Question 1

(a) 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 (Mota Lopes, 2002), which establishes a bidirectional relationship with the world and its realities, representing and constructing it.

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 (Izergotski, 1978), understanding that meaning-making procedures and learning take place via 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).

Tuio (2015) proposes a sociointeractionist Critical Literacy Pedagogy, based on the ideas of Izergotski (1978) and Bakhtin (1952) about language and on the Pedagogy of Multiteracies (The New London Group, 1996; Kalantzis and Cope, 2012), as a way of working on language in a meaningful, contextualized and creative 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 context.
surrounding them. That is to say that dealing with the teaching of writing 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 it 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 produced and circulate; theme, necessary, participants and the intention of the locutors. According to Schenewerk (1994), "there is an elaboration of a base of orientation for discourse actions."

Understanding discourse genres as relatively stable occurrences of forms of language in social life (Harasawa, 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 (Hodson, 1998). It is important to mention, though, that many different perspectives on genres have aroused trying to put Bakhtin's theory into practice. The one that I particularly like is to work with the one proposed by Systemic Functional Linguistics (Halliday, 1978) which considers three dimensions of language un practice: ideational (what is doing 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 (Crais, 2009), it is important to think about developing their writing literacy. Students should be encouraged to connect the materiality of the written text with its social function in a certain culture.

Thus, Supran - Functional linguistics, is, from my point of view, the most suitable approach to the teaching of Writing in a Brazilian context in areas of the fact that it enables language educators to work with discursive practices. Learners are then provided with an unitive and global approach to language education (BRAZIL, 2017), being able to reflect upon the cultural, practical and ideological values of written texts, as proposed by the official documents.

Case (2) 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 encouraging students to construct the concept of identity as something socially and discursively constructed, as well as foster their interest in writing diary entries accounting for it as a process of (re)negotiating their own identities.

In the begin - writing moment, the teacher brings 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,
Teacher may elicit from students accounts of their familiarity or non-familiarity with the genre of diary entries, asking if they are used to writing or reading diaries. Also, teachers should help students understand the context of production and (non)circulation of diaries. In order to do so, teachers can work with different diaries to show to students that the production of texts depends 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 diary’s historical and social background, etc. Then, teachers may encourage students to think about their own social contexts and how the writing of diaries would take place in them. By doing so, teachers will be working on the ideational and interpersonal functions of language, as proposed by Halliday and Matthiessen (2014). Teachers can provide students with some questions about the context and the participants involved in the process of writing their diaries. Examples of questions that reinforce the idea of language as social practice: who is writing a who is going to write, what is the topic, for whom is the person writing, when and how.

After considering all these aspects, teachers should encourage students to understand that using language involves choice. 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, it is to let students reflect upon the language choices they are going to make. Teacher should give students all the necessary information for the writing of their diaries. Teacher should tell them that their diaries are going to be part of a blog created by the class. Moreover, still with this before-writing moment, teacher should work on any correctable errors — grammatical errors — 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 all not only the instrumental, but also the educational function of language classes (Braide, 1938), and the view of language as social practice as discussed in the previous question, it is undeniable that activities based on genres may contribute to the dealing of social issues relevant to the problematization of social asymmetri
and the construction of a more equal society.

That can be said because un classes based by

the development of critical literacy (Yilgo, 2007; Lukian),

which enables the questioning and the (re)signification

of ideological relations, representations and analyses

revolving around differences take place (Kearsey, 2003, p.16).

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 (Bakhtin, 1952) since

they help to light the authenticity 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

stylistic components. They are encouraged to

see how meaning is (re)constructed socially and

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,

as Freire and reinforced on the official documents

for Education in Brazil:

An example of a hands-on activity that
supports my answer as working with advertisements from a racist and critical perspective. For working on the theme "Beauty patterns," for instance, teachers can bring to class different advertisements that reinforce Western beauty patterns and encourage students to reflect upon their conditions of production, circulation, and distribution. In order to do so, teachers may ask students to bring the texts (ads) instead of providing them themselves. 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 aiming at deconstructing 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/S Sts-Sts

1.4. Duration: 5'

1.5. Procedure:

• 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' write rest 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. Pattern of interaction: T-Sts/S Sts-Sts

2.4. Duration: 10'

2.5. Procedure:

• Teacher shows the title "The Kids’ Rights Millennium" and asks 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 (Revising the scanning strategy)

Reading

• Teacher provides students with a handout with activities about the text.

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, connectors, etc.) as well as game 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 as well as other programs and prizes that foster the construction of a better and equal world.

Activity 3

3.1. Objective: Improve students' oral literacy

3.2. Materials used: Internet

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

3.4. Duration: 10'

3.5. Procedure.

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 presented by Majóra in the text, in question.

Speaking

- Students deliver oral presentations about the theme of the lesson. This may be a translanguag practice, depending on students’ proficiency level.
- 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: Sharpen students’ audio literacy
4.2. Materials used: Audio transcripts
4.3. Patterns of interaction - T -STs
4.4. Duration: 10’
4.5. Procedures

Before listening

- Teacher revisits 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 audio and do the activities in the handout.

After listening
Students read the transcripts and check their answers.

Teacher elicits from students 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 in order to write a narrative about it.

Writing:

- Students write narratives about violence in their lives 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 their narratives.

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

Activity 6

6.1. Objective: recall what was learned and improve
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.