

EDITORIAL

## The teaching of English and Portuguese as additional languages

### *O ensino de inglês e português como línguas adicionais*

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It is an honor to announce the latest edition of Brazilian English Language Teaching Journal (BELT+). For this first edition of 2018, we present to the academic community 16 articles, 10 of them dedicated to English teaching, 4 of them concerning the teaching of Portuguese as Additional Language, 2 of them focusing on the teaching of additional languages in a more general perspective, plus one interview and one review.

In the first article of this issue is *Atualização da competência comunicativa de professores de Língua Inglesa da rede pública de ensino de Santarém-PA: relato de experiência em um curso de extensão*, by Tanaka, Hitotuzi, Hall and Ferro, the authors present their experience with an extension project called Communicative Competence in English Update, from 2018, at the University of Western Pará (Ufopa). The second article, by Agnoletto and Dellagnelo, *Beyond (or not) the teacher's manual*, examines to what extent novice teachers follow the instructions in the teacher's manual of the textbooks they work with. This study shows that unconscious beliefs play an important role in the teacher's practice. Hibarino and Nodari, in their paper *Compreendendo o papel dos orientadores PDE: identidade, espaço e lugar*, discuss the identity of advisers linked to the Programa de Desenvolvimento Educacional from the state of Paraná, bringing us an interesting discussion on how awareness raising impacts in the identities of novice and experienced teachers. The fourth article, *English teachers' identities concerning their knowledge of slang*, by Senefonte, discusses a postmodern perspective of teacher identity, with the purpose of exploring a possible correlation between the teachers' confidence

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and their teaching skills. Following the topic of identity, Araujo and Ferreira, in their article *Identidades sociais de gênero em livros didáticos de Língua Inglesa sob um viés do inglês como língua franca*, analyze the representation of women in textbooks and realize that there are still racial differences demarcated in the material. The next article, *Letramento escolar em aula de Língua Inglesa: uma proposta pedagógica de leitura crítica*, by Novelli, Jung and Castro, proposes an interesting sequence of activities based on Critical Reading and literacy as social practice. Following in the English language teaching theme, Mottin and Aldrovandi, in their paper *On campus and off campus guide: relato de uma experiência de projeto pedagógico na educação superior*, present an experience with project-based learning in which students from different undergraduate programs develop a guide for students in academic mobility. In the article *Stories of professional development in Brazilian Languages Without Borders program*, Kirsch and Sarmiento investigate the professional development of teachers who worked in the Language Without Borders program through interviews about their practices. Also in this section, Amaral, Torres and Tomitch present, in *Strategic behavior in digital reading in English as a second language: a review of the literature*, an overview of studies about the reading of online texts considering the students' strategic behavior and they conclude that this is a complex cognitive process. To finish the section of English as additional language, the article *The Academic Vocabulary List (AVL) coverage in the Brazilian academic written English Corpus*, by Goulart, shows us the role of AVL in English for Academic Purposes teaching through a word list and its possible uses in a corpus of Brazilian students.

Starting the section about the teaching of Portuguese as additional language, Pereyron and Alves, in their article *Efeitos da instrução articulatória das vogais médias baixas do português (L3) na L1 (espanhol) e a L2 (inglês): um estudo de caso*, investigate the changes in a linguistic system of a trilingual speaker – Spanish, English and Portuguese – who received formal instructions for four months during the research. The second article from this section is *Efeitos retroativos do exame Celpe-Bras nas práticas de formação dos professores de um instituto brasileiro no exterior*, in which Costa describes and analyses the Celpe-Bras washback effect in the practices of an institute abroad, through a micro and macro reasoning, as the terminology and the theoretical background used in the exam. The next paper, titled *Interlíngua no processo de aprendizagem do Português Brasileiro na modalidade em tandem*, written by Silva, discusses about the usage of technology and chatting apps for learning and teaching purposes. The last article of this section, *Rastros de mudanças epistemológicas na área de Português como Língua Adicional: o exame Celpe-Bras como um mecanismo de políticas linguísticas*, by Martins, presents some epistemological changes in the teaching of Portuguese as additional language in a Brazilian context and their relation with the theoretical assumptions that guide the Celpe-Bras exam.

BELT+ also presents two articles on language teaching in a more general way, be it teaching Portuguese or English as additional languages. The first one, *Do not give up! The importance of mistakes in the process of teaching and learning foreign languages*, by Silva, Souza-Dias and Nascimento, discusses the importance of making mistakes in the teaching and learning of foreign languages, due to the positive impact it has on the process. In the last article of

this edition of the BELT+, Carilo's *From the policymakers' desks to the classrooms: the relationship between language policy, language-in-education policy and the foreign language teaching-learning process*, aims to clarify how the areas of enquiry related to language and language-in-education policymaking and enactment are intertwined to the practicalities of foreign language curriculum development and syllabus design.

As for BELT+'s interview in this edition, entitled *Linguística de Corpus e ensino de línguas: uma entrevista com Ana Frankenberg-Garcia*, Goulart and Matte have the honor to interview Ana Frankenberg-Garcia, one of the creators of [COMPARA](#), a parallel corpus of Portuguese / English composed of 3 million words. Frankenberg-Garcia's research describes the interface among corpus linguistics, translation, lexicology and ELT. Finally, Soares and Costa review the paper entitled *Deaf scholars on reading: a historical review of 40 years of dissertation research (1973-2013): Implications for research and practice* by Andrews, Byrne, and Clark. The authors conclude that Andrews, Byrne, and Clark achieve their goals by presenting the way deaf researchers think about reading related issues. The authors give readers interested in deaf education a carefully reviewed paper, with historical research on reading, undertaken by deaf researchers an organization that facilitates the access to the information exposed in a fluid way condensed in diverse tables. Such an arrangement makes the text easy to access and retrieve several important details that could go unnoticed, if not systematically compiled.

We wish to thank the authors who have contributed to this edition and we hope that the issues discussed here serve as a stimulus for English and Portuguese language teaching. We wish our readers an enjoyable and fruitful reading experience!

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