

Question 1

(a) ~~Some~~ ~~at~~ ~~some~~ ~~of~~

Unquestionably, when the subject is the teaching of writing in Brazilian settings, it is vital to consider the view of language being adopted as to discuss the most suitable approach to it. Nowadays, language educators have been guiding and supporting their teaching practices in accordance with a view of language as social ^{action} ~~process~~ (Mota Lopes, 2002), which establishes a bidirectional relationship with the world and its realities) representing and constructing ~~it~~ them

Having that in mind, teachers are being encouraged to think about language and the process of teaching and learning a language through a sociointeractionist perspective (Vygotski, 1978), understanding that meaning-making processes and learning take place in social situated practices. For that reason, being able to decode a text, for instance, is not enough to understand it thoroughly since one should take not only the text itself into account, but also its conditions of circulation, production and distribution (Fairclough, 1992).

Tilio (2015) proposes ~~the~~ ~~concept~~ Sociointeractionist Critical Literacy Pedagogy, based on the ideas of Vygotski (1978) and Bakhtin (1952) about language and on the Pedagogy of Multiliteracies (The New London Group, 1996; Kalantzis and Cope, 2012), as a way of working ~~on~~ on language in a meaningful, contextualized and critical manner. When it comes to the teaching of writing, which happens to be the focus of this question, teachers should provide students with opportunities for interaction with others and with the ~~process~~ context

surrounding them. That is to say that dealing with the ^{teaching of} writing ~~activity~~ from a multiliteracy perspective means working with the text as it is in the social world, highlighting its social function and assuming a critical perspective towards its and its ideological aspects.

With that being said, I strongly believe that the teaching of the writing literacy should be done through discourse genres (Bakhtin, 1952) as they enable a more critical and socially engaged approach to language teaching. That can be said because discourse genres reflect specific conditions from the context where they are (re)produced and circulate, their necessities, participants and the intention of ~~the~~ locutors. According to Schrenewitz (1994), "there is an elaboration of a base of orientation for discursive actions".

Understanding discourse genres as relatively stable occurrences of forms of language in social life (Marcuschi, 2008), teachers should work with authentic texts in their writing lessons because they encompass different discourse genres and literacy is always literacy in some genre (Lemke, 1998).

It is important to mention, though, that many different perspectives on genres have arisen trying to put Bakhtin's theory into practice. The one that I particularly like to work with is the one proposed by Systemic-Functional Linguistics (Mathiessen; Halliday, 2001) which considers three ~~dimensions~~ ^{dimensions} of language in practice: ideational (~~language operations~~ who is doing what, for whom, under which circumstances) interpersonal (relationship among participants) and

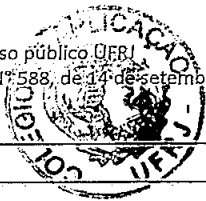
textual (organization of the flow of information). Hence, considering that language is not a unique, closed and fixed system (Labral, 2009), it is relevant that while developing their writing literacy, students be encouraged to connect the materiality of the written text with its social function in a certain culture.

Thus, Systemic-Functional Linguistics is, from my point of view, the most suitable approach to the teaching of writing in a Brazilian context in view of the fact that it enables language educators to work with ~~texts~~ ^{discourse genres} from situated practices. Learners are, then, ~~provided with~~ ^{provided with} an integral and global approach to language education (BRASIL, 2017), being able to reflect upon the cultural, political and ideological values of written texts, as ~~proposed~~ proposed by the official documents.

~~Para~~ (b) Considering the teaching of English to students of the first year of high school in a public school in the city of Rio de Janeiro, this writing task has the main objective of ~~creating~~ ~~an~~ encouraging students to (re) construct the concept of identity as something socially ~~so~~ and discursively construct, as well as foster their interest ~~so~~ in writing diary entries ~~accounting for~~ ~~the~~ as a process of (re) negotiating their own identities.

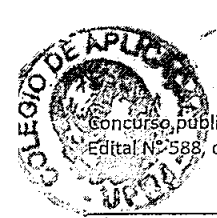
In the before-writing moment, ~~the~~ ~~teacher~~ ~~can~~ ~~bring~~ ~~different~~ ~~types~~ ~~of~~ ~~text~~ ~~to~~ ~~class~~ ~~that~~ ~~are~~ ~~connected~~ ~~to~~ ~~the~~ ~~theme~~ ~~of~~ ~~the~~ ~~lesson~~, such as: an autobiography, a first-person poem, a selfie,

~~summary of writing process~~
In order to start working on writing literacy itself, teacher may call students' attention to the function of diaries in the movie, expanding it to ~~the~~ ~~latter's~~ own realities.



Teacher may elicit from students accounts of their familiarity or non familiarity with the genre diary entries, asking if they are used to writing or reading diaries. ~~It is essential that the teacher starts from the use of diaries in the course and expand it to the discussion to students' realities~~ Also, teacher should help students understand the context of production and (non) circulation of diaries. In order to do so, teacher can work with different diaries to show to students that the production of texts depend on contextual factors. Bringing the diary of Anne Frank may be an interesting way of doing that. Students, then, may be encouraged to think about the girl who wrote the diary, about ~~the~~ ^{the diary's} historical and social background, etc. Then, teacher may encourage students to think about their own social contexts and how the writing of diaries would take place in them. By doing so, teacher will be working on the ideational and interpersonal functions of language, as proposed by Halliday and Matthiessen. (2014) Teacher can provide students with some questions about the context and the participants involved in the process of writing their diaries. Examples of questions that ~~can~~ ~~show~~ reinforce the idea of language as social practice: who is writing or who is going to write, ~~at~~ ~~what~~ what is the topic, for whom is the person writing, when and how.

After considering all this aspects, teacher has to encourage students to understand that using language involves ^{making} choices. That is to



say that depending on the context of production and circulation of their diaries, students might use a more formal or informal language register, for instance. At this moment, ~~so~~ as to let students reflect upon ~~to~~ the language choices they are going to make, teacher should ~~they~~ give students all the necessary information for the writing of their diaries. Teacher should let them know, ^{for instance} that ~~these~~ their diaries are going to be part of a blog created by the class. Moreover, ~~teacher~~ still in this before-writing moment, teacher should work on any ~~specific~~ lexical - grammatical items students may need for their diaries.

After covering the ideational, interpersonal and textual functions of language, teacher should encourage students to write their diaries.

As a post-reading activity, teacher may suggest that students read each other's diaries and see if they find out something new about their classmates. Also, it is vital that the teacher, at this point of the lesson, helps students reflect on the importance of telling life stories to the process of (re) constructing one's identities.

Question 2: Considering ~~at~~ not only the instrumental, ~~but~~ also the educational function of language ~~classes~~ (Brasil, 1998), and the view of language as social practice as ~~mentioned~~ discussed in the previous question, it is undeniable that ~~the~~ activities based on genres ^{may} contribute to the dealing of social issues relevant to the problematization of social asymmetries.



and the construction of a more equal society.

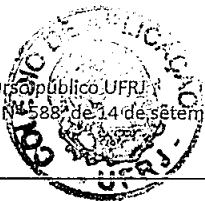
That can be said because in classes based by the development of critical literacy (Fleish, 2007; Luke and ^{meacham}), which enables the questioning and the (re)signification of ideological ^{and power} relations, ~~and~~ representations and analysis revolving around differences take place. (Prasetyo, 2006, p.116) ~~Ons of text~~

In other words, a theory of critical literacy aims at developing students' agency towards the world where they live in, questioning naturalized representations of race, gender, ~~sex~~ and others. ^{The} development of students' critical literacy can be enabled by the use of discourse genres ~~in~~ (Bakhtin, 1952) since they bring to light the ^{authenticity} ~~reality~~ of social interaction which are socially, historically and culturally situated.

So, when dealing with discourse genres, students are encouraged to think about the thematic content of texts, as well as about their compositional and ~~to~~ stylistic components. ~~Therefore~~ They are encouraged to see how meaning is (re)constructed socially and ~~and~~ ^{is} therefore, being (re)constructed all the time through social interactions. With that in mind, students may feel empowered to engage actively and critically in the construction of their own realities. They understand that they are not mere receptors of language and social constructions, but they are producers of realities.

Working with discourse genres is, therefore, in consonance with an empowering education, ^{once proposed by} as Freire, and reinforced on the official documents for Education in Brazil.

An example of a hands-on activity that



supports my answer is working with advertisements from a sociocultural and critical perspective. For working on the theme "Beauty patterns", for instance, teacher can bring to class different advertisements that reinforce ^{contemporary} Western beauty patterns and encourage students to reflect upon their conditions of production, circulation and distribution. In order to do so, teacher ~~may~~ may ask students to bring the texts (ads) instead of providing them her/himself. By doing so, students will have the opportunity to start noticing some characteristics common to this genre. After working on all the aspects involved in the process of production and circulation of this kind of ads and how they build beauty patterns and stereotypes, the teacher may propose that students produce their own ads to be posted on school's walls ~~and~~ aiming at deconstruct beauty patterns constructed by the beauty industry.

Question 3:

Lesson Plan

Theme of the lesson: ways of fighting violence.

Setting: a Brazilian public school

Duration: 50'

Main aim: Develop student's integrated skills.

Level: 8º ano (Ensino Fundamental)

Activity 1

- 1.1. Objectives: Introduce the topic of the lesson and activate students' schemata
- 1.2. Materials used: dictionaries, board
- 1.3. Pattern of interaction: T-Sts; Sts-Sts
- 1.4. ~~Time~~ Duration: 5'
- 1.5. Procedures:

- Teacher writes the word "Rights" on the board and asks students to tell him/her what they know about it.
- Teacher encourages students to look up the word "Rights" in different dictionaries and compare the entries found.
- Teacher fosters students' interest in coming up with their own definition of "Rights".
- Students mingle and share their definitions.

Activity 2

- 2.1. Objectives: enhance students' reading literacy
- 2.2. Materials used: handout, internet
- 2.3. Patterns of interaction: T-Sts; Sts-Sts
- 2.4. Duration: 10'
- 2.5. Procedures:

- ~~Before~~ ^{Before} Reading: Teacher shows the title "The Kids Rights Millennium..." and asks sts what they think the text is going to be about and where it was taken from.
- Students are encouraged to go over the text and find words to support their predictions about the text's topic (Revise the scanning strategy!)

Reading

- ^{with reading} Teacher provides students with a handout with activities about the text. ~~at~~ at this point of the lesson, teacher helps students identify

reading strategies that can be used for the development of each activity (Scanning, Skimming, Key Words, Cognates, etc), as well as genre characteristics.

- Before opening to class correction, teacher encourages students to pair check their answers.

- Teacher gives a piece of paper with the answer keys for the reading activities and students check them on their own. This strategy may foster students' autonomy and sense of achievement.

After reading

- Teacher encourages students to search for more information about Children's Peace Prize, ~~and~~ as well as other programs and prizes that foster the construction of a better and equal world.

Activity 3

3.1. Objective: improve students' ~~academic~~^{oral} literacy

3.2. Materials used: internet

3.3. Patterns of interaction: T-Sts; Sts-Sts

3.4. Duration: 10'

3.5. Procedures.

Before speaking

- Using the information searched by the students in the previous activity, teacher works on vocabulary related to violence (different kinds of violence, for instance: verbal, physical, bullying, etc) as to prepare students to deliver an oral presentation about ways of fighting violence.

- Teacher works on the genre "oral presentation" with students.

- Teacher encourages students to organize

the information found about specific examples on how to fight violence, such as the ~~one~~ one presented by Mayora in the text in question.

Speaking

- Students deliver oral presentation about the theme of the lesson. This may be a translingual practice, depending on students' proficiency level.

After Speaking

- Teacher proposes a discussion about the presentations given concerning not only their content, but also the genre characteristics, eliciting from students ideas on how students can improve their presentations.



Activity 4

4.1. Objective: Sharp students' ~~audio~~ audio literacy

4.2. Materials used: audios, transcripts

4.3. Patterns of interaction - T-Sts

4.4. Duration: 10'

4.5. Procedures

Before listening

- Teacher revises ~~the~~ vocabulary learned in activity 3.

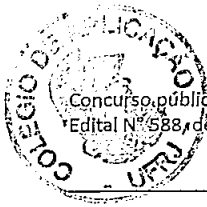
- Teacher tells students that they are going to listen to some people talking about the violent realities where they live in.

- Teacher revises listening strategies (listening for gist, etc).

Listening

- Sts listen to the audios and do the activities in the handout.

After listening



- Students read the transcripts and check their answers.
- Teacher ~~is~~ elicits from sts which story most called their attention and why.

Activity 5

5.1. Objective: improve students' writing literacy.

5.2. Materials used

5.3 - Patterns of interaction

5.4. Duration: 10'

5.5. Procedures

Before writing

- Teacher works on the genre "narratives"
- Students are encouraged to think about their relation with violence, in any kind, and organize their thoughts as to write a narrative about it.

Writing

• Students write narratives about violence in their lives and ~~and~~ what they can do to fight it.

After writing

• Students share their narratives with their classmates and give opinions on how they can improve the narratives.

(If possible, teacher can encourage students to post their narratives online as to ~~to~~ make them circulate more and touch more people.)

Activity 6

6.1. Objective: ~~to~~ ^{recall} what was learned and improve ~~students~~ ~~learning~~

students' sense of achievement.

6.2. Materials used - X

6.3. Patterns of interaction : T-Sts

6.4. Duration : 5

6.5. Procedures

- Teacher asks students to remember the lesson "given".

- Teacher elicits from students ways violence can be fought and makes them reflect upon what they have been doing to fight it.