

## CAPES-SETEC NOVA - TESOL Program for English Teachers

By Leonardo da Silva, Maria Rosa da Silva Costa, Nayara Salbego

In the beginning of this year, we participated in a TESOL program coined especially for teachers of English from the Federal Institutes system in Brazil. It was a partnership among CAPES and SETEC that took place at the Northern Virginia Community College (NOVA), in Woodbridge, VA (USA). The program was carried out from January to March and 74 teachers of English from all over Brazil were participating. The three of us were part of a group of four teachers from the Federal Institute of Santa Catarina (IFSC) who were selected for the program.

Throughout the nine-week program, we had workshops on different approaches to the teaching



English teachers from IFSC present their final project

of English, such as TBLT, Project and Content-based instruction, among others. We observed classes from Elementary to Higher Education in order to comprehend the US

North-American school system. We also observed and co-taught ESL classes. Even though we work in EFL contexts, observing and co-teaching ESL classes gave us the opportunity to reflect upon the specificities of each different pedagogical context.

In this sense, the course brought many insights that can be applied in our pedagogical practices at IFSC. For example, we were able to develop a project - entitled "IFSC, my community and I" - to be



English teachers from the Brazilian Federal Institutes meet with the CONIF delegation

implemented in different campi of the Federal Institute of Santa Catarina.

We also had the opportunity to reflect on aspects of our PhD research at PPGI, since all our studies relate to the area of teaching and learning. Besides the experiences shared among the several teachers taking the program, we got acquainted with new technological tools and new ideas of projects and activities for the language classroom.

The program also had a cultural component. We had different lectures on the local educational and historical contexts, and we were also able to visit different museums and monuments, specially in Washington D.C. (which is about 40 kilometers from the NOVA campus where we were located).

In the last week of the program, we also had a meeting with the CONIF (the Brazilian National Council of the Federal Institutions of Technical, Scientific and Technological Education). This was an



English teachers from IFSC meet with Maria Clara Kaschny Schneider (Rector at IFSC and member of the CONIF delegation)

opportunity for us to discuss the particularities of English language teaching in order to devise possibilities for improving current teaching conditions and for contributing to the process of internationalization of our institutions. The different groups of teachers also presented their final projects which will be implemented in the several Federal Institutes in Brazil. At last, we also

discussed the possibility of publishing such projects and of establishing partnerships with different institutes and with teachers and schools from the US for future projects.

To conclude, we would like to thank all of those responsible for making this program a reality. We learned a lot, especially by sharing knowledge and

experience with the other 71 teachers participating in the program. We hope we can continue learning from each other and working collaboratively so as to contribute to the improvement of English language teaching - both through our studies and our teaching practices - throughout our country!

## Ongoing Research

The PhD students Cybelle Saffa and Jair Martins share a little about their academic research at PPGI.



### Cybelle Saffa (lattes)

**Once Upon a Fairy Tale: translations and retellings - a corpus-based study**

The 19<sup>th</sup> century saw the Translation of Children's Literature in Brazil which led the way to our very own literature for children. Figueiredo Pimentel and Monteiro Lobato were two prominent figures in this scenario; they presented our children with fairy tales from France, Germany and England collected by Perrault, The Brothers' Grimm and Joseph Jacobs. Be that as it may, not all the fairy tales could reach the children from the society of that time due to the fact they carried representations of violence and some moral values that did not commune with the ones from society. As a consequence, most of the fairy tales we know nowadays had to be purified and to go through strict religious and educational censorship so that our children would not have their innocence ripped off from their very souls. Under those circumstances, I am investigating the purification of the violence present in English fairy tales and their translations to Brazilian Portuguese from the 19<sup>th</sup> and the 20<sup>th</sup> centuries. I also investigate what has triggered the resurgence of violence in the 21<sup>st</sup> century. For that, I'm carrying out a corpus-based study using parallel corpus in order to handle large amounts of data available in electronic format. The corpus chosen for the analysis are the fairy tales collected by English folklorists such as Andrew Lang, Edwin Sidney Hartland, Flora Annie Steel, George Cruikshank and Joseph Jacobs. In Brazil, the translations of Figueiredo Pimentel, Monteiro Lobato, Persiano da Fonseca, Inês A. Lohbauer and Vilma Maria da Silva, organized in chronological order.

### Jair Martins (lattes)

**Cross-linguistic influence in the EFL classroom: transfer of syntactic properties**

In Cape Verde, although the Cape Verdean Creole (CVC) is the L1, its use is restricted to informal everyday interactions. The L2 European Portuguese (EP) is the official language and is used in all formal contexts (schools, media, religious and official acts, etc.). By the time they begin learning a third language, Cape Verdean learners are already proficient in both CVC and EP (schooling begins around the age of 6). This raises the research question: do Cape Verdeans rely more on their L1 or on their L2 to learn English? This study aims to determine the crosslinguistic influence (CLI) of the L1 (CVC) and L2 (EP) on the comprehension and production of double-object (DO) and prepositional object (PO) syntactic structures in English by Cape Verdeans. While English accepts both DO and PO constructions, CVC only accepts the DO, and EP only accepts the PO. Data collection will be based on two syntactic priming tasks – the self-paced reading task, for reading comprehension, and the picture description task for speaking production – and a translation task for written production. It is expected that the CVC will have a stronger influence on L3 English performance for each task proposed. Results can contribute to enriching the literature on L3 acquisition and processing, the role of syntax in CLI, and pedagogical approaches to L1 in EFL teaching.



## Faculty Profile



### Roberta Pires de Oliveira

Formal semantics aims at understanding how knowledge of meaning is organized in our mind/brains. Very young children compute sophisticated meaning relations (Crain et al.). Chierchia

names the area Psycho-semantics, but to my ears that sounds like Fodor's modularity... At PGI, the investigation is focused on Brazilian Portuguese (BrP) and its relation to other grammars, in particular English. This leaves room for considering teaching BrP to speakers of other languages, and teaching English to BrP speakers. I study the details of the "machine". In the nominal system, the hypothesis is that in English, Bare Singulars are atomic predicates, whereas in BrP they denote the kind, an intensional entity. My current topic of research at CNPq is Modality. How is modality expressed across languages? In Brazilian Portuguese, the interaction between modals and aspect, as in *devia* versus *deve*, corresponds to different modal auxiliaries in English. These are the topics I am studying with Monica Monawar, a Post-doc of our program. She investigates the semantics of symboletic (advice) modality in English and BrP and the implications for teaching in a second language environment. How do we advise in English and in BrP? What about an order? Does a better understanding of linguistics help second language teaching? Our investigation relies on experiments, the topic of Monica's course next semester!

### Monica Monawar

As a PNPd-CAPES post-doctoral researcher at PPGI, the aim of my research is to articulate an interface between linguistic studies, additional language acquisition and teaching regarding modals and imperatives.

Do we advise in the same way in English and Brazilian Portuguese? What are the semantic resources and pragmatic constellations that are required to differentiate between a speech act of ADVICE and one of ORDER? Are they common to these two languages? What are the implications for teaching of BrP and English?

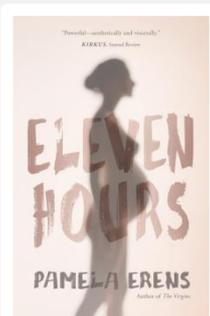
This is a multistep endeavor. Currently, the mapping of the modality of advice in English and Brazilian Portuguese is being done within Kratzer's (1981, 1991, 2012) and Yanovich's (2014) frameworks. Considering that the modal systems of these two languages are quite different and BrP counts on overt inflection (as in the distinction of *deve* and *devia*, for example), there is a lot of work ahead. Soon, I will be running experiments to test the mapping so that more is known before discussing acquisition and teaching implications.



## Upcoming events

- The 13th Annual Irish Theatrical Diaspora Conference [link](#)
- VIII Conferência Linguística e Cognição  
VIII Colóquio Nacional Leitura e Cognição  
II Simpósio Internacional de Leitura, Literatura e Mídia  
XVIII Semana Acadêmica de Letras  
(Per)cursos (Inter)disciplinares em Letras [link](#)



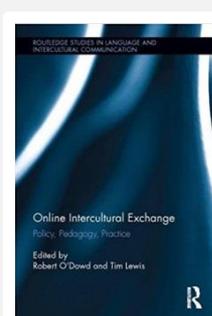


**Avital's Suggestion**  
**Eleven Hours (2016)**  
 by Pamela Erens

A woman in the last stage of pregnancy comes alone to the hospital, determined to give birth in her own terms. The nurse who receives her is pregnant as well,

and her life is just as complex.

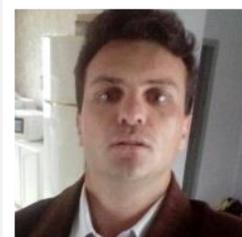
This is a very smart book in many ways. The frame of eleven hours, the two interesting young women in different stages of relationships and possible motherhood, and the way the past is woven together with the present. Pamela Erens shows not only the women and the moment, but also where they come from. Gradually, their inner worlds open up along with the body that gives birth. The ending is admirable – it leaves this fictional world exactly at the right point to keep the readers still involved.



**Rodrigo Schaefer's Suggestion**  
**Online Intercultural Exchange:**  
**Policy, Pedagogy, Practice**  
**(2016)**  
 By Robert O'Dowd & Tim Lewis  
**(Editors)**

This book addresses issues related to telecollaboration and

interculturality. It includes an appropriate balance between theory and practice and stands out as a recent and valuable contribution to both the area of OIE (Online Intercultural Exchange) and internationalization. Part I, which covers the chapters 1 and 2, provides an overview about OIE. Part II, from chapter 3 to 6, discusses how the integration of OIE in university education is possible. Part III, which extends from chapter 7 to 11, is devoted to the relationship between pedagogy and OIE. The chapters 12, 13, 14, 15 and 16 comprise Part IV, dedicated to the exploration of OIE applied in practice. Finally, Part V integrates chapter 17, and aims at pointing out some future directions for OIE. In a nutshell, researchers, teachers and practitioners may benefit from an enlightening text, fundamental for education in general and language teaching in particular.



### Editorial Board

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