

QUESTION 1

A) IN TIMES OF GLOBALIZED INSTABILITY AND EXISTENCE IN CONTINUOUS FLOWS (FABRÍCIO, 2006), THE MOST SUITABLE APPROACH TO THE TEACHING OF WRITING IN A BRAZILIAN SETTING IS AN INTEGRATED ONE (KUMARAVADINELLU, 2006) WITH A GENRE-BASED PEDAGOGY (HYLAND, 2003, P. 18). THIS MEANS CONSIDERING LANGUAGES AS COMMUNICATIVE RESOURCES (BLOMMAERT, 2007) THAT WORK IN SITUATED SOCIOHISTORICAL CONTEXTS AND THAT ARE MODIFIED TO ACCOMPLISH PURPOSES CONSIDERING CERTAIN AUDIENCES (HYLAND, 2003).

ACCORDING TO THE BNCC (2017), LEARNERS SHOULD SEE KNOWLEDGE NOT AS FRAGMENTED, BUT AS A SET OF INFORMATION THAT SHOULD SUPPORT THEIR ACTIVE PARTICIPATION IN EVERY CONTEXT, UNDERSTANDING THAT THE FAST FLOWS OF INFORMATION SHOULD BE CRITICALLY DEALT WITH SO THAT THEIR CRITICAL CITIZENSHIP CAN BE DEVELOPED. LANGUAGES IN THE PRESENT DAY ARE MORE SETS OF RESOURCES WITHOUT BORDERS AND TERRITORIES THAN FIXED SETS OF RULES PUT TOGETHER IN A SINGLE GRAMMAR BOOK, WHICH INFLUENCES THE WORK WITH THE ENGLISH LANGUAGE AS SEEN BY THE BNCC AS A "LINGUA FRANCA".

THE WRITING PROCESS, THEN, WHEN FOCUSED ON A GENRE-BASED PEDAGOGY (HYLAND, 2003), HAS AS GOALS "UNDERSTAND[ING] THE WAYS INDIVIDUALS USE LANGUAGE TO ORIENT TO AND INTERPRET PARTICULAR COMMUNICATIVE SITUATIONS" (P. 22), "EMPLOY[ING] THIS KNOWLEDGE FOR LITERACY EDUCATION" (P. 22) AND KNOWING THAT "LITERACIES ARE COMMUNITY RESOURCES WHICH ARE REALISED IN SOCIAL RELATIONSHIPS, RATHER THAN THE PROPERTY OF INDIVIDUAL WRITERS STRUGGLING WITH PERSONAL EXPRESSION" (P. 24). THIS WAY, THE QUESTIONS THAT SHOULD BE ANSWERED THROUGHOUT THE WRITING PROCESS ARE "HOW TEXTS IN TARGET GENRES ARE STRUCTURED" (HYLAND, 2003, P. 26) AND "WHY ARE THEY WRITTEN IN THE WAY

THEY ARE (HYLAND, 2003, P. 26). THIS MEANS THAT WRITING IS SEEN AS A SOCIAL ACTIVITY RATHER THAN AN INDIVIDUAL EXERCISE AND A GENRE-BASED PEDAGOGY BRINGS INTO QUESTION LEXICO-GRAMMATICAL PATTERNS AND EFFECTS AS WELL AS AWARENESS OF POSSIBLE MEANING EFFECTS (HYLAND, 2003).

IN CONCLUSION, THE BNCC (2017) SEES LANGUAGE IN ITS MULTIMODAL FORM, WHICH ALIGNS THE DOCUMENT WITH A VIEW OF MULTILITERACIES IN LANGUAGE TEACHING. MOVING BEYOND A FOCUS ON THE TEACHING OF THE FOUR SKILLS (SPEAKING, READING, LISTENING AND WRITING), THE BNCC INCLUDES AN INTERCULTURAL DIMENSION THAT SHOULD BE CONSIDERED WHEN TEACHING WRITING. AS AN EXAMPLE, FOR THE 9TH YEAR OF "ENSINO FUNDAMENTAL", THE DOCUMENT SUGGESTS THE STUDY OF NEW DIGITAL GENRES, SUCH AS BLOGS, INSTANT MESSAGES AND TWEETS, WHICH MAKES WAY FOR DEALING WITH MULTIMODALITY OF COMMUNICATIVE RESOURCES IN A GIVEN GENRE THAT HAS AN AUDIENCE AND A PURPOSE THAT INFLUENCE THE LINGUISTIC CHOICES MADE BY GENRE PRODUCERS AND PRODUCE MEANING EFFECTS.

B) FOLLOWING THE BNCC (2017) SUGGESTION OF WORKING WITH NEW DIGITAL GENRES, THIS WRITING TASK WILL CONSIDER THE GENRE "TWEET" FOR LEARNERS IN THE 9TH YEAR OF WHAT IS CALLED "ENSINO FUNDAMENTAL" IN A PUBLIC SCHOOL, WITH 50 MINUTES AVAILABLE TO COMPLETE THE TASK. A GENRE-BASED PEDAGOGY (HYLAND, 2003) WILL BE THE THEORETICAL BASE FOR THIS TASK.

AS A FIVE-MINUTE WARM-UP, STUDENTS WILL BE ASKED TO TALK ABOUT WHAT THEY KNOW ABOUT TWITTER AND IF THEY USE IT, AND IF SO, HOW THEY DO IT. IT IS ALSO IMPORTANT TO KNOW WHO THEY FOLLOW, SO THAT IT CAN BE INCLUDED IN FUTURE TASKS.

FOR A PRE-WRITING ACTIVITY, LEARNERS SHOULD READ AND

UNDERSTAND TWEETS WRITTEN BY CELEBRITIES, SUCH AS HAYLEY WILLIAMS AND REGINA SPEKTOR, CONCERNING THE ISSUE OF GUN CONTROL IN THE USA. THEY SHOULD BE ABLE TO INTERACT WITH THE COMMUNICATIVE RESOURCES BOTH SINGERS MOBILIZED TO UNDERSTAND HOW THEY POSITION THEMSELVES TOWARDS THE SUBJECT.

AFTER UNDERSTANDING GENERAL IDEAS, STUDENTS SHOULD FOCUS ON THE LEXICOGRAMMAR BOTH SINGERS CHOSE SO THAT THEY CAN SEE WHAT GENRE CONVENTIONS OCCUR WHEN ONE TWEETS. IT IS ALSO IMPORTANT TO NOTE THAT STUDENTS SHOULD BE ASKED WHAT MADE WILLIAMS AND SPEKTOR TWEET ABOUT GUN CONTROL, IN ORDER TO BECOME AWARE OF SHOOTINGS THAT HAPPEN WITH RELATIVE REGULARITY IN THE USA. IF THEY DO NOT KNOW WHAT HAPPENED, THE TEACHER SHOULD TELL THEM FOR THIS IS AN IMPORTANT CONTEXTUAL CLUE. THOSE TWO PARTS OF THE SAME STEP SHOULD TAKE FIFTEEN MINUTES, GIVEN THAT TWEETS ARE SHORT TEXTS.

STUDENTS ARE THEN ASKED TO WRITE A FIRST DRAFT OF THEIR TWEET, THINKING ABOUT THEIR AUDIENCE AND THEIR PURPOSE, AND MOBILIZING ANY COMMUNICATIVE RESOURCE THEY SEE FIT (EMOJI, GIF, VIDEO, WORDS, SOUNDS...). AFTER TEN MINUTES, THEY SHOULD SWITCH THEIR DRAFT WITH A PARTNER, TO MAKE COMMENTS AND EVALUATE THEIR PEER'S WORK. FIVE MINUTES LATER, THEY SHOULD TAKE BACK THEIR PRODUCTION AND CHANGE IT ACCORDING TO THE COMMENT MADE. THIS WHOLE STEP SHOULD LAST TWENTY MINUTES.

TO CONCLUDE THE WRITING TASK, STUDENTS SHOULD PRESENT THEIR TWEETS TO THE CLASS, EXPLAINING HOW THEY STRUCTURED THEIR TEXT AND WHY THEY DID IT THAT WAY. THEY SHOULD ALSO EXPLAIN THEIR POSITIONING CONCERNING GUN CONTROL AND BE AWARE THAT HUMAN RIGHTS AND ETHICS SHOULD GUIDE OUR CHOICES. IN A BROADER WAY, STUDENTS ARE ENCOURAGED TO THINK ABOUT TWITTER AS A PUBLIC SQUARE IN WHICH POLITICS ARE



MADE ALL THE TIME (MOITA LOPES, 2010).

QUESTION 2

According to Rosa (2013), the 21st century is marked by fluid broad meanings that deny the modern ideal of monoculturalism and produce diversities, stimulates notions of critical citizenship and make way to performing multiple identities in our social lives. The PCN (1998) and the OCEM (2006) signaled that citizenship and critical consciousness should be developed as a function of schooling as a whole, not only as a goal of English teaching. This way, even though both documents did not mention explicitly, the promotion of gender-based activities is indeed a ethical way of dealing with socially relevant issues.

Both the PCN (1998) and the OCEM (2006) discuss language as a social practice, meaning that language use is always contextualized and sociohistorically situated, and who uses language always does so considering an audience and a purpose, both also responsive to a given place and a given time. This way, language users are always responsible for the meanings they produce in every interaction they engage in, for they position themselves and the others embedded in power relations responsive to culturally built values and beliefs.

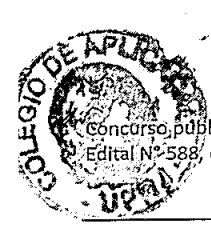
Being a critical citizen, according to the documents, is knowing how people are positioned in the interaction) and what meaning effects are produced from this.

As Rosa (2013) points out, the educational process must be ethical and political; encouraging multiculturalist perspectives and contact with differences that should no longer be seen as obstacles, but opportunities, specially in a language.

CLASSROOM. IT IS POSSIBLE, ACCORDING TO ROSO (2017), TO ARTICULATE BAKHTIN'S NOTIONS OF FLEXIBILITY, PLURILINGUIZM AND MULTIPLE VOICES TO CONSTRUCT A GENTLE EPISTEMOLOGY THAT IS MORE RESPONSIVE TO THE 21ST CENTURY. THE THREE CHARACTERISTICS OF THEM, COMPOSITION AND STYLE ARE NOW BEING MANIPULATED BY THE SPHERES (JOURNALISTIC, ACADEMIC AND LITERARY) WHICH ARE ALSO MEETING CHANGES BY THE MEDIA AND THE MULTIPLE RESOURCES THAT ARE CURRENTLY AND CONSTANTLY MODIFIED TO PRODUCE MEANINGS (ROSO, 2013). THIS WAY, TEACHING GENTLES IS TEACHING HOW TO INTEGRATE MULTIPLE COMMUNICATIVE RESOURCES (BLUMMAERT, 2007) TO MAKE INFORMED AND RESPONSIBLE CHOICES IN INTERACTIONS THAT ARE ORGANIZED BY REPEATED PATTERNS THAT GAIN A CERTAIN NOTION OF STABILITY AND PRODUCE MEANING EFFECTS THAT POSITION PEOPLE IN THEIR SOCIAL REALITIES (PINTO, 2010). FOR INSTANCE, WHEN A WOMAN IS TALKING AND IS INTERRUPTED BY A MAN WHO SAYS THE EXACT SAME THING SHE WAS SAYING, HE IS POSITIONING HER AS AN INEFFECTIVE BEING WHO COULD NOT HAVE ANYTHING USEFUL TO SAY.

STILL CONSIDERING THE INEQUALITIES BETWEEN MEN AND WOMEN, AN ACTIVITY COULD BE DEVELOPED USING SPEECHES FROM THE RECENT OSCARS AND GOLDEN GLOBES. FEMALE ARTIST USED THESE MOMENTS TO CALL THE WORLD'S ATTENTION TO SEXISM IN THE ARTISTIC INDUSTRY, WHICH LED TO A SERIES OF DENOUNCEMENTS OF MALE MISBEHAVIOR AND CRIMES. THE MATERIAL FOR THIS ACTIVITY, THEN, COULD BE THE GENTLE "ACCEPTANCE SPEECH", AND FRANCIS MCDORMAND'S COULD BE A GOOD EXAMPLE.

FOR THE STUDY IN A TEXTUAL DIMENSION, STUDENTS SHOULD THINK ABOUT THE VOICES (WHO IS SPEAKING), HER PURPOSE, WHAT IS HER GLOBAL TEXTUAL PLAN TO ACHIEVE SUCH PURPOSE (HOW), WHAT TYPES OF TEXT ARE MONITORED, HOW DOES SHE CONSTRUCT AND MAINTAIN COHESION AND WHAT LEXICAL CHOICES DOES SHE MAKE



(CRISTÓVÃO, 2010). IT IS IMPORTANT TO CONSIDER McDORMAND'S CHOICES IN TERMS OF THE CONTEXT SHE IS IN, THE PERTINENCE OF HER CHOICES AND THE POSSIBLE (AND ACTUAL) MEANING EFFECT SHE PRODUCED (PINTO, 2010).

IN A MULTILITERACIES PERSPECTIVE (ROSS, 2013) IT IS ALSO IMPORTANT TO CONSIDER TONE OF VOICE, BODY LANGUAGE, DRESS CODE, WHICH ARE ALSO COMMUNICATIVE RESOURCES THAT AIT TO PRODUCE MEANINGS (ROSS, 2013). McDORMAND HAD A CLEAR PURPOSE TO SHED LIGHT INTO THE INEQUALITIES WOMEN STILL DEAL WITH AND THE IMPORTANCE OF SOLIDITY. STUDENTS SHOULD IDENTIFY THAT AND POSITION THEMSELVES ACCORDINGLY, ALWAYS CONSIDERING ETHICS AND HUMAN RIGHTS TO MAKE DECISIONS THAT DO NOT PROVOKE ANYONE'S SUFFERING.

IN CLOSING, STUDYING GENDER AND VIEWING LANGUAGES AS SOCIAL PRACTICES, ALIGNING WITH THE PCN (1998), THE OC/EM (2006) AND THE BNCC (2017) TO SOME EXTENT IS A FEWTEFUL WAY OF BRINGING TO THE CLASSROOM SOCIAL ISSUES THAT ARE RELEVANT TO STUDENTS' REALITIES AND OUR SOCIETY. THE 21ST CENTURY IS ONE OF CONTACT AND THIS MOVEMENT SHOULD ALWAYS BE GUIDED TOWARDS ETHICAL PRINCIPLES (FARRÉIS, 2006). INEQUALITIES OF GENDER ARE BUT ONE EXAMPLE OF ISSUE THAT AFFECTS OUR STUDENTS' LIVES. TEACHERS SHOULD AIM AT CONSTRUCTING A DEMOCRATIC SCHOOL, AND BEING CRITICAL INTELLECTUALS WHO WORK WITH GENDER IN THEIR CLASSROOMS IS A GOOD STARTING POINT. THEY SHOULD ALSO ALWAYS ENCOURAGE STUDENTS' ACTIVE PARTICIPATION, BREAKING WITH THE TRADITION OF FEAR OF SPEAKING IN CLASS.

QUESTION 3

THE FOLLOWING LESSON PLAN IS DESIGNED FOR THE 8TH YEAR



OF "ENKIND FUNDAMENTAL" AND HAS AS ITS MAIN AIM TO DEVELOP STUDENTS' INTEGRATED SKILLS BY ENCOURAGING THEM TO READ A TEXT AND PRODUCE A WRITTEN COMMENT IN WHICH THEY POSITION THEMSELVES IN RELATION TO THE MAIN TOPIC.

FOR A FIVE-MINUTE WARM-UP, STUDENTS ARE ASKED WHAT THEY KNOW ABOUT THE Kids Rights CONFERENCE AND MAYRA AVELAR NEVES. IF THEY DO NOT KNOW ANYTHING ABOUT THEM, THE TEACHER MAY ENCOURAGE THEM TO LOOK FOR THE ANSWERS ON THE INTERNET IF POSSIBLE, OR MAY ONLY HELP BY PROVIDING USEFUL INFORMATION.

AS A PRE-READING ACTIVITY, STUDENTS ARE ENCOURAGED TO FIND THE WORDS "FAVELA", "FAVELA", "VIOLENCE", "DRUG", "POLICE", "SCHOOLS" AND "CLINICS" IN THE FIRST PARAGRAPH. THEN THEY SHOULD THINK IF ANYTHING "GOOD" COULD HAVE HAPPENED TO THE SCHOOLS AND CLINICS BECAUSE OF THE VIOLENCE. THEN THEY SHOULD COME UP WITH SUGGESTIONS OF DESCRIPTIONS OF NEVES' HOME. THINKING ABOUT WHERE THE TEXT IS PUBLISHED AND LOOKING AT NEVES' PICTURE, STUDENTS SHOULD NOTICE THAT WHAT COMES ON THE SECOND PARAGRAPH IS NOT NEGATIVE, BUT RATHER MOTIVATIONAL. THIS STEP SHOULD TAKE FIVE MINUTES TO BE COMPLETED AND HAS THE OBJECTIVE TO PREPARE STUDENT FOR A READING EXERCISE IN WHICH THEY WILL BE ENCOURAGED TO POSITION THEMSELVES.

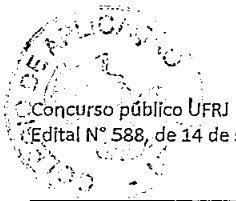
THE WHILE-READING ACTIVITY WILL BE CONDUCTED BASED ON THE SECOND PARAGRAPH BECAUSE OF TIMING ISSUE. STUDENTS SHOULD LOOK FOR PASSAGES THAT ANSWER THE QUESTIONS: "WHERE DID NEVES ATTEND SCHOOL?", "WHAT DOES NEVES BELIEVE IN?", "WHAT DOES NEVES WANT TO DO?", "WHAT ARE THE TWO WAYS IN WHICH THIS CAN BE DONE?" AND "WHAT RIGHT DO ALL CHILDREN HAVE?". IT IS EXPECTED THAT THEY NOTICE NEVES' COMMITMENT TO ETHICS AND HUMAN RIGHTS, NEVER MAKING DEFERENCE TO THE MYTH OF MERITOCRACY; AND THAT THEY REALIZE SHE TOOK ACTION FOR A GREATER GOOD. THE TEACHER

MAY ASSIST IF STUDENTS HAVE ANY PROBLEMS, AND THIS STEP SHOULD LAST TEN MINUTES.

FOR A POST-READING ACTIVITY, STUDENTS ARE ENCOURAGED TO EXCHANGE IMPRESSIONS ABOUT THE INFORMATION GIVEN IN THE POSTCARD THAT SAYS THAT NEVES WON A PRIZE FOR HER ACTIONS. THEY SHOULD USE ENGLISH AND OTHER COMMUNICATIVE RESOURCES TO DISCUSS IF THEY CAN DO ANYTHING TO HELP THE CAUSE AND WHAT EFFECTS DOES VIOLENCE HAVE ON CHILDREN'S LIVES. THEY MAY AGREE WITH NEVES TO SUPPORT THEIR ADJUDICMENTS. THE TEACHER MAY ASSIST IF NECESSARY. THIS STEP SHOULD LAST TEN MINUTES GIVEN THAT ORAL PRODUCTION IS BEING ENCOURAGED AS WELL AS STUDENTS' CRITICAL THINKING.

STUDENTS' ATTENTION IS DRAWN TO WHERE THE TEXT IS PUBLISHED (CONSIDERING IT IS A WEBSITE, THEY SHOULD WRITE A COMMENT IN WHICH THEY WILL CONSIDER AN AUDIENCE AND A PURPOSE (TO PRAISE NEVES, TO SHOW SUPPORT, TO SUGGEST OTHER ACTIONS...)). THEY SHOULD USE ENGLISH AND ANY OTHER COMMUNICATIVE RESOURCE IF THEY CAN EXPLAIN THEIR CHOICES. THE GOAL IS TO MAKE THEM THINK ABOUT A VIOLENT REALITY AND SEE THEMSELVES AS ACTIVE PARTICIPANTS WHO ARE ALSO RESPONSIBLE FOR THE WELL-BEING OF OTHERS. THEY SHOULD PAY ATTENTION TO THEIR LINGUISTIC CHOICES SO AS NOT TO REPRODUCE PREJUDICE AND AN ANTI-HUMAN RIGHTS BEHAVIOR. IF THEY FINISH THEIR PRODUCTIONS IN TEN MINUTES, THE FINAL TEN MINUTES CAN BE USED TO PRESENT THEIR COMMENTS TO THE CLASS. IF NOT, THEY CAN POST THEIR COMMENT ON THE WEBSITE AND DISCUSS IT THE FOLLOWING CLASS.

BASED ON THE BNCC (2017), DIGITAL TEXTS WERE CHOSEN TO BE FOCUSED IN THIS LESSON PLAN GIVEN THE SUGGESTION TO WORK WITH MULTILITERACIES AND MULTIMODALITY, WHICH ARE CHARACTERISTIC OF DIGITAL GENRES. STUDENTS SHOULD ALSO BE ENCOURAGED TO POSITION THEMSELVES AND TAKE INFORMED AND



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(RE)CONSTRUCTION OF MEANING, AS RECOMMENDED BY THE
BNCC (2017).