

**Universidade Federal de Minas Gerais – UFMG**  
**Faculdade de Letras – FALE**  
**Programa de Pós-Graduação em Estudos Linguísticos – POSLIN**  
**Curso de Especialização em Ensino de Inglês – CEI**

Renata Soares Veloso

**Critical Thinking in the Digital Era**  
**(Material Didático para o Ensino de Inglês)**

Orientadora: Profa. Dra. Junia de Carvalho Fidélis Braga

Data da defesa: 24/09/2018

Belo Horizonte

2018

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Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientadora: Profa. Dra. Junia de Carvalho Fidélis Braga.

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## **INTRODUCTION**

Technology has become an extremely important part of our lives, to the point where people cannot imagine how things could possibly be done without it. While technology has made possible things we could never dream of a mere half century ago, it has also contributed to many environmental and social problems we face today.

Our goal is to help students think critically about our modern world and its changing social dynamics, considering the positive and negative impacts of their virtual lives in their real, offline ones.

The first unit shows how the Internet, especially in the form of the online social media platform YouTube, can bring not only entertainment, but also career opportunities, something unheard of even 10 years ago. They get to know a little more about vocabulary related to planning, motivation, YouTube specific terminology and even some personal marketing skills.

The second unit brings a more critical perspective on online activities, an invitation to think about how the overuse of social media may be negatively affecting their personal relationships, productivity and their very humanity.

The material is targeted at intermediate level students, older teenagers and young adults in a private language institute setting. The units are independent from each other, but the teacher can help students make a connection between them by asking questions that give them a chance to do so. The units are organized into warm-up, listening, reading, speaking and writing, using authentic materials. There is a teacher's guide for both units, with answer key to the activities proposed.

This material was produced in requirement for the specialization degree in English as a Second Language teaching at the Federal University of Minas Gerais, and it cannot be used for commercial purposes. The reproduction of this material for educational purposes requires authorization from the author.

# Unit 1 - Would you like to be a YouTuber?



## Getting Started!

1.



From [goo.gl/QQCMCV](https://goo.gl/QQCMCV)

Whindersson Nunes



From [goo.gl/uwDtio](https://goo.gl/uwDtio)

Kéfera Buchmann



From [goo.gl/Tf5ncD](https://goo.gl/Tf5ncD)

PewDiePie



From [goo.gl/egkVZq](https://goo.gl/egkVZq)

JennaMarbles

A. They are famous YouTubers. Do you know any of them?

\_\_\_\_\_

B. What do you think they talk about?

\_\_\_\_\_

C. Do you enjoy watching YouTube videos? What kind?

\_\_\_\_\_

D. Describe an interesting video you've seen recently.

\_\_\_\_\_

2. Select some of the words from the word cloud you expect to hear in the video and some you don't expect to find in it. Explain your choices to the class.

Word cloud from: <http://www.wordclouds.com/>



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Now listen to Gabbie Hanna's tips on how to create your own YouTube channel.



Video Clip from [https://www.youtube.com/watch?v=HGXsmQfaof8&ab\\_channel=TheGabbieShow](https://www.youtube.com/watch?v=HGXsmQfaof8&ab_channel=TheGabbieShow)  
(From 1:42)

- A. How many tips does Gabbie give on how to become a successful YouTuber?

\_\_\_\_\_

- B. Can you list at least four of them?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Access the video!**





## Reading and speaking

### A. Match the words to their meaning:

- |                      |   |
|----------------------|---|
| 1. Wide range        | ( ) To open up a product and post the video online              |
| 2. Mashup            | ( ) Confused  |
| 3. Right off the bat | ( ) A video that consists of parts of different videos combined |
| 4. Unbox             | ( ) To make sth** available for the first time                  |
| 5. Insight           | ( ) Famous; successful  |
| 6. Tech whiz*        | ( ) From the beginning  |
| 7. Willing           | ( ) A person who knows a lot about technical appliances.        |
| 8. High-end consumer | ( ) To be happy to do sth** if you need to.                     |
| 9. Perplexed         | ( ) A lot of different types of a particular thing.             |
| 10. Established      | ( ) Consumers that want very good quality products.             |
| 11. Launch           | ( ) The ability to understand what sth** is really like.        |

\* short for technical wizard

\*\*Abbreviation of something

a. Ask your classmates:

1. Can you name a famous tech wiz?
2. Can you show us a funny video mashup?
3. Do you enjoy watching unboxing videos? What kind?

### B. You are going to read an excerpt from a blog post



DO MORE > WEB & SEARCH

## Popular YouTube Channel Ideas to Get You Started

The most common video trends are the best for a reason

by [Elise Moreau](#)

YouTube has come such a long way since it launched back in 2005, now offering a wide range of video content brought to you by professional filmmakers comparable to what you'd see in movies and on television. From web series and animated shorts to music mashups and scientific fact videos, YouTube pretty much has it all, and there are more than enough YouTube channel ideas to go around for everyone.(...)

Sometimes, getting started is the hardest part. You don't have to be great at it right off the bat, but you do need an idea for a starting point so you can work on getting better.

Below is a list of some of the most common video content styles that are extremely popular on YouTube today. You don't need much but a working camera and maybe a few everyday items that you already own, depending on what style you decide to go with.

### Unboxing Cool Products

In the world of high-end consumer electronics, unboxing is a big deal – and a huge trend on YouTube. (...)Product owners film themselves opening the boxed product for the first time to show its contents as it comes.

### Gaming

People sure do love playing video games. Amazingly, they love watching other people play games too. (...)Viewers generally like to watch YouTubers play games as they give commentary, either to gain insight into how to play better for themselves or simply as a form of entertainment.

### Computer / Technology Tutorials

People will always be perplexed and confused by technology. Rather than digging out the old product manual, more people are turning to YouTube. (...) You don't have to be a tech whiz – all you need to do is show helpful techniques that you already know how to execute.

### Lifestyle Advice

YouTube is the second largest search engine after Google, so you can bet that people are searching for terms that might bring them closer to solving one of their problems. From health and relationships, to money and career, you can certainly establish yourself as an expert in any particular field that you're willing to give advice about based off your own knowledge, education or personal experience. (...)

Adapted from: [goo.gl/9bB7gb](http://goo.gl/9bB7gb)



C. Read the text above and answer these questions:

What does the text talk about?

---

What are some video ideas discussed in the text?

---

Which of the ideas interest you the most? Why?

---

What other video ideas can you think of?

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A. Watch your speech! Write up some things you should and should not do or say in a YouTube video:

### *Dos*

*Be polite*

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### *Don'ts*

*Use offensive language*

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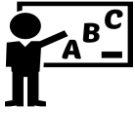
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## Grammar

**We can use imperative verbs to give orders and commands. Let's see how Gabbie uses it in her video:**

Ask somebody! (for help)

Stop taking advice from people who don't have what you have.

Drink water!

Don't look at other people who are talented as a threat.

- A. Gabbie's intention is to give advice on how to be a successful YouTuber. Why do you think she uses the imperative, normally used to give orders and commands, to give advice?

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- B. Now read the sentences taken from Gabbie's video and mark the ones that use the imperative to give advice:

- There's no need to reinvent the wheel.
- Believe in it.
- You are the average of the five people you spend the most time with.
- Ask for help.
- Write it down.
- I am very competitive.
- Fight for it.
- Don't forget it.
- Find what it is you're fighting for and fight for it.

## Language Corner

Another way to give advice in English is using *Should*. Read the excerpt from the text “12 Reasons You Should Read (At Least) 12 Books This Year”, by Ariel Abke:

(...)

1. Reading is good for your brain (...)
2. Reading introduces you to new ideas and invites you to solve problems (...)
3. Reading makes you a better writer (...)
4. Reading improves your conversational skills (...)
5. Reading strengthens worldview and convictions (...)
6. Reading improves your self-discipline and consistency (...)
7. Reading increases your knowledge of history (...)
8. Reading increases cultural knowledge (without an expensive plane flight) (...)
9. Reading challenges your imagination (...)
10. Reading increases your skill in an area of interest (...)
11. Reading inspires you (...)
12. Reading reduces stress (...)

A. From the above list, choose the best reason to read more. Justify your answer:

\_\_\_\_\_

B. Rewrite 3 of the sentences in the list using *Should*. E.g.: You should read more because it is good for your brain.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Text adapted from: <https://bit.ly/2FaeYg2>

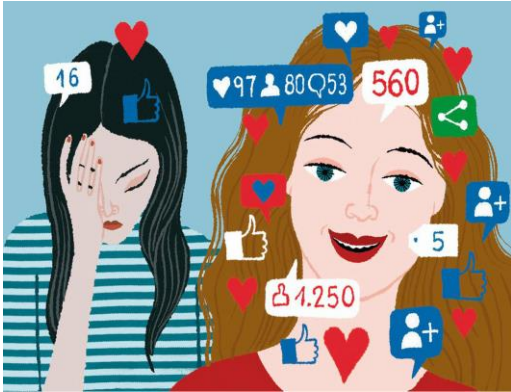
- A. Get into a group of three.
- B. Write a 6-question interview tag about their opinion on YouTube vlogs.
- C. Tag one of the other groups to answer to your questions.



# Unit 2 – Is Social Media Changing Us?



## Getting Started!



Taken from: <https://on.wsj.com/2FY13cG>



Taken from: <https://bit.ly/2FqEQlr>

1. Look at the pictures. What do you think is the message in them?  
\_\_\_\_\_
2. Do other's reactions to the things you share on your social media affect your mood? How?  
\_\_\_\_\_
3. How much time do you spend on the internet every day? What is your favorite social networking site? Why?  
\_\_\_\_\_  
\_\_\_\_\_



## Listening and Understanding

1. In pairs, read the questions below and discuss your answers with your partner:  
A. Do you think the Internet is changing the way we interact with the world? How?

\_\_\_\_\_  
\_\_\_\_\_

- B. Does excessive Internet use impair creativity?

\_\_\_\_\_  
\_\_\_\_\_

C. How can we use the Internet in our favor?

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2. Watch the video and answer to the questions below. Your teacher is going to play the video in small segments.



Video clip from: [https://www.youtube.com/watch?v=cKaWJ72x1rI&ab\\_channel=Eipheo](https://www.youtube.com/watch?v=cKaWJ72x1rI&ab_channel=Eipheo)

(From 0:00 to 0:30; 2:32 to 3:02; 3:02 to 3:32)

A. Who is Nicholas Carr?

---

B. Why do you think he gave his book that title?

---

C. According to the video, what is the problem in just googling information instead of learning it?

---

D. Do you agree with his ideas about how the Internet is changing our behavior? Justify your answer.

---

3. Watch the video once more and mark the sentences with either (T) if they are true or (F) if they are false:

- ( ) According to video, people do not get distracted while reading articles on the Internet.
- ( ) The Internet is making us think in a superficial way.
- ( ) Superficial thinking is a danger to our very humanity.
- ( ) The video suggests we stop using the Internet.

**Access the video!**





## Reading and Speaking

1. Read the following text:

### **How the Internet is changing your brain**

The average number of Google searches per day has grown from 9,800 in 1998 to over 4.7 trillion today. This may not be surprising, since we've all come to appreciate the thrill of instant information. But while it's certainly convenient to have the sum of all knowledge at our fingertips, studies show that the "Google effect" is changing the way we think.

In a 2011 experiment published in Science Magazine, college students remembered less information when they knew they could easily access it later on the computer. With 49% of Americans now toting around Google on their smart phones, researchers concluded that the effect is the same. We're relying on Google to store knowledge long-term, instead of our own brains.

Neuroimaging of frequent Internet users shows twice as much activity in the short term memory as sporadic users during online tasks. Basically, our brain is learning to disregard information found online, and this connection becomes stronger every time we experience it. So the more we use Google, the less likely we are to retain what we see.

Our brains use information stored in the long-term memory to facilitate critical thinking. We need these unique memories to understand and interact with the world around us. If we rely on Google to store our knowledge, we may be losing an important part of our identity.

Available at: <https://academicearth.org/electives/internet-changing-your-brain/>

1. Mark the statements that are true according to the text:

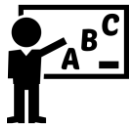
- Constantly searching for information on Google is changing the way we think.
- People do not find it exciting to get instant information.
- Critical thinking does not depend on information stored in the long-term memory.
- Knowing we can access information on computers does not affect our ability to memorize data.
- We are training our brains not to pay attention to things we find on the Internet.
- Storing information in the long-term memory is necessary to understand and interact with the world.

2. In groups of three, discuss the questions below:

A. Are teenagers being more affected by the overuse of the Internet than other age groups? Why?

B. Have you noticed any changes in your behavior that were influenced by the use of the Internet/social media?

C. How would you advise a friend who is too distracted by social media?



## Vocabulary and Grammar

Adverbs ending in *-ly* describe the manner in which an action is performed, qualifying a verb. Example: He read the letter carefully. He read the letter in a *careful manner*.

Read the excerpt below:

### The art of slow reading

Has endlessly skimming short texts on the internet made us stupider? An increasing number of experts think so - and say it's time to slow down . . .

By Patrick Kingsley

If you're reading this article in print, chances are you'll only get through half of what I've written. And if you're reading this online, you might not even finish a fifth. At least, those are the two verdicts from a pair of recent research projects – respectively, the Poynter Institute's Eyetrack survey, and analysis by Jakob Nielsen – which both suggest that many of us no longer have the concentration to read articles through to their conclusion. (...)

So are we getting stupider? Is that what this is about? Sort of. According to *The Shallows*, a new book by technology sage Nicholas Carr, our hyperactive online habits are damaging the mental faculties we need to process and understand lengthy textual information. Round-the-clock news feeds leave us hyperlinking from one article to the next – without necessarily engaging fully with any of the content; our reading is frequently interrupted by the ping of the latest email; and we are now absorbing short bursts of words on Twitter and Facebook more regularly than longer texts.

Which all means that although, because of the internet, we have become very good at collecting a wide range of factual titbits, we are also gradually forgetting how to sit back, contemplate, and relate all these facts to each other. And so, as Carr writes, "we're losing our ability to strike a balance between those two very different states of mind. Mentally, we're in perpetual locomotion". (...)

Adapted from: <https://www.theguardian.com/books/2010/jul/15/slow-reading>

1. Find at least 4 adverbs ending in -ly in the text above:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. In pairs, discuss the meaning of the words you selected and make up two sentences with some of them:

A. \_\_\_\_\_

B. \_\_\_\_\_

### Simple Past – Regular Verbs

In English, the past tense of regular verbs is formed by adding -ed to the verbs.

1. Read the text “*How the Internet is changing your brain*” once more. Can you find regular verbs in the past?

\_\_\_\_\_

2. Complete the sentences with the verbs in the box below. Make the necessary adjustments:

To tweet – to post – to ban - to watch – to share – to violate

A. They \_\_\_\_\_ online videos the whole afternoon.

B. Mary \_\_\_\_\_ selfies on her Instagram.

C. I \_\_\_\_\_ some cute cat videos on Facebook.

D. Jack \_\_\_\_\_ our forum policy, so we \_\_\_\_\_ him.

3. Rewrite the sentences:

**Affirmative**

**Negative**

**Interrogative**

I tagged her on my photo.

\_\_\_\_\_

\_\_\_\_\_

She shared the video.

\_\_\_\_\_

\_\_\_\_\_

Bob posted a comment.

\_\_\_\_\_

\_\_\_\_\_

Mr. Davis banned cell phones.

\_\_\_\_\_

\_\_\_\_\_





## Writing

1. Read the question asked on Quora about social media and the excerpt of some of the answers:

**Quora** Quora is a question-and-answer site where questions are asked, answered, edited, and organized by its community of users.

**Quora** Home Answer <sup>3</sup> Spaces Notifications Search Quora



Malini Rajendra, It's best to be self-employed!

Answered Oct 28, 2017

Originally Answered: Is social media really bad for you?

**No, provided you use it wisely!**

Social media is not bad for you, if you know the limitations of using them. Here are a few tips from my side:

- Use social media to **gain knowledge**. Login to Quora, search Google and other websites, that provide answers to your unanswered questions. Use them to improve your vocabulary and knowledge on various topics!
- Use social media **strictly in your leisure**. You should make sure that, other activities (both regular and important) of your's is unaffected!
- Use social media, but **never overuse it**. You can have your account in various sites, but you need not be active in them all the time. You have your life outside the internet world too, a real one. So, even if you're free the whole day, it doesn't mean that you should be online throughout that day. Believe me, you'll be exhausted by the end of the day!



Christian Lehnert, Programmer, Hacker, Pentester, YouTuber and more.

Answered Jun 29

Originally Answered: Why is social media bad?

**Reasons Why Social Networking Is Bad**

By [Michael Kwan](#)

**Privacy and Safety Concerns**

The [risks](#) associated with using social networks are well-documented. One of the biggest concerns has to do with privacy and safety, particularly with regard to children and teenagers, but also with adults.

1. Write your own answer to the question “Is social media good or bad?”. Then, create your account on Quora and post it under the thread. You can sign in with your Facebook or Google account.

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**Access the thread!**



## Teacher's Guide

Dear teacher,

The units “Would you like to be a YouTuber?” and “Is social media changing us?” were designed for older teenagers and young adult students in a private language institute setting, at B1 (intermediate) level.

All the activities are based on authentic materials in order to offer a more realistic learning experience. Students may access the videos and blogs/forums through scanning the QR codes provided. Unit 1 was designed to be worked with in two classes of 75 minutes each, but feel free to work at your (and your students!) own pace. Unit 2 was designed to be worked with in two classes of 75 minutes each. Again, do not let the schedule refrain you from making the most of the material, as it is only a north, so you don't get lost.

This material requires the students to be the center of the class, and the teacher works as a facilitator for the learning process. Please encourage your students to speak as much as possible. Notice that most of the speaking activities are integrated to the other ones, so make sure to get your students talking!

Warm regards,

The author.

# Unit 1



## Getting started

### 15 minutes

**Teacher:** Ask your students if they have any favorite YouTubers and what they vlog about. Show them the pictures of the famous YouTubers in the book and ask your students if they know any of them and the questions listed in the book. Feel free to add more questions.

### Answer Key:

1.

A. They are famous YouTubers. Do you know any of them?

Personal answer

B. What do you think they talk about?

PewDiePie talks mostly about games; Jenna Marbles is a comedian; Windersson Nunes is a comedian and Kéfera Buchmann vlogs about beauty and life in general.

C. Do you enjoy watching YouTube videos? What kind?

Personal answer.

D. Describe an interesting video you've seen recently.

Personal answer.

2. Select some of the words from the word cloud you expect to hear in the video and some you don't expect to find in it. Explain your choices to the class.

Personal answer.



## Listening

### 25 minutes

**Teacher:** Play Gabbie’s video from 1:42 on. Play it once and ask them to answer the first question. Ask them to pay careful attention to Gabbie’s tips and then play the video once more. Ask them the second question. Feel free to ask more questions such as if they think those are good or bad tips, if they think her suggestions are practical or not, etc.

**Answer Key:**

A. How many tips does Gabbie give on how to become a successful YouTuber?

Gabbie gives 10 tips.

B. Can you list at least four of them?

Ask for help; Choose your friends wisely; Work hard and reward yourself.



**Reading and speaking**

**20 minutes**

**Teacher:** Students are going to match the words with their meaning. This is a very simple activity, but make sure to answer any questions they may have and provide examples when necessary. Have them ask and answer the questions that follow the matching activity to their classmates. Then they will read a blog post about creating a YouTube channel. Get them to read in silence the first time, underlining the words they do not know. They can use a paperback or online dictionary. Divide the text into small sections, assign each student a small part, and ask them to read aloud. Make sure to help them with any pronunciation problems they may have.

**Answer key**

(4) (9) (2) (11) (10) (3) (6) (7) (1) (8) (5)

a. Ask your classmates:

1. Can you name a famous tech wiz? Suggestion: Steve Jobs.

2. Can you show us a funny video mashup? Personal answer.

3. Do you enjoy watching unboxing videos? What kind? Personal answer.

C. Read the text above and answer these questions:

What does the text talk about? The text talks about ideas on how to create one's own YouTube channel.

What are some video ideas discussed in the text? Unboxing cool products, gaming, tutorials and lifestyle advice.

Which of the ideas interest you the most? Why? Personal answer.

What other video ideas can you think of? Personal answer.

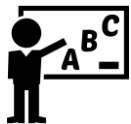


## Writing

**25 minutes**

**Teacher:** Students have to write up a list of dos and don'ts when it comes to making videos for YouTube. Let them use their phones or a dictionary to check the meaning and spelling of the words they may not be familiar with and help them in the process. Give them time to discuss their answers with the whole class.

**Answer Key:** Personal answer.



## Grammar

**15 minutes**

**Teacher:** Say some imperative sentences to your students and ask them if they sound like advice, supposition, etc. Have them read the grammar box and do the exercises. Make sure to answer any questions they may have.

**Answer key:**

A. Personal answer.

B. Believe in it. – Ask for help. – Write it down. – Fight for it. – Don't forget it. – Find what it is you're fighting for and fight for it.

## **Language Corner**

Read the text with your students and answer any questions they may have. Ask them to do the activity and give examples of “should” to give advice.

## **Extra activity**

### **30 minutes**

**Teacher:** Students will work in groups of three. Each group will write a 6-question interview tag about their opinion on YouTube vlogs. Then, the groups will tag each other to answer to their questions.

**Answer key:** They are free to create their questions, just make sure you help them make any necessary grammar and/or vocabulary adjustments to their production.

## Unit 2



### Getting started

**15 minutes**

**Teacher:** Ask your students to look at the pictures and answer the questions. Feel free to add more questions.

**Answer key:** Personal answer.



### Listening

**25 minutes**

**Teacher:** 1. Start by asking the pre-listening questions. 2. Play the video from 0:00 to 0:30 and ask questions A and B. Go on to the next section of the video, from 2:32 to 3:02, and ask question C. Play the last section, from 3:02 to 3:32 and ask question D. If you have the time and your students can handle it, play the whole video before the next activity; otherwise, replay the sections mentioned above and have the students mark T if the statements are true or F if they are false.

### Answer Key:

1. Personal answers.
2. A. Nicholas Carr is the author of the book “The Shallows”.  
B. Because the Internet is turning us into shallow thinkers.  
C. You will never get to build knowledge nor think critically; You will be more like a computer.  
D. Personal answer.
3. (F) (T) (T) (F)





## Reading and speaking

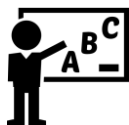
**20 minutes**

**Teacher:** Students will read the introductory text to a video about the ways the Internet is changing our brains. Get them to read in silence the first time, underlining the words they do not know. They can use a paperback or online dictionary. Divide the text into small sections, assign each student a small part, and ask them to read aloud. Make sure to help them with any pronunciation problems they may have. Give them 5 minutes to answer the comprehension exercises and check with them.

### Answer key

1.

- ( x ) Constantly searching for information on Google is changing the way we think.
- ( ) People do not find it exciting to get instant information.
- ( ) Critical thinking does not depend on information stored in the long-term memory.
- ( ) Knowing we can access information on computers does not affect our ability to memorize data.
- ( x ) We are training our brains not to pay attention to things we find on the Internet.
- ( x ) Storing information in the long-term memory is necessary to understand and interact with the world.



## Vocabulary and Grammar

**15 minutes**

**Teacher:** Have students read the text and do the exercises. Make sure to answer any questions they may have.

### Answer key:

1. Endlessly Necessarily Fully Mentally
2. Personal answer.

1 . Read the text “*How the Internet is changing your brain*” once more. Can you find regular verbs in the past? Suggested answer: Published remembered concluded

2. Complete the sentences with the verbs in the box below. Make the necessary adjustments:

Watched posted shared violated banned tweeted

3. Rewrite the sentences:

<b>Affirmative</b>	<b>Negative</b>	<b>Interrogative</b>
<u>I tagged her on my photo.</u>	<u>I did not tag her on my photo.</u>	<u>Did I tag her on my photo?</u>
<u>She shared the video.</u>	<u>She did not share the video.</u>	<u>Did she share the video?</u>
<u>Bob posted a comment.</u>	<u>Bob did not post a comment.</u>	<u>Did Bob post a comment?</u>
<u>Mr. Davis banned cell phones.</u>	<u>Mr. Davis did not ban cell phones.</u>	<u>Did Mr. Davis ban cell phones?</u>
<u>They contributed to the forum.</u>	<u>They did not contribute to the forum.</u>	<u>Did they contribute to the forum?</u>



### **Writing**

**25 minutes**

**Teacher:** Students will read the excerpt of two answers to the question “Is social media good or bad?” posted on Quora. You may want to tell your students that Quora is an online platform where anybody can ask questions that are answered by people from all over the world. People answer, comment and make suggestions on how to correct grammar and vocabulary, which helps students improve their English in an authentic manner.

There is a small mistake on Malini Rajendra’s answer. Malini wrote “your’s” when he meant “yours”. You may want to challenge your students to find this small problem and correct it.

**Answer Key:** Personal answer.

## Rationale

In the digital era, social media has become widespread and a big part of our students lives, especially the so-called millennials and younger generations. Nowadays, social media is not only a way to socialize and entertain, but is also a powerful way to influence people and sell things. Careers that did not even exist less than a decade ago such as digital influencer and YouTuber are now very prominent and lucrative ones, turning otherwise average people into celebrities. Many people, especially the younger generations, now aspire to such careers, and that is the reason we chose **“Would you like to be a YouTuber?”** as our first unit theme.

In this regard, pictures of two Brazilian youtubers who present their videos in Portuguese language were inserted - Whindersson Nunes and Kéfera Buchmann - and also two foreign youtubers who produce their content in English - PewDiePie and JennaMarbles. In this respect, we propose two activities, "A" and "B", that allow learning through comparisons: if we have two Portuguese-speaking youtubers, and two other English, we may think that the first activity - "They are famous YouTubers . Do you know any of them? "- stimulates the adjectivation of such characters by looking for terms in English, or in Portuguese, and it is up to the teacher to provide tools to stimulate the contact of the language-speaking student with that language.

We can see that the second question also presents a contiguity of the first one: "What do they talk about?" already relies on the use of nouns, since we expect the students to discern what such YouTubers are discussing is the search for a "Theme", something more incisive. We can also think that it is a way of working, in sequence with the previous question, the categorizations of English words and how they are associated. For example: if a YouTuber is "funny" and it specializes in "varieties".

We finish this first proposal and follow it with the Listening part, establishing a connection with the previous activity regarding the interpretation of words in English. The question - "Select some of the words from the word cloud you expect to hear in the video and some you do not expect to find in it. Justify your answer "- proposes some concepts that students expect from the video that will be shown in the next activity, and asks them to justify their choices. Thus, we can understand that the exercise promotes recognition, but also the interpretation of the chosen words by the students, and through the accomplishment of the task we can suggest improvements in the reading and understanding of the student.

Next, we'll work with a video by Gabbie Hanna, through exercises that will focus on listening. The last two questions from this section of the unit - "How many tips does Gabbie give on how to become a successful Youtuber?" and "Can you list at least four of them?" - more emphatically approach students' communicative abilities by training and improving their listening skills.

In the next step of the material, we work with the reading abilities of the students in relation to the subject of study. Since we think that the young people are more interested in the language of the internet, we propose an exercise that associate words related to terms frequently used in social media in English to their meanings. Our goal is to exercise the role of the student as a communicative being that fully understands the contemporary world and their idiosyncrasies, in a perspective of critical literacy, that according to Mattos and Valério:

“O letramento crítico visa à inclusão do indivíduo no mundo. No entanto, para efetivamente fazer parte da sociedade contemporânea globalizada e atuar dentro e sobre ela, o aprendiz deve ter acesso às diferentes modalidades e dimensões da linguagem da era tecnológica atual. O leitor-cidadão que se pretende formar pode circular pela linguagem visual, digital, multicultural e crítica, cotidianamente. No entanto, faz-se urgente tal formação, pois a velocidade e facilidade de acesso às informações possibilitadas pelas inovações tecnológicas aumentam em um ritmo espantoso a lacuna entre o letrado e o iletrado, que se vê cada vez mais distante da sociedade que quer integrar.” (Mattos and Valério, 2010)

In the next topic, we take an excerpt from a blog as the reading activity. Students are required to read the excerpt and ask any questions they may have about it so that in "C" of this stage we can work with a writing exercise that seeks to develop to help students develop this communicative skill, with brief answers to four different questions.

It is from this perspective of writing development that we advance to the next stage, which proposes to the student to write a list of dos and don'ts when making videos, or any other content, for the Internet. Students are also encourage to explain their answers, so they will develop communicative and critical sense. Such a proposal aims not only to promote second language learning, but also to develop critical thinking and the argumentative capacity of the student.

Now addressing the grammatical aspects, still in integration with the video used in the "listening" stage, we took some excerpts from Gabbie Hanna's video to work with verbs in the imperative, so that the students mark only sentences that present verbs in this situation.

In the next activity, we propose an interaction between groups of three students. Each team must develop six questions and choose another team (or tag it, according to a jargon

used on the internet, in another resource to integrate teaching young students in a way that is more authentic and appealing to them) to answer the questions. Besides providing a fun activity, we can work with communicative questions, allowing students to interact with their peers using authentic, real life situations.

In Unit 2 - "**Is Social Media Changing Us?**"- having the theme developed in the previous unit as basis for something more comprehensive, in order to expand the interpretations of a theme from micro to macro. It is well known that despite the great possibilities offered by the Internet to our professional and personal lives, it can do more harm than good if misused. Scholars from various backgrounds such as neuroscientists, psychologists, philosophers and social scientists have been studying the long term effect of the new technologies, especially the Internet, on human health and behavior. Our intention was to help students develop critical thinking and decide for themselves how much exposure to technologies is desirable.

Through two images that show the relationship of subjects with social networks in the present time, and how the numbers of “likes”, comments and shares interfere in the life of society, we propose three interpretative questions that propose that the students verbalize their perception about the world in which they are inserted.

Next, we develop a listening and understanding activity, in which, in pairs, students should discuss and answer together questions about how the Internet proposes interaction and the exercise of creativity in favor of its users. In this perspective, we will once again conduct a listening exercise of a YouTube video in English, now individually, with questions pertinent to what has been passed through the audiovisual material, to reinforce the listening and interpretation capacity of what was learned by the student throughout the process. Finally, a multiple-choice questionnaire, in which students must mark true or false about issues that have been shown in the material.

In the following activity, from "Reading and Speaking" section, we continue the same discussion in a way that not only enables students to learn the English language, but also develops their ability to interpret and understand what they read, listen to and interact with, through the text "How the Internet is changing your brain". Unlike the text previously worked with, which was focused on aspects of how to create a YouTube channel, here we see an informative tone, using arguments and data to prove the proposed topic for discussion. We can highlight that this change of text is interesting to improve the argumentative and

interpretative aspect in articles with more scientific approaches on an aspect that interests them so much.

Thus, from this text, we propose an exercise to mark the correct questions. Students must read and understand the text in order to accomplish this task and, in groups of three, an activity that discuss the following questions: "Are teenagers being more affected by the overuse of the Internet than other age groups? Why? "; "Have you noticed any changes in your behavior that were influenced by the use of the Internet / social media?"; "How would you advise a friend who is too distracted by social media?". We can infer that, through these questions, it is possible to advance the level of interpretation of the English language by the students. By reading a more grounded article on something that is part of their daily lives, students acquire the necessary tools to base their arguments on, but also to develop their language learning.

In the sequence, although with few examples of the general theme addressed in this didactic material, we have a vocabulary and grammar activity, in which we explore the use of adverbs. A brief explanation was implemented, as well as an excerpt of text, followed by an exercise in which they must find four adverbs in the text, discuss their meaning with their partners and make up sentences using two of them. Approaching the same line of teaching, we present the regular verbs of the simple past tense, presenting the affirmative, negative and interrogative forms, with exercises of identification and completing sentences with forms and of rewriting sentences as a means of fixating the content taught.

Finally, we conceived as the last exercise of the proposed didactic material to read a question asked Quora website, a virtual space for questions and answers in which questions are asked, answered, edited and organized by the community. The question - "Is social media good or bad?" – is followed by excerpts of the answers of two users in order to propose the following exercise for the student: "Write your own answer to the question" Is social media good or bad? ". Then, students are required to create their own account on Quora and post it there. They also have the option to sign in with their Facebook or Google account. Our proposal, in addition to writing in English and stimulating students' communicative and argumentative skills, suggests that the results of their reflections be published on the website itself, to insert them in the context in which the theme is discussed. Bearing in mind the proposal of communicative language teaching using authentic materials, which "aims to (a) make communicative competence the goal of language teaching and (b) develop procedures

for the teaching of the four language skills that acknowledge the interdependence of language and communication.” (Richards & Rodgers).

The Quora website, in its English version, can also stimulate students' practice of the language, thus opening a possibility for students, now users, to practice writing in English on this site and that the Internet, outgrowing their role as class theme, opens up a whole host of possibilities not only in language teaching, but also in the development of students' communicative skills.

Only authentic materials were used to write up these teaching units since “na abordagem comunicativa, o lema é apresentar e usar linguagem autêntica, e a língua-alvo passa a ser não apenas o objeto de estudo, mas também o meio de comunicação.” (Paiva, 2004). The use of authentic materials, as opposed to books and texts that focus on forms and structures, leads to a more natural and more successful learning experience.

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