

**UNIVERSITY OF PASSO FUNDO
GRADUATE PROGRAM IN LETRAS
PHILOSOPHY AND HUMAN SCIENCES INSTITUTE**

CLEONICE PLETSCH

**EMI TEACHER DEVELOPMENT IN THE INTERNATIONALIZATION AT HOME
PROCESS AT UNIVERSITY**

Passo Fundo
2021

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Examining Board

Professor Dr. Luciane Sturm – UPF

Professor Dr.

Professor Dr.

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ABSTRACT

This research paper aimed to investigate the Didactic Sequence (DS) model (DOLZ, NOVERRAZ AND SCHNEUWLY, 2004) potential, combined with the Oral Exposition Genre TED Talk (ANDERSON, 2016), for English as a Medium of Instruction (EMI). A teacher development course for professors and postgraduate students was put into practice observing the Design-Based Research methodology from the qualitative research paradigm to plan, test and evaluate a DS for developing language capacities (STUTZ & CRISTOVÃO, 2011; CRISTOVÃO, 2013; MAGALHÃES & CRISTOVÃO, 2018) in Higher Education (HE). Based on Socio-discursive Interactionism fundamentals (BRONCKART, 2006), English as a Lingua Franca (CANAGARAJAH, 2006; VIÉGAS, 2016; SANTOS & SIQUEIRA, 2019) and the global citizenship perspectives, the study, in the area of applied linguistics, was conducted considering the increasing area of Internationalization at Home (IaH) and EMI in HE, especially in the local context. The perception of oral performance in English as a barrier for higher educators was decisive in implementing the course. Results were positive in terms of the potential of the proposed DS model to develop language capacities and serve as support for EMI classes in HE. Discursive capacities related to organization and content were evidenced in the final product, as well as a general improvement of other language capacities. It was demonstrated that the more actions to back up faculty members are put into practice, the more EMI can be implemented, fostering IaH in the local community.

Keywords: Didactic Sequence (DS). English as a Medium of Instruction (EMI). Higher Education (HE). Teacher Development. Oral Exposition Genre.

RESUMO

Este trabalho de pesquisa teve como objetivo investigar o potencial do modelo de Sequência Didática (SD) (DOLZ, NOVERRAZ E SCHNEUWLY, 2004), combinado com o Gênero Exposição Oral TED Talk (ANDERSON, 2016), para o Inglês como Meio de Instrução (EMI). Um curso de desenvolvimento para professores universitários e estudantes de pós-graduação foi colocado em prática observando a metodologia de Pesquisa Baseada em Design a partir do paradigma qualitativo de pesquisa para planejar, testar e avaliar uma SD para o desenvolvimento de capacidades de linguagem (STUTZ & CRISTOVÃO, 2011; CRISTOVÃO, 2013; MAGALHÃES & CRISTOVÃO, 2018) no Ensino Superior (ES). Com base nos fundamentos do Interacionismo Sóciodiscursivo (BRONCKART, 2006), Inglês como Língua Franca (CANAGARAJAH, 2006; VIÉGAS, 2016; SANTOS & SIQUEIRA, 2019) e nas perspectivas de cidadania global, o estudo, na área de Linguística Aplicada, foi conduzido considerando a crescente área de Internacionalização em Casa (IeC) e EMI no ES, especialmente no contexto local. A percepção do desempenho oral em inglês como barreira para os educadores superiores foi decisiva para a implantação do curso. Os resultados foram positivos em termos do potencial do modelo de SD proposto para desenvolver capacidades de linguagem e servir de suporte para aulas de EMI no ES. Capacidades discursivas relacionadas à organização e conteúdo foram evidenciadas no produto final, bem como uma melhora geral das demais capacidades de linguagem. Ficou demonstrado que quanto mais ações de respaldo docente forem colocadas em prática, mais o EMI pode ser implementado, fomentando a IeC na comunidade local.

Palavras-chave: Sequência Didática (SD). Inglês como meio de instrução (EMI). Ensino Superior (ES). Desenvolvimento de professores. Gênero de exposição oral.

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LIST OF ABBREVIATIONS

AD - Additional Language

BNCC - Brazilian Common Core Curriculum

CAAE - Certificate of Presentation for Ethical Consideration

CLIL - Content Language Integrated Learning

DBR - Design-Based Research

DS - Didactic Sequence

EAL - English as an Additional Language

ELF - English as a Lingua Franca

ELT - English Language Teaching

EMI - English as a Medium of Instruction

HE - Higher Education

HEI - Higher Education Institution

LF - Lingua Franca

IaH - Internationalization at Home

IRO - International Relations Office

OEG - Oral Exposition Genre

PEI - Plano Estratégico de Internacionalização

PSELT - Pre-Service English Language Teacher

SDI - Socio Discursive Interactionism

SPI - Strategic Plan of Internationalization

UPF - University of Passo Fundo

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1 INTRODUCTION

Internationalization is a way to react to globalization impacts while keeping the individual characteristics of a nation (KNIGHT & DE WIT, 1997). It is an evolving process and an international demand in Higher Education Institutions (HEI). Community institutions in Brazil struggle to fit into this context for a number of reasons related to quality education, training and innovation linked to the global citizenship perspective.

In this way, Internationalization at Home (IaH) is a practice which deals with the globalization impacts more specifically, seeking to promote more inclusion to the process of internationalization locally, at the same time it fosters a worldly view (TEEKENS, 2007; KNIGHT, 2008; BEELEN & JONES, 2015; WIT et al., 2015; BAUMVOL & SARMENTO, 2019). According to Baumvol (2016), IaH occurs in an institution in the country itself, not in the international education. In the context of HEI, the continuous process of IaH takes languages as a fundamental cornerstone, more specifically (but not only) the English Language, and there is a lack of studies concerning English as a Medium of Instruction (EMI), that is, English to teach academic subjects in places where it is not the first language (MACARO *et al.*, 2018). In Brazil it is not different. This process is incipient and many aspects have to be researched. In general terms, EMI can be understood as the use of the English Language to teach any content in HEI, taking into account the current position of English as a Lingua Franca (ELF). At the same time, the English Language is seen as central to provoke and improve the IaH, besides being a barrier for lots of higher educators who cannot perform orally their classes or lectures in English or even interact for a short time.

On personal matters, my¹ history as an English teacher has brought me to educational realities that differ in terms of available socio-economic opportunities to the students. The perception of having to deal with the peculiarities of distinct educational settings, which are not equitable at all, and the commitment to try to, without distinction, offer students the best professional dimensions of myself in their classes, has made me face the tough reality of inequality in education. All of that, put together with the awareness of my social role as an educator and global citizen, triggers the search of a theory that contributes to the critical thinking of my own reality, something such as the IaH, which democratically gives access to a broader scope of settings when it comes to students' social backgrounds. After the University

¹ This paragraph and the one about the study area, below, are written in the first person singular because they bring a personal narrative. The others are in the first-person plural in view of the comprehension that research is done by many subjects, not only the author.

of Passo Fundo (UPF) had expanded the internationalization process, the possibility of writing a dissertation in English, and having it linked to practical teaching themes, arose my interest. After the first readings on IaH, I became aware of the chances to allow social-educational actions to happen in a practical way, in the academy, through that theory. When the initiatives promoted because of the IaH process try to fill the gaps of language learners, giving them opportunities to improve language skills and also engaging in international experiences, we are, as a HEI, including and engaging them in a world of possibilities. At the same time, we are contributing to the appreciation of local aspects, we are linking and projecting them globally, by means of social actions mediated by language. Such a hands-on project, like the promotion of a development course, was what I had in mind for my master's dissertation, for it represents and adds to the history of my professional and academic life, and even more, it contributes to the institution that has taught me so much, being able to positively affect our local community, and having the potential to fill social gaps from inequality when it comes to language learning access. As an English teacher since 2004, today I am (or struggle to be) aware of my professional role as a teacher. Experience has taught me the academic life is not to be seen only as a market requirement, disconnected from classroom practice. Once novice teachers - and even the experienced ones, willing to improve - let themselves be conducted, and realize there is not a perfect methodology, and that theory indeed contributes to a better practice, possibilities expand.

Concerning the local context, comprising undergraduate and graduate courses, some initial data, which were offered by the UPF International Office, show the English Language is not widely used for content teaching. Besides, not many faculty members feel comfortable to use it orally in the academic settings.

Considering these aspects, this study, in the area of applied linguistics, is linked to the research line *Constitution and Interpretation of Text and Speech* of the Graduate Program in *Letras* of the University of Passo Fundo (UPF). As a researcher, I take part in the *Languages, literacy, teacher development and methodological innovation*² CNPq Research Group. Also, due to the importance of internationalization for UPF development, this has been the research theme in different areas of the institution, as well as in the Graduate Program in *Letras*, where an umbrella research project was created to bring together investigations connected to different views and subjects of internationalization. That project is titled *Internationalization in Higher Education: dimensions, challenges and perspectives*, and it has been approved by the Ethics

² It can be accessed on dgp.cnpq.br/dgp/espelhogrupo/3230156474303960

Committee at UPF, registered with CAAE 30687420.3.0000.5342, and is coordinated by Dr. Luciane Sturm.

To understand the local scenario at UPF, we bring some assumptions that help in contextualizing this study.

- There is a movement inside UPF aiming at the internationalization of the University and promoting initiatives to develop IaH and EMI as well.
- For being the biggest university strategically located in the north of Rio Grande do Sul and having the characteristics of a community university, the HEI has a great potential for internationalization, mainly IaH, considering it already has its Strategic Plan of Internationalization (SPI) - Plano Estratégico de Internacionalização (PEI, 2018) - which has been implemented.
- IaH is a more democratic and inclusive process because it can enable a great number of students to have an international experience, even locally. It is known that very few students are able to engage in experiences abroad due to their economic and social conditions and, specially, in Brazil where education is not a priority.
- There is no IaH without the use of different languages and interactions in different languages. Since English is the Lingua Franca (LF) in the academic and scientific world today, it cannot be an obstacle for communication. That was a fact that has been stated in the local context of UPF.
- For IaH, EMI is a fundamental presupposition that requires involvement and cooperation in the departments related, as well as a development program to enable and motivate faculty members for it.

From these considerations, some questions emerged:

- Could a teacher education course focusing on the mastery of an oral genre by the faculty members make a difference in the process of implementation of EMI in the HEI?
- What methodology, strategies and contents would be the most appropriate to help the faculty members feel more confident when speaking English and more prepared to use EMI in their academic contexts?

- Could the use of the Didactic Sequence (DS) model (DOLZ, NOVERRAZ AND SCHNEUWLY, 2004) be an efficient methodology to develop faculty members' language capacities, as well as their confidence in the use of EMI?

Therefore, this research aimed to investigate the DS model potential for EMI teacher development³. Moreover, we believe that by promoting moments of reflection on the process of learning a genre, professors are allowed the chance of analyzing their own practices and, more precisely, aspects that could be improved when providing students with content at the same time they are using (and improving) EMI in their classrooms.

Our specific goal was to plan, test and evaluate a DS for developing language capacities (STUTZ & CRISTOVÃO, 2011; CRISTOVÃO, 2013; MAGALHÃES & CRISTOVÃO, 2018) in the HE context, observing the Design-Based Research (DBR) methodology. Plan, test and evaluate, here, mean that we had the intention to offer a teacher development course for faculty members, where registers were made along the course (data generation) and all the process was analyzed to verify the validity of the methodology to potentialize the participants' language capacities. As a result of this study, the objective is to contribute to build confidence in the language users as a bridge to EMI in their courses.

It is important to highlight the conceptions beneath the research while introducing it. First of all, we adopt the dialogical language perspective (BAKHTIN, 1988; 2010) since language is understood as a concrete reality and the word meaning is determined by the context. The Bakhtinian view comprises language as discursive interaction, prioritizing meaning construction, and the social historical ideological context in which that discourse was produced is not apart from the subject, once it constitutes that subject, not being an exterior factor. The individual reflects in language and is constituted, through his or her language activities, as a subject. In such manner, regarding this language view, this study understands language as a living means of social interaction, which is not unlinked from its cultural and identity domains, which comprises and reflects local and global aspects at the same time, echoing, thus, the diversity present in the world we live in.

Moreover, this work is consistent with the socio-discursive interactionism (SDI) (BRONCKART, 2006) - the science of the human - which converges with Vygotsky's social interactionism. Human development is related to the social and historical conditions in which we live in, that is, it occurs in a dialectical and historical perspective. These elements are the

³ In this study, *teacher development* and *teacher education* have the same meaning, and refer to the professional qualification and training of university professors.

basis of this study, as they are central to the understanding of text genres, which is a fundamental instrument for our proposal. As Magalhães e Cristovão (2018) point out,

concepts such as mediation, instrument and appropriation are fundamental to understand how textual genres are taken in this perspective of study, as well as the importance of the insertion of human beings in social activities, in order to develop themselves to know how to deal with the use schemes of pre-social constructs, such as text genres, for example. (MAGALHÃES e CRISTOVÃO, 2018, p. 23)

That view consistently implies local values and identities being negotiated in ELF (SEIDLHOFER, 2004), once the act of sharing and understanding values and identities which are different from ours is inherent to a dialectical social-historical perspective. We strongly agree with critical remarks when it comes to teaching in English because we comprehend the act of teaching this language as positioning oneself in society and, thus, constantly embracing dialectics applied to context(s), that is, acting through language (BRONCKART, 2006). We assume that post-structural emancipatory characteristics must be attributed to the teaching of English and to EMI, and fight for having EMI implemented in those terms, that is, inclusively, not excludingly, and capable of considering all aspects of its history, achieving local interests in varied ways of communication. In other words, we perceive English as a LF (CANAGARAJAH, 2006; VIÉGAS, 2016).

Concerning its nature, this is a qualitative study that is conducted through the DBR methodology (BERGROTH-KOSKINEN & SEPPÄLÄ, 2012; EASTERDAY, LEWIS & GERBER, 2014), as a broad model, that is allied with the appropriate instruments for data generation to also pursue their validation for the analyses. Dolz, Noverraz and Schneuwly's (2004) DS itself was the model we chose to plan the teacher development course from which the data were generated. It can also be considered a combined research method if we realize that the tasks and participants' productions were considered to verify its own efficiency. This DS was built considering also the oral exposition genre parameters of Dolz, Schneuwly, De Pietro, Zahd (2004) and the Ted Talks model (ANDERSON, 2016).

To finish this Introduction, we present the general organization of this study. In the next chapter, number two, we present and discuss the theory that supports this study, going over the concept of language used here. We also seek to define some key concepts that lead to the understanding of global and local contexts, review recent studies in the Brazilian context, consider aspects involving teacher education, talk about our local context, and also focus on the genre-based approach to promote orality. In chapter three, we proceed with our local contextualization, then, the detailed nature of the study, its procedures, instruments, data

generation, didactic sequence as course format, settings and participants, data analysis and discussion, which are all presented in the subsections, which are followed by the final words.

2 ENGLISH TO OPEN MINDS AND BROADEN HORIZONS - FROM LOCAL TO GLOBAL

This chapter brings the theoretical discussion, dealing with language concept and LF, local and global contexts, EMI role, and the genre-based approach to promote orality. When we use the term *English* to refer to a language, it is convenient to question which English we are talking about. Viégas (2016) discusses concepts that refer to English. She adopts a position that embraces the concept of LF, once it is the one that best comprises the current global scenario and its diversities. Following the same perspective, in this study, we opt for the use of the same term and perspectives of ELF because we understand it suits our language view, that comprises diversity, culture, interaction and communication.

Jenkins (2006) and Harmer (2007a) say ELF is a contact language (for communication purposes) used by interlocutors whose first or even second languages are different. However, Jenkins (2006) reminds that many scholars do not restrict the term to that. Indeed, English is the most widely spoken language in the world, with 1.75 billion speakers, that is, a quarter of the world's population, according to the British Council in 2013. If their estimate is right, currently there are two billion people using it, or learning to do so. Besides other estimates that may have been done in the past, the fact that non-native speakers outnumber the native ones is certain.

An interesting fact about ELF pointed out by Harmer (2007a) is that somehow there is a loss of prestige of a native-like model. That has happened due to the increasing number of English non-native speakers. Besides, with the focus on communication, diversity is recognized. Accordingly:

ELF is conceptualized and accepted as a distinct manifestation of English not tied to its native speakers, this perspective opens up entirely new options for the way the world's majority of English teachers can perceive and define themselves: instead of being nonnative speakers and perennial, error-prone learners of ENL, they can be competent and authoritative users of ELF (SEIDLHOFER, 2004, p. 229).

This way, ELF perspective legitimates teaching practices (SANTOS & SIQUEIRA, 2019), as we assume English does not have an owner, or belongs to a people, but to the world. Rajagopalan (2009) is one of the scholars who advocates for the idea of "World Englishes" in the era of globalization. The plural form used here comprises the many possible backgrounds for the variations of the language. Any assumption that states the opposite fails to recognize the fact that languages, when being used, are living organisms and, therefore, suffer

modifications according to the contexts and cultures involved. That is, the so-called “standards” will not always be followed when English is used as an LF.

When we take into account that the world is a huge web of connections and whatever is done, due to actions and choices, has effect locally, nationally and internationally, it is possible to say that we have achieved a level of global awareness and, having that in mind, we may consider ourselves as global citizens. Clifford (2018, p. 15) defines the term:

Global citizens are people who have knowledge of the world and have developed intercultural competencies but also have a sense of social responsibility. These are the people who become involved in global issues, at the local, national or international level, and understand that the world is interdependent, that every action we take, every decision we make, affects other people.

Besides the awareness and understanding of how the world works, there are some other characteristics of a global citizen such as their own role as a citizen, their respect and value for diversity, participation from the local to the global. A global citizen is outraged by social injustice, is willing to act and make the world more equitable and sustainable, and takes responsibility for their actions. Clifford (2018) emphasizes that those characteristics may offer the world leadership in all fields and provide change to the world. That is what we search for: educating global citizens inside HEIs. Still according to the author, by doing so, these global citizens can solve problems, care for people who cannot care for themselves and defend social values, being, at the same time, good for themselves and for the planet.

In its 2014 publication, UNESCO states the meaning of *global citizenship* leads to many interpretations. Some of them have to do with surpassing borders of nations and states, some others highlight a cosmopolitan view, and a broader idea emphasizes planet conservation. In the educational context, global citizenship is highly concerned with relevance of knowledge in a global perspective (UNESCO, 2014). But what role does English play when developing a global citizen? The following passage helps us in delving into important features on global citizenship education:

Global citizenship education (GCE) inspires action, partnerships, dialogue and cooperation through formal and non-formal education. GCE applies a multifaceted approach employing concepts, methodologies and theories from related fields, including human rights education, peace education, education for sustainable development and education for international understanding. It promotes an ethos of curiosity, solidarity and shared responsibility. There are also overlapping and mutually reinforcing objectives, approaches and learning outcomes with these and other education programmes, such as intercultural education and health education. (UNESCO, 2014, p. 15)

When dealing with global citizenship education, the above-mentioned aspects of multifaceted approaches, which engage concepts and various sources of theories, offer a dialogism of ideas from related, and even different, fields brought together in an integration of knowledge. In that sense, the spreading of ideas proposed by the TED Talks genre relates to the global citizenship education precepts because when there is something relevant to be said, knowledge is being produced and spread. Furthermore, meaningful production happens within the local influences of a given context, then it can be shared to the world taking a heavy load of identity with it. That process is intrinsically linked with the IaH and is put into practice by using EMI.

In the same way - connecting the importance of the course proposed in this study to global citizenship education, IaH and the identity aspects from local to global - we bring ideas from the analysis of Georgiadou (2002). In her article *McLuhan's global village and the internet*, she talks about the philosopher's theory on global villages. She says in the 1960s McLuhan stated that "the application of the new communication media in people's lives would not only bring changes in the way people communicate with each other, but also would bring radical changes in all human affairs." (GEORGIADOU, 2002, p. 91). Her article relates his theory to the Internet, what can be perfectly done but, according to Georgiadou (2002), the Internet may not be the same global village that McLuhan envisioned. It is true that most of the virtues projected by the Internet match with what he proclaimed, that is: decentralization, involvement, and democracy, but physical communities, originally located on the Earth according to McLuhan (apud GEORGIADOU, 2002), may also have those same characteristics. So, considering this point of view, we can conclude that there are aspects in both physical and virtual communities which are favored by the global villages' theory benefits. In a post pandemic situation, it feels even more possible and necessary to consider that, and see the possibilities of applying his concepts to both contexts.

Georgiadou (2002) helps us understand McLuhan's premises and his enthusiastic point of view regarding global villages when stating that "Information will move in the village at such speed that every human action or event will involve everybody in the village in the consequences of every event." (GEORGIADOU, 2002, p. 95-96). According to her, another reflection brought by the scholar is we do not need to transform the villages in megalopolis, we just need to connect the villages on a global scale to preserve their own identity. Those assumptions respond to two possible extremes of argumentation that might be raised when dealing with identity and representation involving local and foreign cultures: the first one is the idea that anything in English is better, and the second one is the contempt and underestimation

about learning English. So, based on those reflections, that is a way we can become international without losing our identity and own view of the world.

Considering IaH needs English language to be implemented (FINARDI, GUIMARÃES & MENDES, 2020), and comprises formal and non-formal education, once it fosters activities in the local community (as it is stated in the next sections) it is possible to say that IaH, EMI and global citizenship education are intertwined as a whole in one educational process. Furthermore, there is the involvement of the aspects mentioned in UNESCO's excerpt above when there is a mobilization to implement IaH.

The next section of this chapter presents some key concepts to better understand the relationship established between internationalization, IaH, globalization and how they are supported by EMI. Moreover, different concepts of EMI and its origins are also reviewed. Section 2.2 provides an overview on countries and their inclination for educational practices which foster internationalization through EMI. The Brazilian context is then approached with the observation of relevant studies conducted within that context. Subsection 2.2.1 presents a discussion about teacher education. In the same frame of contextual reference as section 2.2, the subsection 2.2.1.1 brings us the background where the study is conducted, that is, the HEI undergoing the IaH process. Section 2.3 deals with the theory to support the study, having its focus on orality in part 2.3.2, and part 2.3.3 gives more detail on the oral exposition genre planning.

2.1 Internationalization at Home and the role of English as a Medium of Instruction (EMI)

In order to conceptualize EMI and analyze what role it plays in the process of internationalization in the context of HEI it is essential that we start briefly reflecting about what it means to say an institution is being internationalized. Internationalization may be classified from different points of view, and it would be rather difficult to provide a universally acceptable definition comprising all contexts. It certainly has to do with globalization, being distinct at the same time (ANDREOTTI et al. 2018; KNIGHT, 1999). According to Knight (1999) the term is even used interchangeably with globalization, which is one reason why the two terms must be enlightened.

Internationalization is the way a country (HEI included) deals with the impacts of globalization. And *globalization* can be understood as the flow of technology, economy, knowledge, people, values, ideas, and more aspects that cross the borders of a country

(KNIGHT & DE WIT, 1997). Put in simple words, according to the same authors: *globalization* is the catalyst (a channel), whereas *internationalization* is the proactive response to it. Also, it is important to consider that the process of internationalization allows individuality of a nation to be preserved (KNIGHT & DE WIT, 1997). Despite being a market-driven process, globalization enables intellectual capital in universities and research institutions to be a central factor of production in a globalized knowledge economy. Thus, knowledge-based production has become the differential feature of globalized economies (VARGHESE, 2013). Still regarding globalization and knowledge production:

Globalization implies a flow of people, knowledge, and culture across borders as a market-mediated process stemming from commercial motives. It is a designed activity to introduce an international and multicultural outlook to suit the requirements of the global market centered on knowledge economies. Economic rationality and commercial interests act as major incentives to promote cross-border education in the context of globalization (VARGHESE, 2013, p. 9).

That being considered, we could state that globalization is somehow inevitable, while internationalization can be a well-thought organized process. This way, after analyzing the evolution of thinking on internationalization and exploring the many narratives about it, Haigh (2014) comes to the following concept for internationalization:

[...] internationalization is about helping learners understand that they are citizens of the world. They should respect its limits and the rights of all its inhabitants, current and future, and accept their personal responsibilities for the welfare of all. For some in the university system, a scattering of concerned academics and administrators together with official ‘sustainability champions’, this is the main task. (HAIGH, 2014, p. 9).

As seen above, the topics concerning internationalization are far-extending, which leads to questions related to wider spaces, other than only the local academic ones. In IaH, the social dimensions of cultural aspects go beyond the educational settings and promote integration in formal and informal extracurricular activities, which foster contributions to the local society, as the respect for diversity is promoted together with varied social skills. All of these sharing situations happen at home, helping encourage a local cosmopolitan perspective (TEEKENS, 2007; KNIGHT, 2008; BEELEN & JONES, 2015; WIT et al., 2015; BAUMVOL & SARMENTO, 2019).

The fact that the processes of internationalization may be excluding must not be ignored. HEIs cannot be naive about the fact that EMI and Additional Languages as a whole are rootedly prioritized for an elite (DEARDEN, 2016) but also, on the other hand, they should

not diminish or deny internationalization processes. After careful study of diverging points of view presented by authors considered in this research, the most sensible path to be followed is the IaH (TEEKENS, 2007; KNIGHT, 2008; BEELEN & JONES, 2015; WIT et al., 2015; BAUMVOL & SARMENTO, 2019), which is likely to embrace the local context, reaching beyond and improving it, not only benefiting a minority that has the privilege to be mobile (BEELEN, 2019).

For now, putting apart the discussion that problematizes the processes of internationalization and makes us critically think on a colonizing system (JORDÃO, 2016; FINARDI, GUIMARÃES & MENDES, 2020) with imperialist exploitation nature versus an integrating cultural system (BAUMVOL & SARMENTO, 2019), the fact that the individuals directly or indirectly involved in the educational settings have to master the language dimensions and comprehend the uses of English is undeniable. Especially if we take into account the language views presented in the beginning of this work, that is, the concepts of ELF.

According to that integrating cultural system view of IaH, the local context is privileged and it allows meaningful engagement according to the needs of the community the HEI serves. IaH is likely to give a change to possible feasible solutions, as also considered by Finardi, Guimarães and Mendes (2020) in their critical internationalization reflection on the Brazilian scenario.

It is essential to deal with the starting point of EMI, in 1999, considering The Bologna Declaration, which was fundamental to start spreading the idea of EMI. This Declaration consisted of a document signed by 29 ministers of education from European countries, in Bologna (Italy). In that document, changes in HE policies in the signing countries are proposed, as well as the sustainable development of tolerant and democratic societies through the acknowledgment of the importance of education. They established a system of homogeneous credits to be used among those countries.

When it comes to terminology, according to Macaro et al. (2018), in many educational settings, teaching content in a language which is not the students' first language (L1) has led to the use of many terms, such as *immersion*, *content-based learning*, *content-based language learning*, *content-based language education* - in North America - and *content and language integrated learning (CLIL)*, *integrating content and language in higher education*, *English-taught programmes* - in Europe and other regions. However, in Higher Education (HE) contexts, EMI is normally preferred, which the authors define as "The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions

where the first language of the majority of the population is not English.” (MACARO *et al.* 2018, p. 37). Whereas CLIL is usually used in secondary education as a means of trying a new language teaching approach, EMI is present in tertiary education to promote the internationalization of HEI. Although there are good practices in EMI, another difference between CLIL and EMI is the fact that the former tends to be more motivating and used as a means of trying a new approach in teaching languages, whereas EMI is a HEI tool to encourage internationalization (NAIDOO, 2006).

With respect to the HE framework, English has been adopted as a common global language for knowledge production and dissemination (BAUMVOL, 2018), and it takes over the status of a science language. In that sense, EMI might be considered, as seen above, the most proper term. It is by means of EMI use in teaching that IaH may be fostered and implemented.

In the next section, a more specific and contextualized local view about the Brazilian context is presented.

2.2 The context of internationalization in Brazilian higher education system

This section starts with the global scenario of universities adopting EMI because of internationalization, and then gets to the local scenario in Brazilian HE, raising some challenges in the context, describing and analyzing studies that portray it.

The global growth of EMI in HE was mapped in Dearden’s study (2016), which reports that more universities are becoming internationalized. This leads to a growth in the tertiary level more than in the secondary. She had British Council staff as participants and reported this fast spread of EMI in HE in 54 countries those participants spoke for. At that time, data collected by the author showed 90% of private universities used EMI compared to 78.2% of public universities, even though the number of private universities almost equaled that of public universities in this worldwide study.

Dearden’s research (2016) was also mentioned by Macaro *et al.* (2018) in their systematic review of EMI in HE. They highlighted the fact that it was the only study to be found which determined this specific gathering of information, that is, the growth of EMI, on a global scale. The same authors still go over the fact that Europe is the place where most systematic growth of EMI in HE can be found.

Studies (MACARO *et al.*, 2018) tend to agree and show that EMI is a somewhat new area but, in spite of that or, because of that, an increasing area of academic practice. In the

English Language Teaching Global Blog, by Oxford University Press, Dearden (2017) states that doors are opened to students and also staff in institutions that ‘go EMI’. It is considered a passport for golden opportunities and success.

In their recent work, *Reflecting on Brazilian Higher Education (Critical) Internationalization*, Finardi, Guimarães and Mendes (2020) emphasize aspects related to the relations of power in the internationalization processes, and make it clear that some motivations for implementing these processes may be economical, depending on interests. Although the findings in Dearden’s study (2016) corroborate those assumptions, and show the access to EMI is favored in the private sectors of education (GUIMARÃES & KREMER, 2020), our reality in Brazil, as a southern-hemisphere country, should not be analysed by that perspective because, as the same authors state in their article, there is a tendency to benefit hegemonic countries in the north, reinforcing a neoliberal system. Some of the interests in internationalizing institutions are purely based on economical instrumentalism in that neoliberal perspective, a fact that brings unequal aftereffects and contradicts the complex dynamics of the globalization process, besides not being in accordance with real quality improvement of education (LEAL & MORAES, 2018).

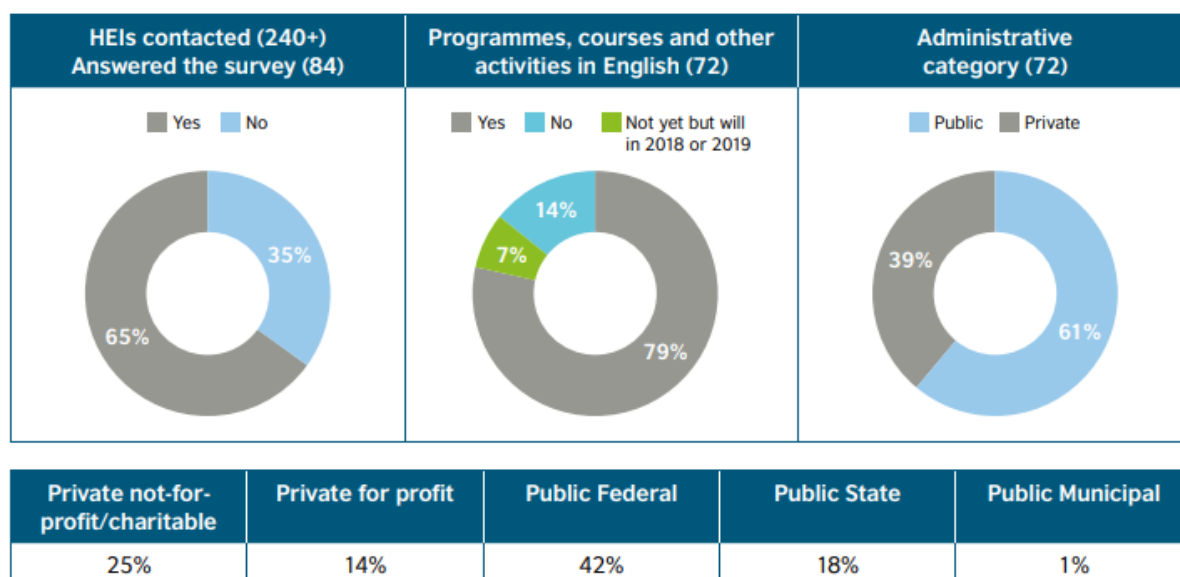
Knight (2004) brings two scenarios to understand the dynamics of internationalization. First, the national sector of HEIs influences the international dimension of universities by generating regulations, policies and programs. Then, the process effectively takes place in the institutional level, in which the goals of improving HE try to be reached by the own institution. Even though there is this scenario of competitiveness and commercialization, the concept of internationalization must not be uncritically reduced to a globalization response (LEAL & MORAES, 2018), that is, the HEIs are not exposed to the market because “it is the way it is”, but because they have real intentions of achieving improvements for HE, so they have the intention of becoming international at the same time they are vulnerable to the neoliberal market. Some of the results of that are complexity to the process of internationalization, and inequality when we realize the ones who pay are the ones who get access to quality education.

Still considering the reality of inequality in Brazil, and having some evidence from Dearden’s global scale study (2016), mostly the elite is able to pay for private education (BAUMVOL & SARMENTO, 2019). The clientele in public institutions is directly affected when it comes to basic education access to Additional Languages (AL), what will lead to possible types of exclusions and social gap if we consider the trajectory of an individual who has studied in public school and faces EMI in college for the first time. There will be fewer opportunities for protagonism in IaH if English as an Additional Language (EAL) has not been

encouraged during primary and secondary stages of education. HEIs have the means to minimize that problem by promoting more opportunities of interaction in EAL, finding ways to support students in need, so that they will be able to develop EAL, fulfill gaps and practice. That principle is implied in IaH, as a means of avoiding exclusion of students while using EMI. Consistently with Baumvol and Sarmento (2019), the social dimensions of cultural aspects go beyond the HEI and promote integration in formal and informal extracurricular activities, which foster contributions to the local society, as respect for diversity is promoted together with varied social skills. On the other hand, specifically talking about the HEIs in Brazil and the EMI scenario, there is more data resulting from other studies, which provide a contrasting view related to our local scenario.

FAUBAI, the Brazilian Association for International Education, is a landmark for mapping the Brazilian context on IaH and EMI. Founded in 1988, FAUBAI brings together 270 managers for international affairs of Brazilian HEI and discloses the diversity and potential of Brazilian HE. The association also promotes the integration and training through seminars, workshops, and regional or national meetings. The data registered and displayed by FAUBAI can be groundwork for the implementation of IaH and EMI, since many successful programs are reported and can serve as examples of well-conducted initiatives. The following survey, for example, presents important data on EMI and had 84 respondents participating in the Brazilian scenario:

Table 1 – FAUBAI survey respondents’ profile



Source: SARMENTO et al. (2019, p. 16).

In that survey, 86% of the HEIs “declared either an existing offer of courses, programmes, or additional activities delivered in English, as well as Portuguese Language for Foreigners, or a clear plan to implement these for the second semester of 2018 or first half of 2019.” (SARMENTO et al., 2019, p. 16). In that sense, and to specifically counterpoint what was presented in the data from Dearden’s table above on EMI in the public sector, we bring FAUBAI survey results, which demonstrated a growth in the number of public HEIs offering some form of EMI:

Table 2 – Comparative data survey and main results 2016 / 2017-2019

	2016	2017-2019
Higher Education institutions contacted	270	240
Answered the survey	90 (33%)	84 (35%)
Number of HEIs that offered EMI	45 (50%)	66 (79%) + 6 (7%) planning to do so
Administrative category: public HEIs	51.1%	61%
Administrative category: private HEIs	48.9%	39%
EMI Private not-for-profit/charitable	35%	25%
EMI Private for profit	4.4%	14%
EMI Public federal	28.5%	42%
EMI Public state	34.4%	18%
EMI Public municipal	1%	1%
Regions represented	4, except North	all

Source: SARMENTO et al. (2019, p. 15).

Compared to FAUBAI 2016 survey, although there are still very few courses and programs using EMI, its growth in public HEIs is evident “when analyzing the number of public HEIs offering some form of EMI, scaling from 51.1% in 2016 to 61% in 2018.” (SARMENTO et al., 2019, p. 16). So, we could possibly think that a more contextualized local study on our reality brings more accurate results.

Following the same perspective of well-conducted initiatives implementing IaH and EMI inside Brazil, researchers play a crucial role in studying that context. As already mentioned in the introduction of this dissertation, there is a lack of studies on EMI worldwide (MACARO *et al.*, 2018), so our background in Brazil must be taken into account in order to encourage even more research related to the topic. Aligned with those propositions, we go over three studies featuring the Brazilian context. Concerning a review of some Brazilian studies on EMI:

Chart 1 – An overview of the selected studies

Year and author of publication	Title of publication	Kind/context of study	Terminology adopted by author(s)	Objectives of study	Data/corpus
Baumvol 2016	O uso do inglês como meio de instrução no contexto do ensino superior brasileiro: percepções de docentes	Content analysis methodology. Semi structured qualitative interview analysis with HE professors from different universities and fields of knowledge who teach in EMI.	Content-based instruction EMI	To analyze semi structured qualitative interviews.	4 audio-recorded interviews in 2016, involving 4 professors from 2 public universities and 1 private university.
Martinez 2016	EMI in Brazilian HE: challenges and opportunities	Book chapter/literature review.	EMI	To provide an overview of why some universities around the world have implemented EMI. To focus on what issues have been encountered in implementation. To present a picture of the current state of EMI in Brazil, to discuss what lessons can be taken from the experiences of others, with the hope that those lessons can help those who would implement EMI in Brazil.	Historical data obtained from universities' websites and studies.
Baumvol and Sarmiento 2019	Can the use of EMI promote a more inclusive and equitable HE in Brazil?	Literature review (theory, documents, and data from other studies).	Additional languages Content-based instruction EMI	To present the status quo and challenges regarding the use of additional languages as a medium of instruction in Brazilian higher education.	Theory, documents, and data from other studies.
Guimarães and Kremer 2020	Adopting EMI in Brazil and Flanders (Belgium): a comparative study	Bibliographic research having data and sources categorized looking for connections between theory and practice.	EMI Lingua franca	To discuss the adoption of EMI in the Brazilian and Flemish contexts, considering the influence of globalization and internationalization on the languages in higher education.	Documents related to language teaching/learning, including books, journals, government documents, official websites and reports from international organizations.

Source: Chart developed by the author

In all of the four papers it is a consensus that EMI research has increased and has been present in studies around the world, but is new in Brazil. That is the reason why finding studies that involved EMI in the Brazilian context was somewhat an arduous task, leading to this present corpus for analysis.

In Baumvol's study (2016), *The use of English as a Medium of Instruction in the Brazilian Higher Education context: professors' perceptions*, the conceptualization of IaH is the starting point. A clarification of terms is also conducted to present the concepts of content-based instruction and EMI. Subsequently, an overview of historical facts and data regarding the use of EMI is presented. Her article shows an analysis of semi-structured qualitative interviews carried out with HE professors, from different fields of knowledge and universities, who use EMI. The four recorded interviews focused on: 1) the reasons for performing such a practice; 2) the manner in which they develop their classes; 3) the challenges and obstacles faced; 4) the need for pedagogical and / or linguistic support for teachers and / or students.

In short, the results show there are internal and external demands for adopting EMI in HE. The external ones comprise aspects related to PPGs' requests, international post-graduation courses and others. As internal issues, there are matters related to vocabulary, texts, researches and events in English, students' mobility and other aspects. Considering this data, the author concludes the professors' EMI practice is intrinsically related to inserting students in the international context of knowledge production. Therefore, according to the author, the linguistic and professional development of students and professors is boosted by the adoption of EMI. Baumvol (2016) concludes her text reiterating the challenges included in the academic and scientific implementation of practices that implicate the English Language. Moreover, the contribution of applied linguists and education professionals is pointed out to promote inclusion and empowerment for the ones engaged in the process.

Martinez's work (2016), *English as a Medium of Instruction (EMI) in Brazilian higher education: challenges and opportunities*, also follows the pattern of talking about a wide-ranging frame of reference in the implementation of EMI, and then deals with the Brazilian context. His focus is on issues faced worldwide, so that in Brazil we are able to learn with them while taking part in the process of adopting EMI.

The author presents data from universities websites and divides the models of EMI implementation in two: top-down (e.g., from the university administration) and bottom-up (e.g., from the faculty and/or students). With that procedure, he is able to analyze similarities and differences on the reasons why EMI was implemented. One of the core motivations, according to the scholar, is the "upward mobility", that is, the fact that the mobility is upward

for students who are qualified to obtain better employment through English because they are in a position of increased status, and for the university for which EMI can enhance the international interest and place in international rankings. We can directly relate that to what is said in Baumvol's study above: the contribution of applied linguists and education professionals promotes inclusion and empowerment for the ones engaged in the process.

Martinez (2016) categorizes the challenges faced when adopting EMI. But besides that, a fundamental and interesting point of view is shared with the readers: Martinez (2016) considers that every story of EMI has its own complexity that involves social, political, linguist, institutional, and other influences, besides expectations. All of that makes the story unique, but besides that uniqueness there are also elements often repeated. So, we can state there is a pattern for the measures that can be performed in the process of implementation of EMI and, consequently, IaH, but there are also many singularities which are part of our local community and will be features that have the power to embrace IaH like nowhere else in the world.

Martinez (2016) strongly emphasizes the lack of research on EMI in our background. He reports his own experience trying to gather recent studies on the subject for a seminar at the University of Oxford in 2015. Very few research papers which portrayed the Brazilian context were found. At the same time, this author also affirms EMI research is in its infancy in Brazil. He brings thoughtful insights about its current status even in EMI-decade-old nations concerning its historical implementation. Critical analysis on the matter is also a relatively new subject on the research in those countries, for instance. He highlights the fact that Brazil is in a somehow privileged position, once we can observe and learn from more experienced nations while we implement and also innovate in research on EMI. Finally, he suggests future studies be done.

In the article *Can the use of English as a Medium of Instruction promote a more equitable Higher Education in Brazil?* by Baumvol and Sarmiento (2019), a positive view regarding EMI in HE is presented. Enlivening perspectives on EMI and the inclusion of more Brazilians in the global academic and research scenario are approached while the authors contextualize the importance of IaH and additional languages in HE. They also put the teaching of additional languages into perspective, pointing out elite privileges, and providing an overview based on official documents and data on current affairs of EMI in the Brazilian scenario.

In the matter of IaH, the article states that academic mobility must not be prioritized, once it only benefits a small number of academic students in our condition of a developing

country. Therefore, the authors emphasize the need of other systems within IaH, systems which benefit a more extensive audience.

With regards to the benefits of using EMI, they point out authenticity in practices when EMI is used in HE as real interactions take place, such as international events, courses, partnerships with international research communities. As well as the fact that proficiency levels have the potential to improve when people engage in dialogical social interactions.

Guimarães and Kremer (2020), in their article titled *Adopting English as a Medium of Instruction (EMI) in Brazil and Flanders (Belgium): a comparative study*, make use of documents and official database to draw a parallel between those two contexts of HE. They justify the choice of the contexts by saying “such countries are in different stages of EMI implementation, so [...] a comparison can be made for checking different approaches for EMI, taking into account the challenges and opportunities associated with English-Medium Instruction.” (GUIMARÃES & KREMER, 2020, p. 226).

The authors describe, in detail, government actions in the Flemish community, and mention several programs to boost internationalization. They describe the scenario in Belgium, more specifically Flanders, which presents a European and local level, where the first one “links the attractiveness of European higher education set by the BP [Bologna Process] with mobility.” (GUIMARÃES & KREMER, 2020, p. 218). And the second one, the local level, “sets as a goal that Flemish professors and students must be able to communicate and exchange with the international academic community.” (GUIMARÃES & KREMER, 2020, p. 219). Regarding Brazil, they contextualize the public educational system and the government agencies that fund it, and point out the contrast in relation to Belgium. That contrast is also apparent on the English proficiency levels mentioned in the text, which are very high, despite the varied linguistic context. Even though they say the setting offers different alternatives for internationalization, the process, at the same time, is incipient.

After presenting relevant findings, from reliable and official data (such as legal documents from databases of international organizations), they state that not only Brazil faces obstacles adopting EMI, “Flanders also has its own challenges for EMI adoption, because of the diverse linguistic context in Belgium and the clash between local and global values.” (GUIMARÃES & KREMER, 2020, p. 237). They analyze the challenges to be faced and state that actions to prepare and implement EMI courses, giving them local support, are needed.

Throughout the studies examined, some common ground is noticeable. Normally before talking about IaH, the broader context of internationalization is dealt with. Historical views worldwide and in the Brazilian context are predominantly considered, and then comes the

concept of EMI problematized with other terms and attached to contexts. From those contexts the writing of the dissertation is conducted according to its goals.

2.2.1 Teacher development regarding EMI in an ELF perspective for language capacities

This subsection presents studies which have the common characteristic of being related to teacher development and to this present research. The first study is focused on teachers' reflections on EMI, and brings a four-dimension proposal based on practical experiences (YUAN, 2020). Important matters on the ELF view in teacher development are addressed in the second study (SANTOS & SIQUEIRA, 2019). In the third study, we have a discussion on the DS model and language capacities, also endorsed by classroom practice (STUTZ & CRISTOVÃO, 2011).

Relating this theme to the background of our study, that is, the role of EMI in the IaH process, an initial reflection regarding the role of the faculty members in the process is relevant at this point. Like the fact that they should be fully involved in the promotion of GEC and aware of their protagonism in fostering IaH locally, besides the organization of the formal curriculum by coordinators, with subjects offered in EMI by professors. Many faculty members are not sure of their link to that process (LEAL & MORAES, 2018). The same idea can be observed in Yuan's article (2020).

An interesting viewpoint in Yuan's (2020) article features the themes of EMI and teacher development in the context of HE in China and presents a critical reflection, an analysis about the contextual barriers, and also a practical planning for teacher educators. The author points out his own experience as an EMI teacher/researcher and teacher educator, and describes challenges, using other studies with similar experiences. He highlights matters such as emotional, pedagogical and social barriers comprising lack of fluency in the English Language, insufficient training in EMI and other pressures. According to him, because of little literature on EMI professional preparation "we have insufficient understanding of how EMI teachers teach, why they teach in the ways they do, how they grapple with the challenges they face, and what professional support they need to facilitate their continuing development." (YUAN, 2020, p. 310).

He then proposes a framework made up of four dimensions as a reference to design, implement and reform EMI teacher education programs in similar contexts. The first one is *fostering ownership of English as a global language*, and it focuses on working on intercultural communication, relevant concepts of *World English* and ELF (JENKINS, 2006), having an

open mind towards the English Language through critical reflection on one's own experiences, and also how to "convey the message that EMI teaching can be beneficial and empowering for university students in terms of knowledge building, career development and personal growth." (YUAN, 2020, p. 314).

The second dimension, *developing effective classroom language in EMI classrooms*, concerns dealing with lack of experience in teaching in EMI, insecurities and anxiety. The author makes it clear that grammar, accent and pronunciation are seen as intimidating, but teachers should focus on comprehensibility in the pedagogic language instead. It is very interesting to observe that he describes features and examples of practical training proposals on what he calls *classroom discourse* which are similar to the genre approach proposed in this present study and even to the DS theory, according to what he says in the next dimension.

The third aspect is *developing discipline-specific pedagogical competence in EMI teaching*. It emphasizes the awareness of the relations between language and content, suggesting the adaptation and employment of linguistic and multimodal resources. By giving examples and considering authentic tasks, the author mentions several different genres. He also uses a practical experience of a project developed with teachers and talks about "the potential of English as a semiotic resource (rather than a communicative tool) for business teaching [in that context]." (YUAN, 2020, p. 315). It is possible to infer the author is supported by the Bakhtinian dialogical view of language that says language is not a tool, but a semiotic resource that constitutes the subject, thus, not an exterior unlinked factor (as previously stated). He also advocates for action research, a common and useful methodology used for teacher development that is similar to DBR (chosen for this study), and the process of social interaction in classroom practices.

The fourth and last dimension is *creating a community of practice focused on EMI teaching*, which proposes a supportive learning environment with the involvement of university leaders and managers (regarding each context). According to Yuan (2020, p. 316), "Not only should they provide support in terms of time and money, but they also need to formulate compatible policies to recognize the importance of teaching and systematically facilitate teachers' endeavors in bringing EMI to their classrooms." For that, it is essential that HEI leaders understand and recognize "the purpose, nature and process of the EMI curriculum reform and its concrete impact on subject teachers." (YUAN, 2020, p. 316). A concrete example given is classroom-based research activities, that must be part of teachers' practices and publications.

Finally, Yuan's conclusion is subject teachers face a big challenge teaching in EMI in an AL HE context, that is, one which does not have English as its primary language. Teacher development is seen as the hope to address that challenge, as the proposed framework is integrated in EMI teacher education programs. Possible future research focusing on one specific dimension proposed in the framework is also instigated by the author, at the same time he considers variations of complex and shifting contexts in the dynamics of possible influences of those dimensions.

Santos and Siqueira (2019) also address ELF in teacher development, related to the first construct of Yuan's framework proposal above, but in a deeper discussion according to their article's aim. *Contemporary challenges in English teacher education: some contributions from the studies of English as a Lingua Franca* brings a necessary problematization to terms and views related to ELF and, while reviewing the proper theoretical names in the literature, the complex web of meanings is addressed according to their contexts. They recall English is locally used in places where it does not have an official status and that "ELF is no longer conceived as a variety of English, but as a specific context of language use that produces forms of the language and ways of interacting and communicating." (SANTOS & SIQUEIRA, 2019, p. 66). That assumption is the way to understand that we are affected by political and pedagogical implications in our contexts. And that refuting the normative orientations, which are excluding, is an exercise of decolonization.

Although progress has been made, like the inclusion of ELF in the Brazilian Common Core Curriculum (BNCC) (BRASIL, 2018), the fact that English teacher education needs to stop perpetuating a standardized system is something pointed out in Santos and Siqueira's (2019) article. Ingrained binary patterns only serve to create more insecurities in learners and to dictate what is "right" and "wrong" rather than giving a solid literacy basis in order to foster critical thinking.

The authors draw attention to the fact that many scholars who advocate for the integration of ELF and English teacher education are also teachers involved in research. They promote and think of alternatives to engage the educational community in the ELF discussion and challenge the English Language Teaching (ELT) status quo. They also review studies with practical phases, as the one proposed by Yuan (2020) above, but related to ELF to ELT, and report the positive growing tendency of publications on the ELF theme. The issue of resistance from English Language teachers is addressed and some of the reasons are considered.

The authors conclude that critical language perspectives need to be present in education for they are a demand in today's world, and the ELT has a lot to gain from integrating the

knowledge derived from ELF studies, although it is a difficult task to confront ELT premises. An important aspect pointed out by them on the BNCC is that the document takes into account “it is not only necessary to establish the essential learning that all students need to develop along their path in Basic Education, but also to ensure compliance with what is established through alignment with other policies and actions” (SANTOS & SIQUEIRA, 2019, p. 80). That has a lot to do with the next study presented in this section, which delves into the didactic transposition (see definition and study in the next paragraphs).

The article, *The construction of a didactic sequence in English pre-service teacher education* (STUTZ & CRISTOVÃO, 2011), analyses a DS made by two pre-service English language teachers (PSELT) in a public university in the state of Paraná during their practicum.⁴

The DS proposed by the PSELTs was based on the sitcom *Friends* and, although it had been designed for a third-grade class at a public High School, which is a different context from ours, the article deals with its features and comprises teacher education. On the focus of the investigation are the external organization - the necessary language operations to constitute language capacities according to a given genre - and the internal organization - which is the coherence between aims and tasks.

The authors put the DS in the center of teacher training, once it guides the relations of the pre-service-teacher-as-a-student, teacher trainer and the didactic knowledge of the training. That interaction happens in one perspective or system, according to the theory used by the authors. In the second perspective, the pre-service-teacher-as-a-teacher interacts with students and with the knowledge of the object to be taught. In that process the DS is responsible for an interactive-contextual dialogism, once the didactic transposition, which is put into practice internally and externally, takes into account the contextual, scientific and school knowledge and transforms the object to be taught.

The results showed partially achieved objectives in the DS internal organization, and a juxtaposition of tasks focusing on action capacities and linguistic discursive capacities. They reveal difficulties due to the complexity of the didactic transposition. They also demonstrated that PSELTs need to reflect on the DS's successive changes.

It is important to consider Stutz and Cristovão (2011) point out that building Didactic Models based on genres and building DSs contribute for teacher education because the pre-service teachers, in this case, are not merely applying a lesson plan, but they are engaged in

⁴ It is relevant to highlight the study is linked to the research group Language and Teaching at the State University of Londrina, being part of a bigger project at doctorate level, which examines PSELTs' self-prescriptions with DSs of genre.

recognizing contexts and creating according to them and aimed at them. That involves theoretical research allied with practical observation of contexts and official rules, that is, theory put into practice. In that sense, constructing and reconstructing DSs, using them during classes, going over theory, sharing results and interacting in other moments are intended to make PSELTs reflect and disturb knowledge acquired so far, in order to have more articulated works.

In that manner, as stated by the authors above, by going over theory and practical experiences in these studies presented, we can relate similar contexts, observe possible results according to plans, actions, and specific procedures. Learning from experience founded in theory in the first article on EMI and teacher development, which brings solid dimensions to be applied to the context of EMI, enriches this present study. As well as the second study, with important reflections on ELF applied to language teaching development, which also relates to our language view and course foundations. And, finally, the third study, which contemplates the language capacities, used as our categories of analysis, and the DS, directly related to our course proposal.

2.3 Socio-discursive interactionism and the didactic sequences model to promote teacher development

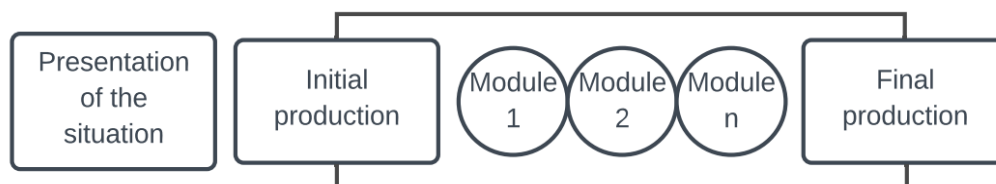
Regarding our goal to investigate the DS model potential, for EMI teacher development in HE, this theory is central to this study. Aligned with the Bakhtinian dialogical language view, the focus of language in social interactions is the base of SDI, that is, it is put in a social perspective as a communication activity, once it is used as action in situated interactions that develop individuals cognitively. With no compartmentalization of knowledge, SDI is the science of the human (BRONCKART, 2006).

Genres have specific social characteristics with a given purpose according to the situation. So, they are actions of language stabilized by use, and have been passed on by previous generations as pre-built models, materialized in texts that are shaped according to certain times (MAGALHÃES & CRISTOVÃO, 2018). Through them, individuals act, using language in society. That is, we make adaptations according to the communicational situations, either writing or speaking. Under the circumstances in which texts are produced, they differ and reveal diversity. In Spite of that, there are certain regularities that make a genre recognizable. Then we have the textual genres (DOLZ, NOVERRAZ & SCHNEUWLY, 2004).

Dolz, Schneuwly, De Pietro and Zahd (2004) define oral exposition genre (OEG) as being a somewhat formal specific public genre in which the specialist directs the explicitly structured talk to the audience, so that information is transmitted, described or explained. That is similar to a communicative situation in a classroom.

Dolz, Noverraz and Schneuwly (2004 p. 82, translated by the author) define DS as “a set of school activities organized, in a systematic way, around an oral or written textual genre”⁵, and consider language practice as a central objective to be achieved by the DS, which, in turn, is organized in a sequence of modules that progresses through a given theme. In this subsection we present their original model (Figure 1), which consists of the basic steps a DS must follow. It can be adapted according to students’ needs, but not suppressed, once these steps are the foundation of the DS.

Figure 1 - Original Didactic Sequence model



Source: DOLZ, NOVERRAZ & SCHNEUWLY, 2004, p. 83 (translated by the author).

The DS model offers the conditions for a quality planning of the oral exposition genre, once it allows the student to grasp that, or any other, genre. The intention is helping students master new or hardly achievable language practices. Dolz, Noverraz and Schneuwly (2004) specify each step of the sequence, summed up below:

- Presentation of the situation - the original genre that is targeted to be taught is introduced, presenting, thus, the communicational situation, and preparing the content of texts to be produced. To this extent, it is followed by detailed description of the oral or written task, including information about what genre, who the production is aimed at, what form it will have, and who will take part in it.
- Initial production - making of a first initial oral or written text corresponding to the genre chosen in order to activate previous knowledge. This step allows the teacher to

⁵ “um conjunto de atividades escolares organizadas, de maneira sistemática, em torno de um gênero textual oral ou escrito.” (Dolz, Noverraz and Schneuwly, 2004, p. 82).

assess acquired skills and adjust activities and exercises to be done in the sequence to the real difficulties and possibilities of a class. It defines the skills that must be developed.

- Modules - the activities and exercises in which the problems presented by the genre (and in the first production) are deeply and systematically dealt with. They provide the necessary tools to master the genre, from complex to simple.
- Final production - what was learned is put into practice and the progress is measured at this phase. Also, aspects corresponding to the other phases are added to the assessment, and the student has the possibility of self-evaluation.

The authors state the oral text follows a different logic when compared to the written text, mainly regarding its production process and final product, which are understood as a whole. Throughout the production, the behavior control must be observed, what is only possible to a certain extent, once communication unforeseen events in action occur. But that does not hinder the planning and creation of automatisms by means of writing and memorization, especially for the public speaking. That way, the oral text is the product of a profound preparation.

The OEG has been traditionally applied in classrooms, but not always preceded by didactic work with concrete strategies of intervention and assessment. It represents a privileged tool to share content and knowledge, especially if there is not a passive attitude, and the one who prepares the presentation is able to structure the exposure considering the textual genre (DOLZ, SCHNEUWLY, DE PIETRO & ZAHD, 2004).

Still according to Dolz, Schneuwly, De Pietro and Zahd (2004), by exploring a variety of information sources observing themes and goals, and also by coming up with a draft to support the oral presentation, the individual has been exposed to the first didactic intervention linked to the content.

Social practical language activities comprise interaction in social-oriented actions, thus, texts should be analysed from the social activities to the language activities (BRONCKART, 2006). From that perspective, genres are responsible for shaping the interaction activities and are built in communications of situation (CRISTOVÃO, 2013). When it comes to teachers mastering this pedagogical practice of genres applied to real situations in context, language capacities are developed along the modules of the DS. Cristovão (2013) proposes the expansion of the concept of language capacities, revisiting them and adding the *capacity of significance*

to the list. She affirms language capacities attest what is intended by the language activity, or language action, in a given communicational situation and in the text:

The *action capacities* allow the construction of knowledge/representations about the context of production of a text, a fact that might contribute to recognizing the genre and put it into a situation of communication.

The *discursive capacities* make it possible to mobilize knowledge/representations about the organization of content in a text and its representation.

The *linguist-discursive capacities* are constituted by knowledge/representations constructed about the operations and language resources which are needed for the production of a text.

The *multisemiotic capacity* are the non-verbal elements which are present in the texts.

Finally, the *capacities of significance* allow the individual to construct meaning upon representations/knowledge about social practices, such as ideological, historical, sociocultural, economic (and other) contexts. Those contexts comprise particular areas of activity, praxiological activities which interact with themes of varied human experiences and their relationships with language activities. The categories of the five language capacities and their respective criteria for analysis are systematized in the following chart:

Chart 2 – Language capacities and classification criteria

CATEGORIES	CRITERIA
Action (AC)	(1AC) Taking inferences about: who writes the text, to whom it is addressed, on what subject, when the text was produced, where it was produced, for what purpose; (2AC) Assessing the adequacy of a text to the situation in which the communication takes place; (3AC) Taking into account language properties in their relationship to social aspects and/or cultural; (4AC) Mobilizing world knowledge for understanding and/or producing a text.
Discursive (DC)	(1DC) Recognizing the organization of the text such as layout, non-verbal language (photos, graphics, titles, text format, location of specific information in the text) etc. (2DC) Mobilizing discursive worlds to engineer the general planning of the thematic content; (3DC) Understanding the role of the organization of content in that text; (4DC) Understanding the difference between forms of organization other than content mobilized.
Linguistic-discursive (LDC)	(1LDC) Understanding the elements that operate in the construction of texts, paragraphs, sentences; (2LDC) Mastering operations that contribute for the coherence of a text (organizers, for example); (3LDC) Mastering collaborating operations for the nominal cohesion of a text

	<p>(anaphors, for example); (4LDC) Mastering cooperating operations for the verbal cohesion of a text (verb tenses, for example); (5LDC) Expanding vocabulary that allows better understanding and production of texts; (6LDC) Understanding and producing linguistic units appropriate to the syntax, morphology, phonetics, phonology and semantics of language; (7LDC) Becoming aware of (different) voices that build a text; (8LDC) Understanding the lexical choices for dealing with a certain thematic content; (9LDC) Recognizing modalization (or not) in a text; (10LDC) Identifying the relationship between statements, phrases and paragraphs of a text, among many other operations that could be cited; (11LDC) Identifying the characteristics of the text that can make the author look like farther or closer to the reader; (12LDC) Searching for information based on linguistic resources (relating mother tongue and foreign language, for example).</p>
Multisemiotic (MSC)	<p>(1MSC) Understanding the relationships of significance between verbal and non-verbal elements of the genre; (2MSC) Apprehending the different knowledge and meanings that emerge from sounds, videos and images; (3MSC) Recognizing the importance of non-verbal elements for construction of meanings; (4MSC) Listing non-verbal elements with the surrounding macro social context. (5MSC) Understanding the semiotic elements in the constitution of the genre.</p>
Of significance (CoS)	<p>(1CoS) Understanding the relationship between texts and the way of being, thinking, acting and feeling who produces them; (2CoS) Building semantic maps; (3CoS) Engaging in language activities; (4CoS) Understanding sets of collective pre-built; (5CoS) Relating macro aspects to one's reality; (6CoS) Understanding the imbrications between praxiological and language activities; (7CoS) Knowing/recognizing the social history of the genre; (8CoS) Positioning yourself on text-context relationships.</p>

Source: MAGALHÃES & CRISTOVÃO, 2018 (translated by the author).

The more we are able to define what is teachable in a genre, the more that will make it easier to master the genre as an instrument of action in society, and will develop the language capacities mobilized by it (DOLZ & SCHNEUWLY, 2004). This assumption is related to our subsection 2.3.3, which deals with the TED Talks model, that is, a specific genre which has well-defined teachable dimensions.

Since genres represent a means of participating socially in the world, we act through them by executing contextual relations, that is, we act through texts which have social function to our actions (CRISTOVÃO, 2013). And, as already mentioned in the section about teacher development (refer to subsection 2.2.1), “it is important that the teacher in training have access to activities that require a language action related to a praxiological action in different spheres

of activity, including and mainly, of their professional performance.”⁶ (CRISTOVÃO, 2013, p. 367 translated by the author).

As stated by Cristovão (2013), one of the keys to understand and analyze aspects related to acting in language according to social interaction is the learners’ capacities put into practice in specific genres for specific situations in communication. So, applying these precepts to this study, understanding the capacities and their descriptions is essential for designing a course that is through language capacities, at the same time they are used as categories for genre analysis to check the effectiveness of the DS itself as well as their development.

2.3.1 *Teaching orality*

Concerning the teachable dimensions, the speaker may be the student, who takes the lead and aims to inform, elucidate, share content as clearly as possible, playing the role of a specialist. Previous knowledge must be taken into account as well as expectations about the theme. Also, difficulty levels and novelty of information should be monitored by teacher/researcher as the exposure goes by. An important aspect is that the conclusions one intends to reach and lead the audience to reach must be clear, and questions to stimulate and draw attention of listeners must be learned to asked in order to verify the intentions of the intervention (DOLZ, SCHNEUWLY, DE PIETRO & ZAHD, 2004).

Oral speech must favor comprehension of the text, for that purpose, speaking aloud and distinctively (not too fast, neither too slow) and managing pauses to allow comprehension are crucial. It is part of textual rhetoric through the caption of the audience's attention, variation of tone of voice, managing suspense and seduction. Oralization includes gesturing, kinesthetic and proxemic (DOLZ, SCHNEUWLY, DE PIETRO & ZAHD, 2004 p. 191-192).

The general goals of a didactic work about the oral exposition are:

- Raising awareness about the communicational situation, its communicative dimension and its purpose.
- Exploration of sources of info, that is, documents, graphs, recordings.
- Structuralizing the exposition, that is, hierarchy of ideas.
- Exemplification, illustration and explanation.
- Anticipation of comprehension difficulties and use of reformulation.

⁶ “é importante que o professor em formação tenha acesso a atividades que demandem um agir linguageiro relacionado a um agir praxiológico em diferentes esferas de atividade, inclusive e principalmente, de sua atuação profissional.” (CRISTOVÃO, 2013, p. 367).

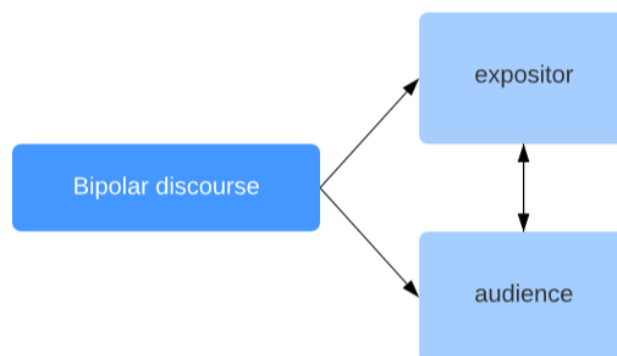
- Development of metadiscursive competence, level changes marking and discursive phases.
- Importance of voice, look and body language.
- Preparation and oralization of notes.

Dolz, Schneuwly, De Pietro and Zahd (2004) emphasize the global teaching perspective using an interdisciplinary sequencing and say the OEG favors those goals. Also, working with that genre (and as many possible variations of it) is highly justified in school because it is used in social and scholar contexts.

2.3.2 Planning the oral exposition genre

By means of careful preparation, the speaker engages in planning for the public exposition. Dolz, Schneuwly, De Pietro and Zahd (2004) state that, as a consequence of its monologue-type feature, the OEG requires a complex planning of anticipation and consideration of the audience. Discursive and linguistic procedures must be taken into account once the speaker addresses their receiver using a language action with a referential content in a communicative situation. That is the reason why the authors name this discourse *bipolar*, for it takes an exhibitor and their audience.

Figure 3 - The bipolar discourse



Source: adapted from DOLZ, SCHNEUWLY, DE PIETRO and ZAHD (2004)

We can relate what Dolz, Schneuwly, De Pietro and Zahd (2004) and Anderson (2016) theorize in this section and emphasize the fact that, besides the careful preparation involved before the OEGs/talks effectively happen, there is also another fundamental aspect which is present in both theories: the social interaction. That is what engages the exhibitor in search of

systematized knowledge to be displayed orally to their audience. The real social interaction bonds expositor and audience, as seen in Figure 3, and makes the genre meaningful, once it circulates in real life (SWIDERSKI & COSTA-HÜBES, 2009; MAGALHÃES & CRISTOVÃO, 2018).

The planning is monogenerated only by the exhibitor, a fact that offers a privileged occasion of working the planning capacities of a (relatively) long text. Dolz, Schneuwly, De Pietro and Zahd (2004), on the internal organization of the oral exposition, argue that a selection of available information about the theme is required, sorting out main and secondary ideas, and assuring a clear theme progression, according to the conclusion. That avoids fragmentation.

Parts and subparts (DOLZ, SCHNEUWLY, DE PIETRO and ZAHD, 2004 p. 187-188):

- Opening.
- Theme introduction.
- The planning presentation.
- Development and linking of different themes.
- Recapitulation and synthesis phase.
- Conclusion.
- Closure.

The authors still focus on the linguistic characteristics, which should be provided by the teacher to give the students the repertoire that allows for the construction of specific operations which characterize this genre (DOLZ, SCHNEUWLY, DE PIETRO and ZAHD, 2004 p. 189-190):

- Theme cohesion.
- Text signals to differentiate, inside the theme series, the main ideas from the secondary ideas; the explanations from the descriptions; the development from the conclusions and summaries; the organization of time and verb tenses.
- Introduction of illustrative and explicative examples.
- Reformulations in paraphrases or definitions.

The plan, or sketch, is part of the didactic model genre, not only a mere draft. Dolz, Schneuwly, De Pietro and Zahd (2004) say scholars support the idea of using notes with graphs,

quotations, keywords, or structure markers to help spontaneously speak and remember the planning.

In this subsection we presented aspects that comprise the planning of an OEG and its particular features, as well as the details for achieving goals in this kind of genre. The theory discussed here relates to the one in the next subsection, and is part of the foundation of Chapter 3.

2.3.3 *The TED Talks model*

Dolz, Schneuwly, De Pietro and Zahd (2004) still highlight the role played by the person conducting the oral exposition which needs to transmit, present or inform an idea that makes sense to an audience. In consonance to that, and in agreement with the previously mentioned scholars, this subsection brings the precepts of TED Talks (2016). So, at this point we introduce Anderson's (2016) assumptions, which strongly recognize the *idea* as the first and most important step to give life to a TED Talk, that is, an OEG, as defined by Dolz, Schneuwly, De Pietro and Zahd (2004). It all starts with the urge of expressing an idea. TED Talk, as a genre, is described and explained here, because it is the primary genre that articulates the SD modules designed for this investigation.

Then, connection - acting socially to get personal; narration - telling stories; explanation - handling tough concepts; persuasion - convincing the audience; and revelation - showing the idea to the audience are the talk tools to succeed. Anderson (2016) explains each one of these steps before getting to the preparation process, which includes visuals, scripting, run-throughs, and open and close.

Ideas, in a metaphor, are the gift the speaker offers the audience. They may be a value, a how-to, a human insight, something the speaker would like to happen in the future, or even a reminder of what matters in life. Another powerful metaphor is a talk as a journey, speaker and audience together. That is the reason why the speaker should begin where the audience is, having no inexplicable shifts or leaps in the direction the talk goes. Language has the power to make people think of something using their pre-existing concepts. On the other hand, too flowery language has the power to repel a mental image the speaker intended to create in the audience's mind. So, the same message can be conveyed using different choices of language, and that makes a difference in understanding.

Focusing on what will be offered to the audience is the perfect way to prepare a talk. But how can ideas be found? In the TED Talks book (ANDERSON, 2016), this part is based

on finding something worth saying. In a classroom-related environment, this will be the content we want to teach. Some of the author's tips on that are writing down any worthy ideas, identifying which ideas or topics are the most important, and prioritizing the main content. Then the speaker will decide whether each item is destined for the same class or for multiple classes, avoiding information excess.

The connecting theme that bonds each narrative element is the *through line*. One of the characteristics of a good through line is the unexpectedness incorporated to it. Some ways to figure out the through line is knowing the audience, who they are, how knowledgeable they are about the content, what expectations they might have, and what they care about. Not having a large number of concepts connected through the through line is decisive, once having limited time and excess of information may lead to fewer explanations. The through line matters because it shows the question the speaker is trying to solve, the experience to be shared. Thus, the speaker should work on each point with real examples, stories, facts. Through that, the ideas will be built in someone else's mind and will be connected in the through line. For that purpose, the speaker encapsulates the through line in no more than 15 words. That serves to persuade, it anchors the thesis, which is not a title, but consists of one or two declarative sentences that express the core idea.

In order to *plan the approach* of the talk when crafting it, some decisions need to be taken. Whether the script is going to be written in full or generally outlined is to be considered, so that, in the first case, there is more detail that can be memorized or even read in some parts, and, in the second case, there are points organized in a clear structure to be followed during the talk. Also, making good use of *voice and presence* can assure a well-succeeded delivery of a talk. Body language and voice are key points to enhance the human overlay that turns information into inspiration by attributing and inspiring connection, engagement, curiosity, understanding, empathy, excitement, conviction and action to the talk. Inspiration grabs an idea and rushes it into the mind's attention, that way speaking with meaning and adding nuances to the voice conveys curiosity and astonishment.

The genre presented in this subsection has important characteristics with potential to put language capacities into practice. It also matches the OEG theory in subsections 2.3.1 and 2.3.2 and, in a huge scope, our DBR methodology steps as a whole, being part of phase 3, as can be seen in detail in section 3.1. In the teacher development course proposed here, TED Talks genre is used as a primary genre due to its above-mentioned relevance and also for its versatility for adding and dealing with all sorts of content. That is an important feature that allows professors involved in the course to use the genre in their classes as a means for putting

EMI into practice according to their specialized areas. At the same time, this genre presents diversity in its composition of the communicational situations when it takes place because, for being well-known and for spreading ideas all over the world, it puts the ELF precepts into practice when speakers act through language, once they may be from all regions of the globe.

3 THE STUDY

In the theoretical part of this research, we addressed the concepts of internationalization, IaH, ELF and global citizenship. The studies comprising EMI in the Brazilian context were considered and prioritized. Also, teacher development studies related to EMI, ELF, the DS and the genre approach were discussed. In this chapter we direct to the study.

This research sought to establish relationships between contemporary studies such as EMI and teacher development. More specifically, the proposal investigated which teacher development course design would be appropriate to develop the language capacities of teachers for the use of EMI. For that, in chapter 2, we brought the theoretical support that gave life to the research.

From this point on, we describe the research itself. In this chapter, therefore, the study is detailed; we describe its nature, its methodology, procedures, instruments to generate the data, and the course planning that was the focus of the data generation.

3.1 The nature of the study

Language research is “any systematic and principled inquiry in language learning and teaching” (BROWN & RODGERS, 2002, p. 12). The present study is included in the category of primary research which, according to Brown and Rodgers (2002), is based on primary or original data and is part of a tradition for language researchers. Moreover, this investigation is inserted in the area of Applied Linguistics in the teaching environment, and has original data because it is generated from classroom observations of language learning behaviors, questionnaires, recordings, memory journals and real interaction. That nature of data classifies the research as being of the qualitative type because it is mainly based on non-numerical data and relies on qualitative research techniques. Also, in an elementary way, the nature of the research is experienced in practical manners, that is, by being done (BROWN & RODGERS, 2002).

The methodology used in the study is the Design-Based Research (DBR), which is characterized as an iterative, interventionist and flexible research strategy. It allows cycles of developing theory of learning and the implementation of design principles in practice (BERGROTH-KOSKINEN & SEPPÄLÄ, 2012). It is also “a process that integrates design and scientific methods to allow researchers to generate useful products and effective theory for

solving individual and collective problems of education” (EASTERDAY, LEWIS, & GERBER, 2014, p. 319). The Design-Based Research Collective (2003) illustrates DBR:

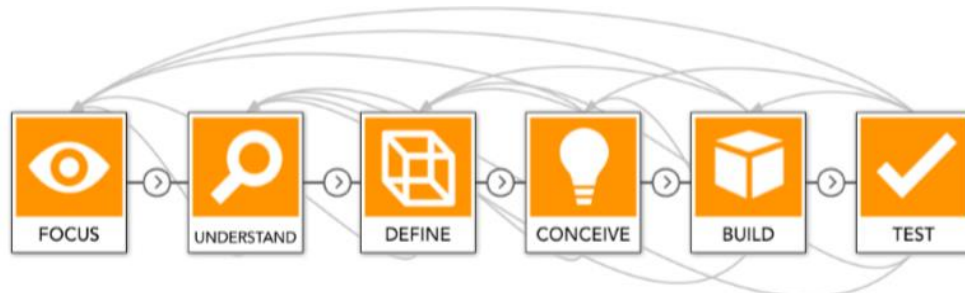
Design-based research methods focus on designing and exploring the whole range of designed innovations: artifacts as well as less concrete aspects such as activity structures, institutions, scaffolds, and curricula. Importantly, design-based research goes beyond merely designing and testing particular interventions. Interventions embody specific theoretical claims about teaching and learning, and reflect a commitment to understanding the relationships among theory, designed artifacts, and practice. At the same time, research on specific interventions can contribute to theories of learning and teaching. (THE DESIGN-BASED RESEARCH COLLECTIVE, 2003, p. 5-6)

The excerpt above meets Sumi and Takeuchi’s (2008) assertion that says the field of educational studies has grown in diversity ever since DBR appeared. It is also pointed out that

in contrast to other research methodologies that reduce complex teaching and learning practices to a simple cause-and-effect model with a list of separate factors, DE [abbreviation formerly used for Design Experiment] aims to give a holistic explanation to a design-based practice and has greatly influenced educational studies (SUMI & TAKEUCHI, 2008, p. 158).

Still, it is argued that one of the main characteristics of DBR is precisely the contribution it brings to both theoretical research and educational practice, serving as a link between these two processes (THE DESIGN-BASED RESEARCH COLLECTIVE, 2003). This methodology has been in use for a long time, but when it comes to an educational setting for research, it is somewhat new. After some consensus its definition has been renewed, according to the authors. To add even more to the elucidation above, we must detail that DBR consists of 6 phases that bring us all the conditions to conduct the proposal of our intended study. According to Easterday, Lewis and Gerber (2014):

Figure 4 - The 6 iterative phases of the design process



Source: EASTERDAY, LEWIS and GERBER, 2014, p. 319

Below, each phase and its relationship to the present study as a whole, and specifications of phase five, to which the instruments to generate data were applied:

1. Focus - Designers limit audience, topic, and scope of the project.

In the present study: Regarding internationalization of the HEI, the project idea took place by planning a course for the development of the oral capacities (refer to phase 4). The project comprised the audience at UPF campus, more specifically, professors interested in using EMI to teach their classes, and postgraduate students who may be preparing for the same purpose.

2. Understand - Designers study learners, domains, contexts and existing solutions.

In the present study: Understanding the specific context (UPF), SPI document, questionnaires and other information provided by the IRO, were the base for planning the course for this research. The general learners' profiles were built upon some questionnaires data from the IRO, as well. However, to enroll for the course, the candidates were asked more specific questions whose data was important to the course structure and design.

3. Define - Designers set goals and assessments.

In the present study: We searched to find out the DS model potential (DOLZ, NOVERRAZ & SCHNEUWLY, 2004) for EMI teacher development in HE. That way, boosting the use of EMI in the local context, and creating favorable conditions for the implementation process of IaH. To achieve those goals and to support the study, a bibliographical investigation on IaH, EMI, teacher development, DS, and genre-based approach was performed; The planning of constructs for a DS methodology proposal to prepare professors for the OEG was conducted based on theoretical concepts, aiming to develop language capacities (STUTZ & CRISTOVÃO, 2011; CRISTOVÃO, 2013; MAGALHÃES & CRISTOVÃO, 2018) in HE, in a medium period of time; And then, regarding the methodology proposal assessment, the verification of language capacities development was done by means of comparison and triangulation of original data, that is, recording excerpts, observation checklist, class-closure tasks, feedback questionnaires, final questionnaire, final video, written productions (which comprise every data collected by internet tools that have been used, like websites, forms, docs, etc) and teacher/researcher's notes.

4. Conceive - Designers sketch a plan for the solution.

In the present study: The plan, in order to achieve the solution, used the genre-based approach in form of a DS, in which the OEG (DOLZ, SCHNEUWLY, DE PIETRO & ZAHD, 2004) was combined with the TED Talks model (ANDERSON, 2016) so that we fostered the development of oral capacities (STUTZ & CRISTOVÃO, 2011; CRISTOVÃO, 2013; MAGALHÃES & CRISTOVÃO, 2018). In this sketch of the plan the theoretical concepts were aligned with practical activities to be implemented in the course. We understand that the theory chosen - Dolz, Schneuwly, De Pietro and Zahd's (2004) OEG, and the DS model adapted from Dolz, Noverraz and Schneuwly (2004) - favor the execution of the practical aspects of TED Talks (ANDERSON, 2016), and assists when breaking the genre into progressive stages, supporting the teaching of that specific OEG.

5. Build - Designers implement the solution.

In the present study: The implementation of the design, that is, the course itself, offered to the audience, which was intended to be the solution, took place remotely during weekly sessions that lasted 18 hours total - in order to achieve its goal of developing oral capacities for the use of EMI in a HEI. It was applied to 25 (twenty-five) participants who were either postgraduate students or professors at the HEI, interested in improving their English orality and, as a future consequence, using EMI to teach their classes.

6. Test - Designers evaluate the efficacy of the solution.

In the present study: In order to evaluate the efficacy of the solution, the test feedback is presented in the analysis of the data, which has its triangulation done regarding data from recording excerpts, observation checklist, class-closure tasks, feedback questionnaires, final questionnaire, final video, and teacher/researcher's notes. That data was generated throughout the implementation of the design, and it was sorted by type according to specific categories that will be observed in a chart in subsection 3.5, data analysis and discussion.

“DBR is only useful if it allows us to reliably produce useful interventions and effective theories, ‘better, faster, or cheaper’ than other methodologies, or to do so at least in some contexts” (EASTERDAY, LEWIS & GERBER, 2014, p. 318). That is the case in our study, as specified in the steps above.

3.2 Getting to know the University of Passo Fundo

The purpose of this section is to contextualize the University of Passo Fundo, where the study was developed and its relations to the internationalization process. Initially, we will briefly present the university and, subsequently, the Strategic Plan of Internationalization (SPI), or *Plano Estratégico de Internacionalização* (PEI).

University of Passo Fundo (UPF) was founded 50 years ago and it is one of the most important universities in the North of Rio Grande do Sul, Brazil. Considering it is a non-profit institution, its practices are committed to the regional population, promoting a process of education which involves quality, science and ethics for its graduates. Thus, the university focuses on qualification, enabling the generation and spread of knowledge. Having a great impact in social, economic, scientific and cultural development in the region, UPF reaches more than 100 cities in the state, that is, a population of about 830.000 people. Currently, the university has over 19.000 students, offering 60 undergraduate courses, 53 specialization courses, 15 master and 7 doctorate programs and 9 post-doctoral programs, distributed in 12 departments. Its mission is to create and disseminate knowledge so as to enhance life quality of the community as well as the education of competent citizens, with critical, ethical and humanist attitude, able to act in order to transform society.⁷

UPF International Relations Office (IRO) reports to the Provost and is responsible for promoting, expanding and consolidating internationalization in the institution. Its internationalization process is allied with the functions of a university: teaching, research, extension and innovation.⁸ In 2019, Provost institutionalized an internationalization committee composed of the coordinators of research, graduate, teaching and extension, coordinated by the IRO, with the objective of accelerating the SPI.

English Language plays an important role in the policy of such a project, which is represented in the SPI, and has been in force since 2018. The document points out important questions related to this research, especially because communication in ALs, notably in English, is one of the aspects to be observed when internationalizing an institution of HE.

Two questionnaires to investigate the teachers' views on the English Language in the academy environment and in the process of internationalization of the institution were developed by the IRO. The first questionnaire, *Internationalization at the UPF and the use of*

⁷ Information about our institution retrieved and adapted from <https://www.upf.br/english>.

⁸ To know more about the International Relations Office (IRO), access <https://www.upf.br/intercambios>.

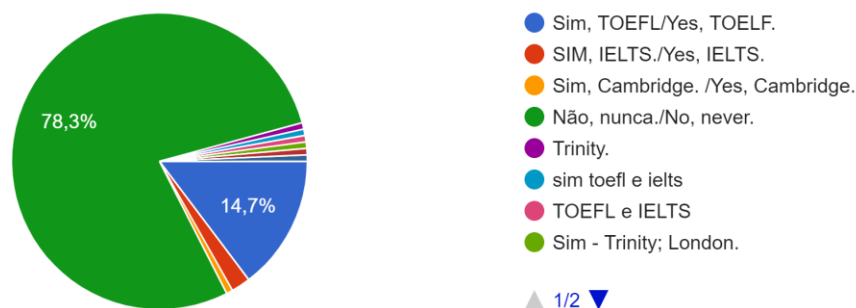
English language in academy, was general and was applied to all professors and teachers at UPF, who did not need to identify themselves. There were 143 answers, which corresponds to a universe of 16.06% of the total number of the university members. 38 (26,6%) respondents teach only undergraduate courses; 24 (16,8%) teach undergraduate and extension courses; 22 (15,4%) teach undergraduate courses and postgraduate courses; the rest of the number (with a less percentage) is distributed in other roles at UPF.

Important data to contribute to the SPI and to plan international actions and programs, were collected. Here we opted to use the most relevant questions and answers for this study, as can be seen in the graphs below. For example, the great majority has never taken an international proficiency test (112 respondents, or 78,3%):

Graph 1 - Have you ever taken an international proficiency test?

7. Você já realizou algum teste internacional de inglês?/Have you ever taken an international proficiency test?

143 respostas



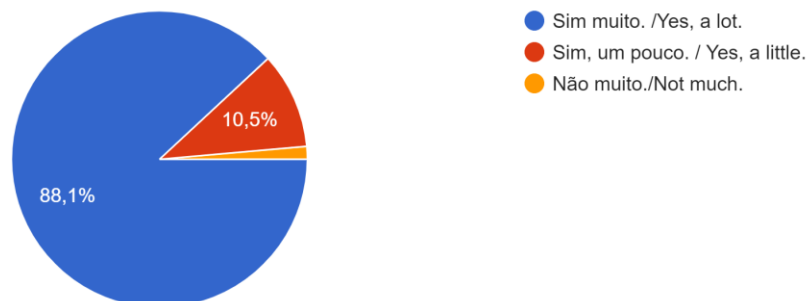
Source: UPF IRL (Google Forms, 2019)

When asked if they consider teachers and students English proficiency important for the internationalization process at UPF, the majority of respondents (126) says it is important. What leads to some possible interpretations about the 15 people who say it is a little important, and the 2 people who say it is not so important: a) they might not consider English itself as the most important language for the internationalization process in our context; b) they do not see the internationalization process as important; c) they do not relate the English Language to the internationalization process; or even, d) they think we can have an internationalization process without being proficient enough.

Graph 2 - Do you consider English proficiency important for the internationalization process at UPF?

8. Você considera importante a proficiência em inglês de professores e estudantes, para o processo de internacionalização na UPF?/ Do you c...ency for the internationalization process at UPF?

143 respostas



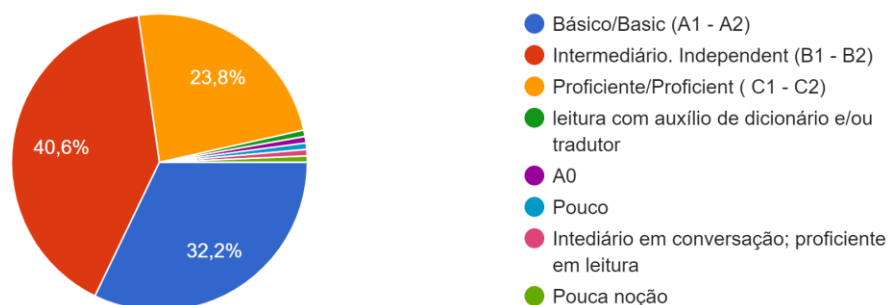
Source: UPF IRL (Google Forms, 2019)

This question reveals 58 (40,6%) consider themselves intermediate (B1 - B2), 46 (32,2%) basic (A1 - A2), and 34 (23,8%) proficient (C1 - C2). This is a fact that signals the need for qualification courses, like the one proposed by this research.

Graph 3 - What is your general proficiency level?

10. Qual seu nível geral de proficiência em inglês?/ What is your general proficiency level? (Se tiver dúvida, pode fazer um teste online /If you have d...//www.cambridgeenglish.org/exams-and-tests/cefr/

143 respostas



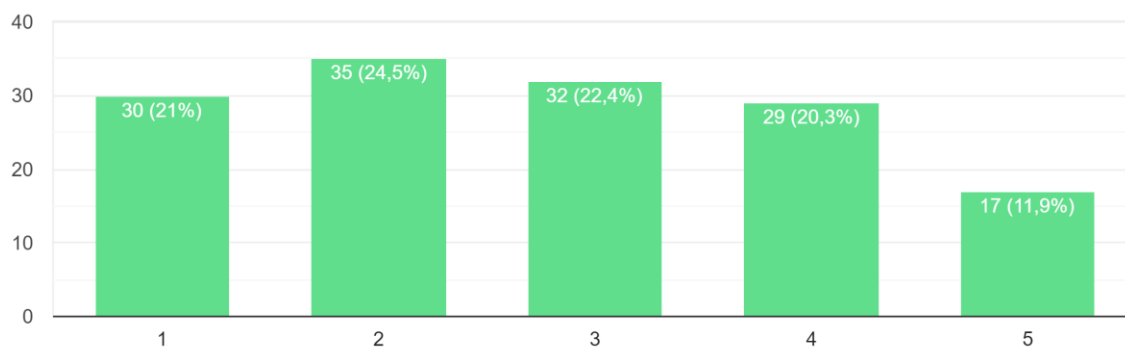
Source: UPF IRL (Google Forms, 2019)

By what can be seen in the next two graphs below, once again, the course proposal to develop orality suits the context:

Graph 4 - How do you consider your listening ability in English?

14. Como considera sua habilidade de compreensão oral em inglês? /How do you consider your listening ability in English?

143 respostas

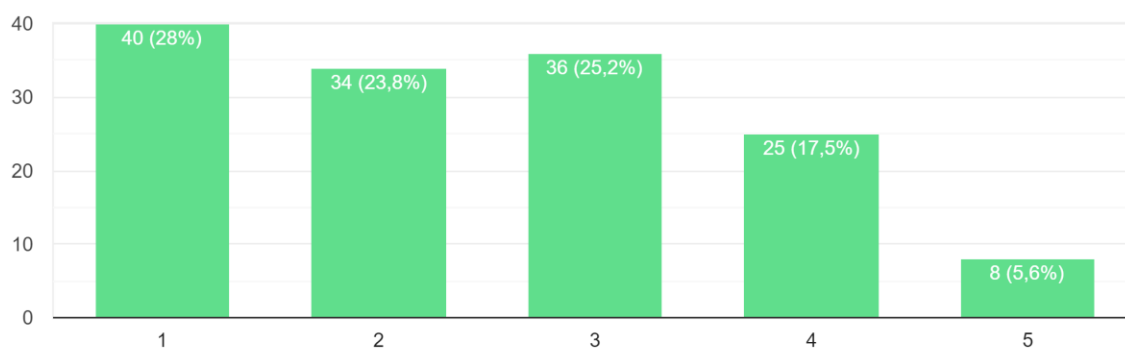


Source: UPF IRL (Google Forms, 2019)

Graph 5 - How do you consider your speaking ability in English?

15. Como considera sua habilidade de fala em inglês?/How do you consider your speaking ability in English?

143 respostas



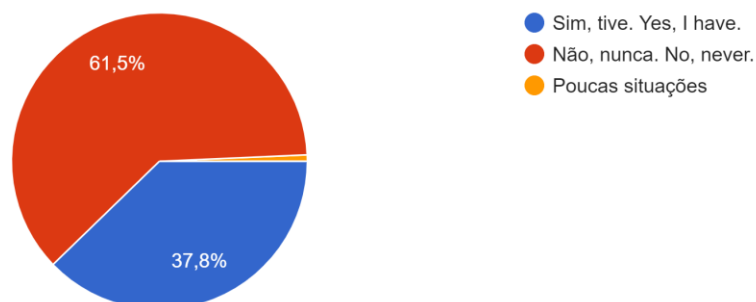
Source: UPF IRL (Google Forms, 2019)

Here, in the next graph, we can emphasize the relevance of DS model preparing to a specific oral genre, which will be introduced in the next sections of this study.

Graph 6 – Have you ever had the experience to present a lecture or talk in English?

16. Você já teve a experiência de apresentar uma palestra ou fala em inglês?(15 minutos ou +)Have you ever had the experience to present a lecture or talk (15 minutes +) in English?

143 respostas



Source: UPF IRL (Google Forms, 2019)

When asked, in an open question, about the possibility of offering optional subjects in English (*What is your opinion about the offer of 'disciplines in English' in different graduation courses at UPF?*), the majority of the respondents reacted positively. Some added conditions like levels of proficiency, qualification of the staff, some emphasized that they should not be mandatory, and few rejected (mainly with the argument that there are more important things in this moment of economic crisis). Finally, in this form, and considering what is relevant here, 64 (44,8%) of the respondents do not feel prepared to offer a discipline in English; 49 (34,3%) would like to, but feel they need more qualification in English; and only 20 (14%) feel prepared and would like to. Those numbers are an indication that the actions which propose qualification in English are likely to be welcome and will have a positive effect for the internationalization process.

Graph 7 - Would you like to offer a discipline in English in your course?

19. Você gostaria de oferecer uma disciplina em inglês em seu curso?/Would you like to offer a discipline in English in your course?

143 respostas



Source: UPF IRL (Google Forms, 2019)

The second questionnaire was applied exclusively to the postgraduation professors at UPF. There were 75 answers, which corresponds to 48.07% of the total number of professors in the postgraduation programs. Aiming to identify international actions developed by professors, the IRO, the research division, and postgraduate programs applied this second, more specific questionnaire: *Internationalization of UPF postgraduate programs*, which revealed that 51 (68%) of the respondents have some type of international action linked to their postgraduate programs currently, and 24 (32%) do not.

It is important to point out the second questionnaire was not anonymous and had different goals, thus, different questions. The ones selected in this subsection are more directly linked to our study and course proposal. In the second IRO form, the focus was not proficiency or skills. We can find this type of questions in the course questionnaire, applied to a smaller sample, directly to the participants of this study.

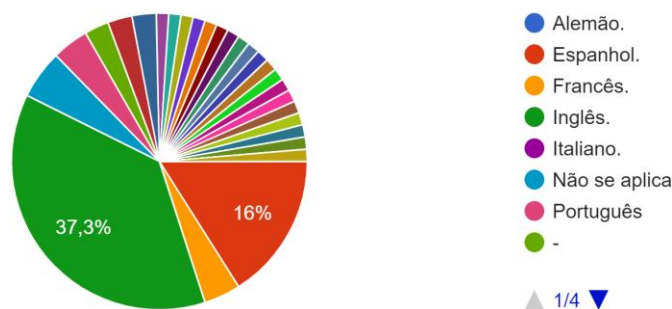
English is the most used language for communication (28 answers, or 37,3%) according to the answer for *What language is used for the communication of the participants in this project?*⁹ This data shows, once again, the importance of the English Language in this context of international actions.

⁹ Our translation.

Graph 8 - What language is used for the communication of the participants in this project?

Qual o idioma utilizado para comunicação entre os participantes desse projeto?

75 respostas



Source: UPF IRL (Google Forms, 2019)

When asked about the importance of the international partnerships linked to the projects they developed, the professors who answered the questionnaire gave positive supporting reasons for the actions taken by themselves in their specific fields. It is possible to infer a more refined view of the internationalization process in this specific sample of professors in the postgraduate programs. They are the ones directly involved in the actions, and are aware of the efforts and difficulties faced to make our institution more participant in the international scenario, offering protagonism to students in a direct engaging manner.

The topics that are covered in SPI also justify this study, once there is the intention of: improving foreign languages (term used in the document) for professors, graduate and undergraduate students; expanding foreign language programs for faculty members and staff through course offering; training professors to teach in foreign languages; promoting events, courses and activities in foreign languages and having a multicultural approach; accessing the international research scenario while exchanging information and knowledge to increase scientific activity (UPF, 2018). In the subsections that follow, the theory and study will be presented in detail.

3.3 Course procedures, instruments and data generation

In this section, we provide more details on the course procedures used to generate the data for our study. Following the DBR methodology, an English course for UPF professors was conceived according to the fourth phase, and implemented according to the fifth phase (refer to section 3.1), in format of a DS as discussed in 2.3 and detailed in 3.4. Dolz, Schneuwly,

De Pietro and Zahd's (2004) premises on the DS model suits teacher development and was the base for designing the course. Their genre-based approach to promote orality adapted to the ideas from the TED Talk model (ANDERSON, 2016), which was used as the primary genre in our DS.

Initially, it is essential to highlight the atypical context lived in the year 2020 due to the COVID-19 global pandemic, which affected every single educational environment around the world, closing all institutions and, thus, not allowing the first version of the course to be put into practice. The course had been thought to be presentially performed, with conventional classroom face-to-face interactions as a whole, that is, pair work, peer correction, paper worksheets with varied strategies, and recording assistance at *UPF Online* lab. For those reasons beyond our control, the course format had to be adapted to its online version.

The course, entitled *Language and content in higher education: English in action*, lasted 18 hours, and consisted of six 2-hour-long weekly meetings, a pre-meeting and extra activities in Google Classroom. It was an online free course with a certificate and maximum 30 openings available. All class recordings and links were available in a shared drive and in the Classroom, so that participants could follow the right sequence in case they missed class(es). The synchronous meetings took place on Tuesdays at 4 p.m. using Google Meet (refer to attachments 1 and 21 for more information on the schedule).

For the course application, each participant was required to self-declare their English level and their past experiences related to English (refer to the application form questionnaire, in attachment 2). That way, it was possible to check professors' qualifications and map the audience, having a better contextualization within interpretative data analysis. Information on their proficiency level, interests, specific field, previous and current experiences teaching in English, among other things, were asked.

Besides the course itself and the participants' productions through it, other instruments provided the data for analysis. The instruments were: recording excerpts, observation checklist, class-closure tasks, feedback questionnaires, final questionnaire, final video, written productions (which comprised every data collected through Internet tools that have been used, like websites, forms, docs, etc.) and teacher/researcher's notes. It is important to highlight that the course was recorded in Google Meet to ensure the accuracy of the data, and the important recording excerpts for the analysis were transcribed, considering the data from the other instruments for validating the findings and increasing alignment of theory, design, practice, and measurement over time (THE DESIGN-BASED RESEARCH COLLECTIVE, 2003). According to Bergroth-Koskinen and Seppälä (2012), we chose to categorize data by

considering: (1) all material related to the existing design, (2) data collected during the course, and (3) reflective documents submitted at the beginning and at the end of the course (in our case, feedback questionnaires, class-closure tasks, final questionnaire), including the teacher/researcher's notes which, in this case, comprise the notes taken throughout the tasks.

Similarly, still taking into account triangulation for data validation, in a study conducted by Oliver-Hoyo and Allen (2006) during a course, the triangulation was applied using data collected via three different qualitative research instruments - interviews, surveys, and reflective journals or field notes. As well as in this present research, they intended to carefully review data collected to achieve a more precise and valid estimate of qualitative results for a meticulous construct, cross-validating what had been collected. The authors defend the use of triangulation as a means of avoiding considering unreliable data sources (surveys, as they confirmed) which may present inconsistent results if compared to the ones presented through interviews and journals.

Taking into account the DBR methodology and the DS model chosen to design the course, it is relevant to point out all the tasks that were designed considering that interaction is a fundamental aspect where human and language development takes place, as well as learning (VYGOTSKY, 1984;1987 *apud* IVIC, 2010). Therefore, we sought to create activities in which the learners were provoked to participate actively, as protagonists of their learning. The tasks, in general, were also designed so that learners were led to reflect on what they were doing, and due to the context of remote and distance education imposed by the pandemic, digital tools were inserted in all classes.

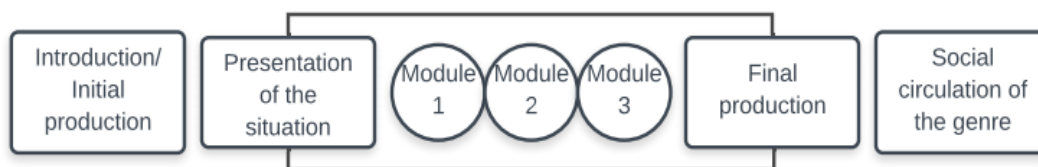
The adapted DS model (DOLZ, NOVERRAZ & SCHNEUWLY, 2004) is linked to the TED Talks' phases (ANDERSON, 2016), which are applied and interconnected. This is stated in the stage four of our DBR methodology, in the *conceive* phase (section 3.1). Finally, relevant data generated in the course was examined and considered for analysis of the effectiveness of the used methodology, generating a compilation of research data (BROWN & RODGERS, 2002) which is valuable in assessing quality real interaction produced throughout the course. This reflective assessing is part of phase six in DBR (refer to Figure 4 in section 3.1), named *test* phase. In the next section, we review goals, talk about the course, and detail its modules and tasks step by step.

3.4 The Didactic Sequence as the course format

The general goal of the course is promoting orality development in a teacher education course, instrumentalizing professors in the English Language, sharpening their language capacities, promoting confidence and enabling them to present a lecture based on TED Talks (ANDERSON, 2016). Considering this, our intention was to investigate the potential of the genre approach in a DS. That action fosters the use of EMI in the context of our HEI, that is, UPF.

In order to design the course, Dolz, Noverraz and Schneuwly (2004) (as seen in section 2.3) provide us with the original DS model. Then, Swiderski and Costa-Hübes (2009), in an experience report, present one of the possibilities of an adaptation of the DS model. Besides their adaptation, Magalhães and Cristovão (2018) present other scholars whose adaptations contribute to specific contexts and students' needs in local classroom environments. Here in this dissertation, searching to attend to those peculiar demands in context, our DS in this study was also an adaptation from Dolz, Noverraz and Schneuwly's (2004) original model, combined with Swiderski and Costa-Hübes's (2009). We opted for the following adaptation because we needed both the *introduction* and *social circulation* steps but not the *initial recognition* (as suggested by Swiderski and Costa-Hübes, 2009). Moreover, this model was able to fit the planning and sequence of the schedule. See the model applied to the course in this study in Figure 2:

Figure 2 – Adapted Didactic Sequence model



Source: Elaborated by the author. Adapted from Dolz, Noverraz and Schneuwly (2004)

In this model, the *initial production* takes place in the beginning, as an introduction. That change was necessary given the contextual situations presented (participants and researcher first contact, relevance to generate data and short time to develop the DS). Then it is normally followed by the *presentation of the situation* and as many modules as necessary to break down the targeted genre into parts before executing its *final production*. The last step is

the *social circulation of the genre*, which has always been present in Dolz, Noverraz and Schneuwly's (2004) theory, once it comprises SDI.

Following this adapted model of DS, the course was designed according to the OEG and applies content taking into account, specifying and working on its parts. The objectives were set based on what was intended generally, according to each class, and focusing on each task. The adapted DS phases do not necessarily correspond to one meeting each, and were programmed to be ministered according to time available, in a logical step-by-step sequencing. Also, since every planning has a certain level of flexibility, some activities were considered as extra, adding further information on the topic.

As put by Harmer (2007b, p. 123), when considering speaking activities: "As with any sequence [...] we may use what happens in a speaking activity as a focus for future study, especially where the speaking activity throws up some language problems that subsequently need fixing.". So, as the meetings went by the implementation phase, the planning went through little changes, once it has this flexible characteristic. Having that in mind, mistakes, which are part of the learning process (such as pronunciation gaps and other difficulties naturally observed during oral activities) are to be used as opportunities to give feedback and prepare further activities based on them.

In the end, after having applied their specific class contents to the OEG model presented by this researcher, participants reflected on how the steps had been conducted during classes and how effective that model may be to assist and base their explanations in class, promoting safer ground while planning and explaining using EMI.

3.4.1 Language and content in higher education: English in action

This course aimed to promote orality development in teacher education, instrumentalizing professors in the English Language, sharpening their language capacities, promoting confidence and enabling them to present a lecture based on TED Talks (ANDERSON, 2016).

Chart 3 – Course overview

DS PHASE (adapted)	CLASS OBJECTIVES	TASKS
Introduction and initial production	To collect an initial production and introduce the course in general terms.	Task 1: Introduce yourself using the driving questions.

Introduction	To perform an initial oral presentation and to recognize parts of a talk.	Task 1: Prepare an oral introduction using a written draft.
Presentation of the situation		Task 2: Watch a TED Talk and observe the steps for planning one. Task 3: Homework - identifying your idea. Task 4: Meeting 1 feedback.
Breaking down the OEG (module 1)	To be aware and think critically on the use of the English Language by different people and cultures around the world.	Task 1: Listening activities based on different TED excerpts.
		Task 2: Critical thinking prompts about Lingua Franca. Task 3: Ideas from last meeting homework to start the planning of the OEG. Task 4: Meeting 2 feedback. Task 5: Homework - Global citizenship and ELF.
Breaking down the OEG (module 2)	To define idea and through line for the talk.	Task 1: Global citizenship and ELF homework feedback.
		Task 2: Figuring out the through line. Task 3: Refining the draft through line. Task 4: Meeting 3 feedback.
Breaking down the OEG (module 3)	To wrap up the planning by deciding its approach and tools.	Task 1: Defining the approach.
		Task 2: Overview chart. Task 3: Planning and practical preparation. Task 4: Individual guidance schedule and rehearsal. Task 5: Meeting 4 feedback.
Final production	To record the video by using the strategies and procedures learned in the previous meetings.	Task 1: Recording the talk.
		Task 2: Meeting 5 feedback.
Social circulation of the genre	To locally and globally socialize the OEG, realizing the oral evolution.	Task 1: Video presentation.
		Task 2: Video upload to TED's site (optional). Task 3: Final course evaluation survey.

Source: Developed by the author

3.4.2 Pre-meeting

Meeting objective: To collect an initial production and introduce the course in general terms.

Procedures: After the advisor's and teacher/researcher introduction, and after a general presentation of the course (including schedule, tasks and brief mention of theoretical concepts), the participants were asked to introduce themselves and answer the questions: *What's your opinion about teaching your content in English at UPF? Would you like to do so?* Participants were asked to do the before-class activity in Google Classroom and had a tutorial about accessing the platform.

Class 1 - Introduction and Presentation of the situation

Background song before starting class: All your loving by The Beatles, Rita Lee's version

Class objective: To perform an initial oral presentation and to recognize parts of a talk.

Task 1: Prepare an oral introduction using a written draft.

Task objective: The participants must be able to introduce themselves, following the guidelines presented, to show their oral skills that will serve as the base for the following tasks.

Procedures:

- a) The teacher/researcher will introduce herself using the criteria that will be presented to the participants (refer to attachment 3, <https://docs.google.com/presentation/d/1wKcc8V0PcGpXY5MDrNmmKGajGB4yxIgFLeMxTaczOfU/edit?usp=sharing>).
- b) Using the key-points as a guide for oral introductions (refer to attachment 3), participants prepare a written draft.
- c) They introduce themselves orally using the draft (to be recorded). At this point, the teacher/researcher uses an individual observation checklist (refer to attachment 4) to take notes regarding each participant's oral performance.

Task 2: Watch a TED Talk and observe the steps for planning one.

Task objective: To present the OEG and go over its parts.

Procedures:

- a) Participants watch the talk [Brené Brown: The power of vulnerability | TED Talk](#).
- b) Then, they have the parts defined and recognize them in an exercise, according to the TED shown (refer to attachment 5, <https://wordwall.net/play/3327/458/399>).

Task 3: Homework - identifying your idea.

Task objective: To prepare for the planning of the OEG.

Procedures: This homework activity will be provided in written form, on the board and in a *WhatsApp* group created to reinforce information on the course.

When we consider a talk in a classroom environment, the ideas are the contents we teach in a lesson. According to your field of specialization, write down any worthy ideas, concepts (content and topics related to them). It can be something you have already presented, written, or are interested about. You may keep in mind it will be used in form of a research presentation. The question is: what content would you like to prepare for this talk?

Task 4: Meeting 1 feedback.

Task objective: To give feedback on meeting 1.

Procedures: Participants answer the questions in the link (refer to attachment 6, <https://wordwall.net/play/3328/958/764>).

Class 2 - Breaking down the OEG (module 1)

Background song before starting class: Ain't got no by Nina Simone

Class objective: To be aware and think critically on the use of the English Language by different people and cultures around the world.

Task 1: Listening activity based on different TED excerpts.

Task objective: To identify native and non-native accents, nationalities and themes in the excerpts.

Procedures:

- a) The teacher/researcher posts the following links in the chat of Google meet (refer to attachment 7) containing the numbers corresponding to the TED Talks (in the order below), native and non-native columns (<https://wordwall.net/play/3374/844/910>), nationalities (<https://wordwall.net/play/3375/045/406>), and themes (<https://wordwall.net/play/3375/000/666>).
- b) First time the audio excerpts were played in order, participants ticked the columns to identify speakers' native or non-native accents; Second time, nationalities; And third time, talk themes.

The excerpts had been cut and compiled in one audio file. The complete videos were available in Google Classroom, as well as all of the activities proposed synchronously (refer to attachment 22, Google Classroom overview).

1. [Why I keep speaking up, even when people mock my accent](#) - The speaker says he has a Pakistani accent at 7:44 (use just part of it). Safwat Saleem is a Pakistani-American visual artist, graphic designer and filmmaker.
2. [Lakshmi Pratury: The lost art of letter-writing](#) - Lakshmi Pratury is the host of The INK Conference and was the co-host of TEDIndia 2009.
3. [3 lessons on decision-making from a poker champion](#) - Olivia "Liv" Boeree is a British poker player, television presenter, speaker and writer. Born in Kent, a county in South East England bordering Greater London to the north-west, Surrey to the west and East Sussex to the south-west.
4. [How to run a company with \(almost\) no rules](#) - What if your job didn't control your life? Brazilian CEO Ricardo Semler (RJ) practices a radical form of corporate democracy, rethinking everything from board meetings to how workers report their vacation days (they don't have to).
5. [Fighting On: Overcoming Autism Diagnosis](#) - Born in Hong Kong but raised in the United States, Bill Wong, OTD, OTR/L didn't speak until he was nearly three.
6. [The danger of a single story](#) - Nigerian novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice.

Task 2: Critical thinking prompts about Lingua Franca.

Task objective: To critically reflect on the diversity of English accents.

Procedures: Right after having finished the listening activity above, participants are exposed to a simplified based conception of ELF in a *PowerPoint* presentation (https://jamboard.google.com/d/1_YjCOQWoYrKIcxBSngUSF46HQKwKx2Q6oXKI1CcW GvU/edit?usp=sharing).

What English Language are we talking about in this context?

Jenkins (2006) and Harmer (2007a) say English as a Lingua Franca is a contact language (for communication purposes) used by interlocutors whose first or even second languages are different.

(TO BE COLLECTED) a) Participants are given two minutes to take notes of keywords regarding the following questions (refer to attachment 8):

1. Would you say TED speakers speak the ideal English?
2. Is it important to consider accents when teaching? Why? To what extent?
3. Do you think we are likely to fall into the misconception or even stereotypes of the ideal English based on accents? For example: you consider a person to be more intelligent because he/she has a native accent when speaking English, or the opposite, a person who has a heavy accent from his/her native language is not taken seriously when it comes to his/her knowledge.

(TO BE RECORDED) b) Then, in pairs, participants discuss the questions and orally present their discussion considering common and diverging points.

Task 3: Ideas from last meeting homework to start the planning of the OEG.

Task objective: To select and prioritize content from the ideas asked for homework last meeting.

Procedures:

On the *Jambo*board:

- a) From your homework activity in the last meeting, identify which ideas or topics are the most important.
- b) Go over and rearrange the list with the most important ideas on the top, because that is the main content. The final list should include at least two to five ideas/topics, and they have to be related because they have to fit in a single class.

Task 4: Meeting 2 feedback.

Task objective: To give feedback on meeting 2.

Procedures: Participants answer the questions in the link (refer to attachment 9, <https://wordwall.net/play/3400/068/817>).

Task 5: Homework - Global citizenship and ELF.

Task objective: To make relations between global citizenship and ELF.

Procedures: Participants watch the video in the link <https://www.youtube.com/watch?v=XVSgbU6WVSk&t=2s> and answer the questions in a Google form link (refer to attachment 10), provided in the *WhatsApp* group and Google Classroom.

Class 3 - Breaking down the oral exposition (module 2)

Background song before starting class: Your song by Elton John

Class objective: To define idea and through line for the talk.

Task 1: Global citizenship and ELF homework feedback.

Task objective: To briefly discuss the open answers and correct the multiple-choice answers from last meeting homework.

Procedures: The teacher/researcher projects the form and the group discusses the right answers, having the multiple-choice letters revealed (<https://forms.gle/a22SKfTVi457HJod8>).

Task 2: Figuring out the through line.

Task objective: To define the through line of the talk using the idea/content already specified.

Procedures:

- a) Participants are asked to brainstorm, to look up the definition of *through line*, using their cell phones. They quickly and orally exchange ideas on the search results.
- b) Then, they are provided with the definition according to Anderson (2016) and a worksheet with more information on the topic (refer to attachment 11, <https://jamboard.google.com/d/1iP4IP3z2iGGdVjOWahjjTFVQpmtS8vaZmPFcPKk6-vA/edit?usp=sharing>).
- c) Using their homework notes from the first meeting (about the ideas), and the worksheet instructions, participants work on their through lines.

Task 3: Refining the draft through line.

Task objective: To improve the through line.

Procedures: Participants follow the instructions in the worksheet, solving the exercises and, as a last step, sharing the through line with three people in class to collect opinions and improve it (attachment 12, <https://wordwall.net/play/3412/047/625>).

Task 4: Meeting 3 feedback.

Task objective: To give feedback on meeting 3.

Procedures: Participants answer the questions in the links (refer to attachment 13, <https://wordwall.net/play/4513/171/158> and <https://play.kahoot.it/v2/?quizId=3be74402-79ac-42f7-8cc0-99b18acb493a>).

Class 4 - Breaking down the oral exposition (module 3)

Background song before starting class: Samba do approach by Zeca Baleiro

Class objective: To wrap up the planning by deciding its approach and tools.

Task 1: Defining the approach.

Task objective: To choose how to deliver the talk by deciding its tools.

Procedures:

- a) The whole talk structure was projected, so that they can locate themselves visually and also, throughout the meeting and tasks, the teacher/researcher will draw specific parts of the structure model on the board in order to explain and facilitate understanding (<https://jamboard.google.com/d/18k7d9BAJGJTacEm62sOezomK83CJKdAT55kR37gYreA/edit?usp=sharing>).

- b) Participants were reminded of the first meeting general structure of the talk (refer to attachment 14) to get to know the tools more specifically and then, decide the best ones for their talks.

Task 2: Overview chart.

Task objective: To fill in the talk overview chart with all the decided parts.

Procedures: Participants fill in the chart (refer to attachment 15) according to their specifications based on the parts studied (idea, through line and tools).

Task 3: Planning and practical preparation.

Task objective: To make the final decisions and wrap up the script.

Procedures: Participants, in pairs, go over the worksheet (refer to attachment 16, <https://www.mentimeter.com/s/8ca94443d40a84a2d073a888b06a5135/7fbcd126692>, <https://www.mentimeter.com/s/0286426c110b3c552d40444f80dcd774/be8ee7dc8df3/edit?simple-builder>,) and share their understanding of the concepts while incorporating them to the writing of the script and outline by taking notes.

Task 4: Individual guidance schedule and rehearsal.

Task objective: To offer some time for individual guidance and to rehearse before the final video.

Procedures: In a form (refer to attachment 17), the teacher/researcher takes notes of participants' names and available time to schedule a Meet. In Flipgrid (<https://flipgrid.com/82df8ed0>) participants record a rehearsal video (first version before the final production).

Task 5: Meeting 4 feedback.

Task objective: To give feedback on meeting 4.

Procedures: Participants answer the questions in the links (refer to attachment 18 in Google forms, and <https://padlet.com/cleonicepletsch/k0re8x9gsv2ybtbf>).

Class 5 - Final production

Class objective: To record the video by using the strategies and procedures learned in the previous meetings.

Task 1: Recording the talk.

Task objective: To record the OEG.

Procedures:

Option 1 - By using the resources chosen by the participant (notes, script, or others), and according to the schedule previously set (refer to attachment 17), teacher/researcher and participant meet at UPF Online, in campus 1, and record the talk with the aid of the staff and their equipment.

Option 2 - The participant records his/her video using his/her own resources (at home, in a studio).

Task 2: Meeting 5 feedback.

Task objective: To give feedback on meeting 5.

Procedures: Participants answer the questions on a slip of paper to be collected (refer to attachment 19).

Class 6 - Social circulation of the genre

Class objective: To locally and globally socialize the OEG, realizing the oral evolution.

Task 1: Video presentation.

Task objective: To share the recorded oral presentation to classmates and teacher/researcher.

Procedures: Participants play and present their videos, making oral comments and explaining their choices on approach relating them to their content. The teacher/researcher may assist with the following similar oral questions and prompts:

Why did you choose to use this (certain) tool?

In which ways does a funny story (for example) help you develop your explanation?

How did you manage to guide yourself through your visuals?

At this point, participants will also be able to give their personal feedback on their classmates' videos, through an instrument that will be provided to them regarding the oral performance of each participant in the videos.

Task 2: Video upload (optional).

Task objective: To upload the talk and spread content.

Procedures: Participants access the link <http://open.ted.com> for TED's site and follow the steps to upload their videos.

For further possibilities, there are also *Facebook* groups for sharing and learning: TED & TEDx Speakers, TED Inspiration, and others.

Task 3: Final course evaluation survey.

Task objective: To collect feedback on the entire course.

Procedures: At the end of all activities, the participants take around 10 minutes to answer the final questionnaire, contributing, that way, with valuable feedback (refer to attachment 20).

3.5 Settings and participants

This section presents the course setting conditions, and the participants' profile based on information collected in questionnaires.

Faculty members, mapped by the IRO, who were interested or involved with the SPI/PEI at UPF received an internal email invitation for the course and a link to the application

form (refer to attachment 2), where detailed information had been disclosed. Then, the ones who had filled out the application form were selected and redirected to UPF's website, for final registration. 25 respondents were selected to take part in the study. Initially, the group of participants was made up of 13 professors, 7 doctorate students and 5 master's students (refer to attachment 21 for an overview of attendance, task completion and dropout). 4 of them did not even start. In class 5, 2 more had officially given up. And by the end of Class 6 there were only 7. The data analysed in the next section concerns the 7 (4 male and 3 female) participants who effectively finished up all the stages of the course, including the final product (video). The numbers were not altered and follow the original order of the teacher/researcher's notes (refer to attachment 21).

Chart 4 – Participants' profiles

	Position at UPF	English learning experience	International proficiency certificates	Oral experience in academic contexts	Feels... using English orally	English use on a regular basis	Self-reported English level in speaking	Reasons for taking the course	Expectations from the course
P1	professor	world knowledge and practice	none	presenting a lecture in a scientific event	not very comfortable, nor confident	reading and writing	upper-intermediate	to think in English	improve skills to teach
P5	doctorate student	language course and reading articles	TOEFL	debate	not very comfortable, nor confident	reading and writing	intermediate	international experience interest, confidence and improvement	feel more confident and prepared for experiences abroad
P15	master's student	instrumental	none	none	anxious	reading and writing	basic/beginner	oral reasons	orality
P17	professor	private classes, meetings and international event	none	presenting a lecture, a talk and debating	not very comfortable, nor confident	reading and writing	intermediate	international project	improve English
P19	professor	world knowledge	none	presenting a lecture and debating	OK	reading, writing and sometimes orally	intermediate	personal development and challenge of teaching in English	improve academic communication in English

P20	professor	language course, time in the U.S. during PhD and Postdoc	TOEFL	lecture, talk and course presentation; scientific event; debating	OK	reading, writing and sometimes orally	advanced	teaching in English and developing skills	learn strategies to engage students
P21	master's student	language course	none	presenting a talk in scientific event, and debating	anxious	reading, writing and sometimes orally	upper-intermediate	improve English and get familiar with academic contexts	excited to start

Source: Elaborated by the author. Based on before-course application forms (attachment 2). P = participant

During the pre-meeting¹⁰, all participants were made aware they were taking part in a research, which included the course they were about to start, data collection for a master's dissertation study. So, they should take the course until the end, to contribute with the research. The term of agreement (refer to attachment 2) had already been filled out in the application form.

3.6 Data analysis and discussion

In order to analyze and discuss data, in the beginning of this section we make a brief review of methodological aspects, the specified categories, and goals - starting by bringing back the research, specific and course goals, respectively:

- To investigate the potential of the genre approach, through a Didactic Sequence (DS), for teacher education. The work has been in the perspective of using EMI in the IaH process in the Higher Education (HE) context.
- To plan, test and evaluate a DS using a DBR methodology for developing language capacities in the HE context, which can contribute to build confidence in the language users as a bridge to EMI.
- To promote orality development in a teacher education course, instrumentalizing professors in the English Language, sharpening their language capacities,

¹⁰ All meeting recordings are available at <https://drive.google.com/drive/folders/1VEkXsinu0JgsypKGJUgx2P0khtbbAKf9?usp=sharing>.

promoting confidence and enabling them to present a lecture based on TED Talks (ANDERSON, 2016).

Considering the interventionist character of the DBR methodology, we are able here to consolidate pragmatic and theoretical aspects, once DBR aims at proposing changes in educational practices (BERGROTH-KOSKINEN & SEPPÄLÄ, 2012). After having designed a learning environment and a product(ion), what is called an *artifact*, the process of learning and the conditions created to support that learning result on theory (THE DESIGN-BASED RESEARCH COLLECTIVE, 2003; BERGROTH-KOSKINEN & SEPPÄLÄ, 2012). In our case, the artifact is a pedagogical model, and this is phase six of the methodology, that is, the *test* phase, in which the designer (teacher/researcher) evaluates the efficacy of the solution based on data and, mainly, on feedback (EASTERDAY, LEWIS & GERBER, 2014).

The instruments used in the analysis are recording excerpts, observation checklist, class-closure tasks, feedback questionnaires, final questionnaire, final video, written productions (data collected by internet tools), and teacher/researcher's notes. The recording excerpts are divided in: pre-meeting recordings, class recordings, and individual guidance recordings. They are mentioned in chart 5 below, as they are used for analyzing tasks and language capacities in the DS model.

Cristovão (2013) proposes an expansion on the concept of language capacities, introducing the capacity of *significance*. Here we base our analysis on those parameters, namely: *action*, *discursive*, *linguistic-discursive*, *multisemiotic* and *of significance* (STUTZ & CRISTOVÃO, 2011; CRISTOVÃO, 2013). The following chart follows the pattern, respectively: *task analyzed*, *language capacities* proposed and *instruments*, and it is used to analyze the tasks and the development of the language capacities.

Chart 5 – Language capacities in the DS of the course

Language capacities and their general criteria of classification on the right.	Action (AC)	Discursive (DC)	Linguistic-discursive (LDC)	Multisemiotic (MC)	Of significance (CoS)
Phases of our DS below.	Relation between objective, content and context of the text production	Text organization /structure (narrative, injunctive, dialogal, argumentative, explicative, descriptive)	Syntactic and semiotic resources responsible for contributing to turn the language action real (text) in style and form	Nonverbal signs present in texts	Reflections and problematizations relating to ideologies from social texts
Pre-meeting -	initial production		initial production		initial production

introduction and presentation of the situation	2AC, 3AC, 4AC recordings and checklist		1LDC, 5LDC recordings and checklist		3CoS, 5CoS, 8CoS recordings and checklist
Class 1 - breaking down the OEG (module 1)	oral introduction 2AC, 3AC, 4AC recordings before-class answers 1AC, 2AC, 3AC, 4AC teacher's notes	before-class answers 1DC, 2DC, 3DC, 4DC teacher's notes	oral introduction 1LDC, 5LDC recordings before-class answers 11LDC, 12LDC teacher's notes	before-class answers 1MC, 2MC, 3MC, 4MC, 5MC teacher's notes	oral introduction 3CoS, 5CoS, 8CoS recordings before-class answers 1CoS, 4CoS, 7CoS, 8CoS teacher's notes
Class 2 - Breaking down the OEG (module 2)	listening - match the themes 1AC, 4AC teacher's notes			listening - native X non-native 2MC teacher's notes listening - match the nationalities 2MC teacher's notes	listening - native X non-native 5CoS teacher's notes listening - match the nationalities 4CoS teacher's notes listening - match the themes 4CoS teacher's notes jamboard questions 8CoS, 3CoS recordings and teacher's notes
Class 3 - breaking down the OEG (module 3)		going over your through line 1DC, 2DC, 3DC, 4DC teacher's notes			global citizenship and ELF form 1CoS, 5CoS, 6CoS, 8CoS teacher's notes and recordings
Class 4 - breaking down the OEG (module 4)					defining the approach 2CoS recordings and teacher's notes
Class 5 - Final production		writing the script 1DC, 2 DC, 3DC, 4DC recordings and teacher's notes			individual guidance 3CoS, 7CoS,

					8CoS recordings and teacher's notes
Class 6 - social circulation of the genre	final production 2AC, 3AC, 4AC recordings and checklist		final production 1LDC, 5LDC recordings and checklist		final production 3CoS, 5CoS, 8CoS recordings and checklist

Source: Developed by the author, based on STUTZ & CRISTOVÃO, 2011; CRISTOVÃO, 2013; MAGALHÃES & CRISTOVÃO, 2018

3.6.1 Pre-meeting

The general class goal was to collect an initial production and introduce the course in general terms. As described in section 3.3, after the advisor's and teacher/researcher's introduction, the participants were asked to introduce themselves considering their opinions on teaching their content in English at UPF. At this introductory stage, the language Capacity of Significance is mobilized, once they are asked to take a position on the subject (8 Capacity of Significance) through the driving question. Also, by introducing themselves, we can have the first assessment on their oral abilities, and start fulfilling the DS first steps, related to the presentation of the situation and first production (refer to Figure 2, in section 2.3). By engaging in a language activity (3 Capacity of Significance) and following the driving question, participants are supposed to relate macro aspects to their own reality (5 Capacity of Significance) while they arrange their oral text to the specific social situation (2 Action Capacity), taking into account linguistic and cultural features (3 Action Capacity) and mobilizing background knowledge, comprehend, and produce the oral text (4 Action Capacity).

Although the checklist (refer to attachment 4) - also used as an instrument of analysis to observe the initial and final productions - contains more specific structural aspects of analysis (pronunciation, fluency, vocabulary, grammar), we can relate some language capacities to the micro aspects of each participant's production, carefully observing their oral genre development individually. For example, number 8 Capacity of Significance refers to positioning oneself according to (con)text. We can relate it to the proper situational use of language, in the vocabulary aspect in the checklist. Linguistic-discursive Capacities correspond to this instrument, even though the production is a small sample not planned exposition, we need syntactic and semantics for style and form.

P1: [...] *I would like [...] I think that I can improve my English skills and teach my students [...]*

According to the individual checklist (refer to attachments 4 and 33) combined with the video recording of the initial production, P1 presented a low initial result in 1 and 5 Linguistic-discursive Capacities. Although P1 was able to adapt his/her¹¹ oral text to the situation (2 Action Capacity), s/he was too generic and straightforward when stating reasons related to social and cultural aspects (3 Action Capacity). More world knowledge (4 Action Capacity) could have been mobilized in the answer, i.e., why “teach my students”?

P5: [...] *I can't imagine myself teaching someone in English. I'm a bit afraid of speaking and that's [inaudible] I can't imagine the situation. But I think that's a great opportunity to improve my speaking skills and, at the same time, is [sic] a new challenge for me, but I'm pretty excited and really want to learn everything from this course.*

P5 presented a medium initial result in 1 and 5 Linguistic-discursive Capacities. 2 Action Capacity was achieved, 3 Action Capacity and 4 Action Capacity were handled according to his/her point of view (this person is not a professor).

P15: [...] *I'm a little afraid because my colleagues speak very well and I don't know... I don't know... how... how can I. So, I'm afraid about it and I think it's wonderful teaching in English and I would like.*

P15 presented a low initial result in 1 and 5 Linguistic-discursive Capacities and, although marks of hesitation and nervousness were detected in the oral production (what seems to be natural, given the profile and context), there was authenticity in 2 Action Capacity.

P17: [...] *I want to... I intend to start to teach in English or interact more with them [students] in English. For me, is also important to interact with the my international team because I have research with professors from England. So this course will be very nice for me to improve and use my English [...].*

P17 presented a medium initial result in 1 and 5 Linguistic-discursive Capacities. According to this oral production, we can realize Action Capacities 3 and 4 are more elaborated. Action Capacity 2 was also fulfilled.

P19: [...] *surely, I'm quite [sic] interest in teach my contents... my disciplines in English and I would love to do so. It would be a challenge and also a improvement [sic] in the techniques of teaching in another language [...].*

P19 presented a medium initial result in 5 Linguistic-discursive Capacity and a low initial result in 1 Linguistic-discursive Capacity. The answer demonstrates what P19 expects

¹¹ Although we would not like to restrict pronouns to a binary use, we understand the use of “they” might cause ambiguity in this context to refer to a single participant, and the use of “it” seems too objectified.

regarding EMI for possible future use in his/her classroom context (3 and 4 Action Capacities). 2 Action Capacity was achieved.

P20: [...] *I did have experience of teaching a course in English. We started teaching the graduate students last year. And I think it's [...] amazing experience and I really would like to expand for the undergraduate students and also I'm thinking about receiving more foreign students in our university, so I'm very happy to participate in the internationalization experiences. I think they're very important for our university.*

P20 presented a high initial result in 1 and 5 Linguistic-discursive Capacities. Once again, profile (refer to chart 4) is decisive for content and security in the oral exposition genre. Besides having 2 Action Capacity achieved, we can realize 3 and 4 Action Capacities more elaborated.

P21: [...] *I think it's a great option for me to present academic papers and connect with more people. In addition, to help me with my current job [...]. It's a great opportunity to be with such qualified people [...].*

P21 presented a high initial result in 1 and 5 Linguistic-discursive Capacities. 2 Action Capacity (how the text was perceived and adapted) was achieved according to 3 Action Capacity (social and cultural backgrounds involved), that is, P21's perspective and profile, what also influences and is influenced by 4 Action Capacity.

The length of each oral presentation basically corresponds to the excerpts above, once we only omitted the initial personal information and some words of thanks in the end.

A possible reason for not having 3 Action Capacity and 4 Action Capacity totally fulfilled by participants is the fact that not all of them have the world knowledge related to this specific context of internationalization and use of EMI. For the final production, having their field content as object of their oral exposition, we had a different more positive outcome.

All the participants managed to distinctively achieve, as specifications stated above, what is required in the Capacities of Significance 3, 5 and 8. They engaged in the language activity by relating macro aspects with their own reality and positioned themselves about the (con)text.

We can verify this first step of collecting the initial production was fundamental to the analysis and also to guide the participants, selecting the ones who felt willing and able to carry on with the course, and having a first impression of their orality.

3.6.2 Class 1

To perform an initial oral presentation and to recognize parts of a talk the oral productions in class 1 also had a guideline and a previous model (refer to 3.4.1 and 3.4.2). In this step, students were supposed to watch a TED Talk and observe the steps for planning one, do homework identifying their ideas and give class feedback in closure activities.

We could chat informally in the first minutes and the opening background music helped break the ice. In general, the participation and introduction were conducted more lightly and casually by all of the participants. Their oral exposition was also longer in comparison to the ones in the pre-meeting. Some points that might explain that are: the guidelines were not only one open question, but had more specific topics; they had the chance to take some time to write a draft for planning their oral exposition; the researcher advisor did not participate in the class; we had to make small talk while solving technical problems in Google Meet.

P1 extended his/her exposition. P15 had a better performance this time, concerning 2 Action Capacity. P20 had the opportunity to develop the topics that had been mentioned in the previous meeting, related to 3 and 4 Action Capacities. Aspects related to Linguistic-discursive Capacities did not change.

In our first task in Google Classroom, before-class task, many language capacities were present (refer to chart 5) to be mobilized, because they were naturally available in the genre and their mobilization happened through the observance of specific parts and aspects. Those procedures were conducted through the questions applied to the video. Subsequently, in Meet, word clouds (refer to attachment 23) containing words that most appeared in this activity were presented according to what had been asked. The results of this before-class activity were very satisfactory because patterns of consistency could be detected, which indicates the parts of TED Talk genre were successfully presented and most of them were recognized.

All of our 7 analysed participants performed this activity. So, this step was very rich in content and important to prepare participants for next stages of the DS.

3.6.3 Class 2

To be aware and think critically on the use of the English Language by different people and cultures around the world was the general goal of this class. For that, students did listening activities based on different TED excerpts, were exposed to critical thinking prompts about

Lingua Franca, reviewed their ideas from last meeting homework to start planning the OEG, gave feedback, and had homework on Global citizenship and ELF (refer to 3.4.1 and 3.4.2).

The listening activity in second class encompasses 1 Action Capacity (when participants are asked to identify the theme in the audio excerpt), 4 Action Capacity (background knowledge is mobilized), 2 Multisemiotic Capacity (specific sounds that help in the recognition of nationalities), 4 Capacity of Significance (identifying themes in the passages based on comprehension of collective ideas) and 5 Capacity of Significance (making use of their own realities to relate it in a macro way and recognize distinct backgrounds of native and nonnative speakers).

According to the teacher/researcher's notes (collected by the website used to prepare the activity and referred to in section 3.3) on the activity about the themes of the excerpts (1 Action Capacity, 4 Action Capacity and 4 Capacity of Significance):

Observing P5's answers (refer to attachment 26), it is possible to observe that there is progress if we compare first and second attempts on matching the themes to the excerpts. In the first attempt, P5 scored 4 right answers out of 7, and in the second attempt all answers were correct.

P17 got half of the answers right and made two attempts (refer to attachment 27). The mistakes were exactly the same in both tries. However, s/he had accessed the audio minutes before the class started. So, s/he did not have the chance to get the teacher/researcher's oral contextualization, which may be a factor of influence for the wrong answers.

The other participants had a satisfactory performance, with an average of, out of 6 questions, 2 mistakes. Two of them (P19 and P20) got the full score. P1 did not do the activity.

After analyzing accents, nationalities and themes in TED Talks passages, the participants interacted using the microphone and in a Jamboard activity (3 Capacity of Significance and 8 Capacity of Significance) by answering the question: What English language are we talking about in this context? As, at the beginning, there was little participation, some extra prompt questions were used by the teacher/researcher: *What kind of people take part in TED Talks? People only from one country, for example?*

P19: *The possibility to speak in English to anyone in any country, something like the universality of the communication, perhaps.*

P21: *We are talking about diversity. There is no correct English, but all English is important.*

Teacher: *Are there any other TED Talks, not in English?*

P20: *I believe that you can organize TED Talks in your country. We have some meetings in Portuguese in Brazil. But they are like local organization [sic], right? Not the one... you cannot bring your message for everyone if you're speaking in Portuguese. [...]*

Once again, we have Capacities of Significance involved in the interactions, because participants make reflections and problematize according to ideologies from social texts.

The Jamboard contributions (refer to attachment 28) to the question *Would you say TED speakers speak the ideal English?* were really fruitful. For example, P19 started with the questioning: *First of all: what's 'ideal English'?* What generated more participation.

Other questions on the Jamboard instigated the discussion: *Is it important to consider accents when teaching? To what extent?* It can be checked in attachment 28 that the prompt questions fostered nice thoughts that are directly related to using EMI in a classroom. We believe that, by having access to other professors' points of view, contributes to the reflection of each participant about how to deal with the matters handled by the questions and addressed in the listening excerpts.

Although participants took some minutes to start collaborating and the teacher/researcher had to interfere by adding more prompt questions linked to the previous listening activity, the interaction proposed, using this type of tool, was positive. Likewise, the opportunity of interacting without having to use the microphone, but writing instead, enhances the chances of having more engagement. For that reason, we reflect that this task, linked to the listening of the TED genre excerpts, was valuable in potential to develop 3 Capacity of Significance and 8 Capacity of Significance, which comprise positioning and engaging in language activity.

3.6.4 Class 3

In this class, the general goal was to define idea and through line for the talk. Students had feedback on the global citizenship and ELF homework, and were guided to figure out and refine their through lines. The class was closed with their feedback and a closure activity (refer to 3.4.1 and 3.4.2).

In the beginning of class 3, the goal of the listening activity was recaptured: focusing on the accents and discussion on Jamboard. That was reinforced because we had raised the discussion about the definition of native and nonnative. We reviewed each TED speaker's background (refer to class 2, task 1, section 3.4), for example: excerpt number 1 featured a Pakistani person talking about accents, and so on. After facing this experience, we consider the

contextualization instructions, before talking about the definitions of native and nonnative, could have been better designed. For example, we could have added the following question before the match activity (refer to class 2, task 1, section 3.4): *Does this TED speaker speak the idea of native or of non-native English?* or even given a simple definition to base the activity, such as: *native language is the first language that you learn, usually in the country where you were born*¹². Since the discussion about ideal English was proposed only later on, which raised questions.

Asynchronously, in Google Classroom, participants answered a form guided by a video on global citizenship and ELF by UNESCO (refer to attachment 10).

It was unanimously agreed that the people on the video were not native speakers of English (1 Capacity of Significance and 5 Capacity of Significance). Again, the teacher/researcher retrieved the reference of native in this context as *someone having English as their first language since a baby in their household*.

Regarding the concept of global citizen, participants were supposed to check the answer which did *not* serve as a definition, that is, *A global citizen is someone who may not fully accept diversity but is a cosmopolitan and respects different cultures*. Only P1 checked *A global citizen is someone who is socially engaged, respects himself/herself as a human being, and also respects others*. We tend to think P1 read the instructions too fast and misunderstood them, not taking the word *not* into account.

All of the participants related ELF to global citizenship, being able to relate practical activities to language activities (6 Capacity of Significance):

P1's written production: *English is the most popular language in the world, and the oral communication it's very [sic] important to fell [sic] the socially engaged*.

P5's written production: *There are clear relationships between the global citizenship and using english as a lingua franca. It's known that english is a universal language, so it's hard to become a global citizen without speaking it. In this sense, I believe that being able to speak a understandable [sic] english is a key factor to be part of the whole world. Moreover, being able to communicatte [sic] with most people in the world, allow [sic] us to do new [sic] friendships and acess [sic] different types of information. In Meet: I believe that being able to speak understandable English is a key factor to became... [sic] become a global citizen. The things are related. We can't be a global citizen without speaking understandable English. That's the relation for me*.

¹² Definition from macmillandictionary.com.

P15's written production: *If we have the same language we can be more connected and more engaged.*

P17's written production: *Speaking an understandable lingua makes possible the communication in [sic] every place with any kind of people and culture.*

P19's written production (answered after synchronous class): *The possibility to communicate with people all around the world is substancial [sic] for the global citizenship. In Meet (recording excerpt): *In this sense, I was thinking, a good level of English communicational abilities is key for this process because... let me explain... let me elaborate more... because there are some... [subtleties] in our communication... in our specific ways to think in particular languages, let's suppose, between Chinese and some African idiom, and Portuguese and German, that could not be properly... well... it's impossible to translate them properly, but could not be properly communicated if your level of English is only instrumental. You will miss a lot of the subjective perspectives and the metaphoric possibilities of language when you don't dominate English as... because one of the reasons for English to be a lingua franca it's because it has some... some simplified grammar, but only when you start to study. When you study classical texts in English you see it's a rich language. Because in lingua franca, the tendency is... the major tendency is to homogenize... is to plainify the complexity of the language and a simple language has difficulties to communicate complex thoughts, complex ideas. I guess this is one of the dangers of lingua franca at all, and something we have to think about.**

P20's written production: *We use English for global communication. In Meet (recording excerpt): *I have a hard time in my classes because the most updated information is published in English, so I have to recommend Portuguese literature, then I feel that I go really superficial if I don't recommend additional English literature. But, at the same time, I know that not all the students will be able to understand. So you're like in a dilemma, you know? So I try to explain that information during the classes but they will have the limitation because of the material they are... they will read may not have all the information that I'm bringing to the class. So I try to recommend the articles that are published in English, for the updated information, but there is a limit on how deep you can go on that for the undergraduation level.**

P21's written production: *Through respectful communication we can become better people and thus help the world.*

In the form, participants were invited, through the following question, to reflect on their practices: As an educator, do you see yourself playing the role of a global citizen and

encouraging your students to do so? How? How can English as a Lingua Franca help in that process?

P1's written production: *Yes, I do. I teach [...], and I discuss to my students the impact of [...] and [...] on [...] practices I how we can to develop [sic] [...] solutions to help others to socially engaged [sic] in a connected world. I think that if you assume that you is [sic] a non native speaker English it's easier to adopt as [sic] a common language.*

P5's written production: *At this moment I can't define myself as a global citizen. Anyway, I would really appreciate [sic] having a experience [sic] abroad. The fact to connect with other people around the world is terrific to me. Despite not having a experience [sic] abroad, I frequently encourage my friends to chase this type of opportunity. Considering english as a Lingua Franca raise [sic] the necessity to getting enough knowledge and abilities to use english as a communication tool. Even because being able to speak a universal language will favor this process.*

P15's written production: *Just a little bit, I should explore more this aspect. English as a lingua franca can improve de [sic] interconnection around the world.*

P17's written production: *yes, sure. I've already did it [sic]. One of my teach [sic] activities is the research which involves the interaction with differents [sic] countries, and some of my students are involved too. Other [sic] point is to discuss the world problems [sic] with the students in class. It makes possible [sic] to access all information in different countries.*

P19's written production: *Yes, I guess... publicizing local questions in a global language can help to call the attention for [sic] the issues of our homeland and inspire and to be inspired by solutions overseas. Teaching in english in an option to improve that global conscience using english as lingva [sic] franca.*

P20's written production: *Yes, I share my international experiences, I stimulate them to read articles produced by other countries and published in English, I also stimulate them to interact with other cultures. Students should have at least a basic knowledge of English to be able to interact with other cultures and learn what's going on in the world.*

P21's written production: *Yes, I do. In my classes, I try to bring respect values, equality and diversity. We are living in a connected world, closer than ever. English as a Lingua Franca can provide and strengthen this relation.*

The discussion derived from the form was productive, as seen above, and we understand the Capacities of Significance were successfully accessed by the way the task was proposed asynchronously and conducted synchronously.

In this class, according to the planning in section 3.3, we continue to break down the stages of the OEG in the DS. Therefore, the task conducted on Jamboard (refer to attachment 29) used brainstorming, inferences, hypothesis, and moments of reflection on their intentions when preparing the steps of their OEG, that is, their talk. The concepts of the TED Talks model were being revealed as participants interacted by reading the examples, making inferences and hypothesizing definitions.

The two following activities to practice the concepts presented by means of cooperative interaction, as described above, were created using other interactive tools with instant feedback (Kahoot and Wordwall).

The closure activity went over every step taken in class.

3.6.5 Class 4

The goal was in this class was to wrap up the planning by deciding its approach and tools. The tasks were, respectively, defining the approach, filling out an overview chart, and planning practical aspects of the OEG. Also, feedback collection and the schedule for the individual guidance were done (refer to 3.4.1 and 3.4.2).

Some of the Google Classroom tasks (going over your through line, for example) that aimed at progressively planning the written construction of the script, mobilizing the structure suggested by the TED Talks model step by step, were not fulfilled by all of the participants. These written tasks involve all 4 Discursive Capacities, which are related to text organization (refer to chart 2 in section 2.3). It has been noticed (refer to the final product analysis in class 6) that the lack of continuity in the process of constructing the writing of the script, according to what is suggested by the TED model, ends up perpetuating the more traditional lecture models of OEGs, without useful resources and tools that could enhance the delivery of the talk. In Class 5 (refer to next subsection), we have the evolution in writing the script more specified according to each participant.

Before defining the approach, participants were, one more time, provided with the general view of the TED Talks structure (refer to attachment 31). So, by looking at that semantic map, 2 Capacity of Significance is comprised in order to locate the information contained in the structure. This strategy of going over the general and specific parts of the TED Talk structure in form of a mind map was repeated several times to situate the steps taken within tasks and classes. This procedure is useful to address visual intelligence.

Once again, the level of interaction and cooperative work to solve the tasks and come up with definitions was high on the Jamboard tool. When breaking down the approach steps, and in all the moments the Jamboard was used, the theoretical content was not simply exposed, but explored by the participants in advance (refer to attachment 30).

3.6.6 Class 5

Class 5 had the general goal of recording the video by using the strategies and procedures learned in the previous meetings (refer to 3.4.1 and 3.4.2). This stage had a two-week gap due to change-of-schedule reasons, which will be specified in the next paragraphs. But the point is participants were oriented before this gap and had an open-schedule opportunity for individual advice¹³. They were asked to work on their scripts and even recording rehearsals of their talks, for practice in advance.

Although there was not an expressive number of attendance, the individual guidance sessions and availability for communication via *WhatsApp*, which were offered according to the participants' schedules, were very worthwhile for the final product results of those who participated. They could benefit from the sessions by asking specific corrections on their script textual organization (Discursive Capacities), like grammar, vocabulary, pronunciation, etc, and it was possible to observe that each participant, in this individual context, was acting more naturally (3 Capacity of Significance). This kind of interaction could have happened more often in a presential class environment, where the teacher/researcher walks around the classroom during the tasks, favoring scaffolding interaction.

P1 did not participate in the individual guidance; turned in the script after due deadline (after final production) and recorded before having it proofread; recorded rehearsals for himself/herself; took part in the final video. The strategies were well applied, making good use of visuals, animations, humor, and video effects in his/her presentation. The strategy of humor was also used. P1 reported that his/her first version of the video was too long.

P5 participated in the individual guidance; did not turn in the script, but had the first video version proofread; recorded rehearsals; did not take part in the final meeting, but sent the second version of the video, and did all tasks. P5 started the individual guidance already with a version of the video, which s/he had sent in advance and asked to be corrected. There was no script sent, but all sorts of corrections and suggestions were made and exposed by the

¹³ Individual guidance sessions were also recorded.

teacher/researcher in the individual meeting, as well as the importance of having a script to organize the talk as seen in classes. P5 even showed (to the camera) the four pages s/he had tried to use as a script-like support. S/he said, in the end, s/he did not even use that. The justification for sending the video early was that s/he would be too busy and was afraid of not being able to finish the final task. Apart from that, P5 expressed the intention of improving the talk: *I would like to change some things, yes. S/he also intended to record a second version: It's clear to me what I have to change. I think it's not hard to do these adaptations. I will cut some informations [sic] and think about some stories.* Although there were nice visual, they looked too technical, and real practical situations were suggested to help illustrate P5's talk, with the aid of humor applied to a story, and followed by questions directed to the audience. The talk was too long and needed to be reduced. Another interesting aspect raised by P5 is self-awareness about his/her flaws: *My major problem is with grammar [...] I make long pauses [...] It's the lack of speaking [...] I have problems with...with this...this simplification structure... the simple structure of English because I just want to put more words than are necessary.*

P15 participated in the individual guidance; turned in the script and had it proofread; recorded rehearsals; took part in the final video. P15 was very participative throughout the course and employed suggestions given in the individual guidance which were related to planning the approach to deliver his/her talk. P15 took changes trying to speak English while expressing the structure of the talk and while making decisions on vocabulary and approach tools. About the tools in the TED Talk model, it is possible to observe the participant tried to use some of them, like the story mode and body language, but s/he forgot other possible resources, like images, that could facilitate the delivery of his/her talk. Also, at the same time, P15 applied some strategies learned, the structure organization could be improved in terms of order of strategies, and the teacher/researcher's suggestions were related to adding visuals and sparkling curiosity by changing the order of the story.

P17 did not participate in the individual guidance; did not turn in the script; did not record rehearsals; did not participate in the final meeting.

P19 did not participate in the individual guidance; did not turn in the script; did not record rehearsals; participate in the final meeting.

P20 did not participate in the individual guidance; turned in the script and had it proofread; did not participate in the final meeting, but sent the video and did all the tasks.

P21 participated in the individual guidance; turned in the script; did not record rehearsals; participated in the final meeting. After briefly talking about the script and going

over Google Classroom tasks to review steps, P21 was asked if there were any doubts: *Everything is OK. It's so good to stay here with you.* Another statement, like in the participations above, that demonstrates the importance of individual attention moments to check for understanding.

Positive outcomes rely on a well-designed course, with a solid theoretical basis, but also on self-dedication. We consider the task fulfillment is decisive in the final results. There is a much lesser possibility of improvement in this context when one does not follow the proposed scientific-based activities of the course. Furthermore, not following the sequence of the course might have been a strong reason for dropping the course, as participants who miss steps feel lost (even though the class recordings and Google Classroom sequence were always available).

3.6.7 Class 6

Class 6 had as a general goal the local and global socialization of the OEG through a final Meet class with all the participants and by uploading the video to TED's site, which was optional (refer to 3.4.1 and 3.4.2). Furthermore, there was the possibility of using the video in their specialized field classroom, with their students, and also the sharing of it in the official TED Talk website. In terms of participation, only 4 out of 7 participants were present. However, most of the absences were justified. The final versions of the videos are available in the class shared Drive¹⁴.

The real time socialization of the final videos could not happen during class, since each of the 4 participants who participated in it accessed the Meet at a different time. So, we only discussed the individual impressions and general doubts. Since all of us had already watched the video, neither of the participants wanted to play it again. They were reminded of the shared Google Drive containing all 7 final videos and were encouraged to upload their versions in the TED Talk website.

3.6.8 Final productions and the evolution process

About the final productions, it is important that they are assessed by comparing before and after the course steps, so that points of evolution are observed (refer to checklists in attachment 33).

¹⁴ The final video productions were made available to the participants in a shared drive.

Chart 6 – Participants' evolution process

	class attendance	tasks completion¹⁵	script	individual guidance	rehearsal video	final video
P1	1 absence	6 out of 23	-	-	for himself/herself (not corrected)	OK
P5	1 absence	10 out of 23	-	OK	OK	OK
P15	always present	23 out of 23	OK	OK	OK	OK
P17	2 absences	7 out of 23	-	-	-	OK
P19	always present	9 out of 23	-	-	-	OK
P20	1 absence	18 out of 23	OK	-	-	OK
P21	always present	18 out of 23	OK	OK	-	OK

Source: Developed by the author.

P1 did not send a written script and that interfered in possible improvements of grammar accuracy such as verb tenses and other structures. On the other hand, the strategies of storytelling and visuals were applied in order to materialize the content explanation, and that point was really beneficial for P1's talk.

P5, as seen above, did not send a written script and that interfered in possible improvements of grammar accuracy such as verb tenses and other structures. So, we consider 1 Linguistic-discursive Capacity could have been better developed in this aspect. However, what had been debated during the individual guidance, in terms of adjustments, was reshaped in the video. P5 used strategies to recapture what had been previously said, well explored and well explained visuals, guiding questions, the pronunciation corrections were observed, and s/he was careful to be understood by the audience.

P15 made adjustments in the script which had been proofread and, by doing that, s/he could improve 1 Linguistic-discursive Capacity and grammar accuracy. It is important to point out that P15 had fulfilled all of the tasks throughout the course, since the beginning, with an excellent level of participation and interest. In his/her initial production, nervousness and

¹⁵ These numbers are according to Google Classroom returned tasks. It is possible that some tasks might have been done synchronously in Meet and returned in Classroom by the participant. So, tasks fulfillment may vary.

hesitation were visible aspects. After the model planning, individual guidance, rehearsals and adjustments in scripts, confidence was more evident, although there were still problems as minor mispronunciations, and speech pace. The text organization was done exactly according to the suggestions and examples shown in classes. It is very interesting to notice that this participant already used some of the tools that are mentioned in the TED Talk model for his/her routine interventions in the area of expertise. But during the debate of ideas in our individual guidance they were better prepared and applied, especially their order, because they were placed according to the intentions of the talk in relation to the audience. Although no visuals were used, practical demonstrations substituted them, what served the purpose of the content in the OEG.

P17 did not put the TED Talks strategies seen in the DS into practice in the OEG. There were no visual resources, no storytelling, no humor, so the narrative sounded like a traditional expository speech. As a result, language capacities that could have been improved remained the same (refer to oral productions checklist). Marks of hesitation were present in the talk. In this particular case, the individual guidance was not followed, as seen in class 5 above. Although P17 have attended most synchronous classes (with the exception of classes 3, 5 and 6, as can be checked in attachment 21), s/he has shown minor participation.

P19 applied the strategies suggested in class. Although no script was submitted and no individual guidance was taken for corrections and suggestions, the speaker was always participative in classes and seemed very comfortable with the video situation. Visuals were used as a basis for the OEG and some humor was also addressed as the description of content was done.

P20 was very clear in the OEG, and applied the strategies used in class, like visuals and other tools. The use of visual tools (Multisemiotic Capacities) helped him/her organize a sequence to exemplify what was being explained in the talk (Action Capacities and Discursive Capacities). P21 did not originally have many problems in his/her script. If we observe this participant's before and after checklist, although there were minor pronunciation and pace problems, it is possible to realize that language capacities and the more specific items on the list were already well developed in his/her initial production. We assume the OEG planning in advance made the difference in helping with pronunciation awareness (P21 was not simply improvising). The speech pace may also be part of a person's personality, so in this case, it may not be considered a problem, on the contrary, it supports understanding in a class context. Another point to be observed, besides the checklist evolution, is P21's profile, in chart 4, section 3.4.

P21 used driving questions in his/her narrative to sparkle curiosity during content exposition. The logical sequence of content in the text organization was good, otherwise it would make the talk more difficult to understand, once there was only one moment involving an image as a visual strategy. In the checklist of the initial and final productions (refer to attachment 33), there was no relevant change in those specific strategies. We attribute the applicability of visuals as a factor that could have changed the results, conveying more confidence and even humor to the OEG, making it lighter to the audience.

As already expected in terms of expertise, 3 and 4 Discursive Capacities were well handled in the final products, achieving what is proposed by Yuan's (2020) third dimension as a reference to EMI teacher education, which relates content and language (refer to subsection 2.2.1) by adapting and employing linguistic and multimodal resources. Participants exposed their content in a proficient, well organized manner.

Generally speaking, language limitations were not enough to hinder the understanding of the expositions as a whole. So, we can demonstrate the OEG here proposed is efficient when followed, once it has the potential to convey more confidence based on its tools and, together with an ELF perspective accompanied by global awareness, tends to be effective for planning talks which deliver content in EMI. In that sense, ELF and global awareness were the keys for fostering participants getting acquainted of English as a global language, the first dimension proposed by Yuan (2020) in subsection 2.2.1.

There is no doubt the more proficient one gets in a language, the more one is able to communicate complex ideas and, consequently, improve the OEG. Still, using the immediate linguistic repertoire participants have available, now allied with careful planning, makes it possible to face class situations using EMI.

3.6.9 Course assessment by participants

Once again, we highlight how valid the individual meetings were in terms of exchanging ideas, making the participant reconsider points, remodeling (parts of) the lecture, coming up with the best strategies, eventually, reflecting on planning before practice. That type of guided interaction made participants who took part in it improve significantly and realize their mistakes. P5 during the individual guidance meeting about his/her difficulties with grammar and lack of speaking practice: [...] *There was a improvement [sic] a significant improvement since the beginning of the course. Still P5: But it was great, I would like to thank*

you really because I... at the beginning I will not imagine... I can't imagine myself doing that and the opportunity is so great and I know that my English is not perfect and there is a lot of mistakes, but I think now I have the courage to record something and I'm more confident to speak with somebody and do a trip abroad something like that that I was scared before [laughs]. [...] Just I would like to thank you really because it was really nice and I'm more confident and more prepared to... to the situations [...] I realized that my listening... it was way better now [sic].

Regarding the final questionnaire (refer to attachment 20), 6 participants fulfilled it, only P17 did not. Four of the respondents said the course surpassed their expectations (they graded it 5 out of 5), and 2 graded the course 4 out of 5 on a scale. The content and materials were given a maximum grade by 5 of the participants. One of the respondents attributed 4 out of 5 as a grade on a scale. Four participants used TED Talks occasionally, and 2 were already regular users. Four of the participants are very likely to use the principles presented in the course to plan their classes. One is likely to do so, and 1 is very unlikely (P20, who has EMI experience according to profile in section 3.5).

When asked what they like about planning an oral exposition genre, the answers were:

P1: I like the the [sic] guidelines, because they provide a practical framework for decision making.

P5: The ted talks structure is objective, so our speech become [sic] dynamic [sic] and pleasant.

P15: Now I feel more empowered, but still afraid.

P19: It is a very efficient rhetorical [sic] style of communication, improving the efficiency of the talk.

P20: To practice English presentation and improving [sic] the teaching skills.

P21: I enjoyed the steps presented and the technological resources used.

On what could be improved, that had not been mentioned in the course, when planning oral expositions:

P1: I'd like to know more examples or for teaching classes using TED talks.

P19: I believe [sic] you could talk about the framing of the camera and light.

P20: I would like to have a feedback [sic] on the presentation. This participant did not participate in the individual guidance, nor attended the final meeting.

All participants thought recording the OE was very useful (maximum grade). The course leader was evaluated as very clear (grade 5) by 5 of the respondents and attributed grade 4 by 1:

P19: *Amazing opportunity to leave the communication comfort zone!*

P21: *I loved the didactics.*

Course leader was given the maximum grade in motivation by all 6 respondents:

P1: *The teacher's has [sic] "very good vibes" and motivating [sic] during the course.*

P19: *The classes were not only a moment of learning but also to spend a good time with a nice group of people.*

All respondents said the total course time was just right.

P20 raised the level matter when respondents were asked about the course pace: *For my English level it was ok, but I believe that some parts os [sic] the course were too fast for lower levels.* The others agreed the pace was appropriate.

On what could be improved in the course:

P1: *I'd like to read some related works papers [sic].*

P15: *The classes could be more focused in the ted talk's structure, since the beginning. more pratice [sic].*

P19: *Presencial meetings! hehe*

P20: *The interaction between students.*

P21: *More lessons.*

When asked about oral confidence after the course all participants responded they felt confident:

P1: *Recording my oral exposition and talks [sic] about this one with other coleagues [sic] and teacher it [sic] is a good practice to improve this issue.*

P5: *I feel more confident because now I have a simple structure to follow that helps me to make a better speech or class.*

P15: *a little more confident than before.*

P19: *Confident enough...*

P20: *Very confident.*

P21: *This course encouraged me. Now, I am feeling more confident.*

Still about the course, respondents mentioned positive points like dynamism and innovation in didactics, interaction and teaching tools, leading, simple language and focus on learning. We highlighted two more comments:

P1: *The teacher was pragmatic, reflective teaching using [sic] and collaborative leadership in her approach. I really recommend taking this course because its [sic] very helpful. I learn a lot about teaching in English (recording my oral exposure) and also skills*

related to TED Talks working in a classroom. Keep in mind this course was very different because the covid-19.

P19: *Thank you for your organization, dedication and generosity to share with us your knowledge of english language!*

Making a general analysis, we realize the final feedback was very positive. We can notice some contradictions in the answers, for example, when some of the participants said the course time was OK and then mentioned there could have been more classes. And consistencies related to profile and participant's background can also be noticed. The points to be improved can be approached in the future, in a possible second version of the course, according to the DBR methodology cycle.

3.6.10 The course and its general implications

Also due to the pandemic, the remote-class mode implemented forced a reshaping of activities and ways of achieving the established goals. We consider there were advantages and disadvantages in that.

Some of the advantages were: the possibility of learning about/from and using different new online tools (specified in the DS of section 3.3); different sorts of interactions that take place in virtual environments and set up new genres, which we were not familiar with before the pandemics; class recordings and tasks were available for access at any time; the participants could manage their study time according to their schedules.

On the other hand, some of the disadvantages were: the face-to-face interactions are not as instant as in the presential classroom, they tend to take longer to happen, and also happen in a different way which involves timing delay of response and that tends to impair spontaneity levels; not all visual aspects in terms of body language are able to be accessed and the teacher cannot go around the classroom making observations while the activities are being developed; technical problems of all sorts; loads of working and studying hours in front of screens, not to mention the whole psychological aspects regarding the sad situation of a pandemic context.

Still about the disadvantages, in class 3, P19 made the following comment after the teacher reminded all links were available in Google Classroom: *Yeah, but Classroom is confused [sic] [laughing]. I can't deal [sic], I've learned the Moodle, so I cannot read and... [inaudible]*. That supports the idea that, even though a tutorial link had been made available in the pre-meeting, more tasks could have been performed if we had opted for the adoption of the Moodle system, more commonly used among the professors in our institution. On the other

hand, after the pandemic year of 2020, Google has improved its educational tools worldwide and Google Classroom has proved to be very efficient for remote classes, adding many other tools and being compatible with many teaching resources. That was basically the reason for our platform choice for this course.

4 FINAL WORDS

As can be observed in the papers about the Brazilian context (BAUMVOL, 2016; MARTINEZ, 2016; BAUMVOL & SARMENTO, 2019; GUIMARÃES & KREMER, 2020), referred to in this research, other studies (DEARDEN, 2016; DEARDEN, 2017; MACARO et al., 2018) tend to agree and show that EMI is somewhat new but, in spite of that, an increasing area of academic practice. Bearing that in mind, we aimed to investigate the potential of the DS model, for EMI teacher development, and our specific goal was to plan, test and evaluate (following the methodology phases) a DS for developing language capacities (STUTZ & CRISTOVÃO, 2011; CRISTOVÃO, 2013; MAGALHÃES & CRISTOVÃO, 2018) in the HE context, observing the Design-Based Research (DBR) methodology. We, then, went over the Brazilian context and our local context as a HEI. SDI fundamentals, together with the DS were addressed. Furthermore, studies on teacher development (STUTZ & CRISTOVÃO, 2011; SANTOS & SIQUEIRA, 2019; YUAN, 2020) were useful both in theory and practice, although neither of them treated that as separated aspects, rather than that, they endorsed concepts and principles in classroom practice, applied to teacher development.

From Dolz, Noverraz and Schneuwly's (2004) theoretical precepts, the DS model was built and combined with the TED Talks model (ANDERSON, 2016). The TED Talks were chosen as the primary OEG in the DS because of their oral potential, content possibilities, dynamism, and well-defined structure. So, they have shown effectiveness as a model, also because the participants were familiar with it. The first version of the course was thought to be applied in a presential classroom environment, then rebuilt for the online version. It is also important to consider that, in the atypical pandemic year in which the course was conducted, there were some mishaps along the scheduled dates. A class had to be postponed because the university was mourning a staff member, we had the teachers' holiday that had not been scheduled in advance, then there were academic events in which everyone was involved. In that sense, it is interesting to check the task completion and dropout overview table (refer to attachment 21), that shows at which moment every single dropout gave up. From the 18 participants who dropped out, and for that reason were not considered in this analysis, 8 presented the reasons why they could not proceed, and showed legitimate intentions of carrying on with the classes.

In the end, all of the 7 participants were able to perform their oral expositions in an intelligible way. Possible improvements apart, we believe the audience, in a HEI classroom context, specifically in their area of expertise, would comprehend the content and benefit from

the practice. We came to the conclusion that the discussions throughout the course were valid. Besides, we believe they have the potential to make a difference, at least, to start thinking about possibilities, and realizing using EMI in class is not something distant from our reality. It is estimated that the professionals who participated in the course use the talk genre and study material for the improvement of their classes. Even if, at the beginning, they start offering only videos of their specialized contents in English.

Based on the course results, we can have a glimpse of the possibilities to put EMI into practice even from now on, since there is careful planning and support to professors involved in international actions. Since we verified (IRO) some of the international actions are conducted exclusively by postgraduate professors, that support should be improved and fostered, making this network more active and united. It is likely that, at first, as seen in the IRO's questionnaires, only the most interested professors take part in the IaH process, but if faculty support and incentive are maximized (YUAN, 2020), more professionals will get involved, resulting in a more qualified and richer environment for the sharing of ideas and partnerships.

As stated in TED theory, having the chance of speaking in public may be the start a person needs to commit to a serious research project. We could say using EMI in class may be that beginning. The need to plan in English may add more quality to the planning, and also indulge the educator in research, international publishing, partnerships and participation in events. The possibilities of this particular genre circulation, that is, using the talks in class, sharing the videos, enables participants to constantly re-access their OEGs and, consequently, improve them, as well as their oral performance in EMI and their content exposition.

Working together enables a better practice as an institution, so applied linguists and different content professors must unite in opportunities to reflect on their practices and continue studying (JORDÃO, 2006). The sharing of experiences is highly valuable in the thinking of effective IaH practices (YUAN, 2020).

At the same time, there is still a lot to be studied regarding EMI in our context. The sensible use of EMI, allied with IaH, can possibly be a way of emancipating the English Language (JORDÃO, 2016; FINARDI, GUIMARÃES & MENDES, 2020), redefining its meaning and status while teaching and learning content. From our point of view, IaH can contribute with measures that promote approaches to embrace different levels of proficiency and help to integrate individuals academically and locally. Possible social exclusion gaps can be addressed through the view of EMI as a LF, rather than having English as an idealized language. That is also a matter of reflecting about language, as pointed out in the studies mentioned here (JORDÃO, 2016; SANTOS & SIQUEIRA, 2019). This discussion should

always be present during teaching practices, once it fosters the sharing of experiences among different professional fields and contributes to improve not only classes, but also postures, points of view, ideologies, which are embraced by Cristovão's Capacities of Significance (2013).

Finally, concerning the limitations in the course proposal results, we are able to reflect on DSs and consider the more the teachers make, analyze, reflect upon and remake them, or parts of them, the more possibilities are created to solve problems related to language capacities and the linking of tasks and goals (STUTZ & CRISTOVÃO, 2011). The solutions proposed to deal with the weak results spotted in tasks throughout the DS are likely to be put into practice in a following study in the future, giving further sequence to the DBR cyclical methodology and improving the DS model applied. That supports the reproduction of this design model, reapplying the DS as the points of improvement addressed here are observed and changed. That experience would be particularly valid in a presential-class context, analyzing the different kinds of interaction and their results in the process. Certainly, in a near future, there will be other concerns regarding EMI and internationalization, but first, specifically in our scenario, we need to implement the practices and then we can provide solutions that involve research combined with practical targeted actions, like the one proposed and applied in this study, and (even) more critical argumentation to foster collective thinking (YUAN, 2020).

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ATTACHMENTS

ATTACHMENT 1 - BEFORE-COURSE PUBLICITY

LANGUAGE AND CONTENT IN HIGHER EDUCATION: ENGLISH IN ACTION

Curso de extensão

Objetivo

Instrumentalizar os interessados para o uso do inglês como meio de instrução (do inglês *English as a Medium of Instruction – EMI*) e aprimorar as habilidades linguísticas, com vistas ao ensino de conteúdos em inglês, em diferentes espaços, como eventos, palestras, sala de aula.

Ministrante: Profa. Cleonice Pletsch, PPGL UPF, CV lattes

<http://lattes.cnpq.br/8681087457384629>

Público-alvo: Professores e estudantes de pós-graduação UPF, com domínio de língua inglesa nível B1.

Informações gerais: Curso gratuito, ministrado em inglês, de **01 de setembro a 13 de outubro de 2020**. Aulas síncronas via Google Meet às terças, das 16h às 18h. Aulas assíncronas via Google Classroom. Total de 18h, com certificação.

Vagas e inscrições: As vagas são limitadas e condicionadas ao preenchimento e ao aceite das condições do formulário até **09 de agosto** em

<https://forms.gle/GkWqqWDiSJUKiRiXA>

Coordenação: Dra. Luciane Sturm – PPGL UPF

Informações: cleo@upf.br



PPGL
Programa de Pós-Graduação
em Letras



ATTACHMENT 2 - BEFORE-COURSE APPLICATION FORM

BEFORE-COURSE APPLICATION FORM

Participant's full name: _____

Email address: _____

Main field: _____

Experience with English as a student: _____

Experience teaching in English: _____

Gender identity:

 Male. Female. Others. Please state: _____

Do you use English on a regular basis?

 Yes. No.

How confident do you feel using English orally...

in a social setting? Not confident. - 1 2 3 4 5 - Very confident.

teaching your specialized content? Not confident. - 1 2 3 4 5 - Very confident.

presenting your research? Not confident. - 1 2 3 4 5 - Very confident.

in an educational setting? Not confident. - 1 2 3 4 5 - Very confident.

How do you consider your English level in 'speaking'?

 Native like. Advanced. Upper-intermediate. Intermediate. Elementary. Basic (beginner).

What are your reasons for taking this course?

What do you expect from this course?

Você está convidado(a) a participar do curso LANGUAGE AND CONTENT IN HIGHER EDUCATION: ENGLISH IN ACTION, parte da pesquisa intitulada: TEACHER EDUCATION FOR ENGLISH AS A MEDIUM OF INSTRUCTION IN THE INTERNATIONALIZATION-AT-HOME PROCESS IN HIGHER EDUCATION, integrante do Projeto INTERNACIONALIZAÇÃO NO ENSINO SUPERIOR: DIMENSÕES, DESAFIOS E PERSPECTIVAS, parecer CAAE 4.050.848, de responsabilidade da pesquisadora Dra. Luciane Sturm e equipe – professores colaboradores e bolsistas do Programa de Pós-Graduação em Letras e graduação UPF.

Esta pesquisa será realizada com o intuito de compreender, descrever, analisar e interpretar o processo de internacionalização na UPF, buscando contribuir para a construção de políticas, abordagens e metodologias que qualifiquem o processo e a instituição.

Você participará do curso LANGUAGE AND CONTENT IN HIGHER EDUCATION: ENGLISH IN ACTION, que se realizará de 01/09/20 a 13/10/20, no total de 18 horas, sendo que esse processo de desenvolvimento e todas as suas etapas e atividades constituirão os dados deste estudo, que serão descritos, sistematizados e analisados para interpretação. Assim, ao realizar o curso, você autoriza a pesquisadora a utilizar os dados gerados por eles escritos ou gravados em áudio e/ou vídeo.

Sua participação neste estudo contribuirá para a qualificação do processo de internacionalização da UPF, não acarretando em nenhum prejuízo para sua formação ou integridade mental ou física. Você tem a garantia de receber esclarecimentos sobre qualquer dúvida relacionada à pesquisa e poderá ter acesso aos seus dados em qualquer etapa do estudo.

A sua participação nesta pesquisa não é obrigatória e, caso sinta-se incomodado/a ou contrariado/a, pode desistir de participar a qualquer momento. Caso se sinta desconfortável e deseje interromper sua participação na pesquisa e necessite conversar sobre isso, temos um grupo de atendimento especializado à sua disposição.

Todo o material extra, necessário para essas aulas é de responsabilidade das pesquisadoras e sua equipe. As aulas nesse período poderão ser gravadas em áudio/vídeo. É provável que sua voz ou você apareça em alguma gravação. Contudo, esses dados serão utilizados apenas para o estudo. No caso de alguma cena suscitar interesse de divulgação do projeto, será solicitada uma autorização especial. Os resultados da pesquisa serão divulgados por meio de artigos científicos e apresentação dos resultados em eventos da área. Garantimos o sigilo e a confidencialidade quanto aos seus dados pessoais, portanto, nenhum nome será mencionado em qualquer registro do estudo.

Caso você tenha dúvidas sobre o projeto, e caso se considere prejudicado(a) na sua dignidade e autonomia, você pode entrar em contato com a pesquisadora Dra. Luciane Sturm, celular 54999742153, com a pesquisadora Esp. Cleonice Pletsch, celular 54991143168, com o PPGL UPF, ou também pode consultar o Comitê de Ética em Pesquisa da UPF, pelo telefone (54) 3316-8157, no horário das 08h às 12h e das 13h30min às 17h30min, de segunda a sexta-feira.

Se você concorda em participar da pesquisa como consta nas explicações e orientações acima, dê seu aceite no final deste formulário e submeta sua inscrição no curso. Seguem as assinaturas das pesquisadoras responsáveis.

TERM OF AGREEMENT/TERMO DE CONSENTIMENTO

Participant's statement/ Declaração do(a) participante:

Eu tenho consciência que este curso está relacionado a um projeto de pesquisa e que a minha participação implica na geração de dados a serem analisados nessa pesquisa, mantendo minha identidade preservada. Estou ciente dos objetivos do curso que demandam minha participação no cumprimento de tarefas interativas, que serão conduzidas via Google Meet e Google Classroom. Com isso, autorizo a gravação dos encontros síncronos, bem como a utilização dos dados gerados, sabendo que o foco deste estudo é na metodologia proposta e não nos participantes em si. No momento em que submeto esta inscrição, estou de acordo com todas as informações e procedimentos especificados neste formulário.

() I agree./Eu concordo.

ATTACHMENT 3 - GUIDE FOR INITIAL ORAL INTRODUCTION DRAFT (FOR PARTICIPANTS' USE)

Use the topics below to write a quick draft for a short oral introduction:

- o Name
- o Where I'm from
- o Specific field
- o How long I have been teaching
- o The reason why I'm here
- o My interests (not only field-related)
- o Any interesting aspect you would like to share

ATTACHMENT 4 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL INTRODUCTION (FOR RESEARCHER'S USE)

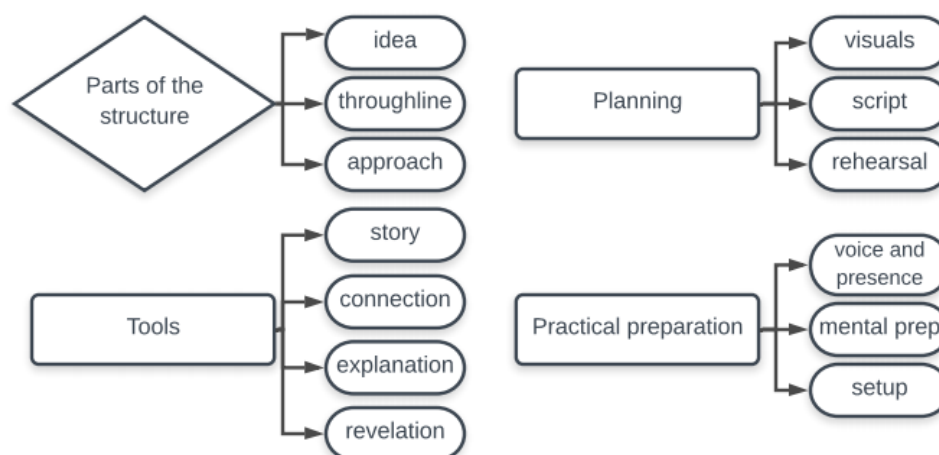
INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL INTRODUCTION					
Participant's name: _____					
ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds				
Fluency	Speech strategies, speed, pauses				
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy				
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures				

ATTACHMENT 5 - PARTS OF A TALK ACTIVITY (FOR PARTICIPANTS' USE)

a) Watch the talk by [Brené Brown: The power of vulnerability | TED Talk](#).

b) Parts of a talk:

First of all, it is necessary to say there is no recipe to develop a great talk, but there are some possible tools and a basic structure that may help. The *tools* correspond to the possible *approach* to perform the *structure*; The *planning* is the preparation to execute the *structure* by using the *tools*; The *practical preparation* is what is done before going on stage or looking at the camera. Observe:



Adapted from Anderson (2016)

Let's use the talk you just saw as an example to find out the parts and the approach chosen.
The power of vulnerability by Brené Brown

Idea - content, central message, how to do something, a human insight.

Throughline - the theme that ties together the narrative to convey your credibility, something new or unexpected.

Humor - here represented as an anecdote.

Storytelling - her personal journey, which shows vulnerability.

Connection - the combination of those aspects to teach how to (and not to) include vulnerability to a talk.

According to Brown's talk, organize the sentences and phrases below in the chart. Which one corresponds to each topic?

- Vulnerability is something to be treasured, not hidden from.
- Humor* in form of an anecdote; *Storytelling* through a narrative. *Connection* by showing vulnerability and the other aspects.
- How to show vulnerability.

IDEA	THROUGHLINE	APPROACH (a mix and match of tools)

ATTACHMENT 6 - MEETING 1 FEEDBACK (FOR PARTICIPANTS' USE)

Meeting 1 feedback:

- The class objective was to perform an initial oral presentation and to recognize parts of a talk. How useful do you think this meeting was to achieve that goal?
Not at all useful. - 1 2 3 4 5 - Very useful.
- How could meeting 1 be better? What did you like about it?

ATTACHMENT 7 - LISTENING WORKSHEET ON ACCENTS (FOR PARTICIPANTS' USE)

Listen once and tick according to what you think. Is the speaker native or non-native?

TED number (in sequence)	Native	Non-native
1.		
2.		
3.		
4.		
5.		
6.		

Listen again and tick their nationalities.						
TED number (in sequence)	Hong Konger	British	Indian	Nigerian	Pakistani	Brazilian
1.						
2.						
3.						
4.						
5.						
6.						

Listen for the last time and tick the themes according to each talk number.						
TED number (in sequence)	company rules	cultural voice	accents	letter- writing	decision- making	autism
1.						
2.						
3.						
4.						
5.						
6.						

ATTACHMENT 8 - ENGLISH AS A LINGUA FRANCA WORKSHEET (FOR PARTICIPANTS' USE)

In around two minutes, take notes of keywords about the following questions:

1. Would you say TED speakers speak the ideal English?
2. Is it important to consider accents when teaching? Why? To what extent?
3. Do you think we are likely to fall into the misconception or even stereotypes of the ideal English based on accents? For example: you consider a person to be more intelligent because he/she has a native accent when speaking English, or the opposite, a person who has a heavy accent from his/her native language is not taken seriously when it comes to his/her knowledge.

ATTACHMENT 9 - MEETING 2 FEEDBACK (FOR PARTICIPANTS' USE)

Meeting 2 feedback:

- The class objective was to be aware and think critically on the use of the English Language by different people(s) and cultures around the world. How useful do you think this meeting was to achieve that goal?
Not at all useful. - 1 2 3 4 5 - Very useful.
- How could meeting 2 be better? What did you like about it?

ATTACHMENT 10 - GOOGLE FORMS HOMEWORK: GLOBAL CITIZENSHIP AND ELF (FOR PARTICIPANTS' USE)

HOMework
GLOBAL CITIZENSHIP AND ENGLISH AS A LINGUA FRANCA

1. Watch the video by UNESCO <https://www.youtube.com/watch?v=XVSgbU6WVSk&t=2s>.
2. Do you think the people in the video are native speakers of English?
() Yes.
() No.
3. According to what was said about global citizenship in the video, which empirical definition below is not appropriate and was not present in their conceptions?
() A global citizen is someone who is part of a bigger scenery, a bigger world and is aware of that.
() A global citizen is a person who realizes we live in an interconnected and interdependent world.
() A global citizen is someone who may not fully accept diversity but is a cosmopolitan and respects different cultures.
() A global citizen is someone who is socially engaged, respects himself/herself as a human being, and also respects others.
4. After having thought about English as a Lingua Franca, can you relate that perspective of language to global citizenship?
() Yes.
() No.
5. What are the possible relations of both?
6. As an educator, do you see yourself playing the role of a global citizen and encouraging your students to do so? How?
7. How can English as a Lingua Franca help in that process?

ATTACHMENT 11 - FIGURING OUT YOUR THROUGHLINE WORKSHEET (FOR PARTICIPANTS' USE)

FIGURING OUT YOUR THROUGHLINE

A throughline is the connecting theme that ties together each narrative element. It is one or two complete declarative sentences that express the core idea (ANDERSON, 2016).

How to figure out your throughline?

- Find out as much as you can about the audience: who they are; how knowledgeable they are; what expectations they have; what they care about.
- Don't have a large number of concepts connected through your throughline for two reasons: limited time and excess of information. You risk under explaining if you over stuff the amount of concepts.
- Keep in mind what really matters, like the question you are trying to answer, or the problem you are trying to solve, the experience you are trying to share.
- Work on each point with real examples, stories, facts. The ideas will be built in someone else's mind through that, and will be connected in the throughline.
- Try encapsulating your throughline in no more than 15 words intended to persuade and work as an anchoring thesis.
- Talking about something you love helps.

(ANDERSON, 2016)

Some examples are:

More choice actually makes us less happy;

Vulnerability is something to be treasured, not hidden from;

Education's potential is transformed if you focus on the amazing and hilarious creativity of kids;

Let's bring a quiet revolution - a world redesigned for introverts;

A history of the universe in 18 minutes shows a path from chaos to order.

(Examples from real talks, provided by Anderson, 2016)

- Keeping in mind the throughline is a tool, not a title, use the notes with your ideas (that were previously written last meeting) to work on your throughline.

ATTACHMENT 12 - REFINING THE DRAFT THROUGHLINE WORKSHEET (FOR PARTICIPANTS' USE)

REFINING THE DRAFT THROUGHLINE

Check (✓) the throughline and cross (X) the title:

- () Curiosity is contagious.
- () Developing a practice of curiosity-fueled learning helped me become a better teacher.
- () Giving students zeroes on their homework is unethical. Here's why...
- () Grades are unethical.
- () Bilingualism is better.
- () Being bilingual is a lifestyle and responsibility that shapes your identity.
- () How a Disney song helped me change a bad habit.
- () Disney made me better.
- () Lifelong learning took on a whole new meaning after becoming a parent of a child with autism.
- () What I've learned as a parent of a child with autism.

(Examples provided by Anderson, 2016)

The TED Talks author gives examples of how a throughline can evolve. See the throughline evolution:

- **Original draft** - Turtles hold the key to the future of education.
- **After first checkpoint** (tool, not title) - If we want to understand the future of education, we should look to turtles.
- **After second checkpoint** (conveys credibility) - Raising turtles and video education have more in common than you think.
- **After third checkpoint** (adds unexpectedness) - If you want to understand the value of video education, try raising turtles.

Going over your throughline:

Go back to your throughline, make necessary adjustments if you feel like needed, share it with three people and get three similar responses that are both accurate and precise of what they expect your talk to be about. Remember your throughline should:

- Allude to or explicitly indicate your expertise on the topic.
- Indicate the surprising, new or unexpected idea you aim to present.
- Help you easily/naturally identify what belongs in your talk and what does not.

(ANDERSON, 2016)

ATTACHMENT 13 - MEETING 3 FEEDBACK (FOR PARTICIPANTS' USE)

Meeting 3 feedback:

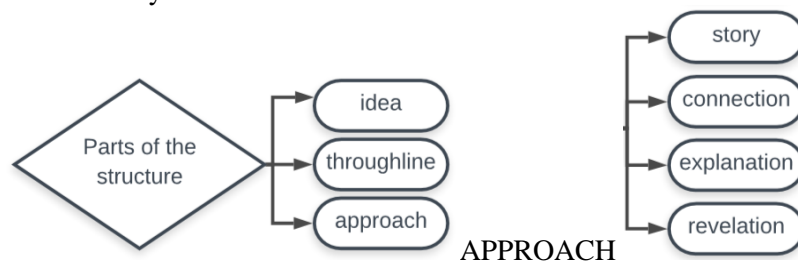
- The class objective was to define the *idea* and *throughline* of your talk. How useful do you think this meeting was to achieve that goal?
Not at all useful. - 1 2 3 4 5 - Very useful.
- How could meeting 3 be better? What did you like about it?

ATTACHMENT 14 - DEFINING THE APPROACH WORKSHEET (FOR PARTICIPANTS' USE)

DEFINING THE APPROACH

This worksheet is intended to help you write your script. Study the topics and work on them taking notes. You may want to have a full script or a general outline.

Your *approach* is the tools you use to give life to your talk. They must be decided according to the needs of your contents/ideas, and maybe not every tool will be incorporated to your talk in this occasion. Think of the tools your talk would benefit from.



Story - Link together critical moments so that someone else can attribute meaning to them. The story needs to mean something. Think how it can enhance the understanding of your throughline and idea.

Connection - Build a human trust bond by disarming mechanisms of protection in your audience, that is:

1. Make eye contact.
2. Show authentic vulnerability - not oversharing, otherwise people will feel manipulated. It has to be done in service of the talk.
3. Make them laugh - but not too much. Maybe this social gift is not recommended to all speakers. If it's your case, find one funny short story to trigger the rest of your talk.
4. Park your ego - the only exception not to be yourself is if you are arrogant, then you should try to be someone else.
5. Tell a story - to contextualize and raise interest, empathy, emotion, intrigue. They normally appear in the beginning or middle of a talk.

Explanation - Use already understood language backed up with metaphors and examples to express complex ideas with clarity.

1. Spark curiosity - an intrigued mind opens up for new ideas.
2. Then present the first concept, add some humor to examples, get to another new concept and use it as building block with metaphors of things the audience already knows. The examples make the metaphors clear.
3. When you reach a knowledge gap in a core new concept, you are taken to a place you didn't expect and your mind wants to fill that gap in order to understand.
4. Proceed adding more curiosity before filling that gap with the explanation of your key concept.
5. Ask and answer your own questions to make concepts clear.
6. Build the main concept on other concepts and deliver it piece by piece, with metaphors to guide and to build as a whole.
7. Give examples to prove your point.

Revelation - You can reveal your idea in different engaging ways:

1. Wonder walk - based on the revelation of succession of images or wonder moments.
2. A demo - amaze and create a sense of possibility.
3. A vision of the future - vivid and compelling to the audience to make it their own.

This approach may fit better in talks that present findings, discoveries, or that show an experiment.

(ANDERSON, 2016)

Discuss the options with a partner and decide which approach(es) feel(s) best for you and your talk.

ATTACHMENT 15 - OVERVIEW CHART (FOR PARTICIPANTS' USE)

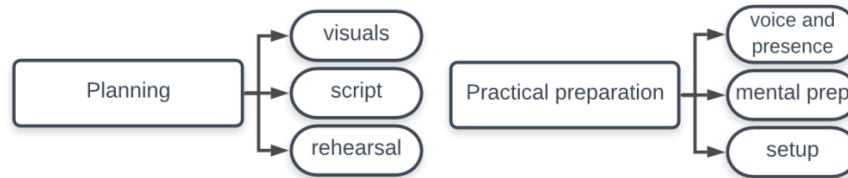
Use this chart to organize an overview of your talk. Remember the approach allows your idea to work most efficiently and authentically.

IDEA	THROUGHLINE	APPROACH (a mix and match of tools)

ATTACHMENT 16 - PLANNING AND PRACTICAL PREPARATION WORKSHEET (FOR RESEARCHER'S USE)

PLANNING AND PRACTICAL PREPARATION

The two last parts of the structure are:



Visuals - It's up to you to consider if you want visuals for the talk, they are there to share things your mouth can't do well, like instant aids to explain what would take hours otherwise. But having no slides is better than having bad slides. They are enhancers, not distractors. In general: set the context, prime the audience and show visuals.

1. Full screen, minimal adornment.
2. Words and images work together - show and tell.
3. Don't use slides with immense complexity. One slide, one single core idea.
4. Design where attention is going. Highlight what you want in the slide. Separate images for different highlights.
5. Separate bullet points in different slides, reduce phrases, add an image to each short phrase, or delete them all, but don't put everything together.
6. Instead of a sentence giving a concept, add an interesting question and give the information orally. Tease curiosity and make your words more interesting.

Script - Write out the talk in full, as a script, to memorize, read (or a combination of the two), or have a clearly worked out structure, and speak in the moment to each of our points.

Rehearsal - You can practice sharing your ideas with someone you feel comfortable with. Ask that person specific questions and see if you are reaching your goals. Also, record yourself speaking spontaneously on each topic and work on weak points (see the *setup* topic).

Voice and presence - They have the power to turn information into inspiration, and inspiration rushes an idea into the mind's attention. So, speak with meaning! Add nuances to your tone of voice to convey curiosity and astonishment. How?

1. volume
2. pitch
3. pace
4. timber
5. tone
6. prosody

Put in simpler words: add variety into the way you speak, based in the meaning you're trying to convey. Don't use the same vocal pattern. Find the most important words that carry the most significance and underline them (2 or 3 in each sentence). 1 word in each paragraph is to be underlined twice. Attention to question marks. Associate emotions with each passage of your talk, use your hands and arms, feel relaxed.

Mental preparation - Be comfortable, it's about style and authenticity, and everyone is different. Focus on the message to be delivered and have a backup plan if you're worried.

Setup - Being vulnerable but, at the same time, natural inspires confidence from the audience. No huge lecterns hiding most of your body when on a stage is a rule. Then, plan your notes. You may prefer:

1. **A comfort backup** - notes (just in case) and some water at a distance.
2. **Slides as guides** - if they are elegant and well-transitioned (even accompanied of a card note).
3. **Hand-held note cards** - in order, on a ring clip.
4. **A smartphone or tablet** - only as a comfort backup, not to be used regularly.
5. **Confidence monitors** - only if you are a natural performer.
6. **A teleprompter/autocue** - again, if you are a natural performer.

7. **An unobtrusive lectern** - just don't fake it, and be natural using it. Also, keep eye contact to the audience.

(ANDERSON, 2016)

Human skills conveyed by voice and presence:

Which of these qualities already come naturally to you when you're speaking to a camera or crowd (✓)? And which, with a little practice, could feel more natural (-)?

- () connection
- () engagement
- () curiosity
- () understanding
- () empathy
- () excitement
- () conviction
- () action

ATTACHMENT 17 - RECORDING SCHEDULE (FOR RESEARCHER'S USE)

TALK RECORDING SCHEDULE		
Set a time and date to record your video at UPF Online:		
PARTICIPANT	TIME	DATE
Participant's 1 name		
Participant's 2 name		
Participant's 3 name		
Participant's 4 name		
Participant's 5 name		
Participant's 6 name		
Participant's 7 name		
Participant's 8 name		
Participant's 9 name		
Participant's 10 name		

ATTACHMENT 18 - MEETING 4 FEEDBACK (FOR PARTICIPANTS' USE)

Meeting 4 feedback:

- The class objective was to wrap up the *planning* by deciding its *approach* and *tools*. How useful do you think this meeting was to achieve that goal?
Not at all useful. - 1 2 3 4 5 - Very useful.
- How could meeting 4 be better? What did you like about it?

ATTACHMENT 19 - MEETING 5 FEEDBACK (FOR PARTICIPANTS' USE)

Meeting 5 feedback:

- The class objective was to record the video by using the strategies and procedures learned in the previous meetings. How useful do you think this meeting was to achieve that goal?
Not at all useful. - 1 2 3 4 5 - Very useful.
- How could meeting 5 be better? What did you like about it?

ATTACHMENT 20 - FINAL COURSE EVALUATION SURVEY (FOR PARTICIPANTS' USE)

FINAL COURSE EVALUATION SURVEY

This survey should take around ten minutes. Your responses will remain anonymous.

1. What were your reasons for attending this course?

2. To what extent did this course meet your expectations?

It didn't meet my expectations. - 1 2 3 4 5 - It surpassed my expectations.

3. How do you rate the course content and materials?

Disappointing. - 1 2 3 4 5 - Excellent.

4. How familiar were you with TED Talks before attending this course?

I had never heard of it.
I had heard of it but not used it.
I used it occasionally.
I was already a regular user.

5. How likely are you to use the principles presented in this course to plan your classes?

Very likely
Likely
Not sure
Unlikely
Very unlikely

6. What did you like about planning an oral exposition genre?

7. Is there anything that could be improved when planning oral expositions that was not mentioned in the course?

8. How useful was recording your oral exposition?

Not useful at all. - 1 2 3 4 5 - Very useful.

9. How clear was the course leader?

Very unclear. - 1 2 3 4 5 - Very clear.

Comments:

10. How motivating was the course leader?

Not motivating at all. - 1 2 3 4 5 - Very motivating.

Comments:

11. The total time of meetings was:

Just right
Not enough
Too much

12. Were there any parts of the course that went too fast or too slow? If so, please specify.

13. What did you like about the course?

14. What could be improved?

15. How confident do you feel about your oral English skills after this course?

16. Would you like to add any further comments?

Thank you very much for your time.

ATTACHMENT 21 - ATTENDANCE AND TASK COMPLETION TABLE (FOR RESEARCHER'S USE)

	September 1st	September 8th	September 15th	September 22nd	September 29th	October 6th	October 27th*
Participant	Introductory meeting	Class 1 - Introduction and Presentation of the situation	Class 2 - Breaking down the OEG (module 1)	Class 3 - Breaking down the oral exposition (module 2)	Class 4 - Breaking down the oral exposition (module 3)	Class 5 - <u>Final production</u> – only asynchronously	Class 6 - <u>Final meeting</u> - Social circulation of the genre







P1 - Professor	OK	OK	OK	-	OK	OK	OK
P2 - Master's student	OK	OK	OK	OK	-	-	-
P3 – Doctorate student	OK	OK	OK	OK	OK	-	-
P4 – Doctorate student	-	-	dropped out				
P5 - Doctorate student	OK	OK	OK	OK	OK	OK	-
P6 – Professor	OK	OK	OK	-	-	-	-
P7 - Doctorate student	OK	OK	OK	OK	OK	-	-
P8 – Professor	-	OK	-	-	-	-	-
P9 - Doctorate student	-	-	OK	OK	-	-	-
P10 - Master's student	OK	OK	-	-	-	-	-
P11 - Doctorate student	-	-	dropped out				

P12 - Master's student	OK	OK	OK	OK	OK	-	-
P13 – Professor	OK	OK	dropped out				
P14 – Professor	dropped out						
P15 - Master's student	OK	OK	OK	OK	OK	OK	OK
P16 - Doctorate student	OK	OK	OK	OK	OK	-	-
P17 – Professor	OK	OK	OK	-	OK	OK	-
P18 – Professor	OK	OK	-	OK	dropped out		
P19 – Professor	OK	OK	OK	OK	OK	OK	OK
P20 – Professor	OK	OK	OK	OK	OK	OK	-
P21 - Master's student	OK	OK	OK	OK	OK	OK	OK

P22 – Professor	_____ dropped out _____					
P23 – Professor	OK	OK	_____ dropped out _____			
P24 – Professor	OK	OK	-	-	-	-
P25 – Professor	OK	_____ dropped out _____				

ATTACHMENT 22 - GOOGLE CLASSROOM OVERVIEW


CLASS 1 - Introduction and Presentation of th... ⋮


 BEFORE CLASS 1 TASK	Data de entrega: 8 de set. de ...	⋮
 Introduction video	Última edição: 5 de out. de 2...	⋮
 Guideline for initial oral introduction draft	Item postado em 8 de set. de...	⋮
 Parts of a talk	Item postado em 8 de set. de...	⋮
 Homework - identifying your ideas	Item postado em 8 de set. de...	⋮
 Meeting 1 feedback	Item postado em 8 de set. de...	⋮

CLASS 2 - Breaking down the OEG (module 1) ⋮

 Listening activities 🗨️ 2 Item postado em 15 de set. d... ⋮

 English as a Lingua Franca Item postado em 15 de set. d... ⋮

 Homework (part II)- selecting and prioritizi... Item postado em 15 de set. d... ⋮

 Global citizenship and English as a Lingua Fr... Item postado em 15 de set. d... ⋮

 Meeting 2 feedback Item postado em 15 de set. d... ⋮

CLASS 3 - Breaking down the oral exposition (... ⋮

 Figuring out your throughline Item postado em 22 de set. d... ⋮

 Throughline evolution Item postado em 22 de set. d... ⋮

 Throughline or title? Última edição: 22 de set. de ... ⋮


 Going over your throughline Item postado em 22 de set. d... ⋮


 Meeting 3 feedback Item postado em 22 de set. d... ⋮

CLASS 4 - Breaking down the oral exposition (... ⋮

 Defining your approach Item postado em 29 de set. d... ⋮

 Rehearsal Item postado em 29 de set. d... ⋮

 Meeting 4 closure Item postado em 29 de set. d... ⋮

 Meeting 4 feedback Item postado em 29 de set. d... ⋮

CLASS 5 - Final production



Final script

Última edição: 10 de out. de ...



Meeting 5 feedback

Item postado em 8 de out. d...

CLASS 6 - Social circulation of the genre



Final version of the video

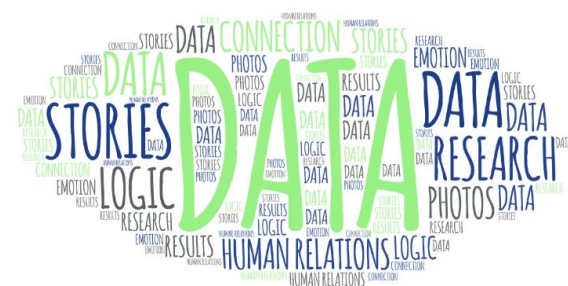
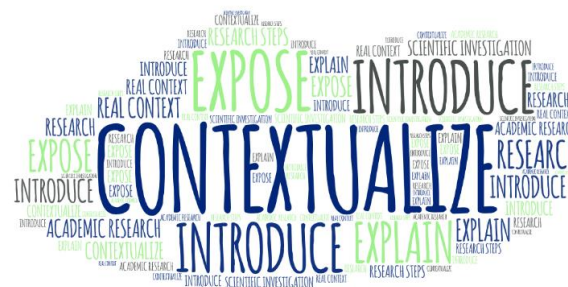
Data de entrega: 27 de out. d...



Final course evaluation survey

Item postado em 9 de dez. d...

ATTACHMENT 23 - WORD CLOUDS

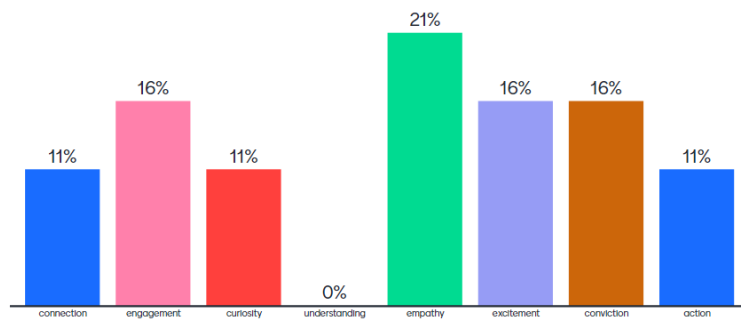




ATTACHMENT 24 - MENTIMETER

Go to www.menti.com and use the code 46 24 37 0

Which of these qualities come naturally to you when you're speaking to a camera or crowd?

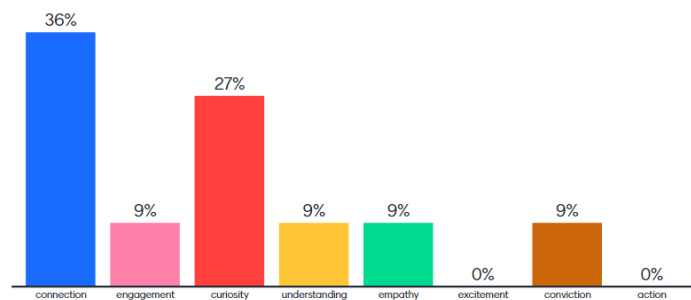


Press S to show image



Go to www.menti.com and use the code 46 24 37 0

And which, with a little practice, could feel more natural?

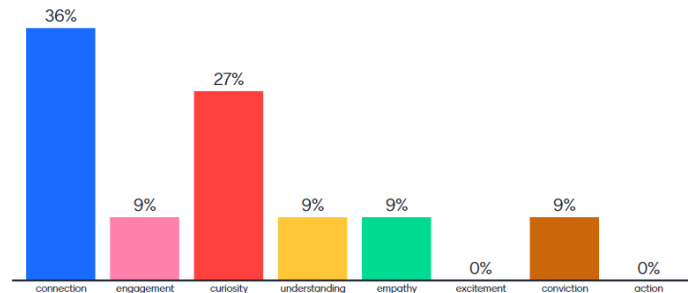


Press S to show image



Go to www.menti.com and use the code 46 24 37 0

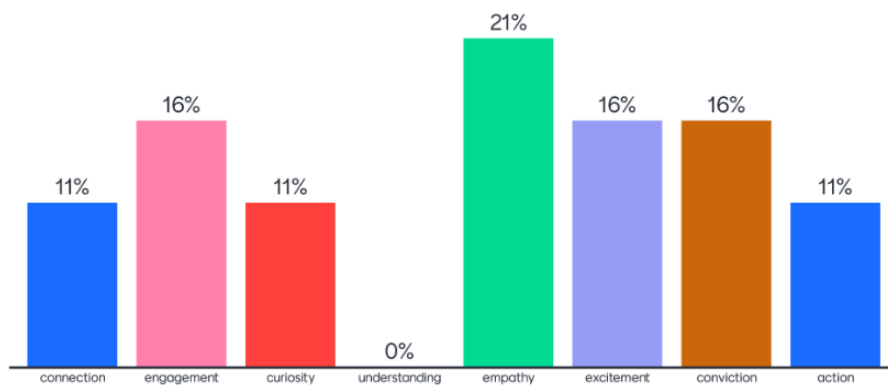
And which, with a little practice, could feel more natural?



Press S to show image



Which of these qualities come naturally to you when you're speaking to a camera or crowd?



ATTACHMENT 25 - EVOLUTION OF ANSWERS IN THREE ATTEMPTS (MATCH)

116	██████████ P1		
117			
118	Question	Answer	Correct
119	How to show vulnerability.	APPROACH	✗
120	Vulnerability is something to be treasured, not hidden from.	IDEA	✗
121	Humor in form of an anecdote; Storytelling through a narrative. Connection by showing vulnerability and the other aspects.	THROUGHLINE	✗
164	██████████ P1		
165			
166	Question	Answer	Correct
167	How to show vulnerability.	APPROACH	✗
168	Vulnerability is something to be treasured, not hidden from.	THROUGHLINE	✓
169	Humor in form of an anecdote; Storytelling through a narrative. Connection by showing vulnerability and the other aspects.	IDEA	✗
188	██████████ P1		
189			
190	Question	Answer	Correct
191	How to show vulnerability.	IDEA	✓
192	Vulnerability is something to be treasured, not hidden from.	THROUGHLINE	✓
193	Humor in form of an anecdote; Storytelling through a narrative. Connection by showing vulnerability and the other aspects.	APPROACH	✓

ATTACHMENT 26 - EVOLUTION OF ANSWERS IN TWO ATTEMPTS (LISTENING)

26	PS		
27			
28	Question	Answer	Correct
29	accents	six	✗
30	letter-writing	two	✓
31	decision-making	three	✓
32	company rules	four	✓
33	autism	five	✓
34	cultural voice	one	✗
59	PS		
60			
61	Question	Answer	Correct
62	accents	one	✓
63	letter-writing	two	✓
64	decision-making	three	✓
65	company rules	four	✓
66	autism	five	✓
67	cultural voice	six	✓

ATTACHMENT 27 - EVOLUTION OF ANSWERS IN TWO ATTEMPTS (LISTENING)

4	P17		
5			
6	Question	Answer	Correct
7	accents	one	✓
8	letter-writing	four	✗
9	decision-making	three	✓
10	company rules	six	✗
11	autism	five	✓
12	cultural voice	two	✗
13			
14	P17		
15			
16			
17	Question	Answer	Correct
18	accents	one	✓
19	letter-writing	four	✗
20	decision-making	three	✓
21	company rules	six	✗
22	autism	five	✓
23	cultural voice	two	✗

ATTACHMENT 28 - JAMBOARD CONTRIBUTIONS ON LANGUAGE VIEWS

1. Would you say TED speakers speak the ideal English?

First of all, what is ideal English?

There is a ideal English? I think the most important is to be understandable.

understandable

Not an ideal English. Also because there is not such thing as the pure language actually...

Clear

Not perfect but easy to understand

They can make themselves understood, so it's an ideal English

Well, we could understand all of them... the central message was passed

Usually, they know how and what to say...

It's complicate to affirm what is the ideal English. They could transmitted their mensege. So, they didn't spoke a ideal English, but they could to be understood.

Know how to communicate an idea.

No need to be grammatically correct.

by using common english word.

No, but they can communicate their ideas

Brazilians don't speak perfect Portuguese kkkkkkkkk

2. Is it important to consider accents when teaching? Why? To what extent?

Of course!! The world is made of diversiy.

Communication is more important than a perfect accent

Yes, because an accent is a manner of communication

I think its important.....clear communication

If I teach, maybe I won't be teaching for just one nationality. So it is important to respect other cultures and spread different types of Spoken English.

Perhaps... recognize accents may be importare to prepare the students for the different contexts that they may face

No, as long as it does not affect the communication

The accents can contribute to create an social hierarchy. Therefore some accents will be judge as chic or sexy and others as "colono". Clear speak is important, but accent is also cultural identity.

Clear and motivated communication

i think inspirational communication is the most important

Accent is not important

Perhaps... recognize accents may be important to prepare the students for the different contexts that they may face

The accent is the swing of the voice. It is beautiful and it is important to learn about diversity.

If think the accent is important and we need to have in mind that this is part of our culture. However, the accent can't be a barrier to understand the message.

There is not just British and American English. We are plural.

3. Do you think we are likely to fall into the misconception or even stereotypes of the ideal English based on accents?

Yes, because it can make communication more difficult

Most of people are likely to do that, of course. But it's always time to deconstruct this idea.

yes, the ones that speaking with native accent I think they are more intelligent and know more the language

Natives know more about English Language than non-natives, but not necessarily they know more about other specific topics.

Depends of the situation, if you have a heavy accent I believe that can contribute to no take seriously.

the native accent is not a factor in considering an intelligent person, of course the native accent is more difficult to a non-native

In my knowledge area the most important researcher has a heavy accent and his credibility is the same. When a "gringo" comes to our country we understand that his portuguese is not perfect, even so we are afraid to speak abroad.

For example: you consider a person to be more intelligent because they have a native accent when speaking English.

At the same time, a person who has a heavy accent from their native language is not taken seriously when it comes to their knowledge.

Depends on the native language. If its french or german may be considered intelectual. If Spanish, handworker...

I used to think that the more the native accent the more the knowledge on English... however, nowadays I realize that some people mantain their non English accent... like the president for WHO for example

No, I don't. Because when I hear speakers with accents, some times I can undertand better than natives...kkk

ATTACHMENT 29 - JAMBOARD CONTRIBUTIONS ON THROUGHLINE

A throughline is...

Is a connecting theme, plot, or characteristic in a film, television series, book, etc. A theme or idea that runs from the beginning to the end of a book, film, etc

to connect ideas....

consistent element or theme shared by items in a series or by parts of a whole

a plot

a way to explain one ir more complex ideas

some sort of guideline or idea that keeps returning at a narrative... like a "lied" or a musical phrase that keeps comig back at a symphonie...


a sequence of ideas

contents conected by something

a common or consistent element or theme shared by items in a series or by parts of a whole

to connect themes

the pathway for the ideas



ATTACHMENT 30 - JAMBOARD CONTRIBUTIONS ON APPROACH

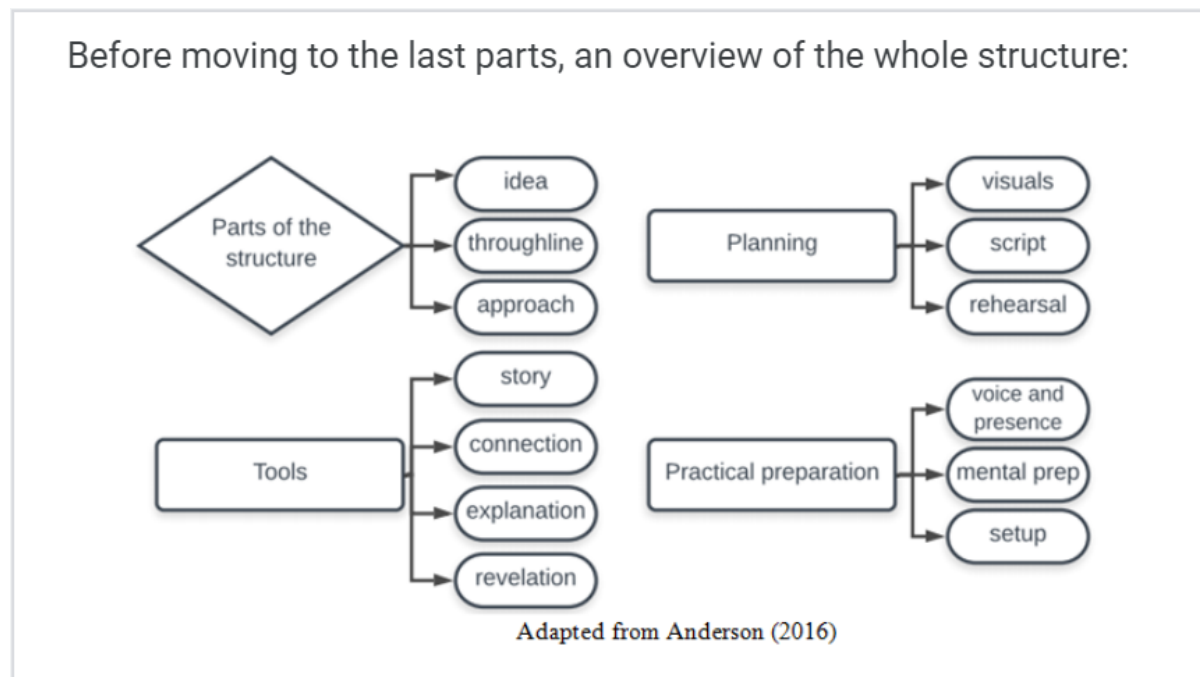
Let's break down the approach steps:



Let's break down the approach steps:

Story - Link together critical moments so that someone else can attribute meaning to them. The story needs to mean something. Think how it can enhance the understanding of your throughline and idea.

ATTACHMENT 31 - GENERAL VIEW OF THE TED TALKS STRUCTURE



ATTACHMENT 32 - CLASS 4 CLOSURE (TODAY I LEARNED THAT...)

Meeting 4 closure
Today I learned that...

Anônimo 4M: What is the delivery date of the video?
★★★★★ (1) 1

Anônimo 4M: Sorry! Have to go...
★ (1) 2

Cleoneice Pletsch 4M: The final Meet class is the deadline for the video: Oct 20th (due to the holiday), at 4pm. Before that you can schedule private guidance for any help in your script! Also, keep an eye in Google Classroom for feedback and interaction through comments! Also, the video must be about 20 minutes long.
☆ AVALIAR 0

Anônimo 4M: Today I learned that the approach is the tool that help the idea works
-Janaina M
★★★★★ (1) 0

Anônimo 4M: I have a question
Can I use slides to support my talk?
★★★★★ (1) 1

Cleoneice Pletsch 3M: [KEEP CALM AND GO TO GOOGLE CLASSROOM poster]
☆ AVALIAR 0

Marcia Borba 4M: Today I learned that we have different tools to share our ideas with the audience
★★★★★ (1) 0

Anônimo 4M: Today I learned the different tools to development my TED lecture
Cristiane
★★★★★ (1) 0

Anônimo 4M: Today I learned by Karine Demartini
Today I learned about aproach, and how it can be used like a tool to support my idea.

ATTACHMENT 33 - INDIVIDUAL OBSERVATION CHECKLISTS (FOR RESEARCHER'S USE)

P1 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL INITIAL PRODUCTION					
ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		

Fluency	Speech strategies, speed, pauses			X	
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy	X			5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures	X			1LDC

P1 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL FINAL PRODUCTION

ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		
Fluency	Speech strategies, speed, pauses			X	
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy		X		5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures	X			1LDC

P5 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL INITIAL PRODUCTION

ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		hesitating
Fluency	Speech strategies, speed, pauses			X	
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy		X		5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures		X		1LDC

P5 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL FINAL PRODUCTION

ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		less hesitating
Fluency	Speech strategies, speed, pauses			X	
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy			X	5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures		X		1LDC

P15 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL INITIAL PRODUCTION					
ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		
Fluency	Speech strategies, speed, pauses	X			hesitating and nervous
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy	X			5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures	X			1LDC

P15 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL FINAL PRODUCTION					
ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		
Fluency	Speech strategies, speed, pauses		X		
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy		X		5LDC

Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures		X		1LDC
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P17 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL INITIAL PRODUCTION					
ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		
Fluency	Speech strategies, speed, pauses		X		hesitating
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy		X		5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures		X		1LDC

P17 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL FINAL PRODUCTION					
ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		
Fluency	Speech strategies, speed, pauses		X		
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy		X		5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures		X		1LDC

P19 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL INITIAL PRODUCTION					
ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		

Fluency	Speech strategies, speed, pauses			X	
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy		X		5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures	X			1LDC

P19 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL FINAL PRODUCTION

ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		
Fluency	Speech strategies, speed, pauses			X	
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy			X	5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures		X		1LDC

P20 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL INITIAL PRODUCTION

ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		
Fluency	Speech strategies, speed, pauses			X	
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy			X	5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures			X	1LDC

P20 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL FINAL PRODUCTION

ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds			X	
Fluency	Speech strategies, speed, pauses			X	
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy			X	5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures			X	1LDC

P21 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL INITIAL PRODUCTION					
ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds		X		
Fluency	Speech strategies, speed, pauses		X		
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy			X	5LDC
Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures			X	1LDC

P21 - INDIVIDUAL OBSERVATION CHECKLIST FOR ORAL FINAL PRODUCTION					
ASPECT OBSERVED		1	2	3	COMMENTS
Pronunciation	Tone of voice, stress, pitch and specific sounds			X	
Fluency	Speech strategies, speed, pauses		X		
Vocabulary	Use of expressions/ idioms/ collocations, complex words, formality adequacy			X	5LDC

Grammar accuracy	Use of verb tenses accordingly, complex sentences, structures			X	1LDC
------------------	---	--	--	---	------