

 <p><b>ESCOLA DE HUMANIDADES</b> PUCRS</p>	<p><b>BELT</b> Brazilian English Language Teaching Journal</p> <p>BELT, Porto Alegre, v. 11, n. 2, p. 1-2, jul.-dez. 2020 e-ISSN: 2178-3640</p>
<p> <a href="http://dx.doi.org/10.15448/2178-3640.2020.2.40395">http://dx.doi.org/10.15448/2178-3640.2020.2.40395</a></p>	

## APRESENTAÇÃO / PRESENTATION

**TEACHING-LEARNING ENGLISH IN THE 21<sup>ST</sup> CENTURY****Cristina Becker Lopes****Perna<sup>1</sup>**

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**Submetido:** 29/02/2021.**Aceito:** 29/02/2021.**Publicado:** 29/03/2021.

We are very pleased to launch this edition of the Brazilian English Language Teaching Journal (BELT). The present volume is composed of three articles, one review and one interview. It showcases the latest themes addressing topics in technology and teaching, teaching of grammar, capacity building in English as a Medium of instruction, an interview on discourse genres in Portuguese as an Additional Language and a review on teaching-learning L2 through gamification.

In their article, Delgado, Fay, Sebastiani, and Cortina examine the benefits of utilizing Adaptive Learning Systems (ALS) and Artificial Intelligence in English Language Teaching, showcasing the functionalities of adaptive tools, specially by way of American school teachers' reports on their use. The research, which states that these methods provide students with a learning experience tailored to their own needs, also claims that with the use of such tools students become main agents in their own schooling. Furthermore, the authors present one of the possible drawbacks: the need for teachers' autonomy, so that they may explore which is the best way to teach a specific student.

The second article, by Alvez, Machado, and Nespoli, aims to contribute to the teaching and research of the perfect aspect, specifically when it comes to teaching English as a second or foreign language. It investigates students' understanding of the perfect aspect and how that may help them as learners of EFL, as well as how and by which activities the teachers define the perfect aspect in the classroom. After analyzing those components plus a specific activity designed with the teaching of perfect aspect in mind, the research showed that syntactic-semantic analysis and paraphrasing exercises improved EFL learners' understanding of the aspect.

In his article, Kerry Pusey describes the lessons he has learned when piloting an EMI course for faculty at a University in the RS. According to Pusey, the topic of pre- and in-service teacher education for EMI is still in its infancy, especially in Brazil. In his paper, he discusses five themes that represent the most salient takeaways from the piloting



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experience. These lessons intersect with some of the most pressing issues faced by researchers, practitioners, and policymakers involved with EMI in higher education contexts. The establishment of an agenda for further investigation into EMI is what the author seeks to instill with his paper.

The interview published in this edition by Gabbi and Perna, was conducted with the authors of a project that addresses the theme of reading and writing in higher education scenarios, specifically concerning discourse genres, to contribute with the academic production of students. The interviewees are faculty members of PUC-Rio, who have idealized a website in which scholars may find resources that may help them write academic texts in Portuguese, in different genres such as biodata, summaries and reviews, among others.

Finally, Ramos' review of Jonathon Reinhardt's "*Gameful Second and Foreign Language Teaching and Learning – Theory, Research and Practice (2019)*", presents us with an overview of its ten chapters, which mainly concern the topic of the teaching and learning of L2 by means of games. Besides that, the topic of gamification as a social practice is raised as the book claims that the use of games follows society's movements – assimilating Bakhtin's take on speech genres as "relatively stable types of utterances". In his findings, Ramos states that the book will help teachers to find inspiration and create new teaching practices in their L2 classes.

We cannot stress enough how honored we are with the authors' dedication to widen and enrich the research available around the topic of the teaching and learning of English, especially as their studies have continued even in the midst of the trying times of a pandemic. We are immensely thankful for their contributions and hope that these readings help our readers on their path as language teachers and researchers.

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