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2020

CONFERENCE SELECTIONS

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Proofreader: Sandra Stevens

Design Project: Casa de Ideias

E-book (2021)

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ISBN: 978-65-991277-1-7

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PROFESSOR AUTOR ENTRE TRAMAS E TELAS

Andreia Machado Castiglioni de Araújo

INTRODUÇÃO

Ao atentar-mo-nos para a etimologia¹ da palavra autor, no dicionário, teremos que ela provém do latim “auctor”, como sendo aquele que produz, que gera, é o fundador, o inventor.

Se formos nos remeter à Antiguidade Clássica, perceberemos que desde lá surgiram ampliações sobre o conhecimento humano e suas respectivas manifestações através da autoria. Inclusive, Platão, na sua obra “Fedro” (1973), já demonstrava atenção especial ao papel do autor e ao crescimento da escrita. Como ele, alguns filósofos prediziam sobre a linha tênue que diferenciava a arte e a técnica, vendo a arte como algo suscetível ao aprendizado e ao aperfeiçoamento, até se transformar em um produto.

Desde então, a concepção de autor e de autoria tem sido objeto de reflexão e muitos estudiosos têm voltado suas atenções a essa complexa e dinâmica temática. Nesse texto, iremos nos ater a compartilhar as ideias relacionadas aos cenários educativos e de formação desse profissional da educação, enquanto autor de suas próprias práticas e materiais didático-pedagógicos desenvolvidos conforme seu contexto de atuação.

MAS, O QUE É O AUTOR?

Em sua obra intitulada “O que é um autor”, Foucault apresenta algumas características desse arquétipo: nome do autor (autoridade conferida a esse nome), relação de apropriação (propriedade elaborada conforme repertório do autor e os ambientes pelos quais perpassou/dialogou), relação de atribuição (resultado das operações críticas complexas trazendo a responsabilidade sobre o produto) e posição do autor (posicionamento nos diferentes campos discursivos) (FOUCAULT, 1969/1992).

Trazendo essa compreensão para a atualidade, com enfoque na produção autoral docente no meio digital, visualiza-se a importância de acesso e uso de interfaces e softwares de autoria para a criação e desenvolvimento de objetos digitais voltados para as práticas pedagógicas. A fim de refletirmos sobre essa concepção, apoiamo-nos em alguns teóricos para basear essas discussões.

Primeiramente, partimos do pressuposto da relação intrínseca entre educação e poder, visto que movimentos de resistência experienciados no cotidiano fazem-se presentes no ambiente escolar e nas relações entre seus sujeitos sociais. Temos o currículo como terreno de disputa e tensões, à medida que esse confronto demonstra um posicionamento de contestação, rejeitando a neutralidade da instituição educacional ao considerar o contexto local e sua realidade circundante (APPLE, 1989).

Nesse sentido, consideramos a linguagem em seus modos mais amplos e mais complexos, possibilitando ao professor ressignificar suas práticas pedagógicas de ensino para a construção da aprendizagem por um viés mais democrático, crítico e reflexivo, sendo também influenciado pelas tecnologias digitais. No tocante ao Multiletramento, os estudantes podem ampliar seu acesso à diversidade cultural

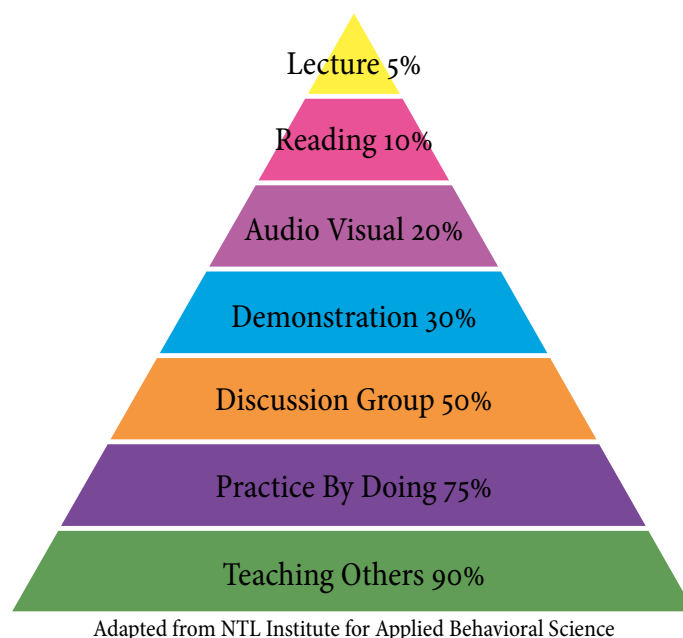
1 Cf. <https://www.dicio.com.br/autor/> (acesso: 07 out. 2020, às 09:05h).

PRÁTICAS DIGITAIS PEDAGÓGICAS: ENTRE TRAMAS E TELAS

A autoria digital tem sido evidenciada ultimamente, em especial pelas experiências da pandemia. Percebemos algumas características básicas, como a Interconectividade (produção autoral no ambiente digital), a Colaboratividade (partilha e troca com pares), a Singularidade (contextos específicos e realidades) e, a Autoria/ Autonomia (prática com reflexão e ação).

Observamos a pirâmide da aprendizagem de William Glasser (1990), na qual as maiores porcentagens de alcance da aprendizagem estão relacionadas a atividades que demandam maior envolvimento dos sujeitos e práticas ativas. Ou seja, em situações como argumentar / falar / perguntar / debater (50%), escrever / interpretar / expressar (75%) e explicar / estruturar / elaborar / ensinar (90%), conforme imagem desse teórico.

Imagem 2: Pirâmide da Aprendizagem (GLASSER, 1990 - adapted from <https://www.ntl.org/>)



POSSIBILIDADES E CAMINHOS PARA AUTORIA DOCENTE

Com base nas discussões apresentadas aqui, trazemos como sugestão cinco interfaces e/ou softwares livres gratuitos que podem potencializar a autoria digital docente.

A primeira sugestão é o software livre ARDORA desenvolvido para a criação autoral de jogos e atividades escolares (como *puzzle*, *memory game*, *hangman*, etc.). Sua apresentação descomplicada e de fácil acesso, permite que os materiais didático-pedagógicos sejam criados em modo offline, sem a necessidade de internet para a sua partilha em sala de aula.

As próximas sugestões estão relacionadas a ambientes virtuais e que trazem a internet como recurso indispensável, nesse caso esses materiais costumam apresentar uma maior interatividade na sua

construção. O CANVA é uma plataforma de design gráfico simplificada, que permite a criação colaborativa de materiais (como *cards*, *activities*, *poster*, *slides*, etc.), com partilha online ou impressos. Semelhante a ele, temos o “GOOGLE KIT” denominado assim por trazer variadas possibilidades de extensões no meio virtual (como *Google Docs / Presentation / Forms / Classroom / Meet / Earth*, etc.), cada um com suas especificidades e usos, mas também trazendo a possibilidade de colaboratividade. Destacamos duas ferramentas, principalmente nesse contexto de aulas remotas: o “*Loom*”, que facilita a gravação da tela do computador, excelente para apresentação visual com a mediação do docente, e o “*Jamboard*” enquanto quadro virtual para a criação de desenhos, anotações, partilha de imagens, textos, etc.

No quesito produção de vídeos autorais, desponta o POWTOON como um software de criação animada, utilizando imagens, áudios e até um avatar. Outra opção mais popular no momento é o TIKTOK, uma rede social que permite a criação de vídeos curtos, bem criativos e interativos, de fácil acesso e socialização, inclusive com a produção de *challenges* que viralizaram no meio jovem e estudantil.

Por fim, destaco que esses caminhos estarão sempre em processo contínuo de construção, descobertas e perspectivas futuras, enquanto concepção principiante de professor autor.

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BIODATA

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THE TEACHER MINDSET AND THE PANDEMIC: A REFLECTION ON THE EXPERIENCE

Marília da Silva Corrêa Lemos

2020 has been a unique year in our lives. Because of the covid-19 pandemic, we had to cancel our plans and adapt fast to the changes that kept coming, again and again, both in our personal and professional life. As Educators, we had to adapt to a Remote Teaching (RT) Context which was new to most of us. Nonetheless, our students were facing similar situations, especially if they had not been in an online teaching context before. But however challenging the times may be, those challenges and changes bring opportunities. It might be the occasion for us to revisit our classroom practices; to reflect and assess our teaching; and finally, to take risks: to explore and test new ideas, methods and approaches. In short, it might be an occasion to rethink our teacher mindset.

This is an invitation for you to reflect on your teaching experience during this Pandemic moment we are living in and hopefully acquire new strategies which may help you to adapt to the changes that are yet to come.

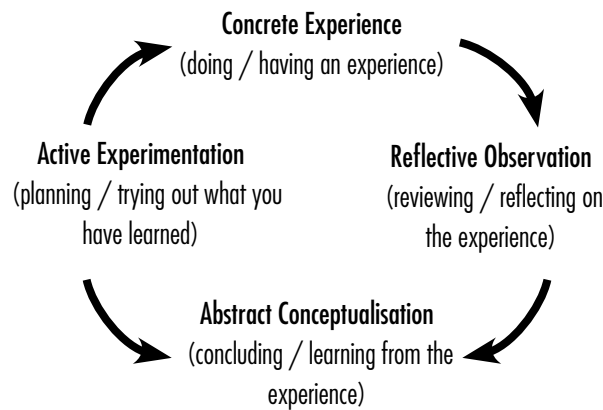
BUT HOW CAN I REFLECT ON MY PRACTICE?

The American philosopher and educator John Dewey said in 1938 that we do not learn from experience, we learn from reflecting on the experience. However, most people do not do this intuitively. Reflecting on an experience is a rather complex process, fortunately there are strategies and “steps” that can make our reflections less shallow and that can actually impact on our performance as teachers. As a start, it is crucial to understand that an experience needs reflection to promote learning. In Dewey’s words (1938), experience contains “*continuity*” which means that an experience is a continuous flow of knowledge. Therefore, learning is a *continuous* and *cumulative* process. That is, learning never ends. And because it does not have a beginning nor an end, we can represent it as a cycle.

THE REFLECTIVE TEACHING CYCLE

The idea of a cycle actually inspired Dewey and other thinkers such as Kolb (1984) and Gibbs (1988) to systematize the process of reflecting in a design of a cycle. The cycle is divided in four key areas to develop our thinking and aid our process of reflection.

Figure 1. Kolb's Experiential Learning Cycle



Available at: <<https://myexperience.gsu.edu/faculty/resources/theory/>> [Accessed 18 September 2020].

This reflective cycle has allowed me to reflect on my own practice during the pandemic, at the same time as it has served as an aid to come up with solutions for the issues I was facing. At this moment, I shall dive into the cycle's four steps to clarify its application on reflecting upon the Remote Teaching experience.

STEP 1: HAVE A CONCRETE EXPERIENCE

As simple as that. Narrowing down to our context, a concrete experience stands for a classroom situation we had, in terms of applying the lesson plan but also in terms of unpredictable events that occur in our lessons, which may or may not be related to the English Language Teaching itself. Concerning our current scenario, I may reflect on my experience with Remote Teaching, more specifically my experience teaching my first synchronous class¹ to Young Learners (YL). To see my students on the screen was a whole new experience: you can picture thirty YL students also making their first steps into the online classroom, cameras and microphones to manage, screen sharing and developing speaking skills. It was not a walk in the park. However, our role as educators is to “examine our pedagogy, articulate reasons and strengths for our strategies, and identify areas for revision or improvement.” (Reflective Teaching | Poorvu Center for Teaching and Learning, 2020). So that is what I did.

STEP 2: REFLECT ON YOUR EXPERIENCE

At this point, I asked myself a question: Why is it so hard to teach Young Learners online? The answer for this question would come from a thorough analysis of my class. It was the time for questioning and for evaluating my practice, performance and the general outcome of the class. By doing this analysis, I was raising awareness of my previous practice in order to drive solutions for the issues I was having.

¹ Synchronous learning is online or distance education that happens in real time, often with a set class schedule and required login time. Available at: <<https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/>> [Accessed 18 September 2020].

STEP 3: ABSTRACT CONCEPTUALIZATION

At this stage, It was clear in my mind what my issues were: I had problems with classroom management and monitoring online. Accepting and understanding my recurring issues was the key that led me to think critically about my teaching and to stop relying on my established personal norms. To make an abstract conceptualisation is to conclude and learn something from the experience. At this moment, I learnt what should be changed in order to have a different experience in the next lessons.

STEP 4: ACTIVE EXPERIMENTATION

Finally, it was time to plan something different and put it into action. By organising the problems and solutions on a table, the teacher may have a better overview of what changes are needed. The example below shows how I personally organised the changes for my next synchronous class.

Figure 2. Active Experimentation Table

Problem	Solution
Students speaking at the same time	Set specific rules for speaking
Can't see all students in the call	Divide the class in half
Can't do drilling	Drilling with microphones off, call out specific students to open their mics
There isn't enough time for them to speak	Assigned HW: to record audios and videos

Once I finished planning the next lesson, it was time to teach once again and have a different experience. In other words, go back to step 1 of the cycle again and keep reflecting.

WAYS TO KEEP REFLECTING ON YOUR PRACTICE

Applying the cycle to your daily practice may help you improve your teaching practice, but there are other tools one can use to continue reflecting. For instance, having a reflective journal² is a good way to take notes about the events and classroom situations which will help you organise your thoughts. Another tool to register your practices is to have a teaching portfolio³ which provides documented evidence of teaching and may also enhance your professional CV and your qualifications.

2 A reflective journal is an account of your work in progress, but more essentially an opportunity for reflection on the learning experience. It should provide you with a means of engaging critically and analytically with module content. Available at: <https://warwick.ac.uk/fac/cross_fac/iatl/study/ugmodules/humananimalstudies/assessment/reflectivejournal/> [Accessed 21 September 2020].

3 Vanderbilt University. 2020. *Teaching Portfolios*. [online] Available at: <<https://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>> [Accessed 21 September 2020].

Last but not least, reflection comes from sharing. Ask for peer feedback, find a teacher friend you can talk to, join a community, share your practices. According to Penny Ur (1996, p. 317) “teachers who have been teaching for twenty years may be divided into two categories: those with twenty years’ experience and those with one year’s experience repeated twenty times”. That said, it is crucial to understand that experience does not come *only* from practice; sometimes we have to rethink our mindset in order to have a different experience in the classroom.

FACE TO FACE LESSONS AGAIN? WHAT NEXT?

At this point, think about your journey in remote teaching. Compared to the beginning, how confident are you to teach a lesson online? Probably you feel more confident now, and this is because you reflected on your practice and adapted to this system. Charles Darwin once said that “It is not the strongest of the species that survives, nor the most intelligent; it is the one most adaptable to change.” All this Remote Teaching experience has demanded teachers to reflect and to adapt, in order to survive. And the future is uncertain, it ought to keep changing and demanding this adaptability from us. Being a reflective teacher is key to helping you adapt to what is yet to come. At the same time, reflective teachers “are more likely to develop reflective learners. If teachers practice reflection they can more effectively encourage learners to reflect on, analyse, evaluate and improve their own learning”, after all, what teachers genuinely want is for their learners to develop their autonomy as well.

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CONSTRUCTION OF THE TEACHER'S PROFESSIONAL IDENTITY AND ITS IMPLICATIONS DURING THE COVID-19 PANDEMIC

Yuri Fioravante

1. INTRODUCTION

This paper aims to situate the teacher and their professional identity based on readings of texts, participation in expository classes, and activities that integrate the undergraduate course in pedagogy at a public university in the countryside of São Paulo state. For this, the training and work of teachers, amid their educational context, also concerning the coronavirus pandemic that is underway will be taken into consideration.

Under the light of psychology, the concept of identity is compared with that of “metamorphosis, that is in constant transformation, and is the provisional result of the intersection between the person’s history, their historical and social context and projects” (CIAMPA, 1987 apud FARIA; SOUZA, p. 36, 2011, free translation). In this spectrum, it is believed that the educator will undergo paradigm changes throughout their career, since their initial training in their professional practices. Besides that, like never before, the pandemic has brought abrupt resignifications of many perceptions and beliefs previously conceived on the subjects (PIMENTA et. al., 2013) of education from families, students, teachers, and managers.

2. DEVELOPMENT

2.1 PEDAGOGICAL TRENDS

According to Domingo (1990) apud Rios (2015), the teacher is a fundamental figure in the development of the teaching strategy, reformulating their function according to the contexts in which they are included and the experiences they accumulate. Their work should be guided by didactics, an area of knowledge that must provide teachers with inputs so that they can make informed decisions with their students and in their work in general. From Comênio (1985) to the present day, a good understanding of didactics is considered desirable for a more effective learning experience for students. Many trends have influenced teacher training and guided school practices, from traditional pedagogy to more recent ones, such as Montessori, which “gave a huge boost to pedagogical research and practice” (GAUTHIER; TARDIF, 2010, p. 199). This was followed by the Summerhill school and then by the constructivist approaches based on Vygotsky and Piaget. According to Saviani (2009), these theories about education are “committed to understanding and explaining how education works, (...) [and that] must be studied by all those who seriously intend to play a leading role in the ‘educational field’” (p. 396, free translation).

2.2 BUILDING A DIALOGUE WITH AN INTEGRATION ACTIVITY ON “LANGUAGE, EDUCATION, AND SOCIETY: THE SPEECHES OF THE PANDEMIC”

As part of an integration activity promoted by the university where the author of this text is an undergraduate student, there was a debate on the teacher’s job amid the current pandemic of the coronavirus, addressing the relation of language, education and society in speeches during the current health crisis. This debate was mediated by a local professor, with the participation of another professor from the same department and two guests, a Portuguese public-school teacher and a professor at a state university of southwestern Bahia.

Participants discussed important education-related issues that have guided our discourse and practices nowadays and how they are represented by the media. These involved our educational system as a whole and also its professionals, thus affecting the construction of teachers’ collective and individual identities.

Official advertising by the Portuguese government, for example, attempted to convince citizens to adhere to online lessons, depicting education as a commodity that could not stop from being offered, and teachers as people who did not seem to be affected by the tragedies of the pandemic. Due to our interest in the teacher’s work, advertising pieces from the Portuguese government were shown. These seemed to focus on convincing people that classes should continue to be offered through new technologies, under a productivism paradigm, and insensitive to the damage caused to the people’s mental health, disregarding the possibility of suspending them and without defining welcoming practices through a situation that has drastically changed families’ and social routines in general.

Another important aspect observed is related to how the most vulnerable niches in society have been ignored by the authorities from Portugal, reaching the conclusion, which was also reported by news outlets, that many students do not have access to computers, despite the impression that this would not happen in a rich country, increasing disparities between the rich and the poor. Also, there has been an opportunity for private education companies to profit in record ways, taking advantage of the tragedy caused by the pandemic. However, there is an obvious difficulty that has been faced by teachers, which is the difficulty in addressing students’ needs and the deprivation of interactions in general. Among the outbursts of teachers dissatisfied with the classes during the integration activity, there is the testimonial of a teacher who has never wanted to work with distance education and is now involved with this “trouble”.

3. CONCLUSIONS

Given the definition of identity as something that resembles a metamorphosis due to its mutability, it would be no different with the teacher, a professional who finds him or herself involved in a multiplicity of contexts and active in various cognitive and social interactions, “in a permanent state of restlessness, caused by the ambivalence in the exercise of one’s profession” (POOLI; FERREIRA, 2017, p. 35, free translation).

As if all these concerns were not enough, we find ourselves in a pandemic that decimates lives daily amid genocidal, omissive public policies that have been historically neglecting and scrapping public

education, as a project to maintain the power of the elite, deepened by the adoption of remote classes without adequate prior preparation.

Finally, it is intended to express that teaching must have as its main objective the development of learning subjects, aiming at the development of talents and cognition of individuals through meaningful interactions in the search for the construction of more equitable societies amid the various challenges which are imposed on the teacher's professional trajectory.

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“ENGLISH IS NOT FOR ME!” – CULTURAL STEREOTYPES AND BELIEFS IN THE PROCESS OF LEARNING ENGLISH

Carol Romano

This talk came from my final paper at the post-graduation course in Neuroeducation, from 2017 to 2019. The paper aimed at investigating the beliefs, stereotypes and difficulties related to the process of learning English as a Foreign Language by adult Brazilian students. Considering the low numbers of speakers of English in the market in the face of the high demand of professionals who master English effectively, there is an important gap to be understood. Some important points were investigated through this research:

- ▶ the cultural status of the language, that is, English is for a selected few;
- ▶ the belief that to learn English effectively one must start as a child – that is, adults won't learn because they're 'old';
- ▶ the struggles some adult students face when returning to the classroom as many of them come from a place of perceived failure – having needed English for educational or professional purposes and not reaching their goals because they lacked proficiency.

To guarantee a more realistic view of situations and circumstances (Nunan, 1992) the survey collected answers from 245 Brazilian adult students of English as a foreign language, from different socio-cultural contexts.

To lead this paper, principles such as Deficit Thinking (VALENCIA, 1997), the Affective Filter Hypothesis (KRASHEN, 2009), Andragogy (KNOWLES, 2014), Growth and Fixed Mindsets (DWECK, 2006), Linguistic Imperialism and native speakerism were approached as conductors of the investigation.

THE AFFECTIVE FILTER HYPOTHESIS

For students to have a positive and satisfying experience as they study and learn a foreign language, it's paramount to analyse and act upon what is known as Affective Filter. The Affective Filter Hypothesis (KRASHEN, 2009) approaches how affective factors relate to the process of second language acquisition.

According to Krashen, three important points are essential for successful learning:

- ▶ Motivation: students with high levels of motivation are more successful when learning a foreign language;
- ▶ Self-Confidence: students with a positive self-image and self-confidence tend to show better results;
- ▶ Anxiety: lower anxiety levels are more favourable in the process of second language acquisition, whether at personal (student) or collective (classroom) levels.

The Affective Filter Hypothesis approaches the relationship of the many affective variables and how they raise or lower the learners' affective filters. Students with a less favorable attitude towards learning a foreign language would not only interact less but also show resistance or even aversion to communicating in that language - high affective filter. Thus, even when they understand what is being said, that input will not reach the areas of the brain responsible for language assimilation. On the other hand, students with lower affective filters will feel more comfortable as they engage with that language and try to communicate through it.

DEFICIT THINKING AND THE TWO TYPES OF MINDSETS

The concept of *deficit thinking* (VALENCIA, 1997) refers to the notion that students - especially those who come from less privileged groups - are by default less successful at school because of the deficitary contexts or experiences that they were brought up with. Therefore, students coming from Brazilian public schools or from families of lower income would not only be seen as but also believe themselves to be less capable of mastering a foreign language.

During my two decades teaching English to Brazilian students, a common type of discourse has been present in the adult groups: “English is difficult”, “English is not for me”, “I should have started as a child”. These narratives are frequently the basis upon which we have to work, before and beyond picking a coursebook or deciding on the aims of the course. If knowing English is seen as a gift, more often than not we have students that will give up quite easily as they perceive talent as a fixed trait and won't feel fit to invest in a process that actually takes time and lots of effort. Psychology studies suggest that in general people tend to show basically two types of profiles concerning how they perceive challenges and failure (DWECK, 2006). Such profiles - or mindsets - are usually connected with our experiences from early childhood and the set of beliefs derived from them tend to shape the way we see ourselves and the world around us; they are so ingrained that they are frequently seen as personality traits. Students with what Dweck calls a growth mindset tend to see challenges and mistakes as steppingstones to better learning, whereas students with a more fixed mindset tend to show some sort of determinism that doesn't allow them to see the learning process as a journey that requires adjustment and perseverance. As the paper showed, some people coming from a less privileged background have thrived in mastering English, that is, nothing in their personal development has told them ‘English was not for them’, whereas many students coming from more affluent families, students in higher positions in their companies have shown resistance to learning the language. Fortunately, it's believed that these mindsets can be changed through experiences and self-knowledge, making it possible for learners to adopt a more positive and flexible approach towards language acquisition.

ANDRAGOGY

Another common belief is that to learn a foreign language well, one must start studying it as a child. However, what happens to those who never had that chance? Should they just give up learning? If most of us have been educated under the principles of Pedagogy (education of children) there should be a development into adult learning as we understand the principles of Andragogy, according to Knowles, in his 2014 book “The Adult Learner”:

1. The need to know.
2. The learner's self-concept.
3. The role of experience.
4. Readiness to learn.
5. Orientation to learning.

That being said, it's important for teachers to understand the dynamics of a group of adult students, building on the advantages that learning as an adult can bring to the classroom, and raising students' awareness towards those advantages and specificities.

FOREIGN LANGUAGE, MOTHER TONGUE AND NATIVESPEAKERISM

For a long time, it has been said that the exclusive use of the target language in the classroom would guarantee effective learning. This is how, throughout the 20th century, the use of the student's mother tongue was banished from the classroom by many English teaching theorists (HALL; COOK, 2013). This ends up defining a dynamic of power within the classroom environment, in which those who have the knowledge have more resources. This also connects with another important notion that is the one of nativespeakerism. Nativespeakerism is an ideology that states that the teacher who is a native of the English language would, by definition, be a better teacher and that the standard to be pursued by students of EFL should always be the English spoken by a native speaker. (Holliday, 1994). This has also shown as a strong factor that discourages adult students to persevere.

Beyond tried and tested methods, approaches and techniques, the process of language acquisition, our beliefs and the stories our students bring into the classroom have to be taken into consideration. Understanding their background, building upon their journeys and embracing the narratives they bring could help us make more principled decisions as we teach and create a friendly environment where teaching and learning can take place in a way that is pleasant and fruitful both for those who learn and those who teach.

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REASONS TO USE L1 IN THE FL CLASSROOM: FROM PLURILINGUALISM TO TRANSLINGUALISM

Marina Grilli

INTRODUCTION

A recurrent question FL teachers are confronted with is what to do when learners express themselves in their L1 during class. This article aims at reflecting on why it might be productive and helpful to not simply forbid the L1 in the FL class, but find ways to work with it instead.

1. MONO, BI, PLURI, MULTI

The past few decades have seen much discussion that has persuasively challenged the idea that a multilingual speaker corresponds to many monolingual speakers. It is now widely acknowledged that nobody maintains his or her knowledge of each language separately. Even so, there remain multiple ways to define the capacity to deal with multiple languages.

The first issue to be addressed in this matter is the choice between the words *plurilingualism* or *multilingualism*. Both terms refer to contexts in which two or more languages are dealt with, a situation which used to be labelled *bilingualism* when there was no acknowledgement of the differences between learning and speaking one or more FLs. In this article, we work with the definition of multilingualism as a social phenomenon and of plurilingualism as the personal competence of handling multiple linguistic systems.

Only after understanding these definitions can one begin to understand why we should welcome the learners' L1 in FL learning practices, more specifically in classrooms where all or most of the subjects speak the same L1.

2. FROM PLURILINGUALISM TO TRANSLINGUALISM

Busch (2013) suggests that plurilingual practices encompass three axes – the subject, the discourse and the environment. Hence, one's competences could never be extended by simply diversifying *knowledge*, but only by entangling them all within social *practices*.

Since the term plurilingualism implies 'plurality of individual languages', Busch (2015) advocates for the Bakhtinian concept of *heteroglossia* – that is, a dialogue within one language or between different languages (BAKHTIN, 1981, p. 294). Bakhtin originally developed this concept to argue that the power of the novel derives from the conflict between multiple voices: the characters', the narrator's and the author's discourse.

According to Canagarajah (2017, p. 34), 'words are mobile signifiers located in space and time'. This means that language does not exist as an isolated object or phenomenon, but only as a product of certain environmental conditions – which demands, again, a better term than *plurilingualism*, in

order to describe practices that entangle elements from multiple languages and flow according to the space and time in which they are produced.

Canagarajah (2013) proposes the term *translingual practice* because the prefix *trans-* allows for thinking about the communicative competence beyond predefined languages. In other words, *translingual practice* is the possibility to use the established linguistic codes to create new ones, by including all verbal and non-verbal resources available to the speaker.

Even so, it would not make sense to consider the translingual point of view of what is considered a language without considering all the implications this concept brings to the FL classroom. In the end,

more important than learning the elements of one whole symbolic system [...] is the necessity of learning to move between languages and to understand and negotiate the multiple varieties of codes, modes, genres, registers, and discourses that students will encounter in the real world (KRAMSCH, 2012, p. 107).

3. EUROPEAN MODELS AND TRANSLINGUAL TEACHING IN BRAZIL

Hufeisen (2011, pp. 268-271) discusses four models for teaching FLs. The author suggests the implementation of a “whole language policy” that integrates all FLs and content subjects taught at schools, and her models include working with intercomprehension and implementing a specific tertiary language teaching methodology, two complementary propositions.

The third model is the Content and Language Integrated Learning approach, known simply as CLIL or bilingual instruction. The fourth and last model consists in the challenge of teaching plurilingualism directly, that is, working with more than one FL in the same school classroom at the same time, with the goals of “making learners aware of their individual plurilingualism(s)” and “systematically creating and promoting awareness of language(s) and language learning awareness across languages” (HUFEISEN, 2011, pp. 266-267).

However, many of their features do not apply to the Brazilian reality. If there are good initiatives in IC and some elite CLIL schools, teaching two or more FLs and implementing specific teaching techniques for this seem way out of our range of possibilities, due to the language policies that have been implemented in our country since the arrival of the Portuguese (see more in GRILLI, 2018).

A more realistic possibility, though, is bringing translation practices back to the FL class. As Carvalho Neto & Bohunovsky (2011) remind us, the word ‘translation’ is, or was, usually associated with the Grammar-Translation Method of teaching languages (GTM). However, in the past decades, the act of translating has been again acknowledged as more than the search for a corresponding word in another language, to be understood as the act of rewriting and transforming. Translation practices can be used as a resource to achieve at least four different goals:

- ▶ to learn new vocabulary, especially at initial levels;
- ▶ to raise awareness of grammar structures in contrast with those of the L1;
- ▶ to raise intercultural awareness by seeking equivalents for the same concept in different languages;
- ▶ to mediate the communication between two other people, as acknowledged by the Common European Framework (COUNCIL OF EUROPE, 2001).

In other words, translation practices in the FL classroom can serve as a means to reflect on the plurality of learners' resources, instead of ignoring them. Developing a "plurilingual and pluricultural competence", as the Common European Framework phrases it, necessarily involves the first language one has ever had contact with.

CONCLUSION

According to Claire Kramsch (2012, p. 108), learning a FL "should be seen as the acquisition of multilingual and multicultural competencies, even if the object of instruction is one standard linguistic system". But how can the FL learner be stimulated to develop such competencies while not being allowed to work with a whole set of resources they have spent all their lives making use of and connecting with all sorts of experiences?

As Arbona & Chireac (2014) remind us, teaching FL in a *communicative* way is not about ignoring metalinguistic reflections. It means that allowing learners to profit from their L1 doesn't take away the communicative character of the FL class – on the contrary, it broadens their communicative resources and abilities.

The translingual perspective, according to which all linguistic resources are part of one set of features, opens up possibilities such as using the L1 to mediate learning both the FL and relevant subject matter, as in the CLIL approach, or interacting with others while each participant speaks their own language, as in the intercomprehensive approach. The use of the L1 might also be stimulated in intercultural mediation activities, by suggesting learners find translations for certain terms from one culture in another of their languages.

If we consider the reality of developing countries, where opportunities to learn a FL are not accessible for the majority of the population, welcoming the learners' L1 can make a difference in increasing these opportunities, as in the Freirean concept of welcoming the learners' reality as a starting point to learn something new.

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THE CONSTANT LEARNER

Ana Paula Botelho & Thiago Hime

The fact that things change steadily and quickly is not exactly a novelty. Neither is the need to constantly adapt to these new situations that unfold. The crucial point that deserves a bit more of our attention is people's attitude to this scenario: how they see and react to changes in various contexts, if they remain in their comfort zones - and why - or take action; and when doing so, whether courses of actions are based on informed decisions. And this is where the importance of being a constant learner lies. Simple as it might seem at first sight, being such a kind of learner in a broader sense requires awareness and depends on quite complex variables that will be discussed here.

Being a constant learner has to do, first of all, with having a purpose. But what exactly is it? Basically, it is the reason why someone does something, or the thing that drives one towards certain achievements. Going beyond, Bailey (2020) states that there is a place in which our "talents, skills, abilities and gifts intersect with a void or a need". It is indisputable that this place of intersection is this so-called purpose. However, just like anything else on the path of (subjective) success, it cannot be an immovable point in which we stay endlessly, but rather there should be a constant search that will move us and keep us on target.

This is so since our realities change very often, and so should we. Once we understand there is no fixed point, and that changes are necessary as much as they are part and parcel of our lives, we can move on and ask ourselves key questions such as: What is the role of perfection in this constant search? How acceptable are failures? What about extrinsic rewards? Are they what generates motivation and make us be firmly focused on our target? What keeps me alive and kicking?

To try to find answers to these questions, it is crucial, far and foremost, to briefly exploit the concepts of fixed and growth mindset. These are two basic and opposite mindset lenses through which we can see the world and our role in it. Throughout our lives, we tend to favour one or the other, based on our readiness to change and how we were taught to face things and facts. What both views have in common is that they reinforce patterns of thinking in our brains, which may not always be positive.

A fixed mindset believes that our skills, abilities and talents are immutable, that each one of us has a limited scope of achievements and that within this scope nothing improves or gets worse. This mindset is deceiving, mainly because of two different aspects that lie on firm beliefs: one that says that someone cannot go beyond what they can currently do, which does not stimulate their brain to form new connections; and another one that is the opposite: an absolutely perfect finished view of oneself or someone else.

So, whenever people are labeled and put in boxes, or when they solely rely on extrinsic motivation such as money, chances are they will keep this fixed mindset. It may also be harmful to someone's growth to excessively praise them by telling them how accomplished they are, being oblivious to their areas for growth. The same holds true when we treat ourselves like this, not believing in our potential, or being dependent on rewards to move on and improve, or even when we think too highly of ourselves,

bragging about competencies we believe to have in a way that is detrimental to the power effort, self-awareness and open mindedness have on our lifelong learning path.

The main side effect of such a mindset is that it makes people avoid leaving the so-called comfort zone. Therefore, they tend to give up on whatever they are doing when obstacles come their way or avoid taking risks. Since the product and not the process is what really matters to them, they do not seem to make the most of feedback as an invaluable tool to help them develop. On the contrary, they seem to prefer taking shortcuts by either seeking approval, as “they consider results as their identity” or “feel threatened by the success of others” (BANSAL, 2020).

A growth mindset, in its turn, is a belief that we never stop learning, developing and improving. “This mindset appears to actually encourage the growth of the new neural pathways, forming new connections that weren’t there yesterday instead of running over the same pathway over and over again” (MEACHAM, 2014).

Brains that are programmed to operate with this type of thinking are likely to learn new information much faster. More importantly, they seem better at connecting one new thought to another allowing truly transformational ideas to emerge. And it might lead to the emergence of novel outlooks on any given scenario, unexpected as it might be. As a result, people who see the world and where they stand in it through this perspective, are prone to value the process and everything that is intertwined with it such as success, achievements, failures, and setbacks, instead of focusing on the outcome and third-party validation.

As Bansal puts forward, a growth mindset believes that “talents, abilities and intelligence can be developed through effort and practice”, and this means, people learn from every single experience, whether they be positive or negative, and from people they interact with, regardless of who and how knowledgeable they are. So, taking risks, embracing the unknown and working collaboratively do not seem to be problems here.

It is undeniable that it is no easy task to shift from a fixed to a growth mindset. It demands leaving behind deep seated beliefs that were built throughout a whole life. Furthermore, it takes emotional intelligence to acknowledge that each of us is unique and to understand that other people’s achievements are no better than ours, and that these people’s success does not threaten or overshadow ours. After all, success is relative and there is no one-size-fits-all patterns.

It is also a matter of not only keeping a growth mindset, but a beginner’s mindset as well in this ever-changing world, where there are no experts on what comes ahead. As Hagel (as cited in Afshar, 2020) puts it “The label of expert is more suspect in a world of constant and accelerating change. (...) Expertise is based on skill and experience from the past. What matters is excitement and passion for exploring, while maintaining humility and a beginner’s mindset.”

Damasio (2007) has shown us the role emotions play in our decision-making processes and in our capacity to learn new things. In order to actually learn something, we need to associate an emotion to it. Hagel thus argues that we should then focus not so much on what drives the mind, but what drives the heart, which is the seat of our emotions and from where our capacity to learn and stay connected springs. So, the focus on personal or professional development should not be on what drives the mindset, but what drives the heartset.

What is it, in us, that makes us hopeful and enthusiastic? What in our heartset can be an engine for change and what bogs us down? If we find that which is our purpose and our passion, then we are better equipped to navigate through the uncertainties of tomorrow in all our life settings. Hagel suggests that we should find and cultivate the passion of the explorer in ourselves, to move from the fear of a relentlessly ever-changing world to a journey of discovery of new opportunities and growth.

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'HOW DO YOU SAY THAT IN ENGLISH?' — THE IMPORTANCE OF LEARNER STRATEGIES AND LEARNER AUTONOMY

Gabriel Lemos Dias Monteiro

Teaching is not an act of transferring information. Our role as educators goes beyond that. We should always bear in mind that learners need to be independent and autonomous. The role of the teacher has changed throughout the history of English Language Teaching. Classes must have tasks which are student-centered, promote learner training and foster learner autonomy. It does not matter whether students are beginners or advanced; they need to understand and take responsibility for their own learning.

However, it is not a natural thought among students, since they prefer to rely on their teachers to impart knowledge and assess what they have learned. Nevertheless, the less they depend on us, the better it is. We should constantly remind students that it is their own duty to identify their needs and develop strategies. Selecting materials, coming up with action plans, using dictionaries, choosing resources and assessing their own performances are some examples of tasks they can do themselves.

In their book, Scharle & Szabó (2000) contrast autonomy and responsibility and they pose an interesting question, 'What is the difference between these terms?' The authors state that both concepts require active involvement. First of all, teachers might provide all the necessary tools/ input, but if learners are not disposed to cooperate, learning will not take place as it should. They must take responsibility and do what it takes to improve and make learning possible. It is imperative that they understand this requirement and do their part: cooperate with the teacher and peers, expand their knowledge, monitor their progress, benefit from opportunities to practice the language, etc. Beyond that, though, students must develop a sense of autonomy. That means they need to be independent from the teacher, and not wait for them to provide all the knowledge and tell them what to do. What we do need to do is to raise their awareness of how autonomous they should be in order to have the best learning experience.

According to studies (THORNBURY, 2006, p. 26), "Autonomy is your capacity to take responsibility for, and control of, your own learning. (...) Autonomous learning assumes that the student has well-developed learning strategies, and the development of such strategies is the aim of learner training". It is imperative that teachers, as facilitators, promote this training every single class, in all the stages of the lesson. This way, students can develop their own learning strategies and/or make use of the ones that cater to them, which should foster autonomy. Learner training means we need to raise their awareness of particular strategies they should try and make use of. Needless to say, learners usually try some strategies once or twice before jumping to conclusions, so it is important to insist that they try it for two weeks, for example, before they can actually say it does not work for them. Perhaps that particular strategy really does not cater to their learning preferences, but they do need to give it a chance before giving up.

Language learning strategies are a particular tool for students to enhance their own learning and to have "active, self-directed involvement, which is essential for developing communicative competence" (OXFORD, 1990, p. 1). Rebecca Oxford classifies strategies into direct and indirect. The former refers to

the ones that literally direct learners to the target language, whereas the latter touches on the ones which help them learn, but not getting into the target language itself. Both of them are of the utmost importance to the process because they equip students with the necessary tools to have the most effective learning experience possible. Let us talk about these strategies in more detail, in the light of Oxford (1990).

Concerning direct strategies, we can categorize them into three subcategories. **1.** Memory strategies help learners store new information. Some examples include associating content, using imagery and placing new words into a context. For instance, keeping a vocabulary notebook -- or sheet, if they are more tech-savvy -- might be useful. There is a template in the resource list at the end of this article. **2.** Cognitive strategies facilitate the understanding and production of new language in different ways: analyzing contrastively, summarizing, taking notes, etc. For example, making use of contrastive analysis (CA) to compare structures, lexical items and pronunciation features in L1 and L2. Please find a sample grammar lesson using CA in the resource list. **3.** Compensation strategies enable students to communicate in spite of some gaps in knowledge. For instance, using linguistic clues, using synonyms and approximating the message. *Taboo* is an example of a task that helps students paraphrase -- you can either ask them not to use the words on the card or to do so. Refer to the resource list for a site to read the original rules and play taboo online.

On the other hand, we can divide indirect strategies into three subcategories. **1.** Metacognitive strategies “allow learners to control their own cognition -- that is, to coordinate the learning process by using functions such as centering, arranging, planning and evaluating” (OXFORD, 1990, p. 135). Some examples include arranging and planning your learning, identifying the purpose of a language task and finding out about language learning. In the resource list, you can find a collaborative Padlet in which learners and teachers can find and recommend techniques to practice English at home. **2.** Affective strategies are to control one’s emotions, motivations and attitudes. For instance, taking risks wisely, using music and discussing your feelings with someone else. You can find a slide with a wrap up stage for students to share their feelings in the resource list. **3.** Social strategies help students to make use of interaction with others so as to learn. These include cooperating with peers, becoming aware of the thoughts and feelings of others and asking for clarification or verification. For example, peer correction is an important technique, but students might have to do it carefully. Take a look at the resource list to find a poster with expressions to promote peer correction, I have on my classroom wall.

Having said it all, it is worthwhile to mention that there are certain attitudes that might be harmful to students’ learning process and autonomy. Firstly, if we want to be the only source of knowledge in the classroom and not give students the opportunity to share what they know or to make use of resources, such as online dictionaries, they will not develop the independence they will need when they are only speakers of the language -- not our students -- and we are not around. Maybe you do not want your students to keep using translators and you are afraid to let them use unreliable sources, you may want to share the list of dictionaries in the resource list with them. They can add it to their home screens so as to be able to access it quickly. Moreover, be careful not to spoon-feed students when they **1.** do not make use of classroom language they already know, **2.** speak Portuguese all the time, **3.** always refer to you to ask questions, and others. Remember to raise their awareness of their own responsibility and autonomy as often as possible. As Griffiths (2008) states, we should let students take responsibility for their learning in both methodological and psychological terms.

RESOURCE LIST

1. [Vocabulary sheet](#) - shareable link to make a copy
2. [Causative form \(lesson\)](#)
3. [Play Taboo](#)
4. [Collaborative Padlet \(strategies\)](#) - shareable link
5. [Wrap up](#) - you can use it once in a while
6. [Peer correction poster](#)
7. [Online dictionaries](#) - shareable link

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USING SELF-EVALUATION TO HELP LEARNERS REACH AWARENESS AND TAKE ACTION TOWARD SELF-REGULATORY PROCESSES

Tania de Chiaro

Have you ever taught students who weren't aware they had strategies or who didn't know how to make conscious use of these strategies?

A great part of my work as a teacher has been dedicated to teaching ESP (English for specific purposes) to hotel and restaurant staff. Unfortunately, most workers in the operational areas of a hotel or restaurant in Brazil come from a deficient schooling system and haven't really built or become fully aware of their learning strategies during the process. Most of the time, these students present a great deal of motivation, but they can certainly use some help on aspects that involve learning how to learn. Apart from that, some of these students don't believe they can learn and be successful, and for me this has always been a major hindrance to their own development process.

The quest for a better understanding of the situation along with the desire to help them make the most of their learning experience led me to research. For my master's in education, I developed a case study with a group of 60 students with whom we practiced a selection of learning strategies for a period of two months. We kept track of some aspects with a pre and a post-questionnaire. The answers to two of the post-questionnaire questions have generated some of my teaching actions since then and are a part of what I want to address in this article. The question presented below was an attempt to understand the participants' impressions on the impact of the project on their learning process. In parentheses, I added the percentages for the participants' answers.

“In your opinion, has the work done in class with the learning strategies influenced your learning process?¹

- () Yes, it has had a positive influence. (50%)
- () Yes, it has had reasonable influence. (38,3%)
- () Yes, it has had little influence. (5%)
- () No, it hasn't had any influence.” (Chiaro, p. 158, 2009)²

With the question reproduced below our intention was to understand what had changed in their own process concretely. Learners' answers are in parentheses.

¹The questions were originally asked in Portuguese and translated for this presentation and article.

²6,7% did not answer.

“Mark the statements that are true to you about the effect(s) of the work done in class (mark as many as you wish):

- () It has improved the way I participate in class. (76,7%)
- () It has improved the way I study at home. (58,3%)
- () It has helped me better understand what to do to learn more efficiently. (73,3%)

- () It has helped me improve my performance and outcome. (71,7%)
- () It has made no difference in the way I participate in class. (8,3%)
- () It has made no difference in the way I study at home. (5%)
- () It has made no difference in my performance and outcome. (3,3%)
- () Other(s). Which? _____” (Chiaro, p. 158, 2009)

Although this research was carried out with a very small group, it is fair to say that it helps us see the relevance of students’ roles in their own learning process. If, on the one hand, we know that learning strategies are important for students, on the other hand, it is essential to understand that strategies are, nowadays, only a part of what we should guide our students to. During the 80’s and early 90’s, most of our efforts were directed to helping students essentially with cognitive strategies. Later on, with educational psychology research, we came to realize that successful learners apply a combination of metacognitive, motivational, behavioral and environmental processes to enhance their achievement. And what’s more, these processes are cyclical, which means they are always improving. This broader perspective is known as ‘self-regulated learning’. Research also shows that self-regulatory processes are teachable and can lead to an increase in students’ motivation and achievement. (Schunk and Zimmerman, 1998). Many scholars have studied, researched and written about the topic. In this article, I will mention mostly Zimmerman’s theory and research. According to Zimmerman, “Self-regulation refers to self-generated thoughts, feelings, and behaviors that are oriented to attaining goals.” (2000)

In my experience, one of the first steps to teach self-regulatory processes is to guide students in the process of self-evaluation. If we help students observe and analyze their own learning processes in an objective way, they gradually become aware of what works best for them and the limitations they need to work on. Once at this stage, students learn to select, adjust and apply the best course of action for each task or challenge they face. These are the metacognitive skills and the autonomy we are willing to encourage. As Zimmerman puts it, “Self-regulated students focus on how they activate, alter, and sustain specific learning practices in social as well as solitary contexts.” (2002)

I usually use paper forms, online forms or conversations to have my students self-evaluate. As this is a continuous process, it means you will do it from time to time. You may think of it as a project. The more students learn about their processes, the more they will be able to self-regulate.

For practical reasons, let’s now call it ‘a cycle’ every time you do it, and let’s divide this cycle into three distinct moments: 1. you have to prepare the questions you would like students to think about, 2. students have to answer them and 3. there is some kind of follow up action. For each of these phases, I listed a few aspects I would like to suggest you take into consideration.

When preparing the questions:

- ▶ Use short and objective questionnaires to start. I suggest you begin with very concrete aspects such as punctuality, material, homework, participation and so on. See how they respond and gradually ask deeper questions, for example, about commitment, self-image, self-efficacy, beliefs and so on.
- ▶ You may use scales or open-ended questions. In case you use a scale, avoid creating one that has an odd number of answers. Students who don’t want to put much effort into it, tend to answer using the scale in the middle.

- ▶ Do it regularly, but not too often. Vary the questions you ask every time.
- ▶ Within a cycle, you may choose to ask about different aspects such as strategies and behavior, or you may choose to focus on one of the aspects only.

When presenting it for students to answer:

- ▶ Especially when students are answering it for the first time, it is very important that you tell them about your aims and the rationale behind the project. For it to work, students must be engaged, and for that, they need to know your ‘why’ and be encouraged to find their ‘why’.
- ▶ Most of the times, because it is an individual process, once they finish answering, instruct them to keep the form in a place where they can consult it regularly.

The aspects you provoke students to observe and reflect upon will trigger the work towards self-regulated learning, therefore these must be worked on. Thinking is powerful and can lead to transformation. You don’t want it to be wasted! So, what are some ways you can follow it up effectively?

- ▶ If you want to keep it individual, always refer back to their forms to remind students of their own processes and encourage them to use the tools, strategies and behaviors they are learning to identify as effective. When you propose a task, give them some choice, so that they can put to use what they are learning about themselves as learners.
- ▶ If you think your students are comfortable sharing, one idea is to have them sit in a circle and share certain aspects of their findings orally. This can be a very rich experience to promote collaboration.
- ▶ If you decide to ask students’ permission to see their answers on the forms, because you feel you will be able to cater to their individual needs more effectively, remember to be respectful and discrete.

I have been asking my students to self-evaluate for a long time, and as it happens with most of the educational actions we adopt, results are different from individual to individual. One aspect that seems to be common ground for everyone though, is the intrinsic value of self-evaluation. Self-evaluation is a path to self-knowledge, and both may be key to empower students to lifelong learning. In a country like Brazil, where we want and need to prioritize education, equipping learners with self-knowledge and self-regulatory processes may help shape better chances to successful lifelong learning.

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BIODATA

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AUTISM AND BILINGUAL EDUCATION

Luiz Eduardo R. Moreira

After decades of being in the shadow, inclusion is finally a huge topic of discussion; and it can easily be seen that functional autistic individuals have always been around. However, they have been neglected many times, consequently bullied and seen as “different”. To begin with, it is important to bear in mind what the autism spectrum is. The DSM 5¹ addresses social communication deficits and repetitive patterns of behaviour. Leo Kanner (1943) has also developed early studies about it. After briefly defining the Autism Spectrum Disorder (ASD), the following paragraphs will not offer a treatment based on a bilingual education, but address aspects of how a bilingual education can help in a treatment. After reading this article, it is expected that everyone can see that adjusting and adapting classes will benefit every single student and not only the ones in the autism spectrum. The aim of this article is to discuss approaches in order to provide these students with the best possibilities to thrive in a foreign language class. The bilingual environment was the one chosen to be investigated.

Throughout history many myths about autism have been spread, such as the refrigerator mother, when the mom does not show affection to the child, or that vaccines cause autism. Nevertheless, the real cause is not really known, scientists believe that there are both a genetic and an environmental factor (MUOTRI, 2018). This environmental factor is more related to the treatment than to the cause itself. The way the spectrum is seen can also give way to misleading interpretations, in addition, the spectrum shows us that there are autistic people who are more functional and others who are less functional, however, “mild autism” does not exist. Behind every single person in the autism spectrum there are struggles we cannot see at first sight. If a student in the spectrum can perform well in school, it is clear that the student, parents, therapists, relatives, friends have been working very hard in order to make this school productivity take place. Being aware and willing to help is very different from romanticizing it, the fight and the struggle are there, but the opportunity to learn is always around us. Autism is not a disability, it is a different ability, it is a different way to perceive the world around us.

Considering what has just been said, it is clear that language teachers can help and learn from people in the spectrum, but how? Language schools, most of the time, don't get information from the family. Moreover, most of them don't even have psychologists on their team, who would be able to help everyone. Therefore, when language schools get some information, they don't properly know how to help teachers and students. Training about inclusion and special needs is very often seen as a waste of time. Although the bias is huge, raising autism awareness is the only way to help teachers, students, the school and parents, and studying is the way to fight it.

Any kind of approach will only work well if the reality is considered, different people react differently to diverse stimuli. Moreover, the environment always affects every single activity a teacher plans. Being aware of any specific aspect from a student with a special need is essential to conduct an effective class. The autism diagnosis is not easy, society has its own filter to make this process hard

1 Diagnostic and Statistical manual of Mental disorder 5th edition, American Psychiatric Association. 2013.

enough. As language schools we should try to bring a new and enjoyable environment, which can open many doors even for a future job. Likewise, schools shouldn't be a burden to an autistic child, but throughout history, these schools have never been a pleasant place. Therefore, being autistic shouldn't be romanticized; but it also shouldn't be demonized, there are perspectives to be approached in this path. Fortunately, at least in the EFL area, we have seen approaches such as STEAM, maker-centered, CLIL, bilingual education and others coming to the center of attention. Thus, inside these perspectives I believe inclusive education can take place.

The theory of assisting everyone is really beautiful, but is it real? I do believe so, however, this reality is definitely not easy. To my mind, there are three main aspects which can help everyone involved in the process. First, studying is crucial here, teachers, parents, relatives, therapists and everyone else must study the topic. There isn't a right answer in books or on the internet, but there are ideas and studies with very relevant perspectives. Second, isolationism is a big problem, and we should remember that there are more people fighting together. On the one hand, experienced teachers can sometimes be too proud to ask for help, as they have been teaching for a while, they think they must find the answers by themselves. Inexperienced teachers can be a little intimidated to ask for help, they fear they will be judged by others. On the other hand, we must all be able to ask for help, we should never be ashamed of asking for help. This network is essential to keep everyone healthy, the more we share, the more we care. Those first two aspects mentioned above are essential to develop a positive relationship between a student and a teacher. As a third tip, we can think of a more practical idea, which is: KEEP A JOURNAL. There isn't a recipe for how to take notes, but you can find the way that suits you and your reality. It is well known that time is something that is rare for teachers, but if you take five minutes after every class to take notes about your students, it will save you a lot of planning time later. Write down which activities worked well or not and how long each one lasted. You should also pay close attention to how the interaction with the other classmates during the activities was. By writing things down you will be able to identify patterns and it will help you to integrate, as much as possible, the student into every activity, it will definitely help you plan your classes.

Being a part of bilingual programs at Casa Thomas Jefferson² has made it possible to put some ideas into practice. In the Bilingual Adventure³ program there are different spaces to be explored in a variety of ways. The drama room is excellent to work with theatre techniques, in the kitchen the food selectiveness issue can be addressed. Sensory activities can be performed, and the playground lends itself to work with psychomotricity. Maker-centred activities are always performed; they can help students develop a range of abilities. Working in groups to promote social interaction is also part of the whole process. Another project that endorses the activities just mentioned is the Thomas Bilingue for Schools⁴. As this program is a nationwide one, lesson plans are designed encouraging teachers from any kind of schools to conduct the activities listed. The program is not just based on lesson plans, but it is also a teacher development program.

2 <https://thomas.org.br/>

3 <https://thomas.org.br/news/bilingual-adventure-1>

4 <https://www.thomasbilingueforschools.com/>

To sum up, it is of paramount importance to repeat that the communication among everyone involved in the process must improve. We have been fighting and struggling in many different battlefields; however, we can join forces. Integration is a key value to make development available to everyone. Therapists, parents, relatives, teachers, helpers should be able to talk openly and together find better ways to help everyone whose brain works in diverse ways. It is very difficult to think of a solution that would be different from studying and sharing. Everyone needs to give a hand in this whole process, so if we work together and share our different perspectives, things can continue in a better and lighter way. Let's embrace the difference and help each other. No one should be left behind.

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IS DOGME ELT ABLE TO COEXIST WITH 21ST CENTURY EDUCATIONAL RESOURCES?

Igor Miura Ramos

Nowadays, the ELT world is filled with a plethora of learning resources that promise to ease the process. However, in order to use all the resources and not to seem outdated, teachers all too often neglect the most important aspect of the classroom: the students and their needs.

The aim of this article is to present to you an approach that caught my attention only last year, and that can help you to both deliver more meaningful lessons to your pupils as well as free some space in your schedule. Can Dogme ELT do that? You will soon discover.

WHAT IS DOGME?

Originally, a movement called Dogme 95 initiated by Lars von Trier, a Danish Filmmaker. Dogme ELT was not a teaching approach. The movement “vowed to rescue the cinema from the Hollywood model of filmmaking” (MEDDINGS, 2003). In other words, the Dogme 95 movement challenged cinema’s dependency on technical wizardry, special effects and fantasy (MEDDINGS & THORNBURY, 2009), and this sought to create realistic movies with no special effects, where the story itself is the most important aspect.

In ELT, Dogme was spearheaded by Scott Thornbury who argued that ELT had become dependent on materials and technology at the expense of learning possibilities (Meddings, 2003). Dogme ELT challenged what was considered an over-reliance on teaching and technical wizardry (MEDDINGS & THORNBURY, 2009).

HOW A DOGME LESSON WORKS

There are three main principles in a Dogme lesson according to Meddings and Thornbury (2009). They are that teaching:

- ▶ is conversation-driven;
- ▶ is materials-light;
- ▶ focuses on emergent language.

Being conversation-driven is paramount in Dogme, as Allwright states “The importance of interaction is not simply that it creates learning opportunities, it is that it constitutes learning itself” (ALLWRIGHT, 1984 as cited in MEDDINGS and THORNBURY, 2009, p. 8). Thus, creating an environment where students feel free to talk, and use fewer materials, can increase the success of the lesson.

Nonetheless, a Dogme lesson is not about throwing all the books away and having students talk for an endless period. Luke Meddings (2003) proposes five types of Dogme ranging from having only a part of the lesson following a Dogme approach to having a school following this. The types are:

A. Punk Dogme:

The tip of the iceberg in Dogme, probably all teachers have already done this. It is those moments when the printer does not work, the internet does not function, or you realize you have forgotten your materials and you have to teach your lesson impromptu.

B. Talk Dogme:

This is when you have a Dogme moment in your class, but not the entire lesson. It is a moment when students spend less time with the coursebooks and more time interacting while the teacher takes notes on emergent language to be worked on and afterwards students go back to the coursebook.

C. Deep Dogme:

Dogme is the basis of the whole lesson. The teacher does not need to pre-plan the lesson, instead, the only thing the teacher does is create an activity that is conducive to conversation. Students perform the activity whilst the teacher takes notes on emergent language, which is to be worked on later. In this model, the teacher post-plans the lesson, as nobody knows which language will emerge.

D. Full Dogme:

Full Dogme presents the same idea as Deep Dogme, but rather than being only a lesson, the entire program is constituted of Dogme lessons. Students will “bring” the “material” to be worked on throughout the whole period of classes. There is no pre-planned syllabus. This is concocted by students and teachers together as a map of a journey of discovery.

E. Dream Dogme:

Dream Dogme is perhaps a utopia, but in this concept an open school is created. There are no levels, no coursebooks being used, and no set number of copies distributed on a daily basis. Instead, students organize themselves into groups of interest and the teacher becomes a facilitator of the learning process.

HOW TO IMPLEMENT DOGME IN YOUR CLASSROOM?

Implementing Dogme moments in your lesson is perhaps the funnest part of all this process, the reason being the simplicity one will have when doing it, however, do not be fooled into thinking that it is simple to teach a Dogme lesson. You as a teacher must juggle many balls in the air at the same time for this to work.

Nevertheless, selecting materials for a Dogme lesson is quite simple. Everything ranging from a picture to a small key chain can serve the purpose of initiating a conversation that will lead to a Dogme moment.

Creating a Dogme lesson, then, will depend on how far your creativity goes, and I am sure we are all capable of incredible things when we use our imagination. A simple idea for you to test it, is to write three phrases of what you always do, sometimes do, and never do. Discuss this with your students, have them do the same and see where this leads the class.

PROS AND CONS

After experimenting with the Dogme approach, mostly Talk and Deep Dogme moments with my students, I weighed the pros and cons I could notice during these teaching practice moments. The highlights are here, however, this is my list, and perhaps if you experiment with Dogme your results can be different.

PROS:

- ▶ Easy to prepare. Sometimes an image can spark a lot of discussions;
- ▶ Unpredictability of lessons. Sometimes it can be quite surprising;
- ▶ You will always have a different learning outcome for the class or the students;
- ▶ Once learners get used to having these types of lessons, they produce fairly well and enjoy these book-free moments;
- ▶ Learners cooperate to construct discourse that is connected and coherent to their own abilities, and this is not necessarily the abilities suggested by a coursebook.

CONS:

- ▶ Teaching a Dogme lesson will require significant ability from the teacher;
- ▶ At first, learners can be taken aback by the Dogme proposal and become reluctant to take part in the lessons, but this soon tends to change;
- ▶ Some learners just do not seem to fit in with the Dogme approach. As teachers we should be aware of different learner styles, therefore, if you feel your students do not like it, stop it.

CONCLUSION

In my view, Dogme is a relevant approach, and it should be taken into consideration nowadays, mainly because what students usually want to do the most is learn how to speak English fluently, however, with all the resources available today, some pupils have told me that “doing exercises from the book” during a lesson seems pointless, as they can do them at home.

Thus, I believe that Dogme lessons can help these types of students to enjoy the learning process better. Furthermore, as Dogme focuses on emergent needs, I believe students would feel they are learning more, or that this is more relevant to them, helping in their motivation.

It is not my purpose to convince you not to follow your school curriculum, or to stop using books. The overall idea is that you make use of these and other resources as well as bring more variety into your lessons, and as a tutor once told me and I quote him “Variety is the spice of life”.

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UNDERSTANDING MULTILITERACIES: HOW CAN WE REDESIGN SOCIAL FUTURES?

Joyce Fettermann

INTRODUCTION

Recent times have required new knowledge and literacies from all of us. When it comes to educational settings, besides rethinking the curriculum, teachers have needed to understand their new roles regarding the use of technologies and become more aware of the multiliteracies that are more and more necessary today.

From 2020 on, with all the scenarios caused by the pandemic of the COVID-19, our perspectives on face-to-face education, online teaching, blended learning, distance learning and others have definitely changed. When it all started, teachers from all over the world had to stop the work they were doing before and restart it in a different way – now, even for those who were already used to working online, the emergency remote teaching was a completely different experience. This way, words such as reframe, adapt and rethink became part of our routines, which was not easy to deal with, once there was no time for reflection or lesson planning for the pandemic period.

Asking teachers on social media about what they had to reframe, adapt and rethink in their language teaching practices, some of the answers that came up were: migration to the online format, adaptation of body language to the camera angle and size, less focus on content, shorter lessons, learning new tools, production of videos and other materials. Suddenly, we had to learn new skills while putting them into practice. And all this paradigm shift in education happened not only for teachers, but also for students, who had to learn other ways to learn and adapt to them, as well as their families.

In this context, it becomes necessary to reflect on some implications that permeate this process. This chapter, then, points out the impact of new ways of communicating and exchanging information, considering two key issues: the digital technologies and cultural diversity. So, how can they influence the way we teach languages today? And how can we redesign our students' social futures from the perspective of the multiliteracies pedagogy?

1. MULTILITERACIES AND THE REDESIGN OF SOCIAL FUTURES

“New communications media are reshaping the way we use language” (CAZDEN *et al*, 1996, p. 64). The New London Group said this in the 1990s and it is still current nowadays, as media develop and bring us new possibilities of language use. With them, a combination of different modes such as images, sounds, written text, gestures and others come together to help messages be conveyed in much more meaningful ways. This impacts not only what we do online, but also how people learn.

Contrary to this idea, the group of researchers mentioned above also talk about the importance of not focusing on the “mere literacy”, because it values language only and “it is based on the assumption that we can discern and describe correct usage” (CAZDEN *et al*, 1996, p. 64), which has already been debunked by Social Linguistics. Here, language is primarily based on rules and remains in the centre, and this view of language can be translated into a more authoritarian pedagogy.

Instead, when we think about the Pedagogy of Multiliteracies, more things are considered: the multiplicity of media - digital tools and the various language modes; and cultural and linguistic diversity. This way we shed light to broader modes of representing language, considering “local diversity” and “global connectedness”. Thus, people are encouraged to deal with linguistic and cultural differences and the realities of the communities involved in them.

Paulo Freire (1986) also highlights the realities as key in the teaching and learning process. They allow teachers and learners to think, use the language and analyse situations from their own contexts and experiences, which can be much more meaningful for them. Thus, rethinking the premises of the mere literacy pedagogy is fundamental nowadays. This can influence teachers’ practices and give students the skills and knowledge they need, in order to be able to achieve their goals.

Among so many shifts caused by the COVID-19 outbreak, it is worth considering that it brought to us the need to change how and what we were teaching before, the media used in classes and how we used them. This required new and different literacies from teachers, students and also their families, who among others, had to learn how to use different tools and virtual platforms, know when it was better to mute their microphones, turn the cameras on or off, and so on. Indeed, with all the changes society went through because of the pandemic, it really became necessary to reframe, adapt and rethink standards, approaches, skills, and even beliefs.

Finally, in the post-pandemic era, it becomes essential that educators as well as their students see themselves as active participants in social change, and in this way they can redesign social futures. But is it really the teachers’ role to redesign students’ social futures? How is this possible?

2. PRACTICAL TIPS

This text doesn’t intend to provide final answers, in the sense that things cannot be changed. As a matter of fact, as CAZDEN *et al* (1996) highlight, things change all the time, and as technology evolves, languages are reshaped. So, the idea here is to point in some directions, giving tips that can be used in the different educational settings, considering how they teach.

As far as I’m concerned, teachers have always redesigned students’ social futures, because some of our roles as educators are to help learners see different perspectives, question opposing viewpoints, research, find solutions for problems, and others. These skills are actually very aligned with the proposal of the multiliteracies pedagogy, and also important for this century. In this sense, here are some suggestions:

1. Include the various modes of language meaning representation when teaching: written text, images, sounds, gestures, and different digital tools.
2. If you have to use a textbook, do the best you can to connect the lesson to real life. Many times, they are focused on language only, or focused on content. Choose to focus on students’ needs.

3. Value diversity in your lessons: different body shapes, races and skin colours, hair colours and styles, ages, abilities and disabilities, nationalities, languages and their variations. There are many aspects of life and society that can and should be approached in our lessons!
4. Value your learners' identities. Where do they come from? Where are their locals today? What do they like and dislike about where they live and why? What are their cultures like? How can you learn more about them and make lessons more interesting for them? What would they like to show about their lifestyles? Can they express their identities through what they have learnt with you?

After reflecting on these areas, teachers will be able to design more meaningful lessons and, hopefully, redesign what students think about lives, their futures, and their places in the world. This also brings implications for the way we should assess students' learning, but this is a conversation for another article.

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EDUCATING FOR THE UNKNOWN: A SAMPLE LESSON DEVELOPING COMPETENCES IN ESL

Majo Ramos

“You cannot predict the outcome of human development. All you can do is like a farmer, create the conditions under which it will begin to flourish.” Ken Robinson

INTRODUCTION

This article describes a practical experience using projects to address students’ needs, while integrating skills, developing competences and catering for the syllabus content in ESL lessons. Parting from the belief that we can accompany students’ holistic learning processes, sharing instances for growth in a controlled environment where information is power and differences are a given. It will focus on a specific experience in a high school in Ciudad de la Costa, Uruguay during the beginning of the COVID pandemic, propelled by the idea that it is imperative for teachers to prepare - especially children and teens - for the future in an uncertain and unpredictable world.

CERTAINTIES AND TEACHING COMMON GROUND TO START THE PROJECT

It is possible to agree on 3 or 4 certitudes for teachers in any given context: (1) we have a group of students, (2) they need to learn certain language points, (3) teachers need students to feel motivated about their learning processes (teachers want students to enjoy the language as naturally as possible), and in most cases, (4) teachers have to integrate specific resources set by an institution or general practice.

Meeting a group of students can be considered as entering an association. As Díaz Maggioli and Painter-Farrel (2006, p. 90) claimed: “When we enter a classroom, we enter a relationship with a group of individuals who have the shared goal of improving their English ability.” Building a sense of community together with some other social skills are paramount under this definition, as well as being able to develop some emotional intelligence (GARDNER, 1999). It is futile to try to restrict teaching practice to the curricular aspect of education, teachers have to mind students and themselves holistically.

Consequently, it is necessary to adapt the second and third certainties to students’ previous knowledge. It is well-known that no two groups are the same regarding the input they bring into the classroom dynamics. Educators have to be attentive to Scrivener’s (2011) definition of their role as facilitators, mediators, organizers, monitors, and teachers.

With this in mind, the constraint to use certain classroom materials is a consequence, in most cases, of institutional demands. Otherwise, it is a decision the teacher makes and that can fully accompany whichever methodology is preferred.

Besides our certainties, there are ideals to follow, a desirable common ground for practice for all teachers of anything, anywhere. Firstly, it is most respectful and useful to make our lessons student centered. This is something you are interested in as a teacher whichever approach you give your lessons. Secondly, we need to focus on educating in the development of 21st century skills, agreeing with Sir Ken Robinson in a TED talk in 2005: “Human communities depend upon a diversity of talent not a singular conception of ability.” Following Santillana SET21 skills set (2020), skills are grounded on 4 aspects of a person’s life.

- ▶ Personal: focusing on self-esteem and knowledge of oneself.
- ▶ Community: Social skills. Communication, ability to live together and share a community with everyone else.
- ▶ Academic: knowledge and learning awareness and management.
- ▶ Professional: Skills that enable our students to get into the labour market successfully.

Within this categorization teachers are able to build rubrics to evaluate performance in emotional development, personal growth, community relationship and so on. All of the above mentioned were the basis for the practice reported below.

REAL LIFE EXAMPLE: SKILLS AND COMPETENCES TEACHING IN HIGH SCHOOL

As stated above, all of the certainties have their specifics. In this case it is a group of 20 15 year-old students that are living their first lockdown (as was I, the teacher). Most of them know each other but they have never shared a class together. English is the first subject every weekday, providing the context for students to start their days welcoming each other, having breakfast, sharing concerns and ideas of their everyday life.

As activities to collect information of all kinds I used “exit tickets”, two different versions of a needs analysis questionnaire, an online poll, a series of games and a set of speaking activities in which they would give their opinion about school, teaching, learning and their future. Here are my findings:

- ▶ Feelings / mood
 - ▶ overwhelmed by online lessons
 - ▶ feeling of uncertainty because of pandemic
 - ▶ willingness to be heard in their discomfort
 - ▶ too much new information
 - ▶ difficulties organising so much different and new workload
- ▶ Academic:
 - ▶ strong B1 to a weak B2 for most cases
 - ▶ heterogeneous stages in the development of skills
- ▶ Digital literacy
 - ▶ most students were basic users
 - ▶ no tools for collaborative work
 - ▶ use of the online language on social media and memes
 - ▶ hardly any notions of security online and netiquette

Based on these needs, I had to elaborate a plan of activities that would channel their discomfort and sentiment of feeling overwhelmed with a proactive attitude. It was paramount to listen to the students' needs with the expertise of a teacher. With this aim in mind, I decided to carry out a project-based work as a "constellation of tasks, of mini curricula, and is thus capable of flexible response to the learning process within a group" (CANDLIN, 1987, p. 12).

Some of the daily curricular activities proposed to students as part of the project, in the lapse of 2 weeks:

- ▶ Forum: Online forum to exchange strategies for survival in lockdown
- ▶ Memes: Exchange memes about our days in quarantine by WhatsApp
- ▶ Interpretation of gifs about teaching and learning for teenagers
- ▶ Music: Each student would propose a song for the day
- ▶ Development of a dictionary with COVID related terms
- ▶ Research: How do teens learn? Cognitive processes, needs, ideas for studying
- ▶ Collective writing on *Google Docs*: FCE proposal "How should students' needs be tackled by a school in a pandemic context?"
- ▶ Presentation: communicate the proposal to the head office

It was paramount for students to be able to see themselves in a growing process, and therefore I chose to assess with chart rubrics. Below is an example of two of the rubrics for the aforementioned activities. In them you can see the item being evaluated on a scale to mark the moment in the process of achieving an excellent overall performance for the student.

Memes	1	2	3	4	5	6	7	8	9	10
Language point: grammar										
Language point: vocabulary pandemic										
Culture: icons of memes										
Active reading (read to respond)										
Empathy (limits of humour)										
Analyze context (pandemic)										
Willingness to dialogue										

Collaborative writing	1	2	3	4	5	6	7	8	9	10
Language point: grammar										
Language point: persuasive writing										
Language point: vocabulary										
FCE format: writing a proposal										
Having and growing a voice										
Digital tools: google docs										
Cooperation										
Collaboration										

Each of the activities with their particular rubric, which would be shared with students beforehand and explained. Besides, each student might receive up to 3 rubrics to evaluate their development: the

teachers' feedback, a classmates' opinion and their own self-evaluation. This helps to consider different points of view towards one's performance.

CONCLUSION

It is possible to educate students respectfully and wholesomely, adapting to context and taking advantage of whatever situations we live in. It needs careful planning and integrating new skills (digital, social, emotional) into the activities and rubrics, an extra mile that is always up to the teacher. The process expressed in this paper is a successful example of a project-based activity devised by the teacher, the aim achieved was to help students adapt to online lessons, channel students' concerns and discomforts while fostering autonomy and calling them to action.

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SUSTAINABILITY AND ENTREPRENEURSHIP INSIDE THE CLASSROOM

Geysa Regina Arnoni

Suppose you are invited to present a lecture to English teachers about the language learning process. You would have to choose which aspect of the process to approach, and also present your ideas on how to deal with it.

This paper aims at presenting the material I prepared for such a lecture explaining what language teachers can do to enhance learning, motivate students, and also add to their life experience.

Basically, when I was preparing my presentation, I decided to work not only with the language itself, but also include tasks and activities that could help students develop their awareness of their own surroundings. My choice fell on the topics of sustainability and recycling, which are two important aspects of the modern world.

Having these themes in mind, I decided to plan for two groups of students, young learners (from 06 to 10 years old) and adolescents (from 11 to 16 years old). I prepared different tasks to stimulate learners, involving them to understand new lexis and their meaning, besides practicing the new vocabulary in context.

Below, I describe the plan of activities I devised:

1. ACTIVITIES FOR TEENAGERS

Main Language Goal: vocabulary about recycling, commanding verbs and learning sustainability

Skills development Goal: develop awareness of recycling and entrepreneurship

For this first activity, I encourage teachers to create a video choosing a theme, for instance, recycling at home, and present it to the class, introducing the new vocabulary (fruit peels, coffee powder, compost, fertilizer, trash, rubbish, garbage, litter, and kitchen scraps). Also, present the commanding verbs: to chop, to dig, to plant and so forth.). Linked to vocabulary learning, the teacher will discuss the concepts of reusing and recycling. Along with that, we can explain the difference in meaning of the words: trash, litter, rubbish, garbage, having students discuss their perceptions of this problem in their communities. Teachers can work with questions regarding the theme, for example:

- ▶ “How do you recycle rubbish at home?”
- ▶ “Do people litter the streets in your neighborhood?”

As teachers, we can create videos on a variety of themes to foster language acquisition, and promote discussion, introducing new words as well as new concepts. In addition, as foreign language teachers, we can inspire students to produce their own videos about a project on a chosen topic to later present to their classmates in the target language, enhancing their chances of using the language in a meaningful context. According to DAI (2000), language learning focuses on knowledge and experiences reflection and strategies of practice activity.

In order to work with the reading skills, I would bring texts on the topic of sustainability. Besides this goal, we call students' attention to the importance of using recycled objects. Students can learn how to take advantage of things they have around them, reuse everything and develop their awareness of the matter. I would also be challenging the creative thinking and writing skills by proposing recycling projects. Students can work in groups and think about ways to reuse or recycle material they find in their daily lives, then write about their recycling project and final products.

To sum up, using a video as a tool of learning can stimulate all other skills such as writing, speaking, listening and understanding. Moreover, teachers can enrich learners' background knowledge and increase the student's awareness of relevant topics.

1.1 FURTHER PROJECT OPTIONS

Inside the classroom, using recycled products students have created, teachers can encourage students' entrepreneurial skills. The class can create fundraising projects in the school, either to attend to their own school's needs or to attend to any of their community's needs. These activities can help develop language skills such as saying prices, shopping, purchasing, bargaining, negotiating the price with the client/customer, etc. In addition to this, teachers can work on planning and management skills, such as organizing events, making forecasts, delegating tasks, etc.

Task example: to produce texts to promote and sell objects created in recycling projects advertise them on the internet and inside the school.

1.2 ENCOURAGING ENTREPRENEURSHIP

Through sales projects at school events or on the internet, teachers stimulate students to understand how to do business and encourage leadership behavior, creating an independent choice of opportunities for future projects. According to Julian Hall (2018) to teach entrepreneurship to kids and adolescents represents a part of the school curriculum.

2. ACTIVITIES WITH YOUNG LEARNERS

The same approach and the same topics can be used to work with younger learners. Teachers can take pictures or even make short videos of toys created with recycled objects and teach the new vocabulary such as colors, shapes, etc., and work with drills. Naming the objects and using repetition makes it easier to memorize the new vocabulary involved. Teachers can use assignments of describing or using storytelling to practice the new language.

Teachers can create a story to show how to turn plastic bottles into toys, introducing new language chunks and some concepts. This practice provides listening opportunities for new language chunks in the foreign language learning process. They can use the language for sequencing: First, then, finally. Furthermore, the teacher can use the verbs of command: Cut the paper, wrap the water bottle, and so on. In a future activity students will make their own toys out of recycled material.

CONCLUSION

By using simple tools and helping students create their own objects in the classroom, teachers can reach immeasurable aims, not only fostering their students' language but also adding to their skills, investing in their future. We can see amazing results in their language learning, and witness their knowledge of the world being expanded as they work in class.

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INTERNATIONAL-MINDEDNESS IN THE ENGLISH LANGUAGE CLASSROOM: FOR MORE BRIDGES AND FEWER WALLS

Cristina Lage De Francesco

This article seeks to raise awareness of the importance of developing internationally-minded students in the English language classroom in today's world. From this perspective, English teachers should educate citizens who fight intolerance by moving towards openness to the world and interconnectedness to others. International-mindedness (IM), according to the International Baccalaureate Organization¹ (2019), is based on three pillars: multilingualism, intercultural understanding and global engagement. A discussion about how these principles can be put into practice in the English classroom will be proposed as some of my teaching experiences will be shared. Empirical evidence suggests that project-based learning (PBL) has been shown to be a relevant learning approach to be considered when developing IM in the English language classroom. The projects described in this article have attempted to contribute to the education of citizens who are open and curious about the world and different cultures. This very attitude creates bridges between people, shortening distances and fostering human understanding.

THE RELEVANCE OF INTERNATIONAL-MINDEDNESS

In the contemporary world, the willingness to see beyond immediate situations and boundaries is essential as globalization and emerging technologies continue to blur traditional distinctions between the local, national and international spectrums (IB, 2019). Distances have been shortened and individuals find themselves in a world where knowing how to live together in the midst of diversity is paramount. By engaging with diverse beliefs, values and experiences, and by learning to collaborate across cultures and disciplines, it is possible that one can gain the understanding necessary to make progress towards a more peaceful, more just and more sustainable world.

For the International Baccalaureate Organization (IB), International-mindedness (IM) is based on the belief that by learning to live together individuals can better understand the interconnectedness of local/global realities (SINGH & JING, 2013). According to the organization, IM is understood as “an attitude of openness to, and curiosity about, the world and different cultures” (SINGH & JING, 2013, p. 13). This mindset fosters the development of a deep understanding of the complexity, diversity and motives that derive from human actions and interactions.

According to the IB, IM is based on three pillars: multilingualism, global engagement and intercultural understanding. These three elements will be described in the following sections.

1 It was founded in 1968 by an organization of parents who wanted to offer their kids good quality education while they were not in their home countries. The IB's curriculum is international and it's present in over 5,000 schools, in over 150 countries around the world.

MULTILINGUALISM

This concept relates to learning to communicate in more than one language. Singh and Qi (2013) observe a close connection between multilingualism and a more intricate learning. For both authors (SINGH & LI, 2013, p. 15), “complex, dynamic learning through wide-ranging forms of expression require students to learn another language”. IB believes that multilingualism supports the comprehension that one’s own language, culture and worldview are just one of many, hence providing opportunities to develop intercultural understanding and respect.

INTERCULTURAL UNDERSTANDING

The guiding documents of the IB recognize the dynamic nature of culture, with a strong emphasis on developing knowledge of other cultural groups, appreciation of different ways of being and behaving and developing positive attitudes in relation to others (SINGH & QI, 2013). This notion is connected to open-mindedness, which can be understood as an attitude of openness to and critical appreciation of other values, experiences, traditions, and views (SINGH & QI, 2013). Not only does it involve recognizing and reflecting upon the perspective of others, but also questioning and analyzing one’s own perspective, leading to a constant transformation of one’s worldviews.

GLOBAL ENGAGEMENT

IM is also encouraged through a focus on global engagement and meaningful service with the community (IB, 2019). These elements challenge learners to critically consider power and privilege, and to recognize that they hold planet Earth and its resources in trust for future generations. According to Singh and Qi (2013, p. 15), being globally engaged involves “a commitment to address humanity’s greatest challenges” moving beyond awareness and towards action.

Having established the theoretical approach to IM utilized in this article, the following sections aim to discuss how the three attributes that define IM can be put into practice.

PROJECT-BASED LEARNING: IM IN PRACTICE

This section focuses on describing some of my previous teaching experiences with high school students which attempt to develop the IM principles mentioned previously. This empirical evidence suggests that project-based learning (PBL) has been shown to be a relevant learning approach to be considered when promoting IM in the English language classroom.

According to Mergendoller (2018), PBL

(...) confronts students with a challenging problem, an intriguing question, or multi-sided issue. Students are expected to take responsibility for solving the problem, answering the question, or taking a reasoned, defensible position on the issue. To accomplish this, they must first develop and exercise the specific knowledge, skills, and behaviors that define the project’s learning goals.

The projects that are described below are based on the features of PBL and seek to develop the attributes of IM mentioned previously.

PROJECT 1 THE POWER OF MUSIC TO FIGHT RACISM²

The objective of this project is to explore how music has been used to fight racism in Brazil and in the USA. To start with, students were instructed to do some research and analysis about the cases of six black people who have been victims of police brutality in both countries. Next, they investigated the #BlackLivesMatter movement and discussed the power of music to fight racial and social discrimination. Learners then discussed the relationship between music and society and explored the idea of an anthem. They investigated some Brazilian and American anthems³ and did some research about their context of production. Finally, students recorded a podcast in pairs after an intense process of interaction, negotiation and collaboration.

PROJECT 2 WRITE FOR RIGHTS⁴

Write for Rights aims at engaging learners in a global letter-writing campaign for those whose basic human rights are being attacked. Students started this project by reading young people's life stories which reveal the fight against some of the biggest crises we face worldwide. After learning about their contexts, students chose one young activist to write a letter to. In addition to writing this letter, they also wrote a second message to a government figure that should be persuaded to help the person featured in the case they chose. Students were encouraged to express themselves creatively and to write their letters in their preferred language whenever possible.

PROJECT 3.1 THE GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT⁵ FOR A MORE SUSTAINABLE SCHOOL

The objective of this project is to explore the principles of circular economy⁶ by creating a solution to a problem at school identified by the students. The starting point here was to learn that environmental issues can be intrinsically linked to economic and social issues. Students then investigated circular economy as an alternative way of approaching environmental, social and economic issues. Next, they critically evaluated our current consumption and production systems and explored better ways of dealing with resources. After learning about companies that have adopted the circular economy framework, students designed a product or service for their school based on the circular economy principles. Lastly, they wrote an e-mail to the school principal explaining the idea they had come up with.

2 This project was inspired by the activities described in the website [teachrock.org](https://teachrock.org/lesson/blacklivesmatter-music-in-a-movement/). <<https://teachrock.org/lesson/blacklivesmatter-music-in-a-movement/>> Accessed on October 8, 2020.

3 Some anthems were: in the USA, Kendrick Lamar's "Alright", Pete Seeger's "We shall overcome", and in Brazil, As Meninas' "Analisando essa cadeia hereditária" and Cidinho & Doca's "Eu só quero é ser feliz".

4 This project was 100% based on Amnesty International's letter-writing campaign: <<https://www.amnesty.org/en/get-involved/write-for-rights/>>

5 The following website was used by the teacher for the preparation of this project: <<https://worldslargestlesson.global-goals.org/>>

6 Both teacher and students explored the following website as a reference for these classes: <<https://www.ellenmacarthurfoundation.org/circular-economy/what-is-the-circular-economy>>

PROJECT 3.2 THE GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT: DESIGNING FOR CHANGE

The purpose of this project is to explore social entrepreneurship principles by creating a solution to one of UNESCO's 17 Global Goals for Sustainable Development⁷. First of all, students investigated what social entrepreneurship is by researching and presenting successful social entrepreneurs and enterprises. Students then chose one global goal about which they did more in-depth research. After that, they designed an idea for a business, campaign, event or an app which aimed at contributing to the solution of the issues they chose to work with. In the last phase of the project, learners wrote an e-mail to a potential investor explaining the idea they had designed.

CONCLUSION

Having the current scenario in mind and the urge to educate learners who can contribute to the construction of a better world, the pillars of IM are seen as a possible way to tackle today's world issues and conflicts. It can be argued that this is due to the fact that the projects described in this article allowed learners to engage with multiple scenarios, languages, identities and cultures. In addition, developing their awareness about local/global perspectives, cultures and identities they also promoted reflections on their role as citizens and members of a global community. Furthermore, learners could delve into violations of human rights as well as the role of the younger generations in today's world. Thus, it is possible to affirm that the projects described here fostered the development of multilingualism, intercultural understanding and global engagement.

The idea of bridges, in this article, represents the possibility of shortening distances, of interconnecting scenarios, realities and worlds that would not be discovered without their existence. More specifically, we can think of learning and teaching English as a process of education which bridges gaps between *us* and the *others*. By crossing that bridge, learners become active citizens who are aware of their role in the world, being able to actively contribute to a fairer, safer and more sustainable planet.

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TELECOLLABORATION IN INTERCULTURAL CONTEXTS

Hugo Dart

“We want to embrace one another, but we just don’t know how. The answer is not more education, but more substantive and more culturally-based education.”

Wynton Marsalis

Before the 2020 coronavirus pandemic, telecollaboration in teaching was usually optional. While some of us had seen tremendous benefits in exploring it, others were either uninterested or skeptical about what it could add to the classroom experience. However, when teachers (and learners) everywhere found themselves confined to their homes for several months, we had no choice but do our job while physically apart from each other – and look for ways to be together nevertheless. That was what led me to share at the very first **Troika Xperience** conference the telecollaboration project I have managed since 2013, which has already brought together about 800 students on three continents. For 10 weeks at a time, participants in each new edition get together in an online environment to learn about each other and improve their language skills. The primary focus is interaction which leads to intercultural awareness. It has been a fantastic ride for all involved, and one that could serve as a template for teachers looking for ways to open new possibilities for their classes.

Four key elements are at the foundation of this initiative. The first is **language** itself, as improving learners’ ability to communicate is always a priority for all of us. The second element is looking at **culture** not as some subsidiary ‘fifth skill’ often occupying the final page (or less) of each of the units in our textbooks, but as an entire new way of looking at the world, something I was delighted to hear from Vinicius Nobre himself during the second part of his **Troika Xperience** course on education management (“we need to break the idea that teaching English is simply teaching form”). The third element is a principle I have been able to explore with my colleagues on the BRAZ-TESOL Intercultural Language Education SIG, which states that **every interaction is an intercultural one**, as the two or more parties inevitably come with their own unique ways of looking at the world, which in turn derive from their individual backgrounds, and result in the need for negotiation of meaning. Finally, we have **telecollaboration**, which is exactly what we wanted to see if we could bring to fruition when we started our project.

The story began in 2012 at NILE, the Norwich Institute for Language Education, which was one of the sponsors of **Troika Xperience** and also the place where I took my first steps in the field of intercultural education. I came back from my two-week summer course with lots of new ideas, and also with a book by John Corbett (2010) which suggests the creation of an online collaboration initiative bringing together students from different countries. Fascinated by that, I contacted Karolina Isio-Kurpińska, the Polish friend I had made during the course, and we started making plans. In the second semester of 2013, the Rio-Warsaw Connection was born, with 11 of my students at IBEU-RJ and 11 students from Warsaw’s General High School 34 - Miguel de Cervantes on a dedicated Facebook

group. During two and a half months, participants (B1 in the CEFR) had a different topic to discuss every week, which gave them the opportunity to practice their English while exchanging information about their respective schools, favorite books/movies/music, cities and countries, and so on. We all loved that first experience, and so we proceeded to build on it.

In the following editions of the Rio-Warsaw Connection, we tried expanding it ‘horizontally’ – having more participants join in (with the addition of a school in Motril, Spain) and dividing all in two parallel Facebook groups – and then ‘vertically’ – having a B1 and a C1 group, with level-appropriate weekly topics created for the latter. We would go on to bring into what came to be called the Hemispheres Connection more and more partners from different countries, as well as from within, such as IBEU’s Erick Tristão, also a speaker at **Troika Xperience**. Then, two meetings at BRAZ-TESOL conferences would forever change our reach.

The first big moment was when I met John Corbett himself at the Brasília conference in 2016, having already corresponded with him to tell him about the project his book had inspired and to send him the article about it which I had published in the magazine *English Teaching Forum* (2015). Doctor Corbett, at that time working in Macau, immediately put me in contact with his colleague in Scotland, who had been collaborating with a school in Argentina. We merged the two initiatives for the very next edition.

Less than one year later, at the first SIG Symposium, Doctor Corbett met Bruno Lima, who worked at a federal institute in Rio Grande do Norte and had been developing his own similar project with colleagues in the United States and in Japan. Doctor Lima not only joined both the Hemispheres Connection and the Intercultural Language Education SIG, but helped me experience the full potential of telecollaboration. That is because when we saw each other in person for the first time, the night before the start of the 2018 BRAZ-TESOL Conference in Caxias do Sul, we had already worked together in the eighth edition of the Hemispheres Connection and in the ILE SIG, and also co-written a chapter in a book (Lima & Dart, 2019).

The Hemispheres Connection has continued to grow, and a couple of years ago we came to realize that a change of ‘venue’ was necessary. As those of us who teach high-school-level students know, Facebook, once the social media website of choice for millions, is no longer favored by teenagers and young adults. Therefore, in 2019 we moved our endeavor to Google Classroom, in a move that preceded the one schools all over the world would make in the following year because of the coronavirus pandemic. It was certainly necessary to adapt our way of working to such a different platform, and the fact that some of us have relatively extensive experience with it has made it easier to figure out what steps were required at each point.

When I delivered my **Troika Xperience** talk, my colleagues and I were starting to prepare for the tenth edition of the Hemispheres Connection; when this paragraph was reviewed for the last time, we had just begun the tenth and final week, with a record number of participants (the total was exactly 180) from Brazil, Argentina, Belarus, Colombia, Greece, Israel, and Poland. Possibly as a result of that with which they had to deal throughout the pandemic, most learners seemed to be more at ease on the platform than the ones we had had last year, even if some required specific guidance from their respective teachers.

The experience I describe here can be reproduced and adapted in a number of ways. When dealing with younger students, teachers will select simpler topics and perhaps provide more assistance as participants

draft their posts. Working in an environment where access to technology is restricted, a starting point could be having students in different classrooms of the same school interact regularly by writing on a big poster on a wall, or even on the pages of paper notebooks. The possibilities are truly endless.

Discovering new ways to be together and to work together may be one of the most relevant skills of this century. We want all of our students to be able to achieve it while remaining curious and empathetic individuals. As teachers, we get to set the tone.

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BIODATA

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REIMAGINING A LITERARY READING PROJECT AMIDST THE 2020 PANDEMIC AND LOCKDOWN

Anico Perfler

INTRODUCTION

Before COVID-19 put us all in quarantine, the school I work for had decided to do a literary project with our groups as our semi-annual project. Once quarantine started, we needed to decide how we could help students to re-engage with the project. After deliberating a while and trying to reorganise the semester, we decided on adding two extra lessons that were not part of the schedule so as to help learners develop their skills in an enjoyable way. In this article I will focus on examining the results of four groups I taught. These groups are comprised of students ranging from 15 to 26 years old from both A2 and B1 English levels. In addition to that, I will also share comments from other teachers involved in the project.

In February 2020 classes had just begun and as they happened, teachers started to notice that some students were afraid of expressing themselves, despite the fact that they knew English. “Language learning anxiety [...] is usually related to fear of communicating in English when a judgement of performance is anticipated [...]” (OXFORD, 2001, p. 168). We felt as if we could help our learners feel more confident about their English skills and reading seemed appropriate given that “the more someone reads, the more they pick up items of vocabulary and grammar from the texts, often without realising it, and this widening language knowledge seems to increase their overall linguistic confidence.” (SCRIVENER, 2011, p. 268).

We decided on developing a literary project focused on reading in an attempt to introduce interesting topics, stimulate discussion and help broaden our students’ repertoire. Catherine Wallace (2001, p. 22) states, for instance, that reading allows students to “deduce both the semantic field of words and the grammatical class to which they belong [...]; e.g. the word *writer* where *wr* signals a semantic link with cognate words such as *write* and *writing*; similarly, *er* offers one clue to its grammatical class as a noun. Readers are helped by making analogies between new and known words [...]”

Penny Ur (2012) also provided some tips on why using literature shows a number of advantages, such as the fact that it can be enjoyable and motivating; encourages critical and creative thinking; is a good basis for vocabulary expansion; develops reading skills; and can provide an excellent starting point for discussion or writing.

CHALLENGES FACED

As soon as classes began, my groups and I started discussing what books they would be interested in reading. Students were eager to choose and interested in the project. Before March 16, 3 out of 4 groups

had already chosen what books they would be reading. Everything changed, of course, on March 18 when quarantine started. Our project, therefore, was cancelled. How could we attempt to develop a reading project when at the same time we were discussing whether classes would continue (and how)?

Classes quickly shifted to the Zoom environment, and we restarted the semester from where we had stopped. In a meeting, we discussed whether we would continue with the project. Not only would we need to reengage students in the project and replan their final production, but we would also have to rethink how we would fit it in the semester schedule — a reading project went beyond our curriculum and, honestly, our original timetables. Amidst all the difficulties, we agreed on doing it: after all, some groups had already decided which books they wanted to read prior to quarantine.

We decided to follow the steps of task-based instruction and we designed three extra lessons for this project. The first would be a reading lesson. As a main aim, we wanted to provide the opportunity for extensive reading so we knew we should “be careful about integrating comprehension checks, tests and exercises into your teaching. As far as possible, let students read, enjoy and move on, rather than read and then have to do lots of exercises afterwards.” (SCRIVENER, 2011, p. 269). Therefore, the lesson was simple, an extract from the first chapter with some general comprehension questions to get students less anxious about reading in a foreign language.

The second lesson would have students sharing and comparing their insights about the book. We expected it would foster group contribution and peer evaluation. The third and final lesson was the production one, where they would actively create their final production. As stated by Larsen-Freeman (2000, p. 150), “They monitor their own work and receive feedback from the teacher on their performance. At each of these three stages, the teacher will be working with students acting as counsellor and consultant, not as the project director”.

RESULTS AND COMMENTS

In the end, students’ final productions were videos conceived by themselves and directly related to the books they had read. Some created “video challenges” — such as those in social networks — whereas some others presented reviews of the work analysed. Everything was recorded at home using smartphone cameras; teachers and pupils edited videos together and relied on each other so that we could present their videos to the whole school.

Teachers were overall satisfied with their groups’ final productions. I asked some of them what they had thought of it and what challenges they had faced. One of them said that, “one of the biggest challenges was to find the literary work which best suited the level and needs of each class”, whereas another one commented that, “Kids were very excited about reading the book [they chose] and they understood the story with ease. I suggested that they make a comic book [...]. Some students totally understood my goal but some of them just didn’t get the comic book genre and just drew a single picture.”

When reflecting upon students’ overall productivity, the teacher body agreed that had we planned all stages more thoroughly, reflecting on each group’s needs, productions could have been more successful. Given that each student is unique, and therefore has their own needs and learning styles, we ought to remember “[...] different contexts will evoke different styles in the same individual” (BROWN, 2000, p. 114).

Students reported that they made use of dictionaries and/or translators to help with understanding individual words at times; even so, they acknowledged it was an overall positive experience. When asked about positive and negative aspects of the project and how it was conducted, students complimented teachers and school's support saying they felt happy about having read a book 100% in English. They reported having felt more confident about vocabulary and their own learning gain, as well as the fact that collaborating with classmates was positively perceived. The major issues reported from students were related to the online environment and individual classmates who did not collaborate as much as others. The majority, however, said that teachers had provided them with enough support throughout the entire process and/or they couldn't think of a negative thing to say.

CONCLUSION

When we first imagined the project, we envisioned something Scrivener says (2011, p. 264): “Many learners approach reading texts expecting to read them thoroughly and to stop only when they have understood every word. Clearly, there is value in this as a way of improving their vocabulary [...], but, [...] this kind of approach does not necessarily make them into better readers. [...] In order to make students better readers, we need first of all to raise their awareness that it's not always essential to understand every word.”

By doing so during the 2020 pandemic crisis and having helped raise students' awareness that they are indeed English communicators, we felt that our work had been successful, despite knowing that we have to plan our steps somewhat better in the future.

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BIODATA

I am Anico Perfler, a 23-year-old trans woman born and raised in the Northern region of Brazil. I have been working as an English teacher for the past 7 years teaching at schools and online private groups. I have been studying Education at Federal University of Pernambuco (UFPE) and I hold a Cambridge ICELT Certificate.

A JOURNEY THROUGH PRONUNCIATION AND EMOTIONS; NEXT STOP: 'maɪnd.fəl 'stuː.dənts

Carol Gonçalves

Have you ever heard that “You must touch the mind to move the heart”? According to Cambridge Dictionary, one of the definitions of mind is “the part of a person that makes it possible for him or her to think, feel emotions, and understand things” and of heart is “used to refer to a person’s character, or the place within a person where feelings or emotions are considered to come from”. Emotions and feelings are also fundamental to the development of language learning and this article intends to connect lively minds to all kinds of hearts.

How do you see yourself, your classes, and your students when you come to think of teaching pronunciation? If we consider the approach to pronunciation in coursebooks, there is usually a pronunciation box the teacher should work with students, some drilling exercises and that is all. Therefore, I decided to think of how I could improve the pronunciation activities and develop possible solutions to make them more meaningful.

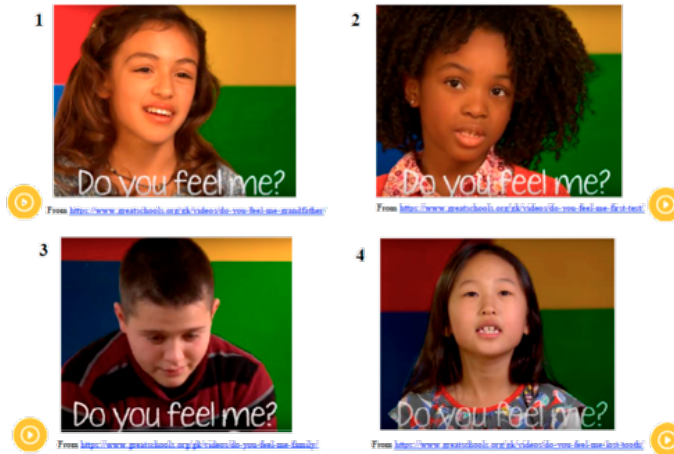
Based on what I have revised, learned and discussed at the postgraduate course in English Teaching that I took at UFMG and inspired by the activities from PronPack 1-4 (2017) by Mark Hancock, I came up with the idea of **Pronunciation Challenge**. John Wells (2005) claims that teachers of English to speakers of other languages must teach the pronunciation of each word as well as its spelling, which implies teaching the use of phonetic symbols, at least passively for reference.

Besides, since one of John Wells’s (2005) prioritizing recommendations for the teaching of English pronunciation in an EFL context is to concentrate on the matters that most impede intelligibility; while encouraging fluency and confidence, I thought of making pronunciation more appealing and useful to students from different levels through activities in which they will have the chance to learn and practice some critical sounds in English and also feel more confident about it.

Brown (1994) presents important principles of second language learning and the Affective one encompasses, for instance, Self-confidence and The Language Culture Connection. When introducing the affective principle, he states: “We now turn our attention to those principles that are characterized by a large proportion of emotional involvement. Here we look at feelings about self, about relationships in a community of learners, and about the emotional ties between language and culture.” (BROWN, 1994, p. 61)

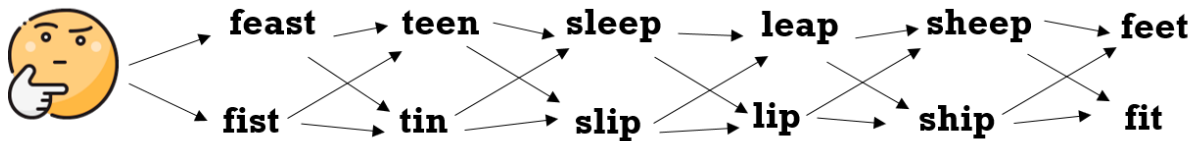
When it comes to the activities I have already developed, I would like to share four of them: *The Alphabet Game*, *Listening Maze*, *Quiz Time* and *Englishes Time*. *The Alphabet Game* might be used as a warm-up. In trios, students are invited to write down how many different emotions they can come up with for each letter of the alphabet. Students compare their lists with another trio and then share their ideas in open class. After that, the teacher refers students to the photos below and tells them they were taken from videos where kids were describing emotions. The teacher should ask students which emotions they think the kids are describing and then play the video so as students can check their predictions.

Do you feel me? | Feeling Words Game



As for the *Listening Maze* the teacher should select some sounds to work, contrast and practice with students, for instance, /tʃ/ and /ʃ/ as in cheap/ sheep; /ɪ/ and /i:/ as in live/ leave; or /r/ and /h/ as in red/ head, etc. This is one possibility to work with minimal pairs and for this activity the teacher must organize the words selected beforehand in two “lines”. Then, link them with all the possible arrows. The first line shows the words with similar sounds and the line below the contrast sound words. As there are several possibilities, the teacher should first choose all the six words to dictate. Look at the example below to practice /ɪ/ and /i:/:

Follow the lines on what word you hear



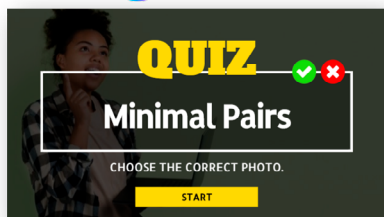
The idea is for students to circle the correct word they hear. The teacher should say each word twice to help them identify those. After that, students might compare their answers and then the teacher shows the correct path they should have taken. It would be even more challenging to invite students to choose the words to dictate themselves and work in pairs to do so. Empowering students and boosting self-confidence might be another way to promote a learning environment, because students who are more confident in their abilities try harder (GOLEMAN, 1998).

At first, when I thought of *Listening Maze*, I was not teaching remotely. Nowadays, I invite students to make a table and write down the words before I start dictating them. Furthermore, I thought of trying out one of the tools available online and working with minimal pairs in a more interactive

way. So, I used *Genially* and came up with *Quiz Time*. Students must pay attention to the words transcribed and the pair of photos to match the correct photos to the words.

QUIZ TIME

genially



Walker (2010) claims that the goal for pronunciation teaching is international intelligibility rather than proximity to a native speaker accent. Moreover, as I have always been fond of accents and had the chance to develop some activities in terms of pronunciation, why not discuss it and expose students to different accents? Crystal (2013) affirms that the more you expose people to a variety of accents and listening comprehension, the more confident they're going to be when they encounter the realities of English.

So, I have been trying to expose my students to these varieties (*Englishes Time*) by working with IDEA (The International Dialects of English Archive - <https://www.dialectsarchive.com>). An archive of primary-source recordings of English-language dialects and accents as heard around the world. I have already asked them to listen to people from different parts of the world while speaking English and check if they can recognize their accents and what different Englishes they know.

In addition, I have also shown them some scenes from different TV series, such as *The Big Bang Theory* (Howard's Indian accent), *Modern family* (Gloria's Colombian accent), *One Day At A Time* (Lydia's Cuban accent); a [video](#) from the beginning of lockdown in which people from around the world unite to share their hopes and fears concerning life in lockdown.

Having said that, I usually take the opportunity to discuss with students what they think their accent says about them, how they feel about their accent while speaking English, if they would like to sound like a native speaker and why (not), and if they agree or not that our accents define us, identify us with a certain region, and sometimes even stereotype us.

To be honest, having the chance to work with pronunciation in a more engaging way and also discuss accents (which I absolutely love, in Portuguese as well) has motivated me to come up with more ideas for activities. Not only do I feel thrilled to bits with Pronunciation Challenge, but I am also looking forward to sharing it with other teachers, listening to suggestions, and incorporating feedback. Although I have already had the chance to participate in BRAZ-TESOL events and conferences, BrELT on the Road and Troika Experience to talk a little bit about it (and I truly enjoyed the experience!), I can't wait to keep connecting people from the mind to the heart.

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BIODATA

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WHAT IS A PRONUNCIATION ERROR? A SOCIOLINGUISTIC APPROACH FOR PRONUNCIATION ASSESSMENT

Victor Carreão

William Labov is one of the most recognized linguists of our times. As a sociolinguist, he has conducted many researches on how language and society are connected. Questions such as “what is society’s role in language variation and change?” or “how does language impact certain groups within a community?” can be pursued in this line of work of theoretical linguistics. Of course, Labov is not the only one who does that, as many sociolinguistic studies are published every year with many interesting results. However, the number of sociolinguist studies related to English Language Teaching (ELT) is very low.

Linguistic variation appears to be a subject only tackled by researches concerning “mother tongue”. But, in a world in which English is the official language (or the language of instruction in Higher Education) in more than 50 countries (NC STATE UNIVERSITY, 2020), one can always wonder why some students’ books and courses only portray the famous dichotomal vision of English as either American or British. In this sense, linguistic diversity seems to be restricted to the so-called “standard varieties” of speakers from these two countries, home to the major ELT publishing houses (MENGA, 2012). Even linguistic phenomena related to social diversity in these very same countries, such as the Great Vowel Shift (ECKERT, 2004), which show us that diphthongs in English may be pronounced in different ways, are put aside in these materials. In this sense, we ask ourselves: “shouldn’t linguistic and cultural diversity deserve, at least, a footnote in ELT”?

Inspired by one of Labov’s works, entitled “What is a reading error?” (LABOV & BAKER, 2010), we seek to tackle the issue of linguistic diversity and representativeness in ELF by walking two paths: (i) the need to consider socio-linguistic variation during pronunciation assessments; and (ii) the use of proficiency exam’s guidelines for assessing individual sounds and word stress. Such a sociolinguistic approach for assessment aims at celebrating linguistic and cultural diversity (from all around the world) while using scientific criteria about languages to assess our students and help them to improve their communicative skills. This also generates a sense of fairness in teaching and assessing, going against a prejudiced linguistic model of the “native speaker”, which only portrays the language variety of privileged individuals (and excludes other native speakers of English as well).

The International Phonetic Alphabet (IPA), also known as the “phonemic chart” (IPACHART, 2020), is a powerful tool for teaching pronunciation in most languages. It is very common for teachers in training to come across this chart (whether they are Language and Literature majors or Cambridge’s CELTA trainees). As we know, each symbol displayed in the IPA takes into account a sound’s:

- ▶ Place of articulation (i.e. using both lips to produce the [p, b] sound, or the bottom lip and front teeth for the [f] sound, among other possibilities);
- ▶ Type of air constriction (i.e. using a total block of the airflow during the production of [p, b], or the air flowing through the nose, for sounds such as [n]);

- ▶ Voicing, considering whether vocal cords vibrate or not when it is being produced. This characteristic is responsible for differentiating voiced from voiceless sounds (such as [z] and [s], respectively).

At first, the IPA may look like an instruction manual, but it is important to remember that it is not a pronunciation guide. Some of Labov's researches (LABOV, 2008 [1972]), for instance, have shown that native speakers in New York city may pronounce the famous "th-sound" (in words as "brother" or "thanks") as an interdental [θ, ð], dental [t, d] or affricated variant [tʃ, dʒ] – which, by the way, goes against the top results on a Google search for "how to pronounce the th-sound?". Labov (2008 [1972]) found that social characteristics, such as social class, are related to this linguistic variation.

So, is it possible to say that not pronouncing a specific sound as shown in the IPA is a "mistake" or an "error"? Whenever a pronunciation is cast out as "right", learners automatically perceive all other possibilities for that very same sound as "wrong": if something is "right", it is because a "wrong" counterpart exists somewhere. And, maybe, the large number of Teacher Development Courses on "pronunciation" or "accent reduction" reinforces this train of thought regarding pronunciation teaching and assessment. Considering Labov's example on the "th-sound", the oral production of "thanks" as [tæŋks] cannot be label as "wrong", as native speakers present them in their linguistic repertoire. Pointing it as an error is to say that speakers from a lower social class have a "wrong" way of speaking English. By doing so, one would be targeting the speaker's story and community, not the language itself. Pronunciation is just a small area of linguistics and teaching, as we can see, that can help students and teachers to fight (linguistic) prejudice and fight for social justice. And how can this be done when assessing pronunciation?

Cambridge Assessment English (CAMBRIDGE ENGLISH, 2011, p. 2) points the following features for assessing a candidate's pronunciation performance within what is considered as "good operational command of the spoken language" during the C1-level speaking test (the Cambridge Advanced English):

- ▶ It is intelligible;
- ▶ Intonation is appropriate;
- ▶ Sentence and word stress is accurately placed;
- ▶ Individual sounds are articulated clearly;
- ▶ And phonological features are used effectively to convey and enhance meaning.

Two aspects shall guide a fair assessment on pronunciation: (i) isolated sounds and (ii) word/sentence stress. The first of them is related to the "minimum pairs" characteristic of languages. If we check the IPA once more as an example, the contrast (DRESHER, 2016) between two sounds might aid the teacher in knowing whether a "pronunciation mistake" took place or not. For instance, the words "cat" and "bat" have two sounds that may differentiate the word's meaning and convey a different sense to one's utterance. Mispronouncing one of them in this specific context may cause ambiguity and, therefore, obscure the meaning of what is being said. Individual sounds may also interfere with the syllabic model of a word and this is related to word and sentence stress (OSBORNE, 2008). In this sense, the second aspect may cause confusion on a listener in a context such as "I *present* you my book" and "my book is the *present*" – as the stress on the word "present" varies according to its syntactic role in a sentence.

The linguistic parameters used by proficiency exams are a good example of fairness in assessment. They take into account the scientific characteristics of sound production, which can be applied to

any variety of English around the globe. As language is composed of layers and layers of history, we must ensure that assessment is pointing to language/comprehension errors and not to each speaker's background or history. Every learner must be respected and celebrated and for that the false idea of an ideal "model of language", which may reproduce oppressive regimes imposed on many, must be frequently and thoroughly examined. Linguistics is a science and, therefore, the best way to create a fair environment for learning and assessment. Pronunciation is just a small step, but it definitely can be the first step towards social justice and a (truly) globalized and united world.

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