

TECHNOLOGIES AND METHODOLOGIES FOR LANGUAGE TEACHING:
PRACTICAL AND REFLECTIVE PATHWAYS

TECNOLOGIAS E METODOLOGIAS PARA O ENSINO DE LÍNGUAS: PERCURSOS
PRÁTICOS E REFLEXIVOS

TECNOLOGÍAS Y METODOLOGÍAS PARA LA ENSEÑANZA DE IDIOMAS:
CAMINOS PRÁCTICOS Y REFLEXIVOS



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Reflections that intertwine the fields of Education and Technology have increasingly addressed the demand for innovative projects that impact teaching and learning methods across various levels and contexts. In line with their internationalization and nationalization agendas, numerous universities have engaged in developing inter-institutional projects aimed at advancing this area.

Aligned with these initiatives, this dossier is the product of a partnership between five professors/researchers/friends from four different public higher education institutions: UNESP, USP, UNIFESP, and UFSCar. Despite the distances and diverse environments, we share a common concern about the necessity of training teachers to operate in an increasingly technologized world, with a critical eye on the social implications and considering contextual specificities as well as subjectivities, emotions, “*sin perder la ternura jamás*”.

From this concern, in 2022, we jointly and collaboratively offered an online course through the Graduate Program in Linguistics and Portuguese Language at the Faculty of Sciences and Letters of Unesp in Araraquara, titled “*Tópicos sobre metodologias e tecnologias de ensino de línguas estrangeiras na sociedade contemporânea*”⁶.

The course aimed to discuss theoretical and methodological aspects related to integrating different technologies into language teaching and learning. The 23 participating students, like the instructors, were also from diverse contexts, which greatly enriched the proposed discussions.

Motivated by the outcomes of the course, the responsible professors recognized the importance of disseminating the research conducted by Brazilian teacher-researchers focusing on methodologies and technologies in the teaching and learning of various languages. This led to the creation of this volume, which brings together works related to the teaching and learning of Portuguese as a welcoming language, English, French, German, and Spanish, developed in different regions of the country. Below, we provide a brief introduction to these texts.

In her text titled **Complex educational design and transdisciplinary attitude: Reflections upon a relevant fabric**, researcher Maximina Freire (PUC/SP) aims to discuss the concept of “complex educational design” as a foundation for developing teacher training courses for the use of Digital Information and Communication Technologies (DICT) in the classroom. The author intends, with her model, to facilitate “greater interpersonal interaction and the adoption of a transdisciplinary attitude, reducing the asymmetry of roles among

⁶ Topics on Methodologies and Technologies for Teaching Foreign Languages in Contemporary Society.

participants, and encouraging the shared negotiation of content and activities." The researcher also aims to promote the articulation of diverse types of knowledge, creating space for the transdisciplinary construction of knowledge.

The use of digital tools in language courses is considered a means to empower learners, as discussed in the text titled "**A path to student empowerment: The use of evaluation and technological tools in English language teaching and learning**" by Laura B. Zampieri, Simoni C. Arcanjo, and Vivian Moraes Caruzzo. The authors analyze the use of two evaluative tools (seminar and audio recording) as a way to combine elements such as active methodologies, feedback, and technologies in this empowerment process.

Following the works on new teaching methods, texts based on the concepts of Open Educational Resources (OER) and Learning Objects (LO) offer reflections on their use as a means to assist in the practice of foreign language teachers. In this regard, the article titled "**Analysis of learning objects in the ProfeDeEle and DELE Ahora repositories for the teaching/learning of Spanish as a foreign language**", by Raissa Adorno de Oliveira and Odair Luiz Nadin, provides reflections on these tools for the teaching and learning of the Spanish language.

Also drawing from the notions of OER and LO, the text by Marina de Paulo Nascimento and Cibele Cecilio de Faria Rozenfeld, titled "**Foreign Language Teachers Support Network (RAPLE): Space for sharing, learning and collaboration**" aims to describe the RAPLE program mentioned in the title. This program serves as a space for teacher training and the sharing of resources to create more innovative and meaningful lessons through various communication channels and both physical and virtual spaces.

The work by Luiz Fernando Ferreira, Laís Priscila de Jesus, and Fernanda Rosa da Silva, titled "**Using gamification as a diversification strategy in Libras' pedagogical materials**", focuses on innovative teaching materials. In this study, the authors present 16 teaching materials developed for Brazilian Sign Language, implemented to diversify lessons through the inclusion of active methodologies and gamification.

In the work "**Technological digital resources and the work with genres in EFL textbooks**", Gicele V. Vieira and Alana M. Gerlach investigate how DICT can contribute to the development of students' discursive competence in English as a foreign language through the use of different genres. The authors conclude that "there may not be appropriate digital resources for the production of certain genres, or that certain genres do not necessarily need to be taught with these resources".

The perspective of active methodologies is discussed in the text titled "**Active methodologies and virtual exchange programs: An exploratory study about converging points**", by Lizandra Caroline Alves (UNESP), José Ricardo Bueno da Silva (UNESP), and Ana Cristina Biondo Salomão (UNESP). The text presents several common points between the most well-known active methodologies and the most prominent virtual exchanges aimed at Higher Education.

Another work focused on virtual exchanges is titled "**Methodologies and technologies in foreign language teaching and teacher training interlaced in virtual exchange**", by Kyria Rebeca Finardi (UFES) and Barbara Cortat Simoneli (UFES). The authors reflect on the possibility of integrating digital technologies into English teacher training through virtual exchanges with partner foreign institutions. In this context, they also highlight the need for institutional support consistent with the demands imposed by this type of practice (before, during, and after the COVID-19 pandemic).

Elaine Maria Santos, in the text "**Teaching material preparation and post-method pedagogy: Reflections on teaching practice**," emphasizes, from the perspective of Post-Method Pedagogy, the importance of collaborative spaces in the context of initial teacher training. In her work, the author presents an experiential report that synthesizes some of the difficulties encountered throughout the training process of English teacher trainees.

Focusing still on teacher training, in the work "**Active methodologies and continuing training of foreign language teachers: The perceptions of two teacher trainers**" the authors Letícia de Souza Gonçalves (UFG) and Roberta Carvalho Cruvinel (UFG) discuss an experience developed within the scope of postgraduate studies. They reflect on the importance of integrating active methodologies into the continuing education of foreign language teachers and preparing them to develop more meaningful pedagogical practices for 21st-century society.

The pandemic period, mentioned in the work of Finardi and Simoneli, also served as the backdrop for subsequent studies. In the first, titled "**English teaching and learning online and in-person: A comparison during and after the pandemic**", Bruna Rodrigues Fontoura and Rubens Fernando Mendes da Silva compare two English courses: one online, conducted during the pandemic in 2021, and the other in-person, conducted in 2022. The author discusses the challenges involved in implementing these projects, promoted by a federal institution of higher education and aimed at both internal and external audiences, particularly regarding the availability of spots and retention in extensive courses.

In turn, the text by Paula Graciano Pereira ("**Is it possible to welcome online? Strategies and affections in remote classes of Portuguese as a welcoming language for Haitian immigrants during the pandemic**") focuses on the experiences of Portuguese as a Language of Welcome classes, held online during the pandemic, through the lens of affective relationships.

Bianca Mori, Rafaela Ferreira, and Nildicéia Rocha, similar to Pereira, also analyze, in the text "**Portuguese as a Welcoming Language in a (post) pandemic context: Perspectives for online environment**" the experiences during the pandemic in a Portuguese as a Language of Welcome course. The authors found that the online modality can be a viable path for providing quality Portuguese courses for refugees.

Focusing on the collaborative relationship between teachers, Carolina Vianini, in her work titled "**Online project-based language learning: A collaborative experience**", aims to share the experience of designing and implementing a Project-Based Language Learning proposal developed by two teachers. The author concludes that collaboration among teachers can be a way to manage the excessive time and dedication required for quality projects.

In the texts comprising this issue, there is a notable and consistent desire among the researchers to reflect on their experiences in creating virtual learning environments (VLE) and selecting appropriate digital resources for their teaching contexts. In this perspective, the text by Heloisa Albuquerque-Costa and Mônica Ferreira Mayrink (**Instructional design in the context of language teaching and learning: A reflective exercise to support teacher training**) references key elements related to instructional design to discuss the conception of the virtual classroom for the course "Technologies and Language Teaching," taught by the authors at the University of São Paulo. The reflection highlights the relevance of using parameters related to institutional and didactic-technological dimensions to construct environments suitable for students' learning contexts.

Similarly, Valeska Virgínia Soares Souza, in her text titled "**MOOC + synchronous support for foreign language teaching: Exploring a teaching experience**", describes and analyzes her experience in designing, implementing, and evaluating the MOOC (Massive Open Online Courses) format for beginner French students at the undergraduate level, as well as this design in an English course and a Portuguese as a Language of Welcome course. The author concludes the text with reflections on the continuum of this implementation process, which extends beyond the mere use of digital technologies.

Experiences with Digital Information and Communication Technologies (DICT) are also described in the context of the Languages Without Borders Program (IsF) by Debora Cristofolini and Cyntia Bailer. In the text titled "**Digital resources in an English course for specific purposes in Languages without Borders**", the authors investigate the digital resources used by teachers in the program's English for Specific Purposes course. Besides identifying the resources, their observations enabled the authors to understand the purposes of their use and the skills that were developed.

Ariovaldo Lopes Pereira and Raquel Rosa Souza also focus on the IsF Program in their text titled "**English language teaching mediated by DICT, under the Umbrella of affectivity: An experience in the languages without borders program**". The authors analyze the pedagogical practices of an English teacher and conclude that actions utilizing DICT, grounded in affectivity, can reframe teaching and learning, while also contributing to the university internationalization process.

As can be observed, the texts compiled in this dossier present various institutional scenarios, methodologies, and perspectives on the use of digital technologies. We hope that, by navigating through these spaces, readers will find references that inspire them to reflect on their own experiences with DICT in research and teaching.

Happy reading!