



Universidade Federal da Paraíba / Extensão

# EFOPLI

Espaços para a Formação do  
Professor de Língua Inglesa



Universidade Federal da Paraíba / Extensão

**EFOPLI**

Espaços para a Formação do  
Professor de Língua Inglesa

Federal University of Paraíba  
Center of Humanities, Letters and Arts  
Department of Modern Foreign Languages  
Department of Intercultural Mediation

**Coordinator** Mariana Pérez, Ph.D.  
**Vice Coordinator** Ana Carolina Bastos, Ph.D.  
**Adjunct Coordinator** Rafaela Carla Sousa, M.A.  
**Adjunct Coordinator** Thiago Magno de Carvalho, M.A.

**Author** Mariana Pérez, Ph.D.  
**Editor** Theodora Saclarides, M.A.



This work is licensed under the Creative Commons Attribution-NonCommercial  
4.0 International License. To view a copy of this license, visit  
<http://creativecommons.org/licenses/by-nc/4.0/>.





[ufpb.br/efopli](http://ufpb.br/efopli)



[efopli@gmail.com](mailto:efopli@gmail.com)



[fb.com/efopli](https://fb.com/efopli)



[flickr.com/efopli](https://flickr.com/efopli)



[bit.ly/EFOPLI-YT](https://bit.ly/EFOPLI-YT)



[@efopliufpb](https://www.instagram.com/efopliufpb)

**T**he Program "EFOPLI: Espaços para a Formação do Professor de Língua Inglesa" [EFOPLI: Teaching Spaces for English Language Teachers] is operated in cooperation with the Federal University of Paraíba (UFPB), in Brazil, which aims to convene projects whose actions focus on the linguistic, methodological, academic, personal, and professional development of English Language teachers (in initial and continuous professional development). Guided by a critical language teaching perspective, it aims to strengthen the community of teaching professionals in the state of Paraíba and English language teaching in the public school system in the state of Paraíba and in Brazil.

The program is organized around critical issues that involve questions and discussions related to language/speech, education, culture and technology, based on the tripod "teaching, research and extension", with emphasis on interdisciplinarity, professional development, and empowerment.

The program's initiatives include meetings, workshops, activities, and the development of research and teaching materials, as well as on-site and online events (synchronous and asynchronous), which seek to involve the community of English teachers in a broader way. For this reason, the participants of EFOPLI are undergraduate students majoring in English (teachers in initial professional development), regular school teachers, language school teachers, students from the graduate program in linguistics, professors from the Federal University of Paraíba (UFPB), in addition to external collaborators linked to schools and universities in Paraíba, other states, and other countries.

We seek to offer a space to strengthen relations between undergraduate – English majors (initial development) and teachers in service (in continuous development in this program), offering them an opportunity to participate in collaborative learning and to reflect on teaching activities, specifically, the English language teaching process, bringing the student closer

to the teaching profession, not as a mere executor of rules and expectations, but as an agent of their own work and formation (MACHADO, 2004), in consonance with the PPC (Pedagogical Project of the Course) of the English major (2006). EFOPLI-UFPB seeks to empower teachers through initiating contact, fomenting the exchange of experiences and resources, supporting research, and encouraging teachers to participate in events as presenters, among other actions. More recently, EFOPLI has welcomed students majoring in other subjects and contributed, in a contextualized and meaningful way, to their professional development. As an example, the interdisciplinary team includes students majoring in translation, foreign languages applied to international negotiations (LEA), and bilingual secretarial studies.

The participation of students from the graduate program in linguistics, UFPB researchers from diverse academic disciplines, and researchers from other national and international universities enables research collaboration, the construction of knowledge related to teaching practices, and the development of the relationship between academic research and the teaching profession, in addition to the potential for research projects at the undergraduate level (Senior Thesis [TCC], The Institutional Program of Scientific Initiation [PIBIC] etc.), at the graduate level, and in collaboration with national and international partnerships.

In 2018, through the establishment of new partnerships and the participation of new collaborators and supporters, EFOPLI will be able to expand its initiatives and strengthen the work that has been carried out since 2014.

“

Given that various actions have been carried out since 2014, the justification for the continuation and expansion of the EFOPLI program is demonstrated through the history of the program’s accomplishments, which underscores our motivation to launch new initiatives and to maintain successful activities.

”



---

2014

## HOW IT ALL STARTED

---

In 2014, our actions started as a course through the FLUEX program called "Intercultural Dialogues in English with a Communicative Approach" for 30 (thirty) teachers (from 04 municipalities of Paraíba), after verifying the low attendance rate of English teachers from the public school system of Paraíba in the "Professional Development Program for English Teachers in the USA (PDPI)" offered by CAPES/Fulbright (Public Notice 35-2011/ 44-2012 and 39-2013).

This program offers teachers from the public school system the opportunity to enroll in intensive courses at universities in the USA. In Paraíba, few teachers from the public school system attended the program, due to the requirement of a pre-established score on an international English language proficiency test, such as the TOELF ITP, and the lack of information about the program. These were the factors that excluded teachers from the opportunity available to professionals from the public school system.

The lack of opportunities of continuous professional development (courses/events) available to this specific population was also noticed, considering that, even when government institutions (state and municipal) offer training opportunities, they are generally focused on general education issues, and seek to include more teachers, rather than addressing specific issues related to education and language use. It was determined that as a higher education institution, there was a need to organize a space so that active English language teachers could share their experiences, stay informed about new exchange opportunities and national language programs (such as the program Inglês sem Fronteiras [English Without Borders

Program] - MEC/CAPES, that already had important actions in course), discuss aspects related to language teaching activities, and have a space to use the English language.

We also wanted to deconstruct the belief that "it is not possible to learn English in public schools", through strengthening foreign language teaching and involving the students in initial development in order to create a partnership among teachers. We prepared a virtual survey, and based on the analysis of the teachers' needs, this course (32 hours) focused on the oral use (comprehension and production) and the study of the English language, in an intercultural context, bearing in mind the participation of the English Teaching Assistants from CAPES/Fulbright/ISF-UFPB, in effect at that time. After the course started, many teachers showed interest in participating, and seeking to assist these teachers, we organized, in 2014, the "I EPPI: Encontro Paraibano de Professores de Inglês" [EPPI I: Meeting of English Teachers of Paraíba], an initiative of the English Without Borders Program that at that time was coordinated by two of the current coordinators of EFOPLI. The event lasted the whole morning and assembled 50 teachers, increasing the number of teachers that had participated in the course.

For more information about the programming of the event and its partners, visit: [bit.ly/firstEPPI](http://bit.ly/firstEPPI)

---

2015

## FORMALIZING THE PROGRAM

---

Due to the positive evaluation of 2014's actions (course and event) and the increasing interest of the teachers that attended and teachers from various regions of Paraíba who would have liked to participate in the events, in 2015, we created the program "EFOPLI: Espaços para a Formação do Professor de Língua Inglesa", which has its own logo.

EFOPLI had the goal of providing a space for the professional development of teachers (English teachers from Paraíba and English majors from UFPB), and sought to integrate teachers into a group and provide a space to practice English, share experiences, and produce knowledge in this context. Through this program, courses were offered to teachers from various municipalities, along with weekly meetings to discuss, in English, topics and research related to English teaching. The teachers were, once again, essential in determining the topics that were debated in the meetings. EFOPLI included English majors and students from the graduate program in linguistics (Masters and PhDs) as grant recipients and volunteers, in addition to the participation of external collaborators, specific partnerships such as the English Without Border Program (UFPB), the U.S. Consulate General Recife (through the participation of a specialist from the English Language Specialist Program) and the Fulbright Program (with the participation of two English Teaching Assistants, CAPES/Fulbright/ISF), with degrees in education and psychology, respectively.

The program pursued a partnership with the Secretary of Education that promoted its actions among teachers. In João Pessoa, 90 English teachers (in preservice and in-service) attended three different actions. Some teachers from cities like

Campina Grande, Solânea, and Patos, for instance, traveled to the weekly meetings, which indicated the necessity of expanding the program's actions.

Still, in 2015, with the support of many national and international partners, EFOPLI organized the "II EPPI: Encontro Paraibano de Professores de Inglês", which included the participation of more than 230 teachers from all over the state. The programming of the event included lectures, round-table meetings, 14 workshops that dealt with various themes related to the learning and teaching of English, and continued professional development. In addition to these activities, a poster session gave teachers the opportunity to present their work, which was inspired by their experiences and discussions in the weekly meetings. This demonstrates the empowerment and professional development provided by the program. Many teachers emphasized the importance of this leadership opportunity and how meaningful it was to present an original work at the university, for the first time. The event even included the participation of the Federal Institute of Paraíba (the Itabaiana, Picuí and Cajazeiras campuses), Paraíba State University (UEPB), the Federal University of Campina Grande (UFCG), the Federal University of Alagoas (UFAL), and the Federal University of Sergipe (UFS), through the voluntary participation of professors from these institutions, who were the evaluators of the posters.

More information and pictures of the event can be accessed at: [bit.ly/secondEPPI](https://bit.ly/secondEPPI)

---

2016

## EXPANDING THE PROGRAM

---

Considering the impact of the EFOPLI program in 2015, the following year, the coordinator of EFOPLI (Professor Mariana Pérez) was selected to participate in the exchange program for teacher trainers in the USA, EFL Educators 2016, as the only representative of Brazil, in a group of 25 teacher trainers from different countries. Such opportunity helped promote UFPB and the program overseas ([bit.ly/EFLEducators2016](http://bit.ly/EFLEducators2016)) and made it possible to establish new partnerships with teacher trainers from the countries involved in the EFL Educators 2016 exchange program (with new actions implemented in 2017).

Due to the high number of actions carried out by the EFOPLI program in 2015, and the considerable demand by the teachers from various municipalities of Paraíba for continuous professional development activities in English (through e-mails and online surveys), in addition to the need for the continuity of the actions and the possibility of initiating them before May, in 2016 we submitted the proposal for EFOPLI through FLUEX 2016.

Through Probox 2016, the project "INTERIORIZANDO E AMPLIANDO AÇÕES DE DESENVOLVIMENTO PROFISSIONAL PARA PROFESSORES DE INGLÊS NA PARAÍBA" [Internalizing and Expanding Actions for the Professional Development of English Teachers in Paraíba], as stated in the title, sought to expand teacher development initiatives in Paraíba, in addition to increasing the number of participants in 2015. For the duration of the project from May to December 2016, we renewed the partnership with the U.S General Consulate, to continue the participation of the English Language Specialist [such partnership was signed at UFPB ([bit.ly/UFPB-Consulate](http://bit.ly/UFPB-Consulate))] and the participation of the English Teaching Assistants (ETA) - CAPES/Fulbright/ISF.

The program relied on the formalized partnership with the Secretary of Education ([bit.ly/PartnershipPDPI](http://bit.ly/PartnershipPDPI)) that promoted the actions among public schoolteachers ([bit.ly/EFOPLIandSEE](http://bit.ly/EFOPLIandSEE)) and authorized the inclusion of the course hours as part of teachers' working hours. Thus, during the first semester of 2016, the EFOPLI meetings occurred on Tuesday nights (with teachers from various municipalities, such as Cuitegi, Guarabira, Campina Grande, João Pessoa, Bayeux etc.) and on Friday mornings (João Pessoa, Santa Rita, Conde etc.). In July, the program collaborated in organizing the event "English Immersion Experience", which marked the foundation of the Association of the English Language Teachers of Paraíba (BRAZ-Tesol Paraíba Chapter), which is associated with TESOL, the largest association of English teachers in the world. The event served 140 teachers ([bit.ly/UFPB-BrazTESOL](http://bit.ly/UFPB-BrazTESOL)).

During the second semester of 2016, EFOPLI was, effectively, able to expand its initiatives and offered professional development meetings in Campina Grande over a period of 6 Saturdays, in partnership with the Federal University of Campina Grande. The actions involved two audiences: undergraduate English majors from UFCG and Paraíba State University (20 students) and teachers from public schools (state and municipal). The certification ceremony was carried out with the presence of the Executive Secretary of Education at UFCG and publicized at: [bit.ly/EFOPLI-CG](http://bit.ly/EFOPLI-CG).

With the continued focus on expanding the program, EFOPLI collaborated with I SIMPLE: Simpósio Paraibano de Línguas Estrangeiras [I SIMPLE: Symposium of Foreign Languages in Paraíba] ([bit.ly/1stSIMPLE](http://bit.ly/1stSIMPLE)), hosted by IFPB in Cajazeiras, with the participation of an EFOPLI member, Thiago Magno de Carvalho, as the workshop administrator ([bit.ly/1stSIMPLE-Programming](http://bit.ly/1stSIMPLE-Programming)).

In order to keep teachers informed, not only about our actions, but also, about actions/activities related to English

teaching and learning, we created a Facebook page ([fb.com/efopli](https://www.facebook.com/efopli)) in 2016. On this page, one can find photos, information about different initiatives and activities, such as courses, events, the participation of the EFOPLI team in academic events, videos about the program, and testimonies of participating teachers. The page served to support another action in 2016: a cycle of workshops, in English, with professors specializing in various fields of research. Every week, a professor discussed a new topic with the group of teachers. Before every meeting, texts, websites, and materials related to the subject were made available. In this way, professors could prepare for the meetings, and the teachers who were not able to participate in the meetings could study the given topics, expanding our range in terms of the number of teachers assisted. Teachers were also given the opportunity to discover new academic references.

Subjects such as multiliteracy, inclusive schools, adaptation of materials for visually impaired people, teaching English through art, the use of technology, and improvisation in the English classroom, among others, were discussed by the teachers in-service and by the students from the English Department. The 2016 year for EFOPLI ended with the "III EPPI: Encontro Paraibano de Professores de Inglês", which gathered 300 English teachers from every region of Paraíba ([bit.ly/3rdEPPI-News](https://bit.ly/3rdEPPI-News)).

For the third consecutive year, the event was completely free for teachers, in order to increase participation, considering that, quite frequently, events in the field of education are not affordable and teachers from other localities have to pay for travel expenses to João Pessoa, which is an obstacle for some. The programming included 24 workshops, plenaries, poster session etc. Among the speakers, there were professors from partner universities and from other states, undergraduate English majors, graduate students and professors from UFPB's English Department, schools teachers and representatives from international institutions. The supporters of the event were: the

Secretary of Education of Paraíba, the Language Center of João Pessoa (CELEST), the Federal Institute of Education, Science, and Technology of Paraíba (IFPB), Paraíba State University (UEPB), the Federal University of Campina Grande (UFCG), the U.S. Consulate General Recife and the U.S Embassy, Disal, publishers Cengage & National Geographic, Pearson, Macmillan and Richmond, Bookline, Fulbright Commission Brazil, the Regional English Language Office (RELO), Cambridge English Language Assessment, Helbling Languages, the British Council, the Federal University of Sergipe (UFS), the Federal University of Alagoas (UFAL), the Research Group in Literacy, Interaction and Work Science (GELIT/CNPq/UFPB), the Center of Humanities, Letters and Arts at UFPB, the graduate program in linguistics (PROLING/UFPB), and BRAZ-Tesol (Association of Teachers of English to Speakers of Other Languages in Brazil).

Pictures and information about the event, as well as the complete programming with summaries of the workshops, can be found at: [bit.ly/thirdEPP1](https://bit.ly/thirdEPP1)

---

2017

## **EXPANDING INTER(NATIONAL) PARTNERSHIPS AND ACTIONS**

---

In 2017, with the expansion of our national and international partnerships, EFOPLI relied on collaborators, specialists, master's students and Ph.D. students from the following institutions: the Federal University of Paraíba, Paraíba State University, the Federal Institute of Education, Science, and Technology of Paraíba (IFPB) and Alagoas (IFAL), the Federal Institute of Education, Science, and Technology of Rio Grande do Norte (IFRN), Mato Grosso do Sul State University, the Federal University of Alagoas (UFAL), Daffodil International University (Bangladesh), the Royal University for Women (Bahrain), el Centro Cultural Paraguayo Americano (Paraguay), la Universidad Pedagógica Experimental Libertador (Venezuela), Panjab University (India), Mkonge Secondary School Lindi (Tanzania), Moscow City Teacher Training University (Russia), among other institutions, such as publishers, consulates, and companies.

Depending on only one EFOPLI grant recipient on the EFOPLI team and many volunteer students majoring in English, foreign languages applied to international negotiations (LEA), secretarial studies, theater, and translation, EFOPLI has developed the following actions that have involved over 500 teachers served on-site.

- Weekly on-site development meetings, for teachers from regular schools, and language schools, with the participation of specialists in the field of languages, theater, technology, psychology, among others, coming from many institutions of Paraíba, other states, and countries (asynchronous collaboration). In both semesters of 2017, topics related to the discussion of the identity of the non-native teacher, "native speakerism", English

language teaching in Brazil, gender issues in books, storytelling, gamification, multi-modality and critic literacy, digital literacy, among others, were explored.

To see videos summarizing this project, visit: [bit.ly/1stSemester2017](https://bit.ly/1stSemester2017) and [bit.ly/2ndSemester2017](https://bit.ly/2ndSemester2017).

- A hybrid course (on-site meetings and online activities) offered to teachers from João Pessoa (a partnership between EFOPLI, João Pessoa City Hall, and CELEST);
- The creation of the project “Language Partner” (individualized instruction) for teachers in the program, who identified themselves as having a greater need for oral practice so that they could more comfortably keep up with the discussions during the meetings. These teachers worked with the program collaborators before the weekly meetings;
- The realization of the event “PDPI: Participa, Paraíba!” (also broadcasted live on Facebook) which sought to inform teachers about the Professional Development Program for English Teachers in the USA (PDPI), by CAPES/Fulbright, and to prepare them for the application process. The low participation of teachers from Paraíba applying for PDPI was one of the principal reasons that led to the first initiative in 2014, as stated above. In 2017, the numbers increased significantly. 59 teachers applied and 22 were accepted, and in January 2018, they traveled to the United States.
- The realization of the fourth annual EPPI: Encontro Paraibano de Professores de Inglês [IV EPPI: Meeting of English Teachers of Paraíba] in addition to the second annual Conference of English Teachers from João Pessoa, with 400 teachers present, hosted at the school Marista Pio X, and at UFPB. The poster session featured 40 submissions, the majority of which were from teachers who participated in EFOPLI actions during the year. Once again, a commission formed by professors from institutions of higher education in Paraíba and other states evaluated the posters, strengthening the collaborative work between the institutions.

For more information about the event, the programming and photos, visit: [eventoepi.wixsite.com/4epi](http://eventoepi.wixsite.com/4epi);

Given that many teachers cannot participate in activities that take place in João Pessoa, due to distance or scheduling conflicts, in 2017, we expanded our social networks and online content, which included:

- The release of the official site of EFOPLI – UFPB ([ufpb.br/efopli](http://ufpb.br/efopli)) with news about the program, information about every EPPI edition, including photos, information about the team and about the actions, in addition to the maintenance of a repository of readings used in all of the meetings, so as to offer teachers the contact with the references. Many teachers have based their classroom projects on these readings and have, also, utilized them when applying for exchange program such as Giramundo (a foreign exchange program for teachers from Paraíba);
- The maintenance of our YouTube channel with video recordings of collaborators and participant teachers, aimed at documenting and announcing new actions and opportunities, as well as informing other teachers. Here's a video of two EFOPLI teachers while they were in Finland for an exchange program, speaking of the importance of EFOPLI ([bit.ly/EFOPLIFinland](https://bit.ly/EFOPLIFinland));
- The creation of our Instagram account and the promotion of our Facebook page, followed by more than 680 people, in addition to the creation of a Flickr account, where it is possible to access pictures from every action since 2014.

We understand that these social media channels provide the means to expand access to information offered by the program and to make our activities more accessible, seeking to increase outreach to a greater number of teachers.





---

## OTHER RESULTS AND INFORMATION

---

The members participating in the actions (grantees, volunteers, collaborators, coordinators and teachers “served”) are known as “EFOPLI Members” because we work for the development of a group of teaching professionals, and do not seek to differentiate the scope of contribution or teaching context. Thus, we value the knowledge of every teacher involved. The teachers can also participate in the presentation of papers and workshops. In 2016 and 2017, EFOPLI members were selected for courses and programs, and such opportunities will be multiplied in 2018.

Other projects results include the selection and participation of public school English teachers in exchange programs such as Giramundo (promoted by the state government); the use of the program workload as a requirement to apply to exchange programs offered by the state and as a complement to a teacher's workload hours in school; the involvement of teachers with graduate degrees (for example, a teacher who recently graduated from a master's program, having been motivated by his participation in EFOPLI); the subsequent involvement of teachers informed through EFOPLI's publicizing efforts (through a radio program, for example) and by seeking partnerships that would expand and enable the continuation of EFOPLI's actions.

Therefore, it is evident that EFOPLI has had a great impact on the development of English teachers from Paraíba, contributing to their motivation, self-esteem, professional organization (in terms of forming a collective to share ideas, possibilities, research, etc.), empowerment, and development, which certainly impacts public school students.

---

## THEORETICAL BASIS

---

Our proposal is linked to applied linguistics, understood as an interdisciplinary or trans-disciplinary field (SIGNORINI; CAVALCANTI, 1998; PEREIRA; ROCA, 2009), shaped as "a way to create intelligibility over social problems in which language plays an important role" (MOITA-LOPES, 2006. p. 14). Through this plural perspective, issues related to the teaching profession are of great interest to us, as they are widely understood in all their complexity, involving the educational setting (MACHADO, 2004; CRISTOVÃO, 2011; MEDRADO; PÉREZ, 2011, PEREIRA; MEDRADO; REICHMANN, 2015, among others) focused, specifically, on the teachers' process of professional development (initial and continuous) and on the construction of teaching identities.

In this context, we can say that the program is based on a discursive conception of language and on critical teaching and the professional development of English teachers, through discussions proposed by new/multi-literacy theories (COPE; KALANTZIS, 2000; CERVETTI; PARDALES; DAMICO, 2001; ROJO, 2012) and critical literacy, especially in relation to agency/empowerment (JANKS, 2010, 2013, 2016; MENEZES DE SOUZA, 2011; JORDÃO; FOGAÇA, 2012; MONTE-MÓR, 2015). From this perspective, issues involving the current status of the English language as a global language (RAJAGOPALAN, 2004, 2005) and its implications to teaching are also considered.

---

## GOALS

---

The Program EFOPLI seeks to offer a space for professional development guided by collaboration between teachers in initial formation and in-service teachers in Paraíba, in order to strengthen this community in terms of professional development.

EFOPLI specifically seeks to:

- Continue strengthening the partnership between initial and continued formation (universities and schools), by offering a space for collaboration;
- Integrate and consolidate a group of English teachers from Paraíba to share their experiences, practices, and research, promoting knowledge production in this context;
- Offer teachers the opportunity to practice English (on-site and online);
- Create opportunities (courses, workshops, elaboration of teaching materials, etc.) to discuss practices related to the critical teaching of the English language (especially the Theory of New Literacies/Multiliteracies/Critical and Digital Literacy), the role of the English Language in Brazil and in the world, and in public schools;
- Promote a space for the exchange of experiences and development of research among teachers and researchers from Paraíba, from Brazil and from the world;
- Encourage the development of academic readings and research done by the English teachers through research groups (to present at academic events), through one or more focuses of the project: Language/Speech, Cultural Education and Technologies;
- Organize academic events for English teachers.

---

## REFERENCES

---

CERVETTI, N.; PARDALES P. & DAMICO, G. A tale of differences: comparing the traditions, perspectives, and educational goals of critical reading and critical literacy. In: *Reading Online*, v. 4, n. 9. April 2001. COPE, Bill; KALANTZIS, Mary. (Orgs.). *Multiliteracies: Literacy Learning and the Design of Social Futures*, Routledge, London, 2000.

DEMO, Pedro. *Aprender como autor*. São Paulo, Atlas, 2015.

JANKS, Hilary. *Literacy and power*. London and New York: Routledge, 2010.

\_\_\_\_\_. Critical literacy in teaching and research. In: *Education Inquiry* Vol. 4, No. 2, June 2013, pp. 225–242.

\_\_\_\_\_. Panorama sobre letramento crítico. In: JESUS et al. *Práticas de Multiletramentos e Letramento Crítico: outros sentidos para a sala de aula de línguas*. Campinas, SP: Pontes Editores, 2016.

JORDÃO, Clarissa; FOGAÇA, Francisco. Critical literacy in the English Language Classroom. In: *DELTA*. 28.1, 2012, pp. 69-84.

KANAVILIL, Rajagopalan (Org.). *A geopolítica do inglês*. São Paulo: Parábola Editorial, 2005.

LANKSHEAR, C.; KNOBEL, M. *New literacies: changing knowledge and classroom learning*. Buckingham: Open University Press, 2003.

LIMA, Diógenes Candido. (Org.) *Ensino e Aprendizagem de Língua Inglesa: conversas com especialistas*. São Paulo: Parábola Editorial, 2009.

\_\_\_\_\_. *Inglês em escolas públicas não funciona? Uma questão, múltiplos olhares*. São Paulo: Parábola Editorial, 2011.

\_\_\_\_\_. *Language and its cultural substrate: perspectives for a globalized world*. Campinas, SP: Pontes Editores, 2012. MACHADO, Anna Rachel. (Org.) *O Ensino Como Trabalho: uma abordagem discursiva*. Londrina, PR: Eduel, 2004.

MATOS, Andrea Machado de Almeida. *Novos Letramentos, Ensino de Língua Estrangeira e o papel da escola pública no século XXI*. In: JORDÃO (org.) *Letramentos e Multiletramentos no Ensino de Línguas e Literaturas*. Revista X, vol.1, 2011, pp. 33-47.

MEDRADO, Betânia Passos; PÉREZ, Mariana. (Orgs.). *Leituras do Agir Docente: A atividade educacional à luz da perspectiva interacionista sociodiscursiva*, Campinas, SP: Pontes Editores, 2011.

MENEZES DE SOUZA, Lynn Mario. *O professor de inglês e os letramentos no século XXI: métodos ou ética?* In: JORDÃO et. al. *Formação*

"Desformatada": Práticas com Professores de Língua Inglesa. Campinas, SP: Pontes Editores, 2011.

MOITA-LOPES, Luiz Paulo (Org.). Por uma Linguística Aplicada Indisciplinar. São Paulo: Parábola Editorial, 2006.

MONTE-MÓR, Walkyria. Crítica e Letramentos críticos: reflexões preliminares. In: ROCHA et al. (Orgs.). Língua Estrangeira e Formação Cidadã: por entre discursos e práticas. Campinas, SP: Pontes Editores, 2015.

PEREIRA, Regina Celi Mendes; ROCA, Pilar. Linguística Aplicada: um caminho com diferentes acessos. São Paulo: Contexto, 2009, pp. 113-142.

PEREIRA, Regina Celi; MEDRADO, Betânia; REICHMANN, Carla. (Org.). Letramentos e práticas formativas: pesquisas tecidas nas entrelinhas do ISD. 1ed. João Pessoa: Editora da UFPB, 2015, v., p. 245-271.

PÉREZ, Mariana. EFOPLI: Espaços para a Formação do Professor de Língua Inglesa (ANO 3). Projeto submetido ao edital PROBEX 2017. Universidade Federal da Paraíba, 2017.

RAJAGOPALAN, Kanavillil. The Concept of World English and its Implication for ELT. In: ELT Journal.v.58, n. 2, pp. 111-117. Oxford, UK: Oxford University Press, 2004.

RAWERMAN-ALBINI, Andressa; MEDEIROS, Valéria da Silva (Orgs.) Diversidade cultural e ensino de língua estrangeira. Campinas, SP: Pontes Editores, 2013.

ROJO, Roxane; MOURA, Eduardo. Multiletramentos na escola. São Paulo: Parábola Editorial. 2012.

SIGNORINI, Inês, CAVALCANTI, Marilda do Couto (Orgs.). Linguística aplicada e transdisciplinariedade. Campinas: Mercado de Letras, 1998.



