

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
Programa de Pós-Graduação em Estudos Linguísticos

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THE NEW & THE OLD: Teaching English in a Social Discussion
(Unidades Didáticas para o Ensino de Inglês)

Belo Horizonte
2021

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**THE NEW & THE OLD: Teaching English in a Social Discussion
(Unidades Didáticas para o Ensino de Inglês)**

Monografia de especialização
apresentada a Faculdade e Letras da
Universidade Federal de Minas Gerais,
como requisito parcial à obtenção do título
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Inglêsa.

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UNIVERSIDADE FEDERAL DE MINAS GERAIS
FACULDADE DE LETRAS
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA

FOLHA APROVAÇÃO DE TCC

THE NEW & THE OLD: Teaching English in a Social Discussion

(Unidades Didáticas para o Ensino de Inglês)

Larissa Martins Mendes

Monografia submetida à banca examinadora designada pelo colegiado do curso de Especialização em Língua Inglesa, como requisito para obtenção do grau de Especialista em Ensino de língua Inglesa, área de concentração ensino de língua Inglesa, aprovada em 28/07/2021, pela banca constituída pelos membros, Marisa Mendonça Carneiro e Valdeni da Silva Reis.

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RESUMO

Este material é fruto de mais de uma década de atuação no ensino de língua inglesa em diferentes contextos educacionais, tendo sido desenvolvido como parte da Especialização em Ensino de Inglês da UFMG. O objetivo é proporcionar experiências significativas de aprendizagem para adolescentes de 12 a 13 anos, ao nível B2, por meio de discussões sociais que promovam a reflexão crítica sobre temas da vida cotidiana. Com base na abordagem comunicativa e nos princípios da literacia crítica, o material busca integrar habilidades linguísticas — leitura, escuta, escrita e fala — a partir do uso de materiais autênticos e atividades contextualizadas. A metodologia empregada favorece a adaptação por parte dos professores, permitindo a personalização segundo as necessidades e realidades da turma. A proposta inclui o desenvolvimento de duas unidades. A primeira, *People Who Read for Pleasure*, incentiva a leitura e apresenta diferentes gêneros literários a partir do livro *Charlotte's Web*, incluindo sinopse, audiolivro e trailer de filme. A gramática abordada é o tempo presente simples, explorado em atividades integradas às temáticas da unidade. A segunda unidade, *Books vs. Technology*, discute a substituição de hábitos antigos pelo uso da tecnologia, como a leitura de livros eletrônicos em vez de livros físicos, com base em pesquisas e opiniões de leitores, culminando na produção de um artigo escrito pelos alunos com base em entrevistas realizadas em sala. O material conta ainda com roteiros de áudio e um guia do professor que auxilia no planejamento das aulas, com objetivos, conteúdos linguísticos e habilidades a serem trabalhadas. Os resultados evidenciam um recurso didático que valoriza a aprendizagem da língua inglesa de forma crítica e contextualizada. Conclui-se que a junção entre teoria e prática no desenvolvimento de materiais pode fortalecer o papel do professor e favorecer o engajamento dos alunos no processo de ensino-aprendizagem.

Palavras-chave: ensino de língua inglesa; abordagem comunicativa; literacia crítica; material didático; adolescentes.

ABSTRACT

This material results from over a decade of experience in English language teaching, shaped by diverse classroom contexts and theoretical advancements. Initially developed during the *Especialização em Ensino de Inglês* at UFMG, the material reflects a commitment to communicative language teaching and critical literacy. The project aims to provide meaningful language learning experiences for teenage learners (aged 12–13) at a B2 level, encouraging them to engage in social discussions and reflect critically on real-world issues through English. The methodology integrates authentic materials and emphasizes the development of all four language skills—reading, listening, writing, and speaking—within a communicative framework. The material is designed to be adaptable, allowing teachers to tailor lessons to students' needs and contexts. Each unit includes linguistic content, a variety of language tasks, and resources for extended practice. Two units are highlighted. Unit 1, *People Who Read for Pleasure*, introduces literary genres and promotes reading habits through texts such as the synopsis of *Charlotte's Web*, an audiobook excerpt, and a movie trailer. The unit reinforces the Simple Present tense and encourages personal engagement with literature. Unit 10, *Books vs. Technology*, explores the shift from traditional to digital reading practices, including debates on the use of e-books and smartphones. Students analyze research data, listen to contrasting opinions, and produce written texts based on peer research. The material is supported by a teacher's guide and audio scripts, providing pedagogical direction, objectives, and linguistic goals for each unit. The results point to a teaching resource that promotes language acquisition while fostering critical thinking and social awareness. The conclusion underlines the importance of combining theory and practice in language material design to empower both teachers and learners.

Keywords: english language teaching; communicative approach; critical literacy; instructional material; young learners.

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1. INTRODUCTION

Teaching English has started as a hobby for me in 2008. I was a high school student, and I taught basic English levels at the language center to pay for my intermediate course. One year later, I had the chance to travel abroad. I spent three months with Native Americans working in summer camps. After that, I was completely in love with the English language and all the opportunities I could have speaking a second language. Being in touch with the teaching practice and the culture that L2 enables people to know, and the experience, was the starting point when being and English became my profession.

Right after school graduation, I started studying Letras at UFMG. It has been 13 years of different teaching and learning experiences, working in all kinds of school environments (from kindergarten, middle school, high school, and college to elderly learners), trying different approaches, methods, and materials. It was in the middle of my personal development as a teacher, that I have heard about the CEI course at UFMG, Especialização em Ensino de inglês. I knew that it was what I needed, and I am confident that all the practices and knowledge to share brought me to another level as an English teacher.

During the course, many were the disciplines which helped me understand the teachers' and learners' needs while learning a second language. Studying different approaches and theories was important to standardize my practice and my critical thinking about the practice. And it was with the opportunity to develop units for a textbook that it was possible to gather those theories and apply them in a material I believe could enhance the teacher's practice. The learner's experience with the language.

The present material aims to reflect the knowledge acquired and the aspects I consider the most significant regarding language teaching, language learning, and language use. It was designed for teens, ages 12-13, at a B2 level. The material was built based on the communicative approach and critical literacy, which have named the material, The new & The old: Teaching English in a Social Discussion, developed

by me. The textbooks units should be part of a coursebook that would provide discussions on contextualized and extracurricular topics which will problematize daily life situations and raise awareness, in order to create agents for change. All the sections were created using authentic material, and it integrates the language skills: reading, listening, writing, and speaking.

In the first unit, People Who Read for Pleasure, students will learn different types of book genres and they will discuss their reading habits. The unit presents to the learners a synopsis from the book *Charlotte's Web*, by E. B White, an audiobook from the first chapter of the same literature, and also, the movie trailer of an adaptation from the story. Its grammar section is a review of the Simple Present Tense, and it challenges students in speaking, listening, and writing activities related to the thematics and the written genre. The material enables the teacher to adapt all the activities, and it gives support for extra practices, such as the full reading of *Charlotte's Web* and watching the movie adaptation.

The second unit, presented as the 10th chapter of the material, Books vs. Technology, focuses on discussions about the use of different gadgets and how technology has taken the place of old costumes, such as reading e-books instead of physical books. There is a listening section that compares the advantages and disadvantages of e-books and physical books according to their readers, and a reading section on a magazine article that shows research results on people's time spent on their smartphones. The grammar focus is the Simple Present tense review. In the last session, the learners will be able to integrate all the content from the unit and write an article based on research they will make with their classmates.

The last part of the material consists of audio scripts and a teacher's guide to help to plan and adapting lessons. This section should help teachers with the objectives, the linguist content, and the skills go each unit.

2. MATERIAL DEVELOPMENT

THE NEW & THE OLD

Teaching English in a Social Discussion

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Teachers' Guide

2 PEOPLE WHO READ FOR PLEASURE

1. VOCABULARY: Book Types

1. **Look** at the chart. Write the names of the gadgets with the pictures.

1. comics 2. novel 3. adventure 4. horror 5. science fiction 6. fantasy 7. fairy tale 8. mystery

[6]		[4]		[9]		[2]	
[7]		[8]		[5]		[1]	

2. **Listen** and **repeat**.

3. **Discuss** the questions below in pairs:

- What is your favorite type of book?

Personal answer

- Can you name one book for each type? Share your favorite titles with the class.

Personal answer

2. READING: Synopsis

1. Before reading, discuss the questions in class:

- a. Do you usually read books? Why? Which ones do you like?
- b. In pairs, ask and answer the questions below. Take notes and share your discoveries with the class.
 - When do you usually read? Do you like it?
 - Do you usually read books for pleasure? Why?
 - What types of books do you like?
 - How do you usually choose a book to read?
- c. Read the first paragraph of the text.
 - What do you think the text is about?
 - Who is Meryl Streep?
 - Who is E. B. White?
 - What are "Stuart Little" and "The Trumpet of the Swan"?

Synopsis

Brought to life by Meryl Streep and a full cast, this beloved book by E. B. White, author of *Stuart Little* and *The Trumpet of the Swan*, is a classic of children's literature that is just about perfect.*

Some Pig, Humble, Radiant, These are the words in Charlotte's Web, high up in Zuckerman's barn. Charlotte's spider web tells of her feelings for a little pig named Wilbur, who simply wants a friend. They also express the love of a girl named Fern, who saved Wilbur's life when he was born the runt of his litter.

E. B. White's Newbery Honor Book is a tender novel of friendship, love, life, and death that will continue to be enjoyed by generations to come.

Includes an appreciation written and read by Caldecott Honor winner Melissa Sweet, the cover artist of this edition and author/illustrator of *Some Writer! The Story of E. B. White*.

Narrated by Meryl Streep

featuring:

January LaVoy as CHARLOTTE

Kirby Heyborne as WILBUR

MacLeod Andrews as TEMPLETON

2. Read the text and highlight words you don't know. Look them up in the dictionary. Read it again and answer to the questions below:

- a. Where does the story takes place?

In Zuckerman's barn.

- b. What are the characters involved in the story?

Zuckerman, Wilbern, Charlotte and Fern.

- c. What type of book is that and what is it about?

It's a classic children's literature . Charlotte tell the story of her feelings for a little pig and the loved for a girl named Fern.

- d. Is this book indicated for adults?

Yes, it will continue to be enjoyed by generations to come.

3. After reading, **discuss** the questions in pairs:

- a. What are your impressions of *Charlotte's Web* after reading the synopsis. Do you think it is an interesting story?

Personal answer

- b. In pairs, discuss your ideas about the book. What do you think the story is about? What happens to Charlotte, Wilbur and Fern?

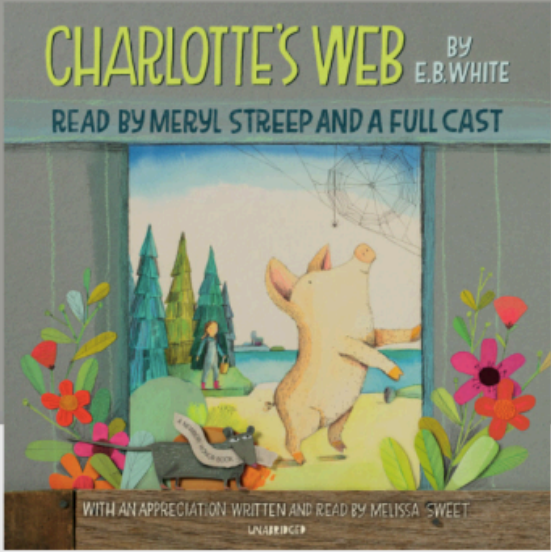
Personal answer

3. LISTENING: Audiobooks

▶


BUY

↗



Charlotte's Web

Written by: **E. B. White**
 Read by: **Meryl Streep, January LaVoy, Kirby Heyborne, MacLeod Andrews, Emily Rankin, Kimberly Farr, Mark Deakins & Lincoln Hoppe**



<https://www.penguinrandomhouseaudio.com/book/623904/charlottes-web/?ref=PRHD9DF6A1939>

1. Are you familiar with audiobooks? What are they? Look at the audiobook presentation. What do you think the story is like?

Personal answer

2. Listen again and choose *a*, *b* or *c*.

1. What was Mr. Arable doing?
 - A. Washing the dishes after breakfast.
 - B. Cooking lunch.
 - C. **Setting the table for breakfast.**
2. Why is Mr. Arable carrying an ax?
 - A. He needs to cut some wood.
 - B. **He wants to kill a newborn pig.**
 - C. He is working at the hog house.
3. How did Fern sopped her sneakers?
 - A. **The grass was wet.**
 - B. She jumped in a powder.
 - C. It was raining outside.
4. What color was the newborn pig?
 - A. Red from crying
 - B. White.
 - C. Pink.

b. Do you think the newborn pig is going to be a trouble for Fern? Discuss with your classmates.

4. PRONUNCIATION: Word Stress in Compound Nouns

1. **Look at** the words below. What do they have in common?

breakfast - springtime - anyway - newborn

They are words formed by the combination of two different words. They are called compound nouns.

2. **Use the dictionary** and check the phonetic transcriptions for the words and write them down. Can you pronounce them correctly?

1. breakfast : / brek·fəst /

2. springtime: /sprɪŋ.taɪm /

3. anyway: /en-i,weɪ /

4. newborn: /nuː.bɔːrn /

3. **Identify** the symbol ('). What does it mean? **Discuss** your discoveries with your classmates.

In compound nouns the word stress usually falls on the first syllable.

4. Can you think of more examples of compound nouns? Write them down and check the pronunciation in dictionary. Can you pronounce them correctly? Share your words with the class.

Personal answer

5. GRAMMAR FOCUS: Relative Pronouns

1. **Read** the extracts from *Charlotte's web*. Can you find any similarities between them? What is the function of the Relative Pronouns in bold? **Discuss** in groups.

"...this beloved book (...) is a classic of children's literature **that** is "just about perfect."

"... continued Fern **who** was only eight."

"Charlotte's spider web tells of her feelings for a little pig named Wilbur **who** simply wants a friend."

"They also express the love of a girl named Fern **who** saved Wilbur's life..."

"The only sound was a slight scrap ing noise from the rooftop, **where** the weather-vane swung back and forth..."

"Wilbur was what farmers call a spring pig, **which** simply means that he was born in springtime."

"Mrs. Arable gave him a feeding around noontime each day, **when** Fern was away in school."

"E. B. White's Newbery Honor Book is a tender novel of friendship, love, life, and death **that** will continue to be enjoyed..."

2. **Complete** the chart with the words below according to your discoveries:

people - relative pronouns - things - places - relative clauses - time

RELATIVE PRONOUNS

Relative Pronouns introduce a relative clause. They refer/modify previous words such as: people, things, places and time.

3. **Read** the sentences in exercise 1 again. **Circle** the relative pronouns and **underline** the words they modify. Follow the example given:

"...this beloved book (...) is a classic of children's literature that is "just about perfect."

4. **Look** at the chart and fill in the blanks:

	Relative Pronouns
<u>People</u>	who/that
<u>Things</u>	<u>which/that</u>
<u>Time</u>	<u>when</u>
<u>Places</u>	where

5. **Complete** the sentences below using the relative pronouns. After, **underline** the words that they refer to:

- "...daddy longlegs (type of spider who/that has a tiny body and very long thin legs..."
- "...at the end of a path, was the dump where Mr. Zuckerman threw all sorts of trash..."
- "But he couldn't think of any other way to locate the mysterious new friend who/that was nowhere."
- "At last Wilbur saw the creature that had spoken to him in such a kindly way ..."
- "Even Wilbur, who/that could eat almost anything, was appalled."
- The straw seemed scratchy - not as comfortable as the cow manure, that/which was always delightfully soft to lie in.
- "...centipedes, mosquitoes, crickets - anything that/which is careless enough to get caught in my web ..."
- "Every afternoon, when the school bus stopped in front of her house, she jumped out and ran to the kitchen..."

6. **Look at** the cartoon and circle the relative pronoun. What is it referring to?

THAT refers to reading a book.

7. Do you think reading books is so retro? Do you prefer watching movies or using your phone? Discuss with the class.

Personal answer

6. SPEAKING

1. **Watch** the movie trailer of an adaptation of the *Charlotte's Web* story.
2. **Watch it again** and make a list of the characters you can identify. In pairs, make question and describe the characters with your own words. After, complete the chart with at least to characters you discussed.

Personal answer



<https://www.flickr.com/photos/gemmacorrell/5810191332/in/album-72157627471545042/>

7. WRITING

3. **Read** again the *Charlotte's Web* synopsis in this unit. Check the word(s) that describe this genre better:

1. () long

3. (x) brief

5. () opnative

2. (x) descriptive

4. () detailed

6. (x) narrative

2. **Circle** the verbs and **underline** the adjectives you can find in the synopsis. What is the main tense used ? Complete the blanks according to your discoveries about the genre.

SYNOPSIS

A synopsis is a brief and descriptive text. It summarizes the events in a novel or a book and it can also be used for movies, tv series, or plays.

It is usually in the present tense and it includes lots of adjectives to express feelings and emotions.



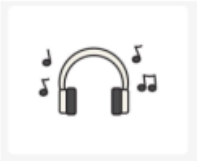




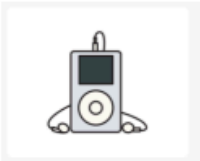








10 BOOKS & TECHNOLOGY

1. VOCABULARY

ELECTRONICS & GADGETS

1. **Look** at the chart. Write the names of the gadgets with the pictures.

1. flash drive 2. computer 3. DVD player 4. mobile phone 5. headphones 6. clock radio 7. remote control 8. walkman 9. MP3 player 10. CD player 11. stereo 13. video tape 14. cassette tape 15. tablet 16. video camera 17. tape recorder

[] 	[] 	[] 	[] 
[] 	[] 	[] 	[] 
[] 	[] 	[] 	[] 
[] 	[] 	[] 	[] 

2. **Listen** and **repeat**.

3. **Discuss** the questions below in pairs:

- Do you know all the gadgets from the list?
- Which ones do you usually use?
- Order the words according to each gadget you consider more important. Share your list with your classmates.

2. READING

MAGAZINE ARTICLE

1. Before reading, discuss the questions in class:

TIME SPOTLIGHT STORY: IN PUERTO RICO, A TRANS COLLECTIVE REIMAGINES FAMILY MY ACCOUNT SUBSCRIBE

HEALTH • MENTAL HEALTH/PSYCHOLOGY

More Than Half of Teens Think They Spend Too Much Time on Their Phones

BY BELINDA LUSCOMBE AUGUST 22, 2018 10:37 AM EDT

Parents aren't the only ones worried about how much time teens spend on their phones, a new Pew report suggests. Teens aren't crazy about it either: More than half (54%) think they spend too much time on their smartphones. Girls also tend to think they spend too much time on social media while boys are more likely to think they spend too much time playing video games.

The report drew its results from two surveys in March — one of almost 750 adolescents 13 to 17 years old and one of more than 1,000 parents. The results indicate that some less-than-optimal behaviors are developing around smartphones, which 95% of teens now use. Almost 45% of teens say they often checked their phones for notifications and messages as soon as they wake up. More than 30% of teens say they sometimes lose focus in class because they're distracted by their phones. And almost half of girls (49%) that age report feeling anxious if they don't have their phones with them.

But it also revealed a modicum of self-awareness about the perils of too much screen time. A full 17% of teens say they feel happy and relieved when they don't have their phones with them. More than half (52%) say they have taken steps to ease up on mobile phone use, and even more have attempted to limit their use of social media (57%) and video games (58%). Almost two thirds of parents worry about their kids' screen time, and more than half have put limits in place.

However, while the study found that 72% of parents sometimes find it hard to get their kids' attention away from their screens, more than half of teens say it's the parents who can be hard to talk to when they are on their phones. And more parents than teens feel obligated to respond to any messages that come in on their phones immediately. Parents are also more likely to be distracted by phones than kids are during the working day.

Heitner suggests that families have a discussion about how to be less distracted in a constructive, non-accusatory way. "Look at the problem of distraction together," she says. "The most important thing is that nobody feels guilty or defensive." And if changes are called for, don't try to be radical, like throwing out everybody's phones. Perhaps start by plugging in the phone away from the bed. "Just change one small habit," says Heitner. "All the research suggests that's the most effective way."

a. What are the consequences of spending too much time on the phone?

Personal answer

b. Do you spend too much time on your phone?

Personal answer

2. **Read** the text and answer to the questions below:

a. Who spends more time on social medias ?

Girls

b. Who spends more time playing games ?

Boys

c. What are the behaviors parents and teenagers are developing around smartphones?

Checking the phone for notifications and messages as soon as they wake up, teens are less focused in class because they're distracted by their phones, girls are feeling anxious if they don't have their phones with them.

d. What is Heiher's outlook about smartphones' use?

Looking at the effect of media on your life is more important than measuring the quantity.

e. What are the suggestions Heitner gives to be less distracted by smartphones?

She suggests that families have a discussion about how to be less distracted. Don't try to be radical. Perhaps, start by plugging in the phone away from the bed.

3. **After reading**, discuss your opinion in pairs:

- What for do you spend more time with your smartphone?

Personal answer

- Are there any behaviors you are developing around your phone?

Personal answer

- Is there any strategy you can use to be less distracted by your smartphone?

Personal answer

3. LISTENING

PRINTED BOOKS vs. EBOOKS

<https://www.youtube.com/watch?v=q5FRNY1ZW1g>

1. **Listen** to an overview on printed books vs digital books and match the headlines for each session :

ROUND 1	[3] cost
ROUND 2	[4] learning comprehension
ROUND 3	[1] features
ROUND 4	[6] utility
ROUND 5	[2] easier gives to the readers
ROUND 6	[5] accessibility

2. **Listen** again and answer to the questions:

a. List 3 benefits of printed books:

You can flip through its pages and directly write notes, they are eye friendly, it doesn't require power, readers retain information longer, they are authentic plastic and collectable.

b. List 3 benefits of ebooks:

A person can read it at any light condition and adjust text size, they are cheaper, there are free books on the internet, you can read faster, you can have many books in one single device and can read it at anytime and any where.

3. Discuss in pairs

- After listening, which side are you on? Printed books or ebooks?

4. GRAMMAR

SIMPLE PRESENT REVIEW

1. Find in the text from the reading section 3 examples of Present Progressive Tense

"More than half (54%) think they spend too much time on their smartphones..."

"The results indicate that some less-than-optimal behaviors are developing around smartphones..."













"She says that looking at the effect of media on your life is more important than measuring the quantity..."

2. Look at the sentences in the chart and complete the rules:

PRESENT SIMPLE (REVIEW)	
afirmativas and negatives (I , YOU, WE, THEY)	
+	I spend too much time texting on my phone
-	We don't need to check notifications as soon as we get up.
afirmativas and negatives (HE, SHE, IT)	
+	He spends more time with social on his smartphone.
-	She feels anxious if she doesn't have her smartphone.
We form the simple present with subject (I,you, we, they) + <u>verb</u> We add <u>DON'T</u> after the subject and before the verb to form the negative . We form the simple present with subject (he, she, it) + <u>verb+s</u> . We add <u>DOESN'T</u> after the subject and before the verb to form the negative .	
questions and short answers (I , YOU, WE, THEY)	
Do you get anxious around your smartphone?	
Yes, I do .	No, I don't .
PRESENT SIMPLE (REVIEW)	
questions and short answers (HE, SHE IT)	
Does she plug her phone away from the bed?	
Yes, she does	No, she doesn't .
We form the simple present question with <u>DO</u> + subject (I,you, we, they) + <u>verb</u> We form the simple present question with <u>DOES</u> + subject (he, she, it) + <u>verb</u>	









1 VOCABULARY BANK

UNIT 2

					
CD player	cassette tape	headphones	remote control	tablet	video camera
					
mobile phone	clock radio	computer	MP3 player	DVD player	
					
flash drive	walkman	tape recorder	video tape	stereo	

1 VOCABULARY BANK

UNIT 10

			
horror	mystery	fantasy	fairy tale
			
adventure	comics	novel	science fiction

4 AUDIO SCRIPT

UNIT 2

Activity 3

NARRATOR: E-books versus printed books... which is really better? Prepare for round one...let's talk about the features... according to 68% of young adult readers with devices used for reading... a person can read in any light condition adjust text size highlight text for later reference store a lot of books in one device and carry it anywhere ... Books offer physical aspect that an e-book doesn't ... you can flip through its pages and directly write notes on the book itself giving a more natural experience ...

Round two... ebooks and printed books fight for the easier gives to the readers ... according to 66% of young adult readers printed books are better... first their eye friendly ... second they give a more fulfilling reading experience which connects the reader to the book ... lastly it doesn't require power... ebooks on the other hand are the opposite of these reasons which made it difficult for them to read ...also... they cause eye strain ...

Round three... let's talk about the cost.. 86% of readers who have devices find books cheaper than printed books ... there are also free books on the Internet which is also one reason why they choose to read e-books... printed books just cost more...

Round four let's talk about learning and comprehension... according to an interview with young adult readers all of them retain information longer when they read in printed format than on digital... they may read faster with ebooks but find it hard to recall information compared to paperback ...

Round five ... let's talk about the accessibility of the both formats ... readers have listed three characteristics that they love about ebooks and printed books ... ebooks are convenient store many books in one single device and can be read anytime anywhere... while printed books are said to be authentic plastic and collectible ...

Round six... let's talk about the field and utility aspect of books ...66% of readers said that printed books offer a different experience... it gives a real and authentic field nostalgia and satisfaction among them... it's a smell in the way of curling up in a good book while flipping its pages that an e-book can't offer ...

After six rounds the judges have already made a unanimous decision.... and the winner is both ebooks and printed books ... ebooks and printed books have their own characteristics and they differ from person to person on which one to use ... it ultimately depends on the personality and own preferences of a reader... it also depends on which format best serves a certain situation ...

Printed books or ebooks ... which side are you on? share your thoughts using the hashtag bookwars.

UNIT 10

Activity 3

Charlotte's Web Audiobook

Chapter 1

Before Breakfast

HERE'S Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast. "Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night." "I don't see why he needs an ax," continued Fern, who was only eight. "Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it." "Do away with it?" shrieked Fern. "You mean kill it? Just because it's smaller than the others?" Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig

would probably die anyway." Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father. "Please don't kill it!" she sobbed. "It's unfair." Mr. Arable stopped walking. "Fern," he said gently, "you will have to learn to control yourself." "Control myself?" yelled Fern. "This is a matter of life and death, and you talk about controlling myself." Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand. "Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!" "But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If I had been very small at birth, would you have killed me?" Mr. Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, a little runty pig is another." "I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of injustice I ever heard of." A queer look came over John Arable's face. He seemed almost ready to cry himself. "All right," he said. "You go back to the house and I will bring the runt when I come in. I'll let you start it on a bottle, like a baby. Then you'll see what trouble a pig can be." When Mr. Arable returned to the house half an hour later, he carried a carton under his arm. Fern was upstairs changing her sneakers. The kitchen table was set for breakfast, and the room smelled of coffee, bacon, damp plaster, and wood smoke from the stove. "Put it on her chair!" said Mrs. Arable. Mr. Arable set the carton down at Fern's place. Then he walked to the sink and washed his hands and dried them on the roller towel. Fern came slowly down the stairs. Her eyes were red from crying. As she approached her chair, the carton wobbled, and there was a scratching noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink. "He's yours," said Mr. Arable. "Saved from an untimely death. And may the good Lord forgive me for this foolishness." Fern couldn't take her eyes off the tiny pig. "Oh," she whispered. "Oh, look at him! He's absolutely perfect." She closed the carton carefully. First she kissed her father, then she kissed her mother. Then she opened the lid again, lifted the pig out, and held it against her cheek.

3 TEACHERS' GUIDE

UNIT 2

BOOKS & TECHNOLOGY

UNIT OBJECTIVES

- Understand, memorize and correctly use vocabulary related Technology and Gadgets
- Identify specific information from a text on a magazine article on phone use
- Understand and correctly use grammar structure related to the present, and draw parallels to L1
- Talk about like and dislikes
- identify specific information referring to ebooks and paper books through a listening activity
- Study the Vocabulary in Pictures and Grammar Guide from the unit
- Write an opinion for a forum discussion

LINGUISTIC CONTENT

Main Vocabulary

Technology and Gadgets: *computer, mobile phone, tablet, etc.*

Grammar

Simple Present (Review): affirmative, negative, questions and short answers.

Simple Present vs Present Progressive

Functional Language

Talking about likes and dislikes

Pronunciation

The third person -s: /s/ /z/ /iz/

SKILLS

Reading

Read a magazine article about phone use

Listening

Listen to a person comparing paper books to e-books

Speaking

Spoken interaction

Ask and answer about likes and dislikes

Spoken Interaction

Talk about likes and dislikes

OTHER AREAS OF LEARNING

Learning Strategies

Using headlines/titles to help you listen

Social- Cultural Aspects

Reading habits and technology use

Cross Curricular Contents

Language and literature: forums

3 TEACHERS` GUIDE

UNIT 10

PEOPLE WHO READ BOOKS

UNIT OBJECTIVES

- Understand, memorize and correctly use vocabulary related to Book Types
- Identify specific information from a text on synopsis
- Read a synopsis and identify their main characteristics
- Understand and correctly use grammar structure related to Relative Pronouns
- Listen to specific information through a listening activity
- Learn how to talk about and describe people, places, things, animals, or ideas mentioned before
- Study the Vocabulary in Pictures and Grammar Guide from the unit
- Write a synopsis

LINGUISTIC CONTENT

Main Vocabulary

Book types: *romance, drama, fiction, etc.*

Grammar

Relative Pronouns : *who, that* .

Functional Language

Link information and refer to people using relative pronouns

Pronunciation

Word stress

SKILLS

Reading

Read a synopsis from the book, *Charlotte's Web*.

Listening

Listen to an audiobook chapter

Speaking

Spoken interaction

Ask and answer questions about characters in a movie trailer

Spoken Production

Talk about characters in a movie trailer

OTHER AREAS OF LEARNING

Learning Strategies

Skim the text to get general ideas

Using images to help understand context

Cross Curricular Contents

Language and literature: book genres

3. RATIONALE

3.1. INTRODUCTION

The present material, *The New & The Old: Teaching English in a Social Discussion*, was developed considering the discussions raised throughout the course at *Curso de Especialização em Língua Inglesa (CEI/ UFMG)*. The two units designed, *People Who Read Books* and *Books & Technology*, are a product of the study of methods and theories carefully analyzed. As a result, the textbook should contain the main aspects I have considered the basics for effective teaching material.

3.2. HISTORY OF ENGLISH TEACHING

In the context in which *“Latin was considered the model for studying the grammar of any language”* (RUTHERFORD, 1987, p. 29) the grammar-based approach was considered essential for learning. It was used as content as well as for developing curriculum and language teaching materials. Learning grammar was enough for learning an L2 for historical reasons, and the best way of learning an L2 was through studying First language (L1) Grammar.

In the 18th and 19th centuries, the Translation Method was focused exclusively on studying grammatical rules, studying structures, and mastering the written language. It was taught deductively through explicit explanation of rules, memorization, and translation of texts.

The Audio-Lingual Method was mainly used from the 19th and 20th centuries, in the context of World War II. It is possible to spot the consequences the teaching methods suffered in North America during and after that period. In this context, Structuralism advocates for the idea that language should be understood as a system that allows the speaker to decode meaning through phonemes, morphemes, words, structures, and sentences. According to Richards & Rodgers (2001, p 49), *“Learning a language (...) entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence”*.

It is also important to mention that, at the same time, the principles of Behaviorism theorized by B. F. Skinner were being introduced in the field of Education. Once they claimed that learning was an imitative behavior, as it happened through repetition via positive and negative reinforcement. Regarding this, lessons were expected to be structured in a way that only the target language appeared. Then, language acquisition would depart from a lot of drilling and correction on the pronunciation produced by students aiming at achieving native likeness within a very controlled environment. This approach considered language as a possible predictable system, in which potential errors could be anticipated by the teacher because they are a result of the interaction of L1 with L2.

3.3. THE COMMUNICATIVE APPROACH

The Communicative Approach relies on the inadequacies of previous approaches that were based exclusively on the presentation and manipulation of grammatical forms and which led to a new approach focused on communication, meaning, and language use. Teachers who use this approach advocate that here language is considered a tool for making meaning and that students are provided with real communication opportunities, by using learner-centered teaching techniques, authentic materials. They also promote activities such as pair work, group work, and “information gap” questions.

The objective is to develop communicative competencies which involve grammatical, social linguistic, strategic, and discourse competence. Even though the Communicative Approach does not have a fixed set of methodological prescriptions, it presents the definitions of the weak and strong versions of communicative language teaching. In the strong version, communication is the goal and the means of language instruction. It is a meaning-focus method that integrates language and content, focusing on task-based instruction, content based and immersion models of L2 acquisition. The weak version also focuses on communication as a goal, but the instruction happens in a controlled form through communicative context practices.

Once the communicative approach creates the environment for abundant input, it might provide the necessary comprehensible input that is the base for learning and registering, according to iconic, echoic (short term memory), semantic and episodic memory (long term memory). This is especially due to the promotion of a strong neurological entrenchment in the learner's brain. The more the communication, the more the entrenchment, and this may even overcome the age factor. This approach also leads learners of a second language to the output known as interlanguage, a term coined by Sellinger (1972), as the linguistic representation that emerges as one different from the learner's native language (so-called L1). The second one is the target language, also known as L2.

Positive transfer from L1 to L2 can be spotted. In this sense, it might be very effective in enrolling young learners in the acquisition of a second language. This approach confirms that the student of a second language does not have to be "native-like" to benefit from the acquisition of a second language.

Regarding interlanguage, the communicative approach benefits the learner with the use of the "rules of thumb", rules that can be easily memorized, as a first way to expose an idea. This communication strategy avoids not fully familiar constructions and, thus, might create a more comfortable environment for L2 learners, lowering their effective filter to permit that the input becomes intake and the learner able to produce the output.

On the other hand, shortcomings of the communicative approach are its lack of attention to grammatical forms, which are considered important to develop accuracy in the L2. It is mainly focused on fluency instead of accuracy, in other words, students may acquire language but produce incoherent and incorrect sentences and do not minimize errors.

In the communicative approach, linguistic and grammar forms are taught implicitly rather than explicitly, through formal instruction. Even if there is great exposure, it is unlikely that the learners will acquire aspects of the L2 through purely instructed input. N. Ellis (1995), and Larsen-Freeman and Long (1991) found that "while instructed language learning may not have major effects on the sequence of

acquisition, it has significant effects on the rate of acquisition and the attainment of accuracy” (NASSAJI & FOTOS, 2011: 9).

3.4. MATERIAL DEVELOPMENT

Taking into consideration that learning needs to engage learners both affectively and cognitively, the starting point of the development of the material is based on the statement:

The integration of new knowledge into the learner’s existing language system occurs certainly only when the language is used spontaneously in a communicative (purposeful) situation to express the learner’s own meaning (...) The input from the materials provides linguistic and cultural preparation before, or in parallel with, the learner-generated language which is the ultimate goal of the learning process.

After contextualizing the language teaching approaches, and highlighting their key features and shortcomings, it is possible to say that research in different scientific fields, but especially studies in Second Language Acquisition (SLA), has shed more light on those 27 discussions about language teaching methods. Investigations about age as a factor in language acquisition, the functioning of cognition, memory, and attention in the human brain, and the way people effectively acquire languages have all contributed to the perception that facts other than linguistic structures should be taken into account as well. In that sense, SLA is much more similar to the acquisition of first languages than one would expect. Krashen also proposes the input hypothesis:

The comprehensible input hypothesis is that acquisition occurs when one is exposed to language that is comprehensible and contains $i + 1$. The ‘i’ represents the level of language already acquired, and the ‘+ 1’ is a metaphor for language (words, grammatical forms, aspects of pronunciation) that is just a step beyond that level (Lightbown & Spada, 2013: 99).

According to Richards & Rodgers (2001, p 22), *“The objectives of a method, (...) are attained through the instructional process, through the organized and directed interaction of teachers, learners, and materials in the classroom”*. Based on

that, the units were developed considering the learner's role, the teacher's role, and the material's role in the communicative English teaching approach.

During the course, we have discussed the incoherences and controversies found in many languages courses due to material use:

For some, commercial materials deskill teachers and rob them of their capacity to think professionally and respond to their students. They are also misleading in that the contrived language they contain has little to do with reality. For others, the role of teaching materials is potentially more positive. They can, for example, be a useful form of professional development for teachers, and foster autonomous learning strategies in students.

As mentioned in the extract, textbooks should not be restrictive, instead, they should provide positive results in class for teachers and learners and, also, enhance the learning environment. All materials should be authentic-like: raising classroom interactions, using realist language constraints, and proposing adaptable and varied types of activities. All this brought together can provide credibility and standardize teaching. On the contrary, it cannot cater to the needs and wants of their actual users and removes initiative and power from teachers (Tomlinson, 2012). The units were developed with authentic material. They have contextualized thematics which can promote classroom interaction or can be adapted by the teacher according to the learners' needs.

To create the method of the instructional material, I have considered the analysis of teaching approaches, in the light of theories related to language learning and Second 28 Language Acquisition (SLA). It allowed us to conclude that there is no best method for language teaching. The Audio-lingual Approach emerged in a war context, where fast training, memorization, and repetition were considered important aspects for learning a second language. Moreover, it is considered the cognitive strategies and the control processes the speaker applies regarding his/her L1 and L2. On the other hand, the Communicative Approach proposed a more contextualized learning process departing from real contexts but failed in recognizing language as a dynamic system. In addition, both approaches disregarded important questions on Second Language Acquisition, concentrating too much on the teacher's

attention on structural and formal features of the language, and the potential best techniques to present it formally, rather than also taking into consideration other important factors present in language classes, such as the way students acquire second languages or the way cognition processes language.

Considering that, *The New & The Old: Teaching English in a Social Discussion*, should be used by educators to understand what aspects students can benefit from it. Each approach, method, and technique, was analyzed through a critical perspective to develop the material. SLA studies also remind teachers that exposure to language and continuous practice are core values to developing language proficiency in students.

The creation of the material consisted of the development of the design which leads the approach to the method. The design consists of a method analysis that considers the objectives, the syllabus model, the type of learning tasks, and the roles in the learning process. The learning particular objectives are related to the design, for this reason, the material aims to determine each unit's objectives, its linguistic content, and skills. The units aim to teach language as a means of expression.

The communicative approach, which was used to develop the syllabus organization, offers flexibility according to the learner's needs. It is task-based, considers structures and functions of language, and it promotes interaction. It also provides contextualized thematics and interactive exchange, such as the discussions proposed in each section of the textbook created: 1) vocabulary, 2) reading, 3) listening, 4) speaking, and 5) writing.

The Learners' Role

The learners' contribution to the learning process is explicit, which means that they will influence their learning and group learning. The present material provides space so that the learners are negotiators — between the self, the learning process, and the object of learning, Richards & Rodgers (2001, p.77). They are agents, processors, performers, initiators, and problem solvers.

The Teacher's Role

As working with the textbook developed, teachers should work as guides, create conditions for language learning, facilitate the process, and promote interactions, as emphasized in the teacher's guide section. Again, the teacher's role reflects the method and the learning theory.

The Material's Role

Both units, *People Who Read Books* and *Books & Technology*, focus on abilities of interpretation, expression, and negotiation. It involves different kinds of texts and different media. It uses visual cues and, proposes interesting and contextualized thematics. This will provide opportunities for self-evaluation and progress in learning.

The material, *The New & The Old: Teaching English in a Social Discussion*, was designed to support communication activities, especially, the ones related to social issue discussions. It was named after the desire to promote critical thinking and enable learners to be agents of change in social relations. It is also possible to enhance the activities by adding exercise handbooks, cards, communication materials, and booklets.

Not only that, but it is the concern here to avoid incoherences seen in many teaching practices when choosing the material, they are to enhance the practice. As stated by Jane Crawford (2002 p. 80): *"The issue is not so much whether teachers should use commercially prepared materials, but rather what form theses should take so that the outcomes are positive for teachers and learners rather than restrictive"*.

3.5. THE MATERIAL SESSIONS

Teaching Grammar: Structured Grammar-Focused Tasks

It is known that grammar is fundamental to language teaching. Historically, approaches to grammar teaching have undergone many changes as a result of

inadequacies found in each approach and controversies on what has been valued in language: form, meaning, use. According to Kelly (1969), the controversy concerning how to teach grammar has existed since the beginning of language teaching. For this reason, grammar-based, task-based, and communication-based approaches have been used in language teaching for years. When developing materials to teach L2, it should be based on conspiracy theories and each session must be thought according to the skills aimed.

Considering that the goal of second language learning is to develop communicative competence in a way learners can use language accurately and fluently for real communication purposes, we must agree on the importance of grammar instruction in L2 communicative classrooms. Skehan (1996a, p. 51) sees this as involving 'a constant cycle of analysis and synthesis: achieved by manipulating the focus of attention of the learners and there should be a balanced development towards the three goals of restructuring, accuracy, and fluency.

The textbook presented makes grammar forms obvious to raise learner's consciousness, in a way they can generate a rule for their own. They work with comparisons, enhance input and convey meaning realized by the form in active communication

Teaching Reading And Using Extensive Reading

Edigar says:

An L2 literacy classroom has the potential to be a dynamic active place where issues related to using writing and oral language in students' L2 can be wrestled with to learn new information. We need more teachers who are committed to learning and understanding ELLs better and who recognize that they bring great amounts of pro experience of the world to their learnin (EDIGAR, 2001, p. 167)

The material developed shares the: *"common belief that the ability to read fluently is best achieve through an instructional program that emphasizes reading extensively in the language"* (RENANDYA; JACOBS, 2002, p. 296).

Based on Renandya and Jacobs (2002), students will also be exposed to extensive reading, as teachers can propose readings of different types of books and also the literature, *Charlotte's Web*, to have longer readings with a focus on the meaning. It is expected that students read large amounts of material within their level of comprehension and that they choose what they want to read. It is also the goal here to enroll them in post-reading activities. The teacher reads with the students and models enthusiasm for reading, and they keep track of their progress in reading skills together.

Teaching Listening

It is important to say that it is not expected that students understand every word of the listening suggested in the textbook. On the other hand, it is the objective to develop both bottom-up and top-down listening skills while exposed to substantial amounts of authentic data. The listening extracts from the material were selected considering the listening features presented in *Listening in Language Learning*, which characterizes effective teaching; the materials should be based on a wide range of authentic texts, including both monologues and dialogues, schema-building tasks should precede the listening, strategies for effective listening should be incorporated into the materials. Learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks, they should also know what they are listening for and why, the task should include opportunities for learners to play an active role in their learning, content should be personalized.

Teaching Speaking

Speaking is the central element of communication and should be taught after exposing the students to sufficient language input and speech-promotion activities (SHUMIN, 2002). For this reason, the speaking sections follow the reading and listening sections in the material developed. It also requires teacher modeling and careful guidance so that learners will be able to speak properly.

Teaching Vocabulary

Considering Current Research and Practice in Teaching Vocabulary, teaching vocabulary is not restricted to the vocabulary section in this textbook. Activities such as listening, guessing from context, using dictionaries and extensive reading have a role in developing vocabulary knowledge. The material offers a good amount of authentic readings and listening which allow a variety of extra activities depending on learners' level, and the teacher's objectives with the lesson

Learning vocabulary through incidental, intentional, and independent approaches requires teachers to plan a wide variety of activities and exercises (...) As learners' vocabulary expands in size and depth, extensive reading and independent strategies may be increasingly emphasized (HUNT; BEGLAR, 2020).

Teaching Writing

The writing section provides models which develop familiarity with the structures of the text. The proposes of the textbooks units is to write similar texts to the ones presented before. It is also integrated with the thematic of the unit and the tasks developed in the previous sessions. In both unit 2 and 10, the writing tasks provide strategies for writing, and in Unit 10, the students can choose the option which is the most appropriate to their purpose before they write.

3.6. CONCLUSION

After studying and reflecting on the history of language teaching, design, methods, and approaches, it is possible to conclude that the materials do not work alone but are important tools to provide a consistent base for English teaching. It should combine different skills, methods, topics, and functions, creating space for practice and interaction. Teachers, learners, and the context will influence the effectiveness of materials, but the theory of language, language learning, and language use, must be thought beforehand and applied as developing materials to have the best results in the process of teaching and learning a second language. The New & The Old: Teaching English in a Social Discussion included analyzing and investigating the principles and procedures of the design, writing, practice, and

evaluation of the material. The textbooks should provide a source of interactions between the language, the teacher, and the learners

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