



## **10º Simposio de Ensino de Graduação**

### **PRE-SERVICE TRAINING FOR ENGLISH TEACHERS AS FOREIGN LANGUAGE**

#### **Autor(es)**

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LUCIANA F. DE C. ROMANO NETO

#### **Orientador(es)**

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OSVALDO SUCCI JUNIOR

#### **1. Introdução**

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Pedagogical materials nowadays are rather different from the past in EFL courses, when a good grammar book was chosen with a great deal of exercises and texts put together. Today, different books, workbooks, audios and videos are available on the market. They are very colorful and appealing to students, but the question is: Are they really effective in teaching the language to that public? And when are teachers asked to suggest the material? New teachers may be not comfortable with suggesting them, either because they do not have the experience required for that, or just because they do not know all of the options the market offers. Therefore, to analyze the materials used by the teachers or schools in EFL classes is a very difficult task. As this paper is concerned about materials used for teaching English as a second language, it is important to provide some knowledge on the purpose of these materials, so the new teachers can better work with them and critically analyze their approach. According to EDGE and WHARTON (1998:297, as cited in TOMLINSON, 2007:18) reflective practice can not only lead to perceived improvements in practice, but more importantly, to deeper understandings of the area investigated. TOMLINSON (2007, p.18) continues by saying that the starting point of any evaluation should be reflection on the evaluators practice leading to articulation of the evaluators theories of learning and teaching. Evaluators can learn a lot about themselves and about the learning and teaching process. This way if teachers put themselves in the position of an evaluator they can benefit from it and understand more deeply their area.

#### **2. Objetivos**

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The objective of this paper is to give new teachers tools to be more familiar with the work environment and to be more prepared for the decisions required along the way, concerning pedagogical materials, and that way help them to select material to work with. Their opinion about the materials can be more consistent and the result of this is to put these new teachers in a position of confidence during their career. In other words, this paper has the objective of, by confronting questionnaires and analyzing materials, try to achieve a way of improving the English teaching in Brazil. It is important to emphasize that the focus of this paper is not to judge the new teacher's work, but differently, it is to lead them to think over their acting and to upgrade their performance. In order to do that, two main questions will guide this paper: 1- How teachers can select materials? On what this selection would be based on?; 2- What is necessary for teachers to be confident in their decision on materials, that is what kind of knowledge is required so teachers can select the materials they are going to work with? Hopefully, this paper will facilitate teaching and learning processes, reflecting in a development of students improving, by giving teachers tools to guide them when selecting the materials and being able to judge if these materials are effective for those specific students and cultural context.

#### **3. Desenvolvimento**

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The methodology utilized in order to reach a result in this paper will be through interviews and creation of questionnaires. As this

paper is on going, I am still studying how the questionnaires will be developed. The people involved in these interviews will be the new teachers, the coordinator or the principal of a school, the person who is in charge to select the pedagogical material. It may be also necessary to interview the students to try to highlight some aspects that can indicate what could be improved in terms of teacher training toward the use of the pedagogical books and to identify the consistency of the materials approach. For that, a questionnaire or different questionnaires will be created with multiple choice questions and open questions so that a result can be reached, concerning the relation between the pedagogical material used and the beliefs teachers have in order to teach the language.

#### **4. Resultado e Discussão**

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According to JOHNSON, (1998, as cited in GRAVES, 2000:26), Beliefs are not necessarily something that teachers can easily articulate or are completely aware of. GRAVES continues saying that most teachers don't have opportunities to make their beliefs explicit because the institutions in which they work do not generally ask them to articulate their beliefs nor do they place value on such articulation. It is, then, important to take into account what teachers believe to work in classroom without keeping in mind that some beliefs do not work for every student and all social contexts. This being said, the evaluation of materials used to teach English as a foreign language is done not only considering the materials themselves, but also the effect caused on the people using them and the social contexts, as said previously. The choices for teenagers and kids are very different, students from different countries and cultures, the purpose of studying English, etc contribute when judging the materials. (TOMLINSON, 2007:15). As it is known, there are a great number of textbooks on the market nowadays, and this fact turns the job of selecting them even more difficult to be done. Moreover, materials have become more complex, they have been multiplied into workbooks, teachers books, audio and video material support, even CALL programs. Therefore the urge of a professional experience judgment is inevitable. As LITTLEJOHN says We need to be able to examine the implications that use of a set of materials may have for classroom work and thus come to grounded opinions about whether or not the methodology and content of the materials is appropriate for a particular language teaching context (LITTLEJOHN, 1998: 190-1, as cited in RUBDY, 2007:37).

#### **5. Considerações Finais**

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As I am still working on the paper, there is no conclusion yet. I am developing the questionnaire and expanding bibliography to start with the interviews. After that, with the results of those interviews, I will analyze them and develop a table which will work as a toll that could guide teachers to select an effective material. In the end, I will conclude with the writing of final report.

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