

APLISC Newsletter

2º Semester, 2004 - Volume 12 Issue 2

From the president and vice-president

Dear readers,

This is our first issue as president and vice-president of APLISC and it is a pleasure to welcome you to our Newsletter's second issue this year! The board of directors was just elected (on June 26th during a seminar in Florianópolis), and gathered on July 6th in order to write down a common agenda for the next two years, the guidelines of which we would like to share with you now. We have reaffirmed among our aims:

1) to strengthen the bonds between teachers of language and literature in accordance with our "estatuto," which registers among the major aims of APLISC:

promover uma aproximação entre os professores de língua e/ou literatura inglesa das diversas regiões do Estado de Santa Catarina para viabilizar a troca de experiências entre eles e oportunizar o seu aprimoramento pedagógico, teórico e cultural (Art. 2º).

This cooperative effort starts with both of us, president and vice-president, sharing a deep interest in expanding the interface between language and literature.

2) to stimulate social projects leading to the acknowledgement that learning a foreign language is an act of social inclusion, based on the following item of Art. 2º:

promover intercâmbios e convênios com entidades nacionais e estrangeiras.

Many of the directors on this board are highly interested in creating a Project Committee in order to raise funds to enable economically impaired citizens to learn English.

3) to create a coordinated network with other foreign language associations of Santa Catarina so

as to enhance our possibilities of offering opportunities for teacher development throughout the State. Thus, we propose to join efforts to:

promover o aprimoramento profissional de seus associados através da realização de cursos, conferências, debates e seminários, isoladamente ou em conjunto com outras entidades.

The president has several years of experience working together with teachers of other foreign languages, and we believe that such opportunities should be enlarged in Santa Catarina. 4) to continue supporting the creation and maintenance of new regional sections of APLISC throughout the State; this is mainly because, according to SEÇÃO V - Art. 27º:

as Coordenadorias Regionais são extensões da Associação que visam integrar os professores de diversas cidades de uma determinada região do Estado de Santa Catarina, no sentido de oportunizar-lhes o aprimoramento pedagógico, teórico e cultural e de divulgar o nome da Associação naquela região.

Already in the first semester of this year, we have received and accepted an excellent proposal for the creation of a new regional section in Criciúma, and we are expecting another proposal from Joinville to arrive soon. Our estimate is that 2004 may see APLISC opening at least four regional sections - quite a good number to start with for this celebrating year (the 10th Anniversary of APLISC)! Indeed, there is much to celebrate: the work ahead of us, which has begun on such a positive note already, and also the remarkable work achieved by the previous administrations in this first decade of our Association.

Therefore, we are planning several significant events for this and next year. The first of these

events will take place in Florianópolis on October 23rd, under the theme "Celebrating APLISC's 10th Anniversary." The day will be full of interesting professional activities, beginning with two discussion panels in the morning and in the afternoon we will be offering workshops. We would like to invite you all to spend this special day with us till the end because we are also planning a cocktail and happy hour with lots of music and dancing for all!

May this atmosphere of celebration be a fruitful starting point for the new achievements we will be pursuing together! As part of our campaign for new members and a stronger association, you may contribute in at least two ways: Invite a colleague to become an APLISC member! and/or, ask those former APLISC members among your friends to renew their membership!

We are looking forward to working with you! For now, our very best wishes to all,

Josalba and Eliana



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From the editors:

The first issue of our new board of directors Newsletter starts some new sessions aiming at extending the dialogue among our members. As you can see in the last page of this issue we will have some space dedicated to advertisements and classified ads. We are also proposing an informal corner dedicated to the "Cantinho da sala de aula" in Portuguese. And as usual whenever you have a classroom experience or a special technique that has worked, some theoretical aspects related to the teaching / learning of English or a film, book or multimedia material review that you would like to share with other teachers, please contact our editorial

board at baretta@unoescjba.edu.br. We are looking forward to reading from you. In this issue you will find interesting insights and suggestions for your teaching and professional improvement. Starting with M. Bettoni-Techio, you will find out how perceptual learning modality preference can improve and influence the learning of your students. E. Ávila discusses how EFL teaching can and should be reflective and intercultural and L. Fernandes gives us a useful reading tip for how to improve the use of the "humble board" in language classrooms. In addition, you will be able to meet us - the new Board of Directors - and know a little bit of us. Don't miss the noticeboard with forthcoming events and our latest news. We wish you a pleasant reading!



Spotting the Problem

Effects of Perceptual Learning Modality Preference on the Choice of Strategies for Developing Oral Competence in a Foreign Language

As an English teacher, I constantly face a classroom full of variety. The students are very different from each other and they have to be approached differently in order to succeed in the language learning process. Some of my students are autonomous, they take care of their own learning because they know what they should do in order to improve, but others need extra help. Many students ask me what they should do at home in order to maximize the learning processed at school. They may not know the concept, but they are actually asking for language learning strategies (LLS). According to Oxford (1990) LLS are "actions taken by second and foreign language learners to control and improve their own learning" (p. ix).

However, as the students are different from each other, the strategies that work for each one are different. Many authors support the idea that strategy choice depends on many individual factors (Ellis, 1994, p.506; Wenden, 1987, p.3). One of these factors is perceptual learning modality preference (PLMP), that is, four different ways to perceive information. Reid (1984) named them according to the senses that are more used in the process.

These modalities are visual, auditory, kinesthetic and tactile.

In order to better help my students, while I was taking the graduate course at UNOESC, I carried out research (1) to verify whether there was a relation between PLMP and the choice of strategies chosen by learners in order to develop oral competence in an L2; and if so, (2) what strategies were employed by successful learners within each PLMP group.

All subjects' PLMP was assessed by means of Reid's Questionnaire and the strategies were assessed by means of an adaptation of Fortkamp's Questionnaire (2000), an open-ended written question, and informal conversations.

The findings show that there seems to be a relationship between learners' PLMP and their choice of strategy. Successful learners use many strategies in order to improve their speaking skill, for instance, (1) reading aloud to improve pronunciation, (2) watching television to learn new words and structures, (3) reading with the primary purpose of learning new words and structures, (4) speaking to oneself in English either silently or aloud, to mention a few. Moreover, all the subjects preferred

work and study individually. They all often use monitoring strategies and the ones who are strongly visual rely on planning strategies more than all the others. Thus, in this study, I showed that the learner PLMP might influence ones choice of strategies.

Students should be made aware of their own learning styles and the learning strategies which match their preferences (Puchta, 2001; Reid, 1995: xiii). Furthermore, by teaching our students to improve their learning strategies in one skill area [listening, speaking, reading, or writing] we can help them to enhance their performance in all language skills.

We can also identify the strategies used by our 'independent' students, the ones that were able to discover them on their own and help the other learners to succeed as well. Usually, classmates share many characteristics, reducing the variables that may affect the effectiveness of a determined strategy.

Nowadays, there are good books available for helping us to train our students in the use of strategies. A good start for teachers who would like to know more about the subject is Oxford's *Language Learning Strategies: What every*



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teacher should know and to learn more about learning

styles the best option

is Reid's *Learning Styles in the ESL/EFL Classroom*. Moreover, we have to be aware of our own learning styles and monitor ourselves in order not to allow it to interfere in our teaching style.



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Reflective Thinking

EFL and the Intercultural Classroom

For quite some time, many professionals in the field of teaching

English as a Foreign Language have been attempting to answer a difficult either/or question: Is English-language proficiency more effectively developed in EFL classrooms through learner-centered, interactive, "communicative" approaches, or through "formal" approaches in which the prescriptive teaching of grammar, pronunciation and vocabulary is the dominant pedagogical activity? Significantly, there has been no conclusive answer-nor does there seem to be any in sight; instead, the attempts to reach such an answer have opened a fruitful debate that has refined the very terms of the question and revealed pertinent issues previously elided by its reductionist assumptions. For example, in discussing the "communicative" approach (as put forth by Krashen 1987) in the light of Henry Widdowson's (1990) arguments against it⁽¹⁾, Celce-Murcia et al (1997) and others have argued that it need not be restricted to promoting "free conversation" activities that are inattentive to developing awareness and accurate usage of phonological, morphological and syntactic linguistic patterns. Instead of thinking in reductive binary terms by which the communicative and formal approaches are mutually exclusive, these specialists find it more realistic to acknowledge that both are intrinsically interconnected and, therefore, should be integrated.

On this understanding, I would like to consider the situation in which EFL teachers concerned with

promoting both communicative fluency and linguistic accuracy must often elicit topics of conversation guiding students to contextualize the formal structures being studied so as to practice them in communicative settings. I argue that this integrative practice should include a focus on developing critical frameworks for students to rethink their very experience of learning EFL, if we are not to reinforce the artificial environment which still silences ethical issues in EFL classrooms, whether within or between cultures.⁽²⁾

The monocentric profile of EFL and of the mainstream ways we have taught it in our classrooms at least since the Cold War (when the British Council and the U.S. Department of State established outposts overseeing the promotion of the English language worldwide) has been changing steadily, as we grow aware of different ways of reading, that is, responding to cultural texts - whether visual, aural, multimodal, ideological, etc. However, the most common textbooks-and teaching methods associated with them-are those which do not encourage students to reflect on cultural issues, let alone those comprising the core context of their real-time situation of learning. This is understandable, for editors and institutions alike tend to aim at an audience that is idealized as homogeneous: a mainstream target audience that can be far more easily assessed and managed than those of all the real students, whose heterogeneity would demand singularity of treatment. My point is that even so, it is possible - and relevant for an integrated approach to teaching EFL - to use these textbook

1 - In the 1990s, Widdowson's arguments raised the hypothesis that the communicative approach may often mislead students into oral fossilization patterns at early stages of language learning for adults. The term "fossilization" refers to the internalization of normative linguistic patterns through the same learning processes that lead to the internalization of non-normative ones. H. Douglas Brown defines it as "the relatively permanent incorporation of incorrect linguistic forms into a learner's L2 competence" (1993:217).

2 - Paul de Man glosses ethics as "the structural interference of two distinct value systems" (1979:205).



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materials in non-homogenizing ways. Let's consider the issue raised by Irene E. Schoenberg, on the EFL classroom situation as contrasted against that of the ESL (English as a Second Language) classroom: *ESL students have no alternative but to use English to communicate because their classmates and teacher do not know their language. In the EFL situation, on the other hand, we as teachers expect students to communicate with equal enthusiasm in the target language, even though everyone speaks the same language. . . . ESL students have the real, immediate need to speak English as soon as they leave the classroom. If they learn in class how to ask for pizza with mushrooms, they will get immediate gratification upon leaving the classroom and asking for such a pizza in the pizza place next door. By the time EFL students get to a pizza place that requires the use of English, their appetites and enthusiasm will surely have dampened* (2000:online).

In this light, our EFL students have much to gain from investing in the real intercultural contexts in which they are learning English. As a realtime experience, critical interaction with EFL materials can provide them with invaluable stimulus to engage their own ideas and feelings concerning the wide range of texts they are exposed to inside and outside the classroom. Such interaction has become increasingly shallowed, if not silenced, by the ways students are often restricted to a pre-established set of facile conversation themes allowing them to focus maximum attention on aspects of form and communicative functions alone-while dismissing much "real English" content.⁽³⁾ Despite our best intentions as teachers, the shallowing of students' interaction with EFL materials is nonetheless an exclusionary pedagogical practice because it sidesteps the classroom's significant role in valuing people as active citizens capable of learning a foreign language without ignoring, for example, the intercultural context and reality which makes the learning of English both necessary and possible in Brazil.

As the exclusionary effects of the classroom environment become unnoticeable to both teachers and students of EFL, it is not surprising that our students may often perceive (inter)cultural issues-and the cultural heterogeneity they reflect-stereotypically, as being irrelevant to immediate, practical English-

language learning aims-simply because, supposedly, such issues do not help develop linguistic accuracy in processes of learning EFL. But don't they?

As a result of the pervasive silencing of the contextual relations that potentialize language, students often shy away from addressing the very experiences which are most closely related to their immediate situation of learning English-I mean, not merely English, but English in a specific historical and geographical context: English as a foreign language. The more we silence critical thinking about the very cultural context of learning EFL, the more we alienate our students precisely from the real-time situation which can potentialize their integration of communicative fluency and linguistic accuracy in English. In this light, the notion that the local and intercultural conditions of learning EFL in Brazil belong to a minor realm, secondary to that of learning linguistic accuracy, no longer seems realistic. Systematic silencing produces the illusion that what is unspeakable (or difficult to speak about) is also unreal. This is hardly a productive environment for a pedagogy of language that values and stimulates creative agency, personal voice and public possibility in real contexts of language use.

If much enthusiasm for learning English is generated by the association of its speakers with England and Englishness, and/or with the U.S. and "Americanness",⁽⁴⁾ it is necessary not to lose sight of the fact that the process of globalization - which has made English valuable in the first place - is not one of cultural homogenization only. It is not one which can ignore the cultural heterogeneity that speaks out despite the constraints of "non-native Englishes".⁽⁵⁾ This heterogeneity takes its place in the "glocal": the local, circumstantial or con-textual uses to which the globalization of the English language (and other cultural flows) is put. Thus, Roland Robertson argues that "glocalization" is a process by which cultural practices do not merely *respond to* but, rather, *redefine* globalization: "[t]o that extent the local is not best seen ... as a counterpoint to the global. Indeed it can be regarded, subject to some qualification, as an aspect of globalisation" (1995:30). In terms of education matters, glocalisation requires educators, learners, and institutions all over the globe to expand the ways they make sense of globalization, for example by exercising their changing relationship with

3 - "Real English" refers to language as it is used in non-artificial situations of communication.

4 - I use quotes for caution. The fact that the term "American" has been appropriated to refer to a country instead of a continent is a concise example of the kind of homogenization that need not be endorsed through EFL teaching. While it is most often taken for granted, it owes its history to a colonial discourse that passes for an anti-colonial one representing the entirety of the colonized Americas against a common Old World oppressor.

5 - If the term "native English" refers to the ways the language is spoken in the "motherland" nations (England, Scotland, Wales and Ireland) and the "colonized" nations, then these should include not only the U.S., Canada, Australia, New Zealand and South Africa but also all the other countries where English has become the not only the official tongue but also the mother tongue of the majority of the population. In other words, if the term is to refer to those who have learned the English language from birth, then the notion must be expanded to include its many varieties that do not confirm the homogeneous image most teaching materials implicitly claim for English (even while also claiming cultural diversity). It would be more accurate, therefore, to admit that the term "native speaker" is actually a euphemism for the linguistic standard set by white, middle-class speakers of English associated with the British Council and the U.S. Department of State (see Phillipson 1992). This standard is perpetuated through ideals of social privilege that are historically based on racial and classist exclusion. See also Canagarajah 1999.



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the English language-actively and creatively.

By contrast, students who are not encouraged to tap into the "glocal" aspects of English in today's world may unwittingly feed into the homogenizing cultural processes that this language has historically represented, and which are so often reproduced in the EFL classroom. Couching students in facile course content may indeed make the classroom a simpler place, but if we want to promote English as a vehicle for cultural heterogeneity and, therefore, active communication, I think the facile impulse should be distrusted, or at least reflected upon.

An active engagement with the intercultural situation *de facto* occurring in the EFL classroom empowers learners to increase their responsibility (ability to respond) to the ongoing flexibilization of the cultural texts ascribed to the English language. The concrete inequalities imposed by the cultural assumptions often taken for granted in classroom materials and activities need to be reflected upon, acknowledged, and changed through critical interaction. We need to recognize our students' power to rethink their relationship with the language they are learning as a springboard for reconfiguring the real situation of their EFL classroom experience itself. Thus, we need to interpellate students as speakers with the potential to share the English language with those whose supposed "ownership" over it has long had pervasive inhibiting effects on their learning. This interaction I am looking to occurs when students are stimulated to exchange ideas and elaborate on their own learning experiences and the various ways of making sense of them. It generates singular meaning-making processes that cannot be prescribed or reduced by form-oriented or communicative teaching methods alone.

Reflective thinking allows students to come to terms with the real expectations they confront daily concerning cultural norms, and to realize how they can change the values they attribute to them-including those they are experiencing in the classroom con-text itself. This ability to think through experiences and attributions of value is a requisite for most real-time interaction in any language, but if it is English we are teaching then we should stimulate students to develop such an ability specifically in their real context of EFL learning.

Clearly, it is in responses to texts, in their various forms, that language is developed. Though literature is obviously by no means the only source wherein learners may engage intercultural texts, it is surely a fundamental one - often taking place as readers question and challenge texts. In other words, reading (any kind of text) is not a passive event mechanically activated by a prescriptive teaching function, but an active, relational process.

The elitist equation of Literature with a prescriptive set of high-culture texts or with exclusionary ways of reading them has been responsible for its being

systematically swept from EFL curricula. It is not by accident that Literature has become synonymous with something like "an ivory tower," but it does not help to reproduce the mistake. Therefore, following scholars of Cultural Studies (for whom Literature cannot be reduced to "high culture"), Izabel Brandão denounces the "elitist and colonialist perceptions that place literature in a higher pedestal (as compared to language teaching) and only allow access to it to highly qualified people, those divine beings open to 'transformation' only through the reading of canonical literary texts" (1999:15). Also challenging these elitist views, Madeline Haggan agrees that "the grouping of language and linguistics as one unit in opposition to literature teaching is inaccurate and misleading" (1999:22).

Before presuming literature - and the cultural responses it raises in its diverse contexts - to be irrelevant, and removing it from EFL course curricula, it would make more sense to bring into the English-language classroom some of the questions that such broad academic fields as Cultural Studies and Literary Theory, for example, have been asking for decades: "What literature?" as well as "Whose texts?" and, for that matter, "Whose language?" If the interaction we want in the English-language classroom is to happen between real people with their real experiences, then it must also happen in the specific contexts they are actually speaking from. As long as the EFL classroom is reduced to a place prescribing mainstream Anglo-American cultural content (to the point that the flags of the U.S. and the U.K. still typically claim their supervising universality over EFL teaching environments without causing much surprise), globalization will remain a homogenizing and creativity-killing trend denying the irreducible cultural content that is making current use of the English language.

The fields of Cultural Studies; Literary Theory; Critical Discourse Analysis; and Literary and Cultural Criticism, among others, have long been challenging elitist notions of linguistics, literature and EFL teaching that intensified during the Cold War period but are now ceasing to prevail. Teachers and students are beginning to engage textbooks as well as nondidactic texts-whether of literature, film, cartoons, the internet, TV or other media-as vehicles for questioning, intervening and participating in a collective (both local and global) cultural debate. As we expand our perceptions of what it means to read texts, we no longer need to see them as that ethereal, inaccessible, a historical realm of truth which used to be arrogated to the literary work decades ago. ■

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Eliana Ávila (UFSC)
Vice-President of APLISC



APLISC Board of Directors (2004-2006)



President: Josalba Ramalho Vieira has been an English teacher at Colégio de Aplicação - UFSC since 1988. Recently she has also joined the Programa de Pós-Graduação em Inglês e

Literatura Correspondente (PGI-UFSC) as a teacher where she conducts and advises research on reading metaphors in the foreign language classroom. Her master's degree is from PGI-UFSC with a thesis on Literature and Philosophy and she has developed her doctoral studies in Applied Linguistics at UNICAMP. She is married with two kids and lives in Campeche quite near the beach.



Vice-president: Eliana Ávila has taught English since 1979. Recently she joined the faculty at UFSC-Universidade Federal de Santa Catarina, where she teaches undergraduate and graduate

students of English and English-language literatures. Her current research is in intercultural and globalization studies, with a focus on identity, alterity and diversity studies. Her doctoral degree is from UFSC, with a dissertation on the expansion of intercultural perception in contexts of culture shock.



1st secretary: Marimar da Silva has been working as an English teacher since 1980 in private and regular schools in Florianópolis, S.C. She has been involved in the area of Teacher Education for the last four years and is currently teaching English at Colégio de Aplicação / UFSC. She has an MA in

English from the Federal University of Santa Catarina and her areas of interest are Teacher Education and Second language Acquisition.

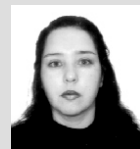


2nd secretary: Valéria de Souza Barreira has worked as a teacher in private language schools for fifteen years and currently owns a small language school in Joinville. She holds a M.A. in

English Language from UFSC. Her research interests are reading comprehension, advertising and metaphorical studies.



1st treasurer: Adriana Regina Baioco Stanzioni has been an English teacher at the Extracurricular course at UFSC as well as a master's student at Programa de Pós-Graduação em Inglês e Literatura correspondente.



2nd treasurer: Raquel Maysa Keller is a professor of English at UnoChapécó and has been teaching English since 1985.

Editorial committee:



Claudia Finger-Kratochvil is a professor of Applied Linguistics at UNOESC and has a master's in Psycholinguistics from UFSC. Her main areas of interest are literacy and reading. She has been currently investigating the freshmen's reading skills and abilities. She is the vice-coordinator of APLISC - Joaçaba Regional Chapter.



Luciane Baretta is a PhD candidate at PGI-UFSC. She teaches English at UNOESC-Joaçaba and Colégio Santíssima Trindade. She has been working with EFL/ESP for the past twelve years. Her main areas of interest are teaching methodologies and EFL reading. She is the coordinator of APLISC - Joaçaba Regional Chapter.



Regina Tibúrcio teaches at Universidade do Sul de Santa Catarina - UNISUL, Tubarão campus and at Yázigi. She has been teaching English for nineteen years. She also is the coordinator of APLISC - Tubarão Regional Chapter.

Collaborators:



Carla Borba is a professor at UNISUL, Colégio Energia and Yazigi. She is taking her master's in English at UFSC. She is also the vice-coordinator of APLISC - Tubarão Regional Chapter.



Lincoln Fernandes is a PhD candidate at PGI (UFSC) and currently teaches English at Faculdade Barddal. His main research interests are translation of children's literature, corpus-based translation studies, teaching of translation and the use of translation in the EFL classroom.



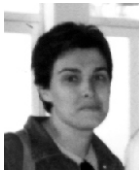


APLISC Board of Directors (2004-2006)

Events committee:



Adriana de Carvalho Kuerten Dellagnelo is a doctor in Applied Linguistics, who has been an English teacher for 20 years. Her main interests are Teacher Education, Critical Discourse Analysis and Systemic Functional Linguistics. She also deals with the process of reading and writing. At the moment, she is working with Language and Literacy in first language at Udesc, with the course of Pedagogy in the distance learning modality.



Eloiza Romanini teaches English at Extracurricular at UFSC and has been teaching English for approximately nine years.



Kyria Finardi has worked as an EFL teacher and teacher trainer for 15 years in Curitiba and Florianópolis and is currently writing her MA dissertation in Applied Linguistics (teaching) at UFSC. She's made several presentations for EFL teachers in Brazil about motivation, ludic language and metaphors in education in general and in language learning specifically. She's an in-house guest speaker for the American Embassy and has prepared workshops for teacher training programs in private language institutes in Curitiba, Londrina, Brasília, Rio de Janeiro and Florianópolis. Her interests are cognitive processes and the effect of motivation and fun in the learning process.

Colaborators:



Gloria Gil is a Senior Lecturer in the Depto. de Línguas Estrangeiras of the Universidade Federal de Santa Catarina - UFSC (Brazil). She holds a PhD in

Applied Linguistics from UFSC, and, apart from having run courses and seminars for teacher development, she has published several articles related to the teaching and learning of English. Her main research interests are the relationships between language and education, foreign language classroom discourse, and foreign language teacher development.



Gisele Luz is from Florianópolis. She is a master's candidate at PPGI at UFSC. She has been teaching English for eighteen years and during the past ten years she has been teaching teenagers and adults. At the moment, she is a teacher at Prefeitura de São José and at the Extracurricular course at UFSC. Her main interests are related to how students interact in groups during English language classes.



Book Review

Using the Board in the Language Classroom

The book *Using the Board in the Language Classroom* was written by Jeannine Dobbs, and published in 2001 by Cambridge-CUP.

With the availability of high-tech tools (such as TVs, DVD players and multimedia projectors) for teaching language classes, the use of the humble board seems to have been momentarily forgotten. In this sense, *Using the Board in the Language Classroom* comes to remind us of the importance of the old board in helping teachers to conduct their lessons. The book is divided into four main parts: (i) Introduction; (ii) Reminders, tips, and suggestions; (iii) Language-based activities; and (iv) Content-based activities. In the Introduction, the author gives an interesting historical background on the origins of the board and a brief description of the different ways in which teachers and students can make use of it. In the following section, some reminders, tips and suggestions are given as way to use the board efficiently and effectively. The other two parts of the book focus on activities for the board which can help

teachers both to teach and to assess their students. These activities are designed to cater to a wide range of age groups and provide teachers with an invaluable source of motivating and lively material that can also be adapted to suit different classroom situations. By and large, the book offers over 130 activities to teach and practice vocabulary, pronunciation, and grammar. In addition, these activities give learners the opportunity to have fun during the learning process. Therefore, *Using the Board in the Language Classroom* has certainly succeeded in reminding teachers that the supposedly 'low-tech' tool they have at their disposal is in fact powerful and still has a great deal to offer to the language classroom. ■



Lincoln Fernandes
PhD Candidate PPGI/UFSC



Cantinho da Sala de Aula

Você vivenciou alguma experiência, situação engraçada ou inusitada na sala de aula que gostaria de compartilhar com seus colegas professores? Teremos um espaço reservado para sua contribuição na nossa próxima edição.

Para maiores detalhes, contate nosso comitê editorial através do e-mail: baretta@unoescjba.edu.br



Noticeboard

From 14 to 17 of July the *Convenção das Associações dos Professores de Inglês* took place in Canoas at ULBRA. Josalba Ramalho Vieira, the president of APLISC, Kyria Finardi and Gisele Cardoso Luz, in charge of the events committee, were present. Kyria presented a workshop: Play in education and language learning. Andréa P. Scaffaro and Heloisa H. de Faria Tambosi, APLISC members, presented the communication: Fun and practical activities for children from 3 to 6 years old. Some other APLISC members were present as participants.

Our president (photo), Josalba with ULBRA representative and Secretaria da Educação do

Rio Grande do Sul representative at the opening session of *Convenção das Associações dos Professores de Inglês da Região Sul*.



Forthcoming Events

Regional APLISC Workshop
Joaçaba Chapter - UNOESC
September, 11
apliscjba@unoescjba.edu.br

Celebrating APLISC's 10th Anniversary
Florianópolis - UFSC
October, 23
SILVIA_ZOMER@yahoo.com.br

Espaços de circulação da linguagem
CCR Auditorium - UFSM
October, 5-8
www.ufsm.br/sletras

VII Congresso Brasileiro de Linguística Aplicada
São Paulo - PUC
October, 10-14
alab@lael.pucsp.br

6º Encontro CELSUL
Florianópolis - UFSC
November, 3-5
www.clip.ufsc.br

Classified ADS

University Lecturer

Celia D.S. Bell has a BA in Arts, a MA in English Language from UFSC, and a TESOL teachers' training from King's College Oxford. Since 1997 she has been working as an EFL/ESP teacher. She is currently teaching Portuguese as a foreign language at Dresden University, in Germany. In October she returns to Brazil where she is a candidate in the PhD programme at UFSC. celia.bell@bol.com.br



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TIME TO LAUGH

Student: Ma'am?
Teacher: Yes?
Student: What kind of test do we have today?
Teacher: Multiple choice.
Student: Good! I choose not to take it!



APLISC Newsletter

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