

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras – FALE
Programa de Pós-Graduação em Estudos Linguísticos – POSLIN
Curso de Especialização em Ensino de Inglês – CEI

Lincoln Richard Cardoso

**LEARN TO LEARN: RAISING STUDENTS' AWARENESS OF THEIR LEARNING
PROCESS**

Belo Horizonte
2022

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Versão final

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientador: Prof. Dr. Ricardo Augusto de Souza

Belo Horizonte

2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Língua Inglesa/EAD.

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO.

Nome do(a) aluno(a): Lincoln Richard Cardoso matrícula 2021659571.

Às 16:50 horas do dia 03 de dezembro de 2022, reuniu-se, na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa/EAD, para julgar, em exame final, o trabalho intitulado **LEARN TO LEARN: RAISING STUDENTS' AWARENESS OF THEIR LEARNING PROCESS**, como 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, passou a palavra à(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a argüição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Marisa Mendonça Carneiro. indicou a aprovação do(a) candidato(a);

Prof(a). Dr(a). Edelvais Brígida Caldeira, indicou a aprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi aprovado(a).

Nota __77__

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

Belo Horizonte, 03 de dezembro de 2022 .

Profª Marisa Mendonça Carneiro

Profª Edelvais Brígida Caldeira

O trabalho atende aos requisitos do CEI

Profa. Dra. Marisa Mendonça Carneiro
Coordenadora do Curso de Especialização em Língua Inglesa
Faculdade de Letras/UFMG

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I must especially thank my boyfriend Edmar Lima and my friend Lucas Silveira for all their patience and endless love during these hard pandemic times which we have been through. Finally, I thank the Federal University of Minas Gerais, its great professors, and my loving colleagues from the course, especially Amanda Potin, Ana Elisa Castro, and Julia Soardi for this remarkable learning journey.

Resumo

O presente trabalho tem por objetivo a elaboração de duas sequências didáticas para o ensino de língua inglesa sob o viés das recentes teorias da área, entre elas a abordagem comunicativa, que visa oportunizar experiências significativas, contextualizadas e com material autêntico, além de considerar aspectos de letramento e gênero textual. Outro aspecto importante é a temática das sequências produzidas, que tem como objetivo conscientizar os alunos de seu potencial de agência sobre o próprio processo de ensino e aprendizagem, discutindo elementos como estilos de aprendizagem, metodologias ativas e autoavaliação. Foram elaboradas duas sequências de atividades com materiais autênticos que trabalham com as quatro habilidades – compreensão oral, fala, leitura, escrita – e a gramática de língua inglesa. Em seguida, explicitamos e discutimos, sob o viés de recentes teorias de ensino de língua estrangeira, a fundamentação por trás da elaboração das duas sequências didáticas. Como resultado, constatou-se que é possível ensinar língua inglesa abordando elementos que ensinam o aluno a aprender a aprender, embora seja necessário pilotar as sequências em instituições de ensino para verificar os pontos fortes e os que precisam ser aprimorados.

Palavras-chave: Ensino de língua inglesa. Abordagem comunicativa. Metodologias ativas.

Abstract

This work aims at the elaboration of two teaching sequences to teach the English language in accordance with recent theories in the area, among them the communicative approach, which aims to provide meaningful and contextualized experiences, using authentic materials, besides considering aspects of literacy and textual genres. Another important aspect is the theme of the sequences produced, which aims to make students aware of their agency potential in their own teaching and learning process, discussing elements such as learning styles, active learning, and self-assessment. Two sequences of activities were elaborated using authentic materials to work with the four skills – listening, speaking, reading, and writing – and the grammar of the English language. Finally, in accordance with recent foreign language teaching theories, we highlight and discuss the rationale behind the elaboration of the two didactic sequences. As a result, it was found that it is possible to teach English by approaching elements that teach the student to learn to learn, although it is necessary to pilot the sequences in educational institutions to verify the strengths points and those that need to be improved.

Keywords: English language teaching. Communicative approach. Active learning.

SUMÁRIO

1. INTRODUCTION	7
2. UNIT I: HOW DO WE LEARN?	9
3. UNIT II: HOW TO LEARN BETTER	23
4. TEACHER'S GUIDE	34
5. RATIONALE	44
5.1 Grammar	44
5.2 Reading	45
5.3 Writing	46
5.4 Listening	47
5.5 Speaking	48
5.6 Other sections	48
REFERENCES	49

1. INTRODUCTION

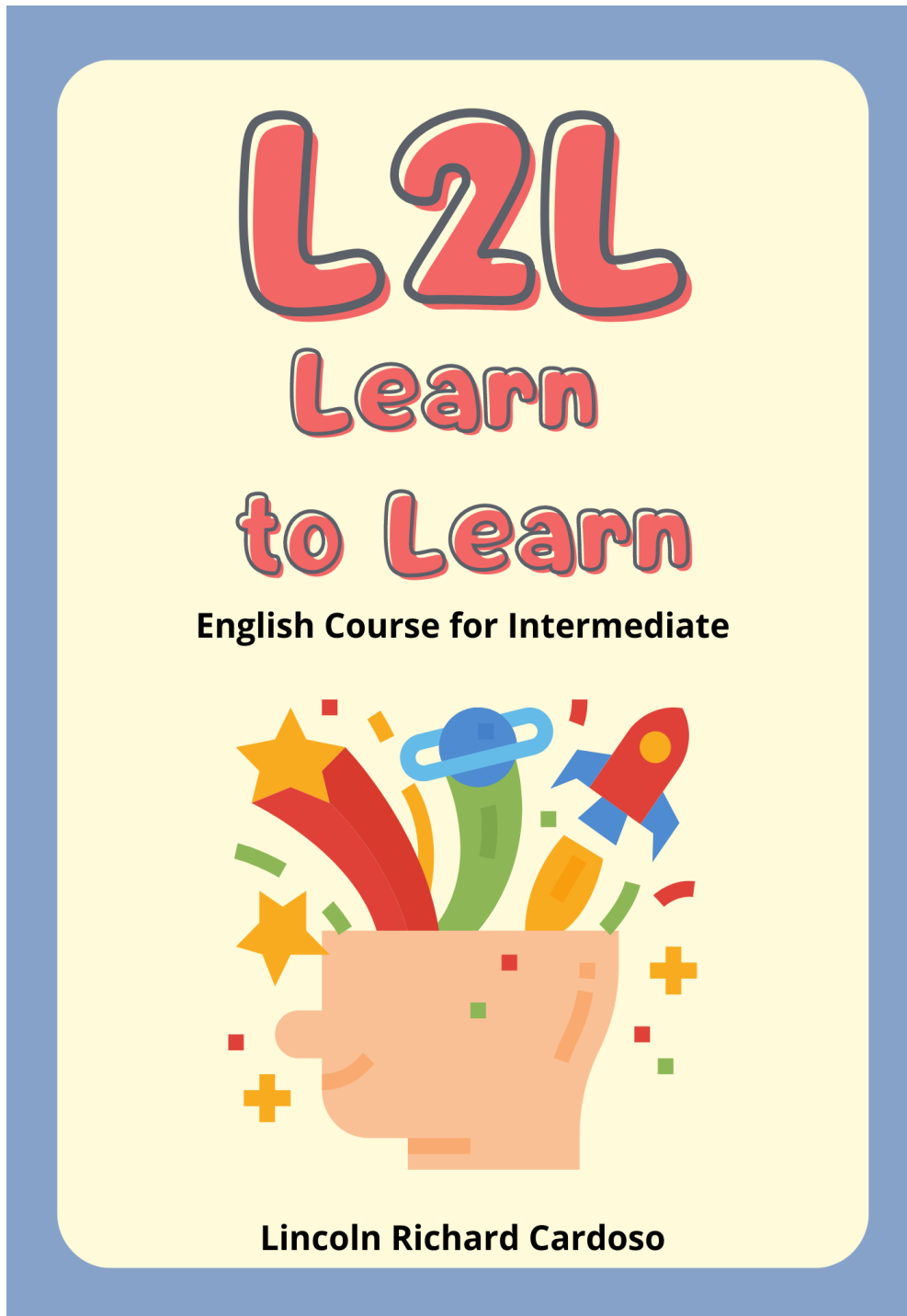
The core motivation to create these two units was the need of helping our students to increase their protagonism in the learning process. For this reason, the themes, texts, and videos were carefully selected aiming at discussing topics that can contribute to students' formation as learners. This course was designed to be worked at language schools with adult learners at the B1 proficiency level, according to the Common European Framework of Reference for Languages (CEFR). The units are mainly organized into sections: warm-up, reading, writing, grammar spot, listening, speaking, feedback time, and plenary. Each unit shows at the beginning what communicative goals and grammar topics are to be worked on.

Unit 1, "How do we learn", starts with a quiz as a warm-up and guides students to discover what learning style they have as predominant. The following sections, speaking and listening, amplify the discussion on that topic, and raise students' awareness of how they can explore their learning style to learn more. The reading section brings an internet article from a very famous platform, WikiHow, and students can get more tips on how to study, followed by a grammar spot that works with the imperative form, and a writing activity in which they must choose something they are good at to teach someone.

Unit 2, "How to learn better", starts with a reading activity discussing a very interesting topic: active and passive learning. When discussing this topic, I believe our students can be more aware of what learning approaches they have been mostly using and how important it is to balance both of them. In the grammar spot section, they will work with conjunctions, an important language feature to understand the relations of meaning between sentences and paragraphs. In the following section, they will write a short internet article about the subject they discussed in the unit in order to put into practice both the knowledge about the theme and the grammar spot. In the listening section, students will have the opportunity to expand on what they know about active learning and see some advantages and examples of learning strategies. The last section, speaking, will work as a closing activity putting into practice what they have learned throughout this unit.

Finally, both units have a "feedback time" and a "plenary" section. The first one aims at guiding students in a self-evaluation activity to increase their protagonism in the learning process. The second consists of questions to be used by teachers to review the effectiveness of lesson objectives and consolidate learning. These two features combined can be a helpful tool to formulate a class diagnosis and give the teachers important information to guide their work in the following units.

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Book cover created by the author.

2. UNIT I: HOW DO WE LEARN?

- Communicative goals: discussing and sharing experiences; talking about how to do things; teaching someone; giving instructions.
- Grammar point: Imperative.

I - WARM UP

Take a quiz to discover your learning style. Read the following questions and circle the letter of the best answer in your opinion. There are no right or wrong answers to this quiz. Just circle what you usually prefer.

1. When learning how to use my computer, I prefer to:
 - A. Read the manual first
 - B. Have someone explain how to do it first
 - C. Just start using the computer and get help if I need it

2. When getting directions to a new location, it is easier to:
 - A. Look at a map
 - B. Have someone tell me how to get there
 - C. Follow someone or have them take me there

3. To remember a phone number, I:
 - A. Look at the number and dial it several times
 - B. Repeat it silently or out loud to myself several times
 - C. Remember the number by the pattern pressed on the keypad, the tones of each number or by writing it down

4. For relaxation, I prefer to:
 - A. Read a book or magazine
 - B. Listen to or play music
 - C. Go for a walk or do something physical

5. I am better at:

- A. Reading
- B. Talking
- C. Physical activities

6. In school, I learn best by:

- A. Reading
- B. Listening
- C. Hands-on activities

7. I tend to be a:

- A. Thinker
- B. Talker
- C. Doer

8. When I study for a test, it works best when I:

- A. Read and picture the information in my head
- B. Read and say the ideas out loud or silently
- C. Highlight, write notes and outlines

9. It is easier for me to remember:

- A. Faces
- B. Names
- C. Events

10. On Saturday, I would prefer to:

- A. See a movie
- B. Go to a concert
- C. Participate in athletics or be outside

11. In a college class, it is most important to have:

- A. A good textbook with pictures, graphs and diagrams
- B. A good teacher who has interesting lectures
- C. Hands-on activities

12. It is easier to study by:

- A. Reading and reviewing the material
- B. Discussing the subject with others
- C. Writing notes or outlines

13. When I get lost, I prefer to:

- A. Look at the map
- B. Call or ask for directions
- C. Drive around the area until I recognize familiar landmarks

14. When cooking, I often:

- A. Look for new recipes
- B. Talk to others to get new ideas
- C. Put it together and it generally comes out OK

15. When assembling a new toy or piece of furniture, I usually:

- A. Read the instructions first
- B. Talk myself through each step
- C. Start putting it together and read the directions if I get stuck

16. When solving a problem, it is more useful to:

- A. Read a best selling book on the topic
- B. Talk over the options with a trusted friend
- C. Do something about it

17. Which statement do you like the best:

- A. A picture is worth a thousand words
- B. Talk to me and I can understand.
- C. Just do it.

18. When I was a child, my mother said I:

- A. Spent a lot of time reading, taking photos or drawing
- B. Had lots of friends and was always talking to someone on the phone
- C. Was always taking things apart to see how they worked

Score Your Quiz:

Visual Learners _____ Count your number of A's above

Auditory Learners _____ Count your number of B's above

Kinesthetic/Tactile Learners _____ Count your number of C's above

Source: CollegeScope/College and Career Success by Dr. Marsha Fralick

https://www.tamuk.edu/academicaffairssupport/teaching-effectiveness/_files_CTE/faculty-toolkit/LearningStyleQuiz.pdf

II - SPEAKING



<https://br.freepik.com/>

1. Think about when you want to learn something new and answer the questions below:

a) How do you start learning it?

- b) What activities do you do?
c) What kinds of strategies do you use?

2. Interview a classmate using the questions above.

3. Find someone who:

Walk around the room and ask your classmates how they usually learn.

Complete the table below.

Prefer to learn:	Name
Reading about the topic.	
Writing about the topic.	
Doing something.	
Listening to lectures and podcasts.	
Watching videos.	

III - LISTENING



Source: https://www.youtube.com/watch?v=_IopcOwfsou

You are going to learn more about learning styles. Listen and answer the questions.

1. According to the audio, what are the most popular learning styles?

4 - Visual, auditory, reading and writing, kinesthetic.

2 - Reading and writing, kinesthetic.

3 - Visual, auditory, reading and writing.

1 - Only visual.

2. Listen again and match the students and their learning styles:

a) Jonathan

b) Ruby

c) Tyrell

d) Raya

Kinesthetic

Auditory

Visual learner

Reading and Writing

3. Listen again and mark True or False. Correct the false ones:

There is only one right way to study.

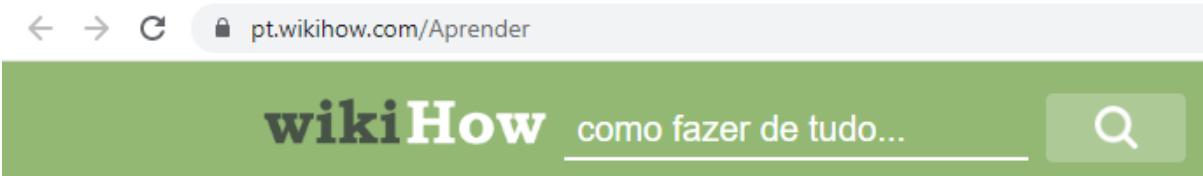
Everybody learns the same way.

It is important to learn your learning style.

It is possible to combine different learning styles.

IV - READING

Read the text and answer the questions.

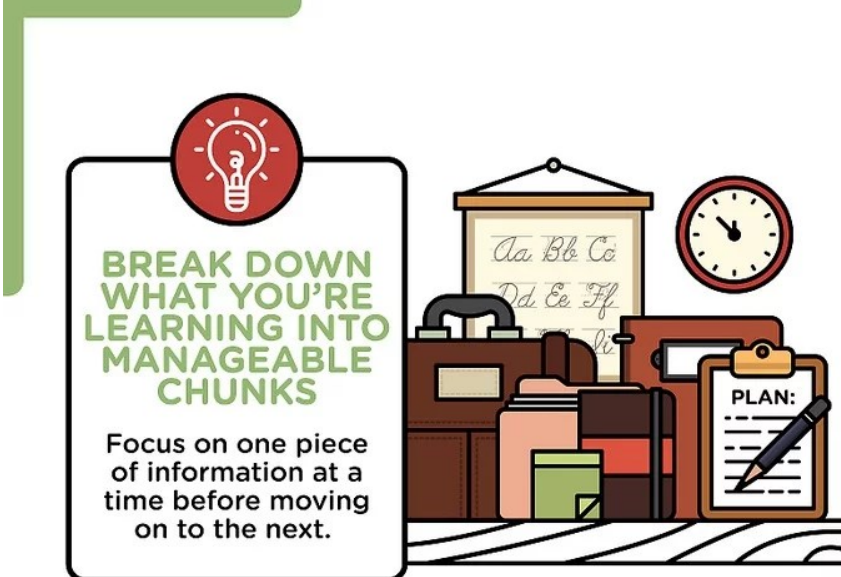


← → ↻ 🔒 pt.wikihow.com/Aprender

wikiHow como fazer de tudo... 🔍

HOW TO LEARN

1.



BREAK DOWN WHAT YOU'RE LEARNING INTO MANAGEABLE CHUNKS

Focus on one piece of information at a time before moving on to the next.

The illustration shows a desk with a lightbulb icon in a red circle, a clock, a clipboard with a pen, and a sign with cursive letters. The text is in green and black.

wikiHow

2.



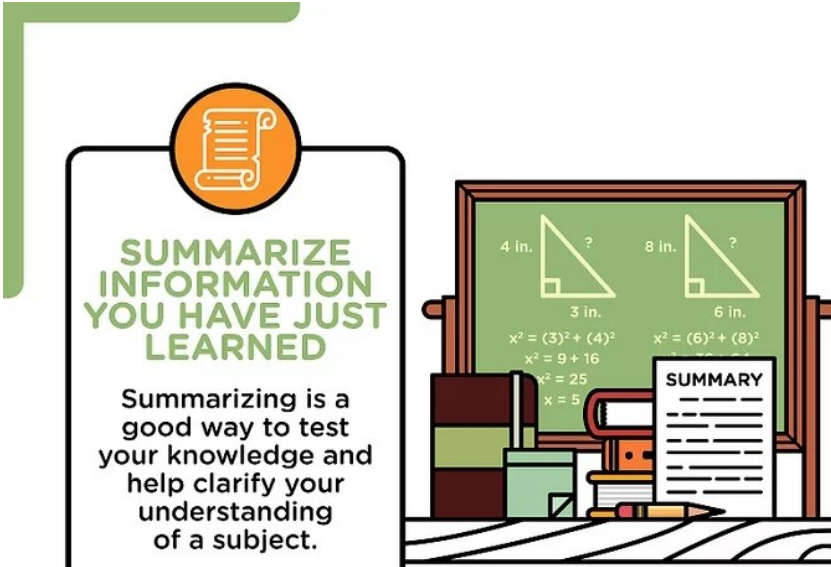
TAKE NOTES WHILE YOU LEARN

Taking notes can help you engage more fully with the material you are learning, making it easier for your brain to understand and absorb it.

The illustration shows a desk with a notepad icon in a red circle, a globe, a pencil, and a pen. The text is in green and black.

wikiHow

3.



The illustration shows a classroom scene. On the left, a white box with a black border contains the text "SUMMARIZE INFORMATION YOU HAVE JUST LEARNED" in green, bold, uppercase letters. Below this, it says "Summarizing is a good way to test your knowledge and help clarify your understanding of a subject." in black. To the right of the box is a chalkboard with two right-angled triangles. The first triangle has legs of 3 in. and 4 in., and a hypotenuse of 5 in. The second triangle has legs of 6 in. and 8 in., and a hypotenuse of 10 in. Below the triangles are the equations: $x^2 = (3)^2 + (4)^2$, $x^2 = 9 + 16$, $x^2 = 25$, and $x = 5$. To the right of the chalkboard is a white sheet of paper titled "SUMMARY" with several lines of text. In front of the chalkboard are several books and a pencil.

**SUMMARIZE
INFORMATION
YOU HAVE JUST
LEARNED**

Summarizing is a good way to test your knowledge and help clarify your understanding of a subject.


4 in. ?
3 in.
 $x^2 = (3)^2 + (4)^2$
 $x^2 = 9 + 16$
 $x^2 = 25$
 $x = 5$

8 in. ?
6 in.
 $x^2 = (6)^2 + (8)^2$

SUMMARY


wikiHow

4.




KEEP YOUR LEARNING SESSIONS BRIEF AND FREQUENT

This can help prevent you from getting burnt out, and will also ultimately help you retain the information better.




wikiHow

5.



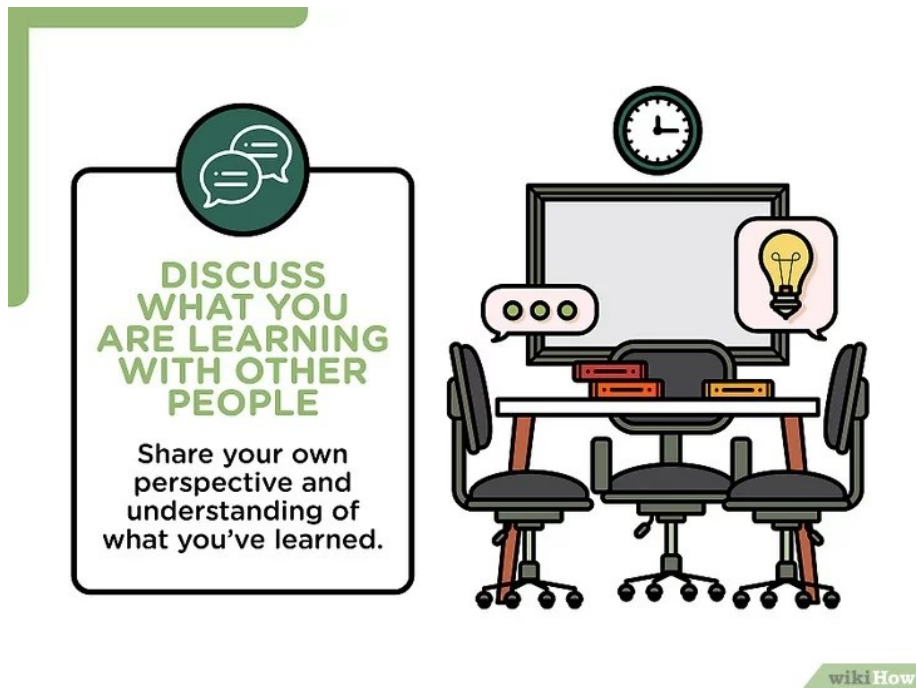
USE MULTIPLE LEARNING MODES

Most people learn best if they combine different techniques, or modes of learning. If you can, combine different learning approaches that tap into all your senses.



wikiHow

6.



Source: <https://pt.wikihow.com/Aprender>

1. What kind of text is it?

- a) Internet article
- b) Tutorial
- c) Blog post

2. Where can it be found?

- a) Newspaper
- b) Website
- c) Science magazine

3. What is it about?

- a) How to learn something
- b) Latest news on learning studies
- c) School project

4. How many steps does it have? Which are they?

5. Have you ever tried one of those steps when studying? Which one?

6. Which step do you consider most effective? Why?

7. Share your answers with a classmate.

V - GRAMMAR SPOT

1. Read the extracts from the tutorial. Pay attention to the words in bold.

Answer the questions that follow.

1. Break down what you're learning into manageable chunks.
2. Take notes while you learn.
3. Summarize information you have just learned.
4. Keep your learning sessions brief and frequent.
5. Use multiple learning modes.
6. Discuss what you are learning with other people.

a) To write steps in a tutorial we use:

- () simple present.
- () base form with to.
- () base form without to.

b) In what other situations do we use this verb form?

- () To give suggestions.
- () To give commands and instructions.
- () To make invitations.

c) Match the columns.

1. Speak English
2. Don't eat hamburgers
3. Don't write in pencil.
4. Don't come late.
5. Don't ride your bike in the street.

- () Eat lots of vegetables.
- () Use the bike lane.
- () Don't speak Portuguese.
- () Use a pen.
- () Be on time.

d) Complete the sentence and provide an example:

When we give negative commands, directions, or instructions, we use:

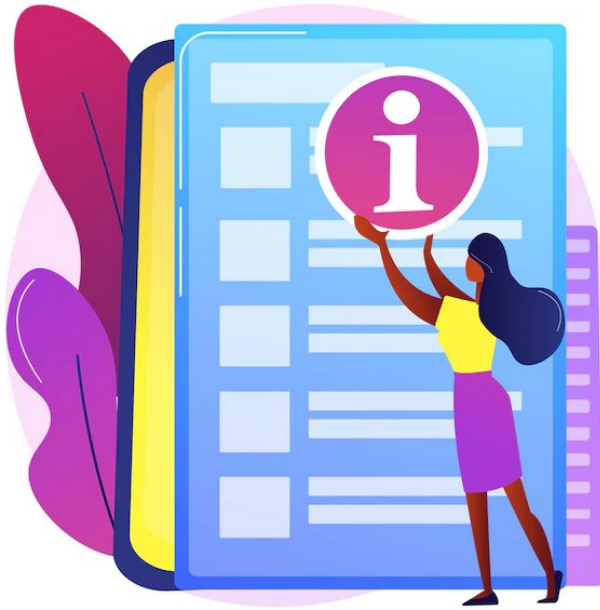
_____ + the base form of the verb _____ to.

For example: _____.

e) When you give commands, what words do you use to sound more polite?

- () Thank you.
- () Please.
- () Sure.

VI - WRITING



Writing a wikiHow article.

a) Go back to the reading in section 9. Observe the following aspects:

- How it is organized in steps.
- The verb forms used to give instructions.
- The pictures used to illustrate and clarify the steps.

b) Choose something you are good at to teach someone. Organize it in steps, just like the article from wikiHow. Use verbs in the imperative form at the beginning of each instruction.

c) Then post your article on wikiHow. Check this article to help you:

<https://www.wikihow.com/Write-a-New-Article-on-wikiHow>

VII - FEEDBACK TIME



Image: Freepik

Think about your learning process. Rate your performance from 1 - 3.

Use the scale below:

1 - I need more practice

2 - I can do it well

3 - I can do it very well

I can share experiences _____

I can talk about how to do things _____

I can give clear instructions _____

I can teach someone _____

I can identify what learning style best suits me _____

I can use the imperative _____

VIII - PLENARY

Complete the statements below and share them with your teacher and classmates.

1. The thing I enjoyed most about this unit was...

2. This is because...

3. Something I can do now that I couldn't do before the unit is...

4. I need to improve on my...

5. An important question to ask is...

6. I would like to find out more about...

3. UNIT II: HOW TO LEARN BETTER

- Communicative goals: expressing opinions; giving reasons to justify points of view.
- Grammar point: Conjunctions.

I - READING

Read the text and answer the questions.

Differences: Active and Passive learning



The differences between these two learning styles centers primarily on who is doing the work **in order** to achieve the learning. A classroom teacher should not have to work overtime **in order to** ensure students are learning content. Teaching and learning should have some balance. Active learning is learner-centered and passive learning is teacher centered. Active learning requires students to think, discuss, challenge, and analyze information. Passive learning requires learners to absorb, assimilate, consider, and translate information. Active learning encourages conversation and debate, **while** passive learning encourages active listening and paying attention to detail. Traditionally, active learning is considered to activate higher-order thinking, and passive learning just helps students to retain.

Active learning will give students the opportunity to challenge pre-conceived notions and biases **as** they have discussions and defend their beliefs. Students have to have strong observation,

communication, and critical thinking skills. On the other hand, with passive learning, students have the opportunity to consider their beliefs. As a listener, they may not always get the opportunity to confront an idea, **but** they can still recognize a difference between what they believe and what is presented.

Learners in a passive setting are not frequently encouraged to challenge ideas, which may not always be necessary **when** learning skills in certain mathematical or scientific subjects **where** the facts are firm. **However**, in whichever learning environment, a good teacher will encourage a strong learner to ask questions **when** confused and will ensure the clarification of all learning.

Source: <<https://www.graduateprogram.org/2021/06/active-vs-passive-learning-whats-the-difference/#:~:text=Active%20learning%20requires%20students%20to,and%20paying%20attention%20to%20detail.>>

1. What kind of text is it?

- a) Internet article
- b) Tutorial
- c) Blog post

2. Where can it be found?

- a) Newspaper
- b) Website
- c) Science magazine

3. What is it about?

- a) Two learning styles
- b) Neuroscience
- c) Teachers and students

4. What are the differences between active and passive learning?

5. Which one do you think is the most effective? Why?

6. As only a listener, what disadvantages students may have in the learning process? Do you agree? Why?

7. Do you identify yourself as an active or passive learner? Why?

II - GRAMMAR SPOT

Reread the text. Pay attention to the words in bold and answer the questions.

1. What are they used for?

- a) make comparisons
- b) connect words, phrases, and clauses.
- c) describe things

2. Are the phrases and clauses they connect:

- a) always independent
- b) always dependent
- c) dependent and independent

3. Complete the sentences with the conjunctions below:

however - but - when - and - where - when - in order to - as - while

- a) The capitalists are creating artificial shortages _____ increase prices.
- b) The government lied to us in the past _____ now no one will believe them.
- c) People celebrate pop stars _____ ignoring corrupt politicians.
- d) I think your opinions change _____ you get older.
- e) This is not caused by evil, _____ by simple ignorance.
- f) How can you say you don't like something _____ you've never even tried it!
- g) Widely used in applications _____ corrosion resistance is required.
- h) It was cold outside. _____, she went for a walk.

III - WRITING

Considering what you have learned in this unit and your learning experience, write a blog post for your school blog. Follow the steps below to help you.



Image: Freepik.com

Blogpost:

“What is the best way of learning: passive, active, or both?”

STEP 1 – PLANNING

Make a list to plan and organize your thoughts and ideas.

STEP 2 – DRAFTING

Start by reading over your plan.

Begin to write down your ideas.

Write the ideas in order. Use conjunctions to connect them.

As you write, remember to check spelling, punctuation and meaning.

STEP 3 – REVISING

Reread your writing looking for ways to make improvements.

Ask a friend or teacher to read your work and give you feedback.

Act on the feedback you have been given.

STEP 4 – EDITING

Reread your writing highlighting and changing mistakes.

STEP 5 – PUBLISHING

Hand in your text to your teacher in order to be posted on the school blog. You may have to type it and send it by e-mail.

IV - LISTENING



SOURCE: <https://youtu.be/Z9esoCjjUGQ>

Listen and answer the questions.

1. What is active learning?
 - a) Approach that engages learners as active participants in their learning.
 - b) Approach that inverts teachers' and students' roles in the classroom.
 - c) Type of activity that involves physical responses

2. Listen again and check the information about:

ACTIVE LEARNING BENEFITS:

- () Increased knowledge retention
- () Improves memory
- () Deeper learning experience
- () Improved focus
- () Improved learner outcomes

ACTIVE LEARNING EXPERIENCES:

- () Discussion
- () Debate
- () Watching lectures
- () Group work
- () Case studies
- () Reading activities
- () Simulations
- () Student presentations
- () Listening to podcasts
- () Team
- () Problem or project-based learning
- () Patient encounters

V - SPEAKING

Debate: Passive learning vs. Active learning



Image: Freepik.com

You are going to debate about learning styles. Your teacher will give you one of the discussion topics, either “Active learning” or “Passive learning”.

In a group of students, follow the steps below.

GETTING READY TO TALK

STEP 1 – List the reasons why your topic is the best learning style.

STEP 2 – Think about all the reasons the other group can argue against your topic. Make a list and anticipate your replies.

STEP 3 – Study the expressions below to help you during the debate:

Expressing an opinion:

In my opinion...

The way I see it...

As far as I'm concerned...

Expressing agreement:

I agree with you 100 percent.

I couldn't agree with you more.

You're absolutely right.

That's exactly how I feel.

You have a point there.

Expressing disagreement:

I don't think so.

No way!

I'm afraid I disagree.

I totally disagree.

That's not always true.

Well, I'm not so sure about that.

Interrupting someone:

Can I add something here?

Is it OK if I jump in for a second?

Sorry to interrupt, but...

STEP 4 – Listen to your teacher's instructions and do your best to defend or side of the discussion.

VI - FEEDBACK TIME



Image: Freepik

Think about your learning process. Rate your performance from 1 - 3.

Use the scale below:

- 1 - I need more practice
- 2 - I can do it well
- 3 - I can do it very well

I can express my opinion _____

I can give reasons to justify my points of view _____

I can agree/ disagree respectfully in a debate _____

I can differentiate active and passive learning _____

I can use conjunctions _____

VII - PLENARY

Complete the statements below and share them with your teacher and classmates.

1. The thing I enjoyed most about this unit was...

2. This is because...

3. Something I can do now that I couldn't do before the unit is...

4. I need to improve on my...

5. An important question to ask is...

6. I would like to find out more about...

4. TEACHER'S GUIDE

UNIT 1: HOW DO WE LEARN?

Communicative goals: discussing and sharing experiences; talking about how to do things; teaching someone; giving instructions.

Grammar point: Imperative.

I - WARM UP

To make a good start in this course, guide the students to find out their learning style.

Start asking a few questions:

- What do you do when you want to learn something?
- What kind of sources do you use?
- What kinds of materials do you prefer to use?

Tell them they are going to take a quiz in order to find out more about the way they learn.

Monitor their performance and help when necessary.

II - SPEAKING

1. Ask students to answer the questions in order to prepare them for the speaking activity.
2. Then, model the interview with two students and clarify any doubts. In pairs, ask them to ask the questions and take notes.

After this activity, elicit some answers to share with the class.

3. In this Find someone who activity, elicit the questions students should make in order to fill in the table. Model with students to show possible answers. Monitor the activity and help when necessary.

III - LISTENING

In this listening activity, students will get more information about learning styles and expand what they learned from the quiz.

Have them read the questions before playing the record, and clarify any doubts they have about the meaning of the words.

Play the audio one time for each question.

Answers:

1. Visual, auditory, reading and writing, kinesthetic.
2.
 - (d) Kinesthetic
 - (b) Auditory
 - (a) Visual learner

(c) Reading and Writing

3.

(F) There is only one right way to study. Correction: There is no right or wrong way, but ways that work best for each person.

(F) Everybody learns the same way. Correction: Everybody can have a predominant learning style that helps them get better results.

(T) It is important to learn your learning style.

(T) It is possible to combine different learning styles.

IV - READING

In this activity, students will work with the tutorial genre. Before they read, ask a few questions to warm up:

- Do you usually look for tutorials on the internet when you want to learn something?
- What sources do you usually use?
- Do you know WikiHow website?

Ask students to read the text silently and answer the questions. Monitor the activity and offer help when necessary.

In pairs, ask them to share their answers.

Finally, check the answers with the whole class.

Answers:

1.

a) Internet article

2.

b) Website

3.

a) How to learn something

4.

There are six steps: 1 - Break down what you're learning into manageable chunks. 2 - Take notes while you learn. 3 - Summarize information you have just learned. 4 - Keep your learning sessions brief and frequent. 5 - Use multiple learning modes. 6 - Discuss what you are learning with other people.

5.

Personal

6.

Personal

V - GRAMMAR SPOT

Ask students to analyze the sentences and answer the questions that follow. Monitor their performance and help when necessary. Finally, check the answers with the class and clarify any doubts they may have on this grammar point.

Answers:

a) base form without to

b) To give suggestions; To give commands and instructions; To make invitations.

c)

(2)

(5)

(1)

(3)

(4)

d)

Don't / without / Ex: Don't come late etc.

e)

Please.

VI - WRITING

In this activity, students should write a new article to be posted on the wikiHow community.

a)

Help students analyze the aspects present in the article. Elicit answers in order to share them with the whole class.

b)

Help students decide on something they feel confident to teach other people. Ask them to brainstorm and select the best idea.

Help them organize the steps. Make sure they are using the imperative. Monitor their performance and give feedback when necessary.

c)

If there is an info lab at your school, help students to create an account and post their articles on the wikiHow community.

Alternatively, if they don't have access to computers and the internet, the articles can be displayed at school, although the ideal would be to keep the genre's original publishing aspects.

VII - FEEDBACK TIME

Call students' attention to the importance of this self-assessment activity. Use this evaluation to increase their protagonism in the learning process.

Model the rating system on the board and clarify any doubts they may have.

VIII - PLENARY

In this activity, students can raise awareness of their achievements throughout the unit. Help them write the sentences and help when necessary.

Dedicate a moment of the class and have them share their answers.

UNIT 2: HOW TO LEARN BETTER

Communicative goals: expressing opinions; giving reasons to justify points of view.

Grammar point: Conjunctions.

I - READING

In this unit, students will learn about active and passive learning. This reading activity will introduce the topic of the unit and help students identify what is predominant in their current learning journey.

Warm up

Before the reading activity, ask students the following questions:

- Do you like to learn by watching videos and listening to podcasts?
- Do you like to learn by working on school projects?
- Which do you prefer: reading texts or debating with your classmates? Why?
- Which of them do you think helps you increase your knowledge?

Ask students to read silently and answer the questions. In pairs, have them share their answers.

Monitor and help when necessary. Finally, check the answers with the whole class.

Answers:

1.

Blog Post

2.

Website

3.

Two learning styles.

4.

Active learning is learner-centered and passive learning is teacher-centered. Active learning requires students to think, discuss, challenge, and analyze information. Passive learning requires learners to absorb, assimilate, consider, and translate information. Active learning encourages conversation and debate, while passive learning encourages active listening and paying attention to detail. Traditionally, active learning is considered to activate higher-order thinking, and passive learning just helps students to retain.

5.

Personal

6.

As a listener, students may not always get the opportunity to confront an idea.

Personal

II - GRAMMAR SPOT

In this activity, students will briefly reflect on the use of conjunctions.

Ask them to reread the text focusing on the meaning of the conjunctions.

In pairs, have them work together to answer the questions.

Check the answers with the whole class and clarify any doubts students may have on this grammar topic.

Answers:

1.

b) connect words, phrases, and clauses.

2.

c) dependent and independent.

3.

a) The capitalists are creating artificial shortages in order to increase prices.

b) The government lied to us in the past and now no one will believe them.

c) People celebrate pop stars while ignoring corrupt politicians.

d) I think your opinions change as you get older.

e) This is not caused by evil, but by simple ignorance.

f) How can you say you don't like something when you've never even tried it!

g) Widely used in applications where corrosion resistance is required.

h) It was cold outside. However, she went for a walk.

III - WRITING

In this activity, students should write a short article, similar to the one in the reading activity.

Before they start writing, guide them through the 5 writing process steps. Monitor and help when necessary.

They should hand in the activity either on paper or typed by e-mail. Give feedback and have them correct any mistakes before posting it on the internet.

Alternatively, in case the school doesn't have a blog, their articles can be displayed on the classroom wall.

IV - LISTENING

In this activity, students will expand their knowledge about active learning.

Before playing the record, have them read the questions and clarify meaning when necessary.

Play the record one time for each step of this activity.

Check the answers with the whole class.

Answers:

1.

a) Approach that engages learners as active participants in their learning.

2.

ACTIVE LEARNING BENEFITS:

Increased knowledge retention

Improves memory

Deeper learning experience

Improved focus

Improved learner outcomes

ACTIVE LEARNING EXPERIENCES:

Discussion

Debate

Watching lectures

Group work

Case studies

Reading activities

Simulations

Student presentations

Listening to podcasts

Team

Problem or project-based learning

Patient encounters

V - SPEAKING

This activity will consolidate the knowledge they have built throughout the unit and introduce expressions used in debates.

Divide the class into two groups. Raffle the topics "passive learning" and "active learning".

Getting ready to talk

Have them prepare their reasons for the raffled topic.

Introduce the language required and clarify the meaning.

Finally, the debate should have 4 sessions. Make sure all students talk while presenting the reasons for and against the topics.

1. Active learning group presents their reasons.
2. Passive learning gives reasons against active learning and presents their reasons.
3. Active learning gives reasons against it.
4. The teacher writes the main points of each group on the board. Dismiss the groups and ask them to vote for the most solid arguments.

VI - FEEDBACK TIME

Call students' attention to the importance of this self-assessment activity. Use this evaluation to increase their protagonism in the learning process.

Model the rating system on the board and clarify any doubts they may have.

VII - PLENARY

In this activity, students can raise awareness of their achievements throughout the unit. Help them write the sentences and help when necessary.

Dedicate a moment of the class and have them share their answers.

5. RATIONALE

Learn to Learn was designed to help students better understand the learning process in order to improve their performance while studying English. As a non-native English speaker and teacher, it was considerably challenging but also rewarding to elaborate on these two units. The Communicative Language Teaching (CLT) played an important role in the conception of these lessons. At the beginning of each sequence of activities, the communicative goals were established as a foundation for the following sections aiming at developing students' skills to operate language in a meaningful way and also to enable them to participate in social practices. According to Brown:

Some of the characteristics of CLT make it difficult for a nonnative-speaking teacher who might not be very proficient in the second language to teach effectively. Dialogues, drills, rehearsed exercises, and discussions (in the first language) of grammatical rules are much simpler for some nonnative-speaking teachers to contend with. This drawback should not deter one, however, from pursuing communicative goals in the classroom. Technology (such as video, television, audio CDs, the Internet, the Web, and computer software) can aid such teachers. (BROWN, 2007, p. 47-48).

Thus, technology can be a great ally in developing communicative lessons, based on authentic materials and meaningful language practices. In the two units presented in this work, I selected materials from YouTube educational channels, educational platforms, and popular websites, such as WikiHow. When working with online materials it is also important to make sure we use reliable sources to guarantee our students get quality input.

Unit 1, How do we learn, was designed for the following communicative goals: (1) discussing and sharing experiences, (2) talking about how to do things, (3) teaching someone, and (4) giving instructions; and in Unit 2, How to learn better, the goals are: (1) expressing opinions, and (2) giving reasons to justify points of view. It was very challenging to find consistent material that would be integrated into the theme of the unit and the established goals, which strongly contributed to my experience as an English teacher and lesson designer.

5.1 Grammar

The section created to work on this important skill was named “Grammar Spot”, and it is present in each unit. Firstly, when we are designing a lesson, we have to make a decision: how we are going to teach it. According to Nassaji and Fotos:

Grammar is fundamental to language. Without grammar, language does not exist. However, nothing in the field of language pedagogy has been as controversial as the role of grammar teaching. The controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use. (NASSAJI AND FOTOS, 2011, p.1).

In the Learn to Learn course, I attempted to present and work with grammar in a less explicit and more inductive way. The biggest challenge was to find appropriate input on which the grammar topic to be worked on was abundant. As we design the lesson, we can find a way to integrate the content from reading and listening to the grammar spot, in order to present the topic contextualized. In unit 1, as the chosen grammar spot was the imperative, I had to search for genres that would present this form. For this reason, I decided to integrate the topic with the reading section, using an internet article that teaches people how to do something and uses the imperative to give instructions.

Teaching grammar from examples is related to the inductive or rule-discovery approach that starts with some examples from which a rule is inferred. Teaching grammar through texts is based on the principle that language is context-sensitive, that is, the intended meaning of a word or phrase is very difficult to determine without a context. In this approach, learners need to be exposed to the context by using texts in order to understand the grammar learned. (BENITEZ-CORREA et al., 2019, p. 227).

Accordingly, after the reading section, students are led to observe the imperatives in action in examples extracted from the text they have read. After studying the sentences and answering a few questions they are induced to discover the imperative rule by themselves.

In unit 2, the grammar spot approaches the conjunctions, and students are again exposed to a text, a blog post, with many conjunctions functioning in context. Since the level is intermediate, the reflections about conjunction rules are limited to defining their function connecting sentences and paragraphs, and a few relations they can establish between ideas. In the end, students practice matching conjunctions with the appropriate sentences.

5.2 Reading

The reading sections present in the two units had an important role to integrate the activities from the lessons, especially grammar spot and writing, and also to present the theme of learning how to learn, and to provide background information to students. However, their most important role was to work on students reading strategies and literacy skills.

Literacy, for instance, involves rules and their appropriate application. Literacies are additionally about the challenge of being faced with an unfamiliar kind of text and being able to search for clues about its meaning without the barrier of feeling alienated by it and excluded from it. They are also about understanding how a text works so you can participate in its meanings (engaging its own particular 'rules'). They are about working out the particular context and purposes of the text (and here you will find more clues about its meaning to the communicator and to you). They are about ways of seeing and thinking (representation) as much as they are about creating meaningful and effective messages. (KALANTZIS; COPE, 2012, p.9).

Thus, in order to keep the texts' original features, they were introduced in the units with their multimodal characteristics present in the webpages such as the pictures, the navigation bar, the URL, the sections from the website in which they were found, etc. After reading them, students are guided to observe and elicit their genre (internet article, blog post), where they are published (web pages), and their content (themes). Since each genre has its stable patterns and rules, the procedures above will help students get them, and become more proficient readers and writers in those genres.

Finally, students are led to work on the meaning through questions that explore their comprehension of the text and the main subject, which will support them to become better learners, approaching how to study (unit 1) and how to identify passive and active learning (unit 2) and what better suits them.

5.3 Writing

The writing sections present in both units are directly integrated into the reading sections. Since "the importance given to writing differs from teaching situation to teaching situation", the approach used in each activity is not the same (HARMER, 2007, p. 31).

In unit 1, students work with the genre internet article (tutorial), which requires teaching someone to do something. It is an everyday genre that people use whenever they need to search on the internet to learn something new. At this point, students had previously worked with this genre and its characteristics and the learning section and also learned the language required in the grammar spot, imperative to give instructions. Then, they are led to produce something using what they learned throughout the unit.

However, in unit 2 they have a more complex genre to work on, a blog post for educational purposes to be posted on the schools' webpage. Consequently, we adopted here the writing process approach "that is the stages a writer goes through in order to produce something in its final written form" (HARMER, 2007, p. 4). The author proposes four steps: planning, drafting, editing, and final draft. In the Learn to Learn course, in order to adapt to the needs of the students to produce the blog post, we changed a few steps and added one more: planning, drafting, revising, editing and publishing. Following the five steps, students will have the opportunity to brainstorm and select their best ideas, work on a draft, receive peer/teacher feedback, work on editing and finally publish their writing according to what is required by the genre.

5.4 Listening

In unit 1, How do we learn, the listening material played an important role in both: developing students' listening skills and introducing students to the learning styles. According to Wilson:

The 1970s saw the first stirrings of Communicative Language Teaching (CLT). This has been widely, though not universally, adopted, and in developed countries is arguably the dominant methodology. It emphasises the use of English for real communication rather than demonstration (or 'display') of target grammar and vocabulary. Using information gap activities, role-plays, games, discussion of real issues, etc, CLT seeks to engage the student on a personal level through meaningful interaction and personalisation. (WILSON, 2008, p. 19)

Thus, we attempted to provide students with authentic material, related to the theme that had been discussed throughout the unit in order to provide them with meaningful input. The chosen video from YouTube can be downloaded or have its audio extracted. However, if it is possible for the teacher to show de video, intermediate students will have visual elements to help them get the meaning from the contextualized scenes. The video shows four students (Jonathan, Ruby, Tyrell, and Raya) and their different learning styles. The listening activity consists of questions that will lead students to identify specific information (the learning styles, each character and their learning styles, and a few statements about the concept).

In unit 2, we keep a similar approach. Students will watch/listen to a video from YouTube that brings information about active learning. Besides getting information and developing listening skills, this activity is also integrated into the following section, speaking, in which students will debate about active and passive learning and what is best for them.

5.5 Speaking

When it comes to speaking, it is important to design activities integrated into the theme that permeates the unit, providing students with enough input to help them produce oral texts. Communication must be meaningful and contextualized. According to Burns:

The teaching and learning of speaking are a vital part of any language education classroom; not only does the spoken language offer ‘affordances’ for learning as the main communicative medium of the classroom, but it is also an important component of syllabus content and learning outcomes. (BURNS, 2013, p. 165).

Another useful insight for language teachers who teach speaking relates to social and functional motivation for speaking (BURNS, 2013, p. 170). Consequently, both units 1 and 2 were designed to provide students with meaningful interaction and social practices present in their everyday life, such as sharing experiences, and in academic situations, such as a debate.

In unit 1, after taking the quiz to find out their predominant learning styles, students share their experiences with classmates. After that, they interview each other about their favorite activities when learning something new. Through the game “find someone who”, the interaction can be meaningful and also fun, helping them feel more comfortable.

In unit 2, the speaking activity comes at the end, after students get enough input about the topics that should be discussed in a debate. The class is divided into two groups, and each of them gets a topic, either active learning or passive learning. In order to support students' preparation for this practice, we provide them with some steps and useful language. The teacher plays an important role in guiding and monitoring students in all the steps.

5.6 Other sections

There are three other sections present in the units to complement them and also help students raise awareness in their learning process and offer the teacher feedback on the students' progress. The first one is present only in unit 1, the warm-up section, which opens the course. Since the theme is related to learning how to learn and getting to know students' personal learning styles, the quiz can offer a good start. It will help to set the tone of the journey they are about to start and also provoke important reflections on how they can learn better.

The other supporting section is placed at the end of each unit, called “Feedback time”. Through “I can” statements related to the communicative goals established for the units, students are led to reflect upon and self-evaluate their performance concerning what they have learned. Next, in the “Plenary” section, students and teachers can reflect on the learning that has taken place, as well as ask questions, discuss next steps and celebrate good work and positive learning outcomes. The objective of a plenary is to inform future practice, to discover what worked well, and what gaps in learning may still exist, that need to be revisited.

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