

Universidade Federal de Minas Gerais Faculdade de Letras

Curso de Especialização em Ensino e Aprendizagem de Inglês

MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS
Teaching English and Critical Thinking at High School and College

Núbia Araceli Schutt Pereira

Orientadora: Valdeni da Silva Reis

Belo Horizonte, August 4th, 2016.

Universidade Federal de Minas Gerais Faculdade de Letras

Curso de Especialização em Ensino e Aprendizagem de Inglês

MATERIAL DIDÁTICO PARA O ENSINO DE INGLÊS
Teaching English and Critical Thinking at High School and College

Trabalho apresentado ao curso de Especialização em Ensino e Aprendizagem da Língua Inglesa da Faculdade de Letras – UFMG como requisito parcial para obtenção do título de Especialista em Ensino e Aprendizagem de Língua Inglesa.

Núbia Araceli Schutt Pereira

Belo Horizonte, August 4th, 2016.

I dedicate this paper with great amount of gratitude to:

God, my Holy Father;

My parents, who were always there;

My beloved daughters, main reason of my life;

Liliane and Luciane, English teachers who inspired me;

Andrea, a great friend and supporter;

Paola, an Italian friend and believer in me.

CONTENTS:

Introduction	05
Unit 1	08
Teacher's Guide 1	19
Unit 2	24
Teacher's Guide 2	36
Rationale	42
References	47

INTRODUCTION:

This paper as a whole is the English Teaching and Learning end of course work with the creation of two teaching units of an English book, following the communicative approach and critical literacy; besides the rationale and teacher's guide.

The teacher's guide is a book for teachers to understand how units work in practice, with tips and step-by-step activities. There are also the answers to the exercises and time-limit to each activity, as a suggestion.

Based on a real necessity of the acceptance of the other, that we are facing worldwide, I chose the first unit to be about Multiculturalism and I had the happy opportunity to put in practice and was able to have excellent results with my teenagers from the first grade of High School, at a School inside the university campus, where I teach.

The students come from families who give a great value to education. But, sometimes, unfortunately, topics taught are more focused on grammar and vocabulary to prepare them to enter university, rather than having moments of being critical and thinking about citizenship.

By using the first unit in their class, we could have great moments of sharing opinions and beliefs that, in my point of view, were of good impact to their lives.

After that unit, we could even have classes of debates, to chat about different topics, in a critical way.

Thus, by having this opportunity to work with a context in the unit, before presenting the grammar and vocabulary content, students can benefit from developing critical thinking and gaining awareness of lots of different issues.

The second unit is about time. How people are lacking time nowadays. This unit is going to focus on university students, with whom I also work as a professor, at a College where all students, from all areas, have English classes as part of their curriculum. They usually say they don't have time to study English or any other languages, they work, have a family, study at College, so, according to them, there's no extra time to be used with Language Learning.

We are exhausted and running. Exhausted and running. Exhausted and running. And the bad news is that we will continue exhausted and

running, because exhausted-and-running turned the human condition this time. And we already realize that this human condition a human body can't stand. The body then became a fumble, a troublesome appendix, a body which can't do that falls ill, is anxious, depressed, panics. And so we dope this flawed body that contorts to be subjected to a non-human speed. We became exhausted-and-running-and-doped. Because only doped to continue exhausted-and-running. (Eliane Brum)¹

At this Institution, we adopted the Flipped method, through which students have to go to EF (English First) online platform to prepare themselves to class. Read more about this method at: <http://educationnext.org/the-flipped-classroom/>

At the Institution, they have 1 hour and 30 minutes in class weekly activities to put in practice what they studied. So, it means they have to come to class prepared, and the time excuse is constant.

As we professors are free to bring different activities and have extra classes, I prepared this unit to make them aware of the possibility of a better use of time.

The Communicative Approach is something real in their classes, and, as university students, they have to be critical, so it is totally possible to apply this unit.

In both units there's a division of sections, so vocabulary, grammar, listening, reading, speaking and writing are organized in a way that suits the needs of students' learning.

They are distributed in different sections, so that students can develop that special ability, but without forgetting the contextualized topic of each unit.

More than introducing a new unit, the warming up section is intended to explore and make use of the prior knowledge of the students. This is a strategic moment, an opportunity to assess the degree of knowledge that students already have on the subject, urging them to learn more.

¹ Estamos exaustos e correndo. Exaustos e correndo. Exaustos e correndo. E a má notícia é que continuaremos exaustos e correndo, porque exaustos-e-correndo virou a condição humana dessa época. E já percebemos que essa condição humana um corpo humano não aguenta. O corpo então virou um atrapalho, um apêndice incômodo, um não dá conta que adocece, fica ansioso, deprime, entra em pânico. E assim dopamos esse corpo falho que se contorce ao ser submetido a uma velocidade não humana. Viramos exaustos-e-correndo-e-dopados. Porque só dopados para continuar exaustos-e-correndo. (Eliane Brum)

Grammar is showed in an inductive way, so that students are able to make inferences and come to conclusions about their learning, rather than just memorizing rules.

Vocabulary is not taught alone, out of context. Students are going to watch videos, read different text genres, and learn the meaning of words in context.

Phonetic section: By teaching pronunciation in a contextualized way, the teacher can show the importance of what is being proposed to his/her student, besides being able to relate the content to his/her students' living.

Listening section is also very important, because that way, students can develop their abilities, when it comes to recognize and understand the message.

Reading is a section where students get ready to it before, with pre reading activities, and then, they read and answer comprehension questions about the topic, developing thus, reading skills and understanding.

Speaking is something almost always present, because of its great importance in the learning process. So, students are able to expose their ideas orally about the topic being discussed in the unit, in a critical way.

Writing is also an interesting section, because by listening, reading and speaking, students are not considered literate in a language. They have to write, as well. Following the context, they are driven to the written activity in which they need to show knowledge in grammar, vocabulary, as well as giving their point of view in a subject.

UNIT 1

MULTICULTURALISM

SPOT THE REFUGEE!



<http://mindofmanley.weebly.com/year-9/unhcr-spot-the-refugee>

“Diversity is the one true thing we all have in common.

Celebrate it every day.”

(Unkown)

WARM UP AND SPEAKING:

You're going to watch two videos from the internet. After watching them, answer the following questions:

Video 1 – What is culture? (0:55) www.youtube.com/watch?v=57KW6RO8Rcs

Video 2 – We should all be feminists (0:54 - 8:50) www.youtube.com/watch?=-hg3umXU.qWc

- 1) **What are the scenarios and participants?**
- 2) **In the scenes Chimamanda describes: “The class monitor had to be a boy”, “He thanked my male friend for the tip, not me”; what do you think is the source of discrimination?**
- 3) **In what time frames were the actions related by her justifiable?**
- 4) **Do such actions happen nowadays?**

PRE READING:



By looking at the picture and the title, what do you think the text is about?

READING:

On Humanizing Muslims

Rawan AbuShaban

The first twenty years of my life have been spent between the San Francisco Bay Area, the Middle East, and Washington, DC. Indubitably, I have enjoyed the luxuries of a life that has been enriched by the varied cultures, colorful traditions, and - most importantly - different religions of my cohabitants. Two weeks ago, I moved to the Midwest, and I realized that I took much of my life for granted.

Since my transition, I have been bombarded with stink-eyes and strange looks. I've received poor customer service that at times crossed the line into harassment. A driver almost deliberately ran me over with her truck. So many baristas have spoken to me as if I didn't speak English, or stared at me with some magnitude of fright or awe, that I've unintentionally severed my coffee intake to a fraction of what it used to be, and have now resorted to making my own brews at home.

By stepping outside, it's as though I assume the role of a travelling circus. I pray for people to ignore me, and spend most of my time staring at the ground in discomfort.

(...) Why is this? I was born and raised in America. I'm fluent in English - heck, I majored in English. I'm even half white. What is the problem here?

The problem is that we live in a world of prejudice, assumption, and association. More importantly, we live in times of fear. These conditions have caused alarming repercussions for Muslims far and wide, with no major sign of ceasing.

In December, four men were [removed from an American Airlines flight](#) from Toronto to New York without just cause. Two Bangladeshi Muslims, an Arab Muslim, and an Indian Sikh, each one a United States citizen, were ejected from a flight because their presence made the cabin crew feel "uneasy." No security threat, no inappropriate behavior - just brown skin, a turban, and companionship.

(...) Unfortunately, the way many Muslims look and dress is actively associated with terrorism, fear, oppression, backwardness, and anti-American values. However, these stereotypes can change - they just have to be unlearned.

There are already some attempts to humanize Muslims that have garnered a significant digital following.

Founded last spring by UC Berkeley students, [Humans of the MSA](#) is a student-run media project that aims to deliver snippets of the lives and personalities of members of the Muslim Student Association, an organization of Muslim students and alumni that exists on college campuses nationwide. The project features photos of Muslims and MSA members across the United States along with a personal quote.

This project is inspired by [Humans of New York](#), which has by itself done magnitudes in exposing different Muslim identities through visual media, both in the United States and overseas - most notably in Pakistan and [Iran](#).

In September, [H&M](#) debuted their fall 2015 fashion line, along with their first Muslim and headscarf-wearing model, Mariah Idrissi.

The popular [MuslimGirl](#) blog writes "[I]drissi didn't just model for an ad campaign, she awakened the people. In a simple and quiet way she made others look at a Muslim woman without fear or contempt but with a healthy curiosity. Maria[h] opened a conversation that has always been strained" (MuslimGirl.net).

(...) Living in the Midwest, I realize that the humanity of Muslims is best displayed just by being there. Better than an image of a random person, you witness me. We enjoy the same coffee, sports teams, and public parks. We suffer the same snow, TV series cliffhangers, and gas prices.

(...) Two weeks ago, I started a new life in a state whose [presidential candidate](#) of choice thinks it's a good idea to "ban Muslims." It's time to make the most of it.

http://www.huffingtonpost.com/rawan-abushaban/muslim-in-the-midwest_b_9030356.html

FOCUS ON LANGUAGE:

Mark **true (T)** or **false (F)**, according to the information you read:

- The text above is an opinion article, found in newspapers. ()
- The themes published in an article may vary, but are usually about a subject that is in vogue at the moment in our society. ()
- This article was signed by a columnist, and it doesn't carry her or the paper's point of view about the topic. ()

VOCABULARY IN CONTEXT:

Match the columns relating the words/expressions to their meanings:

- | | | |
|-----------------------|-----|---------------------------------|
| (a) Take from granted | () | torment |
| (b) Harassment | () | beverages (tea) |
| (c) Brews | () | to fail to appreciate the value |
| (d) Heck | () | intolerance |

- (e) Prejudice () removed
- (f) Strained () exclamation of surprise

COMPREHENSION AND SPEAKING UP:

- a. Concerning human relations, compare the culture in the places Chimamanda (in the video) and Rawan (in the text) have lived.

- b. How does Rawan relate stereotypes x multiculturalism?

- c. What kind of project is *Humans of the MSA*?

() A student-run media project, done by an organization of Muslim students and alumni, featuring photos of Muslims and MSA students, inspired by the project *Humans of NY* (which was done to expose Muslim people on the streets)

() A student-run media project, done by an organization of Muslim students and alumni, featuring photos of Muslims and MSA students, inspired by the project *Humans of NY* (which was done to expose Muslim people through visual media)

- d. Why did *H&M* have a Muslim girl as a model?

() to sell headscarves () to make people see the Muslims differently

- e. What do you think of Rawan's attitude, in the last paragraph? If you were in her shoes, what would you do?

POST READING:

Read this piece of news and discuss with your friend, then, share your opinions with the group:

Brazil immigrants face long wait at border town

By Joao Fellet
BBC Brasil
15 April 2013

In the heart of a shelter packed with immigrants in the Brazilian state of Acre, about 30 men try to concentrate despite the noisy crowd.

Sitting on their mattresses, they read and pray quietly.

"Every day we ask God to shorten our stay here," says Ahmadou Thiao from Senegal.

He arrived two months ago in the town of Brasileia, near the border with Peru and Bolivia, and is one of 1,300 foreigners waiting for a visa to work in Brazil. The centre is meant to shelter just 200 people.

Many who came were attracted by reports of the South American country's growing economy and job opportunities leading up to the 2014 World Cup.(...)

<http://www.bbc.com/news/world-latin-america-22132976>

Are immigrants welcome in all societies? How should people deal with this subject, having in mind this globalized world we're living in?

GRAMMAR IN CONTEXT:

Observe these extracts from the text: “On Humanizing Muslims” and answer:

- (1) “*Since my transition, I have been bombarded with stink-eyes and strange looks.*”
- (2) “*Indubitably, I have enjoyed the luxuries of a life that has been enriched by the varied cultures, colorful traditions, and - most importantly - different religions of my cohabitants.*”
- (3) *Maria[h] opened a conversation that has always been strained”*

Which one(s) describe(s):

()

an

ongoing

action

() a complete action with a present time impact



LANGUAGE CORNER: Look at those extracts from the text and see how **Present Perfect** is formed:

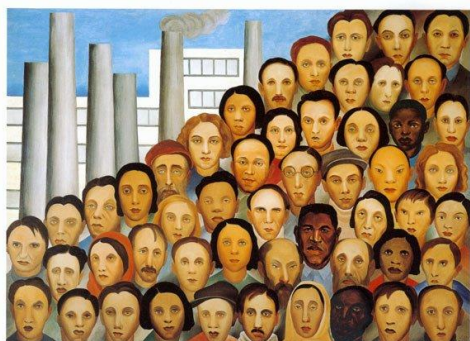
*“ I’ve **received** poor customer service that at times crossed the line into harassment.”*

*“ This project is inspired by Humans of New York, which **has** by itself **done** magnitudes in exposing different Muslim identities through media, both in the united states and overseas(...).”*

LET’S PRACTICE:

Read the following extracts from the text and write (1) for ongoing action and (2) for completed action with a present time impact:

- 1) “The first twenty years of my life **have been spent** between the San Francisco Bay Area, the Middle East, and Washington, DC.” ()
- 2) “So many baristas **have spoken** to me as if I didn’t speak English, or stared at me with some magnitude of fright or awe (...).” ()
- 3) “These conditions **have caused** alarming repercussions for Muslims far and wide, with no major sign of ceasing.” ()
- 4) “There are already some attempts to humanize Muslims that **have garnered** a significant digital following.” ()



Operários (Yara Tupinambá)

- As you could see, for example, sentence number two, from the previous exercise, has the main verb in the past participle. But it **doesn't end in -ed**. That's an ***irregular verb***. Irregular verbs are the same for all persons.

- Check the online list of irregular verbs by accessing the link:**

<https://profceciliafazio.files.wordpress.com/2015/10/tabela-terceira-coluna.jpg>

- Now, complete the chart:**

I	have	driven
You	have	driven
He/she/it	_____	driven
We	have	_____
You	have	driven
They	_____	_____

To form the negative, put NOT after have:

"I have not (haven't) lived in NY."

"He has not (hasn't) traveled to the Midwest."

To form a question, put HAVE /HAS at the beginning of the sentence:

"Have you lived in NY?"

"Has he traveled to the Midwest?"

- Now, choose the correct option:**

1) "Have you heard the news?"

- a) "No, I didn't." b) "No, I haven't." c) "No, he hasn't."

2) "Black Nigerian students have, on average, _____ consistently better academically than their white European classmates."

- a) did b) do c) done

3) "Oh, one of my students _____ me about that. Really interesting..."

- a) have tell b) has told c) have told

4) "Yeah... I agree. Have you _____ what you want to have for lunch?"

- a) chosen b) chose c) chosed

5) "Yes, let's eat Mexican food? My friends and I _____ it so many times!"

- a) have ate b) have eaten c) has eaten

Rearrange the words in order to make sentences in the Present Perfect Tense:

a) Have / cultures / women / in / different/ many / been / discriminated.

b) Immigrants / Europe / a / better / a / of / have / searching / gone /lot / to / for/ life.



PHONETIC SECTION:

Take a look at the phonetics of these examples, taken from the text: "Brazil immigrants face long wait at border town"

Packed **arrived** **attracted**
|t| |d| |ɪd|

_____ _____ _____

In the following box you have words from the first text. Divide them according to their right phonetic symbol.

Use the Cambridge Dictionary website to help you in this task.

<http://dictionary.cambridge.org/>

removed – crossed – stared – enriched – ejected - debuted

WRITING AND SPEAKING:

1. Chimamanda told her stories about prejudice for being a woman. Rawan AbuShaban is an American who has been treated badly in her own country. Have you or someone you know lived a situation of cultural intolerance yet? If not, have you seen such a thing on TV, movies, social media, etc? Tell what and how it happened/ has happened.

2. Now, tell your friend what you wrote.



3. Decide, in class, who has the best story to tell the whole group.



SELF ASSESSMENT:

In this lesson, what have you learned about the English language?

In this lesson, what have you learned about the topic multiculturalism related to social discrimination?



People killing, people dying, children hurt and you hear them crying, would you practice what you preach, or would you turn the other cheek, Father, Father, Father help us, send us some guidance from above, 'cause people got me, got me questioning, where is the love?

<http://www.vagalume.com.br/black-eyed-peas/where-is-the-love.html>

Teacher's guide:

Teacher, the unit “Multiculturalism” was developed to teach English to students in the Intermediate language level, from the first grade in a private High School. The expected time for this unit to be developed is about four classes of fifty minutes each. You can be stretchable, according to your students’ needs. You should be a mediator through the learning process, so students can be active agents during the activities. Encourage them to think critically and help each other in the pair, group and in the individual activities as well. All the activities were developed based on authentic material and the main goal is not only making the learning process meaningful and closer to their lives, but helping them see cultural diversity without prejudice.

Overview:

Warm up and Speaking: Videos “What is culture” and “We should all be feminists”

Teacher, for this activity, you will need **from 15 to 20 minutes**. You are going to set up the scene for the topic of this unit. Here students can share their thoughts and views about the subject too. You can talk about the latest news about racism, discrimination, sexism... that occurs in your area as well, so that the context is not something far from them.

Reading: Pre reading: Teacher, for the pre-reading activity, you will need from **5 to 8 minutes**, to prepare them to read the text: “On Humanizing Muslims”

Reading: Teacher, you can lead this activity in different ways, depending on the group you have: students can read silently, and then talk about what they understood; they can read the text in groups, then share thoughts with the big group, or even read aloud, as whole class, one student per time. For this activity, depending on the way you choose, you will need **30 – 45 minutes**.

Focus on language: Mark T (true) or F (false), according to the text. Here you will need **3 minutes**. One minute per sentence is enough. **Answer key: T-T-F**

Vocabulary in context: Match the columns activity. Here, you will need **5 – 8 minutes**. Students will look at the text and, according to the context, discover the meaning of those words. **Answer key: b-c-a-e-f-d**

Comprehension and speaking up: Teacher, here you have a section of the videos and text analysis, in which students will be able to make relations and come out with

their beliefs and critical thinking over the topic. Questions **a** and **b**: Open answers. Question **c**: second alternative. Question **d**: second alternative. Question **e**: Open answer. **Time needed: 10-15 minutes.**

Post reading: Here, students are going to read a piece of news about immigrants in Brazil, allowing them to see that the immigration issue and acceptance as citizens is a reality in all societies nowadays, and will be able to think critically. Text: “Brazil immigrants face long wait at border town”. **Time needed: 10 minutes**

Grammar in context: Teacher, here students are going to read sentences and do exercises according to the inductive grammar: they will learn a new content, that is, the Present Perfect Tense, by analyzing contextualized structures and then, coming to the rules. Time needed: **8 minutes**

The first activity is: Number sentences according to Present Perfect functions

Which one(s) describe(s):

Answer key:

(**1,3**) an ongoing action

(**2**) a complete action with a present time impact

Teacher, it’s important that your students see the elements that form the Present Perfect, so read the sentences in the Language corner with them.



LANGUAGE CORNER: Look at those extracts from the text and **see how Present Perfect is formed:**

“ I’ve **received** poor customer service that at times crossed the line into harassment.”

“ This project is inspired by Humans of New York, which **has** by itself **done** magnitudes in exposing different Muslim identities through media, both in the united States and overseas(...).”

Let's practice: Teacher, here students are going to practice more inductive and contextualized grammar, by thinking about the rules and consolidating their knowledge.

Time needed: 25-30 minutes.

In the first activity, students will read extracts from the text and write (1) for ongoing action and (2) for completed action with a present time impact:

Answer key:

1) (1); 2) (2); 3) (2); 4) (2)

In the second activity, students are going to learn verbs in the Past Participle, by checking the online list of irregular verbs, which will help them do the exercises.

<https://profceciliafazzio.files.wordpress.com/2015/10/tabela-terceira-coluna.jpg>

Answer Key:

I	have	driven
You	have	driven
He/she/it	<u>has</u>	driven
We	have	<u>driven</u>
You	have	driven
They	<u>have</u>	<u>driven</u>

Students are going to read the rules for negative and interrogative sentences in the Present Perfect Tense.

After that, they have to do one multiple choice exercise, to put in practice the rules.

Answer key: 1) b; 2) c; 3) b; 4) a; 5) b

To finish this section assuring students understand how to write a sentence in the Present Perfect tense, the next exercise is about rearranging the words in order to make sentences in the Present Perfect Tense:

Answer key:

- a) **Women have been discriminated in many different cultures.**
- b) **A lot of immigrants have gone to Europe searching for a better life.**

Phonetic section: Here students will have to divide words according to their sound. They can visit the Cambridge dictionary link to check pronunciation. **Time needed: 6-8 minutes**

<http://dictionary.cambridge.org/>

Answer key:

Packed	arrived	attracted
t	d	Id
<u>crossed</u>	<u>removed</u>	<u>ejected</u>
<u>enriched</u>	<u>stared</u>	<u>debuted</u>

Writing and speaking: Here students are going to answer the question according to their experiences in life. Then, they will talk to a classmate about that. Afterwards, they will share their thoughts with the whole group, deciding which story is better.

Answer key: Open answer

Time needed: 20 minutes.

Self assessment: In this section, students are going to write, first, what they learned in this unit about the English language, and then, what they learned about multiculturalism related to social discrimination, the topic of the unit. **Time needed: 8 minutes**

Answer key: Open answer

Teacher! Have a great time with your students!

A hug

The

author.

UNIT 2



THOUGHT FOR THE DAY
35

The key is not to **prioritize** what's on your **schedule**, but to **schedule** your priorities.

(Stephen Covey)

WWW.VERYBESTQUOTES.COM

IF YOU SPEND TOO MUCH TIME *thinking about a thing* YOU'LL NEVER GET IT DONE.

BRUCE LEE

get more quotes at THE DAILY QUOTES . COM

"People often complain about lack of time when the lack of direction is the real problem." Zig Ziglar

Time has a wonderful way of showing us what really matters.

QUOTE OF THE DAY
..... 122

The Two-Step Time Management Rule:

1. Plan your day to achieve your goals.
2. Keep to your plan.

Tips for Success, Dale Carnegie Training

WWW.VERYBESTQUOTES.COM

Either you run the day, or the day runs you.

- Jim Rohn

cherokee

WARM UP AND SPEAKING:

Pre video questions:

- 1) Do you feel like you don't have enough time to accomplish your daily activities?
- 2) What could be done so that you could have a significant change in it?

PRE READING:

- 1) Watch the two videos:
 - How to manage your time better
(<https://www.youtube.com/watch?v=VUk6LXRZMMk>) (4:10),
 - How to multiply your time / Rory Vaden
(<https://www.youtube.com/watch?v=y2X7c9TUQJ8>) (18:31)
- 2) Discuss the following topics with your peers, based on the videos we watched:
 - Time management x self-management
 - Emotional issues x efficiency
 - Prioritizing
 - Three dimensional thinking
 - Multiplying time
 - Procrastinating

READING:

10 COMMON TIME MANAGEMENT MISTAKES

Avoiding Common Pitfalls

Learn how to overcome several common time management mistakes.

<https://www.mindtools.com/pages/article/time-management-mistakes.htm>

How well do you manage your time? If you're like many people, your answer may not be completely positive! Perhaps you feel overloaded, and you often have to work late to hit your deadlines. Or maybe your days seem to go from one crisis to another, and this is stressful and demoralizing.

Many of us know that we could be managing our time more effectively; but it can be difficult to identify the mistakes that we're making, and to know how we could improve. When we do manage our time well, however, we're exceptionally productive at work, and our stress levels drop. We can devote time to the interesting, high-reward projects that can make a real difference to a career. In short, we're happier!

In this article, we're looking at ten of the most common time management mistakes, as well as identifying strategies and tips that you can use to overcome them. These ten mistakes are:

Mistake #1. Failing to Keep a To-Do List

Do you ever have that nagging feeling that you've forgotten to do an important piece of work? If so, you probably don't use a To-Do List to keep on top of things. (Or, if you do, you might not be using it effectively!)

The trick with using [To-Do Lists](#) + effectively lies in prioritizing the tasks on your list. Many people use an A – F coding system (A for high priority items, F for very low priorities). Alternatively, you can simplify this by using A through D, or by using numbers.

If you have large projects on your list, then, unless you're careful, the entries for these can be vague and ineffective. For instance, you may have written down "Start on budget proposal." But what does this entail? The lack of specifics here might cause you to procrastinate, or miss key steps. So make sure that you break large tasks or projects down into specific, actionable steps – then you won't overlook something important. (...)

Mistake #2. Not Setting Personal Goals

Do you know where you'd like to be in six months? What about this time next year, or even 10 years from now? If not, it's time to set some personal goals!

[Personal goal setting](#) + is essential to managing your time well, because goals give you a destination and vision to work toward. When you know where you want to go, you can manage your priorities, time, and resources to get there. Goals also help you decide what's worth spending your time on, and what's just a distraction. (...)

Mistake #3. Not Prioritizing

Your assistant has just walked in with a crisis that she needs you to deal with right now, but you're in the middle of brainstorming ideas for a new client. You're sure that you've *almost* come up with a brilliant idea for their marketing campaign, but now you risk losing the thread of your thinking because of this "emergency."

Sometimes, it's hard to know how to [prioritize](#) +, especially when you're facing a flood of seemingly-urgent tasks. However, it's essential to learn how to prioritize tasks effectively if you want to manage your time better. (...)

Mistake #4. Failing to Manage Distractions

Do you know that some of us can lose as much as two hours a day to distractions? Think how much you could get done if you had that time back!

Whether they come from emails, IM chats, colleagues in a crisis, or phone calls from clients, distractions prevent us from achieving [flow](#) +, which is the satisfying and seemingly effortless work that we do when we're 100 percent engaged in a task.

If you want to gain control of your day and do your best work, it's vital to know how to [minimize distractions](#) + and [manage interruptions](#) + effectively. For instance, turn off your IM chat when you need to focus, and let people know if they're distracting you too often. (...)

Mistake #5. Procrastination

Procrastination occurs when you put off tasks that you should be focusing on right now. When you procrastinate, you feel guilty that you haven't started; you come to dread doing the task; and, eventually, everything catches up with you when you fail to complete the work on time. (...)

For instance, one useful strategy is to tell yourself that you're only going to start on a project for ten minutes. Often, procrastinators feel that they have to complete a task from start to finish, and this high expectation makes them feel overwhelmed and anxious. Instead, focus on devoting a small amount of time to starting. That's all!

You might also find it helpful to use [Action Plans](#) ⁺. These help you break large projects down into manageable steps, so that it's easy to see everything that you need to get done, and so that you can complete small chunks at a time. Doing this can stop you from feeling overwhelmed at the start of a new project..

Mistake #6. Taking on too Much

Are you a person who has a hard time saying "no" to people? If so, you probably have far too many projects and commitments on your plate. This can lead to poor performance, stress, and low morale.

Or, you might be a [micromanager](#) ⁺: someone who insists on controlling or doing all of the work themselves, because they can't trust anyone else to do it correctly. (This can be a problem for everyone – not just managers!)

Either way, taking on too much is a poor use of your time, and it can get you a reputation for producing rushed, sloppy work. (...)

Mistake #7. Thriving on "Busy"

Some people get a rush from being busy. The narrowly-met deadlines, the endless emails, the piles of files needing attention on the desk, the frantic race to the meeting... What an adrenaline buzz!

The problem is that an "addiction to busyness" rarely means that you're effective, and it can lead to stress.

Instead, try to slow down, and learn to manage your time better. (...)

Mistake #8. Multitasking

To get on top of her workload, Linda regularly writes emails while she chats on the phone to her clients. However, while Linda thinks that this is a good use of her time, the truth is that it can take 20-40 percent more time to finish a list of jobs when you multitask, compared with completing the same list of tasks in sequence. The result is also that she does both tasks poorly – her emails are full of errors, and her clients are frustrated by her lack of concentration.

So, the best thing is to forget about **multitasking** +, and, instead, focus on one task at a time. That way, you'll produce higher quality work. (...)

Mistake #9. Not Taking Breaks

It's nice to think that you can work for 8-10 hours straight, especially when you're working to a deadline. But it's impossible for anyone to focus and produce really high-quality work without giving their brains some time to rest and recharge.

So, don't dismiss breaks as "wasting time." They provide valuable down-time, which will enable you to think creatively and work effectively.

If it's hard for you to stop working, then schedule breaks for yourself, or set an alarm as a reminder. Go for a quick walk, grab a cup of coffee, or just sit and **meditate** + at your desk. Try to take a five minute break every hour or two. And make sure that you give yourself ample time for lunch – you won't produce top quality work if you're hungry!

Mistake #10. Ineffectively Scheduling Tasks

Are you a morning person? Or do you find your energy picking up once the sun begins to set in the evening? All of us have different rhythms, that is, different times of day when we feel most productive and energetic.

You can make best use of your time by scheduling high-value work during your peak time, and low-energy work (like returning phone calls and checking email), during your "down" time. (...)

POST READING AND SPEAKING UP:

- 1) What is the text genre?
- 2) Where can we find texts like this?
- 3) Have you ever bought a book about this topic?
- 4) Do you have any other tips that are good as well?
- 5) How can you relate the videos we watched with this text?

VOCABULARY IN CONTEXT:



From the text, choose 5 words that are new for you, check the meaning at <http://dictionary.cambridge.org/pt/> and write 5 sentences (one for each word) that are true for you.

- a) _____
 b) _____
 c) _____
 d) _____
 e) _____

FOCUS ON COMPREHENSION:

Based on the text, mark true or false:

- 1) Time management can make us happier. ()
- 2) The lack of specifications in your To- Do List might not cause you to procrastinate. ()
- 3) By setting goals, you can manage your priorities. ()
- 4) Action Plans can help you not to procrastinate. ()
- 5) You may have a high morale if you take on too much. ()
- 6) “Addiction to busyness” doesn’t mean you’re effective. ()
- 7) Breaks are not a waste of time. ()
- 8) To your “down” time you can do high-value work. ()

GRAMMAR:

We can pay special attention to the way the verbs in bold appear in the tips, from the reading text we read before:

Failing to Keep a To-Do List; **Not Setting** Personal Goals; **Not Prioritizing**...

What’s the verb form of the words **in bold** ?

Why are they used like that?

-ING FORM

1. We can use the “-ing” form as: _____

_____ is her favorite hobby.



Swimming is good for you.

_____ is his favorite pastime.



To sing is her favorite hobby; To swim is good for you e To paint is his favorite activity can also be used.

Now, take a look at this sentence, from the text:

The trick with using [To-Do Lists](#) + effectively lies **in** prioritizing the tasks on your list.

We also use the “-ing” forms...

2. After a _____
(**about, against, at, in, of, for, on, after, before**, etc.):

After resting I'll make the bed.

Without _____ (**to know**) what to do, I went home earlier.

Before _____ (**to open**) the letter, she took a deep breath.

You can save 10% **by** _____ (**to book**) on the internet.

She screamed **instead of** _____ (**to speak**) softly.

PAIR WORK: In pairs, ask and answer the following questions:

Right now, what are you...
...happy about?
...excited about?
...bored with?
...worried about?



-ING as objects of prepositions:

The “-ing” form can function as **object** of a **preposition**.

	Preposition	object
I'm afraid	of	flying.
She's bored	with	cooking.
He objects	to	discussing her feelings.

LET'S PRACTICE

Now, make a list of things you are tired of doing. Then, ask your friend for some advice.

What are you tired of?
studying so hard



Expressions followed by “-ing”

Adjective + preposition

angry about afraid of
 excited about sick/tired of
 depressed about bored with
 happy/sad about crazy about

Verb + preposition

complain about apologize for
 talk about believe in
 worry about object to
 think about

With **How about** or **What about**

How about going to a movie?



Ted's girlfriend is an introvert. But she doesn't object to _____ (talk) about herself from time to time.



Right now Jenny is bored with _____ (be) a student, and she's sick and tired of _____ (write) so many long reports and _____ (take) exams every few weeks! She's angry about _____ (have to) spend so much time in front of a computer.



Even if they are afraid of _____ (fly), they are excited about _____ (go) on vacation.

GRAMMAR TIPS FOR YOU:

Use the **“-ing” form** after the following verbs and expressions:

avoid/ discuss/ dislike/ don't mind/ enjoy/ feel like/ practice/ quit/ suggest

Examples: "I enjoy reading". / "He doesn't mind playing baseball every day."

Use an **infinitive** after the following verbs and expressions:

agree/ be sure/ choose/ decide/ expect/ hope/ learn/ need/ plan/ seem/ want/ wish/ would like

Examples: "I would like to study Medicine." / "We hope to arrive soon."

Other verbs and expressions can be followed by either **“-ing”** or an **infinitive**:

begin/ can't stand/ continue/ like/ hate/ love/ prefer/ start

Examples: "I can't stand waiting in lines." / "I can't stand to wait in lines."

GETTING TO IT:

Choose the best option, following the rules you studied:

- 1) Avoid _____ too much about yourself. Practice _____ people questions about their interests and opinions before you begin _____ them about your own.
 - a) to talk/ asking/to tell
 - b) talking/ asking/to tell
 - c) to talk/to ask/telling

- 2) Be sure _____ new acquaintances questions about themselves. People enjoy _____ about themselves.
 - a) asking/to talk
 - b) to ask/to talk
 - c) to ask/talking

- 3) Even if you don't feel like _____, learn _____ interest in at least one new person every day. Don't expect every new acquaintance _____ a real friend, but if you would like _____ new friends, this is a good way to start.
 - a) socializing/to show/ to become/ to meet
 - b) to socialize/ showing/ to become/ meeting
 - c) socializing/ to show/ becoming/ to meet

- 4) We succeeded in _____ her.
 - a) persuade
 - b) persuading

- 5) I'm worried about _____ mistakes.
 - a) to make
 - b) making

SPEAK UP:

Read the following quotes taken from: <http://www.goodreads.com/quotes/tag/time-management>

"Procrastination is the foundation of all disasters."

"If you don't write when you don't have time for it, you won't write when you do have time for it."

"The bad news is time flies. The good news is you're the pilot." -"

"Time is the most valuable coin in your life. You and you alone will determine how that coin will be spent. Be careful that you do not let other people spend it for you."

"Both positive and negative thinking are contagious."

Now, it's time to share your opinions with the whole group!



LISTENING:

Game: Your teacher is going to visit the site (lyricstraining.com) and, in two groups, you will have to listen to the song and fill in the blanks. (Name of the song: 7 years, by Lukas Graham).

After that, answer the following questions:

In the lyrics, the author talks about different stages of life. What does it have to do with time management?

When he gets 60 years old, what does he wish he will have done?

What's the message in these lyrics?

WRITING AND SPEAKING:

Based on all tips from this unit, now it's your turn to write your agenda organizing your activities, using verbs in the "-ing" form.

Remember not to procrastinate, and to prioritize! Ask your partner for suggestions!



Find someone who...

Has time for fun

Has time for taking care of himself/herself

Has time for exercising

Has been thinking of strategies to improve the quality of life

Teacher's guide:

Teacher, the unit “Time Management” was developed to teach English to students in the Upper Intermediate language level, from different areas, at a private College. The expected time for this unit to be developed is six classes of fifty minutes each. You should be a mediator through the learning process, so students can be active agents during the activities. Encourage them to think critically and help each other in the pair, group and in the individual activities as well. All the activities were developed in a way that is interesting and motivating for the students, making the learning process meaningful and closer to their lives.

Overview:

Warm up and Speaking

Pre video questions: Teacher, for the first activity, you will need **5 minutes**. You are going to set up the scene for the topic of this unit. Here students can share their thoughts and views about the subject too.

Videos “How to manage your time better” and “How to multiply your time / Rory Vaden”

Teacher, you are going to need **22:41 minutes** to watch both videos.

Pre Reading

Discussion: You are going to guide your students to discuss the following topics with their peers, based on the videos you watched: (Here you will need **about 15 minutes**)

- Time management x self-management
- Emotional issues x efficiency
- Prioritizing
- Three dimensional thinking
- Multiplying time
- Procrastinating

Reading:

Teacher, the text: “Ten common time management mistakes” can be read aloud, by students as a whole group, or in pairs or small groups, as you prefer. The time needed depends on the way you conduct this activity, it may vary **from 15-20 minutes**.

Post reading and Speaking up:

In this section, students are going to answer some questions about the text genre and its topic, besides being able to make their comments over the time management subject, and relating the videos with the text. **Time needed: 15 minutes.**

Answer key: 6) Article; 7) magazines, newspapers, online; 8) open answer; 9) open answer; 10) here students are supposed to relate the videos and the text, saying if they complement themselves or not, according to their points of view.

Vocabulary in context:

Teacher, here your students will look for five words that are new for them, and then, check their meaning in the online Cambridge dictionary. After that, they will make five sentences, that is, one for each new word learned. **Time spent: 10-15 min.**

Focus on Comprehension:

This True or False activity was thought as a reading and comprehension, to check students understanding over the text message. **Time spent: 8 minutes.**

Answer key: T- F – T – T – F- T- T- F

Grammar:

Teacher, here students are going to study some verb forms taken from the text you read before: **Time needed for the three following exercises: 10 minutes**

Failing to Keep a To-Do List; **Not Setting** Personal Goals; **Not Prioritizing...**

Answer key: The verbs **in bold** are in the “-ing” form. / They are like that because they are used as a noun.

-ING FORM

We can use the “-ing” form as:

1. noun

Singing _____ is her favorite hobby.



Swimming is good for you.

Painting _____ is his favorite pastime.



To sing is her favorite hobby; To swim is good for you e To paint is his favorite activity can also be used.

- Teacher, here you are going to help your students analyze that after a preposition, when we use a verb, this verb is written in the “-ing” form. So, help them come to this conclusion themselves. Ask them about the words in orange, in parentheses, and then lead them to do the activity.

Now, take a look at this sentence, from the text:

The trick with using **To-Do Lists** + effectively lies **in** prioritizing the tasks on your list.

We also use the “-ing”...

2. After a **preposition** _____
(**about, against, at, in, of, for, on, after, before,** etc.):

After **resting** I'll make the bed.

Without **knowing** _____ (to know) what to do, I went home earlier.

Before **opening** _____ (to open) the letter, she took a deep breath.

You can save 10% **by** **booking** _____ (to book) on the internet.

She screamed **instead of** **speaking** _____ (to speak) softly.

Pair work:

In pairs, students have to ask and answer the following questions. Teacher, don't forget to tell them that they need to use a verb in the “-ing” form, and make them say why.

Time needed: from 8-10 minutes.

Right now, what are you...
...happy about?
...excited about?
...bored with?
...worried about?

Teacher, read with your students this important note, before they practice:



-ING as objects of prepositions:

The “-ing” form can function as **object** of a **preposition**.

	Preposition	object
I'm afraid	of	fly ing .
She's bored	with	cook ing .
He objects	to	discuss ing her feelings.

Let's Practice:

Teacher, here your students are going to make a list of things they are tired of doing. Then, they will ask their classmates for some advice. **Time needed: 8-10 minutes.**

What are you tired of?
studying so hard

Teacher, here students are going to put in practice the rules. Let them do it themselves, then, in pairs or in groups, they check their answers. You can walk around the class, helping them, when needed. Correct the exercises with them afterwards. **Time needed: 8-10 minutes.**



Ted's girlfriend is an introvert. But she doesn't object to talking (talk) about herself from time to time.



Right now Jenny is bored with being (be) a student, and she's sick and tired of writing (write) so many long reports and taking (take) exams every few weeks! She's angry about having (have to) spend so much time in front of a computer.



Even if they are afraid of flying (fly), they are excited about going (go) on vacation.

Teacher, make your students aware of the fact that, depending on the verb or expression, we use a verb in the “-ing” that follows, or a verb in the infinitive.

GRAMMAR TIPS FOR YOU:

Use the **“-ing” form** after the following verbs and expressions:

avoid/ discuss/ dislike/ don't mind/ enjoy/ feel like/ practice/ quit/ suggest

Examples: “*I enjoy reading.*” / “*He doesn't mind playing baseball every day.*”

Use an **infinitive** after the following verbs and expressions:

agree/ be sure/ choose/ decide/ expect/ hope/ learn/ need/ plan/ seem/ want/ wish/ would like

Examples: “*I would like to study Medicine.*” / “*We hope to arrive soon.*”

Other verbs and expressions can be followed by either **“-ing”** or an **infinitive**:

begin/ can't stand/ continue/ like/ hate/ love/ prefer/ start

Examples: “*I can't stand waiting in lines.*” / “*I can't stand to wait in lines.*”

Getting to it:

Teacher, here your students are going to check their understanding about the grammar content, by choosing the best option. **Time needed: 5 – 8 minutes.**

- 1) B ; 2) C ; 3) A; 4) B; 5) B

Speak up:

Teacher, here students are going to read some quotes taken from the site:

<http://www.goodreads.com/quotes/tag/time-management>,

and then they will share their opinions about the subject with all students. **Time needed: 12-15 minutes.**

Listening:

Teacher, you are going to visit the site (lyricstraining.com) and, after dividing the class in two groups, students will have to listen to the song and fill in the blanks. (Name of the song: 7 years, by Lukas Graham). **Time needed: about 35 minutes.**

After that, students are going to answer some questions, related to the song. **Time needed: 5-8 minutes.**

Answer key:

- **Suggested answer:** Do what you have to do at each stage of life, make friends, but search for the future too. Set goals.
- **Suggested answer:** He wishes he will have had children, grandchildren that will go and visit him.
- **Suggested answer:** Time goes fast. We should live all stages of our lives the most.

Writing and Speaking:

Teacher, based on all tips students learned from this unit, now it's your students' turn to write their agenda organizing their activities, using verbs in the "-ing" form.

They can ask their friends for suggestions! Tell them to put the English exercises they should study for College in their agenda as well. And prioritize the most important items. **Time needed: about 10 minutes.**

Teacher, to wind up the unit, students are going to walk around the room searching for people who have time for the following activities. **Time needed: 8-10 minutes.**

Find someone who...

Has time for fun

Has time for taking care of himself/herself

Has time for exercising

Has been thinking of strategies to improve the quality of life

Teacher!

Have a great time with your students!

A hug

The author.

RATIONALE

According to OCEM (Orientações Curriculares para o Ensino Médio):

“Curriculum guidelines for Foreign Languages aim to restart the debate on the educational function of Foreign Language teaching in high school and to emphasize the importance of these; reaffirm the relevance of the concept of citizenship and discuss the practice of this notion in the teaching of foreign languages; discuss the problem of exclusion in teaching at face of "globalizing" values and the feeling of inclusion often coupled with the knowledge of foreign languages; introduce theories on language and new technologies (literacies, multiliteracies, multimodality, hypertext) and make suggestions about the practice of foreign languages teaching through these.

With regard to the skills to be developed in the teaching of foreign languages in high school, this paper focuses on reading, writing practice and contextualized oral communication. (...)”²

The traditional concept of citizenship is based on the notions of rights and duties that a citizen has in relation to his/her community and to participate in social life. According to Carr (2008), "to express or perform their freedom, human agents need opportunities to engage in and develop projects on which they can claim ownership."

According to Turner (2006), the growth of the world economy and the globalization of cultures, (...), gave rise to "increased migration, trade and tourism (which) created a more diverse culture and multiple political loyalties."

The first unit, called Multiculturalism, was developed to help students see this phenomenon of migration as something natural, without prejudice.

"Knowledge should not be seized segmented or compartmentalized, on the contrary, according to Morin (2000, p.88):

² “As orientações curriculares para Línguas Estrangeiras tem como objetivo retomar a reflexão sobre a função educacional do ensino de Línguas Estrangeiras no ensino médio e ressaltar a importância dessas; reafirmar a relevância da noção de cidadania e discutir a prática dessa noção no ensino de Línguas Estrangeiras; discutir o problema da exclusão no ensino em face de valores “globalizantes” e o sentimento de inclusão frequentemente aliado ao conhecimento de Línguas Estrangeiras; introduzir as teorias sobre a linguagem e as novas tecnologias (letramentos, multiletramentos, multimodalidade, hipertexto) e dar sugestões sobre a prática do ensino de Línguas Estrangeiras por meio dessas.”

There is (...) the need for a thought to realize that the knowledge of the parts depends on the knowledge of the whole and that the knowledge of all depends on the knowledge of the parts (...)"

According to Gee (2008, p.45)

The literacy, (...) is defined as:

"A set of socially constructed practices involving reading and writing, generated by wider social processes, and responsible for strengthening or questioning values, traditions and forms of power distribution present in social contexts."

Thus, the concept of multiliteracies complements and supplements the traditional notion of literacy, centered only in the national language as monolithic, singular and stable. In opposition to this traditional view of language, the concept of multiliteracies focuses on other modes of representation that not only the language, and may vary according to the context and culture of the social group in question. Kress and other researchers argue that "language should be seen as just one of the ways through which communication is conducted." (Street; Lefstein, 2007, p.45)

Critical Literacy was recently proposed by the new Curriculum Orientations to High School. Besides that, Communicative Approach, nowadays, is widely spread in English teaching in Brazil.

The Communicative Approach and Critical Literacy are different but can be complementary to each other.

Critical literacy is about enabling young people to read both the word and the world in relation to power identity, difference and access to knowledge. According to Kumaravadivelo: "It's very important that we listen to all voices." Besides that, Critical literacy comes from the idea of teaching L2 as a mother tongue.

In Communicative Approach, the student learns the foreign language for interpretation, expression and negotiation of meaning (SAVIGNON, 2001); yet in Critical Literacy, he learns the language (mother tongue or foreign language) to change himself and society, if this suits him. To Communicative Teaching, the language is an instrument of

socialization, and to Critical Literacy, it is, ultimately, an instrument of power and social transformation.

In Communicative Approach, the learner can take initiative, use his intuition and creativity, and feel more confident to engage in communicative activities in class, enabling him to become responsible for his learning process.

Critical Literacy has an opposite goal from traditional education, because promotes the empowerment of the learner, who is taken to appropriate his own educational process. Only this way of involvement can lead him to critical thinking about his culture and daily life, taking him to questioning his own condition. (FREIRE, 1970).

The second unit, for instance, urges students to think about their use of time in a way it can benefit them. Besides, that's a very important subject nowadays.

Both approaches, thus, are constructivists, because both of them aim to the construction of knowledge from what the learner brings to the learning process.

In practical terms, maybe we could say that the new orientations lead to the selection of texts that make the perception of heterogeneity possible, besides the elaboration of contextualized activities, meaningful to the student, that is a consolidation of several abilities, and can be turned to critical thinking.

In the units, students got in touch with different text genres, as: videos, news, quotes, songs, lectures, agenda.

Of also great importance are Language Learning styles and strategies, among the main factors that help determine how –and how well –our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. (Rebeca Oxford learning strategies)

In both units, there are strategies focusing the input and the output. By learning the units in a critical and communicative way, students are going to, besides thinking critically, come up with the theory about grammar issues, and by doing exercises, consolidate their previous thoughts. That's something certainly better for their learning process than traditional learning. Contextualized units make them aware of very important issues that can also relate to their lives.

We acquire language through these two points: pragmatic and syntax. The pragmatic mode occurs when a speaker heavily relies on contributions of context, and displays relatively little structure and syntax.

The syntactic mode is when a speaker structures sentences in a more systematic way. (Givón, 2004) We're proficient when we can use both.

Robinson's studies (1997) indicate that language aptitude is implicated in implicit/explicit learning. In these studies, implicit learning was operationalized as exposure to sentences exemplifying a specific structure with the instruction to memorize sentences while explicit learning involved asking learners to actively look for the rule, or, in some cases, to process the sentences after they have received an explanation of the rule.

Deductive reasoning is essentially a top-down approach which moves from the more general to the more specific. In other words, we start with a general notion or theory, which we then narrow down to specific hypotheses, which are then tested. Inductive reasoning is more of a bottom-up approach, moving from the more specific to the more general, in which we make specific observations, detect patterns, formulate hypotheses and draw conclusions.

By inductive approach learners **WORK OUT THE RULE** (guided discovery) for themselves, tapping into the grammar knowledge they already have buried in their mind. They do not learn grammar explicitly - it's similar to the way that a native speaker can use grammar correctly but cannot explain why a sentence is grammatical or not. So here, we won't work with deductive approach, when the teacher **PRESENTS THE RULE FIRST**.

While it might be appropriate at times to articulate a rule and then proceed to instances, most of the evidence in communicative second language teaching

points to the superiority of an inductive approach to rules and generalizations.
(Brown, 2007)

To meet the need of improving Second Language learning, and challenging students, the Communicative approach:

Focuses more on meaning and use of forms rather than on forms themselves;

Teaches grammar in an implicit way;

Allows and encourages students to generate original utterances rather than manipulate prefabricated language;

Does not judge and evaluate everything the students produce, nor reward them;

Avoid telling students they're wrong and is flexible to a variety of students' responses.

In social constructivist pedagogy, learning isn't conceived anymore as located only in the minds of individuals, but also in contexts, relationships and interactions. Teachers, in turn, not merely transmit information to be consumed by students, but guide them in the process of integration and construction of knowledge. It is important to note that socio constructivist pedagogies developed in parallel to the evolution of technologies that allowed many-to-many two-way communication, like: e-mail, e-bulletin boards and later, World Wide Web and mobile technologies.

Technology performs many of the cognitive operations previously performed by learners (storage and retrieval of information) and, in many instances, performance is required in the absence of a complete understanding. Learning is no longer a process that is entirely under individual control, an internal activity, individualistic: it is also outside of us, in others, in an organization or in a database, and these external connections that enhance what we learn, are more important than our current state of knowledge. And cognition and learning are distributed not only between people but also between artifacts, since you can download cognitive work on devices that are more efficient than human beings themselves in carrying tasks.

Siemens (2011) (...) criticizes the concept of autonomy, base of theories that call themselves revolutionary today, as the Khan Academy. For the Canadian, the self-

directed learning, in which learners learn at their own pace and interest, would not be enough to describe our knowledge needs today:

When faced with learning in complex environments, we need more than something as a learning driven by network (network-directed learning) - learning that is formed, influenced and directed by how we are connected to others. Instead of creating meaning in isolation, we rely on social, technological and informational networks to direct our activities.

“To paraphrase Freud, I would say that the teacher also has his/her narcissistic wounds: realize that is no longer at the center of the educational process; be aware that there isn’t a way to dominate and transmit all knowledge of his/her area; and find that has no control over the student, that he/she learns while being the teacher. The fourth major narcissistic injury would be the discovery that the teacher also learns from his students.”
(JOÃO MATTAR, 2013)

REFERENCES:

BRASIL. Secretaria de Educação Básica. Orientações curriculares para o ensino médio: linguagens, códigos e suas tecnologias – conhecimentos de línguas estrangeiras. Brasília: Ministério da Educação; Secretaria de Educação Básica, 2006. Disponível em: [HTTP://portal.mec.gov.br/seb/arquivos/pdf/book_volume01_internet.pdf](http://portal.mec.gov.br/seb/arquivos/pdf/book_volume01_internet.pdf). Acesso em 28 ago.2016

British Council blog: Teaching grammar inductively – Catherine Walter
<http://www.teachingenglish.org.uk/blogs/bc-seminars/teaching-grammar-inductively-catherine-walter>

Brown, H.D. (2007). *Principles of language learning and teaching*. Pearson Longman.

JANKS, H. Critical literacy in teaching and research. *Education Inquiry*, v. 4, n. 2, p. 225–242, 2013.

LITTLEWOOD, W. *Communicative language teaching*. Cambridge: Cambridge University Press, 1981.

Parâmetros Curriculares Nacionais Ensino Médio (PCEM). Linguagens, Códigos e suas Tecnologias. Brasília: MEC/SEF, 2000.

MATTAR, J. Aprendizagem em ambientes virtuais: teorias, conectivismo e MOOCS. *Teccogs*, n.7,p.156, jan-jun,2013.

MATTOS, A. M. A. e VALÉRIO, K. M. 2010. Letramento crítico e ensino comunicativo: lacunas e intersecções. *RBLA*, v.10, n.1, pp. 135-158.

MATTOS, A. M. A. Education for citizenship: introducing Critical Literacy in the EFL classroom. In: GILLIES, R. M. (Ed.). *Pedagogy: new developments in the learning sciences*. New York: Nova Publishers, 2012.

MATTOS, A. M. A. *Ensino de Inglês como Língua Estrangeira na Escola Pública: Letramentos, Globalização e Cidadania*. Jundiaí- SP: Paco Editorial, 2015.

OXFORD, R. *Learning Styles and Strategies*. Oxford: Gala, 2013.

RICHARDS, J.; RODGERS, T. *Approaches and Methods in Language Teaching*. *The Modern Language Journal*, v. 70, n. 4, p. 420, 1986.

YOUSAFZAI, M with LAMB,C. *I am Malala: The girl Who Stood Up for Education and Was Shot by the Taliban*. Weidenfeld & Nicolson: LONDON, 2013.

