

**EXPECTATIONS IN LANGUAGE TEACHING-LEARNING: KEY DIMENSIONS  
FOR RESEARCH IN INITIAL TEACHER EDUCATION**

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**ABSTRACT:** The present study deals with expectations in the additional language teaching-learning process during the initial teacher education of language teachers. Expectations begin to be created before the start of the teacher's initial education, permeate the entire process, and continue to exist after its completion. The objective is to expose relevant considerations to the investigation of expectations in the aforementioned context, to ensure (future) students, teachers, and/or researchers who wish to examine the subject have an initial guide to use as it is a topic that is, currently, little explored in the subject areas of Education or Applied Linguistics. To do so, this study develops bibliographical research on expectations using authors such as Lima (2009), Pavan (2012 and 2008), Turner (2008), and Zolnier (2007), among others. I intend to answer the following research questions: 1) How to formulate a concept concerning additional language teaching-learning expectations of student teachers in initial education? 2) What are the types/categories of expectations for additional language teaching-learning by student teachers in initial education? 3) How do student teachers' expectations influence their additional language teaching-learning during their initial education? The results indicate that the study of expectations is relevant for understanding the language teaching-learning process in the most diverse of contexts and not only in initial teacher education.

**KEYWORDS:** Expectations; Language teaching-learning; Initial teacher education.

**RESUMO:** O presente estudo trata a respeito das expectativas no processo de ensino-aprendizagem de língua adicional durante a formação docente inicial de professores de idiomas. As expectativas começam a ser criadas antes do início da formação docente inicial, permeiam todo o processo e continuam existindo após a sua conclusão. O objetivo é expor considerações pertinentes à investigação de expectativas no contexto referido para assegurar que (futuros) alunos, professores e/ou pesquisadores que desejem examinar o tema tenham um guia inicial para utilizar, uma vez que se trata de um tema, atualmente, pouco explorado nas áreas de Educação ou Linguística Aplicada. Para tanto, esse estudo desenvolve uma pesquisa bibliográfica acerca das expectativas utilizando autores como Lima (2009), Pavan (2012 e 2008), Turner (2008) e Zolnier (2007), entre outros. Pretendo responder às seguintes questões de pesquisa: 1). Como formular um conceito sobre as expectativas de ensino-aprendizagem de língua adicional de alunos-professores em

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formação inicial? 2). Quais são os tipos/categorias de expectativas para o ensino-aprendizagem de língua adicional por parte de alunos-professores em formação inicial? 3) Como as expectativas de alunos-professores influenciam seu ensino-aprendizagem de língua adicional durante sua formação inicial? Os resultados apontam que o estudo das expectativas é pertinente para a compreensão do processo de ensino-aprendizagem de idiomas nos mais diversos contextos, não somente na formação docente inicial.

**PALAVRAS-CHAVE:** Expectativas; Ensino-aprendizagem de idiomas; Formação docente inicial.

## 1. INTRODUCTION

People develop diverse expectations concerning the different activities they engage with throughout their lives. When it comes to learning a language in order to teach, it is no different. Therefore, during their initial education, student teachers set expectations regarding their processes for teaching and learning the language of their major.

Kinoshita (2018) showed that the majority of entrants to a Bachelor of Education in an additional language (AL) begin their undergraduate degree with little or no proficiency in the language of their major. Therefore, for most of these student teachers, the process of learning the new language takes place during their initial teacher education, which, in Brazil, corresponds to a Bachelor of Education. They arrive at the university with different expectations about this process and this can influence their learning positively or negatively.

Little is known about the influence of expectations on language teaching-learning (Kinoshita, 2018). In this investigation, I aim to expose relevant considerations for examining expectations in the initial teacher education of AL student teachers to ensure (future) students, teachers, and/or researchers who wish to develop research on the subject have a direction to take as a basis.

I intend to answer the following questions:

- How to formulate a concept concerning AL teaching-learning expectations of student teachers in initial education?
- What are the types/categories of expectations for AL teaching-learning by student teachers in initial education?
- How do student teachers' expectations influence their AL teaching-learning during their initial education?

This paper is organized into six parts. The first section is an introduction that discusses the investigation in general aspects. This is followed by the section about the methods. The third section includes an examination of several concepts in the definition of expectations. The fourth section presents some categorization of concepts. The fifth section talks about the involvement of expectations in the AL teaching-learning process. Finally, there is the conclusion of the study, which is followed by the list of references that have been used to write this paper.

## **2. PATHS TAKEN IN THE INVESTIGATION OF EXPECTATIONS**

In terms of methodology, this study is categorized as a qualitative research. The option to use it is justified by its characteristic subjectivity, which needs to prevail during production and analysis of expectations in language teaching-learning. Expectations cannot be directly observed or measured but can only be inferred from what people say, intend, and do. They are aspects of reality that cannot be quantified, which is precisely what qualitative research is generally concerned with.

I use qualitative approach to identify necessary and sufficient means to explain and understand the expectations that may be present in the initial training process among language student teachers. This investigation encompasses dimensions that require qualitative addressal to be fully understood, as expectations occur at the level of meanings, motives, aspirations, attitudes, beliefs, and values, which are expressed in common language and everyday life (Minayo; Sanches, 1993) and meets the objective of a qualitative approach that is subjective in character, and also makes quantitative treatment inappropriate for the theme.

I propose to conduct an investigation of a basic and applied nature as I build and generate knowledge for practical application, aimed at solving specific problems that involve local interests, such as the context of initial teacher education for language teachers.

From the objective outlined for the investigation, I can state that I conducted exploratory and descriptive research. Thus, I explored the relevant bibliography to provide an approximate overview (Gil, 2008) and described it with a view to “obtaining information about a phenomenon or about a certain population and the description of its

characteristics; they also refer to the establishment of relationships among variables”<sup>2</sup> (Leal, 2011, p. 32, author’s translation) as a way of interpreting it.

According to Barcelos (2001), interpretive studies can lead to a deeper understanding of beliefs, and I consider expectations as a type of belief about the future. Thus, I need to work qualitatively to better understand the interrelationship between the subjects’ expectations and their influence on the AL teaching-learning process during initial teacher education.

Concerning the procedures, I developed a bibliographical research plan to ensure that the interested reader can understand previous studies on the subject and learn with respect to the different positions on the research topic. Therefore, the bibliographic survey permeates the entire text.

I used bibliographic research because I believe that all research of a scientific nature should start from it to build an overview of the existing literature on the subject that will serve as a basis for the development of the entire study and, therefore, needs to permeate its construction. As stated by Marconi and Lakatos (2011), it is a procedure whose purpose is to place the researcher in direct contact with everything that was written, said, or filmed on a given topic. The research is developed from materials that have already been prepared and analyzed by those who produced them (Gil, 2002). However, the existence of a previous analysis by a third party does not transform the bibliographic study into a mere repetition of what has already been said or written about a certain subject but allows the examination of a theme under a new focus or approach, reaching innovative conclusions (Marconi; Lakatos, 2011).

### 3. SEARCHING FOR A DEFINITION ABOUT EXPECTATIONS

The study of expectations is nothing new in academia. It goes back, for example, to the idea of the expectation of immortality, which the philosopher and theologian Thomas Aquinas had already dealt with in his writings. I refer to the work entitled *Quaestiones disputatione de anima*; the year in which it was written (1225?-1274) is uncertain, and I consulted its translation into French (Aquino, 2010).

The work also receives attention from literature, mainly from 1861, when Charles Dickens launched the first edition of “Great Expectations.” Since then and until today, the

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<sup>2</sup> Original text: *obtenção de informações sobre um fenômeno ou sobre determinada população e à descrição de suas características; também se referem ao estabelecimento de relações entre variáveis.* (Leal, 2011, p. 32)

expectations of the characters in the work have been studied (Cao, 2017; Gribble, 1976; Imahayashi, 2007; Jarvis, 2014; Marshall, 1963; Morris, 1987; Pettitt, 2001; Reed, 1959; Slagter, 1987), with emphasis on those of the protagonist Philip Pirrip, whose expectations have been explored in the field of Literature for over a century.

Investigations about expectations are not restricted to those of fictional characters. Many areas of knowledge and lines of research are interested in the subject. In this section, I attempt to define what they are. To this end, I first present concepts arising from different areas in the table below. Subsequently, I comment on each of them. Lastly, I can propose a new definition.

**Table 1** - Different definitions of expectations<sup>3</sup>

Year	Author(s)	Area/Line	Concept
1920	Freud	Psychoanalysis	"[...] during the day our thoughts produce such a diversity of psychic acts — judgments, conclusions, contradictions, expectations, intentions [...]" (p. 135)
1976	Gribble	Literature	"[...] feelings that sustain themselves on rejection, humiliation, deprivation, decay and the duping of others, have in them no possibility of growth or fulfillment." (p. 136)
2000	Whittle	Statistics	"The expectation E (X) is the idealized average of X, the average being taken over all the outcomes that might result if the experiment were actually performed." (p. 13)
2006	Huron	Music	"[...] 'Expectation' is a theoretical construct whose meaning and definition is open to debate." (p. 42)
2007	Zolnier	Applied Linguistics	"[...] expectation is a type of belief related to future results." <sup>4</sup> (p. 9, author's translation)
2009	Dompere	Information Technology	"Expectation may be viewed as a cognitive disposition toward decision choice behavior. Thus, expectation is a surrogate representation of decision choice activity." (p. 4)
2010	Farmer	Economics	"[...] beliefs about the value of capital in all future periods." (p. 92)
2012	Pavan	Applied Linguistics	"[...] an emotional state that projects the interest, desire and/or motivation of the individual and makes him act in favor of an event or fact that may materialize in the future." <sup>5</sup> (p. 56, author's translation)

**Source:** Author

<sup>3</sup> The definitions are arranged in the table not in order of importance but chronologically so that it is possible to observe how and to what extent the concepts of expectations have developed over time.

<sup>4</sup> Original text: [...] *a expectativa é um tipo de crença relacionada a resultados futuros.* (Zolnier, 2007, p. 9)

<sup>5</sup> Original text: [...] *um estado emocional que projeta o interesse, desejo e/ou motivação do indivíduo e o faz agir em prol de um acontecimento ou fato que pode vir a concretizar-se no futuro.* (Pavan, 2012, p. 56)

In the work “Dream Psychology: Psychoanalysis for Beginners,” by Freud (1920), I find the oldest mention that comes closest to a definition of the term expectation. In it, the author classifies them as a psychic act, among many others, produced by people’s thoughts during the day while they are awake. At that time, expectations were categorized as just another one of them.

In Literature, Gribble (1976) reveals a concept permeated with negativity, which is expected in the case of the aforementioned study that deals with a work where the characters are laden with bad feelings, but which also, according to the author, can get worse when “[...] quotidian expectations are put aside, and secret fears and desires become real” (ibidem, p. 164). Her definition is relevant and exhibits the possibility of seeing extreme expectations that are due to denial. However, it is far from the ones in Education and Applied Linguistics, as there are chances that student teachers also have expectations that do not fit this description.

The Statistics area is also concerned with expectations that, from the perspective of Education, would be qualitative in essence. This is what Whittle (2000, p. 13) does when comparing them to the notion of probability, where they would be an “idealized long-term proportion,” while an expectation, is an “idealized long-term average.” Whittle’s (idem) work is the 4th edition of the author’s own translation of a book published for the first time in the 1970s in Russian.

Decades later, Steyer and Nagel (2017) added additional statistical features to the notion of expectation, stating that “[...]  $E(Y)$  can be infinite. Furthermore, if  $E(Y)$  exists, we also say that  $Y$  is a random variable with expectation  $E(Y)$ ” (ibidem, p. 209). Therefore, statistically, expectations are idealized (Whittle, 2000), variable, and random (Steyer; Nagel, 2017).

In the field of Music, Huron (2006) does not specifically conceptualize the term itself, but rather describes it as a type of belief that imagines an event would occur in the future. For the author, these beliefs can be observed through the changes in posture, metabolism, or conscious thought of an individual. Therefore, the changes are meant to prepare some subjects for the possibility of an outcome but not others. According to Huron (idem), expectations continue to differ in a specific characteristic: the force of conviction or certainty.

Zolnier's thesis (2007) is the oldest study I had access to within Brazilian Applied Linguistics that proposes investigating expectations in language teaching- learning. Before her, other theorists in the area also mentioned them, such as Barcelos (1995), who, in her master's thesis, for example, found that they integrate perceptions and images that learners build about the undergraduate degree that constitutes their initial education. However, despite reporting to them, her research was focused on the culture of learning. Later, I will return to the research on expectations developed by applied linguists.

Dompere (2009) brings a concept of expectation to the area of "Information Technology," which, according to the author, cannot be dissociated from decisions and choices. However, he argues that it is possible to separate them to explore them as interdependent activities because there is an expectation behind every action of making a decision. In turn, every expectation has decision-making behind it. However, according to the author, the expectation generated by the behavior that the individual adopts to make a decision involves four elements: i.) the agent who makes the decision, ii.) justification, iii.) perspective, and iv.) time. Where time is composed of a set that includes the past, present, and future. On the other hand, agents are cognitive subjects who produce knowledge in the present, using the past and future as references to decide and choose their actions, whose results (perspective) will be observed in the future. Therefore, this perspective is a subjective view of the dynamics of the choice process. While the justification is conditional, it supports the necessary reflection on the future.

In Economics, Farmer (2010) defines, in a few words, expectations, associating them with something very specific: the value of capital. According to this definition, two concepts are particularly relevant. The first is that expectations are a type of belief, an idea with which I agree. The other is the realization that they are a specific variety of them: they are about the future, any period, as long as it is what is to come. In agreement with the author, these beliefs vary according to each capital model, and when there are discrepancies among them and a third element (e.g., the interest rate), changes occur, such as changes in investment expenses.

Returning to Applied Linguistics, more recently, there is the concept of Pavan (2012), developed from a reconsideration of a previous study authored by him (Pavan, 2008). He views beliefs and expectations as (inter)agent, (inter)dependent, and inseparable

constructs. For the author, the latter would be part of the dynamic construct of the former, which has the ability to move and project in an anticipated and prior manner.

From the ideas developed through the eight different definitions presented in this section, I can formulate a new conception of expectations as a type of belief about the future that functions as a generational channel of behaviors adopted to choose or make decisions whose results are (or are not) to come. They are dynamic, idealized, variable, random, and capable of realizing movements and projections, both anticipated and in advance. This understanding is essential to better comprehend the typologies and categorizations that comprise the next section.

**4. DIFFERENT TYPES/CATEGORIES OF EXPECTATIONS**

Expectations can be categorized into different types, as presented in the following table:

**Table 2** - Different types/categories of expectations<sup>6</sup>

Area/ Line	Author(s)	Year	Types/Categories	Description
Marketing	Zeithaml, Berry, and Parasuraman	1993	“Desirable”	Level of service expected to be received.
			“Acceptable”	Lowest acceptable level of performance.
Sociology	Troyer and Younts	1997	First order	Kept to self to guide social interaction.
			Second Order	Believed to be held to oneself by the other to guide social interaction.
Psychiatry	Llewellyn, McGurk, and Weinman	2005	“Overall”	Related to the experience as a whole.
			“Specific”	Focused on specific aspects of the process.
Neuroscience	Gaschlerb et al.	2014	Self-generated	Based on predictions made by the subject him/herself.
			Cue-based	Based on prior information given by cues.
Education	Samura	2015	Internal	Social development, academic, and university purposes.
			External	Society (racial stereotypes), parents, and other relatives.
Pragmatics	Tayebi	2016	Interpersonal	Focus on interpersonal relationships rather than traditions.
			Deference entitlement	Association to one’s social status and age.
			Reciprocity	Frequent in the respondents’ metalanguage.
			Ritual-based	Possibility of expressing social

<sup>6</sup> The types/categories are listed not in order of relevance but chronologically according to the year of publication of the work.



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Source: Author

The search for a classification of expectations is not new. This awakens interest in different areas and lines of research, in addition to containing very different proposals. Furthermore, I explain more about them, as well as how much each one is suitable or not to use in the study of the AL teaching-learning process of student teachers in initial education.

The categories suggested by Zeithaml, Berry, and Parasuraman (1993) were created with the business world in mind and carry the idea of more “desirable” or “adequate” expectations than others, which, in the Marketing area, can be applied without problems. However, when dealing with the education of language teachers, there is no way to attribute such connotations to the expectations constructed by the subjects involved, as there are no standards of what is better or worse that could be applicable to all contexts due to the characteristic complexity of the process that would never fit into a single study.

[...] the education of a foreign language teacher who is competent, critical, and committed to education is an extremely complex task, difficult to be completed in an undergraduate degree, as it involves linguistic and political aspects of human nature.<sup>7</sup> (Leffa, 2001, p. 352, author’s translation)

Within Sociology, both types of expectations addressed by Troyer and Younts (1997) guide social interaction. In order to investigate the social interaction that occurs during the language teaching and learning process, I believe that the ideal procedure would be to observe the lessons, which does not happen in all studies dedicated to this as there is the possibility of using numerous other instruments for data production such as questionnaires, interviews, focus groups, etc. Besides, in the referred instruments, even if there is explicit interaction between researcher and subject, it can be considered that it is present in a very simple way with the assumption of dialogue between those involved and a representation of the researcher as the author of the instrument and the reader/analyzer of the answers. Thus, the categorization in question would not manage to encompass all the data produced in the most diverse investigations that embrace language teacher education.

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<sup>7</sup> Original text: [...] a formação de um professor de línguas estrangeiras, competente, crítico e comprometido com a educação é uma tarefa extremamente complexa, difícil de ser completada num curso de graduação, por envolver aspectos linguísticos e políticos da natureza humana. (Leffa, 2001, p. 352)

The proposition of Llewellyn, McGurk, and Weinman (2005) in the area of Psychiatry is focused on expectations related explicitly to the side effects of medical treatment, post-treatment, and the recovery process. Therefore, it would be difficult, even in an adapted way, to classify the participants' expectations as "specific" or "global," as the authors suggest.

Regarding the proposed categorization in the area of Neuroscience, Gaschlerb et al. (2014, p. 146), state that:

If self-generated expectations differ in strength from cue-based expectations, the potential basis of this difference needs attention. First of all, one could question if the difference is really about the underlying expectations. Alternatively, one might argue for a difference in verbalization. Self-generated expectations have been mostly operationalized by using verbalization, whereas cue-based expectation experiments in many cases did not include verbalizations.

The proven frequent non-verbalization of one of the proposed types means that not all studies in the areas of Education or Applied Linguistics are able to identify it as those that work only with verbalized expectations, whether in writing (e.g., questionnaires, narratives, reports, etc.), or orally (e.g., focus groups, interviews, oral reports, etc.) would not be able to find examples of non-verbal expectations.

The typology proposed by Tayebi (2016) also does not suit the objective of this study because it is closely linked to a particular sample population (native Persian speakers living in Australia), whose characteristics are very distant from the subjects this study proposes to investigate. To define each of the types of expectations, social, linguistic, and cultural properties were taken into account, which meant that very little would be related to those of Brazilian student teachers, which would make it difficult or even prevent me from categorizing the expectations produced by them in the way that the author did. Additionally, focusing on the analysis of one aspect of speech in particular: politeness. However, even so, I briefly present, in the previous table, the referred categories, not only considering that they were created in a line of research (Pragmatics) similar to mine but also as a result of being one of the most recent proposals in comparison to the others.

Finally, I present the categorization that I consider most appropriate for studying expectations in language teaching and learning: the one proposed by Samura (2015). I chose her not only because she comes from a similar area but also because the author's study was developed in a context similar to mine: higher education. Furthermore, the subjects are comparable: students at this level of education. Like Samura (*idem*), I can

identify internal and external expectations in the discourse produced by student teachers teaching and learning an AL.

In consonance with the classification proposed by the author, external expectations are those related to society (stereotypes) and/or to the family, such as parents or other relatives, in this case, regarding the teaching-learning process. At the same time, internal expectations are beliefs about social, academic, and university purposes, which include hopes about university and post-university experiences.

## **5. EXPECTATIONS IN LANGUAGE TEACHING AND LEARNING**

The academic interest in the influence of expectations on the teaching-learning process has been introduced previously. Explorations within this theme arouse the attention of several areas and date back to the 1940s, such as the pioneering work of Thordike (1946) in Psychology. For the author:

[...] the useful functions of expectations are the same as some functions of knowledge, that whatever an expectation can do in adapting behavior to things, qualities, events, and relations knowledge can do as well or better, that knowledge often operates via expectations [...] (ibidem, p. 281).

Although thus far, there have been few studies in Brazil with a specific focus on exploring expectations in the teaching-learning process abroad, the topic has received more attention. There are several examples of research developed outside the country in various areas and lines of research, such as Economics (Wenzelburger, 2006), Education (Weinstein, 2004), Technological Education (Gudea, 2008; Lee, 2010; Stone; Baker-Eveleth, 2013; Tiyar; Khoshsima, 2015), Physical Education (Christenson; Barney, 2011; Martínez-López et al., 2017), Mathematics, Science and Engineering Education (National Research Council, 2000), Social and Emotional Education (Pasi, 2001), Obstetric Nurses Education (POWER, A.; COLE, 2017), Teacher Education (Daou et al., 2016; Kim; Cho, 2014; Rubie-Davies, 2015), Mathematics (Chen; Reys; Reys, 2009; Friedrich et al., 2015; Watson, 2007), Macroeconomics (EVANS; HONKAPOHJA, 2001) and Educational Psychology (Fiorella; Mayer, 2014 and 2013), just to mention a few of them.

There are productions at the Brazilian national level but on a rather timid scale. I can highlight Câmara (2014), in Music, Marin et al. (2013), in Nursing Teacher Education,

in addition to Kaneoya (2008a and 2008b), Lima (2009), Maciel (2014), Pavan (2012 and 2008), and Zolnier (2007) in Applied Linguistics.

When I started looking for works that were solely focused on the influence of expectations in the language teaching-learning process, the amount of existing research decreased significantly, both abroad (Godley; Escher, 2012; Joo; Park; Shin, 2017; Ramscar; Dye; Mccauley, 2013; Turner, 2008) and in Brazil, such as the last five authors mentioned in the previous paragraph as examples of Applied Linguistics. Hence, the need to also use reference studies developed outside the country, such as in China, where Wang and Lin (2014) consider that:

With proper expectations, patient love, appropriate emotional communication, and full respect, the quality of English learning can be surely raised, which can not only lay a good foundation for their English learning but also for their life-long learning. (Ibidem, p. 22)

The research developed by the aforementioned authors was based on the Pygmalion Effect, also known as the Robert Rosenthal Effect, which associates education with the psychological idea that people are more likely to accept influences and suggestions from those they admire, like, believe in, and respect. This idea is what Rosenthal and Jacobson (1968) named the Pygmalion Effect, according to which, “[...] teachers’ expectancies affect students’ academic progress” (Friedrich et al., 2015, p. 1).

Cooper (1979, p. 389) indicated that there are “[...] patterns of differential teacher behavior toward high- and low-expectation students.” Teacher expectations are part of the teaching-learning process and are “[...] beliefs teachers hold about their students’ academic capabilities and subsequent levels of achievement” (Peterson et al., 2016, p. 123-4).

Expectations as well as beliefs can change, causing the teacher to think and act differently depending on the conception he or she builds of a particular learner, a group of learners, entire classes, etc. This construction happens based on “[...] the prior achievement data teachers receive about students influences their expectations; it is also likely that, within schools, the informal interactions of teachers also contribute to their expectations about students” (Rubie-Davies et al., 2014, p. 190). Several aspects exist that influence this data production that the teacher (consciously or not) does. Rubie-Davies (2015) lists some of these:

- a) Ways of grouping learners in the classroom;

- b) Learning experiences;
- c) Probability of believing that learners are capable of achieving the desired result(s);
- d) A Feeling of their own ability to teach certain content(s);
- e) A Feeling of their own ability to teach some learner(s), class(es), or specific course(s);
- f) Type of behavior management plan to be instituted.

We would add to this list the particular preferences and prejudices carried by each person, in addition to their social and political-ideological position, given that “[...] social and political expectations present significant barriers to new ways of thinking about education” (Hall, 2008, p. 127). Finally, “[...] the controversies over teacher-expectancy effects and questions regarding the impact of differential behavior on students are far from being resolved” (Babad, 1993, p. 371).

This is a controversial topic, which needs to continue to be explored due to its relevance, because the teacher who knows the reality(s), the social context(s), and the expectation(s) of his or her students “[...] he will be able to discover what makes sense to them and what makes them grow as people, being able to create an environment of trust between the parties involved in the process”<sup>8</sup> (Zolnier, 2007, p. 4, author’s translation).

According to Turner (2008), no one teacher is successful. Therefore, learners also have their own expectations, and they need to be considered because:

[...] one of the factors that, in fact, can influence the learning of a foreign language in a course is the correspondence between the expectations of the students and the objectives of the course. The correspondence between these two elements contributes to learning [...].<sup>9</sup>(Lima, 2009, p. 111, author’s translation).

With that in mind, as in the case of this investigation, the language teaching-learning process occurs in a context where teachers are trained to teach it, expectations assume an even greater prominent role for the reason that “[...] people learn academic

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<sup>8</sup> Original text: [...] *poderá descobrir o que faz sentido para eles e que os faz crescer como pessoas, podendo, ser capaz de criar um ambiente de confiança entre as partes envolvidas no processo.* (Zolnier, 2007, p. 4)

<sup>9</sup> Original text: [...] *um dos fatores que, de fato, podem influenciar a aprendizagem de uma língua estrangeira em um curso é a correspondência existente ou não entre as expectativas dos alunos e os objetivos do curso. A correspondência entre esses dois elementos contribui para que haja aprendizagem [...].* (Lima, 2009, p. 111)

(declarative) information better when studying with the expectation of having to teach [...]” (Daou et al., 2016, p. 197). Regardless, the role of the teacher educator is still a challenge that, according to de Jong et al. (2012, p. 955), consists of the following:

[...] to develop routines to stimulate teachers and student teachers to reflect on their expectations, and stimulate them to avoid unproductive interactions in order to create a positive social climate in their classrooms. In a global society, in which teachers teach students from various cultural backgrounds, making such expectations explicit may help avoid misunderstandings between teachers and students.

Such misunderstandings are characteristic of the teaching-learning process and always exist. However, it is necessary to deal with them in the best way(s) possible. Never forget that there is not a single mode, but several, and choose which one, when, and where to use it:

The teacher needs to be aware of the student's goals and, as an eternal language learner, must share his experiences with students to encourage them to set real and attainable goals, so that expectations are transformed into long-term goals and not just expectations in the simple sense of waiting without continuous effort.<sup>10</sup> (Zolnier, 2007, p. 14, author's translation).

Everyone involved (teacher, trainer, learner, and student teacher) must be aware that they will be eternal language learners, even if they are native speakers. Van Merriënboer and Stoyanov (2008, p. 69) describe the eternal learner as being those who “[...] are mature, bring relevant prior knowledge, and have very heterogeneous expectations and perceptions of learning.”

Any of the subjects, when assuming the role of learner, have beliefs that “may influence their expectations about the teacher and learning and about the way they face the challenges of learning”<sup>11</sup> (Zolnier, 2007, p. 5, author's translation). Learning a new language is neither an easy nor a quick task, and, above all, those who face it for the first time do not always have realistic expectations about how the process will unfold. In the experience reported by Turner (2008), for example, the author observed that, among his students, only a few knew how to overcome obstacles in their academic path. Obstacles such as poverty, poor reading and writing proficiency, peer pressure to not succeed, and unfamiliarity with college life have caused many to give up on their dreams.

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<sup>10</sup> Original text: *O professor precisa estar ciente dos objetivos do aluno e, como um eterno aprendiz de línguas, deve compartilhar com os alunos suas experiências de forma a incentivá-los a estabelecer metas reais e atingíveis, para que as expectativas se transformem em objetivos a longo prazo e não apenas expectativas no sentido simples de esperar, sem empreender esforços contínuos.* (Zolnier, 2007, p. 14)

<sup>11</sup> Original text: *poderão influenciar suas expectativas a respeito do professor e da aprendizagem e sobre o modo como enfrentam os desafios do aprender.* (Zolnier, 2007, p. 5)

## 6. CONCLUSION

At the end of this study, I believe I have achieved the objective of exposing relevant considerations to the investigation of expectations in the initial teacher education of AL student teachers, to ensure that (future) students, teachers, and/or researchers who wish to develop research on the subject have initial instructions to use.

I assume that because of the small amount of research conducted thus far, studying the influence of expectations in the teaching-learning process of a new language will require the researcher to search for a theoretical framework in several areas of knowledge, as presented in this investigation.

Now I can also answer the three research questions proposed in the introduction section:

- How to formulate a concept concerning AL teaching-learning expectations of student teachers in initial education?

Expectations are a type of future belief that acts as a generational channel of behaviors adopted to choose or make decisions whose outcomes are (or are not) to come. They are dynamic, idealized, variable, random, and capable of realizing movements and projections, both anticipated and in advance.

- What are the types/categories of expectations for AL teaching-learning by student teachers in initial education?

We agree that the categorization proposed by Samura (2015) in the area of education (internal and external expectations) seems appropriate to be applied in the study of the teaching-learning process of AL in initial teacher education.

- How do student teachers' expectations influence their AL teaching-learning during their initial education?

I observed that expectations need to be transformed into long-term goals for subjects who must make efforts to achieve them. They must be explicit to avoid typical misunderstandings of the teaching-learning process between teacher trainers and student teachers. The success of the process also depends on the correspondence between the objectives of the major and the expectations of undergraduates, who, when they are student

teachers in initial education, tend to learn better because they have the expectation of teaching AL in the future.

Expectations begin to be created before the start of the initial education process, permeate the entire process, and continue to exist after its completion. All those involved (student teachers, teacher trainers, researchers, government agents, etc.) create their own expectations, and they directly influence how this process will happen. Hence, the importance of seeking to understand them better and investigate them. Therefore, the study of expectations in AL teaching and learning needs to continue as an object of investigation in initial teacher education. Problems in the initial education of language student teachers will always exist. However, by understanding the expectations involved in the process, people involved in teacher education can better deal with the issues that may arise.

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