

## Question 1

a) Societies have been in constant change. As Bauman ~~was~~ pointed out, individuals live in a fluid and moving society. As a result of such liquid modernity, the compositional form of utterances are mingled and the emergence of hybrid texts takes place. Taking into account the constant changes in human ~~relations~~ relations in such dynamic processes, one needs to account for the multimodality of texts.

Today's scenario is a result of the increasing communication between individuals, coupled with cultural and linguistic diversity, which brings the question of how teachers can use this multiplicity in their favor to foster students' reading and/or writing skills. The most suitable approach to work with the development/improvement of writing skills ought to be linked to the teaching of genres so as to provide students with tools for their writing practices. Students should be constantly exposed to different types of texts, but not only textual. In order to handle them <sup>with</sup> the right tools, there should be an approach to develop students' visual literacy and many other sources of material may function as <sup>language</sup> exponents. For instance, newspapers, articles, social media contents and apps, videos, films, comics, maps, documents and all sorts of material for presenting students with as many ~~different~~ different genres as possible.

On a further moment, and sometimes on the same moment, learners will be the ones to create and design their own writing. Teachers must have in mind that today's scenario is multiliterate and one must

be careful not to end up teaching and asking from students assignments that limit students' capacities of genre innovations. Depending on the ~~profici~~ ~~systemic~~ systemic knowledge of a certain student, teachers must be aware and validate his/her practice as legitimate, since today's genres are in constant motion.

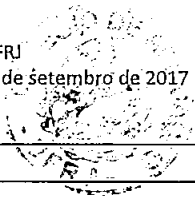
As far as a Brazilian setting is concerned, it is important to promote students' awareness of their own culture and not only other countries' cultures. It is paramount for teachers to minimise the gap between the English classroom and students' real lives. Once they are assigned with writing tasks that also promote ~~relatable~~ content to their social life, writing (along with other skills) becomes more meaningful.

b) The teaching setting for this activity is a public school in Rio de Janeiro, with limited but available technological resources and students are about fourteen years old. The classroom is heterogeneous not only in relation to their economic and social situations, but also in relation to their proficiency levels. ~~Nonetheless~~ Nonetheless, students are not beginners. Students will be taken to a computer lab and search on google for news related to the councilwoman Mariela Franco's death. They should look for websites in English and the teacher will be in charge of providing students with different news sources on the board, such as: CNN, the Washington Post, BBC, New York Times, Fox News and a few more. ~~Students~~ Students should, in pairs, select two websites/articles and find resemblances/differences in both articles and teacher should provide students

with a set of questions so as to help students. For this guided reading activity: "What is the main focus of the article? Is it on what happened or on who the councilwoman was? What information can you find in article A that you can't find in article B?"

The writing task will be a cooperative work in which students will compare, in a critical way, how news are delivered in different media. The first paragraph should contain an introduction to the subject; the second one, resemblances; the third paragraph should have evidences of different information and the conclusion should be focused on how similar/different the texts were, including the use or no use of graphic images/videos. For this task, the teacher should provide a ~~model~~ model for their writing, with basic chunks to help them formulate sentences.

The aim of the described activity is to work on critical thinking in reading and writing through an activity that is supported by ~~the~~ ~~issues~~ issues that are closely related to their culture. ~~When~~ When writing about such an important matter, students are expected to be engaged in the task and they become part of social change considering the relevance of the topic and how they are critically taking part in it through a discourse analysis task.



## Question 2

Teachers are strategic thinkers and social practitioners. Therefore, it is their duty as learners' facilitators to promote pupils' engagement in the construction/deconstruction of social practices. It is more pressing than ever before for teachers to be aware of their important role as discourse analysts. In addition, they are in charge of creating real agents of social change and transformation.

Considering this important role, teachers ought to carefully choose the appropriate material and prepare lessons in which students can benefit from in order to become social changers. Activities based on genres may come as successful tools to engage students in the social activity. A teacher may choose to work with texts ~~which~~ whose content shows various types of inequality and injustice, for instance. This awareness-building activity shows students that they can use a foreign language to become an agent of social mobility.

The multimodality of texts come as a ~~po~~ powerful tool to offer knowledge to students on how one text is ~~embedded in~~ embedded in another one and that this recursive presentation is a result of the increasing communication ~~between~~ ~~the~~ ~~sources~~ ~~and~~ ~~of~~ today's society as a ~~is~~ consequence of the many textual sources available nowadays.

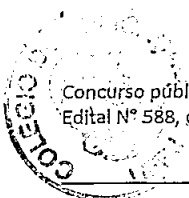
On the one hand, society has transgressed through barriers, whether they are spatial or temporal, and this barrier-breaking can be perceived through texts. On the other hand, contemporaneity forces a reality



in which more people are increasingly excluded from actively participating in society. Therefore, privileged people ~~the~~ tend to have a greater voice in society, as opposed to more oppressed groups, who are socially, politically and economically excluded from greater roles in society.

The barriers mentioned so far can be evidenced through linguistic phenomena. Teachers can work on linguistic prejudice in order to promote awareness to ways of exclusion that society still account for as acceptable. An interesting activity to raise students' awareness to this issue is to show them a text written by an EFL learner which contains a few grammatical (yet recognisable for ~~the~~ Brazilian school settings and levelled accordingly) mistakes. The teacher can ask students if they can identify the mistakes, but it is important that they are regular and commonly-made mistakes. Afterwards, teacher shows the EFL learner's ~~the~~ background: he/she comes from an underprivileged community and whose opportunities were forever limited in terms of education, health, culture and nutrition.

Having discussed about such mistakes and correlated the individual with his/her linguistic limitations, the teacher asks for students to discuss with the person next to him/her about the following questions: a) Have you ever made fun of someone's grammar mistakes, such as the absence of a plural form or an inappropriate verb conjugation?; b) If you have, did you think about his/her educational opportunities?; c) Do



you consider this act a form of prejudice? Why (not)?  
d) Have you ever made a language mistake that caused someone to mock you? How did you feel?

This activity is to foster students' capability ~~to~~ of empathy, and to offer an opportunity for them to think about how their actions may enhance the gap between people, specially the ones who are privileged and the ones who lacked opportunities for education.

Moreover, it is an exercise of citizenship and that is focused on inviting learners to think more critically about their attitudes and how such actions can strengthen the existing prejudice in our society in linguistic terms. It is of utmost importance to ~~mention~~ regard this issue as relevant considering the fact that this is still and allowed and acceptable prejudice by a great number of members in our society.

### Question 3

This lesson is divided into five steps and students are assigned with a writing task for homework. The main ~~is~~ aim of the lesson is to develop students' integrated skills. The subsidiary aim is to call students' attention to a critical social issue in their country through careful scaffolding ~~to~~ lesson plan so as to achieve this aim.

Firstly, students will look at an image of Mayra Avellar Alves. This image should contain her photo, her name and the sentence "click here for the speech of Mayra". In groups of three or four, they will try to answer the following questions: what is her full name? Where do you think she is from? Why would you say so? How old is she? Where do you think this image was taken from? What do you think is the content of her speech?

Secondly, each group should receive slips of paper containing her speech. They should be separated within key parts, such as when a discourse marker is used or even contrastive linkers. For instance: "(...) the majority of the children in the area were never educated." and "However, I was determined to go to school." The first step of the lesson was aimed at developing students' visual literacy through the reading of the image and possible speculations that can come from very ~~few~~ little information, i.e., her name and the natural understanding that she ~~is~~ <sup>may be</sup> Brazilian. The second step is targeted in reading and comprehension, offering students a

possibility of inferring meanings and ideas through context.

Following this activity, students will check their answers by whether watching the video (provided that the technological resource is available), or through the presentation of the full text. In accordance with the reading-and-comprehension goal of this step, they will have to underline sentences related to what the teacher will write on the board. The task goes as it follows: "Find a sentence/expression in which: a) Mayra says where she lives; b) She talks about her childhood; c) She mentions the attitudes she took to fight against violence.

The fourth step of this lesson is focused on social awareness. Students will be asked to find examples of social acts that Mayra has provided in her text (marches and documentaries). Teacher will brainstorm other actions that can be taken according to students' contributions. They will be written on the board (e.g. Fundraising, websites, Facebook posts, etc.)

Finally, students will be asked to choose from one of the possibilities and a project will take place. They will have some time in that lesson to design a project and think about all the important details. If they decide on a documentary, for instance, they should come up with ideas for places, who they will interview, the theme and so on and so forth. If a march is chosen, they will have to come up with time and place, how they are going to engage other people into participating, what will be the ~~title~~ theme, etc.



Each group will present their social plans to each other.

Finally, <sup>the</sup> teacher will ask about other issues in their city and students will ~~be~~ have a writing assignment about one of the issues. They will choose. The purpose of this activity is for them to use Mayra Avelar's speech as a model in order to bring attention to a social and important matter. They will talk about themselves and how old they are, like Mayra. However, they will use another subject for their task. If they want, they will be able to write their essays on a computer, insert images and use a website layout. ~~If~~ If a student desires to do so, he or she can make a video of their speech.