

GETTING TO KNOW THE ENGLISH COURSE (LETRAS-INGLÊS) AT UFRSA

An informative handout created by English undergraduate students



The production of this handout was supervised by professor Jeová Araújo Rosa Filho and developed in class as a pedagogical practice.

In this handout you will find the following sections:

WHAT IS THE COURSE ABOUT?

Do you know the course you are enrolled in? No? So stay with us in this section and figure it out. We will introduce you to the the main features of the course.

FACULTY PROFILE

In this section, we will introduce the professors of the English course.

RESEARCH AND EXTENSION

Research and Extension. What are they and how to participate?

In this section, we will explain everything you need to know.

TIPS FOR LEARNING ENGLISH

You want to learn English but do not know where to start? Let's see some tips for you to achieve this goal.

PRACTICUMS & TCC

In this section, you will find information about Practicum and TCC. Both are paramount for your academic life.

THE MYTH OF THE NATIVE SPEAKER

In this section, you will find a reflexion on the myth of the native speaker and how in the English course this discussion is problematized.

SPELL JR. ASSESSORIA EM LÍNGUA INGLESA

Do you know what is it to be a Speller? In this section, you will find information regarding our Junior Enterprise.

MAP OF THE CAMPUS AND STUDENT MANUAL

In this session, you will find out more about the campus facilities and have access to a student manual.



WHAT IS THE COURSE ABOUT?

by Kadja Araújo, Nadja Suyane and Tadeu Talisson.

Many people have a misconception when it comes to the course, believe me, it is quite common to think that it is a preparatory course to achieve fluency in English, but that is not how it works. So it is very important to have access to this kind of information before you set out to enter university.

Letras Inglês course aims to offer a solid education in the area of language and literature, providing opportunities for experience with teaching, research and extension, and encouraging articulation with other courses that strengthen the teaching identity. In addition, the course intends to create pedagogical opportunities that provide the development of the student's autonomy regarding decision making, problem solving, teamwork, and communication within the various areas of knowledge that make up the university education in Languages.

With this in mind, it is important to make it clear that the process is not easy, in order to go through the undergraduate process, you will need to connect with the course, have a lot of willpower, effort, courage and above all, A FIRST AID KIT! LOL! In case of emergency, do not hesitate to contact the university psychologist. Contact assuntosestudantis.caraubas@ufersa.edu.br in case you need this kind of support.

TIPS FOR LEARNING ENGLISH

by Gustavo Rocha, Henrique Felix e Jhonatan Oliveira

A lot of people do not know how to start learning English, so the first choice is to search for a paid course for these studies, what not everybody can afford to. There are other solutions for this learning problem, let's see some of them:

1- Social Media interaction

Instagram Hashtags, Twitter Trendings, TikTok Challenges, people have contact with the language but do not perceive it. The tip here is to make better use of these media and engage in communicative situations, trying to understand what is being said.

2- Apps

Many people wish to have some apps that could help them to learn English more easily and fast, actually there are some famous apps that you can use to boost your English in an easy and playful way, and for free. Some of them are:

Doulingo
Hello Talk
Cambly
+Babbel

Also, in an interactive way and at any time, so just take a look at our list and prepare to take a time of your day to learn English in a way you never expected.

3- Leisure and English

When we learn having fun, we learn better. There are many ways to do this, for example, watching movies and TV shows (with subtitles in English). Searching for song lyrics you already know, trying to sing it, re-reading books, comics that you have already read in Portuguese, are some of the things you can do to facilitate the learning.

4-English day-by-day

put English on you routine, first, try to recognize and assimilate the language near you, hear and memorize phrases for specific situations, then try to make your own sentences. Thinking out loud it's also a good way to exercise your language since you will think about you in different contexts and situations, fear of committing a mistake is normal and also the first step to learn to talk. Be curious, think about things you like and try to learn how to interact with it in English.



TCC

*By Annayla Medeiros, Davi Edson,
Edmundo Pereira, Jhenifer Lourrany
and Natália Maia.*

The End of Course Paper (Trabalho de Conclusão de Curso) consists of the construction of a monographic work, scientific article or academic memorial, defended before an examining board. It is the result of individual research on a theme from the subfields of knowledge, according to the lines of research offered by the institution.

The TCC aims to provide students with the opportunity to demonstrate the competencies and skills acquired during the course as a way of stimulating scientific production and improving the capacity for interpretation, reflection, analysis, and criticism.

The TCC is a mandatory activity in Letras/Inglês course, since it provides a final objective that directs the student's performance throughout the undergraduate course. As for the thematic areas for the development of TCCs, you can develop your research in the following areas: Linguistics, Literature and Education.

The TCC is assessed by and advisor and by a group of other professors who compose the assessment board. The oral defense of the work is public, with the day, time and place announced on the Course's bulletin board and website. The grades are assigned in a secret session at the end of the student's examination and, immediately afterwards, in a public session, the defense minutes is read, and the candidate gets to know if they were approved or not.



PRACTICUMS

*By Annayla Medeiros, Davi Edson, Edmundo Pereira, Jhenifer
Lourrany and Natália Maia.*

The Supervised Practicum is an activity that compose the English undergraduate course, allowing the curricular contextualization and the articulation between theory and practice, with a focus on the development of competences and professional skills of the student-teacher. This activity is based on the accomplishment of two essential stages for the learning of the teaching profession: the analysis of the Brazilian educational reality and the teaching practice in the Basic Education.

The Supervised Practicums must start from the fifth period, totaling 400 hours to be completed in four semesters, according to the PPC. The workload is distributed in four activities called Supervised Practicums in English – from level I to IV.

Practicums I to IV have the same workload of 100 hours.

Practicums I and II- Intend to provide the licentiate with theoretical-practical knowledge about issues related to teaching activities in Basic Education, preferably in the public school system. Both Practicums I and II must be developed in the context of final years of Elementary School;

Practicums III and IV - Follow the same rationale of the previous Practicums, but with a focus on the context of High School.

The Language/English Course Coordination is responsible for:

- Providing, to the advising professors, the number of students able to carry out the practicum activities, as well as for the registration of these students to SIGAA;
- Calling a meeting to approve the practicum work plan;

Practicums are paramount to your initial education as an English teacher. Make sure to live this experience as intensively as you can.

"Não é no silêncio que os homens se fazem, mas na palavra, no trabalho, na ação-reflexão"

-Paulo Freire



DIFFERENCES BETWEEN RESEARCH AND EXTENSION

To point out these differences, it is necessary to indicate how each one of them develops and what their objectives would be.

Research studies emerge as educational processes that have more theoretical approaches, aiming to deepen knowledge and encourage research and academic production on a specific theme, usually developed through social problems.

Extensions are educational practices that aim to bring the community closer to scientific knowledge through cultural, social, and political interventions. They have a more practical content by dealing with a diverse group of people, members of the university or not, sharing our experiences and learning in order to obtain significant contributions to our social and academic development.

LET'S TALK ABOUT RESEARCH AND EXTENSION?

*By Ana Carolina, Flora Medeiros and
Matheus Felipe*

We state in advance: research and extension are educational, social, and cultural interventions that have great importance in the education of students. Engaging in these educational interventions is a very enriching process because besides contributing to our professional training, it adds significantly to our personal development.

ENRICHMENT OPPORTUNITIES

Through contact with different lines of thought and ideas, we students at UFERSA have a vast collection of research and extension actions that help in our academic development.



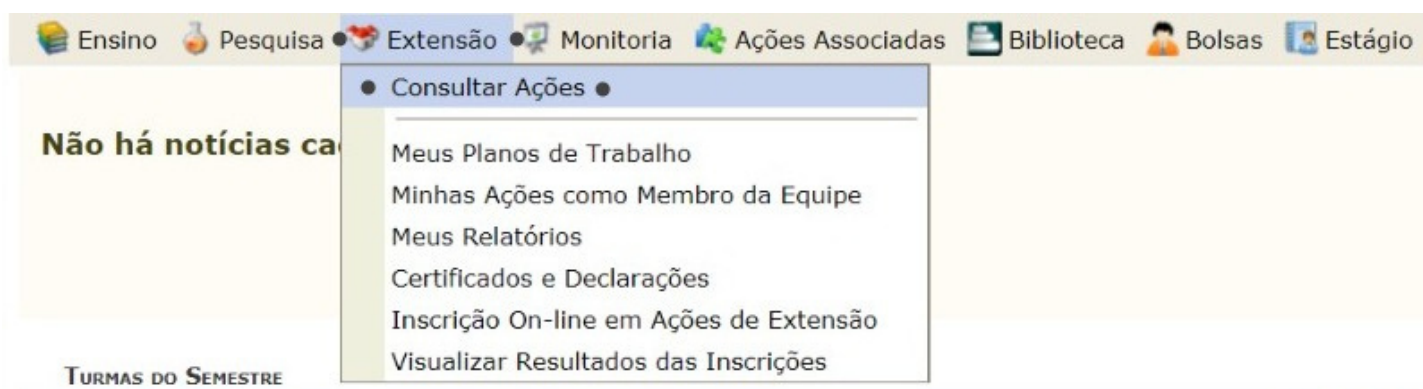
HOW CAN I PARTICIPATE?

Registration for extension and research courses takes place on SIGAA and there you will have access to several opportunities.

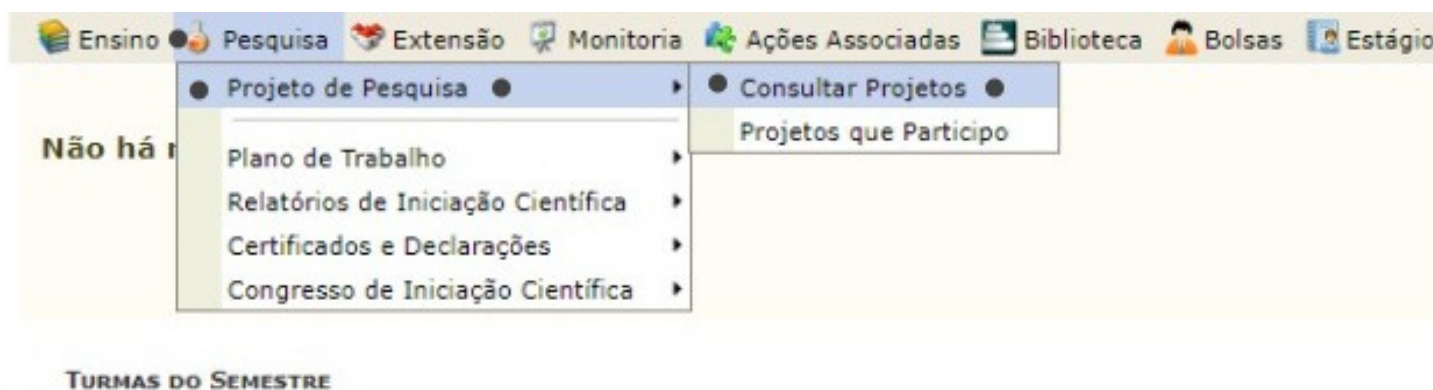
To subscribe, you should follow the instructions in these images below:



EXTENSION



RESEARCH



FACULTY PROFILE

IN THIS SECTION, WE WILL GET TO KNOW THE PROFESSORS THAT COMPOSE OUR FACULTY. THE GROUP IS MADE UP OF TEN PROFESSIONALS. CHECK OUT THEIR NAMES AND SPECIALTIES.

by Ana Beatriz, Flaviana and Gracinha.

- **Anderson Romário Souza Silva:**

Holds a masters degree in Language Sciences from State University of Rio Grande do Norte (UERN), and is currently a PhD candidate in Linguistics at the Federal University of Ceará (UFC). Anderson was also a visiting researcher at the University of Illinois at Chicago.

- **Bruno Coriolano de Almeida Costa:**

Holds a PhD in Language Studies at the English Graduate Program from the Federal University of Santa Catarina (PPGI-UFSC). He has experience in the area of Languages, with emphasis on Teaching Methodologies and the Learning of English as a Foreign/Additional Language, working mainly on the following themes: Beliefs about English Teaching and Learning, Teaching the Four Language Skills, and Teaching and Learning English Pronunciation.

- **Carlos Roberto Rodrigues Barata:**

Holds a PhD (2016) in Language Studies from the Federal University of Rio Grande do Norte (UFRN). He has experience in the area of Literature, with emphasis on Literature, working mainly on the following themes: Aesthetics, Interdisciplinarity, Literature, education and English language.

- **Diêgo Cesar Leandro:**

Holds a PhD (2021) in Language Studies from the Federal University of Rio Grande do Norte (2021). His areas of interest are Teaching English as a FL, Applied Linguistics, with an emphasis on Learning English as a Second Language (L2), Development of Orality and Writing in English as a L2, as well as Learning Mediated by Digital Technologies.

- **Eldio Pinto da Silva:**

Holds a PhD (2013) in Language Studies from the Federal University of Rio Grande do Norte (UFRN). His areas of interest surrounds Theory of Literature and Comparative Literature.

Research Group: Grupo de Pesquisa sobre Representações Sociais na Literatura

- **Jeová Araújo Rosa Filho:**

Holds a PhD (2019) in Language Studies at the English Graduate Program from the Federal University of Santa Catarina (PPGI-UFSC). He is interested in the following research areas: Critical/ Post-structuralist/ Decolonial / Transcultural Perspectives for English Language Teaching, English as a Lingua Franca, and Teacher Education.

Research Group: Pesquisa e Formação em Ensino Crítico de Línguas CRITICAL/ CNPq/UFERSA.

- **Katiene Rozy Santos do Nascimento:**

Holds a PhD (2016) in Applied Linguistics from the State University of Ceará (UECE). She has experience in Applied Linguistics, with emphasis on Phonetics and Phonology of the English Language.

Leader of the research group: Grupo de Estudos em Fonética e Fonologia GEFONE/ CNPq/UFERSA.

- **Ligia de Souza Leite Moraes:**

Holds a PhD (2017) in Language Studies from the Federal University of Rio Grande do Norte (UFRN), head of Language and Human Sciences Department of the Federal Rural University of the Semi-Arid (DLCH-UFERSA). Her areas of interest are: psycholinguistics, bilingualism, interlanguage, neurocognition and learning disorders.

Research Group: Cognição e Linguagem COGLIN/CNPq/ UFERSA.

- **Pedro Felipe Martins Pone:**

Holds a PhD (2019) in Literature from the State University of Rio Grande do Norte (UERN). Coordinator of the English Language Course. He has experience in the field of Literature, with emphasis on English Language Literatures, working mainly on the following themes: American Literature after 1945; American Cinema of the 1930s.

- **Simone Maria da Rocha:**

Holds a PhD (2014) in Education from the Graduate Program in Education at the Federal University of Rio Grande do Norte (UFRN). She is the current head of Centro Multidisciplinar de Caraúbas. Her areas of interest are: Teacher Education; Teaching in School and Non-School Education Spaces; (auto)biographical research; Education and Health. Inclusive Education. Teaching.

Research Group: Grupo de Estudos e Pesquisas com Narrativas (Auto)biográficas em Educação - GEPNAE/CNPq/Ufersa

THE MYTH OF THE NATIVE SPEAKER

By Camila Thaís, Geovânia Tawany, João Victor and Tália Milena.

DO YOU KNOW WHAT THE MYTH OF THE NATIVE SPEAKER IS? EVERY DAY WE ARE SURROUNDED BY ENGLISH COURSES ADS THAT PROMISE TO MAKE US SPEAK LIKE A NATIVE IN A CERTAIN PERIOD OF TIME. EVEN IN CLASSROOMS, TEACHERS SOMETIMES SAY THAT OUR FOCUS SHOULD BE TO SOUND LIKE A NATIVE SPEAKER OF ENGLISH, RIGHT?



BUT NATIVE FROM WHERE? MANY COUNTRIES ACROSS THE WORLD SPEAK ENGLISH AS A FIRST LANGUAGE. IN FACT, DID YOU KNOW THAT NOWADAYS WE HAVE MORE NON-NATIVE SPEAKERS OF ENGLISH THAN NATIVES? EVEN SO, WE MOSTLY FOCUS ON AMERICAN OR BRITISH ENGLISH. THE UNITED STATES AND THE UNITED KINGDOM ARE GLOBALLY INFLUENT, AND ESPECIALLY AFTER THE WORLD WAR II, THE LANGUAGE HAS SPREAD AND BECAME THE MOST SPOKEN LANGUAGE IN THE WORLD.

AND WHAT ABOUT THE OTHER "ENGLISHES"? WHAT ABOUT THE ENGLISH SPOKEN IN AUSTRALIA, IN INDIA, IN AFRICA? WE LIVE IN BRAZIL, SO WHY ISN'T OUR ENGLISH CONSIDERED VALID? WE ALL HAVE OUR ACCENTS, OUR WAY OF SPEAKING, OUR CULTURE, AND ALL THAT COMPOSES OUR IDENTITY.



IN THE ENGLISH COURSE AT UFERSA, WE DECONSTRUCT THE IDEA THAT WE SHOULD LEARN AMERICAN OR BRITISH ENGLISH. INSTEAD, WE LEARN THAT WE SHOULD TAKE OWNERSHIP OF THE LANGUAGE AND MAKE IT OURS. COOL, RIGHT? THAT MEANS WE SHOULDN'T TRY TO ERASE OUR ACCENTS OR TO IMITATE AMERICAN OR BRITISH SPEAKERS OF ENGLISH. WE MUST BE PROUD OF OUR IDENTITY! IN OTHER WORDS, WE SHOULD BE PROUD OF BEING BRAZILIAN SPEAKERS OF ENGLISH. SO, SPEAK UP YOUR OWN ENGLISH!

SPELL JÚNIOR

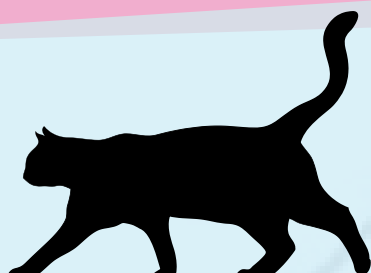
ASSESSORIA
EM LÍNGUA
INGLESA



by Genilma, Jakson
and Yanka.

**The first Júnior
Enterprise of an
English course in
Rio Grande do
Norte.**

**We offer
translation,
proofreading,
versioning, and
subtitling
services.**



What is a Junior Enterprise?
It is a non-profit civil
association, formed and
managed by students from a
higher education course.

Main objectives:

- To develop the university student's practical learning in their field through business experience.
- To contribute to the development of entrepreneurship in the region.

REASONS TO BE A SPELLER:

- **Learn about leadership.**
- **Work in teams.**
- **Get to know each other and more people.**
- **Gain practical knowledge.**



spelljr.assessoria



spelljrassessoria@gmail.com





The facilities that make up our university are represented below:

Get more important information
regarding our university on the
students manual

