum in English Language and Literatures I			
Code:	**Year:** 3rd	**Shift**: Night	
Hours per week: 4 h		**Total Number of Hours:** 150h	
		Theory: 75h	**Practice:** 75 h
(X) Mandatory		**( )Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Teaching practicum in English language, including class observation, teaching and scientific production. Application of knowledge and theoretical/methodological procedures to English teaching and literatures in basic education (middle and high school).

Content:

- Educational Context Survey;
- Class Observation (middle school);
- Theoretical Discussions;
- Elaboration of lesson plans and teaching projects;
- Report Supervision;
- Assistance to in-service teachers;
- Micro-teaching (in pairs);
- Portfolio

Methodology:

The adviser will supervise the pre-service teachers in the afore-mentioned activities, as well as during the classes *in loco*, during the teaching practicum in basic education.

Evaluation Criteria:

Completion of all the activities listed, as well as critical reports, observation and teaching documents, in-service teacher's evaluation and final portfolio.

BIBIOGRAPHY:

Basic: {omitted}

Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

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Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2017)

1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Practicum in English Language and Literatures II			
Code:	**Year:** 4th	**Shift**: Night	
Hours per week: 4 h		**Total Number of Hours:** 150h	
		Theory: 75h	**Practice:** 75 h
(X) Mandatory		**( )Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Teaching practicum in English language, including class observation, teaching and scientific production. Application of knowledge and theoretical/methodological procedures to English teaching and literatures in basic education (middle and high school).

Content:

- Educational Context Survey;
- Class Observation (high school);
- Theoretical Discussions;
- Elaboration of lesson plans and teaching projects;
- Report Supervision;
- Assistance to in-service teachers;
- Micro-teaching (in pairs);
- Portfolio

Methodology:

The adviser will supervise the pre-service teachers in the afore-mentioned activities, as well as during the classes *in loco*, during the teaching practicum in basic education.

Evaluation Criteria:

Completion of all the activities listed, as well as critical reports, observation and teaching documents, in-service teacher's evaluation and final portfolio.

BIBIOGRAPHY:

Basic: {omitted}

Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

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Homologated by the Department on: (date)

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Department Chair

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COURSE SYLLABUS (2018)

Campus: XXX	
Department: Letras, Communication and Arts	
Program: Letras	**Modality:** Annual

Course: Basic English		
Code:1	**Year:**1st	**Shift:** Night
Hours per Week: 4	**Total Number of Hours:** 144	
	Theory: 72h	**Practice:** 72h
(X) Mandatory	( ) Elective	
Number of Students:		
Professor: XXX		

Course Description:

Written and oral practice in English at the basic level by means of different text genres and their respective contextual, compositional, linguistic and semantic structures, as well as elementary communicative functions in English. Language Variation in other English-speaking communities.

Aims:

* To develop comprehension of written and oral genres within an authentic social circulation, addressing a variety of topics and communicative situations (e.g., in everyday situations, in the media, in academia);
* To develop comprehension of the English language and the use of familiar and everyday expressions, being able to communicate in a simple way and to ask and answer questions about personal aspects, which entails grammatical, lexical and phonological structures, so that the student can achieve 70% of the A1 level, proposed by the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001);
* To identify characteristics of the context of production, constituent elements of the genre, linguistic-discursive structures (e.g., vocabulary, basic verb tenses, thematic contents, grammar structure, cohesion and coherence).
* To develop written comprehension through the identification of cognates, previous knowledge, skimming, scanning, non-verbal information, text inference, keywords.

Contents:

English activities based on current issues, a variety of text genres such as scientific articles, news reports, dialogues (everyday situations), films, recipes, instructions, experience reports.
The texts and the level of complexity will be selected based on a diagnostic evaluation.

Such activities are permeated by studies aimed at comprehension of structural mechanisms of the English language and Identification of aspects of spoken language, that is, connected speech, intonation and rhythm.

Schedule:

Period	Contents 2
I SEM	• Identification of text genres and their context of production, textual and relevant linguistic-discursive organization: *visual profile, opinion articles, news reports*; • Grammatical Structures: *simple present, subject pronouns, adjective pronouns, plural forms, word order in questions, imperative, adjectives, possessives, preposition of time, adverb of frequency, present continuous, modal verb (can), object pronouns*; • Listening activities in the laboratory, encompassing the identification of: *main ideas, details, inferences, intonation, verb endings, wh-questions, sentence stress, plural endings, reductions, contractions, linked sounds, syllable stress.* • Oral expression through informal conversations and self introductions.
2 SEM	• Identification of text genres and their context of production, textual and relevant linguistic-discursive organization: *comic strips, movie synopsis, news reports and adds*; • Grammar Structures: *simple past (regular and irregular verbs), past time expressions, plural nouns, prepositions of time and movement, countable and uncountable nouns, quantifiers, comparatives, superlatives, future time expressions, be going to (future), adverbs (manners and modifiers), verbs+ infinitive, articles, present perfect, word formation*; • Listening activities in the laboratory, encompassing the identification of: *main ideas, details, inferences, intonation, verb endings, wh-questions, sentence stress, plural endings, reductions, contractions, linked sounds, syllable stress.* • Oral expression through informal conversations and self introductions.

Methodology:

Practical classes, employing printed and audiovisual materials, individual and group exercises, encompassing speaking, reading and writing of texts with simple compositional structures.

The activities will emphasize oral and written production and comprehension skills, through group activities, in pairs and professor-student, student-professor interactions. Part of the activities can be completed in virtual environment (AVA) or in the language laboratory.

Evaluation:

Instruments	Criteria	Descriptors
Oral Comprehension Exam	Comprehension of oral excerpts and completion of exercises	The student can complete the exercise clearly and precisely, according to the level of oral comprehension focused (general, specific or

		detailed). **3**
Oral Production Exam	Production of texts with simple grammar structures	The student can produce texts cohesively and coherently according to the context of production, organization and linguistic-discursive structure of the genre.
Reading Comprehension Exam	Reading and text Comprehension, completion of activities related to the language structures covered in class.	The student can recognize cognates, and shows that s/he can use reading strategies, as: skimming, scanning, non-verbal information, text inference, keywords. The student can use language structures adequately; The student can understand the general idea of the text.
Class Participation	1. Completion of extra-class activities; 2. Active participation throughout the classes; 3. Preparation in advance for the activities proposed in class.	1. The student hands in the activities within the deadlines established and according to the instructions provided; 2. The students interacts with the other peers during the activities; 3. The student makes relevant contributions to the group discussions

Basic References: {omitted}
Complementary References: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on (date)

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Department Chair

COURSE SYLLABUS (2018) **1**

Campus: XXX	
Department: Letters, Communication and Arts	
Program: Letras	**Modality:** Annual

Course: Oral Production and Comprehension in English I		
Code:1	**Year:** 2nd	**Shift:** Night
Hours per Week: 2	**Total Number of Hours:** 72	
	Theory: 36h	**Practice:** 36h
(X) Mandatory	( ) Elective	
Number of Students:		
Professor: XXX		

Course Description:

Production and comprehension of oral texts in English through the exposition to different text genres. Practice of orality at a pre-intermediate level, from a variety of situations. Exploration of language use and production in formal and informal contexts.

Aims:

* To develop oral production and comprehension, based on topics used in a variety of communicative situations (e.g., in everyday situations, in the media, in academia);
* To develop the production and comprehension of simple oral utterances with regard to grammatical, lexical and phonological structures, so that the student can achieve 70% of the A2 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001);

Contents:

Oral Comprehension Teaching (*listening*):

a) Listening activities as language action, leading students to produce, understand, interpret and/or memorize a set of oral utterances;
b) Listening activities grounded in varied text genres from real circulation in society;
c) context of production of oral genres analysis and its influence on meaning-making;
d) Text elements analysis (features of spoken language, such as: connected speech, intonation, rhythm e others) and the lexicon employed in the composition of the genre, making meaning from what the student listens to;
e) Activities that involve different levels of complexity, which explore mechanisms, such as:
* Intonation (words/sentences) and stressed syllable;
* Short and long vowels;
* Vowel reduction – *silent letters*;
* Language variation: accents.

Oral Production (Speaking):
a) Production of a variety of oral genres, with different levels of complexity;
b) Activities that take into consideration students' prior knowledge in order to expand it;

c) Individual and group activities (monologues, dialogues);
d) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students); **2**
e) Study of grammar structures that are relevant to the composition of the genres covered in class:
* Pronunciation of plural forms, 3rd person-singular (Simple Present), regular verbs in the past form;
* Features of spoken language, that is, connected speech (e.g.; *linking, assimilation of voicing, elision, yod coalescence, weak forms*, etc.);
* Rhythm;
* Vowels.

Genres and Spheres of Circulation

For both levels, listening and speaking, the following text genres will be prioritized:

- *Television Sphere*: news report, instructions, cooking shows and others;
- *Quotidian Sphere:* dialogues about different daily situations/activities (leisure, studies, work etc.), personal presentations, and monologues aiming at sharing life stories and self-reflections (experience reports);
- *Academic Sphere*: academic personal presentation, structured debates, theoretical discussion, monologues in academic contexts (e.g., lectures, seminars, workshops, presentations in scientific events etc.)

Methodology:

Practical classes, employing printed and audiovisual materials, individual and group exercises, encompassing production and comprehension of texts with simple (or more complex) compositional structures. Part of the activities can be completed in virtual environments (*Moodle, Facebook, WhatsApp* and others) or in the language laboratory at times other than the class.
* The classes will be conducted entirely in English.

Evaluation:

Tools	Criteria	Descriptors
Oral Exam	1. Sociolinguistic Competence (sociolinguistic adequacy); 2. Pragmatic Competence (flexibility; turn taking; thematic development; cohesion and coherence); 3. Functional Competence (fluency and propositional precision).	For the definition of descriptors and competences, see COUNCIL OF EUROPE, 2001, items 5.2.2 e 5.2.3, p. 169 a 184.
Listening Exam	Comprehension of oral excerpts and completion of exercises	The student can complete the exercise clearly and precisely, according to the level of oral comprehension

		focused (general, specific or detailed) **3**
Class Participation	1. Completion of extra-class activities; 2. Active participation throughout the classes; 3. Preparation in advance for the activities proposed in class.	1. The student hands in the activities within the deadlines established and according to the instructions provided; 2. The students interacts with the other peers during the activities; 3. The student makes relevant contributions to the group discussions

* Listening Test 30%
* Speaking Test 20%
***** Oral Activities (in class or in virtual environment) 50%

Basic References: {omitted}

Complementary References: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on (date)

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Department Chair

COURSE SYLLABUS (2018) 1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Oral Production and Comprehension in English II			
Code:	**Year:** 3rd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 36h	**Practice:** 36h
(X) Mandatory		**( )Elective**	
Number of Students: XX			
Professor: XX			

Course Description:

Oral Production and Comprehension in English by means of different text genres. Oral practice at an intermediate level from diversified communicative situations. Oral production and use in formal and informal situations.

Aims:

* To develop oral production and comprehension, based on topics used in a variety of communicative situations (e.g., in everyday situations, in the media, in academia);
* To develop the production and comprehension of simple oral utterances with regard to grammatical, lexical and phonological structures, so that the student can achieve 70% of the B1 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001);

Content:

Oral Comprehension Teaching (*listening*):

a) Listening activities as language action, leading students to produce, understand, interpret and/or memorize a set of oral utterances;
b) Listening activities grounded in varied text genres, from real circulation in society;
c) Analysis of the context of production of oral genres and its influence on meaning-making;
d) Text elements analysis (features of spoken language, such as: connected speech, intonation, rhythm e others) and the lexicon employed in the composition of the genre, making meaning from what the student listens to;
e) Activities that involve different levels of complexity.

Oral Production (Speaking):
a) Production of diverse oral genres, with different levels of complexity;
b) Activities that take into consideration students' prior knowledge in order to expand it;
c) Individual and group activities (monologues, dialogues);
d) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students);
e) Study of grammar structures that are relevant to the composition of the genres covered in class.

Genres and Spheres of Circulation **2**

For both levels, listening and speaking, the following text genres will be prioritized:

- *Correspondence Sphere*: audio messages exchanged in virtual environments;
- *Quotidian Sphere:* dialogues about different daily situations/activities (leisure, studies, work etc.), personal presentations, and monologues aiming at sharing life stories and self-reflections (experience reports);
- *Academic Sphere*: academic personal presentation, structured debates, theoretical discussion, monologues in academic contexts (e.g., lectures, seminars, workshops, interviews, presentations in scientific events etc.)

Methodology:

Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts (*Blackboard*, *Moodle, Facebook, WhatsApp* and others) or in the language laboratory at times other than the class.
* The classes will be conducted entirely in English.

Evaluation Criteria:		
Instruments	**Criteria**	**Descriptors**
Oral Exam	1. Sociolinguistic Competence (sociolinguistic adequacy); 2. Pragmatic Competence (flexibility; turn taking; thematic development; cohesion and coherence); 3. Functional Competence (fluency and propositional precision).	For the definition of descriptors and competences, see COUNCIL OF EUROPE, 2001, items 5.2.2 e 5.2.3, p. 169 a 184.
Listening Exam	Comprehension of oral excerpts and completion of exercises	The student can complete the exercise clearly and precisely, according to the level of oral comprehension focused (general, specific or detailed)
Class Participation	1. Completion of extra-class activities; 2. Active participation throughout the classes; 3. Preparation	1. The student hands in the activities within the deadlines established and according to the instructions provided;

	in advance for the activities proposed in class.	2. The students interacts with the other peers during the activities; **3** 3. The student makes relevant contributions to the group discussions
* Listening Test ..... 30% * Speaking Test .....20% * Oral Activities (in class or in virtual environment) 50%		

BIBIOGRAPHY:
Basic: {omitted}
Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

1

COURSE SYLLABUS (2018)

Campus: XXX	
Department: Letters, Communication and Arts	
Program: Letras	**Modality:** Annual

Course: Oral Production and Comprehension in English III		
Code:1	**Year:** 4th	**Shift:** Night
Hours per Week: 2	**Total Number of Hours:** 72	
	Theory: 36h	**Practice:** 36h
(X) Mandatory	( ) Elective	
Number of Students:		
Professor: XXX		

Course Description:

Production and comprehension of oral texts in English through the exposition to different text genres. Practice of orality at a pre-advanced level, from a variety of situations. Exploration of language use and production in formal and informal contexts.

Aims:

* To develop oral production and comprehension, based on topics used in a variety of communicative situations (e.g., in everyday situations, in the media, in academia);
* To develop the production and comprehension of simple oral utterances with regard to grammatical, lexical and phonological structures, so that the student can achieve 70% of the B2 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001);

Contents:

Diversified activities and situations, based on current issues through the following text genres: “lecture”, “Interview”, “News Report”, “Short film” and “Debate”

* Dialogues of the everyday sphere, presenting situations of informal and social interactions;
*Discussions on current and controversial issues, through the experience report genre in the academic sphere, aiming at a critical sense;
* Reports about happenings aiming at raising awareness of relevant topics to the local social context;
* Critical reviews of films and books;
* Monologues aiming at raising awareness of relevant topics to the local social context.

In addition to exploring the action, discursive and linguistic-discursive capacities of the genres, there are transversal activities that explore aspects of spoken language:

* Differences between short and long vowels;
* Adequate pronunciation of plural forms, third-person singular and regular verbs in the past.
*Identification of oral aspects, features of spoken language, that is, connected speech (e.g., linking, assimilation, elision, yod coalescence, weak forms etc.).

Methodology:	**2**
Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts.	

Schedule:

Period	Description	Oral Comprehension	Oral Production and Predominant Language Capacities
I SEM	Genre of the exposition sphere: lectures on culture with the use of PowerPoint or Prezi resources.	Comprehension of information and meaning making about topics related to a variety of cultures around the world.	Clear presentation of information about the culture of a given country, based on a semi-structured lecture.
	Genre of the reporting sphere: News reports about relevant topics to the local social context	Comprehension and reporting of general and specific details of the genre.	Clear, fluent and well-structured speech, based on the news report genre. Reporting facts through the production of a video (as a news report), with a controlled use of spoken language, presenting events and relevant details. Use of a variety of technological resources, as well as use of multimodal language
	Genre of the exposition sphere: interviews about a variety of topics	Turn negotiation and use of specific language	Clear presentation, with emphasis on important issues and details related to personal and professional experiences and pertinent examples of 'interview' shows.
2 SEM	Genre of the descriptive sphere: experience report	Comprehension of specific information and narrative structure.	Report providing information about a specific event, situated in time, with a clear presentation of the facts. Speech production based on the characteristics of the texts used in the experience report genre.
	Monologues aiming at raising awareness of relevant topics to	Comprehension and reporting of general and specific information.	Clear, fluent and well-structured speech, based on the short film genre. Well elaborated narrative with

	the local social context.		controlled use of cohesion and coherence resources. Presentation of arguments, relevant details and examples. Use of a variety of technological resources, as well as use of multimodal language. **3**
	Discussion on topics covered in books and films	Meaning negotiation. Comprehension of specific information and different opinions	Clear argumentation, with emphasis on important issues details and pertinent examples, based on the debate genre.

Evaluation:

Instruments	Criteria	Descriptors
Oral Production Exam	1. Sociolinguistic Competence (sociolinguistic adequacy); 2. Pragmatic Competence (flexibility; turn taking; thematic development; cohesion and coherence); 3. Functional Competence (fluency and propositional precision).	For the definition of descriptors and competences, see COUNCIL OF EUROPE, 2001, items 5.2.2 e 5.2.3, p. 169 a 184 (Item 7 on this syllabus).
Oral Comprehension Exam	Comprehension of oral excerpts and completion of exercises	The student can complete the exercise clearly and precisely, according to the level of oral comprehension focused (general, specific or detailed)
Class Participation	1. Completion of extra-class activities; 2. Active participation throughout the classes; 3. Preparation in advance for the activities proposed in class.	1. The student hands in the activities within the deadlines established and according to the instructions provided; 2. The students interacts with the other peers during the activities; 3. The student makes relevant contributions to the group discussions

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Basic References: {omitted}
Complementary References: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on (date)

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Department Chair

COURSE SYLLABUS (2018)

1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Written Production and Comprehension in English I			
Code:	**Year:** 2nd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 50h	**Practice:** 22h
(X) Mandatory		**( )Elective**	
Number of Students:			
Professor:			

Course Description:

Analysis of the relationship: text, context, author and reader. Identification of constituent elements and production of different text genres at a pre-intermediate level, as well as their context of production, discursive and linguistic organization.

Content:

Written Comprehension Teaching (*Reading*):

a) Reading activities as language action, leading students to produce, understand, interpret and/or memorize a set of written utterances;
b) Reading activities grounded in varied text genres, from real circulation in society;
c) Context of production of text genres analysis and its influence on meaning-making;
d) Text elements analysis and the lexicon employed in the composition of the genre, making meaning from what the student listens to;
e) Activities that involve different levels of complexity;
f) Activities for the development of reading strategies.

Written Production (*Writing*):
a) Production of diverse text genres, with different levels of complexity;
b) Activities that take into consideration students' prior knowledge in order to expand it;
c) Individual and group activities, aiming at a collaborative work among students and re-elaboration of texts;
d) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students);
e) Study of grammar structures that are relevant to the composition of the genres covered in class.

Genres and Spheres of Circulation

For both levels, reading and writing, the following text genres will be prioritized:

- *Newspaper Sphere*: news reports (low level complexity), opinion pieces etc.;
- *Artistic and Literary Sphere*: comic strips and experience reports;
- *Correspondence Sphere*: letters, emails, instant messages etc.;
- *Quotidian Sphere*: Horoscope, Recipes and others;

- *Academic Sphere*: Abstracts, reviews and summaries,	**2**

Methodology:
The class methodology is organized in a way, so that students can perform: a) written production developed in the following stages: initial production, re-elaboration and final version of different text genres, encompassing previous reading; b) use of reading strategies: skimming, scanning, cognates, inference, extensive reading, nouns, use of dictionaries etc.; c) Individual and group reading; d) extra-class reading and discussion, in class, on the topics of such reading; e) silent and aloud reading; f) individual and group reading/writing activities, aiming at a collaborative work among students and re-elaboration of texts g) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students) to assess written productions; * The classes will be conducted entirely in English

Evaluation Criteria:
The evaluation will be done by means of in-class or extra-class activities, including reading/ writing activities and formal exams. Part of the activities can be completed in virtual environments (*Moodle, Facebook, WhatsApp* and others) at times other than the class.
* Written Exam .....60% * Reading/ Writing activities (in class and/or in virtual environment) ..... 40 %

BIBIOGRAPHY:
Basic: {omitted}
Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2018) 1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Written Production and Comprehension in English II			
Code:	**Year:** 3rd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 36h	**Practice:** 36h
(X) Mandatory		**( )Elective**	
Number of Students:			
Professor:			

Course Description:

Analysis of the relationship: text, context, author and reader. Identification of constituent elements and production of different text genres at an intermediate level, as well as their context of production, discursive and linguistic organization.

Content:

Written Comprehension Teaching (*Reading*):

a) Reading activities as language action, leading students to produce, understand, interpret and/or memorize a set of written utterances;
b) Reading activities grounded in varied text genres;
c) Context of production of text genres analysis and its influence on meaning-making;
d) Text elements analysis and the lexicon employed in the composition of the genre, making meaning from what the student listens to;
e) Use of texts from real circulation in society;
f) Activities that involve different levels of complexity;
g) Activities for the development of reading strategies.

Written Production (*Writing*):
a) Production of diverse text genres, with different levels of complexity;
b) Activities that take into consideration students' prior knowledge in order to expand it;
c) Individual and group activities, aiming at a collaborative work among students and re-elaboration of texts;
d) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students);
e) Study of grammar structures that are relevant to the composition of the genres covered in class.

Genres and Spheres of Circulation

For both levels, reading and writing, the following text genres will be prioritized:

- *Newspaper Sphere*: (relatively complex) news reports, comic strips, opinion pieces etc.;
- *Artistic and Literary Sphere*: poems, experience reports, novels and short

stories; - *Publicizing Sphere*: virtual article.; - *Correspondence Sphere*: Advice letter; - *Quotidian Sphere*: game rules; - *Academic Sphere*: scientific papers.	**2**

Methodology:
The class methodology is organized in a way, so that students can perform: a) written production developed in the following stages: initial production, re-elaboration and final version of different text genres, encompassing previous reading; b) use of reading strategies: skimming, scanning, cognates, inference, extensive reading, nouns, use of dictionaries etc.; c) Individual and group reading; d) extra-class reading and discussion, in class and in English, on the topics of such reading; e) silent and aloud reading; f) individual and group reading/writing activities, aiming at a collaborative work among students and re-elaboration of texts g) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students) to assess written productions; h) There will be activities to be completed in virtual spaces (AVA of Alpha University), as a complement to the contents covered in class.

Evaluation Criteria:
The evaluation will be done by means of in-class or extra-class activities, including reading/ writing activities and formal exams.

BIBIOGRAPHY:
Basic: {omitted}
Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2018) 1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Written Production and Comprehension in English III			
Code:	**Year:** 4th	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 60h	**Practice:** 12h
(X) Mandatory		**( )Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Analysis of the relationship: text, context, author and reader. Identification of constituent elements and production of different text genres at a pre-advanced level, as well as their context of production, discursive and linguistic organization.

Content:

Written Comprehension Teaching (*Reading*):

a) Reading activities as language action, leading students to produce, understand, interpret and/or memorize a set of written utterances;
b) Reading activities grounded in varied text genres;
c) Context of production of text genres analysis and its influence on meaning-making;
d) Text elements analysis and the lexicon employed in the composition of the genre, making meaning from what the student listens to;
e) Use of texts from real circulation in society;
f) Activities that involve different levels of complexity;
g) Activities for the development of reading strategies.

Written Production (*Writing*):
a) Production of diverse text genres, with different levels of complexity;
b) Activities that take into consideration students' prior knowledge in order to expand it;
c) Individual and group activities, aiming at a collaborative work among students and re-elaboration of texts;
d) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students);
e) Study of grammar structures that are relevant to the composition of the genres covered in class.

Genres and Spheres of Circulation

For both levels, reading and writing, the following text genres will be prioritized:

- *Newspaper Sphere*: (complex) news reports, opinion pieces, chronicles etc.;
- *Artistic and Literary Sphere*: poems, poetry and short stories;
- *Correspondence Sphere*: instant messages, official notices and resolutions,

etc.; - *Law Sphere*: Agreements; - Religious Sphere: Biblical passages; - *Quotidian Sphere*: manuals, Receipts, bank account statements; - *Academic Sphere*: papers, reviews and essays,	**2**

Methodology:
The class methodology is organized in a way, so that students can perform: a) written production developed in the following stages: initial production, re-elaboration and final version of different text genres, encompassing previous reading; b) use of reading strategies: skimming, scanning, cognates, inference, extensive reading, nouns, use of dictionaries etc.; c) Individual and group reading; d) extra-class reading and discussion, in class and in English, on the topics of such reading; e) silent and aloud reading; f) individual and group reading/writing activities, aiming at a collaborative work among students and re-elaboration of texts g) checklist activities (list of the characteristics of the genre covered, as a guide to the professor and the students) to assess written productions;

Evaluation Criteria:
The evaluation will be done by means of in-class or extra-class activities, including reading/ writing activities and formal exams. Part of the activities can be completed in virtual environments (*Moodle, Facebook, WhatsApp* and others).

BIBIOGRAPHY:
Basic: {omitted}
Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2018) 1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Elective IB- Phonology and Phonetics of English			
Code:	**Year:** 2nd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 36h	**Practice:** 36h
( ) Mandatory		**(X)Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Study, analysis and description of the English phonological/phonetic system. Recognition of such system in oral texts that circulate in real situations and its applications to language teaching.

Content:

- Conceptualization and terminologies;
- Speech Organs (articulators): parts and functions, movements and air flow modification in sound production;
- Vowels: place and manner of articulation, labial formation;
- Vowel Chart: Voiced, unvoiced, reduced, short, long etc.;
- Contrast between vowel sounds in Portuguese and English;
- Phonetic Symbols (IPA);
- Consonants: place and manner of articulation, vocal cords;
- Consonant Chart: Stop, Affricative, Fricative, Nasal, Lateral etc.;
- Prosody: Rhythm, Intonation etc.

Methodology:

Classes developed with emphasis on activities of production and recognition of English sounds, aligned with metalinguistic activities that reflect upon such phonetic/phonological skills and the theoretical and practical foundations of the topic in language studies.

Evaluation Criteria:

Evaluation encompasses oral and written tests, production of oral texts, transcription of short texts chosen by the professor and class participation.
* The classes will be conducted entirely in English.

* Exam 50%
* Oral Test 20%
* Activities (in class or in virtual environment) 30%

BIBIOGRAPHY:

Basic: {omitted}

Complementary: {omitted}	2

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2018) 1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: English Language Teacher Education			
Code:	**Year:** 3rd	**Shift**: Night	
Hours per week: 2 h		**Total Number of Hours:** 72h	
		Theory: 60h	**Practice:** 12h
(X) Mandatory		**( )Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Analysis of the National Standards for Foreign Languages that prescribe English language and English literature teaching in middle and high school. Discussions and reflections upon the theoretical-methodological practices and teaching approaches concerning English acquisition and learning. Cultural aspects in English teaching and learning.

Contents:

1- Legal documentation and guidelines of the Brazilian education (Educational Law {LDB}, The Common National Education Base {BNCC}, Curriculum Orientations {OCE}, Curriculum Guidelines of Paraná {DCE} and the National Policy of Special Education, in light of an inclusive education perspective;

2- Introduction to the concepts for the comprehension of the ideologies that underlie the official documents of the Brazilian education (neoliberal model, the human being, society, social institutions, the State, social policies, educational policies and understanding of competences);

3- Methods and Approaches in English teaching: a brief overview and current trends;

4- The role of the English language in contemporary societies and its pedagogical implications (e.g., English as a lingua franca, English a global language, English as a foreign language, English as an additional language);

5- Introduction to websites and didactic materials for foreign language teaching, focusing on the teaching-learning process; use of technological resources;

6- Evaluation in English learning.

Methodology:

- Expository classes;
- Discussion sessions, based on previous text reading;
- Seminars and group work;
- Activities aimed at the development of the argumentation capacity, based on theoretical-practical concepts of English teaching (can be completed in class or in

virtual spaces, via technological tools).	**2**

Evaluation Criteria:

Tool	Criteria	Descriptor
Written Exam	Capacity to associate ideas Critical sense	- The student expands the ideas covered in class; - The student uses theoretically-grounded argumentation; - The student gives his/her opinion on the text addressed.
Presentation of Seminars and/or micro-teaching	Planning Capacity of critical reflection	- The student talks about the topics in a coherent manner, according to the texts read; - The student uses materials to support his/her presentation; - The student presents his/her ideas clearly; - The student shows behavior and language use that are adequate to the genre (in English).
Reading verification tests	Capacity to associate ideas Critical sense	-The student expands the ideas present in the texts addressed; - The student gives his/her opinion on the text addressed.
Class Participation	Capacity of argumentation, grounded in theoretical-practical concepts for English teaching	- The student uses appropriate language for the classroom; -The student respects others' turns; - The student contributes to the knowledge construction related to the topic covered in class; - The student uses solid argumentation; - The student shows clarity and organization of ideas.

BIBIOGRAPHY:	**3**
Basic: {omitted}	
Complementary: {omitted}	

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2018)

1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Practicum in English Language and Literatures I			
Code:	**Year:** 3rd	**Shift**: Night	
Hours per week: 4 h		**Total Number of Hours:** 150h	
		Theory: 75h	**Practice:** 75 h
(X) Mandatory		**( )Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Teaching practicum in English language, including class observation, teaching and scientific production. Application of knowledge and theoretical/methodological procedures to English teaching and literatures in basic education (middle and high school).

Content:

- Elaboration of formal documents for the practicum;
- Educational Context Survey;
- Class Observation (middle and high school);
- Theoretical Discussions;
- Textbook Analysis;
- Elaboration of lesson plans and teaching projects;
- Report Supervision;
- Assistance to in-service teachers;
- Micro-teaching (in pairs);
- Portfolio

Methodology:

The adviser will supervise the pre-service teachers in the afore-mentioned activities, as well as during the classes *in loco*, during the teaching practicum in basic education. Part of the activities can be completed in virtual environments (*Moodle, Email, Facebook, WhatsApp* and others) at times other than the class.
* The classes will be conducted entirely in English.

Evaluation Criteria:

Completion of all the activities listed, as well as critical reports, observation and teaching documents, in-service teacher's evaluation and final portfolio.

* Planning 30%
* Teaching/ Observation 40%
* Portfolio 30%

BIBIOGRAPHY:

Basic: {omitted}	
Complementary: {omitted}	**2**

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

Homologated by the Department on: (date)

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Department Chair

COURSE SYLLABUS (2018)

1

Campus: Cornélio Procópio	
Department: Letters, Communication and Arts	
Undergraduate Program: Letras-Portuguese/English	**Modality:** classroom-based/ Annual

Course: Practicum in English Language and Literatures II			
Code:	**Year:** 4th	**Shift**: Night	
Hours per week: 4 h		**Total Number of Hours:** 150h	
		Theory: 75h	**Practice:** 75 h
(X) Mandatory		**( )Elective**	
Number of Students: XXX			
Professor: XXX			

Course Description:

Teaching practicum in English language, including class observation, teaching and scientific production. Application of knowledge and theoretical/methodological procedures to English teaching and literatures in basic education (middle and high school).

Content:

- Educational Context Survey;
- Class Observation (high school);
- Theoretical Discussions;
- Elaboration of lesson plans and teaching projects;
- Report Supervision;
- Assistance to in-service teachers;
- Micro-teaching (in pairs);
- Portfolio

Methodology:

The adviser will supervise the pre-service teachers in the afore-mentioned activities, as well as during the classes *in loco*, during the teaching practicum in basic education.

Evaluation Criteria:

Completion of all the activities listed, as well as critical reports, observation and teaching documents, in-service teacher's evaluation and final portfolio.

BIBIOGRAPHY:

Basic: {omitted}

Complementary: {omitted}

Approved by the Undergraduate Program on: (date)

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Undergraduate Program Chair

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Homologated by the Department on: (date)

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Department Chair

APPENDIX P

Course Syllabi (Beta)

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	LEXICO-GRAMMATICAL FEATURES OF THE ENGLISH LANGUAGE I

UNDERGRADUATE PROGRAM	.Year
Letras / English	1ST

HOURS				SEMESTER	DEGREE
T	P 120h	Total 120h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Diagnosis of students' language competence. Development of the knowledge of lexical-grammatical features in English, taking into consideration the language heterogeneity of the class.

2- AIMS:
Based on the freshman student's language proficiency:
- To develop knowledge about the form, use and meaning of lexical-grammatical features of the English language, aiming at reaching the B1 level, from the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001), leading the student to have a sufficient range of language to describe unpredictable situations, explain the main points, an idea or a problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. (COUNCIL OF EUROPE, 2001, adapted, p. 159).

3 – CONTENTS:

Function:
- Talking about scheduled events, general truth, scientific facts and definitions;
- Talking about routines and habits;
- Describing current activities;
- Describing possessions/ relationships, measurements, sense/physical sensations, emotions/ attitudes and ideas;
- Making announcements;
- Understanding descriptions;
- Giving commands, requests and directions;
- Giving advice;
- Expressing likes and dislikes;
- Giving opinions;
- Comparing people/things and places;

- Describing actions in progress in a specific time in the past; **2**
- Describing simultaneous actions in the past;
- Describing past habits;
- Describing unfinished actions that started in the past and continue up to the present;
- Describing experiences;
- Describing past actions that influence the present;
- Describing length of time and starting time;

Lexico-grammatical Features (form, use and meaning):
- Simple Present Tense, *form*: positive, negative, WH-questions, yes/no questions, subject/object questions; *meaning* and *use*: habits, routines, schedules, facts and definitions;
- Expressing facts;
- Making generalizations;
- Explaining definitions;
- Describing sports, unusual animals and places;
- Describing houses/ apartments;
- Talking about professions;
- Talking about time, weight, distance and money;
- Thinking about meaning.

- Present Continuous Tense, *form*: positive, negative, WH-questions, yes/no questions, subject/object questions; *meaning* and *use*: activities in progress – at the moment, not at an exact moment, Present Continuous Tense with 'always';
- Describing current activities;
- Thinking about meaning.

- Adverbs of Frequency:
-Meaning, position in the sentence, *use*: routines, habits, generalizations and complaints,
- Describing routines, schedules and study time;
- Complaining;
- Thinking about meaning.

- Stative verbs: *meaning* and *use*: possessions/ relationships, measurements, sense/physical sensations, emotions/ attitudes and ideas;
- Complimenting;
- Criticizing;
- State or Action? (Simple Present vs Present Continuous?);
- Thinking about meaning.

- There to be;
- Imperatives: *meaning* and *use*: commands, requests, directions, etc.;
- Giving advice (about places to live, health problems, etc.);
- Do's and Don'ts;
- Comparisons: comparatives and superlatives.

- Simple Past Tense:
- *Form*: positive, negative, WH-questions, yes/no questions, subject/object

questions; - Pronunciation of '-ed'; - *Meaning* and *use*: definite completed actions: beginning and ending in the past, lasting for a long or very short time, happening only once or many times; - Making excuses; - Telling riddles; - Guessing what happened; - Accusing and denying; - Disagreeing; - Correcting misinformation; - Talking about important events (e.g., wars, natural disasters, festivals, etc.) and people (scientists, artists, politicians, emperors, etc.). - "Used to" - *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions; - Meaning and use; - Thinking about meaning; - Past Continuous Tense: - *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions; - Meaning and use; - Describing scenes, places and actions; - Thinking about meaning; - Preposition of time and place (IN-ON-AT). - Present Perfect Simple and Continuous: - *Form*: positive, negative, WH-questions, yes/no questions, how long, subject/object questions; - Meaning and use; - Describing past actions that influence the present; - Thinking about meaning; - Prepositions (SINCE- FOR); - Conjunctions (EVER- JUST- ALREADY- YET). Critical Language Awareness: Linguistic, sociolinguistic and pragmatic competence * The table of contents for the course must be adequate to the student's proficiency level, which is known by a diagnosis. * The table of contents also include text genres which give support to the developments of the above-mentioned skills as well as to the study of problems identified in the Written Production and Comprehension I course. * The table of contents encompasses topics such as: family, pastimes, interests, work, travel, music, movies and current issues. * The contents should be addressed, taking into account the theoretical concepts of	**3**

FORM, MEANING and USE (REFERENCES).	**4**

4 – TEACHING PROCEDURES:
- Dialogued classes, aiming at a critical language awareness;
- Expository classes;
- Practical classes;
- Completion of exercises individually and in groups;
- Individual or in group activities, which can be completed in class or virtually

5 – SCHEDULE:

1ST HALF OF THE 1ST SEMESTER:

- Talking about scheduled events, general truth, scientific facts and definitions;
- Talking about routines and habits;
- Describing current activities;
- Describing possessions/ relationships, measurements, sense/physical sensations, emotions/ attitudes and ideas.
- Simple Present Tense, *form*: positive, negative, WH-questions, yes/no questions, subject/object questions; *meaning* and *use*: habits, routines, schedules, facts and definitions;
- Expressing facts;
- Making generalizations;
- Explaining definitions;
- Describing sports, unusual animals and places;
- Describing houses/ apartments;
- Talking about professions;
- Talking about time, weight, distance and money;
- Thinking about meaning.
- Present Continuous Tense, *form*: positive, negative, WH-questions, yes/no questions, subject/object questions; *meaning* and *use*: activities in progress – at the moment, not at an exact moment, Present Continuous Tense with 'always';
- Describing about current activities;
- Thinking about meaning.
- Adverbs of Frequency:
-Meaning, position in the sentence, *use*: routines, habits, generalizations and complaints,
- Describing routines, schedules and study time;
- Complaining;
- Thinking about meaning.
- Stative verbs: *meaning* and *use*: possessions/ relationships, measurements, sense/physical sensations, emotions/ attitudes and ideas;
- Complimenting;
- Criticizing;
- State or Action? (Simple Present vs Present Continuous?)
- Thinking about meaning.
-Critical Language Awareness:
Linguistic, sociolinguistic and pragmatic competence

2ND HALF OF THE 1ST SEMESTER:

5

Function:
- Making announcements;
- Understanding descriptions;
- Giving commands, requests and directions;
- Giving advice;
- Expressing likes and dislikes;
- Giving opinions;
- Comparing people/things and places;

Lexico-grammatical features (form, meaning and *use)*:
- There to be;
- Imperatives: *meaning* and *use*: commands, requests, directions, etc.;
- Giving advice (about places to live, health problems, etc.);
- Do's and Don'ts;
- Comparisons: comparatives and superlatives.
- Critical language awareness:
Linguistic, sociolinguistic and pragmatic competence

1ST HALF OF THE 2nd SEMESTER:

Function:
- Describing actions in progress in a specific time in the past;
- Describing simultaneous actions in the past;
- Describing past habits;

Lexico-grammatical features (form, meaning and *use)*:
- Simple Past Tense:
- *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions;
- Pronunciation of '-ed';
- *Meaning* and *use*: definite completed actions: beginning and ending in the past, lasting for a long or very short time, happening only once or many times;
- Making excuses;
- Telling riddles;
- Guessing what happened;
- Accusing and denying;
- Disagreeing;
- Correcting misinformation;
- Talking about important events (e.g., wars, natural disasters, festivals, etc.) and people (scientists, artists, politicians, emperors, etc.).

- "Used to"
- *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions;
- Meaning and use;
- Thinking about meaning;

- Past Continuous Tense:
- *Form*: positive, negative, WH-questions, yes/no questions, subject/object

questions; **6**
- Meaning and use;
- Describing scenes, places and actions;
- Thinking about meaning;
- Preposition of time and place (IN-ON-AT).
- Critical language awareness:
Linguistic, sociolinguistic and pragmatic competence.

2nd HALF OF THE 2nd SEMESTER:

Function:
- Describing unfinished actions that started in the past and continue up to the present;
- Describing experiences;
- Describing past actions that influence the present;
- Describing length of time and starting time;

Lexico-grammatical features (form, meaning and *use)*:
- Present Perfect Simple and Continuous:
- *Form*: positive, negative, WH-questions, yes/no questions, how long, subject/object questions;
- Meaning and use;
- Describing past actions that influence the present;
- Thinking about meaning;
- Prepositions (SINCE- FOR);
- Conjunctions (EVER- JUST- ALREADY- YET).
- Critical language awareness:
Linguistic, sociolinguistic and pragmatic competence.

6 - EVALUATION CRITERIA:

I- Written Examinations
Criteria:
-Grammatical, lexical, semantic, sociolinguistic, pragmatic and orthographic competence.
II- Oral Presentations and micro-teaching of lexico-grammatical features
Criteria:
-Grammatical, lexical, semantic, sociolinguistic and pragmatic competence.
III- Checklist (activities and other works)
Criteria:
-Grammatical, lexical, semantic, sociolinguistic and pragmatic competence.
- Punctuality and format.

Descriptors:
GRAMMATICAL ACCURACY:
Good grammatical control; occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
Shows a relatively high degree of grammatical control.
Does not make mistakes which lead to misunderstanding.

7
VOCABULARY RANGE: A good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. SOCIOLINGUISTIC AND PRAGMATIC COMPETENCE: Is aware of the sociocultural conditions of language use through its sensibility to social convention (rules of politeness, norms governing relations between different sexes, classes and social groups. Is aware of the functional use of linguistic resources in conversations. SEMANTIC COMPETENCE Perception and control of the meaning of the words in relation to the general context in which they are Perception of connotation, denotation, synonyms, antonyms, hypernyms and hyponyms. ORTHOGRAPHIC COMPETENCE Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. The criteria: grammatical accuracy, vocabulary range, sociolinguistic/pragmatic competence, semantic competence and orthographic competence are grounded in the Council of Europe (2001).
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	LEXICO-GRAMMATICAL FEATURES OF THE ENGLISH LANGUAGE II

UNDERGRADUATE PROGRAM	Year
Letras / English	2nd

HOURS				SEMESTER	DEGREE
T	P 120h	Total 120h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of the knowledge of lexical-grammatical features in English, from the skills developed in the Lexical-Grammatical Features of the English Language I course.

2- AIMS:
-To develop knowledge about the form, use and meaning of lexical-grammatical features of the English language, aiming at reaching, 100%, the B2 level, from the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001), leading the student to be able to express him/herself clearly and without much sign of having to restrict what s/he wants to say, have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (COUNCIL OF EUROPE, 2001, adapted, p. 159).

- To develop linguistic, sociolinguistic and pragmatic competence equivalent to the B2 level (COUNCIL OF EUROPE, 2001), so that the student has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.

- To develop metalanguage and different concepts of the teaching/learning of lexico-grammatical features.

- To develop critical language awareness of the topics addressed in the course so that the student can recognize, choose and justify his/her choices.

3 – CONTENTS: **2**

Lexico-grammar:
- Review of the 1st year;
- (diagnosis test + result discussion);
- (Simple Present Tense, Present Continuous Tense, Simple Past, Past Continuous, Present Perfect and Present Perfect Continuous);
- Past time clauses;
- Past Perfect;
- Relative clauses (defining/ non-defining);
- Determiners (both/ neither/ either);
- Countable and Uncountable nouns;
- Adverbs of quantity;
- Future Tenses (will, going to, present continuous, simple present);
- Phrasal verbs (separable and non-separable);
- Modals (must, have to, should, ought to, may, might, can, could, would etc.);
- Reported Speech (affirmatives, questions, commands and requests);
- Conditional Sentences (zero, first, second and third);
- Indirect questions;
- Passive voice;
- Presentations
- Review of the year: the professor chooses a topic at random and the students are supposed to present the topic chosen as a micro lesson).

Functions/ Situations:
- Review of the first year (according to the diagnosis test)
- Describing people, places and experiences;
- Events happening before other events in the past;
- Defining, specifying, describing and adding information;
- Expressing possible choices between items;
- Talking about food;
- Talking about plans, possibilities, promises, offers, arrangements, schedules and predictions;
- Expressing ideas in a short way;
- Giving advice, suggestions, talking about possibilities, deductions, describing abilities and skills, talking about rules, obligations and prohibitions;
- Reporting what people say;
- Hypothesizing, giving directions, giving advice, promising, warning;
- Being polite;
- Changing the focus of a sentence;
- Language used in news report in the press and on TV;
- Critical Language Awareness.

* The table of contents for the course must be adequate to the student's proficiency level, which is known by a diagnosis.

* The table of contents encompasses topics such as: family, pastimes, interests, work, travel, music, movies and current issues.

4 – TEACHING PROCEDURES:
- Addressing of critical language awareness of the topics covered in the program;

- Dialogued classes, aiming at a critical language awareness;
- Expository classes;
- Practical classes;
- Completion of exercises individually and in groups.

3

5 – SCHEDULE:

1ST HALF OF THE 1ST SEMESTER:

Lexico-grammar:
- Review of the 1st year;
- (diagnosis test + result discussion);
- (Simple Present Tense, Present Continuous Tense, Simple Past, Past Continuous, Present Perfect and Present Perfect Continuous);
- Past time clauses;
- Past Perfect;
- Relative clauses (defining/ non-defining);

Functions/ Situations:
- Review of the first year (according to the diagnosis test)
- Describing people, places and experiences;
- Events happening before other events in the past;
- Defining, specifying, describing and adding information;
- Critical Language Awareness.

2ND HALF OF THE 1ST SEMESTER:

Lexico-grammar:
- Determiners (both/ neither/ either);
- Countable and Uncountable nouns;
- Adverbs of quantity;
- Future Tenses (will, going to, present continuous, simple present);
- Phrasal verbs (separable and non-separable);

Functions/ Situations:
- Expressing possible choices between items;
- Talking about food;
- Talking about plans, possibilities, promises, offers, arrangements, schedules and predictions;
- Expressing ideas in a simple, direct manner;
- Critical Language Awareness.

1ST HALF OF THE 2ND SEMESTER:

Lexico-grammar:
- Modals (must, have to, should, ought to, may, might, can, could, would etc.);
- Reported Speech (affirmatives, questions, commands and requests);
- Conditional Sentences (zero, first, second and third);

Functions/ Situations:
- Giving advice, suggestions, talking about possibilities, deductions, describing

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abilities and skills, talking about rules, obligations and prohibitions;
- Reporting what people say;
- Hypothesizing, giving directions, giving advice, promising, warning;
- Critical Language Awareness.

2ND HALF OF THE 2ND SEMESTER:

Lexico-grammar:
- Indirect questions;
- Passive voice;
- Presentations
- Review of the year: the professor chooses a topic at random and the students are supposed to present the topic chosen as a micro lesson).

Functions/ Situations:
- Being polite;
- Changing the focus of a sentence;
- Language used in news report in the press and on TV;
- Making the information sound more impersonal;
- Critical Language Awareness.

6 - EVALUATION CRITERIA:

I- Written Examinations
Criteria:
-Grammatical, lexical, semantic, sociolinguistic, pragmatic and orthographic competence.
II- Oral Presentations and micro-teaching of lexico-grammatical features
Criteria:
-Grammatical, lexical, semantic, sociolinguistic and pragmatic competence.

Descriptors:
GRAMMATICAL ACCURACY:
Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
Shows a relatively high degree of grammatical control.
Does not make mistakes which lead to misunderstanding.

VOCABULARY RANGE:
A good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

SOCIOLINGUISTIC AND PRAGMATIC COMPETENCE:
Is aware of the sociocultural conditions of language use through its sensibility to social convention (rules of politeness, norms governing relations between different

sexes, classes and social groups. **5** Is aware of the functional use of linguistic resources in conversations. SEMANTIC COMPETENCE Perception and control of the meaning of the words in relation to the general context in which they are Perception of connotation, denotation, synonyms, antonyms, hypernyms and hyponyms. ORTHOGRAPHIC COMPETENCE Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. The criteria: grammatical accuracy, vocabulary range, sociolinguistic/pragmatic competence, semantic competence and orthographic competence are grounded in the Council of Europe (2001).
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	LEXICO-GRAMMATICAL FEATURES OF THE ENGLISH LANGUAGE III

UNDERGRADUATE PROGRAM	Year
Letras / English	3rd

HOURS				SEMESTER	DEGREE
T	P 120h	Total 120h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of the knowledge of lexical-grammatical features in English, from the skills developed in the Lexical-Grammatical Features of the English Language II course.

2- AIMS:
-To develop knowledge about the form, use and meaning of lexical-grammatical features of the English language, aiming at reaching, 100%, the C1 level, from the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001), leading the student to be able to express him/herself clearly and without much sign of having to restrict what s/he wants to say, have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so (COUNCIL OF EUROPE, 2001, adapted, p. 159).

- To develop linguistic, sociolinguistic and pragmatic competence equivalent to the C1 level (COUNCIL OF EUROPE, 2001), so that the student has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.

- To develop metalanguage and different concepts of the teaching/learning of lexico-grammatical features.

- To develop critical language awareness of the topics addressed in the program, so that the student can recognize, choose and justify his/her choices.

3 – CONTENTS: **2**

1ST HALF OF THE 1ST SEMESTER:

-*Grammar*: Present Perfect & Simple Past Tense, Present Perfect Continuous & Present Perfect;
- *Lexical group*: expressions with 'get', do & make, appearance and personality;
- *Functions/ Situations*: agreeing and disagreeing, meeting people and saying goodbye;
Grammar: Simple Present and Present Continuous, preposition of time, quantifiers, gerund or to + infinitive, question tags, short answers;
Lexical group: body and health, food and diet;
Functions/ Situations: checking information, apologizing.

2ND HALF OF THE 1ST SEMESTER:

Grammar: 'Used to + infinitive', articles (definite/ indefinite), modals (permission), comparatives and superlatives;
Lexical group: suffixes and prefixes, compound words;
Functions/ Situations: making requests and asking for permission.
Grammar: future forms for predictions (Future Perfect and Future Continuous, If-clauses (first and second conditionals), wish;
Lexical group: jobs and work, interjects, money words and expressions;
Functions/ Situations: explaining what you want.

1ST HALF OF THE 2nd SEMESTER:

Grammar: modals (obligations), indirect questions, Past Perfect Tense, coordinating, subordinating and correlative conjunctions;
Lexical group: vehicles and traffic, cars and car problems, machines, means of transportation, compound nouns;
Functions/ Situations: agreeing and disagreeing about driving laws, traffic safety, road trips, and car accidents;
Grammar: Passive Voice, If-clauses (third conditional), linking words, possessive forms, defining and non-defining relative clauses;
Lexical group: say & tell, discourse markers (logical connectors), connecting ideas (run-on sentences, fragments, comma splice);
Functions/ Situations: talking about dilemmas.

2nd HALF OF THE 2nd SEMESTER:

Grammar: subordinating clauses, Parallelism;
Functions/ Situations: effective writing;
Grammar: adjectives and prepositions, common grammar errors, subjunctive;
Lexical group: idioms and phrasal verbs;
Functions/ Situations: describing emotional reactions, steamy grammar situations, hypothetical situations.

4 – TEACHING PROCEDURES:

Expository and practical classes, with the use of audiovisual resources; completion

of exercises individually and in groups; Individual or in group activities, which can be completed in class or virtually. **3**
5 – SCHEDULE: * See table of contents; * The table of contents for the course must be adequate to the student's proficiency level, which is known by a diagnosis. * The table of contents also include text genres which give support to the developments of the above-mentioned skills as well as to the study of problems identified in the Written Production and Comprehension I course. * The table of contents encompasses topics such as: family, pastimes, interests, work, travel, music, movies and current issues.
6 - EVALUATION CRITERIA: TOOL 1- WRITTEN EXAMINATIONS Criterion 1: Grammatical Accuracy: Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. Criterion 2: Vocabulary Range: A good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. Criterion 3: Semantic Competence: Perception and control of the meaning of the words in relation to the general context in which they are. Perception of connotation, denotation, synonyms, antonyms, hypernyms and hyponyms. Criterion 4: Sociolinguistic and Pragmatic Competence: Is aware of the sociocultural conditions of language use through its sensibility to social convention (rules of politeness, norms governing relations between different sexes, classes and social groups. Criterion 5: Orthographic Competence: Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. TOOL 2- ORAL PRESENTATIONS (MICRO-TEACHING)

4 Criteria 1, 2, 3 and 4 (described above) TOOL 3- PORTFOLIO -Punctuality: submits the activity/word requested by the professor within the deadline established; - Format: submits a complete work, within the formats/norms established by the professor. The criteria: grammatical accuracy, vocabulary range, sociolinguistic/pragmatic competence, semantic competence and orthographic competence are grounded in the Council of Europe (2001).
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	LEXICO-GRAMMATICAL FEATURES OF THE ENGLISH LANGUAGE IV

UNDERGRADUATE PROGRAM	Year
Letras / English	4th

HOURS				SEMESTER	DEGREE
T	P 120h	Total 120h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of the knowledge of lexical-grammatical features in English language, from the skills developed in the Lexical-Grammatical Features of the English Language III course

2- AIMS:
- To develop knowledge about the form, use and meaning of lexical-grammatical features of the English language, aiming at reaching the C2 level, from the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001), leading the student to be able to express him/herself fluently and spontaneously without much obvious searching for words/expressions, understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning, use language flexibly and effectively for social, academic and professional purposes, produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. (COUNCIL OF EUROPE, 2001, adapted, p. 159).

3 – CONTENTS:

*Verb Tenses Consolidation:
- Simple, progressive, perfective, and perfect;
- Present time frame, Past time frame, Future time frame;
- Overview of the English verb system, time frame and aspect, moment of focus, consistency in tense usage, controlling shifts in verb tense, time shift in discourse;
- Passive voice;
- Conditional sentences;
- Common grammatical errors;
- Parallelism;
- Run-on sentences and fragments;
- Coordinating and subordinating sentences (review);
* Text features:
- Text organizers and linking words;
- Modifying words and phrases;
- Verbs forms (gerunds, infinitive and participle);

2

- Use of gerund and infinitive;
- Inversion;
- Emphasis;
- Word order (passive, fronting and inversion, cleft sentences etc.) to change focus.

4 – TEACHING PROCEDURES:

Dialogued classes and practical classes, with the use of audiovisual resources; completion of exercises individually and in groups; Individual or in group activities, which can be completed in class or virtually. Individual or group activities encompass, inter alia, seminars, oral presentations, workshops, projects, research and classes (micro-teaching).

The classes are conducted in English.

5 – SCHEDULE:

1ST HALF OF THE 1ST SEMESTER:

- Talking about habits, facts, states, plans, present and past events, predictions, assumptions etc.;

*Verb Tenses Consolidation:

- Simple, progressive, perfective, and perfect;
- Present time frame, Past time frame, Future time frame;
- Overview of the English verb system, time frame and aspect, moment of focus, consistency in tense usage, controlling shifts in verb tense, time shift in discourse;

2ND HALF OF THE 1ST SEMESTER:

- Changing of focus, generalizing agents, expressing impersonality, having something done;
- Passive voice;
- Talking about real and hypothetical situations; expressing doubt, uncertainty, recommendation, giving direction, advice, command, threatening, offering, warning etc.;
- Conditional sentences;
- Talking about how English works;
- Connecting ideas, avoiding run-on sentences and fragment sentences, keeping parallelism;
- Common grammatical errors;
- Parallelism;
- Run-on sentences and fragments.

1ST HALF OF THE 2nd SEMESTER:

- Connecting ideas cohesively,
- Coordinating and subordinating sentences (review);
- Intensifying a point, giving an opinion, modifying an opinion, making assertions, giving examples, linking cause and effect, summarizing;
- Adding a point, contrasting, expressing logical relations, following a point, connecting ideas;

* Text features:

- Text organizers and linking words;
- Modifying words and phrases;

2nd HALF OF THE 2nd SEMESTER:

3
- Expressing ideas clearly, talking about how English works; - Changing focus; - Expressing emphasis; - Verbs forms (gerunds, infinitive and participle); - Use of gerund and infinitive; - Inversion; - Emphasis; - Word order (passive, fronting and inversion, cleft sentences etc.) to change focus. Contextualized Lexico-grammatical approach, based on the papers written by students from the Teaching Practicum and Academic Writing courses.
6 - EVALUATION CRITERIA: - Checklist (activities and works); - Written Examinations; - Oral Presentations- seminars and micro-teaching. Evaluation criteria and descriptors: - punctuality; - format The criteria: grammatical accuracy, vocabulary range, sociolinguistic/pragmatic competence, semantic competence and orthographic competence are grounded in the Council of Europe (2001).
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	WRITTEN PRODUCTION AND COMPREHENSION IN ENGLISH I

UNDERGRADUATE PROGRAM	Year
Letras / English	1ST

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of written production and comprehension of short and simple texts about familiar topics and personal interest, aiming at cohesion, coherence, precision, communicative and discursive competence. Written production directed at expressing concerns about environmental, gender and race issues.

2- AIMS:
- To develop communicative and discursive competence (language capacities) for written production and comprehension in English;
- To practice language use through a wide variety text genres of different social spheres, such as everyday situations, interpersonal interactions, school, journalism, academic etc.;
- To enable students/teachers the practice of written production and comprehension in English through social actions, drawing upon a 'language as a social practice' perspective;
- To discuss written production and comprehension in English in the teacher education field.

3 – CONTENTS:
*Electronic profile, autobiography and biodata.
Functions focused:
- Presenting oneself;
- Reporting important facts of one's life;
Lexico-grammatical features focused:
- Stative and action verbs;
- Sentence structure;
- Main ideas;
- Paragraph structure;

*Dictionary entries and extended definitions;
Functions focused:
- Presentations, definitions and concepts;
- Reporting past events;
Lexico-grammatical features focused:

2

- Noun groups;
- General present;
- Past tense.

* Academic summaries and reviews
Functions focused:
- Synthesizing main ideas;
- Paraphrasing;
- Citing;
-Listing references according to ABNT {Brazilian Association of Technical Standards}
Lexico-grammatical features focused:
- Verbs of 'saying/ telling';
- Verb tenses and passive voice;

* Urban legends
Functions focused:
- Telling stories;
- Exposing events;
Lexico-grammatical features focused:
- Past
- Vocabulary related to senses (verbs, adjectives and nouns).

* Critical Review
Functions focused:
- Describing and evaluating contents;
- Appreciation/ opining on contents;
Lexico-grammatical features focused:
- Noun groups;
- Past;
- Main ideas;
- Paragraph structure;
- Conjunctions;
- Evaluative language.

4 – TEACHING PROCEDURES:
Expository classes and practical classes, with the use of audiovisual resources; completion of exercises individually and in groups, individual or group activities, debates in pairs or groups, student oral presentation, activities of written production and comprehension, writing focusing on the text genres covered on the syllabus, self evaluation of texts and evaluation of classmates' texts;
Part of the activities can be completed in virtual spaces;
Classes in English.

5 – SCHEDULE:
1st Half of the 1st Semester:
Diagnosis of students' linguistic (discursive) competence and their necessities.
Activities aimed at the development of written production and comprehension in English through electronic profiles, autobiographies, biodata, dictionary entries and extended definitions. Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness.

3
Practices of language functions with diversified topics. 2nd Half of the 1st Semester: Activities aimed at the development of written production and comprehension in English through academic summaries and reviews. Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness. Practices of language functions with diversified topics. 1st Half of the 2nd Semester: Activities aimed at the development of written production and comprehension in English through urban legends. Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness. Practices of language functions with diversified topics. 2nd Half of the 2nd Semester: Activities aimed at the development of written production and comprehension in English through critical reviews. Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness. Practices of language functions with diversified topics.
6 - EVALUATION CRITERIA: TOOL: Production of texts in English throughout the academic year. The texts will be organized in a portfolio. CRITERIA: Adequacy to the text genre; Improvement of writing skills from the interventionist activities completed in class; Compliance with the deadlines established for the submission of the versions of written texts (initial production, redoing and final version). DESCRIPTOR: The student uses, in written production, parameters of physical and socio-subjective production of the text genre focused; The student incorporates the linguistic-discursive characteristics of the text genre in his/her written texts; The student uses cohesive resources in his/her written texts; The student hands in the versions of the written texts within the deadline established. TOOL: Written Comprehension Exam, focusing the text genres covered in class. CRITERIA: Reading Comprehension/interpretation; Analysis of meanings constructed in and from texts, and their relation with their micro and macro social and cultural contexts. DESCRIPTOR: The student can identify thematic contents in the text; The student can recognize the characteristics of the text genre and its relation with

meaning making; TOOL: Evaluation checklist of the activities about written production and comprehension in English (for contexts to be chosen by the students and the professor). CRITERIA: Adequacy of the proposals to the contents covered in class and to the target audience; Deadline compliance. DESCRIPTOR: The student creates activities that encompass the practices of written production and comprehension in an integrated way; The student explores linguistic-discursive aspects of the text genres focused in the activities proposed; The student explores cohesive elements that are necessary to written production; The student proposes redoing of written texts in the activity proposed; The student adjusts the activity proposed to the target audience, considering the themes of the texts, students' age group, level of reading/writing proficiency; Submission of activities within the deadlines established by the professor. TOOL: Checklist of class participation. CRITERIA: Completion of extra-class activities (reading, research and others); DESCRIPTOR: Submission of activities within the deadlines established; The student prints out the material to be used in class.	**4**
7 – BASIC REFERENCES: {omitted}	
8 – COMPLEMENTARY REFERENCES: {omitted}	

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	WRITTEN PRODUCTION AND COMPREHENSION IN ENGLISH II

UNDERGRADUATE PROGRAM	Year
Letras / English	2nd

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of written production and comprehension of relatively complex texts, aimed at the various social spheres, work, school, leisure etc.; aiming at cohesion, coherence, precision and communicative and discursive competence.

2- AIMS:
- To develop communicative and discursive competence (language capacities) for written production and comprehension in English;
- To practice language use through a wide variety text genres of different social spheres;
- To enable students/teachers the practice of written production and comprehension in English through social actions, drawing upon a 'language as a social practice' perspective;
- To discuss written production and comprehension in English in the teacher education field.

3 – CONTENTS:
Language capacities (signification, action, discursive and linguistic-discursive) of the text genres listed in the 'schedule' section of this syllabus.

4 – TEACHING PROCEDURES:
Diagnosis of students' linguistic (discursive) competence and their necessities.
Activities aimed at the development of written production and comprehension in English.
Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness.
Practices of language functions with diversified topics.
Written production and comprehension teaching and its implications for the teaching career.
Practical classes with written production and comprehension activities.
Reading and text/images discussions.

5 – SCHEDULE:
1st Half of the 1st Semester:
Virtual forum
2nd Half of the 1st Semester:

Academic Review **2** 1st Half of the 2ndSemester: Interview 2nd Half of the 2nd Semester Fanfiction
6 - EVALUATION CRITERIA: Tool: Reading comprehension exam, covering the text genres addressed in class. Criteria: Reading Comprehension/interpretation; Analysis of meanings constructed in and from texts, and their relation with their micro and macro social and cultural contexts. Descriptors: The student can identify thematic contents in the text; The student can recognize the characteristics of the text genre and its relation with meaning making; The student analyzes meanings constructed in and from texts. Tool: Written Productions Criteria: Adequacy to the text genre; Improvement of writing skills from the interventionist activities completed in class; Submission of activities within the deadlines established. Descriptors: The student uses, in written production, parameters of physical and socio-subjective production of the text genre focused; The student incorporates the linguistic-discursive characteristics of the text genre in his/her written texts; The student uses cohesive resources in his/her written texts; The student rewrites the texts proposed, based on analytical activities about the text genre focused; The student hands in the versions of the written texts within the deadline established. Tool: Didactic activity for written production and comprehension teaching Criteria: Adequacy of the activity to the theoretical framework adopted; Adequacy of the activity to the level of teaching at which the activity is aimed; Submission of activities within the deadlines established. Descriptors: The student creates pertinent didactic activities to the target audience, showing capacity to transpose didactically the contents covered in class. Submission of activities within the deadlines established.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor

ID: XXXX

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Approved by the Department. on ___/___/___

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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	WRITTEN PRODUCTION AND COMPREHENSION IN ENGLISH III

UNDERGRADUATE PROGRAM	Year
Letras / English	3rd

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of written production and comprehension of complex, clear and detailed texts about concrete and abstract topics, aiming at cohesion, coherence, precision and communicative and discursive competence.

2- AIMS:
-To deepen the knowledge and skills, as of writing in English, learned in the 'Written Production and Comprehension in English II' course;
-To guide the students to produce a wide variety of complex texts in English, aiming at cohesion, coherence and precision;
- To practice language uses of various text genres of different social spheres;
- To study the textual organization of the genres covered;
- To enable the students/professor the practice and development of written production in English through activities of self evaluation of texts and evaluation of classmates' texts.
To introduce academic writing.

3 – CONTENTS:
Textual organization and linguistic elements of the text genres as follows:

Abstract:

Functions focused	*Lexico-grammatical features focused*
Summarizing main information Describing methods and hypothesis Informing results	Simple tenses Referencing Cohesive and coherence elements

Résumé and Cover Letter

Functions focused	*Lexico-grammatical features focused*
Describing abilities Describing facts Introducing oneself	Descriptive sequencing Formal language

Literary Analysis

Functions focused	*Lexico-grammatical features*

	focused
Describing and analyzing contents Being critical	Thesis statement Paragraph structure Main ideas Cohesive and coherence elements Discourse markers

Film/Book review

Functions focused	*Lexico-grammatical features focused*
Describing and analyzing contents Being critical	Thesis statement Paragraph structure Main ideas Cohesive and coherence elements Discourse markers

4 – TEACHING PROCEDURES:

Expository classes and practical classes, with the use of audiovisual resources; completion of exercises individually and in groups; Individual or in group activities, debates in pairs or groups, oral presentations and production of written production and comprehension;

Text writing in class, focusing the text genres covered on the syllabus;

Self evaluation of texts and evaluation of classmates' texts.

Part of the activities can be completed in virtual spaces

Classes in English.

5 – SCHEDULE:

1st half of the 1st semester	**2nd half of the 1st semester**	**1st half of the 2nd semester**	**2st half of the 2nd semester**
Activities with the abstract text genre	Activities with the résumé/cover letter text genres	Activities with the literary analysis text genre	Activities with the film/book review text genre

6 - EVALUATION CRITERIA:

TOOL	**CRITERIA**	**DESCRIPTOR**
Production of written texts in English throughout the academic year.	Adequacy to the text genre chosen. Improvement of writing skills from the interventionist activities completed in class. Compliance with the deadlines established for the submission of the versions of written texts	uses, in written production, parameters of physical and socio-subjective production of the text genre focused. incorporates the linguistic-discursive characteristics of the text genre in his/her written texts. explores cohesive elements that are necessary to written

			3
	(initial production, redoing and final version).	production. Rewrites the text, based on analytical activities about the genre focused; hands in the versions of the written texts within the deadline established	
Written Comprehension Exam, in English, focusing the text genres covered in class	Reading Comprehension/ interpretation. Analysis of meanings constructed in and from texts, and their relation with their micro and macro social and cultural contexts.	Identifies thematic contents in the text; Recognizes the characteristics of the text genre and its relation with meaning making;	
7 – BASIC REFERENCES: {omitted}			
8 – COMPLEMENTARY REFERENCES: {omitted}			

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Professor
ID: XXXX

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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ORAL PRODUCTION AND COMPREHENSION IN ENGLISH I

UNDERGRADUATE PROGRAM	Year
Letras / English	1ST

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of oral competence as of simple and familiar and of topics, which are of interest to students and are related to human rights and environment issues, aiming at fluency, precision, adequacy, taking into consideration language heterogeneity.

2- AIMS:
a) To develop oral comprehension and production, based on themes used in various situations;
b)To develop comprehension and production of oral utterances, so that the student can achieve the B1 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001).
c) To reflect upon the characteristics of successful oral practices.

3 – CONTENTS:
a) Social and linguistic-grammatical features included in topics such as family and personal interest that ate related to cultural aspects, human rights and environment;
b) English varieties in the inner, outer and expanding circles.
c) Oral production and comprehension strategies: focus on keywords, turn-taking, identification of communicative breakdowns, asking for clarification, turn-maintaining and interaction, conversation flow;
d) Conversational functions and strategies (hesitation, polite interruption, including others to the conversation, giving one's opinion, agreeing, disagreeing etc.)

4 – TEACHING PROCEDURES:
The activities proposed will focus on oral production and comprehension skills through group or pair activities, teacher-student, student-student or student-teacher interactions. Further, the professor will conduct sensitizing practices of individual productions, through individual/pair oral presentations, followed by group discussions and reflective sessions.

5 – SCHEDULE:
1st Half of the 1st Semester:
Description: dialogues aiming at exchanging personal information about everyday situations.
Monologues aiming at presenting an autobiography.
General comprehension: comprehension of general ideas and specific information,

use of oral comprehension strategies.
Oral Production: creation of questions and answers in a clear and objective manner. Description of experiences and events, interests and preferences. Use of collocations germane to the following topics: hobbies, leisure, movies and entertainment.

2nd Half of the 1st Semester:
Description: Dialogues about characteristics of successful oral practices and about the academic profile of an undergraduate student. Stories of life experiences.
Oral Comprehension: Comprehension of general ideas and specific information, use of oral comprehension strategies.
Oral Production: Creation of questions and answers in a clear and objective manner. Presentation of the examples, containing cohesion and coherence resources. Use of collocations germane to the following topics: developing speaking skills, college and education

1st Half of the 2nd Semester:
Description: Debates on controversial subjects, aiming at the development of interaction and negotiation strategies.
Oral Comprehension: Comprehension of general ideas and specific information, use of oral comprehension strategies.
Oral Production: Negotiating meaning and defending one's point of view. Use of negotiation strategies. Use of collocations germane to the following topics: stereotypes, jobs and careers.

2nd Half of the 2nd Semester:
Description: Oral presentation of an ecotourism schedule
Oral Comprehension: Comprehension of general ideas and specific information, use of oral comprehension strategies.
Oral Production: Description of ecotouristic attractions in Brazil and in the world. Awareness about (positive and/or negative) impact of human actions on such places. Use of collocations germane to the following topics: travel and tourism, environment and sustainability.

6 - EVALUATION CRITERIA:
Tools:
a) Oral Comprehension Exam;
b) Evaluation sheet of Oral Production.

Criteria:
a) Comprehension of the audio excerpts and completion of the exercises requested.
b) The students must be able to produce oral texts, in a clear and objective manner, about the topic covered in class. Also, the student must be able to explain and present a point of view on a certain topic, presenting advantages, disadvantages and examples, when necessary.

Descriptors:
a) The student completes the tasks with clarity and precision, according to the level of comprehension focused (general, specific or detailed);
b) Language Competences (lexical, grammatical, semantic and phonological

3 Repertoire). Sociolinguistic competences (linguistic functions related to the contexts of language use). Pragmatic competences (flexibility, turn-taking, topic development, coherence, cohesion, fluency, propositional precision). For more details, see Council of Europe (2001). All the oral production activities will be audio-recorded.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
ID: XXXX

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Department Chair Undergraduate Program Chair

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ORAL PRODUCTION AND COMPREHENSION IN ENGLISH II

UNDERGRADUATE PROGRAM	Year
Letras / English	2ND

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of oral production and comprehension through relatively complex topics, directed at social and cultural issues, aiming at fluency, precision, adequacy, taking into consideration language heterogeneity.

2- AIMS:
* To develop oral comprehension and production, based on themes used in various situations (everyday situations, media and others);
* To explain the point of view on a certain topic, exploring its advantages and disadvantages;
* To develop specific language for language use in the classroom;
* To develop comprehension and production of oral utterances (with relatively complex grammatical, lexical and phonological structures), so that the student can achieve 75% of the B2 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001).

3 – CONTENTS:
Activities and diversified situations, based on current issues through typical text genres of the media sphere (e.g., forums, film reviews, entertainment, news reports and others). Among the activities to be developed, some are highlighted as follows:
* Debate on controversial current issues;
* Dialogues about everyday activities and situations;
* Monologues about a wide variety of topics. Monologues aiming at presenting information about events or happenings.

4 – TEACHING PROCEDURES:
Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts.

5 – SCHEDULE:
1st Half of the 1st Semester:
Critical reviews of films, documentaries and other media genres.

Oral comprehension: comprehension of general ideas and specific information, commentator's attitudes and opinions; **2**
Oral Production: Giving evaluative opinion in a clear and objective manner, containing introduction, development and conclusion, as well as coherence and cohesion resources, aiming at reviewing films and other text genres.

2nd Half of the 1st Semester:
Deliberative Forums: human rights and news agencies (BBC news, CNN and others);
Oral Comprehension: To understand the difference between dialogue, debate and deliberation. To identify the functions and the language used in forums.
Oral Production: Appropriate language use for participating in forums. Discussion on the importance of deliberation for a democracy.

1st Half of the 2nd Semester:
Literature and Dramatization
Oral Comprehension: Comprehension of general ideas and specific information about literary themes.
Oral Production: Oral utterances with detailed description and/or exposition of a variety of literary texts;
Short staging and dramatic reading.

2nd Half of the 2nd Semester:
Book club
Oral Comprehension: Comprehension of general ideas and specific information about the texts covered.
Oral Production: Discussion on the topics proposed. Oral presentations (individual, in pairs or groups)

6 - EVALUATION CRITERIA:
I- Oral Production Exam (individual or in pairs);
Criteria:
1) Sociolinguistic competence (sociolinguistic adequacy);
2) Pragmatic competence (flexibility, turn-taking, topic development, coherence, cohesion).
3) Functional Competence (fluency and propositional precision).

Descriptors:
The student can produce oral texts in clear and detailed manner about a wide range of topics. The student can explain and present his/her point of view on a certain topic, exposing its advantages and disadvantages.

For more details, see Council of Europe (2001).

II- Oral Comprehension Exam
Criteria:
1) Comprehension of the audio excerpts and completion of the exercises requested.
2) Completion of tasks with clarity and precision, according to the level of comprehension focused (general, specific or detailed);

The criteria: grammatical accuracy, vocabulary range, semantic competence and

orthographic competence are grounded in the Council of Europe (2001). All the oral production activities will be audio or video-recorded.	3
7 – BASIC REFERENCES: {omitted}	
8 – COMPLEMENTARY REFERENCES: {omitted}	

Observation: the book chapters not available online or in the library will be sent to the students by the professor.

MAKE-UP EXAMS:
For the students who miss exams and other important dates (submission of works), the procedure for requesting a make-up exam is the following: the student must proceed the CCH Office of the Registrar, within 72 hours, and request a make-up exam, proving that s/he possesses a supporting document for his/her absence, as a doctor's note, for instance. Under no circumstances will the make-up exam be scheduled with the professor during the class (Resolution CEPE, n. 016/2004, PROGRAD).

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Professor
ID: XXXX

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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ORAL PRODUCTION AND COMPREHENSION IN ENGLISH III

UNDERGRADUATE PROGRAM	Year
Letras / English	3RD

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of oral comprehension and production of complex topics, including the capacity to argue and understand colloquial references and nuances of language, aiming at fluency, precision and adequacy, taking into consideration language heterogeneity.

2- AIMS:
*To develop oral comprehension and production, based on themes used in wide variety of situations;
* To develop oral comprehension and production of complex utterances concerning grammatical, lexical and phonological structures, so that the student can achieve the C1 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001).

3 – CONTENTS:
Activities and diversified situations, based on current topics, and on the genres: conversation, TV news, forum and English classes. The activities will encompass:
Video lectures on English teaching;
Lectures on current topics in Teacher education, Foreign Language Teaching/Learning and others;
Dialogues about activities and varied situations concerning everyday practices (leisure, job, academic experiences and plans);
Comprehension and reaction to oral texts from TV News.

4 – TEACHING PROCEDURES:
Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts.

5 – SCHEDULE:

1st Half of the 1st Semester- Video lectures in English.
Identification of appropriate language to video lectures and characteristics of the

2
genre. Production of a video lecture; 2nd Half of the 1st Semester: Lectures on current topics in the field of education Identification of language attached to lectures and interviews with scholars in the field of education. The students will have to report contents of a lecture related to educational issues. 1st Half of the 2nd Semester: Dialogues about activities and varied situation related to everyday and academic life (leisure, studies, job, academic experiences and plans). Comprehension of general and specific ideas from oral interactions with proficient English speakers; The students will have to interact in online contexts with proficient English speakers about diverse topics of everyday and academic spheres (teletandem) or production of an institutional video. 2ndHalf of the 2nd Semester: Development of synthesis and attention grabbing ability to produce TV news. The students will have to identify contextual and linguistic aspects of “TV news report” genre; Make critical comments on the themes approached in the TV news reports.
6 - EVALUATION CRITERIA: Instruments: Oral Exam by means of an audio/video recorded production or oral presentation. Oral comprehension Exam. Class Participation (completion of extra-class activities and class participation); Language Competence: The student is able to select an appropriate structure, based on a vast language repertoire (lexical, grammatical, semantic, phonological and orthographic) to express him/herself clearly, without restricting what s/he wants to say; Sociolinguistic Competence: The student is able to recognize a wide choice of idiomatic expressions and colloquialisms, perceive register changes. However, the student can ask for clarification, especially if the accent is unfamiliar; Pragmatic Competence: Flexibility- the student is able to adapt his/her language to the situation and interlocutor and adopt an adequate level of formality to the circumstance. Turn Taking: The student is able to choose an adequate expression from a set of discursive functions available, so that the student can introduce his/her observations in a way that s/he can grab the interlocutor’s attention or gain time and keep the attention while s/he is thinking; Topic Development: The Student is able to provide elaborated descriptions and narratives, include subthemes, develop specific questions and conclude it in an adequate way;

3 Coherence and Cohesion: The student is able to produce a clear, fluid and well-structured speech, which reveals the mastery of organizational patterns, connectives and mechanisms for cohesion.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
ID: XXXX

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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ORAL PRODUCTION AND COMPREHENSION IN ENGLISH IV

UNDERGRADUATE PROGRAM	Year
Letras / English	4TH

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of oral production and comprehension through topics directed at students' specialties, aiming at fluency, precision, adequacy, taking into consideration language heterogeneity.

2- AIMS:
*To develop oral comprehension and production, based on themes used in wide variety of situations;
* To develop oral comprehension and production of complex utterances concerning grammatical, lexical and phonological structures, so that the student can achieve the C2 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001).

3 – CONTENTS:
* Linguistic-grammatical and social features in discussions on controversial and academic issues;
* Approach to topics that enable students' critical development as prospective English teachers;
* English varieties in the inner, outer and expanding circles.
* Oral production and comprehension strategies.

4 – TEACHING PROCEDURES:
Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts.

5 – SCHEDULE:

Period	Descriptors	Oral Comprehension	Oral Production
1st half of the 1st semester	Discussion on topics that develop criticalness (racial,	Comprehension of general and specific ideas	Presenting lectures on topics

	social discrimination, stereotypes, linguistic-cultural diversity, sexism and others	through a wide variety of oral genres.	discussed in class.
2nd half of the 1st semester	Discussion on current issues in the field of teacher education and/or foreign language teaching-learning.	Comprehension of ideas and theoretical framework on teaching of English as a lingua franca (international language).	Presenting an English language class, exploring ways to promote the development of students' critical sense.
1st half of the 2nd semester	How to organize data for an oral presentation	Identification of micro and macro structure of an oral presentation	Oral presentation of the results of the research study conducted during the senior year.
2nd half of the 2nd semester	Presenting research results through an oral presentation	Comprehension of specific points of the colleagues' presentations (ex.: goals, theoretical framework, methodology, results)	

6 - EVALUATION CRITERIA:

Tools	Criteria	Descriptors
Oral Presentation in Class	1- Linguistic competence 2- Sociolinguistic competence 3- Pragmatic competence	LINGUISTIC RANGE: Can explore a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what s/he wants to say. SOCIOLINGUISTIC COMPETENCE has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning; Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. Can mediate effectively between speakers of the

		target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences. **3** PRAGMATIC COMPETENCE: Flexibility: Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Turn-taking: Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. Topic Development: can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Coherence and Cohesion: Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices Fluency: Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation Propositional Precision: Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.
Checklist of Class Participation	Completion of extra-class activities requested Class Participation	1-Hands in the activities within the deadlines and formats established. 2- Interacts with the group, through dialogues, turn-taking, exposing opinion and points of view. Class attendance during activities previously scheduled and agreed with by the professor and the students.

Checklist of Oral Production	Adequacy of the answers to the content discussed in class	Fills in the oral production sheet, in accordance with the excerpts played in class.	**4**

7 – BASIC REFERENCES: {omitted}

8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	PHONOLOGY OF THE ENGLISH LANGUAGE

UNDERGRADUATE PROGRAM	Year
Letras / English	2nd

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Vowel and consonant sounds of the English language, with emphasis on prosodic aspects, such as: rhythm, intonation, intensity and duration of utterances, highlighting typical pronunciation problems of Brazilian learners.

2- AIMS:
By the end of the sophomore year, the students are expected to have a satisfactory proficiency level with regard to general phonological aspects of the English language, enabling the students to practice and produce, in an intensive and exhaustive manner, the pronunciation of specific English sounds and their function in the communicative system. The students are also expected to identify and reproduce the International Phonetic Alphabet with its phonographic codes to be able to associate sounds with spelling, besides addressing rhythm, intonation, stress and word linking.

3 – CONTENTS:
a) Terminology used in English phonology;
b) Classification of short and long vowels;
c) Homophones and homographs;
d) Classification of voiced and voiceless consonants;
e) Reading and transcription of phonetic transcription;
f) Pronunciation of plural forms, 3rd person, singular, regular verbs in the past.
g) Word stress and sentence stress;
h) Features of connected speech, linking, assimilation of voicing, elision, yod coalescence, weak forms etc.

4 – TEACHING PROCEDURES:
The activities proposed will emphasize the comprehension and identification of segmental and supra-segmental phonological aspects in English, as well as oral production and comprehension skills. The classes will be practical with completion of exercises in class, group and pair activities and teacher-student and student-student interactions.

5 – SCHEDULE:
1st half of the 1st semester: Terminology used in English phonology; Word stress and sentence stress;

2 2nd half of the 1st semester: Classification of short and long vowels; Homophones and homographs; phonetic transcription reading; 1st half of the 2nd semester: Voiced and voiceless consonants, voicing, place and manner of articulation, identification and production of phonetic transcription; Pronunciation of plural forms, 3rd person, singular, regular verbs in the past; 2nd half of the 2nd semester: Features of connected speech, linking, assimilation of voicing, elision, yod coalescence, weak forms etc.
6 - EVALUATION CRITERIA: Tool: 4 written examinations; Criteria: Comprehension and identification of segmental and supra-segmental phonological aspects in English; Descriptors: the student completes the activities with clarity and precision.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ENGLISH TEACHING FOR BASIC EDUCATION

UNDERGRADUATE PROGRAM	Year
Letras / English	3rd

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
English teaching in the basic education context. Historical processes of the Curriculum Guidelines about Human Rights and Environment. Discourses on English Language Teaching. Proposals for English teaching in basic education. Research on English teaching in basic education.

2- AIMS:
To analyze English teaching context in basic education;
To discuss the role of English learning in Brazil;
To know and identify different discourses on English teaching-learning in Brazil;
To know, analyze and define goals for English teaching in basic education, grounded in the teaching process in schools in Londrina area;
To know and analyze pedagogical-didactic proposals that guide English teaching in basic education;
To promote and strengthen critical awareness about social and environmental issues and their implications for basic education.

3 – CONTENTS:
English teaching to different age groups;
Elements that constitute the English teaching context in basic education, in light of different perspectives;
National standards for foreign language teaching/learning and didactical transposition
National Guidelines for environmental education and human rights, focusing on the development of an integrated comprehension of environment and its multiple complex relations, encompassing ecological, psychological, legal, political, social, economic, scientific, cultural and ethical issues.
Commercialized textbooks and didactic materials produced by teachers;
Practices of learning evaluation (inside or outside the school);
Studies on English teaching/learning in the Brazilian context;
Beliefs about English teaching/learning in basic education;
Other topics to be negotiated with the students.

4 – TEACHING PROCEDURES: **2**

Expository classes; seminars, reading and text discussion; practical activities as of analysis of artifacts of the educational context; production of summaries, reviews, reading diaries or academic essays; interaction in virtual contexts;

The student is expected to employ academic skills and attitudes, such as doing bibliographic research (from national/international, online and printed journals), taking the texts requested to the class and keeping them one's records, taking notes, producing academic texts according the the technical standards, producing reading diaries, participating in the text discussions in class, taking notes of the expository classes, organizing presentations (seminars) with the means of multimedia resources and others.

5 – SCHEDULE:

1st half of the 1st semester:

English teaching to different age groups;
Topic to be defined by the group.

2nd half of the 1st semester:

Elements that constitute the English teaching context in basic education;
Studies on English teaching/learning in the Brazilian context;
Beliefs about English teaching/learning in basic education;

1st half of the 2ndsemester:

National standards for foreign language teaching/learning and didactical transposition
National Guidelines for environmental education and human rights, focusing on the development of an integrated comprehension of environment and its multiple complex relations, encompassing ecological, psychological, legal, political, social, economic, scientific, cultural and ethical issues.

2nd half of the 2ndsemester:

Commercialized textbooks and didactic materials produced by teachers;
Practices of learning evaluation (inside or outside the school);
Topics to be defined by the group.

6 - EVALUATION CRITERIA:

Tool	Criteria	Descriptor
Written Exam	* Comprehension of concepts; * Association of ideas present in a text with other texts and one's own texts; * Cohesive and coherent written production; * Theoretical-	* The student is theoretically grounded and answers the questions with clarity and pertinence; * The student shows comprehension of concepts and associates the ideas explored in the texts covered in class; * The student analyzes situated practices of English teaching, showing comprehension of the theoretical texts and/or experience reports of teaching-learning; * The student associates theoretical texts with educational practices; * The student activates concepts to analyze and to be critical to narratives of education

	practical elaboration	practices. **3**
Class Participation (in class or virtually)	* Engagement and relevance * Responsibility and deadline compliance	* The student answers the questions in a relevant manner; * The student shares experiences and/or classroom practices, associating them with the concepts covered in class; * The student completes the activities within the deadlines established by the professor.
Analysis of artifacts of the educational context (in pairs or groups of 3)	* Analytical capacity *Theoretical-practical elaboration * Collaboration * Responsibility and deadline compliance	* The student creates and presents a work plan to the group; * The student completes the activities s/he is supposed to; * The student shares experiences and/or classroom practices, associating them with the concepts covered in class; * The student describes the artifact under scrutiny in a theoretically-grounded manner; * The student associates the analysis of problematic situations with the theoretical texts; * The student resignifies the artifacts under scrutiny, associating them with his/her practices or with scientific papers; * The student completes the activities within the deadlines established by the professor.
Construction of virtual spaces (Bogs, Facebook, Wiggio and others), with relevant content to English teaching and learning to different age groups	* Capacity to locate relevant contents to English teaching and learning to different age groups; * Capacity to express one's standpoint to information and knowledge presented by the colleagues. * Responsibility and deadline compliance	* The student posts contents in different categories established by the professor; * The student contributes with relevant contents aimed at the age group designated for the group; * The student comments in a relevant and theoretically-grounded manner on the contents posted by the colleagues. * The student activates linguistic and/or media resources, articulating them in a theoretically-grounded manner. * The student completes the activities within the deadlines established by the professor.
Written production of summaries, reviews, reading diaries (from	- Capacity to produce the genre requested with clarity and precision; - Capacity to link	* The student creates and presents texts according to the genre requested; * The student links the main idea (s) of the text (s), so as to achieve the goals of the genre requested;

texts covered in class)	the main idea (s) of the text (s), so as to achieve the goals of the genre requested; -Responsibility and deadline compliance.	**4** * The student completes the activities within the deadlines established by the professor.
Oral Exposition (seminars and/or other oral genres)	-Capacity to select and adjust the theme and problem to the course context; - Capacity to link the main idea (s) of the text (s), so as to achieve the goals of the oral genre requested; - Critical sense and adequacy of bibliographic sources; -Responsibility and deadline compliance.	* The student shows that s/he has prepared him/herself adequately to share (co) constructed knowledge; * The student organizes the topics of the presentation; * Clarity in his/her oral exposition; *The student uses adequately computational and audiovisual resources available; * The student presents arguments in a clear and informed manner; * The student completes the activities within the deadlines established by the professor.
Construction of auxiliary instruments to English teaching and learning (didactic units, quizzes, checklist, reading list, self-explanatory videos etc.)	* Theoretical-methodological association * Adequacy and pertinence of the instruments constructed to the goals proposed; * Responsibility and deadline compliance.	* Adequate use of the text genres; * The student proposes coherent instruments to the goals proposed; * The student associates theory and practice, showing understanding and reconstruction; * The student considers the contexts in which the instruments can circulate, associating them with educational practices; * The student completes the activities within the deadlines established by the professor.

7 – BASIC REFERENCES: {omitted}
Physical or digitalized handout, prepared by the professor, containing all the texts that will be covered in the course.

8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

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Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ENGLISH LANGUAGE FOR THE CLASSROOM

UNDERGRADUATE PROGRAM	Year
Letras / English	4th

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Analysis and interpretation of the discourse between teacher and student in the English language classroom. Specific language practice for the English language classroom.

2- AIMS:
* To understand and explore conceptions of social life as a discursive realization;
* To critically examine the relations of situated practices of the English language classroom and language acquisition;
* To explore research practices of English teaching and learning that address ideologies, power relations, social places occupation in relation to the orders of hegemonic and counter-hegemonic discourses;
* To develop dialogic language practice proficiency in the English language classroom;
* To critically analyze language use in English teaching practices in the classroom.

3 – CONTENTS:
MODULE 1:
* English as a language in globalization, conceptual perspectives, critical analysis, and practical implications;
* Language use, multilingual societies and schools;
* English as an international language;
* English as a lingua franca;
* Language variation and English teaching.

MODULE 2:
* Language use in the English language classroom; empirical perspectives, critical analysis, and practical implications;
* Language, cultures, identities and ideologies;
* Language, power and learning;
* Discursive practices in the classroom: standards and ruptures;
* Deliberative Pedagogy and social transformation.

MODULE 3:
* English use in the classroom: acting in/through discourse;
* Speech in/about the classroom;
* Monologism and dialogism in the English language classroom;
* Authored teaching/learning in the English language classroom.

MODULE 4: **2**

* Critical analysis of language use in English language classroom: methods and practices;
* Research on classrooms;
* Research on the English language classroom;
* Critical Pedagogy and discourse.

4 – TEACHING PROCEDURES: *

* Practical classes;
* Text Reading, reviews and critical analysis;
* Research activities and critical discourse analysis of practices of the English language classroom;
* Oral presentation;
* Individual or group activities;
* Activities in virtual spaces.

5 – SCHEDULE:

Content	1st half of the 1st semester	2nd half of the 1st semester	1st half of the 2nd semester	2nd half of the 2nd semester
English as a language in globalization, conceptual perspectives, critical analysis, and practical implications;	X	X		
Language use in the English language classroom; empirical perspectives, critical analysis, and practical implications	X	X		
English use in the classroom: acting in/through discourse			X	X
Critical analysis of language use in English language classroom: methods and practices.			X	X

6 - EVALUATION CRITERIA:

---Written activities and final paper, based on the topics covered in class.
CRITERIA: appropriate language to the academic writing genre.
Association of the answers with the texts discussed in class;
Adequacy of the answer to the question;
Critical sense;
Expansion

--- Critical Review
CRITERIA: deadline compliance;
Adequacy to the review genre (format, language);
Selection of key-contents of the text;
Description of the content of the text

3 Participation in activities in virtual spaces: CRITERIA: appropriate language to the academic writing genre; Association of the answers with the texts discussed in class; Adequacy of the answer to the question. --- Oral presentation (individual or in groups) of topics previously chosen that were addressed in the course. CRITERIA: deadline compliance; Pertinence of the content presented and adequacy of the presentation format; Collaboration, when necessary Presentation of questions to the colleagues; Indication of complementary references.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	PRACTICUM IN ENGLISH LANGUAGE I

UNDERGRADUATE PROGRAM	Year
Letras / English	3rd

HOURS				SEMESTER	DEGREE
T	P 200h	Total 200h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Observation of education contexts. Use of technology in the teaching process. Analysis and production of didactic materials. Analysis and practices of evaluation. Teaching planning and teaching in different contexts.

2- AIMS:
*To experience, as a pre-service teacher, teaching-learning situations in different contexts of basic education;
*To develop self-reflective capacity in teacher education;
* To transform the classroom, the school and the English teaching practices into privileged places for investigation/ theorization about phenomena germane to teaching-learning process;
* To develop capacity for analysis and production of didactic materials;
* To reflect upon one's own pedagogical practice and upon others' pedagogical practice;
* To develop knowledge of use of technology for teaching and professional development;
* To perceive the classroom as a place for investigation and theorization about phenomena germane to teaching-learning process;
* To be aware of one's own role and to recognize oneself as an integral part of teaching-learning processes;
* To constitute a collaborative teaching space.

3 – CONTENTS:
1) Class observation and creation of instruments for critical reflective practices;
2) Teaching planning (lesson plans);
3) Teaching;
3.1 organizational/ practical aspects and mediated by language;
3.2 Classroom interaction (reciprocity and affectivity);
4) Technology for English language Teaching;
5) Critical teaching;
6) Teacher's research;

2 7) Evaluation in English teaching-learning processes.
4 – TEACHING PROCEDURES: From the experiences in the contexts of the practicum. The students will activate resources to deal with emergent situations by means of: Supervision and feedback sessions between the supervisor and pre- service and in-service teachers (when necessary); Participation in study groups; Teaching activities planning; Analysis of teaching and evaluation tools; The student teacher must complete 200 hours through collective or individual meetings, academic works and experiences in the educational arena, distributed as follows: a) SUPERVISIONS (55H) B) IMMERSION/INSERTION IN THE EDUCATIONAL CONTEXT (100H) C) CLASS OBSERVATION: minimum of 20 hours for knowing the teaching practicum sites (infrastructures, principals, in-service teachers, staff), political-pedagogical project and class observation, In the context of public basic education, minimum of 10 h (out of the 20 hours) for observing the class in which the teaching practicum will be developed. D) PLANNING: Minimum of 40 hours for class planning (construction of lesson plans) E) TEACHING: Minimum of 40 hours for teaching, as an in-service teacher (40 hours correspond to 48 classes) * The workload for teaching can be changed, according to requirements of the practicum field F) CRITICAL REPORT (20H) G) ACADEMIC WORK –PAPER (25H) * 10 hours for, at least, 5 supervision meetings; * 5 hours for bibliographic research; * 10 hours for paper writing.
5 – SCHEDULE: 1st and 2nd halves of the 1st semester and 1st and 2nd halves of the 2nd semester Topics 1, 2, 3, 4, 5, 6 and 7 (contents) and other teaching-learning issues from the experiences in the practicum.

6 - EVALUATION CRITERIA: **3**

1- Teaching planning

Description: creation of lesson plans, units and/or courses to students from the context, in which the practicum is supposed to be completed.

CRITERIA:

Presentation of lesson plans or didactic units. Presentation of materials employed. Adequacy to the planning parameters. Deadline compliance.

DESCRIPTORS:

The student presents the lesson plans within the deadline established;
The student establishes goals that are clear and adequate to the proposal;
The student presents contents that are clear adequate to the goals;
The student presents adequate resources to the teaching process;
The student defines methodological procedures that are adequate to the goals;
The student defines evaluative procedures that are adequate to the goals;
The student creates activities that are coherent with the goals;
The student establishes adequate schedule;
The student establishes relation between the lesson plans/ units and the goals for the English teaching in the context covered;
The student presents a comprehensive practicum planning (all the lesson plans in a chronological order for the teaching period).
The student attaches classroom materials to the lesson plan (handouts etc.);
The student completes the workload established.

2- Teaching

Description: The student teachers will run classes. Student teachers' responsibility concern the learning process of students in basic education and their own professional development. The student teachers will be formally evaluated in, at least, 2 classes.

CRITERIA: Class performance. Professional attitude, knowledge of the content, technological knowledge.

DESCRIPTORS:

The student teacher shows attention to the students' demands;
The student teacher uses appropriate language, dress code, behavior and attitude to the classroom
The student teacher organizes the classroom environment;
The student teacher is punctual and assiduous;
The student teacher manages the class time, so that s/he can introduce, develop and conclude the topic, making the necessary arrangements;
The student teacher presents the content correctly;
The student teacher shows full mastery of the English language;
The student teacher explores technological resources adequately;
The student teacher manages interactions among the students and among other colleagues;
The student teacher promotes students' engagement;
The student teacher uses an evaluative instrument that is clear and coherent with the planning;
The student teacher follows or makes adjustments, when necessary;

The student completes the workload established. **4** 3- Critical Teaching Report: Description: Throughout the teaching period, the student teachers must create a report of their practicum experience. The report consists of a reflective diary about all the classes taught, From the 48 classes, the student teachers will choose, at least, 2 for an in-depth analysis. CRITERIA: Deadline compliance/ criticalness/ association between theory and practice/ format. DESCRIPTORS: The student teacher hands in the report within the deadline established; The student teacher problematizes issues related to the teaching-learning process from the didactic activity conducted in his/her teaching practices; The student teacher analyzes choices and practices, taking into consideration students' knowledge, the educational context, the school, as well as the goals and contents to be covered; The student teacher conceptually discusses the issues problematized; The student teacher is critical to the episodes analyzed; The student teacher writes the report in English, according to the genre. 4- Critical Observation Report: Description: Throughout the class observation period, the student teachers must create a critical report of their experience. The report will include descriptions of the classes observed, as well as reflections upon the context, indicating interventionist proposals. The report must link theoretical texts that enable understanding of pertinent issues. CRITERIA: Deadline compliance/ capacity of reflection on teaching practices/ format DESCRIPTORS: The student teacher hands in the report within the deadline established; The student teacher problematizes issues related to the teaching-learning process from the class observed; The student teacher conceptually discusses the issues problematized; The student teacher contextually analyzes the issues problematized; The student teacher writes the report in English, according to the genre.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2017
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	PRACTICUM IN ENGLISH LANGUAGE II

UNDERGRADUATE PROGRAM	Year
Letras / English	4th

HOURS				SEMESTER	DEGREE
T	P 200h	Total 200h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Observation of education contexts. Use of technology in the teaching process. Analysis and production of didactic materials. Analysis and practices of evaluation. Teaching planning and teaching in different contexts.

2- AIMS:
*To experience, as a pre-service teacher, teaching-learning situations in different contexts of basic education;
*To develop self-reflective capacity in teacher education;
* To transform the classroom, the school and the English teaching practices into privileged places for investigation/ theorization about phenomena germane to teaching-learning process;
* To develop capacity for analysis and production of didactic materials;
* To reflect upon one's own pedagogical practice and upon others' pedagogical practice;
* To develop knowledge of use of technology for teaching and professional development;
* To perceive the classroom as a place for investigation and theorization about phenomena germane to teaching-learning process;
* To be aware of one's own role and to recognize oneself as an integral part of teaching-learning processes;
* To constitute a collaborative teaching space.

3 – CONTENTS:
1) Class observation and creation of instruments for critical reflective practices;
2) Teaching planning (lesson plans);
3) Teaching;
3.1 organizational/ practical aspects and mediated by language;
3.2 Classroom interaction (reciprocity and affectivity);
4) Technology for English language Teaching;
5) Critical teaching;

6) Teacher's research; **2**
7) Evaluation in English teaching-learning processes.

4 – TEACHING PROCEDURES:
From the experiences in the contexts of the practicum. The students will activate resources to deal with emergent situations by means of:

Supervision and feedback sessions between the supervisor and pre- service and in-service teachers (when necessary);
Participation in study groups;
Teaching activities planning;
Analysis of teaching and evaluation tools;

The student teacher must complete 200 hours through collective or individual meetings, academic works and experiences in the educational arena, distributed as follows:

a) SUPERVISIONS (55H)

B) IMMERSION/INSERTION IN THE EDUCATIONAL CONTEXT (100H)

C) CLASS OBSERVATION: minimum of 20 hours for knowing the teaching practicum sites (infrastructures, principals, in-service teachers, staff), political-pedagogical project and class observation, In the context of public basic education, minimum of 10 h (out of the 20 hours) for observing the class in which the teaching practicum will be developed.

D) PLANNING: Minimum of 40 hours for class planning (construction of lesson plans)

E) TEACHING: Minimum of 40 hours for teaching, as an in-service teacher (40 hours correspond to 48 classes)

* The workload for teaching can be changed, according to requirements of the practicum field

F) CRITICAL REPORT (20H)

G) ACADEMIC WORK –PAPER (25H)
* 10 hours for, at least, 5 supervision meetings;
* 5 hours for bibliographic research;
* 10 hours for paper writing.

5 – SCHEDULE:
1st and 2nd halves of the 1st semester and 1st and 2nd halves of the 2nd semester
Topics 1, 2, 3, 4, 5, 6 and 7 (contents) and other teaching-learning issues from the experiences in the practicum.

6 - EVALUATION CRITERIA: **3**

1- Teaching planning

Description: creation of lesson plans, units and/or courses to students from the context, in which the practicum is supposed to be completed.

CRITERIA:

Presentation of lesson plans or didactic units. Presentation of materials employed. Adequacy to the planning parameters. Deadline compliance.

DESCRIPTORS:

The student presents the lesson plans within the deadline established;
The student establishes goals that are clear and adequate to the proposal;
The student presents contents that are clear adequate to the goals;
The student presents adequate resources to the teaching process;
The student defines methodological procedures that are adequate to the goals;
The student defines evaluative procedures that are adequate to the goals;
The student creates activities that are coherent with the goals;
The student establishes adequate schedule;
The student establishes relation between the lesson plans/ units and the goals for the English teaching in the context covered;
The student presents a comprehensive practicum planning (all the lesson plans in a chronological order for the teaching period).
The student attaches classroom materials to the lesson plan (handouts etc.);
The student completes the workload established.

2- Teaching

Description: The student teachers will run classes. Student teachers' responsibility concern the learning process of students in basic education and their own professional development. The student teachers will be formally evaluated in, at least, 2 classes.

CRITERIA: Class performance. Professional attitude, knowledge of the content, technological knowledge.

DESCRIPTORS:

The student teacher shows attention to the students' demands;
The student teacher uses appropriate language, dress code, behavior and attitude to the classroom
The student teacher organizes the classroom environment;
The student teacher is punctual and assiduous;
The student teacher manages the class time, so that s/he can introduce, develop and conclude the topic, making the necessary arrangements;
The student teacher presents the content correctly;
The student teacher shows full mastery of the English language;
The student teacher explores technological resources adequately;
The student teacher manages interactions among the students and among other colleagues;
The student teacher promotes students' engagement;
The student teacher uses an evaluative instrument that is clear and coherent with the planning;
The student teacher follows or makes adjustments, when necessary;

The student completes the workload established. **4**

3- Critical Teaching Report:
Description: Throughout the teaching period, the student teachers must create a report of their practicum experience. The report consists of a reflective diary about all the classes taught, From the 48 classes, the student teachers will choose, at least, 2 for an in-depth analysis.

CRITERIA: Deadline compliance/ criticalness/ association between theory and practice/ format.

DESCRIPTORS:
The student teacher hands in the report within the deadline established;
The student teacher problematizes issues related to the teaching-learning process from the didactic activity conducted in his/her teaching practices;
The student teacher analyzes choices and practices, taking into consideration students' knowledge, the educational context, the school, as well as the goals and contents to be covered;
The student teacher conceptually discusses the issues problematized;
The student teacher is critical to the episodes analyzed;
The student teacher writes the report in English, according to the genre.

4- Academic Work (paper):
Description: The academic work (paper or scientific article) concerns a research study whose focus in student teacher's pedagogical actions (action research). For the aims of the research, it is necessary that the student teacher choose a theme, data collection formats, bibliographic compilation and do reviews and preliminary analysis throughout the entire process, that is, before the practicum is completed in schools.

CRITERIA: Deadline compliance/ Critical sense/ Theoretical depth/ format

DESCRIPTORS:
The student teacher elaborates the work within the deadline established;
The student teacher hands in the work within the deadline established;
The student teacher interacts with his/her advisor during the completion of the work;
The student teacher shows coherence between the theme and the data collection and data analysis procedures;
The student teacher analyzes the data in a critical manner;
The student teacher associates the object of analysis with the theoretical framework;
The student teacher proposes alternatives for teaching practices;
The student teacher writes the paper in English, according to the genre.

7 – BASIC REFERENCES: {omitted}

8 – COMPLEMENTARY REFERENCES: {omitted}

5

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	LEXICO-GRAMMATICAL FEATURES OF THE ENGLISH LANGUAGE I

UNDERGRADUATE PROGRAM	Year
Letras / English	1ST

HOURS				SEMESTER	DEGREE
T	P 120h	Total 120h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Diagnosis of students' language competence. Development of the knowledge of lexical-grammatical features in English, taking into consideration the language heterogeneity of the class.

2- AIMS:
Based on the freshman student's language proficiency:
- To develop knowledge about the form, use and meaning of lexical-grammatical features of the English language, aiming at reaching the B1 level, from the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001), leading the student to have a sufficient range of language to describe unpredictable situations, explain the main points, an idea or a problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. (COUNCIL OF EUROPE, 2001, adapted, p. 159).

3 – CONTENTS:

Function:
- Talking about scheduled events, general truth, scientific facts and definitions;
- Talking about routines and habits;
- Describing current activities;
- Describing possessions/ relationships, measurements, sense/physical sensations, emotions/ attitudes and ideas;
- Making announcements;
- Understanding descriptions;
- Giving commands, requests and directions;
- Giving advice;
- Expressing likes and dislikes;
- Giving opinions;
- Comparing people/things and places;
- Describing actions in progress in a specific time in the past;
- Describing simultaneous actions in the past;
- Describing past habits;

- Describing unfinished actions that started in the past and continue up to the present; **2**
- Describing experiences;
- Describing past actions that influence the present;
- Describing length of time and starting time;

Lexico-grammatical Features (form, use and meaning):
- Simple Present Tense, *form*: positive, negative, WH-questions, yes/no questions, subject/object questions; *meaning* and *use*: habits, routines, schedules, facts and definitions;
- Expressing facts;
- Making generalizations;
- Explaining definitions;
- Describing sports, unusual animals and places;
- Describing houses/ apartments;
- Talking about professions;
- Talking about time, weight, distance and money;
- Thinking about meaning.

- Present Continuous Tense, *form*: positive, negative, WH-questions, yes/no questions, subject/object questions; *meaning* and *use*: activities in progress – at the moment, not at an exact moment, Present Continuous Tense with 'always';
- Describing current activities;
- Thinking about meaning.

- Adverbs of Frequency:
-Meaning, position in the sentence, *use*: routines, habits, generalizations and complaints,
- Describing routines, schedules and study time;
- Complaining;
- Thinking about meaning.

- Stative verbs: *meaning* and *use*: possessions/ relationships, measurements, sense/physical sensations, emotions/ attitudes and ideas;
- Complimenting;
- Criticizing;
- State or Action? (Simple Present vs Present Continuous?);
- Thinking about meaning.

- There to be;
- Imperatives: *meaning* and *use*: commands, requests, directions, etc.;
- Giving advice (about places to live, health problems, etc.);
- Do's and Don'ts;
- Comparisons: comparatives and superlatives.

- Simple Past Tense:
- *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions;
- Pronunciation of '-ed';
- *Meaning* and *use*: definite completed actions: beginning and ending in the past, lasting for a long or very short time, happening only once or many times;

- Making excuses; **3** - Telling riddles; - Guessing what happened; - Accusing and denying; - Disagreeing; - Correcting misinformation; - Talking about important events (e.g., wars, natural disasters, festivals, etc.) and people (scientists, artists, politicians, emperors, etc.). - "Used to" - *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions; - Meaning and use; - Thinking about meaning; - Past Continuous Tense: - *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions; - Meaning and use; - Describing scenes, places and actions; - Thinking about meaning; - Preposition of time and place (IN-ON-AT). - Present Perfect Simple and Continuous: - *Form*: positive, negative, WH-questions, yes/no questions, how long, subject/object questions; - Meaning and use; - Describing past actions that influence the present; - Thinking about meaning; - Prepositions (SINCE- FOR); - Conjunctions (EVER- JUST- ALREADY- YET). Critical Language Awareness: Linguistic, sociolinguistic and pragmatic competence * The table of contents for the course must be adequate to the student's proficiency level, which is known by a diagnosis. * The table of contents also include text genres which give support to the developments of the above-mentioned skills as well as to the study of problems identified in the Written Production and Comprehension I course. * The table of contents encompasses topics such as: family, pastimes, interests, work, travel, music, movies and current issues. * The contents should be addressed, taking into account the theoretical concepts of FORM, MEANING and USE (REFERENCES).
4 – TEACHING PROCEDURES: - Dialogued classes, aiming at a critical language awareness; - Expository classes; - Practical classes; - Completion of exercises individually and in groups;

4

- Individual or in group activities, which can be completed in class or virtually

5 – SCHEDULE:

1ST HALF OF THE 1ST SEMESTER:

- Talking about scheduled events, general truth, scientific facts and definitions;
- Talking about routines and habits;
- Describing current activities;
- Describing possessions/ relationships, measurements, sense/physical sensations, emotions/ attitudes and ideas.
- Simple Present Tense, *form*: positive, negative, WH-questions, yes/no questions, subject/object questions; *meaning* and *use*: habits, routines, schedules, facts and definitions;
- Expressing facts;
- Making generalizations;
- Explaining definitions;
- Describing sports, unusual animals and places;
- Describing houses/ apartments;
- Talking about professions;
- Talking about time, weight, distance and money;
- Thinking about meaning.
- Present Continuous Tense, *form*: positive, negative, WH-questions, yes/no questions, subject/object questions; *meaning* and *use*: activities in progress – at the moment, not at an exact moment, Present Continuous Tense with 'always';
- Describing about current activities;
- Thinking about meaning.
- Adverbs of Frequency:
-Meaning, position in the sentence, *use*: routines, habits, generalizations and complaints,
- Describing routines, schedules and study time;
- Complaining;
- Thinking about meaning.
- Stative verbs: *meaning* and *use*: possessions/ relationships, measurements, sense/physical sensations, emotions/ attitudes and ideas;
- Complimenting;
- Criticizing;
- State or Action? (Simple Present vs Present Continuous?)
- Thinking about meaning.
-Critical Language Awareness:
Linguistic, sociolinguistic and pragmatic competence

2ND HALF OF THE 1ST SEMESTER:

Function:
- Making announcements;
- Understanding descriptions;
- Giving commands, requests and directions;
- Giving advice;
- Expressing likes and dislikes;

- Giving opinions;
- Comparing people/things and places; **5**

Lexico-grammatical features (form, meaning and *use)*:
- There to be;
- Imperatives: *meaning* and *use*: commands, requests, directions, etc.;
- Giving advice (about places to live, health problems, etc.);
- Do's and Don'ts;
- Comparisons: comparatives and superlatives.
- Critical language awareness:
Linguistic, sociolinguistic and pragmatic competence

1ST HALF OF THE 2nd SEMESTER:

Function:
- Describing actions in progress in a specific time in the past;
- Describing simultaneous actions in the past;
- Describing past habits;

Lexico-grammatical features (form, meaning and *use)*:
- Simple Past Tense:
- *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions;
- Pronunciation of '-ed';
- *Meaning* and *use*: definite completed actions: beginning and ending in the past, lasting for a long or very short time, happening only once or many times;
- Making excuses;
- Telling riddles;
- Guessing what happened;
- Accusing and denying;
- Disagreeing;
- Correcting misinformation;
- Talking about important events (e.g., wars, natural disasters, festivals, etc.) and people (scientists, artists, politicians, emperors, etc.).

- "Used to"
- *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions;
- Meaning and use;
- Thinking about meaning;

- Past Continuous Tense:
- *Form*: positive, negative, WH-questions, yes/no questions, subject/object questions;
- Meaning and use;
- Describing scenes, places and actions;
- Thinking about meaning;
- Preposition of time and place (IN-ON-AT).
- Critical language awareness:
Linguistic, sociolinguistic and pragmatic competence.

2nd HALF OF THE 2nd SEMESTER:

Function: **6** - Describing unfinished actions that started in the past and continue up to the present; - Describing experiences; - Describing past actions that influence the present; - Describing length of time and starting time; *Lexico-grammatical features (form, meaning* and *use)*: - Present Perfect Simple and Continuous: - *Form*: positive, negative, WH-questions, yes/no questions, how long, subject/object questions; - Meaning and use; - Describing past actions that influence the present; - Thinking about meaning; - Prepositions (SINCE- FOR); - Conjunctions (EVER- JUST- ALREADY- YET). - Critical language awareness: Linguistic, sociolinguistic and pragmatic competence.
6 - EVALUATION CRITERIA: I- Written Examinations Criteria: -Grammatical, lexical, semantic, sociolinguistic, pragmatic and orthographic competence. II- Oral Presentations and micro-teaching of lexico-grammatical features Criteria: -Grammatical, lexical, semantic, sociolinguistic and pragmatic competence. III- Checklist (activities and other works) Criteria: -Grammatical, lexical, semantic, sociolinguistic and pragmatic competence. - Punctuality and format. Descriptors: GRAMMATICAL ACCURACY: Good grammatical control; occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. VOCABULARY RANGE: A good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. SOCIOLINGUISTIC AND PRAGMATIC COMPETENCE: Is aware of the sociocultural conditions of language use through its sensibility to social

convention (rules of politeness, norms governing relations between different sexes, classes and social groups. **7** Is aware of the functional use of linguistic resources in conversations. SEMANTIC COMPETENCE Perception and control of the meaning of the words in relation to the general context in which they are Perception of connotation, denotation, synonyms, antonyms, hypernyms and hyponyms. ORTHOGRAPHIC COMPETENCE Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. The criteria: grammatical accuracy, vocabulary range, sociolinguistic/pragmatic competence, semantic competence and orthographic competence are grounded in the Council of Europe (2001).
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	LEXICO-GRAMMATICAL FEATURES OF THE ENGLISH LANGUAGE II

UNDERGRADUATE PROGRAM	Year
Letras / English	2nd

HOURS				SEMESTER	DEGREE
T	P 120h	Total 120h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of the knowledge of lexical-grammatical features in English, from the skills developed in the Lexical-Grammatical Features of the English Language I course.

2- AIMS:
-To develop knowledge about the form, use and meaning of lexical-grammatical features of the English language, aiming at reaching, 100%, the B2 level, from the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001), leading the student to be able to express him/herself clearly and without much sign of having to restrict what s/he wants to say, have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (COUNCIL OF EUROPE, 2001, adapted, p. 159).

- To develop linguistic, sociolinguistic and pragmatic competence equivalent to the B2 level (COUNCIL OF EUROPE, 2001), so that the student has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.

- To develop metalanguage and different concepts of the teaching/learning of lexico-grammatical features.

- To develop critical language awareness of the topics addressed in the course so that the student can recognize, choose and justify his/her choices.

3 – CONTENTS: **2**

Lexico-grammar:
- Review of the 1st year;
- (diagnosis test + result discussion);
- (Simple Present Tense, Present Continuous Tense, Simple Past, Past Continuous, Present Perfect and Present Perfect Continuous);
- Past time clauses;
- Past Perfect;
- Relative clauses (defining/ non-defining);
- Determiners (both/ neither/ either);
- Countable and Uncountable nouns;
- Adverbs of quantity;
- Future Tenses (will, going to, present continuous, simple present);
- Phrasal verbs (separable and non-separable);
- Modals (must, have to, should, ought to, may, might, can, could, would etc.);
- Reported Speech (affirmatives, questions, commands and requests);
- Conditional Sentences (zero, first, second and third);
- Indirect questions;
- Passive voice;
- Presentations
- Review of the year: the professor chooses a topic at random and the students are supposed to present the topic chosen as a micro lesson).

Functions/ Situations:
- Review of the first year (according to the diagnosis test)
- Describing people, places and experiences;
- Events happening before other events in the past;
- Defining, specifying, describing and adding information;
- Expressing possible choices between items;
- Talking about food;
- Talking about plans, possibilities, promises, offers, arrangements, schedules and predictions;
- Expressing ideas in a short way;
- Giving advice, suggestions, talking about possibilities, deductions, describing abilities and skills, talking about rules, obligations and prohibitions;
- Reporting what people say;
- Hypothesizing, giving directions, giving advice, promising, warning;
- Being polite;
- Changing the focus of a sentence;
- Language used in news report in the press and on TV;
- Critical Language Awareness.

* The table of contents for the course must be adequate to the student's proficiency level, which is known by a diagnosis.

* The table of contents encompasses topics such as: family, pastimes, interests, work, travel, music, movies and current issues.

4 – TEACHING PROCEDURES:
- Addressing of critical language awareness of the topics covered in the program;

- Dialogued classes, aiming at a critical language awareness;
- Expository classes;
- Practical classes;
- Completion of exercises individually and in groups.

3

5 – SCHEDULE:

1ST HALF OF THE 1ST SEMESTER:

Lexico-grammar:
- Review of the 1st year;
- (diagnosis test + result discussion);
- (Simple Present Tense, Present Continuous Tense, Simple Past, Past Continuous, Present Perfect and Present Perfect Continuous);
- Past time clauses;
- Past Perfect;
- Relative clauses (defining/ non-defining);

Functions/ Situations:
- Review of the first year (according to the diagnosis test)
- Describing people, places and experiences;
- Events happening before other events in the past;
- Defining, specifying, describing and adding information;
- Critical Language Awareness.

2ND HALF OF THE 1ST SEMESTER:

Lexico-grammar:
- Determiners (both/ neither/ either);
- Countable and Uncountable nouns;
- Adverbs of quantity;
- Future Tenses (will, going to, present continuous, simple present);
- Phrasal verbs (separable and non-separable);

Functions/ Situations:
- Expressing possible choices between items;
- Talking about food;
- Talking about plans, possibilities, promises, offers, arrangements, schedules and predictions;
- Expressing ideas in a simple, direct manner;
- Critical Language Awareness.

1ST HALF OF THE 2ND SEMESTER:

Lexico-grammar:
- Modals (must, have to, should, ought to, may, might, can, could, would etc.);
- Reported Speech (affirmatives, questions, commands and requests);
- Conditional Sentences (zero, first, second and third);

Functions/ Situations:
- Giving advice, suggestions, talking about possibilities, deductions, describing

abilities and skills, talking about rules, obligations and prohibitions;
- Reporting what people say;
- Hypothesizing, giving directions, giving advice, promising, warning;
- Critical Language Awareness.

2ND HALF OF THE 2ND SEMESTER:

Lexico-grammar:
- Indirect questions;
- Passive voice;
- Presentations
- Review of the year: the professor chooses a topic at random and the students are supposed to present the topic chosen as a micro lesson).

Functions/ Situations:
- Being polite;
- Changing the focus of a sentence;
- Language used in news report in the press and on TV;
- Making the information sound more impersonal;
- Critical Language Awareness.

6 - EVALUATION CRITERIA:

I- Written Examinations
Criteria:
-Grammatical, lexical, semantic, sociolinguistic, pragmatic and orthographic competence.
II- Oral Presentations and micro-teaching of lexico-grammatical features
Criteria:
-Grammatical, lexical, semantic, sociolinguistic and pragmatic competence.

Descriptors:
GRAMMATICAL ACCURACY:
Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
Shows a relatively high degree of grammatical control.
Does not make mistakes which lead to misunderstanding.

VOCABULARY RANGE:
A good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

SOCIOLINGUISTIC AND PRAGMATIC COMPETENCE:
Is aware of the sociocultural conditions of language use through its sensibility to social convention (rules of politeness, norms governing relations between different sexes,

classes and social groups. Is aware of the functional use of linguistic resources in conversations. **5** SEMANTIC COMPETENCE Perception and control of the meaning of the words in relation to the general context in which they are Perception of connotation, denotation, synonyms, antonyms, hypernyms and hyponyms. ORTHOGRAPHIC COMPETENCE Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. The criteria: grammatical accuracy, vocabulary range, sociolinguistic/pragmatic competence, semantic competence and orthographic competence are grounded in the Council of Europe (2001).
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	LEXICO-GRAMMATICAL FEATURES OF THE ENGLISH LANGUAGE III

UNDERGRADUATE PROGRAM	Year
Letras / English	3rd

HOURS				SEMESTER	DEGREE
T	P 120h	Total 120h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of the knowledge of lexical-grammatical features in English, from the skills developed in the Lexical-Grammatical Features of the English Language II course.

2- AIMS:
-To develop knowledge about the form, use and meaning of lexical-grammatical features of the English language, aiming at reaching, 100%, the C1 level, from the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001), leading the student to be able to express him/herself clearly and without much sign of having to restrict what s/he wants to say, have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so (COUNCIL OF EUROPE, 2001, adapted, p. 159).

- To develop linguistic, sociolinguistic and pragmatic competence equivalent to the C1 level (COUNCIL OF EUROPE, 2001), so that the student has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.

- To develop metalanguage and different concepts of the teaching/learning of lexico-grammatical features.

- To develop critical language awareness of the topics addressed in the program, so that the student can recognize, choose and justify his/her choices.

3 – CONTENTS: **2**

1ST HALF OF THE 1ST SEMESTER:

-*Grammar*: Present Perfect & Simple Past Tense, Present Perfect Continuous & Present Perfect;
- *Lexical group*: expressions with 'get', do & make, appearance and personality;
- *Functions/ Situations*: agreeing and disagreeing, meeting people and saying goodbye;
Grammar: Simple Present and Present Continuous, preposition of time, quantifiers, gerund or to + infinitive, question tags, short answers;
Lexical group: body and health, food and diet;
Functions/ Situations: checking information, apologizing.
Micro lessons

2ND HALF OF THE 1ST SEMESTER:

Grammar: 'Used to + infinitive', articles (definite/ indefinite), modals (permission), comparatives and superlatives;
Lexical group: suffixes and prefixes, compound words;
Functions/ Situations: making requests and asking for permission.
Grammar: future forms for predictions (Future Perfect and Future Continuous, If-clauses (first and second conditionals), wish;
Lexical group: jobs and work, interjects, money words and expressions;
Functions/ Situations: explaining what you want.
Micro lessons

1ST HALF OF THE 2nd SEMESTER:

Grammar: modals (obligations), indirect questions, Past Perfect Tense, coordinating, subordinating and correlative conjunctions;
Lexical group: vehicles and traffic, cars and car problems, machines, means of transportation, compound nouns;
Functions/ Situations: agreeing and disagreeing about driving laws, traffic safety, road trips, and car accidents;
Grammar: Passive Voice, If-clauses (third conditional), linking words, possessive forms, defining and non-defining relative clauses;
Lexical group: say & tell, discourse markers (logical connectors), connecting ideas (run-on sentences, fragments, comma splice);
Functions/ Situations: talking about dilemmas.
Micro lessons

2nd HALF OF THE 2nd SEMESTER:

Grammar: subordinating clauses, Parallelism;
Functions/ Situations: effective writing;
Grammar: adjectives and prepositions, common grammar errors, subjunctive;
Lexical group: idioms and phrasal verbs;
Functions/ Situations: describing emotional reactions, steamy grammar situations, hypothetical situations.

Micro lessons **3**

4 – TEACHING PROCEDURES:

Expository and practical classes, with the use of audiovisual resources; completion of exercises individually and in groups; Individual or in group activities, which can be completed in class or virtually.

5 – SCHEDULE:

* See table of contents;

* The table of contents for the course must be adequate to the student's proficiency level, which is known by a diagnosis.

* The table of contents also include text genres which give support to the developments of the above-mentioned skills as well as to the study of problems identified in the Written Production and Comprehension I course.

* The table of contents encompasses topics such as: family, pastimes, interests, work, travel, music, movies and current issues.

6 - EVALUATION CRITERIA:

TOOL 1- WRITTEN EXAMINATIONS

Criterion 1: Grammatical Accuracy:
Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.

Criterion 2: Vocabulary Range:
A good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.

Criterion 3: Semantic Competence:
Perception and control of the meaning of the words in relation to the general context in which they are. Perception of connotation, denotation, synonyms, antonyms, hypernyms and hyponyms.

Criterion 4: Sociolinguistic and Pragmatic Competence:
Is aware of the sociocultural conditions of language use through its sensibility to social convention (rules of politeness, norms governing relations between different sexes, classes and social groups.

Criterion 5: Orthographic Competence:
Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may

show signs of mother tongue influence. **4** TOOL 2- ORAL PRESENTATIONS (MICRO-TEACHING) By the end of each half of the semester, the students must present micro lessons, according to the grammatical topics covered in class. In this situation, the student (under the professor's supervision) can choose an approach for grammar teaching in order to complete the task. Criteria 1, 2, 3 and 4 (described above) TOOL 3- PORTFOLIO -Punctuality: submits the activity/word requested by the professor within the deadline established; - Format: submits a complete work, within the formats/norms established by the professor. The criteria: grammatical accuracy, vocabulary range, sociolinguistic/pragmatic competence, semantic competence and orthographic competence are grounded in the Council of Europe (2001).
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	LEXICO-GRAMMATICAL FEATURES OF THE ENGLISH LANGUAGE IV

UNDERGRADUATE PROGRAM	Year
Letras / English	4th

HOURS				SEMESTER	DEGREE
T	P 120h	Total 120h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of the knowledge of lexical-grammatical features in English language, from the skills developed in the Lexical-Grammatical Features of the English Language III course

2- AIMS:
- To develop knowledge about the form, use and meaning of lexical-grammatical features of the English language, aiming at reaching the C2 level, from the Common European Framework of References for Languages (COUNCIL OF EUROPE, 2001), leading the student to be able to express him/herself fluently and spontaneously without much obvious searching for words/expressions, understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning, use language flexibly and effectively for social, academic and professional purposes, produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. (COUNCIL OF EUROPE, 2001, adapted, p. 159).

3 – CONTENTS:

*Verb Tenses Consolidation:
- Simple, progressive, perfective, and perfect;
- Present time frame, Past time frame, Future time frame;
- Overview of the English verb system, time frame and aspect, moment of focus, consistency in tense usage, controlling shifts in verb tense, time shift in discourse;
- Passive voice;
- Conditional sentences;
- Common grammatical errors;
- Parallelism;
- Run-on sentences and fragments;
- Coordinating and subordinating sentences (review);
* Text features:
- Text organizers and linking words;
- Modifying words and phrases;
- Verbs forms (gerunds, infinitive and participle);

2

- Use of gerund and infinitive;
- Inversion;
- Emphasis;
- Word order (passive, fronting and inversion, cleft sentences etc.) to change focus.

4 – TEACHING PROCEDURES:

Dialogued classes and practical classes, with the use of audiovisual resources; completion of exercises individually and in groups; Individual or in group activities, which can be completed in class or virtually. Individual or group activities encompass, inter alia, seminars, oral presentations, workshops, projects, research and classes (micro-teaching).

The classes are conducted in English.

5 – SCHEDULE:

1ST HALF OF THE 1ST SEMESTER:

- Talking about habits, facts, states, plans, present and past events, predictions, assumptions etc.;

*Verb Tenses Consolidation:

- Simple, progressive, perfective, and perfect;
- Present time frame, Past time frame, Future time frame;
- Overview of the English verb system, time frame and aspect, moment of focus, consistency in tense usage, controlling shifts in verb tense, time shift in discourse;

2ND HALF OF THE 1ST SEMESTER:

- Changing of focus, generalizing agents, expressing impersonality, having something done;
- Passive voice;
- Talking about real and hypothetical situations; expressing doubt, uncertainty, recommendation, giving direction, advice, command, threatening, offering, warning etc.;
- Conditional sentences;
- Talking about how English works;
- Connecting ideas, avoiding run-on sentences and fragment sentences, keeping parallelism;
- Common grammatical errors;
- Parallelism;
- Run-on sentences and fragments.

1ST HALF OF THE 2nd SEMESTER:

- Connecting ideas cohesively,
- Coordinating and subordinating sentences (review);
- Intensifying a point, giving an opinion, modifying an opinion, making assertions, giving examples, linking cause and effect, summarizing;
- Adding a point, contrasting, expressing logical relations, following a point, connecting ideas;

* Text features:

- Text organizers and linking words;
- Modifying words and phrases;

2nd HALF OF THE 2nd SEMESTER:

3
- Expressing ideas clearly, talking about how English works; - Changing focus; - Expressing emphasis; - Verbs forms (gerunds, infinitive and participle); - Use of gerund and infinitive; - Inversion; - Emphasis; - Word order (passive, fronting and inversion, cleft sentences etc.) to change focus. Contextualized Lexico-grammatical approach, based on the papers written by students from the Teaching Practicum and Academic Writing courses.
6 - EVALUATION CRITERIA: - Checklist (activities and works); - Written Examinations; - Oral Presentations- seminars and micro-teaching. Evaluation criteria and descriptors: - punctuality; - format The criteria: grammatical accuracy, vocabulary range, sociolinguistic/pragmatic competence, semantic competence and orthographic competence are grounded in the Council of Europe (2001).
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	WRITTEN PRODUCTION AND COMPREHENSION IN ENGLISH I

UNDERGRADUATE PROGRAM	Year
Letras / English	1ST

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of written production and comprehension of short and simple texts about familiar topics and personal interest, aiming at cohesion, coherence, precision, communicative and discursive competence. Written production directed at expressing concerns about environmental, gender and race issues.

2- AIMS:
- To develop communicative and discursive competence (language capacities) for written production and comprehension in English;
- To enable students/teachers the practice of written production and comprehension in English through social actions, drawing upon a 'language as a social practice' perspective;
- To discuss written production and comprehension in English in the teacher education field.

3 – CONTENTS:

1ST HALF OF THE 1ST SEMESTER:

Paragraph structure in English writing

LEXICO-GRAMMATICAL FEATURES FOCUSED:
- Main ideas;
- Connecting sentences;
- Sentence construction and punctuation'
- Paragraph structure and 'concluding sentences';

2ST HALF OF THE 1ST SEMESTER

Writing process in the English language: what makes a text effective?

LEXICO-GRAMMATICAL FEATURES FOCUSED:

- Coherence and cohesion;
- Unit;
- Punctuation;
- Adverbial clauses;
- Lexical choices;

1ST HALF OF THE 2nd SEMESTER:

Thesis statement and essays in English language.
Urban legends

LEXICO-GRAMMATICAL FEATURES FOCUSED:
- Paragraph expansion;
- transitions;
- The thesis statement of an article;
- Propositional clauses;
- introductory and conclusive paragraphs.

2nd HALF OF THE 2nd SEMESTER:

Academic Summary and Critical Review

FUNCTIONS FOCUSED*:*
- Synthesizing main ideas;
- Paraphrasing;
- Describing and evaluating contents;
- Appreciation/ opining on contents;

LEXICO-GRAMMATICAL FEATURES FOCUSED:
- Noun groups;
- Past;
- Main ideas;
- Paragraph structure;
- Conjunctions;
- Evaluative language.
- Verb tenses and Passive Voice

4 – TEACHING PROCEDURES:
Expository classes and practical classes, with the use of audiovisual resources; completion of exercises individually and in groups, individual or group activities, debates in pairs or groups, student oral presentation, activities of written production and comprehension, writing focusing on the text genres covered on the syllabus, self evaluation of texts and evaluation of classmates' texts;
Classes in English.

5 – SCHEDULE:
1st Half of the 1st Semester:
Diagnosis of students' linguistic (discursive) competence and their necessities.
Activities aimed at the development of written production and comprehension in English and its structure (paragraphs). Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness.

3

2nd Half of the 1st Semester:
Activities aimed at the development of written production and comprehension in English in a comprehensive and effective manner. Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness.

1st Half of the 2nd Semester:
Activities aimed at the development of written production and comprehension in English, from paragraph structure and expansion to academic essays. Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness.

2nd Half of the 2nd Semester:
Activities aimed at the development of written production and comprehension in English through the academic summaries and critical reviews genres. Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness.
Practices of language functions with diversified topics.

6 - EVALUATION CRITERIA:
TOOL:
Production of texts in English throughout the academic year. The texts will be organized in a portfolio.

CRITERIA:
Adequacy to the topic chosen;
Improvement of writing skills from the interventionist activities completed in class;
Compliance with the deadlines established for the submission of the versions of written texts (initial production, redoing and final version).

DESCRIPTOR:
The student incorporates the theoretical information covered in class;
The student uses cohesive resources in his/her written texts;
The student rewrites the text based on analytical activities;
The student hands in the versions of the written texts within the deadline established.

TOOL:
Written Comprehension Exam, focusing on a variety of texts in English.

CRITERIA:
Reading Comprehension/interpretation;
Analysis of meanings constructed in and from texts, and their relation with their micro and macro social and cultural contexts.

DESCRIPTOR:
The student can identify thematic contents in the text;
The student can recognize the characteristics of the text in English and its relation with meaning making;

TOOL:
Checklist of class participation.

CRITERIA: **4** Completion of extra-class activities (reading, research and others); DESCRIPTOR: Submission of activities within the deadlines established; The student prints out the material to be used in class.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

Observation: the book chapters not available online or in the library will be sent to the students by the professor.

MAKE-UP EXAMS:
For the students who miss exams and other important dates (submission of works), the procedure for requesting a make-up exam is the following: the student must proceed the CCH Office of the Registrar, within 72 hours, and request a make-up exam, proving that s/he possesses a supporting document for his/her absence, as a doctor's note, for instance. Under no circumstances will the make-up exam be scheduled with the professor during the class (Resolution CEPE, n. 016/2004, PROGRAD).

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

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Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	WRITTEN PRODUCTION AND COMPREHENSION IN ENGLISH II

UNDERGRADUATE PROGRAM	Year
Letras / English	2nd

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of written production and comprehension of relatively complex texts, aimed at the various social spheres, work, school, leisure etc.; aiming at cohesion, coherence, precision and communicative and discursive competence.

2- AIMS:
- To develop communicative and discursive competence (language capacities) for written production and comprehension in English;
- To practice language use through a wide variety text genres of different social spheres;
- To enable students/teachers the practice of written production and comprehension in English through social actions, drawing upon a 'language as a social practice' perspective;
- To discuss written production and comprehension in English in the teacher education field.

3 – CONTENTS:

01) ACADEMIC POSTER:
FUNCTIONS FOCUSED:
* Translation of concepts, information and important data of a research study or didactic intervention;
* Giving meaning to multimodal effects of a text;
* Presentation of the relations identified in the different topics of the investigation;
* Capacity of summarizing and paraphrasing.
LEXICO-GRAMMATICAL FEATURES FOCUSED:
* Descriptive sequences;
* Formal language;
* Elements of Identification;
FEATURES OF ACADEMIC WRITING
* Developing practices of citing, paraphrasing, summarizing scientific texts;

02) ACADEMIC INTERVIEW:
FUNCTIONS FOCUSED:

* Identifying the social roles of the individuals involved in the interview; **2** * Creating interview questions that are pertinent to a certain target audience. LEXICO-GRAMMATICAL FEATURES FOCUSED: * Dialogic sequences (focusing on WH-questions); * Connective markers (e.g., time and logical connectors); * Cohesion markers (e.g., noun and pronoun anaphors). * Hedges (logical, deontic, pragmatic and appreciative). FEATURES OF ACADEMIC WRITING * Developing biographic paragraph (focus on the professional) 03) VIRTUAL FORUM: FUNCTIONS FOCUSED: * Reporting important facts: * Keeping records of such facts (or important information) to be recapitulated; * Reflecting on one's own trajectory as to the English learning process; LEXICO-GRAMMATICAL FEATURES FOCUSED: * Narrative sequence; * Descriptive sequence; * Informal language; * Dialogic writing; * Temporal and spatial deixis; * Paragraph structure 04) FANFICTION: FUNCTIONS FOCUSED: * Creation of a tale; * Reporting past events; * Giving meaning to multimodal effects of a text; LEXICO-GRAMMATICAL FEATURES FOCUSED: * Narrative sequence; * Descriptive sequence; * Lexical choice (anaphoric sequences); * Intensifiers; * Adjective use.
4 – TEACHING PROCEDURES: Diagnosis of students' linguistic (discursive) competence and their necessities. Activities aimed at the development of written production and comprehension in English. Use of texts from a wide variety of sources. World Englishes aimed at critical language awareness. Practices of language functions with diversified topics. Written production and comprehension teaching and its implications for the teaching career. Practical classes with written production and comprehension activities. Reading and text/images discussions.
5 – SCHEDULE: 1st Half of the 1st Semester: ACADEMIC POSTER 2nd Half of the 1st Semester: ACADEMIC INTERVIEW 1st Half of the 2ndSemester: VIRTUAL FORUM

3
2nd Half of the 2nd Semester: FANFICTION
6 - EVALUATION CRITERIA: Tool: Reading comprehension exam, covering the text genres addressed in class. Criteria: Reading Comprehension/interpretation; Analysis of meanings constructed in and from texts, and their relation with their micro and macro social and cultural contexts. Descriptors: The student can identify thematic contents in the text; The student can recognize the characteristics of the text genre and its relation with meaning making; The student analyzes meanings constructed in and from texts. Tool: Written Productions Criteria: Adequacy to the text genre; Improvement of writing skills from the interventionist activities completed in class; Submission of activities within the deadlines established. Descriptors: The student uses, in written production, parameters of physical and socio-subjective production of the text genre focused; The student incorporates the linguistic-discursive characteristics of the text genre in his/her written texts; The student uses cohesive resources in his/her written texts; The student rewrites the texts proposed, based on analytical activities about the text genre focused; The student hands in the versions of the written texts within the deadline established. Tool: Didactic activity for written production and comprehension teaching Criteria: Adequacy of the activity to the theoretical framework adopted; Adequacy of the activity to the level of teaching at which the activity is aimed; Submission of activities within the deadlines established. Descriptors: The student creates pertinent didactic activities to the target audience, showing capacity to transpose didactically the contents covered in class. Submission of activities within the deadlines established.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

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Approved by the Undergraduate Program on ___/___/___

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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	WRITTEN PRODUCTION AND COMPREHENSION IN ENGLISH III

UNDERGRADUATE PROGRAM	Year
Letras / English	3rd

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of written production and comprehension of complex, clear and detailed texts about concrete and abstract topics, aiming at cohesion, coherence, precision and communicative and discursive competence.

2- AIMS:
-To deepen the knowledge and skills, as of writing in English, learned in the 'Written Production and Comprehension in English II' course;
-To guide the students to produce a wide variety of complex texts in English, aiming at cohesion, coherence and precision;
- To practice language uses of various text genres of different social spheres;
- To study the textual organization of the genres covered;
- To enable the students/professor the practice and development of written production in English through activities of self evaluation of texts and evaluation of classmates' texts;
- To introduce academic writing.

3 – CONTENTS:
Textual organization and linguistic elements of the text genres as follows:

Memoir

Functions focused	*Lexico-grammatical features focused*
Exposing facts Describing happenings Commenting on past events	Cohesive and coherence elements Narrative sequences Descriptive sequences Paragraph structure Connotation and denotation Figures of speech

Abstract:

Functions focused	*Lexico-grammatical features focused*
Summarizing main information Describing methods and hypothesis Informing results	Simple tenses Referencing Cohesive and coherence elements

	Passive Voice **2** Paraphrases

Literary Analysis

Functions focused	*Lexico-grammatical features focused*
Describing and analyzing contents Being critical	Paragraph structure Main ideas Cohesive and coherence elements Discourse markers

Résumé and Cover Letter

Functions focused	*Lexico-grammatical features focused*
Describing abilities Describing facts Introducing oneself	Cohesive and coherence elements Descriptive sequencing Formal language

4 – TEACHING PROCEDURES:

Expository classes and practical classes, with the use of audiovisual resources; completion of exercises individually and in groups; Individual or in group activities, debates in pairs or groups, oral presentations and production of written production and comprehension;

Text writing in class, focusing the text genres covered on the syllabus;

Self evaluation of texts and evaluation of classmates' texts.

Part of the activities can be completed in virtual spaces

Classes in English.

5 – SCHEDULE:

1st half of the 1st semester	**2nd half of the 1st semester**	**1st half of the 2nd semester**	**2st half of the 2nd semester**
Activities with the memoir text genre	Activities with the abstract/ academic posters text genres	Activities with the literary analysis text genre	Activities with the résumé/ cover letter text genre

6 - EVALUATION CRITERIA:

TOOL	**CRITERIA**	**DESCRIPTOR**
Production of written texts in English throughout the academic year.	Adequacy to the text genre chosen. Improvement of writing skills from the interventionist activities completed in class. Compliance with the deadlines established for the submission of the versions of written texts (initial	uses, in written production, parameters of physical and socio-subjective production of the text genre focused. incorporates the linguistic-discursive characteristics of the text genre in his/her written texts. explores cohesive elements

	production, redoing and final version).	that are necessary to written production. Rewrites the text, based on analytical activities about the genre focused; Hands in the versions of the written texts within the deadline established	**3**
Written Comprehension Exam, in English, focusing the text genres covered in class	Reading Comprehension/ interpretation. Analysis of meanings constructed in and from texts, and their relation with their micro and macro social and cultural contexts.	Identifies thematic contents in the text; Recognizes the characteristics of the text genre and its relation with meaning making;	

7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
ID: XXXX

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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ORAL PRODUCTION AND COMPREHENSION IN ENGLISH I

UNDERGRADUATE PROGRAM	Year
Letras / English	1ST

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of oral competence as of simple and familiar and of topics, which are of interest to students and are related to human rights and environment issues, aiming at fluency, precision, adequacy, taking into consideration language heterogeneity.

2- AIMS:
a) To develop oral comprehension and production, based on themes used in various situations;
b)To develop comprehension and production of oral utterances, so that the student can achieve the B1 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001).
c) To reflect upon the characteristics of successful oral practices.

3 – CONTENTS:
a) Social and linguistic-grammatical features included in topics such as family and personal interest that ate related to cultural aspects, human rights and environment;
b) English varieties in the inner, outer and expanding circles.
c) Oral production and comprehension strategies: focus on keywords, turn-taking, identification of communicative breakdowns, asking for clarification, turn-maintaining and interaction, conversation flow;
d) Conversational functions and strategies (hesitation, polite interruption, including others to the conversation, giving one's opinion, agreeing, disagreeing etc.)

4 – TEACHING PROCEDURES:
The activities proposed will focus on oral production and comprehension skills through group or pair activities, teacher-student, student-student or student-teacher interactions. Further, the professor will conduct sensitizing practices of individual productions, through individual/pair oral presentations, followed by group discussions and reflective sessions.

5 – SCHEDULE:
1st Half of the 1st Semester:
Description: dialogues aiming at exchanging personal information about everyday situations.
Monologues aiming at presenting an autobiography.
General comprehension: comprehension of general ideas and specific information,

use of oral comprehension strategies.
Oral Production: creation of questions and answers in a clear and objective manner. Description of experiences and events, interests and preferences. Use of collocations germane to the following topics: hobbies, leisure, movies and entertainment.

2nd Half of the 1st Semester:
Description: Dialogues about characteristics of successful oral practices and about the academic profile of an undergraduate student. Stories of life experiences.
Oral Comprehension: Comprehension of general ideas and specific information, use of oral comprehension strategies.
Oral Production: Creation of questions and answers in a clear and objective manner. Presentation of the examples, containing cohesion and coherence resources. Use of collocations germane to the following topics: developing speaking skills, college and education

1st Half of the 2nd Semester:
Description: Debates on controversial subjects, aiming at the development of interaction and negotiation strategies.
Oral Comprehension: Comprehension of general ideas and specific information, use of oral comprehension strategies.
Oral Production: Negotiating meaning and defending one's point of view. Use of negotiation strategies. Use of collocations germane to the following topics: stereotypes, jobs and careers.

2nd Half of the 2nd Semester:
Description: Oral presentation of an ecotourism schedule
Oral Comprehension: Comprehension of general ideas and specific information, use of oral comprehension strategies.
Oral Production: Description of ecotouristic attractions in Brazil and in the world. Awareness about (positive and/or negative) impact of human actions on such places. Use of collocations germane to the following topics: travel and tourism, environment and sustainability.

6 - EVALUATION CRITERIA:
Tools:
a) Oral Comprehension Exam;
b) Evaluation sheet of Oral Production.

Criteria:
a) Comprehension of the audio excerpts and completion of the exercises requested.
b) The students must be able to produce oral texts, in a clear and objective manner, about the topic covered in class. Also, the student must be able to explain and present a point of view on a certain topic, presenting advantages, disadvantages and examples, when necessary.

Descriptors:
a) The student completes the tasks with clarity and precision, according to the level of comprehension focused (general, specific or detailed);
b) Language Competences (lexical, grammatical, semantic and phonological

3 Repertoire). Sociolinguistic competences (linguistic functions related to the contexts of language use). Pragmatic competences (flexibility, turn-taking, topic development, coherence, cohesion, fluency, propositional precision). For more details, see Council of Europe (2001). All the oral production activities will be audio-recorded.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ORAL PRODUCTION AND COMPREHENSION IN ENGLISH II

UNDERGRADUATE PROGRAM	Year
Letras / English	2ND

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of oral production and comprehension through relatively complex topics, directed at social and cultural issues, aiming at fluency, precision, adequacy, taking into consideration language heterogeneity.

2- AIMS:
* To develop oral comprehension and production, based on themes used in various situations (everyday situations, media and others);
* To explain the point of view on a certain topic, exploring its advantages and disadvantages;
* To develop specific language for language use in the classroom;
* To develop comprehension and production of oral utterances (with relatively complex grammatical, lexical and phonological structures), so that the student can achieve 75% of the B2 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001).

3 – CONTENTS:
Activities and diversified situations, based on current issues through typical text genres of the media sphere (e.g., forums, film reviews, entertainment, news reports and others). Among the activities to be developed, some are highlighted as follows:
* Debate on controversial current issues;
* Dialogues about everyday activities and situations;
* Monologues about a wide variety of topics. Monologues aiming at presenting information about events or happenings.

4 – TEACHING PROCEDURES:
Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts.

5 – SCHEDULE: **2**

1st Half of the 1st Semester:
Deliberative Forums: human rights and news agencies (BBC news, CNN and others);
Oral Comprehension: To understand the difference between dialogue, debate and deliberation. To identify the functions and the language used in forums.
Oral Production: Appropriate language use for participating in forums. Discussion on the importance of deliberation for a democracy.

2nd Half of the 1st Semester:
Critical reviews of films, documentaries and other media genres.
Oral comprehension: comprehension of general ideas and specific information, commentator's attitudes and opinions;
Oral Production: Giving evaluative opinion in a clear and objective manner, containing introduction, development and conclusion, as well as coherence and cohesion resources, aiming at reviewing films and other text genres.

1st Half of the 2nd Semester:
Literature and Dramatization
Oral Comprehension: Comprehension of general ideas and specific information about literary themes.
Oral Production: Oral utterances with detailed description and/or exposition of a variety of literary texts;
Short staging and dramatic reading.

2nd Half of the 2nd Semester:
Book club
Oral Comprehension: Comprehension of general ideas and specific information about the texts covered.
Oral Production: Discussion on the topics proposed. Oral presentations (individual, in pairs or groups)

6 - EVALUATION CRITERIA:
I- Oral Production Exam (individual or in pairs);
Criteria:
1) Sociolinguistic competence (sociolinguistic adequacy);
2) Pragmatic competence (flexibility, turn-taking, topic development, coherence, cohesion).
3) Functional Competence (fluency and propositional precision).

Descriptors:
The student can produce oral texts in clear and detailed manner about a wide range of topics. The student can explain and present his/her point of view on a certain topic, exposing its advantages and disadvantages.

For more details, see Council of Europe (2001).

II- Individual Oral Presentation (ten-minute talk) and/or seminars
Criteria:
1) Sociolinguistic competence; adequacy to the theme proposed;
Descriptors:

3 The student can produce oral texts in clear and detailed manner about the themes proposed or chosen; The student is able to explore different implications of the topic. The criteria: grammatical accuracy, vocabulary range, semantic competence and orthographic competence are grounded in the Council of Europe (2001).
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

Observation: the book chapters not available online or in the library will be sent to the students by the professor.

MAKE-UP EXAMS:
For the students who miss exams and other important dates (submission of works), the procedure for requesting a make-up exam is the following: the student must proceed the CCH Office of the Registrar, within 72 hours, and request a make-up exam, proving that s/he possesses a supporting document for his/her absence, as a doctor's note, for instance. Under no circumstances will the make-up exam be scheduled with the professor during the class (Resolution CEPE, n. 016/2004, PROGRAD).

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

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Department Chair Undergraduate Program Chair

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COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ORAL PRODUCTION AND COMPREHENSION IN ENGLISH III

UNDERGRADUATE PROGRAM	Year
Letras / English	3RD

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of oral comprehension and production of complex topics, including the capacity to argue and understand colloquial references and nuances of language, aiming at fluency, precision and adequacy, taking into consideration language heterogeneity.

2- AIMS:
*To develop oral comprehension and production, based on themes used in wide variety of situations;
* To develop oral comprehension and production of complex utterances concerning grammatical, lexical and phonological structures, so that the student can achieve the C1 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001).

3 – CONTENTS:

01) TOEFL DIALOGUES AND LECTURES AND INSTITUTIONAL VIDEOS
ORAL COMPREHENSION ASPECTS:
* Comprehension of dialogues about a variety of activities and situations related to the academic life routine (leisure, studies, work, academic experiences and professional plans)
Comprehension of the contents of institutional videos of universities around the world;
ORAL PRODUCTION ASPECTS:
* Production of institutional videos of Beta University (from a collective planning).

02) TED TALKS/ Lectures on variety of topics around the world
ORAL COMPREHENSION ASPECTS:
* Identification of the type of language used in lectures;
* Taking notes of the contents of a lecture;
ORAL PRODUCTION ASPECTS:
* Orally report the contents of a lecture on education issues;
* Acting orally and critically in the situations covered;

* Creating and presenting a TED TALK (10 minutes) about a topic to be defined. **2**

03) VIDEO LECTURES
ORAL COMPREHENSION ASPECTS:
* Identification of the appropriate type of language used in video lectures and characteristics of the genre (meta-language);
* Identification of the steps for producing a video lecture (Storyboard);
ORAL PRODUCTION ASPECTS:
* Production of a video lesson (from individual planning).

04) TV NEWS REPORTS
ORAL COMPREHENSION ASPECTS:
* Development of synthesis skills related to topics addressed in TV news around the world;
* Identification of contextual and linguistic aspects of the TV news report genre.
ORAL PRODUCTION ASPECTS:
* Production of critical comments on topics addressed in TV news reports, taking into consideration the socio-historical-cultural context covered.

4 – TEACHING PROCEDURES:
Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts.

5 – SCHEDULE:

1st Half of the 1st Semester: TOEFL DIALOGUES AND LECTURES AND INSTITUTIONAL VIDEOS
2nd Half of the 1st Semester: TED TALKS
1st Half of the 2nd Semester: VIDEO LECTURES
2ndHalf of the 2nd Semester: TV NEWS

6 - EVALUATION CRITERIA:
Instruments:
1) Oral Exam by means of an audio/video recorded production or oral presentation.
2) Oral comprehension Exam.
3) Class Participation (completion of extra-class activities and class participation);

Language Competence:
The student is able to select an appropriate structure, based on a vast language repertoire (lexical, grammatical, semantic, phonological and orthographic) to express him/herself clearly, without restricting what s/he wants to say;

Sociolinguistic Competence:
The student is able to recognize a wide choice of idiomatic expressions and colloquialisms, perceive register changes. However, the student can ask for clarification, especially if the accent is unfamiliar;

Pragmatic Competence: Flexibility- the student is able to adapt his/her language to the situation and interlocutor and adopt an adequate level of formality to the circumstance. Turn Taking: The student is able to choose an adequate expression from a set of discursive functions available, so that the student can introduce his/her observations in a way that s/he can grab the interlocutor's attention or gain time and keep the attention while s/he is thinking; Topic Development: The Student is able to provide elaborated descriptions and narratives, include subthemes, develop specific questions and conclude it in an adequate way; Coherence and Cohesion: The student is able to produce a clear, fluid and well-structured speech, which reveals the mastery of organizational patterns, connectives and mechanisms for cohesion.	**3**
7 – BASIC REFERENCES: {omitted}	
8 – COMPLEMENTARY REFERENCES: {omitted}	

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ORAL PRODUCTION AND COMPREHENSION IN ENGLISH IV

UNDERGRADUATE PROGRAM	Year
Letras / English	4TH

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Development of oral production and comprehension through topics directed at students' specialties, aiming at fluency, precision, adequacy, taking into consideration language heterogeneity.

2- AIMS:
*To develop oral comprehension and production, based on themes used in wide variety of situations;
* To develop oral comprehension and production of complex utterances concerning grammatical, lexical and phonological structures, so that the student can achieve the C2 level, proposed by the Common European Framework of References for Language (COUNCIL OF EUROPE, 2001).

3 – CONTENTS:
* Linguistic-grammatical and social features in discussions on controversial and academic issues;
* Approach to topics that enable students' critical development as prospective English teachers;
* English varieties in the inner, outer and expanding circles.
* Oral production and comprehension strategies.

4 – TEACHING PROCEDURES:
Practical classes, employing audiovisual resources, activities performed individually or in groups and activities aiming at raising awareness of individual and collective oral production. The activities proposed will emphasize oral comprehension and production skills through activities in group, in pairs and professor-student, student-student, student- professor interactions. Part of the activities can be performed in virtual contexts.

5 – SCHEDULE:

Period	Descriptors	Oral Comprehension	Oral Production
1st half of the 1st semester	Discussion on topics that develop criticalness (racial,	Comprehension of general and specific ideas	Presenting lectures on topics

	social discrimination, stereotypes, linguistic-cultural diversity, sexism and others	through a wide variety of oral genres.	discussed in class.
2nd half of the 1st semester	Discussion on current issues in the field of teacher education and/or foreign language teaching-learning.	Comprehension of ideas and theoretical framework on teaching of English as a lingua franca (international language).	Presenting an English language class, exploring ways to promote the development of students' critical sense.
1st half of the 2nd semester	How to organize data for an oral presentation	Identification of micro and macro structure of an oral presentation	Oral presentation of the results of the research study conducted during the senior year.
2nd half of the 2nd semester	Presenting research results through an oral presentation	Comprehension of specific points of the colleagues' presentations (ex.: goals, theoretical framework, methodology, results)	

6 - EVALUATION CRITERIA:

Tools	Criteria	Descriptors
Oral Presentation in Class	1- Linguistic competence 2- Sociolinguistic competence 3- Pragmatic competence	LINGUISTIC RANGE: Can explore a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what s/he wants to say. SOCIOLINGUISTIC COMPETENCE has a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning; Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. Can mediate effectively between speakers of

		the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences. **3** PRAGMATIC COMPETENCE: Flexibility: Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Turn-taking: Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking. Topic Development: can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Coherence and Cohesion: Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices Fluency: Can express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation Propositional Precision: Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.
Checklist of Class Participation	Completion of extra-class activities requested Class Participation	1-Hands in the activities within the deadlines and formats established. 2- Interacts with the group, through dialogues, turn-taking, exposing opinion and points of view. Class attendance during activities previously scheduled and agreed with by the professor and the students.

Checklist of Oral Production	Adequacy of the answers to the content discussed in class	Fills in the oral production sheet, in accordance with the excerpts played in class.	**4**

7 – BASIC REFERENCES: {omitted}

8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	PHONOLOGY OF THE ENGLISH LANGUAGE

UNDERGRADUATE PROGRAM	Year
Letras / English	2nd

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Vowel and consonant sounds of the English language, with emphasis on prosodic aspects, such as: rhythm, intonation, intensity and duration of utterances, highlighting typical pronunciation problems of Brazilian learners.

2- AIMS:
By the end of the sophomore year, the students are expected to have a satisfactory proficiency level with regard to general phonological aspects of the English language, enabling the students to practice and produce, in an intensive and exhaustive manner, the pronunciation of specific English sounds and their function in the communicative system. The students are also expected to identify and reproduce the International Phonetic Alphabet with its phonographic codes to be able to associate sounds with spelling, besides addressing rhythm, intonation, stress and word linking.

3 – CONTENTS:
a) Terminology used in English phonology;
b) Classification of short and long vowels;
c) Homophones and homographs;
d) Classification of voiced and voiceless consonants;
e) Reading and transcription of phonetic transcription;
f) Pronunciation of plural forms, 3rd person, singular, regular verbs in the past.
g) Word stress and sentence stress;
h) Features of connected speech, linking, assimilation of voicing, elision, yod coalescence, weak forms etc.

4 – TEACHING PROCEDURES:
The activities proposed will emphasize the comprehension and identification of segmental and supra-segmental phonological aspects in English, as well as oral production and comprehension skills. The classes will be practical with completion of exercises in class, group and pair activities and teacher-student and student-student interactions.

5 – SCHEDULE:
1st half of the 1st semester: Terminology used in English phonology; Word stress and sentence stress;

2
2nd half of the 1st semester: Classification of short and long vowels; Homophones and homographs; phonetic transcription reading; 1st half of the 2nd semester: Voiced and voiceless consonants, voicing, place and manner of articulation, identification and production of phonetic transcription; Pronunciation of plural forms, 3rd person, singular, regular verbs in the past; 2nd half of the 2nd semester: Features of connected speech, linking, assimilation of voicing, elision, yod coalescence, weak forms etc.
6 - EVALUATION CRITERIA: Tool 1: 4 written examinations; Criteria: Comprehension and identification of segmental and supra-segmental phonological aspects in English; Descriptors: the student completes the activities with clarity and precision. Tool 2: Audio and/or written productions: Criteria: Comprehension and identification of segmental and supra-segmental phonological aspects in English; Descriptors: the student completes the activities with clarity and precision. The valor of each tool will be negotiated in the beginning of the semester with the students.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ENGLISH TEACHING FOR BASIC EDUCATION

UNDERGRADUATE PROGRAM	Year
Letras / English	3rd

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
English teaching in the basic education context. Historical processes of the Curriculum Guidelines about Human Rights and Environment. Discourses on English Language Teaching. Proposals for English teaching in basic education. Research on English teaching in basic education.

2- AIMS:
To analyze English teaching context in basic education;
To discuss the role of English learning in Brazil;
To know and identify different discourses on English teaching-learning in Brazil;
To know, analyze and define goals for English teaching in basic education, grounded in the teaching process in schools in Londrina area;
To know and analyze pedagogical-didactic proposals that guide English teaching in basic education;
To explore concepts of evaluation, as well as possible ways and tools to be employed in the classroom;
* To discuss evaluations inside and outside the classroom.
To promote and strengthen critical awareness about social and environmental issues and their implications for basic education.

3 – CONTENTS:
English teaching to different age groups;
Elements that constitute the English teaching context in basic education, in light of different perspectives;
National standards for foreign language teaching/learning and didactical transposition
National Guidelines for environmental education and human rights, focusing on the development of an integrated comprehension of environment and its multiple complex relations, encompassing ecological, psychological, legal, political, social, economic, scientific, cultural and ethical issues.
Commercialized textbooks and didactic materials produced by teachers;
Practices of learning evaluation (inside or outside the school);
Studies on English teaching/learning in the Brazilian context;

Beliefs about English teaching/learning in basic education; **2**
Other topics to be negotiated with the students.

4 – TEACHING PROCEDURES:
Expository classes; seminars, reading and text discussion; practical activities as of analysis of artifacts of the educational context; production of summaries, reviews, reading diaries or academic essays; interaction in virtual contexts;

The student is expected to employ academic skills and attitudes, such as doing bibliographic research (from national/international, online and printed journals), taking the texts requested to the class and keeping them one's records, taking notes, producing academic texts according the the technical standards, producing reading diaries, participating in the text discussions in class, taking notes of the expository classes, organizing presentations (seminars) with the means of multimedia resources and others.

5 – SCHEDULE:
1st half of the 1st semester:
Elements that constitute the English teaching context in basic education;
Studies on English teaching/learning in the Brazilian context;
Beliefs about English teaching/learning in basic education;

2nd half of the 1st semester:
National standards for foreign language teaching/learning and didactical transposition;
National Guidelines for environmental education and human rights, focusing on the development of an integrated comprehension of environment and its multiple complex relations, encompassing ecological, psychological, legal, political, social, economic, scientific, cultural and ethical issues.

1st half of the 2ndsemester:
Commercialized textbooks and didactic materials produced by teachers;
Practices of learning evaluation (inside or outside the school);
Topics to be defined by the group.

2nd half of the 2ndsemester:
English teaching to different age groups;
Topic to be defined by the group.

6 - EVALUATION CRITERIA:

Tool	Criteria	Descriptor
Written Exam	* Comprehension of concepts; * Association of ideas present in a text with other texts and one's own texts;	* The student is theoretically grounded and answers the questions with clarity and pertinence; * The student shows comprehension of concepts and associates the ideas explored in the texts covered in class; * The student analyzes situated practices of English teaching, showing

	* Cohesive and coherent written production; * Theoretical-practical elaboration	comprehension of the theoretical texts and/or experience reports of teaching-learning; **3** * The student associates theoretical texts with educational practices; * The student activates concepts to analyze and to be critical to narratives of education practices.
Class Participation (in class or virtually)	* Engagement and relevance * Responsibility and deadline compliance	* The student answers the questions in a relevant manner; * The student shares experiences and/or classroom practices, associating them with the concepts covered in class; * The student completes the activities within the deadlines established by the professor. * The student attends the classes
Analysis of artifacts of the educational context (in pairs or groups of 3)	* Analytical capacity *Theoretical-practical elaboration * Collaboration * Responsibility and deadline compliance	* The student creates and presents a work plan to the group; * The student completes the activities s/he is supposed to; * The student shares experiences and/or classroom practices, associating them with the concepts covered in class; * The student describes the artifact under scrutiny in a theoretically-grounded manner; * The student associates the analysis of problematic situations with the theoretical texts; * The student resignifies the artifacts under scrutiny, associating them with his/her practices or with scientific papers; * The student completes the activities within the deadlines established by the professor.
Construction of virtual spaces (Bogs, Facebook, Wiggio and others), with relevant content to English teaching and learning to different age groups	* Capacity to locate relevant contents to English teaching and learning to different age groups; * Capacity to express one's standpoint to information and knowledge presented and shared by the colleagues. * Responsibility and deadline	* The student posts contents in different categories established by the professor; * The student contributes with relevant contents aimed at the age group designated for the group; * The student comments in a relevant and theoretically-grounded manner on the contents posted by the colleagues. * The student activates linguistic and/or media resources, articulating them in a theoretically-grounded manner. * The student completes the activities within the deadlines established by the professor.

	compliance	
Written production of summaries, reviews, reading diaries (from texts covered in class)	- Capacity to produce the genre requested with clarity and precision; - Capacity to link the main idea (s) of the text (s), so as to achieve the goals of the genre requested; -Responsibility and deadline compliance.	* The student creates and presents texts according to the genre requested; **4** * The student links the main idea (s) of the text (s), so as to achieve the goals of the genre requested; * The student completes the activities within the deadlines established by the professor.
Oral Exposition (seminars and/or other oral genres)	-Capacity to select and adjust the theme and problem to the course context; - Capacity to link the main idea (s) of the text (s), so as to achieve the goals of the oral genre requested; - Critical sense and adequacy of bibliographic sources; -Responsibility and deadline compliance.	* The student shows that s/he has prepared him/herself adequately to share (co) constructed knowledge; * The student organizes the topics of the presentation; * Clarity in his/her oral exposition; *The student uses adequately computational and audiovisual resources available; * The student uses the time reserved the presentation accordingly; The student presents arguments in a clear and informed manner; * The student completes the activities within the deadlines established by the professor.
Construction of auxiliary instruments to English teaching and learning (didactic units, quizzes, checklist, reading list, self-explanatory videos etc.)	* Theoretical-methodological association * Adequacy and pertinence of the instruments constructed to the goals proposed; * Responsibility and deadline compliance.	* Adequate use of the text genres; * The student proposes coherent instruments to the goals proposed; * The student associates theory and practice, showing understanding and reconstruction; * The student considers the contexts in which the instruments can circulate, associating them with educational practices; * The student completes the activities within the deadlines established by the professor.
7 – BASIC REFERENCES: {omitted}		

Physical or digitalized handout, prepared by the professor, containing all the texts that will be covered in the course.	**5**
8 – COMPLEMENTARY REFERENCES: {omitted}	

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	ENGLISH LANGUAGE FOR THE CLASSROOM

UNDERGRADUATE PROGRAM	Year
Letras / English	4th

HOURS				SEMESTER	DEGREE
T	P 60h	Total 60h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Analysis and interpretation of the discourse between teacher and student in the English language classroom. Specific language practice for the English language classroom.

2- AIMS:
* To understand and explore conceptions of social life as a discursive realization;
* To critically examine the relations of situated practices of the English language classroom and language acquisition;
* To explore research practices of English teaching and learning that address ideologies, power relations, social places occupation in relation to the orders of hegemonic and counter-hegemonic discourses;
* To develop dialogic language practice proficiency in the English language classroom;
* To critically analyze language use in English teaching practices in the classroom.

3 – CONTENTS:
MODULE 1:
* English as a language in globalization, conceptual perspectives, critical analysis, and practical implications;
* Language use, multilingual societies and schools;
* English as an international language;
* English as a lingua franca;
* Language variation and English teaching.

MODULE 2:
* Language use in the English language classroom; empirical perspectives, critical analysis, and practical implications;
* Language, cultures, identities and ideologies;
* Language, power and learning;
* Discursive practices in the classroom: standards and ruptures;
* Deliberative Pedagogy and social transformation.

MODULE 3:
* English use in the classroom: acting in/through discourse;
* Speech in/about the classroom;
* Monologism and dialogism in the English language classroom;
* Authored teaching/learning in the English language classroom.

MODULE 4: **2**

* Critical analysis of language use in English language classroom: methods and practices;
* Research on classrooms;
* Research on the English language classroom;
* Critical Pedagogy and discourse.

4 – TEACHING PROCEDURES: *

* Practical classes;
* Text Reading, reviews and critical analysis;
* Research activities and critical discourse analysis of practices of the English language classroom;
* Oral presentation;
* Individual or group activities;
* Activities in virtual spaces.

5 – SCHEDULE:

Content	1st half of the 1st semester	2nd half of the 1st semester	1st half of the 2nd semester	2nd half of the 2nd semester
English as a language in globalization, conceptual perspectives, critical analysis, and practical implications;	X	X		
Language use in the English language classroom; empirical perspectives, critical analysis, and practical implications	X	X		
English use in the classroom: acting in/through discourse			X	X
Critical analysis of language use in English language classroom: methods and practices.			X	X

6 - EVALUATION CRITERIA:

---Written activities and final paper, based on the topics covered in class.
CRITERIA: appropriate language to the academic writing genre.
Association of the answers with the texts discussed in class;
Adequacy of the answer to the question;
Critical sense;
Expansion

--- Critical Review
CRITERIA: deadline compliance;
Adequacy to the review genre (format, language);

Selection of key-contents of the text; Description of the content of the text Participation in activities in virtual spaces: CRITERIA: appropriate language to the academic writing genre; Association of the answers with the texts discussed in class; Adequacy of the answer to the question. --- Oral presentation (individual or in groups) of topics previously chosen that were addressed in the course. CRITERIA: deadline compliance; Pertinence of the content presented and adequacy of the presentation format; Collaboration, when necessary Presentation of questions to the colleagues; Indication of complementary references.	**3**
7 – BASIC REFERENCES: {omitted}	
8 – COMPLEMENTARY REFERENCES: {omitted}	

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

1

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018
DEPARTMENT: Department of Foreign Languages	

COURSE SYLLABI

CODE	NAME
XXXX	PRACTICUM IN ENGLISH LANGUAGE I

UNDERGRADUATE PROGRAM	Year
Letras / English	3rd

HOURS				SEMESTER	DEGREE
T	P 200h	Total 200h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Observation of education contexts. Use of technology in the teaching process. Analysis and production of didactic materials. Analysis and practices of evaluation. Teaching planning and teaching in different contexts.

2- AIMS:
*To experience, as a pre-service teacher, teaching-learning situations in different contexts of basic education;
*To develop self-reflective capacity in teacher education;
* To transform the classroom, the school and the English teaching practices into privileged places for investigation/ theorization about phenomena germane to teaching-learning process;
* To develop capacity for analysis and production of didactic materials;
* To reflect upon one's own pedagogical practice and upon others' pedagogical practice;
* To develop knowledge of use of technology for teaching and professional development;
* To perceive the classroom as a place for investigation and theorization about phenomena germane to teaching-learning process;
* To be aware of one's own role and to recognize oneself as an integral part of teaching-learning processes;
* To constitute a collaborative teaching space.

3 – CONTENTS:
1) Class observation and creation of instruments for critical reflective practices;
2) Teaching planning (lesson plans);
3) Teaching;
3.1 organizational/ practical aspects and mediated by language;
3.2 Classroom interaction (reciprocity and affectivity);
4) Technology for English language Teaching;
5) Critical teaching;
6) Teacher's research;

2 7) Evaluation in English teaching-learning processes.
4 – TEACHING PROCEDURES: From the experiences in the contexts of the practicum. The students will activate resources to deal with emergent situations by means of: Supervision and feedback sessions between the supervisor and pre- service and in-service teachers (when necessary); Participation in study groups; Teaching activities planning; Analysis of teaching and evaluation tools; The student teacher must complete 200 hours through collective or individual meetings, academic works and experiences in the educational arena, distributed as follows: a) SUPERVISIONS (55H) B) IMMERSION/INSERTION IN THE EDUCATIONAL CONTEXT (100H) C) CLASS OBSERVATION: minimum of 20 hours for knowing the teaching practicum sites (infrastructures, principals, in-service teachers, staff), political-pedagogical project and class observation, In the context of public basic education, minimum of 10 h (out of the 20 hours) for observing the class in which the teaching practicum will be developed. D) PLANNING: Minimum of 40 hours for class planning (construction of lesson plans) E) TEACHING: Minimum of 40 hours for teaching, as an in-service teacher (40 hours correspond to 48 classes) * The workload for teaching can be changed, according to requirements of the practicum field F) CRITICAL REPORT (20H) G) ACADEMIC WORK –PAPER (25H) * 10 hours for, at least, 5 supervision meetings; * 5 hours for bibliographic research; * 10 hours for paper writing.
5 – SCHEDULE: 1st and 2nd halves of the 1st semester and 1st and 2nd halves of the 2nd semester Topics 1, 2, 3, 4, 5, 6 and 7 (contents) and other teaching-learning issues from the experiences in the practicum.

6 - EVALUATION CRITERIA: **3**

1- Teaching planning

Description: creation of lesson plans, units and/or courses to students from the context, in which the practicum is supposed to be completed.

CRITERIA:

Presentation of lesson plans or didactic units. Presentation of materials employed. Adequacy to the planning parameters. Deadline compliance.

DESCRIPTORS:

The student presents the lesson plans within the deadline established;
The student establishes goals that are clear and adequate to the proposal;
The student presents contents that are clear adequate to the goals;
The student presents adequate resources to the teaching process;
The student defines methodological procedures that are adequate to the goals;
The student defines evaluative procedures that are adequate to the goals;
The student creates activities that are coherent with the goals;
The student establishes adequate schedule;
The student establishes relation between the lesson plans/ units and the goals for the English teaching in the context covered;
The student presents a comprehensive practicum planning (all the lesson plans in a chronological order for the teaching period).
The student attaches classroom materials to the lesson plan (handouts etc.);
The student completes the workload established.

2- Teaching

Description: The student teachers will run classes. Student teachers' responsibility concern the learning process of students in basic education and their own professional development. The student teachers will be formally evaluated in, at least, 2 classes.

CRITERIA: Class performance. Professional attitude, knowledge of the content, technological knowledge.

DESCRIPTORS:

The student teacher shows attention to the students' demands;
The student teacher uses appropriate language, dress code, behavior and attitude to the classroom
The student teacher organizes the classroom environment;
The student teacher is punctual and assiduous;
The student teacher manages the class time, so that s/he can introduce, develop and conclude the topic, making the necessary arrangements;
The student teacher presents the content correctly;
The student teacher shows full mastery of the English language;
The student teacher explores technological resources adequately;
The student teacher manages interactions among the students and among other colleagues;
The student teacher promotes students' engagement;
The student teacher uses an evaluative instrument that is clear and coherent with the planning;
The student teacher follows or makes adjustments, when necessary;

The student completes the workload established. **4** 3- Critical Teaching Report: Description: Throughout the teaching period, the student teachers must create a report of their practicum experience. The report consists of a reflective diary about all the classes taught, From the 48 classes, the student teachers will choose, at least, 2 for an in-depth analysis. CRITERIA: Deadline compliance/ criticalness/ association between theory and practice/ format. DESCRIPTORS: The student teacher hands in the report within the deadline established; The student teacher problematizes issues related to the teaching-learning process from the didactic activity conducted in his/her teaching practices; The student teacher analyzes choices and practices, taking into consideration students' knowledge, the educational context, the school, as well as the goals and contents to be covered; The student teacher conceptually discusses the issues problematized; The student teacher is critical to the episodes analyzed; The student teacher writes the report in English, according to the genre. 4- Critical Observation Report: Description: Throughout the class observation period, the student teachers must create a critical report of their experience. The report will include descriptions of the classes observed, as well as reflections upon the context, indicating interventionist proposals. The report must link theoretical texts that enable understanding of pertinent issues. CRITERIA: Deadline compliance/ capacity of reflection on teaching practices/ format DESCRIPTORS: The student teacher hands in the report within the deadline established; The student teacher problematizes issues related to the teaching-learning process from the class observed; The student teacher conceptually discusses the issues problematized; The student teacher contextually analyzes the issues problematized; The student teacher writes the report in English, according to the genre.
7 – BASIC REFERENCES: {omitted}
8 – COMPLEMENTARY REFERENCES: {omitted}

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Professor
ID: XXXX

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____
Department Chair Undergraduate Program Chair

COLLEGE: College of Letters and Human Sciences	ACADEMIC YEAR: 2018	1
DEPARTMENT: Department of Foreign Languages		

COURSE SYLLABI

CODE	NAME
XXXX	PRACTICUM IN ENGLISH LANGUAGE II

UNDERGRADUATE PROGRAM	Year
Letras / English	4th

HOURS				SEMESTER	DEGREE
T	P 200h	Total 200h	☒ Year ☐ Semester	☒ 1 ☒ 2	English language and English literatures

1 – COURSE DESCRIPTION:
Observation of education contexts. Use of technology in the teaching process. Analysis and production of didactic materials. Analysis and practices of evaluation. Teaching planning and teaching in different contexts.

2- AIMS:
*To experience, as a pre-service teacher, teaching-learning situations in different contexts of basic education;
*To develop self-reflective capacity in teacher education;
* To transform the classroom, the school and the English teaching practices into privileged places for investigation/ theorization about phenomena germane to teaching-learning process;
* To develop capacity for analysis and production of didactic materials;
* To reflect upon one's own pedagogical practice and upon others' pedagogical practice;
* To develop knowledge of use of technology for teaching and professional development;
* To perceive the classroom as a place for investigation and theorization about phenomena germane to teaching-learning process;
* To be aware of one's own role and to recognize oneself as an integral part of teaching-learning processes;
* To constitute a collaborative teaching space.

3 – CONTENTS:
1) Class observation and creation of instruments for critical reflective practices;
2) Teaching planning (lesson plans);
3) Teaching;
3.1 organizational/ practical aspects and mediated by language;
3.2 Classroom interaction (reciprocity and affectivity);
4) Technology for English language Teaching;
5) Critical teaching;
6) Teacher's research;
7) Evaluation in English teaching-learning processes.

4 – TEACHING PROCEDURES:
From the experiences in the contexts of the practicum. The students will activate resources to deal with emergent situations by means of:

Supervision and feedback sessions between the supervisor and pre- service and in-service teachers (when necessary);
Participation in study groups;
Teaching activities planning;
Analysis of teaching and evaluation tools;

The student teacher must complete 200 hours through collective or individual meetings, academic works and experiences in the educational arena, distributed as follows:

a) SUPERVISIONS (55H)

B) IMMERSION/INSERTION IN THE EDUCATIONAL CONTEXT (100H)

C) CLASS OBSERVATION: minimum of 20 hours for knowing the teaching practicum sites (infrastructures, principals, in-service teachers, staff), political-pedagogical project and class observation, In the context of public basic education, minimum of 10 h (out of the 20 hours) for observing the class in which the teaching practicum will be developed.

D) PLANNING: Minimum of 40 hours for class planning (construction of lesson plans)

E) TEACHING: Minimum of 40 hours for teaching, as an in-service teacher (40 hours correspond to 48 classes)

* The workload for teaching can be changed, according to requirements of the practicum field

F) CRITICAL REPORT (20H)

G) ACADEMIC WORK –PAPER (25H)
* 10 hours for, at least, 5 supervision meetings;
* 5 hours for bibliographic research;
* 10 hours for paper writing.

5 – SCHEDULE:
1st and 2nd halves of the 1st semester and 1st and 2nd halves of the 2nd semester
Topics 1, 2, 3, 4, 5, 6 and 7 (contents) and other teaching-learning issues from the experiences in the practicum.

6 - EVALUATION CRITERIA: **3**

1- Teaching planning

Description: creation of lesson plans, units and/or courses to students from the context, in which the practicum is supposed to be completed.

CRITERIA:

Presentation of lesson plans or didactic units. Presentation of materials employed. Adequacy to the planning parameters. Deadline compliance.

DESCRIPTORS:

The student presents the lesson plans within the deadline established;
The student establishes goals that are clear and adequate to the proposal;
The student presents contents that are clear adequate to the goals;
The student presents adequate resources to the teaching process;
The student defines methodological procedures that are adequate to the goals;
The student defines evaluative procedures that are adequate to the goals;
The student creates activities that are coherent with the goals;
The student establishes adequate schedule;
The student establishes relation between the lesson plans/ units and the goals for the English teaching in the context covered;
The student presents a comprehensive practicum planning (all the lesson plans in a chronological order for the teaching period).
The student attaches classroom materials to the lesson plan (handouts etc.);
The student completes the workload established.

2- Teaching

Description: The student teachers will run classes. Student teachers' responsibility concern the learning process of students in basic education and their own professional development. The student teachers will be formally evaluated in, at least, 2 classes.

CRITERIA: Class performance. Professional attitude, knowledge of the content, technological knowledge.

DESCRIPTORS:

The student teacher shows attention to the students' demands;
The student teacher uses appropriate language, dress code, behavior and attitude to the classroom
The student teacher organizes the classroom environment;
The student teacher is punctual and assiduous;
The student teacher manages the class time, so that s/he can introduce, develop and conclude the topic, making the necessary arrangements;
The student teacher presents the content correctly;
The student teacher shows full mastery of the English language;
The student teacher explores technological resources adequately;
The student teacher manages interactions among the students and among other colleagues;
The student teacher promotes students' engagement;
The student teacher uses an evaluative instrument that is clear and coherent with the planning;
The student teacher follows or makes adjustments, when necessary;

The student completes the workload established. **4**

3- Critical Teaching Report:
Description: Throughout the teaching period, the student teachers must create a report of their practicum experience. The report consists of a reflective diary about all the classes taught, From the 48 classes, the student teachers will choose, at least, 2 for an in-depth analysis.

CRITERIA: Deadline compliance/ criticalness/ association between theory and practice/ format.

DESCRIPTORS:
The student teacher hands in the report within the deadline established;
The student teacher problematizes issues related to the teaching-learning process from the didactic activity conducted in his/her teaching practices;
The student teacher analyzes choices and practices, taking into consideration students' knowledge, the educational context, the school, as well as the goals and contents to be covered;
The student teacher conceptually discusses the issues problematized;
The student teacher is critical to the episodes analyzed;
The student teacher writes the report in English, according to the genre.

4- Academic Work (paper):
Description: The academic work (paper or scientific article) concerns a research study whose focus in student teacher's pedagogical actions (action research). For the aims of the research, it is necessary that the student teacher choose a theme, data collection formats, bibliographic compilation and do reviews and preliminary analysis throughout the entire process, that is, before the practicum is completed in schools.

CRITERIA: Deadline compliance/ Critical sense/ Theoretical depth/ format

DESCRIPTORS:
The student teacher elaborates the work within the deadline established;
The student teacher hands in the work within the deadline established;
The student teacher interacts with his/her advisor during the completion of the work;
The student teacher shows coherence between the theme and the data collection and data analysis procedures;
The student teacher analyzes the data in a critical manner;
The student teacher associates the object of analysis with the theoretical framework;
The student teacher proposes alternatives for teaching practices;
The student teacher writes the paper in English, according to the genre.

7 – BASIC REFERENCES: {omitted}

8 – COMPLEMENTARY REFERENCES: {omitted}

_____
Professor
ID: XXXX

5

Approved by the Department. on ___/___/___

Approved by the Undergraduate Program on ___/___/___

_____ _____

Department Chair Undergraduate Program Chair

APPENDIX Q

Documentary Analysis Classification (Alpha and Beta)

VIEW OF LANGUAGE

		Alpha	Beta
Organic	*Pragmatic*	BE- Alpha (2017) (p. 1, 2, 3), WPCE I- Alpha (2017) (p. 1, 2), WPCE II- Alpha (2017) (p. 1, 2), WPCE III- Alpha (2017) (p. 1, 2), OPCE I- Alpha (2017) (p. 1), OPCE II- Alpha (2017) (p. 1), OPCE III- Alpha (2017) (p. 1),PPE-Alpha (2017) (p.1), ELTE- Alpha (2017) (p.2), BE- Alpha (2018) (p. 1, 2, 3), WPCE I- Alpha (2018) (p. 1, 2), WPCE II- Alpha (2018) (p. 1, 2), WPCE III- Alpha (2018) (p. 1, 2), OPCE I- Alpha (2018) (p.1, 2), OPCE II- Alpha (2018) (p.1), OPCE III- Alpha (2018) (p.1), PPE-Alpha (2018) (p.1), ELTE- Alpha (2018) (p.2)	LGFEL I-Beta (2017) (p.1, 2, 3, 4, 5, 6), LGFEL II-Beta (2017) (p. 1,2, 3, 4), LGFEL III- Beta (2017) (p.1, 2), LGFEL IV- Beta (2017) (p.1, 3) WPCE I- Beta (2017) (p. 1, 2, 3, 4), WPCE II- Beta (2017) (p. 1, 2), WPCE III- Beta (2017) (p.1, 2, 3), OPCE I- Beta (2017) (p. 1, 2), OPCE II- Beta (2017) (p. 1, 2), OPCE III- Beta (2017) (p. 1, 2), OPCE IV- Beta (2017) (p. 1, 2, 3), PEL-Beta (2017) (p.1, 2), ETBE-Beta (2017) (p.3), ELC-Beta (2017) (p. 1, 2, 3), PREL I-Beta (2017) (p. 1, 3, 4), PREL II-Beta (2017) (p. 1, 3, 4), LGFEL I-Beta (2018) (p. 1, 2, 3, 4, 5, 6), LGFEL II-Beta (2018) (p. 1,2 3, 4), LGFEL III-Beta (2018) (p. 1, 2), LGFEL IV-Beta (2018) (p, 1, 3), WPCE I-Beta (2018) (p. 1, 2, 3), WPCE II- Beta (2018) (p. 1, 2, 3), WPCE III- Beta (2018) (p. 1, 2, 3), OPCE I- Beta (2018) (p. 1, 2), OPCE II- Beta (2018) (p. 1, 2), OPCE III- Beta (2018) (p. 1, 2, 3), OPCE IV-Beta (2018) (p. 1, 2, 3), PEL-Beta (2018) (p.1, 2), ETBE-Beta (2018) (p.3), ELC-Beta (2018) (p. 1, 2, 3), PREL I-Beta (2018) (p. 1, 3, 4), PREL II-Beta (2018) (p. 1, 3, 4)
	Critical	OPCE I- Alpha (2017) (p.1), ELTE- Alpha (2017) (p. 1, 2), ELTE- Alpha (2018) (p. 1, 2)	LGFEL I-Beta (2017) (p.3, 4, 5, 6), LGFEL II- Beta (2017) (p. 1,2, 3, 4), LGFEL III- Beta (2017) (p. 2), WPCE I- Beta (2017) (p.1, 2, 3), WPCE II- Beta (2017) (p.1), WPCE III- Beta (2017) (p. 3), OPCE I- Beta (2017) (p.1, 2), OPCE IV- Beta (2017) (p.1, 2), ETBE-Beta (2017) (p.1, 3, 4), ELC-Beta (2017) (p. 1, 2), PREL I-Beta (2017) (p. 1, 4), PREL II-Beta (2017) (p. 1, 4) LGFEL I-Beta (2018) (p. 3, 4, 5, 6), LGFEL II-Beta (2018) (p. 2. 3, 4), LGFEL III-Beta (2018) (p. 1), WPCE I- Beta (2018) (p. 1, 2, 3), WPCE II- Beta (2018) (p. 2, 3), WPCE III- Beta (2018) (p. 3), OPCE I- Beta (2018) (p. 1, 2), OPCE III- Beta (2018) (p. 2), OPCE IV- Beta (2018) (p. 1), ETBE-Beta (2018) (p.1, 3, 4), ELC-Beta (2018) (p. 1, 2), PREL I-Beta (2018) (p. 1, 4), PREL II-Beta (2019) (p. 1,4)

FORMAL X INFORMAL ENGLISH: VIRTUAL DEMANDS X CHANCES

Formal English

	Teaching		Teacher Education	
	Alpha	Beta	Alpha	Beta

Virtuality	*Demand*	Inside	BE-Alpha (2017) (p. 1, 2), WPCE I- Alpha (2017) (p. 1, 2), WPCE II- Alpha (2017) (p. 1, 2), WPCE III- Alpha (2017) (p. 1, 2), OPCE I-Alpha (2017) (p. 1, 2), OPCE II-Alpha (2017) (p. 1, 2), OPCE III-Alpha (2017) (p. 1, 2, 3), PPE-Alpha (2017) (p. 1), ELTE-Alpha (2017) (p. 1, 2), PREL I- Alpha (2017) (p.1), PREL II- Alpha (2017) (p.1), BE-Alpha (2018) (p. 1, 2), WPCE I- Alpha (2018) (p. 1, 2), WPCE II-Alpha (2018) (p. 1, 2), WPCE III- Alpha (2018) (p. 1, 2), OPCE I-Alpha (2018) (p. 1, 2), OPCE II-Alpha (2018) (p. 1, 2), OPCE III-Alpha (2018) (p. 1, 2, 3), PPE-Alpha (2018) (p. 1), ELTE-Alpha (2018) (p. 1, 2), PREL I- Alpha (2018) (p.1), PREL II- Alpha (2018) (p.1)	LGFEL I-Beta (2017) (p. 1, 2, 3, 4, 5, 6, 7), LGFEL II-Beta (2017) (p.1, 2, 4), LGFEL III-Beta (2017) (p. 1, 3, 4), LGFEL IV-Beta (2017) (p. 1, 2, 3), WPCE-I Beta (2017) (p. 1, 2, 3), WPCE-II Beta (2017) (p.2), WPCE-III Beta (2017) (p. 1, 2), OPCE I- Beta (2017) (p. 1,2), OPCE II- Beta (2017) (p. 1, 2), OPCE III- Beta (2017) (p.1, 2), OPCE IV- Beta (2017) (p. 1, 2), PEL- Beta (2017) (p. 1, 2), ETBE-Beta (2017) (p. 1, 2, 3, 4), ELC-Beta (2017) (p. 1, 2, 3), PREL I- Beta (2017) (p.1, 2, 3, 4), PREL II-Beta (2017) (p.1, 2, 3, 4), LGFEL I- Beta (2018) (p. 1, 2, 3, 4, 5, 6, 7), LGFEL II- Beta (2018) (p. 1, 2, 4), LGFEL III- Beta (2018) (p. 2, 3,4), LGFEL IV-Beta (2018) (p. 1, 2, 3), WPCE I – Beta (2018) (p. 1, 2, 3), WPCE II – Beta (2018) (p. 1, 2, 3), WPCE III – Beta (2018) (p. 1, 2), OPCE I- Beta (2018) (p. 1, 2), OPCE II- Beta (2018) (p. 1, 2), OPCE III- Beta (2018) (p. 1, 2, 3), OPCE IV-Beta (2018) (p. 1, 2), PEL- Beta (2018) (p. 1, 2), ETBE- Beta (2018) (p. 1, 2, 3, 4), ELC- Beta (2018) (p. 1, 2, 3), PREL I- Beta (2018) (p.1, 2, 3, 4), PREL II-Beta (2018) (p.1, 2, 3, 4)	ELTE-Alpha (2017) (p. 2), PREL I-Alpha (2017) (p.1), PREL II-Alpha (2017) (p.1), ELTE-Alpha (2018) (p. 2), PREL I-Alpha (2018) (p.1), PREL II-Alpha (2018) (p.1)	WPCE-I Beta (2017) (p.1), WPCE-II Beta (2017) (p.1), ETBE-Beta (2017) (p. 1, 2, 4), ELC-Beta (2017) (p. 1, 2), PREL I- Beta (2017) (p, 1, 3, 4), PREL II-Beta (2017) (p, 1, 3, 4), LGFEL I-Beta (2018) (p. 6), LGFEL II-Beta (2018) (p. 1, 4), LGFEL III-Beta (2018) (p. 4), LGFEL IV-Beta (2018) (p. 2, 3), WPCE I – Beta (2018) (p. 1), WPCE II – Beta (2018) (p. 3), OPCE IV-Beta (2018) (p. 1), ETBE- Beta (2018) (p. 1, 2), ELC-Beta (2018) (p. 1, 2), PREL I-Beta (2018) (p, 1, 3, 4), PREL II-Beta (2018) (p, 1, 3, 4)

	Chance	Orality	BE-Alpha (2017) (p. 1), OPCE I-Alpha (2017) (p. 1, 2, 3), OPCE II-Alpha (2017) (p. 1, 2), OPCE III-Alpha (2017) (p. 1, 2, 3), PPE-Alpha (2017) (p. 1), ELTE-Alpha (2017) (p. 1, 2), BE-Alpha (2018) (p. 2), OPCE I-Alpha (2018) (p. 1, 2), OPCE II-Alpha (2018) (p. 1, 2), OPCE III-Alpha (2018) (p. 1, 2, 3),	LGFEL I-Beta (2017) (p. 4), LGFEL II-Beta (2017) (p. 4), LGFEL III-Beta (2017) (p. 3), LGFEL IV-Beta (2017) (p. 2, 3), WPCE-I Beta (2017) (p. 2), WPCE-II Beta (2017) (p.1), WPCE-III Beta (2017) (p. 2), OPCE I- Beta (2017) (p. 1,2), OPCE II- Beta (2017) (p. 1, 2), OPCE III- Beta (2017) (p.1), OPCE IV- Beta (2017) (p. 1, 2, 3), ETBE-Beta (2017) (p. 1, 4), ELC-Beta (2017) (p. 2, 3), LGFEL I- Beta (2018) (p. 6), LGFEL II-Beta (2018) (p. 4), LGFEL III- Beta (2018) (p, 2, 3, 4), LGFEL IV-Beta (2018) (p. p. 2, 3), WPCE I – Beta (2018) (p. 2), WPCE III – Beta (2018) (p. 2), OPCE I-Beta (2018) (p. 1, 2), OPCE II- Beta (2018) (p. 1, 2), OPCE III- Beta (2018) (p. 1, 2), OPCE IV- Beta (2018) (p. 1, 2, 3), PEL- Beta (2018) (p. 1, 2), ETBE- Beta (2018) (p. 2, 4), ELC-Beta (2018) (p. 2, 3)	ELTE-Alpha (2017) (p.2), PREL I-Alpha (2017) (p.1), PREL II-Alpha (2017) (p.1), ELTE-Alpha (2018) (p.2), PREL I-Alpha (2018) (p.1), PREL II-Alpha (2018) (p.1)	OPCE III-Beta (2017) (p.1, 2), OPCE IV-Beta (2017) (p. 2), PREL I-Beta (2017) (p. 1, 2, 3), PREL II-Beta (2017) (p. 1, 2, 3), LGFEL I-Beta (2018) (p. 6), LGFEL II-Beta (2018) (p. 4), LGFEL III-Beta (2018) (p. 4), LGFEL IV-Beta (2018) (p. 2, 3), PREL I-Beta (2018) (p. 1, 2, 3), PREL II-Beta (2018) (p. 1, 2, 3)

		Literacy	BE-Alpha (2017) (p. 1, 2, 3), WPCE I- Alpha (2017) (p. 1), WPCE II- Alpha (2017) (p. 1), WPCE III- Alpha (2017) (p. 1), PPE-Alpha (2017) (p. 1), PREL I- Alpha (2017) (p.1), PREL II- Alpha (2017) (p.1), BE-Alpha (2018) (p. 3), WPCE I- Alpha (2018) (p. 1), WPCE II- Alpha (2018) (p. 1), WPCE III- Alpha (2018) (p. 1), PPE-Alpha (2018) (p. 1), PREL I- Alpha (2018) (p.1), PREL II-Alpha (2018) (p.1)	LGFEL III-Beta (2017) (p. 4), WPCE-I Beta (2017) (p. 1, 2, 3, 4), WPCE-II Beta (2017) (p.1, 2), WPCE-III Beta (2017) (p. 1, 2, 3), PEL-Beta (2017) (p. 1, 2), ETBE-Beta (2017) (p. 1, 2, 3, 4), ELC-Beta (2017) (p. 1, 2), PREL I-Beta (2017) (p. 2, 4), PREL II- Beta (2017) (p. 2, 4), LGFEL III- Beta (2018) (1x), WPCE I – Beta (2018) (p. 3), WPCE II – Beta (2018) (p. 1, 3), WPCE III – Beta (2018) (p. 1, 2, 3), PEL- Beta (2018) (p. 1, 2), ETBE- Beta (2018) (p. 2, 4), ELC- Beta (2018) (p. 2, 3), PREL I-Beta (2018) (p. 2, 4), PREL II- Beta (2018) (p. 2, 4)		WPCE-I Beta (2017) (p. 2), PREL I-Beta (2017) (p, 1, 2, 3), PREL II-Beta (2017) (p, 1, 2, 3), WPCE II – Beta (2018) (p.3), PREL I- Beta (2018) (p, 1, 2, 3), PREL II-Beta (2018) (p, 1, 2, 3)
		Text Genres	BE-Alpha (2017) (p. 1, 3), WPCE I- Alpha (2017) (p. 1, 2), WPCE II- Alpha (2017) (p. 1, 2), WPCE III- Alpha (2017) (p. 1, 2), OPCE I-Alpha (2017) (p. 1, 2), OPCE II-Alpha (2017) (p. 1), OPCE III-Alpha (2017) (p. 1, 2), ELTE-Alpha (2017) (p. 1), BE-Alpha (2018) (p. 2), WPCE I- Alpha (2018) (p. 1, 2), WPCE II-Alpha (2018) (p. 1, 2), WPCE III- Alpha (2018) (p. 1, 2), OPCE I-Alpha (2018) (p. 1), OPCE II-Alpha (2018) (p. 1), OPCE III-Alpha (2018) (p. 1, 2), ELTE-Alpha (2018) (p. 1)	LGFEL I-Beta (2017) (p.3), LGFEL III-Beta (2017) (p.3), WPCE-I Beta (2017) (p. 1, 3, 4), WPCE-II Beta (2017) (p.1, 2), WPCE-III Beta (2017) (p. 1, 2, 3), OPCE II- Beta (2017) (1, 2), OPCE IV- Beta (2017) (p. 2), LGFEL I-Beta (2018) (p. 3), LGFEL III- Beta (2018) (1x), WPCE I – Beta (2018) (p. 2), WPCE II – Beta (2018) (p. 1, 3), WPCE III – Beta (2018) (p. 1, 2, 3), OPCE II-Beta (2018) (p. 1, 2), OPCE IV- Beta (2018) (p. 1), ETBE- Beta (2018) (p. 4)		WPCE-I Beta (2017) (p.4), ETBE-Beta (2017) (p. 4)

		Structure	BE-Alpha (2017) (p. 1, 2, 3), WPCE I- Alpha (2017) (p. 1, 2), WPCE II- Alpha (2017) (p. 1, 2), WPCE III- Alpha (2017) (p. 1, 2), OPCE I-Alpha (2017) (p. 1), OPCE II-Alpha (2017) (p. 1), OPCE III-Alpha (2017) (p. 1), PPE-Alpha (2017) (p. 1), BE-Alpha (2018) (p. 1, 2, 3), WPCE I- Alpha (2018) (p. 1, 2), WPCE II- Alpha (2018) (p. 1, 2), WPCE III- Alpha (2018) (p. 1, 2), OPCE I-Alpha (2018) (p. 1, 2), OPCE II-Alpha (2018) (p. 1), OPCE III-Alpha (2018) (p. 1), PPE-Alpha (2018) (p. 1)	LGFEL I-Beta (2017) (p. 1, 2, 3, 5),), LGFEL II-Beta (2017) (p. 2, 4), LGFEL IV-Beta (2017) (p. 2, 3), WPCE-I Beta (2017) (p. 1, 2), WPCE-III Beta (2017) (p. 1, 2), OPCE IV- Beta (2017) (p. 1), LGFEL I- Beta (2018) (p. 1, 2, 3, 4), WPCE I – Beta (2018) (p. 2), WPCE II – Beta (2018) (p. 1, 2), WPCE III – Beta (2018) (p. 1, 2)		

			Teaching		Teacher Education
			Alpha	Beta	Beta
Virtuality	*Demand*	Inside	BE-Alpha (2017) (p. 1, 2), WPCE I- Alpha (2017) (p. 1) WPCE II- Alpha (2017) (p. 1), WPCE III- Alpha (2017) (p. 1), OPCE I-Alpha (2017) (p. 1, 2), OPCE II-Alpha (2017) (p. 1, 2), OPCE III-Alpha (2017) (p. 1, 2), PPE-Alpha (2017) (p.1), BE-Alpha (2018) (p. 1, 2), WPCE I- Alpha (2018) (p. 1) WPCE II- Alpha (2018) (p. 1), WPCE III- Alpha (2018) (p. 1), OPCE I-Alpha (2018) (p. 1, 2), OPCE II-Alpha (2018) (p. 1, 2), OPCE III-Alpha (2018) (p. 1, 2), PPE-Alpha (2018) (p.1)	LGFEL-Beta (2017) (p.3, 5), LGFEL II-Beta (2017) (p. 2, 3), LGFEL III-Beta (2017) (p. 2), WPCE-I Beta (2017) (p. 1, 2, 4), WPCE-II Beta (2017) (p.1, 2), OPCE I- Beta (2017) (p. 1), OPCE II- Beta (2017) (p. 1, 2), OPCE III- Beta (2017) (p.1, 2), OPCE IV- Beta (2017) (p. 2), PEL- Beta (2017) (p. 1, 2), LGFEL I- Beta (2018) (p. 3, 5), LGFEL II- Beta (2018) (p. 2, 3), LGFEL III- Beta (2018) (p. 2, 3), WPCE I – Beta (2018) (p. 2), WPCE II – Beta (2018) (p. 2), OPCE I- Beta (2018) (p. 1), OPCE II- Beta (2018) (p. 1, 2), OPCE III- Beta (2018) (p. 1, 2), OPCE IV- Beta (2018) (p. 2), PEL- Beta (2018) (p. 1, 2)	
	Chance	Orality	BE-Alpha (2017) (p. 2), OPCE I-Alpha (2017) (p. 1, 3), OPCE II-Alpha (2017) (p. 1, 2), OPCE III-Alpha (2017) (p. 1, 3), PPE-Alpha (2017) (p.1), BE-Alpha (2018) (p. 2), OPCE I-Alpha (2018) (p. 1, 2), OPCE II-Alpha (2018) (p. 1, 2), OPCE III-Alpha (2018) (p. 1, 3), PPE-Alpha (2018) (p.1)	OPCE I- Beta (2017) (p. 1), OPCE II- Beta (2017) (p.1, 2), OPCE I- Beta (2018) (p. 2), OPCE II- Beta (2018) (p. 1), OPCE III- Beta (2018) (p. 1), PEL- Beta (2018) (p. 1, 2)	
		Literacy	WPCE I- Alpha (2017) (p. 1), WPCE II- Alpha (2017) (p. 1), WPCE III- Alpha (2017) (p. 1), PPE-Alpha (2017) (p.1), BE-Alpha (2018) (p. 3), WPCE I-Alpha (2018) (p. 1), WPCE II-Alpha (2018) (p. 1), WPCE III-Alpha (2018) (p. 1), PPE-Alpha (2018) (p.1)	WPCE-II Beta (2017) (p.1, 2), WPCE II – Beta (2018) (p. 1, 3)	

		Text Genres	BE-Alpha (2017) (p. 1, 3), WPCE I- Alpha (2017) (p. 1, 2), WPCE II- Alpha (2017) (p. 1, 2), WPCE III- Alpha (2017) (p. 1, 2), OPCE I-Alpha (2017) (p. 1, 2), OPCE II-Alpha (2017) (p. 2), OPCE III-Alpha (2017) (p. 1, 2), BE-Alpha (2018) (p. 1, 2, 3), WPCE I-Alpha (2018) (p. 1, 2), WPCE II- Alpha (2018) (p. 1, 2), WPCE III- Alpha (2018) (p. 1, 2), OPCE I-Alpha (2018) (p. 1), OPCE II-Alpha (2018) (p. 2), OPCE III-Alpha (2018) (p. 1, 2),	LGFEL I-Beta (2017) (p.3), LGFEL III-Beta (2017) (p. 3), WPCE-I Beta (2017) (p. 1, 3, 4), WPCE-II Beta (2017) (p.1, 2), LGFEL I- Beta (2018) (p. 3), LGFEL III-Beta (2018) (p. 3), WPCE II – Beta (2018) (p. 1, 3), OPCE II- Beta (2018) (p. 2)	WPCE-I Beta (2017) (p.4)
		Structure	BE-Alpha (2017) (p, 2), WPCE I- Alpha (2017) (p. 1, 2), WPCE II- Alpha (2017) (p. 1, 2), WPCE III- Alpha (2017) (p. 1, 2), OPCE I-Alpha (2017) (p. 1), OPCE II-Alpha (2017) (p. 1), OPCE III-Alpha (2017) (p. 1), PPE-Alpha (2017) (p.1), BE-Alpha (2018) (p.2), WPCE I- Alpha (2018) (p. 1, 2), WPCE II- Alpha (2018) (p. 1, 2), WPCE III- Alpha (2018) (p. 1, 2), OPCE I-Alpha (2018) (p. 1, 2), OPCE II-Alpha (2018) (p. 1), OPCE III-Alpha (2018) (p. 1), PPE-Alpha (2018) (p.1)	LGFEL I- Beta (2017) (p. 3, 5), LGFEL II- Beta (2017), (p. 2, 3), LGFEL III- Beta (2017), PEL-Beta (2017) (p. 1, 2) (p. 2), LGFEL I- Beta (2018) (p. 3, 5), LGFEL II- Beta (2018) (p. 2, 3), LGFEL III- Beta (2018) (p. 2, 3), WPCE II – Beta (2018) (p. 2), PEL-Beta (2018) (p. 1, 2) (p. 2)	

FORMAL X INFORMAL ENGLISH: CENTER X MARGIN
Formal

	Center	
	Alpha	Beta
Teaching	BE-Alpha (2017) (p. 1, 2), WPCE I- Alpha (2017) (p. 1, 2), WPCE II- Alpha (2017) (p. 1, 2), WPCE III- Alpha (2017) (p. 1, 2), OPCE I- Alpha (2017) (p. 1, 2), OPCE II- Alpha (2017) (p. 1, 2), OPCE III- Alpha (2017) (p. 1, 2, 3), ELTE-Alpha (2017) (p. 1, 2), PREL I- Alpha (2017) (p.1), PREL II- Alpha (2017) (p.1), WPCE I- Alpha (2018) (p. 1, 2), WPCE II- Alpha (2018) (p. 1, 2), WPCE III- Alpha (2018) (p. 1, 2), OPCE I- Alpha (2018) (p. 1, 2), OPCE II- Alpha (2018) (p. 1, 2), OPCE III- Alpha (2018) (p. 1, 2, 3), ELTE-Alpha (2018) (p. 1, 2), PREL I- Alpha (2018) (p.1), PREL II- Alpha (2018) (p.1)	LGFEL I-Beta (2017) (p. 1, 2, 3, 4, 5, 6, 7), LGFEL II-Beta (2017) (p. 1, 2, 4), LGFEL III-Beta (2017) (p. 3, 4), LGFEL IV-Beta (2017) (p. 1, 2, 3), WPCE-I Beta (2017) (p. 1, 2, 3), OPCE I- Beta (2017) (p. 1,2), OPCE II- Beta (2017) (p.1, 2), OPCE III- Beta (2017) (p.1, 2), OPCE IV- Beta (2017) (p. 1, 2), ETBE-Beta (2017) (p. 2, 3, 4), ELC-Beta (2017) (p. 1, 2, 3), PREL I- Beta (2017) (p. 1, 2, 3, 4), PREL II- Beta (2017) (p. 1, 2, 3, 4), LGFEL I- Beta (2018) (p. 1, 2, 3, 4, 5, 6, 7), LGFEL II- Beta (2018) (p. 1, 2, 4), LGFEL III- Beta (2018) (p. 2, 3, 4), LGFEL IV- Beta (2018) (p. 1, 2, 3), WPCE I – Beta (2018) (p. 1, 2), WPCE III – Beta (2018) (p. 1, 2), OPCE I- Beta (2018) (p. 1, 2), OPCE II- Beta (2018) (p. 1, 2), OPCE III- Beta (2018) (p. 1, 2, 3), OPCE IV- Beta (2018) (p. 1, 2), ETBE- Beta (2018) (p. 1, 2, 3, 4), ELC- Beta (2018) (p. 1, 2, 3), PREL I- Beta (2018) (p. 1, 2, 3, 4), PREL II- Beta (2018) (p. 1, 2, 3, 4)
Teacher Education	ELTE-Alpha (2017) (p. 1) PREL I- Alpha (2017) (p.1), PREL II- Alpha (2017) (p.1), ELTE-Alpha (2018) (p. 1) PREL I- Alpha (2018) (p.1), PREL II- Alpha (2018) (p.1)	LGFEL I-Beta (2017) (p. 6), LGFEL II-Beta (2017) (p. 1, 4), LGFEL III-Beta (2017) (p. 1), LGFEL IV-Beta (2017) (p. 3), WPCE-I Beta (2017) (p. 4), WPCE-III Beta (2017) (p. 1, 2), OPCE III- Beta (2017) (p.1, 2), OPCE IV- Beta (2017) (p. 2), ETBE-Beta (2017) (p. 1, 2, 4), ELC-Beta (2017) (p. 1, 2), PREL I- Beta (2017) (p. 1, 3, 4), PREL II- Beta (2017) (p. 1, 3, 4), LGFEL I- Beta (2018) (p. 6), LGFEL II- Beta (2018) (p. 1, 4), LGFEL III- Beta (2018) (p. 4), LGFEL IV- Beta (2018) (p. 2, 3), WPCE I – Beta (2018) (p. 1), WPCE II – Beta (2018) (p. 1, 2, 3), OPCE IV- Beta (2018) (p. 1), ETBE- Beta (2018) (p. 1, 2), ELC- Beta (2018) (p. 1, 2), PREL I- Beta (2018) (p. 1, 3, 4), PREL II- Beta (2018) (p. 1, 3, 4)

Informal

	Margin	
	Alpha	Beta
Teaching	BE-Alpha (2017) (p. 1, 2), WPCE I- Alpha (2017) (p. 1), WPCE II- Alpha (2017) (p. 1), WPCE III- Alpha (2017) (p. 1), OPCE I- Alpha (2017) (p. 1, 2), OPCE II- Alpha (2017) (p. 1, 2), OPCE III- Alpha (2017) (p. 1, 2), WPCE I- Alpha (2018) (p. 1), WPCE II- Alpha (2018) (p. 1), WPCE III- Alpha (2018) (p. 1), OPCE I- Alpha (2018) (p. 1, 2), OPCE II- Alpha (2018) (p. 1, 2), OPCE III- Alpha (2018) (p. 1, 2),	LGFEL I- Beta (2017) (p. 3, 5), LGFEL II- Beta (2017) (p. 2, 3), LGFEL III- Beta (2017) (p. 2), WPCE-I Beta (2017) (p. 1, 2, 3), OPCE I- Beta (2017) (p. 1), OPCE II- Beta (2017) (p. 2), OPCE III- Beta (2017) (p.1, 2), OPCE IV- Beta (2017) (p. 2), LGFEL I- Beta (2018) (p. 3, 5), LGFEL II- Beta (2018) (p. 2, 3), LGFEL III- Beta (2018) (p. 2, 3), WPCE I – Beta (2018) (p. 2), WPCE II – Beta (2018) (p. 2), OPCE I- Beta (2018) (p. 1), OPCE II- Beta (2018) (p. 1, 2), OPCE III- Beta (2018) (p. 1, 2), OPCE IV- Beta (2018) (p. 2)

FORMAL X INFORMAL ENGLISH: BALANCE

Formal/Informal

	Balance	
	Teaching	
	Alpha	Beta
Virtuality	BE-Alpha (2018) (p. 1, 2), PPE-Alpha (2017) (p. 1), PPE-Alpha (2018) (p. 1)	WPCE-II Beta (2017) (p.1, 2), PEL- Beta (2017) (p. 1, 2), PEL- Beta (2018) (p. 1, 2)

APPENDIX R

Triangulation Tool[143]

UNIVERSIDADE ESTADUAL DE LONDRINA — ESTUDOS DA LINGUAGEM

Name: _____

Institution: _____ **Date:** _____

Highest Degree Earned: _____

Triangulation Tool

> Check the classification that best corresponds to the excerpts provided (only ONE option). Should you deem the classification to be unsuitable, please provide another one:

Part 1- Students' Linguistic Command

1- "(...) as I said, their level of English is low." (DREW, L. 1102).

( ) Insufficiency (homogeneity) ( ) Sufficiency (homogeneity)
( ) Sufficiency (heterogeneity) ( ) Other: _____

2- "Well, I have students in first, second and third years, so (…) the first year, they generally come with a low level of English, not all of them, but in the class with 10-15 students, you have 5, generally 5 or 6 who have low, low level, basic students, basic level." (ADRIAN, L. 591-594).

( ) Insufficiency (homogeneity) ( ) Insufficiency (heterogeneity)
( ) Sufficiency (heterogeneity) ( ) Other: _____

3-"Hmm, ok! So (...) I teach in the second and third years and I guess they are quite proficient in the English language, most of them (...) I would say they they would be like intermediate level of English (...)" (MAX, L. 1636-1639).

( ) Insufficiency (homogeneity) ( ) Insufficiency (heterogeneity)
( ) Sufficiency (homogeneity) ( ) Other: _____

4- "Some (…), for example, this year, I have one student who can't even formulate a simple sentence in English, so, I don't know why (…), he is way different from the others in that class. And there are some (…) about 4 at a level higher than intermediate, let's say, almost advanced and the majority is at an intermediate level." (LILIAN, L. 1280-1284).

[143] The triangulation tool does not contain professor Priscila's data (as illustrative excerpts), since the professor was interviewed posteriorly to the completion of the triangulation procedure.

( ) Insufficiency (homogeneity) ( ) Sufficiency (heterogeneity)
( ) Insufficiency (heterogeneity) ( ) Other: _____

5- "(...)So, I don't think they are improving much at the university." (DREW, L. 896-899).

( ) Sufficiency (homogeneity) ( ) No advancement
( ) Advancement ( ) Other: _____

6- "In the second, third and fourth years, they get a little bit better because of the program, because they seek other courses besides the one that the university offers, so they can (…) well, they do improve during the {undergraduate} program (...) (ADRIAN, L. 595-597).

( ) Sufficiency (homogeneity) ( ) No advancement
( ) Advancement ( ) Other: _____

7- "they participated in a forum and I could see them using the language they learned, I was really, I was surprised to see how they managed to remember and use it and they did that informally, because it was only among us, students, ok? So they managed not only to remember and use the tools (...)" (MAX, L. 1743-1747).

( ) Sufficiency (action) ( ) Insufficiency (action)
( ) Insufficiency (cognition) ( ) Other: _____

8- "I don't think they (…) they probably have thought about it, at least, the ones that have intermediate, advanced level of English, but not from reading." (ADRIAN, L. 683-684).

( ) Sufficiency (action) ( ) Vagueness (cognition)
( ) Insufficiency (cognition and cognition) ( ) Other: _____

9- "Depending on the student, I think they have even more knowledge than me (...)" (SHANNON, L. 2557-2558).

( ) Vagueness (comparison) ( ) Sufficiency (action)
( ) Insufficiency (cognition and cognition) ( ) Other: _____

10- I don't think they can distinguish much, I don't think (…) it's more complicated when I offer them the input in informal English; it's more difficult for them to understand and to perform the tasks I'm proposing, this I can feel it as a teacher, but I don't think they can do this (…) they still don't have this conscience, this is formal, this is informal; they mix a lot. If you pose a question, informal English, they will just answer it, not concerning if they should use formal or informal (DREW, L. 994-999).

( ) Vagueness (comparison) ( ) Sufficiency (action)
( ) Insufficiency (cognition and cognition) ( ) Other: _____

11- “some students, they work full time, so they come to the university at night and they don’t have much time to dedicate to foster their proficiency, I think.” (DREW, L. 905-906).

( ) Demand (physical) ( ) Affordance (mobility)
( ) Affordance (formal education) ( ) Other: _____

12- “I think our own context, because the contact, the necessity of the English language for our region is low. They finish their studies (…) the real necessity of using this language outside the classroom is still very low. (...)” (MORGAN, L. 1980-1988).

( ) Affordance (formal education) ( ) Affordance (mobility)
( ) Demand (social) ( ) Other: _____

13- “(...) so that the student doesn’t enter the university at a very basic level, right? Because, I think there are now essay questions and the applicant is required to formulate a text and so on. So, I believe that students who enter are already at a reasonable level of English. I think because of the selection process itself, *Vestibular*.” (LILIAN, 1292-1297).

( ) Affordance (mobility) ( ) Demand (professional)
( ) Demand (social) ( ) Other: _____

14- “I think we have a profile of students, who come to the program, from small towns, where the English teaching is (…) is not so satisfactory, because of the teacher education, because of a cycle (…) it’s not the teacher’s fault. I don’t think I should put the blame on the teacher, but there is (….) to me, there are intentional actions to make education what it is like today, right? (MORGAN, L. 1961-1965).

( ) Affordance (mobility) ( ) Affordance (formal education)
( ) Demand (social) ( ) Other: _____

15- “I don’t know, maybe related to their socio status, socioeconomic status because the ones that have advanced English, they have already traveled abroad (...)” (ADRIAN, L. 602-604).

( ) Affordance (formal education) ( ) Affordance (technology)
( ) Affordance (mobility) ( ) Other: _____

16- “(...) let’s say (…) an interaction on Facebook, in some apps, in some texts that address an informal conversation, that is natural (…) in passages of films. So, I think that’s the sources, but they are few; and the student’s knowledge (…) I think it comes a lot from films and series (...) (MORGAN, L. 2132-2136).

( ) Affordance (formal education) ( ) Affordance (technology)
( ) Affordance (mobility) ( ) Other: _____

17- Because they can perform, they can perform most of the activities which are proposed to them. In the second year, I teach written production and in the third year,

I teach oral comprehension and oral production {courses} and (...) basically, they can perform all the activities which are in the program {syllabus}. (MAX, L. 1641-1644).

( ) Demand ( ) Performance
( ) Affordance ( ) Other: _____

Part 2- Professors' View of Language

1- "I think language is a means of communication, a language is something that we use to express our thoughts, but at the same time, while you express what we think, we are becoming someone else, ok? So, I see mostly language in use, ok? (...)" (MAX, L. 1658-1663).

( ) Unawareness ( ) Pragmatic
( ) Critical ( ) Other: _____

2- "Well, to me, language, it is a power tool in terms of (…) it's through language that we do things, you act in the world through language, and through it, you can favor a situation, right? And overlook others or you perpetuate certain prejudiced values or you try to refute them, so I believe in the power of language, right? (...)" (LILIAN, 1301-1307).

( ) Unawareness ( ) Pragmatic
( ) Critical ( ) Other: _____

3- "I probably do have a conception, but I don't know what that is (…) I really don't 'cause I don't have much time to think about that (...)" (ADRIAN, L. 615-618).

( ) Unawareness ( ) Pragmatic
( ) Critical ( ) Other: _____

4- "Well, this concept that I bring with me comes from reading, especially in my doctoral studies and also from seminars, we always attend events and so on and somehow lecturers mention conceptions of language, they talk about it and I think it comes from these situations" (LILIAN, L. 1309-1312).

( ) Unawareness ( ) Affordance/demands (leisure)
( ) Affordance/demands (professional) ( ) Other: _____

5- "(...) I studied when I was a kid, not studying, but experiencing it. So, I used to play video games, I needed to know the goals, the aims of the levels I had to reach. So, I had to discover what they were saying, so I could go further. That was one experience. Another experience was I needed to learn it, because I wanted to watch some TV series, but I didn't have this in Portuguese, it was only in English (...)" (DREW, L. 922-934).

( ) Unawareness ( ) Affordance/demands (leisure)
( ) Affordance/demands (professional) ( ) Other: _____

6- "(...) I'm calling informal anything that is more like real life, ok? It's like (...) we're talking, ok? I think I'm using informal language here, I'm not trying to use fancy words or fancy structures, I'm talking to you as I would be talking to someone on the street, ok? So, that's my idea of informal English and it's more natural (...)" (MAX, L. 1772-1777).

( ) Concept of informal English (clarity) ( ) Unawareness
( ) Concept of informal English (no clarity) ( ) Other: _____

7- "(...)What informal is (…) is not clear to me, because I think I don't have a (…) it's missing a clear definition of informal language. It's not that you have to provide me this definition, but my concept, my conception of what informal is (…) is common sense. I might be wrong or not." (MORGAN, L. 2137-2145).

( ) Concept of informal English (clarity) ( ) Unawareness
( ) Concept of informal English (no clarity) ( ) Other: _____

Part 3- Professors' Source of English

1- "(…) my contact with English was academic, from school. So, at school, they teach formal language, right?" (LILIAN, 1321-1323).

( ) Formal English before teacher education (here) ( ) Formal English (there)
( ) Formal English after teacher education (here) ( ) Other: _____

2- "(...) I took the FCE test, then I took, considering Cambridge tests; then I took a preparatory course for the CAE for one year; then I didn't pass the test. So, it was there in 2004. Then, I moved here; I lived in Curitiba, I came to Londrina, I took one semester for the CPE test." (MORGAN, L. 2065-2069).

( ) Informal English (there) ( ) Formal English (there)
( ) Formal English after teacher education (here) ( ) Other: _____

3- "(...) when I entered (…) Harvard to take a placement test, there, I felt at home" (LILIAN, 1375-1376).

( ) Formal English before teacher education (here) ( ) Formal English (there)
( ) Formal English after teacher education (here) ( ) Other: _____

4- "As everything that I picked up, from TV series, music. Also, I study a lot, because it's my content of work. So, I think it's something I should dedicate to, so I do it; sometimes, I have a studying time." (DREW, L. 983-985).

( ) Informal English after teacher education (here) ( ) Formal English (there)
( ) Informal English (there) ( ) Other: _____

5- "the awareness I got from my experience, so it is from my experience abroad (…) I stayed there for a few days (…) for 30 days, then I realized that there was another version. So, I think it's from my experiences, from the contact with the language, using it abroad, right?" (LILIAN, 1390-1393).

( ) Informal English (there) ( ) Formal English (there)
( ) Formal English after teacher education (here) ( ) Other: _____

Part 4- Formal x Informal English: Real and Virtual Demands/ Chances

1- "(...) if you want your students to be able to present in an international conference, you have to prepare them for it, then you need to give them very formal English to work with." (DREW, L. 1178-1181).

( ) Virtual demand outside the university (for formal English teaching)
( ) Virtual demand inside the university (for formal English teaching)
( ) Chance (teacher education) ( ) Other: _____

2- "I see my students in two different positions (...) they will be following the teaching career and they will also follow the academic one, ok? So, if they follow the academic one, you have more rigid genres to cover and at a certain (...) higher level of formality" (MAX, L. 1826-1829).

( ) Virtual demand outside the university (for formal English teacher education)
( ) Virtual demand inside the university (for formal English teacher education)
( ) Chance (teacher education) ( ) Other: _____

3- "If they are going to become teachers, they have to be aware that they have to speak formal English, like at least, they have to know how to speak formal English, if it's their choice to use it or not, it's (…) it's up to them" (ADRIAN, L. 708-710).

( ) Virtual demand outside the university (for formal English teacher education)
( ) Virtual demand inside the university (for formal English teacher education)
( ) Chance (teacher education) ( ) Other: _____

4- "(...) There's something that I (...) I try to do, but I have to organize myself better, which is the use of meta language in the classroom; you take the opportunity to stop and say: "guys, this thing (...) this approach that I have used with you is called task-based learning, ok? Task-based learning is this, this and that (...)" to name the strategies, the name of the things, to name (xxx) "this was task-based learning, this was communicative approach". I wish I could do that more systematically and then, I guess I would be using more formal language, ok? (...)" (MAX, L. 1869-1879).

( ) Chances for formal English Teaching ( )Chances for Informal English teaching
( ) Chances for formal English teacher education ( ) Other _____

5- "(...) The only space students in basic education would have for formal English would be there. So, they should be explicit (...)" (DREW, L. 1237-1238).

( ) Chances for informal English Teacher education
( ) Chances for Informal English teaching
( ) Chances for formal English teacher education ( ) Other _____

6- “(...) maybe you could say these differences when you’re teaching inside the classroom and when you’re trying to show students that “(...) you have to write an article to me based on nature, for example or whatever, environment. So, ok, of course, you can’t use colloquial language, of course you need to use formal language”. And sometimes, when you’re correcting, sometimes when they present, for example, contraction, you say: “ok, you can’t do that, because it’s an article, you can’t do that”. So, I think this kind of teaching happens, you know? (...)” (SHANNON, L. 2633-2643).

( ) Virtual demand (formal English teaching) ( ) Reality (formal English teaching)
( ) Virtual chance (formal English teaching) ( ) Other: _____

7- “if you’re using a dialogue, inside the classroom, of course, depending on the place, you mention to the students (...)” (SHANNON, L. 2627-2630).

( ) Virtual demand outside the university (for informal English teaching)
( ) Virtual demand inside the university (for informal English teaching)
( ) Chance (teacher education) ( ) Other: _____

8- “When I’m preparing them for presentations, when I’m (…) class, I think language (…) classroom language is something that helps a lot. Sometimes, you have to give them instructions; sometimes, you have to prepare them to give instructions” (DREW, L. 1074-1076).

( ) Virtual demand outside the university (for informal English teacher education)
( ) Virtual demand inside the university (for informal English teacher education)
( ) Chance (teacher education) ( ) Other: _____

9- “I think it’s really relevant because it enables you to act in different spheres in a full way, right?” (LILIAN, L. 1533-1534).

( ) Virtual demand outside the university (for informal English teaching)
( ) Virtual demand inside the university (for informal English teaching)
( ) Chance (teacher education) ( ) Other: _____

10- “(...) So, I think, as much as we can, we should show them a different (…) different ways of working with English, they will be better prepared for work, but also for the world. If you extremely point out: “oh, this is what they need, because they are going to be teachers”, it’s going to be very restrictive.” (DREW, L. 1181-1186).

( ) Virtual demand outside the university (for informal English teacher education)
( ) Virtual demand inside the university (for informal English teacher education)
( ) Chance (teacher education) ( ) Other: _____

11- “when I hear informal English what comes to my mind is conversations, dialogues, things like that, so what comes to my mind is like a role-play, (…)” (LILIAN, L. 1513-1515).

( ) Chances for informal English teaching (literacy)
( ) Chances for informal English teaching (orality)

( ) Chances for informal English teaching (text genres)
( ) Other: _____

12- “It’s what they like (…) songs, for example, students love songs, I don’t know what the problem with songs is, but they love it so much; in these type of things that they do like series, sitcoms and songs (…)” (ADRIAN, L. 823-828).

( ) Chances for informal English teacher education (literacy)
( ) Chances for informal English teacher education (orality)
( ) Chances for informal English teacher education (text genres)
( ) Other: _____

13- “So, I can address this more in a (…) let’s say (…) an interaction on Facebook, in some apps, in some texts (...) (MORGAN, L. 2131-2132).

( ) Chances for informal English teaching (literacy)
( ) Chances for informal English teaching (curriculum)
( ) Chances for informal English teaching (structure)
( ) Other: _____

14- “If I have the opportunity to use a literary text that uses colloquial language, I could explore it, but maybe the language itself couldn’t be my object of analysis, but the literary usage of it, you know?” (SHANNON, L. 2650-2653).

( ) Chances for informal English teacher education (literacy)
( ) Chances for informal English teacher education (curriculum)
( ) Chances for informal English teacher education (structure)
( ) Other: _____

15- “If you work based on genres (...), you find the formal and informal aspects of that specific genre, ok? The academic ones are basically formal, right? Or you can take the informal out of them.” (MAX, L. 1864-1866).

( ) Chances for informal English teaching (text genres)
( ) Chances for informal English teaching (curriculum)
( ) Chances for informal English teaching (structure)
( ) Other: _____

16- “Let’s think (…) what comes to my mind now is (…) genres, right? The concept of primary and secondary genre. So, I think I have to consider the primary genres for both the class and taking into consideration what my students will take to the students in basic education.” (MORGAN, L. 2255-2259).

( ) Chances for informal English teacher education (text genres)
( ) Chances for informal English teacher education (orality)
( ) Chances for informal English teacher education (curriculum)
( ) Other: _____

17- “maybe you can bring something related to phrasal verbs, some differences, I think it’s possible to address it, right? For example, if you have this concern, you can try to match it.” (LILIAN, L. 1473-1475).

( ) Chances for informal English teaching (text genres)
( ) Chances for informal English teaching (curriculum)
( ) Chances for informal English teaching (Structure)
( ) Other: _____

18- “I think both, but as I said, their level of English is low; I have to first give what they need in terms of language and then explore what they learned to what they could teach from what they’ve learned. I think the step, the first step is to give them language to work on and then after that, teaching it, considering how to transpose learning to teaching (DREW, L. 1102-1106).

( ) Chances for informal English teacher education (text genres)
( ) Chances for informal English teacher education (structure)
( ) Chances for informal English teacher education (curriculum)
( ) Other: _____

19- “So, I guess it’s really relevant to think of (…) in future activities, how to do that in the program of the course {course syllabus}, how to approach that in class (...)” (ADRIAN, L. 856-859).

( ) Chances for informal English teaching (text genres)
( ) Chances for informal English teaching (curriculum)
( ) Chances for informal English teaching (structure)
( ) Other: _____

20- “So, sometimes if the teacher is not comfortable using colloquial language, consequently, this teacher is not going to teach it. So, I think it’s part of language and it could be better explored and to clarified on the syllabus (...)” (SHANNON, L. L.2588-2593).

( ) Chances for informal English teacher education (text genres)
( ) Chances for informal English teacher education (structure)
( ) Chances for informal English teacher education (curriculum)
( ) Other: _____

21- “the course I was running last year with oral production and comprehension, (xxx) I was covering short videos and that was a very free genre to work with and I had formal and informal English in the same genre (...)” (DREW, L. 1018-1023).

( ) Informal English teaching (reality/ orality)
( ) Informal English teaching (reality/ literacy)
( ) Informal English teaching (reality/ structure) ( ) Other: _____

22- “I guess it’s already there (…) from DCE, DCE {curriculum guidelines: foreign languages}, I guess. We have a topic there, in which they mention “reading, orality,

writing", so when it comes to speaking, there's a topic there, (…)" (ADRIAN, L. 836-839).

( ) Informal English teacher education (reality/ orality)
( ) Informal English teacher education (reality/ text genres)
( ) Informal English teacher education (reality/ structure)
( ) Other: _____

23- "(...) it comes according to the genre. When I was teaching network forums, again, I asked them to work on informal forums and on (...) So, again, it came naturally (...)" (MAX, L. 1860-1862).

( ) Informal English teaching (reality/ orality)
( ) Informal English teaching (reality/ text genres)
( ) Informal English teaching (reality/ structure) ( ) Other: _____

24- "In oral comprehension and production, they had 4 different genres, I can't remember quite well which ones, but one was to work with short videos (…) one was presentation, oral presentation. The thing was, by the end, they had to choose some material to prepare a class of oral comprehension and production. So, they selected a genre, they had to explore the language capacities. So, they had to be aware, as they had to produce their own activity, their own class. (...) (DREW, L. 1110-1119).

( ) Informal English teacher education (reality/ literacy)
( ) Informal English teacher education (reality/ text genres)
( ) Informal English teacher education (reality/ structure)
( ) Other: _____

25- "I remember I worked with dialogues some times, which were from the textbook, but I remember there were some dialogues that contained some expressions" (LILIAN, L. 1468-1471).

( ) Informal English teaching (reality/ literacy)
( ) Informal English teaching (reality/ text genres)
( ) Informal English teaching (reality/ structure) ( ) Other: _____

26- "Well, I think that (…) although the concern when I plan (…) I think, in class, language classes, what do I seek to bring? Texts that can (…) that have discussions on current issues, for example, or texts that they will have contact with in their routine, so that the students in basic education can recognize those texts." (MORGAN, L. 2252-2255).

( ) Informal English teacher education (reality/ literacy)
( ) Informal English teacher education (reality/orality)
( ) Informal English teacher education (reality/ structure)
( ) Other: _____

27- “just in terms of language structure and usage, inside the classroom, teaching the English language and showing differences in terms of vocabulary, structures and things like that, just at this level.” (SHANNON, L.2680-2683).

( ) Informal English teaching (reality/ orality)
( ) Informal English teaching (reality/ text genres)
( ) Informal English teaching (reality/ structure) ( ) Other: _____

Part 5- Formal x Informal English (control, no control and necessity of control)

1- “I’m more comfortable with formal English” (SHANNON, L. 2514).

( ) Necessity of control (formal English)
( ) Control of formal English (internal factor)
( ) No control of formal English (internal factor) ( ) Other: _____

2- “(...)but it’s not something that sticks to my head, you know? It’s something that came to me and I had to deal with; I can handle it, but it’s not natural to me (...) (DREW, L. 969-672).
( ) Control of formal English (internal factor)
( ) No control of formal English (internal factor)
( ) No control of formal English (external factor) ( ) Other: _____

3- “I think, in speaking, some improvement is still missing, which is something that I constantly demand from myself and seek that, and I think I’ll still have to seek it for a long time.” (MORGAN, L. 2032-2034).

( ) Control of formal English (internal factor)
( ) Necessity of control (formal English)
( ) No control of formal English (external factor) ( ) Other: _____

4- “because nowadays, people whom I interact with are people from university, because of my profession. So, I have some colleagues, but my colleagues are from university” (SHANNON, L. 2534-2536).

( ) Control of formal English (demand)
( ) No control of formal English (demand)
( ) Necessity of control (formal English) ( ) Other: _____

5- “but if you go to more formal English, then it’s like: “oh teacher, where can I see it? Do you have any books to show me?” it’s kind of not natural to them, I guess” (DREW, L. 1157-1159).

( ) Control of formal English (demand)
( ) No control of formal English (demand)
( ) Necessity of control (formal English) ( ) Other: _____

6- “(…) my contact with English was academic, from school. So, at school, they teach formal language, right? So, it’s the one I have most contact (...)” (LILIAN, L. 1322-1324).

( ) Control of formal English (internal factor)
( ) Control of formal English (affordance)
( ) Necessity of control (formal English) ( ) Other: _____

7- “I didn’t have much contact with formal English; I did have some in England when I studied, but it’s not something that sticks to my head, you know?” (DREW, L. 969-970).
( ) Control of formal English (demand)
( ) No Control of formal English (affordance)
( ) Control of formal English (affordance) ( ) Other: _____

8- “I think informal makes it fluid.” (DREW, L. 965).
( ) Control of informal English (sufficiency)
( ) No control of informal English (insufficiency)
( ) Necessity of control ( ) Other: _____

9-“I know little of informal English, you know?” (LILIAN, L. 1320-1322).

( ) Control of informal English (sufficiency)
( ) No control of informal English (insufficiency)
( ) Necessity of control ( ) Other: _____

10- “I think that talking about that is not embarrassing to me at all, but I also need to reveal the gaps that still need to be developed.” (MORGAN, L. 2401-2403).

( ) Control of informal English (sufficiency)
( ) Control of informal English (affordance)
( ) Necessity of control ( ) Other: _____

11- “And I think it’s difficult at all levels, it’s difficult to (…) the challenge of selecting materials to work with” (DREW, L. 1135-1136).

( ) No control of informal English (insufficiency)
( ) Control of informal English (affordance)
( ) No control of informal English (method) ( ) Other: _____

12- “If you say: “oh, you have to use this structure, this is the truth”, they are going to discredit you, because they are going to watch some films or listen to a song and say: “teacher, you said it’s not possible, but there, we can see the singer, you know? He uses this structure”. So, then you’re going to be discredited, because it seems that you don’t have the knowledge” (DREW, L. 1214-1218).

( ) No control of informal English (insufficiency)
( ) Control of informal English (affordance)
( ) No control of informal English (demand) ( ) Other: _____

13- “So, I think that it’d need to be reviewed. I think that the extent to which informality is covered is very low and it deserves more emphasis (…)” (MORGAN, L. 2357-2359).

( ) Control of informal English (sufficiency)
( ) Control of informal English (affordance)
( ) Necessity of control ( ) Other: _____

14- “They prefer colloquial English, because it’s something that they are more used to, not because I used to hear it in movies, in (…) if you say something, you know? They can point out a song that they heard those expressions from” (DREW, L. 1155-1157).

( ) Control of informal English (sufficiency)
( ) Control of informal English (affordance)
( ) No control of informal English (affordance) ( ) Other: _____

15- “I think it’s a lack of knowledge, of practice, of having more contact with informal English” (LILIAN, L. 1344-1345).

( ) Control of informal English (sufficiency)
( ) No Control of informal English (demand)
( ) No control of informal English (affordance) ( ) Other: _____

Part 6- Formal x Informal English (center, margin and balance)

1- “when I’m teaching in English, it’s generally formal so (…)” (ADRIAN, L. 637-638).

( ) Formal English use inside the university (margin)
( ) Formal English use outside the university (center)
( ) Formal English use inside the university (center) ( ) Other: _____

2- “(...) being formal is so tiring, right? I’m kind of informal person, ok?” (MAX, L. 1881-1882).

( ) Formal English use outside the university (margin)
( ) Formal English use outside the university (center)
( ) Formal English use inside the university (center) ( ) Other: _____

3- “I’m more comfortable with formal English. I think that’s the way I learned and it’s the language I use mostly” (SHANNON, L. 2514-2515).

( ) Formal English use outside the university (margin)
( ) Formal English use outside the university (center)
( ) Formal English use inside the university (margin)
( ) Other: _____

4- “Hmm (...) I think that If I’m going to face a situation in which I have to use formal English, I usually prepare myself for it, ok? Because that’s not what I do every day” (MAX, L. 1710-1712).

( ) Formal English use outside the university (margin)
( ) Formal English use outside the university (center)
( ) Formal English use inside the university (center) ( ) Other: _____

5- “Yeah. I only switch when it’s something like a presentation, when I’m demanding them to produce something more formal, then I try to show them how to use it (...)” (DREW, L. 1042-1045).

( ) Formal English teaching (center)
( ) Formal English teaching (margin)
( ) Formal English teaching (curriculum) ( ) Other: _____

6- “I guess grammar, there’s something in the grammar program {plan}. I guess they have (…) we have to make students, they can’t use that much, ‘cause we have to bring them to C1, C2 level in the third year, for example, and they are (…) they have to be exposed to formal English (...)” (ADRIAN, L. 697-704).

( ) Informal English teaching (center)
( ) Formal English teaching (margin)
( ) Formal English teaching (curriculum) ( ) Other: _____

7- “I think I use daily (…) informal English” (DREW, L. 940).

( ) Professors’ use of Informal English inside the university (margin)
( ) Professors’ use of Informal English inside the university (center)
( ) Professors’ use of Informal English outside the university (margin)
( ) Other: _____

8- “Well, if you’re thinking that informal English is related to chunks, slang and things like that, I generally don’t, because I generally (…) Well, in these two last years, I’ve been teaching applied linguistics and other classes that these terms are not allowed (...) (ADRIAN, L. 623-630).

( ) Professors’ use of Informal English inside the university (margin)
( ) Professors’ use of Informal English inside the university (center)
( ) Professors’ use of Informal English outside the university (margin)
( ) Other: _____

9- “for the undergraduate students. At the university, the topic is not that appealing; at least, in my classes, I don’t see it” (MORGAN, L. 2289-2290).

( ) Students’ use of Informal English inside the university (margin)
( ) Students’ use of Informal English inside the university (center)
( ) Professors’ use of Informal English outside the university (margin)
( ) Other: _____

10- “I would always prefer informal, because informality makes your life easier. It sounds like more real life, formality sounds like formality, right? (...)” (MAX, L. 1705-1707).

( ) Professors’ use of Informal English inside the university (margin)
( ) Professors’ use of Informal English outside the university (center)
( ) Professors’ use of Informal English outside the university (margin)
( ) Other: _____

11- “(…) I don’t like informal English too much, because it sounds like you don’t have a good proficiency sometimes (…)” (ADRIAN, L. 641-642).

( ) Professors’ use of Informal English inside the university (center)
( ) Professors’ use of Informal English outside the university (center)
( ) Professors’ use of Informal English outside the university (margin)
( ) Other: _____

12- “So, it’s what they do, what they listen to, what they use, I guess it’s more relevant than the formal English (...)” (ADRIAN, L. 827-828).

( ) Students’ use of Informal English inside the university (margin)
( ) Students’ use of Informal English inside the university (center)
( ) Students’ use of Informal English outside the university (center)
( ) Other: _____

13- “I think we don’t mention that much, because we always have a document like that, the syllabus, as a formal document and we worry a lot about writing some technical things related to learning and not about detailing, for example, the level of formality or informality of the texts that come to class (...)” (MORGAN, L. 2172-2176).

( ) Informal English teaching (margin/classroom)
( ) Informal English teaching (margin/curriculum)
( ) Informal English teaching (center) ( ) Other: _____

14- “I think it comes (...) Although it’s not on the syllabus, I think it comes to practice often, ok? It’s a topic that often comes to (xxx)” (MAX, L. 1789-1790).

( ) Informal English teaching (center/curriculum)
( ) Informal English teaching (margin)
( ) Informal English teaching (center) ( ) Other: _____

15- “Yes, there were some units that brought some vocabulary, some informal expressions in English and then, you focus on that, but I must confess it’s not a content that is prioritized by me.” (LILIAN, L. 1329-1331).

( ) Informal English teaching (center/curriculum)
( ) Informal English teaching (margin)
( ) Informal English teaching (center) ( ) Other: _____

16- “I’ve never addressed the topic in terms of teaching it and so on” (LILIAN, L. 1489-1490)

( ) Informal English teacher education (center)
( ) Informal English teacher education (margin)
( ) Informal English teaching (center) ( ) Other: _____

17- “They should know at least how to deal with both. So, yeah, should be half and half.” (DREW, L. 1233-1234).

( ) Virtual balance (language use) ( ) Real balance (language use)
( ) Real balance (language teaching) ( ) Other: _____

18- “I guess it should be (...) maybe, it’s a topic that should appear on the syllabus for written and oral production {courses}.” (MAX, L. 1923-1924).

( ) Virtual balance (language use) ( ) Virtual balance (language teaching)
( ) Real balance (language use) ( ) Other: _____

19- “It depends on the purpose, right? If the purpose is an interaction with someone, a foreigner contact (…) it depends on the means; if it’s on Facebook, for example, it will be something very informal, right? If it’s an activity where I will express my opinion on a website, for example, newspaper, a blog, something that I need. I think I have to adapt {the language} to that moment, right?” (MORGAN, L. 2049-2053).

( ) Virtual balance (language use) ( ) Real balance (language use)
( ) Real balance (language teaching) ( ) Other: _____

20- “So, I have to prepare them for both of them. In the courses I teach, we have 4 genres to cover in a year, two of them are academic and the other two are from real life, ok? (...)” (MAX, L. 1831-1833).

( ) Virtual balance (language use) ( ) Virtual balance (language teaching)
( ) Real balance (language teaching) ( ) Other: _____

Part 7- Informal English (research methodology)

1- “I feel (…) now, I feel comfortable. I can confess I was like feeling a student “oh Gosh! I’ll have a test. Will I have all the answers?” of course, we don’t have all the answers (...) (SHANNON, L. 2847-2849).

( ) No Control (unit of analysis) ( ) No control (data generation tool)
( ) Control (data generation tool) ( ) Other: _____

2- “What I can do, what I know, I think I could express clearly (…)” (DREW, L.1263-1264).

( ) No Control (unit of analysis) ( ) No Control (data generation tool)
( ) Control (unit of analysis) ( ) Other: _____

3- “But yeah, as I said, interviews are uncomfortable even though we know each other, we have (…) because it makes you think, maybe this is why it’s so uncomfortable, you have to get out of your comfort zone and because it’s something you’re not familiar with, so (…)” (ADRIAN, L. 870-873).

( ) Control (unit of analysis) ( ) No Control (data generation tool)
( ) Control (data generation tool) ( ) Other: _____

4- “(...) there might be some examples, right? Some examples (...) there might be others, which I don’t remember now. Maybe, when you leave, I’ll remember more situations, in which I address this topic (...)” (MAX, L. 1933-1935).

( ) No Control (unit of analysis) ( ) Control (data generation tool)
( ) Control (unit of analysis) ( ) Other: _____

APPENDIX S

Triangulation Analysis

(C)= *Consistency* / **(D)**= *Divergence* / **(A)**= *Alternativity*

Question	Triangulator				Result
	Alex	A	B	C	
1	C	C	C	C	Consistent (100%)
2	C	C	C	C	Consistent (100%)
3	D	A	C	C	Consistent (60%)
4	C	C	D	C	Consistent (80%)
5	C	C	C	C	Consistent (100%)
6	C	C	C	C	Consistent (100%)
7	C	C	C	C	Consistent (100%)
8	C	C	C	C	Consistent (100%)
9	D	C	C	D	Consistent (60%)
10	C	C	D	D	Consistent (60%)
11	D	C	C	D	Consistent (60%)
12	C	C	C	C	Consistent (100%)
13	C	A	C	C	Consistent (80%)
14	C	D	C	C	Consistent (80%)
15	C	C	C	C	Consistent (100%)
16	C	C	C	C	Consistent (100%)
17	C	C	D	C	Consistent (80%)
1	C	D	D	C	Consistent (60%)
2	C	C	C	C	Consistent (100%)
3	C	C	A	C	Consistent (80%)
4	C	D	D	C	Consistent (80%)
5	C	C	C	C	Consistent (100%)
6	C	C	C	C	Consistent (100%)
7	C	D	C	D	Consistent (60%)
1	C	C	D	C	Consistent (80%)
2	C	A	A	C	Consistent (60%)
3	C	C	D	D	Consistent (60%)
4	C	C	C	C	Consistent (100%)
5	A	C	C	C	Consistent (80%)
1	D	C	C	D	Consistent (60%)
2	C	D	C	D	Consistent (60%)
3	C	D	D	C	Consistent (60%)
4	D	C	C	D	Consistent (60%)
5	C	A	C	C	Consistent (80%)
6	C	C	C	C	Consistent (100%)
7	C	D	C	D	Consistent (60%)
8	C	D	C	D	Consistent (60%)
9	D	C	C	D	Consistent (60%)
10	C	C	D	D	Consistent (60%)
11	C	C	C	C	Consistent (100%)
12	C	D	C	D	Consistent (60%)

13	C	C	C	D	Consistent (80%)
14	D	C	C	D	Consistent (60%)
15	C	C	C	C	Consistent (100%)
16	C	C	D	C	Consistent (80%)
17	C	C	C	C	Consistent (100%)
18	C	C	D	C	Consistent (80%)
19	C	C	C	C	Consistent (100%)
20	C	C	C	C	Consistent (100%)
21	C	D	C	C	Consistent (80%)
22	C	D	C	C	Consistent (80%)
23	C	D	C	C	Consistent (80%)
24	C	C	D	C	Consistent (80%)
25	C	D	C	D	Consistent (60%)
26	C	C	C	C	Consistent (100%)
27	C	C	C	C	Consistent (100%)
1	D	D	C	C	Consistent (60%)
2	D	C	C	C	Consistent (80%)
3	C	D	D	C	Consistent (60%)
4	C	D	C	C	Consistent (80%)
5	D	C	C	D	Consistent (60%)
6	C	C	C	C	Consistent (100%)
7	C	C	C	C	Consistent (100%)
8	C	C	C	C	Consistent (100%)
9	C	C	C	C	Consistent (100%)
10	C	C	C	C	Consistent (100%)
11	C	C	C	C	Consistent (100%)
12	D	C	C	D	Consistent (60%)
13	C	D	C	C	Consistent (80%)
14	C	C	D	C	Consistent (80%)
15	C	C	C	C	Consistent (100%)
1	C	C	C	C	Consistent (100%)
2	D	D	C	C	Consistent (60%)
3	C	C	C	C	Consistent (100%)
4	C	C	C	C	Consistent (100%)
5	C	C	D	C	Consistent (80%)
6	C	C	C	C	Consistent (100%)
7	C	C	D	D	Consistent (60%)
8	C	C	C	C	Consistent (100%)
9	D	C	D	C	Consistent (60%)
10	C	C	D	C	Consistent (80%)
11	C	C	D	C	Consistent (80%)
12	D	C	C	D	Consistent (60%)
13	C	C	C	C	Consistent (100%)
14	D	C	C	D	Consistent (60%)
15	C	C	D	C	Consistent (80%)
16	C	C	D	C	Consistent (80%)
17	C	C	C	C	Consistent (100%)
18	D	C	C	C	Consistent (80%)

19	C	C	C	C	Consistent (100%)
20	C	D	C	C	Consistent (80%)
1	C	C	C	C	Consistent (100%)
2	C	D	C	C	Consistent (80%)
3	C	C	C	C	Consistent (100%)
4	C	C	D	C	Consistent (80%)

Classification

Analytical Classification	Result (Triangulators' answers)	Action Taken
Advancement	5 out of 5 (100%)	Classification maintained
Affordances/demands (leisure)	5 out of 5 (100%)	Classification maintained
Affordance/demands (professional)	4 out of 5 (80%)	Classification maintained
Affordance (formal education)	4 out of 5 (80%)	Classification maintained
Affordance (mobility)	5 out of 5 (100%)	Classification maintained
Affordance (technology)	5 out of 5 (100%)	Classification maintained
Awareness	4 out of 5 (80%)	Classification maintained
Chances for formal English teacher education	4 out of 5 (80%)	Classification maintained
Chances for formal English Teaching	3 out of 5 (60%)	Classification maintained
Chances for informal English teacher education (curriculum)	5 out of 5 (100%)	Classification maintained
Chances for informal English teacher education (literacy)	3 out of 5 (60%)	Classification maintained
Chances for informal English teacher education (orality)	3 out of 5 (60%)	Classification maintained
Chances for informal English teacher education (structure)	4 out of 5 (80%)	Classification maintained
Chances for informal English teacher education (text genres)	4 out of 5 (80%)	Classification maintained
Chances for informal English teaching (curriculum)	5 out of 5 (100%)	Classification maintained
Chances for informal English teaching (literacy)	4 out of 5 (80%)	Classification maintained
Chances for informal English teaching (orality)	5 out of 5 (100%)	Classification maintained
Chances for informal English teaching (Structure)	5 out of 5 (100%)	Classification maintained
Chances for informal English teaching (text genres)	5 out of 5 (100%)	Classification maintained
Concept of informal English (clarity)	5 out of 5 (100%)	Classification maintained
Concept of informal English (no clarity)	3 out of 5 (60%)	Classification maintained
Control (unit of analysis)	4 out of 5 (80%)	Classification maintained
Control of formal English (affordance)	5 out of 5 (100%)	Classification maintained
Control of formal English (demand)	4 out of 5 (80%)	Classification maintained

Control of formal English (internal factor)	3 out of 5 (60%)	Classification maintained
Control of informal English (affordance)	4 out of 5 (80%)	Classification maintained
Control of informal English (sufficiency)	5 out of 5 (100%)	Classification maintained
Control (data generation tool)	5 out of 5 (100%)	Classification maintained
Critical	5 out of 5 (100%)	Classification maintained
Demand (physical)	3 out of 5 (60%)	Classification maintained
Demand (professional)	4 out of 5 (80%)	Classification maintained
Demand (social)	5 out of 5 (100%)	Classification maintained
Formal English after teacher education (here)	3 out of 5 (60%)	Classification maintained
Formal English before teacher education (here)	4 out of 5 (80%)	Classification maintained
Formal English teaching (curriculum)	5 out of 5 (100%)	Classification maintained
Formal English teaching (margin)	4 out of 5 (80%)	Classification maintained
Formal English (there)	3 out of 5 (60%)	Classification maintained
Formal English use inside the university (center)	5 out of 5 (100%)	Classification maintained
Formal English use inside the university (margin)	5 out of 5 (100%)	Classification maintained
Formal English use outside the university (center)	5 out of 5 (100%)	Classification maintained
Formal English use outside the university (margin)	3 out of 5 (60%)	Classification maintained
Informal English after teacher education (here)	5 out of 5 (100%)	Classification maintained
Informal English teacher education (margin)	4 out of 5 (80%)	Classification maintained
Informal English teacher education (reality/ literacy)	5 out of 5 (100%)	Classification maintained
Informal English teacher education (reality/ orality)	4 out of 5 (80%)	Classification maintained
Informal English teacher education (reality/ text genres)	4 out of 5 (80%)	Classification maintained
Informal English teaching (center)	3 out of 5 (60%)	Classification maintained
Informal English teaching (margin)	4 out of 5 (80%)	Classification maintained
Informal English teaching (margin/curriculum)	5 out of 5 (100%)	Classification maintained
Informal English teaching (reality/ literacy)	3 out of 5 (60%)	Classification maintained
Informal English teaching (reality/ orality)	4 out of 5 (80%)	Classification maintained
Informal English teaching (reality/ structure)	5 out of 5 (100%)	Classification maintained
Informal English teaching (reality/ text genres)	4 out of 5 (80%)	Classification maintained
Informal English (there)	3 out of 5 (60%)	Classification maintained

Insufficiency (cognition and cognition)	3 out of 5 (60%)	Classification maintained
Insufficiency (heterogeneity)	5 out of 5 (100%)	Classification maintained
Insufficiency (homogeneity)	5 out of 5 (100%)	Classification maintained
Necessity of control	4 out of 5 (80%)	Classification maintained
Necessity of control (formal English)	3 out of 5 (60%)	Classification maintained
Necessity of control (informal English)	5 out of 5 (100%)	Classification maintained
No advancement	5 out of 5 (100%)	Classification maintained
No Control (data generation tool)	5 out of 5 (100%)	Classification maintained
No Control of formal English (affordance)	5 out of 5 (100%)	Classification maintained
No control of formal English (demand)	3 out of 5 (60%)	Classification maintained
No control of formal English (internal factor)	4 out of 5 (80%)	Classification maintained
No control of informal English (affordance)	5 out of 5 (100%)	Classification maintained
No control of informal English (demand)	3 out of 5 (60%)	Classification maintained
No control of informal English (insufficiency)	5 out of 5 (100%)	Classification maintained
No control of informal English (method)	5 out of 5 (100%)	Classification maintained
No Control (unit of analysis)	4 out of 5 (80%)	Classification maintained
Performance	4 out of 5 (80%)	Classification maintained
Pragmatic	3 out of 5 (60%)	Classification maintained
Professors' use of Informal English inside the university (center)	3 out of 5 (60%)	Classification maintained
Professors' use of Informal English inside the university (margin)	5 out of 5 (100%)	Classification maintained
Professors' use of Informal English outside the university (center)	4 out of 5 (80%)	Classification maintained
Professors' use of Informal English outside the university (margin)	4 out of 5 (80%)	Classification maintained
Real balance (language teaching)	4 out of 5 (80%)	Classification maintained
Real balance (language use)	5 out of 5 (100%)	Classification maintained
Reality (formal English teaching)	5 out of 5 (100%)	Classification maintained
Students' use of Informal English inside the university (margin)	3 out of 5 (60%)	Classification maintained
Students' use of Informal English outside the university (center)	3 out of 5 (60%)	Classification maintained
Sufficiency (action)	5 out of 5 (100%)	Classification maintained
Sufficiency (heterogeneity)	4 out of 5 (80%)	Classification maintained
Sufficiency (homogeneity)	3 out of 5 (60%)	Classification maintained
Vagueness (cognition)	5 out of 5 (100%)	Classification maintained
Vagueness (comparison	3 out of 5 (60%)	Classification maintained
Virtual balance (language teaching)	4 out of 5 (80%)	Classification maintained
Virtual balance (language use)	5 out of 5 (100%)	Classification maintained

Virtual demand inside the university (for formal English teacher education)	3 out of 5 (60%)	Classification maintained
Virtual demand inside the university (for formal English teaching)	3 out of 5 (60%)	Classification maintained
Virtual demand inside the university (for informal English teacher education)	3 out of 5 (60%)	Classification maintained
Virtual demand inside the university (for informal English teaching)	3 out of 5 (60%)	Classification maintained
Virtual demand outside the university (for formal English teacher education)	3 out of 5 (60%)	Classification maintained
Virtual demand outside the university (for informal English teacher education)	3 out of 5 (60%)	Classification maintained
Virtual demand outside the university (for informal English teaching)	3 out of 5 (60%)	Classification maintained

APPENDIX T

Questionnaire (Return of data analysis)

Name: _____
University where you work at _____ Date: _____

Questionnaire (Return of Data Analysis)

> Please check the classification that best applies to you:

1- Your students' command of general English.
( ) + Sufficiency ( ) + Insufficiency
2- Your students' command of informal English.
( ) + Sufficiency ( ) + Insufficiency
3- Your students' progress during the 4-year undergraduate program.
( ) + Advancement ( ) + No Advancement
4- Affordance that contributes to your students' language proficiency.
( ) + Center ( ) + Margin
5- Your command of informal English.
( ) + Sufficiency ( ) + Insufficiency
6- Your conception of informal English.
( ) + Clarity ( ) + No Clarity
7- Your source of informal English.
( ) + Here (in Brazil) ( ) + There (abroad)
8- Your source of informal English.
( ) + Before (undergraduate education) ( ) + After (undergraduate education)
9- Informal English in your classes.
( ) + Real ( ) + Virtual
10- Informal English in your classes.
( ) + Oral language ( ) + Written language ( ) Balance
11- Informal English in your classes.
( ) + Teaching ( ) + Teacher Education ( ) Balance
12- Informal English in your classes.
( ) + Center ( ) + Margin ( ) Balance
13- Methods for informal English teaching.
( ) + Control ( ) + No Control
14- Your students' appreciation of informal English.
( ) + Positive ( ) + Negative
15- Your appreciation of informal English.
( ) + Positive ( ) + Negative
16- Your use of informal English inside the academic context.
( ) + Center ( ) + Margin ( ) Balance
17- Your use of informal English outside the academic context.
( ) + Center ( ) + Margin ( ) Balance

APPENDIX U

Interview Script (Return of data analysis)

Interview (Return of Data Analysis)

1- How did you feel while reading (or after reading) my analysis? Why?

2- Is there any part of the analysis that captured your attention? Which one (s)? Why?

3- Do you agree with my analysis of your cognition as to informal English?

4- (in case answer 3 is negative) Which parts do you disagree with? Why?

5- What is your evaluation of the whole analysis?

6- Do you have any criticism about any part of the research (data generation tools, data reporting etc.?

7- Did this research bring any contribution to your life? Which one (s)?

8- What is your opinion on this procedure (the return of the analysis to you as a research participant)?

9- How did you feel in that first interview? And how did you feel now in this one?

10- Do you have any additional comment? Suggestion?

APPENDIX V

Second Interview (Transcription)

Transcript- Adrian (May 16, 2018 in Portuguese) (2nd interview)

> Please check the classification that best applies to you:
1- Your students' command of general English.
(x) + Sufficiency ( ) + Insufficiency
2- Your students' command of informal English.
(x) + Sufficiency ( ) + Insufficiency
3- Your students' progress during the 4-year undergraduate program.
(x) + Advancement ( ) + No Advancement
4- Affordance that contributes to your students' language proficiency.
( ) + Center (X) + Margin
5- Your command of informal English.
(x) + Sufficiency ( ) + Insufficiency
6- Your conception of informal English.
(x) + Clarity ( ) + No Clarity
7- Your source of informal English.
(x) + Here (in Brazil) ( ) + There (abroad)
8- Your source of informal English.
( ) + Before (undergraduate education) (x) + After (undergraduate education)
9- Informal English in your classes.
(x) + Real ( ) + Virtual
10- Informal English in your classes.
(x) + Oral language ( ) + Written language ( ) Balance
11- Informal English in your classes.
( ) + Teaching ( ) + Teacher Education (x) Balance
12- Informal English in your classes.
( ) + Center (x) + Margin ( ) Balance
13- Methods for informal English teaching.
( ) + Control (x) + No Control
14- Your students' appreciation of informal English.
( ) + Positive (x) + Negative
15- Your appreciation of informal English.
( ) + Positive (x) + Negative
16- Your use of informal English inside the academic context.
( ) + Center ( ) + Margin (x) Balance
17- Your use of informal English outside the academic context.
( ) + Center ( ) + Margin (x) Balance

Transcript- Morgan (May 29, 2018, in Portuguese) (2nd interview)

Fábio: What did you feel during or after reading my analysis and why?
Morgan: The analysis is structured very well and it is coherent with the aims of the research. In the very beginning, I felt motivated to read the entire analysis, mainly

because of two reasons: because I'm a participant of the research and I was curious to know how my cognition had been interpreted and to know how the study would formalize informal English (...) While and, especially, after reading it, I started a reflective process of some points that captured my attention (...) I started to analyze some aspects of the reality of my job, of the institutions investigated, of the results found (...)

Fábio: Is there any part of the analysis that captured your attention? Which one (s)? Why?

Morgan: Yes, the literature review on informal and colloquial language grabbed my attention, especially because of the systematization of informal English features (...) it was organized in a clear and didactical way, with a lot of examples. Since the first interview, when I questioned what should be considered as informal English (...) I was curious to read the study. This systematization will be very important to me (...) to set the goals and contents for my course syllabi, to analyze and select didactic materials to be used in English classes (...) both in oral and written production/comprehension classes.

Fábio: Do you agree with my analysis of your cognition as to informal English?

Morgan: I agree with the majority of the analysis, however, I'd like to make some comments to clarify my intentions and opinion in some questions. Now, after reading your analysis, I see that some questions were partially answered by me, and this may have caused some misunderstandings (...) even divergent interpretations from my intentions. I think that the path that goes from my intentions to say what I wanted, what I actually said and how my cognition was interpreted or understood (...) it was a long path, at times a difficult path, I guess.

Fábio: Ok, then, which parts do you disagree with? Why?

Morgan: In section 4.4.1.5, where my profile is presented, you said: "S/he was attracted by the prestige of being a teacher, which is a belief shared by the small town where Morgan is from" (...) that made me feel stunned and even some degree of discomfort. I remember I really said something about the social valorization attributed to the teaching career in my town, as a respected and prestigious profession, however, what motivated me was not prestige. While reading your analysis, the term 'prestige', in your text, gained a negative connotation, in terms of exercising influence over others or being hierarchically in a higher position (...) So, I feel that statement, the way it is written, doesn't represent me, it's not according to my personal and professional trajectory. My first experience as a teacher, in my town, was in a farm school, middle school, from first to fourth grades, as I said in the first interview. It was a context with a lot of drawbacks, lack of pedagogical resources and constant water scarcity (...) Besides, I had multiple social roles: a teacher, teaching five different subjects, a cook, a cleaner (...) I was responsible for the whole school. Students' learning difficulties were tremendously significant, but little by little I started to get positive results. One of the most memorable days of my life was when my youngest student started to read and interpret orally children's books, with high coherence and cohesion. On that occasion, I was certain of what I wanted to pursue. I'm mentioning this important fact, among others at the beginning of my career, to show that my motivation was not because of social prestige. Second, in the passage: "The source of English is only understood in terms of *after* (undergraduate education) by Morgan. It is worth mentioning that the professor concluded her/his undergraduate studies before 2004, date mentioned in the excerpt. Thus, the excerpt applies to the 'after' domain: "(...) as I said, my education (…) I attended language institutes, I took the FCE test, then I took, considering Cambridge tests; then I took a preparatory course for the CAE for one

year; then I didn't pass the test. So, it was there in 2004. Then, I moved here; I lived in Curitiba, I came to Londrina, I took one semester for the CPE test, because my dream is still, in spite of everything, in spite of criticism, the CPE (…) I think, it would satisfy me, right? The certification. (Morgan, L. 2065-2069)." Here, I mentioned some courses I took, but it doesn't mean that my source of English was after undergraduate education. During my undergraduate studies, I sought sources of learning inside and outside the academic environment and after 2004 as well (...) In section 5.1.1, about students' language proficiency, I said: (...) the students we have, they have *a very low degree of proficiency*. I think it's much lower from the levels The Common European Framework of References for Languages prescribes, right? Let's say the first level (...) (Morgan, L. 1995-1969, emphasis added) (…) So, they come with a huge gap and they graduate from this university with a huge gap. We can't cope with (…) (Morgan, L. 1968-1969) (...) Your conclusion to the analysis: "From the evidences presented in this section, one can conclude that students at Alpha University have linguistic insufficiency and *there is no advancement in their linguistic* gap (...) My interpretation is sustained by the fact that this research covers 100% of such context (all the professors who work at Alpha)." (...) I was referring to the levels of The Common European Framework of References for Languages (....), but it doesn't mean that there's no advancement throughout the undergraduate program (...) many don't achieve all aspects of the B2 level, which I consider enough for their work in basic education, for example, but I didn't mention that in the first interview (...). So, I see that my speech and my colleagues', (...) in the other excerpts in the section, led to a determinist interpretation of failure. However, I must highlight that we have several students who focus their studies on the English language, they stand out (...) they seek to overcome their difficulties (...) There are more and more alumni getting admitted to graduate programs, under the same conditions or even standing out, compared to students at Beta, for example (....). There are also alumni who are teachers at the Paraná Speaks English Program {institutional program} (...) and recently, an alumnus has become a faculty member at Alpha (...) The way I answered and the way it was reported in the study shows that the student enters the university with a gap and graduates with a gap, but it doesn't mean that there's no advancement at all (...) here, it's extremely important to stress that students start the program with difficulties and many graduate with difficulties (...), but such difficulties are not the same as the ones at the beginning of the program (...) There is some evolution in language knowledge, otherwise, they wouldn't pass the courses (...) when I mention that there's a gap, it refers to a level desired by us by consensus {the faculty members} (...) The conclusion (...), based on the excerpts, that there's no linguistic advancement from the beginning to the end of the undergraduate program made me think about my role as a professor (...), the role of the entire faculty and our work (...), as well as the role of the status quo for the degree in English in our program (...)

Fábio: What is your evaluation of the whole analysis?

Morgan: It's coherent with the aims of the research, methodologically speaking, it is structured very well and it has scientific rigor.

Fábio: Do you have any criticism about any part of the research (data generation tools, data reporting, researcher's attitude etc.)? Comment

Morgan: It's about the data generation tool, the first interview was very interesting, however, it captured cognitions that weren't fully developed or exemplified. I see that this fact yielded interpretations, in some excerpts, that were a little different from what I think, from my intentions. There were many things, not said on that occasion, that came into my mind later (...) after the interview. So, I feel that interviews capture

cognition of a certain moment, but not all thoughts or ideas could be fully developed (...) that's why this return of analysis is important. This is not an opportunity to modify what was said, but to discuss opinions that were not totally developed (...) I read the analysis and I reflected a lot while taking notes and developing my thoughts and feelings about the analysis (...) Regarding the data reporting, I think that way it's organized made the reading process pleasurable and very objective (...) I've already mentioned the points I disagree with (...) An important discussion would the on the inclusion of informal English in the curricula for teacher education, taking into consideration the space it should occupy in the courses investigated at Alpha and Beta (...) concerning the researcher's attitude, in the excerpts analyzed, I couldn't identify if the researcher mentions he's a faculty member at Alpha University. I took a look at the section where the researcher writes about his professional trajectory, and I didn't find anything that mentions that (...) I think this contextual information is of paramount importance, because I understand that the researcher is never neutral. Perhaps, in the conclusion, it would be interesting to raise a discussion on what the researcher, as a professor, could do to promote any change in his context (...) a very positive point I notice is the researcher's seriousness and care about me, as a participant and colleague (...) There were always opportunities for dialogues in all the stages of the research. The researcher's concern for ethical issues and scientific rigor captured my attention. I feel I'm not a participant only on these two occasions of data generation, first and second interview, but a participant all the way through.

Fábio: what contribution, if any, has this research made to you/your life? What change, if any, have you experienced from the first interview to this one? Comment

Morgan: The definitions of informal English bring a direct contribution to my teaching practice, because they will contribute to the systematization of informal English teaching. I'll be able to review my course syllabi and formalize informal English teaching in my classes. This will facilitate my selection of didactic materials, taking into consideration which aspects of informal English will be explored. In the teaching supervisions, my students will be able to use the literature review presented in your thesis as a basis to prepare the activities for their teaching practicum.

Fábio: Do you remember any experience in class with informal English teaching and or use, involving you or your students (that you did not mention in the first interview)?

Morgan: Yes, there were discussions, in the Written Comprehension and Production class, on language registers in different texts such as letters, notes, recipes (...) there were moments with focus on orality in the Basic English class (...) there were several moments in which I drew my students' attention to ellipses, fillers, backchannels, metaplasms, colloquial words, to name a few (...) however, the approach to theses aspects was diluted during the classes, the approach happened as these aspects arose naturally in class, without any preoccupation with isolating and formalizing these occurrences. So, I must say informal English is addressed in my classes (...) what I see, from this study, is that the informal English dimension is quite broad and deserves more attention and reflection on its place and role in the teacher education context, in which I teach.

Fábio: Why do you think such experience was not mentioned in the first interview?

Morgan: Because the systematization of what you considered as informal English was not clear to me, as I asked in the first interview. Besides, it wasn't clear to me what I considered as informal English. I mentioned I used it in some situations, without the preoccupation with providing a definition or pointing characteristics, or discussing informality in orality or literacy.

Fábio: Apart from those characteristics of informal English I indicated in the literature review, is there any other you would like to add? Do you have anything to talk about that classification?
Morgan: I have nothing to add (...) I think the classification is hugely broad, complete and didactic. It will be tremendously useful for my praxis and for other English teachers, both in basic and higher education.
Fábio: In my analysis, I realized that informal English is even scarcer at a teacher education level, why do you think this happens?
Morgan: Historically, I see the valorization of formal English in the educational system, in basic and higher education (...) Access to informal English in real communicative situations was scarce not too long ago and the main source for its teaching was textbooks with prefabricated texts and dialogues (...) for teaching purposes. Today, I see some improvement regarding textbooks, as they've sought alternatives to explore virtual environments to aid the learning process (...) another point is that those fictitious situations seem to generate insecurity as of adequate or spontaneous use of language (...)
Fábio: In this question, I mean that informal English is scarce both in terms of teaching, language acquisition, and teacher education, but at a teacher education field is even scarcer than at a teaching field, why do you think this happens?
Morgan: I agree with you when you mention scarcity. To me, it happens because of the lack of formalization {of informal English teaching} in the curriculum. Such teaching is 'diluted' in the formalized contents. For example, when we analyze textbooks of international publishers, generally used at Oxford, Longman and Cambridge Universities, some aspects of spoken language, which you classify as features of informal English, are addressed, but without specific sections, without much emphasis (...) however, there are some aspects such as swearing, swear word, in a modern perspective, comprises a taboo domain; example: you bastard! Fuck off! Cursing, more affiliated with a religious discourse; example: My gosh! Damn it! Hell! (...) these aspects are not considered as teachable, probably in order to avoid conservative criticism, as the textbooks are sold around the world and certain topics might not be well accepted. So, emphasis on orality ends up being neglected in language teacher education, it doesn't mean that such teaching doesn't happen, but it occupies a peripheral space. We, speaking in general, teacher educators, reproduce a culture in which there's no concern about formalizing informal English in the curriculum and about addressing informal English in higher education in depth. This in turn is reproduced by teachers in basic education. In public schools, reading and writing are privileged (...) I associate this with teacher education, textbooks, which are the main tool that guides the teaching process, sometimes the only tool (...) however, I'd rather not raise this discussion here, since it's a very broad issue (...) other important factors are the characteristics of overcrowded classrooms, with scarcity of basic technological resources and so on (...) Taking into consideration these reasons I mentioned, there's a reproduction cycle as of the way informal English is addressed (...), it starts in teacher educators' education (...), passes by teachers in basic education and finishes in the middle-school classroom (...)
Fábio: I wish this research could offer a more "pragmatic" contribution. What do you think I can do in this respect?
Morgan: I suggest dissemination to the scientific community, in journals and events, production of didactic materials for higher education, extension projects and participation in pedagogical meetings in local schools.

Fábio: What is your opinion on this procedure (the return of the analysis to you as a research participant)?
Morgan: I see that this procedure is essential for the participant to know how his/her cognition was interpreted and reconstructed from the other's point of view, the researcher (...) Analyzing my intentions, what I expressed, what was left unsaid and the interpretation constructed is a reflective process, which was an enriching experience for me. Being able to express myself, suggest modifications, contest interpretations, engage in a dialogue with the researcher makes me get a feeling of empowerment. This return can also be an opportunity for the researcher to reflect on his interpretations, opinions and conceptions, that is, it's a joint development.
Fábio: What do you feel now in this interview?
Morgan: I hope I can contribute to the final discussions of the thesis. I feel that it's good to have this space in which I can express myself, corroborate or refute the researcher's interpretations or viewpoints. I have an active role in this dialogic knowledge construction.
Fábio: Do you have any additional comment? Suggestion?
Morgan: It'll be very important if all the participants provide this feedback. I'd like to see their reactions to the analysis, so that I could compare them with mine. This would contribute even more to my reflections (...)
Fábio: Once again, thank you very much!

Transcript- Priscila (July 5, 2018, in English) (2nd interview)

Fábio: Ok, what did you feel while reading or after reading my analysis?
Priscila: Before I read it, I was very curious to know what my answers would reveal, but when I was reading it, I (...) I feel that I have to research more, to think more about how to teach informal English in class and (...) I was a little bit surprised, because I thought that I did that, but I didn't. So, I think I was curious, surprised and during my reading, I thought about my teaching practices. I think that was very good, very interesting in my opinion.
Fábio: Ok! Is there any part of the analysis that captured your attention?
Priscila: Oh, I think the part when you say that (...) we think virtually about informal English teaching, but we don't really teach it (...) because of that, I was thinking: "Oh, how to improve my teaching practices, how to improve my students' teaching practices, as they don't do that", ok?
Fábio: So, do you agree with my analysis of your cognition?
Priscila: Yeah, I think so!
Fábio: Isn't there any part you disagree with?
Priscila: No! No! I think that I hadn't stopped to think a lot about it, before your interview, before reading your research, but from now on, I'll pay attention, I'll think more about it.
Fábio: So, what's your evaluation of the whole analysis? Your general evaluation?
Priscila: It's a positive one, I think that it helped me, as I said before, I helped me to think about my teaching practices, how I can do that differently (...)
Fábio: So, do you have any criticism about any part of the research? For example, the tools, the interviews, or data reporting, the way it was written or my attitudes as a researcher (...) Do you have any criticism (...) anything to talk about that?

Priscila: Ah! For me, it was a little bit difficult to remember all the glossary, because it's a lot, so I had to go back all the time, but there is a glossary! So it's important, I guess.
Fábio: So what contribution, if any, has this research made to you, to your life? Any change?
Priscila: First thing when I read the literature on informal English, I realized I use more informal English than I thought I did, because I use "uh-huh" all the time (...) "okay", it's a kind of (...) all the time, I'm repeating "okay, okay, okay," to say nothing (...) So, as I said before, I'll pay attention more if I'm really teaching informal English or if I'm just thinking I'm teaching it.
Fábio: So, do you have any other change between the first interview and now, this second interview? Any experience?
Priscila: Yeah, before the first interview, I was planning to teach online reviews to my fourth-year students here and I did that (...) it was a very good experience, because the students' grades were better, compared to other kinds of genres and (...) I was a little bit surprised, because all the time, I had to drag their attention: "oh, you're using this and this is informal and not formal" and then, when I said: "you can write using informal language", they used formal sometimes (...) and they didn't use swearing, swear words. And we had a workshop on the word 'fuck' and nobody used 'fuck' in their essays and I asked: "Why? Oh teacher, I don't feel comfortable writing 'fuck' and handing it in to you (...) oh come on, but I said you can do that (...) Ok! Ok!" I think there's a problem with swearing (...) I swear a lot in Portuguese and sometimes in English and they don't (...) I think writing a swear word is (...) I don't know, for them, it's difficult or something like that.
Fábio: Ok, do you remember any experience in class with informal English teaching or use involving you, or involving your students that you didn't mention in the first interview?
Priscila: I think it was just that (...) but it was because I (...) it happened after the first interview.
Fábio: Ok, apart from those characteristics of informal English I indicated in the literature review, do you have anything else to add? Do you have any suggestion? (...) Can you talk about that classification?
Priscila: No, I don't think so! For me, it was interesting to read about emotional language, because I hadn't thought about that, ok?
Fábio: Ok! In my analysis, I realized that informal English is even scarcer at a teacher education level. So if we compare, for example, English teaching is scarce and informal English teacher education is even scarcer. So, why do you think that happens at a teacher education level?
Priscila: I think because of the environment, it's an academic environment. So, sometimes people think that: "oh, we don't have to teach that, they can find it, research it" (...) or maybe, for me, for example, I've never lived abroad, I learned all my English here {in Brazil} and I didn't have the opportunity to learn it and I didn't have the opportunity to learn how to teach it (...) I guess they think it's not necessary, it's not important.
Fábio: Ok! I wish this research could offer a more 'pragmatic' contribution. So, what do you think I can do in this respect? How can I make this have a more 'pragmatic' contribution? My research (...) my study.
Priscila: Maybe by helping with some sort of material that (...) not just (...) Let me think about it. I was thinking about that, but now I (...) think the thing you're doing, making us think about our teaching practices, our teacher education, maybe by showing it to

the university community, so that they can try to do something different in terms of the curriculum, maybe (...) or a course, I don't know. A course would be interesting, a course for teachers, professors (...)
Fábio: Ok! We're almost finishing. What's your opinion on this procedure, the return of the analysis to you? This second interview.
Priscila: I think it's very interesting, I've done a study once, it was on literature as a human right and I didn't have the opportunity to show the results to the teachers that I interviewed. Now, I think that it would be good for them to know the results. It's a way to feel that I'm really contributing to your research.
Fábio: Anything else?
Priscila: No!
Fábio: So, just to finish, what do you feel now in this interview?
Priscila: I'm more relaxed than I was in the first interview, I'm more confident, because I see that, in general, I try to do something and most of the time, they don't try (...) It's something good, I feel good.
Fábio: Great! Do you have any comment, any suggestion? Anything else to add?
Priscila: No! No!
Fábio: Ok! Once again, thank you very much for participating, your participation is very important to enrich my study. So, thank you very much!
Priscila: You're welcome!

APPENDIX W

Analysis Classification (Second interview)

	Agreement	**Disagreement**
General Impression	Adrian (L.3098, L.3100, L.31018, L.3110, L.3112, L.3116, L.3118, L. 3120, L. 3122) Morgan (L. 3147-3148, L.3298) Priscila (L.3361, L.3363)	Adrian (L.3094, L.3102, L.3104, L.3106, L.3114, L.3124, L.3126) Morgan (L.3158-3174, L.3184-3185, L.3197-3216)

	Criticism/ Appreciation	
	Positive	**Negative**
Data Analysis / Reporting	Morgan (L.3128-3132, L.3138-3142, L. 3221-3222, L. 3234-3235, L. 3283-3284) Priscila (L.3349, L. 3367, L.3373-3374)	Morgan (L.3155-3164, L.3239-3245) Priscila (L. 3372-3373)
Unit of Analysis	***	Morgan (L.3148-3153)
Data Generation Tool	Morgan (L. 3330-3333) Priscila (L. 3427-3429)	Morgan (L.3225-3232)
Researcher's Attitude	Morgan (L. 3245-3249)	****

		Gains
Cognitive	*Self-reflective Practices*	Morgan (L.3132-3135, L.3232-3234, L. 3333-3334) Priscila (Priscila (L.3356-3359, L. 3363-3365, L. 3367-3368)
	Knowledge of informal English	Morgan (L.3270, L.3274-3278) Priscila (L.3350-3352, L.3377-3378, L. 3404-3405, L.3434-3436)
	Participation in the Study	Morgan (L.3249-3250, L. 3334-3336, L. 33340-3342). Priscila (L.3429-3430)
Pragmatic	***	Morgan (L. 3142-3145, L.3253-3259, L.3283-3284) Priscila (L.3380-3381)

	Chances for Informal English	
	Teaching/Teacher Education	*Curriculum*
Reality	Morgan (L.3262-3269, L.3291-3292) Priscila (L. 3384-3395)	Morgan (L.3298- 3322)
Virtuality	Morgan (, L.3271-3272, L. 3325-3327) Priscila (L.3419-3421)	Morgan (L.3236-3239 Priscila (L. 3421-3424)