

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

WORK–LIFE ENGLISH

(Material Didático para o Ensino de Inglês)

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Orientadora: Prof^a Júnia de Carvalho Fidélis Braga

Belo Horizonte

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WORK–LIFE ENGLISH

(Material Didático para o Ensino de Inglês)

Trabalho de conclusão de curso 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: Prof^a Júnia de Carvalho Fidélis Braga

Data da defesa: 17/01/2023

Belo Horizonte

2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI)

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO

Nome do(a) aluno(a): Matheus Werneck Silva de Paula - Matrícula 2021659652.

Às 13:20 horas do dia 17 de janeiro de 2023 reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela coordenação do Curso de Especialização em Ensino de Língua Inglesa (CEI/ELI) para julgar, em exame final, o trabalho intitulado WORK-LIFE ENGLISH (Material Didático para o Ensino de Inglês)., requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passaram a palavra a(o) candidato(a) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Logo após, a Comissão se reuniu sem a presença do(a) candidato(a) e do público para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

O(A) Prof(a). Marisa Mendonça Carneiro, indicou a (x) aprovação () reprovação do(a) candidato(a).

O(A) Prof(a). Edelvais Brígida Caldeira, indicou a (x) aprovação () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado(a) aprovada(o) (x) reprovada(o) (). Nota

O resultado final foi comunicado publicamente a(o) candidato(a) pela banca. Nada mais havendo a tratar, encerrou-se a sessão, da qual foi lavrada a presente ATA que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 17 de janeiro de
2023.

Marisa Mendonça Carneiro

Edelvais Caldeira

O trabalho atende aos requisitos do
curso.

Resumo

Este trabalho de conclusão de curso foi apresentado para a obtenção do título de especialista em língua inglesa. Para isso, o conteúdo introduzido nas disciplinas foi explorado e utilizado como pressuposto teórico para a elaboração do material didático autoral composto por duas unidades com diversas propostas de atividades focadas no desenvolvimento das habilidades de escuta, escrita, fala e leitura. Do mesmo modo, as experiências profissionais foram exploradas para a organização do material. Ademais, aspectos gramaticais e de aquisição de vocabulário foram desenvolvidos considerando os textos, vídeos e exercícios, que foram selecionados de portais autênticos para proporcionar a interação com materiais reais que podem ser encontrados no cotidiano, o que favorece o aprimoramento da capacidade interpretativa e comunicativa do estudante. Ambas as unidades partiram da temática sobre o ambiente de trabalho e implicações como os estereótipos de gênero e o *burnout*. Assim, buscou-se o desenvolvimento linguístico e social, potencializando o pensamento crítico dos alunos.

Palavras-chave: Língua Inglesa. Cotidiano. Trabalho. Estereótipos de Gênero. Burnout. Pensamento Crítico.

Abstract

This final paper was presented to obtain the title of specialist in English. For this, the content introduced in the disciplines was explored and used as a theoretical assumption for the elaboration of this authorial didactic material composed of two units with different proposals for activities focused on the development of listening, writing, speaking and reading skills. Likewise, professional experiences were explored for the organization of the material. In addition, grammatical aspects and vocabulary acquisition were developed considering the texts, videos and exercises, which were selected from authentic portals to provide interaction with real materials that can be found in everyday life, which favors the improvement of the interpretive and communicative capacity of the student. Both units started from the theme of the work environment and implications such as gender stereotypes and burnout. Thus, linguistic and social development was sought, enhancing students' critical thinking.

Keywords: English. Daily. Work. Gender Stereotypes. Burnout. Critical Thinking.

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INTRODUCTION

Assuming that learning should be integrated to real-life situations, this production joined two important parts of adult context: work and personal life. The interest related to the theme of work-life English started with my perception of routine and the principle that when the student is connected to the class topic, it is easier to learn and apply the content. In addition, the theme presents an opportunity to discuss problematic aspects, such as job stereotypes and work-life balance, which are explored in the units.

As a teacher and a student, I strongly believe that we should be the protagonist in our own learning path. For instance, when I was learning English, I used to watch a broad variety of movies and TV series and I could improve my vocabulary, pronunciation and listening skills from them. However, I did not have the opportunity to clearly understand grammatical aspects of the language or develop my speaking and writing. So, an advisor is important to complete the gaps of self-directed tasks and guide learners to understand the points they have to improve.

Considering the same example, when I entered the university, I was struggling to overcome the intermediate level of English, because I haven't changed my strategies or became aware of my errors. Only when I had access to instructional techniques, places and situations to practice English I was able to improve and develop the abilities to express my thoughts in the second language. Reflecting on my journey, I could notice the theory applied and how the teacher's role is essential for students to achieve their greatest potential.

In the last few years, I have used a variety of textbooks and I was able to perceive good and bad features in all of them. However, I have never imagined myself creating my own material, because of the lack of time and the quantity of activities available online. That said, it was a challenge to develop a didactic material from scratch, especially because we tend to reproduce what we have seen before. In this way, I had to analyze some materials and reflect about the things I would have done differently, associating theory and practice to select the methodologies and strategies that embody the style of class I believe is more effective: communicative and linked to a social purpose.

In this way, the main goal of this project is to create a meaningful context, which can be used in the classroom to teach English and lead learners to reflect about their own realities. So, authentic texts, videos and activities were collected and created to compose a learning path

for a public of intermediate proficiency adults in a private course scenario. That said, this mandatory final paper for CEI can only be reproduced with the author's permission for educational purposes and must not be commercialized.

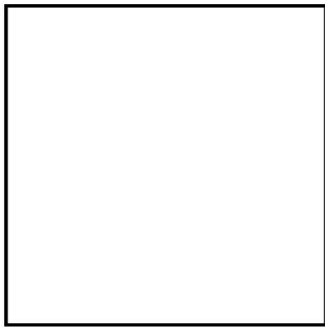
UNIT 1



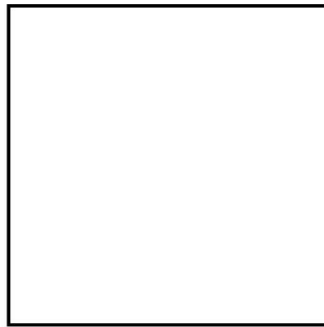
UNIT: Job Stereotypes

- **Getting Started!**

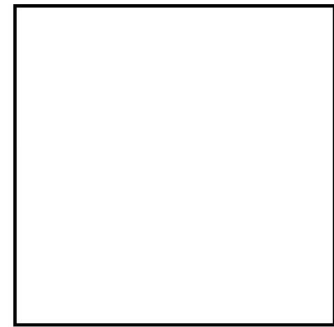
Draw how you imagine people with the professions below.



Firefighter



Surgeon



Fighter Pilot

- **Listening:**



Watch the video and write down the characteristics the kids point out about the workers. What do they have in common?

Link: <https://www.youtube.com/watch?v=G3Aweo-74kY>

SCAN ME



- **Debate Time!**



A debate is an oral and argumentative genre which involves different points of view about the same topic. So, in two groups, the class must create arguments to support their opinion.




One group should be #ProGenderStereotypes and the other #AgainstGenderStereotypes.

Now, it's Debate time! Which time is more persuasive?


- **Top 03 Job Aspirations for Boys and Girls:**

Considering the previous activities and the discussion, make a list of the top 03 job aspirations you believe boys and girls have.

Boys:

	_____
	_____
	_____

Girls:

	_____
	_____
	_____

- Reading:

Read the text and answer the questions.

Link: <https://www.michaelpage.co.uk/diversity-campaign/childrens-job-aspirations-defined-by-gender>



MichaelPage

Are children's job aspirations defined by gender?

4 out of 5 children think banking is a man's job and nursing is a woman's

Children's drawings of the working world reveal significant gender stereotyping, according to a study we conducted for International Women's Day.

Our study revealed that young children in the UK hold gender-stereotyped views when it comes to specific job roles. Drawings from over one hundred children aged 7-11 were submitted. Each child was asked to draw a nurse, a builder, a lawyer and a banker, as well as the job they aspire to have when they grow up. Where gender was identifiable, the drawings showed a clear gender skew for specific roles:

- 81% of children drew nurses as female;
- 88% of children drew builders as male;
- 80% of children drew bankers as male;
- 65% of children drew lawyers as male making it the most gender balanced of the four professions

These findings come despite the ongoing efforts of the professional world to address the lack of diversity in historically male-or-female-dominated roles and create a more balanced workforce. The findings show a generation that is growing-up in a forward-thinking world, but is clearly inheriting outdated gender stereotypes.

Dr. Richard Woolfson, child psychologist and author on child development, said: "The psychological danger of stereotypes like this during childhood is that children's future career ambitions and employment aspirations can be unnecessarily limited by their own rigid job-gender perceptions and expectations, irrespective of their actual ability, and that children might fail to even consider job possibilities associated with the opposite gender."

“To avoid this pitfall, parents should get to know their children’s views about job-gender and then try to broaden their perspective so that they avoid setting artificial employment boundaries for themselves. Children will only fulfil their maximum employment potential in post-school life if they make a career choice that is suited to their talents, interests and abilities, not one that is needlessly restricted by job-gender stereotypes.”

Oliver Watson, Executive Board Director for UK & North America, PageGroup, commented: “While these drawings might seem like a fairly light-hearted way to examine the topic of gender diversity, they are a worrying indication that children are still associating certain job roles with specific genders. This early-age stereotyping will likely impact the roles, industries and positions they look at as adults. More needs to be done to encourage diversity and inclusion in schools and in the adult working world, but it is certainly our responsibility to lead by example.”

The findings are supported by the recent [‘#RedrawTheBalance’](#) advert launched by charity Education and Employers, which raises awareness of the work that needs to be done to tackle gender stereotyping at a young age. Carol Glover, Campaigns & Communication Manager, Education and Employers said: “The children in our advert demonstrate why our Inspiring the Future’s primary programme, which gets volunteer local businesspeople – from apprentices and CEOs to archeologists and zoologists – into state schools for free, is so important. We’re pleased to see PageGroup’s study is bringing these issues to the forefront in industries that traditionally lack gender diversity too. There is a clear call-to-action for schools and businesses alike to help to break down gender stereotypes and preconceptions, and ensure our future workforce is not only diverse but empowered to be whatever they want to be.”

When I grow up: children’s aspirations defined by gender

The study also illustrated some interesting gender trends in children’s job aspirations. Girls’ drawings generally showed a focus on helping others (teachers, nurses, and vets) and entertainment (musicians, artists, and pop stars). Comparably, boys’ drawings frequently depicted aspirations of sports-dominated roles (footballers, rally drivers, and rugby players) and careers where they could exercise authority in society (such as firemen and head teachers).

Girls	Boys
Teacher	Footballer
Vet	Policeman
Scientist	Scientist
Designer	Computer designer
Dancer	Explorer

Nurse	Fireman
Hairdresser	Paleontologist
Gymnast	Pilot
Baker	Race car driver/rally car driver
Beautician/make-up artist	Rugby player

SCAN ME



1. Did your list match the results of the research?

2. What are the possible problems related to gender stereotypes, job aspirations and children?

3. What strategies can be adopted to reduce the damage of gender stereotypes?

- **Grammar:**

1. Read the fragment below and discuss.



"Drawings from over one hundred children aged 7-11 were submitted. Each child was asked to draw a nurse, a builder, a lawyer and a banker, as well as the job they aspire to have when they grow up".

A) What's the purpose of this text?

B) Can you find similarities between the structure of the sentences?

2. Have you noticed that the order of the sentences is inverted? This happens, because the examples are in the **passive voice**. The **active voice** would be:



- Over one hundred children aged 7-11 submitted their drawings.

- We asked each child to draw a nurse, a builder, a lawyer and a banker, as well as the job they aspire to have when they grow up.

3. What changes have you identified from the original text? Match the order for the active and passive voice.

SUBJECT

OBJECT

VERB

ACTIVE VOICE:

1-
2-
3-

PASSIVE VOICE:

1-
2-
3-

4. The passive voice is often used when the focus is on the object and not on the subject. As in the example: The findings are supported by the recent '#RedrawTheBalance' advert launched by charity Education and Employers.



A) Let's practice! Change the sentence above in the active voice, considering the focus on the authors of the action.

- It's not just an order inversion:

1. Read the fragment of the article *Taking Charge Of The Story: How Passive Voices Affects Sexual Harassment Victims*



Link: <https://scoopempire.com/taking-charge-of-the-story-how-passive-voices-affects-sexual-harassment-victims/#:~:text=People%20usually%20say%2C%20%E2%80%9Ca%20woman,in%20other%20words%2C%20the%20agent.>

The media might use passive sentences in headlines and titles, relying on the reader to interpret. That works as an attention-grabbing technique, and sometimes as clickbait as well. In reality, the media shapes cultures and societies, so if there's a way to make a change, it has to be through the media.

Instead of saying that violence against women is an important topic, say that men are violent against women. Call it like it is to truly make a change.

2. In small groups, read the full opinion article and pay attention to the structure: headline, introduction, development, argumentation and conclusion. Then, create your own opinion article, following the steps:

- Choose a theme of social relevance;
- Contextualize the topic;
- Elaborate the arguments with facts and examples;
- Make a conclusion that can lead the reader to a reflexive process.

SCAN ME



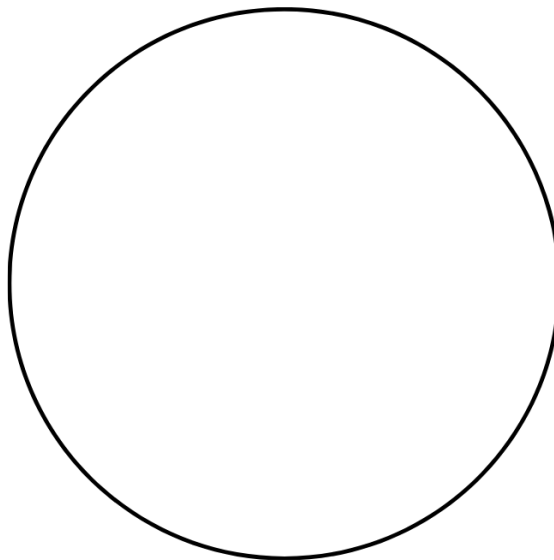
UNIT 2



UNIT: WORK AND FREE TIME

- **Getting Started!**

Complete the chart with the percent of time you spend studying/ working, sleeping and in leisure moments. You are free to add other categories.



- In pairs, share your charts and answer the questions below:
 1. How many hours do you usually spend working every day?
 2. What activities do you like doing to relax?
 3. Do you believe there is a balance between your work and personal life? Why?

- **Before Listening:**

Write down 3 things you consider interruptions in your routine.

- **Listening:**



Watch the video entitled "3 rules for better work-life balance" and answer the questions below.

Link: https://www.youtube.com/watch?v=4c_xYLwOx-g

1. The research mentioned shows that.
 - a) Using the phone doesn't affect the experience.
 - b) Parents who used the phone felt lonelier.
 - c) Checking our phones is unavoidable.

2. The small interruptions affect the organizations because:
 - a) They can be excuses for employees to work less.
 - b) It's part of a productive work routine.
 - c) May cause stress, depression and burnout.

3. Which option **isn't** an advice from the video.
 - a) You can negotiate your deadline.
 - b) We should treat our weekend as a vacation.
 - c) It's better to work individually than in groups.

SCAN ME



- **After Listening:**

The speaker talks about a very important situation of her personal life that was overshadowed by the urgent distractions. Have you ever faced a situation like this? Which advice of the video do you believe is important to avoid this type of problem?

- **Reading:**

Read the fragment of the following article.

Link: <https://hbr.org/2015/04/how-to-overcome-burnout-and-stay-motivated>

Managing Yourself

How to Overcome Burnout and Stay Motivated

by Rebecca Knight

April 02, 2015

What the Experts Say

Burnout — the mental and physical exhaustion you experience when the demands of your work consistently exceed the amount of energy you have available — has been called the epidemic of the modern workplace. “There’s no question that we’re at greater risk of burnout today than we were 10 years ago,” says Ron Friedman, the founder of ignite80, the consulting firm, and the author of the book, *The Best Place to Work: The Art and Science of Creating an Extraordinary Workplace*. “In large part, it’s because we’re surrounded by devices that are designed to grab our attention and make everything feel urgent.” Heidi Grant Halvorson, a social psychologist and the author of *No One Understands You and What to Do About It*, agrees. “There’s a lot of pressure in this 24/7 cycle,” she says. “It can lead you to feel lethargic, stressed, and depleted — spent.” So you need to find ways to “put gas back in your tank.”



SCAN ME



According to the description of the text, match the pieces of advice we should follow and the ones we shouldn't do.



We should:



We shouldn't:

1. Check your email when you're taking a vacation or long weekend.
2. Engage in activities that challenge and interest you.
3. Incorporate regular breaks into your workday.
4. Spend all your downtime vegging.
5. Set boundaries around your use of digital devices.

- **Grammar:**



The modal **should** is used for advice and suggestions. For example: You should have a time everyday to do something you like. Another option is the modal **ought** without lost of meaning. When the advice is to not do something, **shouldn't** can be used. For example: Mark shouldn't work so much on the weekends.

- **Writing:**

Considering the video, text, activities and the grammar topic, choose one of the case studies from the article to write a comment with advice to avoid the occurrence of burnout or demotivation.

SCAN ME





- **Case 1:**

As the co-founder, creative director, and CEO of Miss Jessie's, the New York-based hair care line, Miko Branch has a busy and demanding job. The workday is a constant blur of team meetings and calls, appointments with clients, and product planning sessions. "When I am in town, people are in and out of my office all day long," she says. "And when I'm travelling, I always check in by email at least every couple of hours."



- **Case 2:**

Nicole Skogg, an optical engineer, felt tired and burnt out by her job at a small lighting manufacturer near Los Angeles. "I was doing a lot of mundane tasks — putting together a bunch of research data in a spreadsheet and organizing training sessions," she recalls. "The tasks felt repetitive and unchallenging." Even worse, a proposal she'd be working on — a business plan for an LED technology project that could drive long-term value for her company — had been rejected.



Let's test your knowledge?

SCAN ME



1) LISTENING: Watch the video named *Gender stereotypes and education* and check the best answers for the questions below.

Link: <https://www.youtube.com/watch?v=nrZ21nD9I-0>

- 1) How can gender stereotypes be defined?
 - a) A trustworthy definition of how boys and girls should act in society.
 - b) Traditional ideas about what boys and girls can or should do.
 - c) New ideas of behavior for boys and girls to perform.

- 2) Which of the following option is not mentioned in the video as influenced by gender stereotypes?
 - a) Toys.
 - b) School Subjects.
 - c) Songs.

- 3) Why should we fight against gender stereotypes?
 - a) For everyone to live according to their choices.
 - b) To encourage everybody to dress up the same.
 - c) To increase prejudice in society.

SCAN ME



2) READING AND WRITING: Read the fragment of the article *Gender role perspectives and job burnout* and answer.

Link: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8375289/>

Abstract

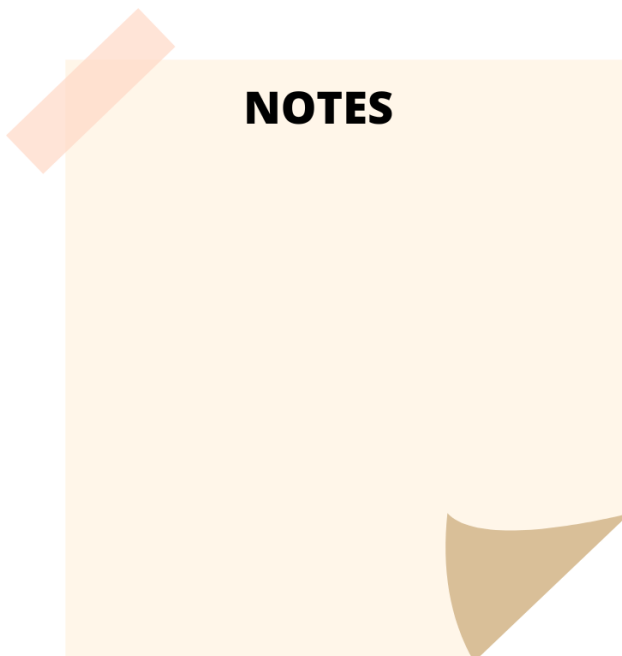
Go to: ▶

Women are more likely than men to report physical and emotional exhaustion related to paid work. While this gender gap in job burnout is common in the literature, the mechanism is yet to be thoroughly understood. Our study offers a novel, and admittedly provocative, explanation for the difference in burnout between men and women. We leverage a US survey rich in job and personal information to test whether theoretically relevant factors explain the gender gap in job burnout. Our results suggest that they may not. Instead we find that workers' perspectives regarding women's role in society drive a large gender gap in job burnout. Specifically, "traditional" women are significantly more likely than men to report job burnout. Thus, providing support and resources to transform perceptions and attitudes regarding gender roles may help to reduce job-related burnout resulting from a mismatch between expectations and paid work experiences.

Keywords: Gender role, Job burnout, Unpaid caregiving and domestic work, Gender gap, Progressive women

1) An academic article has a structure in which there is an abstract with key words, as it is shown in the example above. The purpose of the key words is to indicate important aspects of the text. Considering this, write a short paragraph using the key words from the article to explain the problematic aspects of gender stereotypes and the link with the burnout issue.

3) SPEAKING: Imagine you are part of the people management team of a big company and an employee said that she is feeling exhausted, because of her job and family demands and is thinking of resign from the institution. What would you say to advise her and try to avoid the resignation?



TEACHER'S GUIDE

As it was exposed, the units *Job Stereotypes* and *Work and Free Time* are connected by the general theme of work-life English with the objective of exploring vocabulary, texts, videos, grammar and give the opportunity for students to produce oral and written texts about their reflection on the topics. In this context, the teacher's guide is a tool to help the mediator to organize the class and understand the objectives of each activity.

UNIT 1	
Aim	To approach the matter of job stereotypes and promote the learning of work vocabulary and the passive and active voice.
Time	3 classes of 60 minutes each.
Getting Started	The first part of the unit is a warm up, in which students must draw their own vision of workers in areas that are typically associated with men.
Listening	<p>In the video, children are asked to do the same activity and they all draw men workers. Then, they are introduced to women workers and can realize that gender is not a limiting factor to choose a profession.</p> <p>While watching the video, students should pay attention to the characteristics children attribute to the professions and reflect on the similarities to write down. After watching the video, ask them for the answers and their impression of the activity.</p>
Debate Time	<p>Divide students in two groups and explain that they are going to participate in a debate. Explain the main characteristics of that oral genre, highlighting its argumentative nature, giving examples.</p> <p>Choose a group to support gender stereotypes and another to be against it. Remember students the importance of having good examples and arguments. Give 10 minutes to preparation and more 10 minutes for the debate. After, choose the group which exposes the best arguments as the winning team. Reinforce that the purpose of the activity was to evaluate the development during the debate and reinforce the warmth of gender</p>

	stereotypes.
Top 3 Job Aspirations for Boys and Girls	As a pre-reading activity, students are going to make a list of the top 3 job aspirations boys and girls have.
Reading	The text <i>Are children's job aspirations defined by gender?</i> is an article about the damage related to job stereotypes and kids. Guide students throughout the reading, answering possible questions related to vocabulary and meaning. After reading, students should answer the questions about the text and think of some approaches we can have about the topic.
Grammar	Call the student's attention to the structure of the sentences, highlighting the inversion of the typical order: subject + verb + object. This inversion is called the passive voice, in which the focus is on the object and not on the subject. Help students to understand the concept with examples from the text and ask them to put a fragment of the article in the passive voice.
It's not just an order inversion	Ask students to read the fragment of the article <i>Taking charge of the story: how passive voices affects sexual harassment victims</i> . The purpose of the text is to demonstrate how the inversion of the sentence can be used as an argumentative tool, specially in news, to blame victims, to soften the gravity of a crime, etc. In small groups, students should read the full article, paying attention to the structure of the genre: headline, introduction, development, argumentation and conclusion. Help them to analyze the text and explore its characteristics.
Writing	Students must write an argumentative article of social relevance. The aim is for them to practice all the concepts discussed during the classes in order to expose another topic to the classmates. After the writing process, the class can create an online blog or a newspaper to join the texts and share the discussion with the community.

UNIT 2	
Aim	To approach the topics of work and free time, with emphasis on time management. After the class, students should be able to talk about their jobs, hobbies and give advice using should and ought.
Time	3 classes of 60 minutes
Getting Started	The first part of the unit is a warm up, in which students must complete a chart creating categories about their routines. For example: work, hobbies, sleep, physical activity and others. Then, in pairs, students are going to share their charts and discuss the questions with the objective to reflect if their routines are balanced.
Before Listening	It is a known fact that we have many interruptions during our days. So, students should think and write 3 things they consider interruptions.
Listening	While watching the video <i>3 rules for better life-work balance</i> , students must answer the comprehension questions. Then, it is important to reproduce the video again and ask learners to check their answers. The order is: 1. b 2. c 3. c
After Listening	Students should remember the personal experience shared by the speaker of the video and reflect if they already had a similar situation in their lives.
Reading	The article <i>How to overcome burnout and stay motivated</i> is a very informative text to explain the problem of burnout in today's society. Students must read the fragment of the text and connect pieces of advice with should and shouldn't. The answers are: We should: 2, 3 and 5. We shouldn't: 1 and 4. Ask students to read the full text and check their answers. Then, explain

	the use of the modal, explaining that it can be replaced with ought.
Writing	Considering the class activities, students must choose a case from the article to give advice. Both are related to work and the main objective is to avoid probable cases of burnout.

LET'S TEST YOUR KNOWLEDGE?	
Aim	The evaluation should consider students' progress throughout all the classes and activities. However, it is important to have a form to evaluate the skills and the development of the learner at the end of the units. So, the purpose of this test is to recover part of the contents and check if students are able to produce and understand written and oral texts about the topics.
Listening	Students should watch a video about gender stereotypes and education to choose the best answers. The order is: <ol style="list-style-type: none"> 1. b 2. c 3. a
Reading and Writing	Based on the fragment of an academic article, students should write a text linking the key words. It is important to highlight that they can use all the knowledge explored in the learning path to develop a coherent and cohesive text.
Speaking	The last part of the evaluation can be done together or separately from the rest, it depends on the teachers' organization. The objective is to use the structure of advice for students to produce an oral text in order to expose the acquired knowledge about the topics explored in the material.

RATIONALE

This material was developed with the aim of promoting classes in which students are able to expand their English skills based on real-life themes. The public is composed of adults of intermediate proficiency in a private course context. So, it is important for the learners to have a basis in the language to understand the texts and engage in the activities. Agreeing to Ediger (2014) that using a student's background in meaningful ways is a motivating factor and can increase learning, two topics related to work were adopted in order to promote a critical thinking experience about the routine and the job environment. The ability of critical thinking is essential in today's society and "rather than accepting information at face value, educated critical thinkers can thoughtfully explore the broader perspectives of an issue" (HOVE, 2011, p. 6). In this viewpoint, it was decided not to just explore job vocabulary or typical work topics, because it is important to go beyond and investigate the problematic aspects of daily life.

When analyzing textbooks used to teach English as a second language, it is possible to notice that the grammar focused methodology is current. According to Nesic and Hamidovic (2015), this methodology can be named as the deductive approach, which leads from the explanation, usually showing examples for students to understand the structures before applying them. On the other hand, the inductive approach allows learners to understand the rules in practice with authentic texts before the theory.

The tendency of the most recent materials is to invest in the inductive approach, because it increases students' autonomy and capacity to formulate and understand rules by observation. So, it was adopted in this project due to the structure of the material, in which the themes and the texts influenced the grammar topics and not the opposite.

One of the objectives of the project is for the units and activities to be connected by the themes. So, it is essential to explore the moments before, during and after every task to lead students to reflect about the text genre, the language structure and the purpose of the material. For example, during the writing section of the first unit, students are introduced to an opinion article and they can use the knowledge learned by the debate to understand the structure of the written text, because both are argumentative genres. In the second unit, the genre advice was chosen because of its routinary nature. So, at the end of the activities learners should be able to express themselves in colloquial and formal situations related to work.

In this way, the focus of the material is on communication, being the communicative approach a guide for teachers and students throughout the activities. According to Al-Mekhlaf and Ramani (2011, p. 99):

A communicative approach emphasizes the purposes of language – what we use the language for – over detailed knowledge of formal grammar, that is, language is seen as a tool of communication rather than as a subject for academic study. We learn to communicate in a language by actually communicating in that language.

The first theme is about job stereotypes and the idea emerged from the video, which is used for the listening section. Before the students watch the video, they are asked to draw how they imagine some workers that are typically associated with men. This task was thought of as a warm up and a pre-listening activity, considering that according to Adoniou (2012), drawing can be an effective strategy to teach English as a foreign language. In the other unit, in which were explored the topic of work and free time, learners started completing a chart. These types of activities can be characterized by the multimodality because, according to Lim et. al (2022), the teacher can create multimodal experiences for students to explore their creativity with different meaning-making resources.

Both videos used in the units are authentic materials available online and they can be great starting points to initiate a text production. In the first unit, students are asked to elaborate a debate, because this oral genre can be a tool to teach learners how to expose their opinion in the foreign language and understand that to support an idea is necessary more than agreeing or disagreeing, it is important to establish arguments and trustful data.

The reading section in the units also explores authentic material. The research promoted by Albiladi with a group of adult English learners showed many benefits of using authentic material during reading lessons:

Most of the participants felt that reading articles that are taken from recent newspapers or magazines increased their motivation to read, which enhanced their reading abilities accordingly. Students noted that they were eager to read more, which had many obvious benefits to their reading skills. They thought that, because they were reading a lot of authentic materials, both their reading speed and comprehension improved (2019, p. 72).

Another contribution is that by reading authentic texts, students can improve their vocabulary and, consequently, evolve the other skills. It is also important to highlight that using such texts is a great way to show that in real-life situations the grammar use is not divided as it

is usually seen in textbooks, the language is fluid and we must prepare our students for its main purpose, which is communication.

The evaluation process of the units are meant to be procedural, in other words, it must consider all the stages of students' participation and production during the classes. However, there is a final evaluation that is available to explore part of the content developed in the units and check learners' progress in the four abilities: listening, reading, speaking and writing.

According to Brown (2004) there are five basic principles of evaluation: practicality, reliability, validity, authenticity and washback. In this sense, the type, purpose and objectives of an assessment must be established in order to promote a significant experience for the students and to follow the principles, being important to have fair criteria to grade learners.

We are used to relating assessments to tests, however, it's possible to explore many different and more motivating alternatives, for example: portfolio, journal, conference, interview, observation, self and peer tasks. There are many engaging, reliable and effective possibilities to evaluate students' performance. During the material, there are different evaluation possibilities and according to the context, other assessments can emerge.

Concluding this material, it is interesting to highlight the importance of the teacher's reflexive practice, being encouraged to write down comments and ideas related to teaching. A research conducted by Farrell (2016, p. 93) showed that "for many teachers then writing can be seen as a valuable way to reflect and it has an added advantage in that it can be done alone, or it can be shared with other teachers; if teachers share their reflection, they can attain different perspectives about their work". So, the act of producing and sharing this project was a way of reflecting about my own teaching practice and remembering different texts, experiences and theories I have seen throughout my years studying and teaching English.

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