

PEDAGOGICAL PRACTICES EXPERIENCED BY AN UNDERGRADUATE ENGLISH TEACHER WITHIN LÍNGUAS NO CAMPUS OUTREACH PROJECT

PRÁTICAS PEDAGÓGICAS VIVENCIADAS POR UMA ALUNA DE GRADUAÇÃO EM INGLÊS NO PROJETO DE EXTENSÃO LÍNGUAS NO CAMPUS

PRÁCTICAS PEDAGÓGICAS EXPERIMENTADAS POR UN ESTUDIANTE DE INGLÉS EN EL PROYECTO DE EXTENSIÓN LÍNGUAS NO CAMPUS

Fabiana da Silva Aymay¹
Luciane Kirchhof Ticks²

Abstract: The objective of this research is to explore the pedagogical practices experienced by an undergraduate English teacher working as a monitor in the project Línguas no Campus (LinC), which promotes English teacher education and offers linguistic education to the academic community and Santa Maria community. As theoretical framework, we used the concepts of Critical Genre Analysis (CGA) discussed by Motta-Roth (2008), Motta-Roth; Heberle (2015) and Bhatia (2015); as well the framework proposed by the Pedagogy of Multiliteracies (Rojo, 2012; The New London, 1996 and Barton; Hamilton, 1998). The corpus of this investigation is constituted by recorded synchronous classes held with undergraduate students from the Federal University of Santa Maria (UFSM), enrolled in the LinC course called “Four Skills I”. In the analysis, we identified five pedagogical practices developed by the monitor, which are: Interacting on pair work with students; Assisting tutor on language use explanation; Assisting students with extra classes explanations; Checking/correcting homework and giving feedback to students; Assuming tutor position in class. The results indicate that the pedagogical practices experienced by the monitor offered her the opportunity to experience three functions: assistant monitor, apprentice monitor and tutor-monitor. Finally, we conclude that the pedagogical practices experienced in the teaching practices offered by LinC promote professional development to pre-service teachers, as they provide critical reflection towards the processes of teaching and learning.

Keywords: Critical Genre Analysis. Multiliteracies. Teacher education.

¹ Licenciada em Letras –Inglês pela Universidade Federal de Santa Maria (UFSM). Mestranda em Letras pelo Programa de Pós-Graduação em Letras da Universidade Federal de Santa Maria (PPGL/UFSM). E-mail: fabiaymay@gmail.com. ORCID: <https://orcid.org/0009-0001-6875-9203>.

² Doutora em Letras pelo Programa de Pós-Graduação em Letras da Universidade Federal de Santa Maria (PPGL/UFSM). Professora do Curso de Graduação em Letras/Inglês e do Programa de Pós-Graduação em Letras (PPGL/UFSM). E-mail: lkirchhofticks@gmail.com. ORCID: <https://orcid.org/0000-0003-0907-7293>. CLARABOIA, n.23, p. 214-236, Jan./Jul. 2025. ISSN: 2357-9234

Resumo: Esta pesquisa tem por objetivo explorar as práticas pedagógicas experienciadas por uma aluna de graduação trabalhando como monitora no projeto Línguas no Campus (LinC), que promove a formação de professores de língua inglesa por meio de práticas de ensino e busca oferecer educação linguística para a comunidade acadêmica e santa-mariense. Como referencial teórico, utilizamos as concepções da Análise Crítica de Gênero (ACG) discutida por Motta-Roth (2008), Motta-Roth & Heberle (2015) e Bhatia (2015); bem como os pressupostos teóricos da Pedagogia dos Multiletramentos (Rojo, 2012; The New London, 1996 e Barton; Hamilton, 1998). O *corpus* da pesquisa é constituído por aulas síncrona gravadas realizadas com alunos de graduação da Universidade Federal de Santa Maria (UFSM), matriculados no curso LinC “*Four Skills I*”. Na análise, identificamos cinco práticas pedagógicas desenvolvidas pela monitora, sendo elas: Interagindo como duplas com os alunos; auxiliando o tutor na explicação do uso da língua; auxiliando os alunos com explicações de aulas extras; verificando/corrigindo tarefas e dando feedback aos alunos; e assumindo a posição de tutor em sala de aula. Os resultados indicam que as práticas pedagógicas experienciadas pela monitora ofereceram a ela a oportunidade de experienciar três funções: Monitora de Assistente, Monitora de Aprendizes e Tutora-Monitora. Por fim, concluímos que as práticas pedagógicas vivenciadas nas práticas de ensino do LinC possibilitam o desenvolvimento profissional dos futuros professores de inglês, uma vez que proporcionam a eles a reflexão crítica sobre os processos de ensinar e aprender.

Palavras-Chave: Análise Crítica De Gênero; Multiletramentos; Programa de Formação;

Resumen: Esta investigación tiene como objetivo explorar las prácticas pedagógicas experimentadas por una alumna de grado que trabaja como monitora en el proyecto Línguas no Campus (LinC), que promueve la formación de profesores de lengua inglesa por medio de prácticas de enseñanza y busca ofrecer educación lingüística para la comunidad académica y santa-mariense. Como referencial teórico, utilizamos las concepciones del Análisis Crítico de Género (ACG) discutida por Motta-Roth (2008), Motta-Roth & Heberle (2015) y Bhatia (2015); así como los presupuestos teóricos de la Pedagogía de los Multiletramentos (Rojo, 2012; The New London, 1996 and Barton; Hamilton, 1998)). El corpus de la investigación está constituido por clases sincrónicas grabadas realizadas con alumnos de grado de la Universidad Federal de Santa Maria (UFSM), matriculados en el curso LinC “*Four Skills I*”. En el análisis, identificamos cinco prácticas pedagógicas desarrolladas por la monitora, siendo ellas: Interactuando como duplas con los alumnos; Auxiliando al tutor en la explicación del uso de la lengua; Auxiliando a los alumnos con explicaciones de clases extras; Verificando/corrigiendo tareas y dando *feedback* a los alumnos; y Asumiendo la posición de tutor en el aula. Los resultados indican que las prácticas pedagógicas CLARABOIA, n.23, p. 214-236, Jan./Jul. 2025. ISSN: 2357-9234

experimentadas por la monitora le ofrecieron la oportunidad de experimentar tres funciones: Monitora de Asistente, Monitora de Aprendices y Tutora-Monitora. Por fin, concluimos que las prácticas pedagógicas vivenciadas en las prácticas de enseñanza del LinC posibilitan el desarrollo profesional de los futuros profesores de inglés, una vez que proporcionan a ellos la reflexión crítica sobre los procesos de enseñar y aprender.

Palabras Clave: Análisis Crítico de Género; Multiletramentos; Programa de Formación.

Introduction

Becoming a teacher is a complex process, and we do not have a gift that divinely qualifies us for it. It is a profession built through learning and reflection processes on the pedagogical practices that can be gradually developed and improved in an English language teacher education program.

The pedagogical practices in an English language teacher education program have been revealed as constant concern (Pimenta, 1996). There has been an attempt to investigate the pedagogical practice as a way to contribute to the development of pre-service teacher's critical education. In this process, language assumes an important role, because "Language, text and social context are inextricably linked in the process of creating meaning, of representing and building human experience" (Heberle, 2000, p. 118-119).

In addition, the pedagogical practices in an English language teacher education program can be qualified through its insertion in an emancipatory reflective process, which seeks to problematize social practice. Considering this perspective, the objective of this research paper is to identify, describe, and explain the pedagogical practices experienced by an undergraduate English teacher working as a monitor in the project *Línguas no Campus* (LinC) that has emancipatory characteristics, because it intends to deepen the studies related to the processes of teaching and learning an additional language, as well as to reflect on the use of advanced technologies as part of the pre-service teachers professional education, practices subsidized by the contributions of Critical Genre Analysis (CGA) and the pedagogy of multiliteracies.

Critical Genre Analysis (CGA)

In general terms, the concept of Genre entails the use of language as a social activity (Motta-Roth, 2008). In addition, the genre analysis perspective studies how language is used within a

CLARABOIA, n.23, p. 214-236, Jan./Jul. 2025. ISSN: 2357-9234

specific context (Motta-Roth, 2008). Based on Motta-Roth (2008), we can highlight four different perspectives of genre analysis which have been focusing on developing investigations surrounding the concept of genre. They are:

- a) the British tradition of ESP, which focuses on genre as the regularities and properties of text which belong to particular genres within specific social contexts;
- b) the North American New Rhetoric or Sociorhetoric School, which focuses on speech acts and its relations to the social context;
- c) the Sydney Systemic Functional School, which focuses on how grammar/lexicogrammar is organized within a particular social context; and, finally;
- d) the Socio-Discursive Interactionism (SDI), also known as the Geneva School, which focuses on studying language as action, as a sequence of events, based on the development of didactic sequences to explore specific genres.

These four perspectives seem to agree that genres result from the dialectical relationship between language and social activity (Motta-Roth; Heberle, 2015). According to Motta-Roth (2008), the Brazilian studies and pedagogical approaches about genre were influenced by these four perspectives. Considering it, the Brazilian genre researchers proposed a combination of analysis of linguistic elements and rhetorical aspects of texts, including the analysis of ideological elements of context (Motta-Roth, 2008), and are concerned with observing/analyzing the use of language in different spheres.

To develop this concept, the investigations proposed by Critical Genre Analysis (CGA) allow a more careful perception of the relations established between language theory and social practice (Motta-Roth; Heberle, 2015). Therefore, CGA is considered an interdisciplinary theory of research which combines the contributions of the four genre schools that serve as theoretical background.

According to Bhatia (2015), under the CGA perspective, language pedagogy means “to describe, explain, and account for the discursive performance of professionals in their very specific disciplinary and often interdisciplinary contexts and cultures” (Bhatia, 2015, p.14), in other words, how relations among text, context and social practices are developed. In addition, through a CGA analysis, “students can learn how specific genres normally constitute knowledge production practices and how to participate in or defy them as readers and authors” (Motta-Roth; Heberle, 2015). As a result, CGA helps develop students’ competence to read and write texts as well as to comprehend how language is organized within texts.

Additionally, the language teaching practice within a CGA perspective helps to produce knowledge and explores available semiotic resources and modes of communication which

constitute contemporary communication. This view of language analysis dialogues with another language theory of teaching and learning: the pedagogy of multiliteracies, which we discuss in the following section.

Multiliteracies

The pedagogy of multiliteracies generally aims to develop competences essential for teaching and learning, specifically fostering fluency in both writing and reading, and the ability to connect texts with their specific contexts. It also helps develop knowledge on how we understand and what we do with these texts (The New London Group, 1996).

According to The New London group (NLG), “the multiliteracies came to overcome the limitations of traditional pedagogy” (The New London Group, 1996, p.60), because the concept of multiliteracies allow different possibilities for teaching and learning by including new information and communication technologies (Rojo, 2012). In addition, Rojo (2012) also emphasizes the aspects highlighted by the NLG: multiliteracies relates to culture multiplicity. This implies that cultural production is performed in different social circles, and hybrids of different literacies and fields. In other words, new genres, technologies, and languages are produced in new social communities. Additionally, multiliteracies is linked to semiotic multiplicity, that is, the ability to comprehend and produce meaning by means of different modes: visual, aural, verbal, and written modes to make meaning, strictly speaking; since “texts are composed by many languages (or modes, or semiosis) which demand capacities and comprehension and production practices of each of them (multiliteracies) to make meaning”³ (ROJO, 2012, p. 19, *tradução nossa*).

Furthermore, Bunzen (2010) argues that learning environments, such as schools, are places of text production by subjects who have social roles, status and functions related to these particular roles. Bunzen (2010) also proposed a literacy pedagogy that is supported by social, cultural, historical practices, and social variables. Thus, implementing a pedagogy of multiliteracies does not only constitute the insertion of technological tools in learning contexts, but the incorporation of them into reflective processes, considering language materializes power relations and the local culture mediates social practices.

According to Barton & Hamilton (1998), literacy processes can be analyzed by considering two main focuses: literacy as social practice and literacy as events. First of all, literacy is a social

³ “textos compostos de muitas linguagens (ou modos, ou semioses) e que exigem capacidades e práticas de compreensão e produção de cada uma delas (multiletramentos) para fazer significar” (ROJO, 2012, p. 19, *Do original*). CLARABOIA, n.23, p. 214-236, Jan./Jul. 2025. ISSN: 2357-9234

practice, focused upon cultural context, with social goals and conceptions of reading and writing that are shaped by social rules, in other words, is how we use and make sense of literacy (Barton; Hamilton 1998; Street, Heath, 2008). In addition, according to Barton & Hamilton (1998), literacy as events is the process of doing social practices and the meaning of this process, usually the process of developing writing and reading competences constitute an activity within which participants assume certain social roles.

In summary, different literacy events have different literacy practices; we also can say that “there are different literacies associated with different domains of life” (BARTON & HAMILTON, 1998, p.11). Therefore, these concepts are relevant for this research as we intend to investigate the literacy/pedagogical practices experienced by a monitor within the LinC outreach project.

Method

When we talk about multiliteracies and different possibilities for teaching and learning in a particular learning context, we also need to talk about the research approach used to investigate and have access to these contexts: the ethnographic framework within a qualitative perspective.

According to Vieira-Abrahão (2004), in a qualitative perspective, the researcher observes the experiences of participants and interprets data considering the social context. In addition, there are specific aspects to be considered to classify research as qualitative, and they are: a) to be carried out in authentic contexts; b) to be thoroughly descriptive; and c) to be inductive in the process of collecting data (Vieira-Abrahão, 2004, p. 220).

Within the qualitative paradigm, this study is aligned with the ethnographic perspective, which aims to study the culture and the behavior of social groups (Riemann, 2010). Considering it, we take into account that participants involved in an ethnographic investigation (in any particular context) share different language characteristics, social roles, status, and functions. Furthermore, the purpose is always to look at these contextual specificities from the point of view of the participants involved. Therefore, to collect data we may associate different instruments, such as questionnaires, interviews, narratives/self-reports, classroom observation, field notes, journals and reflexive sessions.

Context of analysis and participants

The context of analysis in this research is the project entitled *Línguas no Campus (LinC)*, developed within the *Laboratório de Ensino e Pesquisa de Leitura e Redação (LabLer)*. LinC aims to develop reflection on processes of teaching and learning additional languages and academic literacy, as well as to create pedagogical opportunities to use technologies that deal with the teaching of languages associated with initial teacher education. By doing so, the project is constituted by different reflective practices, such as:

- 1) offering additional language classes for specific purposes and academic purposes (four skills, academic reading, academic writing);
- 2) providing pre-service teachers contact with the teaching practice processes;
- 3) providing the mentoring experience to undergraduate students, preparing them for the role of future researchers, extension and/or teaching advisors;
- 4) increasing the intellectual production of students through the development of textbooks, research presentations at events and also scientific publications.

The participants in the current research are:

- The Monitor: I am an undergraduate majoring in English Language, currently in my 6th semester. I am also a participant in the LinC project, working as a monitor of the Four skills I (FS1) course, assisting the tutors in the development of classes, helping both students and class tutors.
- The Tutors: John and Mary⁴ (Table 1) are the tutors of Four skills I. They are UFSM undergraduate students in the English Major, attending respectively the 6th and the 8th semesters. John assumed the tutor role for the first time in the second semester of 2021 (before that he participated as a monitor in the project for a year) and Mary has been in the tutor role for two years (2020/2021).
- The students: All students (an average of six students) were enrolled in the Four skills I group, which was tutored by John and Mary. These students belong to the UFSM academic community, and they hold a socioeconomic benefit (BSE⁵).

Table 1- fictitious names given to tutors and students

⁴ The tutor and students' names have been replaced by fictitious names.

⁵BSE stands for Benefício Socioeconômico: it is the right of UFSM students, regularly enrolled, who are in a situation of social vulnerability. This condition includes the undergraduates who have not entered through socio economic quotas.

Participants	Fictitious names
Tutor 1	John
Tutor 2	Mary
Student 1	Laura
Student 2	Charlie
Student 3	Maggie
Student 4	Alan

Source: the author.

Corpus

Considering the qualitative research approach, the *corpus* of this investigation was collected within remote synchronous classes⁶ from November 2021 to February 2022 (corresponding to the second semester of 2021). They were developed remotely due to the COVID-19 pandemic restrictions. These classes were held with UFSM undergraduate students⁷ enrolled in the LinC “Four Skills I” course (which corresponds to the beginner level) and were carried out by the tutors John and Mary with the assistance of a monitor (the author of this paper) (Table 2).

Table 2- Recorded classes.

⁶All the remote synchronous classes were held through the Zoom program (Zoom Meetings is a video calling software program, including meetings, chat, webinars, and online events).

⁷They are BSE students.

MONTH	CLASS	DAY	TOPIC
November	01	10th	Introduction NOT RECORDED
	02	17th*	UNIT 1**
	03	22th	UNIT 1***
	04	24th*	UNIT 1**
	05	29th	UNIT 1***
December	06	01st	UNIT 1**
	07	06th	UNIT 1***
	08	13th	UNIT 1***
	10	15th	UNIT 1**
January	11	10th	UNIT 2 ***
	12	12th	UNIT 2 **
	13	17th	UNIT 2 ***
	14	24th	UNIT 2 ***
	15	31st	UNIT 3 ***
February	16	04th*	UNIT 3 ****
	17	07th	UNIT 3****
	18	11th	UNIT 3**

Source: the author.

*Classes that were chosen to be analyzed;

**Classes in which Mary was the tutor;

***Classes in which John was the tutor;

**** On that day, the monitor assumed the tutor role and tutor John assumed the monitor role.

Within the classes selected on table 2 to be the corpus of analysis, we identified the pedagogical practices developed by the monitor. Furthermore, the classes analyzed were chosen because they promote interaction and the exchange of experiences between monitor and students. Considering it, it was possible to identify such pedagogical practices in the analyzed classes, since there is an approximation of the monitor to the exercise of teaching, that aim to strengthen the articulation between theory and practice; an expansion of their knowledge in the area, and an assistance in the teaching-learning process of the students of the course (Assis *et al.*, 2006; Natário; Santos, 2010). These practices are presented in the next section.

Procedures and categories of analysis

The monitor's pedagogical practices were identified through the upbringing process proposed by LinC, in which the monitor carried out support practices for the tutor and students during and after classes.

The pedagogical activities developed by the monitor (in this case, the author of this article) during the classes which constitute Four Skills I (within the sub-project *Línguas no Campus - LinC*) are constituted as the categories of analysis of this investigation. They are:

- 1) interacting on pair work with students;
- 2) assisting tutor on language use explanation;
- 3) assisting students with extra classes explanations;
- 4) checking/correcting homework and giving feedback to students;
- 5) assuming tutor position in class.

The categories will be discussed in the following section.

Results and Discussion

Interacting on pair work⁸ with students

The pedagogical practice of interacting on pair work with students occurred when activities of learning English were being produced and executed in class and the number of students was not even. Every time this happened, the monitor assumed the student's position to interact with another one to help them develop the task proposed by the tutor.

As an example of this practice, we consider the activities developed on November 17th, in which Tutor and Monitor were focusing on the topic of Introductions, which corresponds to the beginning of Unit 1 (Fachim *et al.* 2014; Nascimento, 2015). In this unit, more specifically in this class, students discussed the appropriation of “English around the world theme”, exploring the fact that the English language is spoken in different countries, producing what we may call the British English, the Egyptian English or the French English. In other words, we call this variety of languages World Englishes, which “serves as an 'umbrella label' covering all varieties of English worldwide and the different approaches used to describe and analyze” (Jenkins, 2006, p.159). In

⁸ We see here the term pair work as “working together on all parts of the task and where learners are willing to offer and engage with each other's ideas”. (Storch, 2002, p.128)

addition, by doing these activities, they were contrasting cultural differences produced by people who speak English as a native language or as a second/additional language.

Furthermore, as Unit 1 is an introductory unit about the English language, students also started to learn/explore different ways they could introduce themselves in different (formal/informal) contexts, by greeting and asking personal information to each other and interacting with people who play different social roles in the contexts explored. In the beginning of the activity, the tutor explains and exemplifies the functions of language used to greet people informally, giving suggestions on how students can introduce themselves. Furthermore, to practice these functions of language, the tutor proposed a speaking activity (a pair work activity) in which students had to interact with their classmates, introducing each other. As explained before, when they had an even number of students the monitor had to pair with one of them to help develop the activity (Figure 1).

Figure 1- The student and the monitor exchanged personal information. (Excerpt 1⁹: Nov. 17th- video part 2 [29:18-35:42])



Source: the author.

In figure 1, the student and the monitor exchanged personal information¹⁰ through WhatsApp Messenger¹¹. Therefore, in some pedagogical practices, the monitor assumed the role of a student, interacting with another student, stimulating them to participate in the interaction. In addition, this interaction via WhatsApp is the result of the covid pandemic pedagogical changes in the classroom interaction processes, once UFSM adopted the *Regime de Exercícios Domiciliares Especiais* (REDE)¹² recommending the suspension of face-to-face activities. Then, after the information exchange, the student introduced the monitor to the other classmates, practice which can be seen in table 3. According to Storch & Aldosari (2013), this interaction in groups provides

⁹ It is a WhatsApp's print screen of the exchange between student and monitor.

¹⁰ The images have been edited to preserve the student identity.

¹¹ This application allows users to send text and voice messages, make voice and video calls, and share images, documents, user's locations, and other content.

¹² Resolução N. 024/2020/UFSM, de 11 de agosto de 2020. (all face-to-face activities are suspended and must be done remotely, in other words, through online activities)

opportunities to exercise the spoken language and, more importantly, to receive feedback from the tutor and the colleagues.

Table 3- Excerpt 2: Nov. 17th- video part 2 (35:43-36:00)

Excerpt 2: Nov. 17 th - video part 2 (35:43-36:00)
<i>Laura¹³: Hi guys this is Fabiana Aymay. She is 27 years old.</i>
<i>She is from Concórdia, Santa Catarina. She lives with parents and your major is English and 6^o semester.</i>

Source: the author.

Therefore, according to Bunzen (2010), the learning environment is a locus of text production in which participants assume different social roles, status and functions related to these particular roles. Besides, we have to consider that multimodal texts are “composed of many languages (or modes, or semioses) and that requires capacities and practices of understanding and producing them (multiliteracies) to make meaning”¹⁴ (Rojo, 2012, p.19). In the interaction analyzed, this is evidenced in the use of different technological tools (zoom and whatsapp) to mediate the interaction. Furthermore, the social practice of interacting on pair work with students (as shown in Figure 1 and Chart 1) materializes how the monitor temporarily assumes the position of a student to help develop the activity.

Assisting tutor on language use explanation

The pedagogical practice of “Assisting tutor on language use explanation” occurred every time one of the tutors asked the monitor's help to assist or explain one or more topics that have been discussed in class. When this practice happened, the monitor interacted with the students in order to explain or conduct the activities. As an example of this practice, we consider the activities developed on November 24th, in which students learn about the sound of the vowels and also learn about cardinal and ordinal numbers. In this class, the Tutor and the Monitor were focusing on the topic of opening and closing conversations (Table 4), which corresponds to Unit 1 (Fachim

¹³ The students' and the monitor names in the transcriptions have been replaced by fictitious names.

¹⁴ [...] compostos de muitas linguagens (ou modos, ou semioses) e que exigem capacidades e práticas de compreensão e produção de cada uma delas (multiletramentos para significar).

et al. 2014; Nascimento, 2015). In this activity, tutor Mary asked the Monitor for assistance to conduct the exercise about the topic (Table 4).

Table 4- Excerpt 3: nov 24th video part 1 (25:05-30:10)

Excerpt 3: nov 24 video part 1 (25:05-30:10)

Monitor: *We have opening and closing conversations. iniciando e terminando conversas*

Tutor Mary: *you answer and I be writing the answers. Enquanto vocês vão respondendo juntos, a gente vai usar a letra O e a letra C para responder cada quadrinho em branco aqui. Enquanto vocês tão dizendo com a Fabi se é uma greeting para abrir ou fechar uma conversa.*

Monitor: *Primeiro quadrinho 'so long' Open or closing Conversation?*

Student: *terminar*

Monitor: *Closing, ok*

Student: *mas o que seria "so long"?*

Monitor: *seria a quanto tempo*

Tutor Mary: *ou até logo é uma forma bem informal de dizer. Ao invés de dizer Bye bye você diz So long.. até logo*

Monitor: *agora second phrase How are you doing?*

Student: *opening. Abrindo a conversa*

Monitor: *Now, goodbye?*

Student: *Closing*

Monitor: *a quarta frase Take care, Take care.*

Student: *Closing. o que seria Take care?*

Monitor: *seria o equivalente a dizer cuide-se,*

Student: *OK*

Monitor: *Now, goodbye, I hope to see you soon; goodbye, I hope to see you soon*

Student: *Eu tenho esperança de te ver de novo*

Monitor: *isso ou eu espero te ver de novo*

Tutor Mary: *ou eu espero te ver logo..soon tem essa brevidade te acontecer logo*

Monitor: *Open or closing?*

Student: *closing*

Monitor: *Good night?*

Student: *depende você pode usar o Boa noite para se despedir ou iniciar uma conversa*

Monitor: Good night é um pouco diferente.. boa noite a gente usa se despedir

Tutor Mary: quando é bem tarde da noite

Monitor: ele é específico para essa situação

Tutor Mary: esse goodnight ele é bem uma pegadinha. A gente usa quando está indo embora e good evening que é dito quando estamos entrando em algum local ou falando pela primeira vez com alguém naquele momento a tardinha. Então good evening para encontrar a pessoa e goodnight para closing.

Source: the author.

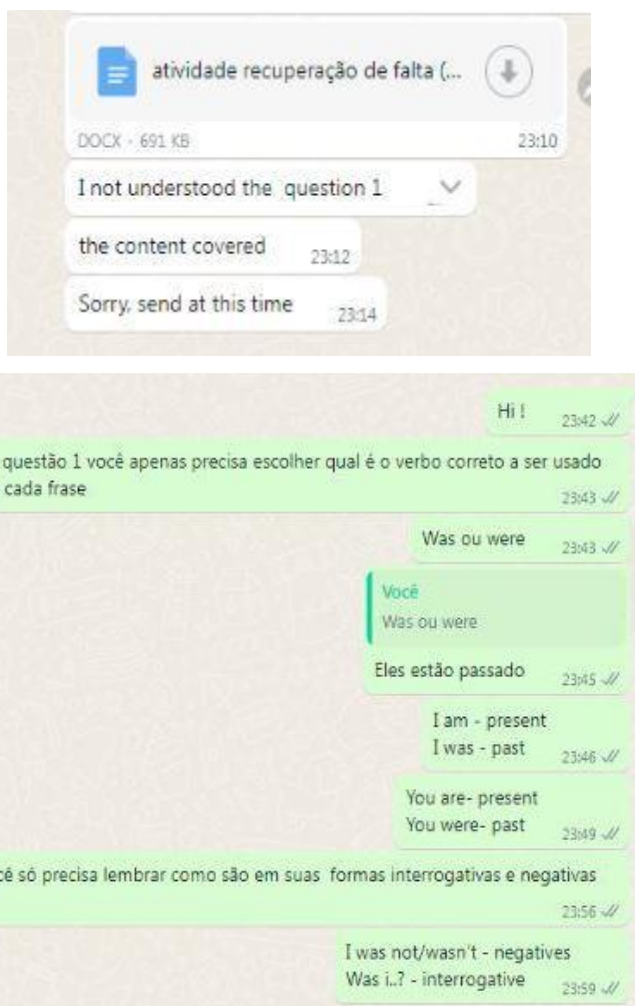
In table 4, we have the explanation of greetings - opening and closing conversation. In addition, we can observe from the excerpt that the activity is explained in English and in the students' mother tongue (Portuguese) and that the explanations to respond to students' doubts are also done in Portuguese by both the Tutor and the Monitor. According Kayaoğlu (2012), the use of students' mother language by the teachers occurred in the class for pedagogical and social reasons, such as for clarification, giving effective instruction, creating a sense of belonging, checking understanding, socializing, emphasis, and developing linguistic competence (Kayaoğlu, 2012, p 26).

Furthermore, we can see that despite the activity questions were asked in English, students could understand the meaning of the questions, because they were organized in short sentences. However, some students still had a preference for answering some questions in their mother tongue, while others were able to answer in English, and this occurs, because students are at the beginning of the language learning process, and are still building their language proficiency and also their confidence to use the additional language.

Assisting students with extra classes explanations

The pedagogical practice of “assisting students with extra class explanations” occurred when students needed explanations about the lexicogrammar content or about some activity details (Figure 2) outside class hours, practice which can also be considered as a way to support and complement students learning processes, helping also to alleviate the tutor's workload.

Figure 2-Excerpt 4- it is a WhatsApp's print screen of the exchange between student and monitor.



Source: the author.

In figure 2, we have a student that is expressing doubt about the use of verbal tenses in the activity. The pedagogical practice of “assisting students with extra classes explanations” in the LinC project can be seen as an opportunity for learning and improvement, which allows the student to develop the course activities. In addition, through this pedagogical practice students and Monitor can interact and when this interaction is effectively established, it can contribute to the effectiveness of the English language teaching-learning process.

Checking/correcting homework and giving feedback to students

The pedagogical practice of “checking, correcting homework and giving feedback to students” occurred every time one of the tutors (Mary or John) asked for the monitor's help to check/correct assignments or other evaluation activities proposed along the FS1 course.

According to Srichanyachon (2012), correction and feedback is an essential component of the learning process, because it is through the teacher's correction and feedback that students have the possibility of realizing their mistakes or misconceptions in relation to the topic being evaluated. At the same time, this practice aims to help students develop meta-awareness about their English language learning process. Moreover, by sharing this pedagogical practice, tutors and monitors also share the learning process of giving feedback to students, a very important teaching competence, as it involves knowing how to positively assist students, without undermining their learning expectations/competences.

In Figure 3, we can see (highlighted in red) the suggestions made by the monitor in order to improve the student's writing in one of the course's activities.

Figure 3- Excerpt 5: Writing exercise mediated by the monitor

Who I'm looking for

____ I'm not looking for a serious relationships, I'm looking for a good conversations and tuning. If a relationship happens, it's a consequence. I like intelligent men and women, with positioning, and someone who seeks to be free of prejudices.

I don't accept sexist.

If you play in a band, you have preference.

If you ~~like to~~ enjoy beer or if you like beer, you earn-win some points with me.

U **Usuário**
 Embora ""earn"" signifique "ganhar" a palavra remete principalmente a ganhar dinheiro
 Ex: the movie has earned 3million

Source: the author.

The correction and feedback written by the monitor is a tool which can help students develop their writing skills. The monitor (with written notes on the bottom of the text) called the student's attention to her lexicogrammatical choices, offering more appropriate linguistic

possibilities. Srichanyachon (2012, p. 8) argues that “through feedback teachers [monitor]¹⁵ can help students compare their own performance with the ideal and to diagnose their own strengths and weaknesses”.

Assuming tutor position in class

Professional development in pre-service teacher education includes giving the opportunity for teaching experiences, to gain knowledge on how teachers go about developing tasks involved in contemporary classroom practice. For that, one of the aims of *LinC project* is to provide teaching experience to undergraduate students, preparing them for the role of future researchers, extension and/or teaching advisors, and, because of that, the monitor of FS1 course needs to have at least one tutoring class experience during the course. As an example of this practice, we consider the activities developed on February 04th, 2022, in which the monitor - with the help of the adviser-professor and the tutors - planned a class to be taught, assuming the role of tutor in the course.

The class taught by the monitor, from now on tutoring monitor, covers the content developed along unit 3 which deals with the topic of Traveling (Fachim *et al.* 2014; Nascimento, 2015). The unit focuses on traveling practices and explores the speech acts of giving and requesting directions and moving from one place to another. In this class, the tutoring monitor proposed a reading activity with the students on “How to check in at the airport”.

In this reading activity (Table 5), the tutoring monitor encouraged students to make use of some ‘reading strategies’, such as a) reading the questions about the text, b) considering contextual information (verbal text: title, signal words; non-verbal text: images, layout, tables), c) relating new content to previous knowledge, d) scanning for specific information and e) skimming to get an overview of the text (Nutall, 1996). These ‘reading strategies’ were applied by the tutoring monitor while interacting with students.

¹⁵ My addition.

Table 5- Excerpt 6: Feb 04th (07:10-11:58)

Excerpt 6: Feb 04 th (07:10-11:58)
Tutoring Monitor: Now you guys have a little text..this text [text: “How to check in at the airport”.] and question about the text. You already know these questions. Can you read the first question Charlie... and the alternatives? Charlie: Skim the text “How to check in at the airport”, observing the images and the title. Find out: a) where the text was published, b) main topic of the text, c) target audience Tutoring Monitor: so..the first question was.. where the text was published? What can we see through the image [of the text]? Charlie: text was published in Wikihow Tutoring Monitor: Yes, and when was it published? Charlie: July 19th 2013 Tutoring Monitor: yes, and what is the main topic of the text? What does the title say? the image? Alan: is how check in at the airport? Tutoring Monitor: Yes, to help someone how to doing the check. Now, and the target audience? Charlie: who will travel by plane.

Source: the author.

In table 5, the tutoring monitor helps students activate prior knowledge and engage them in the activity by stimulating them to identify contextual information, such as the date and the place in which the analyzed text was published.

Besides, the tutoring monitor (Table 6) encourages students to read aloud parts of the text. This practice is relevant as it offers opportunities for students' participation decentralizing the traditional reading process centered on teachers, giving voice to students in the activity.

Furthermore, the tutoring monitor (Table 6) mediates the interaction to explore the reading strategy of skimming to get a clear/general idea on what the text is about.

Table 6 - Excerpt 7: Feb 04th (13:56-17:50)

Excerpt 7: Feb 04 th (13:56-17:50)
Monitor as tutor: Now, we have activity number 3, can you read the activity 3 Laura? Laura: The titles of the sections were removed. Fill in each blank with the adequate title to the section. a) immigration, b) after disembarking from your flight, c) quarantine, d) if travelling internationally, get all of the statements that you will need in order on the airplane before landing. Monitor as tutor: Now, who can read this paragraph? Charlie: I can Monitor as tutor: okay Charlie: Here is some useful information about some steps and tips that will help you the next time you are taking a long plane trip. If you know them before you go to airport, you will not need to wait in line to be processed. Monitor as tutor: Okay, someone can read the steps? Maggie: I can. [steps of the text] This can be the easiest way. Here is the list of statements you might need: a landing card, a medical card, a traveler's personal effects statement. Monitor as tutor: Okay, now what option do you guys think that can fill the blank a, b, c or d? Charlie: is D.

Source: the author.

Therefore, by stimulating student's participation and encouraging them to make use of reading strategies, the monitor helps students become critical readers (Adamson, 2004). According to Marcuzzo (2017), English teaching focused on reading offers students a larger overview of language uses and interactions than teaching grammar, as it includes a critical analysis of texts and their social implications in the context to create meaning, to represent and build human experience (Heberle, 2000).

Conclusion

The objective of this research is to explore the pedagogical practices experienced by an undergraduate English teacher working as a monitor in the project *Línguas no Campus*.

For that, the following functions were identified/analyzed, which were carried out inside and outside the classroom: a) Interacting on pair work with students and b) assisting tutor on language use explanation, which “facilitate negotiated interaction by actively involving all learners in classroom discourse” (Adamsom, 2004, p.619); c) assisting students with extra classes explanation and d) checking/correcting homework and giving feedback to students, which “contextualize linguistic input in order to provide essential pragmatic clues to meaning, and promote learner autonomy by helping learners to understand and utilize effective learning strategies” (Adamsom, 2004, p.619); finally, e) assuming tutor position in class, which helps the professional development of pre-service teachers, since it can provide a pedagogical experience in class with the possibility of developing critical reflection on the processes of teaching.

Furthermore, it is relevant to observe that, at the beginning, there was a feeling of uncertainty, as the activity of being a monitor was very vague for me, but as the classes and the advising sessions developed with the advising-professor and the tutors progressed, I developed a meta awareness towards my learning process as a teacher to be, realizing I assumed the functions of assistant monitor, apprentice monitor and tutor-monitor (Costantin, 2021) along the learning process proposed at LinC. Therefore, it is through these functions that the monitor, who is a pre-service teacher, acquires knowledge and experience to become a qualified teacher in the future.

References

ADAMSON, Bob. Fashion in language teaching methodology. *In: The handbook of applied linguistics*; edited by DAVIES, Alan and ELDER, Catherine. Blackwell Publishing Ltd, p.604-620, 2004.

ASSIS, Fernanda De. et al. Programa de Monitoria Acadêmica: percepções de monitores e orientadores. **Rev. enferm. UERJ**, v.14, n.3, p.391-397, jul.-set. 2006. Available at :<https://pesquisa.bvsalud.org/portal/resource/pt/lil-438697>. Access in: jan. 25. 2023.

BARTON, David; HAMILTON, Mary. **Local literacies: Reading and Writing in one Community**. London and NY: Routledge, p. 6-13, 1998.

BHATIA, Vijay Kumar. Critical Genre Analysis: Theoretical Preliminaries. **HERMES - Journal of Language and Communication in Business**, v.27, n.54, p. 9–20, 2015. Available at : <https://tidsskrift.dk/her/article/view/22944>. Access in: nov. 27 2021 doi: <https://doi.org/10.7146/hjlc.v27i54.22944>

BUNZEN, Clécio. Os significados do letramento escolar como uma prática sociocultural. In: **Letramentos: rupturas, deslocamentos e repercussões de pesquisa em linguística aplicada**. Campinas: Mercado de Letras, p. 99-120, 2010.

CLARABOIA, n.23, p. 214-236, Jan./Jul. 2025. ISSN: 2357-9234

COSTANTIN, Karina dos Reis. **Práticas de letramentos em uma comunidade de prática de formação inicial de professores**. 2021. Tese (Mestrado em Letras) Universidade Federal de Santa Maria, Santa Maria, RS, 2021.

FACHIM, Graziela. et al. **Four Skills 1**. 2014. (Desenvolvimento de material didático ou instrucional - Caderno didático)

HEBERLE, Viviane Maria. "Critical reading: integrating principles of critical discourse analysis and gender studies." *Ilha do Desterro: A Journal of English Language, Literatures in English and Cultural Studies*: p.115-138, 2000. Available at: <https://www.semanticscholar.org/paper/Critical-reading%3A-integrating-principles-of-and-Heberle/a5dd5e116a517c5da8386dc140b1a551a5d5d983> Access in: 30 out. 2022.

HEATH, Shirley Brice.; STREET, Brian. V. **Ethnography**: approaches to language and literacy research. New York: Teachers College Press, 2008.

JENKINS, Jennifer. Current Perspectives on Teaching World Englishes and English as a Lingua Franca. **TESOL Quarterly**, v.40, p. 157-181, 2006. Available at : <https://doi.org/10.2307/40264515>. Access: 01 ago. 2022

KAYAOĞLU, M. Naci. The use of mother tongue in foreign language teaching from teachers' practice and perspective. **Pamukkale Üniversitesi Eğitim Fakültesi Dergisi**, v. 32, n. 2, p. 25-35, 2012. Available at : <https://dergipark.org.tr/tr/download/article-file/114544>. Access: 01 ago. 2022

MARCUZZO, Patrícia. O papel da leitura crítica no ensino de inglês como língua estrangeira. **Linguagens & Cidadania**, [S. l.], v. 6, n. 2, 2017. Available at : <https://periodicos.ufsm.br/LeC/article/view/28981>. Access in: 30 out. 2022. doi: 10.5902/1516849228981.

MOTTA-ROTH, Desirée. Análise crítica de gêneros: contribuições para o ensino e a pesquisa de linguagem. **DELTA: Documentação de Estudos em Linguística Teórica e Aplicada** [online]. v. 24, n. 2 , p. 341-383, 2008. Available at : <<https://doi.org/10.1590/S0102-44502008000200007>>. Access: 14 nov. 2021.

MOTTA-ROTH, Desirée; HEBERLE, Viviane. M., A short cartography of genre studies in Brazil, **Journal of English for Academic Purposes** . v.19, n19, p.22-31, 2015, Available at : <http://dx.doi.org/10.1016/j.jeap.2015.05.006>. Access in: 14 nov. 2021.

NASCIMENTO, Roseli Gonçalves do. **Four Skills 1** - Edição revisada. 2015. (Desenvolvimento de material didático ou instrucional - Caderno Didático).

NATÁRIO, Elisete Gomes; SANTOS, Acácia Aparecida Angeli dos. Programa de monitores para o ensino superior. **Estudos De Psicologia (Campinas)**, v.27,n.3, 2010. Available at : <https://doi.org/10.1590/S0103-166X2010000300007>. Access in: 25 jan. 2023.

NUTTALL, Christine. **Teaching reading skills in a foreign language**. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, 1996.

CLARABOIA, n.23, p. 214-236, Jan./Jul. 2025. ISSN: 2357-9234

PIMENTA, Selma Garrido. Formação de professores: saberes da docência e identidade do professor. **Revista Da Faculdade De Educação**, v. 22 n. 2, 1996. Available at : <https://www.revistas.usp.br/rfe/article/view/33579/36317> Access in : 04 jan. 2023.

RIEMANN, Gerhard. **A integração da pesquisa qualitativa na formação de pedagogos sociais**, 2010.

ROJO, Roxane. Pedagogia dos multiletramentos. *In: Multiletramento na escola*. Organizado ROJO, Roxane; ALMEIDA, Eduardo de Moura.- 1. ed., São Paulo: Parábola, 2012.

SRICHANYACHON, Napaporn. Teacher written feedback for L2 learners' writing development. **Humanities, Arts and Social Sciences Studies (Former Name Silpakorn University Journal of Social Sciences, Humanities, and Arts)**, p. 7-17, 2012. Available at : <https://so02.tci-thaijo.org/index.php/hasss/article/view/7149/6174>. Access in: 10 ago. 2022.

STORCH, Neomy. Patterns of interaction in ESL pair work. **Language learning**, v. 52, n. 1, p. 119-158, 2002. Available at : <https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9922.00179>. Access in: 10 ago. 2022.

STORCH, Neomy; ALDOSARI, Ali. Pairing learners in pair work activity. **Language teaching research**, v. 17, n. 1, p. 31-48, 2013. Available at : <https://journals.sagepub.com/doi/10.1177/1362168812457530>. Access in: 10 ago. 2022.

THE NEW LONDON GROUP. A Pedagogy of Multiliteracies: Designing Social Futures. **Harvard Educational Review**. v. 66, n.1, p. 60–93, 1 April 1996. Available at : <https://doi.org/10.17763/haer.66.1.17370n67v22j160u> . Access in: 10 ago. 2022.

VIEIRA-ABRAHÃO, Maria Helena. Metodologias de investigação de crenças. *In: BARCELOS, Ana Maria Ferreira e Outros (org.), Crenças e Ensino de Línguas*; Editora: Pontes, 2004.