

Universidade Federal de Uberlândia
Curso de Letras/Inglês

**Metodologia do ensino de Língua Inglesa
integrada à prática educativa 5 (PIPE 5)**

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Metodologia do ensino de Língua Inglesa integrada à prática educativa 5 (PIPE 5)

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ANOTAÇÕES

INTRODUÇÃO

Caro(a) estudante,

Seja bem-vindo(a) à disciplina Metodologia do ensino de Língua Inglesa integrada à prática educativa 5 (PIPE 5) oferecida ao curso de Letras/Inglês, modalidade a distância. O objetivo de todo curso de Licenciatura é contribuir para qualificação de professores dos Ensinos Fundamental e Médio, por meio de formação acadêmico-pedagógica, desenvolvida a partir de uma relação de autonomia que envolve processos de transformação, em uma perspectiva continuada.

Os objetivos principais desta disciplina são: permitir que o aluno reflita sobre o papel do professor de língua estrangeira no contexto educacional brasileiro, enquanto cidadão ético, crítico, político e reflexivo; capacitar o aluno para fazer uso de várias metodologias e abordagens de ensino de língua estrangeira nos diversos contextos educacionais e instrumentalizar o aluno para a elaboração de planos de aula, confecção de materiais didáticos e uso de recursos de ensino. Para a parte prática, a partir da temática: história dos métodos e técnicas de ensino de língua inglesa, pretende-se investigar como a história e os reflexos nos materiais didáticos e nas práticas de sala de aula e, ainda, possibilitar ao aluno-professor análise de sua própria prática de ensino de língua estrangeira.

É importante lembrá-lo de que a leitura desse guia deve ser articulada ao Ambiente Virtual de Aprendizagem (*Moodle*). Você também deve estar atento às orientações que receberá ao longo do curso, por meio do (a) seu (sua) tutor (a). Considerando a ementa e os objetivos da disciplina, organizamo-la nos seguintes módulos:

Módulo 1 – The reflective teacher in a multifaceted context.

Módulo 2 – Theories, approaches, methods and techniques in the realm of English language teaching and learning.

Módulo 3 – Analyzing tools for English teaching: didactic materials and assessment.

Módulo 4 – Planning and assessing: matters of teacher production.

Os módulos têm a duração padrão de duas semanas, sendo assim distribuídas: Módulos 1,2 e 4: 10 horas teóricas e 15 horas práticas; Módulo 3: 15 horas teóricas e 15 práticas, sendo, assim, 105 horas ao todo. Cada módulo sempre se inicia em uma segunda-feira e se encerra no domingo.

Adotaremos uma abordagem de avaliação formativa, ou seja, você será avaliado durante o processo de aprendizagem. Para que você tenha uma referência sobre os parâmetros que utilizaremos nas diversas atividades avaliativas, sempre apresentaremos uma lista de critérios denominados “*Performance cinco estrelas*”, composta de cinco enunciados que explicam o que é esperado em cada atividade avaliativa. **ATENÇÃO:** Nesta disciplina as atividades desenvolvidas no Ambiente Virtual de Aprendizagem *Moodle* correspondem a 60% da nota final da disciplina e os 40% restantes referem-se ao trabalho final, que será entregue no dia 25 de junho, antes das provas finais.

INTRODUÇÃO

Ao longo de toda esta nossa disciplina, você terá apoio tecnológico e pedagógico, por meio de seu (sua) tutor(a), para desenvolver as atividades propostas nos diversos materiais didáticos e para esclarecer dúvidas. Fique sempre atento(a), não perca os prazos e não se intimide: indague, colabore, discuta, argumente e pergunte novamente. Participe das atividades colaborativas, envie suas atividades conforme orientação e conheça a agenda dos módulos e o cronograma de sua disciplina:

1ª e 2ª semanas	3ª e 4ª semanas	5ª e 6ª semanas	7ª e 8ª semanas
Módulo 1	Módulo 2	Módulo 3	Módulo 4
The reflective teacher in a multifaceted context.	Theories, approaches, methods and techniques in the realm of English language teaching and learning.	Analyzing tools for English teaching: didactic materials and assessment.	Planning and assessing: matters of teacher production.
<i>09/03 a 22/03</i>	<i>23/03 a 05/04</i>	<i>06/04 a 19/04</i>	<i>20/04 a 03/05</i>
25 horas	25 horas	30 horas	25 horas

Para que você se mantenha permanentemente informado, visite o Ambiente Virtual de Aprendizagem *Moodle* diariamente, leia o quadro de avisos e abra sua caixa de *e-mail* interno com frequência. Esperamos que você se empenhe e que participe deste processo de construção coletiva com muito entusiasmo e que tenha sucesso em todas as suas atividades durante este nosso percurso compartilhado. Saiba que poderá contar com toda uma equipe multidisciplinar que está pronta a apoiar o que há de mais importante em nosso curso: VOCÊ!

Agora conheça a agenda geral da disciplina e planeje seu processo de aprendizagem; estabeleça suas metas, organize seu tempo e programe-se.

AGENDA

DATAS	MÓDULO	CARGA HORÁRIA	ATIVIDADES / DESENVOLVIMENTO DO CONTEÚDO	AVALIAÇÕES
09/03 a 22/03	Módulo 1 The reflective teacher in a multifaceted context.	10 horas teóricas 15 horas práticas	<p>Task 1 – Discussion Forum: Discuta com seus colegas e com seu tutor.</p> <p>Task 2 – Glossary: Compile um glossário com termos da área de ensino e aprendizagem de inglês de forma colaborativa.</p> <p>Task 3 – Video: Assista ao vídeo que apresenta três contextos de ensino e aprendizagem de língua inglesa.</p> <p>Task 4 – Quiz: Faça uma atividade de colocar em sequência no ambiente virtual de aprendizagem.</p> <p>Task 5 – Practical Activity: Wiki - Análise de cenas de aulas de inglês</p> <p>Task 6 – Practical Activity: Lesson Plan Analysis</p>	<p>Tarefas</p> <p>Avaliação</p> <p>Formativa:</p> <p>2, 5 e 6</p>
23/03 a 05/04	Módulo 2 Theories, approaches, methods and techniques in the realm of English language teaching and learning	10 horas teóricas 15 horas práticas	<p>Task 7 – Video: Second language acquisition theories: Assista aos slides sobre teorias de aquisição de segunda língua.</p> <p>Task 8 – Video: “Linguagem e dialogismo”</p> <p>Task 9 – SD Draft: proponha um esboço de Sequência Didática</p> <p>Task 10 – Wiki: Compile um texto sobre os diferentes métodos e abordagens</p> <p>Task 11 – Video: English lessons and demos</p>	<p>Tarefas</p> <p>Avaliação</p> <p>Formativa:</p> <p>9, 10 e 11</p>

AGENDA

<p>06/04 a 19/04</p>	<p>Módulo 3</p> <p>Analyzing tools for English teaching: didactic materials and assessment.</p>	<p>15 horas teóricas</p> <p>15 horas práticas</p>	<p>Task 12 – Reading: Leia o Guia Digital do PNLD 2020 - Língua Inglesa</p> <p>Task 13 – Discussion Forum: Poste sua avaliação e comente</p> <p>Task 14 – Video: Assista ao vídeo sobre material autêntico.</p> <p>Task 15 – Wiki: Compile um texto com a análise de um livro didático de forma colaborativa. Acrescente uma análise do processo de avaliação.</p> <p>Task 16 – Video: Assista ao vídeo sobre avaliação de aprendizagem alternativa.</p> <p>Task 17 – Surfing the web: Visite o site que disponibiliza quizzes para diferentes habilidades e níveis.</p> <p>Task 18 – Posting and Commenting Forum: Produza um vídeo com uma atividade didática, assista aos vídeos de seus colegas e faça comentários.</p> <p>Task 19 – Journal: Escreva um pequeno texto refletindo sobre sua performance na Tarefa 18.</p>	<p>Tarefas Avaliação Formativa: 15, 18 e 19</p>
<p>20/04 a 03/05</p>	<p>Módulo 4</p> <p>Planning and assessing: matters of teacher production.</p>	<p>10 horas teóricas</p> <p>15 horas práticas</p>	<p>Task 20 – Video: what is a syllabus? Assista ao vídeo em que um estudante explica o que é um plano de curso.</p> <p>Task 21 – Series of videos: An English lesson: Assista a uma série de vídeos em que um professor exemplifica a sequência de Apresentação – Prática - Produção.</p> <p>Task 22 – Surf and practice: Navegue pelas sugestões de técnicas interessantes, escolha uma e indique a seus colegas.</p> <p>Task 23 – PRACTICAL ACTIVITY: Test analysis: Analise alguns exemplos de testes</p> <p>Task 24 – Posting and Commenting Forum: Produza um vídeo com uma atividade didática, assista aos vídeos de seus colegas e faça comentários.</p> <p>Task 25 – Journal: Escreva um pequeno texto refletindo sobre sua performance na Tarefa 25.</p>	<p>Tarefas Avaliação Formativa 23 e 24</p>

INTRODUÇÃO

Vamos, na sequência, dar início ao Módulo 1, mas antes gostaríamos que você se familiarizasse com os ícones que usaremos no guia ao longo da disciplina para lhe auxiliar nas leituras e em seus estudos. Eles são bem intuitivos e você vai se apropriar deles desde o início. Vamos lá:



CRONOGRAMA

1ª. Quinzena	2ª. quinzena	3ª. quinzena	4ª. quinzena
Módulo 1	Módulo 2	Módulo 3	Módulo 4
09/03 a 22/03 10h de atividades teóricas e 15 h de atividades práticas no Moodle	23/03 a 05/04 10h de atividades teóricas e 15 h de atividades práticas no Moodle	06/04 a 19/04 15h de atividades teóricas e 15 h de atividades práticas no Moodle	20/04 a 03/05 10h de atividades teóricas e 15 h de atividades práticas no Moodle

SUMÁRIO QUINZENAL

Let's get started!

Dear learner,

We invite you to know in advance what we intend to cover in the first unit of this course which focuses on English teaching methodology, so that the goals and the process to achieve these goals become clear. You will find below what we are supposed to do in the first two weeks of this course.

Let's work together! 😊

📖 List of contents:

- The reflective teacher
- English teaching social-historical background
- Understanding terms of the area
- Teaching the four skills
- Lesson plan

🎯 Goals:

- Discuss the concepts around reflective teaching practice
- Review main aspects on social-historical background
- Conduct a research activity for a better understanding of terminology of the area
- Analyze parts of an English lesson on different contexts
- Learn how to make a lesson plan and analyze one.

🔗 Mainresources:

- Textbook; Virtual Learning Environment *Moodle*; *Web*.

🕒 Estimated time to conclude this unit:

- To complete the reading of this unit in the textbook and the proposed tasks, we suggest you dedicate 10 hours and in order to do the practical activities, we suggest another 15 hours.

☑ Criteria for Formative Assessment

Glossary – 5 points.

The criteria for a “5 star Performance” are:

- ★ You have followed the directions and posted a definition of at least one of the words of the list, indicating your name and the name of your tutor at the end of the post.
- ★ You have inserted, at least, one comment from a contextualized source after the definition post of a classmate.
- ★ You have followed the expectation of the genre definition and also indicated the source.
- ★ You have demonstrated lexical-grammatical accuracy in your writing.

- ★ You have completed the tasks on time.

Wiki – 5 points

The criteria for a “5 star Performance” are:

- ★ You have followed the directions for the textual production and did not deviate from them.
- ★ Your comments have addressed the guiding questions.
- ★ Your comments on your classmates’ posts contribute to an academic discussion of the theme.
- ★ Your textual production is appropriate to the demands of academic writing.
- ★ You have completed the production task on time.

Participation in the Posting and Commenting Forum – 5 points.

The criteria for a “5 star Performance” are:

- ★ You have followed the directions for participation without deviating from them.
- ★ Your analysis is based on the questions proposed in the task.
- ★ Your comments demonstrate a critical stance on the plans based on texts and discussions during the course.
- ★ You collaborated with your tutor and with your classmates.
- ★ You have completed the posting and discussion tasks on time.

Outline of Unit 1

Tasks	Description	Assessment
Task 1 – Discussion Forum	Discuta com seus colegas e com seu tutor.	As atividades 2, 5 e 6 serão avaliadas segundo critérios estabelecidos.
Task 2 – Glossary	Compile um glossário com termos da área de ensino e aprendizagem de inglês de forma colaborativa.	
Task 3 – Video	Assista ao vídeo que apresenta três contextos de ensino e aprendizagem de língua inglesa.	
Task 4 –Quiz	Faça uma atividade de colocar em sequência no ambiente virtual de aprendizagem.	
Task 5 – Wiki - Analyzing lessons	Produza um texto em parceria analisando cenas de aulas de inglês de um vídeo	
Task 6 – Lesson Plan Analysis	Aprenda como elaborar um plano de aula e analise alguns exemplos no Forum	

Unit 1 – The reflective teacher in a multifaceted context

1.1 Reflective teaching in the foreign/second language classroom

Since the innovative thinking of Donald Schön's around the notion of "reflection-in-action" (SCHÖN, 1983), the language of education has incorporated a new concept. Reflection is understood as reorganization or reconstruction of practices that may conduct to new understanding of the context of a specific practice which is seen as problematic by a participant of an interaction action. It is important to understand what reflective teaching means for the second or foreign language teacher, to read some suggestions on some practical tools which can be used to foster reflection in teacher education programs and to discuss the idea of critical pedagogy and the language classroom.

Some definitions of reflective teaching emphasize a rather solitary process of introspection and retrospection, focusing specifically on a teacher's actions and thoughts before, during, or after lessons. It could be when a teacher thinks about what happens in a lesson and comes up with alternative means of achieving goals. It could also be something more elaborate as a teacher collects data about teaching, examines his or her attitudes, beliefs and teaching practices, and uses the information obtained as a basis for critical reflection about teaching.

Although this is a narrower scope of reflection, and usually viewed as reflection-on-action, which means before or after our teaching, it could be a good way of beginning a path towards being a more reflective practitioner. We would suggest two practical ways of making this kind of reflection an action: a self-awareness questionnaire and writing teaching journals.

When you are asking yourself questions about your practice that may make you aware of your own teaching, the questionnaire could address the following issues:

1. How did you feel about the lesson?
2. What significant aspects of the lesson went well?
3. Why might they have gone well, particularly in terms of how students' learning was affected?
4. What significant aspects of the lesson didn't go well?
5. Why may they not have gone well?
6. What helps/hinders learning based on this experience?
7. Were the lesson objectives met? How do you know?
8. What will you do in subsequent lessons based on what you learned in this one?

Besides thinking about the above questions, a process called review, teachers may also write teaching journals after their classes, a process which is termed research. In this process, the teacher becomes a diarist who systematically records events, details and feelings about current language experience in the diary. The journal entries can be revised to clarify meaning in the process and can also be studied when the teacher is looking for patterns and significant events.

Other definitions take a broader stance and embed the concept of reflection within social and political contexts of programs, schools, and communities. In this sense, reflective teaching involves a recognition, examination and rumination over the implication of one's beliefs, experiences, attitudes, knowledge and values, as well as the opportunities and constraints provided by the social conditions in which the teacher

works. Reflection, this, would not be just an individual and psychological process, but an action oriented, historically embedded, social and political one. Peer collaboration and collaborative action research are two ways of practicing this level of reflection.

Peer observation is an excellent way to break down barriers and begin conversations that lead to professional development. It is the act of being openly and attentively present in another teacher's classroom, watching and listening to the classroom interaction primarily for reasons of professional growth. Another way of peer collaboration is a process called mentoring, typically used with novice teachers. It is an interpersonal, ongoing, situated, supportive, and informative professional relationship between two individuals, one of whom has more experience in the profession. A third collaborative endeavor would be coaching, a developmental process in which teachers meet regularly to focus on a particular skill.

Collaborative action research has gained increasing attention in the second and foreign language field. The major focus of an action research is on the concrete and practical issues of immediate concern to particular social groups or communities. It is conducted in naturally occurring settings primarily observing and recording events and behaviors. Its approaches are essentially participatory, in that they are conducted by and with members of the actual community under study. When it is done collaboratively, a group of teachers usually decides on an institutional and educational issue they want to tackle and change, informed by a thorough research process.

Either in a narrower or in a broader stance, reflective teachers are expected to examine, frame and attempt to solve the dilemmas of classroom practice. They are aware of and question the assumptions and values they bring to teaching and are attentive to the institutional and cultural contexts in which they teach. They take part in curriculum development and are involved in school change efforts. Last but not least, they take responsibility for their own professional development.

Critical pedagogy is supposed to be a praxis in the everyday language classroom, with praxis constituting action and reflection. Praxis involves theorizing practice and practicing theory. Praxis is thinking about what and why we are going to do before we do it and then reflecting on what we did, how we did it and how it turned out. Critical pedagogy involves an ever-evolving working relationship between practice and theory, as one informs the other.

Nevertheless, in order to be involved in critical praxis, it is important that the teacher is ready to change. In Head and Taylor's words:

Change happens within us and around us throughout our lives, whether we initiate it for ourselves or are faced with change imposed from elsewhere. People who decide to take control of their own development may be in a stronger position both to initiate the kind of change they would like for themselves, and to hold on to an inner sense of direction amid the pressures that external change forces upon them (HEAD; TAYLOR, 1997, p. 150)

The question that remains is: As an English teacher, are you ready for ongoing change?



Após a leitura atenta da seção 1.1, que trata de ensino reflexivo, escreva abaixo sua visão do que é a pedagogia crítica, quais os desafios impostos por essa práxis reflexiva e como você se sente em relação a esses desafios.

PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

A tarefa de tornar-se um professor reflexivo é uma premissa da educação que queremos construir. Uma educação de qualidade, na qual os agentes envolvidos interagem democraticamente para buscar soluções para os problemas da realidade escolar. Os princípios de Shön (1983) trouxeram um caráter reflexivo para a atividade do professor, que passa a pensar sobre a sua prática docente de forma mais consciente e pragmática. Pensando na forma como conduz sua atividade pedagógica antes, durante e depois, o professor pode intervir com mais eficiência no processo de ensino e aprendizagem e redirecionar e redimensionar suas abordagens e estratégias de ensino, assim como reavaliar seus conceitos e valores acerca da educação e de sua condição de professor. Teoria e prática devem relacionar-se cotidianamente, ou seja, o professor deve assumir uma postura investigativa e analisar sua própria realidade de sala de aula à luz dos conhecimentos produzidos teoricamente e realimentar as pesquisas com dados de sua prática de sala de aula de língua. Esperamos que você desenvolva, ao longo deste curso de formação, essa postura reflexiva e conduza sua prática pedagógica com consciência crítica.

1.2 English social-historical background: language and teaching

We will divide this section into two parts. The first part brings a historical background of the status of English as a language that is used internationally for communication among people from different countries. The second part aims at offering a background on English teaching in Brazil.

1.2.1 Teaching English as a global language:

The spread of one language in relation to others is a phenomenon which presumably goes as far back in human history as the existence of a multiplicity of languages. It is a familiar phenomenon for one language to serve as a lingua franca or language of specific functions over many languages, such as it happened to Greek, Latin and French. Yet, there has never been before a single language which spread for such purposes over most of the world, as English has done. In the following paragraphs, we intend to offer a general picture of how English has risen as a global language, to mention the impact of this status on the language itself, to discuss the implications for educational settings and to tackle its “not so predictable” future.

English is generally acknowledged to be a very important language because of the number of its speakers, of the extent to which it is geographically dispersed, of its functional load and of the economic and political influence of its native speakers. But why has this become so? According to Crystal (1997), English was apparently at the right place in the right time. In fact, the choice of an international language is never based on linguistic or aesthetic criteria, but always on political, economic and demographic ones, as I will explain further.

At the time of Elizabeth I (1533-1603), there were at most seven million native and very few non-native speakers of English. Yet, by the time of Elizabeth II (1926-), the number of native speakers of English had increased to some 350 million and if we add non-native speakers, we can more than double that figure. This huge expansion must be attributed to the historical developments by which Britain and its colonies went through. Britain’s colonial expansion established the pre-condition for the global use of English taking the language from its island birthplace to settlements around the world. The development of English in the 20th century has been closely linked to the rise of the United States as a superpower that has spread the English language alongside its economic, technological and cultural influence. In the same period, the international importance of other European languages, especially French, has declined.

This spread and the new status of English as a global language has impacted the language itself. One of the popular myths about the English language is that somewhere people are still speaking the language of Chaucer or Shakespeare or Milton. However, English has always been an evolving language and language contact has been an important driver of change since earlier times, due to Roman missionaries or Viking and Norman invasions, for example.

Kachru (1985) proposed a framework of concentric circles of English, which is comprised of an inner circle of countries where English is a native language (around 350 million speakers), such as Australia; an outer circle of countries where English is a post-colonial second language (around 300 million), such as India; and an expanding circle of countries where English is a foreign language (500-1000 million), such as Brazil. If we see these three circles of English overlapping, we may observe how blurred these boundaries are, which can be exemplified with South Africa, where English may be seen as a native or second language, or with the fact that the proficiency achieved rather than how the language was learned may be what counts.

According to Graddol (2006), the center of authority regarding the language is shifting from native speakers as they become minority stakeholders. Second and foreign language English speakers have had their share in influencing the evolution of the language. Deeply held feelings of ownership begin to be questioned since a predictable consequence of a language becoming global is that nobody owns it anymore. In sum, two trends are gaining strength: English is less and less regarded as a European language and its development is less and less determined by usage of its native speakers.

For the educational setting, for instance, native teachers no longer form the unchallenged authoritative models for learners. Native-speaker norms are becoming less relevant as English becomes a component of basic education in many countries. In fact, they may be seen now as presenting an obstacle to the free development of world Englishes. The recent decline in international students studying in the main English speaking countries (Britain and the USA) is unlikely to reverse. Also, as English proficiency becomes more widespread, alternatives are becoming available, such as potential sources of non-native teachers who may have more experience for particular needs.

Focusing the other way around, the emergence of English as a global language is having considerable impact on educational policies and practices in several countries. Significant issues arise, including inconsistency regarding the age of initial instruction, inadequately skilled teachers, inequity regarding access to effective language instruction, and a disjunction between curriculum rhetoric and pedagogical reality. Also, there is an accelerating Anglicization of the academic writing communities, with a spread of journals and proceedings from conferences which demand publications in English (28% of books published annually are in English as opposed to all other existing languages) in a way that the motto “publish or perish” is gradually becoming “publish in English or perish”. And although some people are proud to write in their mother tongue, maybe because some local community members wouldn’t read it if it were in English, they are discouraged to do so due to the inferior value that would be attributed to this publication.

Even though I acknowledge all this pressure to learn English, I have noticed throughout my career that we are gradually aware that there is no single way of teaching or learning English, no single reason for doing so and, definitely, no single variety of English which provides the target of learning. Not long ago, I remember discussions in the teacher lounge over the best variety of English to be taught: British or American? I also remember plans to acquire accent reduction software so we could sound native-like. Other vivid memory is that I struggled to change all my students’ instrumental into integrative motivation. Nowadays I feel I have opened my mind to World Englishes and to Understandable Pronunciation. I am willing to accept my students’ different needs and wants as well.

The future is more complex and less predictable than has usually been assumed. Many believe the momentum of growth has become so great that there is nothing likely to stop its continued spread as a global lingua franca. It seems obvious that the English language will continue to grow in popularity and influence, and that there is no imminent danger to this status. On the other hand, we should consider that

the varieties of English may move so far apart that it will eventually no longer be appropriate to consider them as varieties of the same language. Everything we know about language history up to the middle of the last century suggests that varieties of any language diverge when left to themselves, the way it happened to Latin. In my opinion, order will gradually emerge from chaos and the trends will become clearer as time goes by.

All in all, it is important to remember that acquiring and maintaining another language has historically been a normal human activity, and monolingualism is not an ideal state. It is through other tongues that other cultures can be appreciated and perhaps understood. As a language teacher, I belong to a group that values what the command of several languages may bring with it. Like Graddol (2006), I understand many countries have faced the challenge of maintaining their identity in the face of globalization and growing multilingualism, and this sometimes has called for regulations for the status of English. My hope is that ways will be found to keep (or reinvent) national identity around a distinctive mix rather than a single language which is kept pure and that this may impact positively on the English classroom.



Após a leitura atenta da seção 1.2.1, que trata da língua inglesa como língua global, escreva abaixo sua opinião em relação ao que foi defendido sobre o status do inglês. Como você percebe esse status no cotidiano? E para a aprendizagem dessa língua estrangeira?

PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

Como foi dito no texto, não foi aleatoriamente que o inglês assumiu o *status* de língua global, isso, com certeza, está relacionado a fatores históricos determinados por questões político-econômicas. A hegemonia da língua sempre está relacionada à hegemonia econômica, política e cultural do país em um dado momento histórico, como foi o caso do latim exemplificado no texto e do inglês a partir do imperialismo britânico e da importância no cenário mundial dos Estados Unidos em meados do século XX. O fato é que, a despeito da hegemonia dos países citados, a língua inglesa é hoje uma língua de comunicação global. Ela é a língua da tecnologia, do comércio e da produção científica e isso deveria impactar seriamente o ensino de língua inglesa na escola brasileira. Somente esse fato, o do uso da língua inglesa nos contextos tecnológicos e científicos, já deveria ser determinante para a criação de políticas públicas que viabilizassem o ensino efetivo da língua inglesa na escola promovendo o ensino dessa língua com proficiência. O futuro do Brasil enquanto país emergente economicamente pode ser comprometido pelo entrave da comunicação.

Muitas oportunidades podem ser perdidas ou dificultadas pelo desconhecimento da língua em franco uso nas relações internacionais. Mas, além disso, e o mais importante a meu ver, é que a partir do momento que o aluno conhece outra língua, outra cultura, ele passa a compreender sua própria língua e identidade cultural de uma forma mais ampla e passa a ter uma visão de mundo mais multicultural e, quem sabe, esperamos, mais humana?! Nas idéias de Bhabha (2003) o sujeito passa a viver em um “terceiro espaço”, em uma situação de movimento que permite ressignificar sentidos, valores, representações e isso pode ser muito positivo!



Para um breve histórico da história da língua inglesa, sugerimos uma série de vídeos produzidos pela Open University intitulada *The History of English in ten minutes*, disponível no site:

<https://www.youtube.com/watch?v=rexKqvgPVuA>



1.2.2 Teaching and learning English as a foreign language in the Brazilian context:

Languages began to be officially taught in Brazil in 1837 when “Colégio Pedro II” was founded. It was the first time that modern foreign languages occupied a similar status to that conferred to the classical languages: Greek and Latin. Among the possible modern languages to be offered by the school curricula, French was the language of prestige and it took a long time before this prestige was transferred to the English language. In the following paragraphs, I intend to mention some historical aspects in terms of governmental documents related to the teaching and learning of English, to discuss some influences of English on Portuguese and of Portuguese on English acquisition, and to offer a general picture of the current status of English teaching.

In the mid 20th century, the number of native English speakers had increased and English had begun its spread to claim a position of *lingua franca*. It is curious to notice that in this context, specifically in 1961, the Brazilian government passed a law (LDB61) withdrawing the mandatory status of this language in regular schools. In 1971, a following law made the study of a foreign language optional from 5th to 8th grades, but mandatory in high school. Only in 1996, a foreign language was also obligatory from 5th to 8th grades, according to educational policies (LDB96).

After this status shift, several documents were released by the government, and they were regarded as instructions to guide the teacher, rather than laws to be followed. In 1998, a set of national guidelines, entitled “Parâmetros Curriculares Nacionais – terceiro e quarto ciclos do ensino fundamental (PCN)” were published in order to enable the different Brazilian regions to have national parameters for education, including foreign language teaching and learning. Later, in 1999, the same national guidelines, “Parâmetros

Curriculares Nacionais – Ensino Médio (PCNEM)”, were issued to provide English high school teachers with parameters and, in the same year, the government launched a lifelong teacher education program aiming to help teachers understand and implement PCN and PCNEM. After the year 2000, states started publishing their own directions for teachers based on the national guidelines (“Diretrizes Curriculares”), another document which may have served as amendment to the previous guidelines, named PCN+, was issued, and more recently new guidelines, “Orientações Curriculares para o Ensino Médio” (2006), were made available to high school teachers.

All these documents have raised issues to be discussed by the academic community. First of all, they seem to diverge in many basic theoretical assumptions. While the PCN 1998 advocates a focus on the reading skill in the English classroom because students will probably have opportunity only to read foreign language throughout their lives, PCNEM 1999 claims for communicative competence, which involves the four linguistic skills (reading, writing, listening and speaking). In both documents, we may notice a lack of articulation of theoretical and practical principles which can guarantee more educational equality in our country, and, also, a lack of the idea of linguistic education which will move beyond the four linguistic skills. Another problem is that although the documents provide an idea that foreign languages may have equal status as other disciplines, political decisions such as not distributing English coursebooks to students and excluding this subject from national tests, for instance, ENEM¹ (high school scholastic aptitude test) and ENC (same test at college level), jeopardize any belief of equity or even similarity of attributed value.

I wonder if this lack of value attributed to English teaching and learning is tied to a fear of the impact this language may have on our native language. In 1999, Aldo Rebelo proposed a law in order to protect Portuguese from a supposed threat of an invasion of foreign words, especially from the English language. I doubt such a drastic measurement is called for. Researches have suggested that a large number of English words are used in Brazilian Portuguese, but their frequency is low, and some of these words even take on new different meanings from English (for example, “outdoor”). I believe the stronger influence of English is not in terms of language, but what this language represents to our citizens, mostly in terms of possibility of social ascension. Grigoletto (2001) analyzed the recurrent representations found in the discourse of English students, who generally view the language as “an instrument of communication” or “a magic key to open up the doors of the world”. Thus, we can observe the complex relationship of Brazilians and the English language, which may guarantee a better place in the academic and the market worlds.

It is important to notice the fundamental role of our native language on the process of learning English. Far from the audiolingualistic demand for the use of target language-only and from the idea of native speakers as the center of authority regarding English, we can now consider how our knowledge of Portuguese may help us build our knowledge of English. It is clear that there is a large amount of transfer from mother tongue to interlanguage phonology, syntax, morphology, semantics and pragmatics.

I believe things have begun changing to some extent in the past decade in terms of political actions that may help improve the context of English language teaching in Brazil. The “Orientações Curriculares Nacionais” (OCEN, BRASIL, 2006), for instance, have shed light into what we should take into account nowadays: a heterogeneous, plural and complex view, of language, of culture and of knowledge, embedded in socio-cultural context. These documents claim for the development of oral communication, of reading literacy and of writing processes. It believes language teachers should teach according to context of use, communicative abilities, linguistic aspects, and critical literacy.

Another step towards a more organized environment for English teaching is that coursebooks in this area have been assessed by a program which selects them in order to be acquired for public schools – “Programa Nacional do Livro Didático/PNLD”. According to this document, the English language coursebooks should:

- offer contextualized input observing language and discourse appropriacy;
- foster conditions for the development of integrated skills;

1 Foreign languages (English and Spanish) only became part ENEM in 2010. The focus seems to remain only on the reading skill since the questions are comprised of a text in the foreign language followed by a multiple choice task in Portuguese.

- contribute to the development of the communicative competence through varied genres;
- contextualize grammar, vocabulary and pronunciation activities as social practice;
- propose activities of relevant social, political and cultural relevance;
- introduce activities which lead to reflection on language varieties in a local and global level; and
- introduce cultural references avoiding all kinds of bias in texts or images.

Last but not least, foreign languages started to integrate the reference matrix for our National High School Exam (ENEM) with its implementation in 2010. The competences expected for Area 2, dedicated to English or Spanish are:

- know and use the foreign language as a tool to access information and to know other cultures and communities;
- associate vocabulary from a text in foreign language to its topic;
- use foreign language knowledge and its tools as a way to broaden the possibilities of access to information, technology and culture;
- understand the language structures, the function and the social use of a text in foreign language; and
- recognize the importance of cultural production in foreign language as a representation of cultural and linguistic diversity.

There is still a lot to be done. We can illustrate the problems which should be tackled with the recurrent view, by students and other stakeholders of the teaching and learning process, that English is not learned in public schools. In the analysis of the narrative texts produced by 53 undergraduate students, a dichotomy was noticed when two places were compared: the language institute and the public school. In one, it is possible to learn English. In the other, it is not (BARCELOS, 2006). More effort has to be given in order to build an environment in the public schools which fosters foreign language learning and acknowledgement of this learning.



Após a leitura atenta da seção 1.2.2, que trata do ensino de língua inglesa no Brasil, reflita como vê a aprendizagem de língua inglesa no Brasil nas escolas públicas, na rede privada e nos institutos de idiomas. O que você acha das opiniões apresentadas nesta seção? Escreva abaixo suas reflexões.

PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

A mudança de concepção teórica nos documentos oficiais de orientação para o ensino de língua estrangeira no Brasil já representou um grande avanço nas políticas públicas educacionais. De uma concepção conteudista e que privilegiava apenas uma habilidade linguística, para uma concepção comunicativa, centrada nas quatro habilidades e socialmente situada. A questão é colocar em prática as orientações, para que elas saiam do papel e ganhem corpo e alma na escola pública promovendo o letramento de nossos alunos em língua estrangeira e língua materna. É possível aprender inglês na escola pública desde que a visão dos agentes envolvidos no processo de ensino e aprendizagem, alunos, professores, pais, dirigentes, e demais pessoas do cenário escolar, percebam a importância que a educação em língua estrangeira pode promover. Como na fala de Grigoletto (2001), ela pode ser uma chave mágica que abre portas para um mundo de possibilidades. Claro que não basta boa vontade do professor e empenho dos alunos, as condições de trabalho têm um peso muito grande nessa empreitada. Salários mais dignos, uma formação mais sólida, uma carga horária mais condizente, materiais didáticos variados, uso de tecnologias, salas menos cheias, poderíamos listar vários aspectos que interferem no ensino e na aprendizagem de língua estrangeira na escola pública, mas prefiro focalizar naquilo que temos controle, na nossa formação e agência em sala de aula. Todos nós professores podemos assumir uma postura mais proativa na sala de aula de língua estrangeira criando momentos de interação linguística, conscientizando o aluno na importância que a língua estrangeira tem para sua atuação acadêmica e profissional, promovendo atividades prazerosas, lúdicas e socialmente referenciadas, criando um ambiente de aprendizagem contextualizada. Acredito que a mudança de atitude do professor pode ser um começo para a transformação da escola pública em um espaço de aprendizagem de língua estrangeira e de formação de cidadania global.



Task 1 - Forum

After reading and reflecting upon what you have read, discuss with your tutor and your classmates at the discussion forum. Remember the criteria for a good performance:

- ✓ Follow the directions for participation without deviating from them.
- ✓ Offer arguments that are theoretically founded, demonstrating you have studied the textbook with attention.
- ✓ Collaborate with your tutor and with your classmates with questions and answers.
- ✓ Produce a text that is appropriate to the formal demands of academic writing.
- ✓ Complete the discussion task on time.

1.3 Terms for English language teaching and learning

Once again we are going to set up an alphabetical list of important words from a particular domain of knowledge – a glossary. It will be like a small dictionary meant to give you a quick look up of words from the area of teaching and learning English. You are going to find below a list of terms related to various areas which are important to an English teacher. You need to select at least one of them and research a definition for it. In case you want to bring a different term that is not in the list, please ask your tutor if this term is appropriate to be added.

Since there would be too many words which would be important to put in the following list, we selected a few from a number of categories which should be taken into account. The categories will be **in bold** while the words and expressions to be looked up will be marked by a check (✓).

LIST OF TERMS

Concepts and terminology for describing language skills

- ✓ accuracy
- ✓ context
- ✓ extensive listening/reading
- ✓ fluency
- ✓ intensive listening/reading
- ✓ listen/read for detail
- ✓ listen/read for gist
- ✓ productive skills
- ✓ receptive skills

Background to language learning

- ✓ acquisition
- ✓ attention span
- ✓ cognitive processes
- ✓ deductive learning
- ✓ focus on form
- ✓ inductive learning
- ✓ interlanguage
- ✓ language awareness
- ✓ learner autonomy
- ✓ learning strategies
- ✓ learning styles
- ✓ mother tongue
- ✓ motivation
- ✓ proficient
- ✓ silent period

Presentation techniques, approaches and introductory activities

- ✓ Activity-based learning
- ✓ Communicative approach
- ✓ Content-based learning
- ✓ Contextualize
- ✓ Elicit
- ✓ Functional approach
- ✓ Grammar-Translation method
- ✓ Ice-breaker
- ✓ Presentation, Practice and Production (PPP)
- ✓ Task-based learning (TBL)
- ✓ Total Physical Response (TPR)

Practice activities and tasks

- ✓ Brainstorm
- ✓ Drill
- ✓ Gap-fill
- ✓ Jigsaw listening/reading
- ✓ Jumbled paragraphs
- ✓ Label
- ✓ Survey
- ✓ Target language
- ✓ Task

We are going to provide an example for you:

Project work (category: Practice activities and tasks)—An activity which focuses on completing a task on a specific topic. Students often work in groups to create something such as a class magazine. Students sometimes have to do some work by themselves, sometimes outside the classroom. Source: University of Cambridge ESOL Examinations. Teaching Knowledge Test Glossary, 2005.



In order to find definitions for the terms, we suggest browse around the University of Cambridge ESOL Examinations - Teaching Knowledge Test Glossary. It can be found at:

<http://www.cambridgeenglish.org/images/22184-tkt-glossary.pdf>.



Teaching Knowledge Test (TKT) é um teste que aborda o conhecimento de ensino necessário aos professores do ensino fundamental, ensino médio, aulas para adultos, professores de escolas de idiomas e alunos do curso de Letras em qualquer lugar do mundo. Aumenta sua confiança e melhora suas perspectivas de emprego.

Fonte: <http://brazil.cambridgeesol.org/sector/qualifica%C3%A7%C3%B5es-para-professores/tkt-teaching-knowledge-test>

It is important to remember to mention the source where you have found the definition. Besides that, as the glossary is an activity for all the students studying the course, from all different classes, you have to write your name and the name of your tutor after the definition in order to simplify the assessment process.

When you are done posting your term, definition, source and authorship, it is time to take a look at your classmates' job. You are supposed to choose at least one of the terms defined by a classmate and add a comment to it.

O seu comentário deverá ser relacionado ao contexto em que o professor de inglês encontraria o termo e a sua importância para a formação do docente de língua inglesa.

Leia o comentário da Professora Cláudia sobre a definição de Teaching Knowledge Test (TKT):

Caro aluno,

Todo tipo de avaliação é necessária para verificar a eficácia do processo de ensino e aprendizagem e direcionar a prática pedagógica. O professor, e não só o aluno, precisa ser avaliado e se avaliar constantemente, devido à necessidade de parâmetros de qualificação acerca de seu conhecimento especializado e de suas habilidades docentes. Um teste como o TKT é fundamental para o professor de línguas, pois além de o professor verificar sua capacidade linguística e suas habilidades pedagógicas, o exame ainda confere uma certificação a nível internacional. O professor deve conscientizar-se de que ele é um profissional em formação contínua, pois o exercício da docência requer atualização, avaliação e redirecionamentos constantes.



Task 2 – Glossary

Now choose 5 terms to define, enter our virtual learning environment Moodle. In Unit 1, you will find the link to insert a new item in the glossary. Review the step by step process in Portuguese:

1. *Clique em “Inserir novo item”.*
2. *Digite o conceito e sua definição (seguida de fonte, nome e nome do tutor).*
3. *Clique em “Salvar mudanças”.*
4. *Vá até o conceito de, pelo menos, 5 itens postados por um colega e clique em “Comentário”. Em seguida, faça seu comentário. Comente sobre por que você escolheu esse termo para se posicionar a respeito, como cada um dos termos se relaciona com a prática do professor, o que está previsto pelas diretrizes e documentos sobre o ensino de inglês ou sobre o processo de ensinar e aprender uma língua estrangeira.*

Congratulations! You have just completed our first collaborative task using our online environment. It will be interesting to keep on inserting new items you find during our course.

1.4 Integrating skills

While compiling the glossary, you have probably noticed the expressions “productive skills” (speaking and writing) and “receptive skills” (listening and reading). It has become more and more common that these four skills be integrated in English classes and that is what we are going to think about now.

We will begin by watching an episode of an offering from the Office of English Language Programs, Shaping the Way We Teach English, which is a 14-module teacher training video series developed and produced in cooperation with the University of Oregon. The focus in the module we will watch is on Integrating Skills.

We usually talk about four primary language skills: receptive skills, listening and reading; and, productive skills, speaking and writing. There are also sub-skills, which are a necessary foundation for the four primary skills: grammar, vocabulary, pronunciation, and non-verbal skills. In this module, we will look at some real classroom examples of integrating skills, and do some analysis.



Task 3 – Video

Let's watch Integrating skills at:

<https://www.youtube.com/watch?v=1KU-LaJh2qo>.



We hope you have enjoyed observing instances of English as a global language, used by Hispanics, Muslim students and also learners in Thailand.

Opp-Beckman and Klinghammer (2006, p. 29) point that

The long-term goal of successful language learners is 'communicative competence', the ability to communicate in a target language for meaningful purposes. Such an ability requires the use of language skills together in social interaction. This is why current approaches to language teaching and learning, from TPR to communicative approaches such as task-based, content-based, and cooperative learning, all require the use of integrated skills to be effective.

The first video segment is an example of integrating skills in an English lesson. The main activity was a "free write" task. Skills used were writing, speaking, and listening. Let's do an ordering activity of what happened in this teaching and learning episode.



Task 4 – Quiz

Order the parts of the teaching and learning episode from 1 to 7.

- () One student wrote about bears and the other wrote about pirates and an underwater driving machine.
- () During the activity, the teacher expanded a bit on the second student's reading, giving a brief explanation of the ship to the listening student. At the end of the activity she remembered that the first student's previous writing had been about bears, too and asked if he was interested in bears.
- () Students chose their own topics by going through magazines and cutting out a picture to write about.
- () The second student read a short piece of fiction about modern-day pirates, a sinking ship, and deaths among the crew members.
- () Then, they read it aloud to the teacher and the other student. Although we didn't see it on the video, as one student read, the other student filled out a worksheet about the reading.
- () After choosing the picture, they pasted it on a sheet of paper, and wrote at least the minimum amount required, 'half a page'.
- () The first student read a factual or descriptive paragraph on bears.



O que você faria de diferente se você fosse a professora do primeiro episódio do vídeo? Seria possível adaptar essa mesma aula para grandes grupos de alunos? Como? Escreva abaixo suas opiniões em relação à atividade de vídeo.

PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

O vídeo nos mostra a vivência da língua em sala de aula, com atividades lúdicas, interativas, criativas. O aluno se envolveu nas atividades porque lhe foi dada a oportunidade de participação e voz, ele pode usar de sua criatividade e imaginação. Em salas de aula cheias como as nossas aqui no Brasil acho que seria possível sim desenvolver atividades daquele tipo, não com todos interagindo ao mesmo tempo, mas em grupos. Os alunos poderiam desenvolver “encenações”, como algumas mostradas no vídeo, nas quais os próprios alunos desenvolveriam o texto, os cenários e figurinos, tendo a oportunidade de experienciar cada etapa do processo. O professor seria o mediador da comunicação promovendo e motivando os alunos à colaboração, ao respeito ao outro, a ouvir e ser ouvido, a criar, a falar, sem medo da censura, da brincadeira maldosa, do ridículo. Acho que a sombra da indisciplina em sala de aula nos intimida a dar voz e vez ao nosso aluno, mas com atividades significativas, situadas, ele se sentirá impelido a participar.



Task 5 – PRACTICAL ACTIVITY: Wiki - Analyzing lessons

Analyzing a lesson is a very important tool for reflecting and understanding teaching practice. This is your first practical activity. Get into pairs and watch the video from task 3 again. Then, write an analysis of the three teaching episodes answering and discussing the following questions:

- What skills were integrated and how?
- What tasks and activities supported the activation of the skills?
- How did they support integration of skills?
- Do you think any of these techniques could be employed in an English lesson at a regular school in Brazil?

1.5 How to make a lesson plan:

1. What do we need to make lesson plans for?

Having a detailed plan that records your goals, the subject that will be worked on, the material used, what will be done and how long it will take provides an organization that can be the difference between a successful class or not.

2. What should be included in a lesson plan?

- Teacher and school identification data;
- The objectives to be achieved with the classes to be taught;
- Content to be taught in each class. Whatever content the teacher decides to present and practice in a lesson must follow a timeline of the learning process;
- The procedures used for students' learning, the learning phases;
- The resources that will be used to achieve the objectives;
- And finally, the evaluation methodologies, that is, the evaluation techniques that the teacher will use to evaluate the student's learning.

3. How to draw a lesson plan?

1st step: The theme

Define the theme of the lesson. This choice must consider the content of the pedagogical units

2nd step: The objectives

Define the competences and abilities (check the "Base Nacional Curricular Comum" in module 2) to be developed in the lesson. They will help you define the objectives of the lesson and of each task.

3rd step: Materials and texts

The idea for a class, especially in a foreign language, may come up through a song heard on the radio, a phrase heard on an advertising spot, the scene of a movie or sitcom, internet content or a magazine flipped through at random. It is recommended that the trainee teacher, as far as possible, build his own research material, with authentic material. Even when pedagogical books are at hand, a good lesson plan helps the teacher focus which is most relevant for students' learning needs.

4th step: Decision about strategies and techniques

The definition of the strategy and technique is related to the age, the psychosocial development of the students and their historical and social context. It is necessary to take into account the way in which students will be able to interpret the theme, the way in which the theme may affect them and their reality and the type of activity that may interest them.

- *Motivation*

Involvement in activities demand motivation. To motivate is to create interest in the theme and the wish to know more about it. Motivation is necessary from the beginning to the end of the class. If the pace of the lesson changes or begins to show signs of loss of interest from students, it is advisable to find a new motivation that encourages them to continue the learning process.

Motivation can be linked to a subjective aspect of the learners' reality, the perceived usefulness of the topic or content, the possibility of practical application or subjective effects in life, the recognition of results and the real interest and emotional involvement of the trainee teacher. The positive reinforcement of student behavior might also be highly motivating.

- *Development*

In development, analysis takes place. At this stage, the student's orientation and learning process takes place. This stage is when most of the practice happens, such as learning vocabulary and or notions and functions, studying of a text, developing an experiment or project, completing exercises, producing language practice.

- *Final activities*

Propose a interactive activity, preferably recreational, such as the creation of phrases, texts, comprehension exercises, dialogues, games, among others, where students can, in some way, apply their knowledge, recap the learned contents and, finally, synthesize what was concluded in relation to the matter.

5th step: Assessment and evaluation

It is essential that the trainee teacher, after a class, assess whether their goals have been achieved. To do so, you must plan activities that have the specific purpose of assessing learning. In addition, the trainee teacher should evaluate his own performance, taking into account the following aspects: Organization, use of time, creativity, motivation, interest, clarity, confidence, security or, on the other hand, confusion, insecurity, demotivation, disinterest, rigidity etc.

In the context of this self-assessment, the trainee teacher could also ask himself if he knew how to explore interesting and relevant points for the discussion carried out in class; if the class lost its pace and became monotonous for some reason and what it should have done so that it did not happen; if there were times when you strayed too far from your objective and if, as a result, the class was impaired. A useful tool is to add a commentary session in the end of your lesson plan so that you write down your important points from self-evaluation process.

4. How to establish objectives:

Objectives must begin with an infinitive verb and, as a general rule, must have a "for what", that is, the sentence must consist of at least two clauses. It should also explicit how the objective will be accomplished and evaluated. A useful strategy to help trainee teachers to write pedagogical objectives is the S.M.A.R.T rule:



Fonte: <https://www.orangesrum.com/tutorial/real-world-element-of-project-management/smart-goal-setting-and-project-planning>

Acesso em 20.01.2020

Remember that the objectives of a lesson plan always refer to the skills and competences that the student should develop. A useful tip: when developing your goals, keep in mind the phrase “At the end of the class, the student should be able to...”

Eg: At the end of two lessons, students will be able to express their ideas and opinions in oral and written form to improve their communication skills in exchanging ideas about ways to protect the environment.

Some useful hints:

Objectives cover six major areas of knowledge.

- Knowledge - Know, point, create, identify, describe, classify, define, recognize and report.
- Understanding - Understand, conclude, demonstrate, determine, differentiate, discuss, deduce, locate, reaffirm.
- Application - Apply, develop, employ, structure, operate, organize, practice, select, trace.
- Analysis - Analyze, compare, criticize, debate, differentiate, discriminate, investigate, prove.
- Synthesis - Synthesize, compose, build, document, specify, schematize, formulate, propose, gather, return.
- Evaluation - Evaluate, argue, hire, decide, choose, estimate, judge, measure, select.



Task 6 – PRACTICAL ACTIVITY: Lesson Plan Analysis

During this course you are going to produce two microteaching activities, in modules 3 and 4. But what is microteaching?

Instead of a whole class, a microteaching is a short sample of a class. In order to do so, you need to learn how to make a Lesson Plan.

Forum: Pesquise mais sobre como elaborar um plano de aula eficaz no “Saiba Mais” abaixo. Depois, escolha um plano de aula no AVA para analisar e comente no Forum. Norteie sua análise pelas seguintes questões:

1. O plano contém as informações necessárias, de acordo com o que é esperado?
2. Como ele é organizado? Seu layout permite uma boa compreensão do que está planejado, das etapas de execução, bem como do que será necessário para executá-las?
3. Os objetivos foram bem delineados de modo a informar o que é esperado do aluno, contemplar o conteúdo, o nível previsto para os alunos e permitir avaliar se eles foram alcançados?
4. As atividades propostas seguem uma sequência que favorece a aprendizagem e a aplicação do conhecimento na interação?
5. O tema das aulas aborda questões sócio-culturais? Que concepção de linguagem pode ser reconhecida como predominante pelas propostas do plano?
6. Há alguma indicação quanto ao tempo necessário para cada etapa? Se houver, você acredita que ele é exequível?
7. A etapa de avaliação da aula é contemplada no plano? Como?



Here you will find important hints to make an effective Lesson Plan:

<https://www.teachingenglish.org.uk/article/lesson-plans>

You can visit this website to get ideas on how to make a Lesson Plan:

<https://www.smartdraw.com/lesson-plan/>

Before you start making your plan, check these articles about presenting vocabulary and the its importance:

<https://www.teachingenglish.org.uk/article/presenting-vocabulary>

<https://www.teachingenglish.org.uk/article/seven-steps-vocabulary-learning>

In this website you can find examples of lessons focused on vocabulary:

<https://www.teachingenglish.org.uk/article/vocabulary-activities>



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SUMÁRIO QUINZENAL

Let's get started!

Dear learner,

We invite you to know in advance what we intend to cover in the second unit of this course which focuses on English teaching methodology, so that the goals and the process to achieve these goals become clear. You will find below what we are supposed to do in the second two weeks of this course.

Let's work together! 😊

📖 List of contents:

- Theories of language teaching and learning
- Approaches, methods and techniques
- The genre-based approach and English teaching in Brazil
- Sequência Didática

🎯 Goals:

- Review and discuss about theories, approaches, methods and techniques of language teaching and learning
- Conduct a collaborative research on different methods and approaches
- Propose a draft for a “Sequência Didática”

🔗 Main resources:

- Textbook; Virtual Learning Environment *Moodle*; *Web*.

🕒 Estimated time to conclude this unit:

- To complete the reading of this unit in the textbook and the proposed tasks, we suggest you dedicate 10 hours and in order to do the practical activities, we suggest another 15 hours.

☑ Criteria for Formative Assessment

SD Draft – 5 points

The criteria for a “5 star Performance” are:

- ★ You have followed the directions and the steps for producing a draft of a SD.
- ★ You have demonstrate accuracy in your writing.
- ★ Your draft reflects the genre-approach premises.
- ★ Your proposal is well explained.
- ★ You have completed the production task on time.

Wiki – 5 points

The criteria for a “5 star Performance” are:

- ★ You have followed the directions for the textual production and did not deviate from them.
- ★ You have demonstrated accuracy in your writing.
- ★ You collaborated with your classmates.
- ★ Your textual production is appropriate to the demands of academic writing.
- ★ You have completed the production task on time

Video – 5 points.

The criteria for a “5 star Performance” are:

- ★ Your text shows you have detected the characteristics of the different methods and approaches in the video.
- ★ You have been able to justify your affirmatives.
- ★ Your text is theoretically supported.
- ★ Your writing is accurate and appropriate to the academic demands.
- ★ You have completed the task on time.

Outline of Unit 2

Tasks	Description	Assessment
Task 7 – Video: Second language acquisition theories	Assista aos slides sobre teorias de aquisição de segunda língua.	As atividades 9, 10 e 11 serão avaliadas segundo critérios estabelecidos.
Task 8 – Video: Linguagem e dialogismo	Assista o vídeo e responda algumas perguntas	
Task 9 – SD Draft and Forum	Proponha um esboço de Sequência Didática, compartilhe no Forum e comente a de seus colegas	
Task 10 – Wiki	Compile um texto sobre as vantagens e desvantagens dos diferentes métodos	
Task 11 – Video and activity	Assista ao vídeo e faça a atividade 11 no AVA	

Unit 2 – Theories, approaches, methods and techniques in the realm of English language teaching and learning

2.1 Theories of language learning and implications for language teaching

Theories of language learning are dual and make justice to their compound word nature because they have traditionally drawn from theories on language and theories on learning for their theoretical background. Historically, three different views of language and the nature of language proficiency have especially informed approaches and methods in language teaching. They are: the structural view (language is a system of structurally related elements for the coding of meaning); the functional view (language is a vehicle for the expression of functional meaning); and the interactional view (language is a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals).

Although this is a relatively young field which has expanded and developed significantly only in the past five or six decades, there are numerous perspectives through which we may tackle this topic hence some borderlines will be proposed throughout this essay. The study of second and foreign language learning and acquisition draws from and impacts many other areas of study, however it has been mainly linguistics, psychology and sociology which have played a major role in building language learning theories. The first has focused on the systems of second or foreign language learners, the second on the process by which those systems are created and the latter on social factors.

The Sociocultural Theory, originally conceived by Vygotsky, could illustrate how some concepts of other areas have greatly influenced the view of learning and teaching a second or foreign language (LANTOLF, 2000). Following Vygotsky's thoughts, learning a second or foreign language can lead to the reformation of one's mental system, including one's concept of self. Individuals move through stages in which they are controlled first by the objects in their environment, then by others in this environment, and finally gain control over their own social and cognitive activities. These premises gave teachers and other artifacts, such as some computer softwares, the role of supporting the learners' development, which is named scaffolding instruction. Learners are provided support to get to the next stage or level and as their abilities increase, the scaffolding is progressively withdrawn.

According to Zahorick (1986), three main conceptions of teaching have affected the field of second and foreign language teaching. Firstly, science-research conceptions view language teaching as a type of scientific research or at least one that is informed and validated by scientific research and supported by experimentation and empirical investigation. Audiolingualism could be used to exemplify this category. It draws from the behaviorist learning theory to found its proposition. In Behaviorism, the key to effective teaching is discovering the best consequence to shape the behavior. Thus, for Audiolinguists, foreign or second language learning was basically a process of mechanic habit formation through memorizing dialogues and performing pattern drills.

The second category is termed theory-philosophy conceptions, which are built on generally data-free theories and principles that are usually justified on logical, philosophical and moral grounds. Some are values-based approaches, derived from the beliefs about what is viewed as morally right, but most are rational approaches, derived from the belief of what ought to work. Rational approaches result from the attempt to apply theories of language or language learning to teaching and could be illustrated with Communicative language teaching. It is a theory of language teaching that starts from a communicative model of language and language use. It views language as a system for the expression of meaning whose primary function is for interaction and communication.

Finally, in art-craft conceptions, teaching depends upon the teachers' individual skill and personality. There are no general methods of teaching; rather, teachers should develop an approach with a unique set of skills that are applied in different ways according to the demands of specific situations. Nowadays, Kumaravadivelu's ideas of a post-method pedagogy would fit in this category. It can be visualized as a three-dimensional system consisting of the following pedagogic parameters: (a) particularity: meaningful pedagogy cannot be constructed without a holistic interpretation of particular situations; (b) practicality: there is a relationship between theory and practice; and (c) possibility: language learning is permitted and constrained by issues of power.

These three conceptions of teaching offer quite different perspectives on what the essential skills of teaching are, and the belief that a particular teaching conception is valid and others are unacceptable offers negative implications for language teaching. A suggestion for preservice teacher education, for example, is to regard the different concepts as forming a developmental continuum. If teachers are aware of the theoretical background in their area, they may move from less interpretative theories to their own personal theories of teaching as they gain experience. In this way, their development can be seen as a process of ongoing self-discovery and self-renewal.

Early research into language learning, be it first, second or foreign, was heavily dependent on the dominant linguistic and psychological paradigms. However, Applied Linguistics has seen in the past two decades, more theory production that is interdisciplinary rather than dependent on other areas of knowledge. One shift is from language centeredness to learner and learning centeredness.

In a learner-centered classroom, key decisions about what and when will be taught, and how it will be assessed will be made with reference to the learner. A learning-centered classroom is designed to enable the learner to make critical pedagogical decisions by systematically teaching them in the skills for such decisions. This collaborative effort between teachers and learners impact on negotiated curricula which better cater the students' needs.

Another change is that the learning of a second or foreign language is now seen as a multifaceted endeavor. Various factors influence on the learning process; such as the native language of the speaker, the role of social context, and also of instruction, input and interaction, but none of them alone is able to account for the total picture. As it was wisely put by Larsen-Freeman (1997), what we are dealing with is a nonlinear system, in which the effect is disproportionate to the cause.

Having this in mind, teachers should counterbalance, such as between proactive and reactive instruction. They should sometimes be proactive and thus provide language awareness activities to enable learners to restructure interlanguage representations and also provide practice activities to enable them to produce target-like representations. They should be reactive as well, allowing learners purposeful interaction in the target language, interfering randomly to refine target language output.

All in all, I hope we can have a post-modern approach to teaching, believing the assertion that there is not one kind of learner, not one particular goal for learning, not one way in which learning takes place, and no one particular environment where learning occurs. Knowledge is multifaceted, socially constructed and contextual, and the teacher has to be seen as one of the possible attractors of optimal language development, in her theory and practice.



Task 7 – Video

Let's watch a slide presentation entitled "Second Language acquisition theories", which summarizes different views/perspectives: behaviorist, innatist, information processing and sociocultural, and, also, some hypotheses: Krashen's, interaction, noticing and comprehensible output. The video is available at the following address: <http://www.youtube.com/watch?v=kdjWBmOMgSA>.



Qual é a sua visão de língua e de processo de ensino e aprendizagem? O que você aprendeu ao ler o texto da seção acima? Qual a relação entre o texto e o vídeo? Escreva abaixo suas opiniões em relação às duas atividades.

PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

A língua e aprendizagem de uma língua estrangeira apresentam segundo Larsen-Freeman (1997), características de um sistema adaptativo complexo (SAC), porque não obedecem a uma lei de causa de efeito, ou a relação estímulo-resposta. Elas são não-lineares, dinâmicas, sensíveis a mudanças, apresentando diversidade interna, dentre outras características. Não entrarei em detalhes sobre o que sejam os SACs nesse momento porque minhas palavras serão breves, mas basta que você entenda que a língua e a aprendizagem de línguas não são previsíveis e determinadas por estímulos do ambiente, aptidão individual, por questões de ordem psicológica ou social pura e simplesmente. Uma série de fatores de ordem individual, social, cognitiva, ambiental, interacional, está imbricada. Várias são as teorias que tentam explicar esses dois fenômenos, como foram citadas no texto e no vídeo. O importante é que você conheça os diversos posicionamentos teóricos e filosóficos sobre a linguagem e as formas de ensinar e aprender e vá construindo seu embasamento epistemológico e se posicionando criticamente diante dos novos conhecimentos produzidos, não se deixando levar por modismos educacionais ou por visões deterministas acerca desses fenômenos tão plurais como a linguagem e a aprendizagem.

2.2 Teaching a foreign language: approaches, methods and techniques

Pedagogical actions, including foreign language learning, have been informed by methodological premises. Although the need to learn foreign languages is almost as old as human history itself, the origins of modern language education, with its approaches, methods and techniques, has its roots in the study and teaching of Latin. In the following paragraphs, I intend to tackle some assumptions about what approach, method and technique may mean; provide a brief explanation for relevant methodology proposed by theorists; and discuss some contemporary thoughts on the subject.

Edward Anthony (1963) has offered a model which serves as a useful way of distinguishing between different degrees of abstraction and specificity found in different language teaching proposals. He identified three levels of organization, related to the philosophy of language teaching (theory and principles) and to the procedure of teaching a language which he termed approach, method and technique. According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.

A re-elaboration of Anthony's definitions is proposed by Richards and Rodgers (1986). According to them, a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure (classroom techniques, practices and behaviors). Approach refers to theories about the nature of language and language learning that serve as the source of practice and principles in language teaching. Approach does not specify procedure; it is design that links them. Design comprises the objectives of the method, a syllabus model, types of learning and teaching activities, and the roles of learners, teachers and instructional materials.

Kumaravadivelu (2008) points to some flaws in the frameworks described in the preceding paragraphs and advocates a blurring of boundaries. He claims that the tripartite models attempted to portray the entire language teaching operations as a simple hierarchical relationship among approach, method and technique, without considering the complex connection between intervening factors such as societal demands, institutional resources and constraints, instructional effectiveness and learners needs.

Several approaches and methods of teaching languages have been widely used since "grammar schools" from the 16th and 18th centuries advocated the use of the Grammar Translation method for the study of Latin and later other foreign languages. Grammar translation is a way of studying a language that approaches it first through detailed analysis of its grammar rules, followed by the application of this knowledge to translate sentences and texts. Toward the mid-nineteenth century several factors contributed to a questioning and rejection of the Grammar Translation method. Increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages and opened for what was termed Direct Method. Its principles are that spoken language is primary, learners should hear language first and practice it meaningfully, grammar should be taught inductively and translation should be avoided.

The first half of the twentieth century saw the bloom of the Oral Approach or Situational Language Teaching in Britain and the Audiolingual Method in the United States. Both have viewed language as a system of structurally related elements for the encoding of meaning and this structure as being at the heart of the speaking ability, the first derived from British structuralism and the latter from American structural linguistics. Audiolingualism also draws from the behaviorist learning theory to found its proposition. In Behaviorism, the key to effective teaching is discovering the best consequence to shape the behavior. Thus, for Audiolinguists, foreign or second language learning was basically a process of mechanic habit formation through memorizing dialogues and performing pattern drills.

An approach that followed Audiolingualism and probably replaced it almost worldwide was Communicative Language Teaching. It is a theory of language teaching that starts from a communicative model of language

and language use, and that seeks to translate this into a design for an instructional system, for materials, for teachers and learner roles and behaviors, and for classroom activities and techniques. Interaction is both the means and the ultimate goal of learning a language.

Other methodological propositions for foreign language learning came up from the mid-twentieth century up to the 1980s and I will briefly mention some. Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Gattegno's Silent Way is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible. Community Language Learning is a method with a humanistic approach and draws on the counseling metaphor to redefine the roles of the teacher as counselor and learners as clients in the language classroom. The Natural Approach draws from Krashen's theory of second language acquisition and offers a teaching proposal in which there is an emphasis in exposure, or input, rather than practice.

I believe contemporary foreign language teaching is mostly informed by learning through communication, learner-centeredness and post-method perspectives, and that is what I turn to now. Some approaches advocate teaching through communication rather than for it, in lessons that students use English to learn it. In content-based teaching, students learn both content from other disciplines and related language skills, building on previous knowledge and scaffolding the linguistic content. Task-based teaching offers a natural context for language use, as learners work to complete a task while having abundant opportunities to interact.

So far we have addressed methods and approaches that understand language as a tool for communication and the integration of skills as a primary demand for learning another language.

However, in Brazil, a genre-based approach to language teaching has greatly influenced teaching guidelines at national level since de 90s. Being mostly based on the Socio-Discursive Interactionism perspective, the genre-based approach principles have been incorporated in official documents. Today, the Base Nacional Curricular Comum (BNCC) is the most updated national guideline for education at the regular school system, having a textual and discursive genre theory as the basis for teaching both the mother tongue and the English language. Let's see some of the main principles of the genre-based approach so that later on we can discuss how some of them might affect English teaching.

First, we should consider the language conception that underlines this approach.



Task 8 – Video

Watch the video below and answer some questions about it:


“Linguagem e dialogismo”

<https://www.youtube.com/watch?v=KShoiF1XI3A>

You can also find the video at AVA

Now that you've watched the video, answer the following questions:

1. Qual a concepção de linguagem que embasa uma abordagem de ensino sustentada na teoria de gêneros?
2. Qual a distinção entre língua e linguagem que essa concepção explicita?
3. No que ela difere da concepção de linguagem que você percebeu nos métodos e abordagens anteriores?



But why have textual genres been considered as a key concept to guide teaching languages? Watch the following short video to understand some of the reasons:

“Gêneros textuais”

https://www.youtube.com/watch?v=OQPw-xUK_tk

(the video is also available at AVA)



Como você pode perceber, entender o conceito de gênero é fundamental para conseguir propor aulas baseadas na abordagem de gênero. Acesse o texto de Marcuschi, um importante linguista brasileiro, leia e debata com seu tutor algumas dúvidas no chat. Discuta que tipos de gêneros você acha devem ser abordados em aulas de inglês nas escolas, quais suportes podem ser usados, que materiais pode servir de apoio pedagógico, as dificuldades de implantar essa proposta, dentre outros pontos.

Referência: MARCUSCHI, L. A. Gêneros textuais: definição e funcionalidade. In: DIONISIO, A. P. et al.(org.) Gêneros textuais & ensino. Rio de Janeiro : Lucerna, 2002, p. 19-36.

As perguntas abaixo abordam os principais pontos do texto de Marcuschi e podem ajudar você a entender melhor o que são gêneros textuais:

1. Qual a ligação entre gêneros textuais e a história?
2. Quais as principais características dos gêneros textuais e por que eles são definidos por elas?
3. Quais os desdobramentos para o ensino da oralidade e escrita se configuram a partir de uma abordagem de ensino embasada nos gêneros?
4. Por que não podemos caracterizar os gêneros a partir de suas características formais?
5. Por que as expressões 'mesmo texto' e 'mesmo gênero' não se equivalem?
6. O que significa dizer que a teoria de gênero se baseia numa hipótese socio interativa de linguagem?
7. O que define um gênero textual?
8. Qual a diferença entre Tipo Textual de Gênero Textual e entre Texto e Discurso, de acordo com Marcuschi?
9. O que significa 'dominar um gênero textual x'?
10. O que caracteriza uma estrutura textual inter-gêneros? Que gêneros normalmente têm esse funcionamento?
11. Por que é complexa a distinção entre Gênero oral e Gênero escrito?
12. Como fazer uma análise do gênero textual?

Well, now that you've understand the premises of the textual genre theory let's see how it informs the genre-based approach to second or foreign language teaching.

The genre-based approach and English teaching in Brazil

It is of great relevance to understand how the socio-interactionism concepts about language, teaching and learning have been articulated towards the proposition of an approach to teach a foreign language, such as English. The main guiding documents related to teaching languages in Brazil, like PCNLE, OCEM and BNCC are informed by this perspective so teachers are likely to analyze pedagogical material, propose projects and lesson plans having it in mind.

The PCN (1998, p. 15), for example, emphasize that foreign language learning:

é uma possibilidade de aumentar a auto-percepção do aluno como ser humano e como cidadão. Por esse motivo, ela deve centrar-se no engajamento discursivo do aprendiz, ou seja, em sua capacidade de se engajar e engajar outros no discurso de modo a poder agir no mundo social.

At BNCC, English has become a mandatory language in elementary II and high school. English is conceived as a lingua franca and, therefore, a worldwide cultural asset that can be incorporated in different ways, for different uses, by multilingual speakers when expressing their multiple cultures. Thus, at BNCC, the English language is conceived as a social practice that recognizes, values and strengthens cultural differences and linguistic variations resulting from its different uses, welcoming the diverse linguistic repertoires present in the classroom and outside it. The influence of the socio-discursive interactionism in these documents is clear.

Dolz, Noverraz and Schneuwly (2010), Swiss linguists whose work has greatly influenced language teaching in Brazil, consider the dialogicity of language and genres as relatively stable types of utterances. Textual genres are mega communication instruments and, therefore, it is through them that all language practice materializes in pedagogical practices. The Swiss linguists have proposed ways of teaching these communication tools didactically as objects of teaching and learning.

The Swiss group has created the “Modelo Didático de Gênero” (MDG) to work with text genres, pointing out the “**Sequência Didática**” (SD) as an appropriate methodology for this teaching in the classroom. For Dolz, Noverraz and Schneuwly (2010, p. 82), a SD consists of “[...] um conjunto de atividades escolares organizadas, de maneira sistemática, em torno de um gênero textual oral ou escrito”. It should be a flexible proposal so as to function as a methodological support tool for working with students’ language competences and skills. The SD allows the teacher to observe and evaluate the language skills of the students, during the entire realization of the communicative project, as the professional makes notes to make the necessary didactic interventions in learning. For students, on the one hand, this work allows them to confront “effective social situations of production and reading of texts and, on the other hand, [it is] a way to gradually dominate them” (DOLZ and SCHNEUWLY, 1996, p. 68)

Observe a summary of the characteristics of a SD, retrieved from a text by Prof. Vera Lúcia Lopes Cristóvão, a specialist in teaching English based on the genre approach.



School photo created by freepik - www.freepik.com

Sequência Didática

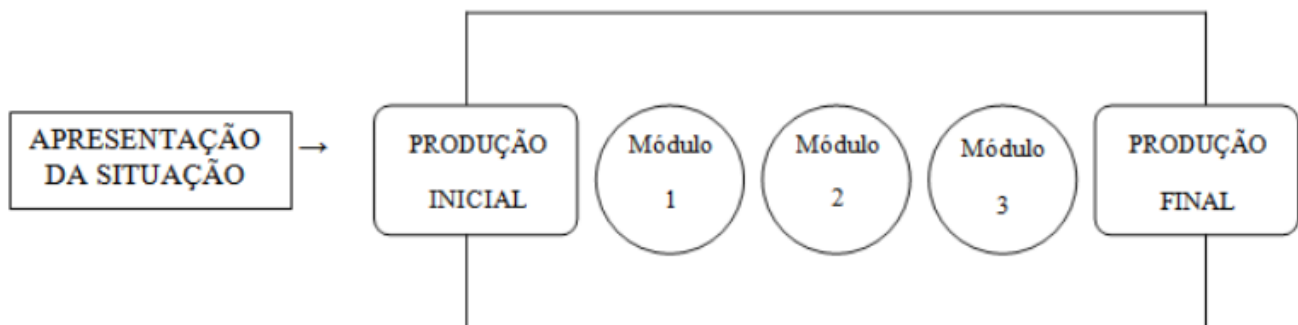
- Um conjunto de atividades progressivas, planejadas, guiadas ou por um tema, ou por um objetivo geral, ou por uma produção dentro de um projeto de classe.
- Objetivo central: Conscientizar o aluno sobre as características principais do gênero de modo que ele possa se comunicar de maneira adequada em uma dada situação comunicativa.
- Objetivo específico: interpretação de textos orais ou escritos, e produção oral e/ou escrita de textos, são comumente organizadas em torno de gêneros.
- Constituída de uma produção inicial, feita sobre uma situação de comunicação que orientaria a sequência didática, e de módulos que levam os alunos a se confrontarem com os problemas do gênero tratados de forma mais particular.
- Como fechamento, há uma produção final.

CRISTOVÃO, V.L.L. Sequências Didáticas para o ensino de línguas. In: DIAS, R.; CRISTOVÃO, V. L. L. (Org.) . O Livro Didático de Língua Estrangeira: múltiplas perspectivas. Campinas: Mercado de Letras, 2009. p. 305-344

Vamos conhecer mais sobre SD?

- A proposta de uma SD é construída como um espiral, ou seja, o novo se edifica, transformando o que já existe (CRISTÓVÃO, 2009). Parte-se do conhecimento prévio do aluno sobre o gênero escolhido, em especial do que se sabe sobre ele nas práticas linguageiras em língua materna, para expandir esse conhecimento e aprofundá-lo na língua estrangeira. Por sua vez, essa aprendizagem repercute no saber da língua materna. Nesse processo é fundamental uma avaliação constante que norteie o professor sobre que pontos são necessários serem revisitados para que a aprendizagem se efetive.
- Como os gêneros seguem a dinamicidade da prática social da linguagem, textos e suportes autênticos são prioridade. Sua circulação social pode trazer traços que devem ser respeitados para a adequação da produção à situação de comunicação em foco.
- Não há separação entre as habilidades de compreensão e produção oral e escrita. Elas são indissociáveis. Entretanto, em certos momentos da SD, certas habilidades devam ser mais enfocadas para permitir o alcance dos objetivos das atividades.

Dolz, Noverraz e Schneuwly (2004, p. 98) apresentaram este esquema para explicar como uma SD é construída:



Task 9 – SD Draft

In this task, we will think and propose a draft of a SD. It does not need to be formal. Pair up with a classmate. Create a word document and follow the steps below. When you finish, post your draft in the Forum, at AVA, and comment at least one other draft.

Passo 1: Apresentação da situação

Nesta etapa, o gênero deve ser contextualizado, relacionando-a à situação real de comunicação na qual está inserido. O conhecimento prévio do aluno sobre as características formais, situacionais e discursivas é explorado. É importante, também, que o professor selecione diferentes exemplos de suportes em que o gênero é mobilizado para que os alunos percebam as diferenças de acordo com sua circulação social.

Por exemplo, tomemos o gênero tirinha, como este no exemplo abaixo:



Fonte: <https://www.stoodi.com.br/exercicios/espm/2015/questao/in-the-last-strip-the-modal-verb-couldnt-could-be/>

Que materiais poderiam ser selecionados para apresentar esse gênero aos alunos? Selecione 3 possibilidades.

- Que perguntas você faria para que os alunos inferissem os contextos nos quais esse gênero circula? Proponha perguntas que abordem o quão familiarizado com esse gênero os alunos estão, sobre as características da infra-estrutura textual, tais como reconhecimento de lay-out, onde ele aparece, quais suas finalidades, diferenças entre textos do mesmo gênero em língua materna e em língua estrangeira, tipo de linguagem predominante, sobre os balões, dentre outras.

- Qual o propósito dessas perguntas?

Na apresentação da situação, é exposto aos alunos o gênero que será trabalhado na SD e o projeto de classe que norteará a produção final dos estudantes, motivando o trabalho e estimulando a busca pelo domínio das capacidades e técnicas que a SD buscar desenvolver.

Passo 2: Produção inicial

A produção inicial serve para diagnosticar o conhecimento prévio do aluno a respeito do gênero. Nem sempre esta etapa é tão proveitosa no ensino de gêneros em inglês. Depende sempre da complexidade do gênero. Mas, voltando ao exemplo com tirinhas, os alunos poderiam produzir os balões de fala de uma tirinha em português como produção inicial. Note como a língua materna muitas vezes serve como uma ancoragem para a língua estrangeira na abordagem baseada em gêneros.

Feita a produção inicial, ela deve ser analisada.

- Que pontos de uma produção inicial de tirinha em língua materna você ressaltaria para sua classe? Sugerimos aprofundar a exploração das características da linguagem mobilizada no gênero tirinhas, tais como o predomínio da linguagem não verbal, o uso de onomatopeias, de interjeições, vocativos, enunciados que reproduzem a interação oral e que nem sempre são enquadrados dentro da variante padrão da língua, uso de gírias e de expressões idiomáticas, dentre outras

Passo 3: Módulos

Os módulos são preparados de acordo com as características do gênero, sendo divididos de maneira a possibilitar a capacitação do aluno na compreensão e na produção. O número de módulos vai depender da progressão esperada e realizada na aprendizagem. O ensino de línguas na abordagem baseada em gêneros é muito maleável. Por isso, o professor pode adequar sua proposta inicial conforme os resultados obtidos em cada módulo. Se for necessário, é possível introduzir alguma atividade ou tarefa que contemple os conteúdos discursivos e linguísticos requeridos para uma melhor compreensão e produção do gênero. Por isso, no esquema proposto por Dolz, Noverraz e Schneuwly (2004), reproduzido anteriormente, não há número fixo para os módulos.

Os módulos podem ser entendidos como as atividades, tarefas ou projetos que serão propostos durante a sequência didática (SD).

- Que módulos você proporia para compor uma SD com base na tirinha do exemplo?

Algumas sugestões:

- Lembre que quando lemos ou escutamos qualquer texto, o fazemos para depreender sentido dele. Então, a prioridade do trabalho com o texto deve recair na compreensão dos efeitos de sentido. Lembre, também, que um texto em língua estrangeira, por mais simples que pareça, é sempre um desafio. Então perguntar: “O que você entendeu da tirinha?”, por exemplo, pode ser um tiro perdido, pois o aluno pode ficar bloqueado pelo que desconhece e não se valer do que já sabe. Assim, procure propor perguntas gerais sobre a compreensão da tirinha e depois perguntas mais específicas. Você pode partir, inclusive, da discussão da expressão facial dos personagens.
- Após explorar a compreensão dos efeitos de sentido do texto, um segundo módulo poderia explorar o conhecimento sistêmico da língua na tirinha. Lembre de se apoiar no que os alunos conseguem compreender por eles mesmos. Uma estratégia interessante é pedir para que eles sublinhem todas as palavras cujo sentido eles conheçam. Depois, pode-se partir para o vocabulário desconhecido, o imperativo, como se faz uma pergunta em inglês, os sentimentos mobilizados na tirinha, por exemplo.
- Outra necessidade talvez seja de ensinar expressões comuns em tirinhas, tais como as onomatopeias em inglês.
- Que outras possibilidades você vê?

Este quadro pode ajudar você a sistematizar as características da linguagem e dos elementos constitutivos do gênero tirinha:

Características das tirinhas	Características da linguagem	Temáticas
de 1 até 8 quadrinhos; capítulos narrativos sequenciais	Tipos de balões que expressam o humor da personagem, susto, medo, frieza, etc	Sátiras de aspectos econômicos e políticos
Fechadas (apenas um episódio por dia); Desenhos balões ou legendas	metáforas visuais: (fumacinhas, traços, etc.); - onomatopéias: descrição do som dos objetos	Tiras-piadas (possibilidade de dupla interpretação)
A progressão temporal se organiza quadro a quadro	Palavras escritas em negrito, caixa alta, itálico, etc	Tiras episódios: humor desenvolvido em uma determinada situação

Adaptado de http://www.seduc.go.gov.br/documentos/reorientacaocurricular/fundamental/Caderno_7/ingles.pdf , p.13.

Passo 4: Produção final

A produção final é importante para que seja observada a evolução do aluno, bem como a efetividade ou não do processo de ensino/aprendizagem. Normalmente é o passo mais esquecido ou negligenciado, mas acreditamos que você já percebeu o quão indispensável ela é.

- O que você proporia como produção final nesta SD?

Now post your draft in the Forum. When commenting on your classmates' proposal, bring up what you could learn from it and incorporate to your own.

Contemporaneity and the post-method

After learning about so many different methods and approaches you must be thinking how complex and difficult might be to choose or elect “the best” or “the most appropriate”. But, contemporary art-craft conceptions defend that teaching depends upon the teachers’ individual skill and personality. There are no general methods of teaching; rather, teachers should develop an approach with a unique set of skills that are applied in different ways according to the demands of specific situations. Kumaravadivelu’s ideas of a post-method pedagogy would fit here. It can be visualized as a three-dimensional system consisting of the following pedagogic parameters: (a) particularity: meaningful pedagogy cannot be constructed without a holistic interpretation of particular situations; (b) practicality: there is a relationship between theory and practice; and (c) possibility: language learning is permitted and constrained by issues of power.

All in all, I agree with Larsen-Freeman (2000) that a study of methods is invaluable in teacher education. Methods serve as a foil for reflection that can aid us bringing to conscious awareness the thinking that underlies our actions so we are able to make informed choices. A knowledge of methods is part of a professional base of teaching and may help expand our repertoire of techniques. A multiple and consistent preservice teacher preparation including the study of language teaching methods may provide student teachers with opportunity to gain the investigative and decision making skills they need to function as responsible and autonomous teachers.



Task 10 – WIKI

Now, it’s your turn to explore the different approaches and methods. Watch the video: <https://www.youtube.com/watch?v=L2JaADcWegA> that brings a summary of ELT methods. Get into groups of two or three and write a text about the advantages and disadvantages of incorporating techniques from these methods and approaches to an English lesson at our schools.



You can find videos with demonstrations of different approaches in the links below. Remember that the more you know about methods, approaches and techniques, the more options you can refer to when proposing your lessons.

<https://www.youtube.com/watch?v=w50iwAEV25A>

<https://www.youtube.com/watch?v=dcPNcYK8m68>

<https://www.youtube.com/watch?v=XkTOAUJqEys>

<https://www.youtube.com/watch?v=o4Qg7dYto94>

https://www.youtube.com/watch?v=_GRfhaMRL40

<https://www.youtube.com/watch?v=E2Ubkyo7ufY>

<https://www.youtube.com/watch?v=-Z2tbEachQg>



Task 11 – Video

Now watch some videos of English lessons or lesson demonstrations using different methods and approaches. Justify the reason why you think the prevailing methods have been attributed to the lessons. Give at least 2 reasons and 2 examples from the lesson sample shown in each video. You can find some hints in the video - task 10, with its characteristics. <https://www.youtube.com/watch?v=5zY8yO-y3f0>.



PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

Já havia mencionado anteriormente que é importante para o professor conhecer as várias teorias que explicam o fenômeno da linguagem e da aprendizagem de línguas e nesse tópico também o histórico de métodos e abordagens para que o professor, especialmente em sua formação inicial perceba que a construção do conhecimento é um *continuum*, apesar de alguns momentos apresentarem rupturas epistemológicas importantes, não se pode desprezar o conhecimento produzido ao longo do tempo. Esses conhecimentos servem para levar o professor a refletir sobre sua prática e lançar mão de estratégias diversas para oportunizar momentos de interação e convivência entre seus alunos por meio da língua.



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LEITURA COMPLEMENTAR

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SUMÁRIO QUINZENAL

Let's get started!

Dear learner,

We invite you to know in advance what we intend to cover in the third unit of this course which focuses on English teaching methodology, so that the goals and the process to achieve these goals become clear. You will find below what we are supposed to do in the third two weeks of this course.

Let's work together! 😊

📖 List of contents:

- Coursebooks
- Authentic materials
- Assessment

🎯 Goals:

- Discuss about the use of coursebooks, authentic materials and assessment
- Conduct a collaborative analysis of coursebooks and assessments
- Produce a microteaching activity and reflect upon the process and the product

🔗 Mainresources:

- Textbook; Virtual Learning Environment *Moodle*; *Web*.

🕒 Estimated time to conclude this unit:

- To complete the reading of this unit in the textbook and the proposed tasks, we suggest you dedicate 15 hours and in order to do the practical activities, we suggest another 15 hours.

✅ Criteria for Formative Assessment

Wiki – 5 points

The criteria for a “5 star Performance” are:

- ★ You have followed the directions for the textual production and did not deviate from them.
- ★ You have demonstrated accuracy in your writing.
- ★ You collaborated with your classmates.
- ★ Your textual production is appropriate to the demands of academic writing.
- ★ You have completed the production task on time

Participation in the Posting and Commenting Forum – 5 points.

The criteria for a “5 star Performance” are:

- ★ You have followed the directions for participation without deviating from theme.
- ★ You have produced and posted a microteaching video according to the expectations.
- ★ Your comments demonstrate you have studied the textbook with attention.
- ★ You collaborated with your tutor and with your classmates.
- ★ You have completed the posting and discussion tasks on time.

Reflect upon your performance – 5 points.

The criteria for a “5 star Performance” are:

- ★ Your text reflects a critical position about your micro-teaching.
- ★ Your reflection approaches the topics demanded based on the theory discussed.
- ★ You have reflected about at least one other micro-teaching from your classmates.
- ★ Your textual production is accurate and appropriate to academic requirements .
- ★ You have completed the task on time.

Outline of Unit 3

Tasks	Description	Assessment
Task 12 – Reading	Leia os guias de livros didáticos para línguas estrangeiras modernas – PNLD 2011 (Ensino Fundamental) e 2012 (Ensino Médio)	As atividades 15, 18 e 19 serão avaliadas segundo critérios estabelecidos.
Task 13 – Discussion Forum	Discuta com seus colegas e com seu tutor.	
Task 14 – Video	Assista ao vídeo sobre material autêntico.	
Task 15 – Wiki	Compile um texto com a análise de um livro didático de forma colaborativa. Acrescente uma análise do processo de avaliação.	
Task 16 – Video	Assista ao vídeo sobre avaliação de aprendizagem alternativa.	
Task 17 – Surfing the web	Visite o site que disponibiliza <i>quizzes</i> para diferentes habilidades e níveis.	
Task 18 – Posting and Commenting Forum	Produza um vídeo com uma atividade didática, assista aos vídeos de seus colegas e faça comentários.	
Task 19 – Journal	Escreva um pequeno texto refletindo sobre sua <i>performance</i> na Tarefa 17.	

Unit 3 – Analyzing tools for English teaching: didactic materials and assessment

3.1 Coursebooks

Let's begin this unit reflecting upon a book which is designed to be used in class by students taking a particular course of study: the English coursebook. Ur (1991, p. 183) states that:

In some places coursebooks are taken for granted. In others they may not be used at all: the teacher works according to a syllabus, or according to his or her own programme, using textbooks and supplementary materials as the need arises. A third, 'compromise', situation where a coursebook is used selectively, not necessarily in sequence, and is extensively supplemented by other materials.



Think of two questions: How is the coursebook usually viewed in the contexts you are acquainted with? How necessary do you believe a coursebook is? Jot down your thoughts.



First, you are going to read what Ur (1991, p. 184) points as the pros of using a coursebook:

IN FAVOUR OF USING A COURSEBOOK

I. Framework:

A coursebook provides a clear framework: teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress.

II. Syllabus:

In many places the coursebook serves as a syllabus: if it is followed systematically, a carefully planned and balanced selection of language content will be covered.

III. Ready-made texts and tasks:

The coursebook provides texts and learning tasks which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own.

IV. Economy:

A book is the cheapest way of providing learning material for each learner; alternatives, such as kits, sets of photocopiable papers or computer software, are likely to be more expensive relative to the amount of material provided.

V. Convenience:

A book is a convenient package. It is bound, so that its components stick together and stay in order; it is light and small enough to carry around easily; it is of a shape that is easily packed and stacked; it does not depend for its use on hardware or a supply of electricity.

VI. Guidance:

For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the coursebook can provide useful guidance and support.

VII. Autonomy:

The learner can use the coursebook to learn new material, review and monitor progress with some degree of autonomy. A learner without a coursebook is more teacher-dependent.

Now, you are going to read some cons (UR, 1991, p. 185)

AGAINST USING A COURSEBOOK

I. Inadequacy:

Every class – in fact, every learner – has their own learning needs: no one coursebook can possibly supply these satisfactorily.

II. Irrelevance, lack of interest:

The topics dealt with in the coursebook may not necessarily be relevant or interesting for your class.

III. Limitation:

A coursebook is confining: its set structure and sequence may inhibit a teacher's initiative and creativity, and lead to boredom and lack of motivation on the part of the learners.

IV. Homogeneity:

Coursebooks have their own rationale and chosen teaching/learning approach. They do not usually cater for the variety of levels of ability and knowledge, or of learning styles and strategies that exist in most classes.

V. Over-easiness:

Teachers find it too easy to follow the coursebook uncritically instead of using their initiative; they may find themselves functioning merely as mediators of its content instead of as teachers in their own right.



Após a leitura dos pontos positivos e negativos em relação à adoção do livro didático para o ensino de língua inglesa, qual é o seu veredito? Você acredita que o livro didático seja uma boa ideia? Escreva abaixo a sua opinião.

PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

Eu acredito que o livro didático, quando bem escolhido e avaliado pelo professor, pode ser um aliado no ensino e na aprendizagem de língua. Ele não deve ser tomado como texto “sagrado”, como a salvação para a falta de conhecimento do professor sobre algum aspecto didático ou da língua, ou como o único recurso de ensino. Ele é um recurso a mais, e não exime o professor de sua tarefa de pensar em ferramentas e estratégias de ensino que motivem, envolvam e desenvolvam a aprendizagem de língua inglesa por seu aluno.

3.1.1 Choosing coursebooks

After deciding upon adopting a coursebook, the English teacher should be careful on selecting criteria for assessing language-learning coursebooks. I propose you read two sets of criteria; the first draws from the acronym MATERIALS to propose a list of questions to be asked when analyzing a coursebook. Read it below:

METHOD: Does the book’s method suit your own teaching method and overall aims?

APPEARANCE: Is the book’s appearance – including its cover, design, illustrations, color and feel – appealing and attractive? Or does it appear dull?

TEACHER-FRIENDLY: Is the book easy for the teacher to use? Is it well-organized?
Is there an index? Does it have an answer key? Does it help you save preparation time?

EXTRAS: Are there additional materials, such as a workbook, cds, dvds, websites, teacher's notes, etc.? How helpful are these extra materials?

REALISTIC: How authentic is the communication in the book? Does the language seem true-to-life and current?

INTERESTING: Is the book likely to be interesting for your learners? How do the topics relate to their lives? Just as important, is it interesting to you?

ACCURATE: How accurate is the language of the book? Are there language mistakes? Layout or organization mistakes?

LLEVEL: Is the level suitable for the class you are teaching? Isn't it too above or below students' level?

SKILLS: Does the book cover all the skills you want to teach (listening, speaking, reading, writing) in a way you want to teach them? Does it match your institution's syllabus?

The second set of criteria has been adapted from a proposal by Ur (1991, p. 186). Read it below:

- ✓ Objectives explicitly laid out in an introduction, and implemented in the material.
- ✓ Approach educationally and socially acceptable to target community.
- ✓ Clear attractive layout; print easy to read.
- ✓ Appropriate visual materials available.
- ✓ Interesting topics and tasks.
- ✓ Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.
- ✓ Clear instructions.
- ✓ Systematic coverage of syllabus.
- ✓ Content clearly organized and graded (sequenced by difficulty).
- ✓ Periodic review and test sections.
- ✓ Plenty of authentic language.
- ✓ Good pronunciation explanation and practice.
- ✓ Good vocabulary explanation and practice.
- ✓ Good grammar presentation and practice.
- ✓ Fluency practice in all four skills.
- ✓ Encourages learners to develop own learning strategies and to become independent in their learning.
- ✓ Adequate guidance for the teacher; not too heavy preparation load.
- ✓ Audio material available.
- ✓ Readily available locally.



Após a leitura das duas propostas de critérios para avaliar livros didáticos, qual delas você acredita ser a mais apropriada para que você utilize em sua prática docente? Escreva abaixo a sua opinião.



It must be an obvious assumption that we can't always get what we want and that the perfect coursebook for us is far from a possibility. What should we do after assuming we will not adopt the perfect material?

The motto of the Round Table is adopt, adapt, improve and it is an excellent guideline for implementing new ideas in a business. Taking ideas from other environments and adapting them for use in your situation is one of the best ways of implementing novel solutions.



The same can be done with English teaching material. Because each group of learners is different, coursebooks are probably never able to meet all the needs of all learners and teachers. So, instead of adopting a coursebook, why not adapt it?

Let's think of some things we can do to improve a less-than-ideal coursebook. Changes of some sort are inevitable if you want a book to fit your aims, your setting, and, most of all, your learners. There are various actions you can take to tailor a selected coursebook to fit your teaching situation:

CHANGE Make small changes to the existing material in the coursebook.	REMOVE Remove a coursebook activity from the lesson.
REPLACE Replace one activity with another related one which is more suitable.	ADD Add an extra activity in an area not covered sufficiently in the book.

3.1.3 The current context in Brazil

When it comes to foreign language didactic material, there has been an effort of the government to supply public schools with coursebooks in Middle and High School. In 2011, students from Middle schools received either English or Spanish coursebooks and in 2012, students from High schools got theirs in a national program of distribution of coursebooks – PNLD: read about it below.

O Programa Nacional do Livro Didático (PNLD) tem como principal objetivo subsidiar o trabalho pedagógico dos professores por meio da distribuição de coleções de livros didáticos aos alunos da educação básica. Após a avaliação das obras, o Ministério

da Educação (MEC) publica o Guia de Livros Didáticos com resenhas das coleções consideradas aprovadas. O guia é encaminhado às escolas, que escolhem, entre os títulos disponíveis, aqueles que melhor atendem ao seu projeto político pedagógico.

O programa é executado em ciclos trienais alternados. Assim, a cada ano o MEC adquire e distribui livros para todos os alunos de um segmento, que pode ser: anos iniciais do ensino fundamental, anos finais do ensino fundamental ou ensino médio. À exceção dos livros consumíveis, os livros distribuídos deverão ser conservados e devolvidos para utilização por outros alunos nos anos subsequentes.

Fonte: http://portal.mec.gov.br/index.php?option=com_content&view=article&id=12391&Itemid=668

A cada dois anos, o Fundo Nacional de Desenvolvimento da Educação (FNDE) avalia proposta de livros didáticos, conforme uma rigorosa grade de critérios. O PNLD é um dos maiores programas de distribuição



Task 12 – Reading

de livros didáticos do mundo. Embora enfrente inúmeros problemas, continua sendo uma importante conquista da educação brasileira, permitindo que material didático de qualidade chegue às mãos de alunos das mais diferentes classes sociais em todo o país.

É fundamental que os professores conheçam como se dá o processo, os critérios adotados, como se dá a seleção e a escolha dos livros pelos professores e as coleções selecionadas. Aliás, a escolha da coleção a ser adotada em cada escola é dos professores, o que os torna responsáveis pela implantação e uso.

Faça a leitura do Guia Digital do PNLD 2020 - Língua Inglesa, no site: https://pnld.nees.com.br/pnld_2020/componente-curricular/pnld2020-lingua-inglesa

Depois, pesquise as coleções selecionadas para o biênio 2020-2022: https://pnld.nees.com.br/pnld_2020/componente-curricular/pnld2020-lingua-inglesa

Para avaliar as coleções, revise as sugestões de Ur (1991) e as dicas do acróstico MATERIALS, ambas na sessão 3.1.1

Considere, também, os critérios listados no Guia Digital. Tente encontrar exemplos deles nas coleções.



Task 13 – Forum

After reading and reflecting upon what you have read, discuss about the book collections approved by PNLD for 2020-2022 with your tutor and your classmates at the discussion forum. Remember the criteria for a good performance:

- ✓ Follow the directions for participation without deviating from them.
- ✓ Offer arguments that are theoretically founded, demonstrating you have studied the textbook with attention.

- ✓ Collaborate with your tutor and with your classmates with questions and answers.
- ✓ Produce a text that is appropriate to the formal demands of academic writing.
- ✓ Complete the discussion task on time.

3.2 Authentic materials

It is important to understand that a coursebook is made of texts and other materials, such as images, audio recordings, videos, etc. Especially when it comes to texts a question that usually arises in the area of English teaching is if texts should be contrived or authentic.

Tomlinson (2001, p.68) states that:

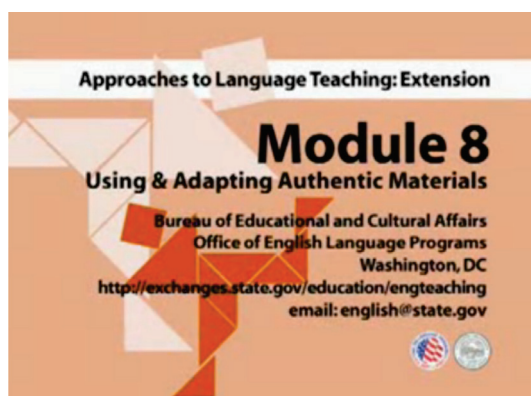
Materials aiming at explicit learning usually contrive examples of the language which focus on the feature being taught. Usually these examples are presented in short, easy texts or dialogues and it is argued that they help the learner by focusing attention on the target feature. The counter-argument is that contrived examples over-protect learners and do not prepare them for the reality of language use, whereas authentic texts (i.e. ordinary texts not produced specifically for language teaching purposes) can provide meaningful exposure to language as it is typically used. Most researchers argue for authenticity [...]

Considering the trend of using authentic materials both in the production of English coursebooks and in English classroom activities, and considering the dominance of the genre-based approach in the Brazilian guiding documents concerning English teaching, let's watch another teacher training module video from the Office of English Language Programs, Shaping the Way We Teach English, developed and produced in cooperation with the University of Oregon.



Task 14 – Video

Let's watch Module 8 on Authentic Materials:



<https://www.youtube.com/watch?v=8mgwWhWa0Q8>.

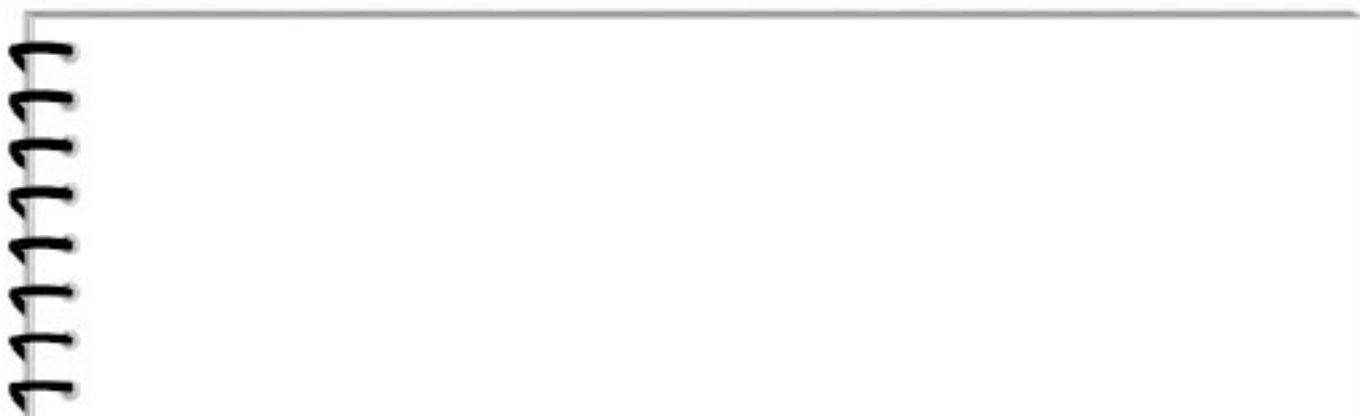
Authentic materials are good tools for language teaching and learning because they are:

- Interesting.
- They use real language.

- They can be chosen for individual interests.
- They illustrate accurate use of language in the target culture.
- And, they help students learn how to get as much information as they can, even if they can't understand everything, or even very much.

While you watch the video, try to reflect upon the following topics proposed by Opp-Beckman and Klinghammer (2006):

- Video segment # 1: Realia. Notice how the teacher is using the realia. List what you think the purpose is for each lesson and for using each type of realia.
- Video segment # 2: Printed text. List the different materials that, according to the speakers, were collected for the project. What student activities went into preparing the project?
- Video segment # 3: Images. Describe the materials that you see and the activity that goes with them.
- Video segment # 4: Multimedia. Make notes of the various types of multimedia materials you observe or hear about in this segment.



Realia: objects used for teaching aides, such as food, photographs, tools, clothing, item from nature, etc.



Task 15 – WIKI

Get into groups of three or four and write an analysis for a coursebook of your choice. Use the checklists suggested in this unit. Use the knowledge built with the reading of the material for PNLD. You will need to come back to this task after you complete reading topic 3.3 and watching the video from Task 16.

3.3. Assessment

Nunan (1999) states that although the terms ASSESSMENT and EVALUATION are used as synonyms in many textbooks on curriculum development, he prefers to draw a clear distinction between the two concepts.

Evaluation is the collection and interpretation of information about aspects of the curriculum (including learners, teachers, materials, learning arrangements, etc.) for decision making purposes. *Assessment* is a subcomponent of evaluation. Assessment refers to the tools, techniques, and procedures for collecting and interpreting information about what learners can and cannot do. In evaluating one's teaching, it is obviously important to include assessment data. This tells us what learners can and cannot do as a result of the instructional process (NUNAN, 1999, p. 85).

In this section, it is to the concept of ASSESSMENT we turn. Let's begin our reflections with an etymological view on the word ASSESSMENT. The Latin root *assidere* means to sit beside. In an educational context, the process of observing learning, describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning. At its most useful, assessment is an episode in the learning process; part of reflection and autobiographical understanding of progress. Traditionally, student assessments are used to determine placement, promotion, graduation, or retention. In the context of school reform, assessment is an essential tool for evaluating the effectiveness of changes in the teaching-learning process.

Many professionals in the area of language teaching ask themselves the purpose of assessing or, sometimes, directly testing students' knowledge. Ur (1991, p. 34) list some practical reasons for testing, since tests may be used as a means to:

- 1) give the teacher information about where the students are at the moment, to help decide what to teach next;
- 2) give the students information about what they know, so that they also have an awareness of what they need to learn or review;
- 3) assess for some purpose external to current teaching (a final grade for the course selection);
- 4) motivate students to learn or review specific material;
- 5) get a noisy class to keep quiet and concentrate;
- 6) provide a clear indication that the class has reached a 'station' in learning, such as the end of a unit, thus contributing to a sense of structure in the course as a whole;
- 7) get students to make an effort (in doing the test itself), which is likely to lead to better results and a feeling of satisfaction;
- 8) give students tasks which themselves may actually provide useful review of practice, as well as testing;
- 9) provide students with a sense of achievement and progress in their learning.

Besides taking into account the reasons for assessing, it is also important to reflect upon the validity of the instrument being used for the assessment. According to Brindley (2001, p. 136-137), "in the field of language assessment, a distinction is made between three types of validity".

- 1) Construct validity: the extent to which the content of the test/assessment reflects current theoretical understandings of the skill(s) and competences being assessed;
- 2) Content validity: whether it represents an adequate sample of ability; and

3) Criterion-related validity: the extent to which the results correlate with other independent measures of ability.

Let's explore now some concepts related to assessment in terms of their distinctions. At first, assessment can be viewed in terms of product or process:

- **SUMMATIVE ASSESSMENT**

Formal testing or evaluation at the end of a learning period to measure what a student has learned.

- **FORMATIVE ASSESSMENT**

A relatively informal assessment that takes place during the process of learning, as opposed to the end. The purpose is to provide feedback, which helps the learning process.

Secondly, although assessments are usually conducted by teachers, we can involve other stakeholders in the process:

- **PEER ASSESSMENT**

Learners evaluate each other's work, using pre-set guidelines.

- **SELF-ASSESSMENT**

A reflective process in which learners evaluate their own work based on pre-set criteria.

Usually, assessment is part of diagnosing the status of student knowledge, and this is known as **DIAGNOSTIC TESTING**, which can be considered:

- **Placement Test**

A test given to a student prior to enrolling in any courses which determines his/her skills in English, etc.

- **Aptitude Test**

A test intended to measure the test-taker's innate ability to learn, given before receiving instruction.

- **Achievement Test**

A standardized test designed to efficiently measure the amount of knowledge and/or skill a person has acquired, usually as a result of classroom instruction. Such testing produces a statistical profile used as a measurement to evaluate student learning in comparison with a standard or norm.



Standardized Test: An objective test that is given and scored in a uniform manner. Standardized tests are carefully constructed and items are selected after trials for appropriateness and difficulty. Tests are issued with a manual giving complete guidelines for administration and scoring. The guidelines attempt to eliminate extraneous interference that might influence test results. Scores are often norm-referenced.

Since English has become a global language there has been a need of diagnosing students worldwide especially for purposes of academic or professional placement and summative has gone large. Some examples of widely recognized assessment are the TOEFL, the TOEIC, among many others. Some of these tests have psychometry as a basis for their design. Psychometry is the branch of psychology that deals with the design, administration, and interpretation of quantitative tests for the measurement of psychological variables such as intelligence, aptitude, and personality traits.

Over the past decade or so, a number of researchers have argued that cognitive science and science and psychometrics could be combined in the service of instruction. They have criticized traditional testing for losing sight of the psychology of the performance being tested and for placing more emphasis on statistical technique than on the psychology of the construct being measured. They have argued that, given some knowledge of the goals and methods of instruction and of the psychology of the construct, educational assessments might be made more diagnostic of learning and more informative for instruction (NICHOLS; CHIPMAN; BRENNAN, 1995).

Computer-adaptive testing successively selects questions so as to maximize the precision of the exam based on what is known about the examinee from previous questions. From the examinee's perspective, the difficulty of the exam seems to tailor itself to his or her level of ability. For example, if an examinee performs well on an item of intermediate difficulty, he will then be presented with a more difficult question. Or, if he performed poorly, he would be presented with a simpler question. Compared to static multiple choice tests that nearly everyone has experienced, with a fixed set of items administered to all examinees, computer-adaptive tests require fewer test items to arrive at equally accurate scores.

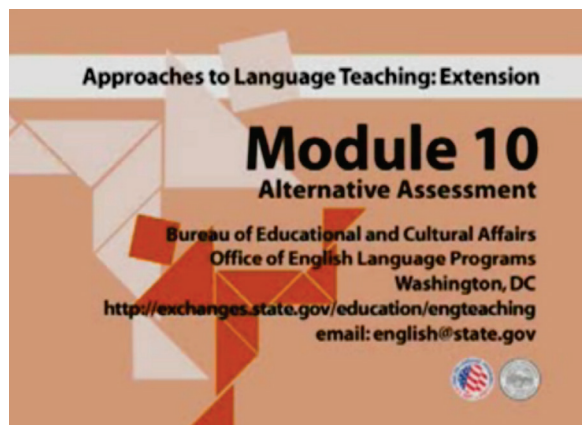
The English classroom, on the other hand, has been the stage of more customized assessment in the past decades. One practice which has become more used is that of authentic assessment, which means evaluating by asking for the behavior the learning is intended to produce. The concept of model, practice, feedback in which students know what excellent performance is and are guided to practice an entire concept rather than bits and pieces in preparation for eventual understanding. A variety of techniques can be employed in authentic assessment. The goal of authentic assessment is to gather evidence that students can use knowledge effectively and be able to critique their own efforts. Authentic tests can be viewed as "assessments of enablement," in Robert Glaser's words, ideally mirroring and measuring student performance in a "real-world" context. Tasks used in authentic assessment are meaningful and valuable, and are part of the learning process.

Another practice which has gradually become adopted by English teachers worldwide is that of alternative assessment, such as PERFORMANCE ASSESSMENT (assessment of performance on an oral or written task). Many educators prefer the description "assessment alternatives" to describe alternatives to traditional, standardized, norm- or criterion-referenced traditional paper and pencil testing. An alternative assessment might require students to answer an open-ended question, work out a solution to a problem, perform a demonstration of a skill, or, in some way, produce work rather than select an answer from choices on a sheet of paper. Portfolios and instructor observation of students are also alternative forms of assessment.



Task 16 – Video

Let's watch Module 10 on Alternative Assessment:



<https://www.youtube.com/watch?v=FkK06hpQmt4>.

Alternative assessment is a way to directly evaluate learners' language skills. A paper-pencil test shows knowledge about the language. Alternative assessment shows learners' ability to use the language.

There are many reasons for using alternative assessment techniques. With alternative assessment:

- Learners make real use of the target language - in this case English – for an actual purpose.
- Learners demonstrate the things that they have learned in class.
- Learners take responsibility for and self-direct some of their own learning.
- Learners' motivation to learn and use the target language may increase.
- And, alternative assessment provides students with an opportunity to directly display their progress to others in their school and community, and to family members.



Go back to Task 2 – Glossary and add the terms you have learned in this section.



Now go back to Task 15 – Wiki and add two or three paragraphs on how the coursebook collection you analysed in task 13 views assessment. What is proposed to assess students?

You may interview a teacher who uses the coursebook and ask how he or she assesses students.



Task 17 – Surf and practice

Now, you are going to visit a website where you can find ready-made tests, called quizzes, for different skills and in different levels. It can be found at: http://esl.about.com/od/english-tests-and-quizzes/English_Tests_and_Quizzes_Practice_Materials_for_Learning_English.htm. Take two or three of these quizzes and share your experience in the forum with your tutor and your classmates.



Task 18 – PRACTICAL ACTIVITY: Posting and Commenting Forum

It is time to produce a microteaching episode which must be recorded and have between 20-30 minutes. You can do it in pairs or by yourself. If you work in pairs, each one will be responsible for a part of the lesson.

Post the video for your classmates and tutors to watch, then choose at least one of your classmates' video to comment and post your comments in the Forum. Afterwards, you are going to watch your video and reflect upon your performance.

👉 STEP 1 - PLANNING

- You will plan a lesson from a coursebook of your choice. While you are teaching, make it clear for the students any parts of the coursebook you are adapting.
- You will need to make a lesson plan to your microteaching. Refer back to Module 1, task 6 for guidelines for making yours. You can also find important suggestions on topic 4. 1, module 4. Remember to upload it along with your video. There will be a place for the lesson plan document and the video

👉 STEP 2 - RECORDING

- You are going to set a teaching space. You can invite friends, family or classmates to pretend they are your students or you can pretend you have 'invisible' students.
- You are going to perform your class while someone records it for you.
- After you are done, post the recording in the forum.



Task 19 – JOURNAL: Reflect upon your performance

- Remember: if you work in pairs, each one needs to be in action in some part of the lesson.

Agora redija um ou dois parágrafos de como você se sentiu ao assistir seu próprio vídeo. O que você observou? Quais foram os pontos positivos e negativos? Como sua prática refletiu ou não seu plano de aula? Que técnicas você usou? Elas remetem a que métodos e abordagens que aprendemos no módulo 2? Analisando suas escolhas como professor(a), que concepções de língua, linguagem e de ensino-aprendizagem você reconhece como constitutivos de sua posição docente? Você abordou questões sócio culturais no seu micro-ensino? Por que sim ou não? Se abordou, como elas apareceram na sua prática? Depois de assistir aos vídeos de seus colegas, você mudaria alguma coisa no seu micro-ensino?



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SUMÁRIO QUINZENAL

Let's get started!

Dear learner,

We invite you to know in advance what we intend to cover in the fourth unit of this course which focuses on English teaching methodology, so that the goals and the process to achieve these goals become clear. You will find below what we are supposed to do in the last two weeks of this course.

Let's work together! 😊

📖 List of contents:

- The syllabus and the lesson
- Analysis and proposition of assessment
- Repost your microteaching video and lesson plan

🎯 Goals:

- Discuss about the syllabus, the lesson and lesson planning
- Produce a microteaching activity and reflect upon the process and the product

🔗 Main resources:

- Textbook; Virtual Learning Environment *Moodle*; *Web*.

🕒 Estimated time to conclude this unit:

- To complete the reading of this unit in the textbook and the proposed tasks, we suggest you dedicate 10 hours and in order to do the practical activities, we suggest another 15 hours.

☑️ Criteria for Formative Assessment

Individual assignment: production of course, lesson and assessment planning in Task (Tarefa – envio de arquivo único) – 5 points

The criteria for a “5 star Performance” are:

- ★ You have followed the directions for the production and did not deviate from them.
- ★ Your answers do not deviate from the proposal and address the questions from a critical and theoretical perspective.
- ★ Your textual production has been detailed.
- ★ Your textual production has been appropriate to the demands of professional writing.
- ★ You have completed the production task, by posting and participating on time.

Participation in the Posting and Commenting Forum – 10 points.

The criteria for a “5 star Performance” are:

- ★ Your lesson plan and microteaching have incorporated suggestions and improvements from the feedback you have received.
- ★ You have included an feasible and effective proposal for assessment.
- ★ Your comments demonstrate you have studied the textbook with attention.
- ★ You collaborated with your tutor and with your classmates, commenting on one of your mates’ microteaching, lesson plan and assessment proposal.
- ★ You have completed the posting and discussion tasks on time.

Outline of Unit 4

Tasks	Description	Assessment
Task 20 – Video: what is a syllabus?	Assista ao vídeo em que um estudante explica o que é um plano de curso.	As atividades 23 e 24 serão avaliadas segundo critérios estabelecidos
Task 21 – Series of videos: An English lesson	Assista a uma série de vídeos em que um professor exemplifica a sequência de Apresentação – Prática - Produção.	
Task 22 – Surf and practice	Navegue pelas sugestões de técnicas interessantes, escolha uma e indique a seus colegas.	
Task 23 - PRACTICAL ACTIVITY: Test analysis	Analise alguns exemplos de testes elaborados por professores de escolas públicas do Ensino Fundamental II e do Ensino Médio.	
Task 24 –Posting and Commenting Forum	Produza um vídeo com uma atividade didática, assista aos vídeos de seus colegas e faça comentários.	
Task 25 – Journal	Escreva um pequeno texto refletindo sobre sua <i>performance</i> na Tarefa 24.	

Unit 4 – Planning and assessing: matters of teacher production

4.1 The syllabus and the lesson

In this section, we are going to focus on two subdivisions of any language program or course: a broader one: the syllabus or course plan and a narrower one: the lesson. Although you have already proposed a lesson plan for your Microteaching, in Module 3, here we are going to learn more about it.



Task 20 – Video

4.1.1 The syllabus

Watch the video *What is a syllabus?* Available at: <https://www.youtube.com/watch?v=EN3uhkvW20g>.

The speaker in the video is preparing future higher education students for the importance of the syllabus in order to have success at a college or a university. However, a syllabus should be considered important at any moment of the educational process since it will provide a clear plan of what needs to be educationally accomplished. It is of great relevance to language teachers in Basic and Technical education, and usually termed 'course plan'.

Breen (2001, p. 151) states that:

Any syllabus is a plan of what is to be achieved through teaching and learning. It is part of an overall language curriculum or course which is made up of four elements: aims, content, methodology and evaluation. The syllabus identifies what will be worked upon by the teacher and students in terms of content selected to be appropriate to overall aims. Methodology refers to how teachers and learners work upon the content, whilst evaluation is the process of assessing outcomes from the learning and judging the appropriateness of other elements of the curriculum.

What should a syllabus ideally provide?

- A clear framework of knowledge and capabilities selected to be appropriate to overall aims;
- Continuity and a sense of direction in classroom work for teacher and students;
- A record for other teachers of what has been covered in the course;
- A basis for evaluating students' progress;
- A basis for evaluating the appropriateness of the course in relation to overall aims and student needs identified both before and during the course;

- Content appropriate to the broader language curriculum, the particular class of learners, and the educational and wider society in which the course is located.

In terms of theoretical background, there are some premises taken into account by different teaching approaches, such as the	FORMAL	FUNCTIONAL	TASK-BASED	PROCESS
KNOWLEDGE FOCUS	Forms, systems and rules of phonology, morphology, vocabulary, grammar, discourse as text.	Purposes of language use in terms of social functions: e.g. requests, descriptions, explanations, etc.	Meanings derived and created through unified system of linguistic forms and interpersonal conventions.	Overall same as task-based but focus may also narrow at times to Formal/Functional knowledge depending upon identified immediate and long terms needs of learners.
CAPABILITIES FOCUS	Accurate production. 4 skills from receptive to productive.	Social appropriateness based on repertoire of functions. 4 skills related to purposes/needs.	Comprehensible, accurate and appropriate interpretation, expression and negotiation of meanings in tasks. Skills use integrated within tasks.	Same as task-based plus negotiated decision-making within classroom group on aspects of the class curriculum.
SELECTION AND SUBDIVISION	Larger units down to smaller units: e.g. sentence types or intonation patterns to modality, inflections, particular vocabulary, single sounds, etc.	Linguistic realization of superordinate and subordinate functions of language in common use or derived from Needs Analysis for particular Special Purposes; academic or occupational.	Communicative/ target-like tasks (e.g. planning a trip) or special purpose tasks (e.g. solving technical problems). Metacommunicative/ learning tasks: e.g. deducing pattern in verb forms or comparing learning strategies.	Negotiation cycle: 1) Decision made on purposes, content, and ways of working in classroom group; 2) Agreed action – such as tasks/activities; 3) Evaluation of both outcomes and chosen procedures. Cycle applied to all elements in the curriculum so that actual syllabus of the class evolves.

SEQUENCING	Assumes learner accumulates and synthesizes. Simple to complex, of frequent to infrequent, or most useful to less useful.	Assumes learner builds repertoire. Most common linguistic realisations to more subtle or most needed to less needed.	Assumes learner refines knowledge and abilities in cyclic ways. Familiar to less familiar or generalizable to less generalizable tasks. Task sequence also shaped by problems in earlier tasks.	Assumes learner refines knowledge and abilities in cyclic ways. Sequence of activities and tasks emerges in ongoing way through evaluation stage (3) revealing needs and achievements which inform next decisions (1).
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Source: Breen (2001, p. 155) - Figure 22.1 – Key characteristics of the four main syllabus types.

Currently, Breen (2001, p. 158) points to some overall goals of a language syllabus.

- ✓ **Communication:** By participating in activities organized around use of language, learners will acquire communication skills in order that they may widen their networks of relationships, have direct access to information and use their language skills for study, vocational, and leisure-based purposes.
- ✓ **Sociocultural:** Learners will develop an understanding of the culture of the target language community which they can use as a basis for informed comparison with other cultures. Through this, learners will develop an appreciation of the validity of different ways of perceiving and encoding experience and of organizing interpersonal relations, and reach a secure acceptance of their own personal identity and value.
- ✓ **Learning-how-to-learn:** Learners will be able to take a growing responsibility for the management of their own learning so that they learn how to learn and how to learn a language.
- ✓ **Language and cultural awareness:** Learners will reflect upon and develop an awareness of the role and nature of language and of culture in everyday life so that they may understand the diversity of the world around them and act upon it in judicious ways.
- ✓ **General knowledge:** Learners will gain knowledge and understanding of a range of subject matter related to their needs, interests and aspirations as well as to other areas of their formal learning.

I will provide an example of a course plan (syllabus) which I developed back in 2009 when I worked as a teacher at a Technical High School.

CURSO TÉCNICO EM INFORMÁTICA

PLANEJAMENTO GLOBAL DE DISCIPLINA

Disciplina: Inglês Instrumental **Responsável:** Profa. Ma.Valeska Virgínia Soares Souza

Período: 1º **Carga horária teórica e total:** 27 h

Ementa: Leitura e compreensão de textos técnicos produzidos nos diferentes gêneros pertinentes à área de informática dando ênfase ao vocabulário técnico específico e às estratégias de compreensão de textos escritos em língua inglesa visando maior conhecimento linguístico bem como reforçando as estruturas básicas dessa língua estrangeira.

Objetivos gerais:

- Identificar e compreender diferentes tipos de textos produzidos em diferentes gêneros textuais comuns na área de informática.
- Adquirir habilidades de leitura e compreensão de textos em língua inglesa

Objetivos específicos:

- Revisar as estruturas básicas da língua inglesa
- Ampliar o vocabulário de termos técnicos relacionados ao contexto de inglês para informática
- Estudar as diversas estratégias de leitura que auxiliam na análise e compreensão textual
- Reconhecer a importância da língua inglesa dentro da área técnica
- Demonstrar capacidade de ler e interpretar textos técnicos na língua inglesa

Justificativa: Devido à origem estadunidense da *Internet* e do status de língua franca que o inglês adquiriu desde o século passado, uma grande porcentagem da comunicação textual nos softwares e na rede se dá em língua inglesa. Assim, o conhecimento do profissional de informática acerca do inglês técnico em sua área constitui um dos pilares para seu desenvolvimento.

Conteúdo:

- Reading skills:
- Previewing
- Identifying the topic and understanding the main idea
- Scanning and skimming
- Identifying text organization and Identifying cohesion
- Inferring meaning

Vocabulary skills:

- Guessing meaning from context

- Using a dictionary, synonyms and antonyms
- Words with different meanings
- Recognizing parts of speech
- Word groups
- Affixations: Prefixes and Suffixes
- Technology-related vocabulary

Grammar skills:

- Referrers, determiners and pronouns
- Connecting words, adverbs
- Imperative sentences
- Degrees of comparison
- Tenses: Present, Past and Present Perfect

Genre analysis: selection of principal genres and process of comprehension and/or production.

Cronograma (com possibilidade de interação de data e espaço em tempo de ensino)	Aula introdutória, explicação do planejamento global da disciplina
03/08	Como aprender inglês navegando pela Internet
10/08	Pré-leitura, uso de dicionários, polissemia
24/08	Identificação da ideia principal, compreensão de vocabulário pelo contexto
31/08	Técnicas de <i>skimming</i> e <i>scanning</i> , partes do discurso, grupos de palavras
14/09	Identificação de organização textual, conectores
21/09	Identificação de coesão, referentes
28/09	Processo de inferência, afixação
05/10	Avaliação somativa
19/10	Gramática 1: Imperativo, análise de textos, montagem de glossário
26/10	Gramática 2: Comparação, análise de textos, montagem de glossário
09/11	Gramática 3: Presente, análise de textos, montagem de glossário
16/11	Gramática 4: Passado, análise de textos, montagem de glossário
23/11	Gramática 5: Presente Perfeito, análise de textos, montagem de glossário

30/11	Gêneros textuais 1
07/12	Gêneros textuais 2
14/12	Gêneros textuais 3
21/12	Avaliação somativa

Avaliação:

Combinação de avaliação formativa por meio de tarefas durante o curso e de avaliação somativa ao final de cada bimestre, sendo a divisão dos 50 pontos bimestrais de 30% ou 15 pontos para as tarefas e 70% ou 35 pontos para a avaliação. O total final é de 100 pontos e é esperado um mínimo de 60% para a aprovação dos aprendizes.

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GALANTE, Terezinha Prado. Inglês para processamento de dados. São Paulo: Atlas, 1996.

GLENDINNING, Eric H.; MCEWAN, John. Basic english for computing. Oxford: Oxford University Press, 1999.

MARINOTTO, Demóstene. Reading on info tech: inglês para informática. 2 ed. São Paulo: Novatec, 2007.

TEELER, Dede; GRAY, Peta. How to use the Internet in ELT. Harlow: Longman, 2000.



Após a leitura atenta da seção 4.1.1, que trata de plano de curso ou planejamento global de uma disciplina e analisar o exemplo dado, como você avalia esse exemplo? O que você faria de forma diferente? O que você acrescentaria à proposta?

PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

O planejamento faz parte do trabalho escolar e da rotina do professor. É a partir do planejamento global de sua disciplina que o professor terá condições de analisar a pertinência ou não de um determinado conteúdo, traçar objetivos a serem atingidos no sentido de desenvolver as capacidades e habilidades previstas nos descritores oficiais, vislumbrar estratégias e recursos de ensino, pensar em tipos de avaliação, etc. Tendo a consciência de que tudo está sujeito a mudanças, de que o planejamento não pode ser um entrave no processo de ensino e aprendizagem, de que ele pode ser reformulado conforme as necessidades contextuais. O plano de ensino elaborado pela professora Valeska contempla a estrutura do gênero, embora ele não tenha uma configuração estável, pois geralmente cada instituição de ensino especifica quais elementos devem conter na apresentação do planejamento. Mas, de modo geral, a ementa, objetivos, conteúdo e metodologia são elementos comuns a todos os planejamentos.

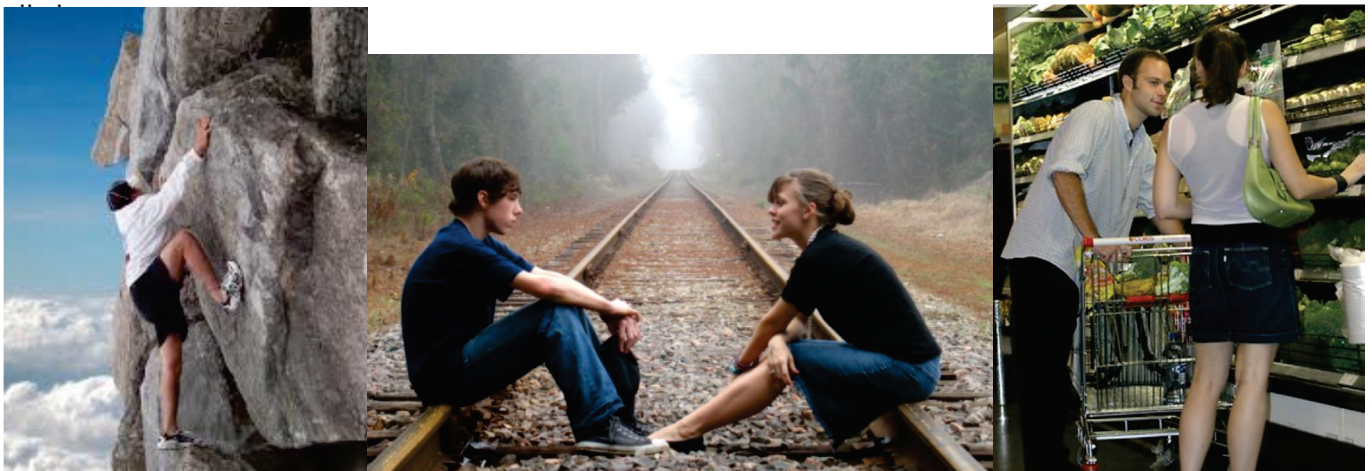
4.1.2 The lesson

The lesson is a type of organized event that occurs in virtually all cultures. Lessons in different places may vary in topic, time, place, atmosphere, methodology and materials, but their main objective is to involve the participation of learner(s) and teacher(s) and they are limited by time, place and membership (UR, 1991).

Which of the following aspects of the lesson do you believe would summarize what a class is all about?

- ◆ A series of transactions
- ◆ Interaction
- ◆ Goal-oriented effort
- ◆ A satisfying, enjoyable experience
- ◆ A role-based culture
- ◆ A conventional construct
- ◆ A series of free choices

Now, choose a picture which you believe would be an appropriate metaphor to summarize what a class is





What aspect (s) did you choose? Why?
Which picture did you choose? Why?
Write down your thoughts.



According to Ur (1991), if you have chosen the 'climbing a mountain' picture, you might view learning as a goal-oriented effort, involving hard work. "This implies awareness of a clear, worthwhile objective, the necessity of effort to attain it and a resulting sense of satisfaction and triumph if it is achieved, or of failure and disappointment if it is not" (UR, 1991, p. 214).

Now, if your picture of choice has been the 'conversation' image in which there are two teenagers chatting on the train tracks, you may see a class as a series of free choices. "Participants are free to 'do their own thing' within a fairly loose structure, and construct the event as it progresses, through their own decision making. There is no obvious authority figure who imposes choices" (UR, 1991, p. 214).

If you have opted for the 'doing the shopping' situation, this might express you see a lesson as a series of transactions – "some kind of purposeful give-and-take which results in a product: an acquisition or a definable mental or physical change in the participants. If you care about the transactional element, then what is important to you is the actual learning which takes place in the lesson"(UR, 1991, p. 214).

No matter what you have chosen, there are neither right nor wrong answers when it comes to teaching and learning. In fact, there are assumptions we carry with us to the educational setting, and these assumptions



Task 21 – Videos: sequence of a lesson

should be frequently reflected upon.

A frequent technique used in English language teaching is that of Presentation – Practice – Production (PPP). It is used especially to teach new vocabulary. You are going to watch a lesson which employs this technique.

Short video on warm up – Lesson planning I – Teaching English

<https://www.youtube.com/watch?v=CylyEYGqi0Q>

Short video on presentation - Lesson planning II – Teaching English

<https://www.youtube.com/watch?v=iR1DDTc7HeA>

Short video on practice - Lesson planning III – Teaching English

<https://www.youtube.com/watch?v=ZnM3atUE8pc>

Short video on production - Lesson planning IV – Teaching English

<https://www.youtube.com/watch?v=Y9zmdSwSmVc>

Short video on review - Lesson planning V – Teaching English

<https://www.youtube.com/watch?v=uKV9Rlorn4Y>

Harmer (1991, p. 258) defends that:

The two overriding principles behind good lesson planning are *variety* and *flexibility*. Variety means involving students in a number of different types of activity and where possible introducing them to a wide selection of materials; it means planning so that learning is interesting and never monotonous for the students. Flexibility comes into play when dealing with the plan in the classroom; for any number of reasons what the teacher has planned may not be appropriate for that class on that particular day. The flexible teacher will be able to change the plan in such a situation. Flexibility is the characteristic we would expect from the genuinely adaptable teacher.

Remember I have exemplified course plans in a context I experienced back in 2009. Now I will use one of the class plans from this specific course I taught to illustrate the topic on lessons. You will read the class plan and the slides prepared for the class.



24/08	Identificação da ideia principal, compreensão de vocabulário pelo contexto
-------	--

AULA 3 PARA O CURSO TÉCNICO EM INFORMÁTICA

Data: 24 de agosto de 09 Horários: 15:30/17:00 e 21:30/23:00

Objetivos:

- Review word icons and tutorial homepage (bullets).
- Understand and practice the following strategies: observation and hypothesis.
- Genre familiarization: Safety instructions
- Grammar: Imperative form

Procedimentos:

- Perguntar os alunos sobre a atividade de casa anterior, se eles tiveram algum problema de navegação, o que eles aprenderam, etc.
- Mostrar os slides com uma listagem de ícones comumente encontrados no word e perguntar quais daqueles estavam na atividade da internet.
- Retornar ao assunto de *bullet* (marcador) e ver se alguém mais verificou.
- Traduzir a parte do texto entregue na aula anterior que fala de bullets.
- Observation strategies: trabalhar técnicas de observação e de hipóteses a partir do texto sobre SAFEGUARDS.
- Fazer as atividades dos slides
- Mostrar outros slides e levantar as características do gênero de instruções de segurança
- Explicar a gramática: Imperativo (e se der tempo fazer algumas atividades no quadro)
- Pedir a aprendizes que tragam dicionário na aula seguinte
- Find out what the imperative sentences are by matching the parts:

1. Put () that! It's hot.
2. Take off () me the pen drive.
3. Turn () your shirt, please.
4. Don't touch () the music down, Andrew.
5. Pass () this next to the printer.

The image displays six slides from a presentation. Slide 1 is the title slide for 'Inglês Técnico/Instrumental' with sub-points: 'Observing and hypothesizing, reading safety instructions, using the imperative'. Slide 2 lists 'Our goals for class 3:' including reviewing word icons, practicing observation and hypothesis strategies, safety instructions, imperative grammar, and a homework assignment. Slide 3 is titled 'Review – Word Icons' and shows a grid of various Word icons. Slide 4 is titled 'Review: Word Tutorial Homepage' and discusses bullet points and document sharing. Slide 5 is titled 'Observation Strategies' and explains the importance of observing text layout. Slide 6 is another 'Review – Word Icons' slide showing a different set of icons.

Para ler *Important Safeguards*, experimente ativar os conhecimentos prévios que você tem sobre esse tipo de texto

- Olhando rapidamente o texto, você diria que se trata:
 - () de uma propaganda para venda de produto;
 - () de instruções para o uso correto de algo; ou
 - () de uma descrição de itens que acompanham o produto e vêm na mesma embalagem?
- Quais elementos do texto você usou para formular sua hipótese?
 - Ilustrações
 - Disposição gráfica do texto
 - Título e subtítulos
 - Palavras cognatas

7

O resultado final de sua investigação será descobrir que tipo de produto está mencionado no texto. Para tanto, você formulará hipóteses.

- Comecemos pelas figuras ilustrativas. A primeira delas traz uma pessoa sentada em uma poltrona. A figura mostra:
 - () a pessoa utilizando o produto
 - () a logomarca do fabricante
 - () a pessoa lendo informações
- Continuando, há figuras que trazem o símbolo convencional de proibição. Se fizermos uma ligação delas com as outras figuras ilustrativas, poderemos formular uma hipótese sobre o tipo de produto que está sendo mencionado no texto.
 - Tendo por base as ilustrações, você diria que estamos diante de:
 - () um item de mobiliário de madeira
 - () um aparelho eletrônico
 - () um item de carga

8

Safety instructions

EXIT OPERATION:
ASSESS OUTSIDE CONDITIONS. IF OPENING EXIT INCREASES THE HAZARD TO PASSENGERS, DO NOT OPEN.




9

Safety instructions



- SUP ARMS INTO VEST.
- SNAP BOTH BUCKLES.
- CLOSE FRONT PADS TOGETHER.
- ADJUST BUCKLES TO SNUG FIT.
- PULL BOTTOM DRAW STRAPS SNUG AND TIE TO SECURE.

Imperative form



- We use the imperative in many different ways, for example, to give orders, to make offers, suggestions and requests, and to give warnings.
- The imperative has the same form as the infinitive without to.
- We make the negative imperative with don't or do not.

ATTENTION!!!

◦NEXT CLASS EVERYBODY HAS TO BRING A DICTIONARY!



Após a leitura atenta da seção 4.1.2., que trata da aula e analisar o exemplo de plano de aula, como você avalia esse exemplo? O que você faria de forma diferente? O que você acrescentaria à proposta?

PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

O plano de aula é uma importante ferramenta do professor para sistematizar o seu trabalho e para que o mesmo não “caia na improvisação”. O professor tem que ter em mente o que, por que e como desenvolverá a aula. Além disso, todo tipo de planejamento escolar constitui-se em documentos que são importantes institucionalmente para a comprovação do trabalho feito na sala de aula e na escola. É relevante que o professor registre suas ideias até para que mais tarde sejam compartilhadas com seus colegas e se propaguem estratégias bem sucedidas, práticas inovadoras, etc. O plano de aula da professora Valeska como todo plano de aula é um texto pessoal, escrito de forma coloquial e sucinta. Ela retoma aspectos da aula anterior, elenca o que será trabalhado na aula – conteúdo – e traça as etapas da aula, especifica os

objetivos e apresenta o gênero textual que será trabalhado. Os slides são ilustrativos e representam bem o gênero escolhido.

4.2 Lesson planning



Go back to Task 2 – Glossary and add the terms which are important to this section.

You have already learn some important things about planning a lesson. Here we will learn more about other important steps and elements for an effective lesson plan.

The category is **in bold** while the words and expressions to be looked up will be marked by a check (✓). This list has been selected from the Glossary of TKT.

LIST OF TERMS: **Lesson planning**

- ✓ Aim
- ✓ Anticipate language problems
- ✓ Arouse, generate interest
- ✓ Assumptions
- ✓ Class profile
- ✓ Components of a lesson plan
- ✓ Consolidate
- ✓ Encouragement
- ✓ Feedback
- ✓ Highlight
- ✓ Pace
- ✓ Pre-teach vocabulary
- ✓ Procedure
- ✓ Raise awareness
- ✓ Scheme of work
- ✓ Set the scene, the context
- ✓ Student-centred
- ✓ Teacher talking time
- ✓ Teacher-centred
- ✓ Timing

Harmer (1991) lists some important things a teacher should know before writing his or her lesson plan in three different areas. Take these into account when planning your lessons.

The job of teaching

- The language for the level
- The skills for the level
- The learning aids available for the level
- Stages and techniques in teaching
- A repertoire of activities
- Classroom management skills

The institution

- Time, length, frequency
- Physical conditions
- Syllabus
- Exams
- Restrictions

The students

- Who the students are (such as: age, sex, social background, occupation)
- What the students bring to the class (such as: motivation and attitude, educational background, knowledge, interests)
- What the students need

Ur (1991) provides a list of questions on lesson preparation we should also take into account.

- ◆ How long before a lesson do you prepare it?
- ◆ Do you write down lesson notes to guide you or do you rely on others' notes?
- ◆ What do the notes consist of?
- ◆ Do you note down your objectives?



Caso você já seja professor, tente responder às questões acima. Caso ainda não seja, pergunte a um professor que você conheça. Não é necessário que seja um professor de línguas. Tome notas.



- ◆ Do you look at notes during the lesson?
- ◆ What do you do with the notes after the lesson?

Now that you have explored lesson planning, take into consideration some of Ur's suggestions (1991, p. 217):

Ways of varying a lesson

- ◆ Tempo –brisk and fast-moving or slow and reflective
- ◆ Organization – lessons do not have to be a sequence like a straitjacket
- ◆ Mode and skill – make sure your methodology integrates skills
- ◆ Difficulty – balance easy and challenging tasks
- ◆ Topic – have different activities around a topic
- ◆ Mood – different moods (light and fun-based versus serious and profound, for instance) for different tasks
- ◆ Stir-settle – active activities followed by passive activities

Guidelines for ordering components of a lesson

- ◆ Put the harder tasks earlier
- ◆ Have quieter activities before lively ones
- ◆ Think about transitions
- ◆ Pull the class together at the beginning and the end
- ◆ End on a positive note



Task 22 – Surf and practice

Interactive Teaching Tip # 1: Teacher as CD player

<https://www.youtube.com/watch?v=9C10mMiYy0Y&list=PL4215444C0541C21C>

Interactive Teaching Tip # 2: Picture consequence

<https://www.youtube.com/watch?v=ZdsNzuy3TM4&list=PL4215444C0541C21C>

Interactive Teaching Tip # 3: Interview with a vampire

<https://www.youtube.com/watch?v=4x6b4SEy4Xk&list=PL4215444C0541C21C>

Interactive Teaching Tip # 4: Role cards

<https://www.youtube.com/watch?v=7-B8LO2roQg&list=PL4215444C0541C21C>

Interactive Teaching Tip # 5: Word bags 1

<https://www.youtube.com/watch?v=Y4z6vUq5Ov0&list=PL4215444C0541C21C>

Now, you are going to visit the website youtube where you can find some teachers who use the coursebook for teens named Interactive, published by Cambridge University Press. They suggest some techniques that can be used in English classes. Watch two or three of these videos and share your opinion on the one you enjoyed the most in the forum with your tutor and your classmates. You can find the URLs below:

4.3 Planning and producing assessment

4.3.1 Planning the assessment process

Knowing that classes are heterogenous, teachers should plan an assessment process which will aim at including both higher-level and lower level students, students with different learning styles, among all individualities found in any English classroom. Also, it is important that the assessment plan is shown to the students and the beginning of the course and remains flexible to changes. Take a look at the following

assessment proposal for my students taking the course “Lingua inglesa: aprendizagem critico-reflexiva” in the first semester of 2012:

CONTEÚDO A SER AVALIADO	INSTRUMENTO E CRITÉRIOS DE AVALIAÇÃO	VALOR	PERÍODO DE REALIZAÇÃO
Unidades 1 e 2; <i>Grammar topics 1 e 2</i>	Avaliação somativa escrita	25,0	24 de Abril
Unidades 3 e 4; <i>Grammar topics 3, 4 e 5</i>	Avaliação somativa escrita	25,0	26 de Junho
Aspectos fonológicos da língua inglesa, Compreensão Auditiva	Atividade(s) de compreensão oral feitas no laboratório de línguas	5,0	Até 19 de Junho
<i>Grammar topics</i>	Atividades e <i>quizzes</i>	10,0	Ao longo do semestre
Participação (interação e colaboração) na comunidade virtual de aprendizagem Moodle GLE001val		20,0	Ao longo do semestre
<i>Journal - Portfolio</i> (coletânea de todas as tarefas e atividades desenvolvidas dentro e fora de sala de aula)		5,0	Ao longo do semestre – a ser entregue em 26 de junho
Narrativa final (apresentação oral)		10,0	03 de julho

What happened after I proposed the above assessment plan was that I met one of my students who had a hearing problem, so the activity with oral comprehension was not appropriate for her. It was important to adapt the assessment plan to fit this specific student’s special needs. The assessment plan can be designed in columns, as above, or as a single text, which I exemplify with the proposal below, which I presented my graduate *stricto sensu* students from a subject named “Tecnologia, ensino a aprendizagem de línguas”. Take a look!

A avaliação será formativa e emancipatória, observando-se a participação dos alunos durante os encontros presenciais e no ambiente virtual de aprendizagem, em uma tentativa de compreender os efeitos que as leituras e discussões realizadas tiverem no percurso acadêmico dos mesmos.

1. Apresentação de seminários temáticos relacionado aos tópicos “Ensino e aprendizagem mediados por computador e internet: pressupostos teóricos” e “Ensino e aprendizagem nas modalidades presencial, semipresencial e a distância: explorando diferentes contextos de utilização de tecnologias digitais”. O valor desta avaliação será de 30 pontos. Os critérios a serem utilizados para avaliação incluirão se os participantes demonstraram consistência em relação ao tema proposto, se apresentaram uma argumentação sólida e teoricamente fundamentada e se seguiram as expectativas do gênero apresentação acadêmica.
2. Estudo dirigido acerca do tema “Avaliação de propostas de ensino e aprendizagem de línguas estrangeiras mediadas por tecnologias digitais: discutindo restrições e possibilidades” e posterior apresentação escrita e oral das análises e considerações. O valor desta avaliação será de 20 pontos. Os critérios a serem utilizado para avaliação do resultado da tarefa serão a demonstração de consistência teórica para apresentação das discussões e resultados e a adequação aos gêneros acadêmicos.
3. Condução de oficina sobre o tema “Conhecendo diferentes possibilidades tecnológicas: ferramentas das gerações web 1.0, web 2.0 e web 3.0” no laboratório de informática. O valor desta avaliação será de 30 pontos e os critérios negociados com a turma.
4. Participação nos encontros presenciais e no ambiente virtual de aprendizagem. O valor desta avaliação será de 20 pontos. Serão observados a frequência, a participação ativa e responsiva, o comprometimento e a pontualidade dos alunos.

All in all, my practice tells me teachers should include both formative and summative instruments for a more holistic assessment of his or her students. Besides, varying the instruments, different students have a bigger chance of feeling included in the assessment process.

4.3.2 Producing a written test

There are many elicitation techniques which can be used when a teacher is preparing his or her students' written assessment. Ur (1991, p. 38-39) lists some of them:

- ⊙ Questions and answers: Simple questions, very often following reading, or as part of an interview; may require short or long answers.
- ⊙ True/false: A statement is given to be marked true or false.
- ⊙ Multiple-choice: The question consists of a stem and a number of options (usually four), from which the testee has to select the right one.
- ⊙ Gap-filling and completion: The testee has to complete a sentence by filling a gap or adding something. A gap may or may not be signaled by a blank or dash; the word to be inserted may or may not be given or hinted at.
- ⊙ Matching: The testee is faced with two groups of words, phrases or sentences; each item in the first group has to be linked to a different item in the second.
- ⊙ Dictation: The tester dictates a passage or set of words; the testee writes them.
- ⊙ Cloze: Words are omitted from a passage at regular intervals (for example, every seventh word). Usually the first two or three lines are given with no gaps.
- ⊙ Transformation: A sentence is given; the testee has to change it according to some given instruction.

- ⊙ **Rewriting:** A sentence is given; the testee rewrites it, incorporating a given change of expression, but ~~preservicing~~ *preserving* the basic meaning.

- ⊙ **Trans**
the

- ⊙ **Essa**
a sp

Take a look at

SAMPLE TOEFL QUESTIONS

1. Do you have _____ to do this afternoon? If not, I'd like to take you to a movie.

- a) many work
- b) much work
- c) many works
- d) much works

ges to or from

te an essay of

ll them.

Writing Task:

Nowadays, with the invention of the microwave and with the popularity of fast food restaurants, food has become easier to prepare than ever. Do you think microwave ovens and fast food restaurants are beneficial to society?

Use specific reasons and examples to support your answer. *om*

Source: <https://itunes.apple.com/us/app/>

You probably guessed that the first is a multiple choice elicitation technique and the second is an essay elicitation technique.

Another set of suggestions by Harmer (1991, p. 42) which are worth reflecting upon is the set of guidelines for test preparation that follows:

- ◆ **Validity:** Check that your items really do test what they are meant to!
- ◆ **Clarity:** Make sure the instructions for each item are clear. They should usually include a sample item and solution.
- ◆ **'Do-ability':** The test should be quite do-able: not too difficult, with no trick questions. Ask a colleague to read through it and answer the questions before finalizing.
- ◆ **Marking:** Decide exactly how you will assess each section of the test, and how much weighting (percentage of the total grade) you will give it. Make the marking system as simple as you can, and inform the testees what it is: write in the number of points allotted after the instructions for each questions.
- ◆ **Interest:** Try to go for interesting content and tasks, in order to make the tests more motivating for the learners.
- ◆ **Heterogeneity:** The test should be such that lower-level students can feel that they are able to do a substantial part of the test, while the higher-level ones have a chance to show what they know.

So include both easy and difficult items, and make one or more of the difficult ones optional.

One of my suggestions is to take the test yourself as soon as you finish preparing it. It is important to time yourself and to know that students may take three or four times the amount of time it takes to take the test. Another suggestion, if possible, is to show the test to a coworker for a quick review to improve the test.



Once again I will exemplify with the context I experienced back in 2009. Now I will use one of the tests from this specific course I taught to illustrate the topic on production of assessment.

TECHNICAL ENGLISH – MID TERM WRITTEN TEST

Student's name: _____ Class: () afternoon () evening 10/24/2009

Teacher: Valeska Virgínia Soares Souza Time limit: 40 minutes Score: ____/30 points

1) Vocabulary check; Definition genre; Iconology. (6 pontos)

Leia as definições e complete-as com CD-ROM, MONITOR, MOTHERBOARD, CPU, FLOPPY, EXPANSION CARD.

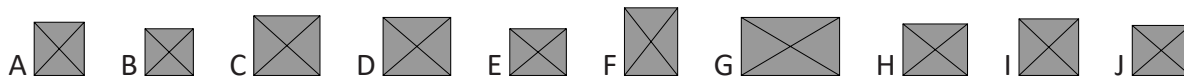
- a) A _____ is a disk which can hold 1.44MB of data.
- b) A _____ is a printed circuit board which controls all the others in a computer.
- c) A _____ is an output device which displays data on a screen.
- d) An _____ is an electronic board which adds features to a computer.
- e) A _____ is the part of the computer that contains the main electronic components.
- f) A _____ is a common storage device which reads data from a CD-ROM disk.

() _____

() _____

Escolha seis dos ícones abaixo e escreva suas respectivas denominações em inglês:

() _____



() _____

() _____

() _____

2) Explanatory genre; Skimming; Grammar: articles. (6 pontos)

Complete o texto utilizando os artigos A, AN ou THE:

What is a web browser?

_____ World Wide Web is a revolutionary idea based on _____ simple computer coding called HTML, hypertext markup language. This language makes it possible to integrate text with photos and multimedia – and connect it all to similar documents with clickable words called hyperlinks. _____ web browser reads HTML tags, which tell the software what _____ web page is supposed to do, and presents you with a formatted document you can read. There are many web browsers, but two of the most popular are *Netscape Navigator* and Microsoft *Internet Explorer*. Once you have a web browser in your computer, it is easy to download programs and open _____ e-mail account.

(Adapted from TEELER, Dede; GRAY, Peta. **How to use the Internet in ELT**. Harlow: Pearson, 2000. p.10-11)

Encontre no texto um cognato e um falso cognato, anote-os abaixo seguidos de suas traduções corretas.

Escreva F para falso e V para verdadeiro de acordo com o texto acima:

- () O computador fala uma linguagem chamada *World Wide Web*.
- () Os únicos navegadores que existem são o *Netscape Navigator* e o *Internet Explorer*.
- () Você só consegue baixar programas depois de ter um navegador instalado no seu computador.



Traduza a frase: "This la _____ of multimedia".

Esta _____

3) Previewing; Observation; Hypothesis; Software vocabulary. (5 pontos)

Observe o *print screen* da barra de ferramentas do *software* Mimio acima. Em qual dos *drop-down menus* (*File, Edit, View, Insert, Format, Tools, Help*) encontraremos ferramentas para:

- a) Put a background color: _____.
- b) Recognize ink and turn it into print: _____.
- c) Open an existing document: _____.
- d) Arrange the font and text alignment: _____.

- e) Cut, copy or paste: _____.
- f) Choose single page, multi page or fullscreen: _____.
- g) Get explanations for problems: _____



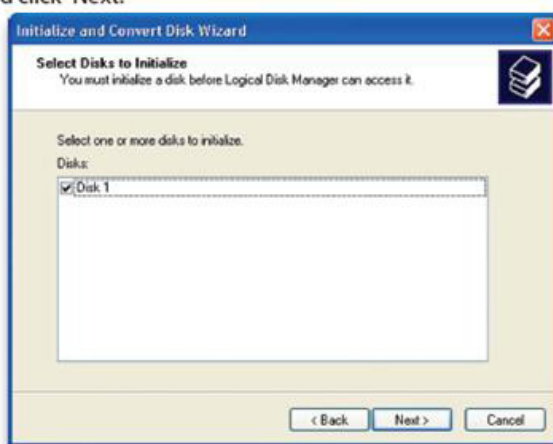
De onde provavelmente foi retirada a imagem abaixo? Explique o que este texto quer dizer.

(Está escrito: Think different. Apple Computers Inc.)

2. In the next screen, there should be only one drive listed. That will be the drive that you connected via eSATA, FireWire or USB. Make sure the box next to the drive name is checked and click "Next."

4) Observation an

Leia o excerto das



Agora, copie uma sentença do texto que apresenta uma instrução na forma imperativa afirmativa e traduza-a.

The *TextBackground* command **changes** the color of the background of text. If you want to change the **whole** screen to a certain color then you must use *ClrScr*.

```
program Colors;  
uses  
  crt;  
begin  
  TextBackground (Red) ;  
  Writeln ('Hello') ;  
  TextColor (White) ;  
  ClrScr;  
end.
```

Observe o texto abaixo e responda as questões propostas:

O excerto acima pertence a que gênero (tipo de texto)? Explique:

Encontre no texto acima a pontuação equivalente às palavras em inglês e reproduza-as abaixo:

Brackets: _____ Full stop: _____ Semi-colon: _____

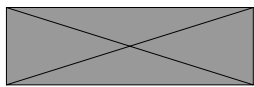
As palavras que estão em negrito no texto têm múltiplas traduções. Escolha a mais apropriada de acordo com o contexto.

Change: () mudança () trocado () câmbio () altera

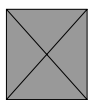
Whole: () conjunto () completo () inteira () integral

5) PRODUCTION: Simple Present Sentences; Dictionary entry; Imperative sentences. (8 pontos)

Todas as sentenças abaixo estão incorretas. Reescreva em inglês corrigindo-as.



This port connects to the keyboard. _____



This port doesn't connect to a printer. _____



This key inserts a character. _____



This key copies the screen display. _____

Observe a entrada de dicionário abaixo e escreva em português à que cada parte se refere:

(A) Podcast (B) /päd'kast'/ (C) **noun (D)** a recorded program of talk, music, etc. made available over the Internet as a file that can be downloaded to a computer or portable device

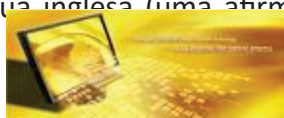
A) _____

B) _____

C) _____

D) _____

Escreva duas frases imperativas em língua inglesa (uma afirmativa e outra negativa) relacionadas aos cuidados necessários com o *software*.

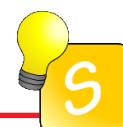


A) _____

B) _____



Após a leitura atenta da seção 4.3, que trata da produção de avaliações de aprendizagem e de analisar o exemplo de teste, como você avalia esse exemplo? O que você faria de forma diferente? O que você acrescentaria à proposta?



Você pode encontrar mais dicas de como elaborar questões claras nos testes e exercícios que você propor neste site:

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/exams/questions-types-characteristics-suggestions>

PALAVRAS DA PROFESSORA CLÁUDIA:

Caro aluno,

A avaliação é um momento importante do processo de ensino e aprendizagem, pois é a partir dela que o professor terá condições de redirecionar sua prática diante do resultado de seus alunos. E ela não consiste apenas na modalidade prova, pontual, com questões objetivas e discursivas, as estratégias avaliativas são diversas e é importante que você dê oportunidade para que seu aluno participe do processo. O *feedback* do resultado e a “correção” da prova juntamente com os alunos é fundamental para a tomada de consciência dos erros, até mesmo os do professor, quantas vezes na discussão de alguma questão com os alunos eles me mostraram que minha correção estava equivocada?! Portanto, o momento de avaliar é um momento de refletir sobre os problemas de ensino e de aprendizagem e de criar oportunidades para se

aluno mostrar o que aprendeu, não é um momento de punição, castigo, martírio. A prova elaborada pela professora Valeska é contextualizada com a realidade do curso e dos alunos, ela procurou diversificar as questões relacionando vocabulário, gramática, elementos culturais, conhecimento de mundo dos alunos, utilizando-se de imagens, ícones, etc.

I believe it is very important for the teacher to review the contents of the tests before or when giving the tests back to the students. To illustrate what I do with my students sometimes, I pasted below a corrected version of a test given to a group of first semester *Letras* students in 2012. I asked my students

completing the test and tell me what they thought they had done differently. It was not only to learn, but also to understand that doing things differently does not mean wrong. Take a look!



UNIVERSIDADE FEDERAL DE UBERLÂNDIA
INSTITUTO DE LETRAS E LINGUÍSTICA
Curso de Graduação em Letras - Língua inglesa: Aprendizagem crítico-reflexiva

Full name: **Teacher's version** Teacher:
Valeska Souza Date: 04/24/2012

Write your final answers using a pen.
The tests must be finished by _____.
_____ points/30 points

TASK 1: Describing a classroom scene.
Escreva em INGLÊS uma descrição para a cena da sala de aula da figura a seguir. Use as estruturas gramaticais aprendidas (TO BE – THERE TO BE – SIMPLE PRESENT – PRESENT CONTINUOUS – ARTICLES A/AN – PERSONAL PRONOUNS). 2POINTS



It is two o'clock. The teacher is beginning her afternoon class. She is explaining the task they need to do. There are two round tables and some chairs. There is also a computer in the classroom. There are four students in the room. They are listening attentively to the teacher. John, the boy in the wheelchair, is telling the teacher he wants to eat an apple.

My name is Luka. I live on the second floor. I live upstairs from you. I think you've seen me before.

Lyrics by Suzanne Vega

TASK 2: Write an autobiography. Read the lyrics by Suzanne Vega for some inspiration to write about yourself. Who are you? Write at least 5 sentences in your self-introduction IN ENGLISH. 2 POINTS

My name is Valeska. I live in Uberlândia, but I am from a small city called Patrocínio. I am married and I

have three children. I am a teacher, so I work hard. I really enjoy my occupation. I hope to help my students to learn about themselves and about English.

TASK 3: Grammar: verb TO BE. Complete as sentenças com AM, IS, ARE nas formas afirmativa, interrogativa ou negativa: 2 POINTS

- 1) David's new bicycle **IS** blue.
- 2) "Are these your books?" "No, they **AREN'T**."
- 3) "**ARE** those birds from South America?" "The red one is, but the blue **ISN'T**."

4) "....."

TAS

1 Please be quiet. I'm working. (I/work)	2 Do you often go (you/often/go) to the cinema?	3 What (you/cook) ?
4 Jack (play) the piano very well.	5 (I/go) now. Goodbye!	6 (it/rain) Can I take this umbrella?
7 (I/not/watch) TV very much.	8 Excuse me, (we/look) for the museum.	9 What's this word? How (you/pronounce) it?

3. are you cooking 4. Jack plays; 5. I am going; 6. It's raining; 7. I don't watch; 8. We are looking; 9. do you pronounce

TASK 5: Grammar. Cada sentença apresenta um erro gramatical. Reescreva-as corretamente: 3 POINTS

- 1) Marilyn studied at **an** university near her hometown. **A university**
- 2) Does he **watches** TV in the morning? **Does he watch**
- 3) When **do you are** free to travel with me? **When are you free**
- 4) They **not are** usually at home on Sundays. **They are not**
- 5) How many cats **do you have got?** **Do you have OR have you got**
- 6) Good **mourning**. How are you today? **Good morning**
- 7) You have to finish this **text** until the end of the class. **This test**
- 8) Is your father working today? Yes, he's. **Yes, he is.**
- 9) Are there any **letter** for me, Mr. Postman? **Are there any letters**
- 10) My house **have** got a big swimming pool. **My house has got**

TASK 6: Grammar (Possessive, Pronouns and Articles) and Narrative. Primeiramente, circule entre as OPÇÕES a mais correta para completar a narrativa. Depois, redija um parágrafo em PORTUGUÊS comparando sua narrativa de aprendizagem de inglês com a que foi escrita pelo autor(a) : 3 POINTS (1/2)

(**MY** - YOUR) first contact with English that I remember was in 1989, I was three years old. My father and I were speaking about (A - AN – **THE**) moon. (HE – **WE**) both thought that it was so big on that day. It was so important for me because I remember this even today. When I was four years old, I got into school, sometimes I spoke in English and I didn't know why the kids and teachers didn't understand (I - **ME**). Because of that, my father stopped speaking English with me. In 1997, I had the first class of English at my school, I remember the Alphabet song and everybody was playing and dancing because of the music. It was very funny. When I was fourteen, years I understood that I had a bit of problem with the grammar and I decided to study at (A - **AN** – THE) English language school. There I learned so much up to 2004. In 2004, I got into at UFPB wishing to become an English teacher. During of the course I guess I am doing well but I need to get better. Finishing the timeline, in 2006 I went to U.S.A. to visit my relatives there and I enjoyed myself so much because I knew many parks and places.

(Adapted from: http://www.veramenezes.com/amfale/nar_carla_3.html.)

Minha narrativa de aprendizagem é diferente do(a) autor(a). Meu pai não fala e inglês e minha mãe resolveu aprender a língua quando minha irmã se mudou para os Estados Unidos. Eu também me lembro da minha primeira aula de inglês, que foi em um instituto de idiomas em 1983, quando, como o(a) autor(a) aprendi meus ABCs – a famosa música do alfabeto. Em relação à gramática, eu somente me dediquei ao estudo das estruturas quando comecei a dar aulas aos 15 anos de idade – foi quando percebi que tinha

que compreender os “porquês” para ensinar meus alunos. Durante meu curso de inglês, era uma aluna regular; nunca a melhor da sala. No que se refere à minha experiência no exterior, minha primeira viagem aos Estados Unidos foi em 1990, quando estudei em uma escola (*high school*) americana chamada Oak Hills, no estado de Ohio.

TASK 7: Learning styles and Multiple intelligences. Responda ao questionário abaixo com ✓ - se estiver correto em relação ao seu estilo - ou X - se estiver incorreto. Depois redija um parágrafo em PORTUGUÊS, embasando-se no questionário sobre seus estilos e as inteligências múltiplas relacionadas: 3 POINTS

Visual

- ✓ I learn by watching.
- ✓ I recall things I have seen.
- ✓ I have a good memory of faces.
- X I like working with charts, graphs and diagrams.
- ✓ I prefer to read about news rather than to listen to it on the radio.
- ✓ I need to have things written down in order to remember them.
- ✓ I need to take notes during a lecture or presentation so that I can look at them later.
- ✓ I like to receive handouts from a presenter.

Auditory

- X I learn by listening.
- X I remember things I have heard.
- ✓ I sometimes think aloud.
- X I have a good memory for voices and music.
- X I can usually remember lyrics to songs.
- X I follow oral directions better than written ones.
- ✓ I review material best by discussing it with others.
- X I prefer to have an oral explanation of charts, graphs and diagrams.

Kinaesthetic

- ✓ I learn by doing.
- ✓ I remember things I have done.

X I am good at sports.

✓ I have a good memory for experiences.

X I get restless when I need to sit for a long time and need regular physical activity.

X I like “action movies”.

✓ I need to write things down several times to remember them.

X I like to play with small objects such as coins or keys in my pockets.

Como pode ser observado, sou uma aprendiz majoritariamente visual, o que está intrinsecamente relacionado aos tipos de inteligência visual (me lembro de rostos e coisas que vi) e verbal/linguística (tenho que tomar notas para ler e me lembrar de informações). Em segundo lugar, apresento características cinestésicas, como me lembrar do que fiz e de minhas experiências e ter que escrever várias vezes para memorizar. Isso está conectado com a inteligência corporal. Em geral, acredito que meu perfil está dentro da inteligência interpessoal, o que posso ilustrar com minha habilidade auditiva de rever melhor quando discuto com outras pessoas. Quando aponto que gosto de aprender fazendo, prefiro fazer isso colaborativamente.

TASK 8: Learning strategies and Multiple Intelligences. Complete o questionário sobre as estratégias de aprendizagem que você utilize e complete o título de cada parte com um dos seguintes termos em inglês (AFFECTIVE – COGNITIVE – LINGUISTIC DEFICIENCY COMPENSATION – MEMORY – METACOGNITIVE – SOCIAL-INTERACTIVE). Depois redija um parágrafo em PORTUGUÊS explicando como essas estratégias podem ser relacionadas à Teoria de Inteligências Múltiplas de Howard Gardner: 4 POINTS

Read the statements about learning English as a foreign language based on the SILL - Strategy Inventory for Language Learning by Rebecca Oxford. Mark the symbols according to your learning strategies: ☹ for almost never or usually not true for me; 😐 for somewhat true for me; ☺ for usually or almost always true for me.

PART A: **COGNITIVE**

(**x**) ☹ () ☹ () ☺ I use different English words in a sentence so I can remember them.

(**x**) ☹ () ☹ () ☺ I think of relationships between what I already know and the things I learn in English.

(**x**) ☹ () ☹ () ☺ I remember a new English word by making a mental picture of a situation in which the word might be used.

PART B: **MEMORY**

(**x**) ☹ () ☹ () ☺ I say or write new English words several times.

(**x**) ☹ () ☹ () ☺ I practice the sounds of English.

(**x**) ☹ () ☹ () ☺ I use the English words I know in several ways.

PART C: **LINGUISTIC DEFICIENCY COMPENSATION**

(**x**) ☹ () ☹ () ☺ To understand unfamiliar English words, I make guesses.

(x) ☹ () ☺ () ☺ When I can't think of a word during a conversation in English, I use gestures.

(x) ☹ () ☺ () ☺ If I can't think of an English word, I use a word or phrase that means the same thing.

PART D: **METACOGNITIVE**

(x) ☹ () ☺ () ☺ I try to find out how to be a better learner of English.

(x) ☹ () ☺ () ☺ I plan my schedule so I will have enough time to study English.

(x) ☹ () ☺ () ☺ I have clear goals for improving my English skills.

PART E: **AFFECTIVE**

(x) ☹ () ☺ () ☺ I try to relax whenever I feel afraid of using English.

() ☹ (x) ☺ () ☺ I write down my feelings in a language learning diary.

() ☹ (x) ☺ () ☺ I give myself a reward or treat when I do well in English.

PART F: **SOCIAL-INTERACTIVE**

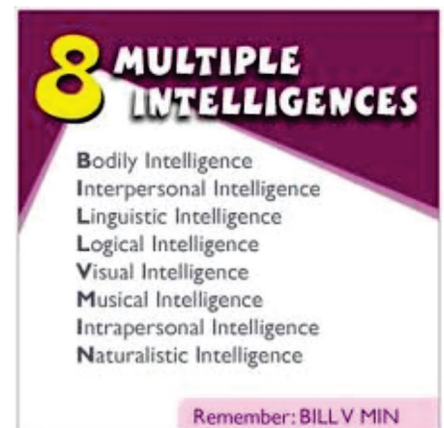
(x) ☹ () ☺ () ☺ I ask English speakers to correct me when I talk.

(x) ☹ () ☺ () ☺ I practice English with other students.

(x) ☹ () ☺ () ☺ I try to learn about the culture of English speakers.

Imagem multiple intelligence

As estratégias de memória, cognitivas, metacognitivas e afetivas estão muito relacionadas à inteligência intrapessoal (compreensão de seus próprios interesses e objetivos, automonitoramento) ao passo que as estratégias de compensação de deficiência linguística e as sociais/interacionais estão ligadas à inteligência interpessoal (interação com os outros). Todas as estratégias relacionam-se à inteligência linguística/ verbal já que se tratam de estratégias para a aprendizagem de línguas estrangeiras. Acredito que a estratégia cognitiva está conectada à inteligência lógica, pois é necessário criar processos lógicos para compreensão detalhada de uma língua estrangeira.



TASK 9: Vocabulary strategies. Observe que há palavras sublinhadas nas atividades 6, 7, e 8. Você deverá utilizar essas palavras para responder às questões: 2 POINTS

- 1) **SYNONYM:** Encontre duas palavras sinônimas: **RECALL** - **REMEMBER**
- 2) **ANTONYM:** Encontre duas palavras antônimas: **DIFFERENT** - **SAME**
- 3) **PREFIX:** Encontre uma palavra com prefixo de sentido negativo: **UNFAMILIAR**
- 4) **SUFFIX:** Encontre palavra com sufixos: A) *inflection* (que não muda o sentido) **WISHING** e B) *derivation* (que altera o sentido) **RESTLESS**

- 5) **WORD FORMATION:** Encontre uma palavra composta (*composition*) **FOURTEEN**
- 6) **PART OF SPEECH:**
- g) O que significam as seguintes palavras no contexto? A) reward (X) n. recompensa () v. retribuir
B) follow () n. perseguição (X) v. seguir C) might () n. força (X) v. poder
- h) Qual palavra é um *adjective* que significa pequenos? **SMALL** Qual palavra é um *verb* no passado que significa compreendi? **UNDERSTOOD**

TASK 10: Reading and vocabulary strategies. Responda às questões a partir do texto: 2 POINTS

AN OVERVIEW OF LANGUAGE LEARNING STRATEGIES
ABSTRACT

This paper aims to talk about the development of language learning strategy since the 1970s. It will provide information about the use language learning strategies, which will enhance English learning for non-native learners. Further, the better understanding of language learning strategies for English teachers can help students learn more successfully and develop their learning autonomy. To this end, this paper can also serve as a research reference in the field of language learning strategies, particularly the relationship between a different language learning background and the use of strategy as well as leading us to the current status of learning strategies and learning strategies instruction.

Keywords: learning strategy; language learning strategy; understanding of language learning strategies; learning autonomy; language learning cultural background.

LEE, Cheen Kuo. An overview of language learning strategies. *Arecls*, v. 17, 2010, p. 132-152. Available at: http://research.ncl.ac.uk/ARECLS/volume7/lee_vol7.pdf. Retrieved on April 20, 2012.

1. PREVIEWING: O que pode ser observado antes da leitura do texto que pode contribuir para sua compreensão? **O GÊNERO ABSTRACT JÁ APRESENTA CARACTERÍSTICAS RELATIVAMENTE ESTÁVEIS QUE PODEM CONTRIBUIR NA COMPREENSÃO, ASSIM COMO O TÍTULO E A REFERÊNCIA.**
2. FOUR COGNATES IN THE TEXT: **STRATEGY – INFORMATION – USE - AUTONOMY**
3. TEXT ORGANIZATION: () time order () comparison () cause and effect (X) listing
4. IDENTIFYING COHESION: It refers to: **THIS PAPER**
5. SKIMMING () SCANNING (X): Desde que década o artigo se refere? **1970**
6. SEPARATING FACT AND OPINION: A sentença sublinhada é: () fact (X) opinion
7. INFERRING MEANING: As informações são mais relevantes para: () nativos (X) não-nativos
8. WORDS WITH DIFFEREN MEANINGS: No texto, *enhance* significa: (X) intensificar () encarecer () suspender
9. GUESSING MEANING FROM CONTEXT: Escolha uma palavra que você conseguir adivinhar pelo contexto: **PAPER (só pode se referir ao texto, pois está depois da palavra ESTE [this] – a tradução é trabalho, artigo)**
10. UNDERSTANDING THE MAIN IDEA: Qual é a ideia principal do texto? **Discussão sobre estratégias de aprendizagem de línguas.**



Task 23 - PRACTICAL ACTIVITY: Test Analysis

GOOD LUCK!!!



Task 24 – PRACTICAL ACTIVITY: Posting and Commenting Forum

Now you are going to analyze some tests. Access at least 2 quizzes at AVA and answer the questions

Here you have the chance to revise your lesson plan and microteaching from Module 3. Check the points you and your friend (in case you planned it in pairs) want to incorporate from the feedback you have had. Then, make the necessary changes and refilm your microteaching, which must have 20-30 minutes. This time, propose an assesment to your lesson and add it to your lesson plan. Follow the steps below:

👉 STEP 1 - PLANNING

- Revise your lesson plan, propose some sort of assessment. If you are doing the task with a classmate, remember that both of you must perform some part of the plan.

👉 STEP 2 - RECORDING

- You are going to set a teaching space. You can invite friends, family or classmates to pretend they are your students or you can pretend you have 'invisible' students.
- You are going to perform your class while someone records it for you.



Task 25 – JOURNAL: Reflect upon your performance

- After you are done, post the recording in the forum.



Task 26 – Trabalho Final

- After you post your video, watch it again and reflect about your performance. Comment on one



REFERENCES

of your friends's microteaching video, too.

Agora redija um ou dois parágrafos de como você se sentiu ao assistir seu próprio vídeo. O que você observou? Quais foram os pontos positivos e negativos?

Acesse no AVA para maiores instruções.

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UR, P. *A course in language teaching: practice and theory*. Cambridge: Cambridge University Press, 1991. (Cambridge Teacher Training and Development)