

1) When it comes to the learning process in the context of Brazilian regular schools, much has been discussed in terms of meaningfulness and relevance. As put through by Tilio and Almeida (2012), taking as foundation the Brazilian PCN, the focus on the 4 skills has not proved to be fully successful in the context of regular schools. Reading is suggested to be the main focus - not in detriment of other skills though - taking into account factors such: the structure of classrooms; the fact that in Brazil English, for instance, is regarded as a foreign language (not a second language) and that through reading one can improve his/her reading abilities in his/her own language; not to mention the fact that it would help prepare students to national exams and that there are not so many jobs which require the mastery of the four skills.

On the top of that, it is also important to remember the role sociocultural context plays on the construction of identities and discursive lenses - an idea supported by Bakhtin and developed by many others. Teachers should be sensitive to this and refrain from any totalitarian desire of control. As stated by Coracini (1995), there is no such thing as homogeneity in classrooms. The school system at many times, does not open space to multiplicity. Real learning only happens when one can make sense out of something into a given context and any task that is not articulated to a context is doomed. (Ribeiro, 1995, in Coracini, 1995). Students should then be regarded as critical beings.

2) It is quite common to notice that many times, when questioned, students refer to grammar as a straight jacket, something to be decoded without taking into account that, whatever the topic to be learned, it is or preferably it should be embedded in a broader context.

According to Gee (1996), the focus should be on a sociocultural perspective which is to say that reading and writing, for instance, can only be understood in the context of social, cultural, historical practices, which has been related to as "social literacy".

As Geraldini (2003) says, the appropriation of new technologies by school is an important tool that can trigger creativity. Once it is not only a vehicle to replicate conservative forms of teaching and if a new ethos is incorporated (Knobel and Rankin, 2006), students could profit from such technologies, which not only are part of their daily routine, but allow multiple possibilities through multimodality and the characteristic of being more fluid, less fixed and author-centric, etc.

As for the suggestions for the teaching of linguistic items, I would suggest the introduction of the simple past through the research of biographies. Students would be invited to produce a biography of the artist of their preference after researching a number of different web sources, having access to hyperlinks which would give them extra input and dealing with texts and websites of



different natures.

Another idea would be to teach the present simple through the observation of a diary / webblog. Students would then be told to create their own ~~web~~blog and register simple information of their daily routines for the course of a week. There is even place for exchange, as they can leave comments on their colleagues' blogs. At the end, students would exchange their impressions in group and observe common structures, to be printed and handed out to them by the teacher. Content would be meaningful and there is place for exchange and critical observation.

3) Lesson Plan

1) Students are shown three different images representing what school is for people in other parts of the globe (let's say, China, India, Thailand...)

- Students are asked what they think the images represent

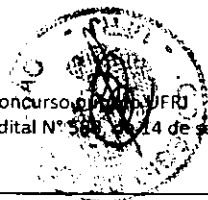
2) - They are given, then, corresponding texts written from those students from abroad relating their experiences, expectations and frustrations. In a group of let's say 15 students, there would be 3 groups. Each of them would be responsible for reading one of the short texts.*

- Students tell their colleagues about what they found out and how the image connects to the text and how similar it was to their expectations

3) - Teacher provides students with magazines, scissors, markers, coloured paper and in small groups, students have to produce a poster which answers the question: "What is school for you?"

There is a chance students engage with the posters for longer. In this case, they could finish throughout the weekend and their posters could be exhibited on the following week.

* Teacher asks: "What are the texts about? How do you know?" Students skim and give examples of lexis



related to education / School to be boarded

In this lesson, students will be exposed to lexis related to education while having the chance to relate to their own experiences and even to make sense of themselves through the perception of others. Affection and critical thinking are a must to the success of the planning and have to be highly encouraged.