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**Towards a different view of pedagogic control:
teacher and students working together**

DEPARTAMENTO DE LETRAS
Curso de Especialização em Língua Inglesa

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Abstract

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The purpose of this research is to share my reflection with readers about my work as an English teacher in a public school in Rio de Janeiro. This study aims at trying to understand the way control is dealt with in classroom by my students and myself. For this, I make use of a Potentially Exploitable Pedagogic Activity (PEPA) and a questionnaire to investigate the topic. Based on the Exploratory Practice principles, I develop my perspective about the theme along the monograph by changing my idea of control which was seen as a problem, when I started writing this study, to an experience in classroom.

Keywords: understanding, control, reflection, Exploratory Practice, Potentially Exploitable Pedagogic Activity (PEPA).

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“When I enter a classroom I should be someone who is open to new ideas, open to questions, and open to the curiosities of the students as well as their inhibitions. In other words, I ought to be aware of being a critical and inquiring subject in regard to the task entrusted to me, the task of teaching and not that of transferring knowledge.”

Paulo Freire

1. Initial thoughts

It seems that every day during my routine as an English teacher in private and public institutions I question myself about the work I do and if I was successful in teaching a certain lesson. However, I do not consider only the content taught, since teaching and learning involve further aspects. Besides the syllabus, one of the issues I am concerned about is control. By control I mean not only my ability to manage classroom matters such as indiscipline but also how I deal with planning and materials and teacher-students rapport. Therefore, I noticed that I needed to understand what happens to me and my students when I am teaching, with the aim of taking prudent and fair decisions in relation to them when I deal with control in the classroom. Nevertheless, my perspective is not enough to understand the kinds of control that take place in classroom environment, but the learners' perspective must be the most significant of all. Consequently, the aim of this research is to reflect critically on the theme of control considering my perspective as a teacher and also as a student and the learners themselves. It is worth stating that this research is based on the Exploratory Practice tradition, which enabled me to feel more familiar with the theme. It is also useful to highlight that an Exploratory Practice investigation is very flexible, thus enabling me to reach different hypotheses and making me feel comfortable with the fact that it was not essential to have a definite conclusion about the results found. It was very interesting to know what my students think about the topic by helping them reflect on the issue. One of the purposes of Exploratory Practice is to discuss what happens daily in schools with the aim of raising quality of classroom life. ALLWRIGHT and BAILEY (1991, p.196 *apud* GIEVE and MILLER, 2006, p.20) mention that 'life' and 'work' are totally connected but 'work' is generally considered more important than 'life'. For this reason, Exploratory Practice research focuses on quality of life in the classroom, to help teachers and learners understand their experiences in class together and take advantage of it. The discussions between teachers and students are very productive and in this work I seized the opportunity to understand the control I exert in class since I am in doubt about how to deal with it sometimes. The

students were able to reflect on the theme although the discussion and the work done probably engaged some but not others.

It must be explained how this research is divided in order to make reading easier. The first part of this work argues for the reasons that motivated me to research about control and also how I feel as being controlled in the institutions where I have worked or work at the moment. The second part explores the method I used to start my research and how I used it to try to understand more about control in the classroom considering the learners' opinions as well. The final part deals with the analysis of the procedure used and my understandings. Additionally, the results are discussed in the same section and finally the last part of the research corresponds to the concluding thoughts on the topic. It is important to say that I did not use the traditional names for sections of a monograph since one section intervenes itself with the other. So, it is not a traditional model of research and the titles are not what is normally expected from a research project. It turned out to be a more fluid research paper as if the theme were stronger than me, but I hope the reader enjoys the reading.

2. The motive behind control

Since I have started teaching, one of the main themes that have crossed my mind is teacher's control over students. I often hear teachers in private and public institutions saying that recently it has been very difficult to deal with children and teenagers in the classroom and that most of them do not have any kind of respect for teachers and school authorities. So, when I started teaching English to little children in a private school, I thought I had difficulty in controlling them in the classroom and I used to see it as a failure in my practice. In fact, I still do, though I see it in a different way now. At that time, I used to think that I needed more practice as a teacher and now I am aware that I will always have to deal with issues of class management and I will always feel the need of more practice. After my first job at a private school, which I have already quit, I have worked in another private institution, but this time teaching teenagers. I have realized, then, that the issue of control in the classroom continues to disturb me. Furthermore, the act of thinking about control became stronger when I entered a public school and started to work with children from the 1st to the 5th grades who are from 6 until 14 years old. In this new reality I have been facing, I feel much more motivated to study about the topic since it is a place where I believe I am really a teacher. In other words, in most places I have worked, I felt that any person could do my job and the use of the teacher's guide was enough to teach. However, in this school, it is not possible (and I do not want) to teach by reading the ready-made lesson plan and the reasons why will be developed throughout this paper. Besides, in a public institution, teachers must have a Letras Diploma in the area they teach, which makes me feel more valued as a professional. Because of this new context I am inserted in, I have been wondering about the ways I try to control my students and if that kind of control is positive or not for me and for them. Besides, I would like to not only analyze the aspects I control in class but also to include my students' reflection on the topic. Even so, it might be worth mentioning my opinion about control: what control is for me, how I feel when I am in control and how I feel under control.

I personally would define control as the act of dealing well with a specific situation. Transporting my own definition to the classroom context, control would be how I deal with my students while I am teaching, that is, how well I can achieve my objectives and be successful by the end of a class. Above all, if I could keep most of my students concentrated in class activities and willing to learn. Therefore, my idea of control is related to course syllabus, to my classroom management and also to students' participation. In fact, control is related to everything in the classroom.

When I am in control I believe students should do what I tell them to. I like it when they ask me what to do, but when a student tries to break that control I feel kind of outraged because I tend to imagine that the student thinks I am such a nice teacher that they can do whatever they want in my classes. It is worth saying that although the word "outraged" may sound strong, no other word comes to my mind. I could use words such as "sad" or "upset", but I do not feel like using them. I started to think about my feelings in relation to control. Maybe I really feel outraged because I believe students should respect teachers who are authorities in classroom although, at the same time, I know it is a traditional view in the field of education. However, feeling outraged does not mean that I eliminate this feeling as I am going to mention later while I discuss my students' point of view of control.

In 2011, I had the opportunity to work at two distinct realities. One was at a private English course; the other a public school, both in a neighborhood located in the west part of Rio de Janeiro. The differences between them were quite noticeable not only in terms of infrastructure, but also in terms of control. When I am under control in the institution where I work, I realize that that control limits my job as a teacher. If an institution controls me, I have to be what they want and do what they tell me to do. I know control happens everywhere because every school has its own rules or timetables to be followed; however, pedagogic control is what restricts me as a professional. Indeed, I do not totally agree to have a private institution imposing the material that English teachers have to use at a public school. However, such English teaching standardization may be better in some circumstances. Paradoxically, I believe that many English teachers who

were demotivated and unwilling to make their own planning, now have a book to do their jobs.

I have decided to make a chart to illustrate my feelings regarding control in various working situations at the public and private institutions mentioned before. Additionally, some comments and impressions about those issues were also included. It is worth noting that the word “yes” in the chart means presence and the word “no” means absence of a certain kind of control.

Table 1 - Control chart – private and public schools

SECTOR	Syllabus control	Methodology control	Supervisor control	Fulfillment of administrative chores control	Class reports control	E-mails control
Private	Yes	Yes	Yes	Yes	Yes	Yes
Public	Yes	No	No	No	No	No

When it comes to syllabus content, the private English course dictates the grammar and vocabulary to be taught. There is a book which has to be followed by every teacher who teaches a certain group since part of the content is included in tests prepared by the company. On the other hand, at the public school there is control of syllabus because teachers also have to make use of a specific textbook which was created by the same publishing house that works for that private school. However, students do not have an obligatory test to cover the topics from the book mentioned.¹ Besides, teachers are allowed to add or subtract content. It is also worth mentioning that at the training course in 2012, the speaker said that we should teach at least two lessons of the same unit otherwise our students may have difficulty to follow the content on their next term. In 2011, the speech was a little bit different saying that since the merge between the private publishing house and the public sector is a pioneering program, we should not worry about finishing the whole book or content.

¹ Students from first until fifth grades do not have English tests. There are tests for sixth to ninth graders, although students do not repeat the school year if they fail this subject. Each teacher is responsible for preparing the exams for his/her classes.

In relation to methodology control, at the private language course, teachers are encouraged to use the teachers' manual. It is said that everything is there ready to be used. However, teachers are allowed to do it differently, if they prefer, which does not mean that they can remove exercises or skip a step that focuses on a specific skill. For instance, if there is an activity which focuses on speaking or listening, we are supposed to include that exercise in our lesson plan. On the contrary, at the public school, the control of the *how* can be negotiated. As mentioned previously, all English teachers are guided to use a textbook during the semester, but the teacher is free to choose how s/he is going to teach and what activity s/he is going to use.

Additionally, at the private institution every semester there are one or two observation lessons attended by the supervisor, which happen after a lesson plan discussion. The purpose of the discussion is to make the supervisor aware of the teacher's planning for a specific lesson, to check if the teacher is following the activities of the book and to give extra suggestions on how the teacher could work on a certain exercise. By contrast, at the public institution, there is no language supervisor so, at this school where I work, for instance, there are no exclusive meetings with the coordinator and there is no class observation to check the teachers' language or method. Actually, at the beginning, I did not have any kind of meeting with the coordinator except for the "COC" or "Conselho de Classe" which is a meeting with all the teachers, the director and the coordinator to discuss pedagogical and administrative issues and to receive the news that come from the Education Secretariat of Rio de Janeiro. However, in 2012 they had to change some teachers' schedule in order to have the coordinator and the teachers together during the "Centro de Estudos" (which I will translate as Study Center) which is the weekly time reserved for teachers to plan their classes with the coordinator. It is worth saying that the decision to have the Study Center every week with teachers and coordination was taken by Secretaria Municipal de Educação and it applies to all schools in Rio. So, when I am at the Study Center, the coordinator is around to help me if necessary since there are other teachers planning their lessons as well. This year I have pedagogically interacted much more with the coordinator due to her suggestions to use the school's pedagogical project especially when it comes to celebrations. Furthermore, a picture board was

given to me and my students so we could display our English productions on it in order to exhibit our work to all the school.

In addition, control of the fulfillment of administrative chores diverges between systems. At the private schools, teachers are supposed to have full control of students' attendance and they have to contact parents if students are absent for two consecutive classes. Besides, teachers are also expected to manage daily problems such as if a student is doing the homework, if students are attending extra classes suggested by their teacher, students' behavior and delays. Everything has to be recorded on a folder to avoid parents' future complaints. At the public school, the primary school teacher is responsible for the attendance list and she communicates with parents by diary or personally. In my case, I do not know all the parents since, when they bring their children to school they let them with the director or with their class teacher. When classes are over, those teachers take the students to their respective parents. Furthermore, numerous kids go to school alone or with a person who is hired by their parents to be dropped off and picked up. Moreover, one of my responsibilities is to fill the class diary with the date and the content taught for each class. This year, I also had to fill in a monthly planning sheet which I think helps me to organize my objectives for each group. Also, in 2011, students did not have English home assignments as this was suggested by the speaker at the training course, once students could forget their books at home. In 2012, the publishing house made an extra book, just for homework, which allows students to take it home and I reckon it can help students to have a considerable progress since they will be in contact with the language for more than the fifty-minute period.

Another meaningful point to consider is the intense reminding to open the mail box at the private English course. The supervisor keeps emphasizing that it is the teachers' obligation to check e-mails at least three times a week since it is an electronic notice board. For me, it was not easy to make it a habit because it was an e-mail account different from the one I am accustomed to check every day.

At the public school, the coordination seems to be lighter considering that teachers do not have that kind of duty and while at the private I was told to do what was asked, at the public, they ask me if it is possible for me to do it.

3. About Exploratory Practice and PEPAS

The purpose of this research is to investigate my perspective and also my students' considering the issue of control. In order to do this, I used the principles of Exploratory Practice and Ethnography. For data collection I used my own personal note-taking and self-observation right after the observed classes. Another tool that helped me to support the research was a PEPA, which is the acronym for Potentially Exploitable Pedagogic Activity. The reason for creating a PEPA was to try to understand what my students thought about control in the classroom and moreover to have a better idea about their opinion regarding control. Additionally, six questions about teacher's control were used in order to understand my students' opinions concerning the issue. It is also worth mentioning that I developed a presentation for an EP event that happened at PUC-Rio with the learners' productions based on the PEPA mentioned above which is also included in the analyzed data.

3.1. Class observation and the PEPA

In order to understand what my students' perspective on control in the classroom, I decided to prepare a PEPA. I believe that if I understand the learners' viewpoint it will be easier to notice how I behave in the classroom regarding control. Certainly the purpose of the activity is not to reach a final and universal conclusion, although, in the beginning, I was worried about it. When we deal with Exploratory Practice (EP), it is important to bear in mind that the results are not definite or universal. So, in this case, using EP principles resulted in different perceptions and views concerning the issue of control. One of the main ideas associated with EP is the fact that there is no need to save some class time to investigate an issue. Therefore, I worked with the activities in the textbook that I normally use in the English classes.

First, my post graduation course advisor, Maria Isabel Cunha, asked me what unit I was working with the 5th grade so that my PEPA could be based on that. I told her I would be working with "animals" which represented the

vocabulary to be taught in that specific lesson. On one of the first pages she opened, in the unit mentioned, there was a picture that alluded to the story of the Noah's ark. Then, she asked me what I could see in that picture. So, I started telling her what I remembered from the story and she said that everything there was related to the theme I wanted to know more about which is control. At first, I had a "flat" view, I could not see through that picture. Actually, I was able to take a look at the image, although I could not see it. First of all, I knew that one of the aims of the activity was to stimulate students' listening skills because of its statement. The other objective was to present to students a song which would offer practice opportunities for the vocabulary taught during the lesson. Besides, I did not have the song on a CD because it was not sent to me with the books². Then, since I did not have the CD or the teacher's guide, I thought about skipping the activity because I could do nothing with that page. Fortunately, I sat down to talk to my supervisor and she led me to some possibilities to work on that.

In the first place, it was necessary to focus on a research question and the only one that came to my mind when thinking about the classroom environment was: *Why is it so difficult to control my students?* I find that is a tough task to keep students concentrated in an activity or even to avoid students' talk during explanation sessions. Besides, I take too much time trying to organize the class, changing students' places in the classroom and asking them to sit down. Additionally, I am aware that I have to keep kids and teenagers busy all the time so they do not have the chance to stand up in an inopportune time or to distract easily during the class. For this reason, I am worried about planning the classes carefully in order to have their attention, otherwise I am not going to be successful, that is, I will not be able to reach the objective of the planning. Although the objective in planning is not the control of learners, it is difficult to dissociate planning from control. About this issue, ALLWRIGHT (2003, p.17)

² The 5th grade was not supposed to have English classes in 2011. Only in 2012 all 5th graders would start to have English lessons at their schools. However, I was allowed to teach those classes because I would be able to cover all the twelve hours necessary to accomplish the schedule. For this reason, the 5th graders did not have English books, but I asked the English Department at the regional educational headquarter – CRE to supply the 4th graders' book. However, they did not provide me the teacher's guide and the audio CD.

affirms that it is meaningful to work for understanding and not for control because control is illusory since “only the learner can actually do the learning.”

Consequently, I started questioning about how to have the control of my students during the classes and I always question myself if it is only a problem in my classes or if other teachers face the same difficulty. Before researching about control, I had the misconceived idea that it was my problem, as a teacher, the inability to control a group. Worst than that, I used to think that I had to change my students' behavior and their way of acting in class.

As mentioned before, the main question that guides me through the research project is: *Why is it difficult to me to control students?* Furthermore, I narrowed down the research question which took me to other different questions such as the following:

- 1) Why should I control students?
- 2) Is it really necessary to control students?
- 3) When I try to control them, am I limiting their autonomy? And, am I limiting myself?

Nevertheless, when I started to focus on my actions in class and to read more about control, the initial questions were supplanted by new ones. In order to understand what happens in the classroom, I did a kind of mind map with the aim of visualizing important aspects involving the issue of control. The map was similar to the one below:

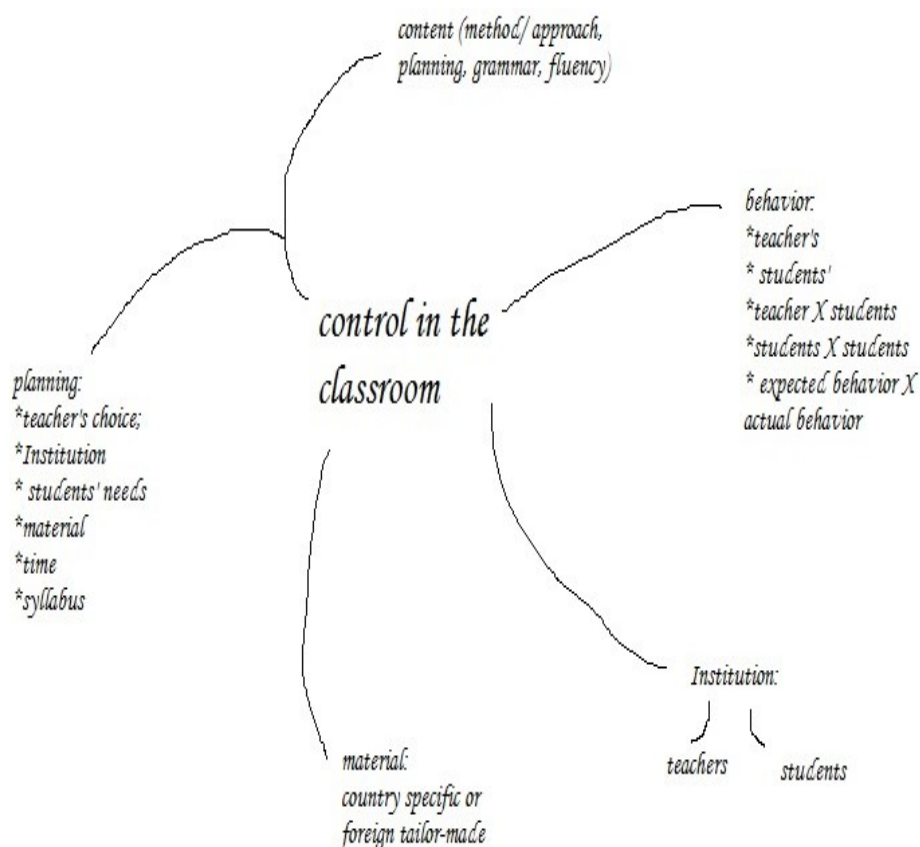


Figure 1 – mind map about control

Therefore, when I analyzed the map I realized that control is present in the classroom; however I should look not only inside it, but at everything around it. Then, my questions turned into the following:

- 1) Why is control in the classroom important for me?
- 2) Why is it difficult not to control students?
- 3) Who controls who?
- 4) How do my students see control in class?
- 5) Do teacher's perception and students' perception, in relation to control, match?
- 6) Do I control in excess or do I lack control?

In order to work according to Exploratory Practice ideas, I resolved to focus on three questions, which turned to be my puzzles: *Why is control important for me? How do my students see control in the class? and Do my perception and students' perception, in relation to control, match?* For the first activity proposed, as said earlier, the kids used their English books. There was a picture of the Noah's Ark³ with some animals in a line waiting to enter in it. I asked the students what they knew about the story and after that they would have to draw or write about the inner part of the ark based on the following questions:

- Como vocês acham que os animais conviviam dentro da arca?⁴
- Que animais estavam lá?
- Que animais controlam ou comandam a arca?

Some students said they had seen a movie on Globo TV channel and the animals were living in cages. Other students said it was not possible for the animals to live together, only in separate cages. Also, when I asked them who the leader of the ark and in control of other animals probably was, all students answered the lion except for one student who called me at her desk to say she thought differently. She said that there was no leader and that no animal was the principal. Then, I asked her:

Mariana: So, if they had to make up a decision...

Student: They would do it together.

Her comment shows that she has a sense of group work. That is confirmed, as I could notice in my notes, when Maria⁵ calls her partner's attention during the presentation of their work to the class. Her partner said that she, herself, had done a mask of a cat and immediately Maria corrected her saying that it was not her by herself but the group together.

At first, students were worried about not knowing how to draw and some children asked me how they would draw inside the ark. I told them to imagine that and that all drawings would be different from the other because every person thinks in a different way. Besides, I told them that it was not necessary to copy from the book, yet some of them did it.

³ See Appendix I

⁴ How do you think the animals lived in the ark?

What animals were there?

What animals control or lead the ark?

⁵ Fictional name.

For the second part of the activity I told them to assist me at doing a list on the board of the animals they had drawn on the piece of paper. So we did a list in English and in Portuguese. Then, I asked the students to check the similarities and differences among the names of the animals in both languages. I believe, this way, they would have the opportunity to practice the names of the animals they had already been introduced to. Besides, the aim was to make students notice the similarities and differences between English and Portuguese and what made it difficult or easy to say those words. Words such as “anteater” and “bear” were considered the most difficult because there is no similarity with Portuguese and pronunciation is not so easy. On the contrary, “zebra”, “elephant”, “panda” and “lion” were voted as the easiest ones. In the next class, students worked in pairs to make a mask of one of the animals. They were supposed to present the animals they created. For this activity, I provided them with some new vocabulary and adjectives if they questioned me. In the meantime, I wrote on the board three questions for them to think about while they developed their masks:

- Imagine que a arca é uma sala de aula. Como seu animal se comportaria?⁶
- Se a arca fosse uma sala de aula, como seria essa turma?
- Na sua opinião, que animal seria o representante de turma?

Later on, students presented their animals to the class in English and the pairs answered the questions. It is interesting to mention that most of them said that it would not be possible for the animals to live in a friendly way in a class because they would make a mess as they (students) do in their classes. Most of them have the idea that they are rowdy and teachers do not put up with that. Some of them compared one of the students to a cat because he is a rascal and cannot stop talking. As KRAMER (1978, p.26) mentions in her article, sometimes children share adults’ opinion about themselves because that is the image defined by adults and society as a whole. Besides, most kids elected the lion as the representative of the classroom. Additionally, I questioned them if they were Noah, which animals they would choose to go in the Ark, and some students pointed to their friends’ animals, but others chose the calmer animals such as rabbits or pandas because those would be easier to deal with in a classroom. That kind of viewpoint is the

⁶ Imagine the ark is a classroom. How would your animal behave?
If the ark was a classroom, how would the class be?
In your opinion, which animal would be the leader in the class?

same most teachers have as well, however we do not commonly see teachers asking their students to think about that. The views on classroom management are generally related to teachers' giving orders and commands. Some pictures of students' creations can be seen below:



Figure 2 – Students' masks and drawings.

It is relevant to point out that I took this activity to the XII Exploratory Practice event - Let's Put a Ding in the Classroom. Fazendo a diferença na sala de aula - which took place at PUC-Rio on December 2nd, 2011. On this occasion, I presented a poster containing the students' productions⁷ about Noah's Ark and the most interesting episode was when I interviewed some children from a private school in Rio de Janeiro. The kids asked me about the poster (Appendix II) and after explaining to them the activity I had done with my pupils, I asked them to compare the ark to their class. They told me that if the ark was their classroom, their teacher would be Zip - the extraterrestrial character in the book- "because she is a monster", they said. On the other hand, the kids from the same group said that their English teacher would be a panda since she is so cute and caring. Furthermore, I interviewed two girls from another school⁸:

I: "If you could compare the Ark to a classroom, do you think the animals would get along well?"

One of the girls: "I don't think so because each animal has its specific environment to live in."

I: "Does the same happen at school?"

One of the girls: "Yes. The teacher tells where each student must sit. Each one at his place."

I: "And who would be your teacher in this Ark

Both girls: "the lion."

I: "Why?"

Girl: "Because the lion is the king of the animals."

I: "And the teacher, is she the king of the classroom?"

Girl: "Ah, everybody says that it is not true, that everybody is equal, but the teacher is always the most powerful because if she wasn't, she wouldn't tell students to be quiet, to do the homework..."

I: "And who would be your English teacher in the Ark?"

Girl: "Mine or everybody's in general?"

I: "Yours."

Girl: "A bear."

I: "Why?"

⁷ Ideally, the learners should have presented the poster they prepared in the event.

⁸ The questions were asked in Portuguese since students are Brazilian.

Girl: “Because she is very calm and relaxed so she is the bear, but sometimes the bear can be violent depending on the situation and the teacher, when she gets angry, she becomes a beast.”

I particularly liked that event because I assumed my puzzles had been addressed by asking those kids from other schools to compare the ark and their classroom realities, that is, all the work I had done so far is not exactly a definite truth. I cannot affirm the results are absolutely precise according to the students’ point of view on the topic. However, I am able to have a perception of what they have in mind concerning control in the classroom. Besides, students also reflected on this topic.

The purpose of the PEPA is to try to understand students’ view of control in the classroom. By doing the activity, they expressed their opinion about which animals should go in the Ark and the reason for that; which animals should stay together and how they would live in the same place, also which animals were leaders in the ark.

I cannot affirm the results are completely accurate according to the learners’ point of view on their doings. Though, my impressions are that their opinions are the same as teachers’ when it comes to students in a classroom and maybe that occurs because they have an entrenched idea about themselves. In other words, teachers always say the students are noisy or trouble makers, so students end up allowing those ideas to be part of their own thinking. In addition, they think that the leader of the animals’ classroom is the lion which is the strongest or the one that knows more. For students, the same happens in a class where the teacher is the one that knows more thereby being the leader.

It is worth saying that it was not a difficult task to perform with learners in terms of control because they were excited about it. I believe it was a challenge for them to create a mask and then present it in English. Additionally, the activity in the book gave way to creative drawings. I could never imagine those kids would make such interesting comments. In fact, I believe that presenting in the EP Event was an additional dimension of the activity I had done in class. It helped me to understand better what some kids think about control, although, as I said before, all that represents different perspectives about a theme.

Learners are not used to reflecting on their lives at school, but they have a lot to say about it. By doing the PEPA, I tried to extend the exercises they had to do in the book to their real lives with the purpose of reflection. Thus, the PEPA allowed me to investigate and teach at the same time. I could have asked my students the same question I did to the kids in the event because that way I would have been closer to my puzzle. So, I developed another activity to have a better idea about what those students thought regarding my control during our English classes which was the questionnaire I present and discuss in the following chapter.

4. Another tool to investigate: a questionnaire

As another way of collecting information about the control I try to exert in the classroom, I decided to use, along with the PEPA, a questionnaire to understand my students' opinions about our English classes. At the time I started the research on control, I created the questionnaire to know from students how much of a controller I was. But for the monograph, I wanted to try to understand the kinds of control present in the classroom. Moreover, the questionnaire was a tentative to get answers to the research question *How do my students see control in class?* So, I have considered six different questions which could contribute to my understanding of control in my classroom by eliciting some information from the students. It is important to say that at the time the questionnaire was brought about, I wanted to know to what extent I controlled the learners in class. But, while developing this work, I realized I wanted to understand the kinds of control there are in my classroom since it is clear that control is present during the classes. So, I chose to work with a class of twenty-four 5th graders, although three were absent, since they had demonstrated a lot of interest in the English classes probably because it was their first time studying a foreign language. They were excited about the new books and also because of the new teacher. Although a questionnaire may be superficial sometimes for the reason that pupils might not go deep into their answers or they will not reveal their real opinion, I thought it would be interesting to make it since the purpose was to discover information that was unknown or even to check my assumptions about the issue. Nevertheless, the purpose was not to influence students in their answers and, for that reason, I decided to work with an open answer- questionnaire. As MUNN and DREVER (1999, p.23) point out, "an open question does not suggest categories of response, leaving respondents free to answer in a way that seems most appropriate to them". I asked the group not to identify themselves since I wanted them to reply honestly, although I was aware there is no guarantee that this would happen. Further, I also told them that it was a questionnaire to be used in a final paper for my course at college. (See appendix III)

4.1. Analysis of questions and responses:

Question 1 - "What does the teacher do when she wants to catch students' attention?"	
Number of students	Answers
8	Teacher tells students to be quiet.
1	Teacher tells students to speak low.
4	Teacher says either "ei" or "psiu".
2	Teacher counts from 1 to 3.
1	Teacher says "Ei, boys."
2	Teacher speaks loud.
1	Teacher waves hand.
1	Teacher raises the finger.
1	Teacher stares at the students.

The purpose of asking the first question - "What does the teacher do when she wants to catch students' attention?" is due to the fact that I wanted to know how I behave when I must be the center of attention for a specific moment. When analyzing the results for this question I found out that nine students said I speak directly to them to make silence, nine students said that I use other expressions that are more indirectly related to what I want them to do and three students mentioned I use body language and not words. I understood that the way I address them when I want to have their attention is due to my attempt of not being too intrusive. Additionally, I do not want to make use of my voice and for this reason I use "ei" or "psiu" which are general expressions. I could notice that I try to control myself when it concerns the use of voice. None of the students mentioned I scream, I give them a lecture or tell them off.

Question 2 - “Is the group silent to listen to the teacher?”	
Number of students	Answers
5	They are not silent
7	They are silent to listen to the teacher.
9	They sometimes are silent.

The second question “Is the group silent to listen to the teacher?” relates to the first one as if it was a consequence of that. So, the purpose here is to check if what they previously said about me trying to control and calling their attention is worth doing. Thus, the second question follows a sequence of ideas. Although they could have been asked separately, yet for this study it is ideal they come together to form a chronological sequence. The aim is to ensure whether my actions in the first question were effective or not in bringing their focus to me. It is also a way of being self-critical. From the pupils who have answered the questionnaire, three said they are not silent because they are rowdy, two said they are not silent but did not justify their answers and sixteen said they are silent most of the time. Reflecting on those students’ answers lead me to assume that maybe they are incorporating a discourse. KRAMER (1978, p.26), as before mentioned, states:

“the image of a child in the traditional pedagogic view is the image projected by an adult and by society on this child, and a child that tries to identify himself with the model created by this projection.”⁹

That indicates that some students accept the view teachers and parents have about them. It seems an excuse and even a way of confronting and attacking what people want them to be.

⁹ “a imagem da criança no pensamento pedagógico comum é a imagem elaborada por um adulto e uma sociedade que se projetam na criança, de uma criança que procura identificar-se ao modelo criado por esta projeção.”

Question 3 - “Does the teacher say how much time students have to do the exercises? Why do you think it happens?”	
Number of students	Answers
11	The English class has a specific time to finish.
2	Time control must exist in order to make students hand in their work.
1	Teacher specifies time (without justification)
1	Teacher is hasty.
3	Students’ talk may disturb the teacher.
2	Teacher does not specify the time.
1	Does not know the answer.

In the third question “Does the teacher say how much time students have to do the exercises? Why do you think it happens?” I decided to ask pupils about time because I feel I am always pressed by it hence I would like to know whether pupils also noticed this in me. I am aware it is noticeable that I use time as a controller to try to make students finish their tasks more rapidly in order to be able to do other activities. Also I want to have control over them not to let the faster ones behave mischievously even though I recognize that I have to consider each pupils’ rhythm of learning. I believe I try to keep a balance when it concerns time control since I generally negotiate time with learners. It seems that we are controlled by time which turns us into time prisoners. I observed in my students’ answers to the question mentioned before that due to the obligations we have after the English class I dilute my authority as if it was the responsibility of time. It is seen as an entity. From the 21 pupils who have answered the questionnaire, 15 recognized that time is a significant feature in our classes.

It is also worth noting some of students answers which I could compare to my own idea of time control and they clearly emphasize time as a regulator of our classes.

Std 1: “Yes, our class ends at 1 o’clock and we have to learn a lot of English.”

Std 2: “The teacher has to teach other group.”

According to students, on those highlights, it is revealing that time determines the content taught and restricts the lesson since I have to leave classroom to teach another group. Besides, some students mentioned the fact that their talking during the class may disturb the teacher and that is the reason for me to set a time limit. It is a way of keeping them busy during the given time. However, as I am worried about the time, I am also worried about the quality of teaching and learning as APPLE (1989, p.87) points out:

“According to Foucault, it is essential to guarantee not only the time needed to a certain activity, but also to the quality of the time spent. By uninterrupted control, the influence of controllers and the disposal of everything that can disturb or distract students to accomplish tasks, there is an attempt to turn time more useful.”¹⁰

WRIGHT (2006, p.75) discusses this topic saying that teachers plan and segment the lessons they are supposed to teach. The author (ibid.) also states

“Time is also, as Hargreaves (1994) and Lemke (2002) among others point out, a hidden force which has the power to create pressure and stress for teachers and learners. For example, where the curriculum has to be completed in a given time, teachers will terminate or curtail activities which are not achieving their immediate objectives.”

Question 4 - “Does the teacher let the students choose the exercises they want to do from their books?”	
Number of students	Answers
16	Teacher does not allow students do what they want
3	Teacher sometimes allow students do what they want
2	Teacher allows them do what they want

The aim of the 4th question “Does the teacher let students chose the exercises from the book they want to do?” is to examine how much I control the

¹⁰ “Procura-se, assinala Foucault, garantir não somente um horário estritamente necessário à tarefa, mas também à qualidade do tempo empregado. Por meio de controles ininterruptos, pressões dos fiscais e anulação de tudo o que possa perturbar e distrair os alunos na execução dos exercícios, tenta-se tornar o tempo cada vez mais útil.”

pupils' activities. It is common to listen to teachers saying that taking learners' interests into account is essential to effective learning, however I particularly think it is not easy to put this into practice. Sometimes I want to accept students' contributions to class which, I believe, makes it more appealing, but also, in terms of pedagogy, it stimulates their autonomy. It would be wonderful to have learners taking part of class planning. I reckon it is not an utopia, but I still have to think of some ways of incorporating pupils' ideas and needs into the planning, which would bring me closer to the EP principles, specially because of the book we have to use which is a pattern for all public schools now. The control is not only one from teacher to student, or course books on teachers and syllabi. Above that there is the control of the institution over student or more than that, Educational Secretariat over institution and teachers, institution over teachers, and teachers over students. Only by reflecting about this is that it becomes possible to note that students hardly ever have their own volition. NICOLAIDES (2003:202) states "sometimes teachers do not give autonomy to students because they do not have the power to do so."¹¹ There is so much control among those who participate in the school system that it becomes a web. Teachers must try to give pupils some opportunity to exercise their autonomy. As FREIRE (1996:22) puts it "to teach is not *to transfer knowledge* but to create the possibilities for the production or construction of knowledge."¹² Riley (1986 *apud* Benson, 2001:12) similarly mentions teachers' control over students' learning and compare that control to a doctor's prescription:

"the teacher who tries to adapt his methodology and materials to the learner, like a doctor writing out a prescription. That is, the majority of relevant decisions are made for the learner, not by him." It is in fact individualized TEACHING: it aims at the most efficient use of the teacher and at the most effective result, but in terms of what the teacher wants the learner to achieve."

In this sense, I believe I try to consider the learners' opinions for one class or another, but not always. For instance, when they ask me to bring a song or to

¹¹ "muitas vezes o professor não dá mais autonomia aos seus alunos por ele próprio não ter poder para tal".

¹² "ensinar não é transferir conhecimento, mas criar as possibilidades para a sua produção ou a sua construção."

do a certain activity from the book but never when I'm planning a lesson. A lesson is planned accordingly to the content suggested by the book or the school pedagogic plan. However, I am aware that it is necessary to consider their opinion and contribution before planning any class.

Question 5 - "When you ask your teacher to do something, does she allow you? (for example: drink water, play a game, listen to music...)"	
Number of students	Answers
18	Teacher allows learners to do what they want;
1	Teacher allows only to drink water;
1	Teacher allows to drink water and go to the toilet;
1	Teacher lets students do other things except listening to music.

Question 6 - "When a student wants to tell something to the teacher, does she listen to that student? Why do you think it happens?"	
Number of students	Answers
21	Students said the teacher listens to them.

In questions 5 and 6 I wanted to know to what extent I control other aspects in class. Question 5 is somehow related to the one before although I could have formulated it better in order to have learners give more complete answers. For instance, when it comes to letting them go the toilet or not I try to act with good judgment even though many times I feel guilty for not allowing them to go out. Nonetheless, I have already noticed that some kids realize that I indulge if they persist and that is when they start to control me since they get to know me and my weaknesses better. Another aspect that I usually have to deal with during class time is the use of cell phones or chewing gum. At the school and at other places I have already taught, both habits are not allowed, but I particularly do not think I should call their attention in some of these cases. It is a rule that they have to follow and in order to have a pattern I end up doing it. But I do not see the act of chewing gum as a disrespectful or a bad deed that takes away students' focus. Therefore, I prefer to "turn a blind eye" in these cases since I reckon control is dispensable.

I thought about question 6 “When a student wants to tell something to the teacher, does she listen to that student? Why do you think it happens?” along with the fourth since both require answers related to learner’s contributions to class. Furthermore, it is also related to time control as, in my point of view, I do not give them the attention they deserve mostly because of the rushed time whilst their answers to the questionnaire say the opposite.

In sum, according to our analysis – mine and the supervisor’s- of students’ answers, I do not impose them control. It’s balanced since I try to consider the learner’s opinions and I am not rude or impudent. I strive to listen to learners because they are worth it. I may get important information from a question they want to ask which may be developed into an exploratory activity later on.

5. Thinking more about control and concluding thoughts

This research made me feel more familiarized with the issue of control along with the development of some hypothesis concerning the topic. I could notice by the students' drawings and using the principles of Exploratory Practice that the learners are capable of developing good work regardless the poor conditions of the school and the lack of investment the state provides. I am pleased to work at this school where any kind of cultural input is worthy to those children. I got more surprised when analyzing their drawings (see appendix) and noticing, besides their originality in making such interesting drawings, that some of their ideas about control were able to be deduced from those pieces of paper. While some learners illustrated that there was no controller in a classroom even if there was a leader present, others demonstrated that there is always someone trying to control all the others. Therefore, I reckon by the work learners did that not all of them have the same view on control in the classroom. And that is what made me understand that since each person behaves in a specific way it is very difficult to exert control over a whole group of different kinds of people.

When I decided to work with the Noah's Ark the relation of control of somebody over the animals was implicit. In fact, it was associated with the control of someone on others. From this perspective, when he writes about the Panopticon (Figure 3), Foucault (1995) describes the ideal control in places where it is necessary to observe numerous people at the same time such as in schools and prisons. The Panopticon is the project of an edifice created by the philosopher Jeremy Bentham which is made of a tower at the center from where it is possible to inspect all students or prisoners in the cells around it. Each person would be in a separated cell and no contact with others would be allowed. There would be a watchman in the tower which means that all the individuals are seen but they can never know when or from where they are being watched.

In a school for instance, FOUCAULT (1995, p.201) mentions that the structure of the Panopticon would guarantee that "there is no copying, no noise, no chatter, no waste of time". The way Foucault describes control in the

Panopticon expresses the way it happens in society because in a prison or in a school, power and control are present in a certain way. The idea of the Panopticon made me think that I sometimes want to have control over everything that happens in the classroom concerning the pupils' behavior, talk and attitudes. As an example of the previous statement, I constantly think about doing open-air activities with some groups, however when I consider the risk of losing control over the class and having my plans spoilt, I give up the idea. The Panopticon is efficient because it is a way of preventing pupils to start disorder which, in this sense, is very similar to what I try to do in class on some occasions. In Foucault's description of the Panopticon, he questions "is it surprising that prisons resemble factories, schools, barracks, hospitals, which all resemble prisons?" (1995, p.228). The association between a prison and a school is explained by the belief that punishment would be the best option for people, which also happens frequently in schools when the teacher does not allow a student to sit next to a classmate he has affinity with.



Figure 3 - A picture of the Panopticon structure. Source: <http://foucault.info/>¹³

However, control is not only related to indiscipline, it is also associated with other pedagogical issues.

In the Justification section for this monograph I have mentioned that, in my point of view, control is related to class management, the achievement of objectives in a course syllabus and to students' participation, which is exactly how

¹³ Accessed on February 16th, 2013

RICHARDS (2001, p.170 *apud* Wright, 2006, p.69) defines classroom management: “the ways in which student behavior, movement and interaction take place during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively.” However, JONES (1996, p.514 *apud* Wright, *ibid.* p.69) criticizes that perspective saying that classroom management is often associated with instructions and methods with the purpose of obtaining order in the classroom. Therefore, as WRIGHT (*ibid.* p.70) notes, it does not necessarily mean that learning will take place in a classroom only because there is order. The author continues saying that learners “may learn as much or more from the chance opportunities which disorder or randomness present.”

Wright’s theory applies to a situation I have faced with a group of students at the public school. I asked students to stand up in the classroom and to make a circle to play “hot potato”. The objective of the activity was to have pupils pass the “potato” and when the song stopped, they were supposed to get a paper in the “potato” and say the time it was written on it. So, they got very excited during the activity, everybody was talking at the same time, laughing, some kids were dancing, it was a fun mess. After some minutes, the coordinator entered the room and said: “I am sorry, I thought you were not in class.” At that time I got a little embarrassed because she might have thought that I had no control over students, but later that feeling went away and it gave place to pride since students really enjoyed the activity and learned how to say the time in English. According to WRIGHT (*ibid.* p.71), the ‘order view’ should be replaced by the ‘opportunity view’ which “engages students with learning opportunities, and can tolerate creative ‘disorder’ or unstructured activity as part of the learning process.”

According to some of the Exploratory Practice propositions “learners are capable of independent decision-making” and also of “developing as practitioners of learning” (ALLWRIGHT; HANKS, 2009, p. 7), which means that students should be encouraged to reflect. When EP is applied it helps those who make use of it to develop thinking. Generally, everything is determined for the learner. As ALLWRIGHT; HANKS (2009, p. 6) point out

“Language curricula, syllabuses, textbooks and lesson plans all tend to leave little space for learners to learn how to take their own, necessarily idiosyncratic, decisions

about what to learn , when to learn it, how to learn it, and so on.”

Sugata Mitra in a conference in 2007 presented his project “hole-in-the-wall” which was an embedded computer in a hole in a wall in some poor cities such as Shivpuri, in India. It was possible to notice that children were able to learn how to use the computer without a teacher or an adult telling them what to do. Children are independent and even the English language was not a barrier for them. They are able to reflect even if they are given only the initial tools. Mitra said that “children in groups can self-instruct themselves” which means they are “thinking heads”- an expression used by my supervisor- Mitra also suggests that “education does not have to be imposed from the top downwards. It could perhaps be a self-organizing system”. So, the project indicates that no teacher control is needed since students are able to think for themselves.

During one of our orientation sessions, my supervisor used the expression “willing hearts” to describe children because kids, as well as adults, have desires. There is no person who does not have a wish or a necessity hence motivation comes from that aspiration. However, in the educational context, teachers do not always notice their students have wills. In her article “A idéia de infância na pedagogia contemporânea”, KRAMER (1978, p. 27) reveals the representation of some professionals in relation to children: “because children lack judgment and experience, they should be guided by adults who are rational and experienced”¹⁴. The author proceeds saying these professionals believe that “the child must be subjected to constant observation, s/he should not do anything by him-herself, adults should show them everything.”¹⁵(p. 28). It must be pointed out that Kramer is critical of these principles, as mentioned before.

Nevertheless, the result spotted in the Project developed by Mitra has no relation with the aforementioned principle. In the Hole in the Wall, those kids could learn to use some words in English and to manage the computer without any supervision as a result of their motivation to discover the new which differs from the traditional pedagogy view that some teachers have to teach learners everything.

¹⁴ “visto que lhes faltam razão e experiência, a criança deve ser guiada pelos adultos, sensatos e experimentados”.

¹⁵ “a criança deve estar submetida a uma vigilância constante, ela não deve fazer nada por si mesma, o adulto deve mostrar-lhe tudo.”

Therefore, since it is a commonly accepted image in pedagogy and in society, some teachers and adults carry on thinking kids need to be controlled, so, this way, they will be able to learn. On the other hand, the **new pedagogy**, also mentioned by Kramer does not hold the same concept of the **traditional pedagogy**. KRAMER (p.29) says: “Education is not based on the adult’s authority and on the transference of models, but on the children’s freedom and on the expression of their spontaneity.”¹⁶

MCLAUGHLIN(1991,1994 *apud* Wright, 2001; p.71) is one of the authors I refer to in this work that mentions the importance of emotional aspects in a classroom. The author notes that the way a teacher conducts the learners and gives instructions cannot be apart from the pedagogical act and on most studies on classroom management the emotional component is absent. So, MCLAUGHLIN (ibid, p.72) proposes some changes in the ‘order view’ of classroom management where control or obedience should be replaced by responsibility fostering significant learning. WRIGHT (ibid, p.82) affirms that “classroom management, rather than being an appendix to other more ‘technicist’ concerns, should be a central theme in learning pedagogy.”

So teachers are the ones who are mainly in charge of classroom management and consequently for what students’ learn. However, control should not be a problem if a teacher uses good judgment in certain classroom situations. FREIRE (1996, p.61) states

“It is my good sense that will tell me that exercising my authority in the classroom through the decisions I make, the activities I direct, the tasks I assign, and the goals I set for both individuals and the group is not a sign of authoritarianism. It seems that we have not yet solved the dilemma arising from the tension between authority and freedom. And we invariably confuse authority and authoritarianism, freedom and license.”¹⁷

¹⁶ “A educação **não se baseia, portanto, na** autoridade do adulto e na transmissão de modelos, mas na liberdade da criança e na expressão de sua espontaneidade.”

¹⁷ “É o meu bom senso que me adverte de que exercer a minha autoridade de professor na classe, tomando decisões, orientando atividades, estabelecendo tarefas, cobrando a produção individual e

A teacher can exert her/his control in a positive way if she/ he is open to students' questions and inquiries. About this, FREIRE (1996, p.47) argues "when I enter a classroom I should be someone who is open to new ideas, open to questions, and open to the curiosities of the students as well as their inhibitions."¹⁸

In that sense, APPLE (1989, p. 159) in his book *Educação e Poder* examines the kinds of control that exist. The author discusses the capitalist method of production, when he refers to companies, but that type of control applies to schools as well. The writer mentions the technical control¹⁹ over the curriculum and how it takes action in schools in America. He says that it is each time more common to see schools buying standardized materials which describe the activities to be used by teachers, their objectives and even the appropriate answers students should give. Those materials include the pedagogical steps teachers are supposed to follow and also pre- established evaluations. According to APPLE (1989, p.160), the materials are so meticulous that they specify the exact words the teachers ought to use which demonstrates the incursion of the technical control in schools. The same happens at some of the public schools in Rio de Janeiro. The Educational Department decided which publishing house would be responsible for producing the books for the Municipal schools which, in turn, produce training sessions to instruct teachers how to handle the books. Additionally, Apple notes that that kind of control must generate a disqualification of teachers' abilities:

"Abilities that teachers used to need because they were seen as essential to the art of working with children- such as the planning and elaboration of curriculum, the planning of curriculum strategies and teaching to groups and specific individuals, based on a deep knowledge of those people- are not necessary anymore. (p. 161)²⁰

coletiva do grupo não é sinal de autoritarismo de minha parte. É a minha autoridade cumprindo o seu dever."

¹⁸ "quando entro em uma sala de aula devo estar sendo um ser aberto a indagações, à curiosidade, às perguntas dos alunos, a suas inibições."

¹⁹ The term used in the book *Educação e Poder* is *controle técnico* which I have translated with my own words as *technical control*. Other terms will be translated by me throughout the work.

²⁰ "Habilidades de que os professores e professoras costumavam precisar, que eram tidas como essenciais para a arte de trabalhar com crianças- tais como o planejamento e a elaboração do

It is worth noting that I used to feel stunted exactly as Apple describes above when I worked at the private English course. That was one of the reasons for quitting the job because of the constant feeling I had that my diploma did not mean anything and that any person could read that guide and do my work. Apple also asserts “when teachers lose control of curriculum and pedagogic abilities to a publishing house, those abilities are replaced by techniques to control students better”²¹. That excerpt precisely shows the reality in most English courses, at least at the ones I have worked so far, and I do not want to feel the same at the public school. For this reason, I try to use the book concurring with my own ideas about what and how I think the best way to teach those specific students is. After all, that is the best part about being a teacher: creativity. I agree that the standardization of English books by the publishing house has brought about some changes to the public service since some teachers did not use to prepare classes before which made them “flutter in the wind”. In addition, all students now receive their own books, which can be taken home at the end of the semester. Previously, some schools did not even have the books for the groups. If a pupil wanted the book s/he would have to buy it.

Besides, one detail that I found to be curious is that people who produce the books from the publishing house for the public schools in Rio are people who are not teaching at the moment, although most of them have been teachers before, but in different contexts from those of public schools. Another point worth mentioning is the fact that they go to some of the public schools to observe teachers and analyze how the books are being used, but public schools teachers do not take part in the planning sessions to produce the books, that is, they do not suggest the contents to be taught nor are included in any curriculum decisions. According to APPLE (1989, p. 162) they are pre-package curriculum systems

currículo, o planejamento de estratégias curriculares e de ensino para grupos e indivíduos específicos, com base num conhecimento íntimo dessas pessoas – não são mais necessárias... Ao longo desse processo, aquelas que eram antes consideradas habilidades valiosas tornam-se gradualmente atrofiadas, porque são exigidas com menos frequência”.

²¹ My translation: “à medida que os professores perdem o controle das habilidades curriculares e pedagógicas para as grandes casas editoras, essas habilidades são substituídas por técnicas para controlar melhor os alunos”.

thereby causing lack of interaction among teachers since there is no need for exchanges, which increases teachers' isolation.

The purpose in this work was to reflect on a topic that many times makes me doubtful about how to act in class. For this reason, I decided to work with learners to have an idea about their views on this theme which consequently makes me reflect on my teaching and on their learning. I am pleased that this work led students to reflect on the issue and could work with their school material in a different way as it would have normally been. ALLWRIGHT (2003, p. 18) states that

“it makes sense for the classroom participants themselves to be working for an understanding of the events they are involved in, for them not to leave it to professional researchers to do that. This is because the participants (learners as well as teachers) are necessarily involved in the moment-by-moment micro-management of classroom events.”

This research was truly worth doing because for the first time I could deeply analyze what happens to me as a teacher and also as a student. The issue of control involves so many aspects such as syllabus, methodology, time and material which are all connected to one another, so that it seems to be an inexhaustible topic.

The process of writing this monograph tells a lot about how I deal with control not only in a classroom environment but in life. When I was having classes on Tuesdays and Thursdays at PUC during the year of 2010 until 2011, I could realize it was not difficult for me to be focused on the research paper due to the frequency in classes and the continuous contact with teachers and classmates. All this made me notice that when I am a student I need to be controlled as if it was necessary to have someone controlling me and telling what to do not to lose the focus. On the other hand, I deal well with situations at work concerning control whether there is a superior telling me what to do or not.

It is worthy saying that this project also made me reflect about my responsibilities at the private and the public sectors. I do not want to have an attitude at the private institution only because there is more pressure and a

different one at the public only because it is not possible for students to fail. I am the same person and the same teacher at both places. In other words, I have the same sense of profession responsibility in both places. In addition, I did not use standardized nomenclature during the process of building this work. The separation in categories is not clear which is not what I expected, but as mentioned before, it was the way it flowed. Overall, the most significant in doing this research was to understand how the learners see my control and my need to do it besides the fact that I felt more involved and enthusiastic about my students and my work. Additionally, making use of EP made me realize there is more to worry about than the need to control everything and everybody in the classroom. I have learned with this project to be more sensible to students' issues and that their puzzles are more meaningful than the contents I have to teach. Initially, I was uneasy about other people's opinion regarding my work and the way I conduct it, however now I understand that teaching is not about management and controlling learners' behavior or learning but it is to understand language teaching and learning. Furthermore, it was interesting to note that students also think they need to be controlled as it can be seen, for instance, in one student's answer for the questionnaire (appendix III) when he says that if the teacher does not set up a time limit everything turns into a mess. Nevertheless, as Allwright states:

“it is not [...] worthy trying to plan for detailed control of either language course content or method, but that it is worth trying to plan [...] for the optimal use of course time to develop (via Exploratory Practice) local understandings of classroom life that can be fed back into the course.” (2003, p.22).

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7 - Appendixes:

APPENDIX I



The page from the English book.²²

²² FIGUEIREDO, Sandra, H. **Zip from Zog 4A: livro do aluno**. Carla Chaves (editor). 1st edition. Rio de Janeiro: Learning Factory, 2011.

APPENDIX II



The poster "Professora, alunos e o controle" at the Exploratory Practice Event at Puc-Rio on December 2nd, 2011

APPENDIX III – Questionnaire:

“Rio de Janeiro, _____ de novembro de 2011.

I am doing a research and I would like you to help me by answering the questions below. Can you help me? ☺

In your English classes:

Question 1 - What does the teacher do when she wants to catch students' attention?

Question 2 - Is the group silent to listen to the teacher?

Question 3 - Does the teacher say how much time students have to do the exercises? Why do you think it happens?

Question 4 - Does the teacher let the students choose the exercises they want to do from their books?

Question 5 - When you ask your teacher to do something, does she allow you? (for example: drink water, play a game, listen to music...)

Question 6 - When a student wants to tell something to the teacher, does she listen to that student? Why do you think it happens?

APPENDIX IV - Analysis of students' answers for the questionnaire (translation):

	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Student 1	She says ei	Sometimes	Yes, because there is time to finish class	No. She teaches what she wants	Yes	Yes. Because it must be important
Student 2	She asks us to be silent, counts until 3 or raises her hand to speak	No. Except for me, of course!	Yes. Because class finishes at 1 p.m	No. Because it must be the work that comes first in the book	Yes. Because she is nice	Yes. Because she is a teacher and that is her duty
Student 3	She says "ei", "psiu"	No. Because we are very rowdy	Yes. Because we have to finish work	No.	Yes	Yes, because it must be something important
Student 4	She says "ei", "psiu"	No. Because we are very rowdy	Yes. Because we have to finish work	No.	Yes.	Yes, because it must be something important
Student 5	When she is teaching and students are talking	Sometimes	Sometimes she gives us ten minutes because we have other activities to do	Sometimes	Yes	Yes
Student 6	She asks for silence	Sometimes	Yes. Because class has time to finish	No. She decides	Yes. But depends on what we ask her	Yes. Because she must listen to the others
Student 7	be quiet	Yes	Yes. Because class has time to finish	Sometimes	To drink water, yes. But to do other things, no.	Because it is education for students
Student 8	She stares at us	yes	No.	She does not allow	yes	Yes
Student 9	X did not answer	Yes.	Because she has to teach other groups	Yes	Yes.	Yes and thank you
Student 10	be quiet	Sometimes	I don't know	No.	Yes, as for example going to the toilet	Yes
Student 11	be quiet	Yes	Yes, she needs time	No.	Yes, except for other	Yes. Because

			to do other activities.		things such as listening to music.	she wants to listen to what happened.
Student 12	She asks to us to be silent or counts until 3.	Sometimes	Yes, because class finishes at 1 p.m and we have to learn a lot of English	Yes.	Yes, but depends on what we ask	Yes, because she likes to listen to what we have to say
Student 13	Speaks loud	Sometimes	Yes, because she is hasty	No	Yes	Yes, I don't know
Student 14	be quiet.	Yes	Yes, not to finish the class	No	Yes	Yes. So the student can have her attention
Student 15	She asks students to be quiet.	Only sometimes we are quiet to listen to the teacher	Yes, otherwise children keep talking and make the teacher late.	No	Yes	Yes, because she always tries to help us
Student 16	Ei boys.	No,because we are rowdy.	Yes. Because we talk a lot.	No.	Yes.	Yes, because she is cool and very good
Student 17	She waves her hand to call our attention and we know she wants to talk	Yes.	Yes, because without limited time everything gets a mess.	No.	Yes, only to drink water and go to the toilet	Yes, because she is polite
Student 18	She asks us to speak low	Sometimes	No	No	Sometimes	Yes, because she speaks about the class
Student 19	She calls us	Yes	Yes she does	Sometimes	Yes	Because she knows
Student 20	She says ei.	Sometimes	Because she has to finish class at a specific time	No.	Yes.	Yes because she is cool.
Student 21	She calls us very loud	No.	Yes, because she has other groups to teach	No.	Sometimes.	Yes, because she wants to know

APPENDIX V - Analysis of students' answers for the questionnaire (original answers):

	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6
Student 1	Ela fala ei	De vez em quando	Sim. Porque tem a hora pra terminar a aula	Não. Ela pasa o que ela quer dar	Sim	Sim. Por que isso deve ser importante.
Student 2	Ela pede silêncio, conta até 3 ou levanta o dedo para falar	Não. Menos eu, é claro!!	Sim. Porque a aula de inglês acaba às 13:00.	Não. Porque tem que ser o trabalho que vem primeiro no livro.	Sim. Porque ela é legal.	Sim. Porque ela é professora e o dever dela é esse.
Student 3	Ela faz ei psiu	Não. Por que somos muito bagunceiros.	Sim, Por que se não agente não a acaba o trabalho.	Não.	Sim.	Sim, por que pode ser alguma coisa importante.
Student 4	Ela fala ei, ei psiu	Não, por que somos muitos bagunceiros	Sim, Por que se não agente não acaba o trabalho.	Não.	Sim.	Sim, por que pode ser alguma coisa importante.
Student 5	Quando ela ta dando aula e os alunos estão falando	As vezes	As vezes ela bota 10 minutos, porque ela passa outros trabalhos	As vezes	decha	Sim
Student 6	Ela pede silêncio	As vezes	Sim, porque a aula tem tempo	Não. Ela que escolhe	Sim, mas depende do que agente pede	Sim. Por que ela tem o direito de escutar todos
Student 7	be quiet	Sim	Porque agente tem hora pra terminar a aula de inglês	As vezes	Para beber água sim mais pra fazer outras coisas não.	Porque e uma educação para os alunos
Student 8	ela fica olhando a gentes.	Sim.	Não.	Ela não deixa.	Deixa.	Deixa. Porque sim.
Student 9	X did not answer	Sim.	Porque ela tem que da aula para outra turma.	Sim.	Sim..	Sim e obrigado.
Student 10	be quiet	De vez enquanto	Não sei.	Não.	Sim como prair ao banheiro	sim

Student 11	be quiet	Yes	Sim. Porque ela tem que ter tempo para fazer as outras atividades.	No.	Sim, menos outras coisas exemplo: ouvir música.	Sim. Porque ela quer ouvir o que aconteceu.
Student 12	Ela pede para fazer silêncio ou conta até 3.	As vezes	Sim, porque a aula acaba 13:00 e temos que aprender bastante inglês.	Sim.	Sim, mas depende da coisa que pedimos.	Sim, porque a professora gosta de ouvir o que temos pra dizer.
Student 13	fala alto	As vezes	Sim. Por que ela é apressada.	Não.	Sim	Sim. Não sei.
Student 14	be quiet.	Sim.	Sim. Para não acabar a aula de inglês.	Não.	Sim.	Sim. Para o aluno não ficar sem atenção.
Student 15	ela pede a gente para ficar quieto.	Só algumas vezes a gente fica em silêncio para a professora.	Sim. Por que se não as crianças ficam conversando e acaba atrasando a professora.	Não.	Sim.	Sim, porque ela sempre tenta nos ajudar.
Student 16	Ei boys.	No, Porque somos bagunceiros.	Sim. Porque agente fala muito.	Não.	Sim.	Sim. Porque ela é legal e muito boa.
Student 17	Ela levanta a mão em movimentos que chamam nossa atenção e já sabemos que ela quer falar.	Sim.	Sim. Isso acontece pois sem tempo determinado tudo vira uma grande bagunça.	Não.	Sim. Só beber água e ir ao banheiro.	Sim. Porque a profª é educada.
Student 18	Pede pra falar baixo.	De vez em quando	Não	Não	De vez em quando	Sim, Porque fala sobre a aula.
Student 19	Ela chama a gente	Sim	Ela da tempo sim.	As vezes	sim	Porque ela sabe
Student 20	Ela fala ei.	De vez em quando.	Porque tem hora para terminar a aula.	Não.	Sim.	Sim porque ela é legal.
Student 21	Ela chama a gente bem alto.	Não.	Sim, porque ela tem outras aulas para dar.	Não.	As vezes.	Sim, porque ela quer saber.

