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Programa de Pós-graduação em Estudos Linguísticos - POSLIN

Curso de Especialização em Ensino de Inglês – CEI

Matheus Rossi Paiva

ENGLISH TO SHARE: From the classroom to life

Belo Horizonte

2022

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ENGLISH TO SHARE: From the classroom to life

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

Orientadora: Profª Adriana Maria Tenuta de Azevedo

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): Matheus Rossi Paiva matrícula 2021659644.

Às 15:20 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 **ENGLISH TO SHARE: FROM THE CLASSROOM TO LIFE**, 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__80___

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

RESUMO

Este presente trabalho oferece uma proposta de matéria pedagógico pautado em metodologia estudadas ao longo desse Curso de Especialização em Ensino de Língua Inglesa. Essas metodologias têm por base um caráter comunicativo que explorem a capacidade comunicativa dos estudantes em um segundo idioma e ao mesmo tempo ajudem o educando a desenvolver seu protagonismo em uma segunda língua. As tarefas pedagógicas desenvolvida neste trabalho foram divididas em duas grandes unidades temáticas em consonância com os valores de relevância do mundo moderno, explorando diversas ferramentas essenciais para as práticas sociais contemporâneas. Visando ao pleno desenvolvimento do educando na aquisição de uma segunda língua, é importante mencionar que as propostas pedagógicas desenvolvidas ao longo das duas unidades temáticas têm por característica central o aprofundamento do educando em torno das quatro grandes habilidades no processo de aquisição de um segundo idioma, que são o *reading*, o *speaking*, o *listening* e o *writing*, além do estudo específico de alguns pontos da gramática da língua inglesa.

Palavras-chave: Proposta pedagógica. Metodologias comunicativas. Aquisição de segunda língua.

ABSTRACT

This current work offers a proposal for pedagogical material based on the methodologies studied throughout this Specialization Course in English Language Teaching. These methodologies are based on a communicative character that explore the students' communicative capacity in a second language and at the same time help them to develop their protagonism in a second language. The pedagogical tasks developed in this work were divided into two large thematic units in line with the values of relevance in the modern world, exploring several essential tools for contemporary social practices. Aiming at the full development of the student in the acquisition of a second language, it is important to mention that the pedagogical proposals developed throughout the two thematic units have as their central characteristic the deepening of the student around the four major skills in the process of acquiring a second language, which are *reading*, *speaking*, *listening* and *writing*, in addition to the specific study of some points of English grammar.

Keywords: Pedagogical proposal. Communicative methodologies. Second language acquisition.

SUMMARY

INTRODUCTION

       This work has as main motivation, the search for a more communicative and dynamic teaching proposal for the teaching of English, unifying theoretical and social learning. This conception was born from my academic maturation during this course, through which I realized that there are multiple approaches and concepts to be explored in the process of acquiring a second language. This work is divided into two units. Unit 1 deals with the theme "Cell phones in the classroom", bringing a reflection on the use of the cell phone as an important pedagogical tool for the new educational demands of this century. At the same time, Unit 2 works with the theme "How to avoid fake news?", with the aim of making the student aware of the need to consciously filter and analyse information before sharing it.

       It is also important to emphasize that the two units of this work follow the same order, based on four sections. The first one is called "Reading time" and aims to deepen the reading ability, interpreting and exchanging ideas of an authentic texts in English. The second section brings the theme "Language in focus", with the objective of developing the specific skill of English grammar, in a contextualized and implicit way. In addition, the topic "Talking together", whose proposal is to deepen the student's knowledge of speaking and listening. Therefore, these two essential aspects of the teaching and learning of a second language coexist in the same section within each unit, aiming at social communication and the debate about the themes presented in each chapter. Finally, each unit also features a final part called "Social production". This last section is dedicated to improving the writing ability in English, aiming at the study and production of a textual genre that has a relevant social function in the contemporary world.

       This work was developed for high school students, between 15 and 18 years old, who study in regular schools and have the minimum level A2 of proficiency in English. The choice of this age group justifies the themes of the units, focused on issues of relevance in the educational and social life of youth in this century. This is also connected with the option for contemporary textual genres, such as infographics, memes, and cartoons, which explore new modalities of reading and consider verbal and visual aspects in their compositions. In addition, it is worth highlighting the use of various technological tools in the execution of the activity proposals, such as apps, social media, audio and video platforms, etc. Finally, it is important to highlight that all this material is not for commercial purposes and can only be reproduced with the authorization of the author.

UNIT 1 – CELL PHONES IN THE CLASSROOM

READING TIME

PRE-READING

1) Look at the word cloud below and check if you know the meaning of the words. In pairs, take turns and try to create a short oral definition to some of them.

https://worditout.com/word-cloud/create

2) In pairs, decide which topic below can represent pros (P) and cons (C), considering the use of cell phones in classrooms.

➢ Using educational learning Apps   (   )
➢ Incorporating digital platforms into lessons   (   )
➢ Distractions and interruptions   (   )
➢ Cyberbullying   (   )
➢ Supplementing lessons with digital materials   (   )
➢ Cheating   (   )

➢ Disconnection from face-to-face activities   (   )

➢ Providing easy access to more information   (   )

3) Before reading the text below, make predictions about it. Focus on the layout and the title to answer the question below. Write the answer in your notebook.

a) What do you expect to read about the text?

READING

4) Read the first part of the text below to check your predictions.

Cell phones in the classroom: learning tool or distraction?

These days, more and more students are bringing cell phones to class. Even elementary school-aged students have cell phones in their pockets and backpacks. However, the news of Ontario's decision to ban cell phones in classrooms opens again the debate about whether or not students should have cell phones in school. It also brings up the question of

whether it's possible for technology to exist in the classroom as a learning tool—rather than simply a distraction.

Ontario's classroom cell phone ban

Starting in September 2019, cell phones will be banned in Ontario classrooms during instructional time. The new ban means elementary and secondary school students won't be able to use their cell phones in the classroom unless it is for educational purposes, medical reasons, or as a support for students with special needs. How the ban is enforced will be up to individual boards and schools. By banning cell phones, Ontario's Education Ministry hopes to remove distractions so students can focus on acquiring foundational learning skills they need, including reading, writing and math. […]

Cell phone use in the classroom

Students check their phones in the classroom an average of more than 11 times a day. That can add up to a lot of time spent distracted from schoolwork. And when students are distracted, it's a recipe for extra stress, frustration, and catch-up time for everyone. With students spending up to 20% of their in-class time texting, emailing, and checking social media, it's no wonder the debate about cell phones in the classroom is alive and well. […]

https://www.oxfordlearning.com/should-cell-phones-be-allowed-classrooms/

5) All the information below was presented in the text, except for the following:

a) Nowadays, more and more students are bringing their cell phones to the classroom.

b) Ontario's Education Ministry has banned cell phones from classrooms to reduce student distraction in class.

c) Students spend more than 10% of the time in the classroom sending messages, checking emails, accessing social media, etc...

d) Students check their cell phones less than 11 times a day, according to studies.

e) Ontario students may use cell phones in the classroom only for educational, medical, and other special needs.

Read the next part of the text to answer the questions.

How cell phones can be used effectively in the classroom

If properly managed, cell phones can be used as tools to help children learn in the classroom. The following are some of the pros of allowing cell phones in school:

1- Using educational learning apps

Cell phones give students access to tools and apps that can help them complete and stay on top of their class work. These tools can also teach students to develop better study habits, like time management and organization skills.

2-Incorporating digital platforms into lessons

Using social media can keep students interested in class and encourage them to participate in the discussion. Some teachers create twitter hashtags or message boards students can use during class discussions to share thoughts and ideas. This can be especially helpful for students who might not be comfortable speaking in class.

3-Supplementing lessons with digital materials

Teachers can take advantage of cell phones by providing students with resources to find more information about a topic. This can include videos, news stories, online discussion groups, and more. Allowing students to access these resources in class can help encourage participation and discussions.

4-Providing easy access to more information

Cell phones can give students access to more information, letting them research more about a topic while having class discussions. This is especially true for current events that have not yet been covered in school textbooks.

The drawbacks of allowing cell phones in classrooms

While cell phones can be used as learning tools, it is a challenge to make sure students are using them for school-related tasks. A cell phone can easily turn from "classroom learning tool" into "classroom disruption".

Cons of allowing cell phones in school include:

1-Distractions and interruptions

When students use their cell phones to check social media and text their friends in class, it leads to distractions for those students as well as for their peers. This can cause disruptions in class, particularly if the teacher is constantly telling students to turn their devices off.

2-Cyberbullying

Cell phones can also lead to increased problems with bullying on the schoolground. Cyberbullying can be harder to see than other forms of bullying, making it difficult for teachers to identify and stop when it is happening.

3-Cheating

Cell phones can be a helpful learning tool in class. But they can also be used by students to access information while taking a test, leading to cheating. Even if a student isn't caught, this can lead to him or her having a poor understanding of the material in the future and is unfair to students who studied hard to do well.

4-Disconnection from face-to-face activities

While cell phones can help encourage participation by offering different channels, this can also lead to less in-person discussion and fewer learning opportunities. Learning to work together with others is an important part of students' education and can be lost with too much dependence on cell phones and other digital technology. […]

https://www.oxfordlearning.com/should-cell-phones-be-allowed-classrooms/

6) Considering all the advantages presented about the use of cell phones in the classroom, which are, in your opinion, the best ones? Give reasons to your answers. Compare them with your classmates'. Write the answers in your notebook.

7) Match the sentences according to the text information, considering the cons of using cell phones in the classroom.

a) Disconnection from face-to-face activities
b) Cyberbullying
c) Cheating
d) Distractions and interruptions

(   ) It can be harder to see than other forms of bullying.
(   ) It occurs when teachers need to make interventions all the time
(   ) It happens when students share information while taking a test.
(   ) It represents less in-person discussion and fewer learning opportunities.

POST-READING

8) In your opinion, should students use cell phones in schools?

9) Compare your opinion with the other classmates and check if you agree.

LANGUAGE IN FOCUS

GRAMMAR - MODAL VERBS

1) Read the fragments from the text and focus on the words in bold. Them choose the correct item that completes each sentence below. Write the answers in your notebook.

> ➢ "[…] the news of Ontario's decision to ban cell phones in classrooms opens again the debate about whether or not students **should** have cell phones in school."
>
> ➢ "Cell phones **can** give students access to more information, letting them research more about a topic while having class discussions."
>
> ➢ "This can be especially helpful for students who **might** not be comfortable speaking in class."

a) The modal verb **should** indicates

I. ability.   II. possibility.   III. advice.

b) The modal verb **can** indicates

I. ability.   II. possibility.   III. advice.

c) The modal verb **might** indicates

I. ability.   II. possibility.   III. advice.

d) After the modal verbs, a main verb always comes in the

I. participle form.   II. infinitive form.   III. gerund form.

Learn more about the modal verbs

[Click here!](#)

2) Find more examples of <u>modal verbs</u> structures in the text. What do they indicate in each sentence? Write the answers in your notebook.

3) Read the following extract and replace each icon @ with an appropriate modal verb from the box below. There is one extra modal verb. Compare your answers with your classmate.

might can should

The bottom line: @ students have cell phones in school?

There's no easy answer: there are both pros and cons to students having cell phones in school. Although they @ be used as a learning tool in the classroom, this only works as long as students use them effectively. […]

4) Do you know all modal verbs? Search for other examples of them in the English language and their meanings. Compare your answers with your classmates'.

5) Look at the pictures below. Do you agree with them? Try to create a sentence to each picture. Use different modal verbs in your structures. Write your answers in your notebook. Compare your answers with your classmates.

a)

http://designinteched.blogspot.com/ 2012/02/classroom-signs.html

Important tip!

How to create negative sentences using a modal verb?

In the negative sentences, the word "not" comes after the modal verb.

Ex: You should not send text messages during the class.

Ex: You can not access internet here.

You can also use short forms.

Ex: You shouldn't send text messages during the class.

Ex: You can't access internet here.

Other examples:

must not – mustn't

would not – wouldn't

could not – couldn't

b)

6) Read the infographic below to answer the questions:

a) Considering the infographic, what is the best benefit of technology in education in your opinion?

b) Can you find any modal verbs in this text? Which ones? Do they have the same meaning?

c) Replace the modal verb **<u>can</u>** in the sentence **"Technology in the field of education <u>can</u> be a powerful tool"** to the modal verb **<u>will</u>**. Does the sentence keep the same meaning? Why (not)?

d) Replace the modal verb **<u>can</u>** in the sentence **"Distance learners can join online communities"** to the modal verb **<u>must</u>**. Does the sentence keep the same meaning? Why (not)?

7) Analyse the following image and ask each other the questions below:
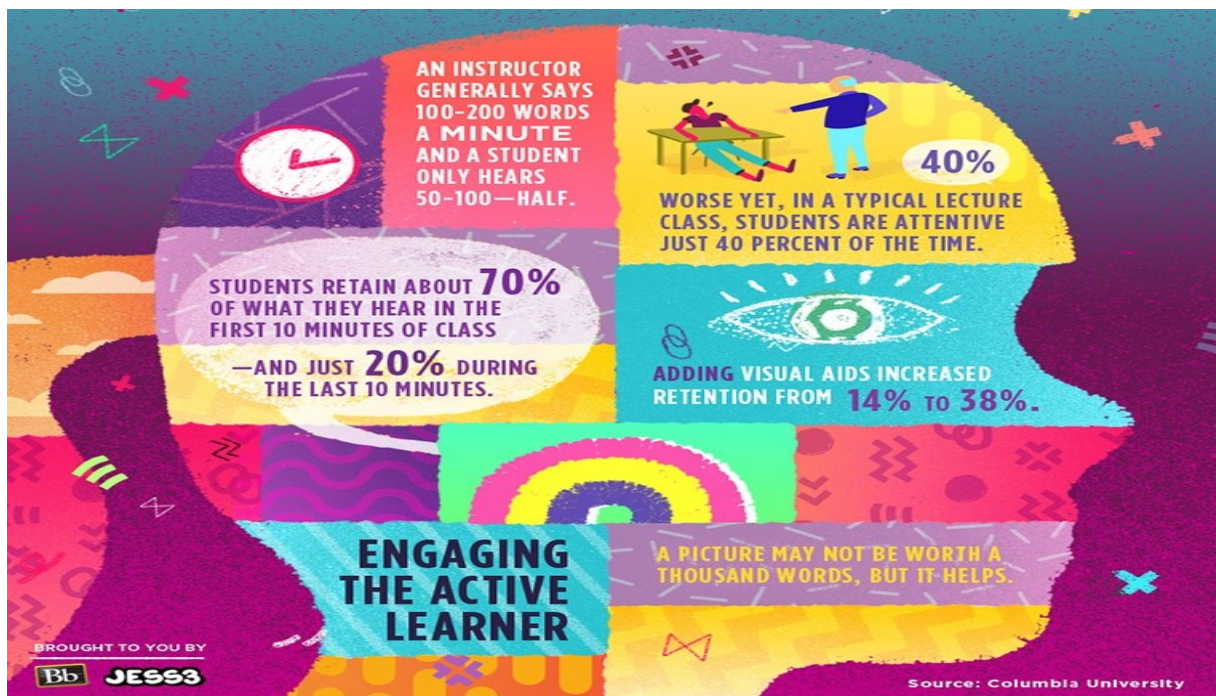
a) Do you agree with the message in the picture?

b) What does this message have in common with the discussion in this unit?

c) Can you find any modal verb in the written part? What does it mean?

TALKING TOGETHER

SPEAKING

**1) Answer the following questions and interview two classmates. Take turns.**

Questions	You	Classmate 1	Classmate 2
a) In your opinion, should students have internet access in classroom?			
b) Should students bring cell phone to schools, or they should leave it at home?			
c) How often do you use cell phones in your classroom?			
d) How many teachers give cell phone tasks in classroom? In your opinion, they are right or wrong?			
e) How can we avoid distractions during a cell phone task?			

2) In pairs, discuss ways to solve the following problems. In your answers, try to use some modal verbs.

Problems:
- ➤ Students are taking photos or doing selfies instead of doing the activity proposed.
- ➤ Some students don't have cell phones to do the activity proposed.
- ➤ Students are accessing social media instead of doing the activity proposed.

3) Read the cartoon below. In pairs, ask and answer the following questions.
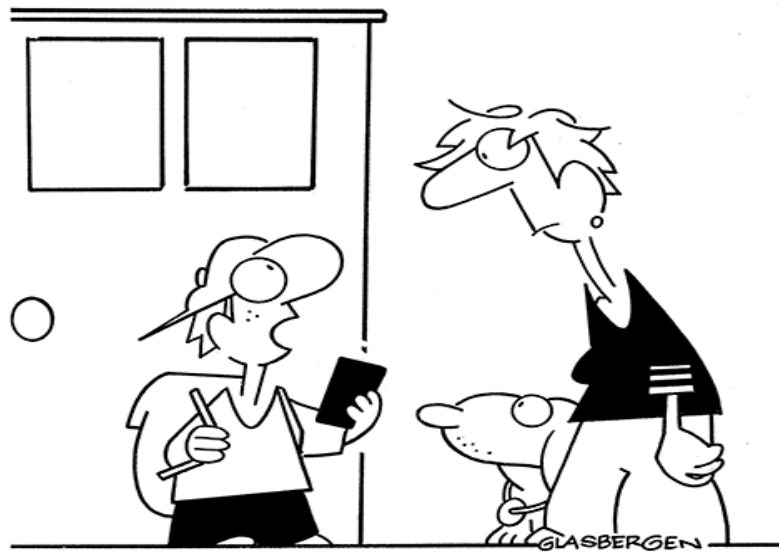
"Why am I going to school if my
phone already knows everything?"

http://www.glasbergen.com/education-cartoons/education-technology/

a) What problem does the cartoon show?

b) What answer could you give to the central question in the cartoon?

4) In groups, interview two different teachers from your school. Ask them about their opinions related to the use of cell phones as a pedagogical tool in classes. Follow the instructions below.

a) Useful questions:

➢ What's your name?

➢ What subject do you teach?

➢ Should cell phones be used as a pedagogical tool?

➢ Is it possible to adapt your classes to them?

Important tip!

If your teacher doesn't know English, you can translate all sentences. Your teacher can also answer the questions in Portuguese, if necessary.

SPEAKING RECORD

b) Your group need to create an oral presentation in English, considering the answers in "a". Follow the topics below:

> ➢ You need to record your presentation, using the voice recorder in your cell phone.
> ➢ Your presentation needs to have 3 to 5 minutes.
> ➢ Don't forget to check your **pronunciation** with the teacher.

SPEAKING FORUM

c) You must post your presentation in this forum: Cell phones in the classroom.

PREVIOUS LISTENING

http://www.youtube.com/watch?v=QYOWeBcwn9E

5) Watch/listen the following video: Should phones be banned at school? Take notes of the key words. What topics are addressed in the video? Write your answers in your notebook.

LISTEN AGAIN

6) Watch/listen again the introduction of the video (0:00 – 0:15) and answer the questions below in your notebook.

a) What does the presenter talk about phones?

b) Is it possible to feel what is her opinion about the use of phones in school? Why (not)?

7) watch/listen again the following part of the video (2:00 – 6:29) and choose the correct item that answer each question below. Write your answers in your notebook.

a) In Verona Park Primary School, digital technology
I. plays a central role in every classes.
II. happens only in some specific classes.

b) The principal of Verona Park Primary School says that phones are
I. important in some cases, as students sometimes will need it in their future carriers.
II. important in classes, because students need to deal with an important tool for their daily life.

c) The principal of McKinnon Secondary College say that students are
I. sometimes a bit selfish, but they keep a good relation when working together.
II. engaging, socializing and they make strong relationships with others.

d) In Mckinnon Secondary College students
I. can use technological tools in specific classes.
II. are not allowed to use technology.

8) Watch/listen again the last part of the video (6:30 – 6:53) and replace each icon @ with the appropriated information. Write the answers in your notebook.

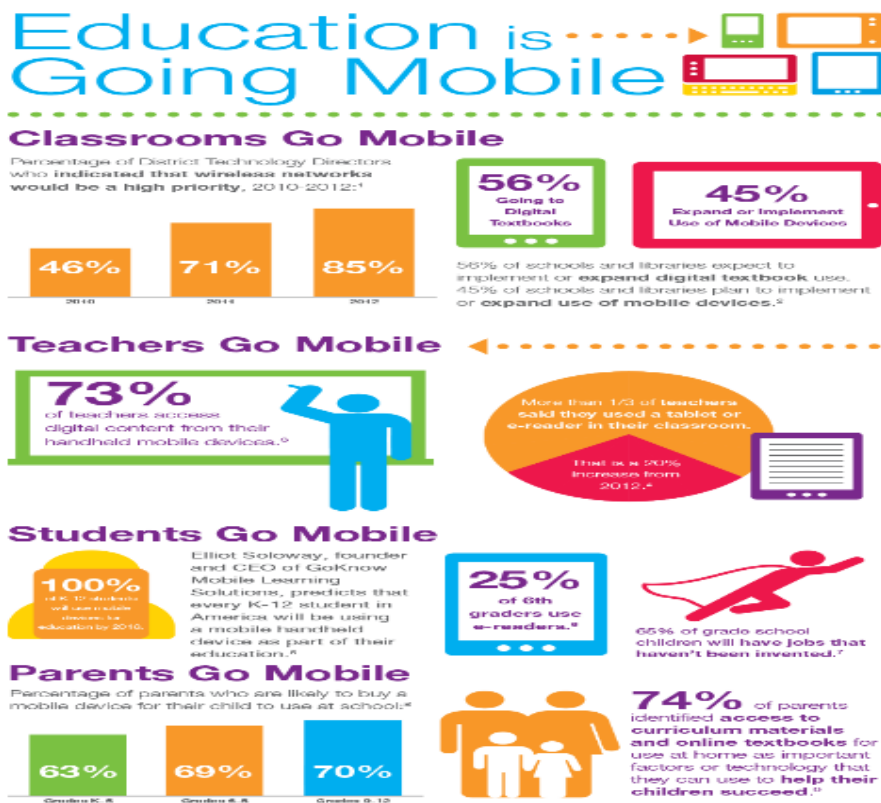| Facebook pool	
How do you feel about banning phones in schools?	
Yes	*@* **of people agree with the ban.**
No	*@* **of people disagree with the ban.**

POST-LISTENING

9) Do you agree with the Facebook pool results shown in the video? Why (not)?

SOCIAL PRODUCTION

PRE-WRITING

1) In groups, create an infographic talking about the following topic: <u>The use of cell phones in classroom</u>. Look at the example and the important tip chart below.

http://e-learninteleformacion.blogspot.com/2014/11/education-is-going-mobile-infographic.html (Adapted)

Important tip!

What is an infographic and how to make one?

Click on the topic in blue to learn more about this genre: **Infographic genre**

WRITING

2) You can use the app Canva to create your infographic. Explore and have fun!

3) Follow the guidelines below to write your text:

➢ Decide which aspects of the topic will be addressed.
➢ Try to be objective and write short sentences.
➢ You must use some modal verbs in your text.
➢ Create an interesting headline and define a target audience.
➢ Show your infographic to your colleagues and teachers, before writing the final version.
➢ Make some corrections, if necessary, and write the final version.

POST-WRITING

4) Your group need to share your infographic. You can post it on the Instagram of your school or in your school blog.

UNIT 2 – HOW TO AVOID FAKE NEWS?

READING TIME

PRE-READING

1- Look the words below. Do you know what they mean? Try to create a sentence in English to each one. After that, compare your answers with your classmates. Write your answers in your notebook. If you want, you can use this app **to help you.** **Click here!**

| fake | source | beyond | author | support | joke | bias | experts | date |

2- Look at the actions below and tick the ones that are not correct to do, in your opinion, before you share a news. Compare your answers with a partner.

a) You check the source of the new.

b) You agree with the title of the new without read it completely.

c) You don't try to check if the author is responsible.

d) You share the new because you trust in the person the send it to you.

e) You consider really important to check the date of new.

3) Before reading the text below, make predictions about it. Focus on the layout and the title to answer the question below. Write the answer in your notebook.

a) What do you expect to read about the text?

READING

4) Read the text below to check your predictions.

https://abqlibrary.org/FakeNews/FactCheck

5) Decide if the sentences below are true (T) or false (F), according to the text.

a) You must investigate the site. (   )

b) Considering only the headlines is enough to trust in the news. (   )

c) It is not necessary to know about the author of the news. (   )

d) It is important to look for supporting sources. (   )

e) Do not check the date of the news, because it is irrelevant. (   )

6) Considering the topics of the text, complete the table below. You should write which one of these practises you normally DO or DON'T do when you read some news.

consider the source	check the date
read beyond the headlines	check if it is only a joke
check the author	check your biases
check supporting sources	ask the experts

Yes, I do.	No, I don't

7) Ask a partner some questions related to exercise 6 according to the model. Then, take turns. If you want, you can include an <u>adverb of frequency</u> in your answers. Write the answers in your notebook.

Look!

Ex: Do you read the news beyond the headlines?

Yes, I do.

Ex: How often do you consider the source when you read the news?

I always consider the source in these cases.

POST-READING

Consider the extra part of the text below to answer the following questions.

Other tips for fact checking and avoiding fake news

1. When you open up a news article in your browser, open a second, empty tab. Use that second window to look up claims, author credentials and organizations that you come across in the article.
2. Check your own search attitude and biases: Is your search language biased in any way? Are you paying more attention to the information that confirms your own beliefs and ignoring evidence that does not?
3. Fake news spans across all kinds of media - printed and online articles, podcasts, YouTube videos, radio shows, even still images.
4. As Mad-Eye Moody said in *Harry Potter and the Goblet of Fire*, "Constant Vigilance!" Always be ready to fact check.
5. Be suspicious of pictures!: Not all photographs tell truth or unfiltered truth. Images are normally edited or process, but sometimes they are digitally manipulated. Some are born digital. A Google reverse image search can help discover the source of an image and its possible variations.
6. Even the best researchers will be fooled once in a while. If you find yourself fooled by a fake news story, use your experience as a learning tool.

https://abqlibrary.org/FakeNews/FactCheck

8- Which of these extra tips is the most relevant in your opinion?

9- Have you received/send some fake news? How did you feel when you discovered that it was fake? Do you think it is a huge modern problem?

LANGUAGE IN FOCUS

GRAMMAR - IMPERATIVES

1) Read the fragments from the text and focus on the verbs in bold. Them choose the correct item that completes each sentence below. Write the answers in your notebook.

> ➤ "**Check** the date"
> ➤ "**Read** beyond"
> ➤ "**Consider** if your own beliefs could affect your judgement."
> ➤ "**Ask** a librarian or consult a fact-checking site."
> ➤ "**Click** away from the history to investigate the site […]"

a) The verbs in bold are used in the sentences to

I. give tips to help people to avoid fake news.

II. describe people's typical behaviours to deal with fake news.

b) The verbs in bold are in the

I. simple past

II. imperative

Learn more about the
imperative form

Click here!

2) Find more three examples of imperative verbs in the texts. What do they mean? Write the answers in your notebook.

3) In the chart below, rewrite the sentences in exercise 1 including "Do not" or "Don't" at the beginning. Then answer the questions. Compare our sentences with your classmate.

Imperatives – DO NOT / DON'T

a) What do the sentences mean?

b) **"Do not"** or **"Don't"**? Is there a difference between them?

c) When can you use each form?

4) The tips below can be useful to avoid fake news. Replace each icon @ with an appropriate imperative from the box below. Compare your answers with your classmate.

check   don't talk   pay   don't get

➢ @ all your information on social media. Check trusted news websites or government websites.

➢ @ **breaking news as fact.**

➢ @ attention to quality and timeliness.

➢ @ the sources and citations.

5) Read the sentences from the text and mark the ones which are in the imperative form.

a) "Fake news spans across all kinds of media - printed and online articles, podcasts, YouTube videos, radio shows, even still images."

b) "Be suspicious of pictures! Not all photographs tell truth or unfiltered truth."

c) "If you find yourself fooled by a fake news story, use your experience as a learning tool."

d) "A Google reverse image search can help discover the source of an image and its possible variations."

6) Look at the pictures below and try to create an imperative sentence to express each one. You can make negative or affirmative sentences. Write your answers in your notebook. Compare your sentences with your classmates.

a)

sncjur.jusbrasil.com.br/artigos

b)

www.bing.com/images/search?view=detailV2&id

_____

_____

c)

attheu.utah.edu/facultystaff

d)

www.bing.com/images/search?view

_____

_____

7) Read the text below to answer the following questions.

https://thefederalistpapers.org

a) Do you like this kind of text? What is the name of this genre?

b) The text shows some sentences in the imperative forms. What do they mean?

c) Do you agree with the message in the text? In your opinion, can traditional media spread some fake news, or they are only spread by ordinary people?

TALKING TOGETHER

SPEAKING

1) In pairs, discuss ways to deal with the problems of fake news, considering the situations below. Think of useful tips presented in the reading part of this unit.

Situations:

➤ Someone in your family has just shared an information on a social network, but you are not sure if it is true. What do you do?

➤ You read something that sounds completely exaggerated or unreal. How to proceed?

➤ A friend of you has just shared something. You saw that, but you know that is not the correct fact. What can you do?

2) Copy the table below in your notebook and ask a classmate the questions below.

When you read a new…	Yes, I do.	No, I don't.
a) Do you check the date?		
b) Do you click away to investigate de site?		
c) Do you consider the relevance of the author?		
d) Do you share it without reading completely?		
e) Do you recognize if it is fake?		

3) Read the cartoon below and talk to a classmate about the following questions.

https://napavalleyregister.com

a) What is the problem mentioned in the cartoon?

b) Do you think it really happens nowadays? What is your opinion about that?

c) Do you only consider your beliefs when you are reading news, or do you take different views into consideration?

SPEAKING RECORD

4) In pairs, you need to create a short oral dialogue in English, talking about ways to avoid fake news. Follow the topics below:

- ➢ You need to record your presentation, using your cell phone cam.
- ➢ Decide with the teacher what is relevant to say.
- ➢ You need to include at least two tips learned to avoid fake news.
- ➢ Your presentation needs to have 3 to 5 minutes.
- ➢ Don't forget to check your **pronunciation** with the teacher.

BEYOND SPEAKING

5) After your teacher correction, you can share your video on your social media.

PREVIOUS LISTENING

https://tse2.mm.bing.net/

6) Watch/listen the first part of the video (0:00 – 0:43): <u>Fake news x Critical consuming</u>. After that, answer the question below. Write the answers in your notebook.

a) What do the words "bleak" and "dismaying" mean, according to the researchers?

LISTEN AGAIN

7) Watch/listen the rest of the video (0:43 – 2:55) and write the five C's of the critical consuming in the correct order you hear them.

a) Compare   (   )
b) Credibility   (   )
c) Corroboration   (   )
d) Context   (   )
e) Construction   (   )

8) Try to write a definition of the five C's of the critical consuming with your own words.

Five critical ways of consuming news	
Compare	
Credibility	
Corroboration	
Context	
Construction	

POST-LISTENING

9) Which of the critical ways of consuming news do you normally do? Which ones do not you do? Which ones can you do in the future?

SOCIAL PRODUCTION

PRE-WRITING

1) You must create a "meme" talking about the problem of fake news nowadays. Look at the example and the informative chart below.

https://nortonsafe.search.ask.com/

Look!

Do you know what is a meme and its social function?

Click on the topic in green to learn more about this genre: **Internet meme culture**

WRITING

2) If you want, you can use one of the websites below to make your meme. Explore and have fun!

- http://makeameme.org/
- https://imgflip.com/memegenerator
- https://memegenerator.net/create
- http://www.imagechef.com/meme-maker
- http://www.memes.com/generator

3) Follow the guidelines below to make your task:

- Decide which aspect of the theme will be addressed.
- Try to be objective and write short sentences.
- Try to include some imperative sentences.
- Define a target audience.
- Show your meme to your colleagues and teachers, before writing the final version.
- Make some corrections, if necessary, and write the final version.

POST-WRITING

4) You need to post your meme in this forum: The problem of fake news . After that, you must write a justification explaining your meme and its relevance to that discussion. You must also make comments on your colleagues' posts.

UNIT 1 – TEACHER'S GUIDE

READING TIME

PRE-READING

1) In this exercise, students can choose just a few words to create an oral definition. There is no need to look for all definitions. It is important to emphasize that the activity carried out in pairs, and this allows the exchange of information, so that the participants can help each other with unfamiliar words.

2) This is a personal activity, but it is interesting for students to compare their answers and then exchange ideas on this topic. The teacher always should act as a mediator, raising debate.

Answer key (Suggestion):

➢ Using educational learning Apps	(P)
➢ Incorporating digital platforms into lessons	(P)
➢ Distractions and interruptions	(C)
➢ Cyberbullying	(C)
➢ Supplementing lessons with digital materials	(P)
➢ Cheating	(C)
➢ Disconnection from face-to-face activities	(C)
➢ Providing easy access to more information	(P)

3) This activity can be developed orally. The teacher asks students, who must scan the text, paying attention to the layout, title, keywords, and images, thus trying to predict the theme of the text.

READING

4) Teacher, ask students to read only the first part of the text and confirm their answers in relation to activity 3.

5) Answer key: d

6) In this activity, it is important for the teacher to discuss with the students the advantages of using cell phones in the classroom. The teacher can ask them to make a list of up to three advantages and write it down in their notebooks.

7) Answer key:

a) Disconnection from face-to-face activities
b) Cyberbullying
c) Cheating
d) Distractions and interruptions

(b) It can be harder to see than other forms of bullying.
(d) It occurs when teachers need to make interventions all the time
(c) It happens when students share information while taking a test.
(a) It represents less in-person discussion and fewer learning opportunities.

POST-READING

8) This answer is personal. Teacher, try to encourage students to participate in the discussion of the topic.

9) In this activity, students need to compare their answers. The main point is to explore if the students agree or disagree with other opinion. Teacher, try to stimulate the answers through the expressions "Yes, I agree", "No, I disagree".

LANGUAGE IN FOCUS

GRAMMAR - MODAL VERBS

1) Answer key:　　a) advice　　b) ability　　c) possibility　　d) infinitive form

The teacher can clarify a little more about the topic "modal verbs" through the examples available in the link of this activity.

2) Teacher, try to encourage students to find at least two more examples in the text of sentences that present modal verbs in their compositions. Then, ask learners to reflect on their meanings. It is interesting to ask them to write down their answers in their notebooks.

3) Answer key: There is one more modal verb. Teacher, try to discuss with students why this modal verb does not fit into the textual structure proposed by the activity.

The bottom line: Should students have cell phones in school?

There's no easy answer: there are both pros and cons to students having cell phones in school. Although they **can** be used as a learning tool in the classroom, this only works as long as students use them effectively. […]

---

4) Teacher, try to encourage students to search for more modal verbs in sentence structures and their respective meanings in sentences. Learners should write their answers in their notebooks.

5) Teacher, ask students to analyse the images and express opinions about them. Then ask them to analyse the "Important tips" box, about the negative ways of using the "modal verb". Then ask them to create the sentences. Sentences can be negative or affirmative.

Suggestions:

a) You must not use cell phones when your teacher is saying.

b) Cell phones can be an excellent information tool.

6) Teacher, it is important to work with students to read the infographic, highlighting its structural aspects (verbal and non-verbal language) and information.

a) Personal answer.

b) Suggestions:

  ➢ "Students can work and collaborate with people in other locations." (can-ability)
  ➢ "Education can't log behind." (can-negative aspect for the future)

c) Answer key: "Technology in the field of education will be a powerful tool" (will-future)

d) Answer key: "Distance learners <u>must</u> join online communities" (must-obligation)

7) Teacher, in activities "a" and "b" try to stimulate debate and the exchange of ideas among students.

a) Personal answer.

b) Personal answer.

c) Answer key: "A picture may not be worth a thousand words, but it helps." (may not-possibility)

TALKING TOGETHER

SPEAKING

1) In this exercise, the teacher should encourage students to carry out the interview with their colleagues, writing down the answers in their notebooks.

2) Teacher, you can divide the class into groups, so that each group needs to find an answer for each situation presented in the question. After that, you can propose a conversation circle, thus all groups can express their views.

3) Suggestions:

a) Personal answer. The students are expected to realize that the cartoon deals with the way information comes to us in the modern world.

b) Personal answer. It is expected that the students understand that it is not enough to receive a lot of information through the cell phone, but a professional mediation is necessary to know how to deal with and absorb the contents. In this sense, the role of the teacher and the school is essential for the modern world.

4) Teacher, activities "a", "b" and "c" can serve as a kind of assessment work, or as a complementing activity in the classroom. Learners need to carry out the interview and recording stage always with the teacher's mediation. Finally, the recorded audios should be posted in the suggested forum. The teacher needs to encourage students to comment on the posts, expressing their opinions on the results obtained.

PREVIOUS LISTENING

5) Answer key: it is expected that the student understands that the video addresses the issue of cell phone use in the classroom.

LISTEN AGAIN

6) Answer keys:

a) She mentions the fact that cell phones are consider smart tools nowadays.

b) The presenter seems to indicate that she is not in favor of using cell phones in schools, as she mentions old educational practices, which in her opinion worked well.

7) Answer keys: a) I   b) II   c) II   d) I

8) Answer key:

Facebook pool	
How do you feel about banning phones in schools?	
Yes	**74%** of people agree with the ban.
No	**26%** of people disagree with the ban.

POST-LISTENING

9) Personal answer. Learners are expected to give reasons for their opinions.

SOCIAL PRODUCTION

PRE-WRITING

1) Teacher, in this activity try to work on the characteristics of the infographic genre, clicking on the link available in the "Important tips" box. Highlight the main characteristics of textual genre and its social function.

WRITING

2) Teacher, try to explore the **Canva** app with students if they are not familiar with this tool. If necessary, try to develop a tutorial, in a computer lab, for example.

3) Teacher, guide the students in each of the suggested steps. Try to guide as much as possible, accompanying the material production process with the students.

POST-WRITING

4) Teacher, after evaluating the works, encourage students to post their infographic on a social media or on a school blog, for example. This sharing step can be optional.

UNIT 2 – TEACHER'S GUIDE

READING TIME

PRE-READING

1) Teacher, try to encourage student to build sentences with the words in the box. First, learners must check if they know each word and search for the ones that does not know. Then they must develop the sentences. If necessary, students can use the suggested app. This activity can be done in groups.

2) Personal answer. It is interesting for students to compare their answers and come to some conclusions. The teacher can start a small debate, so that each student expresses opinions.

3) This activity can be developed orally. The teacher asks students, who must scan the text, paying attention to the layout, title, keywords, and images, thus trying to predict the theme of the text.

READING

4) Teacher, ask students to read all the infographic and confirm their answers in relation to activity 3.

5) Answer key:

a) You must investigate the site. (T)

b) Considering only the headlines is enough to trust in the news. (F)

c) It is not necessary to know about the author of the news. (F)

d) It is important to look for supporting sources. (T)

e) Do not check the date of the news, because it is irrelevant. (F)

6) Personal answer. Teacher, it is important to check whether learners understand all the expressions on the board before filling it in.

7) Teacher, the main objective of this activity is to encourage interaction between students, so that they can exchange information about how they deal with the topic proposed in this unit. It is also important to work on the "Do you...?" structure in questions, in addition to the answers with this auxiliary present tense. Moreover, it is also possible to explore the content of "adverbs of frequency", clicking on the available link.

POST-READING

8) Personal answer. Teacher, it is interesting to ask students about their answers.

9) Personal answer. Teacher, it is interesting to ask students about their answers. This activity can turn into a quick debate.

LANGUAGE IN FOCUS

GRAMMAR – IMPERATIVES

1) Answer key:

a) I. give tips to help people to avoid fake news.

b) II. imperative

Teacher, it is interesting to delve a little deeper into the studies of the use of the imperative of the verbs in English, by clicking on the link available on the page.

2) Teacher, try to encourage students to find at least two more examples in the text of sentences that present imperative forms in their compositions. Then, ask learners to reflect on their meanings. It is interesting to ask them to write down their answers in their notebooks.

3) Teacher, in this activity you can rewrite the sentences together with students and then reflect with them on the questions of this activity.

a) The student is expected to understand that the forms "do not/don't" help to make the negative imperative mood in English.

b) The student is expected to understand that "do not" is more used in formal structures, while "don't" is more used for informal situations of language use.

4) Answer key:

- ➢ Don't get all your information on social media. Check trusted news websites or government websites.
- ➢ **Don't talk breaking news as fact.**
- ➢ Pay attention to quality and timeliness.
- ➢ Check the sources and citations.

5) Answer key: sentences b and c

6) Suggestions:
a) Avoid fake news, look for facts.
b) Do not believe in every news easily.
c) Share facts instead of fake news.
d) Do not be influenced by fake news.

7) Personal answer.
a) It is expected that the student manifests his knowledge and opinion about the textual genre of this activity.
b) The student is expected to recognize the imperative mood structures present in the verbal part of the text and understand that they express an order.
c) Teacher, it is interesting to discuss with the students their answers to this question.

TALKING TOGETHER

SPEAKING

1) Teacher, it is important in this activity to encourage the exchange of ideas, debating with the whole class at the end.

2) Teacher, it is important to ensure that learners participate in this moment of questioning. You can also ask the arranged questions to the entire class.

3) Personal answers. This activity can be developed first individually and followed by a small collective debate.
a) The student is expected to realize that people are increasingly closed to seeking true knowledge through investigation.
b) Students are expected to realize that people today are less and less interested in investigating the facts.
c) The student is expected to understand that it is important to seek out different sources of information before sharing them.

SPEAKING RECORD

4) Teacher, it is important to encourage students to record the video, following the established steps. In addition, special attention should be paid to pronunciation. If necessary, make specific interventions to guarantee the communicability of the oral text.

BEYOND SPEAKING

5) This activity is optional. It is up to the teacher to freely adapt and incorporate this task. Try to encourage learners to participate and post the video on the suggested social media or other platforms.

PREVIOUS LISTENING

6) Answer key:

a) Students are expected to realize that the words "bleak" and "dismaying" are used to describe the difficulty that students currently have in distinguishing the real from the fake.

LISTEN AGAIN

7) Answer key:

a) Compare   (5)
b) Credibility   (2)
c) Corroboration   (4)
d) Context   (1)
e) Construction   (3)

8) Suggestion:

Five critical ways of consuming news	
Compare	Compare one news item with another to extract a position.
Credibility	Analyse the reputation of the person who publishes the news.
Corroboration	Check if the news was published by other media and if it is not isolated.
Context	Analyse who is the author, where and when the news was published.
Construction	Analyse whether the news is not simple speculation.

POST-LISTENING

9) Personal answer. Learners are expected to identify practices to combat fake news that are already part of their routines and those that can still be explored in the future.

SOCIAL PRODUCTION

PRE-WRITING

1) Teacher, encourage students to click on the link available on the information box available on the page. Reflect on the characteristics and social function of the "memes" genre in the current context.

WRITING

2) Teacher, it would be interesting to take the students to the computer lab to explore some of the sites available for the elaboration of "memes". Let the students have fun and choose the website of their interest to do this task.

3) Teacher, it is important to explain each step to the learners and follow their production stage.

4) Encourage students to post their "memes" in the forum created for this purpose. It is important to note that students need to write a justification for their "memes". In addition, They must comment on at least two other posts by their colleagues.

RATIONALE

Firstly, it is important to emphasize that the present work is in line with the principles of the BNCC for teaching English in high school, in order to promote the consolidation and expansion of the use and reflection of the English language. In this way, the proposed activities have a macrostructure based on values such as the notion of the relevance of English as a worldwide language in contemporary times, the exploration of digital and youth culture, as well as the expansion of the student's perspectives in relation to their personal and professional lives. Still in this point, this work tried to observe and apply in the tasks the exchange of opinions and ideas by the students, as way to value the different points of view, highlighting the critical sense and the autonomy of the students, who needs to recognize themselves as important agents in the social context in which they are inserted. (BRASIL, 2018)

From this, it should also be noted that the reading activities, located in the *"Reading time"* section, have as their main characteristic the choice of authentic texts with themes relevant to the young audience, since this is a determining factor for good learning of reading and consequently for the development of the study of words present in the text, as suggested by Celce, Brinton and Snow: "Students are more likely to engage in reading [...] when text materials are interesting, varied, abundant, attractive, and easily accessible" (CELCE; BRINTON; SNOW, 2014, p. 191). Thus, in unit 1, the suggested theme was the use of cell phones as important pedagogical tools for the current educational context, having as textual support the *web page genre*; at the same time unit 2 raised the question of how to deal with the problem of fake news, having the *infographic genre* as textual support. Both the themes and the textual genres chosen are in accordance with issues that interest the age group addressed in this work, which tends to favour educational practices and encourage the student's engagement in oral debates.

In addition, it is also extremely important to highlight that the reading activities of the *"Reading time"* are situated in three stages (pre-reading, reading, post-reading), as a way of promoting a more prepared and detailed work of the textual aspects that involve the process of reading and comprehensive analysis of a text in English, as in Celce, Brinton and Snow:

> Reading lessons should be structured consistently around a pre, during, and post-reading framework that prepares students for reading, helps them while reading, and then guides them in reconsidering texts (and text information) for a variety of purposes. (CELCE; BRINTON; SNOW, 2014, p. 191)

The *pre-reading* activities of the units in this work aim, above all, to improve the student's performance in relation to the essential vocabulary of the text, working on the meaning of keywords for a better textual understanding, as suggested by Celce, Brinton and Snow: "Teachers need a systematic way to decide *which* words to focus on because we simply cannot teach students all the words that they need to know" (CELCE; BRINTON; SNOW, 2014, p. 194).

Another practice developed in *pre-reading* activities is textual analysis based on the students' hypotheses. They need to use strategies such as skimming, quickly analysing the text, focusing on its layout, title, and images, to predict which points will be addressed in the text:

> At pre-reading stages, teachers can guide students in: (1) examining text headings and subheadings; and (2) hypothesizing what each section is about. The goal is for students, over time, to take these steps independently, without being directed to do so. Students can also be asked to preview preselected text section and highlight key words that signal discourse structure. (CELCE; BRINTON; SNOW, 2014, p. 197)

In the following sections of *reading* (during-reading), the aim was to provide activities that could explore more specific details of the text, with the objective of develop the student's ability to identify specific information from the textual structure presented in the exercises: "Teaching students to become more strategic readers should be central to comprehension instruction" (CELCE; BRINTON; SNOW, 2014, p. 198).

The *post-reading* activities close the *"Reading time"* section of this work. In general, all the tasks in this part have the objective of promoting the interaction, participation, and autonomy of the students, through debates in small groups or in pairs, always with the mediation of the teacher, stimulating dialogues, the exchange of opinions, questioning the ideas of the author and varied re-reading practices, as needed.

The grammar section of this work brings the title *"Language in focus"*, proposing a more communicative grammar teaching approach: "Grammatical ability refers to the ability to use grammar as a communicative resource in spoken and written discourse and requires a different pedagogical approach" (RICHARDS; REPPEN, 2014, p. 6). In addition, the activities are based on the text of the previous section, in order to promote greater contextualization, maintaining the thematic cohesion of the tasks and avoiding isolated sentences, a mechanical practice normally adopted in grammar teaching and that disassociates the teaching of a second language from its real use in context. In many of the activities, students are encouraged to compare their answers with those of their colleagues, trying to ensure a collective grammatical

maturation, based on the interaction between semantic and pragmatic aspects, otherwise learners may become less proficient speakers, producers of unnatural and restricted statements from a pragmatic point of view (OLIVEIRA; CARNEIRO; AZEVEDO, 2016, p. 444).

However, it is also important to mention that there are some activities that explore a more traditional methodology, opening space for the creation of phrases and metalinguistic reflections. These activities are not the central focus of the *"Language in use"* section, but it should be noted that there is not only one suitable methodology for working on grammar in the classroom. Studies show that it is ideal to have a variety of teaching approaches facing the diverse learning demands of learners. Another point concerns the criticism contained in the communicative approach in current days, considering that at certain times more traditional activities can help to bring more attention to the linguistic form under study, as observed in:

> "The CTL [communicative language teaching] does not exclude a focus on metalinguistic awareness or knowledge of rules of syntax. [It] pointed out that even traditional activities 'such as translation, dictation, and rote memorization can be helpful in bringing attention to form'." (NASSAJI; FOTOS, 2011, p. 12)

Still on this point, some studies show that more explicit methodologies can also help in the development of accuracy in the use of grammatical concepts: "If students do not have instruction on grammar points, they will not develop appropriate accuracy" (OLIVEIRA; BRAGA, 2017, p. 88). As a result, the links available in this material, set in separate dialogue boxes within the *"Language in use"* section, are justified. At this links, students can have access to a broader theoretical framework regarding the grammatical topic raised in each question. Obviously, the teacher must be part of this process, deepening, if necessary, the reflection of the grammatical topic of the unit.

Another central approach to the activities presented in this section is the inductive way of learning grammatical concepts. Mainly, the first exercises of the *"Language in use"* parts deal with grammatical analysis in a contextualized and inductive way, tending to lead the learners to infer and create their own concepts. These first activities take fragments from the text worked in *"Reading time"* and propose that the students analyse specific grammatical details, favouring a more contextualized and meaningful learning:

> 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. (CESAR; VARGAS, 2019, p. 227)

In summary, it can be seen that the tasks in the "Language in use" section present a mixture of methodologies for teaching grammar. However, it is clear that the central objective of all the proposals in this part of the material privileges and tries to emphasize the importance of more communicative and inductive approaches as a central point, without disregarding the relevance of other more traditional methodologies, which also have their virtues within the English grammar teaching-learning process.

The part entitled *"Talking together"*, as the name suggests, proposes a communicative approach to the oral skills of *speaking* and *listening*, respectively. The first relevant point to be highlighted is that the speaking tasks are, in the most part, based on the perspective of dialogue, through activities in pairs, groups, or debates, aiming at a completed resolution of the exercises. The idea behind each proposal is to encourage students to express themselves using the knowledge and strategies they already have of the English language, trying to develop fluency of expression without necessarily paying too much attention to the formal precision of the language. (BURNS, 2013, p. 174)

At this point, it should be noted that the issue of *pronunciation* in activities is not based on the analysis and understanding of phonetic symbols, but on communicability, that is, on the effective action of communication. This work tried to prioritize the notion that English is a global language, which therefore involves numerous accents. Thus, it would not make sense to privilege the study of a single form of pronunciation. The concept that "each speaker builds his own accent throughout his life" (CRITÓFARO, 2007, p. 72) was taken into account, and that the essential thing is that students manage to achieve efficient and coherent communication, regardless of possible errors from their variations in pronunciation.

In addition, all the activities in the *"Talking together"* section, specifically in relation to the *speaking* part, apply the concept that it is necessary to encourage the construction of spontaneous dialogues, rather than something ready or even memorized. By expressing themselves spontaneously, based on their repertoire naturally built throughout their academic training, students have the opportunity to expand their linguistic repertoire in order to prepare them for the unpredictability necessary in the context of a real speech interaction. As a result, the themes brought in each unit try to provoke debate in the learners, with interesting issues and pertinent themes to the public to which this work is intended.

Regarding engagement and the need to share linguistic expressions, each unit brings a proposal for recording a video/audio and a forum for debate on the issues of each unit, through the parts called *speaking record* and *beyond speaking*, respectively. Thus, "learners must assume responsibilities, use their imagination, propose alternatives, come up with solutions, etc. In other words, the active participation of the learner is emphasized, removing him from the role of passive receiver" (MARUSSO, 2010, p. 32). Furthermore, it is essential to highlight the relevance of the oral presentations in an activity, whether recorded or not. Although this is a difficult proposal at first, by being able to present an oral production, students strengthen their self-esteem and confidence in the communicability of their English, have fun, and acquire a communicative experience that can be decisive even in other instances of their lives.

Talking about the listening activities in the *"Talking together"* section, it can be said that all proposals aim at understanding English in an authentic context of speech (real-life listening). In addition, the tasks are based on different stages, called *previous listening*, *listening again* and *post-listening*. These steps work on the idea that it is necessary to listen to the activity more than once, in order to favour the full understanding and absorption of that content. In the *previous listening* stage, students are led to listen once and to reflect on essential topics and vocabularies related to the activity. In the *listen again* stage, a second audition is necessary so that it can be possible to identify specific information of the proposed exercise. Finally, in the *post-listening* stage, a question is presented to the learners, to raise their opinions, debates and exchanges of ideas about the subject presented, a common feature in all parts of this work. In summary, it can be concluded that listening activities are based on the analysis, understanding and interpretation of a real speech situation in the context of real language use, as stated by Field:

> In this way, listening becomes a much more interactive activity, with learners listening because they have a vested interest in justifying their own explanation of the text. By listening and relistening, they improve the accuracy with which they listen and, by discussing possible interpretations, they improve their ability to construct representations of meaning from what they hear. (FIELD, 2010, p. 247)

The section called *"social production"* presents the development of written skills in English. During the elaboration of these proposals, was considered the social relevance of written production, as an instrument for building an active citizenship of the student, allowing him to experience "new forms of engagement and participation in an increasingly globalized and plural social world" (BRASIL, 2018, p.239).

According to Bakhtin (2003), we interact through concrete utterances, not isolated sentences. Thus, this work opted for the production of different textual genres in each unit,

aiming at the development of a more contextualized production, which contemplates a dialogic and active perspective in contemporary society, placing the student in front of the characteristics and demands of a particular textual genre: "by providing students with the language to talk about texts, they can better understand how to make a piece of writing more effective and appropriate to the communicative purpose" (RICHARDS; RENANDYA, 2002, p. 322).

That said, it is important to reflect on the structure of the activities proposed in *"social production"*. There are three stages during the writing exercise production process: *pre-writing*, *writing* and *post-writing*. Each of these steps fulfils a specific function. The first, for example, is the stage of knowing the specific characteristics and social demand of the textual genre to be produced. It is important to emphasize that the genres were not chosen with the aim of teaching specific grammatical topics, but their social function and their relevance to the student's global learning, which encompasses discursive, linguistic, and sociocultural knowledge.

The second stage is dedicated to the process of making the genre in a socio-interactional perspective, mediated by the figure of the teacher, in addition to involving the participation of students to awaken the conception of the act of writing as a social practice, enabling students to act as protagonists. The third part works with the idea of posting the material on a social media, in order to emphasize the functional character of the task produced, considering that a text only exists in fact if it has a social interaction.

Another fundamental point of the present work is the dialogue with various tools of digital culture, such as the use of hyperlinks, social medias, cell phone devices, digital platforms, and different apps, all essential to modern communicative culture. All of this presupposes the effort to promote digital literacy as one of the main roles of modern education, capable of incorporating new proposals for technological interaction in its didactic practices. In the course of this work, the objective was to build proposals that considered the presence of digital technologies as potentiating factors in the educational process:

> Technologies provide the reconfiguration of pedagogical practice, the opening and plasticity of the curriculum and the exercise of co-authorship by teachers and students. Through the mediatization of information and communication technologies, curriculum development expands beyond the space-time boundaries of the classroom and educational institutions; overcomes the prescription of content presented in books, portals and other materials; establishes connections with the different spaces of knowledge and everyday events; and makes public the experiences, values and knowledge, previously restricted to the group present in the physical spaces, where the pedagogical act was carried out. (ALMEIDA; VALENTE, 2012, p. 60)

Thus, it can also be seen that the insertion of digital technologies in several tasks of the units developed in this work presupposes a more hybrid teaching practise, based on active

methodologies, aiming to apply learning experiences that favour the effective participation of students in the construction of knowledge and in the development of competences, enabling them to learn more autonomously, through different forms of experimentation and sharing:

> This means that we need to extend the range of literacy pedagogy beyond alphabetical communication. It also means that, in today's learning environments, we need to supplement traditional reading and writing skills with multimodal communications, particularly those typical of the new, digital media. Our approach here is to expand traditional understandings of the function and form of the written word. We want to explore the broader range of ways in which literacy works in contemporary society. (KALANTZIS; COPE, 2012, p. 2)

In this point, the proposed activities take into account that the modern student must be a knowledge-producer, rather than a simple knowledge-consumer, like the learners of past times, who were only recipients of information and readers of textbooks, for example. In this way, this work tried to develop proposals that would encourage pair works and collaborative groups, using a range of modern digital tools available in the culture, ensuring learning that can even go beyond the limits of the classroom. This also indicates changes in the role of the teacher in class because they now can be considered as "designers of learning environments for engaged students, rather than people who regurgitate the content of the textbook. They are professionals who are able create the conditions in which learners take more responsibility for their own learning" (KALANTZIS; COPE, 2012, p. 15).

Finally, this work tried to promote an approach to teaching English from the perspective of learning and human development, considering, above all, the cognitive and social dimensions of the learners. Reading, linguistic analysis, orality and writing were guided by relevant themes and genres, providing spaces for debate and argumentative critical experience, besides the expansion of the capacity to represent the world, through new forms of communication. All proposals were representative of real life, which enables students to think about ways to make the society better, as this is the main purpose of the educational process.

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