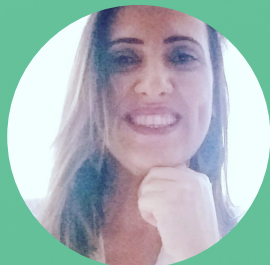


ABRALITEC's NewsLetter

JANUARY-JUNE, 2021



Profa. Ma. Juliana Squinca,
Presidenta da ABRALITEC
(2021/2022)

"Chop, chop! Chop, chop!
Everybody is in a hurry, so it seems!
And so this is ... July, 2021!
Time really flies, but we have finally made it!
This 2021 very first edition of our Newsletter
is packed with good news!
We have worked REALLY hard to bring some
information that may be of your interest, so
we hope you like it and help us spread the
word!
Also, we would like to thank all ABRALITEC
members who walk alongside us, on a daily
basis, and who trusted us and took faith on
our proposals and voted for us on the last
election process back in November, 2020.
MANY THANKS!"

Boa leitura!

Nossa associação Nossa newsletter Nossa construção

Você gostaria de sugerir uma pauta para a
próxima edição da NEWSLETTER? Então,
clique aqui:

<https://forms.gle/8xxRKGfDW7Wpgx7k8>

Vem aí...

LIVE SERIES

Fiquem ligados na nossa próxima live!
Nela faremos o lançamento da coletânea
intitulada "Takeaway experiences:
projetos de Língua Inglesa para a
Educação Profissional e Tecnológica",
onde constam os capítulos escritos a
partir da experiência de vários dos nossos
sócios durante a capacitação para
professores de língua inglesa da nossa
rede em Woodbridge, VA, em 2017, na
NOVA - Northern Virginia Community
College.

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ABRALITEC

ASSOCIAÇÃO BRASILEIRA DE PROFESSORES DE LÍNGUA INGLESA
DA REDE FEDERAL DE ENSINO BÁSICO, TÉCNICO E TECNOLÓGICO

Assembleia da ABRALITEC

No dia 21 de junho, a Assembleia Ordinária da ABRALITEC foi realizada e abordou as seguintes pautas:

- Posse dos membros eleitos ao Conselho da ABRALITEC (2021-2024);
- Discussão quanto à sede e às datas do IV Seminário Internacional da ABRALITEC;
- Divulgação do regulamento dos anais do III SIABRALITEC;
- Lançamento da 1º Newsletter de 2021.

A candidatura das sedes para IV Seminário Internacional da ABRALITEC será lançadas até 31 de agosto de 2021. Devido à pandemia, teremos que aguardar as instruções das autoridades sanitárias até o início do terceiro trimestre de 2022 para definir se a realização do evento poderá acontecer de forma presencial. Contudo, como aconteceu com a 3ª edição, possivelmente, o IV SIABRALITEC ocorrerá de forma remota. Vamos torcer para o melhor!

Fingers crossed!

Olimpíada de Inglês



Idealizada pela ChatClass, em parceria com o Regional English Language Office da Embaixada dos Estados Unidos (RELO), a Olimpíada de Inglês é um concurso cultural para incentivar o ensino de Inglês no país.

A ABRALITEC parabeniza a todos os nossos sócios e sócias que participaram da Olimpíada de Inglês 2020, em especial àqueles/as que ficaram nas três primeiras colocações dentro de seus estados!

Congratulations, guys!

Certamente, a participação nesse tipo de evento e essa dedicação "extra" faz toda a diferença para nossos alunos, principalmente no que tange ao ensino e à aprendizagem da língua inglesa.

(Vide entrevista com a bicampeã da Olimpíada de Inglês na seção "in the spotlight".

Suas conquistas!

É com muita satisfação que lançamos o formulário "Suas conquistas".

O propósito dessa ação é o compartilhamento das conquistas dos associados da ABRALITEC no nosso perfil do Instagram. Caso você queira divulgar alguma ação em desenvolvimento, evento, publicação, ou outra atividade, poderá fazê-lo preenchendo o formulário disponível no link na biografia do nosso perfil do Instagram.

O formulário ficará disponível para preenchimento o ano inteiro.

A depender da urgência de divulgação, você pode entrar em contato conosco por e-mail (secretaria.abralitec@gmail.com) ou por Direct Message no Instagram dando um heads up sobre a ação.

Contamos com a sua participação!

A ABRALITEC e o GT "ALAB - Educação Multilíngue".

No dia 19 de março, a ABRALITEC, juntamente com a ALAB - Associação de Linguística Aplicada do Brasil -, na figura da professora Claudiana de Alencar, sua atual presidenta, e demais associações de línguas espanhola, italiana e francesa, esteve presente na reunião com o deputado Paulo Teixeira, do PT-SP, a fim de discutir os rumos da Educação Multilíngue!

Agradecemos, imensamente, ao deputado, que encontrou um horário em sua agenda bastante apertada, para nos receber e discutir assunto tão caro para nossa área.

Participaram, também, da reunião a professora Fernanda Liberali (PUC-SP) e o professor Pedro Garcez (UFRGS).

Em breve traremos mais notícias a respeito do trabalho desse GT e os desdobramentos da reunião com o Deputado.





Café com a ALAB

No dia 14 de maio, aconteceu mais uma edição do Café com ALAB, cujo tema foi "Educação multilíngue: o ensino de línguas adicionais em diferentes contextos".

A mediação da mesa-redonda foi feita pela professora Fernanda Liberali, da PUC-SP.

Participaram também, além da presidenta e do Vice-presidente da ABRALITEC, respectivamente, Professora Juliana Squinca e Professor Gisvaldo Bezerra Araújo-Silva, que apresentaram "Um breve panorama do ensino de inglês na Rede Federal de Educação Profissional", a Professora Denise Gisele de Britto Damasco, Presidenta da Federação Brasileira de Professores de Francês - FBPF, cuja fala se deu acerca do tema "FBPF: de norte a sul, de leste a oeste, nós ensinamos francês no Brasil".

Além dela, a mesa contou com a participação de Elisabetta Santoro, presidenta da Associação Brasileira dos Professores de Italiano, com a fala intitulada "O ensino de italiano no Brasil e o papel da Associação Brasileira dos Professores de Italiano", bem como o Professor Jorge Rodrigues de Souza Júnior, nosso colega do IFSP, e atual presidente da Associação Brasileira de Hispanistas, cuja fala se intitulou "O espanhol no Brasil: perspectivas de sua ausência-presença na escola brasileira".

O encontro foi uma oportunidade de aprofundar as discussões acerca da educação multilíngue, ao passo que pudemos todos conhecer um pouco mais sobre a atuação de cada Associação ali presente. A ABRALITEC agradece à Associação de Linguística Aplicada do Brasil pelo convite e se coloca à disposição para mais interações tão pertinentes como essa!



Stay tuned



Ensino remoto e ferramentas digitais: dicas dos nossos colegas!

As dicas desta edição foram gentilmente compartilhadas pela professora Maiza Mello, do IFMT, Câmpus Confresa.

Quando eu estava na universidade, aprendi que nós, professores, nunca paramos de estudar. Sempre haverá um conteúdo desafiador ou uma pergunta inédita de um aluno que nos coloca para pensar. Tudo bem, eu me preparei e sei lidar com isso. O que eu não sabia era que uma pandemia nos aguardava no ano de 2020 e que isso afetaria diretamente todos os aspectos das nossas vidas – inclusive a nossa prática docente. De repente, o mundo ficou doente. Não podíamos mais sair de casa; precisávamos manter o distanciamento social. Mas como manter a distância em salas de aula com 40-50 alunos? Nós tivemos que nos reinventar e encontrar uma maneira de ensinar de acordo com a nova realidade.

Completamente perdida e com muito medo desse novo desafio, assim como vários professores mundo afora, eu comecei a pesquisar sobre o ensino remoto, estudar as diferentes formas de ensino desta nova modalidade e fazer cursos sobre o ensino de inglês com o auxílio da tecnologia. Um desses cursos foi imprescindível para a minha atuação: “Integrando tecnologia à sala de aula virtual do IFMT” – um curso oferecido pelo IFMT em parceria com a embaixada americana. Dentre as inúmeras aprendizagens que adquiri, uma foi fundamental para as atividades assíncronas: descobri o mundo do screencasting (termo utilizado para designar a filmagem de um vídeo a partir da tela do computador).

No curso fomos apresentados primeiramente ao Loom, um aplicativo de screencasting bastante simples de utilizar. O que eu achei interessante neste programa é que, além de bem intuitivo e fácil de usar, ele já permite que façamos uma pequena edição antes de finalizar o vídeo. Porém, infelizmente eu consegui usar a versão gratuita do Loom para fazer apenas dois vídeos, portanto eu precisei pesquisar outras ferramentas similares.



Stay tuned

Ensino remoto e ferramentas digitais: dicas dos nossos colegas!

Uma que funcionou muito bem para mim foi o OBS (Open Broadcaster Software). Apesar de ser um programa um pouco mais complexo, ele é gratuito e me atendeu muito bem. Assim como o Loom, o OBS permite que eu faça uma gravação da tela do computador ao mesmo tempo em que a câmera faz a filmagem do meu rosto.

Assim, para a gravação das minhas aulas, geralmente eu organizo o conteúdo com auxílio do Power Point e, durante a explicação, faço anotações nos próprios slides. Logo após a finalização da filmagem, vem a edição do vídeo. Porém, como o OBS é um programa somente de gravação, tive que pesquisar um outro para edição. Então cheguei ao Filmora. O Filmora possui uma quantidade de recursos enorme; à medida que vou usando, aprendo mais e mais.

Nesta etapa, eu posso cortar algumas partes da filmagem, acrescentar informações que porventura eu tenha esquecido de mencionar, destacar uma ideia, deixar o vídeo mais atraente e dinâmico, entre infinitas outras possibilidades.

Com essas ferramentas, eu procuro entregar para o aluno uma aula em formato remoto o mais similar possível à aula presencial. É verdade que falta a interação dos alunos, mas isso acontece em outros momentos de atividades síncronas durante o bimestre. Porém, devido à falta de uma conexão de internet constante, tanto minha quanto dos meus alunos, optei pelas aulas assíncronas; dessa forma, ambos os lados conseguem se organizar para trabalhar/estudar de acordo com a sua realidade.

No começo, confesso que foi muito difícil, desgastante e às vezes até desmotivador - e ainda hoje acho um grande desafio fazer as filmagens -, mas, depois que entendi como funcionam esses programas, tudo se tornou mais fácil e rápido. Acredite, eu não entendia nada sobre gravação e edição de vídeo, mas aprendi, portanto pode ter certeza que, com um pouco de estudo e dedicação, você também é capaz.





IN THE SPOTLIGHT I



Confira a entrevista realizada com a nossa associada, a professora Rejane Maria, do Instituto Federal de Goiás (IFG), bicampeã da Olimpíada de Inglês (2019/2020).

1) Tell us a little about yourself, your professional life, what your home institution is, how long you have been a teacher etc.

I grew up on a small farm, in Bela Vista de Goiás, where my childhood days were colored by curiosity and imagination. I used to spend my days playing with my older brothers and my dolls, who were my students in a time when books, blackboards, and chinks became my great passion. Watching TV was also one of my hobbies when I was a child. I remember my favorite cartoons were interspersed with some language schools' commercials on TV. It was when I realized I wished to teach that strange language I did not understand anything, but it deeply fascinated me.

My dream of being a teacher came true when I started higher education in 2000. Since 2012, I have been working at Instituto Federal de Goiás, where I teach Portuguese and English to High School students - teenagers and adults.

2) What are your motivations as a professional? What propels you to keep going?

Learning and sharing knowledge are amazing human actions. As a language teacher, I may invite my students to access different worlds through another language. And this is incredible! It is definitely what propels me to keep teaching English day after day.



IN THE SPOTLIGHT I



3) You have been awarded 1st place in the English Olympics (Olimpíada de Inglês) two years in a row. First of all, CONGRATULATIONS!!! How do you see it?

Thank you very much. I heard about Olympics on Facebook. So, I visited the Chatclass platform, tested it, and got impressed. I shared it with other teachers and started to use it in my classes. My students enjoyed it and could not stop playing it. I got surprised when a workmate congratulated me for being awarded in the English Olympics in 2019. In the following year, a student of mine told me I have been awarded first place in the English Olympics. But I have to confess: I did not expect any prize for participating in English Olympics. Prizes never motivated me to be part of it or other competitions. My aim was always to provide students with new possibilities to learn English.

4) How do your students see Olimpíada de Inglês? What about technology issues? Digital exclusion? How do you manage it all?

In general, my students are keen on the English Olympics. It is similar to a pedagogical game. In other words, it is an opportunity they have to learn while they play. It is quite accessible because it happens through WhatsApp, an app easily found in most people's smartphones nowadays. I had only one student in 2019 who did not have a smartphone, but he used his mother's one to participate in the Olympics.

5) Feel free to share with us anything you find interesting. Use this space without moderation. :)

People talking English always got my attention since I was a child. I wanted to speak like them. Speaking English would make me powerful like those people were (LOL) ... I also remember, when I was a child, some of my books had beautiful pictures of famous places around the world, they always got my eyes and heart. I usually said: "One day I will take a picture in that place!". These motivated me to keep studying, learning languages, working, and traveling. As an English teacher in a Federal Institute, I may give support to students who have the same dreams and invite others to dream too.



IN THE SPOTLIGHT II



Confira a entrevista realizada com o nosso associado e Conselheiro da região Centro-Oeste, professor Roberto Lima, do Instituto Federal de Brasília – IFB, doutorando na State University of New York (SUNY), em Albany-NY.

1) Please tell us about your research project. What is it about?

Well, initially, I devised a doctoral research project in Technology-Enhanced Project-Based Language Learning (TEPBLL). It concerns the practical management of a complex TEPBLL assessment model that juggles many domains of competences that you would expect from an experiential, all-rounded approach to teaching, as is the case with the Brazilian concept of Integrated Education, which undergirds the founding of the Federal Institutes and the Brazilian Federal Network of Professional, Technological and Scientific Education (RFEPCT). You see, I came up with this focus for potential doctorate during my master's research, which I carried out in the RFEPCT graduate program: ProfEPT (Programa de Pós-Graduação em Educação Profissional e Tecnológica). In that project, I sought to propose a teaching methodology of English that aligned with the principles of Integrated Education in the vocational high-school setting of a hospitality course and thus reify the educational concept that has been at the core of the founding of the RFEPCT in 2008. The result was a booklet which contained teaching guidelines on promoting integrated education for English teachers. The challenge of managing several educational factors is something that I experienced in that process and which resonated with me even more when I identified a similar struggle in the PBLL literature – which I happened to come across during my readings for my master's study. So, I guess you could say that my doctoral project stemmed from a desire to bridge the distance between Integrated Education and PBLL and establish some parallels and ties between them.



IN THE SPOTLIGHT II



2) What is your host university and how long will you stay abroad to carry out your research?

The texts I read on PBLI indicated to me that such an avenue of research was well suited to a specific university, department, program and researchers in the US, to which I ended up applying, for my doctoral studies. However, circumstances and opportunity have led me to accepting an admission offer from a different university, which does not have a research group or line of research in that specific field. Still, the State University of New York (SUNY) in the city of Albany, NY – commonly known as UAlbany –, and more specifically, their Department of Educational Theory and Practice (ETAP), does offer a highly technologically-oriented doctoral program in language education by means of their PhD program in Curriculum and Instruction, and that is why I opted for it. So, I'm not sure how much of my original plan will be maintained in this new context and what changes it will undergo given my exposure to the academic offerings and affordances of UAlbany; but I know that language learning and technology is the field wherein I am keen on developing my doctoral research. Such a field, in fact, was one of the criteria that I used to select the doctoral programs I applied to – and UAlbany was one of my top choices, as it fell so well into this category. In fact, one of the most exciting aspects of having chosen this PhD program is the opportunity to be mentored by one of the pioneers in language learning through technology and screen devices: Dr. Carla Meskill. Dr. Meskill has made it clear that I will be having a very hands-on approach to training to be a scholar in the program, constantly carrying out research and teaching courses to undergraduate and master's students; so it's very exciting imagining that I will spend the next four years abroad studying and honing my skills as a university-level professor and researcher. Four years is the average time students are said to complete the program, and this, too, was one of the aspects that was factored into my PhD program selection process and had a bearing on my eventual opting for UAlbany.

3) What is your home institution? How do you think your research will contribute to the overall teaching and learning process in the Brazilian context?

What I hope to achieve with this enriching experience of doing a PhD abroad is to broaden my horizons in order to better fulfil my duties as a professor and researcher at the Instituto Federal de Brasília (IFB), especially at Campus Riacho Fundo, where I am currently housed.



IN THE SPOTLIGHT II



My Campus offers a full teaching undergraduate course in English (Licenciatura em Letras - Inglês) and therefore I expect to bring a solid perspective in integrating language education and technology which can be multiplied in my role as an English teacher developer. The interface between language and technology is one that cannot be ignored in contemporary society and I believe that highlighting this aspect helps to confer more prominence to the technological dimension of language education - a perspective typically expected of the RFEPT context. As such, the language-technology interface can also be very applicable and useful to the vocational courses in Hospitality and Cooking that we currently offer at Campus Riacho Fundo - be them at high school or post-high school level. Digital literacy is, after all, an essential skill in any profession, nowadays, and ever more so if coupled with English - especially when one considers the lingua franca status that this tongue has acquired globally. Hopefully, my growth as a scholar will also enable me to apply my knowledge and skills to the post-graduate course in Humanities at my Campus, and maybe even to the ProfEPT itself, from which I got my master's.

4) Would you tell us a little about the selection process you went through to get your scholarship? What propelled you to take part in that selection process?

Indeed, it has not been easy seizing upon this opportunity to carry out doctoral studies abroad. I would say that it resulted from a mix of hard work and luck. This is because its fruition depended on the alignment of three separate endeavors.

First, I had to apply for the Full Doctoral CAPES/Fulbright scholarship. This entailed designing a research project that stood out and exuded confidence and a certain mastery of academic language, conventions and skills that evinces that you are likely to succeed as a doctoral student. Formulating such a study plan or research project is not an easy task. It requires a lot of reading and familiarity with a certain field in order to propose a convincingly innovative way of contributing to it. So that was something that I had to do concurrently with my master's. But that was not all, I had to then research several doctoral programs and select 3 that fit my project and thus present these programs as my desired destination, justifying the links between the programs and my project. All this took a lot of time and effort. Lucky for me, I was in a position to borrow time and make up for it with my other professional obligations later - partly because of the outbreak of the pandemic, partly because I was on leave in the final year of my master's research.



IN THE SPOTLIGHT II



Once I was successful in guaranteeing the scholarship, I had to then select two other PhD programs and apply to all five desired PhD programs, submit my project and candidacy to their judgment and see if they, too, would approve me as a promising and viable doctoral student at their institutions. This endeavor required the complex task of meeting many requirements, some of which were similar among universities, but also some of which were unique to each PhD program.

This involved much reading of university websites, manuals and guidelines as well as a whole bunch of paperwork: filling out varied forms, collecting documents, statements and diplomas according to specific guidelines and having them translated with certain accredited professionals; and it also involved reaching out to professors and exchanging emails and scheduling online meetings to convince them to support my application at the desired universities – apparently, this is expected of applicants to doctoral programs in the US.

And finally, as a civil servant, there was the endeavor of being authorized to take leave from work to pursue such a venture in educational development. Of course, you are, by law, expected to receive support for such an undertaking, but, in practice, there are many circumstances, arrangements and cumbersome bureaucracy in the workplace upon which your leave is contingent. In my case, I had to participate in an internal selection process at IFB that would determine if I would be entitled to benefit from such a leave – and I only barely got selected, since I had been recently on leave for my master's. It was plain to see that I could have easily missed out the opportunity, had it not been for circumstances I could not control. So, I would also say you need to really tend to your mental health throughout such a process, because a lot of anxiety, expectations and frustration are involved, since these three spheres of endeavors do not always play out sequentially, but simultaneously. So, I was always juggling many issues throughout the whole process – all the more true when considering everyday responsibilities with family and work.

The idea of carrying out a doctorate in the USA – a leading country in higher education, and where our object of study, the English language, pervades – is a most promising prospect that motivated me to strive to such heights and make the necessary sacrifices. What I learnt in this process, however, is that, although I can acknowledge that being selected in a nationwide contest for a CAPES/Fulbright scholarship is no mean feat – especially because it is not something which is regularly available – applying to a university in the US is not so unattainable as one might expect. Sure my scholarship opened doors, but I was also able to have a glimpse of the many funding opportunities to international students offered by graduate programs. I guess that is something that makes their university system so successful and that we can learn from: cultural diversity is an asset in the academia and it pays off to promote it if one covets internationalization of higher education as Brazil does.

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JANUARY-JUNE, 2021

**Escaneie os QR CODES com a câmera de seu celular
para acessar nosso site, FACEBOOK e INSTAGRAM,
consecutivamente:**



Expediente

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ASSOCIAÇÃO BRASILEIRA DE PROFESSORES DE LÍNGUA INGLESA
DA REDE FEDERAL DE ENSINO BÁSICO, TÉCNICO E TECNOLÓGICO