QUESTION 1

A) In times of globalized instability and existence in continuous flows (Farrera, 2006), the most suitable approach to the teaching of writing in a Brazilian setting is an integrated one (Kumaravadivelu, 2006) with a genre-based pedagogy (Hyland, 2003, p. 18). This means considering languages as communicative resources (Bloomer, 2003) that work in situated sociohistorical contexts and that are mobilized to accomplish purposes, considering certain audiences (Hyland, 2003). According to the BNCC (2013), learners should see knowledge not as fragmented, but as a set of information that should support their active participation in everyday contexts by 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 age are more sets of resources without borders and territories than ever, 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 understanding 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 realized 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 lexical-coricular patterns and effects as well as awareness of possible meaning effects (Hyland, 2003).

In conclusion, the BNCC (2013) 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 included 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 (2013) suggestion of working with new digital genres, this writing task will consider the genre “tweet.” So, learned 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 CIVIL CONTROL IN THE USA. THEY SHOULD BE ABLE TO INTERACT WITH THE COMMUNICATIVE RESOURCES BOTH SINGERS MOBILIZED TO UNDERSTAND HOW THEY POSITION THEMSELVES TOWARD THE SUBJECT.

After understanding, general ideas, students should focus on the lexical/grammatical 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 civil control in order to become aware of situations 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 cue. Those two parts of the same step should take fifteen minutes, given that tweets are short texts.

Students are then asked to write a brief draft of their tweet, thinking about their audience and their purpose, and mobilizing any communicative resources they see fit (e.g.: c.e., video, sound, sound). 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 comments made. This whole step should last twenty minutes.

To conclude the writing task, students should present their tweet to the class, explaining how they structured their text and why they did it that way. They should also explain their positioning concerning civil control and be wary that human rights and other similar 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 7.

According to Roto (2013), the 21st century is marked by fluid broad meanings that deny the modern ideal of monoculturalism and produce diversities, stimulates notion of critical citizenship and make way to performing multiple identities in our social lives. The PCN (1999) and the DCEM (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 fruitful way of dealing with socially relevant issues.

Both the PCN (1999) and the DCEM (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 other(s) 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 Roto (2013) point out, the educational process must be ethical and political, encouraging multicultural 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 Rosa (2017), to
accommodate Bakhtin's notions of flexibility, plurilanguistic and
multiple voices to construct a genre epistemology that is
more responsive to the 21st century. The three characteristics
of theme, composition and style are now being manipulated by
the spheres (journalistic, academic and literary) which are also
meeting chances by the media and the multiple resources
that are currently and constantly modified to produce
meanings (17050, 2013). This way, teaching centered in teaching how
to integrate multiple communicative resources (Blommaert,
2009) to make informed and responsible choices in interact-
ions that are organized by repeated patterns that gain a
certain notion of stability and produce meaningful effects that
position people in their social reality (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 in an interruption, one 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 actors 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 genre "acceptance speech", and Frances
McDonald's could be a good example.

For the study in a textual dimension, student
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 modified, how does she consult
and maintain cohesion and what lexical choices does she make.
(Christofo, 2010). It is important to consider McDermott’s change in terms of the context she is in, the dominance of her choices and the resultant (and acral) meaning effect she produced (Pinto, 2010). In a multiliteracies perspective (Rotola, 2013) it is also important to consider tone, of voice, body language, dress code, which are also communicative resources that act to produce meanings (Rotola, 2013). McDermott had a clear purpose to shed light into the inequalities women still deal with and the importance of solidarity. Students should identify that and position themselves accordingly, always considering ethics and human rights to make decisions that do not provoke anyone’s suffered.

In closing, studying, centering and viewing languages as social practices, aligning with the PCN (1998), the OLEM (2006) and the BNCs (2013) to some extent is a fruitful way of bringing to the classroom social issues that are relevant to student’s realities and our society. The 21st century is one of contact and this movement should always be guided towards ethical principles (Farrago, 2006). Inequalities of gender are but one example of issues that affect our students’ lives. Teachers should aim at constructing a democratic school and being critical intellectuals who work with gender in their classroom as 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 "Emilio 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 Kim Biving Conference and Maya Angelou Never. 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," "enrol," "violence," "police," "school," and "clique" in the first paragraph. Then, they should think if anything "good" could have happened to the school and cliques because of the violence. Then they should come up with suggestions of declarations of Never's home. Thinking about where the text is placed, and looking at Never's 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 students 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 issues. Students should look for sentences that answer the question: "What did Never attend school?" "What does Never believe in?" "What does Never want to do?" "What are the two ways in which this can be done?" and "What might do all children have?" It is expected that they notice Never's commitment to ethics and human dignity; never making reference to the myth of meritoriality, and that they realize she took action for a greater good. The teacher
May want is 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 protocol that says that never 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 the teacher to support their arguments. The teacher may want to encourage discussion on the given topic. 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, write, to show support, to express other actions). They should use English and any other communicative resources 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 language chosen so as not to perpetuate violence and an anti-human discourse behavior. If they finish their production in ten minutes, the final ten minutes can be used to present their comments to the class. If not, they can post their comments on the website and discuss it the following class.

Based on the BNCC (2013), digital texts were chosen to be focused in this lesson plan given the succession to work with multiliteracies and multilinguality, which are characteristics of digital genres. Students should also be encouraged to position themselves and take informed and
RESPONDING ACTIONS TO DEVELOP CRITICAL CITIZENSHIP. Also there
was an attempt to promote an integrated learning that
does not consider skills separately and includes an
interactional dimension in which contact, interaction and
interpretation of meaning, as recommended by the
BNCC (2013).