

Global issues, local practices: Possibilities in Brazilian initial and continuing English teaching education

Denise Akime Hibarino*, UNICAMP – Universidade Estadual de Campinas, Brazil
Janice Ines Nodari, UFPR – Universidade Federal do Paraná, Brazil

(Received 17/01/18; final version received 27/02/18)

ABSTRACT

This paper aims to present the PIBID (Institutional Scholarship Program for Teacher Initiation) - a partnership programme proposed by MEC (the Ministry of Education in Brazil) and implemented by universities and public state schools throughout Brazil - by describing some of its actions regarding the teaching of the English language. The PIBID - English UFPR focuses on initial and continuing education of English teachers in a partnership between the local public state schools and the federal university, and it is informed by assumptions provided by a critical literacy framework (Cope, Kalantzis, 2000; Gee, 2000; Jordão, 2013a, 2013b; Jordão *et al*, 2013b), on the concept of English as an International Language (Jenkins, 2007; 2010; McKay, 2003; Sharifian, 2009), along with the regulatory Brazilian educational official documents.

Keywords: Initial and continuing teaching education; English as an international language; critical literacy; PIBID-English UFPR.

RESUMEN

El objetivo de este trabajo es presentar el PIBID (Programa de Becas Institucionales para la Iniciación de Docentes) - un programa conjunto propuesto por el Ministerio de Educación de Brasil (MEC) e implementado por universidades y escuelas públicas de todo Brasil - con ejemplos de acciones relativas a la enseñanza de lengua inglesa. El PIBID-Inglés se centra en la educación inicial y continua de los profesores de inglés con una asociación entre las escuelas estatales públicas y las universidades federales. Se basa en los preceptos teóricos proporcionados por la alfabetización crítica (Cope & Kalantzis, 2000; Gee, 2000; Jordão, 2013a, 2013b; Jordão *et al*, 2013b), en el concepto de inglés como lengua internacional (Jenkins, 2007; 2010; McKay, 2003; Sharifian, 2009), y en los documentos educativos oficiales brasileños.

Palabras clave: Educación inicial y continua; inglés como lengua internacional; alfabetización crítica; PIBID-Inglés UFPR.

* Corresponding author e-mail: dhibarino@gmail.com

IN THE PRESENT context of Brazilian educational policies, one of the main concerns shared by educators, policy-makers and schools in general is related to the shrinking figures of higher education students enrolled in undergraduate courses aimed at the field of teaching. According to the latest Higher Education Census (2012)¹, the search for a teaching career increased less than 1% (one percent) from 2011 to 2012. This finding has caused alarming impacts, one of them being the decrease in the number of public school teachers, especially in English language teaching, since the private sector appears to be, financially, more attractive to those undergraduates who are still studying as teachers.

Despite the disappointing figures related to Brazilian public education, the federal government has been focusing on finding and implementing feasible plans, by prioritizing educational policy programs, in order to promote the interest in teaching. One of the most prominent initiatives is the PIBID (Institutional Scholarship Program for Teacher Initiation), which, in our view, is highly significant for it occurs on a national scale targeting not only the undergraduate students but also the graduate public school teachers, and involving public schools, public universities as well as some private institutions all over the country.

In the Federal University of Paraná (UFPR), the program started in 2009 and has been present, since then, in 17 undergraduate courses which develop individualized proposals. For instance, the PIBID - English project has been in progress at the UFPR since its first iteration and has been coordinated by different professors.

Aiming at presenting an overview of the program and its contributions to both the formation and practice of pre-service (novice) teachers as well as the experienced ones in public schools, this paper presents a general description, as well as its theoretical background and examples of local practices while implementing teaching and learning activities in two public schools in the city of Curitiba, in the south part of Brazil, during 2013-2014.

We acknowledge the PIBID initiative as part of the wide scope under the applied linguistics umbrella, more precisely in the teacher education development area. Furthermore, we understand that what we present here are only a few examples of the many that were and can be developed within the program, by taking into account very local conditions. The most considerable achievement of the Project so far is that it is a successful attempt to bring the public schools and the university closer, since these two have traditionally been apart, so that all the ones involved in the project can benefit from it and its affordances.

This paper is organized in four sections: in the first one, we present the main objectives of the program as a whole. Afterwards, we present the theoretical framework that gives support to the initiatives (actions) carried out in the PIBID - English project, focusing primarily on the documents that offer the Brazilian educational policies which are the guidelines that provide general assumptions on curriculum, content and other issues as well as the concepts of critical literacy and English as an International Language (EIL). Later, we briefly describe two teaching initiatives that were put into practice, their goals, some

drawbacks and accomplishments. Finally, in the fourth and final section, we present some general remarks on the project as a whole.

Main Objectives of the Program

As it was previously stated, the program was meant to involve undergraduate students/pre-service teachers (used as synonymous in this paper), public school teachers (also called supervisors for the kind of contribution they offer to the project and to the initial education of the undergraduate students) and university professors, working in public or private universities, also called coordinators in the PIBID program. The ones involved in the program — pre-service teachers, in-service teachers and coordinators — all receive a scholarship from the federal government for taking part in the project.

The PIBID was proposed by the Ministry of Education and involves different areas of knowledge. It is targeted to foster the training of pre-service teachers and contribute to the continuing education of in-service educators, and its main goals are:

- to encourage teachers' development by involving university students and professors in the Brazilian basic education sector;
- to foster interest in the teaching profession;
- to improve the quality of teachers' initial education, promoting the integration between higher and basic education;
- to introduce the undergraduate students (pre-service teachers) in the practices of a school daily routine in order to provide them with opportunities to create and participate in methodological and technological experiences, and cutting-edge interdisciplinary teaching practices intended at overcoming problems identified in the learning-teaching process;
- to encourage public schools and incentivate their teachers to work as co-educators, by undertaking the protagonist role in the initial teaching development;
- to enhance the mediation between relevant and state-of-the-art theories and practices necessary to teaching development, thus increasing the quality of academic actions in the graduation courses².

Furthermore, each university's PIBID project is guided by its more local objectives, proposed by the area coordinator. At the UFPR, we have a general coordination that is responsible for the 17 different area projects, such as PIBID - Mathematics, PIBID - Chemistry, PIBID - Geography, to name just a few, and the PIBID - English is one of them. Our PIBID - English project is aimed at: a) promoting negotiated understandings of literacy theories among pre-service, in-service teachers and coordinators; b) implementing collaborative practices intended at meeting the needs regarding the English language identified in the public schools; c) developing interventional actions which may improve the teaching and learning of English in public schools; d) producing teaching materials that are

adequate to the contexts found in the public schools participating in the project, in a collaborative manner.

Theoretical Background (the OCEMs and the DCEs)

The first readings carried out in the PIBID - English group meetings in 2013 were the Brazilian Curricular Orientation for High-school Students (2006)³ and the Curricular Orientations for the Teaching of Modern Languages (2008)⁴. Owing to space and time constraints, this section outlines their main assumptions, differences and similarities as compared to our project, but it does not address how and why these guidelines were proposed, or provide a historical account of their establishment.

While the OCEMs is a nationwide document adopted by public secondary schools, the DCEs is statewide and takes into account the regional and local differences (linguistic, cultural, etc) in both elementary and secondary levels. This happens because although there are national guidelines informing the curriculum, each state has its own regional guidelines and many times these paradoxically contradict the national ones. In addition, there are divergences concerning the goals of the documents. For the OCEMs, it is paramount to:

- a) revisit and reflect on the educational role of modern language teaching in high school, and highlight its importance;
- b) reaffirm the notion of citizenship and discuss its practice in the teaching of modern languages;
- c) debate the problem of exclusion in the light of globalizing values, as well as the feeling of inclusion generally inculcated by the speaking of modern languages;
- d) introduce language theories and new technologies (critical literacy, multiliteracies, multimodality, hypertext) and suggest classroom ideas based on their practices. (OCEMs, 2006).

On the other hand, the DCEs are concerned with:

- a) the use of foreign languages in oral and written situations;
- b) the ways of participating in collective or individual actions;
- c) the fact that meanings are socially built and transformed in social practices;
- d) the awareness of the importance played by languages in our society;
- e) the linguistic and cultural diversity as well as the benefits to the cultural development of the country. (DCEs, 2008).

Although the term foreign language is used in these documents, English is, in most cases, the only foreign language offered in the public school curriculum in Brazil. Moreover, despite their particular aims, both documents discuss and defend the pivotal role of the school in the development of critical knowledge and, thus, the development of the students' citizenship. Still according to these documents, becoming a citizen means not only

understanding one's rights but also understanding the power relations in society, and what it means to be included or excluded from the social and cultural process in the globalized world we live in, a crucial aspect for the development of the project *People who make a difference* (carried out in 2014), one of the actions of PIBID - English which will be presented in the next section.

Furthermore, these documents rely on the concept of language as discourse (Bakhtin, 2006) and introduce the basic tenets of critical literacy and multiliteracies (Cope & Kalantzis, 2000; Gee, 2000) in the public school language practices, two of our projects overriding themes. When addressing the concept of discourse, language is not seen as the mere teaching of linguistic structures or vocabulary lists. Instead, as the OCEMs (2006) vindicate, the learning (and reproduction) of linguistic forms is not enough to educate citizens for the reason that teaching and learning a language is also teaching and learning to attribute meanings, to involve people in the meaning-making process, to explore different world views and, consequently, to develop subjectivities. Teaching and learning a language are intricate processes.

Accordingly, we consider modern languages classes as the proper space for interaction where teachers and students share their world views through contextualized and integrated practices of reading, writing and oral communication and comprehension, instead of separating these practices into skills. Being skilled in reading, for instance, is different from developing reading as literacy: it is through literacy that students and teachers have contact with discursive practices of dominant groups, understand their ideologies and become aware of the power relations in society as a whole.

Another aspect reiterated in these documents is that our students are immersed in new and complex uses of language (digital, visual, etc.) in the many communities of practice they may belong to. The contact with heterogeneous language practices in such contexts is enriching and must be explored, discussed and resignified in the classroom practices, thus enhancing local linguistic varieties and cultural manifestations. As a result, the dichotomy between school and informal/out-of-school knowledge may disappear once learning occurs in diverse contexts, one affecting the other. For example, the OCEMs mention that reading practices at school favour reading practices at home. The opposite of this statement may also be true, as it is depicted in another of the initiatives of PIBID - English to be outlined later, namely *Contact Lenses* (carried out in 2013).

Another correlation between the official documents is that there is no imposition of a definite syllabus to be followed by all the Brazilian schools. The OCEMs suggest that reading, oral communication and writing practices are the main focus on the three years of high school in a balanced and organized approach in order to address local needs. Similarly, the DCEs display a list with basic contents to be taught in every year of elementary and secondary levels, such as the different discourse genres and their spheres of circulation (scientific, artistic, literary, among others) as well as their compositional elements. Teachers

have the autonomy to choose which genres are more adequate to the different levels and to negotiate their choices with the students.

In short, the OCEMs and the DCEs provide pedagogical theoretical reflections related to the challenges in education, to the teaching and learning of modern languages (though primarily English) in the Brazilian school context and, more importantly, to the unraveling of the myth that it is not possible to learn a foreign language in public schools in Brazil.

Critical Literacy (CL)

The concept of Critical Literacy (Gee, 2000; Jordão, 2013, Jordão et al., 2013) underlying this project is the one which conceives language as discourse. This concept means that students and teachers are engaged in the process of building meanings: in their social practices their understandings are not fixed nor just a representation of reality; as a consequence, new meanings are constantly produced and negotiated.

Furthermore, there is not one only truth to be discovered, or better or worse knowledge in the process of teaching and learning. There are different worldviews brought by teachers and students that must be shared, recognized and discussed. By being in contact with the differences, they are able to better understand themselves.

Inevitably, the conflicts that may arise cannot be regarded as negative. On the contrary,

Conflicts are understood in CL as productive aspects of power, as opportunities of building knowledge, learning and transformation of interpretative procedures and worldviews. (Jordão et al., 2013b, p. 43)⁵

Considering the conflicts in the classroom, English teachers should, instead of neglecting or silencing them, see them as positive since they can be opportunities for transformation. In this sense, the school is the environment in which questions arise and different positionings may lead to a better understanding of students' and teachers' role in society.

English as an International Language (EIL)

Even though the federal and state government's official documents do not mention English as an International Language (EIL), it is not possible to diverge from the current discussion in the applied linguistics field or from using the acronym. Moreover, considering the "unprecedented amount of language contact involved, and the effects of this contact on the international use of English, English language policy thus lags far behind English language practice", as posed by Jennifer Jenkins (Jenkins, 2010, p. 926). The amount of English one is exposed to and needs to be exposed to in order to interact with individuals from different cultures, having this language as a common means of communication, is huge. This is not an

artificial reality, it is everyday life, and public schools in Brazil have been aware of it and of the importance of EIL.

If we consider the sociocultural aspect, we find that the English language has breached in the economic and political global agenda through the media industry, at first, especially through entertainment and communication, as well as through education. Nowadays, the most precious asset, besides water, is knowledge. Knowledge cannot be easily measured, but guarantees access to information about what is happening in the world, and the possibility of interacting with such information and with people. This knowledge cannot be successfully reached if a person does not know English (Leffa, 2002), but if a person is able to use English, possibilities are limitless.

The English language gained such importance not because of its number of speakers but because there is a strong connection between linguistic imperialism and economic, technological and cultural power (Crystal, 2003). The fast and complex spread of English around the globe as well as the many implications of such phenomena have also been acknowledged by several other researchers (see Crystal, 2003; Graddol, 1997; Jenkins, 2007; Kachru, 1986; McKay, 2003).

In addition, the role performed by the English language, and as a consequence by its speakers worldwide, is extremely complex to determine. This might be one of the reasons for the number of concepts used to define the English we learn and use⁶. In order to understand the wide scope of the PIBID - English Program, and its more specific perspective, which has to do with the teaching and learning of the language per se, we must understand the type of English being used — taught and learnt — both at the university and in the public schools involved in the program, and that one is English as an International Language.

English as an International Language (EIL), a term widely used to name the situation involving English nowadays and worldwide, is defined by McKay (2003) as the process involving one language that many individuals try to learn in order to become part of a so-called global community. As a consequence, we have the increase in the number of bilingual speakers inside different communities. This definition implies acknowledging that there are different learning objectives and contexts for English. It also implies that there are strong connections among language, culture and identity, and different Englishes being used. The purpose would still be the same: to have access to knowledge and to the possibility of interacting with individuals from different cultures and backgrounds.

For the work developed at the PIBID - English at the UFPR and, as a consequence, in the teaching activities carried out in the public schools involved, the perspective of English as an International Language is the one adopted, since it takes into account the diversity of EnglishES and how students and teachers manipulate, negotiate and build new meanings with and in that language.

As claimed by Farzad Sharifian (2009, p. 01)

For better or worse, by choice or force, English has ‘traveled’ to many parts of the world and has been used to serve various purposes. This phenomenon has created positive interactions as well as tensions between global and local forces and has had serious linguistic, ideological, sociocultural, political and pedagogical implications.

The fact that English is present in so many spaces worldwide, “for better or worse”, is not due to its number of speakers, but because more individuals worldwide believe it is beneficial for them to learn English as a foreign language (McKay, 2003), or as an international language. In this context we have the undergraduate students of Languages — Portuguese and English or Linguistics and Literature — English at UFPR who are scholarship holders in the PIBID - English program. We also have in this context the public school students who, by force and for better or worse, must study English, the language favored by the Brazilian national curricular paradigms.

Nevertheless, not everything is forced at school or at the university, as we shall see exemplified by two initiatives that were carried out by undergraduate students of Languages who were scholarship holders of PIBID - English in two public state schools in the city of Curitiba, in the south of Brazil.

Methodology and Analysis of Successful Initiatives

We chose to present two initiatives, or projects, in order to exemplify what we tended to do at PIBID - English, especially in the years 2013 and 2014. They were appointed basically for their clear connection with the assumptions defended by critical literacy and their focus on English as an International Language. The two initiatives were called *Contact lenses* and *People who make a difference*.

Contact Lenses

The initiative carried out in 2013 with adult learners of EJA/EYA (Education of Youngsters and Adults) at a state public school in Curitiba was called *Lentes de contato - Contact lenses*. It was put into practice from July to November of that year and involved around 13 public school students (although there were 23 initially enrolled in the group) on a regular basis. Although the teaching of young adults, adults and senior citizens backs to the period of Colonial Brazil, in the year 2000 the government issued a document providing guidelines for the formal teaching of such groups of people. The EJA/EYA was officially created by the resolution CNE/CEB n° 1 from July 5th, 2000 which established the National Curriculum Guidelines for the teaching of young adults, adults and senior citizens, who had dropped out of school but returned to finish their studies either in elementary or high school⁷.

Most of the students who participate in the EJA/EYA modality work long hours during the day and study at night. Since the majorities have young children at home and do not face

comfortable financial conditions, the tendency of dropping out such courses after a while has remained a constant.

The project was organized with the supervising teacher aiming above all at addressing vocabulary and cultural issues through the reading practice mainly, following the discussions of the OCEMs (2008, p. 116), which see reading as a language practice that involves attributing meaning to the world, and reflecting on the affordances of social transformation.

The main goals of the Contact lenses teaching initiative can be summarized as:

- improving the students' knowledge about literature, considering that literature is part of a countries' cultural heritage, as well as making them aware of such value;
- approaching polemic issues pointed out in the readings and addressing them while considering the local reality of the students and the lenses that form and transform the students' views (Jordão, 2006) upon them;
- establishing a connection between the students' everyday lives and the topics presented in the reading while motivating and respecting different opinions and interpretations;
- raising or instilling a positive attitude in the students towards reading literary pieces.

Furthermore, it was taken into consideration that the topics should be relevant to the students so as to make their learning more meaningful, as advised by the DCEs (2008). In order to carry out such idea, the proponents used poems and some of their audio recordings, as well as summaries, excerpts of movies, international legends, and book reviews, among other materials.

The readings used were provided in English and debates about their themes and topics were carried out by the pre-service English teachers. Some activities requiring the students' understanding of the reading were proposed and these could be answered either in English or Portuguese. In order to provide the students with the oral comprehension practice, some excerpts of movies and the audio recordings of a few poems were also used.

Despite the difficulties related to learning EIL and the students' tiredness after a long day of work, many of them became quite fond of the classes and managed to actively engage in the tasks proposed. According to the students themselves, they did not feel underestimated and were happy to see that the pre-service teacher proposed activities that were challenging and demanding while showing them how to do the tasks. Moreover, their opinions were asked and taken into account throughout the classes, making them actively participate in their learning process.

There were also some negative points and the main ones were related to the age gap between students and teacher, which created a kind of clash among them and the pre-service teacher who happened to be much younger and unexperienced; the difficulties they had when they tried to express their ideas in writing even in their mother tongue (Portuguese); their low self-esteem, which hindered communication at times; and the lack of punctuality

owing to the students' working hours. Some of the students were too tired to pay attention in class or study a foreign language, so the pre-service teacher had to find ways to have them minimally involved in the activities because the ones who had attended school needed to have their interest kept high.

According to Weininger (2001), the classroom cannot be seen as an aquarium, a static world that is barely changed. Instead, teachers need to take students to the open sea areas in which they can live, experience and be confronted with different world views and, consequently, understand more about themselves and their position in society. Bearing this metaphor in mind, we understand that the initiative fulfilled its goal: the reading practices did have an impact on the students' lives, not only at school but also outside of it, in accordance to the OCEMs (2006).

We illustrate the main goals of the teaching project with a reading activity⁸ that was used in one of the classes. It shows a map followed by a short text and four open questions. The main goal of using such activity was to make students question the way they see the world, by trying different lenses. The text (Figure 1) and the questions used are the ones that follow:

North and South



At the most simple level, some observers simply classify countries as rich and poor. Many note that the rich, developed countries are concentrated primarily in the Northern Hemisphere. "The North" is used to refer to these fortunate nations - even if they are located in the Southern Hemisphere. Australia and New Zealand find themselves classified within this category along with the more accurately named Northern nations of Japan, the United States and France. "The South" therefore describes the poorer, less developed nations - even when they

are located in very northern latitudes - like Mongolia. These terms were popularized in 1980, when Willy Brandt headed the Independent Commission on International Development Issues and published "North-South: A Programme for Survival". The report made a plea for aid to poor countries, arguing that it was not only morally right to do so, but necessary for the well-being of the whole planet.

While North and South are broad, and sometimes misleading, terms, they are very widely used. Because these terms paint rather broad brush strokes in black and white, they are often used in arguments supporting the disadvantaged in their drive for a more equal distribution of the world's wealth. In lighter shade, some of the "North" is clearly located to the South.

Questions:

- a) What is the origin of the terms North and South as they relate to levels of national development?*
- b) Are most of the world's people located in the North or in the South? Explain.*
- c) Other than Canada, name three countries considered part of the North.*
- d) Why is Australia considered part of the North despite its southerly location?*

Figure 1. Contact lenses - Activity 1.

The issues raised by the text and by the questions that followed it made the students actively engage in discussions since they involved their social roles as adults who were seeking better living conditions while walking the extra mile and studying at night. Moreover, the discussions also increased their awareness of polemic issues and made them value the ability to learn and understand information in English even more.

People Who Make a Difference

The initiative under the name *People who make a difference* was organized in eight different workshops carried out from August to November 2014 and involved the three eighth grade groups in a public school. Its main purpose was to focus on volunteer work.

Getting to know a foreign language is not only an advantage in someone's résumé, but it is also a way to enlarge someone's view of the world, and as a consequence, make one understand how other people see the world. More than that, when learnt at school, it engages students to become active citizens, as the OCEMs and DCEs state.

Bearing these assumptions in mind and taking into consideration the course book that was being used by the eighth graders at a given public school, a pre-service teacher along with her supervising teacher proposed activities focusing on volunteer work. The main goals were:

- to contextualize the teaching and learning of the English language;
- to understand the importance of learning English as a means to enlarge the possibilities of learning by improving the view the learners can have of such learning;
- to promote collaborative work among the students;
- to integrate the different practices allowed by the learning of a foreign language, which were listening and reading, and speaking and writing.

After understanding how volunteer work is done by some famous people around the world, the students became familiar with some initiatives involving elderly homes and hospitals in their hometown — Curitiba, in Paraná state, Brazil. Later on, they learnt how to make cranes (by reading and understanding instructions in English) to make 1,000 tsurus to be donated to some old people whom they would visit. In Japan, it is believed that “the tradition of folding 1,000 cranes (or tsurus) is done when someone has a wish, be it for peace, health or luck.”⁹

These senior citizens lived in a residential senior care home near the neighborhood where the school is located and had many stories to tell. However, not all the students could visit the place because of the logistics involved in transporting a group of about 80 students. Thus, 20 students were chosen to take the 1,000 tsurus made to these senior citizens and spend the day at their senior care home listening to their stories.

After returning from the visit, the students had to report what had called their attention the most, referring to the stories they had heard. Such reports were made in Portuguese.

However, in order to include all the students in the activity, they were all divided into groups and asked to write, both in Portuguese and in English, with the supervising teacher's and the pre-service teachers' help (there were two pre-service English teachers working at the school), and illustrate the stories. The main positive aspect worth mentioning refers to the awareness that was raised in such young people (all of them below the age of 15) of the important role people have in the world, even themselves, and of the difference that volunteer work can cause in someone's life.

The main negative aspect raised by the students, the supervisor and the pre-service teachers refers to the fact that not all of them had the chance of visiting the residential home and hear the stories. Thus, somehow, the reports made by the classmates who had visited the senior care home did not move the students who had not gone along as much.

Both initiatives — *Contact lenses* and *People who make a difference* — have the fact in common that language, any language, exerts powerful influence on the ones who study it. Such knowledge does not remain self-contained because the access to it is provided by interactions and readings in class, facilitated by the English teacher, and thus modify the way the learners see the world, themselves, the “other” and everyone's role in society. It modifies people's attitudes towards the world and the other, and can have positive outcomes.

Final Remarks

In brief, the PIBID - English project, in the examples provided by both initiatives described, illustrates our discussions concerning the theoretical background and the public schools' realities in Brazil. In a globalized world, issues and challenges related to education are undeniable; however, the alternatives found to address local problems, such as the low engagement of public school students with the English language, promoted much more than linguistic knowledge: they improved the notion of citizenship, one of the key concepts pointed out by the official documents guiding education in Brazil, by involving the pre-service teachers in EJA/EYA education and volunteer work. Education, thus, fulfills its uttermost mission: opening people's eyes to knowledge, and to their active role in society.

Both the concepts of English as an International Language and critical literacy act upon the pre-service teachers' development and the continuing education processes of English teachers, especially whenever these two processes are being developed alongside, in a collaborative way involving professors, supervising teachers and undergraduate students (pre-service teachers), as it is the case with PIBID - English. Such collaborative *modus operandi* allows the in-service and the pre-service teachers to keep on learning about the choices, decisions and implications involved in the profession of being a teacher in a mature, reliable, well-informed and committed way since it projects new roles for the ones involved and makes it possible to find hybrid spaces with transforming potential (Mateus; El Kadri & Da Silva, 2013) at school and outside it.

The richness of possibilities, perspectives and potentialities of the PIBID program as a whole and of the singular initiatives themselves illustrate the richness of the universe of education. There is a lot more to be explored and addressed so that learning a foreign language can impact meaningfully and positively in people's lives. Nevertheless, positive initiatives such as PIBID - English are worth mentioning.

Notes

1. <http://portal.inep.gov.br/web/censo-da-educacao-superior>
2. Information adapted from CAPES, 2011, <http://www.capes.gov.br/educacao-basica/capespibid>
3. http://portal.mec.gov.br/seb/arquivos/pdf/book_volume_01_internet.pdf
4. http://www.educadores.diaadia.pr.gov.br/arquivos/File/diretrizes/dce_edf.pdf
5. Free translation from the original: "Conflitos são entendidos no LC como aspectos produtivos do saber, como sendo oportunidades para a construção de conhecimento, de aprendizado e de transformação de procedimentos interpretativos e visões de mundo". (Jordão et al, 2013b, p. 43)
6. Among the many common names, the three most used ones are: ELG - English as a Global Language, ELF - English as a Lingua Franca, and EIL - English as an International Language. We highly relate what we do at the PIBID - English with the latter. Owing to time and space constraints, we did not provide definitions for all the terms.
7. More information on: <http://portal.mec.gov.br/cne/arquivos/pdf/CEB012000.pdf>
8. Retrieved from: <http://www.design4effect.com/soc11/rpoor.htm>
9. More information on: http://www.origamihara.com/origamihara_webeasy_site_002.htm.

References

- Bakhtin, M. M. (2006). *Marxismo e filosofia da linguagem*. São Paulo: Hucitec.
- Cope, B.; & Kalantzis, M. (2000). *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge.
- Crystal, D. (2003). *English as a global language* (2nd ed.). New York: Cambridge University Press.
- Gee, J. P. (2000). New people in new worlds: networks, the new capitalism and schools. In B. Cope & M. Kalantzis (Eds.), *Multiliteracies: Literacy learning and the design of social futures* (pp. 43-68). London: Routledge.
- Graddol, D. (1997). *The future of English? A guide to forecasting the popularity of the English language in the 21st century*. London: The British Council.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and Identity*. New York: Oxford University Press.

- Jenkins, J. (2010). Accommodating (to) ELF in the international university. *Journal of Pragmatics*, 43, 926-936.
- Jordão, C.M. (2006). O ensino de língua estrangeira: De código a discurso. In A. M. M. Karwoski & V. F. C. V. Boni (Eds.), *Tendências contemporâneas no ensino de línguas*. (pp. 26-32). União da Vitória: Kaygangue.
- Jordão, C.M. (2013a). Abordagem comunicativa, pedagogia crítica e letramento crítico - farinhas do mesmo saco? In C. H. Rocha & R. F. Maciel (Eds.), *Língua estrangeira e formação cidadã: Por entre discursos e práticas*. (pp. 69-90). Campinas, SP: Pontes Editores.
- Jordão, C.M. (2013b). Letramento crítico em 2.500 palavras, mais ou menos. In C. M. Jordão, C. (Eds.), *O PIBID-UFPR nas aulas de inglês: Divisor de águas e formador de marés*. (pp. 41-46). Campinas, SP: Pontes Editores.
- Kachru, B. (1986). *The alchemy of English: The spread, function, and models in nonnative English*. Oxford: Oxford University Press/Illinois Press.
- Leffa, V. J. (2002). Teaching English as a multinational language. *Journal of the Linguistic Society of Korea*, 10(1), 29-53.
- Mateus, E., El Kadri, M. S; & Da Silva, K. A. (Eds.). (2013). *Experiências de formação de professores de línguas e o PIBID: Contornos, cores e matizes*. Campinas, SP: Pontes.
- McKay, S. L. (2003). Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions. *International Journal of Applied Linguistics*, 13(1), 1-22.
- North and South. Retrived on September, 10, 2013, from <http://www.design4effect.com/soc11/rpoor.htm>
- Sharifian, F. (Ed.). (2009). *English as an international language*. Bristol: Multilingual Matters.
- Weininger, M. J. (2001). Do aquário em direção ao mar aberto: Mudanças no papel do professor e do aluno. In Leffa, V. J. (Ed.), *O professor de línguas estrangeiras: Construindo a profissão*. (pp. 41-68). Pelotas: Educat.