Articles

The professional identification of undergraduate english teachers developed within reflexive practices of a public outreach project

A identificação profissional de professores de inglês em formação desenvolvida em práticas reflexivas de um projeto público de extensão

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Abstract

This research investigates the identification with the teaching practice of undergraduate English teachers who are engaged in the outreach project *Línguas no Campus (LinC),* which constitutes the teaching education program developed by the *Laboratório de Pesquisa e Ensino de Leitura e Redação (LabLeR/ UFSM).* To analyze their identification with the profession, we generated data through the submission of a questionnaire, which was analyzed, focusing on how the participants committed themselves to their texts (Fairclough, 2003) in the process of building their identification with the profession. We identified an affective relationship between English teaching practices and commitment to the profession they are dedicating their lives to, as well as highlighting the role of LinC in this construction.

Keywords: Identification; Línguas no Campus (LinC); Pre-service english teachers; Critical genre analysis

Resumo

Esta pesquisa investiga a identificação de professores em formação com a sua profissão. Todos são participantes ativos no projeto Línguas no Campus, projeto de formação desenvolvido pelo Laboratório de Pesquisa e Ensino de Leitura e Redação. Os dados da pesquisa foram gerados através de um questionário investigativo combinado, que foi analisado focalizando como os participantes se comprometem com seus discursos (Fairclough, 2003) no processo da construção da identificação do professor com a sua profissão. Reconhecemos a identificação afetiva dos participantes com as práticas de ensino de Língua Inglesa e seu comprometimento com a profissão que estão dedicando-se para exercer, bem como destacamos o papel do projeto LinC na construção do perfil dos educadores.

Palavras-chave: Identificação; Línguas no Campus (LinC); Professores de inglês em formação; Análise crítica de gênero

1 INTRODUCTION

This research paper aims to investigate undergraduate English teachers' identification with the profession they are dedicating themselves to pursue. These teachers also take part in the teaching practices promoted by the outreach project *Línguas no Campus (LinC)*, which constitutes the teaching education program developed by the *Laboratório de Pesquisa e Ensino de Leitura e Redação (LabLeR/REWRITE - UFSM).* Within this investigation, we also seek to understand the role of the outreach project in constituting the undergraduate's identification with the English teaching professional practice.

This research[1] is connected to the research line *Linguagem no Contexto Social* and the *Laboratório de Pesquisa e Ensino de Leitura e Redação Research Group LabLeR/ REWRITE.* This research line focuses on interdisciplinary scientific research aiming to produce knowledge about language, discursive practices, and literacy within social or specific institutional contexts. Therefore, the research developed within this line is intended to describe, analyze, and interpret language in several contexts. Ultimately, one of the focal points of the *LabLeR/REWRITE* has been the investigation of pedagogical practices as a way of contributing to the development of a reflexive education of the undergraduate teachers who are active participants of the group (Ticks, 2005; Motta-Roth, 2008; Costantin, 2020; Pereira, 2024; Nascimento, 2017; entre outros). Being a participant in this community of practice motivated us to investigate and understand how the project influences these pre-service teachers' identification with their profession through their discourse.

To outline this paper, we anticipate that, in the literature review, we present an overall description of the outreach project LinC. We also discuss the theoretical concepts which give support to the teaching practices developed at LinC: Critical Genre Analysis and the Pedagogy of Literacy. Finally, we reflect on the concept of identification which subsidizes this analysis. In the methods section, we describe the context, participants, *corpus* and procedures of analysis. Afterward, we discuss the results found in this investigation, followed by our final considerations.

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2 LITERATURE REVIEW

In this section, we discuss the literature review by presenting an overall description of the outreach project LinC (Section 2.1). We also discuss the theoretical concepts, which give support to the teaching practices developed at LinC: Critical Genre Analysis (Section 2.2) and the Pedagogy of Literacy (Section 2.3). Finally, we reflect on the concept of identification, which subsidizes this analysis (Section 2.4).

2.1 Línguas no Campus (LinC): teaching to develop reflexive professionals

Seeking to provide intensive reflexive education, LaBLeR/REWRITE was founded in 1994, providing UFSM language students the opportunities to be involved in practices of teaching, researching, and extension (Kurtz et al, 2000). In this context, LabLeR/REWRITE aims to provide, through discussions among undergraduate and postgraduate students and professors, a collaborative knowledge construction, enabling English students' participation, since the very first semesters, in subprojects of LabLeR/REWRITE, involving different reflective practices, such as:

a. Reading and reflecting on theoretical perspectives;

b. Teaching class observation;

c. Planning classes and producing materials for English teaching and having early insertion in pedagogical practices;

d. Writing academic articles to publish in journals and presenting the results in events.

Integrated into LabLeR/REWRITE, in 1998, the sub-project entitled *Línguas no Campus (LinC)* was created, aiming to provide linguistic education for the academic community by the development of extension practices in reading in additional languages within academic contexts. At the same time, it offered professional qualification for language teachers enrolled in their initial education at UFSM. Costantin, Rodrigues, and Nascimento (2017) point out that, nowadays, the project provides English

courses, focusing on two different aspects: the modality "Four Skills", exploring the four communicative skills (reading, writing, listening and speaking), and the modality "Reading", exploring academic reading and particularly preparing for the sufficiency test of English language offered by the university (UFSM). The project's participants constitute a community of practice, in which they share experiences and knowledge, developing theoretical reflections and practices about teaching and the activities that underlie and give structure to it (Costantin; Rodrigues; Nascimento, 2017).

A community of practice is also characterized as a learning environment towards interpersonal relations among new and more experienced members (Costantin; Rodrigues; Nascimento, 2017). Once inside this community of practice, the members of the project share the same system of activities (Bazerman, 2009), being organized by different social events, instantiated by particular genres which are materialized in texts (Costantin, 2020).

Figure 1 – Illustration of the LinC's community of practice

Source: Costantin; Scherer; Motta-Roth (2016)

Costantin, Rodrigues, and Nascimento (2017) explain that these texts are produced in the following social practices, constituting the system of activities: class observation, teaching material preparation, pedagogical meeting, English language class, assignment and test correction and development and application of survey instruments. These activities are performed by the members and are divided according to their roles, (1) monitors, (2) tutors, (3) mentors, and (4) advisors, and these roles are determined by the members' engagement in the project. As newcomers (monitors) engage and commit to the project practices, they assume a more central position in the community, of greater complexity, and with greater potential for contribution (Costantin; Rodrigues; Nascimento, 2019).

The authors also explain that the "monitoring" role is performed by the students who are entering the project, and their functions are to observe the classes offered by the tutors under a critical look and help them in the preparation and execution of the class. When the monitors attend the pedagogical meetings and become more familiarized with the activities developed by the other members of the project, they start to engage in new community practices and can consequently move towards the "tutoring" role, leading teaching activities.

When the monitors are approved in their tutoring test performance, they start having new functions to perform, which are teaching material preparation, teaching and accompanying the progress of their students along the semester, participating in the preparation of the textbook to be used in other semesters, as well as reflecting about the theories applied in the teaching practice more clearly, once they are performing a more central role in the community. This is a complex process and an essential literacy practice in the initial teacher education: moving from a receptive role to a more active one, from teaching material applicator to author, editor and reviewer (Nascimento, 2017). The more experienced tutors become mentors and help the advisor in the tutors' and monitors' instruction, share their class experiences and also give theoretical support to the teaching practice of tutors and monitors. The previously

mentioned advisors are represented by the advising professors of the project, who give theoretical support for the student members and also help in the recontextualization of research and findings in the Applied Linguistics (AL) field that can contribute to the development of LinC's community of practice.

Regarding the concept of language, LinC approaches language as a social practice, following perspectives such as Critical Genre Pedagogy (Motta-Roth, 2008); Literacy Pedagogy (The New London Group, 1998; Kalantzis; Cope, 2020), Systemic Functional Linguistics (Halliday; Matthiessen, 2004; Martin; Rose, 2005); and Critical Discourse Analysis (Fairclough, 1989). Due to these theoretical perspectives, the members work with authentic texts and focus their teaching practice on the explicit relations between text and context, therefore, basing their teaching process and pedagogical material production on the concept of language as a social practice, which is instantiated by different genres (Costantin; Rodrigues; Nascimento, 2017).

The teaching based on SFL (Systemic Functional Linguistics) envisages the sociosemiotic exploration of language through different semiotic resources and, complementarily, communicative strata, encompassing the exploration of contextual, discursive, rhetorical, and lexical-grammatical aspects of texts (Costantin, 2021). In this sense, we highlight that the didactic-pedagogical activities of LinC combine SFL with the theoretical contribution offered by Literacy Pedagogy, which allows for the delineation of didactic sequences, organizing the practices of the project and exploring texts and their respective genres in a contextualized manner.

In the next section, we discuss about the concept of Critical Genre Analysis, one of the theories that subsidizes the practices of the project.

2.2 Critical genre analysis (CGA): analyzing historically contextualized genres

The concept of genre is expanded beyond the lexical and grammatical limits of texts to cover the social context, discourse, and ideology. Due to this expansion, the concept of discursive genre can be defined as language uses associated with social activities (Motta-Roth, 2008).

This expansion of the concept of genre was due to the multiple perspectives of genre consolidated by the following four schools:

- The British ESP School (Bhatia, 2004; Hyon, 1996), which considers genre in terms of its formal properties, rhetorical organization, and communicative purposes within social contexts;

- The North-American New Rhetoric or Sociorhetoric School (Bazerman, 198; Miller, 1984), which is focused on speech acts realized by genres in specific institutional contexts;

- The Sidney Systemic Functional School (Hasan, 1985/1989; Martin, 1985/1989), which is concentrated on lexicogrammar and language metafunctions in social contexts;

- The Geneva School or Social-discursive Interactionism (Bronckart, 1999; Schneuwly; Dolz, 1999), which is concerned with the study of the semiotization of social relations and social action.

As pointed out by Bakhtin (1986) and Vygotsky (1984/2007), these four schools see genres as products of the dialectical relationship between language and social activity (apud Motta-Roth, 2008). Once the expansion of genre studies is developed from the lexicogrammar to the discourse, it demands an enriched understanding of the connections between text and context. In addition, these concepts influenced the Brazilian scholarship scenario, promoting reflections on language pedagogy.

Freire (apud Arelaro; Cabral, p. 268, 2019) had already pointed out that the development of critical thinking consists in the perception of relations between text and context, which is addressed by the sociological approaches to language that are critical, as this perspective presupposes an exam of the historical moment and the economic organization of society in the text analysis.

That is why Critical Genre Analysis proposes the analysis of linguistic and rhetorical elements of the text in combination with the analysis of ideological elements of the context. This means that CGA leads itself to an analysis that is, at the same time,

detailed, because it explains and locates the linguistic elements in time and space, and problematizing, because it denaturalizes the values that are set in/by texts.

According to CGA, the practice of teaching language under a genre perspective, which is adopted by LinC, focused on the comprehension of its function in society and in its relation with people situated in specific cultures and institutions. This practice means working with different texts that one playing a particular role in society tends to produce (Marcushi, 2005, pp. 10-12). To teach these particular practices within specific pedagogical contexts, we may take into account the contributions of the Literacy Pedagogy, which is the other theory that subsidizes the practices developed at LinC and is discussed in the following section.

2.3 Literacy Pedagogy: teaching socially and ideologically situated practices

Due to the multiplicity of discourses undergoing our lives in different spheres, the New London Group - NLG (1996) attempts to broaden the concepts of literacy and literacy teaching to cover "the productive diversity of our society, the civic pluralism and multilayered life worlds (The New London Group, 1996).

To represent the multiplicity of communication channels and media, and the increasing salience of cultural and linguistic diversity (The New London Group, 1996, p. 63), the NGL called attention to the term "multiliteracies", to name practices that could supplement traditional literacy pedagogy by addressing these two related aspects of textual multiplicity. So, the concept of literacy approached by the NLG is not merely centered on language in a singular national form, it also approaches new ways of producing meaning, which increase along with the cultural and linguistic diversity.

Focusing on the school context, Bunzen (2010) proposes a discussion on school literacy comprehended as a set of sociocultural practices that are historically and socially variable. In this sense, the school context is being thought as a sphere of ideological development with material, historical and sociosemiotic characteristics. Aligned with this view, the language perspective adopted by the *PCNs* is focused on

social life, in order to promote a contextualized teaching practice, which is an advance if compared to the structuralist approach that is still current in some school contexts (Motta-Roth, 2015, p. 347). Rojo (2010) also discusses the concept of multiliteracies, highlighting two types of multiplicity presented in our society, being a) the cultural multiplicity of people and b) the semiotic multiplicity of text construction through which people communicate and access information.

The understanding of these concepts by the undergraduate English teachers is crucial, once they need to be prepared, in class, to deal with the diversity of changes society is undertaking, including the new resources developed by society to make meaning. At the same time, in the process of teaching, these teachers may contribute to the development of students' meaning-making by providing access to different ways of producing this meaning. This process of reflection is part of the theoretical background expected to be discussed and problematized by LinC members, the project in which this investigation is inserted. To analyze to what extend these concepts help constitute LinC members' identification with the English teaching professional practice, we take into account the concept of identification, proposed by Fairclough (2003) and discussed by Hall and Bauman (2005) in the following section.

2.4 The identification concept: building ongoing relations with professional practices

The concept of identity is discussed by Hall and Bauman (2005) through a historical perspective, in which they point out how these concepts evolved until the post-modern age. The first concept presented by Hall (2005) considers the individual of the Enlightenment, consisting in the idea that humanity's essence could not be modified. Bauman (2001, p. 14) reinforces this point stating that "the solids are shaped forever", as pointed out by Silva (2018). The second concept in the discussion was based on the pre-modern individual, stating that identity is developed through the interaction between the person and the context of living/society. Bauman (2001) draws this concept stating that it can be presented as the "pre-modern solid". Silva

(2018) explains that this representation means that what was immutable starts being vulnerable and susceptible to change. Lastly, Hall (2005) presents the third concept, which refers to the post-modern individual and comprehends it as a "moving celebration" formed and transformed, continuously, in relation to the ways in which we are represented or challenged/questioned in the cultural systems that surround us" (Hall, 2005, p. 13). In accordance with Hall, Bauman (2001) uses the term "new order" and "fluid modernity", expressing the idea that identities are unstable and flexible since we are living in what he called "the liquid age".

This last view of identity explored by Hall and Bauman dialogues with the concept of identification proposed by Fairclough (2003). He argues we should consider that human beings are constituted by a binary identity, formed by social characteristics as well as personal ones, which build our personality. By saying that, he attests that identity cannot be reduced only to social identity, which partly means that identification is not purely textual, not only a matter of language (Fairclough, 2003, p. 160). He associates self-consciousness as a precondition for social processes of identification. Therefore, the construction of identities includes self-identification in discourse, which is also materialized by/in the linguistic choices we make when producing texts.

In analyzing aspects of identification, focusing on textual elements of discourse, Fairclough (2003) points out that style can be realized by some linguistic features: the phonological ones, the vocabulary, and metaphorical ones. In this study, the focus is on the second feature. We anticipate our corpus was generated through the application of a questionnaire. Therefore, we did not consider phonological features in participants' written discourse.

To analyze textual features that materialize processes of identification in written texts, Fairclough focuses on two linguistic categories: modality and evaluation. He explains that both modality and evaluation will be seen in terms of what authors - the participants - commit themselves to. The first one, regarding what is true and what is necessary and, the second, regarding what is desirable or undesirable, good or bad

(Fairclough, 2003, p. 164). Based on Halliday (1994), Fairclough (2003, p. 165) states that 'modality means the speaker's judgment of the probabilities, or the obligations, involved in what he is saying,' highlighting the importance of this textual category to the texturing of identities, both personal and social, stating that 'modality choices in texts can be seen as part of the process of texturing self-identity'. Epistemic modality is the term used by the author to refer to knowledge exchange through statements and questions, which, respectively, mean the language user's commitment with truth and the other's commitment to truth elicited by the first one. On the other hand, deontic modality is the term used to refer to the language user's commitment to obligation/ necessity and commitment to act through demands and offers.

Regarding evaluation, Fairclough argues that evaluative statements are about desirability and undesirability, what is good and what is bad (Fairclough, 2003, p. 172). This category can be represented through adjectives, noun phrases or even evaluative verbs and adverbs. In other words, it represents, through discourse, participants' evaluation towards the roles they assume while constituting their professional identities.

Considering the linguistic categories of Modality and Evaluation, the current study focuses on the investigation of a group of undergraduate teachers, whose professional identity (as English teachers) is being identified through their lexical choices in discourse when discussing their experiences regarding teaching, choices taken since high school until college, and their preferences and understandings of their social position as English teachers in the world. Therefore, identity, or better so "identification", is being approached here as unstable and flexible, since it is referring to the post-modern individual, who is constantly facing changes and having contact with different cultures, groups and world views.

3 METHODS

In this section, we discuss the context and participants (Section 3.1), the corpus (Section 3.2), and the procedures of analysis (Section 3.3) of the current research.

This study was thought through a qualitative perspective with ethnographic inspiration, aiming to reflect on the identification of LinC participants with the English teaching activity, highlighting how they see themselves as pre-service teachers within LinC teaching practices. As argued by Moita Lopes (1994), this reflexive process, which focus on the different ways of producing knowledge in the field of AL, is essential for researchers and researcher's trainers (Moita Lopes, 1994, p. 330).

3.1 Context and participants

The context of the investigation is the outreach project *Línguas no Campus* developed by LabLeR/REWRITE, which aims to contribute to the development of a reflexive education of *UFSM* pre-service English teachers. The participants of this current research are undergraduate English teachers who are active participants in the project. In total, 12 participants are engaged in the study, half of them are monitors and the other half are tutors. Only one of the participants of the project did not engage in the study. At the moment the data was generated (first semester of 2019), all of them were involved in activities of the project, each of them on their respective modalities, such as "Four Skills" (1, 2, and 3), as well as the two modalities of "Reading" (for academic purposes and the development of the Sufiency English Test of UFSM).

3.2 Corpus

Considering the qualitative research approach, this corpus was generated through the submission of a combined questionnaire, which was divided into three sections: (1) Personal data, (2) School education and (3) Academic education. Each section is composed by questions that aimed to identify the identification of LinC participants with the teaching practice. The questionnaire was sent and returned by e-mail. The data collection happened in June and July of 2019.

3.3 Procedures of analysis

To develop the analysis of this research, we followed three procedures:

1) The semantic analysis: to highlight psychosocial profile, by exploring different aspects related to the participants' experiences at their school and university.

Table 1 – Semantic categories of analysis

Psychosocial profile
Previous interests; teaching experiences; first contact with the English language; motivations and inspirations that led participants to become educators.

Source: organized by the authors

2) The lexicogrammar analysis: to describe how these semantic categories are constituted in the lexicogrammar, establishing the participants' identification process with their profession, we considered the categories of *Modality* (Table 2) and *Evaluation* (Table 3) (Fairclough, 2003), discussed in the review of literature.

Table 2 – Categories of modality

Categories	Samples
MODAL VERBS	***Deve*** *ser ensinado com prazer, por quem realmente ama o que faz e que quer fazer a diferença, sempre sendo didático e acessível.*
FREQUENCY ADVERBS	***Sempre*** *quis ser professor, mas especificamente de Língua Inglesa me descobri pouco antes de entrar no curso.*
AFFECTIVE/COGNITIVE MENTAL PROCESSES	*(...)* ***pretendo*** *seguir na* área *de pesquisa em Linguística Aplicada, formação de professores e/ou ensino de inglês como língua adicional*

Source: organized by the authors, based on Fairclough (2003)

Table 3 – Categories of evaluation

Categories	Samples
AFFECTIVE EVALUATIVE NOUNS	*Alguém com **amor** à língua que quer passar esse **amor** para outras pessoas, compartilhar a **felicidade** que o aprendizado da língua traz.*
AUTHORS EXPLICIT MARKS	*Ser professor de inglês **pra mim** é ensinar a língua inglesa de modo a fazer o aluno refletir sobre ela (...).*
EVALUATIVE ADJECTIVES	*Ser professor de Inglês é mais do que permitir o acesso a diferentes culturas, é formar cidadãos **críticos**, **pensantes** e **autônomos** no aprendizado.*
EVALUATIVE VERBS	*(...) mas depois comecei a **gostar** de ensinar.*

Source: organized by the authors, based on Fairclough (2003)

Due to the extension of this article, only the lexical element analyzed is going to be translated to English, instead of the whole excerpt.

3) The Critical Discourse Analysis: to discuss the results found in this analysis along the results section, in light of the literature reviewed in this investigation. To do so, 18 excerpts composing samples from the participant's discourse were lexicogrammatically analyzed and related to the literature previously mentioned.

4 RESULTS

In this section, we discuss the results of the research by reporting how LinC participants started engaging in English language practices (Section 4.1), their affective relationship with English language teaching at school (Section 4.2), their teaching (Section 4.3), and academic (Section 4.4) experiences.

4.1 Getting started with the English language

All research participants are undergraduates enrolled in the English Major. Therefore, we attempt to establish exactly when their first contact with/interest in the language happened during their school years (Figure 2).

Figure 2 – Representation of undergraduates' first contact with the English language
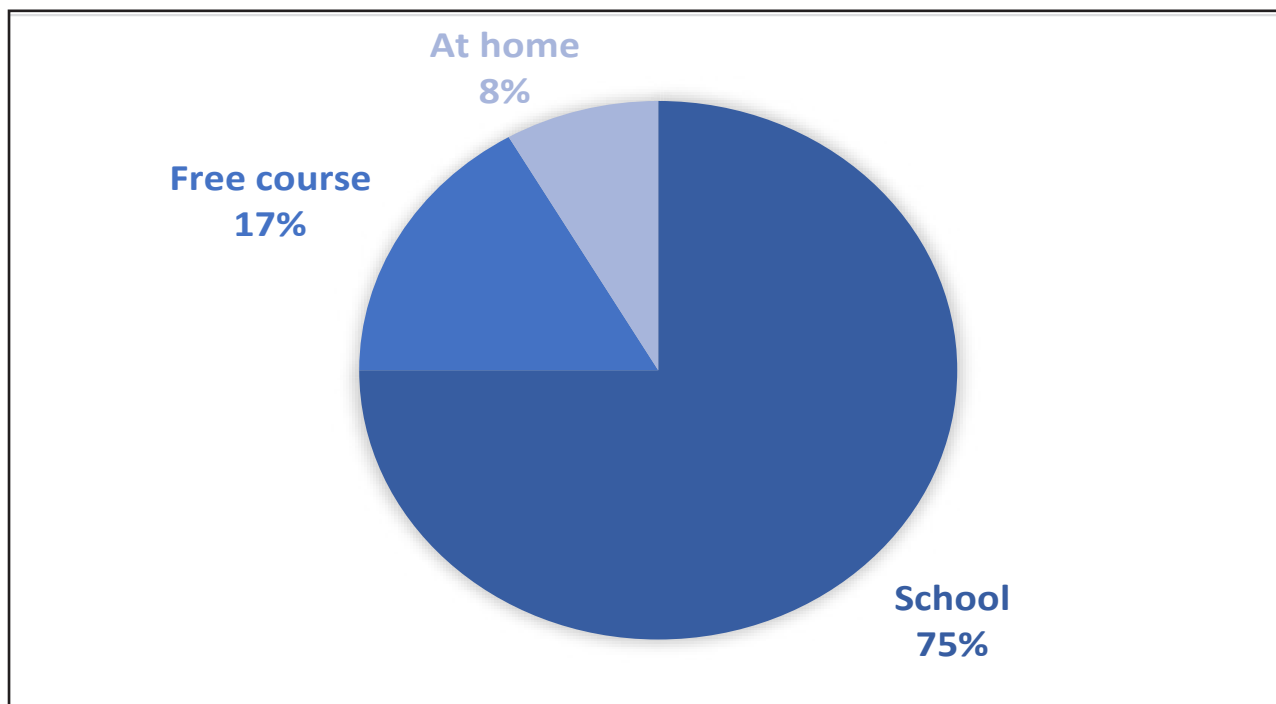
Source: organized by the authors

Figure 2 shows that 75% of the participants had their first contact with the language in the context of public schools (P1, P2, P3, P4, P6, P7, P10, P11, P12)[2], 17% of them in free courses (P9) and 8% through entertaining activities, such as movies and games (P5). Of the ones that had their first contact in public school contexts, P4, P6 and P12 mentioned that they continued and improved their studies in free courses (see, for instance, P12, in Figure 3) and two of them (P3, Figure 3) by themselves at home.

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[2] "P" for participant, example: P1, participant identified by the number 1.

Figure 3 – Excerpt 1[3]

P1 Meu primeiro contato com a língua foi na Pré-escola **pública**, tinha entre 4 ou 5 anos.

P12 Comecei com a escola e depois junto, na 5º série, comecei aula **particular** depois no 2º ano do E.M. no Fisk.

P9 Comecei a **estudar** inglês em um curso **livre** aos 9 anos.

P3 O primeiro contato foi aos 11 anos, na escola, 5º ano e eu **estudei** inglês em casa a partir dos 14 anos e parei por um tempo e retomei meus estudos por causa da faculdade.

P5 Comecei a **estudar** inglês **por meio de** jogos e músicas aos 10 anos de idade.

Source: organized by the authors

This first contact with the language is materialized in participants' discourse, respectively, through the use of evaluative adjectives ("*pública*"; P1)', characterizing the type of school they first attended. The use of evaluative adjectives ("*livre*"; P9) also refer to the type of English courses participants considered to improve their language studies.   They also engaged themselves in other language learning practices, materialized in the cognitive process "*estudar*" (P5), complemented by the circumstances of manner ("*por meio de jogos*" and "*músicas*"; P5).

4.2 Establishing affective relationships with English language teaching at school

Concerning participants' favorite subjects at school, English was mentioned by 91.6% of them. It means that only 8.4% did not have preference for it. Besides English, many other subjects were appreciated by them (Table 4).

_____

[3] Public, private, to study, studied, through games and music (translation).

Table 4 – Representation of undergraduates' favorite subjects at school

Subjects	No. of Participants
English	11
Literature	5
Portuguese, Biology and History	4
Arts and Philosophy	2
Chemistry, Sociology, Geography and Math	1

Source: organized by the authors

More specifically, 16.6% mentioned English as their only favorite subject, 75% mentioned English among other subjects, and 8.3% did not mention it at all (Figure 4).

Figure 4 – Representation of undergraduates' relationship with the English School Subject
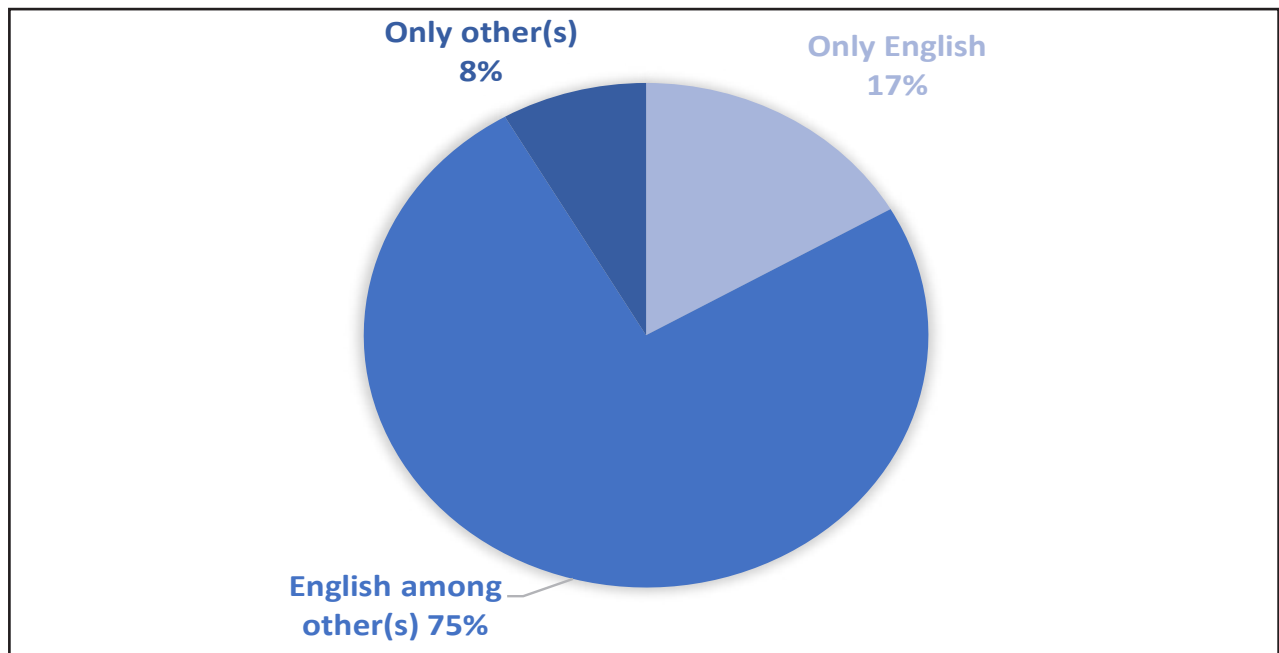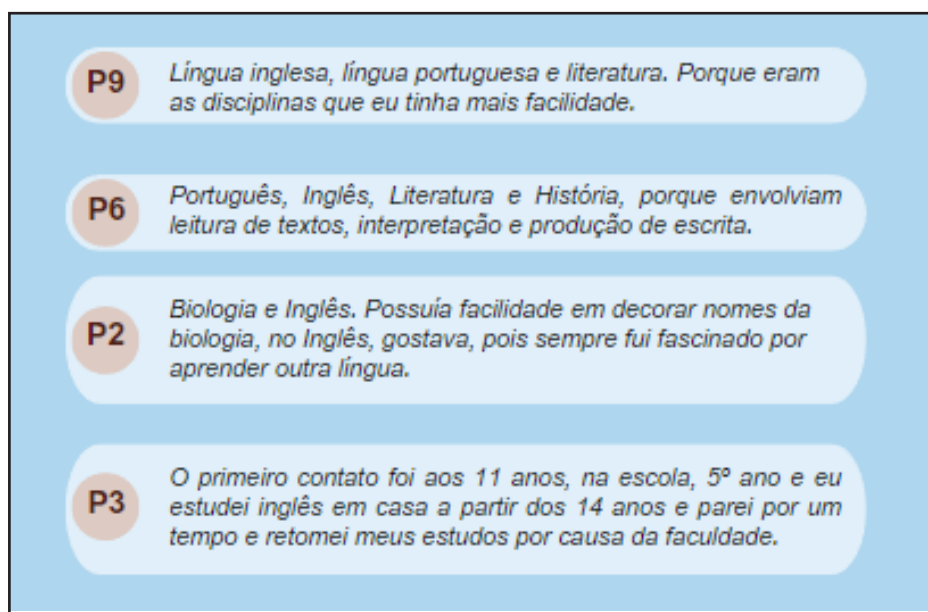

Source: organized by the authors

The participants who had English among other subjects as their favorite ones, mentioned they found them "easy to be learned" which contributed to increase their interest in them (P9). Others justified their preference by pointing out the activities and topics proposed by their favorite subject(s), which involved reading, writing and

interpretation skills (P6). Interest in studying an additional language (P2), knowing new places and the appreciation for literary work and the study of life development are also justifications to their favoritism (P3).
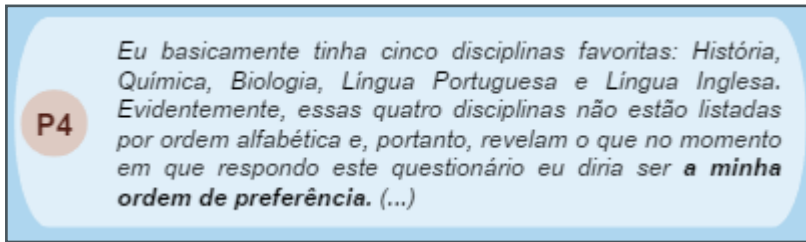
Figure 5 – Excerpt 2

P9 — Língua inglesa, língua portuguesa e literatura. Porque eram as disciplinas que eu tinha mais facilidade.

P6 — Português, Inglês, Literatura e História, porque envolviam leitura de textos, interpretação e produção de escrita.

P2 — Biologia e Inglês. Possuía facilidade em decorar nomes da biologia, no Inglês, gostava, pois sempre fui fascinado por aprender outra língua.

P3 — O primeiro contato foi aos 11 anos, na escola, 5º ano e eu estudei inglês em casa a partir dos 14 anos e parei por um tempo e retomei meus estudos por causa da faculdade.
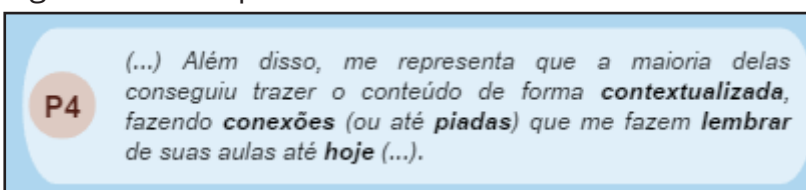
Source: organized by the authors

Lexicogrammatically, these justifications are evoked by the use of evaluative nouns, such as "*facilidade*" (P9 and P2), which implies a cognitive understanding of the subjects. In addition, the use of relational processes to identify specific language practices which were appreciated by them and explored in the subjects mentioned ("*leitura de textos, interpretação* and *produção escrita*"; P6). To demonstrate interest in learning another language, the frequency adverb "*sempre*" (P2) and the evaluative adjective "*fascinado*" (P2) were used to intensify and qualify the point of view.

Only one participant mentioned his favorite subjects following an order of preference, signalized by the nominal group "*a minha ordem de preferência*", in which we highlight the evaluative noun ("*preferência*"; P4) (Figure 6).

Figura 6 – Excerpt 3[4]

*Eu basicamente tinha cinco disciplinas favoritas: História, Química, Biologia, Língua Portuguesa e Língua Inglesa. Evidentemente, essas quatro disciplinas não estão listadas por ordem alfabética e, portanto, revelam o que no momento em que respondo este questionário eu diria ser **a minha ordem de preferência.** (...)*

P4

Source: organized by the authors

The English language mentioned by P4 comes in the last place. He reported what he liked about the other subjects, and it was possible to realize that there was one common element that contributed to the participant's engagement in these subjects: the connection between the contents in his studies with real life social practices (Figure 7), lexicogrammatically signalized by the use of the evaluative adjective ("*contextualizada*"; P4) and a material process ("f*azendo*"; P4) associated to the nouns ("*conexões*" and "*piadas*"; P4). These practices are remembered (through the use of the mental process "*lembrar*"; P4) until today, as signalized by the temporal adverb ("*hoje*"; P4). As pointed out by Motta-Roth (2015), the language perspective adopted by the *PCNs* is focused on social life, in order to promote a contextualized teaching practice, which is an advance if compared to the structuralist approach that is still seen in some school contexts (Motta-Roth, 2015, p. 347). This perspective is mentioned by the participant as a positive aspect of his experiences as a student, confirming Motta-Roth's statement.

Figure 7 – Excerpt 4[5]

*(...) Além disso, me representa que a maioria delas conseguiu trazer o conteúdo de forma **contextualizada**, fazendo **conexões** (ou até **piadas**) que me fazem **lembrar** de suas aulas até **hoje** (...).*

P4

Source: organized by the authors
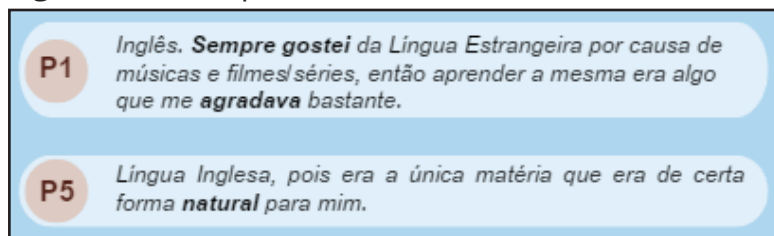
───────────

[4] (...) my order of preference.
[5] Contextualized, connections, jokes, remember, today.

It was possible to recognize that P4 values a contextualized approach, which reinforces the improvement of teaching practices not only in the language field, but also in other areas of knowledge explored in educational contexts (Motta-Roth, 2008).

The participants (Figure 8) who mentioned English as their only favorite subject, justified this preference by pointing out, through affective mental processes ("*gostar*" and "*agradava*"; P1), intensified by frequency adverbs ("*sempre*"; P1), the construction of an affective relationship towards the language, opening a door to consider becoming English teachers themselves. Therefore, the appreciation for English songs and movies contributed to develop a first interest in studying the language (P1), as well as the aptitude to learn it in different non-formal social practices (P5). The adjective "natural" (P5) attributed to the subject in discussion also reinforces this statement. These arguments reveal the participants' affective relationship with the language.

Ticks' (2008, p. 76) former investigation with UFSM English Major undergraduates had already identified this affective relationship of participants with the language and the same perception they had "aptitude" to learn English.
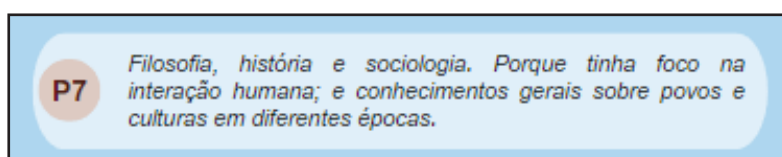
Figure 8 – Excerpt 5[6]

P1: Inglês. **Sempre gostei** da Língua Estrangeira por causa de músicas e filmes/séries, então aprender a mesma era algo que me **agradava** bastante.

P5: Língua Inglesa, pois era a única matéria que era de certa forma **natural** para mim.

Source: organized by the authors

As previously mentioned, only one participant did not have English language as one of his favorite subjects in the past (P7, Figure 9).

Figure 9 – Excerpt 6

P7: Filosofia, história e sociologia. Porque tinha foco na interação humana; e conhecimentos gerais sobre povos e culturas em diferentes épocas.

Source: organized by the authors

_____
[6] Always liked, pleased me, natural.

Nevertheless, the subjects of preference are components of the human sciences, which are not distant from the language teaching field. The studies in this area are relevant to the English teaching field, as they contribute with the development of reflexive discussions, which could give theoretical and historical support to undergraduates in the process of building their teaching practices. These collaborative practices can be noticed in participants' discourse when they use relational processes ("*tinha*") associated with the noun "*foco*" (P7), which make explicit connections with the topics of human interaction and general knowledge about people's history, culture, and society. Grabe (2010) states that, as in many other disciplines, AL is an interdisciplinary field because few practical language issues can be addressed through the knowledge resources of any single discipline. As an example, to genuinely influence language learning, one must be able to call upon, at the very least, resources from educational theory, ethnomethodology (sociology), and learning theory, as well as linguistics (Grabe, 2010).

Participants were also questioned about extracurricular activities they have participated during Elementary and High School. Most of them did not enroll in them due to the lack of offer of such activities by their schools (P1, P2, P6, P8, P9), others because of the lack of interest (P5, P11) and also because of shyness (P3). The extracurricular activities (Figure 10) mentioned were varied: activities related to competition, such as OBMEP and gymkhanas promoted by the school (P4), sport, cultural (dance and glee club), and social activities (asylum visits) (P10), student's union and the organization of events (P12).

Figure 10 – Excerpt 7[7]
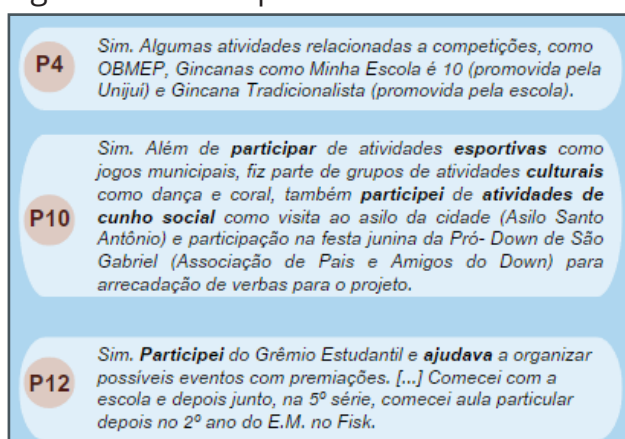
Source: organized by the authors

_____
[7] To participate, sportive, cultural, participated, social activities, helped.

The practices performed are reported through material processes ("*participar*"; P10; "*participei*", "*ajudava*"; P12) which indicate active participation, being characterized by evaluative adjectives and adjective phrases ("*esportivas*"; "*culturais*", "*de cunho social*"; P10), which make explicit their interest in the human fields of knowledge.

All research participants are studying to become graduate English teachers. Based on their previous reports about favorite subjects during school time (Table 4), it was possible to predict that more than half of them (75%) would reveal the Major in English (*Letras – Inglês e Literaturas*) was their first option on *Enem* (Figure 11).

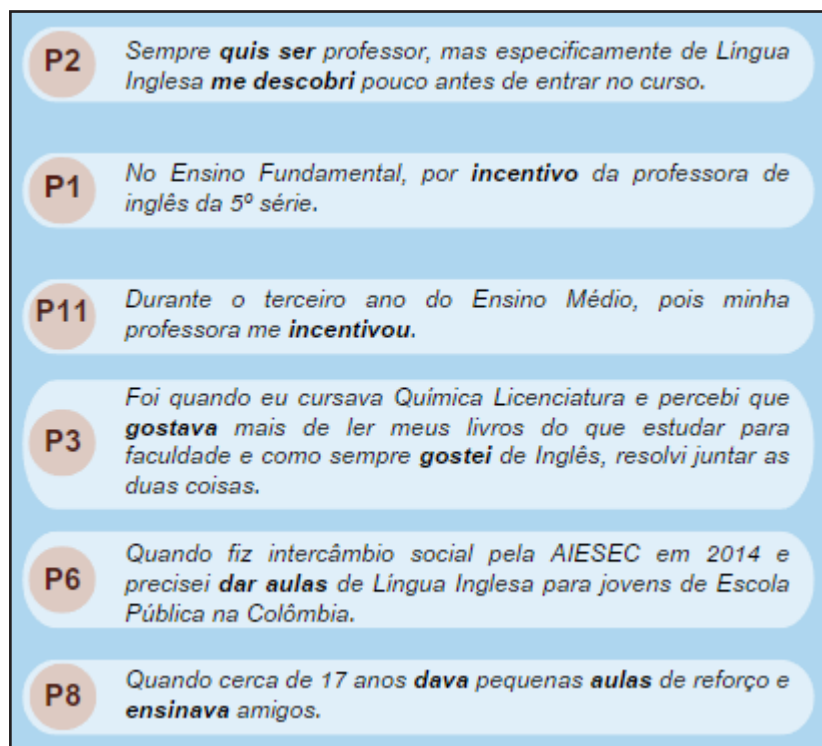Figure 11 – Representation of participants' 1st option on *Enem*
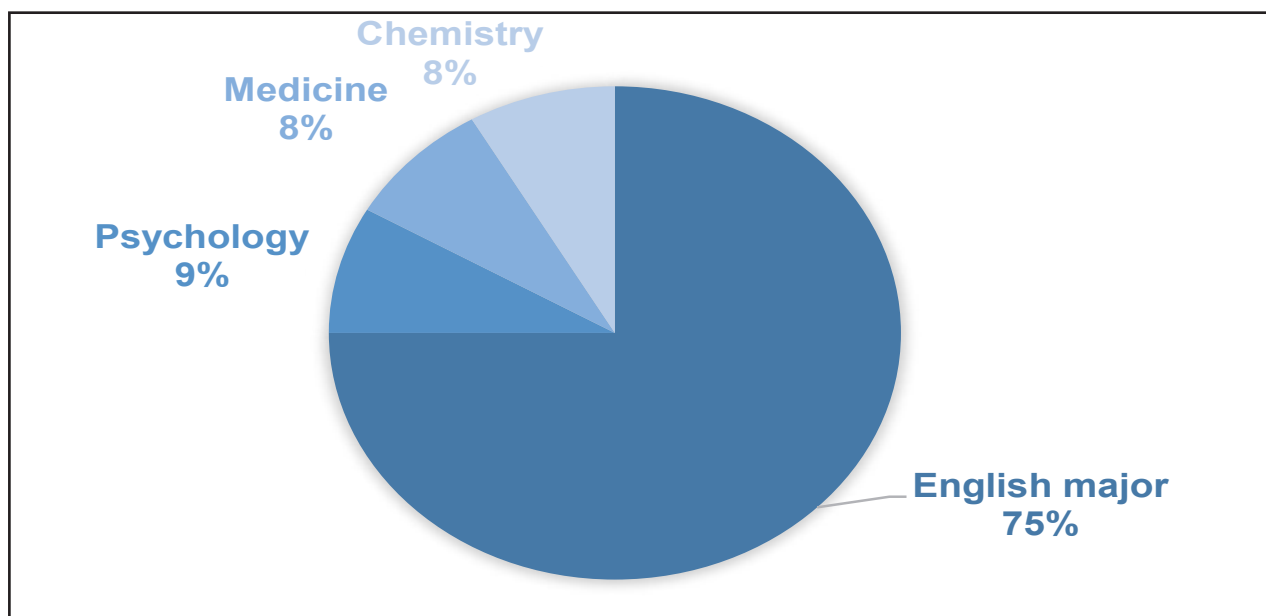
Source: organized by the authors

Most participants selected the Major in English as their first option showing varied reasons. Some stated they simply knew that being an educator was the career he wanted to follow (P2, Figure 12), others were encouraged and inspired by their teachers (P1 and P11, Figure 12). There are two participants (P3, Figure 12) that were attending their Major in Chemistry at UFSM when they realized they wanted to follow the same profession as their teachers, but in the English language teaching field, having the support of their families to make this professional change. Also, there are the participants that had some

teaching experiences (social exchange by IESEC[8] and tutoring classes for friends) and decided they wanted to follow their studies in this field (P8 and P6, Figure 12).

Figure 12 – Excerpt 8

P2 Sempre **quis ser** professor, mas especificamente de Língua Inglesa **me descobri** pouco antes de entrar no curso.

P1 No Ensino Fundamental, por **incentivo** da professora de inglês da 5º série.

P11 Durante o terceiro ano do Ensino Médio, pois minha professora me **incentivou**.

P3 Foi quando eu cursava Química Licenciatura e percebi que **gostava** mais de ler meus livros do que estudar para faculdade e como sempre **gostei** de Inglês, resolvi juntar as duas coisas.

P6 Quando fiz intercâmbio social pela AIESEC em 2014 e precisei **dar aulas** de Língua Inglesa para jovens de Escola Pública na Colômbia.

P8 Quando cerca de 17 anos **dava** pequenas **aulas** de reforço e **ensinava** amigos.

Source: organized by the authors

It is possible to notice, in participants' discourse, that their interest comes from practical teaching experiences materialized by material processes ("*dava (…) aulas*", *ensinava*; P8[9]; "*dar aulas*"; P6[10]). There are also participants who mentioned, through mental processes ("*incentivou*"; P11[11]; "gostava", "gostei", P3[12]) and evaluative nouns ("*incentivo*", P1[13]), that they were influenced by former teachers (P1, P11). Reinforced by frequency adverbs ("*sempre*"; P2[14]), P2 recognizes early in life his identification with the profession, made explicit in the use of relational processes ("*quis ser*[15]") associated to the noun ("*professor*[16]"), but more recently his identification with the

[8] *Associação Internacional de Estudantes de Economia e Ciências Comerciais.*
[9] Taught, used to teach (P8)
[10] Teach (P6)
[11] Incentivated (P11)
[12] Used to like, liked (P3)
[13] Encouragement (P1)
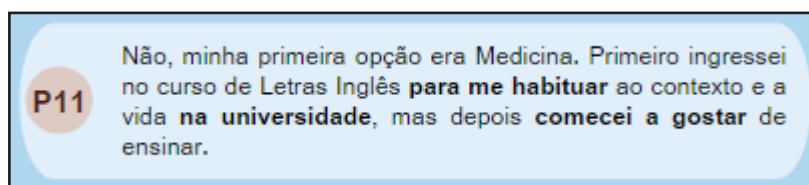[14] Always, wanted to be (P2)
[15] Wanted to be (P2)
[16] Professor (P2)

English teaching practice becomes self-conscious, as we can see in the use of the mental process ("*me descobri*"[17], P2).

Psychology, Medicine and Chemistry were also first options (P7, P11 and P12), exemplified by P11 discourse (Figure 13).

Figure 13 – Excerpt 9[18]

Source: organized by the authors

Currently, P7, P11 and P12 are not attending their first option. Concerning the reasons that contributed for them to be attending the English Major, we can highlight the need to get used to the academic context, which is materialized in the discourse through the circumstance of cause ("*para me habituar*"; P11) reinforced by the circumstance of location ("*na universidade*"; P11). Ticks (2008) also identified English major undergraduates that considered this university degree as a complementary career. In this specific investigation, P11 stated that his first option was Medicine, however, during his experience in the major, he started enjoying teaching, what also suggests that, before the attendance, he did not see himself in the position of becoming an educator. This change in his identification process can be observed in the discourse when he expresses himself through affective mental processes ("*comecei a gostar*"; P11"), indicating a self-conscious choice/decision after having the practical experience of teaching.

4.3 Developing teaching experiences

Although most of the participants did not have previous teaching experiences, this did not stop them from choosing the major they are attending now. As previously mentioned, only two participants had teaching experiences before attending the
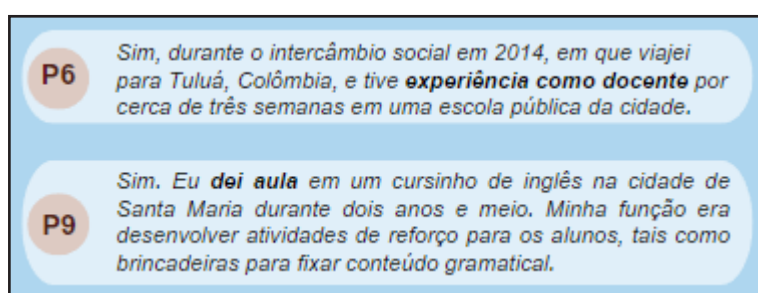
[17] Discover myself (P2)
[18] To get used to, in the university, [I] started to like [it].

English Major. P6 participated of a social exchange to Tulua, Colombia, promoted by *AIESEC*, which enabled the development of tutoring activities for kids of a public school. This exchange lasted three weeks (Figure 14). P9 has had experience as an English teacher in a private course in Santa Maria, a southern city in the state of Rio Grande *do* Sul, for two years (Figure 14). These participants' previous experiences influenced their first option on *ENEM[19]/Vestibular*, which was *Letras – Inglês*.

Figure 14 – Excerpt 10

P6 *Sim, durante o intercâmbio social em 2014, em que viajei para Tuluá, Colômbia, e tive* **experiência como docente** *por cerca de três semanas em uma escola pública da cidade.*

P9 *Sim. Eu* **dei aula** *em um cursinho de inglês na cidade de Santa Maria durante dois anos e meio. Minha função era desenvolver atividades de reforço para os alunos, tais como brincadeiras para fixar conteúdo gramatical.*

Source: organized by the authors

In this excerpt, P6 relates the nouns ("*experiência*" and "*docente*"[20]) and P9 reports the material process ("*dei aula*"[21]). Through the semantic analysis, it was possible to perceive that LinC participants wanted to become teachers, in the first place, and English language teachers by affection and appreciation for the language and cultural diversity produced through it (literary work, music, cinema), desire developed along high school and university attendance. The study published in 2008, which investigated the psychosocial profile of English Major freshmen, found that, out of the 30 participants, only 42.6% of them had the current major at that time as first option. Therefore, it is possible to perceive a great advance in the current study, considering the fact that 75% of them looked at the English Major as their first option in the process of developing their careers. As a contrast, the freshmen in the 2008 investigation had other professional priorities and interests, positioning the Major as a complementary

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[19] *Exame Nacional do Ensino Médio.*
[20] Experience, educator (P6)
[21] Taught (P9)

course (Ticks, 2008, p. 76). It is important to consider that the participants in the current study are members of an outreach project who engage themselves in early (reflexive) teaching practices, suggesting that, in comparison with the participants investigated in 2008, this great advance in the appreciation of the teaching practice may be the result of these early teaching experiences offered by the outreach project.

4.4 Studying at university

Focusing on the academic experience, we highlight, in this analysis, the participants' information regarding the mandatory and complementary courses they are attending. Besides, we also discuss their participation in projects at the university, their teaching experiences and expectations after their graduation. Finally, we focus on how they discursively define their role as English teachers.

Most of the participants have more than half of the major completed (10) (Figure 15), since they are on the seventh, ninth and fifth semesters.

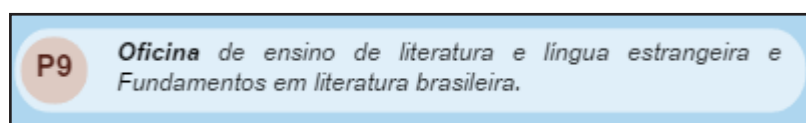Figure 15 – Representation of participants' semester in the Major
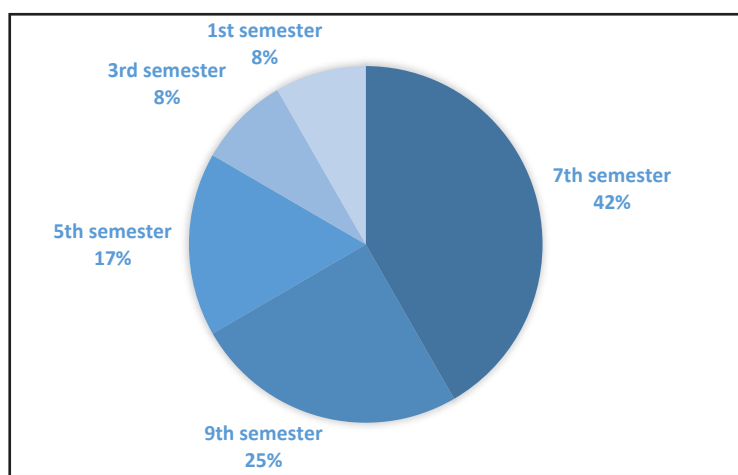
Source: organized by the authors

The other two are in the first and third semester (Figure 15), which means they have not started the teaching practices yet. In the English major at UFSM, students start having their internships in the schools on the fifth semester. Therefore, the project

becomes an option to students that have interest in starting their teaching practices earlier, in the first two years of graduation.

Regarding participants' preferences towards the courses offered during graduation, there is a balance in the preference for the AL and Literature fields, as P9 exemplifies (Figure 16).

Figure 16 – Excerpt 11[22]

P9 **Oficina** de ensino de literatura e língua estrangeira e Fundamentos em literatura brasileira.

Source: organized by the authors

"*Oficina*", mentioned by P9, is a course that approaches teaching and research practices in both fields of the English Major, representing this balance in the fields of AL and Literature, as well as in the teaching and research practices.

Beyond LinC, most participants are or have been involved in other projects, such as Literaturas ao Sul, Alternativa, Programa Idiomas sem Fronteiras, Lince[23], ProLetras and Pibid[24], developing/performing functions related to English teaching practices, translation and computer technical support, materialized in the discourse through material processes ("*participo*"; P3 "*desempenho*"; P4 "*trabalhei*"; P5, "*participei*"; P10 P12 "*atuo*"; P10, which make explicit their engagement in the previously mentioned practices (Excerpt 12, Figure 17).

Only three participants did not have experiences with other projects, which reinforces their engagement and interest in teaching and in research practices. Out of the 12 participants in the research, more than half of them (seven participants) had their first participation in an extracurricular project through LinC. As investigated by Preischardt (2015), projects of this nature should be stimulated
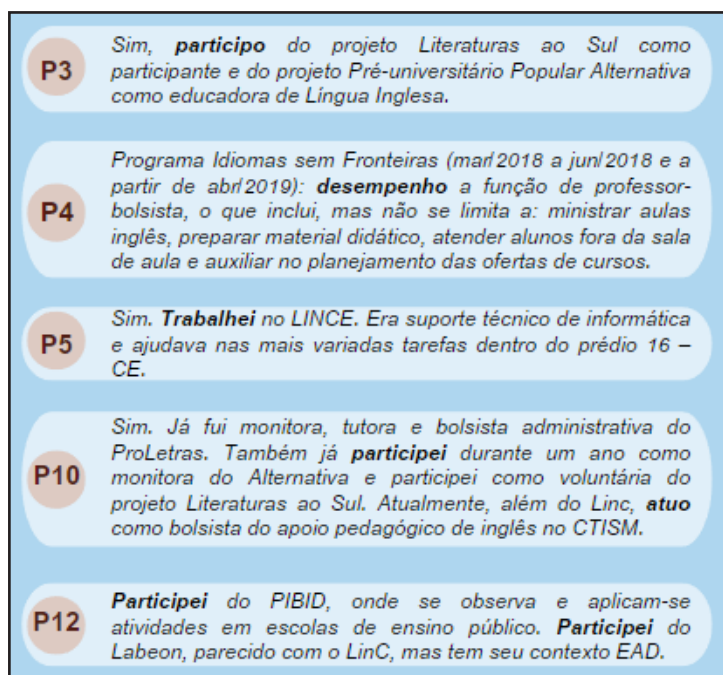
[22] Oficina, the name of the course of the English Major.
[23] Laboratório de Informática do Centro de Educação.
[24] Programa Institucional de Bolsas de Iniciação à Docência.

and developed as complementary extracurricular activities, since they contribute to develop discussions and learning processes regarding pedagogical, discursive and institutional awareness, as well as to provide shared knowledge through interaction among professors and undergraduates.
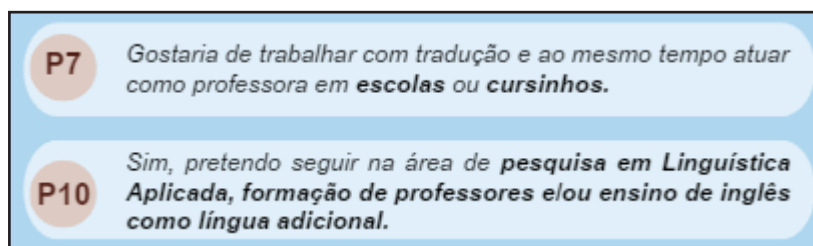
Figure 17 – Excerpt 12[25]

P3 Sim, *participo* do projeto Literaturas ao Sul como participante e do projeto Pré-universitário Popular Alternativa como educadora de Língua Inglesa.

P4 Programa Idiomas sem Fronteiras (mar/2018 a jun/2018 e a partir de abr/2019): *desempenho* a função de professor-bolsista, o que inclui, mas não se limita a: ministrar aulas inglês, preparar material didático, atender alunos fora da sala de aula e auxiliar no planejamento das ofertas de cursos.

P5 Sim. *Trabalhei* no LINCE. Era suporte técnico de informática e ajudava nas mais variadas tarefas dentro do prédio 16 – CE.

P10 Sim. Já fui monitora, tutora e bolsista administrativa do ProLetras. Também já *participei* durante um ano como monitora do Alternativa e participei como voluntária do projeto Literaturas ao Sul. Atualmente, além do Linc, *atuo* como bolsista do apoio pedagógico de inglês no CTISM.

P12 *Participei* do PIBID, onde se observa e aplicam-se atividades em escolas de ensino público. *Participei* do Labeon, parecido com o LinC, mas tem seu contexto EAD.

Source: organized by the authors

When asked about their expectations "after graduation", and whether they intend to continue in the field they are attending now, all of them argued they will remain in the field as teachers (Figure 18).

Figure 18 - Excerpt 13

P7 Gostaria de trabalhar com tradução e ao mesmo tempo atuar como professora em *escolas* ou *cursinhos*.

P10 Sim, pretendo seguir na área de *pesquisa em Linguística Aplicada*, formação de professores e/ou ensino de inglês como língua adicional.
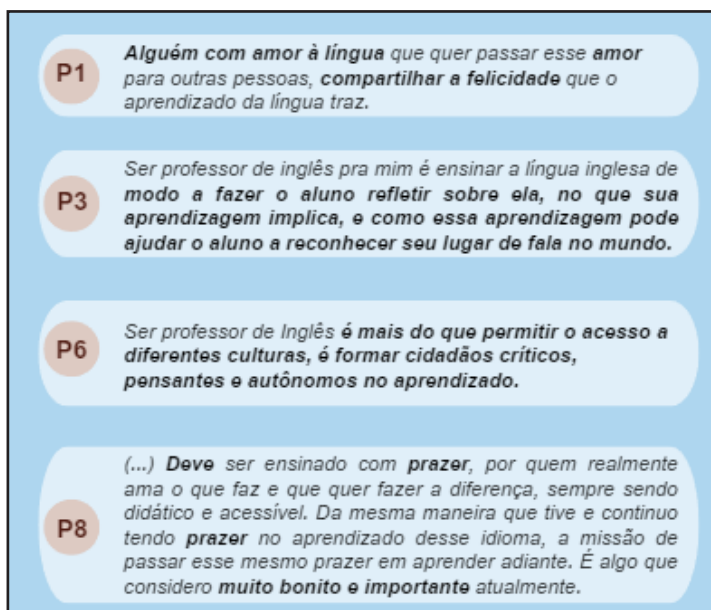
Source: organized by the authors

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[25] Participated, developed, worked.

It is possible to observe their explicit intentions of working as teachers in different contexts, which are explicit in the nouns "*escolas*" and "*cursinhos*" (P7), and as researchers, materialized in the following noun phrases "*pesquisa em Linguística Aplicada, formação de professores e/ou ensino de inglês como língua adicional*" (P10).

Some of them also mentioned interest in attending other parallel activities while being a teacher, such as translation and research in AL. If compared to the study developed by Ticks (2008), in which she identified that 76.66% of the undergraduate students of English participants in the research saw the teaching activity as a complementary one, this study shows a great change in the participants' identification as they identify themselves with the role of English Teachers. Ticks (2008) found out that the Major constituted an opportunity for participants to learn a second language as they did not see themselves as teachers of English. In contrast with this perception, the undergraduate teachers in this current study not only recognize their role as teachers, but also elaborate a contemporary view of teaching, which includes the practice of instigating and guiding students to critically reflect upon the English language they are teaching, as exemplified on Excerpt 14 (Figure 19).

Figure 19 - Excerpt 14

P1 Alguém com amor à língua que quer passar esse amor para outras pessoas, compartilhar a felicidade que o aprendizado da língua traz.

P3 Ser professor de inglês pra mim é ensinar a língua inglesa de modo a fazer o aluno refletir sobre ela, no que sua aprendizagem implica, e como essa aprendizagem pode ajudar o aluno a reconhecer seu lugar de fala no mundo.

P6 Ser professor de Inglês é mais do que permitir o acesso a diferentes culturas, é formar cidadãos críticos, pensantes e autônomos no aprendizado.

P8 (...) Deve ser ensinado com prazer, por quem realmente ama o que faz e que quer fazer a diferença, sempre sendo didático e acessível. Da mesma maneira que tive e continuo tendo prazer no aprendizado desse idioma, a missão de passar esse mesmo prazer em aprender adiante. É algo que considero muito bonito e importante atualmente.

Source: organized by the authors

Freire (1989, p. 9) pointed out that the "perception of relations between text and context contributes to the development of critical thinking", being one of the main purposes to be achieved by CGA, one of LinC's guiding concepts, as well as the perspective that teaching practice should focus on working with different texts that one playing a particular role in society tends to produce (Marcushi, 2005, pp. 10-12). This critical perspective can be identified in the participants' discourse when they state that "being an English teacher is more than allowing access to different cultures, it is educating critical, reflexive and autonomous citizens (P6) and teaching the English language in order to make the student reflect on it, what its learning implies, and how this learning can help students recognize their position in the world (P3). In addition to this perception of teaching to build citizenship, it is possible to identify an affective perception in relation to the practice, as we can see in P1's discourse when he states that being a teacher means "someone with love for the language, who wants to pass/ share that love to/with others and share the happiness that language learning brings".

These perceptions are lexicogrammatically materialized in the participants' discourse by means of evaluative nouns ("*amor*[26]" and "*felicidade*[27]"; P1) attributed to the language and to the practice of sharing it with others through the practice of teaching, promoting a learning process that is also seen as happiness. Through relational processes ("é"; P3 and P6), participants attributed to the practice of being a teacher, the activity of guiding students to reflections, what ends up transforming them in critical and autonomous citizens, materialized in the discourse by the use of positive evaluative adjectives ("*críticos, pensantes* and *autônomos*[28]"; P6), all attributed to their potential students. There is also an idea of duty, being expressed by the modal verb "*deve*[29]", attributed to the practice of teaching and complemented by the evaluative noun "*prazer*[30]" (P8), suggesting teachers need to establish affective relationships with

[26] Love
[27] Happiness
[28] Critical, thinking and autonomous beings.
[29] Should
[30] Pleasure

their professional practice. The evaluative adjectives ("*bonito*" and "*importante*[31]"; P8), intensified by the adverb "*muito*[32]", also give positive value to the practice of teaching.

This concern reveals a commitment that students have with the profession they are studying to follow. As identified, 75% of the participants in the research had the English Major as their first options, and the desire to really become teachers is present in their discourses.

5 FINAL CONSIDERATIONS

The current research had the main objective of investigating the identification with the teaching practice of 12 participants engaged in the outreach project (LinC), which is part of the teaching education program developed by LabLeR/REWRITE/UFSM. These participants attended monitor and tutor teaching practices in this context of investigation. The analysis revealed that participants are affectively connected to the practices of English language teaching. It is relevant to highlight, in participants' discourse, their commitment with the profession they are dedicating their lives to, which is interesting and positive if compared to previous studies developed in the same context (see, for instance, Ticks, 2008).

This commitment and total focus on the English teaching professional career can be visualized in the discourse of all participants: in their favorite subjects on Elementary and High school, in the perception of language as social practice, which we consider to be a reflection on the project's guiding concepts, and finally in the fact they see themselves as teachers and view the practice of teaching as an affective collaborative professional activity. The participants are concerned with promoting - through their English teaching practices – citizenship, seeking to help the development of critical, reflexive and autonomous citizens, just as proposed by Bunzen (2010), who subsidizes the idea that the school context needs to be thought/construed as a sphere of ideological development with material, historical and semiotic characteristics.

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[31] Beautiful and important
[32] Very

Based on what was revealed along the analysis, it is also interesting to point out the role of the project in the participants' identification process with the teaching practice, since it provides, besides the teaching practice itself, the theoretical guiding concepts to subsidize this practice, which, as previously mentioned, is present in participants' discourse (Preischardt, 2015). Therefore, the project enables undergraduate teachers to practice the teaching of English, building, at the same time, their self-identification with the profession, which is understood here as an ongoing relational process (Bauman, 2005).

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