

## TIMETABLE / PROGRAMACIÓN

TUESDAY MARTES 28/07	WEDNESDAY MIÉRCOLES 29/07	THURSDAY JUEVES 30/07
<p><b>08h – 09h30</b> On site registration &amp; Check-in Registro y nuevas inscripciones</p>	<p><b>09h – 10h30</b> Auditorium/Auditorio Plenary Sessions - JJ Wilson</p>	<p><b>09h – 10h45</b> Auditorium/Auditorio Plenary Sessions/Conferencias Angela Pastore-Nikitenko Anielle Guedes</p>
<p><b>09h30 – 11h</b> Auditorium/Auditorio Plenary Sessions/Conferencias Giovanni Giovannelli André Quintela</p>	<p><b>09h – 10h30</b> Predio B/Auditorio de Español Conferencia - Martha Gimenez</p>	<p><b>10h45 – 11h05</b> Coffee-break/Intervalo para café</p>
<p><b>11h – 11h20</b> Coffee-break/Intervalo para café</p>	<p><b>10h30 – 10h50</b> Coffee-break/Intervalo para café</p>	<p><b>11h15 - 12h45</b> Rooms/Salas 001 - 103 Workshop/Talleres Check full program for details/Ver detalles en la Programación</p>
<p><b>11h30 – 13h –</b> Rooms/Salas 001-103 Mini-courses/Minicursos Check full program for details/Ver detalles en la Programación</p>	<p><b>11h – 12h30</b> Rooms/Salas 001 - 103 Mini-courses/Minicursos Check full program for details/Ver detalles en la Programación</p>	<p><b>12h45 – 14h15</b> Lunch break/Almuerzo</p>
<p><b>13h – 14h30</b> Lunch break/Almuerzo</p>	<p><b>12h30 – 14h</b> Lunch break/Almuerzo</p>	<p><b>14h15 – 15h</b> Auditorium/Auditorio Plenary Sessions/Conferencias Marjorie Robles</p>
<p><b>14h30 – 16h</b> Rooms/Salas 001 - 103 Workshop/Talleres Check full program for details/Ver detalles en la Programación</p>	<p><b>14h – 15h30</b> Rooms/Salas 001 - 103 Workshop/Talleres</p>	<p><b>15h15 – 16h45</b> Rooms/Salas 001-103 Coordinated Poster Sessions/ Trabajos Coordinados</p>

	Check full program for details/Ver detalles en la Programación	Check full program for details/Ver detalles en la Programación
<b>16h10 – 17h</b> Rooms/Salas 001 - 103 Papers/Ponencias Check full program for details/Ver detalles en la Programación	<b>15h40 – 17h</b> Auditorium/Auditorio Plenary Sesions/Conferencias Academic Board Luli Radfahrer	<b>16h50 – 17h10</b> Coffee-break/Intervalo para café
<b>17h – 17h20</b> Coffee-break/Intervalo para café	<b>17h – 17h20</b> Coffee-break/Intervalo para café	Mario Utimati Award/ Premio Mario Utimati
<b>17h30 – 18h</b> Auditorium/Auditorio Plenary Sesions Marcia Lima	<b>17h30 – 18h</b> Auditorium/Auditorio Special presentation/ Presentación especial	Yázigi Team
<b>17h30 – 19h</b> Auditorium/Auditorio Plenary Sesions - JJ Wilson Predio B/Auditorio de Español Conferencia - Martha Gimenez	<b>18h – 20h</b> Auditorium/Auditorio 1º Show de Talentos YLTS	

## **TUESDAY**

### **MARTES 28/07**

**Check-in & On-site Registration**  
Registro y nuevas inscripciones

**08h-09h30**

*Plenary sessions / Conferencias*

*9h30 – 11h*

**Auditorium / Auditorio**

**O Cenário Pearson e o Professor Yázigi**  
Giovanni Giovannelli

Diretor Presidente Pearson Brasil  
[giovanni.giovannelli@pearson.com](mailto:giovanni.giovannelli@pearson.com)

### **Atuação do professor e Eficácia nos resultados**

André Quintela  
Diretor Yázigi  
Pearson Brasil  
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### **Coffee break & visit to parallel exhibition**

Intervalo para café & visita a la exposición paralela

**11h - 11h20**

### *Mini-courses / Minicursos 11h30 – 13h*

#### **Room/Sala 001**

#### **Building Results at Yázigi - What´s in it for teachers?**

Célia Santos & Cristina Santos  
Pearson Brasil & Y Lindóia Porto Alegre/RS  
[celia.santos@pearson.com](mailto:celia.santos@pearson.com) ; [crisporto@yazigi.com](mailto:crisporto@yazigi.com)

#### **English**

This mini course aims at analyzing how students perceive results and the impacts of their perspective on their satisfaction levels.

From the students' perspective, how are results achieved? Are we (teachers and students) using the same "magnifying glass"? How can this affect their sense of achievement/accomplishment?

Using different tools, we can see the task from the students' perspective and use it to promote more participation and involvement, giving the teacher the chance to meet students' individual needs.

This mini-course, therefore, invites participants to build some knowledge on this important issue and its applicability to professional life. Come and Check!

#### **Room/Sala 002**

#### **To Correct or not to correct... That's the question!**

Alessandra Puilen e Juliana Mello  
Y Pindamonhangaba/SP & Pearson Brasil  
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#### **English**

When dealing with students in a communicative lesson, we all would like to know exactly which errors to treat, exactly when and exactly how. It is now time, however, to reconsider these questions in the light of some researches that have been done so far. In this mini-course, presenters will introduce participants to patterns of corrective feedback and learner uptake in order to answer these puzzling questions related to the treatment of errors which is, to say the least, an extremely complex business. To correct or not correct?... that is the question! Join us and figure out the possible answers!

## Room/Sala 003

### **Ensinar e aprender em tempos digitais: desafios para a Educação**

Janaína Menezes

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**Português**

As tecnologias digitais ocupam papel fundamental nas mudanças que hoje experimentamos em vários aspectos da vida social. É importante pensar como promover aprendizagem pensando nos sujeitos que estão na escola hoje e que interagem em um mundo digital em constante conexão, em rede. Este mini curso pretende proporcionar espaço para que os participantes pensem as tecnologias digitais como meios importantes e fundamentais no ensino e aprendizagem dos tempos atuais e como estas tecnologias podem contribuir para que os sujeitos sejam co-autores de sua aprendizagem e co-participantes na aprendizagem dos demais, o que constitui-se um dos desafios do meio educacional atual.

## Room/Sala 004

### **The curtain is open, the lesson is about to start: it's contextualization time!**

Claudia Mariano & Elisandra Person

Y Braz Leme São Paulo/SP & Pearson Brasil

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**English**

A lesson starts not at the moment when students get into the classroom, but at the magic instant the learners open their minds and ears to what is going to be taught. The short stories teachers use at the very beginning of a class, known as contextualization, may trigger students' motivation and involvement.

As Jeremy Harmer states; *"when teachers arrive in the classroom they need to start the lesson off in such way the student's interest is aroused so that they become engaged"*.

In this mini course the presenters will put some light on the importance of contextualization, it's role on the transition among different tasks and on the process to make round the lesson successfully. The results of a survey done with Yázigi Academic Coordinators on the topic and new ideas on the theme will also be explored with the collaboration of the participants who will be invited to share experiences and create stories too.

Come and join us just after the curtains of this mini course are open!!!

## Room/Sala 005

### **Reflective Teaching and Reflective Learning tools and practices to guarantee better learning results**

Patrícia Santos Mendonça Brant

Yázigi São Luís – MA

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**English**

The routine of Yazigi teachers and students has always been full of actions, activities, meetings, procedures such as: regular classes, on line activities, projects, sgy, portalyazigi, TBL, TAF, tests, homework and others. Nevertheless, among all these tasks, how much are

we teachers, guaranteeing learning results and student retention? How much are we really promoting authentic communication, autonomous learning and building a community of language speakers? On the other hand, how much are students being co responsible for their learning?

This mini course aims at providing teachers with some helpful tools to find a balance point between reflective teaching and reflective learning in order to guarantee better results in the process of teaching and learning. Therefore, the main objective is to develop strategies so that teachers and students can look at what they do in the classroom, think about why they do it, and find out if it works. The idea of finding a balance between both processes may lead students and teachers to changes and improvement. These two processes mainly involve self-observation, self-evaluation, exploratory practice and its underlying beliefs.

Não é no silêncio que os homens se fazem, mas na palavra, no trabalho, na ação-reflexão. (Paulo Freire)

## **Room/Sala 006**

### **Auto conhecimento - caminho para crescimento profissional**

Marcia Pires

Yázigi Educação Corporativa

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**Português**

Atualmente há diferentes formas para investigar e aprofundar o conhecimento sobre o cliente, o aluno Yázigi. Suas necessidades e expectativas ou sua falta de interesse e dedicação, muitas vezes torturam os professores. Como se prepara melhor para este desafio diário da sala de aula? O Auto conhecimento pode ser um bom caminho.

O que vc sabe sobre seu estilo de liderança em sala e seu comportamento? venha entender melhor como a resposta a esta e outras perguntas pode ajudar a se tornar um professor mais eficiente e bem sucedido.

## **Room/Sala 007**

### **Blended Learning**

Ana Cecília de Medeiros Maciel

Y Atibaia/SP

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**English**

Have you heard of blended learning? Is it flipped classes? Is it what we already do? What is the role of the teacher? This and other issues will be addressed and highlighted. The objective of this mini-course is to work with hands-on tasks in order to understand and learn how to implement the concept of blended learning in our lessons.

## **Room/Sala 012**

### **Beyond the Language**

Elaine Abrantes Athayde & Georgia Cristina Somenzari Carneiro

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## English

How much do students know about their learning styles and the learning strategies they use? Is the awareness of their learning styles and strategies helpful when learning a second language? Our course aims at showing and discussing how House of English.com tools and activities can cater for different learning styles and help develop students' strategies and awareness.

### Room/Sala 101

#### Unpredictable Planned Class!

Célia Lima & Fernanda Froes

Y Governador Valadares/MG & Pearson Brasil

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#### English

This mini course aims at enlightening participants towards dealing with the unpredictable details of a class to which answers are not designed in the teacher's manual. According to Prabhu, a class is a pedagogical and social event. Although the TAF is a key tool to having a better organized and planned class assuring that Yázigi methodology will be followed with all its steps, it does not take into account the emotional, psychological and behavioral interferences we face in our day-by-day work. But how do we get ready for the social event? What plans should be followed? The host of the event is the magician who will balance all elements transforming them into satisfaction and learning results. By the end of the mini course we expect participants to come out with a different view of the several shades present in a class and alternative ways to deal with them.

### Room/Sala 102

#### How to increase your students' production by improving your classroom management

Ligia dos Santos Mezadri & Fabiana Motta

Y São Bernardo Demarchi São Paulo/SP

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#### English

This mini course draws attention to the importance of mastering classroom management and how it influences on the learning results. This is the first step of every lesson plan, so that the class can run smoothly and full of engagement. According to Jeremy Harmer, *if we want to manage classrooms effectively, we have to be able to handle a range of variables*. Teachers will have the opportunity to share their experiences and to observe some videos on good classroom management. The goal is to show them the impact of it on the students' production. Besides that, they will have the chance to micro teach in order to put into practice what we will have discussed, followed by an open discussion. Finally, the teachers will receive a booklet with some tips on classroom management to make them more confident when teaching.

### Room/Sala 103

#### O professor muito além da lousa

Alexandra Coelho, Eduardo Allbuquerque & Victor Hugo Santana

Pearson Brasil

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### **Português**

O objetivo deste mini curso é conscientizar os professores para a importância e a responsabilidade da sua atuação sob o ponto de vista do marketing, indo muito além da lousa e da sala de aula, considerando-o como peça chave para a fidelização dos alunos e atingimento de melhores resultados de negócio da sua franquia. Esse novo papel do professor precisa ser encarado de forma lúcida e planejada por aqueles que desejam aumentar os índices de satisfação e de manutenção de suas turmas, atuando como um professor/empresa especialista em relacionamento e focado em conquistar o share of heart de pais e alunos, contribuindo de forma ativa para que a escola atinja uma posição de destaque no mercado local.

### **Lunch break**

Almuerzo

**13h – 14h30**

### ***Workshops / Talleres***

***14h30 / 16h***

### **Room/Sala 001**

#### **Report your findings: is that all Accountability is about?**

Andréia Dalla Costa

Y Florianópolis/SC

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#### **English**

This workshop addresses the third phase of the Task Analysis Framework, the Accountability, a concept which was developed by Centro de Linguística Aplicada in the 2000s and is used only by Yáziqi. In this workshop, participants will review the three phases of the TAF focusing on the Accountability. In addition, they will create and share activities that aim to help students develop critical awareness over the task that has been performed and that also make clearer the perception of their progress considering each task, unit, and program, going beyond the report of findings.

### **Room/Sala 002**

#### **A different & helpful method to optimize learning results and avoid dropouts!!!**

Antônio Rodrigo Peres Alcantara & Daniela Mazurek Perfeito

Yáziqi Aeroporto São Paulo/SP

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#### **English**

The difficulty our students have to study and to significantly learn the new language is something that has worried us, as it ends up discouraging and causing a poor perception of their own learning, leading to eventual dropouts. We adapted the business method Business

Model Canvas (Osterwalder, 2010), combined with cognitive and metacognitive strategies (Rubin and Thompson, 1994) to our Yázigi reality, generating a tool that enables the students to develop their autonomy in the studies, using strategies that allow students to realize the results achieved and feel motivated to continue, which impacts directly and positively in our maintenance.

### **Room/Sala 003**

#### **Dificuldade de aprendizagem, estilo cognitivo ou vínculo afetivo? Entendendo além do desempenho de seu aluno!**

Madelon Ugioni

Y Criciúma/SC

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**Português**

Você conhece as causas das dificuldades de aprendizagem? Conhecer estilos cognitivos, classificar dificuldades de aprendizagem (DA) e criar vínculos afetivos são condições que potencializam os resultados de aprendizagem. Segundo Fonseca (1995), tais dificuldades podem originar-se de problemas de atenção, perceptivos, emocionais, linguísticos e motores. A importância do aumento da autoestima de alunos com DA e os diferentes estilos cognitivos também serão abordados durante este workshop. Os participantes também terão a oportunidade de conhecer atividades de sala de aula que os ajudarão a identificar tais dificuldades em seus alunos.

### **Room/Sala 004**

#### **“House of English”, “Casa del Español” e outras opções de produção de material didático digital: Ensino de Línguas Online**

Alan Ricardo Costa

Y Santa Maria/RS

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**Português**

Esta oficina trata de apresentar a Ferramenta de Autoria para o Professor (FAP) intitulada “Ensino de Línguas Online” (ELO), em sua nova versão, online. A partir da referida ferramenta de produção de material didático específico para o ensino de línguas serão apresentadas alternativas de produção, adaptação e reutilização de materiais didáticos para o ensino de línguas em uma perspectiva comunicativa. Tendo como foco a utilização de materiais de outras línguas estrangeiras que não o inglês, línguas como espanhol e francês, serão abordados diferentes tipos de atividades online condizentes com a metodologia Yázigi: produção textual, jogo da memória, quis, sequência, etc.

### **Room/Sala 005**

#### **Teaching students how to learn: being more informed about contemporary learning theories, principles and frameworks and how to apply these new approaches into micro-moments**

Suzete Maria Dienstmann

Y Novo Hamburgo/RS

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## **English**

This presentation wants to introduce the importance of the use of new neuropsychological theories on how our brain works. We will talk about mind set, growth mindset and fixed mindset and how these new concepts may enlighten us, teachers, parents and students, to overcome paradigms related to intelligence and abilities to learn new (or tough) things. Let's build together the best micro moments of our classes to introduce these new approaches? The results are amazing: more focused students, more participation, better learning results, happier students! To get there, we will go over Carol Dweck's studies on mindset and Barbara Oakley's researches on learning how to learn.

## **Room/Sala 006**

### **Engaging students in class through cultural aspects**

Michelle Maria Pozzatti

Y Boa Vista Porto Alegre/RS

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## **English**

It's known that being close to language through cultural aspects is a powerful tool to make students learn faster and see their course as pleasure beyond responsibility.

This workshop mentions ways of using these aspects in class through four activities. Firstly, a blend of conversation and movies followed by another idea using Abridged books and writing. A third one using TV and writing. The last one using music to illustrate the topic of a MYP4 Unit. The target audience is teachers who work with MYP and Advanced Levels and feel the necessity to vary the classroom approach.

## **Room/Sala 007**

### **Grouping techniques**

Juliana Laroca

Y Viamão/RS

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## **English**

In this workshop we are going to present theories and procedures on how to conduct group work in the classroom and what it might represent. We are also going to discuss the use of such procedures in order to mix and help, in a heterogeneous environment, so that students can benefit and learn from each other in an interactive and effective way.

## **Room/Sala 008**

### **FUNintegrating**

Nadja Maria Santos Soares

Y 13 de Julho Aracaju/SE

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## **English**

This workshop aims at sharing some cool, fun tasks – especially designed- in order to achieve better results regarding students' learning. Our concern lies in the fact that students' interaction with the language itself and with other people should take place in an enjoyable

way. Bearing that in mind, we have sought theoretical support in authors such as: Mccarthy (2005), Larsen-Freeman (2000), Brown (1994), among others. As Turtledove (2004) states, *when we act while speaking, we activate the creative side of our brain, which enables us to retain and absorb more.* So, come and help your students learn by having fun.

## **Room/Sala 012**

### **Coaching para Yázigi Teachers: a caminho da excelência**

Helena dos Santos Kieling

Y Pelotas Norte/RS

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**Português**

O workshop de Coaching para Yázigi teachers objetiva trabalhar com perguntas reflexivas e ferramentas de modo que os participantes desenvolvam a autoconsciência, pois *"quando elas conhecem melhor a si e suas potencialidades, têm mais chances de progredir"* (SOMMERS, 2014). Utilizaremos os parâmetros do Programa de Excelência para professores e os participantes serão beneficiados por utilizarem ferramentas que visam ajudá-los a evoluir e se desenvolver além de permitir que as pessoas desenvolvam sentimento de responsabilidade. As ferramentas e questionamentos que serão utilizados são embasadas nos autores Joseph Luciani (2004), James Flaherty (2010) e Matt Sommers (2014).

## **Room/Sala 101**

### **The three Is for the learning process**

Patricia S. Torelli

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**English**

"The three Is for the learning process" aims to analyze and discuss the teachers' practices during their classes which motivate and interact with students providing significant knowledge. According to Gramigna (2010, p.45), "the human being is the only animal who has the ability to invent and create" so that we are going to discuss the main topics on an "intelligent", "interesting" and "instructive" class in which the teacher acts as a mediator seeking to engage students for an effective participation in the classroom and helping to properly achieve the goal.

## **Room/Sala 102**

### **Paddy the Jelly, the freshman: Tips, sharing, games and joy**

Wanessa Zanelatto Pelisser

Y Chapecó/SC

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**English**

This workshop discusses the main doubts teachers have when teaching young learners. Also it presents some tips to help dealing with the brand new material, Paddy the Jelly. It shows ideas concerning the routine in the classroom, games to involve the students and

how to deal with 2 and 3 year-old-child. A class-demonstration and some videos from the students are also prepared to make participants aware of the class routine. According to READ (1998), “*teaching children can be learnt and improved through practice*” and that is what the workshop hopes, participants can improve this ability after attending it.

### **Room/Sala 103**

#### **Please, don't stop the music! Motivated teachers motivate students**

Sueli Cristina Marques dos Anjos & Vitória Régia Freitas Balduci

Y Araçatuba/SP

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**English**

Teachers' behavior has a lot to do with students' motivational level. How high is your self-esteem and motivation as a teacher? What motivates the human being? How can you influence your students in a very positive way? Is it worth to be a teacher nowadays? Join us and let's ponder about these questions together!

### *Papers / Ponencias*

*16h10 – 17h*

### **Room/Sala 001**

#### **A boy with learning differences. A challenge for his teachers. The challenge of his lifetime**

Sabrina Amoreira

Y Independência Taubaté/Tremembé/SP

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**English**

This presentation aims at sharing with the participants that learners with Specific Learning Differences, such as dyslexia, are able to learn a second language just like anybody else. Throughout the study of the Main Behavioral Manifestations, The Areas of difficulties in Learning a Foreign Language (Kormos and Smith, 2011) and The Working Memory Capacity (Baddeley, 1986) we could understand more about the issue and try different tools that have helped Peter learn.

Join us, meet Peter's story, and get to know how he managed to trust himself a little better. What's more, find out how a Yázigi teacher can help.

### **Room/Sala 002**

#### **Get up e sejamos bilíngues – encarando a realidade e trabalhando as necessidades!**

Alessandra Puilen & Claudia Carvalho do Nascimento

Y Pindamonhangaba/SP

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**Português**

Esse trabalho tem como objetivo mostrar a continuação das pesquisas relacionadas ao Ensino Infantil Bilíngue, focando principalmente nas experiências de sala de aula das apresentadoras. Por meio de discussões, dinâmicas e apresentações de situações reais, as apresentadoras mostrarão o desenvolvimento de crianças entre 3 e 11 anos, fazendo uma comparação com o trabalho apresentado há 2 anos atrás. Embasado teoricamente por Harmers e Blanc (2000), discutiremos um dos modelos de Educação Bilíngue chamado de “imersão”. Participando dessa apresentação, os participantes poderão discutir os aspectos do ensino bilíngue, colocando a teoria em contato com a prática e, dessa maneira, viverem um presente em que ser bilíngue não é mais um diferencial e sim, parte natural da vida.

### **Room/Sala 003**

#### **Jogos Sociais Digitais como ambiente de aprendizagem de Língua Inglesa**

Janaína Menezes

Y Dois Irmãos /RS

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**Português**

O presente paper apresentará os resultados provenientes da dissertação intitulada: Jogos Sociais Digitais como ambiente de aprendizagem de Língua Inglesa, desenvolvida no Programa de Pós Graduação da Universidade do Vale do Rio dos Sinos-RS. Foi pesquisado como um jogo social digital presente em uma mídia social digital pode ser usado para a aprendizagem do inglês. A pesquisa foi conduzida em grupos do programa Y Teen e Yep e trará entre os resultados, como as interações dos participantes favoreceram o desenvolvimento da competência comunicativa.

### **Room/Sala 004**

#### **Metacognition: teaching for learning results**

Allessandra Elisabeth dos Santos, Nadege Ramalho de Siqueira & André Arroyo

Y Jardins Aracaju/SE

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**English**

Learning results is something we are always seeking for whenever we plan our lessons. Second language teachers are always asking students to work harder in order to improve their skills. However, do we actually provide learners with opportunities to make them reflect on how they can achieve those learning results? What strategies do we teach them in order to help them think about their thinking and learning and finally make them autonomous learners?

### **Room/Sala 005**

#### **Yázigi Initial Evaluation Period: moment for perception of difficulties and learning disorders**

Aline Almira Morbach

Y Chapecó/SC

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**English**

This Paper aims to discuss the importance of the evaluation period in Yáziqi methodology, held in the first part of the semester, among all students. Through this initial assessment is possible to identify the particular difficulty of each student, evaluating all of them individually, and from this finding to develop a plan that will look for better learning outcomes, which will benefit both teacher and student. Topics such as the identification of dysfunctions and learning disorders will be discussed, as well as truthful reporting of cases faced in the classroom, so that other teachers can evaluate and identify these dysfunctions.

### **Room/Sala 006**

#### **A produção oral de crianças aprendizes de língua inglesa conforme seu engajamento afetivo com imagens**

Jaciara de Barros Brasil

Y Eusébio Fortaleza/CE

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**Português**

Esse trabalho aborda a produção oral de crianças aprendizes de língua inglesa, idade média de 6 anos, ao trabalharem com livros de ilustrações com personagens conhecidas e desconhecidas por elas. Os resultados são discutidos de acordo com os estudos sobre letramento visual de Callow (2006) que propõe a utilização de três dimensões – afetiva, composicional e crítica – para a avaliação de habilidades necessárias para que o aluno compreenda de forma efetiva os significados produzidos por imagens. Essas dimensões podem ser adotadas como parâmetros de avaliação e aperfeiçoar o desempenho do professor em sala de aula ao trabalhar com textos imagéticos.

### **Room/Sala 007**

#### **Análise e criação de estratégias de aprendizagem para a otimização da habilidade oral**

Jonathan Florentino da Silva

Y Lorena/SP

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**Português**

A presente pesquisa apresenta-se em formato de autorreflexão de um professor-pesquisador, por meio de diário reflexivo, acerca da produção oral de seus alunos, sendo a primeira etapa responsável por analisar as dificuldades dos alunos diante de algumas práticas socioculturais realizadas. Além disto, busca o direcionamento de novas práticas a serem desenvolvidas de acordo com o perfil do grupo estudado. Logo, esta pesquisa apresenta-se como uma "pesquisa-ação". Baseia-se no sociointeracionismo de Vygotsky (1988), na abordagem de linguagem dialógica de Bakhtin (1997) e na Teoria dos Atos de Fala de Austin (1997).

### **Room/Sala 008**

#### **Pedagogical Project 2015**

Janmes Wilker Mendes Costa

Y Aldeota Fortaleza/CE

[janmeswilker@yaziqi.com](mailto:janmeswilker@yaziqi.com)

**English**

One the biggest challenge for teachers and Coordinators is to develop in their students the sense of learning and their perception, and to show our students and parents that we are not a common English School, but the one that teaches our students how to learn and how to be better citizens, we develop in them a worldwide concept and make them citizens of the world based on Vigotsky theories of development. This paper shares an experience from Yázigi Fortaleza Schools and results aimed with it. How we can make the difference, and our students more faithful to our schools.

## **Room/Sala 010**

### **Percepções de adolescentes sobre o aprendizado de inglês através do uso de jogos competitivos**

Delanne Paulino da Silva

Y Lagoa Nova Natal/RN

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**Português**

Esse trabalho tem o objetivo de mostrar os resultados de uma pesquisa qualiquantitativa realizada em turmas de adolescentes a respeito do uso de jogos competitivos em sala. Buscou-se averiguar se os resultados de aprendizagem inicialmente planejados pelo professor eram percebidos pelos alunos. O aspecto motivacional e suas opiniões sobre o uso de jogos também foram pesquisados. O trabalho foi baseado, principalmente, nas teorias de VYGOTSKY a respeito da aprendizagem mediada e de TEED a respeito da aprendizagem por meio de jogos (GBL). Discutiremos pontos importantes a serem considerados pelo professor que deseja incluir elementos de gamification em suas aulas.

## **Room/Sala 012**

### **Reading projects: roads to fun, fluency and motivation**

Vanessa Cassia de Oliveira

Y Viamão/RS

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**English**

This paper discusses how the reading of authentic materials, such as short stories, novels, comic books, adapted magazines and readers were applied to students from different levels and can be applied to many Yázigi students to enhance learners' writing, vocabulary, and oral skill. As Ellis and Brewster (2014) mentioned, stories often hold a strange and magical quality that can interest and engage learners in a way that few other materials have. The way students were asked, attracted and motivated to participate of these reading projects will be presented as well as several fun and interesting ideas of reporting and accountability.

## **Room/Sala 101**

### **Student-teacher rapport and its effects on learning**

Elizabeth Carolyn Clay

Y Taubaté/SP

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**English**

This presentation aims to expose what the current research has found concerning the teacher-student rapport and its effects on the learning environment, based on a collection of data concluded within educational and psychological associations and journals recognized by academic sources. The theory behind rapport will be explored, giving listeners moments to reflect and about their own classrooms. Results of a study done within the school of Yázigi in Taubaté, S.P. will also be shown, using Bardin's (2011) technique of content analysis, as a way of evaluating current situations and/or problems that could be happening in many schools.

## **Room/Sala 102**

### **Get up with the music rhythm and teach your little citizens for great learning results**

Priscila do Nascimento Fernandes

Y Campina Grande/PB

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**English**

This paper is a report of a project on environmental preservation developed in an infant class. This presentation proposes to clarify the procedures in the classroom in the light of studies that discuss the importance of addressing the environmental problems at school and how this practice helps in identity construction of the student as a citizen. This work brings theories related to the importance of a contextualized teaching (FREIRE, 1987), the systematization of teaching through pedagogical projects (DOLZ, NOVERRAZ e SCHENEUWLY, 2004), among others. It could help teachers who aim to achieve learning results through a contextualized teaching.

## **Room/Sala 103**

### **Shy Students: How to make them get up and achieve successful learning results**

Danuska Guedes de Freitas Cavalcanti

Y Campina Grande/PB

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**English**

This paper intends to help teachers concerning the challenging process of evaluating inhibit students when it takes into account the principles of the Communicative Approach. Student's personality is an aspect that is extremely important for the learning process. Shyness might be an obstacle since communication and interaction are the main focus of this approach. Then, the purpose of this research is to provide teaching techniques to deal with inhibit students, so the teacher can offer better opportunities for the improvement of this type of learner and be able to assess speaking properly.

## **Coffee break & visit to parallel exhibition**

Intervalo para café & visita a la exposición paralela

**17h - 17h20**

*Plenary sessions / Conferencias*

**17h30 – 19h**

## **Auditorium / Auditorio**

### **Get Up and Teach for Learning Results**

Marcia Lima  
Coordenadora Pedagógica Regional  
Pearson Brasil  
[marcia.lima@pearson.com](mailto:marcia.lima@pearson.com)

## **Auditorium / Auditorio**

### **Questions of Identity Myths, mentors and memories: the dream lives of teachers**

JJ Wilson  
English language teacher, writer  
**English**

The first stage of Teacher Development is to look inwards. Our growth as professionals is rooted in personal narrative, understanding our lives as teachers and examining the different paths we might take. We need to ask ourselves: What type of teacher am I? How did I become this way? What type of teacher would I like to be? What do I need to do to get there? Through the lens of personal narrative, we will look at different ways of developing – for example, through courses, mentoring, and deep reading – and engage in some enjoyable activities designed to explore our identities as teachers.

## **Sala 001/Edifício B**

### **Que tipo de alunos queremos formar no século XXI?**

Martha Giménez  
Asesora Pedagógica ELE - Pearson Brasil  
[martha.gimenez@pearson.com](mailto:martha.gimenez@pearson.com)  
**Português**

A educação básica do século XXI se apoia em dois pilares: aprender a aprender e aprender a viver juntos. Para entender as razões de tais pilares da educação é necessário analisar a dinâmica do novo capitalismo, bem como os objetivos da construção de uma sociedade mais justa. Neste workshop vamos nos concentrar em analisar as mudanças nos últimos anos e determinar como deve ser a formação de nossos estudantes para que eles possam responder eficazmente aos desafios que o mundo moderno coloca.

## **WEDNESDAY**

***MIERCOLES 29/07***

*Plenary sessions / Conferencias*

*9h00 – 10h30*

## **Auditorium / Auditorio**



## **10 Strategies to keep learners learning**

JJ Wilson

English language teacher, writer

**English**

Some students are naturally good language learners. They take risks; they are organized and motivated. Many others hope the teacher will magically open up a hole in their head and pour the English language into their brain. This presentation will examine ways in which students can reduce their reliance on the teacher and help themselves to learn English. We will take several areas of language learning, such as recording new words, remembering vocabulary, and dealing with errors. We will then look through the students' eyes at a number of corresponding tasks and strategies that help learners to work independently and effectively.

## **Sala 001/Edificio B**

### **Un Abanico de Posibilidades para un Buen Desarrollo de la Práctica Docente**

Martha Giménez

Asesora Pedagógica ELE - Pearson Brasil

[martha.gimenez@pearson.com](mailto:martha.gimenez@pearson.com)

**Español/Português**

Los objetivos de este taller son presentar diferentes recursos de Internet que se pueden usar como complemento para las clases presenciales de español, discutir de qué manera se puede usar la interacción y la comunicación mediadas por computadora al servicio de la enseñanza y aprendizaje de lenguas extranjeras, reflexionar sobre la utilización de esos recursos y proponer una nueva dimensión para el uso de la lengua meta. Pretendemos demostrar que se puede acceder a nuevos espacios de práctica y contacto con la lengua meta dentro y fuera del aula, pero al mismo tiempo, siempre como parte de ella.

### **Coffee break & visit to parallel exhibition**

Intervalo para café & visita a la exposición paralela

**10h30 - 10h50**

## *Mini-courses / Minicursos*

*11h – 12h30*

## **Room/Sala 001**

### **Building Results at Yázigi - What's in it for teachers?**

Célia Santos & Cristina Santos

Pearson Brasil & Y Lindóia Porto Alegre/RS

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**English**

## **Room/Sala 002**

### **To Correct or not to correct... That's the question!**

Alessandra Puijen e Juliana Mello

Y Pindamonhangaba/SP & Pearson Brasil  
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**English**

### **Room/Sala 003**

**Ensinar e aprender em tempos digitais: desafios para a Educação**  
Janaína Menezes  
Y Dois Irmãos/RS  
[jana@yazigi.com](mailto:jana@yazigi.com)  
**Português**

### **Room/Sala 004**

**The curtain is open, the lesson is about to start: it's contextualization time!**  
Claudia Mariano & Elisandra Person  
Y Braz Leme São Paulo/SP & Pearson Brasil  
[mariano@yazigi.com](mailto:mariano@yazigi.com) ; [elisandra.person@pearson.com](mailto:elisandra.person@pearson.com)  
**English**

### **Room/Sala 005**

**Reflective Teaching and Reflective Learning tools and practices to guarantee better learning results**  
Patrícia Santos Mendonça Brant  
Yázigi São Luís – MA  
[pmbrant@yazigi.com](mailto:pmbrant@yazigi.com)  
**English**

### **Room/Sala 006**

**Auto conhecimento - caminho para crescimento profissional**  
Marcia Pires  
Yázigi Educação Corporativa  
[marciapires@profranquia.com.br](mailto:marciapires@profranquia.com.br)  
**Português**

### **Room/Sala 007**

**Blended Learning**  
Ana Cecília de Medeiros Maciel  
Y Atibaia/SP  
[nani@yazigi.com](mailto:nani@yazigi.com)  
**English**

### **Room/Sala 012**

**Beyond the Language**  
Elaine Abrantes Athayde & Georgia Cristina Somenzari Carneiro  
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**English**

### **Room/Sala 101**

#### **Unpredictable Planned Class!**

Célia Lima & Fernanda Froes

Y Governador Valadares/MG & Pearson Brasil

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**English**

### **Room/Sala 102**

#### **How to increase your students' production by improving your classroom management**

Ligia dos Santos Mezadri and Fabiana Motta

Y São Bernardo Demarchi São Paulo/SP

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**English**

### **Room/Sala 103**

#### **O professor muito além da lousa**

Alexandra Coelho, Eduardo Albuquerque & Victor Hugo Santana

Pearson Brasil

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[victor.hugo@pearson.com](mailto:victor.hugo@pearson.com)

**Português**

### **Lunch break**

Almuerzo

**12h30 – 14h**

### ***Workshops / Talleres***

***14h - 15h30***

### **Room/Sala 001**

#### **Brincar de Conversar - Produção Oral nos cursos KIDS Yáziqi**

Maria Silvia de Almeida Guarnieri & Sabrina Amoreira

Y Independência Taubaté & Tremembé/SP

[mguarnieri@yazigi.com](mailto:mguarnieri@yazigi.com); [smoreira@yazigi.com](mailto:smoreira@yazigi.com)

**Português**

Conhecer o mundo das crianças, o que as motiva, como elas memorizam conteúdos e como elas gostam de brincar. São conceitos chaves para uma boa condução de aula, certo? E quanto às produções orais? Como garantir que boa quantidade e qualidade sejam alcançadas?

Em nosso workshop, vamos revisitar estes conceitos, o uso da brincadeira e de atividades motoras e de repetição verbal (Palmer 1925) para trabalhar a motivação dos alunos, trocar experiências e vivenciar momentos de práticas com foco em preparação para produção oral (Winitz 1981) e garantia de resultados.

### **Room/Sala 002**

#### **Error connection, you are offline: Please, GET YOUR CELLPHONES and have a great wireless class!**

Katherine de los Angeles Jara Fuentes  
Y Florianópolis/SC  
[katherine\\_jara@yazigi.com](mailto:katherine_jara@yazigi.com)

#### **English**

What would you do if you planned a great class using technology, and suddenly, there is no internet connection? Would you abort mission? Do educators really need internet to motivate students to use their mobiles in classes? This workshop discusses the importance of incorporating cell phones in classes without having to always rely on the internet and using the most common apps that every mobile has. Through the presentation of activities and projects, the presenter will show the audience that we can either use an old cell phone or an I phone 6 to get awesome results in our students.

### **Room/Sala 003**

#### **Promoting Student Autonomy for better learning results**

Caroline Almeida da Silva Grandi & Juliana Cardoso Machado  
Y Criciúma/SC  
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#### **English**

How do you promote students' autonomy in and outside the classroom? What instrumental role can teachers play in learner training? This workshop aims to raise teachers' awareness about the use of appropriate strategies for students to become autonomous. This will certainly maximize their chances for success in becoming proficient in a second language. Suggestions made by Kumaravadivelu (2003), Page (1992), Freire (1996) and Rebecca Oxford (1990) concerning learner autonomy will be presented and practiced through Yázigi Tasks, as well as types of microstrategies that can be used to define principles of autonomy in the actions of learners and teachers.

### **Room/Sala 004**

#### **After all, why do we sing with children?**

Ilana Galicki & Solange Moraes  
Y Yázigi – Campo Mourão/PR  
[ilanacgc@yazigi.com](mailto:ilanacgc@yazigi.com); [solangem@yazigi.com](mailto:solangem@yazigi.com)

#### **English**

This workshop aims to show the importance of music in the English learning process with children. According to Cristovão (2007), music can be an important resource in the learning and teaching process of a new language because it is part of one's daily routine. Some ideas

will be presented concerning how to maximize the work with music in Yázigi lessons and special festivities. It will also be discussed how music shows itself as an excellent tool to learning because, as Vygotsky says, our thoughts come from our motivation. Get up and come sing with us!

### **Room/Sala 005**

#### **Luke Marketwalker – an educasocial experience**

Romulo Réges Decussatti

Y Campo Bom/RS

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**English**

Este workshop apresenta o personagem Luke Marketwalker, uma paródia do vilão Darth Vader que foi criado pelo professor Romulo Decussatti em 2011. Caracterizado como uma “experiência educasocial”, o personagem traz à tona inúmeros exemplos de atitudes online em tempos de mídias sociais em que reputações estão em jogo a cada postagem. Serão demonstrados exemplos de situações bem-sucedidas, assim como aquelas em que erros precisam ser admitidos para gerar credibilidade. A apresentação baseia-se no conceito “wikiteacher”, desenvolvido originalmente no livro Wikibrands de Moffitt e Dover.

### **Room/Sala 006**

#### **TAF 101 – Breaking the TAF to pieces**

Marcela Wiele Anton Castanho

Y Hortolândia/SP

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**English**

The objective of this workshop is to go back to basics and to analyze the sections of the TAF in order to improve our class planning. This paper is aimed at new teachers or even more experienced teachers who need new ideas and a fresh set of eyes in class preparation. With this in mind, we hope teachers feel even more aware of the importance of preparing their classes carefully and also feel like they are going back to their schools with a bag full of new tricks to start a fresh semester, planning their classes like PROs.

### **Room/Sala 007**

#### **INTELIGÊNCIAS MÚLTIPLAS: Um estudo sobre os diferentes estilos de aprendizagem**

Alexandre Scarparo & Gabriella D’Auria de Morais Galo

Y Indaiatuba/SP

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**English**

O presente estudo, desenvolvido na forma de workshop, é destinado a todos os professores de língua estrangeira, L2. O objetivo principal desse trabalho é ajudar os participantes, com atividades práticas, a perceberem que alunos desenvolvem diferentes estratégias de aprendizagem, chamadas de inteligências múltiplas. Essas podem ser o principal caminho para que o processo de ensino-aprendizagem aconteça de forma a proporcionar resultados

e experiências positivas. Gardner (1983) afirma que os indivíduos, de maneira geral, têm ao menos sete inteligências que são desenvolvidas ao longo da vida: Lógico-matemática; Visual/espacial; Corporal/Sinestésica; Musical/rítmica; Interpessoal; Intrapessoal e Verbal/linguística. Ao trabalhar com as inteligências múltiplas, professores conseguem facilitar a aquisição de uma nova língua entre os alunos ajudando-os na percepção de seu próprio potencial.

## **Room/Sala 008**

### **What makes a teacher great?**

Eleonora M. Nemer Neves & Isabela Leão Pinheiro

Y Cachoeiro de Itapemirim/ES

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**English**

This workshop discusses the importance of teacher's role in student's learning experience not only based on their technical knowledge of the language, but especially in their understanding on how to create a positive emotional atmosphere for learning to take place. Based on the article "Rapport-Building: Creating Positive Emotional Contexts for Enhancing Teaching and Learning" by William Buskist and Bryan K. Saville Auburn University, presenters will promote a reflection on the topic in question, rapport building. This discussion will take place through a mix of theory, interaction and hands on tasks.

## **Room/Sala 010**

### **Process genre writing**

Liliane Henriques do Sacramento

Y Atibaia/SP

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**English**

This workshop is designed for teachers of English as a foreign language who work with intermediate to advanced levels and who are eager to develop their students' expertise in writing for real purposes. It explores the differences among product, process, genre and process-genre writing approaches. Furthermore, it suggests some guideless on the use of constructive feedback in organization and drafting activities. The professionals attending this workshop will be required to examine sample materials from intermediate to advanced levels taking into consideration the corresponding differences concerning genre, form, methodological approach, relevance and adaptability to students' reality.

## **Room/Sala 012**

### **Learning is an Adventure Time**

Matheus Oliveira Garcia & Yan Souza

Y 13 de Julho Aracaju/SE & Y Jardins Aracaju/SE

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**English**

This workshop aims at sharing experiences on the use of cartoons or other TV programs (especially Adventure Time) as a way to integrate or fixating new vocabulary, grammatical

sentences, or making accountability of what was taught thought the classes. Using Pop culture references and results obtained at the classes used as a subject to establish this project. Our concern lies in the fact that students feel more comfortable on having an anchor at something that they usually are integrated with, such as television programs and we found theoretical support in authors such as Goçalvez (apud PERRENOUD 199), Belloni (1994), Boselli (2001). We can always use new tools and popular media resources of pop culture with a pedagogic aim that will help the students to fixate and see that they can use what they learned in their everyday life. So come, and appreciate this Adventure as a Time to learn new ways to teach.

## **Room/Sala 102**

### **Contracts are signed, classes are delivered and... students are enchanted: keeping students until graduation do us part**

Daniela Biz & Jaqueline Foscarini

Y São Leopoldo/RS

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#### **English**

This workshop invites its participants to embark on a joyful journey that will provide them with insightful ideas on how to keep students' rate of satisfaction high and most importantly, enrolled at school. The presenters will go over some of the classroom principles and practices that define and underlie a Yáziqi class, will share how the school's Academic Coordinator has been able to create a "team" of teachers and along with them, has been able to select and put into practice some effective "moves" and "plays" and thus, collect very effective results and wins. Participants will also be invited to analyze some cases and come up with creative, but effective solutions that are precisely aimed at increasing the number of students as well as retain them semester after semester.

## **Room/Sala 103**

### **Como usar os recursos audiovisuais nas aulas de espanhol**

Angela del Pilar Flores Granados

Y Mansões Campinas/SP

[angelag@yazigi.com](mailto:angelag@yazigi.com)

#### **Español**

Este taller tiene como objetivo el empleo de técnicas audiovisuales para mejorar la calidad de los métodos de enseñanza moderna basados en la comunicación. Cabe resaltar que el uso de los medios audiovisuales en el aprendizaje de una lengua la hace completa y atractiva para el alumno. El ponente realizará dinámicas de cómo usar este tipo de recursos que nos ayude a no caer en la monotonía, usando vocabulario de una forma didáctica y motivadora. Actualmente vivimos en un mundo acelerado y sin tiempo por tal motivo será necesario el empleo de técnicas que permitan una rápida memorización y comprensión evitando que el alumno se quede desmotivado.

*Plenary session / Conferencia*

*15h45 – 17h*

**Auditorium / Auditorio**

**Academic Board**

Diretor Yázigi

Pearson Brasil

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**Novas tendências, novas formas de pensar e o complexo cenário de informação e comunicação do qual todos fazemos parte**

Luli Radfahrer

**Português**

**Coffee break & visit to parallel exhibition**

Intervalo para café & visita a la exposición paralela

**17h - 17h20**

*Special presentation / Presentación especial*

**17h30 – 18h**

**Auditorium / Auditorio**

*Show de Talentos*

**18h - 20h**

**Auditorium / Auditorio**

**2º Show de Talento YLTS**

**THURSDAY**

**JUEVES**

**30/07**

*Plenary sessions / Conferencias*

**9h00 – 10h30**

**Auditorium / Auditorio**

**Get up and Travel**

Angela Pastore-Nikitenko

Program Manager at Embassy English Language School

San Francisco, California

**English**

**O professor Yázigi e seu papel no desenvolvimento do aluno**

Anielle Guedes

**Português**



O professor é o facilitador do conhecimento em sala de aula e tem um papel crucial na formação do indivíduo que perdura muito depois que o professor já não está no dia-a-dia do aluno. Na palestra iremos abordar histórias de Anielle e seus professores do Yázigí durante mais de 12 anos e também melhores práticas de fomentar aprendizagem autônoma durante o curso e para a vida.

### **Coffee break & visit to parallel exhibition**

Intervalo para café & visita a la exposición paralela

**10h45 - 11h05**

### ***Workshops / Talleres***

**11h15 – 12h45**

#### **Room/Sala 001**

##### **Vivendo e aprendendo com a Diferença: uma experiência de inclusão no contexto Yázigí**

Cristiane Olbermann e Janaína Menezes

Y Dois Irmãos/RS

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**Português**

Sobre a ideia de Santos (2000), de que a educação especial é algo que vai além de uma escola especial, este trabalho tem como principal propósito apresentar e compartilhar a experiência de ter um aluno com necessidades educativas especiais em sala de aula, e compartilhar as possibilidades de inclusão e integração deste aluno no contexto da aula Yázigí. Para isso, serão apresentados relatos da vivência e aprendizagem em uma turma de Y Teen 1, de uma das escolas da rede Yázigí.

#### **Room/Sala 002**

##### **Group Arrangement: Optimizing Results**

Daniela Mazurek Perfeito

Y Aeroporto São Paulo/SP

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**English**

This workshop aims to share my experience on some pleasurable and different ideas to deal with grouping arrangements, in the classroom and pedagogical meetings, adopting a variety of strategies, in a way that we can access students/teachers emotions and curiosity, imposing movement and promoting a desire of building up and sharing.

According to Rogers (1992) and Vigotsky (1932) considerations, a “healthy” environment can modify people’s attitudes toward interpersonal and professional acting out, what reflects and enhances the teacher-student dynamic, making the learning process more effective and meaningful, optimizing results.

#### **Room/Sala 003**

##### **TAF – The Framework for Theory into Practice**

Marta Côrtes Gallotti Peixoto Fernandes & Diego Gutierrez

Y Centro Florianópolis/SC & Y Estreito Florianópolis/SC

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**English**

This workshop aims at showing how the use of The Task Analysis Framework leads teachers to more reflective and therefore effective classes.

The participants will follow and discuss a TAF written by a teacher in order to see how a class can become more cohesive and coherent with the Communicative Approach and Task- Based Learning if the teacher truly reflects upon the questions proposed by the TAF components. The workshop should be interesting to both teachers and coordinators who would like to increase their awareness regarding class planning and therefore, develop their theorized practice.

### **Room/Sala 004**

#### **Get Up and Become a Mobile Teacher**

Ana Cristina Zanette & Márcia Maurer Scarpari

Y Criciúma/SC

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**English**

This workshop aims at discussing a variety of ways teachers may implement mobile learning and digital devices in their classes. Prensky (2010), points out that the same technology, which has caused changes in our society, also provides several tools that can be used by teachers in second language classes in order to guarantee the success of learning. Therefore, it will be highlighted how teachers may involve the students and get the best use of mobile learning. Participants will be exposed to examples of activities that have already been applied. Based on the discussions teachers will have the opportunity to learn how to plan lessons using mobile learning. This workshop was designed to Yázigi teachers who teach all kinds of programs.

### **Room/Sala 005**

#### **Having Fun with Kids**

Carolina Duarte Santana

Y Indaituba/SP

[carolduarte.idt@yazigi.com](mailto:carolduarte.idt@yazigi.com)

**English**

The objective of this workshop is to help teachers think about their planning in a practical way, allowing them to take part in activities relating books and fun. Green House books themselves bring some important and innovative activities, teachers just need to understand them, focusing on their students' needs. Let's have fun, share, learn, while working. The main point of this workshop is to provide samples of activities with a variety of ideas and examples to be used by teachers, for kids. Schools provide a social context for students to communicate and share cultural knowledge with language as the primary tool.

### **Room/Sala 006**

**Theory and fun – a successful partnership!**

Roberta Mardegan & Maria Idalina Bueno  
Y Cachoeiro de Itapemirim/ES  
[robertamardegan@yaziqi.com](mailto:robertamardegan@yaziqi.com) ; [dadabueno@yaziqi.com](mailto:dadabueno@yaziqi.com)  
**English**

This workshop aims at bringing to Yáziqi teachers diversified activities, such as games and ludic tasks, to be worked in the classroom, classified according to some theories that underlie our practice. Our main purpose is to help teachers reflect on the theoretical aspects that should sustain our teaching practice as naturally as possible, turning this act into something that is part of their routine. Besides that they will be gifted with a great and well explained bunch of interesting and funny activities, brought by us and also created by themselves.

### **Room/Sala 007**

#### **Get up, make use of phrasal verbs and get better results! How to work with Phrasal Verbs more effectively on MYP and Advanced Levels!**

Edmilson Prata dos Santos  
Y 13 de Julho Aracaju/SE  
[edmilson.prata@yaziqi.com](mailto:edmilson.prata@yaziqi.com)  
**English**

This workshop discusses how to use phrasal verbs in the classroom environment in MYP and Advanced levels in a more friendly approach. Based on the concepts and ideas suggested by Jake Allsop, Carl W Hart and Ruth Gairns we are willing to somehow shatter the paradigm students usually have on this subject. Students usually find phrasal verbs a very challenging and tiring topic hardly ever reaching satisfactory mastery on it. Activities presented will show how phrasal verbs can be part of your lesson planning in a lighter context bringing fun to your classroom added to effective learning. Our goal is to make your students link what is dealt with in the classroom regarding phrasal verbs with real life situations making this experience a more meaningful one to both you and your student.

### **Room/Sala 008**

#### **Engaging teachers into researching and developing workshops**

Vilson Lúcio Borba  
Y Santa Cruz do Sul/RS  
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**English**

This workshop aims to present a project developed in Santa Cruz do Sul, RS, as part of our Inservice Program. Based on the ideas of Peterson (1995) and Johnson (1986), we try to provide an environment where teachers work as a team, studying, developing professionally and, especially, sharing their knowledge and experiences. Every semester our teachers get together in small groups, study relevant subjects and present them during our pedagogical meetings. We are going to focus on the topics chosen for this semester: Class Preparation, Accountability, Homework/House of English and, finally, Evaluation, showing the results of what they have produced.

### **Room/Sala 012**

### **What you expect is what you get**

Mônica Niederle de Abreu

Y Santa Mônica Florianópolis/SC

[monica@yazigi.com](mailto:monica@yazigi.com)

**Português**

Crianças de 3 a 5 anos fazendo apresentação de quase 10 minutos. Is it possible? Acredite, it is! O segredo está em você: qual a sua expectativa em relação a seus alunos? Às vezes, até os pais duvidam: “mas aprender inglês assim pequeno vale a pena?” Rosenthal e Jacobson afirmam que quando os professores esperam um grande progresso de seus alunos, eles progridem duas vezes mais rápido – é o chamado Efeito Pigmalão. Por isso, você desempenha um papel determinante no aprendizado deles. Venha dividir suas ideias e estratégias para otimizar o aprendizado das crianças.

### **Room/Sala 101**

#### **Fonética e fala em foco na sala de aula**

Eduardo Rodrigues Leão

Y Planalto Manaus/AM

[eduardo.leao@yazigi.com](mailto:eduardo.leao@yazigi.com)

**Português**

Muitas vezes a fonética, na aula Yázigi, é trabalhada de forma difusa e pontual. Nesse sentido, este workshop objetiva apresentar instrumentos pedagógicos que possam tornar a fonética uma ferramenta do dia-a-dia do aluno em sala de aula. Para isso, pretendemos também comparar os sistemas fonéticos das línguas portuguesa e inglesa a fim de que os professores possam prever com mais facilidade de que forma a língua materna dos alunos interferirá na produção de sons do inglês. O workshop é recomendado para professores de inglês, estudantes e profissionais da linguística e, de forma oblíqua, a professores de outros idiomas.

### **Room/Sala 102**

#### **It's SHOWTIME - Improving by improvising!**

Vinicius Armelin Martins

Y Portal do Morumbi São Paulo/SP

[viniciusmartins@yazigi.com](mailto:viniciusmartins@yazigi.com)

**English**

Improvisations are not role-plays or simulations (although many of them can be adapted as such). The objective here is total spontaneity and improvisation. Students have no time to prepare. Roles and situations are given to them on the spot and they have to react immediately. Having this in mind, this workshop will provide improvising strategies and activities that can be used in different sections of the Yázigi series - Improvising (YTeens), Focus on Communication (YEPs), Make your Point (MYPs) and Speaking (American Inside Out) – in order to promote confidence and improve the students' communicative skills while having fun in a relaxed environment.

### **Room/Sala 103**

## **It in the classroom with Yázigi material – Overcoming Challenges**

Nathália Soares & Teresa Raquel da Costa Nascimento

Y Cabo Frio/RJ

[nathalia\\_soares@yazigi.com](mailto:nathalia_soares@yazigi.com) ; [teresa@yazigi.com](mailto:teresa@yazigi.com)

**English**

The use of technology in every day life is a fact that nobody can deny. Our students have contact with a great variety of it and we can not let them down when they come to our classroom and there is no technological tool to make them more motivated. So, this workshop aims at showing the importance of IT as well as some tasks in Yázigi material that were applied in classroom using numerous types of physical technology: digital cameras, video cameras, interactive whiteboard tools, electronic media, and LCD projectors. Combinations of these techniques include blogs, collaborative software and ePortfolios.

### **Lunch break**

Almuerzo

**12h45 – 14h15**

*Plenary session / Conferencia*

*14h15 – 15h*

### **Auditorium / Auditorio**

#### **Material Didático Yázigi**

Marjorie Robles

Product Coordinator Pearson Brasil

[marjorie.robles@pearson.com](mailto:marjorie.robles@pearson.com)

**Português**

*Coordinated Posters sessions/Trabajos coordinados 15h15 - 16h45*

### **Room/Sala 001**

#### **Maximizing Max**

Janelise Rode Jagelski & Joana Radtke

Y Jaraguá do Sul/SC

[jane@yazigi.com](mailto:jane@yazigi.com); [joanapr@yazigi.com](mailto:joanapr@yazigi.com)

**English**

The Green House collection brings a lot of dynamic resources to catch the students' attention, including Max, an iguana puppet. The purpose of this poster-session is to expose some ideas using Max magically in class. Handling properly the puppet is important, but more than that is creating a life for him. Max has a background that was created by the teachers. Let's find out?! How to move, how to react, how to speak, how to come up with the puppet, how to say goodbye... All of these 'hows' is what the teachers want to answer by telling their experiences, showing pictures and exposing their realia.

### **Music in classroom is not only for young students - music with adults without being a musician**

Vitor Rafael Siqueira de Araújo & Leo Antonio de Souza  
Y Boa Vista/RR

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**English**

This workshop discusses the teachers' beliefs about the music in the classroom, paying close attention to their thoughts over the use of music without being a musician, and music education in adult classrooms. There will be shown videos that picture students' engagement in task-based activities that do not require neither talent from the teacher, nor any musical instrument. Our work is based on the studies in Granja (2006) over the benefits of music in education, Gobbi (2001) about musical activities during the English language classroom and Sampaio (2009) about the English language teacher's beliefs related to music.

### **Kids workshop**

Isabela Leão Pinheiro  
Y Cachoeiro de Itapemirim/ES

[isabela@yazigi.com](mailto:isabela@yazigi.com)

**English**

The purpose of this poster session is to share the experience we had this semester offering kids the opportunity to experiment with the language at Yázigi in another day, besides their regular classes, taking part in our KIDS WORKSHOP. Offering more moments for students keep in touch with the language is for certain beneficial for them. KIDS WORKSHOP is dedicated to learning through a ludic, fun and productive way, thus a success among kids.

### **Room/Sala 002**

#### **Boosting Advanced: techniques to dynamise higher-level classes**

Afonso Henrique Moreira Ribeiro Mendes  
Y Caxias do Sul/RS

[afonsormendes@yazigi.com](mailto:afonsormendes@yazigi.com)

**English**

This poster-session aims at presenting successful practices applied in advanced courses at Yázigi Caxias do Sul with the objective of making these classes more dynamic and active. The presenter will show examples of activities taken from advanced books and adapted to include other resources such as technology (Facebook, smartphones, among others) in class and for homework. He will also discuss the process of elaborating these activities, so that participants can use the ideas to innovate in their classes as well.

#### **Nice and easy tips to write whatever you want in English**

Anyelle Avena Camilotto, Gabriela Bueno dos Santos & Germano Pilar Ribeiro  
Y Santa Maria/RS

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**English**

Since many of our students have to write in English for academic purposes, we conceived a Writing Workshop project which aimed at improving these students' abilities through reviewing important content concerning writing, as well as teaching them how to structure essays. We also created a Facebook Group called Essay Bank, in which students are challenged with writing proposals every 10 days: subsequently, these essays are corrected by the teachers and discussed between students and their peers. In our poster session, we will share the workshop experience: how it was planned, which activities were prepared and the results achieved.

### **Sign Language as a tool to raise awareness about social responsibility**

Anyelle Avena Camilotto & Michele Oliveira Rocha

Y Santa Maria/RS

[anyelle@yazigi.com;michele.rocha@yazigi.com](mailto:anyelle@yazigi.com;michele.rocha@yazigi.com)

**English**

This poster session aims at presenting a project carried out with YTeen 2 students regarding Unit 2 about Sports – focusing on Sign Language. Our objective is to provide students with an opportunity to learn about a different culture, raise social awareness on social responsibility and also learn to respect differences – in this case, getting in touch with deaf people and how to communicate with them. Supported by authors like Piaget (1962) and Vygotsky (1989) who talk about social interactions and intelligence as being constituted from experiences and the kind of learning he goes through. In addition to that, Y motto: Citizens of the World and one of the basis of a Yázigi Class - educational objectives justify such work.

### **Room/Sala 003**

#### **Customer Loyalty Regarding Kids and Teens Based on Family Partnership – Projeto Yázigi Mini Chef Get Together /Fun Friday**

Alana Fortunato Zamproni

Y Assunção São Bernardo do Campo/SP

[pedagogicoassuncao@yazigi.com.br](mailto:pedagogicoassuncao@yazigi.com.br)

**English**

This paper has the purpose to present the entire process of drafting and implementation of the " Yázigi Mini Chefs Get Together Fun Friday" at Yázigi SBC Assunção , a project which came up with the aim of attracting students of children and adolescents courses as well as insert their families and social contexts in the institution , establishing a successful partnership in providing education and continuous development.

Aiming Directors, Academic Coordinators and Teachers, the project was based on the Yázigi's Educational Philosophy, the Law of Guidelines and Bases of Education from Brazil and the concepts of the Brazilian Curriculum Parameters , with are connected to the Social Constructivism Interactionist.

#### **Project time for Kids from the Z Gen**

Diego Gutierrez

Y Estreito Florianópolis/SC

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**English**

Pedagogical practice occurs in an environment that considers learner's experiences and interests where students may have opportunities to apply their creativity. Nowadays teachers also need to consider the Z Gen's affinity for technology. This workshop will take



into account some features of the Z Gen and show how teachers may use its increased visual learning ability by enhancing classes with digital tools. Participants will have the chance to program and create a game so that they can apply the experience later in their classes with their students. It's good to bring a personal computer or tablet.

### **Welcome Party – Paddy the Jelly**

Claudia Tosolini Caleff

Y Aldeota Fortaleza/CE

[claudiatosolini@yazigi.com](mailto:claudiatosolini@yazigi.com)

**English**

This session describes the project developed at Yázigi Fortaleza for the welcoming of the new material for Little Kids – Paddy the Jelly. The project aimed at presenting the material to the community and having students familiar with the characters, highlighting the importance of establishing a relationship between students and puppets throughout the learning process. Roloff (2010) prays that “*the playfulness can bring to class a moment of happiness, [...] adding lightness to the school routine.*” So that our students develop such relationship with the material, this session details how to plan and develop the project inside Yázigi Schools.

### **Room/Sala 004**

#### **Blog Green House e Projeto Max - ferramenta de ensino**

Anderson Angonese, Daiana De Nez Moura & Marilene Antonia Misturini

Y Chapecó/SC

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**Português**

Atualmente várias são as ferramentas à disposição do professor e com vantagens de promover a interação, a autonomia e o aprender a aprender. Com a variedade de recursos no ciberespaço, como, por exemplo, a web 2.0, o usuário deixa de ser mero consumidor de conteúdo e passa também a produtor (PAIVA, 2008). É certo que cada vez mais alunos e professores, na expectativa de desenvolver melhores estratégias de ensino aprendizagem, vêm se interessando por essa ferramenta pedagógica, cuja característica central é favorecer a interação entre usuários do ambiente virtual. Assim, o objetivo desse pôster é mostrar aos professores de Língua Estrangeira como blog e Max juntos podem se tornar um ótimo aliado de aprendizagem como fonte de construção coletiva de conhecimento e de interação entre educadores e estudantes no processo ensino- aprendizagem.

#### **Música e diversão: melhores resultados com música**

Clarissa de Menezes Amariz

Y Pelotas Norte/RS

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**Português**

Esse trabalho tem como objetivo apresentar a realização do evento “Music and Fun” o qual é desenvolvido na Escola Yázigi Pelotas Norte/ RS. O evento constitui-se de diferentes atividades em que os alunos deveriam usar seus conhecimentos a respeito das bandas e de suas músicas com habilidades linguísticas distintas, tais como, atividades de áudio (listening), atividades de vídeo e atividades escritas. O objetivo do evento é mostrar para os alunos que aprender inglês com música além de divertido pode ser muito eficaz, pois



ajuda a desenvolver diferentes habilidades e categorias linguísticas, como por exemplo, aprimoramento de listening e de vocabulário.

### **Grateful Project**

Beatriz de Castro Reinach & Clarissa Zamboni Moschin

Y Jardim Bonfiglioli São Paulo/SP

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**Português**

Esta poster session tem como objetivo relatar um projeto realizado por três escolas Yazigi em 2014 com todos os grupos de Yteen1 a Avançado e os grupos de espanhol. O Grateful Project, baseado na teoria de aprendizagem significativa de David Paul Ausubel, consistiu em apresentações orais dos alunos baseados em fotografias tiradas por eles em cinco dias diferentes de pessoas, lugares ou situações que lhes eram significativas. Após a apresentação oral, cartazes produzidos pelos alunos foram distribuídos pela escola. Nosso objetivo é discutir a importância de conceber projetos coletivos e criativos em que professores e alunos se envolvam efetivamente.

### **Room/Sala 005**

#### **Multilevel Conversation Classes**

Silvana Pereira da Silveira & Vivian Hoffmann Pires

Y Santa Maria/RS

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**English**

This poster-session discusses the multiplicity of levels in conversation classes and the heterogeneity of the groups, focusing on the classes composed by students from pre-intermediate to advanced courses. The presenters will explore the concepts of multilevel classes, heterogeneous groups and socio-interactionism applied to the communicative approach. Aspects such as the advantages and the challenges faced by the teacher who has to deal with multilevel learners will be shown. Furthermore, suggestions on how and what to work with such groups will be provided.

#### **Webquest: A great digital tool to engage, foster students' cooperative learning and critical thinking**

Janaina do Rosário

Y Estreito Florianópolis/SC

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**English**

This poster-session aims at designing and applying webquests for collaborative construction of knowledge through Project-Based Learning when incorporating them within Yáziqi lessons. The webquest related practices in classroom through personal experiences, peer observation as well as taking into account opinions of other teachers. Also, more than just using technology, it's the role of the language school to promote digital literacy due to the fact that great learning happens in groups and collaboration is the stuff of growth. This work intends to contribute and guide Yáziqi teachers with practical ideas through the possible uses of this technology, in order to develop students and teachers' 21st century skills.

### **10 Top signs your class is breaking down**

Jimmy Azevedo  
Y Fortaleza Cocó & Iguatemi/CE  
[jimmy@yazigi.com](mailto:jimmy@yazigi.com)

### **English**

When things are not the way we expected, it's time to rethink, reflect and analyze what we've been doing in our teaching practice, but also what students have (or haven't) been doing in classroom. Some early signs of problems are noticeable, even though underestimated sometimes. Therefore, we have collected 10 top signs that point out to trouble, each one of them reflect the lack of our highest goal: communication. It's our purpose with this paper to provide teachers with tools for early diagnosis, prevention and also solutions to keep the teaching-learning cycle effective, and the results the best we can get.

### **Room/Sala 006**

#### **La Caja Loca**

Akemi S. Meister, Anderson L. Nogueira & Marina L. O. Marçal  
Y São Bernardo do Campo/SP  
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### **Português**

Este trabalho apresenta um projeto chamado “La Caja Loca” cujo objetivo principal é estimular os alunos de qualquer idioma a usarem a língua estudada em sala de aula realizando pequenas tarefas (trava-línguas, poesias, provérbios, descrições). O projeto trabalha com as teorias do lúdico e de Vygotsky.

#### **Planejamento de Aula Yázigi - Caminho para aprendizagem**

João Luis Cardoso de Satúrio Pires  
Y Iguatemi Fortaleza/CE  
[joaolu@yazigi.com](mailto:joaolu@yazigi.com)

### **Português**

The main goal of this presentation is to transmit useful information about good practices to be used while preparing a Yázigi class. Topics covered will be focused on class planning stages, in other words, the implementation of the PPA and its particularities in the process of communicative approach within the socio-constructivist context.

I must emphasize, the YClasses has helped us to organize and catalog all the lesson plans, better schedule the timing for each task and has been used by all teachers as a benchmark for future planning.

#### **Seed love, pick kindness (Plante amor e colha o bem)**

Marina Jacinto da Silva Oliveira  
Y Olinda/PE  
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### **Português**

Essa poster session tem por objetivo explicar como funciona a estruturação e a implantação de um “y garden” ou “horta Yázigi”, focando principalmente nos objetivos pedagógicos desse projeto. Através de uma conversa aberta, a apresentadora pretende levantar os motivos pelos quais a horta é importante na criação da consciência ambiental, no “ser cidadão do mundo”, assim como o discutido na cartilha “A horta escolar: dinamizando o

currículo da escola”, da autora Najla Veloso. O benefício para o ensino de idiomas que a horta pode proporcionar não será deixado de lado.

## **Room/Sala 007**

### **Clase fuera del aula**

Robervan Barbosa de Santana

Y 13 de Julho Aracaju/SE

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### **Español**

Cuando estudiamos una lengua extranjera sentimos la necesidad de poner en práctica lo que aprendemos fuera del aula. El objetivo de este trabajo es crear situaciones comunicativas en algún punto turístico de la ciudad en que viven los alumnos simulando la función de guías explicando en lengua española las informaciones del sitio visitado.

### **Proposta de atividade utilizando a interface youtube para alunos Yázigi**

Alberto Lima Aves

Y Apucarana/PR

[albertolima@yazigi.com](mailto:albertolima@yazigi.com)

### **Português**

Este poster-session apresenta como novas tecnologias podem ser introduzidas em sala de aula de forma a trazer um maior estímulo aos alunos. Propomos uma atividade que agrega três valores essenciais para atividades relevantes a esses alunos que são a autonomia, a ludicidade e a interatividade através da interface YouTube, objetivando trazer ao aluno Yázigi os recursos tecnológicos que atribuem um caráter motivacional, desenvolver atividades focadas em projetos e promover a interação entre os alunos visando à aprendizagem que alia as novas tecnologias com a busca do conhecimento por alunos construtores de seus conhecimentos.

### **Un metrónomo en el aula: uso de las habilidades musicales en la enseñanza de L2**

Antonio Almansa Salinas

Y Jardim Bonfiglioli São Paulo/SP

[antonio.salinas@yazigi.com](mailto:antonio.salinas@yazigi.com)

### **Español**

Nuestra propuesta de Poster-sessions/ Sesiones de trabajos coordinados electrónicos estaría enfocada al uso del metrónomo en el aula de la enseñanza de L2. La propuesta es válida para todos los niveles y cualquier idioma. La finalidad es demostrar que las habilidades musicales, en este ejercicio principalmente el ritmo, son herramientas útiles para la enseñanza. Obteniendo resultados sorprendentes en la pronunciación de los fonemas que presentan más dificultad y la entonación concreta de cada idioma. Yendo desde la hipótesis a la práctica conseguimos llegar a la teoría y argumentar la actividad con las teorías psicológicas del Dr. Gardner y neurocientíficas del Dr. Patel.

## **Room/Sala 012**

### **Peer Watching: from doubt to development**

Cintia Cordelia Battisti Raulino

Y Jaraguá do Sul/SC  
[cintiaraulino@yazigi.com](mailto:cintiaraulino@yazigi.com)  
**English**

Peer Watching is a program that has been happening at Yázigi Jaraguá do Sul - SC for one year. It was designed to meet the teachers' needs of having more information about what specifically the OP writes on the COF during their class observations, reinforcing the Communicative Approach through "real peer observations", and knowing more about how their peers were working in class so that they could have new ideas for their own classes. This poster session will inform in detail how the program was organized and present the results of the satisfaction surveys done with the teachers in both semesters. This session is addressed to teachers and academic coordinators.

**Giving feedback to feedback: What do students think about it?**

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**English**

This paper's main goal is to promote the reflexion and debate towards evaluation and feedback by demonstrating the result of a study case held at Yázigi Santa Maria. Evaluation is presented according to researchers as Hoffmann (1993), Perrenoud (1999), Luckeski (2008) and feedback is approached as in Hadji (2001) and Willians (2006). We will show and discuss the students' perceptions about the delivery of feedback given by teachers. This practice consists of giving oral feedback to students mentioning their needs and positive aspects, besides promoting an opportunity for students to realize these aspects by themselves and also give feedback to teachers.

**Learning from teaching**

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**English**

This project has as a main objective make students get up and give a speech about their actual or future occupation in the foreign language or teach other students about some grammar point. The presenter will display ways to make students learn from teaching, how students can put in practice what they have learned so far with short speeches to other classmates. Seneca the Younger told in his letters to Lucilius that we are learning if we teach (epistulae morales I, 7, 8): docendo discimus (lat.: "by teaching we are learning").

**Room/Sala 101**

**Make Your Point, make it relevant**

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**English**

This work is an invitation for teachers to Make Their Points when dealing with the materials relating them to students' world and thus making them more relevant.

In this project, outdated input in Make Your Point books have been indexed and new resources (texts and videos) have been suggested as alternatives; sequential arrangements to further tasks which refer to that original input have also been made maintaining the objective and linguistic goals of the tasks. The presentation will include an overview of book adaptations and modeling of one adapted task (a quick task presentation in the format of a class).

### **Using Nearpod in the classroom**

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**English**

Are you looking for creative ways to use technology inside the classroom? As mentioned by Malone "The new technology of computers - with its uniquely rich possibilities for responsive fantasy, captivating sensory effects, and individual adaptability - has an unprecedented potential for creating fascinating educational environments" (1980, p. 82). This poster session introduces Nearpod, an app that can be used in smartphones, tablets and computers to share a lesson through a fun and engaging digital environment: the teacher conducts the lesson in his computer and the students simultaneously interact through their devices. BYOD and let's have fun!

### **Contextualized Warm Up!**

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**English**

The present work aims to discuss about the importance of ludic activities inside a Yázigi class, specially as an ice-breaker. It is based in the theory of Meaningful Learning from Ausubel and in the theory of Socioconstructivism from Vygotsky. The main point is how to plan a warm-up moment using ludic activities in order to make that moment meaningful. The discussion will be around the importance of this inicial moment of the class which provides to the teacher conditions to handle the class itself appropriately, creating an environment in which the students receive attention as an individual and as a group. In this way students feel secure in taking risks in the target language and the teacher gets the mood of the class set in a meaningful and pleasurable way to carry out the rest of the class.

### **Room/Sala 102**

#### **Ideas to adapt YEP1A to different classroom contexts**

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**English**

This work aims at presenting the result of some classroom practices on adapting Yázigi's material YEP 1A in different contexts such as groups of adults, teenagers and heterogeneous groups of students with background knowledge and real beginners.

I will firstly describe some of the different situations I've been through in the 3 YEP 1A group profiles I had this semester. Second, I will point out the activities I have adapted, justifying my choices. Furthermore, I will analyze them within a critical perspective, discussing what could be different and what else could be done in each case.

### **Y NOTES : A step to enjoy writing**

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**English**

Since writing is one of the abilities students like the least this poster-session aims to present the YNotes, a project that is being held at Yazigi Fortaleza designed to rise students interest in improving their written skill. It consists in collect and select the students' best written work during the semester in order to publish them in a "book" sponsored by the school. *"No fundo, todos temos necessidade de dizer quem somos e o que estamos a fazer e a necessidade de deixar algo feito, porque esta vida não é eterna e deixar coisas feitas pode ser uma forma de eternidade"*. Saramago (1997).

### **YFAIR – Raising Awareness and Promoting Interaction**

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**English**

Taking Richards (2001) into consideration when he stated that "the second language learning is facilitated when learners are engaged in interaction and meaningful communication", Yázigi Fortaleza has been working since 2013 with an extra activity named YFair, in which students are encouraged to use English in a real situation, where they can shop for fruit and vegetables. It provides students with an opportunity to interact with others using English outside the classroom in a meaningful context for them. The process of creation, development and results achieved will be exposed in this Poster Session.

### **Room/Sala 103**

#### **Focus on Focus on Communication**

Vanessa Rodrigues Almeida

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**Português**

Esse trabalho tem como objetivo principal resgatar a real função da seção de Focus on Communication nos livros YEP / CEP. Sandra Savignon (1991) define a comunicação como um processo no qual o indivíduo se expressa, interpreta e negocia significados. E, segundo Vygotsky a aprendizagem ocorre através de interações com outros indivíduos e com o ambiente. Assim, esse trabalho apresenta propostas para atividades realizadas dentro e fora da escola diversificando a aplicação da seção de Focus on Communication e proporcionando aos alunos um ambiente mais real e, portanto, mais possibilidades para

interações tornando o processo comunicativo mais eficaz melhorando os resultados de aprendizagem e conseqüentemente a satisfação desses alunos. Destina-se a professores de inglês que queiram diversificar a aplicação da seção de Focus on Communication e também professores de outros idiomas que podem adaptar as atividades propostas para os conteúdos de seus respectivos livros.

### **Debates atuais aplicados ao Make Your Point**

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**Português**

This poster-session aims the interaction between the Make Your Point's features and the nowadays debates on the social networks. The purpose is to create a more in-depth debate about issues concerning the happenings and discussions that are taking place in the country right now. Through the lifelike debates this purpose can be stimulating and more precise. The social constructivism is the main goal and the base to the construction of a more wide knowledge, including history, philosophy and political issues.

### **Get Up and Play for Results**

Augusto Bortolini Chiarelli & Lauren Zanatta Minuzzi

Y Lajeado/RS

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**Português**

O trabalho tem como objetivo apresentar diferentes formas de realizar atividades ao ar livre associadas à sala de aula e ao ensino da língua, a fim de promover a aprendizagem dos alunos por meio de maior interação e motivação intensa.

Os participantes serão expostos a diferentes formas de promover a motivação dos alunos mediante atividades lúdicas utilizadas como warm-up ou accountability. Ademais lembrarão conceitos de motivation, realia e total physical response com base em artigos de James Asher e demais autores.

### **Coffee break & Visit to Parallel Exhibition**

Intervalo para café & visita a la exposición paralela

**16h50 - 17h10**

*Closing Ceremony / Ceremonia Final*

**17h15 - 18h30**

**Auditorium / Auditorio**

**Mario Utimati Award / Premio Mario Utimati**

Equipe Yázigi