

## PRESENTATION

# The additional language classroom: reflections, research and technology

*A língua adicional na sala de aula: reflexões, pesquisa e tecnologia*

Cristina Becker Lopes Perna<sup>1</sup>, Aline Jéssica Antunes<sup>2</sup>, Graziela Hoerbe Andrighetti<sup>3</sup>

<sup>1</sup> Editor-in-Chief. Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS). Porto Alegre, RS, Brasil. <[cperna@pucrs.br](mailto:cperna@pucrs.br)>

<sup>2</sup> Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS). Porto Alegre, RS, Brasil. <[aline.antunes@acad.pucrs.br](mailto:aline.antunes@acad.pucrs.br)>

<sup>3</sup> Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS); Universidade do Vale do Rio dos Sinos (Unisinos). <[gandrighetti@gmail.com](mailto:gandrighetti@gmail.com)>

It is an honor to announce the latest edition of Brazilian English Language Teaching Journal (BELT+). In order to better present the articles that compose the volume 9, issue 2, of the Brazilian English Language Teaching Journal – BELT+, we divided the sixteen papers in three distinct sessions of papers: the ones on teaching of additional languages and the others closely related to the teaching of Portuguese or English contexts. We have also included an interview with Dr. Steve Walsh, from Newcastle University, U.K., who is committed to teacher education, especially second language teacher education, and enjoys working with teachers to develop a closer understanding of teaching and learning in all contexts. He talks about his areas of interests, namely Conversation Analysis, Reflective Practice and Second Language Teacher Development. Moreover, there is a review in this edition of BELT+. To better present all these incredible works, they will be briefly described in the sections below.

## THE TEACHING OF ADDITIONAL LANGUAGES

In “Applied linguistics and additional language teaching”, Lopes, Salles and Pallú aimed to demonstrate the importance of applied linguistics knowledge to the continuous process of teaching development. The authors suggest that the Post-method may be the most profitable approach to the

### Corresponding Authors:

CRISTINA BECKER LOPES PERNA  
<[cperna@pucrs.br](mailto:cperna@pucrs.br)>

ALINE JÉSSICA ANTUNES  
<[aline.antunes@acad.pucrs.br](mailto:aline.antunes@acad.pucrs.br)>



This article is licensed under a Creative Commons Attribution 4.0 International license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original publication is properly cited.  
<http://creativecommons.org/licenses/by/4.0/>

classroom, since its goals are based in the learning context of each group of students.

Edmodo platform and the flipping L2 classroom are the main topics of “Affordances of Edmodo for the flipping and expansion of the L2 classroom”, by Serafim and Meireles. The authors did not focus on specific tasks, but in how it can be valuable to both teachers and students. They also argue that by using technologies in the classroom there are more possibilities of engagement by the students to the content and the school environment.

## THE TEACHING OF PORTUGUESE AS ADDITIONAL LANGUAGE

In the only article of this section, Ferreira and Antunes invite the reader to reflect about the role Variationist Sociolinguistics can play in the Portuguese as Additional Language (PAL) teaching. Through a bibliographical review, this study shows that there is still room for the development of teacher education and teaching materials in the areas of Sociolinguistics and PAL.

## THE TEACHING OF ENGLISH AS ADDITIONAL LANGUAGE

Opening this section, in the article “Designing classroom material to promote socialization and social change”, Cardoso reviews the process of developing two units of a coursebook that aimed to promote socialization and social change. Teaching perspectives on the Communicative Approach and Critical Literacy are reviewed, advocating the possibility of linking both perspectives. The results suggest that the coursebook syllabus can bring together both the possibility of socialization, fostered by the Communicative Approach, and social change, encouraged by the Critical Literacy. Thus, coursebooks are important factors to promote students’ active citizenship.

Mayowa Akinlotan, in the article “Noun phrase complement in Nigerian English” investigates the structure of *of-complement* noun phrase in Nigerian English, comparing findings with those of British and Ghanaian varieties. *Of-complement* is high in frequency and is a typical complement that has structural tendencies for recursiveness and complexity. Based on variables representing syntactic function and text type, together with corpus analyses of NPs extracted from the Nigerian component of International Corpus of English (ICE), the structural behavior of *of-complement* in the lights of other internal elements constituting an NP structure, is clearly shown.

Through the analysis of questionnaires and interviews, the study presented in “Perceptions of Teachers about their Practices after a PARFOR Language and Culture Education Course” investigates reports practices of teachers who were enrolled in a language and culture PARFOR course in 2012 in relation to their teaching practices after completion of the program. The study addresses a discussion about the teaching of language and culture and the need for more research into the education of English language teachers in PARFOR programs.

In “Prepping a prep course: a corpus linguistics approach”, Boldarine and Rosa explore and report some possible uses of corpus linguistics tools and techniques in a preparatory course for an international exam, focusing on helping students use corpora to find and analyze collocations and colligations

when doing and creating multiple-choice cloze exercises. The compiled data analyzed how participants reacted towards using an online corpus while getting themselves ready for the Use of English component of exams. The results demonstrated that corpus techniques were felt to be useful tools as far as fostering students' autonomy was concerned. The study ends with a brief discussion on its limitations.

Kirsch and Sarmento discuss the use of “workshops” at a community generated by the program Languages without Borders as an avenue for the development of teachers of English as an additional language in their article “Workshops as an avenue of teacher development in a Languages without Borders community in Southern Brazil”. The paper corroborates evidence that workshops, despite often disputed by teacher development literature, are a good opportunity for teachers to share the results of their own reflections, as well as for the emergence of critical teacher development.

Bruscato, in her paper “English language teaching in early childhood education: practice reports anchored on the comprehension approach”, reports a special practice of English language teaching to kindergarten students (from 2 to 6 years old) in a private school in Porto Alegre. By the end of this study, the author highlights the importance of learning by playing games, since the target public is not literate even in their native language.

The study presented in “Integrating Telecollaborative Language Learning into Higher Education: a Study on Teletandem” describes teletandem practices from the perspective of the teacher-researchers involved. Through a description of different forms of teletandem practice, the authors highlight educational and political issues involved in the advancement of telecollaboration in higher education contexts.

In the next article of this edition, Rio introduces in “‘Teacher, I need to show you a foreigner I have been talking to on my cellphone!’ unveiling students’ understanding about technology use for enhancing the speaking skill in English language” a study about the changes in language teaching methodologies motivated by technologies in the classroom.

In “Investigation of intercultural competence: CDA of EFL students’ baseline portfolios”, Hazaea investigates intercultural competence (IC) scattered in EFL students’ baseline portfolios collected in an enrichment critical reading class at the preparatory year of Najran University. IC is operationalized as intercultural attitude, intercultural knowledge and intercultural skills evident as discourses in intercultural texts. The data comprises semi-structured interview and intercultural assignment, which is an encounter discourse to intercultural text. The findings indicate that IC is underdeveloped. Most of the participants represent a negative attitude towards intercultural communication. They also lack appropriate intercultural knowledge and effective intercultural skills. The findings suggest that EFL teaching and learning practices need to shift towards a more intercultural perspective.

Mendes, in his paper “The art of performance in the development of oral production in English”, presents the artistic concept of performance and its application to the English classroom. As a conclusion, the author explains that performing a scene can be a moment of creation and experimentation with the language in use.

Santos, Silva and Dutra, in their paper “*WhatsApp* as a tool to oral practice and writing learning in English language” analyze the use of technologies, especially the *WhatsApp*, an app to promote communication among people in particular or in groups. They found out that most students participate of the proposed activity, whose goal was the interaction – in English – with some utterances made by classmates, based on the Simple Present content. As their conclusion, the authors suggest that technology may be positive in the classroom, because it is already used in the student’s daily life.

The article “An investigation of the possibility of assessing general language proficiency and reading proficiency in English as a Foreign Language through scrambled-lettered texts”, by Rolim and Lima Jr., investigates activities involving Reading Scrambled-Lettered Texts as a possibility of using them as an integrative method to assess language and reading proficiency in English as a Foreign Language (EFL).

In the article “A role-playing game based approach to the EFL classroom”, Rocha brings some reflections about the usage of playing game based approach in English as a foreign language classrooms as a way of providing a meaningful and engaging atmosphere for learning. According to the authors, as this approach proposes life-like tasks in which students use the language to act as they were interacting in real world situations, it helps students to develop communicative and interpersonal skills.

Closing the topic of English language teaching, in our session of reviews Matte and Cardoso present, in “What is the role of vocabulary teaching in the English classroom?: an analysis of the textbook *Alive! 7*”, an investigation through a lexical approach about the vocabulary activities in a textbook for elementary school, more specifically a 7<sup>th</sup> grade. The authors of this review concluded, before a careful and critical reading, that despite the number of the activities provided by the textbook, it has some repetitive tasks.

We hope you all enjoy the reading and wish that the papers presented here may help enhance your classroom practice and guide you to additional ideas for future research in the realm of language teaching.