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APLIEPAR NEWSLETTER

Technology & Language Teaching

NESTA EDIÇÃO:

Speak Up ..... p. 03
Just a Hint ..... p. 15
Learning in Focus ..... p. 20
Take your time ..... p. 24
APLIEPAR in Action ..... p. 25
Equipe Editorial ..... p. 26

Editorial p. 2

Language teaching has always made use of technology and benefited from its advantages, as it allowed us to provide social and cultural input in the classroom. During remote teaching, technology has taken the spotlight in our pedagogical practices - as teachers had to reinvent classroom routines, roles, and mediating tools. This special issue of the APLIEPAR newsletter is dedicated to the use of technology in language teaching and learning.

EDITORIAL

Language teaching has always made use of technology and benefited from its advantages, as it allowed us to provide social and cultural input in the classroom. During remote teaching, technology has taken the spotlight in our pedagogical practices - as teachers had to reinvent classroom routines, roles, and mediating tools. This special issue of the APLIEPAR newsletter is dedicated to the use of technology in language teaching and learning.

In our *"Speak Up"* section, we catch up with Silvia Heshiki to find out about how her knowledge and experience were helpful in dealing with teaching remotely, discussing its limitations and possibilities. Then, we bring an opinion article written by Gabriel Amorim regarding education technology in these challenging times. Lastly, we bring digital stories created by Letras - Inglês students regarding the presence of technology in their lives.

The section *"Just a hint"* brings tutorials from pre-service teachers enrolled in an undergrad course from Letras-Ingles and tool suggestions from in-service teachers from several contexts enrolled in a course taken during their professional master's in language teaching (MEPLEM). This section comprises several resources that can be used to increase possibilities in language teaching. We sincerely hope that these can help our readers to explore the possibilities promoted by learning in digital environments.

The section *"Learning in Focus"* brings contributions from student-teachers who enrolled in an elective course offered by Professors Michele El Kadri and Denise Grassano Ortenzi. The course adopted the Social Activity perspective by placing students in the role of magazine editors and was organized through the Formative Didactic Experiment to foster learning and development.

Each group worked as an editorial team - responsible for writing, designing, and creating the sections of a digital magazine about technology in language teaching. Furthermore, we also bring digital learning objects designed by teachers from various contexts enrolled in the professional masters. These learning objects were developed during the course by Prof. Samantha Ramos and illustrate the process of transforming digital tools into learning experiences.

Human-technology relations have long inspired our imagination, and several art forms explore such connections. In this issue, our "Take your time section" focuses on media that allow us to reflect on how technologies affect our relationships, as well as how we relate to them.

Lastly, keep up-to-date with the professional community and with the actions promoted by APLIEPAR in our "APLIEPAR in Action".

Don't forget to save the date for upcoming events, and learn how to help raise resources for language teaching for children in Paraná!

Guest editors:
Michele El Kadri
Denise Ortenzi
Pedro Santana
Gabrieli Rombaldi
Maria Paula de Lima

SPEAK UP

In this section, we catch up with a few guests to chat and reflect on technology, as well as its impacts on language teaching and learning. Firstly, we interview Silvia Heshiki. Secondly, , Gabriel Brito Amorim will address three current issues in ELT through digital technologies. Lastly, we bring contributions from student-teachers who participated in the elective course mentioned in the editorial, who reflect on their personal relationships with technology through the creation of digital stories.

Check the interview with Silvia Heshiki:

1. Você já desenvolveu uma pesquisa sobre aprendizagem de uso de ferramentas tecnológicas por professores em um instituto de línguas e identificou que muito dessa aprendizagem se dá nas relações entre os professores, em momentos de trocas espontâneas, não necessariamente dentro de treinamentos, no que você chamou de "efeito polinizador". Você percebeu esse mesmo efeito acontecer no contexto da pandemia?

Silvia Heshiki

Professora de inglês há 30 anos; docente da Cultura Inglesa de Londrina há 25 anos. Especialista em ensino de língua inglesa e mestra em Letras Estrangeiras Modernas pela Universidade Estadual de Londrina (UEL). Atualmente é doutoranda no programa de Estudos da Linguagem da mesma instituição. Portadora do DELTA (Diploma of Teaching English to Adults) de Cambridge ESOL Assessment. Foi tutora do programa Internet English promovido pelo Conselho Britânico em parceria com o CELEM/ SEED - PR (2001 e 2002), coordenou a implementação de quadros interativos (2007) e adoção de uso de tablets em sala de aula (2013-2014) na instituição na qual leciona. Envolvida com projetos de desenvolvimento profissional tecnológico junto aos docentes da Cultura Inglesa.

Contato: silviaheshiki@uel.br

Difícil avaliar neste contexto atípico, pois mesmo lecionando presencialmente na escola com a flexibilização de mobilidade pelo governo, não consegui ter contato com meus colegas de trabalho do mesmo modo como ocorria antes da pandemia. Ainda que encontrasse alguns colegas na instituição, o tempo juntos era bem curto já que as turmas foram alocadas em horários diferentes para evitar aglomerações. Desta forma, mal tínhamos tempo de colocar o papo em dia. Entretanto, todos os professores tem acesso direto uns aos outros via whatsapp. Assim, creio que pelo menos alguns tiraram dúvidas entre si, assim como tive vários teachers me procurando para ajudá-los remotamente.

2. Como sua experiência anterior com tecnologia no ensino presencial foi mobilizada no contexto de ensino remoto?

Entendo que minha experiência foi crucial para manter a calma e tentar avaliar o que poderia ser feito e de que modo eu poderia auxiliar meus colegas em um momento de crise.

Por exemplo, logo no início da pandemia, quando o lockdown foi geral, a instituição para a qual trabalho decidiu rapidamente passar para o ensino remoto. Uma das primeiras ações que sugeri, até por influência de minha dissertação, foi identificar demais colegas que tinham facilidade com as ferramentas tecnológicas para auxiliarem aqueles com dificuldade. Nas primeiras aulas, o professor regente conectou-se juntamente com um professor facilitador para que aquele se sentisse mais confortável quanto a lidar com as ferramentas utilizadas (e.g.. compartilhamento de tela, de som, uso de slides, etc.). Hoje, avaliando o que ocorreu há um ano atrás, percebi, assim como abordei em meu trabalho, a importância do Technological Pedagogical Content Knowledge (TPCK) de Mishra e Koehler (2006). Entendo que minha experiência como professora de inglês, apenas com conhecimento pedagógico e de conteúdo da matéria, não seria suficiente para entender as necessidades de meus colegas e da instituição, e ajuda-los;

o conhecimento tecnológico que fui adquirindo ao longo dos anos fui fundamental nesse momento de aceleração de uso de ferramentas tecnológicas no ensino de segunda língua.

3. Quais foram as possibilidades abertas pela pandemia e as também limitações para o ensino de inglês? Quais foram as descobertas feitas no território (desconhecido???) do ensino remoto?

Posso citar dentre as possibilidades: o contato, via redes sociais, com grupos de professores de várias partes do mundo, para compartilhamento de atividades; exploração de sites e aplicativos de jogos para maior interação virtual; maior foco na habilidade de fala/ pronúncia dos alunos pela produção de áudios e vídeos, convite para compartilhar minha experiência sobre o uso da ferramenta Flipgrip e seu potencial uso como avaliação em workshop para professores promovido pelo Espaço Cooperativo CLCH da Uel.

Algumas das limitações que encontrei foram: a dificuldade de adaptação de alguns alunos, tanto jovens quanto adultos, ao ensino remoto e consequente desistência do curso; diferenças no serviço de internet e uso de equipamentos pelos alunos (eg. celular ou tablet versus computador de mesa ou laptop) que prejudicava o bom andamento das aulas; o desafio de lecionar concomitantemente para alunos presenciais e remotos; e barreiras na preparação de atividades considerando-se os diferentes meios pelos quais os alunos se conectavam.

Uma descoberta que fiz foi o prazer de lecionar para young learners (9-11 anos) remotamente, já que até então meu público alvo era de adolescentes ou adultos. Identifiquei-me muito com essa possibilidade.

4. Qual é o papel de um coordenador ou gestor para incentivar que o uso de tecnologia na comunidade de professores de línguas?

Entendo que primeiramente deva ser de apoio; estar de ouvidos abertos para poder, na medida do possível, entender o lado do professor, suprir suas necessidades e ao mesmo tempo cumprir com seu papel de coordenador/ gestor que é o de alcançar as expectativas da instituição.

5. Que sugestões você daria para gestores para o desenvolvimento de professores para o uso de tecnologia no ensino de línguas?

Primeiramente, os gestores devem entender que apenas equipar a/ escola com lousas interativas ou aparelhos de última geração para transmissão de aula remota ou híbrida, não é suficiente para que sua adoção seja tranquila. Trabalho de Ortenzi e Heshiki (2017, p. 73) que apesar de tratar de adoção de tablets entendo ser pertinente a qualquer ferramenta nova, seja ela tecnológica ou não, aponta que "apenas a exposição às novas tecnologias não é suficiente para motivar o professor a adotá-las em sua prática". Entendo haver necessidade de investimento em treinamentos e em desenvolvimento professional frequente quanto ao seu uso. O professor estará mais propenso a experimentar à medida que conhece as possilibilidades, ou affordances (GIBSON, 1986; HESHIKI, 2018; HESHIKI; ORTENZI; MATEUS, 2019) presentes.

Além do mais, assim como os alunos, os professores tem diferentes habilidades com o uso de tecnologia. Há aqueles que, no nível pessoal, a utilizam por necessidade social, como o uso de whatsapp, e no profissional não entendem e são resistentes à adoção de ferramentas como apps e programas nas nuvens (cloud based) para suas aulas. Há pesquisadores que defendem a existência de diferentes níveis de saber tecnológico (ZHAO, 2003; ERTMER; OTTENBREIT-LEFTWICH, 2009; RIBEIRO, 2013) Esse descompasso não ocorre apenas com professores mais velhos, mas também com iniciantes. Fato importante é que o compartilhamento de experiências de sucesso (ERTMER; OTTENBREIT-

LEFTWICH, 2009; ORTENZI; HESHIKI, 2017; HESHIKI, 2018) contribui e muito para a promoção da curiosidade e interesse daqueles que são mais relutantes ou que tenham crenças mais tradicionais quanto a adoção de novas ferramentas. Sugiro, a indicação de um facilitador de tecnologia (STANHOPE; CORN, 2014; ORTENZI; HESHIKI, 2017) – um(a) docente com experiência pedagógica e de conteúdo, e que conheça e utilize recursos tecnológicos, sabendo avaliar suas affordances e limitações. Ele(a) poderá ser uma ponte entre os professores e a adoção de ferramentas.

O facilitador com a ajuda de professores pró-ativos e que se aventuram nos novos desafios podem promover o efeito polinizador citado na primeira pergunta e descrito em meu trabalho de mestrado. Não posso deixar de citar também que outros fatores como atmosfera positiva no contexto de trabalho, empatia e coleguismo entre os professores, apesar de não explorados em meus trabalhos acadêmicos, podem contribuir para a difusão de novas tecnologias.

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SPEAK UP

English Language Teaching and Technology in Education: Lessons Learned from Enduring Times

Technology in education has been in the English Language Teaching (ELT) agenda for some time. Researchers in ELT field, regarding technology in education, have advocated for, raised issues and proposed directions which address some of the gaps we still need to fill in the area (for example, FINARDI; PREBIANCA; MOMM, 2013; PREBIANCA; CARDOSO; FINARDI, 2014; FINARDI; TYLER, 2015; FINARDI; PREBIANCA; SCHMITT, 2016;). Over the past and current year, technology in education has come to the forefront and hit teachers, program managers and students hard in the face as classes and administrative tasks moved to virtual mode during the COVID-19 world pandemic which, for Brazil, is far from being resolved. In this article, three of the current issues in ELT through digital technologies will be addressed, namely: language teacher education, language learning and language assessment. Then, some lessons learned about these three areas will be presented.

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Doutor em Estudos Linguísticos pela Universidade Federal do Espírito Santo (2020) sob a orientação da Profa. Dra. Kyria Finardi. Mestre pela pela West Virginia University (2010) sob orientação da Profa. Dra. Cynthia Chalupa. Possui graduação em Letras-Inglês pela Universidade Federal do Espírito Santo (2005). Tem experiência na área de ensino de língua inglesa como língua estrangeira e segunda língua tanto no Brasil como nos EUA. É professor-formador do Núcleo de Línguas da UFES, onde também leciona como professor do quadro efetivo. Sua área de pesquisa é a internacionalização do ensino superior no Brasil, mais especificamente na avaliação do processo de internacionalização no país. Além disso, tem interesse pela área da Lingüística, com ênfase em Lingüística Aplicada, metodologias de ensino de língua estrangeira, formação de professores, criação de material didático, tecnologias na educação e avaliação.

As mentioned before, the pandemic through which we have endured for the past and current year made educational tasks move from face-to-face to virtual mode and, in some cases, this happened from night to day, literally. Apart from the serious digital gap, which includes both access to and literacy about it, one of the first areas affected by the "revolution" of digital technology in education was language teacher education. A study carried out by Có, Amorim and Finardi (2020) showed that language teachers did not feel prepared to "enter" the virtual classroom as they had to in the beginning of the pandemic. This study collected data from language teachers of different contexts such as: regular basic education (public and private), language courses and higher education.

Most of the teachers surveyed by Có, Amorim and Finardi (2020) had never taught in virtual platforms before or used digital technologies in their practices and reported having received little training prior to their emergency debut in the digital world.

In a semi-structured interview conducted online to expand the quantitative data previously collected, some participants of the study declared they were not opposed to the use of technology and recognized the many benefits it can bring to the class and to the students. Moreover, most of the teacher-participants, as they become a bit more digitally literate, said they will consider using some of the digital technologies in future face-to-face or hybrid scenarios.

In another study addressing the stress caused by the pandemic, Ross and DiSalvo (2020), from the Harvard University's Language Center, listed some lessons learned from this chaotic situation. The researchers emphasized that, first and foremost, all the parties involved must be heard. This helped them put together a contingency plan for the program they are running in this extemporaneous context. . Taking the lessons laid out by Ross and DiSalvo (2020) into account, Amorim, Có and Finardi (in press) decided to carry out another study;

this time reaching out to the students in order to collect their perceptions about the use of digital technologies in their English classes.

Students from different contexts participated in the study, which focused more on the qualitative data generated by a focal group of participants who were interviewed as a group in a virtual platform. Overall, Amorim, Có and Finardi (in press) concluded that the effects of the pandemic in education were more quantitative than qualitative and that it accelerated trends and practices that had been noted before such as autonomous learning, hybrid methodologies, etc. The students' perceptions pointed to a more negative side of the transition from face-to-face to virtual mode as their screen time increased, which led to stress, lack of concentration and motivation to study. On the brighter and more positive side of things, the students also brought up that the virtual English classes served as a "scape" from the reality and a chance to "see" and interact with people other than those who lived with them.

A thorny issue that has taken the center of the stage over the past months is assessment. With the transition of classes to virtual mode through digital technologies, teachers and program managers were left with no option but to adapt their assessment systems and instruments to be done via technology. But that change was not a smooth one.

Last year, I wrote a blog post for the English Language Testing Society (ELTS) using the GPS metaphor to depict a possible pathway to handling the changes imposed by the pandemic. Briefly, what the metaphor proposed was for us to think of the function of the GPS and how one programs it. The GPS is programmed (by us) to take us to a desired destination. The coordinates we put into the GPS are going to take us to our final destination through different routes, that is, the shorter one, the longer one, the one without tolls, the one with a more pleasant view, etc. It all depends on the commands to which you set up your GPS.

What does that have to do with assessment? Assessment principles are the coordinates we need to get to our chosen destination (It is worth taking a moment to reflect if you know what your chosen destination is. Where is it you want to get? What is it you are trying to achieve?). Going back to the cornerstones of assessment will help you see a clearer way ahead even in the enduring and obscure times we are living. Validity helps us see what exactly we want and need to test and also helps us align teaching and testing. When we shifted to online and virtual mode, did we lose any of our teaching and learning coordinates that must be aligned with our final purpose/learning objectives? Juxtaposed with validity, the construct of reliability signals the consistency of your results. Are learning tasks and assessment instruments presenting consistent results by helping you collect information that indicates that your objectives are being achieved or not? If not, what could be the distractor?

Lately, I have participated in several workshops, roundtables, webinars, etc. about assessment in virtual environments. Test security seems to be a major preoccupation for proficiency testing companies for validity and reliability reasons when assessing candidates through virtual platforms with digital technologies. Language programs like the one I work here at UFES also make sure that they use technology to their favor, in other words, they keep asking themselves what digital technologies and virtual platforms can offer to guarantee the security of their assessment tasks and systems. This synchronized orchestration of validity, reliability and test security (among other of the core principles of assessment, which require further discussion) helps us arrive in our safe place – the learning objectives we want.

Ultimately, the lessons learned from these enduring times for the ELT field can be summarized as: 1) continuous teacher development opportunities for the use of technology in education are essential to make sure teachers feel prepared and make the best use of the resources available; 2) students must be heard and guided through the process as many of them might not be familiarized with the digital technologies

for educational purposes and the autonomy they may offer, therefore, students must understand what technology to use, how and why so that they take the best out of it; and lastly, 3) assessment principles are the driving force of our practice since they help us calibrate our tasks, test instruments, all to make sure that we get where we want to get.

I hope I was able to offer some food for thought and that this article provided some ideas for those struggling with this sudden transition from face-to-face to virtual mode classes and activities. The times are difficult and are requiring of us some paradigm shifts. Researcher Carol Dweck, from Stanford University, has been working for years on the concept of growth mindset (DWECK, 2009, 2015, 2016). Dweck advocates for the immense plasticity capacity of our brain, which increases our ability to adapt to different situations. The concept of growth mindset has two premises: 1) work and 2) dedication. So, despite the dreadful scenario we are in, let us set our minds for growth and make the best out of the technological resources available for teaching and learning English.

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SPEAK UP

Technology & Me: Digital Story-Telling

If you enjoy hearing interesting stories and watching inspiring videos, you need to check out the digital stories below!

They were produced by pre-service teachers who enrolled in an undergrad course from the Letras-Ingles degree, as mentioned in the editorial. The students were asked to share their personal relationship with technology was through the creation of a digital story. The result was a compelling set of different backgrounds and perspectives, having technology as the common ground between them. Check them out!

Julia's Digital Story

Julia's digital story talks about her relationship with the use of technology as a teacher and as a student. She mentioned the different ways she used technology in her life chronologically, like first playing games, then personal usage, studying, and now, teaching. She also briefly stated the good and bad sides that we face while using the internet, which we can see as we get more and more dependent on technologies that have this kind of access. to tell her story, she used different tools for putting together the audio, images, texts, and a background song.
By: Julia Lacerda

https://tinyurl.com/2bttskvh

https://tinyurl.com/xr5kepax

Henrique's Digital Story

Henrique's digital story describes how he had to adapt to technological tools in a regular school. He also narrates to the viewer how lost he was in this new environment and also the challenges he had to face because of technology. Henrique had to learn how to deal with it, because the school required a lot of digital literacy to teach. The video also shows how he is handling technology during the pandemic.
By: Henrique Rodrigues de Oliveira

SPEAK UP

Technology & Me: Digital Story-Telling

Izabella's Digital Story

Izabella, on her digital story, walks us through her relationship with technology and how the family environment helped her shape this close relationship, especially with games. She mentions how she loved playing games on the computer, like the famous 2000's game The Sims, and the 2005 game called Club Penguin, that was discontinued in 2017. Later, she explains how the internet helped her over the years to learn and expand her knowledge in the English language. To conclude, she explains why technology is so important nowadays and briefly states some benefits that she was able to spot of its use for students and teachers.
By: Izabella Terciotti Magro

https://tinyurl.com/y4zus68w

https://tinyurl.com/4t3kuvxm

Matheus' Digital Story

Matheus' digital story brings an idea of how he developed his skills with technology since he entered in his first social media, and also the development of some stories that he used to do when he was young. The story leads to the moment now, where he cannot see himself without technology, and also brings a view on how it is to be a teacher during a pandemic.
By: Matheus Gomes Marques de Jesus

If you enjoyed the digital stories above, you will certainly love all of them! For more interesting digital stories of pre-service teachers and their personal and/or professional relationship with technology, refer to the section "Technology & Me" on each magazine. Click on the link below to access the magazines produced by these students: https://tinyurl.com/awb3h6pt . Enjoy!

JUST A HINT

In this section, we present several video tutorials on EdTech tools to be used in English class. Check the links to learn how to use them in your class.

Some of these tutorials are part of the section STEP-BY-STEP of the Magazines developed by undergraduate students. Others were produced by Foreign Language teachers who are taking their M.A in MEPLEM (Mestrado Profissional em Letras Estrangeiras Modernas)! In the tutorials, you will learn how to use platforms and apps that can help you to improve your lessons!

PIKTOCHART

Visual presentations are part of teachers' daily work, especially in the context of remote teaching. With that in mind, this tutorial focuses on using the Piktochart to create posters, infographics, presentations, and more. Check it here or https://tinyurl.com/3k9k4ar6

By: Gabrieli Rombaldi, Isabela Pertusatti, Julia Lacerda, Luis Lançanova e Maurício Brancalhão.

JAMBOARD

Active and collaborative work is essential in language learning. This tutorial presents a Google tool that offers the possibility to engage students in collaborative work by editing the board, sharing ideas, voicing opinions, and more. Check it here or https://tinyurl.com/7zuzx96d

By: Beatriz Vanzeto, Bruna Selicani. Denise Salles and Raquel Maksoud.

CANVA

Digital posters in a language class can enhance the development of multimodal literacy and digital skills. Thinking of it, this tutorial presents the website Canva and a variety of components that will help your students create incredible posters so that they can spread their message in the world. Check it here or https://tinyurl.com/vfna4vzb

By: Carolina Lopes, Felipe Valentim, Henrique Rodrigues, Matheus Marques and Pamela Naiara.

PADLET

Writing collaboratively in an English class is a great way to engage learners in authentic tasks. This tutorial presents Padlet, a tool that can help English teachers create online forums, timelines, and so on. This tutorial will show you how to use this awesome tool and learn its possibilities to engage students. Check it here: or https://tinyurl.com/339ns4cy

By: Bárbara de Camargo Rossi, Izabella Terciotti Magro, Lais Aparecida Becheri Rodrigues, Maria Luiza Caetano Soares and Yasmin Zampieri.

VIVA VIDEO

Using mobile devices to record and edit videos is so practical, right? This tutorial presents an app (available for Android and iOS) that will help teachers and students to record and edit videos. Teachers can use the App to promote the development of students' oral skills. And the best thing is: it is free! Check the tutorial here or https://tinyurl.com/5uu3utk9

By: Fernanda Moreira Granzotto, Lais Itici, Larissa Amorin, Nathalie Kikunaga, Nicole Ayumi Shimoda, Tatiana Jozefová and Thalita Gabrielly Guerra.

JUST A HINT

Na disciplina OBJETOS DE APRENDIZAGEM DIGITAIS NAS AULAS DE LÍNGUAS ESTRANGEIRAS, ofertada pelo Mestrado Profissional em Letras Estrangeiras Modernas, sob a coordenação da professora Dra. Samantha Ramos, os mestrandos (professores de línguas em diversos contextos) foram convidados a produzir animações apresentando ferramentas digitais que podem ser utilizadas para enriquecer as aulas de LE.
Ao todo foram 13 vídeos produzidos e disponibilizados em redes sociais com o intuito de auxiliar professores de línguas estrangeiras.

Os vídeos produzidos destacam as seguintes ferramentas: Mind Up and MindMeister, Prezi, Glogster, Mentimeter, Ankiapp, Power Point, Mimio, Kahoot, Socrative, Quizlet, Educaplay, Poll everywhere, Flubaroo, bookwidgets, Venngage, Piktochart, Easelly, Canva, Dotstorming, Milanote, Jamboard, Audioboom, Wikipedia, Padlet, Google Drive, WikiHow, Yahoo answers, TedEd, Nearpod, Teachable, Coursecraft, Soundcloud, Audacity e Storyboardthat.

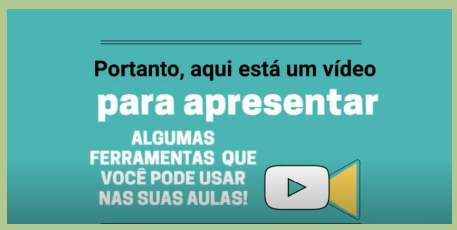
Source: https://www.blogs.unicamp.br/ensinogeo

Você pode acessar a todos os vídeos nos links abaixo!

MindMup and MindMeister

https://tinyurl.com/kd2x3k2t
By: Juliana Veltrini

Presentation tools



https://tinyurl.com/jmzf79ep
By: Carolina Favaretto

Infográficos

https://tinyurl.com/eftpb4er
By: Thais R. Tavares Balbino

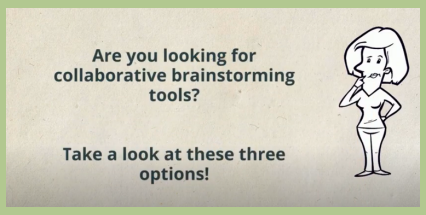
Ferramentas de Apresentação

https://tinyurl.com/3cbybk82
By: Carol Segantin

7 Must-known Apps

https://tinyurl.com/8h5hh3n4
By: Sara Mayara Coutinho

Online Brainstorming Tools



https://tinyurl.com/2rp65vmn
By: Joilse Scalassara

PODCAST

https://tinyurl.com/5n7vw6ht
By: Caroline Quessada

"Meet Jane" storyteller

https://tinyurl.com/dxexxh7e
By: Renata Fantaussi

5 Pieces of Advice

https://tinyurl.com/fyfhcu7r
By: Amábile Piacentini

5 Tips on collaborative tools for ELT

https://tinyurl.com/5umuuktn
By: Marta Ricciato

Ferramentas digitais

https://tinyurl.com/3yxs8m2m
By: Maria Vitória Carvalho

Uso de blogs para fins educativos

https://tinyurl.com/59n2zekp
By: Ana Paula Luiz Dos Santos Aires

Instructional platforms

https://tinyurl.com/z77up9a6
By: Atef El Kadri

LEARNING IN FOCUS

Drawing upon the affordances of the use of technologies in language learning to act in the world and not just simulate real-life situations, the teaching proposals that constitute the Learning in Focus section of this issue of Apliepar Newsletter explore social issues and foster digital participation.

The teaching proposal HUNGER IN THE WORLD, developed by Gabrieli Rombaldi, Isabela Kroth Pertusatti, Julia Lacerda Matias, Luis Henrique S. Lançanova, and Maurício Brancalhão, is articulated with the skills defined in the 21st Century Skills Map, a tool that illustrates how language knowledge collaborates to achieve citizenship, digital literacy, and communicative goals, culminating in the production of a digital poster.

Check it here or https://tinyurl.com/3k9k4ar6

Resorting to the same issue of hunger, Denise Salles Ribeiro, Bruna Selicani, Raquel Maksoud, and Beatriz Vanzetto propose a lesson plan in which the outcome is a food donation campaign. The lesson plan focuses on a social action to reduce inequalities. Digital tools are employed to create spaces to share information and connect with other groups and initiatives to reduce food waste.

Check it here or https://tinyurl.com/7zuzx96d

LEARNING IN FOCUS

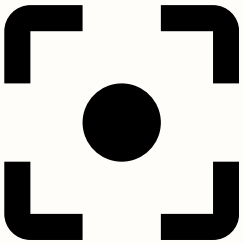
The didactic proposal of Bárbara de Camargo Rossi, Izabella Terciotti Magro, Lais Aparecida Becheri Rodrigues, Maria Luiza Caetano Soares, and Yasmin Zampieri invites students to reflect on their beliefs, the impacts of their daily practices on the environment, and encourages them to think on how to become more responsible, at the same time as they work with linguistic content in English integrated with the use of digital tools.
Check it here or
https://tinyurl.com/339ns4cy

The lesson plan developed by Nicole Ayumi Shimoda, Thalita Gabrielly Guerra, Tatiana Jozefová, Fernanda Moreira Granzotto, Lais Itici, and Nathalie Kikunaga employs video production and sharing tool in which students must take a stand on environmental issues. The proposal is especially relevant to promote interaction between students remotely.
Check it here or
https://tinyurl.com/5uu3utk9

Making use of a wide range of literacies included under the umbrella term of digital literacies, such as photo-visual literacy, network literacy, reproduction literacy, among others, the proposal of Carolina Lopes, Felipe Valentim, Henrique Rodrigues, Matheus Marques, and Pamela Naiara aims to lead students to explore Instagram in its potential to mobilize people around the issue of hunger.
Check it here or
https://tinyurl.com/vfna4vzb

LEARNING IN FOCUS

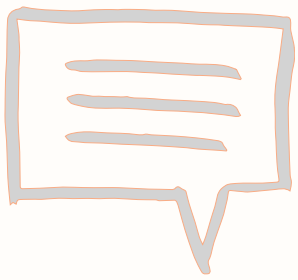
Teachers from MEPLEM also planned and produced several teaching proposals using technology. They designed Learning objects in the course “OBJETOS DE APRENDIZAGEM DIGITAIS NAS AULAS DE LÍNGUAS ESTRANGEIRAS”, under Professor Samantha Ramos guidance. During 2018 and 2020, they produced 20 teaching proposals using several themes and several tech tools. Here, we present a summary of four proposals that can collaborate with your classes. Check them out!!



The learning object developed by Ana Paula Aires focuses on using fan fiction, remixing practices, and literary texts to connect language learning and digital technologies. The aim is to lead students to explore literary texts and to understand fanfictions as a remix practice and valid literature. Check the proposal and add literature to your English classes!
https://tinyurl.com/55dxnytj

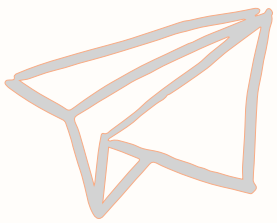
The learning object developed by Marta Ricciato is aimed at creating Mind Maps in order to organize information and ideas from reading and interpreting texts in English. The author makes use of Google forms and websites to create Mind Maps. Thus the activities proposed can enhance digital literacy and text interpretation. Check it here or https://tinyurl.com/ym6pfwvm

LEARNING IN FOCUS



Drawing upon interculturality to English teaching for kids, Carolina Favaratto developed a learning object using children's literature. The lesson plan is especially relevant since it is aimed at identifying emotions, colors, cultural differences and similarities, themes that are an integral part of English teaching for kids. Furthermore, throughout the lesson plan, several technologies are employed in order to promote digital literacy, such as Jamboard, Educandy, Microsoft paint, and more. Check it here or https://tinyurl.com/52puenbb

Moving towards teaching as a social practice, Thais Balbino developed a learning object based on idioms in English for language teaching for kids. The purpose of the lesson plan is to create a picture dictionary to be distributed and used by other schools. The activities proposed are ludic and dynamic since they employ digital technologies to create cartoons. Moreover, they can promote collaborative work. Check it here or https://tinyurl.com/3e8t4zth



TAKE YOUR TIME

As mudanças trazidas pelas novas tecnologias têm impactado fortemente a produção artística. Alguns podem trazer uma visão utópica e positiva, enquanto outros representam o impacto das tecnologias em nossas vidas como um elemento para trazer horror e dilemas éticos - no entanto, por muitas vezes essas duas perspectivas se misturam. Nesta edição, nossa seção "Take your time" foca em produções audiovisuais e literárias que nos permitem refletir como as tecnologias afetam nossos relacionamentos, bem como nos relacionamos a elas.

Upload: Realidade Virtual (2020)

16 anos - Comédia/Ficção científica

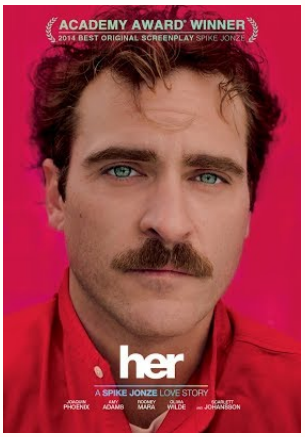
tinyurl.com/UploadAmazon

Já imaginou viver a sua "pós-vida" em um ambiente de realidade virtual, podendo manter contato com seus entes queridos? No universo de Upload, essa fantasia é uma realidade. A série conta a história de Nathan, que tem sua consciência transferida a um luxuoso resort após sofrer um acidente. Com muito humor, a série discute temas como a figuração dos relacionamentos nesse cenário e a desigualdade social. A série foi considerada uma das melhores de 2020 e já tem sua 2a. temporada prevista para 2021. Disponível no Amazon Prime Video

Her (2013)

14 anos - Romance/Ficção científica/Dramédia

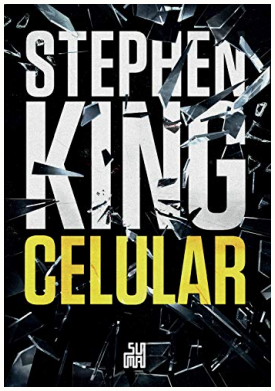
Após o fim de seu casamento, um escritor solitário desenvolve um relacionamento com a assistente virtual de seu computador. De forma tragicômica, o filme explora as premissas da inteligência artificial e o limite de sua humanidade, enquanto trata de temas como solidão e relacionamentos modernos. O filme foi premiado com o Oscar de melhor roteiro original em 2014. *Assista o trailer no Youtube.*



tinyurl.com/TrailerHer

Celular - Stephen King (2007)

Suspense/Terror/Tecnothriller



tinyurl.com/CellReviews

Já parou pra pensar que o celular toma conta de você? Neste livro apocalíptico do mestre do horror contemporâneo, uma transmissão misteriosa transforma a maioria de seres humanos em feras mentecaptas. Acompanhamos o caos pelo ponto de vista de Clay Riddell, um artista em busca de seu filho. Neste cenário, King discute os medos da tecnologia e do ciberterrorismo. É uma leitura angustiante de virar as páginas! Leia a opinião dos leitores no GoodReads.

APLIEPAR IN ACTION

Eventos:

Nos últimos meses, a associação tem organizado o XVII Encontro de Professoras/es de Línguas (ENFOPLE) e XX Encontro de Professores de Língua Estrangeira (EPLE), que acontecerá entre os dias **09 e 11 de setembro de 2021**, na modalidade remota.

A programação completa está disponível em: tinyurl.com/ProgramacaoENFOPLE

Você pode ajudar levar a leitura para crianças parananeses!

Contribua agora:

http://vaka.me/2017062

Ações:

A associação também está coordenando a ação **"Contando histórias, transformando vidas"**, que é de financiamento coletivo e visa a distribuir 15 maletas de leitura, com livrinhos em língua inglesa, para oito municípios paranaenses.

Conheça mais sobre a ação: tinyurl.com/ContandoHistorias

EQUIPE EDITORIAL

EDIÇÃO JUNHO/JULHO 2021

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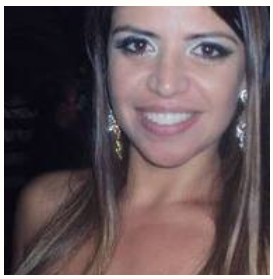
Professora no Mestrado profissional em Letras Estrangeiras Modernas
Programa NAP - Núcleo de Assessoria Pedagógica para o Ensino de Línguas;
Projeto TECLED - Tecnologia e Letramentos Digitais na Formação de Professores e no Ensino de Línguas, da Universidade Estadual de Londrina.



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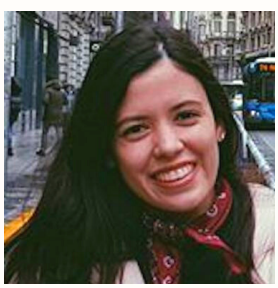

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PARCERIAS APLIEPAR