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Ready Set Learn

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Governador Valadares
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Trabalho de Conclusão de Curso apresentado junto a UFMG – FALE – CEI, como um dos requisitos para a obtenção do título de especialista.

Governador Valadares
2014

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Introduction

Level: Intermediate 3rd grade (High School)
Age: 16 up

Throughout my teaching experience, I could noticed how many of my students lacked confidence in their own abilities or often had low self-esteem. Based on that, I decided on the Multiple Intelligences theme as my first unit. Considering the students' age range and school grade, we can assume that they will be soon heading to college as well as making their carrier choices. Therefore, I chose to introduce the topic to them and it was well received.

The theme of my second unit is Your Role in Society. Taking in consideration the generational gaps within families, I chose this topic because it helps highlight similarities as well as differences between their reality and the one of others around them. This topic provides an opportunity for them to discuss their own role, identity, and citizenship with their peers.

In addition to careful selection of the themes, the four basic skills of reading, writing, listening, and speaking were also considered, allowing students to interact, express their feelings, and act critically. The units were divide it into sections, providing the learners with opportunities for real use of the language and technology that plays an important role in their daily lives. Special attention was drawn to the choice of the material used throughout the units, to guide students working individually and cooperatively.

My objective was to make the activities clear in a way students can achieve the goals proposed!

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Elaine Metzker

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Unit 1 – Multiple Intelligences Test

Name: _____ date: _____

Teacher: _____ grade: _____ Score: _____

- 1) Match the name of the eight types of intelligences according to the pictures:

LOGICAL - INTRAPERSONAL - KINESTHETIC - MUSICAL



INTERPERSONAL - LINGUISTIC - SPATIAL - NATURALISTIC

- 2) Write the sentences in the correct order:

a) must/persuading/be/Lawyers/at/ good/people.

b) good/or/dancer/become/smart/can/builder./people/Body/a/ good

c) and/smart/mathematicians/Number/be/can/people/accountants.

d) be/one/in/might/than/people/strong/intelligence./more/Some

3) Write three sentences using the modals *must/might/can*:

4) You are going to listen to The Best Jobs in the World:



Listening

https://www.youtube.com/watch?v=GcCXPO68_CU

a) According to the video match the professions to their functions:

1. Chief Funster
2. Taste Master
3. Wildlife Caretaker
4. Outback Adventurer
5. Lifestyle Photographer
6. Park Ranger

**The Best Jobs
in the World**

- () Wake up the kangaroos, swim with the dolphins and sea lions and explore kangaroo Island.
- () Crash festivals and events, write reviews and live the life of a Sydney VIP.
- () Check the water temperature, patrol the beaches and leave only footprints.
- () Eat your way around the state, forage out the finest produce and uncover the best bars and restaurants.
- () Travel the outback, meet the locals and have a new adventurer every day.
- () Discovered hidden laneways, create photo shoots and working with high profile designers and artists.

- 5) Choose one of the professions above, which of the intelligences must be the strongest to get that kind of job? Justify your answer.

- 6) Read the following ads and do the activities:

1

Help wanted

Pets
Looking For Cat Lovers
 Looking for someone to pet cute cats and kittens from 9 to 5 pm. Must be able to endure hours of cats purring and kittens meowing. Overtime req'd to play using laser pointers and string.
MUST LOVE CATS
 Apply online today at: www.HouseOfPurr.com

Help wa

manufacturing
ASS
 Wittmann Batt global manuf robotics and e molding indus
Assembler - C
 position prov and preparatio process. So required. Exp position is de available in ca rate office. Ple
 wittm

MAN
DAVENPORT S
 looking for a person to w Department.
DAVENPORT R
 to inspect

SECRETARY
 at The Gilbert Secretary, in the school office as Associate and Responsibilities limited to reports, communication, Interested indi to the Gilbert website website and complete on at www.appli-hool.
 e reviewed as should be direct, Principal at tschool.org

jobs
 The Hire Source has Immediate opening for
MAINTENANCE

2

Wanted Graphic Designer

4+ years full time experience in the advertising industry

Fluent written & spoken english

Excellent knowledge of: InDesign, Illustrator & Photoshop

Excellent knowledge of: Print production processes and their technical requirements

Send your CV & Portfolio to: cb@cbegypt.com
 Or by fax: (202) 24141424

3

WANTED

An esteemed & well reputed organization in the Health & Fitness sector is looking for highly professional Resource for its branch in Karachi on urgent basis.

FRONT DESK OFFICER:
Self driven professional possessing excellent Customer Service attributes must apply!

Experience & Skills required:

- 2-3 years experience is preferred.
- Ability to express customer handling, skills.
- Excellent communication & interpersonal skills.
- Good time management & team working skills.

An attractive salary package will be offered to the selected candidates.

Please send your updated CVs at the given Email address before 5th December, 2013

Email: dilawer.rafiq.hr@gmail.com

4

POETS WANTED

Cubicle Ltd. has a job opening in the poetry department. We are looking for a poet with the following qualifications:

- Minimum three years of poetry writing experience;
- Haiku crafter;
- Ability to recite in front of a larger audience in an engaging manner;
- Rhyming is welcomed, but not necessary.

Your responsibilities will consist of:

- Providing daily inspiration with poetry memos (original work only);
- Reciting the work of the greatest poets;
- Preventing emotional numbness among company employees.

All interested candidates should send their CV and cover poem at hrdepartment@cubicle.com.

Cubicle Ltd.
Bratigton Street 20
Dreamville



a) Complete the chart with the information from the ads:

	ad 1	ad 2	ad 3	ad 4
Name of the company				
Qualifications required				
Position offered				

7) Check it out the ‘Help Wanted’ in exercise 6, the jobs from exercise 5 or any other position you would like it, and write a paragraph applying for the position offered, explain why you deserve the job.

‘DON ’T FORGET TO TALK ABOUT YOUR STONGEST ABILITIES’

Have a good test!

Unit 1 – Multiple Intelligences Test – **ANSWER KEY - 13,0**

1) **2,0 (0,25 each)**

LOGICAL - INTRAPERSONAL - KINESTHETIC - MUSICAL



2) **INTERPERSONAL - LINGUISTIC - SPATIAL - NATURALISTIC**

2) **2,0 (0,5 each)**

- a) *Lawyers must be good at persuading people.*
- b) *Body smart people can become a good dancer or a good builder.*
- c) *Number smart people can be mathematicians and accountants.*
- d) *Some people might be strong in more than one intelligence.*

3) **open answer. 1,5 (0,5 each)**

4) **1,5 (0,25 each)**

Answers: 3,1,6,2,4,5.

5) **1,0**

Possible answers:

1. Chief Funster (interpersonal/musical/bodily-kinesthetic/verbal)
2. Taste Master (naturalistic/intrapersonal)
3. Wildlife Caretaker (naturalistic/bodily-kinesthetic)
4. Outback Adventurer (naturalistic/bodily-kinesthetic)
5. Lifestyle Photographer(naturalistic/ intrapersonal)
6. Park Ranger (spatial/naturalistic)

Note: Consider their answers correct as long as they justify them according to the type of intelligence.

6) **3,0 (0,25 each)**

	ad 1	ad 2	ad 3	ad 4
Name of the company	House of purr	It doesn't say	It doesn't say	Cubicle Ltd.
Qualifications required	Able to endure hours of cat purring and kittens meowing/over time required to play using laser pointer and string	4 years full time experience in the ad industry/fluent English/exc. Knowledge in design, illustrator, photoshop, print production...	2-3 years of experience/ability to express customers handling, skills/exc. Communication, interpersonal skill/good time management, team work skills	Min. 3 Years experience/haiku crafter/ability to recite for larger audience
Position offered	Pet caretaker	Graphic designer	Front desk officer	poets

7) 2,0

open answer.

LISTENING SCRIPT

Hi, I'm Ben Southall. A few years ago I won The Best job in the World being an island caretaker on the great barrier reef in Australia. Unfortunately for me my time is up, but luckily for you "The Best Job in the World" is back. Yet this time, there is not one, but six amazing jobs in Australia all up for grabs! How about working here as the new Chief Funster. Crash festivals and events, write reviews and live the life of a Sydney VIP. Have you considered working as a 'Taste Master'? Eat your way around the state, forage out the finest produce and uncover the best bars and restaurants. Have you ever considered working as a 'wildlife caretaker'? It's a very relaxing working environment. Wake up the kangaroos, swim with the dolphins and sea lions and explore kangaroo Island. Or you could be an 'outback adventurer'? Travel the outback, meet the locals and have a new adventurer every day. How about working as a 'lifestyle photographer' with TimeOut magazine? Discovered hidden laneways, create photo shoots and working with high profile designers and artists. And finally, you could be a full time 'Park Ranger', check the water temperature, patrol the beaches and leave only footprints. The pay is not bad either. Each job includes a free jar of Vegemite, and a six-month contract worth \$100,000. When you are here you'll be able to travel around in style with Virgin Australia. So click to apply now and good luck! And take it for me, nothing like Australia.

Unit 2 – Your Role in the Society Test

Name: _____ date: _____

Teacher: _____ grade: _____ Score: _____

- 1) Read the following text and answer the questions below:



'Men are stuck' in gender roles, data suggest

Even as society encourages women into typically male roles, research shows it holds rigid gender stereotypes for men — probably to everyone's detriment.

December 26, 2013 | By Emily Alpert Reyes

Email Share

C.J. Duron, 6, has gravitated toward Barbies, Disney princesses and pink ... (Liz O. Baylen, Los Angeles...)

Brent Kroeger pores over nasty online comments about stay-at-home dads, wondering if his friends think those things about him. The Rowland Heights father remembers high school classmates laughing when he said he wanted to be a "house husband." He avoids mentioning it on Facebook.

"I don't want other men to look at me like less of a man," Kroeger said.

His fears are tied to a bigger phenomenon: The gender revolution has been lopsided. Even as American society has seen sweeping transformations — expanding roles for women, surging tolerance for homosexuality — popular ideas about masculinity seem to have stagnated.

While women have broken into fields once dominated by men, such as business, medicine and law, men have been slower to pursue nursing, teach preschool, or take jobs as administrative assistants. Census data and surveys show that men remain rare in stereotypically feminine positions.

When it comes to gender progress, said Ronald F. Levant, editor of the journal *Psychology of Men and Masculinity*, "men are stuck."

Available at: <http://articles.latimes.com/2013/dec/26/local/la-me-one-way-gender-revolution-20131227>
accessed on 20/11/2014

a) Match the words from the text to their meaning:

1) pursue

() to look at and study something, usually a book or document carefully.

2) remain

() with one side bigger, higher, etc. than the other; not equally balanced.

3) lopsided

() to try to do something over a period of time/ to follow someone or something, usually to try to catch them.

4) pore over sth

() to continue to be in the same state.

<http://dictionary.cambridge.org>

b) What kind of text is it? Where can we find it?

c) What do they mean by: 'Men are stuck'?

2) Listen to the audio and answer the questions:



Listening

a) The audio is about:

- () fast-food
 () sexist toys
 () spider-man

b) What's the speaker's point of view:

- () positive
 () negative
 () not clear

- c) The situation is happening:
 () on an internet video
 () on TV show
 () in a radio program
- d) What's the purpose of this text?
 () complaint
 () recommendation
 () give instructions

3) Complete the sentences using the appropriate verb tense from the box:

speaK - invite - be - win - see - let

- a) I would go out with you If I _____ so tired.
- b) If I _____ the lottery, I would travel around the world.
- c) If I _____ a pitbull without a leash on the street, I would be frightened.
- d) If you _____ me, I would go to the party.
- e) I would take the baby with me If you _____.
- f) You would get the job if you _____ a foreign language.

4) **Read the text in exercise 1 again and write a comment to *Brent Kroeger* giving your point of view about his “embarrassing situation”. You can start your comment with:**

IF I WERE YOU...

Have a good test!

Unit 2 – Your Role in the Society Test – ANSWER KEY - 10,0

- 1) **1,0 (0,25 each)**
 - a) 4, 3, 1, 2
 - b) News. We can find it on newspaper and internet. **1,0**
 - c) Men are not progressing as women. **1,0**
- 2) **2,0 (0,5 each)**
 - a) sexist
 - b) negative
 - c) on an internet video
 - d) complaint
- 3) **3,0 (0,5 each)**
 - a) Weren't
 - b) Won
 - c) Saw
 - d) Invited
 - e) Let
 - f) Spoke
- 4) **2,0**
Open answer

Listening – script

Yet, what's up it's Mandy, and I've just got some this amazing spider-man to McDonalds toys, and unfortunately they separated them in gender specific categories. If you are boy you might get something like this, a really cool electro light-up figure, which is pretty awesome, if I was six or seven I would love this. You are girl you get something like this: an amazing spider-man clutch or case, or I don't even know what this is. It's a hard plastic thing with a little loop on it in apparently there's nothing cool inside of it and when you look at it just screams spider-man, it's pink with glitter all over it. I mean that's exactly what I think of when I think of a spider-man I think the pink and glitter. And also one of the boys toys is a really cool light-up spider-man car which is awesome, I collected action figures and cars when I was little, so I would loved this. And if I'm a little girl I get to get a spider-man post card, yeah... I get to write to all my friends and tell the how much by McDnalds Happy Meal Toys were socked; it's basically another glittery spider-man. What you guys think? Is this sexist or it's not? Let me know in the comments and will have a bunch of reviews and contest up tomorrow. I'll be giving away a whole bunch of the spider-man toys, so let me know what you think in the comments and thank you so much for watching it.

NOTE: Follow the link to do the listening activity

Available at: <http://www.youtube.com/watch?v=fXLTaFRkDY>

Accessed on 20/11/2014

Rationale

Learners must no longer sit there and expect to be taught; teachers must no longer stand up there teaching all the time. Teachers have to learn to let go and learners have to learn to take hold.(BRIAN PAGE, 1992, p. 84)

Introduction

Learning a foreign language is becoming essential nowadays, not only for professional reasons, but for educational purposes, travel, and as way to facilitate communication via social networks. Since English has converted into a basic need for communication purposes, finding material which comprise and give the support for a communicative approach is crucial.

After taking this Post graduation course in teaching/learning a foreign language, then considering my own experience in the classroom as a teacher where I developed studies in this area, I came to the conclusion that the learning process takes place through interaction. The proposal of my work is guided by the principle of interaction, with mutual construction of knowledge, where students become active participants in their learning process and teachers act as mediators and facilitators in the classroom.

In accordance with this proposition, I intend to reach students with **Ready, Set, Learn**, exposing them to interaction, useful and meaningful input, and helping them use the language in a communicative way. Due to the interactive nature of the activities proposed, teachers may find it more interesting to work in pairs or groups when carrying them out.

The theme of the first unit was first considered after observing my own classes where I could notice that some of my students felt as if they were not intelligent enough and sometimes not motivated when they compared themselves to other classmates. So after studying about multiple intelligences, I found the theme relevant to help me lead and make students aware of what they could do best. Conversely, when the same students took the test and the different types of intelligences were compared and exposed to them, they got more engaged in doing the activities together and started to feel more confident on their strongest abilities. For this reason, I would suggest using this unit as the first one in the beginning of the year.

I have also considered my own classroom experience and my students' anxieties to produce unit 2, in which they are exposed to situations of their daily lives. Discussions and activities on how they can take part facing the changes in the society where they live, how these changes affect their families, and their way of seeing things and acting critically towards decisions they may have to make are incorporated. These aspects were analyzed during the preparation of the whole unit. The proposal of the Parâmetros Curriculares Nacionais (PCN) – Pluralidade Cultural was taken in consideration, in which is mentioned “knowledge and valorization of the mutual cooperation and responsibility relationship in the family. The importance of sharing responsibilities...”. (Available at <http://portal.mec.gov.br/seb/arquivos/pdf/pluralidade.pdf> , p. 149)

From the opening of each unit students get the chance to express their opinion and to interact with their classmates and the teacher, combining the communicative approach and the critical literacy. “...in the communicative approach they learn a foreign language for comprehension, expression and negotiation of meaning (SAVIGNON, 2001, *apud* MATTOS e VALÉRIO, 2010); while in critical literacy they learn the language (native and/or foreign language) to transform themselves and the society, as they see fit”. (MATTOS e VALÉRIO, 2010).

The sections over the units were designed in view of some aspects of what a well-balanced language course should consist, according to Nation & Newton, 2009:

1. *Learning through meaning-focused input;*
2. *Learning through meaning-focused output;*
3. *Learning through deliberate attention to language items and language features;*
4. *Developing fluent use of known language items and features over four skills of listening, speaking, reading and writing.*

Opening and Reading

The opening aims to get students in the mood of the unit and to provide them with an opportunity to review familiar language (*can/can't*) which is an example of what they have already worked on in previous years. This makes them aware of several possibilities to answer the questions, and offers opportunities for the development of speaking skills starting from top-down and working collaboratively.

Linked to the opening section, the reading is provided with texts of different genres, vocabulary, and opportunities to discuss their opinions through an image, a quote, and their classmates' participation. Most of the words are familiar to the students with some new ones to move a bit forward with the language and to motivate them to strive for more. There is also the opportunity to interact with dialogues about abilities that different professions require (unit 1), and comparing families and responsibilities (unit 2).

Conversation and Communication

According to Krashen (1987), language cannot be based only on standard grammar rules, but also as a social context and its communicative function: effective use in situations.

The purpose of these sections is to provide students with an opportunity to communicate in lifelike situations using the language learned and expressing their opinions, as well as discussing controversial themes they have already researched.

The role-play in unit 1 was planned with the intention of helping students with a situation they might face it soon, considering their age and grade in school. The subject discussed in the job interview is also relevant in their native language.

The debate in unit 2 is also an important moment for them to get engaged in a conversation as well as an opportunity for them to try to persuade the groups according to the part they are playing. Even though it is possible that some confident students might dominate the debate, there is a good chance for the quieter ones to find room to express their point of view since they have done research, writing, and a posting activity about their topics.

As mentioned by Littlewood, (1984) "the 'scaffolding hypothesis' social interaction provides the substantive means by which learning occurs". Most of the tasks require pair/group work in order to help students consolidate knowledge and subsequently be incorporated into their independent discourse.

Listening

The main objective in this section is to develop listening skills. The students will be familiar with the topic as soon as they start listening to the track and they can also develop strategies

to find out the information they are looking for. The listening is provided via video in unit 1, which offers them more information through visual input. In unit 2, in addition to the audio, they can also watch the song's video clip. This process can be amusing for them due to their interest in music. They can also practice their writing skills through a website where they listen to the song and write the missing words. At the end of the song they get a score for their performance (lyricstraining.com). This activity integrates both writing and listening skills.

Grammar and Pronunciation

“... a person who knows a language has mastered a system of rules that assigns sound and meaning in an indefinite way for an infinite class of sentences ... Of course, the person who knows the language has no consciousness of having mastered these rules or of putting them to use” Chomsky (1972).

The way grammar was conducted in the units was more inductive, in order to raise awareness of the forms and uses of the rules when expressing themselves. The sentences used for grammatical purposes were taken from the text, audio, and song.

Students were inducted to notice the rules and instinctively guided to apply them in the activity that follows. There is also a link in both units, where the teacher can take students to the lab for extra online practice or set it as homework. In unit 1, the idea of working with a comic strip and asking students to rewrite it using different modals has the purpose of showing them the implication in meaning. In unit 2, the game proposed was a way of consolidating the rules in a low anxiety environment.

The pronunciations were there to help them with vowel sounds using the rhyming activity in unit 1. As we were working with past tense, the pronunciation of the different words ending in –ED was chosen in order to help their fluency and their confidence when they were speaking.

Writing

The writing section is the time when students are expected to use the language previously learned productively. It also involves developing writings skills with a social purpose. In Unit 1 they are supposed to create notes about themselves with their abilities and preferences and post them online using the PADLET tool. Their friends can always check out these notes when they create groups to work together and develop projects. It is essential to take into consideration the importance of gathering different types of intelligences in order to have more successful projects.

In Unit 2, it is even more interactive, since they are going to research about their topic and work with a social network (Facebook) to publish their findings and to make comments according to the postings they get. This activity has a social purpose since it deals with controversial themes that divide opinions. It is important for them to have an opinion towards any subject.

During the time they are creating their pages, the teacher has an important role in supervising and helping them. Another important piece after this activity is that students may take part in any interdisciplinary school project in order to promote citizenship.

Even though the sections are presented separately, there is no intention of considering them isolated. As mentioned by Kumaravadivelu (2003), there are all of the various resources and channels of communication available for teachers such as newspapers, internet, TV and so on. Teachers should go beyond, according to the students' necessity and reality, and create as many possible situations inside the classrooms to give the students opportunity of learning, considering the cultural aspects crucial for them to understand the context in which the language is being used.

"It's like dividing water; it flows back together again"

- *Director of a Language Institute, on separating language skills*
(cited in Selinker and Tomlin, 1986, p. 229)

Assessment

The assessment of the students must be done across all units by observing their participation and performance through the tasks. At the end of the units when students are requested to perform a job interview and a debate, it will be possible to do the accountability of the units in general.

As part of the evaluation, in order to keep a score for the students and to have their progress documented, there is also a test to be administered at the end of each unit assessing what they have learned. These tests were formulated considering the principles of language assessment: practicality, reliability, validity, authenticity, and wash back, Brown (2004), but as mentioned before it is not the only source to be used for assessment.

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