

UFSC EXTRA-MURAL PROJECT FOR TEACHER EDUCATION: Exploring and Experiencing English Language Teaching – EEELT

By Gloria Gil

I have always believed in the importance of teacher continuing education courses, seminars, workshops, etc. for teacher development, and my own experience running a teacher education programme for ten years at the Universidade Federal de Santa Catarina has reinforced this belief. That Programme called 'Programa de Formação Continuada dos Professores de Inglês de Santa Catarina – PECPISC' consisted in one-day meetings with teachers (from state and municipal public schools) once a month (Gil, 2007). During those meetings, the teachers were mainly encouraged to go through new English learning experiences that could be adapted to be taught in their own classes. The programme was very successful as attested by the research studies carried by some PPGI students (Diniz, 2002, Sousa, 2004 and Bauer, 2009). Due to that, this year, I decided to run a new course for continuing English teacher development, entitled Exploring and Experiencing English Language Teaching – EEELT- and have invited some of the PPGI students to help me with the project and conduct some of the meetings. This course has as main objective to offer a space for reflection on and experience of English pedagogical practices for teachers. The main principles of the course, which were based on the PECPISC, are the following:

- Changes in teacher practice are long term ones and can be fostered in collaborative groups.
- Reflection on teaching practices is not enough to trigger changes, thus, it should be accompanied by new pedagogical experiences in which the teachers assume learner roles.
- Creativity and innovation are essential for language teachers who should go beyond theories to (re)construct their own practices.

This semester, 2016/01, the course has four meetings. In the first meeting (April 1), we had a series of introductory activities to get to know each other. In the second meeting (May 7), designed and conducted by the member of the REAL-LCI (Research on English as

an additional language: Language, Culture and Identity Group), we had a series of intercultural activities aiming at answering the



following question: how can we deal with culture in the English classroom? Two more meetings will be held this semester, one on language testing (June 4) and another (July 2) on the task-based approach that will be designed and conducted by some members of the AQUILES research group. As the course is an UFSC Extramural activity, certificates will be given to those teachers who attend at least 3 of the four meetings. EEELT meetings will continue in the second semester of 2016.

If you would like to participate, contact me to become a member of our FACEBOOK GROUP. glorigil@gmail.com

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The Irish Lives: The Cinema of Alan Gilsean

By Janaina Mirian Rosa and Ketlyn Mara Rosa

The event *Irish Lives: The Cinema of Alan Gilsean - Part III* was held on May 18th, 19th, and 20th at UFSC, and brought a series of film screenings and seminars that discussed Irish history, culture, literature, theater, and cinema. The first day of the event, which concentrated on the theme "Irish Lives in South America", included the opening with the Ambassador of Ireland H.E. Brian Glynn, Consul General of Ireland Sharon Lennon, Professor Anelise Corseuil (PPGI/UFSC), Dr. Beatriz Kopschitz Bastos (PPGI/UFSC) and University Staff. Professor Owen Dudley Edwards (University of Edinburgh) followed, offering an inspiring lecture on Roger Casement, history and literature that preceded the screening of Alan Gilsean's *The Ghost of Roger Casement* (2002). The first day also included a round table with Professor Corseuil and Professor José Gatti (PPGI/UFSC) entitled "Transnational and Travel Encounters in Literature and Film" which proposed a significant discussion for the subsequent screening of Gilsean's *Eliza Lynch: Queen of Paraguay* (2013).

The following day, with the general theme of "W. B. Yeats - A Celebration of a Life", began with an enthusiastic lecture by Professor Lance Pettitt (SMU/U of Vienna) who approached issues concerning Yeats, his autobiography, and cinema. The screening of Gilsean's *A Vision: A Life of W. B. Yeats* (2014) followed Professor Pettitt's lecture. Also, the round table entitled "W. B. Yeats in Focus" counted with notable contributions by Dr. Maria Rita Viana (LLE/UFSC) and Dr. Alinne Fernandes (LLE/UFSC). The rehearsed reading of "Cathleen Ni Houlihan" by Yeats, which was translated by Dr. Viana and Dr. Fernandes, and directed by Dr. Fernandes, with cast of UFSC and UDESC students and theater practitioners, offered a heartening closure for the day's event.

The final day of the event approached the theme of "Irish Lives and the Arts" starting with the screenings of Gilsean's *The Bloody Canvas* (2009) and *The Yellow Bittern: The Life and Times of Liam Clancy* (2009). In the afternoon, Professor Margaret Kelleher (UCD/IFI) launched The Digital Platform for Contemporary Irish Writing. The last screening was Gilsean's *The Road to God Knows Where* (1988), which was followed by the book and DVD launch of *A estrada para Deus sabe onde/The Road to God Knows Where* (EdUFSC, 2015) by Gilsean, edited by Professor Pettitt and Dr. Bastos. The lectures and screenings also counted with the collaboration of moderators such as PPGI professors José Roberto O'Shea, Maria Lúcia Milléo Martins, and Daniel Serravalle de Sá, Deputy Consul General of Ireland Ciara Gilvarry, Dr. Alberto Heller (composer and musician), and Professor Fábio Lopes da Silva (UFSC). The event *Irish Lives* successfully provided an opportunity for interaction among participants, lecturers, and filmmaker, including the Q&A sessions with Gilsean that followed the screenings of his films, by raising stimulating discussions on issues of Irish history, culture and arts.



Opening with Consul General of Ireland Sharon Lennon, Ambassador of Ireland H.E. Brian Glynn, Prof. Lincoln Paulo Fernandes (PPGI/UFSC), Director of the Graduate Program Department at UFSC Marcos Moisés Pompilio, and Prof. Anelise Corseuil (PPGI/UFSC)



Figure 2 - Prof. Maria Lúcia Milléo Martins (PPGI/UFSC) moderating the round table with Dr. Maria Rita Viana (LLE/UFSC) and Dr. Alinne Fernandes (LLE/UFSC)

SYMPOSIUM ON READING

By Leonilda Procailo

Photo by Juliane Trevisol and Leonilda Procailo

The one-day event organized by Prof. Dr. Lêda M. B. Tomitch and Dr. Fabiana A. de Almeida, the symposium on **“Learning to read in L1 and L2 in typical and atypical situations: What recent research has to say”**, was proposed by Núcleo de Estudos em Leitura (NEL) and took place on May 13th at PPGI.

The symposium discussed atypical reading situations that, according to Tomitch, “are situations in which a child faces difficulties in learning to read as a result of intrinsic (e.g. neurodevelopmental disorders) or extrinsic (e.g. poor socioeconomic status) factors”.

In the morning, a conference by Dr. Charles Haynes, from the Department of Communication Sciences and Disorders (CSD), MGH-Institute of Health Professions (MGH-IHP)-Boston-USA opened the discussion. Dr. Haynes proposed a systematic intervention with dyslexics regarding word recognition/spelling as well as language comprehension/expression. Important insights on research-supported strategies to enhance reading development were presented. In the afternoon round table Dr. Haynes extended on the topic of struggling language learners and proposed structured intervention at the sentence level. Practical methods on developing sentence building skills were shared. In the same session, the renowned researcher on neurocognition from *Instituto do Cérebro-PUC-RS*, Dr. Augusto Buchweitz shared results from a multicenter, longitudinal study of reading in development with children with dyslexia, currently being carried out in three different cities in Brazil: Porto Alegre, Florianópolis, and Natal. Task-related and resting state neural correlates of good and poor reading were presented as well as challenges regarding reading development in Brazil were discussed. The last presentation, by Dr. Fabiana A. de Almeida from UTFPR-Pato Branco, provided a discussion on her PhD dissertation defended at PPGI in March/2016. The debate addressed the issue of English Language Learners (ELLs) and monolinguals and reading comprehension. The results of a recent study Dr. Almeida conducted with students at risk of school failure, from low socioeconomic status families in the USA, show that the ELLs develop more slowly than their English native speaking learners concerning reading and listening comprehension in English as a second language (L2).

All three researchers agreed that early identification, research-based and goal-directed intervention based on a specific child’s learning need lead to language and literacy skills improvement. Educators, researchers, graduate students from PPGI, as well as undergraduate students from Letras/UFSC could enjoy this whole day debating such an important issue regarding struggling language learners. If teaching reading for typical students require the teacher’s respectful attention to each learner’s pace, dealing with atypical learners demands even a more structured and systematic intervention.



The presenters Dr. Fabiana A. de Almeida, Dr. Charles Haynes, Dr. Augusto Buchweitz and Dr. Lêda M. B. Tomitch.

Our participation at 4o Encontro Rede Sul Letras: Formação de Redes de Pesquisa



By Juliane Trevisol

This semester I had the opportunity of attending the “4o Encontro Rede Sul Letras: Formação de Redes de Pesquisa”, an event that took place at Unisul, Palhoça, from 11h to 13th of May. At the event, my colleagues - Prof. Celso Tumolo and Rodrigo Schaefer - and I presented a paper entitled “Abordagens para o ensino e aprendizagem de língua estrangeira envolvendo o uso de tecnologia digital”. It was inserted in the broader area of Applied Linguistics and specifically linked to the theme ‘Foreign Language: Learning’ in the event’s overall program.

With this presentation, we aimed at emphasizing the importance of us, teachers, to consider the possibilities made available by new digital resources to foster foreign language (FL) teaching and learning nowadays, and therefore, the need for us to become familiarized with these new tools. Concentrating on these technological aspects, three main approaches were discussed - namely content-based (Grabe & Stoler, 1997), project-based (Boss, Krauss & Conery, 2007), and task-based approach (Ellis, 2003; Skehan, 2003) - in order to show how these could be connected with, for instance, some digital resources such as audiobooks, infographics, digital games, and Web 2.0’s wikis, blogs, podcasts, among others (Tumolo, 2014). Elements related to research in the area were presented as well as practical ideas for planning and implementing activities for the FL classroom.

Keeping in mind the relevance of reflecting about FL teaching and learning, our speech, as well as the conference as a whole, opened up the possibility for us to interact with other colleagues from different academic contexts in a way that, I believe, can always contribute to our teaching practices and our research agendas. During the session, issues related to intercultural competence, critical thinking, and virtual ethnography, among others, were brought to discussion and them all allowed us to reflect again on the complexities of FL teaching and learning and on the need for more research in the area; this is so, since we consider the plethora roads to be taken and the amount of knowledge we still have to build in order to better understand the process learners go through, in the classroom or out of it, when embarking on the journey of learning a FL.

More information about NUPLE: Núcleo de Pesquisa e Estudos de Português – Língua Estrangeira

By Donesca C. P. Xhafaj and Rosane Silveira

Since NUPLE - Núcleo de Pesquisa e Estudos de Português – Língua Estrangeira was created (in 1999) at UFSC, and even before that, its coordination has been in the hands of the English area at DLLE. At the moment, NUPLE's coordinator is Prof^a. Donesca Xhafaj, but Prof^a. Rosane Silveira (the former coordinator) still makes some contributions. One of these cases is the collaborative project both teachers have been developing since the beginning of 2016: Projeto PLAM (Português como Língua de Acolhimento a Imigrantes em Situação de Vulnerabilidade) which came to be as a result of the demand for (free) courses of Portuguese for immigrants who have applied for a Refugee or a Humanitarian visa (mainly from Haiti and Syria) living in Florianópolis. The objectives of this outreach Project are twofold: (1) to offer Portuguese courses for foreigners who have refugee or humanitarian visas, and (2) to offer courses on the teaching of Portuguese as a second language for the community. The teacher-training course included some theory on L2 teaching methods, moments of material assessment and production of new materials, and the implementation of the activities created (in the courses for the immigrants). The course of Portuguese for the immigrants was divided in two groups (Haitians and Syrians, and a few students from other nationalities) and it has just started (on May, 21st). The main objective of the course is to work with basic needs interms of language that this population may have and, for that, part of the book *Pode Entrar: Português do Brasil para Refugiados e Refugiadas* ([http://www.acnur.org/t3/fileadmin/scripts/doc.php?file=t3/fileadmin/Documentos/portugues/Publicacoes/2015/Pode Entrar](http://www.acnur.org/t3/fileadmin/scripts/doc.php?file=t3/fileadmin/Documentos/portugues/Publicacoes/2015/Pode%20Entrar)) will be used, in addition to the tasks developed by the student-teachers of the teacher training course and the two PLE teachers in charge of working with the immigrant-students. Even though we are aware that we can only reach a small number of immigrants who need this kind of instruction, the main objective of the project is to prepare teachers of Portuguese as a second language so that they can help these groups voluntarily, at places and hours that are better suited to the immigrant populations.



Pictures of the student-teachers and immigrants at UFSC.

Ongoing Research

The PhD students Silvia Barros and Nadia Karina Ruhmke-Ramos explain their academic research at PPGI.



Silvia Cristina

Barros de Souza

Research into Practice: a PhD Experience in Portsmouth

My sojourn at the University of Portsmouth was, without a doubt, a remarkable experience. As a visiting PHD student, I was met with such a warm welcome, by all the staff and by highly qualified scholars, such as Prof Dr Mario Saraceni (who was my supervisor), Prof Richard Hitchcock, and Prof Glenn Hadikin. I was encouraged to be an active participant in research-related activities, such as those organised by the Language Across Borders research cluster, where I presented my work and as a result I benefited massively from comments on my literature review and data gathered. I also was able to audit classes that were particularly relevant to my area of research, such as World English classes, and I was invited to take part in an event at the University of Southampton, that was very important to my academic interests.

All the experience I gained was a massive step in my academic life. However, when talking about my days in England, I like to emphasize that this experience was an opportunity of self-improvement in all areas. I have been to some unforgettable places, I was able to experience cultural practices from different parts of the world, due to my encounters with colleagues and classmates. I also met wonderful people from different linguacultural backgrounds and shared everyday life with them. And ultimately I feel I grew as a researcher and as a person and this is something I will treasure forever.

Curriculum Lattes available [here](#)



Nadia Karina

Ruhmke-Ramos

Future teachers' Concept development from a sociocultural perspective

I have been working at Colégio de Aplicação – UFSC as an English teacher since 2010, and ever since I have supervised pre-service teachers during their practicums. Being inserted in the school culture for an academic year provides them a range of challenges that commonly pose situations that they do not know how to deal with. The challenges they face have always caught my attention and once I was introduced to the sociocultural theory proposed at first by Vygotsky, and then studied by other researchers (Lantolf, 2004; Lantolf & Thorne, 2006; Oliveira, 2001; Pino, 2005; Wertsch, 1985 just to mention a few) I realized I might have found some ground theory to study Teacher Development regarding the concepts they need to operate (Johnson, 2006, 2009; Paesani, 2013). It became clear to me that their struggles may be related to the dichotomy between what they study at the university and what they are supposed to do in the school (Smagorinsky, Cook & Johnson, 2003). This conundrum motivated me to investigate how mediation (Wertsch, 1985), which is one of the tenets of the sociocultural theory, has the potential to promote concept development as the pre-service teachers' everyday concepts are confronted with scientific concepts during the elaboration of their lesson plans and actual teaching.

Curriculum Lattes available [here](#)

Creative Corner

O Desfecho



By Rodrigo Schaefer

Então, num tom admiravelmente contemplativo,
 Outrora deixei o leitor conhecer os desatinos que habitavam o misterioso esconderijo de minha' alma
 Digo-lhe que as dores amargas que por amor eu remoía e as indagações expressas pelo meu coração
 Transformaram-se, depressa, numa feliz sorte!

Peço para amansar a curiosidade, estimado leitor: explicar-me-ei...

Eis que numa noite constelada e repleta de iminentes sentimentos
 Surgiu-me, timidamente, o contorno dos lábios da mais encantadora das mulheres
 E se fiz então um ser bem-aventurado, completo e realizado.
 Doravante antevejo, ensaio e experimento o néctar incessante que insiste em povoar o calor de nossos corpos...

Ah, esse tal de amor!

When the winter comes

Leave behind all the leaves.
 Let them fall with no grieves.
 They've produced energy
 that now sustains the tree.
 When it's cold, there's no sun,
 leaves can't work for the plant.
 They would be overload
 so it's better let go!

To survive what is main
 leaves no longer remain.
 They change colors and fall
 - nature watches it all.
 As the cycle goes on,
 trees get stronger along,
 and new leaves are then grown
 when the bad times are gone.



By Bruna Batista de Abreu

Not Afraid

I'm not afraid of the winter
 I'm not afraid of the cold
 if I am touched by his finger
 I will be fine with no coat

I'm not afraid of the grey skies
 I'm not afraid of the storm,
 if I can look into his eyes,
 I will be glad, dry and warm.

I'm not afraid of sun's distance
 if my love keeps close to me
 I can have all heat that's needed
 as well as vitamin D

I'm not afraid when it's windy,
 I won't be carried away
 if his arms cover my body
 safe and sound I'm gonna stay.