Designing activity plans in the online pedagogical advising context at the Language without Borders Program: a story of collaboration

Planejando atividades didáticas no contexto de orientação pedagógica *on-line* no Programa Idiomas sem Fronteiras: uma história de colaboração

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ABSTRACT: In this article, guided by the premises of Narrative Inquiry, we aim to narrate and to compose meanings of our experiences as teacher educator and teachers in training in the online pedagogical advising context of the Languages Without Borders Program (LwB). We start from the concept of collaborative action, which means interacting with peers for the construction of collective knowledge, co-constructing teaching practice through awareness and reflection. We relate collaboration with the notion of planning didactic activities that are significant and contextualized in the internationalization process. Firstly, we present the methodology of the LwB online advising path with respect to the production of granular activities focusing on specific skills, which can be incorporated in different courses of the English LwB catalogue. Then, we narrate the experiences of the preservice teachers during the design process of these activities, i.e. the lived tensions and the achieved results, illustrating with an example of an initial and a final product. We conclude by discussing the experiences of collaboration between teacher educator and teachers in training and presenting our meaning-making, which comes down to what we learned in the trajectory narrated.

RESUMO: Neste artigo, temos como objetivo narrar e compor sentidos de nossas experiências de professora formadora e de professoras em formação em contexto de orientação pedagógica *online* do Programa Idiomas sem Fronteiras (IsF) guiadas pelas premissas da Pesquisa Narrativa. Partimos do pressuposto do agir colaborativo, o que representa interagir com os pares para a construção do conhecimento coletivo, co-construindo a prática docente por meio da reflexão e da conscientização. Relacionamos colaboração com a premissa do planejamento de atividades didáticas significativas e contextualizadas no processo de internacionalização. Primeiramente, apresentamos a metodologia da orientação *on-line* IsF no que se refere à produção de atividades granulares com foco em habilidades específicas, que podem ser incorporadas nos diferentes cursos do catálogo IsF inglês. Na sequência, narramos as experiências das professoras em formação durante o processo do design dessas atividades, tanto as tensões vivenciadas, como os resultados alcançados, ilustrando com o exemplo de produto inicial e final. Finalizamos problematizando as experiências de colaboração entre professora formadora e professoras em formação e apresentando os sentidos compostos, ou seja, o que aprendemos na trajetória narrada.

KEYWORDS: Didactic activities. Online advising. Languages without Borders.

PALAVRAS-CHAVE: Atividade didática. Orientação on-line. Idiomas sem Fronteiras.

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1 Introduction

One of the possibilities fostered by the Languages without Borders program (LwB) in Brazil is that of teacher development. There is a myriad of opportunities for LwB teachers to gain experience in the professional knowledge landscape: events for professional growth, publications with a focus on language policies and internationalization, webinars[1] on various themes of English teachers' interest, sharing experience in asynchronous platforms and pedagogical advising processes. The latter is the main interest of our research text. Preservice teachers selected to teach English in the *Núcleos de Línguas* (NucLis[2]) of Brazilian universities are accompanied by experienced professionals who help them in their teacher development. In some universities that do not have undergraduate courses for the English language area and, thus, no professional who could guide the preservice teachers, these teachers are directed to the online pedagogical advising process, run by three teacher educators with experience both with English language education and with distance learning.

Our goal for this paper is to narrate and compose meanings of our experiences as teacher educator and preservice teachers in an online pedagogical advising context of the LwB program. We were guided by the methodological proposal of Narrative Inquiry and we considered the deweyan meaning of experience and the concept of stories to live by. Grounded on the premises of collaborative action, we understand the importance of interacting with peers for the construction of collective knowledge, co-constructing the teaching practice through awareness and reflection. We connect collaboration with the notion of planning didactic activities that are significant and contextualized in the internationalization process.

After detailing the methodological scenario that encouraged the experiences of the preservice teachers in the online advising process, we illustrate the collaboration for activity design with the initial version and the final version of an activity plan. Then, we present the meanings made of the experiences lived closing our research text with some final remarks.

2 Methodological path: Narrative Inquiry

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[1]The webinars and follow-up discussions are coordinated by Professor Avram Stanley Blum.

[2]*Núcleos de Línguas* (NucLis) are the local representatives of the LwB program, under responsibility of each Higher Education institution. They are composed of coordinators, teachers and administrative staff.

The proponents of the methodological path we have chosen to ground our paper, namely Narrative Inquiry by Clandinin and Connelly (2000), rely on the deweyan definition of experience, which encompasses 1) the idea of a continuum - previous experiences shape context of subsequent experiences, 2) the principle of interaction - considering objective and internal conditions, and 3) the environment. The concept of experience is of utmost importance in the field of education; as Dewey (1938, p. 40) defends, "a primary responsibility of educators is that they not only be aware of the general principles of the shaping of actual experience by environing conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth". Thus, having experience and what/how it can teach us in our context as a focus has helped us in the reflection process.

In short, narrative inquiry is a way of understanding and inquiring into experience through "collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus" (CLANDININ; CONNELLY, 2000, p. 20). As explained in the introduction, we are the participants of our own research and we collaborate with one another to conduct this narrative inquiry. A narrative inquirer takes into account a three-dimensional space narrative structure approach: interaction (personal and social), continuity (past, present, future), and place (situation). In our case, we narrate the experiences in each of our stances and the surrounding effects, understanding that what happened in the past shapes the present and the future in the context of the LwB program.

There is a specific narrative inquiry term that aids us in exploring our professional identity on the professional knowledge landscape presented in this paper: 'stories to live by'. According to Connelly and Clandinin (1999, p. 95), the stories that constitute us are "narrative constructions that take shape as life unfolds and that may, as narrative constructions are wont to do, solidify into a fixed entity, an unchanging narrative construction, or they may continue to grow and change". We could simplify that the stories that constitute us are our identity, and it is from the identity materialized in the stories lived and told by us, teachers, that we can build knowledge from the experience of each one. "The identities we have, the stories we live by, tend to show different facets depending on the situations in which we find ourselves" (p. 95). In the next section, we present our mutual understanding of the pedagogical premises which set the context for the different experiences lived and the different stories to live by portrayed.

3 Collaboration in activity design

We set out to live a story of collaboration while designing activities for the context of the LwB program. To act collaboratively means to interact with peers for the construction of collective knowledge, it means to co-construct the practice through reflection and awareness, and it presupposes a path towards more fruitful interpersonal and professional relationships. "Collaboration is composed of dynamics of exchange and relationship with a view to a common goal, which promote the formation of communities, which, in turn, can foster both cooperative and collaborative learning" (SOUZA, 2007, p. 158).

We understand we have considered beyond cooperating or helping each other in the task of designing the activities, if acknowledging a difference between the terms cooperation and collaboration in the Applied Linguistics field. Beatty and Nunan (2009, p. 166) distinguish collaboration from cooperation because the second term "only requires learners[3] work together, each learner completing a part of the task, rather than negotiating with each other about all aspects of the task, as is necessary in collaboration". We move beyond, using a structure of interaction to reach a common goal; we use collaboration as a philosophy to build our professional knowledge landscape.

It is important that we relate collaboration with our aim of planning pedagogical activities that are interesting and contextualized in the internationalization process. Since the number of hours of the LwB courses range from 16 to 32, 48 or 64 hours, it is not always possible to resort to published material for course content; therefore, material design is of absolute need in the given scenario. Another hindrance to find ready-made material is the nature of the LwB program, which is not general English, but English for Academic and Specific purposes with a clear target towards the internationalization of Brazilian Higher Education.

The process of material design begins in the course catalogue, outlined by various stakeholders[4] of the LwB program. After a three-year experience in the field, the LwB English language professionals were able to chart the most important courses for the internationalization focus of the program. Although the course plans in the catalogue already

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[3] In our case, teacher educator and preservice teachers.

[4] In the dictionary, a stakeholder is defined as a person with an interest or concern in something, especially a business.In the realm of education, it usually refers to anyone engaged in the welfare and success of a pedagogical program.

includegoals, syllabus and references, it is up to each NucLi to customize the courses as to attend to their local community, which permits flexibility for teacher educators and preservice teachers from different universities.

The proposal devised by the online advisors for material design considered contents which could be used in different courses of the LwB catalogue. The product should preferably follow the granularity assumptions, referring to the "size" of the proposed activity being composed of smaller, detailed parts, and the combination, that is, the way objects construct macro structures in the teaching and learning process (WILEY; GIBBONS; RECKER, 2000), so that it could be reused. This means that the product can be used not only in one of the courses offered by LwBNucLis, but also by composing the activities proposed in different courses, as long as they fit the course's goals and syllabus.

4 Languages without Borders online advising process

The Languages without Borders program began back in May of 2012 as English without Borders, a Brazilian political endeavor. In the scope of the time, the main goal was to "offer different kinds of support for the English language learning. The idea is that, following a diagnosis of the proficiency level of Brazilian university students, access to the English language study be granted to undergraduate and graduate students interested in improving language knowledge[5]" (ABREU-E-LIMA; MORAES FILHO; BARBOSA; BLUM, 2016, p. 34).

Later, it was noticed that while support was offered for Brazilian students willing to go on overseas mobility, a great deal of the effort of teacher educators, known as pedagogical coordinators of the different NucLis, was clearly helping preservice English teachers in their professional knowledge landscape. This happened not only with local pedagogical coordinators, but also online pedagogical coordinators.

The three online pedagogical coordinators, including one of the authors of this research text, began advising preservice teachers from different universities in 2016. At first, they offered an asynchronous teacher education course through the Moodle platform. In 2018, they implemented a multifaceted advising proposal that comprised:1) asynchronous interaction and weekly Skype meetings with a focus on material design, 2) analysis of course

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[5] Authors hold sole responsibility for translated excerpts in this research text, including this one.

and class plans, 3) help with academic productions and 4) webinars with discussion follow-ups. In this research text, we will mention only the material design proposal.

The proposal for online advising for the year of 2018, entitled "Exploring How-tos in English teaching: Focus on Academic English"[6], encompassed four major steps as shown in the Figure 1 below:
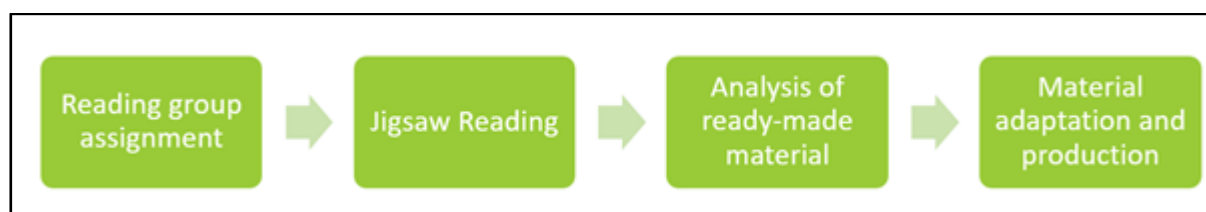

Figure 1: Image of the flow of the online orientation process created by the advisers.

The first step was named the 'Reading group assignment'. Initially, the preservice teachers read one of three texts about a certain subject (listening, speaking, reading, writing, assessment) so that all proposed texts were read. Generally, each text was read by 3 to 5 people, depending on the size of the group. These texts varied in complexity and were labeled 'green flag', texts with more practical suggestions; 'orange flag', texts usually with theoretical proposals followed by exemplifications and 'red flag', texts that usually contained literature review or state of the art in the topic in question. There was a rotation between the type of text that each preservice teacher read in order to familiarize themselves with different formats of texts commonly published in the area of Applied Linguistics. The readings were supposed to help the preservice teachers gain theoretical and praxis knowledge of the skills they would work with.

For the Jigsaw reading, once they were prepared to discuss the proposed texts, preservice teachers who read the same text met online and pointed out the main ideas of the texts. After this brief meeting of fifteen to thirty minutes, we did a jigsaw reading activity, a reading approach that presupposed the process of synthesizing the text and of sharing what was understood with peers. Then, the groups were divided again so that each group had at least one participant with a text type, 'green flag', 'orange flag' and 'red flag'. This new grouping allowed each preservice teacher to present their text. After the jigsaw reading,

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[6] The pedagogical proposal was collaboratively designed by Braga, Dellagnelo and Souza (2018), online coordinators of the LwB program.

usually lasting twenty to thirty minutes, all the participants gathered in the same Skype call for the closing of the task.

Thirdly in the methodological proposal, we did the 'Analysis of ready-made material'. Teachers in training were asked to analyze activities in the subject studied from the theoretical texts that are available in textbooks, on the Internet or other support that they might find. There was an emphasis on the need to choose activities of English for Academic and Specific Purposes to keep the focus on internationalization. However, if a teacher wanted to bring an activity commonly used in general English courses, they could suggest how that activity might be adapted to the LwB context.

Finally, we moved onto material adaptation and production. The fourth step involved the adaptation or creation of materials focused on the development of different skills from the topic being addressed from the theoretical readings. This production could be done individually or in pairs/trios, depending on the context of the group and from the coordinators' indication. As previously stated, the product should preferably follow the granularity assumptions. The proposal of the activity, after being presented to peers and receiving suggestions for improvement (both from other teachers in training and the coordinator responsible for the group), went through a review process to write the final product, containing the activity plan and the annexes (presentation in slides, videos, audios, etc.).

After these four steps, the participants presented their work to the groups of the two other coordinators for feedback and made the activities available for collective use. The main platform used in 2018 was Skype. The creation of a repertoire of pedagogical activities was shared between teachers in the online advising context and also with teachers of the other NucLis, who show an interest to had access to these activities. Although the main purpose was on the process, i. e. a focus on teacher education, having material to be shared could be considered a secondary purpose of the online advising process.

5 Experiences of the online advising process in the perspective of preservice teachers

5. 1. Nicole's narrative

Being part of the LwB program is an experience that I will carry with much significance for my life since it provided me the contact with people that clearly understand

the path to become an English teacher, and also the first chance to teach English. As a person who had never taught before, some tensions were experienced during this period as a preservice teacher, but good results have been achieved with the help of a pedagogical coordinator, who has such an important role in this education program.

Due to the fact that the NucLi in my university does not have a local pedagogical coordinator, the process of orientation is completely online, since I entered the program in June 2018. One of the problems I faced was to understand how all of that worked even though the coordinator explained what I was supposed to do at first.Gradually I became used to the online environment and could join the group in the meetings that happen once a week. Before long I had to plan my first writing activity - which was challenging, since I had never done this kind of work before - and in the total of 7 months I designed in pair or group some other plans focused on the academic context, such as a reading activity plan and a course plan - including each lesson plan for this course. Furthermore, I also had the chance to watch webinars during this period, which were used as a base to design some activities and to raise different topics of discussions.

Besides designing plans, it is important to say that all the creation is followed up by the pedagogical coordinator and discussed with the other preservice teachers. The meetings are very helpful since we have the opportunity to share what is designed by us and listen to some points that are made by the coordinator and the other teachers. Another relevant topic is that the language used in the meetings is English, which helped me to improve my vocabulary, especially when it comes to the educational field.

Ultimately, the online pedagogical process can easily be seen as a helpful way to improve my skills to become a better professional, providing an experience with peers and a pedagogical coordinator who always gives feedback to the plans we design. It also illustrates that even without a local pedagogical coordinator the preservice teachers can better understand the dimensions of the program, learn different methods of teaching, and share experiences and knowledge, which is useful to overcome difficulties in creating material for the academic context each one is placed.

5. 2 Letícia's narrative

Participating in the designing of activity plans in collaboration with peers and the

online pedagogical coordinator is a very educational and constructive experience in the process of teacher development. The LwB program requires teachers to elaborate their own activities most of the time, considering that the objective of the program is to teach academic English focused on internationalization. The lack of a local pedagogical coordinator makes that process a little more complicated than usual, but the online advising functions as support for preservice teachers in that situation.

I joined the program in July of 2017, and have been participating in the online pedagogical advising since then. The meetings are once a week, they usually last about one hour, and they are made through Skype. The number of teachers in the group varies according to how many people are joining and leaving the program. Since I started, I have designed as part of the group's activity: a general class plan, a general course plan, an assessment plan, a listening activity, a speaking activity, a writing activity, a reading activity and a detailed course plan (with all the class plans included).

Some of them were made individually, and some were made in groups or pairs. All of them, however, went through the same process of elaboration: the first version of the designing of the activity, then sharing with the group for peer feedback and the coordinator feedback, and finally making all the necessary adaptations and submitting the final version of the activity. This process of collaboration allows the teachers to actively participate in not only the designing of their own plans, but also in the ones of their peers. The different comments and experiences brought by each teacher always help improve the activities being worked on in the moment, and even offer ideas for future elaborations of plans.

This experience is educational because we get the chance of being in contact with all kinds of different contexts from NucLisall around Brazil. This allows for a better understanding of the LwB program and its objectives (as well as how to accomplish them). One of the biggest challenges is designing activities that are actually relevant in the context of internationalization. The pedagogical coordinator, however, is always making sure the activities stay on focus.

In conclusion, the online pedagogical advising is very important for teachers who don't have a local coordinator. It allows them to not experience the LwB program any differently from teachers who do. It is also essential in the process of teacher development, since it helps teachers improve their abilities in elaborating course and class plans, and focused activities according to the objective of the program.

6 Initial version of activity plan

As mentioned in the previous section, besides the full course and class plans, five different granular activities were developed in the fourth step (Material production and adaptation) of the online pedagogical advising process in 2018: an assessment plan, a listening activity, a speaking activity, a writing activity and a reading activity. We have chosen the reading activity to illustrate the design process.

Activity Plan
Nicole Medeiros Rocha
Letícia Fonseca de Sousa

Focus: Reading
Courses: Produção oral: comunicações acadêmicas; Compreensão escrita: essays
Expected proficiency level: B2
Estimated time activity: 2 hours

Overall aims:
● Get in contact with information texts (journalistic text)
● Check student's comprehension of simple texts
● Learn how to make relationships between two kinds of media that discuss/approach the same topic
● Critically discuss a text
● Deal with multimodal literacy

Teaching premises:
● "As a text critic, a reader needs to "question the voices behind texts, who is represented and who is not, and what positions texts are assuming" (HUANG, 2011).
● "Freire (1970) pointed out that a critical literacy stance is a "praxis" stance, involving not only reading the word and the world, but also rewriting the word and the world" (HUANG, 2011).

Procedures:
- Ask students how open they are on social media. If they post a lot of pictures, if they like talking about their lives, hobbies etc. Ask them what their privacy settings are, if anyone can see their profile or if it's just friends, if they have any restrictions at all.
- Show student's Ashley Payne's picture (on slide) and ask what they think about it (**Is this a kind of picture people normally post on social media? From this picture, how would you describe this girl? What do you think she does?**). Tell students they'll read a text about that girl, and what happened to her because of that picture. Provide them the text.

- Ask students some comprehension questions (**Who is the girl in the picture? What happened to her?**). Ask them if they have any vocabulary questions about any words in the text.
- Call student's attention to the picture again, and ask them some questions:
● Do you agree with what the school did?
● Do you think this picture promotes the use of alcohol?
● Do you think it's wrong for teachers to post this kind of picture on social media?
● What about other professions?
● Do you think you should add people from work to your social media?
● Is there anything people can do to completely separate their personal lives from their professional lives? Do you think that's necessary?
● If you were in the teacher's position, what would you do?
- Tell students we'll now discuss another situation in which people's facebook pictures are being exposed (show video, explaining students should not focus on listening, just pay attention to the pictures). Ask them in what way are the situations similar and different.
- Talk about privacy. Ask students if they think it's ok to use people's pictures (for whatever purpose) just because it's on the internet. Ask them what they think there is a limit to how people can use what you post against you.
- Go back to the text about Ashley, and call students attention to the fact that the teacher sued the school. Ask them if they think she had a good reason to do so. Pair them up and ask them to predict the end of the case, what they think the court decided, and what they think would be fair.
- Tell them what was the result of the case, and ask them what they think about it.

References:<https://www.youtube.com/watch?v=GvmWMzH4GZY><https://www.dailymail.co.uk/news/article-1354515/Teacher-sacked-posting-picture-holding-glass-wine-mug-beer-Facebook.html>

7 Collaboration towards the design of the final version of activity plan

Collaboration begins early in the pedagogical proposal since preservice teachers help one another in understanding reading material proposed, share their thoughts during the Jigsaw Reading step and work together in the analysis of ready-made material.

In the fourth step, after presenting the initial version of the activity during a Skype meeting, the pedagogical coordinator makes comments, suggestions and asks questions that lead to changes in the designing of the plan. The entire plan is questioned and placed under a new light by coordinator and peers, in a way that the teachers who designed the plan might not have noticed by themselves. The teachers usually take notes of what is discussed during the meeting, and make the necessary changes afterwards.

Suggestions are made not only in the activity itself, but also on the general information of which courses the activity could be applied and its overall aims, which can be

seen in Figure 2.

Focus: Reading
Courses: Produção oral: interações acadêmicas; Compreensão escrita: essays; Compreensão escrita: estratégias; Compreensão oral: palestras e aulas; Produção oral: Diferenças culturais
Expected proficiency level: B2
Estimated time activity: 2 hours

Overall aims:
- Get in contact with information texts (journalistic text)
- Check student's comprehension of simple texts
- Learn how to make relationships between two kinds of media that discuss/approach the same topic
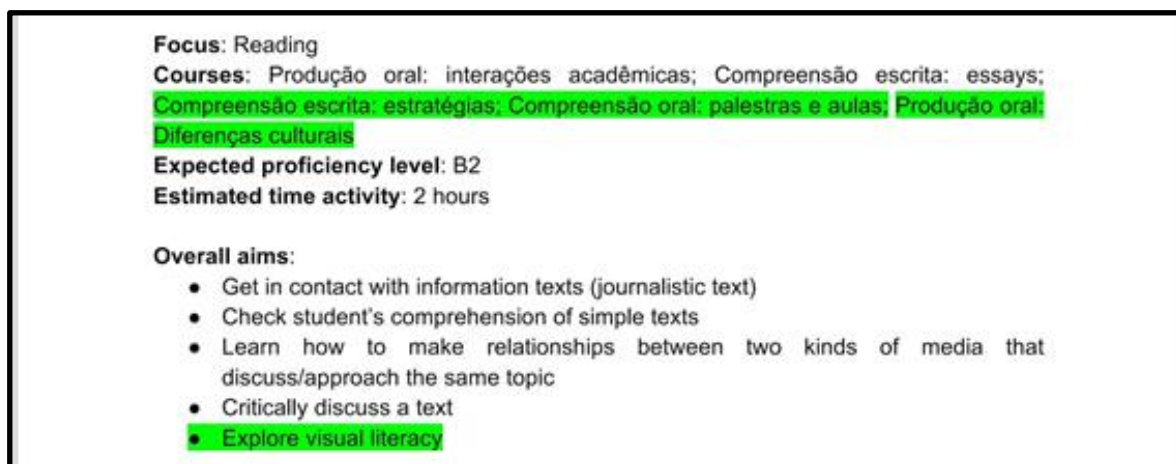- Critically discuss a text
- Explore visual literacy

Figure 2: Print screen of activity plan highlighting changes: general information.

The pedagogical coordinator also brings a new perspective on how the activity can be adapted for different kinds of courses and situations. Preservice teachers tend to offer a limited view of what an activity can accomplish. The coordinator, however, is able to see and show teachers everything the activity could be. It is important for the teacher educator to show them they will accomplish much more than what they are putting on paper: be it in terms of courses in which the granular activities could be used or the goals which could be achieved.

The teachers are also instructed to be very thorough in their activity plans, detailing every single step of what needs to be done. In Figure 3 we can see that the teachers had not specified the estimated time for each part of the activity, but that the coordinator instructed them to add that to the plan.

Procedures:
- Ask students how open they are on social media. If they post a lot of pictures, if they like talking about their lives, hobbies etc. Ask them what their privacy settings are, if anyone can see their profile or if it's just friends, if they have any restrictions at all. (5 minutes)
- Show students Ashley Payne's picture (on slide) and ask what they think about it (Is this a kind of picture people normally post on social media? From this picture, how would you describe this girl? What do you think she does?). Tell students they'll read a text about that girl, and what happened to her because of that picture. Provide them the text. (20 minutes)
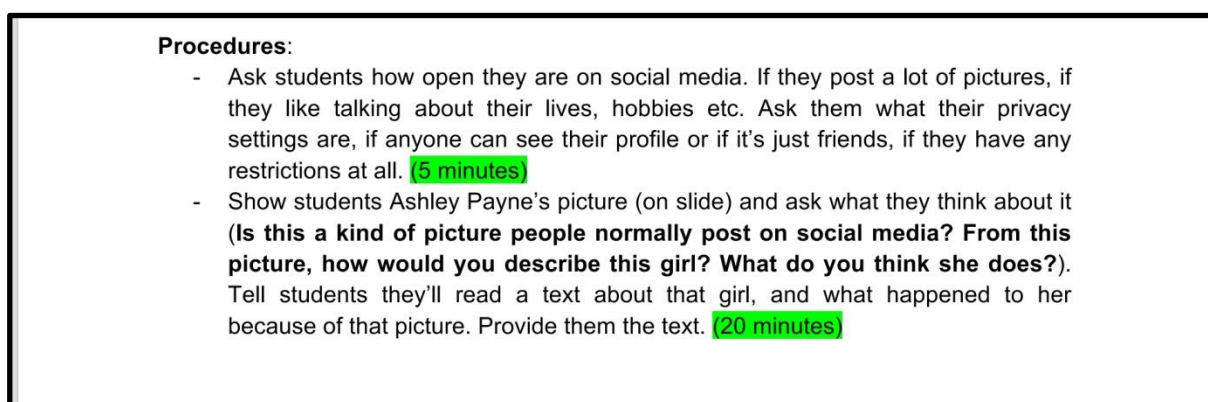
Figure 3: Print screen of activity plan highlighting changes: procedures.

Previewing duration of each activity is important because teachers should be aware of how much time they are going to spend in each step, and in the activity as a whole. That way, they can plan on how to include it in class better. Also, the idea is that other teachers can use the same plan adapting it to their context. Having a more meticulous plan outlined will lead to more chances others will run into fewer difficulties in understanding each step.

Last but not least, it is relevant that the teachers designing the plan set some practical activity or propose the development of a product so that their students may be more clearly assessed in the process. The assessment plan as seen in Figure 4 was not included in the first version of the reading activity, but added later on as suggested during the review process.

> teacher sued the school. Ask them if they think she had a good reason to do so. Pair them up and ask them to predict the end of the case, what they think the court decided, and what they think would be fair. (10 minutes)
> - Tell them what the result of the case was, and ask them what they think about it. (5 minutes).
>
> **Assessment (explain to students the following activity will be considered an assessment):**
> - Tell students we're now going to make an activity in which they have to look up social media guidelines from different institutions in different countries. As an example, show them the guidelines of The University of Manchester, which can be found online (http://documents.manchester.ac.uk/display.aspx?DocID=23437). Explain that a lot of others universities also make their guidelines available online. (10 minutes)
> - In groups, students are supposed to find at least 2 different university guidelines and look for their policy on privacy and content (of what's being posted). They should analyze and compare the guidelines. (15 minutes)
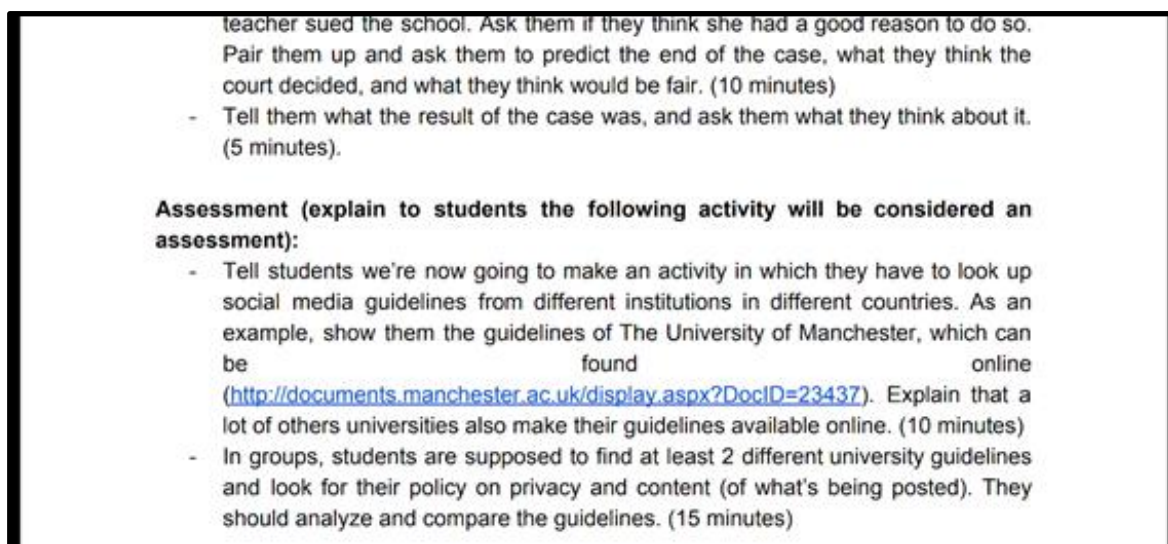
Figure 4: Print screen of activity plan highlighting changes: assessment.

For the assessment to be formative and aid students in language knowledge building, designing teachers should take into account how contextualized the proposal is and how it fits the aims of the activity. Besides, showing students examples is very helpful; in the print screen, for instance, teachers suggest a link where students will find university guidelines that will be useful to complete their task. Likewise, a set of criteria to guide students while they are preparing the assignment is of crucial need.

8 Making meaning of the experience lived

Our experience of collaborating in the process of designing activities serves as a way

of showing how it can add to the development of the preservice teachers. In that process, it is possible to see that people's different stories to live by can teach us a lot using a very practical approach. The act of creating something and having other teachers actively making additions to that creation allows us to grow and learn even more.

The process to design the reading activity together provided the chance to discuss about a webinar watched previously, share different perspectives about it and ideas on how to plan an activity. We can see that both preservice teachers worked collaboratively when creating the activity, by looking for useful material that could help to develop it and discussing how to engage critical thinking.

Since Nicole entered earlier in the program, she pitched in with the structural part of the class plan. She was also the one who suggested the text to be used, which she had already worked on in another context of language teaching. Being more detailed oriented, Letícia contributed in the process of deciding the order of the procedures, the estimated time each part of the activity would require and the overall aims of the activity. After the pedagogical coordinator suggested an assessment should be included, both Nicole and Letícia worked together to establish the criteria in which students would be evaluated.

The tension lived consisted on designing an activity plan from scratch and incorporating the suggestions given during the meetings or discussed together, which gradually changed as more information about the structure and focus of the classes were given. The first activities, for example, usually lacked academic premises, details regarding procedures or did not have clear internationalization aims, which make an activity plan incomplete in the LwB context. Therefore, with all this information emphasized by the pedagogical coordinator, the later designed plans were created based on those criteria, and developed in a more coherent way,regarding the academic context of internationalization.

We claim the experience lived and told can illustrate to the deweyan concept of experience (DEWEY, 1938). First of all, there was a continuum, considering previous experience of material design shaped subsequent experience. Having been exposed to comments on how activity plans should have a clear focus on internationalization in plans designed before (focus on listening, speaking and writing), Nicole suggested a theme relevant to be considered in international academic and cultural terms. Secondly, it can be noticed the experience proposed has led to growth both of the preservice teachers, who mention their teacher development, and of the teacher educator, who learned in the process what to keep

and what to change in terms of the methodological proposal.

Connelly and Clandinin (1999) state teachers' identities are stories to live by for they take shape as life unfolds. Our stories to live by were clearly influenced by each other's; as teacher educator, Valeska got to know the preservice teachers through collaboration, while reviewing the material being designed, asking questions and suggesting. The same happened with Nicole and Letícia, while working together with a common goal of designing a plan and understanding their strengths in terms of how they could collaborate. All in all, the different facets of the experience lived and told show how our stories to live by complemented one another's and provided us the means of telling a story of collaboration.

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