

Universidade Estadual do Ceará – UECE
Centro de Humanidades
Programa de Pós-graduação em Linguística Aplicada – PosLA

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**A INSERÇÃO DO TEXTO LITERÁRIO COMO FERRAMENTA PARA A
PRODUÇÃO ORAL DE ALUNOS DE NÍVEL INTERMEDIÁRIO DE INGLÊS COMO
LÍNGUA ESTRANGEIRA.**

FORTALEZA – CEARÁ
DEZEMBRO DE 2012

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ESTRANGEIRA.

Dissertação apresentada ao Programa de Pós-Graduação em Linguística Aplicada (PosLA) do Centro de Humanidades da Universidade Estadual do Ceará (UECE-CH) como requisito para obtenção do título de mestre em Linguística Aplicada.

Orientação: Profa. Dra. Cleudene de Oliveira Aragão
Co-orientação: Profa. Dra. Maria da Glória Guará Tavares

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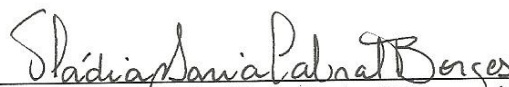
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RESUMO

No presente estudo investigamos a utilização do texto literário (TL) como ferramenta para a produção oral de aprendizes de nível intermediário de língua inglesa. Apesar de pesquisas (GILROY e PARKINSON, 1996; DUFF e MALEY, 2003; MENDOZA, 2004; LAZAR, 2009) advogarem a favor do uso do TL como ferramenta pedagógica no ensino de línguas, os materiais de ensino em língua inglesa raramente apresentam o TL como uma opção de leitura. Sendo assim, a inserção do TL fica a cargo do professor, que nem sempre está preparado para selecionar e incluir tais textos em suas aulas. Além disso, alguns professores e pesquisadores (EDMONDSON, 1997; WIDDOWSON, 1984) acreditam que a literatura não é relevante no “mundo real” e consideram não haver nem espaço nem tempo para o TL no ensino de L2. Sendo assim, esta pesquisa propôs a inserção de atividades orais a partir da leitura do TL a um grupo de sete aprendizes (grupo experimental) e examinou em que medida a inserção do TL contribui para a produção oral desses aprendizes comparado a um grupo de oito aprendizes (grupo controle) que realizaram atividades orais a partir da leitura de textos não literários. Foi medida a fluência e a precisão gramatical da produção oral de todos os aprendizes através de um pré-teste e de um pós-teste oral, ao início e término de um curso com duração de 30 h/aula. Os resultados indicaram ganho no aspecto da fluência no grupo controle, e ganho no aspecto da precisão gramatical no grupo controle e no grupo experimental. Argumentamos então, que a crença de que o TL é por demais complexo para ser usado no ensino comunicativo parece não se sustentar diante dos resultados da presente pesquisa.

ABSTRACT

This study examines the use of literature as a pedagogical tool to the learning/teaching of the oral ability of intermediate students of English. Although there are studies (GILROY e PARKINSON, 1996; DUFF e MALEY, 2003; MENDOZA, 2004; LAZAR, 2009) which advocate in favor of literature as a pedagogical tool, most course books do not bring literary texts in the reading section. So the teacher, who sometimes is not trained to select and use the literary text in the language classroom, is in charge of bringing such texts to the classroom. Besides that, some teachers and researchers (EDMONDSON, 1997; WIDDOWSON, 1984) believe that literature is not relevant to the “real world” and claim that there is no time or space for literature in the language classroom. Therefore, the purpose of this research is to present literary texts followed by oral activities to a group of seven learners (experimental group) and compare their speech performance in terms of fluency and accuracy to a group of eight students (control group) who did not read literary texts. Students were tested before a course of 30 hours and after it, and their speech performance was transcribed and analyzed. The results indicate that, comparing the speech performance of the two groups, there was greater fluency in the control group, and there was greater accuracy in the control group and the experimental group. Therefore, the belief that literature is too difficult to be used in the language classroom was not confirmed in this research.

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INTRODUÇÃO

Falar inglês sempre foi meu maior desejo e minha maior dificuldade desde que iniciei meus estudos da língua na adolescência. Mesmo depois de cinco anos de curso, sempre senti que das quatro habilidades comunicativas (compreender a fala, falar, ler e escrever), falar era a habilidade que eu menos dominava. O desenvolvimento dessa habilidade só ocorreu quando fiz intercâmbio por dez meses nos Estados Unidos. Após quatorze anos de experiência ensinando a língua inglesa, percebo que muitos alunos sentem esse mesmo desejo e dificuldade que eu sentia em relação à fala.

Embora falar inglês tenha sido meu maior desejo, ler sempre foi minha atividade favorita. Ao iniciar meus estudos de graduação em Letras na Universidade Federal do Ceará (UFC), entrei em contato com o universo da literatura em língua inglesa, até então totalmente inexplorado por mim. Pude, através do prazer de ler, desenvolver meu conhecimento linguístico na língua inglesa. A literatura presente não somente nas disciplinas de literatura inglesa, mas também nas disciplinas de língua inglesa, tornou-se fonte inesgotável de conhecimento cultural e linguístico. As disciplinas de língua inglesa que uniam língua e literatura foram essenciais para a minha formação como professora de língua inglesa, pois não há como dissociar a língua de sua cultura.

Embora a leitura de textos literários durante a graduação tenha sido essencial em minha formação, o texto literário não fazia parte da minha prática como professora de língua inglesa. O material didático utilizado em cursos livres de língua inglesa em Fortaleza, não apresenta o texto literário como opção ao praticar a habilidade da leitura. Os textos presentes no livro didático são textos curtos, com linguagem adaptada e atividades pouco atrativas.

Observei duas práticas a partir da minha experiência como professora de língua inglesa. Primeiro, pelo fato dos alunos resistirem à leitura dos textos do material didático, era frequente que a leitura do texto e a realização da atividade fossem realizadas em casa, muitas vezes por pedido dos alunos. Ao recomendar a leitura para casa poucos alunos a faziam por considerarem os textos desinteressantes, e muitas vezes a seção de leitura era desconsiderada das aulas.

Segundo, frequentemente é adotado pelo curso um livro paradidático para a realização de uma avaliação oral. Portanto, quando é sugerida a leitura de um romance, por exemplo, essa leitura tem por finalidade uma avaliação oral. Porém, pouco espaço é dado para que haja uma discussão e a realização de atividades acerca dessa leitura. Isso torna a leitura uma atividade que traz o peso de uma avaliação, e a atividade da leitura não é tratada como uma ferramenta pedagógica, mas como uma ferramenta apenas de avaliação. Entretanto, quando um seriado, programa de televisão ou filme são utilizados na aula de línguas, eles são inseridos como uma atividade lúdica e como um material que faz com que os alunos tenham contato com a “língua real”, como uma ferramenta pedagógica. Portanto, se a literatura pode ser utilizada para uma avaliação oral, por que não utilizá-la como ferramenta pedagógica para a prática oral?

Em 2007, trabalhei como professora substituta na UFC e lecionei, entre outras disciplinas, disciplinas de língua inglesa e, pela primeira vez o texto literário fez parte das minhas aulas, como uma ferramenta pedagógica.

Ao implementar o projeto de círculos literários nas aulas de língua inglesa no curso de graduação na Universidade Federal do Ceará, orientada pela professora Dra. Vlândia Maria Cabral Borges, língua e literatura se uniram com o objetivo de fomentar a leitura, elevar a competência linguística dos alunos, não deixando de lado uma das maiores preocupações de alunos e professores que é a fala.

Nos círculos literários, os alunos se reúnem em grupos e discutem um texto literário com mais profundidade. São discussões mediadas pelo professor em que os alunos apresentam suas observações e impressões a respeito de qualquer aspecto do texto lido que os participantes considerem relevante.

Ao iniciar o curso de Mestrado em Linguística Aplicada na Universidade Estadual do Ceará (UECE), realizei leituras sugeridas por minha orientadora Dra. Cleudene de Oliveira Aragão, e a partir dessas leituras e de minha experiência como professora, surgiu o interesse em investigar a inserção da literatura no ensino de língua inglesa. Convidamos a professora Dra. Maria da Glória Guará Tavares, que realiza pesquisas na área de produção oral para co-orientar este estudo no aspecto da oralidade. Assim surgiu a presente pesquisa acerca do uso do texto literário (doravante TL) em aulas comunicativas de língua inglesa (doravante LI) e seu papel no desempenho oral de alunos de nível intermediário em curso de idiomas de Fortaleza.

Mendoza (1993) afirma que leitura literária é um vínculo entre a aprendizagem linguística e o conhecimento sociocultural e que a partir da leitura há um ganho na produção escrita e oral do aprendiz de língua.

Assim, por um lado podemos mencionar a motivação recíproca que se estabelece entre compreensão/recepção leitora e produção oral/escrita. Desta interação de aprendizagem resulta uma melhora permanente das habilidades oral e escrita, já que a literatura “codifica e explora recursos” que ampliam progressivamente a capacidade de reflexão sobre os usos expressivos e comunicativos do sistema da língua, uma vez que fornece informação sócio-etno-antropológica.¹ (MENDOZA, 1993, p. 32)

Entretanto, muitos professores resistem ao uso da literatura no ensino de línguas, em primeiro lugar por considerar a linguagem muito difícil, em segundo lugar, por não considerar-se capacitado a trabalhar com o TL e, em terceiro lugar por considerar que a literatura não contribui em nada com os objetivos práticos da aprendizagem de línguas e que assim de nada serviria a um aprendiz que tem como objetivo aprender a língua estrangeira para exercer uma função no trabalho ou para fins acadêmicos, por exemplo.

Atualmente muito se discute a respeito do uso de textos literários no ensino de línguas estrangeiras e, a partir de pesquisas na área (GILROY & PARKINSON, 1996; DUFF & MALEY, 2003; LAZAR, 2009; MENDOZA, 2004), ficam mais evidentes as vantagens em utilizar a literatura no ensino de línguas.

Trabalhos relevantes têm sido publicados defendendo a inclusão do TL nas aulas de línguas. Como exemplo, podemos citar o de Aragão (2006), da Universidade Estadual do Ceará (UECE), intitulado “Todos mestres e todos aprendizes: a literatura na formação dos professores de E/LE tratada como objeto de estudo, recurso para o ensino e formadora de leitores”.² Na mesma universidade, o estudo de Silva (2011), que investiga a relação entre as crenças e a prática docente de egressos na Universidade Estadual do Ceará (UECE) e o uso do TL nas aulas de

¹ Así, por una parte podemos mencionar la motivación recíproca que se establece entre comprensión/recepción lectora y producción oral/escrita. De esta interacción de aprendizaje resulta una mejora permanente de las habilidades oral y escrita, puesto que la literatura “*codifica y explota recursos*” que amplían progresivamente la capacidad de reflexión sobre los usos expresivos y comunicativos del sistema de lengua, a la vez que aporta información sócio-etno-antropológica. (MENDOZA, 1993, p. 32)

² “Todos maestros y todos aprendices: la literatura en la formación de los profesores de E/LE tratada como objeto de estudio, recurso para la enseñanza y formadora de lectores”.

espanhol no ensino médio de escolas públicas de Fortaleza. Ainda no ensino de espanhol, a pesquisa realizada por Menezes (2008) na Universidade de Brasília, mostrando como o TL pode ajudar no desenvolvimento de habilidades comunicativas no ensino de E/LE, assim como a de Santoro (2007) na Universidade de São Paulo, que trata da indissociabilidade entre o ensino de língua e de literatura no ensino do italiano como L2.

Apesar do crescente número de pesquisas que relacionam o ensino de línguas e o uso do TL, não temos conhecimento de outras pesquisas que investiguem em que medida a inserção do TL no ensino comunicativo de língua inglesa pode contribuir para o desempenho oral de aprendizes de nível intermediário. Além da contribuição que esta pesquisa traz acerca da inserção do TL no ensino de línguas, também serão relevantes as contribuições acerca da produção oral.

O estudo da habilidade oral em língua estrangeira³ (doravante L2) é relativamente novo (BYGATE, 2001), uma vez que somente nos últimos vinte anos essa habilidade tenha sido foco dos estudos de ensino e aprendizagem. Isso se deve, primeiramente, a uma maior dificuldade em ser operacionalizada e mensurada, se comparada a habilidade de leitura, por exemplo. Além disso, a maioria dos métodos e abordagens de ensino de L2 não lida com a habilidade oral de maneira específica (BYGATE, 2001, D'ELY & MOTA, 2004), mas como um meio de alcançar outros objetivos em sala de aula.

Os estudos na área de produção oral no Brasil, diferente das publicações internacionais que investigam a produção oral e sua aquisição ou desenvolvimento sob uma perspectiva cognitiva, são voltados, principalmente para a sala de aula de L2. D'Ely e Mota (2004) observaram como o professor de L2 faz uso do livro didático na implementação de tarefas orais, e Fernandes (1996) propõe o uso de atividades extraclasse para o desenvolvimento da autonomia e da competência linguística em L2. Uma faceta mais social da pesquisa nacional é aquela que investiga a interação em sala de aula e o aprendizado de L2. Rigolon (1998) investigou o jogo como atividade mediadora da interação oral na sala de aula de L2 e Cunha (1997) buscou a relação entre o sentimento de ansiedade e o desenvolvimento da competência oral.

³No presente estudo não diferenciaremos língua estrangeira de segunda língua, e seguindo Ellis (1994) nos referiremos a ambas como L2.

Estudos na área de ensino baseado em tarefas apontaram tentativas de sistematização da produção oral. Alguns aspectos investigados foram o impacto do planejamento na produção oral, a relação entre condições de implementação da tarefa oral, tipo de tarefa⁴ oral realizada e características da produção oral.

Em geral, os estudos mostram que o planejamento⁵ da produção oral leva a ganhos em produção oral (FOSTER & SKEHAN, 1996; FORTKAMP, 2000; D'ELY 2006; GUARÁ-TAVARES 2009) e que, quanto mais complexa uma tarefa, maior o grau de complexidade da produção oral (MEHNERT, 1998). Vários tipos de tarefas têm sido utilizadas nestes estudos, como narrativas baseadas em figuras e narrativas baseadas em vídeos (FOSTER & SKEHAN, 1996; MEHNERT 1998; D'ELY 2006; GUARÁ-TAVARES 2009). Porém, nenhum destes estudos fez uso do TL.

Neste sentido, este estudo traz contribuições na área da produção oral ao investigar: (1) se, e de que maneira, o uso sistemático do TL no ensino comunicativo de LI leva a ganhos em fluência na produção oral de aprendizes dessa língua; (2) se, e de que maneira, o uso sistemático do TL no ensino comunicativo de LI leva a ganhos em precisão gramatical na produção oral de aprendizes dessa língua.

Portanto, de um modo geral, consideramos a pesquisa relevante, tanto por tratar de um tema de importância, como por ser original, pois mede aspectos da oralidade – fluência, precisão – de aprendizes de língua inglesa de nível intermediário que tenham feito uso sistemático de atividades orais a partir do TL. Sendo assim, a presente pesquisa pode contribuir com pesquisadores, professores e aprendizes de língua.

Esta primeira parte da dissertação apresentou as diretrizes gerais da pesquisa, na qual delimitamos o tema, apresentamos a problemática, assim como a justificativa, os objetivos e as questões de pesquisa.

A seguir, no capítulo 1, nosso trabalho traz o referencial teórico que norteia nosso estudo. No capítulo 2, descrevemos a metodologia da pesquisa. No capítulo 3 apresentamos a análise detalhada dos dados coletados nos testes orais e questionários, apresentando-os em tabelas para que a visualização seja mais didática e clara. Por fim, serão apresentadas nossas considerações finais a partir da

⁴ Bygate, Skehan e Swain (2001) definem tarefa como “uma atividade que requer que os aprendizes usem a língua, com ênfase no significado, para atingir um objetivo” (p. 11).

⁵ Segundo Ellis (2005), o planejamento pode ser visto tanto da perspectiva de uma condição de implementação da tarefa como da perspectiva de um processo metacognitivo por parte do aprendiz.

análise dos dados, assim como sugestões para estudos futuros a partir de descobertas de nossa pesquisa.

CAPÍTULO 1 – FUNDAMENTAÇÃO TEÓRICA

Neste capítulo, situaremos a presente pesquisa nas correntes teóricas vigentes acerca do uso do texto literário (TL) no ensino de línguas estrangeiras (L2) e acerca da habilidade oral no ensino de língua inglesa (LI). Optamos por desenvolver a base de sustentação teórica deste trabalho fazendo um breve levantamento bibliográfico sobre a literatura na aula de L2, o uso da literatura no ensino comunicativo de línguas (ECL) e a habilidade oral no ensino de LI.

1.1 A literatura na aula de L2

O principal objetivo deste item é explorar alguns aspectos relevantes para o uso da literatura no ensino de línguas. Serão levantados pensamentos e ideias para discussão e reflexão que devem auxiliar na compreensão de como e porque usar literatura na aula de L2. Trataremos primeiramente da definição de literatura, depois das razões para usá-la na aula de L2 e por fim das dificuldades em usá-la. No entanto, as questões levantadas neste item não buscam traçar um modo correto ou errado de usar a literatura. Até porque cada situação de ensino, cada TL e cada teoria que explica a literatura ou como usá-la em sala de aula é diferente. As questões aqui levantadas representam o guia no qual essa pesquisa foi baseada. Para que possamos compreender melhor a presente pesquisa, faz-se necessário, primeiramente, esclarecer o que será denominado de literatura e linguagem literária, pois segundo Mendoza (2004), a dificuldade didática com relação ao ensino de língua a partir do texto literário (TL) deve-se, dentre outros motivos, à falta de definições quanto ao que é literatura, o que confere a qualidade literária a um texto ou por que um texto é ou não literário.

Segundo Aragão (2006), muitos críticos concordam que a classificação de “literário” de alguns textos está mais embasada em um consenso social que em características ou qualidades intrínsecas, que nem sempre são observadas em todas as obras consideradas literárias. De acordo com a autora, há alguns critérios, sugeridos por críticos, que auxiliam no reconhecimento de um texto como literário. São eles:

A aceitação da obra pela comunidade; a forma estética da mensagem; a intenção do autor; os valores artísticos do texto; os recursos formais que servem para “desautomatizar” a mensagem; os traços peculiares da linguagem artística, como a plurissignificação, a conotação; e, finalmente, a ficcionalidade. (ARAGÃO, 2002, p.46)⁶

Para os fins de nossa pesquisa, consideramos literatura os romances, os contos, as peças e poemas que são ficcionais e transmitem sua mensagem dando atenção especial à linguagem, que se apresenta rica e em várias camadas de significação. Acrescentamos, ainda, que para que nossa definição de literatura seja relevante ao professor de línguas, vamos além do cânone literário tradicional. Segundo Schmidt (1986, p.202 apud ARAGÃO, 2006, p.8), literário é aquilo “que os participantes da comunicação implicados no processo de comunicação através de textos entendem por literário baseando-se nas normas poéticas válidas para eles em uma dada situação de comunicação”.

No que se trata da linguagem usada na literatura, é fundamental esclarecer que por não se constituir de uma linguagem especializada, que possa ser isolada e analisada da mesma forma que a linguagem de campos específicos, como a linguagem médica ou do direito, por exemplo, por vezes o TL muito se parece com o não literário (LAZAR,2009).

Portanto, podemos dizer que a literatura não se constitui de um tipo específico de linguagem, mas que o TL pode revelar uma incidência maior de certas características linguísticas (como metáforas, símile, assonância, aliteração, repetição, padrões sintáticos diferentes, duplo sentido de uma palavra e mistura de estilos) pertinentes à literatura. Por sua vez, tais características linguísticas podem ser encontradas em outros discursos além do literário (LAZAR,2009). Como exemplo a autora cita a linguagem do dia a dia e a linguagem coloquial, que usa metáforas e símile/analogia com frequência e as rimas infantis e jingles de anúncios, nos quais encontramos assonância e aliteração.

⁶ (...)la aceptación de la obra por la comunidad; la forma estética en la que presenta El mensaje; la intención del autor; los valores artísticos del texto; los recursos formales que sirven para “desautomatizar” el mensaje; los rasgos peculiares del lenguaje artístico, como la plurisignificación, la connotación; y, finalmente, la ficcionalidad. (ARAGÃO, 2002, p.46)

Segundo Duff e Maley (2003), a literatura é frequentemente vista como algo remoto e distante da linguagem comum. Entretanto, o TL pode ser uma ferramenta útil no ensino da L2 por dispor de recursos a serem explorados nas aulas de L2 como a sonoridade, o uso de figuras de linguagem, o estilo de escrita, vocabulário variado entre outros.

Finalizamos dizendo que a linguagem literária não é, portanto, completamente distante de outras linguagens e que alguns textos trazem mais dessas características linguísticas associadas à literatura que outros. Segundo Lazar (2009), isso traz quatro implicações para o uso da literatura na aula de línguas: a primeira implicação é que já que a linguagem literária não é completamente diferente e distante de outras linguagens, o uso do TL pode auxiliar no conhecimento global de inglês do aluno; em segundo lugar, que o contraste do TL com outras formas de discurso sensibiliza o aprendiz para uma gama de estilos na língua inglesa e os diferentes propósitos para seu uso; terceiro, que a leitura do TL irá auxiliar os aprendizes a apreciar e compreender características da linguagem literária em outros textos também; e, por fim, para apreciar um TL, os aprendizes necessitam de algum tipo de assistência para compreender e analisar as características linguísticas que o compõem.

1.1.1 Funcionalidades do uso do TL na aula de L2

Muitos autores defendem a ideia do uso da literatura como recurso para o ensino de língua estrangeira pois, como veremos neste tópico, o engajamento em uma outra realidade de aprendizado traz benefícios culturais e linguísticos ao aprendiz. Segundo Cosson (2009), é através da literatura que podemos encontrar o senso de nós mesmos e da comunidade a que pertencemos:

A literatura nos diz o que somos e nos incentiva a desejar e a expressar o mundo por nós mesmos. E isso se dá porque a literatura é uma experiência a ser realizada. É mais que um conhecimento a ser reelaborado, ela é a incorporação do outro em mim sem renúncia da minha própria identidade. No exercício da literatura, podemos ser outros, podemos viver como os outros, podemos romper os limites do tempo e do espaço de nossa experiência e, ainda assim, sermos nós mesmos. É por isso que

interiorizamos com mais intensidade as verdades dadas pela poesia e pela ficção. (COSSON, 2009, p.17)

É importante esclarecer que nosso estudo trata o TL não como objeto de estudo para análise literária, mas como recurso didático no ensino de L2. Entendemos que o professor possa explorar o potencial linguístico e didático do TL, permitindo que o aprendiz interprete-o, de acordo com interesses específicos, de modo significativo e contextualizado. De qualquer forma, ao utilizar o TL é natural que seja também transmitido algum conhecimento literário, cultural e social, além de se trabalhar seus aspectos estéticos e afetivos, mesmo esse não sendo o principal objetivo do uso do TL nas aulas de L2.

Duff e Maley (2003) afirmam que apesar da ideia de usar o TL como recurso para o ensino de línguas tenha ganhado mais aceitação ainda é importante justificar seu uso. Segundo os autores, o uso do TL pode ser justificado em termos linguísticos, culturais e de crescimento pessoal.

Segundo Duff e Maley (2003), linguisticamente por sua variedade de registros, estilos e níveis de dificuldade o TL oferece uma riqueza de *input* incomparável que pode auxiliar na aquisição de vocabulário, desenvolver a capacidade de coesão e coerência textual e um senso de apropriação linguística. Culturalmente, por ser um veículo para a cultura, pois as situações, os personagens, o enredo e as suposições incorporadas no TL, oferecem uma oportunidade para que os aprendizes se sensibilizem e desenvolvam uma tolerância e compreensão ao que é diferente de sua própria cultura. Por último, podemos dizer que o uso da literatura se justifica em termos de crescimento pessoal, pelo fato dos fatores afetivos e emocionais estarem presentes na literatura. Portanto, ela é a mediadora perfeita para envolver os aprendizes de uma maneira pessoal no processo de aprendizagem (DUFF e MALEY, 2003).

A literatura não é algo trivial e para que possamos processá-la temos que embarcar no processo de fazer interpretações imaginativas da realidade que ela representa. Interações com o TL geralmente envolvem um nível mais profundo de processamento mental, um envolvimento e resposta/participação pessoal maior, além de uma chance maior de marcar a memória do aprendiz. O TL é, portanto, mais motivador e mais prazeroso que muitos dos textos adaptados que os

aprendizes tem acesso nas aulas de línguas e um aprendiz que trabalha com o TL aprende muito sobre ler criticamente e criativamente (DUFF e MALEY, 2003).

Lazar (2009) justifica o uso da literatura na aula de línguas, principalmente, pelas seguintes razões:

- a) Auxiliam os aprendizes a entender outras culturas;
- b) Expandem a consciência linguística dos aprendizes;
- c) Desenvolvem as habilidades de interpretação;
- d) É um material motivador;
- e) Estimulam a aquisição de línguas;
- f) Têm valor educacional.

A primeira razão citada pela autora para usar a literatura na aula de línguas, é que o TL fornece um acesso à cultura do povo falante da língua estudada. Além disso, o TL é uma forma contextualizada do aprendiz ter conhecimento de como um indivíduo, membro de uma determinada sociedade, se comportaria em uma situação específica (LAZAR 2009). Segundo Santos (2007), se o objetivo da aprendizagem da L2 possui uma intenção comunicativa, o TL é um material proveitoso, pois também permite que o professor ensine conhecimentos, valores e atitudes interculturais, permitindo que os aprendizes percebam as diferenças entre seu meio social e o da língua meta.

No que se refere a expandir a consciência linguística dos aprendizes, Lazar (2009) parte da preocupação que alguns professores sentem ao expor seus alunos a uma linguagem "fora do padrão". Na visão da autora, focar na linguagem "fora do padrão" pode ajudar os aprendizes a reconhecerem efeitos estilísticos específicos, assim como perceber como esses efeitos são alcançados favorecendo a aquisição da L2. Em outras palavras, usar a literatura na aula de línguas, pode auxiliar os aprendizes a tornarem-se mais sensíveis a algumas características gerais da língua (LAZAR, 2009).

A terceira razão citada para usar a literatura na aula de línguas, segundo a autora, é que ao trabalhar com a literatura os aprendizes desenvolvem habilidades de interpretação, já que o TL é rico em ambiguidades e figuras de linguagem que ajudam no desenvolvimento da habilidade leitora, por estimularem os aprendizes a deduzir informações implícitas no texto.

Segundo a autora, uma quarta razão é que o uso da literatura é motivador, já que através dela os aprendizes são expostos a temas complexos e a

novos e inesperados usos de linguagem. Se o material for cuidadosamente escolhido, os aprendizes irão sentir que o que eles fazem em sala de aula é relevante e traz sentido para suas vidas.

A quinta razão mencionada pela autora, é que a literatura pode proporcionar um modo apropriado de estimular a aquisição de línguas já que ela fornece um contexto significativo para o processamento e interpretação da linguagem nova. A leitura do TL pode, portanto, se tornar um modo importante de complementar o *input* inevitavelmente limitado dos materiais didáticos. Já para a dinâmica da sala de aula, o TL é um modo de promover atividades nas quais o aprendiz precisa compartilhar seus sentimentos e opiniões, assim como discussões e trabalho em grupo e isso acelera o processo de aquisição da L2.

Podemos acrescentar a esta questão, que a literatura é um material autêntico, produzidos por nativos de uma língua para nativos dessa língua. Portanto, quando o TL aparece nas aulas de L2 assume novas perspectivas de natureza didática, adquire valor de expoente linguístico, de *input* para a aprendizagem, ao mesmo tempo em que mantém valores estéticos e culturais (MENDOZA, 2007).

Os materiais autênticos apresentam diferentes visões de língua e deixam os aprendizes mais confortáveis com a sua produção, permitindo o trabalho com as competências comunicativas nas aulas de L2. Segundo Krashen (1987), o material autêntico proporciona conhecimento novo a um número maior de alunos durante sua exibição. O material autêntico representa uma grande quantidade de informação que pode ser repassada ao aluno de acordo com o interesse dele para que haja o desenvolvimento da competência inicial para uma final ($input + 1$). Essa competência final ($input + 1$) é o conhecimento aprendido pelo aluno e que agora faz parte de sua competência. Segundo o autor, isso acontece mais vezes durante a exibição de materiais autênticos.

Segundo Mendoza (2007), o TL é um material tão real e funcional quanto a produção jornalística, os folhetos de instruções ou os diversos textos escritos de uso cotidiano que podem ser utilizados para o desenvolvimento das diferentes habilidades nas aulas de L2. Quando aparece na sala de aula de L2, o TL é um material autêntico que, selecionado segundo os objetivos concretos de aprendizagem, traz diferentes tipos de *input*, principalmente linguístico, para a aprendizagem.

A sexta razão que Lazar (2009) destaca é que além dos benefícios linguísticos mencionados, a literatura possui um valor educacional mais abrangente já que pode estimular a imaginação, desenvolver habilidade/capacidade crítica e aumentar a consciência emocional dos aprendizes. A autora ainda acrescenta dizendo que:

Se solicitamos que os alunos respondam de um modo pessoal aos textos apresentados nas aulas, eles irão se tornar mais confiantes em expressar suas próprias ideias e sentimentos em inglês. Eles irão se sentir fortalecidos pela habilidade de lidar com os textos e sua linguagem, e relacioná-los aos valores e tradições de sua própria sociedade.(LAZAR 2009, p.19)⁷

Assim como Lazar (2009), Elliott (1990, apud GILROY & PARKINSON, 1996) acredita que um fator essencial para o uso do TL é criar condições para que os aprendizes possam desenvolver respostas verdadeiras a ele. Não satisfeito com a abordagem de “transmissão de conhecimento literário” ou de “análise linguística”, nenhuma das quais auxilia os alunos a produzir uma real interação com o texto, o autor utilizou a improvisação e a encenação para auxiliar na interação dos alunos com o TL. Uma das principais razões dadas, pelo autor para o uso da literatura em aulas de L2 é incentivar a criatividade dos alunos. Portanto, alguns autores sugerem a criação de um material que incentive os aprendizes a compartilhar suas opiniões com os colegas, suas experiências e percepções ou ainda escreverem seus próprios poemas. Lazar (2009) exemplifica que crianças com nível básico de inglês, ao serem estimuladas a lerem um pequeno poema em voz alta, acrescentando gestos ou mímica, podem fixar melhor o vocabulário, alguns padrões gramaticais e a entonação.

É importante ressaltar que, já que a literatura é aberta a várias interpretações, o TL fornece espaços a serem preenchidos com a opinião dos aprendizes levando a uma interação real (LAZAR, 1993 apud GILROY & PARKINSON,1996). Além disso, como muitos autores ressaltam, o TL não é útil

⁷ If we ask students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English. They will feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society. (LAZAR, 2009, p.19)

somente para o desenvolvimento da habilidade leitora, ele também pode ser utilizado para o desenvolvimento das habilidades auditiva, escrita e oral, fazendo com que os aprendizes tornem-se mais criativos. Trataremos, mais adiante, das diferentes abordagens para usar a literatura no ensino de L2.

1.1.2 Dificuldades no uso do TL na aula de L2

Edmondson (1997) questiona a eficácia do uso do TL para a aprendizagem de uma língua, embora reconheça o valor da literatura. O autor afirma que não há argumentos que comprovem a eficácia do TL para esse fim e, portanto, o seu uso em aulas de L2 não é justificável. Segundo o autor, os textos literários não apresentam nenhuma condição especial no que diz respeito a sua relevância e utilidade para alcançar a proficiência ou competência em uma L2. O autor sugere que a potencialidade do TL não se distingue da de outros tipos de texto e que na tentativa de compreender porque a literatura muitas vezes ainda, na prática, é usada no ensino de línguas estrangeiras, só encontra uma razão histórica.

Segundo Duff e Maley (2003), a objeção levantada é que o TL é muito difícil para o ensino de uma segunda língua. É verdade que alguns textos são muito difíceis, mas excluir todos os textos literários seria excessivo. Portanto, se um texto é muito difícil, não deve ser usado na aula de línguas. Os autores dizem serem cinco as maiores dificuldades citadas por professores para usar a literatura em suas aulas.

A primeira é a dificuldade linguística, principalmente a dificuldade ou densidade lexical e a complexidade sintática. A segunda é a extensão da obra, já que por vezes o tempo que o professor dispõe não é suficiente para a leitura de textos mais longos. A terceira é a dificuldade cultural, pois se um texto apresenta aspectos culturais muito distantes da realidade do aprendiz, será difícil que ele consiga penetrar nesta nova realidade. A quarta é a dificuldade referencial, já que alguns textos fazem referências excessivas a outros textos ou a informações fora dele. A quinta é a dificuldade conceitual. Alguns textos não apresentam muita dificuldade no que se refere à linguagem, no entanto, apresentam uma maior dificuldade nas ideias apresentadas (DUFF e MALEY, 2003).

Embora as dificuldades em usar literatura na aula de línguas sejam reais, os autores mencionam várias maneiras de lidar com elas. Primeiro, deve haver um critério para a seleção do texto. Para isso basta que o professor se questione a

respeito da adequação de um texto em relação a seu grupo de aprendizes, pois ninguém está em melhor posição para fazer esse julgamento do que ele (DUFF e MALEY, 2003).

Widdowson (1984) afirma que são dois os principais argumentos contra a inclusão da literatura em cursos de línguas. O primeiro é o argumento do propósito de aprendizagem. Pode-se argumentar que a literatura não contribui em nada com os objetivos práticos da aprendizagem de línguas e que a literatura de nada serviria a um aprendiz que tem como objetivo aprender a L2 para exercer uma função no trabalho ou para fins acadêmicos, por exemplo. O segundo argumento está relacionado ao processo de aprendizagem. A literatura é frequentemente apontada como uma influência potencialmente perturbadora no ambiente bem ordenado e cuidadosamente controlado do curso de línguas. Segundo o autor, este argumento se justifica na ideia de que o TL introduz complexidade onde não é desejada e, portanto, fere os princípios de estrito controle da linguagem ensinada e de ensino de uma linguagem convencional.

Entretanto, o autor relata uma crescente e paradoxal tendência: os materiais didáticos estão cheios de textos de ficção. Os autores de livros didáticos se “livraram” da literatura e continuam a criar seus próprios textos de ficção, embora os textos operem apenas como um meio para mostrar estruturas da língua. São textos que lembram os literários, mas que estão apenas engessados no modo literário, retirados da realidade e controlados, para que a atenção seja naturalmente direcionada ao uso da língua e não à interpretação ou análise do texto (WIDDOWSON, 1984).

Ainda acerca da relevância da literatura no “mundo real”, quando alguns considerarem não haver nem espaço nem tempo para o TL no ensino de L2, Duff e Maley (2003), argumentam que:

(...) trabalhar com tais textos promove as habilidades comunicativas as quais podem ser generalizadas para o uso em uma variedade de outros contextos. Eles também tem o potencial de promover uma compreensão melhor de si e dos outros, e de criar uma maior motivação e melhor atmosfera do grupo. O fato de utilizar literatura não implica em estudar

literatura: em vez disso, estamos usando textos literários para promover a aprendizagem de línguas. (DUFF & MALEY, 2003, p. 8)⁸

Outra objeção, segundo Duff e Maley (2003), ao uso da literatura é que algumas abordagens usadas no ensino de línguas diminuem o TL. Deste ponto de vista, “brincar” com os textos e usá-los para outros fins que não sejam fins de apreciação ou análise, seria um desrespeito com o autor. Entretanto, segundo os autores, esse argumento não é válido já que uma excessiva reverência ao texto não nos ajuda a compreendê-lo melhor.

1.2 O uso do TL no ensino comunicativo de LI

A presente seção apresenta questões relevantes acerca do papel do TL no ensino de LI. A seção está organizada em duas subseções: o lugar do TL no ensino de LI e produção de material didático com o TL. Primeiramente, iremos relacionar os métodos e abordagens de ensino com o uso do TL e posteriormente iremos tratar da produção de material didático que utilize atividades orais a partir da leitura de contos, assim como possíveis abordagens para o uso do TL no ensino de L2.

1.2.1 O lugar do TL no ensino de LI

É pertinente para este estudo fazer uma revisão dos principais métodos e abordagens de ensino de línguas e relacioná-los ao papel destinado ao TL em cada um deles. Portanto, iremos discutir os diferentes papéis que o TL tem ocupado ao longo do processo de ensino e aprendizagem de línguas.

Segundo Leffa (1988), o primeiro e mais antigo é o método da gramática e tradução que se baseia no ensino da L2 através da L1, portanto as informações para construir uma frase ou entender um texto são dadas na língua materna do aluno. Este método apresenta três etapas para o aprendizado: a memorização de

⁸ (...) working with such texts does promote communication skills which are generalizable for use in a variety of other contexts. They also have the potential to promote better motivated group atmosphere. The fact that we are using literary texts does not imply that we are studying literature: rather we are using literary texts to promote language learning. (DUFF e MALEY, 2003, p. 8)

uma lista de palavras, conhecimento das regras necessárias para juntar palavras e formar frases e exercícios de tradução. O TL era o centro desta proposta, pois representava o modelo de língua a ser ensinado e aprendido.

O próximo método é o método direto que, segundo Leffa (1988), foi introduzida no Brasil em 1932, no colégio Pedro II, após uma grande mudança no método de ensino. O método direto dá prioridade à oralidade, com a escuta dos enunciados sem o auxílio do escrito ou da tradução e uma atenção especial à pronúncia. O princípio fundamental era que a L2 se aprendia através da L2, portanto aprendia-se a falar falando e agindo. Segundo Martinez (1996), a gestualidade, a mímica, a verbalização por parte do professor são os adjuvantes dessa didática. O aprendiz é levado a repetir, a assimilar pouco a pouco elementos linguísticos em situação, de modo a fazê-lo pensar, assim que possível, na L2. A gramática e aspectos culturais da L2 são ensinados indutivamente. Neste método, o TL perde seu espaço, pois a transmissão do significado dá-se através de gestos e gravuras e prioriza-se o desenvolvimento da habilidade oral.

Durante a Segunda Guerra Mundial surge o método audiolingual por uma necessidade do exército norte americano em possuir falantes fluentes em diversas línguas em um curto espaço de tempo. Segundo Leffa (1988), a premissa deste método era de que os alunos deveriam aprender a ouvir/falar e depois ler/escrever. Para o método audiolingual, a língua era usada como um processo mecânico de estímulo e resposta no qual os erros deveriam ser evitados. As respostas corretas dos alunos deveriam ser reconhecidas pelo professor e a aprendizagem só se concretizava quando os alunos tivessem automatizado as respostas através de exercícios de repetição. A gramática era ensinada indutivamente como no método direto. Devido à grande ênfase em aprender a ouvir e falar, o TL não possui mais lugar por ser visto como distante das necessidades comunicativas. O método audiolingual predominou até a década de 70 apesar de ter recebido críticas já na década de 60, como afirma Leffa (1988):

Teoricamente começou-se a questionar o embasamento lingüístico e psicológico da abordagem. A primazia da fala cedeu lugar a uma visão da língua em que a fala e a escrita eram formas paralelas de manifestação devido à capacidade do ser humano de gerar frases novas, a língua não

podia ser um conjunto de hábitos. O professor não devia só ensinar a língua, mas sobre a língua. Competência na língua é mais importante que a performance do indivíduos com todos os erros e hesitações. (LEFFA, 1988, p.148)

O ensino comunicativo de línguas, doravante ECL, surge com o propósito de adaptar metodologias anteriores a um ensino mais flexível. Segundo Almeida Filho (2005) os métodos comunicativos tem em comum uma primeira característica que é o foco no sentido, no significado e na interação propositada entre sujeitos na L2. Ainda segundo o autor:

O ensino comunicativo é aquele que organiza as experiências de aprender em termos de atividades relevantes/tarefas de real interesse e/ou necessidade do aluno para que ele se capacite a usar a língua-alvo para realizar ações de verdade na interação com outros falantes-usuários dessa língua. Esse ensino não toma as formas da língua descritas nas gramáticas como o modelo suficiente para organizar as experiências de aprender outra língua embora não descarte a possibilidade de criar na sala momentos de explicitação de regras e de prática rotinizante dos subsistemas gramaticais (como dos pronomes, terminações de verbos etc.). (ALMEIDA FILHO, 2005, p.36)

No ECL os diálogos são apresentados aos alunos da forma mais real possível e as quatro habilidades podem ser trabalhadas de forma independente, sem uma ordem pré-estabelecida. O uso da L1 é permitido, principalmente nos primeiros estágios e de acordo com as necessidades dos aprendizes e, além disso, a tradução pode ser usada quando benéfica à aprendizagem.

Outra característica importante do ECL é o aprendizado centrado no aluno, enquanto o professor assume o papel de orientador, incentivando a participação com trabalhos em pares ou pequenos grupos trabalhando muitas vezes simultaneamente na sala de aula. Em oposição ao Método Audiolingual, que priorizava o desenvolvimento da competência linguística, o ECL privilegia a competência comunicativa.

Nos anos 1980, o ECL causou um grande impacto no ensino de línguas. Entretanto, o TL ainda era visto como forma da língua essencialmente escrita e estática e os professores acreditavam que o TL não poderia ser incluído satisfatoriamente na aula de L2. Nos anos 90 o TL começa a ser visto como recurso para o ensino de L2, sem fins de objeto de estudo literário, mas usado com fins didáticos.

Portanto, vivemos um momento de retorno do TL nas aulas de L2, já que a literatura era considerada por alguns autores elitista, remota e não autêntica. Entretanto, segundo Gilroy e Parkinson (1996) essa visão acerca do TL mudou com o ECL:

Essa visão tem sido contestada há alguns anos e com o ensino comunicativo da língua, a literatura tem recuperado terreno. A razão para o retorno da literatura parece ser a convergência de duas ideias principais: primeiro, a crítica literária, que inclui o debate a respeito da linguagem literária e da teoria da recepção; e segundo, o ensino comunicativo da língua (GILROY & PARKINSON, 1996, p.213).⁹

Segundo Littlewood (1981; apud GILROY & PARKINSON, 1996), o uso da literatura no ensino de L2 tem sido influenciado pelo ECL. Alguns de seus princípios, como: uma aprendizagem cooperativa (trabalho em pares, grupos, soluções de problemas); ensino centrado no aluno; comunicação real (com preenchimento de lacunas de informação e opinião, textos e tarefas autênticos); uma visão funcional da língua e centrada no sentido; e tolerância ao erro levam à argumentação a favor do uso do TL no ensino de L2.

Portanto, segundo Santos (2007), o TL desempenha papéis distintos em três diferentes momentos do ensino de línguas: o primeiro momento em que o ensino de L2 trata o TL como elemento central no método da tradução e gramática; um segundo momento no qual houve um esquecimento do TL; e um terceiro momento com seu retorno aos materiais didáticos com o ECL.

⁹ "This view has been challenged in recent years, and now, in the 'communicative' era, literature is back in favour. The reason for its return seems to us to be the convergence of ideas from two main sources: first, literacy language and reader response theory; second, communicative language teaching." (GILROY; PARKINSON, 1996, p.213)

1.2.2 Produção de material didático com o TL: contos como recurso para a prática oral

Segundo pesquisa realizada pela Universidade Estadual do Ceará, que analisou o material didático utilizado em cursos de língua inglesa na cidade de Fortaleza (CORCHS, 2006), a grande maioria dos livros adotados pelos cursos livres de LI não trazem o TL. Devido à ausência de livros didáticos que utilizem o TL em atividades de leitura, preparamos um material didático para a presente pesquisa, no qual as quatro habilidades comunicativas são contempladas, porém, ao contemplar a habilidade da leitura, o texto lido pelos aprendizes é um TL, do gênero conto, acompanhado de atividades orais.

Segundo Gelabert, Buese e Benítez (2002), atualmente, há uma nova organização de programas de ensino, que trabalha novos conteúdos e que busca objetivos finais que envolvam tanto professores quanto aprendizes na tomada de decisões das aulas, pois para produção de materiais de ensino de línguas, é essencial que seja realizada uma análise da língua do ponto de vista da comunicação. Ainda segundo os autores:

A ideia de que um método seja a solução de todas as dificuldades no ensino de línguas estrangeiras, deu lugar à ideia de abordagens que concebem o ensino e aprendizagem de línguas como um processo dinâmico, que se desenvolve na base do diálogo e da troca de experiências entre professor e aprendiz e que envolve a colaboração e participação de todos. Trata-se de uma nova organização coerente com a análise das necessidades comunicativas dos aprendizes. (GELABERT, BUESE e BENÍTEZ, 2002, p. 7)¹⁰

Isso significa, para nossa pesquisa, que não é pelo fato da maioria dos manuais de ensino não utilizar o TL, que ele deve ser excluído do ensino de uma língua estrangeira. Consideramos que se a habilidade da fala é para a maioria dos

¹⁰ (...) la idea de un método concebido como solución universal se há desvanecido a favor de enfoques curriculares que conciben la enseñanza y el aprendizaje como un proceso dinámico que se desarrolla sobre la base del diálogo y del intercambio de experiencias entre el profesor y los alumnos y que exige el compromiso y la colaboración de todos los que participan, directa o indirectamente. Se trata de una nueva organización coherente con el análisis de necesidades comunicativas de los alumnos. (GELABERT, BUESE e BENÍTEZ, 2002, p. 7)

alunos é de fundamental importância, podemos, portanto, preparar um material didático que inclua o TL e atividades orais, buscando atender às necessidades comunicativas dos aprendizes de L1. Especialmente porque sabemos que muitos cursos livres adotam livros paradidáticos com textos literários de linguagem adaptada como tema para uma prova oral, entretanto, pouco se sabe acerca das atividades realizadas durante as aulas. Portanto, se o TL serve como tema para uma avaliação oral por que não utilizá-lo durante as aulas para a prática da oralidade?

Atualmente, a presença da literatura no ensino de L2 não é mais uma questão de prestígio, mas sim de funcionalidade para a aprendizagem (MENDOZA, 2007). Trata-se de apresentar o texto literário como recurso didático de grande função formativa, servindo de apoio para atividades específicas de aprendizagem (MENDOZA, 2007). No caso da nossa pesquisa, utilizamos o TL como recurso para a prática da oralidade.

Fundamentamos a produção do material didático desta pesquisa em um fator chave para a produção de materiais de ensino mencionado por Gelabert, Buese e Benítez (2002), que é a realização de atividades e tarefas que promovam a interação em sala de aula. Segundo os autores, isso fará com que o aprendiz se veja obrigado a comunicar significados que estão além de seus recursos linguísticos e isso estimulará o desenvolvimento de processos psicolinguísticos de importância decisiva na aprendizagem de uma nova língua.

Tratando especificamente do uso do TL nas aulas de L2, segundo Mendoza (2007) não há uma lista de regras para a utilização da literatura nas aulas de L2, mas alguns cuidados são necessários na hora de escolher o texto que será usado. Deve ser levado em consideração o nível dos alunos, portanto, é necessário estabelecer critérios para a seleção do texto a ser utilizado na aula, levando em consideração que cada texto tem seu momento para oferecer suas próprias possibilidades formativas no processo de aprendizagem de L2. Segundo Mendoza (2007) quando utilizado na sala de aula, o TL é um material selecionado para que o aprendiz observe, infira e sistematize diferentes referências normativas, pragmáticas, modalidades discursivas, além dos recursos poéticos.

Apesar de não haver uma lista de regras para a utilização da literatura no ensino de L2, alguns passos devem ser seguidos para a preparação e produção de um material didático. Segundo Leffa (2003), a produção de materiais se inicia a partir de uma análise das necessidades dos alunos, continua com o planejamento e o

desenvolvimento do material, segue com a implementação desse material e termina com sua avaliação. Para Leffa (2003), quando se fala em produção de materiais, a ênfase não deve estar nem no professor, nem no aluno, mas na tarefa. Ainda segundo Leffa (2003):

A produção de materiais de ensino é uma sequência de atividades que tem por objetivo criar um instrumento de aprendizagem. Essa sequência de atividades pode ser descrita de várias maneiras, envolvendo um número maior ou menor de etapas. Minimamente, deve envolver pelo menos quatro momentos: (1) análise, (2) desenvolvimento, (3) implementação e (4) avaliação. Idealmente, essas quatro etapas devem formar um ciclo recursivo, onde a avaliação leve a uma nova análise, reiniciando um novo ciclo. (LEFFA, 2003, p. 13)

Para a produção de um material didático com o TL, são necessários alguns passos como a seleção do TL, a escolha de uma abordagem para usar a literatura na aula de línguas, e a elaboração de atividades que acompanhem o TL. A seleção dos textos literários da presente pesquisa levou em consideração três critérios citados por Lazar (2009): (a) o tipo de curso que está sendo dado (duração, objetivos); (b) o tipo de aluno que participa do curso (idade, maturidade intelectual e emocional, interesses e proficiência linguística); e (c) algumas características do texto em si (tamanho do texto, tema relacionado ao da lição, adequação do vocabulário).

Apontar possíveis abordagens também facilita na seleção e produção de material a serem usados na sala de aula pelo professor. De acordo com Lazar (2009), as principais abordagens para o uso da literatura com o aprendiz de línguas são: a) abordagem baseada na linguagem; b) literatura como conteúdo; c) literatura para enriquecimento pessoal. Em nossa pesquisa, optamos pela primeira e, principalmente, pela terceira abordagem para seleção e produção do material didático.

A primeira abordagem pressupõe que o estudo da linguagem do TL irá aumentar a compreensão da língua por parte dos aprendizes. Eles são estimulados a utilizar seus conhecimentos de gramática e lexical para analisar o texto. Na

segunda abordagem, a literatura é o conteúdo do curso. Concentra-se no estudo de correntes literárias, gêneros literários e análise literária dos textos. Para a discussão dos textos pode-se usar a língua materna e a tradução de textos. Na terceira abordagem a literatura é tratada como uma ferramenta para encorajar os aprendizes a compartilhar suas próprias experiências, sentimentos e opiniões. Esta abordagem faz com que os alunos tornem-se mais envolvidos tanto intelectualmente como emocionalmente no aprendizado e, conseqüentemente, contribui com a aquisição da língua (LAZAR, 2009).

Segundo Lazar (2009), a seleção de material para a terceira abordagem é baseada no interesse dos alunos e deve estimular um alto nível de envolvimento pessoal dos mesmos. Frequentemente, o material literário é selecionado e organizado tematicamente e pode ser utilizado junto com material não literário, mas que trate do mesmo tema.

Uma vantagem em utilizar essa abordagem, de acordo com Lazar (2009), é que ela envolve o aprendiz e é altamente motivadora, além de desmitificar a literatura, já que o texto literário faz parte de um tema da aula e pode ser usado com textos não literários. Uma desvantagem em utilizar essa abordagem é que ela pode exigir uma resposta pessoal dos aprendizes sem que os mesmos tenham orientação suficiente para lidar com as complexidades linguísticas do TL. Alguns textos podem estar distantes da experiência pessoal dos aprendizes e tornar difícil a discussão e o compartilhamento de sentimentos e opiniões (LAZAR, 2009).

O outro passo a ser dado para a elaboração de um material didático que utiliza o TL é a elaboração de atividades que acompanhem esse texto. Segundo Lazar (2009), a elaboração de atividades e tarefas a partir de contos divide-se em três etapas: atividades de pré-leitura; atividades durante a leitura; e atividades de pós-leitura.

As atividades de pré-leitura, segundo Lazar (2009), podem ajudar os alunos com o *background* cultural, estimular o interesse dos alunos no conto e antecipar vocabulário. As atividades feitas durante a leitura devem ajudar os alunos a compreender o enredo, os personagens, o vocabulário e o estilo e a linguagem do conto. Por fim, as atividades de pós-leitura devem ajudar os alunos a interpretar o conto, a compreender o narrador e trazer práticas de escrita e de fala.

Em nossa pesquisa utilizamos as seguintes atividades sugeridas por Lazar (2009) como atividades de pré-leitura: a) predições gerais sobre o conto a

partir de uma imagem que o represente; b) discussão em grupo acerca do que o título do conto sugere; c) predição acerca do conto baseada na leitura dos primeiros parágrafos; d) discussões gerais baseadas em perguntas relacionadas com o tema do conto; e) combinar palavras importantes do conto com suas definições.

Para as atividades realizadas durante a leitura, utilizamos as seguintes atividades: a) escrever ou escolher títulos para cada parágrafo; b) fazer uma lista de personagens e suas características; c) comparar dois personagens; d) combinar definições de palavras retiradas do texto.

Para as atividades de pós-leitura, utilizamos as seguintes atividades: a) discussão acerca de diferentes interpretações apresentadas do conto; b) debate a partir de perguntas que tratam de pontos polêmicos do conto; c) sequenciar os acontecimentos mais importantes; d) fazer um resumo oral do conto; d) debate acerca de valores e temas trazidos pelo conto.

1.3 Produção oral em L2

A presente seção tem por objetivo apresentar a fundamentação teórica relativa à produção oral em L2. A seção está organizada em três subseções: modelos de produção oral em L1, modelos de produção oral em L2 e o estudo da produção oral dentro do ensino de línguas.

UR (1995) afirma que a habilidade oral possui alto *status* na aprendizagem/ensino de línguas. A autora salienta que aprendizes de uma L2 percebem a oralidade como uma habilidade importante e indivíduos bilíngues L2 são frequentemente chamados de *falantes* de uma L2.

Por outro lado, segundo Bygate (1998; 2001a), o estudo da habilidade oral em língua estrangeira (L2) é relativamente novo, uma vez que ele tem sido colocado como foco dos estudos de ensino e aprendizagem somente nos últimos vinte anos. O autor afirma que a pesquisa acerca da expressão oral tem sido negligenciada especialmente por três motivos. Em primeiro lugar, pela tradição de enfatizar o estudo da gramática e a tradução na sala de aula; segundo, pela escassez de tecnologias que garantam a qualidade de dados orais; e terceiro, pelo fato da habilidade oral ser usada como um instrumento para atingir fins didáticos e raramente como uma habilidade com suas próprias características.

A maioria dos métodos e abordagens de ensino de língua estrangeira não tende a lidar com a habilidade oral de maneira específica como uma habilidade em si (Bygate, 2001a; D'Ely & Mota, 2004), mas têm tal habilidade como um veículo para alcançar outros objetivos em sala de aula. Por meio da expressão oral são trabalhadas explanações gramaticais, correções de exercícios, perguntas diversas, *feedback* oral e escrito, dentre outros. Porém, o tratamento da habilidade oral de forma específica e sistemática é comumente negligenciado (Bygate, 2001a; D'Ely & Mota, 2004).

No entanto, Mota, Xhafaj e Figueiredo (2006) destacam que uma maior ênfase em estudos sobre a habilidade oral em L2 se iniciou nos anos 90, principalmente depois do surgimento de um modelo mais concreto da produção de fala em L1 (Levelt, 1989). De acordo com Mota, Xhafaj e Figueiredo (2006) o número crescente de estudos vem se propondo a escrutinar essa habilidade, focando em suas especificidades e buscando entender os fatores que podem ajudar alunos a melhor desenvolvê-la. Isso vem resultando em um crescimento no número de publicações na área de produção oral em L2. No cenário internacional, a pesquisa acerca da produção oral tem foco na produção, desenvolvimento e aquisição desta habilidade sob uma perspectiva cognitiva. No cenário nacional, por sua vez, a pesquisa em produção oral tem um foco mais social centrado principalmente em questões da sala de aula de L2 (Mota, Xhafaj e Figueiredo 2006). Os autores salientam ainda que o número de publicações sobre produção oral em L2 no exterior é bem maior do que no Brasil. A próxima subseção apresentará o modelo de produção oral em L1 proposto por Levelt (1989).

1.3.1 Modelo de produção oral em L1 proposto por Levelt (1989).

A inserção do modelo de produção da fala em L1 proposto por Levelt (1989) se justifica pelo seu caráter seminal e influente o qual serviu de base para diversos modelos de produção oral em L2. O modelo de Levelt explica a produção da fala em Língua Materna por falantes maduros. Segundo Levelt (1989) a fala é uma das habilidades mais complexas do ser humano a qual só pode ser compreendida quando analisados os seus processos e subprocessos.

Levelt (1989) propõe quatro componentes distintos para a produção da fala: um gerador da mensagem (conceitualizador), um formulador, um articulador e

um sistema de compreensão da fala. Na geração da mensagem, o conteúdo da mensagem é planejado pro meio de resgate de conhecimento prévio, conhecimento sobre o tópico bem como conhecimento sobre padrões de discurso.

Durante formulação, a mensagem pré-verbal é transformada em mensagem estrutura linguística por meio de dois processos: codificação gramatical e fonológica. A codificação gramatical consiste em acesso lexical e aplicação de regras sintáticas. Segundo Levelt (1989), uma unidade lexical engloba o lema e o lexema. O lema é constituído por propriedades semânticas e sintáticas e o lexema é constituído por propriedades morfológicas e fonológicas da unidade lexical. A codificação fonológica, por sua vez, ocorre por meio das informações morfológicas e fonológicas presentes no lexema. A função da codificação fonológica é construir o plano fonético articulatório dos lemas, seu produto é o plano articulatório ao qual Levelt (1989: 12) se refere como “representação interna de como um item de fala deve ser articulado.” No articulador, o plano fonético é executado e se torna fala pública a qual é sujeita a monitoramento. Quando a fala se torna pública, o monitoramento é possível por meio do sistema de compreensão da fala. Este sistema faz funciona como uma verificação cognitiva da afinidade entre a intenção comunicativa, plano articulatório e fala pública, podendo gerar auto-correção ou explicações mais extensas sobre a mensagem proferida.

Segundo Levelt (1989), a produção da fala é essencialmente lexical. Em outras palavras, conhecimento de itens lexicais é a condição fundamental para a expressão de intenções comunicativas. Assim sendo, o autor considera o formulador o cerne da produção oral, pois é durante a formulação que a mensagem pré-verbal assume caráter linguístico, constituindo-se assim, em uma espécie de ponte entre a mensagem (significado) e a codificação fonológica (som).

Embora o modelo de Levelt (1989) seja um modelo serial, no qual o produto de um componente serve de insumo para o próximo componente, o modelo também admite a ocorrência de processamento paralelo. Formulação e articulação, por exemplo, podem ocorrer paralelamente. Esta combinação de processamento serial e paralelo é o que Levelt chama de processamento incrementado e é justamente este tipo de processamento que permite a ocorrência de fala ininterrupta. A condição *sine qua non* para a ocorrência de processamento incrementado é o automatismo que contribuirá também com uma produção de fala fluente.

1.3.2 Modelo de Produção oral em L2 proposto por DeBot (1992).

De Bot (1992) fez modificações necessárias ao modelo de Levelt e sugeriu um modelo de produção oral em L2. De Bot (1992) parte do pressuposto de que o falante de uma L2 precisa, primeiramente, escolher que língua falar antes de começar a codificar a mensagem. Para o autor, a escolha da língua a ser utilizada é feita na geração da mensagem.

Em relação ao formulador, DeBot (1992) afirma que ele é específico para cada língua. Conseqüentemente, a codificação gramatical e a fonológica ocorrem dentro do formulador específico para cada língua. Segundo o autor, os falantes de mais de uma língua produzem dois ou mais planos de fala, dependendo do número de línguas faladas, e os itens lexicais de cada língua são organizados em “subsets” distintos. A língua escolhida para ser falada no momento será ativada com maior intensidade e as outras línguas serão inibidas. No que diz respeito ao articulador, DeBot (1992) afirma que existe apenas um aparelho articulador para as duas línguas, explicando assim, as possíveis e frequentes interferências da L1 na L2 e vice-versa. Embora o modelo proposto por DeBot (1992) tenha sido criticado por não ser um modelo econômico em termos atencionais (Poulisse, 1997), pois pressupõe dois planos de fala coexistentes em diferentes níveis de ativação, o modelo é uma tentativa de explicar os processos e sub processos da produção oral em L2 com base no modelo de Levelt (1989). Um considerável corpo de pesquisas em produção oral e aquisição de L2 (Yuan e Ellis, 2003; Mehnert, 1998; Ortega, 1999; Guarátavares, 2009, dentre outros) tem como base o modelo de DeBot.

Os modelos de produção oral em L1 e L2 aqui revisados revelam a natureza complexa envolvida nos processos de produção oral em L1 e L2. A produção oral em L1 possui um elevado grau de automatismo. Por outro lado, Poulisse (1997) afirma que: 1) o conhecimento da L2 não é completo, 2) a L2 tende a ser mais hesitante, apresenta sentenças mais curtas e mais fenômenos de ponta da língua 3) a L2 possui traços da L1, 4) falantes de uma L2 podem manter uma ou mais línguas separadas se desejarem. Conseqüentemente, o alto grau de automatismo da L1 não se aplica a L2. Por esta razão, em muitas circunstâncias, o aprendiz de uma L2 necessita construir seus planos comunicativos em tempo real porque planos prontos podem não estar disponíveis. Esta ativação de procedimentos demanda um alto grau de controle cognitivo por parte do aprendiz

(Menhert, 1998). Esses processos de controle ocorrem dentro de um sistema de capacidade limitada, uma vez que nossos recursos atencionais não são infinitos, são limitados.

1.3.3 A produção oral no ensino de línguas estrangeiras.

Agora trataremos do ensino da habilidade oral e de como as pesquisas acerca do ensino de L2, sugerem maneiras de utilizar atividades orais na sala de aula. O ensino da habilidade oral surgiu como uma preocupação apenas a partir de 1940 (BYGATE, 2001). Muitas abordagens de ensino de línguas ignoraram a fala e eram baseadas no uso de textos como o método gramática e tradução (BYGATE, 2001). Apesar do movimento de reforma europeu ter como um de seus princípios a primazia da fala, essa habilidade era apenas usada como um meio para apresentação de estruturas gramaticais, como no método direto (BYGATE, 2001).

O método audiolingual, segundo Bygate (2001), usava atividades orais apenas como um meio de ensinar pronúncia e precisão gramatical, além de promover a memorização. Abordagens situacionais introduziram padrões de diálogo na gama de atividades a serem ensinadas e abordagens funcionais incluíram atos de fala nos programas dos cursos. Apesar de incluírem atividades orais, as abordagens citadas concentravam-se na prática oral nos níveis de formulação e articulação da mensagem, enquanto o nível de geração da mensagem era ignorado, portanto, a prática oral era isolada do planejamento e de tomada de decisão, características do uso comunicativo da língua (BYGATE, 2001).

A percepção dessa limitação, segundo Bygate, levou ao desenvolvimento de uma abordagem comunicativa do ensino de línguas. A abordagem comunicativa enfatiza a importância de capacitar o aprendiz a desenvolver fluência e não somente a precisão gramatical, e assim, muitos autores defendiam a ideia de diferentes tipos de atividades orais como atividades contendo resolução de problemas nos quais os aprendizes se comunicavam uns com os outros para resolvê-los.

A necessidade por diferentes atividades orais resultou na publicação de materiais de apoio que foram posteriormente incorporados ao material didático de cursos de línguas (BYGATE, 2001). Portanto, a partir da percepção das limitações do ensino da oralidade e das pesquisas realizadas acerca da produção oral em L2, são sugeridas maneiras de utilizar atividades orais na sala de aula como: a repetição

da mesma atividade oral ao longo do tempo; o planejamento do conteúdo e da forma da mensagem pelo aprendiz, a escolha dos aspectos de língua a serem focalizados, realizado pelo professor; e aspectos da fluência que serão utilizados para avaliar o desempenho oral do aprendiz.

Ainda acerca do ensino da habilidade oral, Skehan (1998) considera serem três os objetivos pedagógicos que devem ser levados em consideração pelo professor de uma L2: a fluência, a precisão gramatical e a complexidade. A fluência é considerada como um fenômeno temporal, o qual reflete a habilidade de se comunicar em tempo real (Skehan, 1996, 1998). Ou seja, a fluência é vista como uma comunicação continuada e que flui sem constantes interrupções. A precisão gramatical está relacionada ao controle das formas gramaticais e a complexidade está também associada à forma, porém no sentido do uso de uma linguagem mais elaborada e estruturada que emerge como um resultado da vontade de “assumir riscos” por parte do aprendiz.

Nesta pesquisa iremos medir a fluência e a precisão gramatical de aprendizes de nível intermediário de L1 que foram submetidos a atividades orais após a leitura de contos. No item 2.7 será descrito como esses aspectos foram medidos.

CAPITULO 2 – METODOLOGIA.

Neste capítulo será descrita a metodologia do estudo. Inicialmente, serão descritos o tipo da pesquisa, os participantes e o contexto. Depois serão descritos os procedimentos e instrumentos para a seleção dos participantes e por fim, os instrumentos e procedimentos de coleta de dados.

2.1 Tipo da pesquisa

Esta pesquisa, de natureza quali-quantitativa é denominada como estudo “Causal Comparativo”. Esta modalidade de pesquisa visa descobrir de que maneira e porque ocorrem os fenômenos por meio do controle de variáveis, assim como no método experimental. Dentro desta modalidade de pesquisa, a análise dos resultados é feita pela comparação entre um grupo experimental e um grupo controle, determinando assim, os fatores de causalidade entre eles.

Na presente pesquisa, comparamos um grupo submetido ao fator experimental (a exposição a textos literários), a um grupo controle que não foi submetido a esse fator experimental. Chamamos esse tipo de estudo de plano clássico, em que uma dada hipótese é enunciada para ser verificada por meio do experimento. Para a consecução da pesquisa, são selecionados dois grupos equivalentes com características similares e relevantes para o experimento.

Esta equivalência é obtida procurando-se manter nos dois grupos as mesmas variáveis relevantes e tendo-se o cuidado para que não se torne presente, num dos grupos, uma variável que não se encontra no outro grupo. (...) Tendo-se equiparado os dois grupos, quanto às variáveis relevantes, e tendo os mesmos, desta maneira, se tornado equivalentes, então, aplica-se o fator experimental (o método Z) ao G.E (grupo experimental), enquanto que o G.C (grupo controle) terá a “ausência” do mesmo fator. É necessário que, durante todo o experimento, permaneça a equivalência dos grupos com relação a todas variáveis relevantes, menos quanto ao fator experimental, que foi aplicado ao G.E. e não ao G.C. (RUDIO, 1986, p.79-81)

Para esta pesquisa foram formadas duas turmas de língua inglesa de nível intermediário das quais uma era o grupo experimental (GE) e a outra o grupo

controle (GC). Todos os participantes dos dois grupos foram selecionados através de um teste de nível, entrevista oral e questionário, buscando obter dois grupos equivalentes. Tanto o GE quanto o GC foram testados com os mesmos instrumentos ao início (pré-teste) e término do curso (pós-teste). Os participantes dos dois grupos tiveram suas falas gravadas e transcritas após a aplicação dos testes. Após a aplicação do pré-teste o curso teve início com ambos os grupos e com aulas e material idênticos, exceto o texto escolhido para a leitura nas aulas do curso. No GE foi adotado o fator experimental, a leitura de um texto literário, enquanto no GC este fator não foi adotado e o texto lido era não literário e de linguagem adaptada. Ao final do curso foi realizado um pós-teste com os grupos e os resultados foram comparados.

2.2 Participantes e contexto

Os participantes desta pesquisa foram 14 aprendizes de língua inglesa de nível intermediário que se inscreveram para participar de um curso ofertado com o propósito de aperfeiçoar e praticar a língua inglesa, que aconteceria no Centro de Humanidades da UECE. O curso de língua inglesa de 30 h/a, com aulas de segunda a sexta, foi divulgado por email e por meio de pôsteres no Centro de Humanidades da Universidade Estadual do Ceará. Os participantes foram selecionados a partir de um teste de nível, de uma entrevista oral e de um questionário de sondagem. Dos 14 participantes 7 são do sexo masculino e 7 são do sexo feminino, todos com o ensino médio completo e adultos, com idades entre 19 e 46 anos.

Os participantes se inscreveram por um email criado para o curso pelo qual os mesmos foram informados que as turmas do curso de férias foram criadas com o objetivo de coletar dados para uma pesquisa de mestrado e que para participar não seria necessário nenhum pagamento. Os participantes foram informados também que seria necessário passar por uma primeira fase que selecionaria os componentes de duas turmas de língua inglesa. Esta primeira fase consistiu na aplicação de um teste de nível escrito, entrevista oral e questionário de sondagem, para que duas turmas homogêneas fossem formadas.

Inscriveram-se 24 pessoas por email para a seleção das duas turmas. Todos os inscritos compareceram à UECE para participar da seleção, entretanto apenas 17 inscritos foram selecionados. Para ser selecionado era necessário que o

aprendiz demonstrasse possuir nível intermediário na língua inglesa. Dos 17 selecionados, apenas 14 concluíram todas as etapas da pesquisa.

O curso de férias de língua inglesa ocorreu no Centro de Humanidades da UECE e teve início no dia 4 de julho de 2011 e término no dia 5 de agosto de 2011 com o total de 30 h/a. As aulas ocorreram de segunda a sexta durante 5 semanas e com duração de 1 hora e 30 minutos. O GE teve aula de 17:30 às 19:00 e o GC de 19:30 às 21:00 e em ambas as turmas as aulas foram ministradas pela pesquisadora.

2.3 Seleção dos participantes

A seleção dos aprendizes foi a primeira fase de coleta de dados da presente pesquisa. Para realizá-la foram utilizados três instrumentos de seleção: a) uma entrevista oral¹¹ na língua alvo; b) um teste de nível¹² escrito; e c) um questionário de sondagem¹³; com o objetivo de selecionar dois grupos homogêneos para comparar os resultados obtidos no pré-teste e pós-teste.

Além de comparar os resultados dos dois grupos, também foram comparados os resultados obtidos pelos participantes entre si. Para a comparação entre os participantes optamos por emparelhá-los de acordo com os resultados e perfis de cada um, obtidos nesta primeira fase.

Esta seção subdivide-se em três subseções: procedimentos e instrumentos para a seleção dos participantes, análise dos resultados obtidos a partir do questionário de sondagem, análise dos resultados obtidos a partir da entrevista oral e do teste de nível escrito.

2.3.1 Procedimentos e instrumentos para a seleção dos participantes.

Para a seleção dos participantes foi necessário que os inscritos comprovassem ter nível intermediário na língua inglesa através do teste de nível e da entrevista oral. Para o emparelhamento dos mesmos foi levado em consideração o desempenho no teste de nível, o nível inicial de produção oral de cada participante

¹¹ ANEXO A

¹² ANEXO B

¹³ ANEXO C

e o perfil de cada um deles que foi levantado a partir do questionário de sondagem. As seguintes variáveis foram levadas em consideração para levantar o perfil dos participantes:

1. Faixa etária;
2. Escolaridade;
3. Exposição à língua alvo;
4. Nível inicial de desempenho de produção oral;
5. Desempenho no teste de nível escrito.

O nível de proficiência escolhido para a realização da pesquisa foi o intermediário por três razões: primeiro porque foi proposto, ao final do curso, que os aprendizes relatassem sua percepção acerca das atividades propostas e para isso era válido que os aprendizes possuíssem uma visão mais ampla do processo de aprendizagem; segundo porque o aprendiz de nível intermediário permite que a pesquisa utilize contos com linguagem não adaptada, o que seria um fator que poderia dificultar a pesquisa se utilizado por aprendizes de nível básico; por último pelo fato de que a pesquisa mede a fluência dos aprendizes e segundo vários estudos na área de produção oral (FOSTER & SKEHAN 1996; D'ELY, 2006; GUARÁ-TAVARES, 2009) medidas temporais de fluência são significativamente mais altas na performance de aprendizes intermediários se comparados a iniciantes.

O processo de seleção iniciou-se com o nosso primeiro contato com os inscritos pelo email, no curso de férias no Centro de Humanidades da UECE. Nesta data, os participantes foram brevemente informados da natureza da pesquisa (uma investigação acerca da produção oral) e que seriam formados dois grupos para a realização da mesma.

A primeira etapa da seleção foi a realização de uma entrevista oral adaptada a partir do livro de preparação para o teste de proficiência Michigan de George P. McCallum (1995). Os aprendizes foram entrevistados individualmente e tiveram suas entrevistas gravadas. Para a entrevista, os participantes receberam as instruções, na língua materna, de que deveriam observar as figuras e que seriam feitas algumas perguntas acerca das mesmas.

Depois de receber as instruções os alunos receberam as fotografias de quatro lugares diferentes no mundo e a entrevista teve início. A produção oral dos participantes foi gravada usando o programa *Sound Forge 6*. Foram feitas as

seguintes perguntas, na língua inglesa, acerca das imagens: a) descreva as figuras. Em que países você acha que essas fotos foram tiradas? b) Se você tivesse que escolher um desses lugares, pra onde você iria e por quê? c) Que tipo de coisas devemos levar em consideração ao planejar uma viagem de férias?

A produção oral dos participantes foi avaliada por dois professores de língua inglesa com experiência na avaliação oral de alunos. Um deles com 10 anos de ensino e o segundo com 12 anos de ensino da LI. Os avaliadores seguiram a escala de avaliação oral proposta pela Universidade de Michigan¹⁴. De acordo com esta escala a produção oral dos participantes é avaliada de A-E em termos de: a) fala (fluência e inteligibilidade); b) interação (desenvolvimento e compreensão de conversação); c) linguagem (vocabulário e gramática).

O nível A¹⁵ indica que o entrevistado comunica ideias e pontos de vista de modo claro e é capaz de incluir detalhes (inclusive detalhes complexos) para sustentar suas ideias. Indica também, que o entrevistado é um falante independente, e não depende de outra pessoa para lhe dar lhe auxiliar ou esclarecer informações. Além disso, é um participante que interage e pode demonstrar pequenos erros de gramática, mas que não interferem na comunicação; tem vocabulário suficiente para expressar suas ideias, apesar de poder demonstrar imprecisão nas palavras usadas; expressa bem suas ideias.

O nível B indica que o entrevistado comunica ideias e pontos de vista claramente e inclui detalhes para suas ideias. Além disso, o entrevistado demonstra ser um falante independente em interações que geralmente não precisa de apoio ou esclarecimento e entende a fala em velocidade normal. Outra característica é ser um participante ativo que comete erros de gramática ou de vocabulário que pode causar estranhamento, mas não levam a erros de compreensão. Por fim, fala em velocidade razoável e geralmente a pronúncia não leva a falta de compreensão.

O nível C indica que o entrevistado comunica ideias e pontos de vista claramente, apesar de precisar esforçar-se para comunicar suas ideias e das mesmas não possuírem muitos detalhes. Além disso, demonstra ser um falante independente nas interações, embora a outra pessoa precise, ocasionalmente, resumir ou esclarecer ideias mais longas. Consegue compreender a fala em velocidade normal, mas pode precisar esclarecer detalhes das ideias

¹⁴ Disponível no endereço http://www.cambridgemichigan.org/sites/default/files/resources/ECCE_IB.pdf

¹⁵ Tradução dos níveis de A-E realizada pela pesquisadora

compartilhadas. Apesar de cometer erros de gramática e vocabulário é um participante ativo e geralmente compreendido.

O nível D geralmente comunica ideias, mas os detalhes são difíceis de expressar claramente. Às vezes é independente em uma interação, mas confia que a outra pessoa interprete e esclareça suas ideias e pode ter dificuldade de compreender a fala. É um falante, de certa forma, que interage e que é capaz de usar gramática e vocabulário básico para se comunicar. Às vezes fala em velocidade razoável, mas outras vezes fala bem mais devagar e a pronúncia pode precisar ser esclarecida.

O nível E indica que o entrevistado leva tempo para comunicar suas ideias e tem dificuldade ao comunicar-se. Raramente é independente nas interações, confiando na outra pessoa para esclarecer o que foi dito e tem dificuldade em compreender a fala, mesmo em velocidade lenta ou simplificada. Não é um falante que interage e comete muitos erros de gramática e vocabulário, o que torna sua fala difícil de compreender. Fala devagar e a pronúncia interfere na compreensão do que diz.

O exame para o certificado de competência em inglês (*Examination for the Certificate of Competency in English, ECCE*) é um exame para nível intermediário de inglês como língua estrangeira. É destinado ao nível B2 do Quadro Europeu comum de Referência e utilizado em centros de teste em todo o mundo. O exame para o certificado de competência em inglês (*ECCE*) é equivalente em nível ao *Cambridge First Certificate in English (FCE)* e pode ser usado como indicador de nível intermediário. Os aprendizes que se enquadram nos níveis A, B e C estão na categoria de intermediário. Os aprendizes que se enquadram nos níveis D e E não se enquadram no nível intermediário.

A segunda etapa da seleção foi a realização de um teste de nível para semestre seis aplicado pela Casa de Cultura Britânica no ano de 2009 (CCB), disponível no site da CCB¹⁶, no qual foram avaliadas a compreensão leitora e conhecimento gramatical dos aprendizes. Os aprendizes que obtiveram 60% ou mais de acerto no teste foram considerados de nível intermediário. Apesar de saber que para medir a proficiência dos aprendizes seria necessário medir além da

¹⁶ www.culturabritanica.ufc.br

compreensão leitora e conhecimento gramatical, optamos por medir principalmente as habilidades leitora e oral, por esse ser o foco de nossa pesquisa.

Junto com o teste de nível, os participantes também responderam ao questionário de sondagem que foi elaborado com o objetivo de levantar o perfil dos participantes e dar maior validade interna a esta pesquisa. Esse questionário consiste de perguntas acerca da escolaridade dos participantes, da experiência como aprendizes de língua inglesa em cursos anteriores, do contato com a língua inglesa no presente e acerca do desempenho deles em cada uma das quatro habilidades comunicativas.

Após a seleção dos aprendizes, foram formados pares de aprendizes com perfis semelhantes, através dos resultados das duas primeiras etapas e do questionário de sondagem, levando em consideração as variáveis expostas no início deste item.

Depois disso, os pares de aprendizes foram separados de modo que um dos aprendizes dos pares formados foi direcionado ao GE e o outro ao GC.

Trataremos agora da análise do instrumento de seleção questionário de sondagem.

2.3.2 Análise do questionário de sondagem

Nesta seção iremos apresentar os resultados obtidos na aplicação do instrumento questionário de sondagem. Este instrumento foi aplicado com o objetivo de controlar três das cinco variáveis que julgamos relevantes para a presente pesquisa: (1) faixa etária; (2) escolaridade e; (3) exposição à língua alvo. Na próxima seção iremos apresentar o resultado de outros dois instrumentos, a entrevista oral e o teste de nível escrito. Estes dois instrumentos foram utilizados com o objetivo de controlar as outras duas variáveis que julgamos relevantes para a pesquisa: (4) nível inicial de desempenho oral e (5) desempenho no teste de nível escrito.

A partir dos resultados dos três instrumentos foi possível traçar o perfil dos aprendizes e formar dois grupos similares. Além dos dois grupos similares (GE e GC) que foram formados para a comparação dos resultados obtidos com os instrumentos de pré-teste e pós-teste oral, optamos por formar pares de aprendizes e comparar os resultados entre os pares também. As tabelas a seguir apresentam as características dos quatorze aprendizes selecionados para a presente pesquisa.

Entre os participantes, oito tinham entre 18 e 22 anos de idade, dois tinham entre 23 e 27 anos de idade e quatro tinham idade superior a 28 anos de idade.

1.0	IDADE	DE 18 A 22	DE 23 A 27	DE 28 A +
		57%	14%	29%

Tabela 1 – Sondagem – Idade.

Entre os participantes, quatro possuíam o ensino superior completo, nove possuíam o ensino superior incompleto e um dos participantes possuía o ensino médio completo.

2.0	GRAU DE ESCOLARIDADE	SUPERIOR COMPLETO	SUPERIOR INCOMPLETO	ENSINO MÉDIO
		21%	71%	7%

Tabela 2 – Sondagem – Grau de escolaridade.

Dos quatorze participantes, doze começaram a estudar LI no ensino fundamental e dois começaram a estudar a LI na escola somente no ensino médio.

3.0	EM QUE SERIE VOCÊ COMEÇOU A ESTUDAR INGLÊS NA ESCOLA	MÉDIO	FUNDAMENTAL
		14%	86%

Tabela 3 – Sondagem – Em que série você começou a estudar inglês na escola?

Entre todos os participantes, treze afirmaram já terem feito um curso de LI fora da escola. Apenas um aprendiz afirmou nunca ter feito curso de LI. Dos treze que fizeram um curso de LI, três cursaram de três a cinco semestres, seis cursaram de seis a oito semestres e quatro cursaram de nove a 12 semestres. Dos treze aprendizes que fizeram curso de LI, cinco concluíram o curso há um ou dois anos atrás, três concluíram o curso entre três e cinco anos atrás. Apenas um concluiu o curso há mais de seis anos. E cinco não concluíram o curso.

4.0	JÁ FEZ CURSO DE INGLÊS	SIM	NÃO		
		93%	7%		
4.1	QUANTO TEMPO	3 A 5 SEM	6 A 8 SEM	9 A 12 SEM	0
		21%	43%	29%	7%
4.2	HÁ QUANTO TEMPO CONCLUIU	1 A 2 ANOS	3 A 5 ANOS	6 A 10 ANOS	NÃO CONCLUIU
		36%	21%	7%	36%

Tabela 4 – Sondagem – Já fez curso de inglês?

Dos quatorze aprendizes, sete afirmaram ainda estudarem a LI, três afirmaram não estudarem a LI há um ano e quatro afirmaram não estudarem a LI há mais de dois anos.

5.0	HÁ QUANTO TEMPO VOCÊ NÃO ESTUDA INGLÊS	AINDA ESTUDO	1 ANO	2-3 ANOS
		50%	21%	29%

Tabela 5 – Sondagem – Há quanto tempo não estuda inglês?

Entre os quatorze participantes, todos afirmaram ter contato diariamente com a LI. Oito afirmaram ler textos na língua alvo semanalmente, doze afirmaram ter contato com a LI através da internet, treze afirmaram terem contato com a LI através de filmes e seriados e onze tem contato com a LI através de músicas. Quatro aprendizes mencionaram ter contato com a LI em outras situações. Foram citadas como outras situações: a) “trabalho com turismo”; b) “no curso de letras/inglês”; c) “no trabalho preciso ler artigos”; d) “dou informação ao turista”.

6.0	CONTATO COM A LI DIARIAMENTE	SIM	NÃO			
		100%				
6.1	EM QUE SITUAÇÕES	LER TEXTOS SEMAN.	INTERNET	FILMES/SERIADOS	MÚSICAS	OUTROS
		57%	86%	93%	79%	29%

Tabela 6 – Sondagem – Tem contato diário com a LI?

Entre os quatorze aprendizes, dois já estiveram em um país no qual se fala a língua alvo, um deles por um mês e o outro por dois meses. Doze participantes nunca estiveram em um país no qual se fala a LI.

7.0	ESTEVE EM PAÍS QUE FALA A LI	SIM	NÃO		
		14%	86%		
7.1	POR QUANTO TEMPO	1 A 3 MESES	4 A 6 MESES	6- 12 MESES	NÃO
		14%			86%

Tabela 7 – Sondagem – Esteve em país que fale a LI?

Dos quatorze participantes, um afirmou ter maior dificuldade na compreensão oral. Onze afirmaram que falar é a habilidade que lhes causa maior

dificuldade na LI. Dois afirmaram ter maior dificuldade na leitura na LI. Nenhum aprendiz citou ter dificuldade para escrever na LI.

8.0	MAIOR DIFICULDADE NA LINGUA INGLESA	OUVIR	FALAR	LER	ESCREVER
		7%	79%	14%	

Tabela 8 – Sondagem – Maior dificuldade na LI?

A última pergunta do Questionário de sondagem investiga acerca do interesse dos aprendizes em aprender a LI. Os motivos mencionados pelos aprendizes foram: a) trabalho, mencionado por cinco aprendizes; b) ser fluente, mencionado por quatro aprendizes; c) comunicar-se melhor ou comunicar-se com estrangeiros, mencionado por nove aprendizes; d) ensinar inglês, mencionado por dois aprendizes; e) interesse na cultura, mencionado por dois aprendizes; e f) ler textos na LI, mencionado por dois aprendizes.

9.0	MAIOR INTERESSE EM APRENDER A LI	Mercado de trabalho	Ser fluente	Comunicar-se com estrangeiros	Ensinar a LI	Interesse cultural	Leitura de textos
		5	4	9	2	2	2

Tabela 9 – Sondagem – Qual o maior interesse em aprender a LI?

Finalizamos esta seção constatando que é comum atribuir à fala uma grande responsabilidade sobre a proficiência em L2 de aprendizes, como também é comum, a insatisfação de aprendizes em relação à sua produção oral em L2. UR (1995) afirma que quando uma pessoa sabe uma L2 frequentemente nos referimos a essa pessoa como um falante de uma segunda língua. Essas afirmações se confirmam no interesse da maioria dos aprendizes que participaram da presente pesquisa.

2.3.3 Análise da entrevista oral e teste de nível

As outras duas variáveis que julgamos relevantes para a presente pesquisa foram: (4) nível inicial de desempenho oral e (5) desempenho no teste de nível escrito. A seguir, apresentamos a tabela com as notas orais de partida dos dois avaliadores e a nota do teste de nível de cada um dos aprendizes. Na tabela, os

aprendizes estão separados por pares que foram formados levando em consideração as cinco variáveis mencionadas nesta seção e na seção anterior. O primeiro aprendiz de cada par pertence ao GE e o segundo aprendiz pertence ao GC.

PARES	ALUNO	ESCRITA	Avaliador 1-oral	Avaliador 2-oral
1. GE	D	9	B	A
1. GC	J	9,5	B	A
2. GE	F	9,5	C	C
2. GC	L	8,5	C	C
3. GE	A	8,5	C	C
3. GC	M	8,5	C	C
4. GE	E	9	D	D
4. GC	I	7,5	D	D
5. GE	B	6,5	D	C
5. GC	H	7,5	D	C
6. GE	O	8,5	C	C
6. GC	N	8	C	C
7. GE	C	7,0	D	E
7. GC	G	8,0	D	E

Tabela 10 – Notas – Pares formados.

Os pares de aprendizes foram formados considerando-se as cinco variáveis citadas anteriormente nessa seção. Embora tenhamos formado sete pares semelhantes a partir dessas variáveis, o terceiro par, formado pelos aprendizes A e M, possuem apenas duas das cinco variáveis em comum: (4) nível inicial de desempenho oral e (5) desempenho no teste de nível escrito.

Embora tenham sido selecionados 14 aprendizes como participantes da pesquisa, as produções orais no pré-teste e pós-teste do par de aprendizes C e G não foram consideradas, pois esses aprendizes demonstraram um desempenho oral na LI inferior ao restante do grupo durante as aulas. Tendo em vista a formação de dois grupos similares e que a presente pesquisa investiga a produção oral de aprendizes de nível intermediário, ao qual eles não corresponderam, seus dados foram desconsiderados.

Também não foram consideradas as produções orais no pré-teste e pós-teste do aprendiz O, pois o aprendiz do GE participou apenas de metade das aulas durante o curso. Portanto, seu par no GC, o aluno N terá seus resultados apresentados individualmente e não em pares como os demais aprendizes.

Tendo apresentado os resultados da seleção dos aprendizes, assim como os pares de aprendizes formados e os dois grupos dessa pesquisa, a seguir iremos apresentar os resultados obtidos no pré-teste e pós-teste oral, relacionados à fluência e à precisão gramatical da produção oral dos aprendizes.

2.4 Instrumentos e procedimento para coleta de dados

Nesta seção trataremos dos instrumentos e dos procedimentos para a coleta de dados da presente pesquisa. Nesta pesquisa foram utilizados os seguintes instrumentos:

1. Pré-teste oral¹⁷ (ANEXO D)
2. Pós-teste oral¹⁸ (ANEXO E)
3. Material didático do curso¹⁹ (APÊNDICES A e B)
4. Questionário de avaliação da experiência²⁰ com o TL para os aprendizes. (APÊNDICE C)

2.4.1 Pré-teste e pós-teste oral

O pré-teste avaliou a produção oral dos participantes da pesquisa no início da mesma para que pudessemos comparar os resultados obtidos com os resultados do pós-teste que foi aplicado ao final do curso. A comparação entre os dois testes iria indicar primeiramente, se houve diferença no desempenho oral dos participantes do grupo experimental comparado ao grupo controle e quais foram essas diferenças, assim como, se houve diferença no desempenho oral dos participantes entre si.

As tarefas usadas no pré-teste e no pós-teste são narrativas baseadas em um grupo de figuras. A escolha por esse tipo de tarefa justifica-se por três fatores. Primeiro porque segundo Ejzenberg (1992; apud GUARÁ-TAVARES, 2009), as narrativas como discurso monologal são mais eficientes para avaliar a habilidade oral do que diálogos. O segundo fator que justifica essa escolha é que narrativas

¹⁷ ANEXO D

¹⁸ ANEXO E

¹⁹ APÊNDICES A e B

²⁰ APÊNDICE C

baseadas em um grupo de figuras é uma tarefa frequentemente usada em testes orais de língua inglesa (ELDER & IWASHITA, 2005; apud GUARÁ-TAVARES, 2009). Por último, justificamos a utilização desse tipo de tarefa, pois são tarefas muito utilizadas em outros estudos que medem o desempenho oral de aprendizes como nos estudos de planejamento de tarefas orais (D'ELY, 2006; FOSTER & SKEHAN, 1996, 1999; GUARÁ-TAVARES, 2009). Os testes usados no presente estudo foram pilotados por Guará - Tavares (2005, 2006) e posteriormente utilizados pela mesma pesquisadora (2009).

Os participantes receberam as instruções na língua materna. As instruções orientavam que os aprendizes observassem a sequência de figuras por um minuto com o objetivo de contar uma história a partir destas imagens. Além destas instruções, lhes informamos de que eles poderiam recorrer a sequência de imagens durante a tarefa e não haveria restrição de tempo para que eles contassem suas histórias, nem sequência correta ou incorreta. A escolha de um minuto de planejamento se deve ao fato de que estudos realizados acerca da quantidade de tempo (um, cinco ou dez minutos) dedicado ao planejamento da tarefa oral, comprovam que a fluência e a densidade lexical da fala crescem de acordo com a quantidade de tempo de planejamento para uma tarefa oral. Já a acuidade aumenta com apenas um minuto de planejamento, mas permanece estável com cinco ou dez minutos de planejamento. Portanto, entendemos que o tempo de um minuto de planejamento seria o suficiente para que os participantes planejassem suas narrativas.

Após a leitura das instruções e do minuto de planejamento, os participantes contaram suas histórias, que foram gravadas.

Uma das sequências de imagens (imagem A) utilizadas nos testes, trata-se de uma sequência de um casal em um restaurante. Durante a refeição o homem fica a imaginar várias coisas que ele gostaria de fazer com a mulher. A outra sequência de imagens (imagem B) utilizada no teste, trata-se de um casal em uma sala de estar. O homem dá vários presentes à mulher que parece recusar a todos. Não há uma ordem fixa dos eventos e os participantes foram orientados a observar cada grupo de figura e organizá-los em uma sequência com o objetivo de contar uma história.

Durante as gravações não foi permitido que outros alunos estivessem presentes na sala da gravação para evitar que algum aluno se sentisse intimidado

pela presença de outros colegas. Foram necessárias duas salas de aula para a realização do pré-teste e do pós-teste. Uma primeira onde ficaram os alunos que seriam submetidos à gravação, uma segunda onde foi realizada a gravação para que não houvesse contato entre participantes que ainda não tinham sido submetidos à gravação e participantes já entrevistados, evitando assim, a produção de discursos ensaiados.

2.4.2 Material didático do curso

Foi necessária a elaboração de um material didático²¹ para a realização do curso devido à dificuldade de encontrar livros didáticos de língua inglesa que possuíssem atividades com textos literários. Além disso, a elaboração do material permitiu que, em cada aula, os alunos dos dois grupos utilizassem exatamente o mesmo material e tivessem exatamente a mesma aula, exceto pelo texto lido, já que o GC leu textos com linguagem adaptada e não literários e o GE leu textos literários.

Outra vantagem em elaborar o material didático do curso foi que as atividades de pré-leitura, leitura e pós-leitura do texto puderam ser semelhantes em ambas as turmas na maioria das aulas, fazendo com que a única diferença entre as aulas fosse o texto lido pelos aprendizes dos dois grupos. Além disso, priorizamos atividades orais para as atividades de pré-leitura e pós-leitura dos textos.

O material didático utilizado nas aulas dos dois grupos foi elaborado pela pesquisadora a partir de um tema (*friendship, relationships, superstitions, prejudice, women, traveling, love*) e as atividades de compreensão auditiva e os textos lidos estavam sempre relacionados ao tema da aula. Algumas aulas foram elaboradas para o curso, enquanto outras são uma adaptação de diferentes lições dos livros didáticos, *Passages* e *American Insideout*, ou foram adaptadas a partir de aulas preparadas por Guará-Tavares para oficinas orais realizadas em 2010 na UFC, ministradas pela pesquisadora. Todas as aulas foram elaboradas à luz do ECL com foco na fala, compreensão auditiva, escrita e leitura da LI.

As aulas foram elaboradas a partir de um tema que era apresentado aos alunos através de questionamentos pessoais ou debates a serem feitos em pares ou

²¹ Material didático completo do GC e GE nos APÊNDICES A e B.

grupos, privilegiando atividades orais. Em seguida, era apresentado um tópico gramatical ou uma atividade de vocabulário relacionado ao tema. Após essa introdução ao tema vinham atividades de compreensão auditiva ou leitura de texto, com conteúdo relacionado ao tema da aula. A seleção das atividades de compreensão auditiva e a seleção dos textos era feita depois da seleção do tema da aula e deveria abordar o tema escolhido.

Priorizamos a leitura do gênero conto para o Grupo Experimental e optamos por textos que não fossem muito extensos para que fossem lidos em sala de aula. Entretanto, metade dos contos escolhidos foram lidos em sala de aula e a outra metade foi recomentado a leitura como tarefa de casa, para que utilizássemos o tempo na sala de aula para a realização de atividades orais acerca do texto lido. Seguimos a mesma orientação para o Grupo Controle. Para finalizar a lição, algumas aulas traziam atividades de elaboração de textos escritos também, para que assim, as quatro habilidades comunicativas estivessem presentes durante o curso.

As atividades realizadas após a leitura dos textos em ambas as turmas tinham o objetivo de promover a prática oral e, para isso, foram propostas atividades orais como recontar o texto lido; descrever e comparar personagens; dar sequencia aos principais eventos do texto; identificar e discutir acerca de elementos do texto como personagens, o tema, o problema, a solução; e elaborar uma continuação para a narrativa. A seguir apresentamos aulas 1, 2, 6, 7, 8 14 e 15 elaboradas para o curso. Aulas 1 e 8 eram as mesmas para os dois grupos. As demais eram semelhantes, porém o GC leu textos não literários enquanto o GE leu um conto. O material didático completo utilizado no curso encontra-se nos APÊNDICES A e B.

Class 1: RELATIONSHIPS – The best of friends **(Grupos Controle e Experimental)**

1) The nature of friendship (10m)

A: Read these statements about friendship. Can you explain what they mean? Add your own statement to the list.

1. A friend is someone who accepts me as I am.
2. A friend is someone you look up to in some way and yet you can be critical of.
3. A friend is someone who walks in when the rest of the world walks out.
4. In prosperity, our friends know us; in adversity, we know our friends.
5. A friend is someone who knows you and loves you just the same.
6. Good friends are hard to find, harder to leave, and impossible to forget.
7. A friend is someone who cheers you up when you're feeling down.
8. _____

Expressing opinions:

In my opinion, ...

From my experience, ...

Ex: What the first statement means to me is that a real friend doesn't try to change me into something I'm not.

2) Friendship among men vs. friendship among women (10m)

A: Listen to a professor talk about the ideas of best-selling author Deborah Tannen. In her opinion, what is the main difference between friendship among men and friendship among women? List at least 3 differences.

1. _____
2. _____
3. _____

B: Do you agree with the author's ideas?

3) Grammar – Relative Pronouns (10m + 10)

Relative clauses are adjective clauses that generally begin with the relative pronouns **who**, **whom**, **that**, **which**, and **whose**. Like adjectives, relative clauses modify nouns.

When the relative pronoun **who**, **that** or **which** comes before the verb in the relative clause, the relative pronoun acts as the subject of the relative clause. It is a subject relative pronoun.

I like people **who** aren't too serious.

I like people **that** have a good sense of humor.

The letters **which** came today are late.

When the relative pronoun **whom**, **who**, **that** or **which** is followed by a noun or pronoun, the relative pronoun acts as the object of the relative clause. It is an object relative pronoun.

I'd really like to find a friend (**who**) I can talk to easily.

I prefer someone (**that**) I have something in common with.

A: Identify the relative clauses in the conversation below. Underline them and circle the nouns that they modify.

A: What should I wear to my date?

B: How about the shirt that you wore Saturday night?

A: You mean the one that has food all over it?

B: Oh. Well, what about the shirt that you got for your birthday?

A: The one that you gave me or the one that my sister gave me?

B: Wear the one that your sister gave you with the blue jacket that you bought last month. What time is your date?

A: At 8:30. I'm so nervous!!

B: Complete the clauses with your own ideas:

1. It would be fun to go out with a person _____
2. I'd really like to find a friend ... _____
3. For me, the ideal friend is someone ... _____
4. I don't want to be friends with anyone ... _____
5. I hope I never have a friend... _____

4) What should friends have in common? (10m)

A: How similar do people need to be to become good friends? Do you agree (A) or disagree (D) with the statements in this list? Discuss them in pairs.

FRIENDS...	A	D
1. Should be close in age.		
2. Should have a similar social background.		
3. Should have similar ideas about religion.		
4. Should come from similar kinds of families.		
5. Should have the same educational background.		
6. Should have similar values.		
7. Should enjoy doing the same kinds of things.		

B: What are the 3 most important things for friends to have in common?

Class 2: RELATIONSHIPS – More than a friend (**Grupo Control**)

1) A: How can you tell if someone likes you? What are the signs?

Hear what people in London say, then join the conversation.

http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/06/110623_ee_love_page.shtml

B: Walk around the class and ask and answer the same question!

2) Read about the places these people went on a first date. (10m)

A: Did they make good choices? Why or why not?



Sarah: “I normally don’t like going to amusement parks, but this time was different, and we had a lot of fun. We went on some terrifying rides and ended up going through a haunted house. The experiences gave us something to talk about. “

Andrea: “I suggested that we go to a restaurant for dinner. Once in the restaurant, we had to wait for ages for a table. The food was bad, the service was lousy, and to top it all off, when we got back to the parking lot, it had already closed for the night.”

Jason: “She said she didn’t want to be taken anywhere special, so we went to a movie. It was a great choice because the movie was really scary, and she held my hand all the way through.”

B: What do you think of these suggestions for things to do on a first date? Discuss them and give other suggestions of your own.

- Going dancing at a club
- Visiting a museum
- _____

I think the best idea is...

I think you shouldn't choose a
Because...

C: **What’s your ideal date?** Hear what people in London say, then join the conversation. Walk around the class and ask and answer the question in bold.

http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/02/110210_ee_dating_page.shtml

3) Keeping relationships alive.

A - Pair work Discuss these questions. Then read the articles, and compare your ideas with the author’s.

1. How can you maintain a romantic relationship? What are some important things to remember?
2. What problems might you face if you have been going out with the same person for a long time?

Guide to romantic success.

Even the best relationship sometimes run into trouble, so you have to work at maintaining the spontaneity and romance you took for granted when you first started seeing each other. Here’s what the experts say about the secrets of romantic success.

- Show that you like each other
Showing that you both like each other helps keep a relationship fresh. Even such simple things as complimenting your partner on his or her looks or buying small surprise gifts can help. Don’t start taking each other for granted.

- **Keep on being polite**
Threat your partner with the same attitude as you would a friend and the same way in private as you do in public. Just because you feel very comfortable with each other is no reason to relax your manners and behave like a slob when the two of you are alone.
- **Maintain you independence**
When you first start dating, every tiny difference between the two of you (one likes football and the other tennis) seems like a potential obstacle. That's because you are looking for common ground on which to base your relationship. The problem is once you start spending more time together, you forget about the things that make you unique – the same things that attracted you to each other in the first place. Remember, it's important to develop your own interests and encourage your partner to do the same.
- **Commit to getting fit**
Exercising reflects your effort to remain attractive to your partner, and it encourages him or her to do the same for you. Plus, when you get in shape, you feel much better about yourself.
- **Take care of each other**
It's the everyday things that let your partner know you care, like buying him or her a favorite magazine or the sort of snack you know he or she loves and you hate! Look for the sort of things that would make you feel appreciated. Be attentive to each other's ups and downs, too. Talk through each other's school, work, or family worries when you need to.
- **Resolve Disagreements**
Even the happiest of couples disagree over things and have squabbles. When this happens, don't think it's the end of the world. Forget that an argument has to have a winner and loser. Try to find a mutually satisfying solution. Make your point without sounding as if you are criticizing your partner. This way you can resolve issues without scoring points off each other.

B: Discuss these questions. Share your answers with the class.

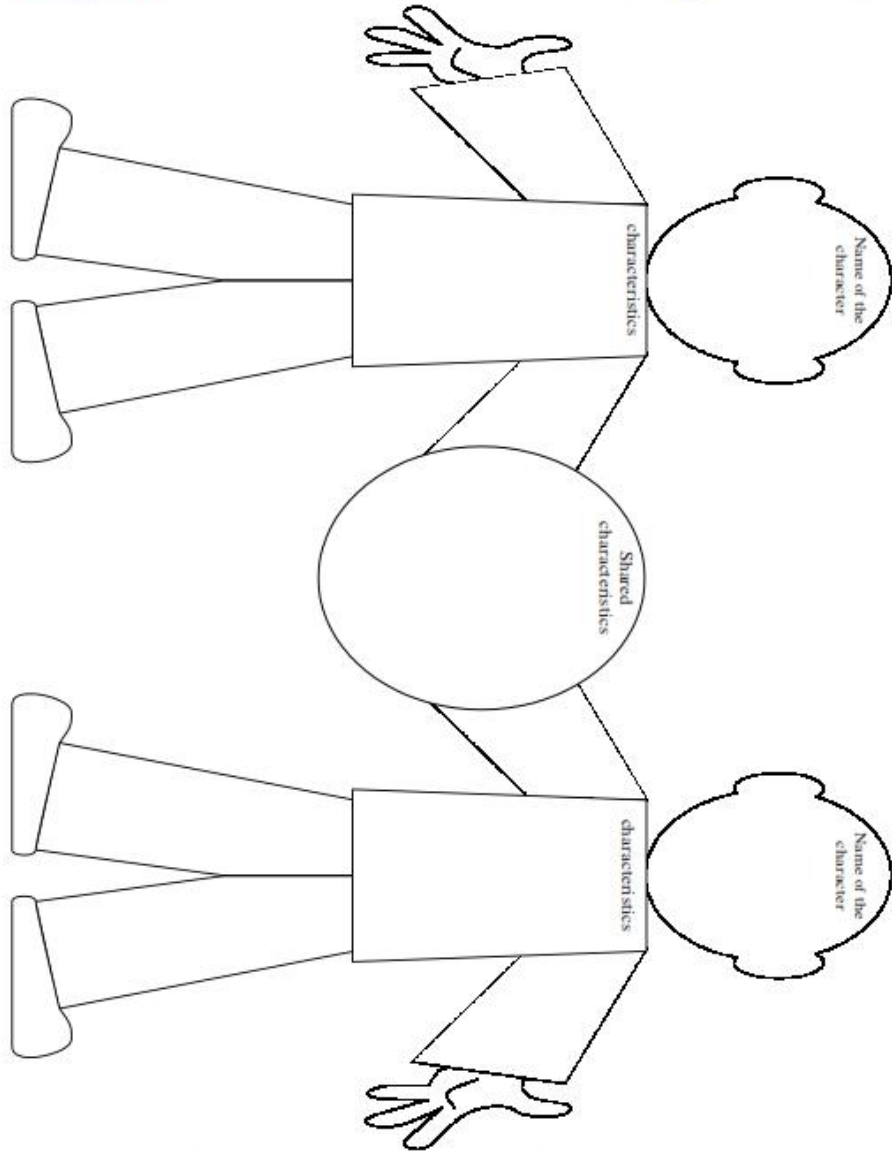
1. Do you agree with all of the suggestions above? Which ones are the most useful?
2. Do you have any additional suggestions?
3. Do you agree that even the best relationships can run into trouble?

Homework: Read the text and prepare your retelling sheet.

Name _____

C.002.SSI

Compare-A-Character



Name _____

Compare-A-Character

C.002.SS2

How are they alike?

Character #1 _____

Character #2 _____

How are they different?

GREAT LOVE AFFAIRS

- A. **The Duke and Duchess of Windsor:**
After the death of his father in 1936, Edward VIII became King of England. He was in love with Mrs. Wallis Simpson, an American divorcee, and he wanted to marry her. But the British government did not accept her as Queen of England because she was divorced. He had to choose—continue as King of England or marry Mrs. Simpson. He chose to stay with the woman he loved.
- B. **Paul & Linda McCartney:**
When Paul left the Beatles in April 1970, many people blamed Linda, his American photographer wife. Linda was the love of Paul's life, and in thirty years they spend only one night apart. She died of cancer in 1998 with Paul by her side.
- C. **Charles & Camilla:**
When Charles met Camilla at a polo match in 1970, he fell in love with her. But then he waited too long before asking her to marry him, She got tired of waiting and married somebody else. Now, two marriages and a funeral later, Charles and Camilla are together again.
- D. **Shah Jahan & Mumtaz Mahal:**
In the 17th century, Emperor Shah Jahan built the Taj Mahal in memory of his wife. He was heartbroken when his wife died after nineteen years of marriage. One year after her death, constructions of the Taj Mahal began, and it took twenty-two years to complete. Six years later, Jahan died and was buried with his true love in one of the most romantic buildings in the world.
- E. **Marilyn Monroe & Joe DiMaggio:**
Their marriage lasted less than ten months, but DiMaggio was always there for Marilyn. He organized her funeral, and, until his death in 1999, he sent six red roses to her crypt three times a week.

Activity in class: Students describe a character by using a graphic organizer.

Name _____

Story Book

C.004.SS2

Title _____

What happened first?



What happened next?



What happened then?



What happened last?

Class 2: RELATIONSHIPS – More than a friend (**Grupo Experimental**)

- 1) A: How can you tell if someone likes you? What are the signs?

Hear what people in London say, then join the conversation.

http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/06/110623_ee_love_page.shtml

B: Walk around the class and ask and answer the same question!

- 2) Read about the places these people went on a first date. (10m)

A: Did they make good choices? Why or why not?



Sarah: “I normally don’t like going to amusement parks, but this time was different, and we had a lot of fun. We went on some terrifying rides and ended up going through a haunted house. The experiences gave us something to talk about. “

Andrea: “I suggested that we go to a restaurant for dinner. Once in the restaurant, we had to wait for ages for a table. The food was bad, the service was lousy, and to top it all off, when we got back to the parking lot, it had already closed for the night.”

Jason: “She said she didn’t want to be taken anywhere special, so we went to a movie. It was a great choice because the movie was really scary, and she held my hand all the way through.”

B: What do you think of these suggestions for things to do on a first date? Discuss them and give other suggestions of your own.

- Going dancing at a club
- Visiting a museum
- _____

I think the best idea is...

I think you shouldn’t choose a
Because...

C: **What’s your ideal date?** Hear what people in London say, then join the conversation.

Walk around the class and ask and answer the question in bold.

http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/02/110210_ee_dating_page.shtml

- 3) Reading-Marriage (Pre-reading) (5m)

A: Discuss the following questions:

- a) What comes to your mind when you think of MARRIAGE?
- b) Discuss in groups about what the title of the story suggests.
- c) Make general predictions about the story using the pictures given.

B: Read the text and match the suggested titles to the paragraphs. (20 m) (While-reading)

- a) A new beginning.
- b) The second difficult decision: to have a child.
- c) The important decision is accepted by God.
- d) I drove my dad crazy.
- e) I made myself a joke to everyone, but I was happy with the man of my life.

The Man Who Married Himself by Charlie Fish

Title: _____

'Why not?'

With those two words, my good friend Reverend Zatarga changed the course of my life. When he said them to me, he had just spent two hours on the telephone with Bishop Fleming discussing various sections of the Bible in excruciatingly fine detail. He pointed out that Leviticus warns Christians not to marry their sister, aunt, mother, mother-in-law, daughter or even their granddaughter (should they be tempted). But nowhere in the good book is there a rule against marrying oneself. So when I told Reverend Zatarga that was exactly what I wanted to do, he eventually conceded those two fateful words:

'Why not?'

Of course, the Bible also neglects to forbid anyone from marrying great-grandmothers, tables or pet fish. I wouldn't be surprised to learn that Bishop Fleming ended up marrying his beloved French poodle as a result of all this. Or his **blanket** - after all he's been sleeping with it for years. Anyway, once I convinced the good **Reverend** to let me marry the man of my dreams, I had to convince my mother and father. I'd have to say that between an international religion, firmly established for two millennia, and my own humble parents, my parents were far more difficult to persuade.

Title: _____

My mother just wouldn't take it seriously at first. OK, very few people took it seriously, but I needed her to know I meant it. She kept asking me silly things like 'Why marry - you can just live with yourself?' or 'What will you wear for the wedding?'

And sadly, it drove my father quite **mad**. Literally. For years after the wedding he spent days typing up articles for a wide variety of news journals, record books and space administration newsletters claiming that he was the first person to have had sex in space. He seemed quite convinced, despite the fact that the closest he had come to space was the big button on his computer keyboard. When asked who he had allegedly had sex with, he would usually pause briefly for dramatic effect, turn his wild eyes towards you and yell shrilly: 'Myself!'

Title: _____

I would have hoped that I could trust my best friends to be sympathetic **towards** my cause, but I think it was all a bit of a joke for them. They were often supportive, but after the wedding they just spent a lot of time making fun of me. Some of the wedding presents I received from them were quite **demeaning**: pornographic magazines, silk gloves, even a ceiling mirror. And I'm disappointed in them for not stifling their mirth when Reverend Zatarga recited the marriage vows: 'Will you keep yourself as a husband, to live as one in marriage? Will you love and comfort yourself, obey and honour yourself in sickness and in health, and be faithful to yourself as long as you shall live?' I swear one of my friends wet himself laughing.

I had a great honeymoon in Las Vegas, gambling away all my savings with nobody **to nag** me

about how much money I was spending. I had a penthouse suite in the Luxor hotel for the night of consummation . . .

I had many reasons for getting married when I did, apart from the tax benefits of course (trying to make the tax inspector understand that I was my own spouse was hell, though). Ever since I understood the concept of wedlock, I longed for a partner that I could trust. I wanted to have someone with me always, to whom I could tell all my deepest, darkest secrets without having them laugh at me. Unfortunately, although getting girlfriends was usually not too big a problem for me, I tended to have excruciatingly bad taste. Then I realised that my perfect partner was closer to home than anyone could have realised.

Altogether, I think the marriage was a great success for the most part. I rarely argued with my spouse; in fact I found myself to be the best conversation holder around. The few times that I did argue, I always won. And the sex was, well - it was whatever I made of it. There was some media intrusion of course, lots of cheap journalists trying to cash in on this unusual union. I found some of their articles **amusing**, and others quite offensive, especially the ones dubbing me the most **conceited** and/or narcissistic man in the world. I don't think I'm such an egotist, I just happen to enjoy my company.

Title: _____

I suppose it was a hormonal thing, a stage of life or something, that made me suddenly crave a child. The cliché is that I realised I was mortal, and I therefore wanted to pass on my genes. So after many days weighing up the pros and cons I decided to split up from my husband in order to find a wife. I had a chat with Reverend Zatarga, and he informed me that I couldn't just file for a divorce on a moment's notice. I had to have legitimate justification. Curiously, wanting a baby wasn't on the list of good reasons to divorce.

As the good Reverend explained, I could only divorce if I had been living apart from my spouse for at least a year which would be difficult without major surgery or if my spouse had treated me cruelly or been imprisoned for at least a year. I wasn't particularly willing to beat myself up a bit or lounge around in prison just so I could divorce myself. That left one option: Adultery. I just had to have sex with someone other than myself; normal, straight, human sex, and I could be free from the **bonds** of marriage.

And so it was that I reluctantly removed my wedding ring and started searching for a **mate**. My friends were cruel about it, saying that I was separating to stop myself from going blind. I think my mother was relieved when I told her that my relationship with myself was coming to an end. My father just paused for dramatic effect, turned his wild eyes towards me and yelled shrilly: 'Myself!' Maybe he really is on another world.

I expected it to take me quite a while to find someone who was both willing to sleep with me and who hadn't read the newspapers enough to know that I was already married, but I soon found a plain-faced Malaysian girl who was relatively easy to seduce. The sex was, to be honest, rather disappointing. It seemed that she knew almost nothing of what turns a man on, whereas by that point I myself had become quite an expert. I suppose it wasn't great for her either - I wasn't practised in pleasuring members of the fairer sex.

Title: _____

The divorce was easy after that. It seemed that the church **was keen** to split me apart, as if my marriage had been a big mistake. I felt quite lonely for several months after the break-up. At least the local psychiatrist (specialising in multiple personality disorders) stopped sending me his damned business cards every week.

It took me nearly a decade to find a good wife who didn't think she'd be marrying into a **threesome**. Most of that time was just waiting for the media to forget about 'The Man Who Married Himself'. Meanwhile, I wrote an autobiography with that very title. Included in the book was a detailed account

of my marriage to myself, including the ups and downs of living with myself, how I dealt with everyone's criticism of me and my husband, and some intimate details of my relationship. I think it was these sections that made the book a real success when it was published some years later. People were just curious to read about the implications of such an unusual marriage. I suppose it made people think. They would read my book and ask themselves: 'Am I easy to live with? If I had to live with me, could I do it?' They all stopped searching for their Mister or Little Miss Right for just a moment to ask themselves if they would ever make a good spouse for anyone.

I didn't hear of any copycat self-marriages, which probably either means the media lost interest or the church is determined not to let it happen again. Anyway, that's all behind me now. My wife and I have just moved into a new home, big enough to accommodate our new child when he is born. I am happy now. In fact, right now I can't wipe the smile off my face. You see, our next door neighbours are Bishop Fleming and his lovely wife, the French poodle.

Vocabulary:

towards:in relation to the church) **reverend**:a member of the Christian clergy(official workers of the church)

to nag:complain **blanket**:a cover that keeps you warm in bed.

demeaning:to become less respected **supportive**:approving

bonds:connection/written agreement **a threesome**:3 people as a group

amusing:entertaining **a mate**:a partner

conceited:someone with too much pride or confidence **was keen**:very interested

C: Imagine you are a good friend of the main character in the short story and he has just told you about his decision to marry himself. What advice would you give him? What would you say to convince him to marry someone else? Make a list of 5 good pieces of advice to convince him. (5 m) (After-reading; discussion)

D: In pairs create a dialog between the main character and one of his good friends. (15 m)

Student A: you are the character's friend and you are trying to convince him not to marry himself. Use the advice you listed in the previous activity.

Student B: You are the character and you are trying to convince your friend that marrying yourself is the best idea you have ever had!

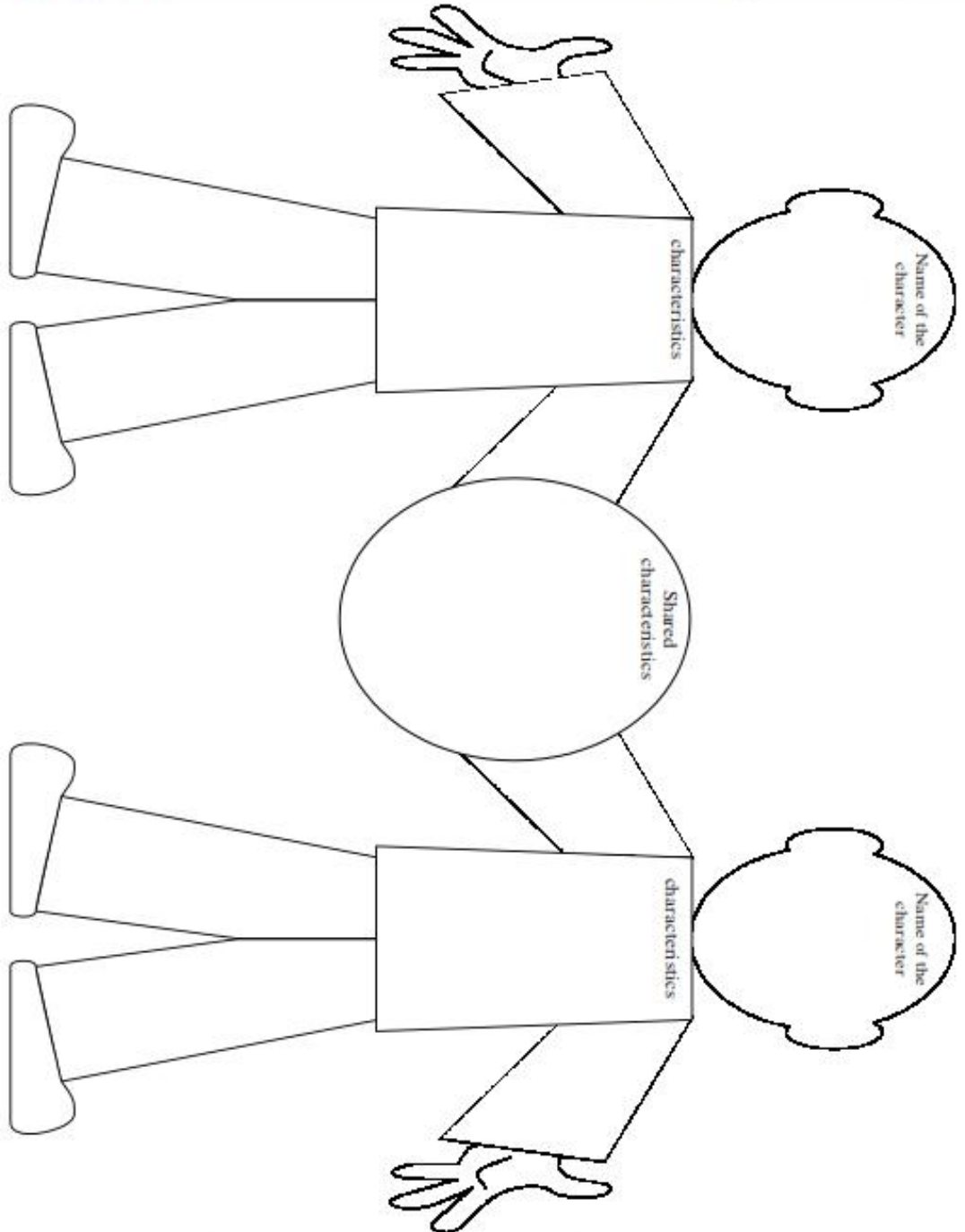
Homework: Read another short story and prepare your retelling sheet. You can also listen to a native speaker read the story for you. Check:

- 1. http://wn.com/Gift_of_the_Magi_by_O_Henry_part_1_Christmas_story_reading
- 2. <http://librivox.org/the-gift-of-the-magi-by-o-henry/>

Name _____

C.002.SSI

Compare-A-Character



Name _____

Compare-A-Character

C.002.SS2

How are they alike?

Character #1 _____

Character #2 _____

How are they different?

Activity in class: Students describe a character by using a graphic organizer.

Name _____

Story Book

C.004.SS2

Title _____

What happened first?



What happened next?



What happened then?



What happened last?

THE GIFT OF THE MAGI

by O. Henry

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mne. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practised hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation--as all good things should do. It was even worthy of *The Watch*. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends--a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do--oh! what could I do with a dollar and eighty- seven cents?"

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will

you? I just had to do it. My hair grows awfully fast. Say `Merry Christmas! Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs--the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

Class 6: SUPERTITIONS AND BELIEFS (**Grupo Control**)

- 1) Read the list of common superstitions and beliefs. Which ones do some people in your country believe in? Do you know any other superstitions?
 - a) If you make a wish and then blow out all the candles on your birthday cake on your first try, your wish will come true.
 - b) Some people claim that you should never take a broom with you when you move to a new house. Throw it out and buy a new one.
 - c) Many people believe that breaking a mirror will bring you seven years of bad luck.
 - d) Farmers in some countries believe that a cricket in the house brings good luck.
 - e) If a black cat walks toward you, it will bring you good luck.

- 2) Listen to people talking about superstitions, and complete the chart. What is an explanation for each superstition?

Superstition	Explanation

- 3) Reading- Premonitions of disaster.

A: Discuss these questions with a partner. Then read the article, and compare your ideas with the author's.

 1. Did you ever have the feeling that something terrible was going to happen?
 2. Did you ever cancel any plans because something "inside you" made you feel uneasy?
 3. Do you think that some people can predict the future?

The sinking of the *Titanic*

People sometimes have the feeling that they know something is going to happen. This is called a premonition. Some premonitions take the form of dreams or visions. Others are just strong feeling, ideas, or guesses that come into people's minds for no apparent reason.

Some people claim that they have premonitions at one time or another, but people known as psychics or clairvoyants appear to be more sensitive to whatever causes accurate premonitions. The following story is about the *Titanic* and the many apparently mysterious forewarnings that were reported.

In the early morning of April 15, 1912, the *Titanic*, the world's largest ocean liner at the time, struck an iceberg and sank on her maiden voyage across the Atlantic. A total of 1,502 lives were lost. Later investigation turned up at least 20 cases of people having premonitions of the disaster.

One of the strangest examples of an apparent premonition involved a novel called *Futility*, written in 1898 by Morgan Robertson. In the book, a huge liner, the *Titan*, sank after hitting an iceberg. Like the *Titanic*, the *Titan* was said to be unsinkable. Also like the *Titanic*, the *Titan* carried too few lifeboats for the large number of passengers on board.

In addition, there were two other stories that appeared to foretell the disaster, both written by a passenger on the doomed ship – one of them over 20 years earlier.

At least nine people had dreams in which a ship like the *Titanic* hit an iceberg and sank. Two clairvoyants gave warnings about the disaster, and several other people had extremely strong intuitions that something would go wrong. Some would-be passengers were so uneasy about the voyage that they canceled their tickets at the last minute. All these uncanny coincidences appear to be premonitions. There seems to be no way of explaining them.

B: Discuss these questions. Then share your answers with the class.

1. Why do you think so many people had premonitions about the *Titanic*?
2. Have you ever heard someone making predictions for the new year or about an important event? What was your opinion about those predictions?

4) Retelling. Student writes the main events of a story in sequential order using a graphic organizer.

Name _____

C.003.SS

Story Line-Up

The graphic organizer is a white rounded rectangle with a brown border, set against a black background. It contains four ovals arranged in a 2x2 grid. The top-left oval is labeled "Event 1", the top-right "Event 2", the bottom-left "Event 3", and the bottom-right "Event 4". To the right of the ovals is a horizontal line labeled "Title". In the bottom-left corner of the white area, there are two small circles representing buttons.

Class 6: SUPERTITIONS AND BELIEFS (Grupo Experimental)

- 1) Read the list of common superstitions and beliefs. Which ones do some people in your country believe in? Do you know any other superstitions?
 - a) If you make a wish and then blow out all the candles on your birthday cake on your first try, your wish will come true.
 - b) Some people claim that you should never take a broom with you when you move to a new house. Throw it out and buy a new one.
 - c) Many people believe that breaking a mirror will bring you seven years of bad luck.
 - d) Farmers in some countries believe that a cricket in the house brings good luck.
 - e) If a black cat walks toward you, it will bring you good luck.
- 2) Listen to people talking about superstitions, and complete the chart. What is an explanation for each superstition?

Superstition	Explanation

- 3) Reading- Superstitions and beliefs (Pre-reading)(5m)
 - A: Discuss the questions in groups.
 - a) When you think of a scary story or movie what are some common elements?
 - b) Do you watch horror movies? Why? Why not?
 - c) Do you know any strange/scary stories? Tell your friends.
 - B: Read the three first paragraphs of the short story and try to predict what comes next. (Pre-reading; creating anticipation) (10m)

One Summer Night by Ambrose Bierce

The fact that Henry Armstrong was buried did not seem to him to prove that he was dead: he had always been a hard man to convince. That he really was buried, the testimony of his senses **compelled** him to admit. His posture -- flat upon his back, with his hands crossed upon his stomach and tied with something that he easily broke without profitably altering the situation -- the strict confinement of his entire person, the black darkness and profound silence, made a body of evidence impossible to controvert and he accepted it without **cavil**.

But dead -- no; he was only very, very ill. He had, withal, the invalid's apathy and did not greatly concern himself about the uncommon fate that had been allotted to him. No philosopher was he -- just a **plain**, commonplace person gifted, for the time being, with a pathological indifference: the organ that he feared consequences with was **torpid**. So, with no particular apprehension for his immediate future, he fell asleep and all was peace with Henry Armstrong.

But something was going on overhead. It was a dark summer night, shot through with infrequent

shimmers of lightning silently firing a cloud lying low in the west and **portending** a storm. These brief, stammering illuminations brought out with ghastly distinctness the monuments and headstones of the cemetery and seemed to set them dancing. It was not a night in which any credible witness was likely to be straying about a cemetery, so the three men who were there, digging into the grave of Henry Armstrong, felt reasonably secure.

4) Match the words in bold in the text to their meanings. Try to guess their meaning from the context.

a) forced
sleepy

d) not active; moving slowly as a result of feeling

b) to shine softly/ quickly
happen

e) to be a sign that something bad is likely to

c) to make unnecessary difficulties f) simple

Two of them were young students from a medical college a few miles away; the third was a gigantic negro known as Jess. For many years Jess had been employed about the cemetery as a man-of-all-work and it was his favourite pleasantry that he knew 'every soul in the place.' From the nature of what he was now doing it was **inferable** that the place was not so populous as its register may have shown it to be.

Outside the wall, at the part of the grounds farthest from the public road, were a horse and a light wagon, waiting.

The work of excavation was not difficult: the earth with which the grave had been loosely filled a few hours before offered little resistance and was soon thrown out. Removal of the casket from its box was less easy, but it was taken out, for it was a perquisite of Jess, who carefully unscrewed the cover and laid it aside, exposing the body in black trousers and white shirt. At that instant the air sprang to flame, a cracking shock of thunder shook the stunned world and Henry Armstrong tranquilly sat up. With inarticulate cries the men **fled** in terror, each in a different direction. For nothing on earth could two of them have been persuaded to return. But Jess was of another breed.

In the grey of the morning the two students, pallid and **haggard** from anxiety and with the terror of their adventure still beating tumultuously in their blood, met at the medical college.

'You saw it?' cried one.

'God! yes -- what are we to do?'

They went around to the **rear** of the building, where they saw a horse, attached to a light wagon, hitched to a gatepost near the door of the dissecting-room. Mechanically they entered the room. On a bench in the obscurity sat the negro Jess. He rose, **grinning**, all eyes and teeth.

'I'm waiting for my pay,' he said.

Stretched naked on a long table lay the body of Henry Armstrong, the head **defiled** with blood and clay from a blow with a spade.

a) To obtain information indirectly

b) smiling widely

c) to spoil the beauty

b) Back
around the eyes.

e) to escape by running

f) tired and with dark areas

- 5) Now that Henry Armstrong is really dead, he had to tell his story to Saint Peter when he arrived in heaven.

Student A: You are Saint Peter and Henry Armstrong has just arrived at the Heaven's door. Ask him what happened to him. How did he die?

Student B: You are Henry Armstrong and have just met Saint Peter. Tell him what happened to you.

Obs: The story is told by a third person narrator (a third person narration is often omniscient, which means it can travel to multiple scenes and locations, and observe actions which no single character can). So, you are going to tell this story from Henry's point of view. In order to that it is important to use "I" and to give your interpretation to what happened.

Retelling- Student writes the main events of a story in sequential order using a graphic organizer.

Name _____

C.003.SS

Story Line-Up

The graphic organizer is a white rounded rectangle with a brown border, set against a black background. It contains four large ovals arranged in a 2x2 grid. The top-left oval is labeled "Event 1", the top-right "Event 2", the bottom-left "Event 3", and the bottom-right "Event 4". To the right of the ovals is a horizontal line with the word "Title" written above it. In the bottom-left corner of the white area, there are two small brown circles representing buttons.

Class 7: SUPERTITIONS AND BELIEFS (Grupo Controle)

- 1) Watch the video about common superstitions and answer the questions.
 - a) What is a superstitious person?
 - b) What are some good superstitions around the world? Explain 3 of them.
 - c) What are some bad superstitions around the world? Explain 3 of them.

Learning English-Lesson Forty Three
(Superstition)<http://www.youtube.com/watch?v=8yPJwjEE3oI>

- 2) Discuss in pairs about everyday superstitions.

A: Do you know any superstitions connected with these things?

Animals - food - clothing - household objects - colors - money -
days, dates, or months - numbers

B: Join another pair and compare your answers. Ask follow-up questions.

Andrea: My grandparents believe that it's bad luck to get married on a Tuesday.

Carlos: Do other people in your family believe that?

Andrea: I think my mother does.

- 3) Grammar- Reporting clauses

To report what someone says or thinks, you can use these verbs to introduce a *that* clause. The use of *that* is optional.

admit - argue - assume - claim - explain - report - agree - assert - believe - doubt - feel - say

In many countries, people **believe (that)** breaking a mirror brings you seven years of bad luck.

Not many people like to **admit (that)** they are superstitious.

I **doubt** very much **that** carrying a good luck charm will protect you.

A: Read the following statements about superstitions and beliefs, and tell a partner what you think about them. Use these verbs in your sentences:

agree - assume - believe - doubt - feel

1. Only uneducated people still believe in superstitions.
2. Crystals have mysterious healing powers.
3. Almost everyone is superstitious about a few things.

I **doubt** very much **that** carrying a good luck charm will protect you.

4. There is some truth behind every superstition.
5. Superstitions are an important part of our cultural heritage.

Now write four statements of your own using the verbs from the grammar box and a *that* clause.

6. _____
7. _____
8. _____
9. _____

- 4) Writing- Write a text about common superstitions in your family. Use the video you watched as a model. (10 min)
Step 1: write an introduction of the topic. Give a general view of the topic.
Step 2: write about your family. Are they superstitious? What are some superstitions they have?
Step 3: write about your superstitions and your opinion about superstitions.

- 5) Homework: : Read the text "The two lives of Mary Sutton"

The student reads a story and then prepares a Literature Circle Role:
discussion leader, summarizer, illustrator.

Name: _____

Book Title: _____

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Discussion Leader

Your job:

Write questions for your group to discuss. The questions should have to do with the section of the book you're reading. Be sure your questions are interesting and open-ended so everyone will be able to answer it in their own way.

Examples: Were you surprised when ____? Why or why not?
 Do you think the main character made a good choice when he/she ____?
 Why do you think the main character decided to ____?

When you meet with your group:

You will read your questions to the group and give everyone a chance to answer.
 After everyone has answered, share your answer with the group.

Question #1: _____

Your Answer: _____

Question #2: _____

Your Answer: _____

Question #3: _____

Your Answer: _____

Name: _____ Book Title: _____

Date Due: _____ Pages: _____ to _____

Literature Circle Role

Summarizer

Your job:

Write a summary that describes what happened in this section of the book. Be sure you write in complete sentences and include lots of details. Your writing should fill most (or all) of the lines below. If you need more space, continue on the back.

When you meet with your group:

You will read the summary to the group. Ask them to tell you about other important parts you may have missed. Have each person tell you about their favorite part.

Name: _____

Book Title: _____

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Illustrator

Your job:

Draw a picture of one scene from the section of the book you're reading. Your picture should be colorful and have lots of details.

When you meet with your group:

Have each member of the group describe what's happening in your picture.

Class 7: SUPERTITIONS AND BELIEFS (**Grupo Experimental**)

- 1) Watch the video about common superstitions and answer the questions.
 - a) What is a superstitious person?
 - b) What are some good superstitions around the world? Explain 3 of them.
 - c) What are some bad superstitions around the world? Explain 3 of them.

Learning English-Lesson Forty Three
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A: Do you know any superstitions connected with these things?

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B: Join another pair and compare your answers. Ask follow-up questions.

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Andrea: I think my mother does.

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admit - argue - assume - claim - explain - report - agree - assert - believe - doubt - feel - say

In many countries, people **believe (that)** breaking a mirror brings you seven years of bad luck.

Not many people like to **admit (that)** they are superstitious.

I **doubt** very much **that** carrying a good luck charm will protect you.

A: Read the following statements about superstitions and beliefs, and tell a partner what you think about them. Use these verbs in your sentences:

agree - assume - believe - doubt - feel

10. Only uneducated people still believe in superstitions.

11. Crystals have mysterious healing powers.

12. Almost everyone is superstitious about a few things.

I **doubt** very much **that** carrying a good luck charm will protect you.

13. There is some truth behind every superstition.

14. Superstitions are an important part of our cultural heritage.

Now write four statements of your own using the verbs from the grammar box and a *that* clause.

15. _____

16. _____

17. _____

18. _____

4) Writing- Write a text about common superstitions in your family. Use the video you watched as a model. (10 min)

Step1: write an introduction of the topic. Give a general view of the topic.

Step 2: write about your family. Are they superstitious? What are some superstitions they have?

Step 3: write about your superstitions and your opinion about superstitions.

Homework: Read the short story : **“The Open Window” By Saki.**

5) The student reads a story and then prepares the Literature Circle Role: discussion leader, summarizer and illustrator.

Name: _____

Book Title: _____

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Discussion Leader

Your job:

Write questions for your group to discuss. The questions should have to do with the section of the book you're reading. Be sure your questions are interesting and open-ended so everyone will be able to answer it in their own way.

Examples: Were you surprised when ___? Why or why not?
 Do you think the main character made a good choice when he/she ___?
 Why do you think the main character decided to ___?

When you meet with your group:

You will read your questions to the group and give everyone a chance to answer.
 After everyone has answered, share your answer with the group.

Question #1: _____

Your Answer: _____

Question #2: _____

Your Answer: _____

Question #3: _____

Your Answer: _____

Name: _____ Book Title: _____

Date Due: _____ Pages: _____ to _____

Literature Circle Role

Summarizer

Your job:

Write a summary that describes what happened in this section of the book. Be sure you write in complete sentences and include lots of details. Your writing should fill most (or all) of the lines below. If you need more space, continue on the back.

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You will read the summary to the group. Ask them to tell you about other important parts you may have missed. Have each person tell you about their favorite part.

Name: _____

Book Title: _____

Date Due: _____

Pages: _____ to _____

Literature Circle Role

Illustrator

Your job:

Draw a picture of one scene from the section of the book you're reading. Your picture should be colorful and have lots of details.

When you meet with your group:

Have each member of the group describe what's happening in your picture.

Class 08- BELIVE IT OR NOT(Grupos Controle e Experimental)

PRESENTATION

1) A: Read these stories from tabloid newspapers, and rate them form 1 to 4 (1=probably true, 2=plausible, 3=unlikely, 4=unbelievable).

<p>A woman in Spain says she has been receiving messages from her husband, who died 20 years ago. It is reported that the woman receives messages once a week in the form of voices that speak to her in dreams.</p>	<p>Villagers in Cambodia have discovered a cow that they believe is sacred and can cure illnesses. It is claimed that the cow has cured over 100 people with serious illnesses by licking the affected area.</p>
<p>A family living in an old house in England has made a video of a ghost that appears in the house at night. It is believed that the ghost is that of a man who lived in the house 200 years ago and disappeared on day without a trace.</p>	<p>A couple in the US reported that they were driving along a country road at 10:00p.m. when they were blinded by a very bright light in the sky. The next thing they remember is that they woke up at 6:00a.m.- 300 miles away. They believe they were abducted by aliens.</p>

B: Discuss these questions:

- a) How would you explain the events in each story?
- b) Why do you think tabloid newspapers containing stories like these are so popular?
- c) Have you heard of any unusual stores like the one above? Share them with the group.

2) A: Listen to Marina and Frank tell stories. Take notes as you listen.

B: Now take turns telling one of the stories in your own words.

2.4.3 Questionário de avaliação da experiência com TL para os aprendizes do GE

Ao término do curso, os participantes do GE responderam a um questionário, no qual relataram suas percepções acerca do curso oferecido.

O questionário possui dez perguntas acerca do uso de literatura na aula de língua inglesa: a) as duas primeiras investigam se em cursos anteriores os participantes já haviam utilizado o TL; b) três perguntas investigam a opinião dos participantes acerca do uso do TL nas aulas do curso; c) a sexta pergunta é acerca da relação entre o desenvolvimento da habilidade leitora e a leitura do TL no curso; d) a sétima acerca da relação entre a o desenvolvimento da habilidade oral e as atividades orais realizadas após a leitura do TL no curso; e) a oitava e a nona acerca do curso e sugestões de melhorias para as atividades orais realizadas; f) e a décima investiga se os participantes gostariam que o TL fosse utilizado para o fomento da produção oral de uma maneira sistemática.

O objetivo desse questionário foi obter uma resposta dos participantes e conhecer sua opinião acerca das atividades orais realizadas após a leitura do TL e acerca da leitura do TL no ensino de LI.

2.5 Hipóteses

Esta pesquisa apresenta duas hipóteses: 1) a utilização do texto literário como ferramenta pedagógica pode propiciar ganho na produção oral, no aspecto da fluência, de aprendizes em nível intermediário de LI; 2) a utilização do texto literário como ferramenta pedagógica pode propiciar ganho na produção oral, no aspecto da precisão gramatical, de aprendizes em nível intermediário de LI.

2.6 Procedimentos para transcrição de dados

As amostras de fala²² dos participantes foram transcritas e analisadas da seguinte forma: a) palavras repetidas foram sublinhadas; b) erros gramaticais e lexicais foram marcados em negrito; c) palavras não compreendidas foram marcadas

²² APÊNDICE D

por um ponto de interrogação dentro de parênteses. A seguir o procedimento de transcrição de dados de um dos participantes:

At the time Rudoff **have** dinner with his wife she makes **a** irritating noise during **the** dinner. So when she eats, when she eats **she making** a noise and Rudoff thinks about how **can make** **she make she** stop it. So **she** thinks about many ways to **make stop her**. And he thinks throwing a bottle in his her head and always she **stay** eating making **a** noises . After **she** thinks if **she take** a bite in her nose she will stop, but no. She **continuing continuing** making a noise. So, he thinks if he **beat** in her head **making** her his wife stop. So, **she** thinks in other ways and throwing a, **kick** her head, or **taking** a lamp in her head. So, she thinks **a** good solution. And she **throwing** a little a little grain of rice in her nose and **he** starts to fight him, but she stopped **to making** a noise, irritating noise that he hates.

2.7 Procedimentos para análise dos dados

Na fundamentação teórica definimos os dois aspectos da produção oral que foram analisados no presente estudo: fluência e precisão gramatical. Portanto, nesta seção, iremos explicitar como essas medidas foram operacionalizadas.

a. Fluência

Segundo Skehan (1998), a fluência foi operacionalizada como um fenômeno temporal, o qual reflete a habilidade de se comunicar em tempo real. Foram utilizadas duas medidas de fluência: velocidade da fala leniente e velocidade da fala severa (FORTKAMP, 2000; GUARÁ-TAVARES, 2009).

Velocidade da fala leniente é calculada dividindo-se o número total de palavras produzidas pelo tempo total da fala em segundos. O resultado é multiplicado por 60 para expressar o número de palavras por minuto.

Velocidade da fala severa é calculada da mesma forma, porém são excluídas palavras que foram imediatamente repetidas (exceto por repetições retóricas).

b. Precisão gramatical

Segundo Skehan (1998), a precisão gramatical está relacionada à crença do aprendiz quanto à forma correta da língua. Na presente pesquisa a precisão

gramatical foi medida pelo número de erros²³ a cada 100 palavras. Essa medida foi calculada dividindo-se o número total de erros dos aprendizes pelo número total de palavras produzidas e o resultado foi multiplicado por 100 (MEHNERT, 1998; FORTKAMP, 2000; GUARÁ-TAVARES, 2009).

Tendo apresentado a metodologia do estudo, apresentaremos a seguir a análise detalhada dos dados coletados na presente pesquisa.

²³ O critério para definir erros é baseado nas normas da língua inglesa.

CAPÍTULO 3 – ANÁLISE DE DADOS.

Neste capítulo apresentamos a análise dos resultados da presente pesquisa. Primeiramente, serão apresentados os dados e os resultados referentes à fluência e precisão gramatical após a aplicação dos testes orais (pré-teste e pós-teste). Posteriormente, será apresentada uma breve análise acerca dos textos produzidos pelos aprendizes. Por fim, apresentamos os resultados obtidos a partir do questionário final de avaliação aplicado com o GE acerca da experiência com o TL e atividades orais.

3.1 Análise dos Testes

Nesta seção serão apresentados os resultados obtidos a partir da aplicação dos instrumentos de pré-teste e pós-teste oral. Os testes foram aplicados com os dois grupos no início e no fim do curso no qual os aprendizes participaram.

Serão apresentados primeiramente os resultados referentes à fluência dos aprendizes. Cada tabela contém dados do pré-teste e do pós-teste dos pares de alunos apresentados na seção anterior. Os dados que consideramos relevantes para a fluência são: a) a velocidade da fala leniente²⁴ e velocidade da fala severa²⁵; e b) o percentual comparativo do pré-teste e pós-teste.

Após a apresentação dos dados dos pares de aprendizes, será apresentado um comparativo entre os dois grupos, GE e GC, referente à fluência. Para a apresentação dos resultados referentes à precisão gramatical seguiremos a mesma organização. Primeiro apresentaremos os resultados dos pares de aprendizes e em seguida iremos comparar os resultados dos dois grupos.

3.1.1 Fluência

A primeira tabela traz os resultados referentes à fluência dos aprendizes D e J do GE e GC respectivamente. O aprendiz D, pertencente ao GE apresentou

²⁴ Velocidade da fala leniente é calculada dividindo-se o número total de palavras produzidas pelo tempo total da fala em segundos. O resultado é multiplicado por 60 para expressar o número de palavras por minuto.

²⁵ Velocidade da fala severa é calculada da mesma forma, porém são excluídas palavras que foram imediatamente repetidas (exceto por repetições retóricas).

uma melhora de 8% na velocidade da fala leniente e de 10% na severa. O aprendiz J do GC apresentou uma queda de 11% tanto na velocidade da fala leniente quanto na severa.

NOME	pre/pos	leniente	%	severa	%
Aluno D	pre	90,42	8%	88,73	10%
	Pos	98,05		97,32	
Aluno J	Pré	130,00	-11%	129,23	-11%
	Pos	115,52		114,63	

Tabela 11 – Fluência – Par 1.

A segunda tabela apresenta o resultado dos aprendizes F e L, pertencentes ao GE e GC respectivamente. O aprendiz F do GE apresentou uma melhora de 7% na velocidade da fala leniente e de 10% na severa, comparando seu pré-teste ao seu pós-teste. O aluno L do GC apresentou uma melhora de 69% na velocidade da fala leniente e de 73% na severa, comparando os resultados do pré-teste e do pós-teste.

NOME	pre/pos	leniente	%	severa	%
Aluno F	Pré	90,35	7%	86,82	10%
	Pos	96,25		95,63	
Aluno L	Pré	65,79	69%	64,21	73%
	Pos	111,00		111,00	

Tabela 12 – Fluência – Par 2

A terceira tabela apresenta o resultado dos aprendizes A e M do GE e GC respectivamente. O aprendiz A apresentou uma queda em 10% na velocidade da fala leniente e de 11% na severa. O aprendiz M apresentou uma melhora na velocidade da fala de 33% na velocidade da fala leniente e de 32% na severa.

NOME	pre/pos	leniente	%	severa	%
Aluno A	pre	91,27	-10%	91,27	-11%
	Pos	82,11		81,32	
Aluno M	Pré	72,81	33%	72,13	32%
	Pos	97,08		95,06	

Tabela 13 – Fluência – Par 3

A quarta tabela apresenta o resultado dos aprendizes E e I, pertencentes ao GE e GC respectivamente. O aprendiz E apresentou uma piora de 8% na velocidade da fala leniente e de 6% na severa. O aprendiz I apresentou um ganho de 26% na velocidade da fala leniente e de 27% na severa.

NOME	pre/pos	leniente	%	severa	%
Aluno E	pre	93,49	-8%	91,40	-6%
	Pos	85,63		85,63	
Aluno I	pre	51,28	26%	48,45	27%
	Pos	64,76		61,46	

Tabela 14 – Fluência – Par 4

A quinta tabela apresenta os resultados dos aprendizes B e H do GE e GC respectivamente. O aprendiz B apresentou uma melhora de 1% na velocidade da fala leniente, porém de 0% na severa. O aprendiz H apresentou uma piora na velocidade da fala em 11% na velocidade da fala leniente e de 15% na severa.

NOME	pre/pos	leniente	%	severa	%
Aluno B	pre	67,50	1%	66,96	0%
	Pos	68,51		67,23	
Aluno H	Pré	64,48	-11%	62,69	-15%
	Pos	57,45		52,98	

Tabela 15 – Fluência – Par 5

A sexta tabela apresenta os resultados do aprendiz N do GC. O aprendiz apresentou uma melhora na velocidade da fala de 120% na velocidade da fala leniente e de 116% na severa.

NOME	pre/pos	leniente	%	severa	%
Aluno N	Pré	47,01	120%	47,01	116%
	Pos	103,38		101,54	

Tabela 16 – Fluência – Par 6

A seguir, apresentamos a comparação entre o GE e GC referente à fluência. Dos cinco aprendizes do GE dois apresentaram um pior desempenho na fluência, aluno A com perda de 11% e aluno E com perda de 6% na velocidade da fala. Dois aprendizes do GE apresentaram um melhor desempenho na fluência, o

aluno D com ganho de 10% e o aluno F com ganho de 10% na velocidade da fala. Um dos aprendizes, o aluno B, apresentou uma fluência no pré-teste igual à do pós-teste.

Dos seis aprendizes do GC dois apresentaram um pior desempenho na fluência, o aluno J com perda de 10% e o aluno H com perda de 15% na velocidade da fala. Quatro aprendizes do GC apresentaram um melhor desempenho na fluência, o aluno L com ganho de 73%, o aluno M com ganho de 32%, o aluno I com ganho de 27% e o aluno N com ganho de 116%.

Podemos afirmar que o uso do TL como ferramenta para a prática da oralidade não trouxe prejuízo no aspecto da fluência para os aprendizes do GE, já que apenas dois dos cinco alunos apresentaram perda na fluência.

Por outro lado, o GC, que não fez uso desta ferramenta, apresentou uma melhora mais significativa no aspecto da fluência, já que apenas para dois dos aprendizes do GC houve perda na fluência. Além disso, o percentual de ganho em fluência dos aprendizes do GC foi superior se comparado ao percentual de ganho dos aprendizes do GE.

O aprendiz N demonstrou uma melhora superior à de seus colegas dos dois grupos. Podemos dizer que isso se deve ao fato desse aprendiz ser o único que nunca havia feito um curso de LI. O aprendiz N afirmou em seu questionário de sondagem ter estudado a L2 apenas na escola e, diferente dos demais participantes, atingiu o nível intermediário na LI sem ter frequentado um curso de língua ou curso de Letras. Portanto, podemos afirmar que o curso e o material didático elaborados à luz do ECL, assim como as aulas ministradas pela pesquisadora, foram fatores fundamentais para um ganho significativo na fluência do aprendiz N (116%).

Em termos gerais podemos afirmar que não houve ganho nem houve perda em fluência para o *grupo experimental*. Por outro lado, houve ganho em fluência para o *grupo controle*. Uma possível explicação para estes resultados seria a orientação dos aprendizes e as limitações em seus recursos atencionais.

Segundo Ortega (2005), os aprendizes podem ser mais orientados para a forma ou para o conteúdo. Em outras palavras, durante a produção oral, alguns aprendizes tendem a priorizar aspectos formais da língua e outros tendem a priorizar a transmissão da mensagem.

Provavelmente, o uso do TL no ensino da habilidade oral predispôs os aprendizes do grupo experimental a um maior foco na forma, o que

consequentemente pode ter reduzido a velocidade da produção oral, não levando assim, a ganhos em fluência. Além disso, o alto grau de automatismo da L1 não se aplica a L2 (POILISSE, 1997).

Portanto, os aprendizes tiveram que construir seus planos comunicativos em tempo real, o que pode também ter impactado negativamente a fluência.

3.1.2 Precisão gramatical

A primeira tabela traz os resultados referentes à precisão gramatical dos aprendizes D e J do GE e GC respectivamente. O aprendiz D, pertencente ao GE, produziu 107 palavras e 2 erros, no pré-teste, o que representa 1,87 erros a cada 100 palavras. No pós-teste o aprendiz D produziu 134 palavras e 3 erros, o que representa 2,24 erros a cada 100 palavras. Portanto, o aprendiz D piorou sua precisão gramatical em 20% comparando seu pré-teste a seu pós-teste. O aprendiz J, pertencente ao GC, produziu 169 palavras e 3 erros em seu pré-teste, o que representa 1,78 erros a cada 100 palavras. No pós-teste o aprendiz J produziu 129 palavras e 6 erros, o que representa 4,65 erros a cada 100 palavras. Portanto, comparando o pré-teste ao pós-teste, o aprendiz J piorou sua precisão gramatical em 162%.

Aprendiz	pre/pos	palavras	erros	acurácia	%
Aluno D	Pré	107	2	1,87	20%
	Pos	134	3	2,24	
Aluno J	Pré	169	3	1,78	162%
	Pos	129	6	4,65	

Tabela 18 – Precisão Gramatical – Par 1

A segunda tabela apresenta o resultado dos aprendizes F e L, pertencentes do GE e GC respectivamente. O aprendiz F produziu 128 palavras e 10 erros em seu pré-teste, o que significa 7,81 erros a cada 100 palavras. No pós-teste, o aprendiz F produziu 154 palavras e 6 erros, o que representa 3,9 erros a cada 100 palavras. Portanto este aprendiz melhorou sua precisão gramatical em 50%. Seu par no GC, o aluno L, produziu 125 palavras e 10 erros no pré-teste, o que representa 8,0 erros a cada 100 palavras. No pós-teste o aprendiz L produziu 111 palavras e 8 erros, o que representa 7,21 erros a cada 100 palavras. Portanto, o aprendiz L melhorou sua precisão gramatical em 10%.

Aprendiz	pre/pos	palavras	erros	acurácia	%
Aluno F	Pré	128	10	7,81	-50%
	Pos	154	6	3,90	
Aluno L	Pré	125	10	8,00	-10%
	Pos	111	8	7,21	

Tabela 19 – Precisão Gramatical – Par 2

A terceira tabela apresenta o resultado dos aprendizes A e M do GE e GC respectivamente. O aprendiz A produziu 108 palavras e 7 erros no pré-teste, o que representa 6,48 erros a cada 100 palavras e 208 palavras e 9 erros no pós-teste, o que representa 4,33 erros a cada 100 palavras. Portanto o aprendiz A melhorou sua precisão gramatical em 33%. O aprendiz M produziu 108 palavras e 15 erros no pré-teste, o que representa 13,89 erros a cada 100 palavras. No pós-teste, o aprendiz produziu 144 palavras e 11 erros, o que representa 7,64 erros a cada 100 palavras. Portanto, o aluno M melhorou sua precisão gramatical em 45%.

Aprendiz	pre/pos	palavras	erros	acurácia	%
Aluno A	pre	108	7	6,48	-33%
	Pos	208	9	4,33	
Aluno M	Pré	108	15	13,89	-45%
	Pos	144	11	7,64	

Tabela 20 – Precisão Gramatical – Par 3

A quarta tabela apresenta o resultado dos aprendizes E e I, pertencentes do GE e GC respectivamente. O aprendiz E produziu 134 palavras e 8 erros em seu pré-teste, o que significa 5,97 erros a cada 100 palavras. No pós-teste, o aprendiz E produziu 147 palavras e 9 erros, o que representa 6,12 erros a cada 100 palavras. Portanto este aprendiz piorou sua precisão gramatical em 3%. Seu par no GC, o aluno I, produziu 253 palavras e 25 erros no pré-teste, o que representa 9,88 erros a cada 100 palavras. No pós-teste o aprendiz I produziu 177 palavras e 15 erros, o que representa 8,47 erros a cada 100 palavras. Portanto, o aprendiz I melhorou sua precisão gramatical em 14%.

Aprendiz	pre/pos	palavras	erros	acurácia	%
Aluno E	pre	134	8	5,97	3%
	Pos	147	9	6,12	
Aluno I	pre	253	25	9,88	-14%
	Pos	177	15	8,47	

Tabela 21 – Precisão Gramatical – Par 4

A quinta tabela apresenta o resultado dos aprendizes B e H do GE e GC respectivamente. O aprendiz B produziu 126 palavras e 9 erros no pré-teste, o que representa 7,14 erros a cada 100 palavras e produziu 161 palavras e 21 erros no pós-teste, o que representa 13,4 erros a cada 100 palavras. Portanto o aprendiz B piorou sua precisão gramatical em 83%. O aprendiz H produziu 72 palavras e 9 erros no pré-teste, o que representa 12,50 erros a cada 100 palavras. No pós-teste, o aprendiz produziu 90 palavras e 10 erros, o que representa 11,11 erros a cada 100 palavras. Portanto, o aluno H melhorou sua precisão gramatical em 11%.

Aprendiz	pre/pos	palavras	erros	acurácia	%
Aluno B	pre	126	9	7,14	83%
	Pos	161	21	13,04	
Aluno H	Pré	72	9	12,50	-11%
	Pos	90	10	11,11	

Tabela 22 – Precisão Gramatical – Par 5

O aprendiz N, pertencente ao GC, produziu 105 palavras e 5 erros no pré-teste, o que representa 4,73 erros a cada 100 palavras. Em seu pós-teste, o aprendiz produziu 112 palavras e 4 erros, o que representa 3,57 erros a cada 100 palavras. Portanto o aprendiz N melhorou sua precisão gramatical em 25%.

Aprendiz	pre/pos	words	erros	acurácia	%
Aluno N	Pré	105	5	4,76	-25%
	Pos	112	4	3,57	

Tabela 23 – Precisão Gramatical – Par 6

Portanto, concluímos que dos cinco aprendizes do GE três apresentaram um pior desempenho na precisão gramatical, aluno D com perda de 20%, aluno E com perda de 3% e o aluno B com perda de 83%. Dois aprendizes do GE

apresentaram ganho na precisão gramatical, o aluno F com ganho de 50% e o aluno A com ganho de 33% na precisão gramatical.

Dos seis aprendizes do GC um apresentou um pior desempenho na precisão gramatical, o aluno J com perda de 162%. Cinco dos aprendizes do GC apresentaram ganho na precisão gramatical, o aluno L com ganho de 10%, o aluno I com ganho de 14%, o aluno H com ganho de 11%, o aluno M com ganho de 45% e o aluno N com ganho de 25%.

Embora os participantes do GE não tenham apresentado nem uma perda nem um ganho significativo na fluência, o mesmo não ocorreu com a precisão gramatical, já que dois participantes do GE apresentaram resultados significativos de ganho em precisão gramatical (aluno A com 33% e aluno F com 50% de ganho).

Assim como ocorreu com a fluência, o GC apresentou ganho na precisão gramatical. Dois participantes do GC apresentaram resultados significativos de ganho em precisão gramatical (aluno N com ganho de 25% e aluno M com 45% de ganho).

Portanto, podemos afirmar que provavelmente pelo fato dos aprendizes do GE terem tido contato com a linguagem da literatura, preocuparam-se mais com a forma e com a precisão gramatical do que com velocidade de sua produção oral.

Em termos gerais, podemos afirmar que houve um ganho mais significativo em precisão gramatical para o *grupo experimental*, se compararmos o percentual de ganho dos participantes dos dois grupos. Estes resultados parecem reforçar a ideia de que os aprendizes do grupo experimental priorizaram aspectos formais da língua, o que pode estar relacionado ao uso do TL.

Segundo Skehan (1998), as diferentes dimensões da produção oral em L2 tendem a competir pelos recursos atencionais dos aprendizes. Possivelmente, um maior foco na forma, por parte dos aprendizes do grupo experimental, levou a ganhos em precisão gramatical em detrimento de ganhos em fluência.

Pesquisas prévias (FOSTER & SKEHAN, 1996; MENHERT, 1998; YUAN & ELLIS, 2003; GUARÁ-TAVARES, 2009) demonstram que as dimensões fluência e precisão gramatical competem pelos recursos atencionais dos aprendizes. Em outras palavras, ganhos em fluência e precisão gramatical, frequentemente, não são obtidos simultaneamente com a mesma intensidade.

É importante ressaltar que os resultados da presente pesquisa corroboraram resultados de pesquisas prévias (FOSTER & SKEHAN, 1996;

MENHERT, 1998; YUAN & ELLIS, 2003; GUARÁ-TAVARES, 2009) que não fizeram uso do TL em suas tarefas de produção oral. Argumentamos então, que a crença de que o TL é por demais complexo para ser usado no ensino comunicativo (EDMONDSON,1997; WIDDOWSON,1984) parece não se sustentar diante dos resultados da presente pesquisa. Os mesmos aspectos de orientação do aprendiz e competição por recursos atencionais ocorreram em situações de uso do TL, assim como de outras tarefas usadas em pesquisas prévias como narrativas baseadas em figuras, narrativas baseadas em vídeos dentre outras.

Advogamos então a favor do uso do TL no ensino comunicativo como mais um tipo de insumo dentre tantos outros.

3.2 Textos produzidos no pré-teste e no pós-teste

Mesmo os resultados não demonstrando ganhos em fluência, uma questão verificada nos resultados da presente pesquisa foi a superior quantidade de palavras dos aprendizes do grupo experimental.

Isso comprova o relato dos aprendizes no questionário final de avaliação, que será apresentado na próxima seção, no qual os aprendizes afirmaram que após a realização das atividades orais a partir do TL se sentiam mais seguros e a vontade para produzir suas falas.

A seguir, apresentamos a transcrição da fala²⁶ do aprendiz A do grupo experimental em seu pré-teste e pós-teste oral. As transcrições dos demais aprendizes encontram-se no APÊNDICE E. Primeiro são apresentadas as falas e os tempos dos aprendizes do GE e em seguida dos aprendizes do GC. Do lado esquerdo da coluna está a transcrição do pré-teste e do lado direito a transcrição do pós-teste. Os cinco primeiros aprendizes pertencem ao GE e os seis últimos aprendizes pertencem ao GC. As transcrições apresentadas no APÊNDICE E representam a fala produzida pelos aprendizes sem nenhum tipo de alteração.

²⁶ Todas as transcrições encontram-se no APÊNDICE E

1. Aprendiz A (GE)	
Pré-teste (1:11)	Pós-teste (2:32)
<p>There was a man and this man was very sad because he wants to get married with a young lady but she wasn't in a good mood. And then she bought to her a ring and she didn't accept. So, she bought to her a briefcase with a necklace and she didn't accept again. And then she bought to her a big box with a coat. She was like a statue in a coat and then she was with a car and with another woman. And then the first woman was very sad. And this is the sad ending of the story about marriage which, just a sad.</p>	<p>There was a couple who had a date in a restaurant. The date had to be expensive because they had they had money a lot. So, they went to there, a common restaurant, and the woman, was called Mary, really likes to eat a lot. And the man was called Alfredo, who wants to talk to her to getting to know each other, ok? So, Mary was eating, and eating and eating again and the man was looking at her and expecting the words, but these words never come to her mouth. And then she started to thought, started to think hitting this woman to her stop to eat and talk to to him. So, he imagined many things, grotesque things like biting her nose or hitting her head or kicking her head and even put the lights in her head. And then he stopped to just think and hit her nose with a bean. So, at this time the woman stops to eat and started to pay attention at him. But she was very angry with his attitude and she starts to talk aloud with him and she wanted to start a fight and then it's the moment that this woman, Alfredo, started to eat in peace.</p>

Dos cinco aprendizes do grupo experimental todos produziram um número maior de palavras se comparada a transcrição do pré-teste a transcrição do pós-teste oral dos aprendizes. Entretanto, somente dois aprendizes de seis do grupo controle produziram um número maior de palavras se comparadas as transcrições do pré-teste e do pós-teste oral.

Segundo Crookes (1989), um maior número de palavras pode ser um indicativo de uma disposição para assumir mais riscos por parte dos aprendizes, e as pesquisas têm demonstrado (MEHNERT, 1998; FORTKAMP, 2000) que assumir riscos está relacionado a uma maior densidade lexical e complexidade da fala.

Estes aspectos não foram analisados na presente pesquisa. Sugerimos, portanto, que pesquisas futuras verifiquem os possíveis impactos do uso do TL na densidade lexical e complexidade da produção oral de aprendizes.

3.3 Análise do Questionário final de avaliação

Ao concluirmos o curso no qual aplicamos os instrumentos da presente pesquisa, os sete aprendizes do GE foram submetidos a um questionário final de avaliação da experiência. O questionário investiga as seguintes questões acerca da experiência dos aprendizes com as atividades orais a partir da leitura do TL: a) se os aprendizes já haviam utilizado o TL; b) se os aprendizes consideraram as aulas com o uso do TL proveitosas; c) a opinião dos aprendizes acerca da relação entre o desenvolvimento da habilidade leitora e a leitura do TL no curso; d) a opinião dos aprendizes acerca da relação entre o desenvolvimento da habilidade oral e as atividades orais realizadas após a leitura do TL no curso; e) sugestões de melhorias para as atividades orais realizadas; f) se gostariam que o TL fosse utilizado para o fomento da produção oral de uma maneira sistemática.

PERGUNTAS	SIM	NÃO	NÃO MUITO	NÃO SEI
Já Utilizou o TL nas aulas de LI?	57%	43%		
	4 ALUNOS	3 ALUNOS		
As aulas com o uso do TL foram proveitosas?	86%		14%	
	6 ALUNOS		1 ALUNO	
Houve ganho na habilidade Leitora em sua opinião?	71%		14%	14%
	5 ALUNOS		1 ALUNO	1 ALUNO
Houve ganho na habilidade Oral em sua opinião?	86%		14%	
	6 ALUNOS		1 ALUNO	
Você gostaria que o TL fosse utilizado para fomento da produção oral de maneira sistemática?	100%			
	7 ALUNOS			

Tabela 25 – Experiência – Resultado Questionário.

Acerca do primeiro tema, quatro aprendizes informaram já terem participado de aulas de LI nas quais houve a leitura do TL, enquanto três aprendizes informaram nunca terem participado de aulas de LI que utilizassem o TL.

Ao serem perguntados se consideravam que as aulas com a inserção do TL foram proveitosas para o aprendizado da LI, seis aprendizes responderam que sim e um aprendiz respondeu que não muito. Um dos aprendizes que respondeu que sim, o aprendiz A, justificou sua resposta dizendo: “senti um enorme avanço no meu pobre vocabulário, avanço também na capacidade de resumir, recontar e discutir em inglês”. Já o aprendiz D, disse “que o mais interessante foi poder sempre

associar o texto com os tópicos discutidos em sala de aula através das atividades. Dessa forma, eu já me sentia muito mais segura e com todo o meu conhecimento sobre o assunto ativado”. O aprendiz B, que respondeu que não muito, justificou sua resposta dizendo: “Não consegui compreender totalmente alguns textos com a linguagem mais rebuscada”.

Ao serem perguntados se gostariam que o TL fosse utilizado para o fomento da produção oral de uma maneira sistemática todos os aprendizes responderam que sim, inclusive o aprendiz B que disse: “acredito que o método utilizado é muito bom para aprender um inglês mais culto e melhorar a oralidade, porém mais difícil e adulto. Algumas vezes não tive paciência de completar a leitura de alguns textos por causa da dificuldade de vocabulário”. Outro comentário acerca deste tema é a justificativa do aluno C que diz que gostaria de continuar aprendendo a LI com o uso do TL seguido de atividades orais “porque foi uma experiência muito proveitosa, pois ler e contar histórias lidas ajudou também a diminuir o receio de falar inglês em público”.

Ao serem perguntados se acreditavam que a habilidade leitora havia melhorado após fazer leituras com o TL, cinco aprendizes responderam que sim, um respondeu que não muito e um respondeu que não sabia. Dos cinco que responderam que sim, o aprendiz A disse que sua “percepção das ideias, capacidade de entender as partes principais e vocabulário” haviam melhorado. O aprendiz D, que disse que sua habilidade leitora não havia melhorado muito, justifica sua resposta dizendo: “na verdade nunca tive grandes problemas com a leitura em LI. Sempre adorei ler e venho desenvolvendo essa habilidade desde muito jovem. Após ter feito tais leituras eu pude reforçar minha técnica de compreensão através do contexto sem necessitar consultar o dicionário várias vezes”. O aprendiz B disse não saber responder e não justificou sua resposta.

Ao serem perguntados se acreditavam que sua habilidade oral havia melhorado após terem feito atividades orais a partir da leitura do TL seis aprendizes responderam que sim e um respondeu que não muito. Um dos aprendizes que respondeu que sim, o aprendiz D, disse: “Nos dias de aula, sempre que voltava pra casa eu tinha um sentimento quase que de vitória por ter conseguido me comunicar em inglês de forma natural e muitas vezes no improviso, o que sempre foi difícil pela minha timidez. Podem não aparecer números, mas eu sinto uma grande melhora em mim mesma quanto à fluência, ao vocabulário e principalmente quanto à segurança

de poder me comunicar sem medo”. Outro aprendiz que respondeu que sim, o aprendiz E, disse: “Meu pensamento em inglês está mais claro. Na hora de falar eu já não penso tanto em que estrutura usar, pois está mais automático”. O aprendiz C respondeu que não muito e justificou sua resposta dizendo: “Com certeza houve uma melhora na fluência, mas ainda preciso ser mais segura ao falar inglês. Mas já percebi uma melhora significativa em relação ao início do curso”.

Ao serem questionados acerca de sugestões para melhorar as aulas e o material com o TL e atividades orais apenas os aprendizes B, E e F apresentaram sugestões. O aprendiz B sugeriu “um mini vocabulário de sinônimos” para facilitar a leitura do TL. O aprendiz E sugeriu que em um curso mais extenso “um TL pudesse ser explorado gramaticalmente também”. Por fim, o aprendiz F sugeriu que fossem usados “textos mais atuais com assuntos diários da mídia”.

A partir dos questionários podemos concluir que um dos fatores que dificulta a inserção do TL no ensino de LI é a dificuldade de selecionar textos adequados ao nível de conhecimento dos aprendizes e que a dificuldade de vocabulário pode ser um fator desestimulante para o aprendiz de LI. Isso leva a um outro aspecto relevante que é o papel do professor em selecionar e preparar atividades com o TL. Isso traz outra dificuldade que é o papel do professor.

Outro ponto relevante dos questionários foi a unanimidade em relatar que as atividades orais realizadas após a leitura do TL lhes auxiliaram a falar melhor. Muitos ressaltaram as atividades de recontar e resumir oralmente os textos lidos como as atividades mais relevantes, assim como muitos disseram se sentir mais seguros para se comunicar e que pensam menos na L1 para realizar as atividades orais.

CONSIDERAÇÕES FINAIS

Este estudo tinha o objetivo de investigar acerca do uso do TL em aulas comunicativas de LI e seu papel no desempenho oral de alunos de nível intermediário em curso de idiomas de Fortaleza.

Para tanto, este estudo verificou as seguintes hipóteses: 1) a utilização do texto literário como ferramenta pedagógica pode propiciar ganho na produção oral, no aspecto da fluência, de aprendizes em nível intermediário de LI; 2) a utilização do texto literário como ferramenta pedagógica pode propiciar ganho na produção oral, no aspecto da precisão gramatical, de aprendizes em nível intermediário de LI.

As hipóteses levantadas não foram refutadas ou comprovadas. Entretanto, podemos dizer que os resultados encontrados indicam que, em termos gerais, houve ganho em fluência para o *grupo controle* e ganho em precisão gramatical tanto para o *grupo controle* quanto para o *grupo experimental*. Estes resultados parecem reforçar a ideia de que os aprendizes do grupo experimental priorizaram aspectos formais da língua, o que pode estar relacionado ao uso do TL, como dito anteriormente.

Pesquisas prévias (FOSTER & SKEHAN, 1996; MENHERT, 1998; YUAN & ELLIS, 2003; GUARÁ-TAVARES, 2009) demonstram que as dimensões fluência e precisão gramatical competem pelos recursos atencionais dos aprendizes. Em outras palavras, ganhos em fluência e precisão gramatical, frequentemente, não são obtidos simultaneamente com a mesma intensidade.

Destacamos os resultados do aprendiz N, que relatou nunca ter participado de um curso de línguas. O aprendiz apresentou um ganho na fluência de 116% e na precisão gramatical de 25%. Os resultados obtidos revelam que o curso e o material didático preparado pela pesquisadora à luz do ECL, assim como as aulas ministradas foram fundamentais para que o aprendiz obtivesse um ganho significativo em sua produção oral.

Outro aspecto relevante deste estudo foi o relato dos aprendizes do GE acerca do uso do TL e do material didático preparado para as aulas de LI. Investigamos as seguintes questões: a) se os aprendizes já haviam utilizado o TL; b) se os aprendizes consideraram as aulas com o uso do TL proveitosas; c) a opinião dos aprendizes acerca da relação entre o desenvolvimento da habilidade leitora e a

leitura do TL no curso; d) a opinião dos aprendizes acerca da relação entre o desenvolvimento da habilidade oral e as atividades orais realizadas após a leitura do TL no curso; e) sugestões de melhorias para as atividades orais realizadas; f) se gostariam que o TL fosse utilizado para o fomento da produção oral de uma maneira sistemática.

A grande maioria dos aprendizes relatou a experiência com o TL como positiva para a aprendizagem do inglês. Destacamos o relato dos aprendizes acerca das atividades orais sugeridas após a leitura do TL como uma ferramenta que promoveu proveitosas discussões.

Os aprendizes foram unânimes em relatar que as atividades orais realizadas após a leitura do TL lhes auxiliaram a falar melhor. Muitos ressaltaram as atividades de recontar e resumir oralmente os textos lidos como as atividades mais relevantes, assim como muitos disseram se sentir mais seguros para se comunicar.

Além disso, essa afirmação dos aprendizes em sentirem-se mais seguros para se comunicar, se confirmou na comparação das transcrições do pré-teste e do pós-teste. Todos os aprendizes do *grupo experimental* produziram um número maior de palavras em seus pós-testes. Enquanto apenas dois aprendizes do grupo controle produziram um número maior de palavras em seus pós-testes.

Como dissemos, segundo Crookes (1989), um maior número de palavras pode ser um indicativo de uma disposição para assumir mais riscos por parte dos aprendizes, e as pesquisas tem demonstrado (MEHNERT, 1998; FORTKAMP, 2000) que assumir riscos está relacionado a uma maior densidade lexical e complexidade da fala.

Estes aspectos não foram analisados na presente pesquisa e, portanto, sugerimos que pesquisas futuras verifiquem os possíveis impactos do uso do TL como ferramenta para a produção oral na densidade lexical e complexidade da produção oral de aprendizes.

Por último, mencionamos a produção do material didático do curso e aplicação do mesmo como uma importante contribuição do presente estudo. Dos onze aprendizes seis obtiveram ganho em fluência e sete obtiveram ganho em precisão gramatical. Portanto, podemos afirmar que o material didático elaborado para o curso foi um fator que contribuiu para um ganho na produção oral dos participantes. Outro indício de que o material didático e as aulas ministradas à luz do ECL contribuíram para ganhos na produção oral dos participantes, foi o caso do

aprendiz N que atingiu o nível intermediário na LI apenas com aulas na escola, que não utilizavam o ECL, mas que priorizavam a leitura de textos e instrução gramatical. O aprendiz N obteve um significativo ganho em fluência (116%) e em precisão gramatical (25%). Ganho acima da média se comparado aos demais participantes, que já haviam participado de cursos de LI que seguem o ECL. Portanto, a partir das atividades e aulas propostas, esperamos auxiliar professores de LI a produzirem seu próprio material didático no ECL que promova a oralidade e que inclua, além de outros gêneros textuais, o texto literário.

Finalmente, acreditamos ter propiciado nesse trabalho resultados que contribuam com pesquisas de produção oral e acerca do uso do TL no ensino de línguas. Esperamos, também, ter demonstrado que o uso da literatura como ferramenta pedagógica pode fazer muito no ensino de línguas quando combinada a uma abordagem comunicativa.

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APÊNDICES

APÊNDICE A – Material Didático Grupo Experimental

MATERIAL DIDÁTICO UTILIZADO NO GRUPO EXPERIMENTAL

Class 1: RELATIONSHIPS – The best of friends

1) The nature of friendship (10m)

A: Read these statements about friendship. Can you explain what they mean? Add your own statement to the list.

1. A friend is someone who accepts me as I am.
2. A friend is someone you look up to in some way and yet you can be critical of.
3. A friend is someone who walks in when the rest of the world walks out.
4. In prosperity, our friends know us; in adversity, we know our friends.
5. A friend is someone who knows you and loves you just the same.
6. Good friends are hard to find, harder to leave, and impossible to forget.
7. A friend is someone who cheers you up when you're feeling down.
8. _____

Expressing opinions:

In my opinion, ...

From my experience, ...

Ex: What the first statement means to me is that a real friend doesn't try to change me into something I'm not.

2) Friendship among men vs. friendship among women (10m)

A: Listen to a professor talk about the ideas of best-selling author Deborah Tannen. In her opinion, what is the main difference between friendship among men and friendship among women? List at least 3 differences.

1. _____
2. _____
3. _____

B: Do you agree with the author's ideas?

3) Grammar – Relative Pronouns (10m + 10)

Relative clauses are adjective clauses that generally begin with the relative pronouns who, whom, that, which, and whose. Like adjectives, relative clauses modify nouns.

When the relative pronoun **who**, **that** or **which** comes before the verb in the relative clause, the relative pronoun acts as the subject of the relative clause. It is a subject relative pronoun.

I like people **who** aren't too serious.

I like people **that** have a good sense of humor.

The letters **which** came today are late.

When the relative pronoun whom, who, that or which is followed by a noun or pronoun, the relative pronoun acts as the object of the relative clause. It is an object relative pronoun.

I'd really like to find a friend (**who**) I can talk to easily.

I prefer someone (**that**) I have something in common with.

A: What should I wear to my date?

B: How about the shirt that you wore Saturday night?

A: You mean the one that has food all over it?

B: Oh. Well, what about the shirt that you got for your birthday?

A: The one that you gave me or the one that my sister gave me?

B: Wear the one that your sister gave you with the blue jacket that you bought last month. What time is your date?

A: At 8:30. I'm so nervous!!

B: Complete the clauses with your own ideas:

1. It would be fun to go out with a person _____
2. I'd really like to find a friend ... _____
3. For me, the ideal friend is someone ... _____
4. I don't want to be friends with anyone ... _____
5. I hope I never have a friend... _____

4) What should friends have in common? (10m)

A: How similar do people need to be to become good friends? Do you agree (A) or disagree (D) with the statements in this list? Discuss them in pairs.

FRIENDS...	A	D
1. Should be close in age.		
2. Should have a similar social background.		
3. Should have similar ideas about religion.		
4. Should come from similar kinds of families.		
5. Should have the same educational background.		
6. Should have similar values.		
7. Should enjoy doing the same kinds of things.		

B: What are the 3 most important things for friends to have in common?

Class 2: RELATIONSHIPS – More than a friend (Turma E)

- 1) A: How can you tell if someone likes you? What are the signs?

Hear what people in London say, then join the conversation.

http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/06/110623_ee_love_page.shtml

B: Walk around the class and ask and answer the same question!

- 2) Read about the places these people went on a first date. (10m)

A: Did they make good choices? Why or why not?



Sarah: "I normally don't like going to amusement parks, but this time was different, and we had a lot of fun. We went on some terrifying rides and ended up going through a haunted house. The experiences gave us something to talk about."

Andrea: "I suggested that we go to a restaurant for dinner. Once in the restaurant, we had to wait for ages for a table. The food was bad, the service was lousy, and to top it all off, when we got back to the parking lot, it had already closed for the night."

Jason: "She said she didn't want to be taken anywhere special, so we went to a movie. It was a great choice because the movie was really scary, and she held my hand all the way through."

B: What do you think of these suggestions for things to do on a first date? Discuss them and give other suggestions of your own.

- Going dancing at a club
- Visiting a museum
- _____

I think the best idea is...

I think you shouldn't choose a
Because

C: **What's your ideal date?** Hear what people in London say, then join the conversation. Walk around the class and ask and answer the question in bold.

http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/02/110210_ee_dating_page.shtml

- 3) Reading-Marriage (Pre-reading) (5m)

A: Discuss the following questions:

- a) What comes to your mind when you think of MARRIAGE?
- b) Discuss in groups about what the title of the story suggests.
- c) Make general predictions about the story using the pictures given.

B: Read the text and match the suggested titles to the paragraphs. (20 m) (While-reading)

- a) A new beginning.
- b) The second difficult decision: to have a child.
- c) The important decision is accepted by God.
- d) I drove my dad crazy.
- e) I made myself a joke to everyone, but I was happy with the man of my life.

The Man Who Married Himself by Charlie Fish

Title: _____

'Why not?'

With those two words, my good friend Reverend Zatarga changed the course of my life. When he said them to me, he had just spent two hours on the telephone with Bishop Fleming discussing various sections of the Bible in excruciatingly fine detail. He pointed out that Leviticus warns Christians not to marry their sister, aunt, mother, mother-in-law, daughter or even their granddaughter (should they be tempted). But nowhere in the good book is there a rule against marrying oneself. So when I told Reverend Zatarga that was exactly what I wanted to do, he eventually conceded those two fateful words:

'Why not?'

Of course, the Bible also neglects to forbid anyone from marrying great-grandmothers, tables or pet fish. I wouldn't be surprised to learn that Bishop Fleming ended up marrying his beloved French poodle as a result of all this. Or his **blanket** - after all he's been sleeping with it for years. Anyway, once I convinced the good **Reverend** to let me marry the man of my dreams, I had to convince my mother and father. I'd have to say that between an international religion, firmly established for two millennia, and my own humble parents, my parents were far more difficult to persuade.

Title: _____

My mother just wouldn't take it seriously at first. OK, very few people took it seriously, but I needed her to know I meant it. She kept asking me silly things like 'Why marry - you can just live with yourself?' or 'What will you wear for the wedding?'

And sadly, it drove my father quite **mad**. Literally. For years after the wedding he spent days typing up articles for a wide variety of news journals, record books and space administration newsletters claiming that he was the first person to have had sex in space. He seemed quite convinced, despite the fact that the closest he had come to space was the big button on his computer keyboard. When asked who he had allegedly had sex with, he would usually pause briefly for dramatic effect, turn his wild eyes towards you and yell shrilly: 'Myself!'

Title: _____

I would have hoped that I could trust my best friends to be sympathetic **towards** my cause, but I think it was all a bit of a joke for them. They were often supportive, but after the wedding they just spent a lot of time making fun of me. Some of the wedding presents I received from them were quite **demeaning**: pornographic magazines, silk gloves, even a ceiling mirror. And I'm disappointed in them for not stifling their mirth when Reverend Zatarga recited the marriage vows: 'Will you keep yourself as a husband, to live as one in marriage? Will you love and comfort yourself, obey and honour yourself in sickness and in health, and be faithful to yourself as long as you shall live?' I swear one of my friends wet himself laughing.

I had a great honeymoon in Las Vegas, gambling away all my savings with nobody **to nag** me about how much money I was spending. I had a penthouse suite in the Luxor hotel for the night of consummation . . .

I had many reasons for getting married when I did, apart from the tax benefits of course (trying to make the tax inspector understand that I was my own spouse was hell, though). Ever since I understood the concept of wedlock, I longed for a partner that I could trust. I wanted to have someone with me always, to whom I could tell all my deepest, darkest secrets without having them laugh at me. Unfortunately, although getting girlfriends was usually not too big a problem for me, I tended to have excruciatingly bad taste. Then I realised that my perfect partner was closer to home than anyone could have realised.

Altogether, I think the marriage was a great success for the most part. I rarely argued with my spouse; in fact I found myself to be the best conversation holder around. The few times that I did argue, I always won. And the sex was, well - it was whatever I made of it. There was some media intrusion of course, lots of cheap journalists trying to cash in on this unusual union. I found some of their articles **amusing**, and others quite offensive, especially the ones dubbing me the most **conceited** and/or narcissistic man in the world. I don't think I'm such an egotist, I just happen to enjoy my company.

Title: _____

I suppose it was a hormonal thing, a stage of life or something, that made me suddenly crave a child. The cliché is that I realised I was mortal, and I therefore wanted to pass on my genes. So after many days weighing up the pros and cons I decided to split up from my husband in order to find a wife. I had a chat with Reverend Zatarga, and he informed me that I couldn't just file for a divorce on a moment's notice. I had to have legitimate justification. Curiously, wanting a baby wasn't on the list of good reasons to divorce.

As the good Reverend explained, I could only divorce if I had been living apart from my spouse for at least a year which would be difficult without major surgery or if my spouse had treated me cruelly or been imprisoned for at least a year. I wasn't particularly willing to beat myself up a bit or lounge around in prison just so I could divorce myself. That left one option: Adultery. I just had to have sex with someone other than myself; normal, straight, human sex, and I could be free from the **bonds** of marriage.

And so it was that I reluctantly removed my wedding ring and started searching for a **mate**. My friends were cruel about it, saying that I was separating to stop myself from going blind. I think my mother was relieved when I told her that my relationship with myself was coming to an end. My father just paused for dramatic effect, turned his wild eyes towards me and yelled shrilly: 'Myself!' Maybe he really is on another world.

I expected it to take me quite a while to find someone who was both willing to sleep with me and who hadn't read the newspapers enough to know that I was already married, but I soon found a plain-faced Malaysian girl who was relatively easy to seduce. The sex was, to be honest, rather disappointing. It seemed that she knew almost nothing of what turns a man on, whereas by that point I myself had become quite an expert. I suppose it wasn't great for her either - I wasn't practised in pleasuring members of the fairer sex.

Title: _____

The divorce was easy after that. It seemed that the church **was keen** to split me apart, as if my marriage had been a big mistake. I felt quite lonely for several months after the break-up. At least the local psychiatrist (specialising in multiple personality disorders) stopped sending me his damned business cards every week.

It took me nearly a decade to find a good wife who didn't think she'd be marrying into **a threesome**. Most of that time was just waiting for the media to forget about 'The Man Who Married Himself'. Meanwhile, I wrote an autobiography with that very title. Included in the book was a detailed account of my marriage to myself, including the ups and downs of living with myself, how I dealt with everyone's criticism of me and my husband, and some intimate details of my relationship. I think it was these sections that made the book a real success when it was published some years later. People were just curious to read about the implications of such an unusual marriage. I suppose it made people think. They would read my book and ask themselves: 'Am I easy to live with? If I had to live with me, could I do it?' They all stopped searching for their Mister or Little Miss Right for just a moment to ask themselves if they would ever make a good spouse for anyone.

I didn't hear of any copycat self-marriages, which probably either means the media lost interest or the church is determined not to let it happen again. Anyway, that's all behind me now. My wife and I have just moved into a new home, big enough to accommodate our new child when he is born. I am happy now. In fact, right now I can't wipe the smile off my face. You see, our next door neighbours are Bishop Fleming and his lovely wife, the French poodle.

Vocabulary:

towards:in relation to **reverend**:a member of the Christian clergy(official workers of the church)

to nag:complain **blanket**:a cover that keeps you warm in bed.

demeaning:to become less respected **supportive**:approving

bonds:connection/written agreement **a threesome**:3 people as a group

amusing:entertaining **a mate**:a partner

conceited:someone with too much pride or confidence **was keen**:very interested

C: Imagine you are a good friend of the main character in the short story and he has just told you about his decision to marry himself. What advice would you give him? What would you say to convince him to marry someone else? Make a list of 5 good pieces of advice to convince him. (5 m) (After-reading; discussion)

D: In pairs create a dialog between the main character and one of his good friends. (15 m)

Student A: you are the character's friend and you are trying to convince him not to marry himself. Use the advice you listed in the previous activity.

Student B: You are the character and you are trying to convince your friend that marrying yourself is the best idea you have ever had!

Homework: Read another short story and prepare your retelling sheet. You can also listen to a native speaker read the story for you. Check:

1. http://wn.com/Gift_of_the_Magi_by_O_Henry_part_1_Christmas_story_reading
2. <http://librivox.org/the-gift-of-the-magi-by-o-henry/>

Activity in class: Students describe a character by using a graphic organizer.

THE GIFT OF THE MAGI

by O. Henry

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mne. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practised hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends--a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do--oh! what could I do with a dollar and eighty- seven cents?"

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say `Merry Christmas!' Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs--the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

Classes 3, 4 and 5 - LOVE IS IN THE AIR!!!!!!!

Pre-task 1- Complete the sentence below. Say whatever comes to your mind. There is no right or wrong answer.

LOVE IS... _____

Pre-task 2- Read the following love quotations. Choose three that you think best define love.

Language box

I think it's number 1 because...

In my opinion, it's number 4 because...

1. "Love is like quicksilver in the hand. Leave the fingers open and it stays. Clutch it, and it darts away." - Dorothy Parker
2. "Love is friendship set on fire." - unknown
3. "Love is an ideal thing, marriage a real thing." - Goethe
4. "To be in love is merely to be in a state of perceptual anesthesia." - H.L. Mencken
5. "Sometimes love is stronger than a man's convictions." - Isaac Bashevis Singer
6. "Love is the master key that opens the gates of happiness." - Oliver Wendell Holmes
7. "Maybe love is like luck. You have to go all the way to find it." - Robert Mitchum
8. "Love is like war: Easy to begin but hard to end." - Anonymous
9. "Love is like a violin. The music may stop now and then, but the strings remain forever." - unknown

Pre-task 3- GO TO YOU TUBE. BOTH SONGS ARE THERE.

a) Listen to 2 love songs. b) Fill in the blanks with the missing words. Choose the words from the box below. c) Ask your teacher any questions in order to help you better understand the songs. d) When you finish filling out the blanks, get together with your group and decide which words/expressions are used in the song to define or express "love". When you finish, share the words used to define LOVE with the whole class.

Missing words for "In my life": dead - I'll - remember - compared- these - meaning - remain- friends- affection

Missing words for "Ain't no mountain high enough": hurry -matter - count - worry - vow- wide -

low -set -

(Song 1) **In My Life** [The Beatles](#)

There are places I _____
 All my life though some have changed
 Some forever not for better
 Some have gone and some _____

All these places had their moments
 With lovers and _____ I still can recall
 Some are _____ and some are living
 In my life I've loved them all

But of all _____ friends and lovers
 There is no one _____ with you
 And these memories lose their _____
 When I think of love as something new

Though I know I'll never lose _____
 For people and things that went before
 I know _____ often stop and think about them
 In my life _____ love you more

Though I know I'll never lose _____
 For people and things that went before
 I know _____ often stop and think about them
 In my life _____ love you more

In my life _____ love you more...

(song 2) **Ain't No Mountain High Enough** [Marvin Gaye](#)

Listen Baby...

Ain't no mountain high
 Ain't no valley _____
 Ain't no river _____ enough baby

If you need me call me
 no _____ where you are
 no matter how far (don't worry baby)
 just call my name
 I'll be there in a _____
 you don't have to _____

chorus:
 'Cause baby there
 Ain't no mountain high enough
 Ain't no valley _____ enough
 Ain't no river _____ enough
 To keep me from getting to you baby

Remember the day
 I _____ you free
 I told you could always _____ on me darling
 From that day on
 I made a _____
 I'll be there when you want me
 some way somehow

Chorus

Oh no darling (no wind, no rain)

All winter's cold can't stop me baby
 naw naw baby
 (if you're ever in trouble
 I'll be there on the double
 just sing for me)
 ooo baby

My love is alive
 Way down in my heart
 Although we are miles apart
 If you ever need a helping hand
 I'll be there on the double
 just as fast as I can

e) Pair work. Which song (song 1 or song 2) would you send to someone to show that you were in love with this person?
 Why?

Language Box

I would send song _____ because I think...
 I agree.

I don't agree.
 I think so, too.
 I would send song _____ because in my opinion....

f) Group work. What song was the most voted to be sent?

Pre-task 4- When it comes to love, are men and women different or similar? Read the sentences below and discuss them in pairs. Do you agree or disagree?

Agree (A) or disagree (D)? Why?

1. Men are logical. _____
2. Women are emotional. _____
3. Men tend to be more interested in sex. _____
4. Women tend to be more interested in romance. _____
5. Men usually take a long time to fall in love. _____
6. Women usually fall in love too fast. _____
7. All men tend to cheat. _____
8. Women hardly ever cheat. _____
9. Men don't care too much whether they are handsome or not. _____
10. Women worry too much about being beautiful. _____

Language Box

I don't agree because....
 I see your point, but...
 As I see it...
 I think so, too.
 It depends.
 Well, I'm not sure.
 I agree.
 Sure
 Of course

Pre-task 5- What would a **man** do in the following situations? What would a **woman** do in the following situations? Discuss these situations in groups.

1. You found out that the person who delivers pizza is in love with you. Recently the person is not charging for the pizza you order anymore. You like the person but are not in love. What would a man /a woman do about the pizza not being charged anymore?

In this situation, I think a man/woman would....

In this case, I think a man/woman would...

2. Your best friend is in love with someone. This person your friend loves is interested in you and has invited you for dinner. You are interested in the person, too. What would a man/woman do about your friend and about the invitation?

In this situation, I think a man/woman would....

In this case, I think a man/woman would...

3. Your best friend is in love with you and has invited you for a romantic dinner. You don't love your friend but you find him/her extremely attractive and you would love to spend a night with him/her. However, you fear that your friendship will be spoiled after that. What would a man/ a woman do?

In this situation, I think a man/woman would....

In this case, I think a man/woman would...

4. You are about to get married. The night before the wedding your partner tells you that he/she does not want to have children. He/she used to plan to have children but has completely changed his/her mind unexpectedly. You really want to have children. What would a man/woman do in this situation?

In this situation, I think a man/woman would....

In this case, I think a man/woman would...

TASK – a) Here you have the profile of some people who have looked for a LOVE AGENCY to find a partner. The agency has to set meetings between couples based on their profiles. Read the profiles in pairs. Then, try to suggest partners to meet. Be able to justify your choices. Work in pairs or groups.

Paul	About me: I love adventures. Life is short. We must enjoy every minute of it. Age: 39 Religion: Catholic Job: Computer programmer Movies: X-men Songs: all romantic ones Places: Gramado and Rio Lessons learned in life: Life is short! Loves: pasta and wine Can't stand: staying at home on Sundays Relationship Background: Has been married twice Children: 2 boys Dream: a better world Look for in a partner: romance and enthusiasm to live adventures together
John	About me: I'm a happy person Age: 26 Religion: catholic None Job: Math teacher Movies: Forest Gump Songs: Pretty woman Places: My home Lessons learned in life: We have to be patient Loves: staying at home and cooking Can't stand: traffic jam Relationship Background: Never been married Children: none Dream: Go to Paris with my future wife Look for in a partner: loyalty and the desire to live happy life
Nick	About me: I love being me!! Age: 25 Religion: none Job: bank manager Movies: Seven Songs: heavy metal Places: New York Lessons learned in life: I'm the best Loves: myself Can't stand: weak people Relationship Background: I've had several girlfriends Children: none Dream: get rich Looks for in a partner: love and ambition
Jack	About me: Life is a gift from God. We must make the most of it. Age: 33 Religion: catholic Job: lawyer Movies: drama and religious Songs: romantic and gospel Places: my home, my church, my garden, Italy and France Lessons learned in life: Everything comes from GOD Loves: my family, friends, and my faith in GOD Can't stand: people who are selfish and money-oriented Relationship Background: I have been married but my wife died in a car accident Children: none Dream: find a wonderful woman to share my life Look for in a partner: honesty, tenderness, faith in GOD
Tom	About me : We must stand for our dreams and work hard Age: 30 Religion: catholic Job: tennis instructor Movies: action and horror Songs: reggae, I love Bob Marley Places: Natal, Fernando de Noronha and Florianópolis Lessons learned in life: Bad times and good times are part of life Loves: traveling Can't stand: hypocrite people Relationship Background: I have never been married. I've had a few girlfriends Children: none Dream: To have my own tennis club Look for in a partner: honesty and excitement
Lisa	About me: God is everything in my life Age: 29 Religion: catholic Job: English teacher Movies: romantic and gospel Songs: romantic and gospel Places: any place as long as I'm with people I love Lessons learned in life: We must be patient Loves: going out with friends and family, praying, traveling Can't stand: mundane, secular people Relationship Background: I have a

	fiancée but he did not believe in GOD Children: none Dream: Find my soul mate Look for in a partner: love, affection and faith
Molly	About me: I am a real fan of myself Age: 24 Religion: I don't care much about it Job: accountant Movies: action and science fiction Songs: rock n' roll Places: Chicago and Tokyo Lessons learned in life: I am really good at everything I do Loves: making money Can't stand: ordinary people Relationship Background: I've had a few boyfriends but actually they were all losers Children: 1 Dream: to be wealthy Look for in a partner: courage, hard work and willingness to succeed in life
Colleen	About me: I'm a pretty normal person who wants to be happy Age: 28 Religion: Baptist Job: Chemistry teacher Movies: drama Songs: what a beautiful world Places: anyplace as long as I'm happy Lessons learned in life: Life is a journey to be lived each day at a time Loves: walking, watching TV, eating out Can't stand: very crowded places Relationship Background: I have been married once Children: 1 Dream: to find a new love partner and travel around Europe, specially Italy Look for in a partner: love and friendship
Beth	About me: Life is a beach Age: 29 Religion: catholic Job: Sales manager in a sport clothing store Movies: comedy Songs: rock, reggae, Brazilian music Places: Buzios, Parati, Jericoacoara Lessons learned in life: There is always a chance to learn from our mistakes Loves: Music, sports, going to the beach Can't stand: a weekend at home Relationship Background: I have had a few boyfriends Children: 2 boys Dream: to be happy Look for in a partner: love, adventure
Rachel	About me: I love getting wild and traveling to wild beautiful places Age: 35 Religion: Buddhist Job: Photographer Movies: Action and adventure Songs: rock n' roll, reggae and classic Places: desert beaches, Greece, Egypt Lessons learned in life: We must take risks in order to be happy Loves: traveling and taking thousands of pictures Can't stand: boring days Relationship Background: I have never been married Children: none Dream: go to Australia and Samoa Look for in a partner: honesty, love and adventure

Language Box

We think Paul is the best partner for _____ because he loves.....
 In our opinion, Rachel is the best partner for _____ because she likes...

Post-Task - After this workshop and all the discussion you have had about love, what would be your conclusions on the following issues:

- 1) When it comes to love, men and women are the same/different.
- 2) Opposite attract/the more you have in common the best for a love relationship.

Language Box

I don't agree because....
 I see your point, but...
 As I see it...
 I think so, too.
 It depends.
 Well, I'm not sure.
 I agree.
 Sure
 Of course

READING (homework)

Class GE: Read the short story “The Gift of the Magi” and prepare your role of the literature circle to present in class.

Class GC: Read the story “Great love affairs” and prepare your role of the literature circle to present in class.

Class 6: SUPERTITIONS AND BELIEFS (turma E)

1) Read the list of common superstitions and beliefs. Which ones do some people in your country believe in? Do you know any other superstitions?

- a) If you make a wish and then blow out all the candles on your birthday cake on your first try, your wish will come true.
- b) Some people claim that you should never take a broom with you when you move to a new house. Throw it out and buy a new one.
- c) Many people believe that breaking a mirror will bring you seven years of bad luck.
- d) Farmers in some countries believe that a cricket in the house brings good luck.
- e) If a black cat walks toward you, it will bring you good luck.

1) Listen to people talking about superstitions, and complete the chart. What is an explanation for each superstition?

Superstition	Explanation

1) Reading- Superstitions and beliefs (Pre-reading)(5m)

A: Discuss the questions in groups.

- a) When you think of a scary story or movie what are some common elements?
- b) Do you watch horror movies? Why? Why not?
- c) Do you know any strange/scary stories? Tell your friends.

B: Read the three first paragraphs of the short story and try to predict what comes next. (Pre-reading; creating anticipation) (10m)

One Summer Night by Ambrose Bierce

The fact that Henry Armstrong was buried did not seem to him to prove that he was dead: he had always been a hard man to convince. That he really was buried, the testimony of his senses **compelled** him to admit. His posture -- flat upon his back, with his hands crossed upon his stomach and tied with something that he easily broke without profitably altering the situation -- the strict confinement of his entire person, the black darkness and profound silence, made a body of evidence impossible to controvert and he accepted it without **cavil**.

But dead -- no; he was only very, very ill. He had, withal, the invalid's apathy and did not greatly concern himself about the uncommon fate that had been allotted to him. No philosopher was he -- just a **plain**, commonplace person gifted, for the time being, with a pathological indifference: the organ that he feared consequences with was **torpid**. So, with no particular apprehension for his immediate future, he fell asleep and all was peace with Henry Armstrong.

But something was going on overhead. It was a dark summer night, shot through with infrequent **shimmers** of lightning silently firing a cloud lying low in the west and **portending** a storm. These brief, stammering illuminations brought out with ghastly distinctness the monuments and headstones of the cemetery and seemed to set them

dancing. It was not a night in which any credible witness was likely to be straying about a cemetery, so the three men who were there, digging into the grave of Henry Armstrong, felt reasonably secure.

2) Match the words in bold in the text to their meanings. Try to guess their meaning from the context.

- | | |
|-------------------------------------|--|
| a) forced | d) not active; moving slowly as a result of feeling sleepy |
| b) to shine softly/ quickly | e) to be a sign that something bad is likely to happen |
| c) to make unnecessary difficulties | f) simple |

Two of them were young students from a medical college a few miles away; the third was a gigantic negro known as Jess. For many years Jess had been employed about the cemetery as a man-of-all-work and it was his favourite pleasantry that he knew 'every soul in the place.' From the nature of what he was now doing it was **inferable** that the place was not so populous as its register may have shown it to be.

Outside the wall, at the part of the grounds farthest from the public road, were a horse and a light wagon, waiting.

The work of excavation was not difficult: the earth with which the grave had been loosely filled a few hours before offered little resistance and was soon thrown out. Removal of the casket from its box was less easy, but it was taken out, for it was a perquisite of Jess, who carefully unscrewed the cover and laid it aside, exposing the body in black trousers and white shirt. At that instant the air sprang to flame, a cracking shock of thunder shook the stunned world and Henry Armstrong tranquilly sat up. With inarticulate cries the men **fled** in terror, each in a different direction. For nothing on earth could two of them have been persuaded to return. But Jess was of another breed.

In the grey of the morning the two students, pallid and **haggard** from anxiety and with the terror of their adventure still beating tumultuously in their blood, met at the medical college.

'You saw it?' cried one.

'God! yes -- what are we to do?'

They went around to the **rear** of the building, where they saw a horse, attached to a light wagon, hitched to a gatepost near the door of the dissecting-room. Mechanically they entered the room. On a bench in the obscurity sat the negro Jess. He rose, **grinning**, all eyes and teeth.

'I'm waiting for my pay,' he said.

Stretched naked on a long table lay the body of Henry Armstrong, the head **defiled** with blood and clay from a blow with a spade.

- | | | |
|-------------------------------------|-------------------------|---|
| a) To obtain information indirectly | b) smiling widely | c) to spoil the beauty |
| b) Back | e) to escape by running | f) tired and with dark areas around the eyes. |

3) Now that Henry Armstrong is really dead, he had to tell his story to Saint Peter when he arrived in heaven.

Student A: You are Saint Peter and Henry Armstrong has just arrived at the Heaven's door. Ask him what happened to him. How did he die?

Student B: You are Henry Armstrong and have just met Saint Peter. Tell him what happened to you.

Obs: The story is told by a third person narrator (a third person narration is often omniscient, which means it can travel to multiple scenes and locations, and observe actions which no single character can). So, you are going to tell this story from Henry's point of view. In order to that it is important to use "I" and to give your interpretation to what happened.

Retelling- **Student writes the main events of a story in sequential order using a graphic organizer.**

Class 7: SUPERTITIONS AND BELIEFS (turma E)

- 1) Watch the video about common superstitions and answer the questions.
 - a) What is a superstitious person?
 - b) What are some good superstitions around the world? Explain 3 of them.
 - c) What are some bad superstitions around the world? Explain 3 of them.

Learning English-Lesson Forty Three (Superstition)<http://www.youtube.com/watch?v=8yPJwjEE3oI>

- 2) Discuss in pairs about everyday superstitions.

A: Do you know any superstitions connected with these things?

Animals - food - clothing - household objects - colors - money - days, dates, or months
- numbers

B: Join another pair and compare your answers. Ask follow-up questions.

Andrea: My grandparents believe that it's bad luck to get married on a Tuesday.
Carlos: Do other people in your family believe that?
Andrea: I think my mother does.
Caroline: Really? What do they say is a good day to get married?
Andrea:.....

- 3) Grammar- Reporting clauses

To report what someone says or thinks, you can use these verbs to introduce a *that* clause. The use of *that* is optional.

admit - argue - assume - claim - explain - report - agree - assert - believe - doubt - feel - say

In many countries, people **believe (that)** breaking a mirror brings you seven years of bad luck.

Not many people like to **admit (that)** they are superstitious.

I **doubt** very much **that** carrying a good luck charm will protect you.

A: Read the following statements about superstitions and beliefs, and tell a partner what you think about them. Use these verbs in your sentences:

agree - assume - believe - doubt - feel

1. Only uneducated people still believe in superstitions.
2. Crystals have mysterious healing powers.
3. Almost everyone is superstitious about a few things.
4. There is some truth behind every superstition.
5. Superstitions are an important part of our cultural heritage.

Now write four statements of your own using the verbs from the grammar box and a *that* clause.

I **doubt** very much **that** carrying a good luck charm will protect you.

- 6. _____
- 7. _____
- 8. _____
- 9. _____

4) Writing- Write a text about common superstitions in your family. Use the video you watched as a model. (10 min)

Step1: write an introduction of the topic. Give a general view of the topic.

Step 2: write about your family. Are they superstitious? What are some superstitions they have?

Step 3: write about your superstitions and your opinion about superstitions.

5) Homework: Read the short story

The student reads a story and then records the story elements using a graphic organizer.

Literature Circle Role
Summarizer

Your job:

Write a summary that describes what happened in this section of the book. Be sure you write in complete sentences and include lots of details. Your writing should fill most (or all) of the lines below. If you need more space, continue on the back.

When you meet with your group:

You will read the summary to the group. Ask them to tell you about other important parts you may have missed. Have each person tell you about their favorite part.

The Open Window By Saki

"My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen; "in the meantime you must try and put up with me."

Framton Nuttel endeavored to say the correct something which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing

"I know how it will be," his sister had said when he was preparing to migrate to this rural retreat; "you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice."

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction came into the nice division.

"Do you know many of the people round here?" asked the niece, when she judged that they had had sufficient silent communion.

"Hardly a soul," said Framton. "My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here."

He made the last statement in a tone of distinct regret.

"Then you know practically nothing about my aunt?" pursued the self-possessed young lady.

"Only her name and address," admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

"Her great tragedy happened just three years ago," said the child; "that would be since your sister's time."

"Her tragedy?" asked Framton; somehow in this restful country spot tragedies seemed out of place.

"You may wonder why we keep that window wide open on an October afternoon," said the niece, indicating a large French window that opened on to a lawn.

"It is quite warm for the time of the year," said Framton; "but has that window got anything to do with the tragedy?"

"Out through that window, three years ago to a day, her husband and her two young brothers went off for their day's shooting. They never came back. In crossing the moor to their favorite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it." Here the child's voice lost its self-possessed note and became falteringly human. "Poor aunt always thinks that they will come back someday, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing 'Bertie, why do you bound?' as he always did to tease her, because she said it got on her nerves. Do

you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window--"

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

"I hope Vera has been amusing you?" she said.

"She has been very interesting," said Framton.

"I hope you don't mind the open window," said Mrs. Sappleton briskly; "my husband and brothers will be home directly from shooting, and they always come in this way. They've been out for snipe in the marshes today, so they'll make a fine mess over my poor carpets. So like you menfolk, isn't it?"

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic, he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

"The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise," announced Framton, who labored under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities, their cause and cure. "On the matter of diet they are not so much in agreement," he continued.

"No?" said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention--but not to what Framton was saying.

"Here they are at last!" she cried. "Just in time for tea, and don't they look as if they were muddy up to the eyes!"

Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with a dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

In the deepening twilight three figures were walking across the lawn towards the window, they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: "I said, Bertie, why do you bound?"

Framton grabbed wildly at his stick and hat; the hall door, the gravel drive, and the front gate were dimly noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid imminent collision.

"Here we are, my dear," said the bearer of the white mackintosh, coming in through the window, "fairly muddy, but most of it's dry. Who was that who bolted out as we came up?"

"A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton; "could only talk about his illnesses, and dashed off without a word of goodbye or apology when you arrived. One would think he had seen a ghost."

"I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve."

Romance at short notice was her speciality.

Class 08- BELIVE IT OR NOT(classes C and E)

PRESENTATION

- 1) A: Read these stories from tabloid newspapers, and rate them form 1 to 4 (1=probably true, 2=plausible, 3=unlikely, 4=unbelievable).

<p>A woman in Spain says she has been receiving messages from her husband, who died 20 years ago. It is reported that the woman receives messages once a week in the form of voices that speak to her in dreams. <input type="radio"/></p>	<p>Villagers in Cambodia have discovered a cow that they believe is sacred and can cure illnesses. It is claimed that the cow has cured over 100 people with serious illnesses by licking the affected area. <input type="radio"/></p>
<p>A family living in an old house in England has made a video of a ghost that appears in the house at night. It is believed that the ghost is that of a man who lived in the house 200 years ago and disappeared on day without a trace. <input type="radio"/></p>	<p>A couple in the US reported that they were driving along a country road at 10:00p.m. when they were blinded by a very bright light in the sky. The next thing they remember is that they woke up at 6:00a.m.- 300 miles away. They believe they were abducted by aliens. <input type="radio"/></p>

B: Discuss these questions:

- a) How would you explain the events in each story?
- b) Why do you think tabloid newspapers containing stories like these are so popular?
- c) Have you heard of any unusual stores like the one above? Share them with the group.

- 2) A: Listen to Marina and Frank tell stories. Take notes as you listen.

B: Now take turns telling one of the stories in your own words.

Classes 9 and 10- AROUND THE WORLD

- 1) Presentations
- 2) What comes to your mind when you think of TRAVELING?
- 3) Match the kinds of trips to different things to do when you travel.

1. Ecotourism
2. Relaxing trip
3. Business trip
4. Cultural trip

- visiting a museum
- relaxing at a beach
- visiting churches/ cathedrals
- getting a tan
- working
- seeing waterfalls
- not spending money/ traveling for free
- going hiking
- learning about wild animals
- learning history

What is your favorite kind of trip?

- 4) What would be your ideal trip? Hear what people in London say, then join the conversation!
(http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/06/110630_ee_ideal_trip_page.shtml)

My ideal trip is to a skiing resort.
Though I'm afraid to be damaged by more experienced skiers, I love skiing because it's fun and very positive!!

My ideal trip has to be somewhere I could find a beautiful landscape, peace and nice people to interact with and discover the culture. I'd prefer to travel alone in order to do whatever I want and enjoy my trip while I meet new people.

It would be to.....
because....

It was to.....
because.....

- 5) Our topic for our next classes will be travel. Many students and teachers have done some traveling, and I'm sure we all have interesting experiences to share. We travel for many reasons, of course. Some of us do it for relaxation and pleasure, some to "push our boundaries" or "broaden our horizon," some of us travel to learn (new languages, instance), and some for adventure. At the same time, during the last 10 years, world travel has changed significantly. The internet, cell phones, and ever smaller computers have made traveling easier. At the same time, terrorism, wars and natural disaster have made traveling more difficult and dangerous.

Some questions to think about and discuss in class:



- a) Why do you travel?
- b) Do you think travel is important?
- c) What do you miss most about your home when you are traveling?
- d) What do you miss least?
- e) What is the best trip you have ever taken?
- f) What is the worst?
- g) How has traveling changed in the last 10 years? How has it changed in the last 10 months?

- h) Have you ever made a difficult journey, but found that afterward you were glad you did it?
- i) Why do you travel? Why do you think others travel?

6) Listen to Jason and Barbara talk about their vacations and complete the chart:

Vacation place	Enjoyed it?	Reasons
Jason:		
Barbara:		

7) Take turns talking about vacations. Ask these questions and others of your own.

- Where did you spend your last vacation? How long were you away?
- Who did you go with?
- What did you do there?
- How was the weather? The food?
- Do you want to go there again?
- _____
- _____

8) Bring some pictures of your favorite/ideal trip to class and tell us about it! Talk about the weather, the place, the food, the tourist attractions and things to do in this place. Make sure you convince your classmates to visit the place you suggest!

9) You have just won a trip to London/Paris. You are going to spend 3 days there, but you know it is not enough to know these wonderful cities. So before you go, you have to plan every detail about your trip to avoid wasting your precious time.

- You should plan how to get to places, what to eat, which parks, museums, tourist attractions you are going to visit, etc...
- You should also plan how much time you are going to spend at some places
- Read about the museums
- Read the tours to select one
- The teacher will give you plenty of information about the places
- Be ready to justify your choices

Place	When/How	Why	More Information
Trafalgar Square+ The National Gallery	Day 1- morning by bus	It's a central place in London and the NG is free.	Must see: "the Virgin of the Rocks" by L. da Vinci and "Sunflowers" by Van Gogh.

11, 12 and 13-WOMEN AND EDUCATION

1- a) What comes to your mind when you think of the Word EDUCATION?

EDUCATION...

b) What comes to your mind when you think of the word WOMAN?

WOMAN...

c) Do you think that education can avoid acts of violence? How do you think that school and family can stop someone like Anders Behring in Norway from becoming a murderer?

d) Read the text and then discuss about how we can avoid having the same fate as the civilization in the text.

The Last Flower
by James Thurber

World War XII, as everyone knows, brought about the collapse of civilization. Towns cities, and villages disappeared. All the groves and forest were destroyed, and all the gardens, and all the works of art. Men, women, and children became lower than the animals. Discouraged and disillusioned, dogs deserted their fallen masters. Books Paintings, and music disappeared from the earth, and human beings just sat around doing nothing. Years and years went by. Even the few generals who were left forgot what the last war had decided. Boys and girls grew up to stare at each other blankly. Love had passed from earth.

One day, a young girl who had never seen a flower chanced to come upon the last one in the world. She told the other human beings that the last flower was dying. The only one who paid attention to her was a young man. Together, the young man and the girl nurtured the flower and it began to live again. One day, a bee visited the flower, and a humming bird. Before long, there were two flowers, and then a great many. Groves and forests flourished again. The young girl began to take interest in how she looked. The young man discovered that touching the girl was pleasurable. Love was reborn into the world.

The children of the young man and the girl grew up strong and healthy. They learned to run and laugh. Dogs came out of their exile. The young man discovered how to build a shelter. Pretty soon everybody was building shelters. Towns, cities, and villages sprung up. Song came back into the world, and troubadours and jugglers, tailors and cobblers, painters and poets, and sculptors, and soldiers and Lieutenants and Captains, and Generals and Major-Generals, and liberators. Some people went to one place to live, and some to another. Before long, those who went to live in the valleys wished they had gone to live in the hills. And those who had to live in the hills wished they had gone down to live in valleys. The liberators, under the guidance of God, set

fire to the discontented. So presently, the world was at war again. This time, the destruction was so complete that nothing at all was left in the world, except one man, one woman, and a flower.

e) Now let's retell the story by the "story element web" and discuss its characters, setting, plot, theme, problem and solution.

3) Look at these pictures. Describe what you see in each one of them. Next, discuss what you think these pictures represent.

a) Make a list of differences and similarities among them.

List of similarities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

List of differences:

- 1.
- 2.
- 3.
- 4.
- 5.

Picture 1.



Picture 2.



Picture 3.



b) It is known that women are busier nowadays. They have to work, take care of kids, be good wives, take care of the house, etc....Bear that in mind, and reflect upon the following issues.

1) What are some possible consequences of such busy mothers in child education?
consequences:

2.What can women do to manage everything they have to do?

Your suggestions:

3. How can fathers help?

Your suggestions:

4. How can schools help?

Your suggestions:

5) How can Laws help?

Your suggestions:

Task – Teachers, students and parents share their experiences, opinions, and decisions about education. Discuss the following situations and give a response to these people.

➤ Anne, mother of two children

I have two kids, a boy who is 4 and a girl who is 3 years old. I don't work and my husband is very busy because he owns a computer company. I'm responsible for my kids' education at home since my husband is so busy. Also, I'm responsible for choosing the best school for them and my husband does not say anything about it. I decide everything. I am comfortable with this situation because I have more time since I don't work. Moreover, I don't think men understand anything about education. I believe it is a women's responsibility and we have to face it. I never ask my husband for any opinion about schools for the kids and he seems to be happy about it, too. Do you agree with me? Don't you think men should be kept away from kids' education?

1. Do you agree with this mother? Why or why not? Give her a response.

➤ Ken, school teacher

I'm a Math teacher. My responsibility is to teach Math. I'm not responsible for discipline or personal problems students may have. Whenever students have problems I send them to the school psychologist since she is the one in charge of problems. I send my students to talk to the school psychologist almost every day. My role is to teach Math, not to educate children. Do you think I'm right?

2. Do you agree with this teacher? Why or why not? Give him a response.

➤ David, High School director

I have been a school director for more than 10 years. According to my experience, students are learning less and less every day. Also, their behavior is worse than it used to be in the past. Everybody says that sports help young people be better people. I certainly disagree with that. I think that sports take students away from books and make them study less. I also think sports make them more competitive. I certainly believe that sports are not that important in education. Do you think I'm wrong?

3. Do you agree with this school director? Why or why not? Give him a response.

➤ Rachel, an English teacher

I love being a teacher. I believe my role goes a lot beyond teaching English. I also think I'm responsible for helping my students grow as humans and become better people. I always try to encourage them to do their best in all they do. I believe people can do better and better and can make their dreams come true. I also try to show that I believe in them. When my students make a mistake (be it a discipline problem, a low grade, cheating on a test), I try to talk to them honestly and I try to explain why what they did is wrong. Also, I always give people a second chance because I believe everybody deserves a second chance in life. Do you agree with me?

4. Do you agree or disagree with Rachel? Why or why not? Give her a response.

➤ Mary, a desperate mother

I'm very worried and stressed. I have two kids and I work eight hours a day from

Monday to Friday. When I get home I have to teach my kids and help them with their homework. On weekends, I have to clean the house, do the laundry, cook, and go out with the kids and my husband. My husband does not help at home because he says he is too stressed, he is an accountant and his work makes him tired. On weekends, he wants to relax, watch soccer games on TV and exercise. Since I'm the mother I feel more responsible for taking care of the house and the kids. I have decided to quit my job so that I can have more time for my family and house. However, we need money to support our family and maybe only my husband's income will not be enough. Anyway, I will stop working so that I can dedicate more time to my kids. Do you think this is the right decision for me?

5. Do you agree with Mary's decision? Why or why not?

➤ Rose, History teacher

I believe that the best thing we can do for our kids is to teach them responsibility. I am very strict with my students. I set up dates for tests, rules, procedures, etc. on the very first day of class and I never change anything during the semester so that students learn how to follow rules and deadlines. When they make a mistake, I tell how wrong they are in front of all the class so that the others learn the lesson as well. Also, I punish them every time they make a mistake by sending them to the school director. I never give them a second chance because they only learn if teachers are severe. Sometimes people tell me I'm a bit too hard but I think this is the best way to teach responsibility. Do you agree with me?

6. Do you think Rose is right? Why or why not?

➤ John and Sue, a couple with three children

My husband and I have three children. We always try to decide things together concerning our kids' education. We visit schools together in order to choose the best ones. We read, talk and discuss things so that we can do the best for our children. When they have a problem in school we go there together to talk to their children and school director. We read books about education and we share our ideas. We both help them with their homework and we encourage them to take sports because we believe that is important for their education. Education is an art, it is not easy. Moreover, we both work and are busy so sharing the responsibility and doing things together is the best way to be close to our kids. Do you think we are right?

7. Do you agree with the way John and Sue share the responsibility for their kids' education? Why or why not?

➤ Paul, a school psychologist

I believe schools should talk about important issues with students. Every year, I have to select topics for speeches and seminars. Aids and school violence are two of the topics I have suggested for seminars this year. I believe teenagers should have information about aids so that they learn how to take care of themselves and avoid contamination. Also, school violence has increased in our country, so it is important to bring a message of friendship and love in order to prevent school violence. However, the director of my school thinks that if we talk about aids and violence we will be stimulating students to have sex and be violent. The director thinks mothers and father will be against these seminars. I disagree. I believe the only way to prevent aids and violence is talking about it, providing information to students. Do you agree with me?

8. Do you agree with Paul? Why or why not?

Post-task – A) Answer the following questions:

1. In your opinion, what are the teacher's responsibilities?
Make a list of responsibilities.

B) Giving advice.

3. What advice would you give to Ann's husband ?
4. What advice would you give to the psychologist at Ken's school? She has several Ken's students in her office every day.
5. What advice would you give to Mary's husband?
6. What advice would you give to the school director in Paul's school?

Classes 14 and 15: READING AND TELEVISION

1) A: Imagine you are looking at the TV listings, and these are the only TV programs available tonight. Which one would you most like to watch? Which one least interests you? Why?



Deep Sea: This week's program shows outstanding footage of divers swimming with killer sharks. Rarely has such amazing underwater photography been shown on TV.

Crime Watch: Detective Thomas is so involved in the investigation of the murder of a fellow police officer that he ignores the evidence that his wife is being stalked.

Rosie Adams: Today's show features interviews with people whose shopping habits have ruined their lives. Hardly ever has such an honest discussion of compulsive shopping been presented in talk-show format.

B: What are your favorite TV programs? What do you like about them?

2) A: Look at these types of popular TV programs. Can you match each program with its description?

1. Cartoon _____ 2. Documentary _____ 3. Drama Series _____ 4. Sitcom _____
 1. Quiz Show _____ 6. Soap Opera _____ 7. Talk Show _____

- a. A continuing series, broadcast in some countries as often as five days a week, about the lives of a group of characters, often centering on their romantic lives.
- b. A program that gives biographical information about an interesting person, or factual information about a subject such as history, science, nature, or a social issue.
- c. A continuing series involving the same characters in various amusing situations.
- d. A show in which guests (sometimes celebrities or sometimes ordinary people involved in bizarre situations) are interviewed informally.
- e. A series often, shown weekly and frequently set in a hospital, police station, or law office, in which the same characters deal with frightening, emotional, or tragic situations.
- f. A film based on animated drawings, usually about a comical or adventurous situation.
- g. A program in which participants compete for money or prizes by answering questions, making guesses, or performing other tasks.

B: Can you name an example of five of the types of programs in Exercise A?

3) Listen to these critics talk about some popular TV shows. In their opinion, why are the programs so successful?

	Reasons for success
Talk show	
Soap opera	
Sitcom	

Quiz show	
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- B: Make a list of three popular TV shows, and discuss the reasons why these programs are so popular.
 C: This is an introduction of a very famous tv show:

Modern Family is an American television comedy created by Christopher Lloyd and Steven Levitan, which debuted on ABC on September 23, 2009. Lloyd and Levitan serve as showrunner and executive producers, under their Levitan-Lloyd Productions label. Depicted in mockumentary style, the fictional characters talk directly into the cameras during many situations that arise throughout the series.

The story follows the families of Jay Pritchett, his daughter Claire Dunphy, and his son Mitchell Pritchett , who live in a suburban community of Los Angeles, California. Claire is a homemaker mother married to Phil Dunphy; they have three children—Haley , Alex, and Luke. After splitting with his longtime wife, Jay has re-married with a much younger Colombian woman, Gloria Delgado-Pritchett, and is helping her raise her pre-teen son, Manny. Mitchell and his partner Cameron Tucker have adopted a Vietnamese baby, Lily.

D: Now write a similar text about your favorite tv show!

4) Read these statistics about reading in the United States. Where do you fit in?

READING PREFERENCES IN THE U.S.

Top categories of popular adult books in the U.S. (% of total sales)	Some other facts...
Popular fiction 51.9%	55% of people under 30 read newspapers 38% buy at least one magazine per month 27%read at least one novel per year 16% publicly claim to enjoy tabloids
Cooking/crafts 10.1%	
Religious 9.9%	
General nonfiction 8.2%	
Psychology/recovery 6.3%	
Technical/science 5.8%	
Art/literature/poetry 3.9%	

- a) What do you read most frequently? What do you like to read most?
- b) Do you buy many books? What kind? What have you bought most recently?
- c) Where do you buy your books? Why?
- d) Do you use a library? What for?
- e) Do you subscribe to any newspapers or magazines?
- f) What do you think are the most popular categories of books in your country?

- g) When is the best time to develop the love for books? Do the children you know read books?
- 5) A: Read what some college students have to say about reading. Do you agree with them? Give reasons and discuss your opinions with the group.

Obviously everything you find in a book you can learn from TV and the movies, so reading books is a waste of time.

Apparently comic books are a good way of getting children interested in reading.

The Internet and electronic books could potentially lead to the end of printed books as we know them.

B: Read "The Emperor's New Clothes" by Hans Christian Andersen, or watch the video in: (<http://www.speakaboos.com/story/the-emperors-new-clothes/>) and say:

- a) What do you think children can learn by reading this story? Do you think they would like the story?

"The Emperor's New Clothes" By Hans Christian Andersen

Once upon a time, there was an Emperor, who was so very fond of new clothes that he spent all of his money on buying them.

He did not worry about his land or army or people or ruling his empire at all.

He had a different suit for each hour of the day.

One day, two tricksters appeared at the kingdom.

They dressed and acted as though they were trustworthy men and claimed to be clothesmakers.

They said that they knew how to weave clothing that had the most beautiful colors and patterns.

But, they said to anyone who would listen, "Our clothing is very different from anything else you know of. Our clothing is invisible to anyone who is either a simpleton or who is unfit to hold their office."

Finally, they were brought to the Emperor, who had heard rumors of their abilities.

Loving new clothes as much as he did he ordered his servants to bring them before him at once.

When the men told the Emperor about their clothing, he thought to himself, "What fabulous clothes! If I wore a suit made of these fabrics, I could determine which of my men is unfit for their office and I could tell who is wise and who is foolish."

"Now," said the Emperor to the clothes makers, "you must weave me a suit immediately."

Then, he gave the weavers a large bag of money so that they could begin their work immediately.

He also told his servants to take the weavers to a large room in the palace so that he could check on them while they worked on his suit.

The two weavers, who were great tricksters and did not know how to weave at all, set up two weaving looms and pretended to work very hard.

Days passed, and the Emperor wanted to know how much work had been done on his suit. But, he did not want to visit the weavers himself, because he knew that a simpleton or a person unfit for his job would not be able to see the fabric.

And, the Emperor did not want to know if he was such a person. So, he decided to send someone else to find out how the weaving was going.

He sent his old faithful minister, who he knew to be very wise and very worthy of his job. The faithful old minister went to the room where the tricksters were working with all of their might at their empty looms.

But when he entered the room, the old man was shocked and embarrassed.

He could not see anything on the looms. They looked empty to him.

The impostors asked him to come very close to the looms, and while pointing to the empty looms, asked the minister whether he liked the design and the colors.

The poor old minister looked and looked, but he could not discover anything on the looms, and for a very good reason. There was nothing there!

"What!" he thought to himself. "Is it possible that I am a simpleton? I have never thought so, and I cannot let anyone know if I am. Or, what if I am unfit for my office? Well, no one can know that either. I will just pretend I can see the fabric."

Then he listened very closely as the impostors named the different colors and described the pattern of the imaginary fabric. When he saw the Emperor, he repeated what the impostors had said, and the Emperor was very happy, for the suit sounded wonderful. More time passed, and the Emperor sent more and more officers of court to see how much longer it would take for the suit to be completed.

Each one looked at the empty looms, and each was afraid that he was a simpleton or unfit for his job. And so, each listened to the impostors' descriptions of the suit, and then repeated it to the Emperor.

Soon, the whole empire was talking about the Emperor's suit, and they all knew what it meant if one could not see it. They were all very excited to find out who among them was wise or foolish. And now, it was time for the Emperor himself to see the suit, which had cost him a lot of money. He went to the weaver's room, with a few of the officers of the court who had already seen the suit.

When he looked at the empty looms, an officer asked him, "Isn't this suit absolutely magnificent?"

"How can I not see the suit?" thought the Emperor to himself. "Am I a simpleton, or am I unfit to be the Emperor? That would be horrible!"

"Oh! I love what you have done with fabric. The suit is absolutely fabulous," said the Emperor to the weavers.

He too had decided to pretend to see the suit so that no one would know that he was a simpleton or unfit to be Emperor. The officers advised the Emperor to wear the suit to the upcoming festival, which was to begin with a parade led by the Emperor and he agreed. On the day of the parade, the Emperor came to the weavers.

One of the tricksters held his arms up as if he were carrying a jacket and said, "Your Majesty, here is your jacket, please try it on."

The other pretended to be holding something as well, and said, ""Your Majesty, here are your trousers, please try them on."

The Emperor took off his silk suit, which was very regal and tried to put on the invisible one. Finally, the Emperor walked out of the palace and led the parade through the city.

All the people looking on cried out, "Oh! How beautiful are our Emperor's new clothes! What a magnificent

suit he has." No one would admit that they could not see the Emperor's clothes because no one wanted to be thought of as a simpleton or unfit for their job.

"But the Emperor has nothing on at all!" said a little child.

"Listen to the voice of an innocent child!" exclaimed the child's father, and what the child had said was whispered from one person to another.

Finally, all the people cried out, "The Emperor has nothing on at all!"

The Emperor was very upset because he knew that the people were right, but he knew that the procession must go on until he could get back to his palace.

- b) Now, complete the "Story element web" and let's discuss about its characters, plot, setting, problem and solution.
- c) Now, practice telling this story to a partner as if you were telling your little brother/sister.

Class 16 – Reading and Television

- 1) Pre-reading – Answer the questions:
- What is a “fable”? Give a definition
 - Do you know any famous fables? Which ones?
 - Here are some pictures of famous fables. Can you match the titles with the pictures? Do you know what are they about? Discuss with a friend.
 - The fox and the crow
 - The ant and the grasshopper
 - The lion and the mouse



- d) This is a summary of the lion and the mouse. There are some words missing. Please complete the text.

In the oldest versions, a _____ threatens a mouse that wakes him up. The _____ begs forgiveness and makes the point that such unworthy prey would bring the lion no honour. The lion then agrees and sets the mouse _____. Later, the lion is netted by _____; hearing it roaring, the mouse remembers its clemency and frees it by gnawing through the _____. The moral of the story is that mercy brings its reward and that there is no being so small that it cannot help a greater.

- 2) While- reading - The text below (the unicorn in the Garden) is not in the right order. Read the pieces and unscramble the text.

The Unicorn in the Garden

By James Thurber

Once upon a sunny morning a man who sat in a breakfast nook looked up from his scrambled eggs to see a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and woke her. "There's a unicorn in the garden," he said. "Eating roses." She opened one unfriendly eye and looked at him. "The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips.

"Here, unicorn," said the man and pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs and roused his wife again. "The unicorn," he said, "ate a lily." His wife sat up in bed and looked at him, coldly. "You are a booby," she said, "and I am going to have you put in a booby-hatch." The man, who never liked the words "booby" and "booby-hatch," and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. "We'll see about that," he said. He walked over to the door. "He has a golden horn in the middle of his forehead,"

he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat among the roses and went to sleep.

And as soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a gloat in her eye. She telephoned the police and she telephoned the psychiatrist; she told them to hurry to her house and bring a strait-jacket. When the police and the psychiatrist looked at her with great interest. "My husband," she said, "saw a unicorn this morning." The police looked at the psychiatrist and the psychiatrist looked at the police. "He told me it ate a lily," she said. The psychiatrist looked at the police and the police looked at the psychiatrist. "He told me it had a golden horn in the middle of its forehead," she said.

At a solemn signal from the signal from the psychiatrist, the police leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into the strait-jacket, the husband came back into the house.

"Did you tell your wife you saw a unicorn?" asked the police. "Of course not," said the husband. "The unicorn is a mythical beast." "That's all I wanted to know," said the psychiatrist. "Take her away. I'm sorry, sir, but your wife is as crazy as a jay bird." So they took her away, cursing and screaming, and shut her up in an institution. The husband lived happily ever after.

Moral: Don't count your boobies until they are hatched.

- 3) Now try to make an illustration as the ones in C) and also summarize the story to a friend in class using the illustration you've made.

Classes 17, 18 and 19- PREJUDICE AND STEREOTYPES: a plea against school bullying.

PRE-TASK 1- brainstorming.

What comes to your mind when you think of the word:

PREJUDICE

What comes to your mind when you think of the word:

STEREOTYPES

PRE-TASK 2: Discuss and reflect upon the following issues:

1. What word is NOT a synonym of PREJUDICE?
 - a) discrimination
 - b) tolerance
 - c) injustice
 - d) unfairness

2. What is a suitable definition for the word PREJUDICE?
 - a) Reasonable dislike of someone or group based on facts and past experience
 - b) Reasonable dislike of someone or group because your friends do so
 - c) Unreasonable dislike of someone or group especially because of their race, religion, sex, social condition
 - d) Can children be prejudiced? Or is it something that pertains exclusively to the world of adults?

3. What can people be prejudiced against? (1 - extremely common, 2 - common, 3 - not very common).
Be able to justify your answers.

Race _____

Religion _____

Hair color _____

Sex _____

Marital status _____

Kind of job _____

Homosexuality _____

Poverty _____

Teachers _____

Lawyers _____

Artists _____

Tattoos _____

Musical preferences _____ (Rock, country, heavy metal, romantic)

Age _____

4. What is the best definition for the word STEREOTYPE?
 - a) a general idea or image we have about a thing or person based on knowledge
 - b) a fixed idea or image that many people have about a thing or person; but which is often not true in reality

c) a generous idea we have about a thing or person based on what our families think

5. What are some of the stereotypes people generally have in mind about:

LANGUAGE BOX:

In general, people think blond women are...

Blond women are usually believed to be...

- a) Blond women
- b) Women as drivers
- c) Mothers-in-law
- d) People from São Paulo
- e) People from Rio
- f) Businessmen
- g) Housewives
- h) Single mothers

PRE-TASK 3- What type of prejudice is being portrayed in the following pictures? Discuss in pairs. Then, make a comment to illustrate how you feel (your reaction) to these different types of prejudice.

a)

Language box:

This picture seems to be describing prejudice against...

I my view (opinion), this is...



b)



c) BLOND WOMAN



d)



e)



PRE-TASK 4. a) You will watch a 2 min. video. It is a scene from a very famous movie. Then, answer the following questions. (GO TO YOU YUBE- AND SEARCH FOR: “PRETTY WOMAN- GOING SHOPPING”, 1 MIN 45 SEG)

1. Please, retell what happened. (use the simple past)
2. What kind of store was it?
3. Would you say that situation is an example of prejudice?
4. Why do you think Vivian was discriminated?
5. What would you do if one of your students told you that he/she has faced this very same situation? What would you tell your student?
6. What about the saleswoman? What would you do if you worked in this very same store and someone just like Vivian got into the store to buy something? Would you do the same? Why? Why not?
7. Do you know about any real life situation(s) similar to this one portrayed in the movie? Share with your friends.

b) You will watch another 2 min. video. It is a scene from another very famous movie. Then, answer the following questions. GO TO YOU YUBE- AND SEARCH FOR: “RUN FORRESR RUN (REAL)”, 2MIN 34 SEG

1. Please, retell what happened. (use the simple past)
2. Would you say that situation is an example of prejudice?
3. Why do you think Forrest was being discriminated?
4. What would you do if one of your students told you that he/she has faced this very same situation on his/her way to school? What would you tell your student? What would you do?
5. Compare and contrast the two scenes. What are some differences and some similarities between the situations in the first and second video?
6. Which situation do you think is the most common? The most serious? The saddest? Why?

READING

Read the short story “Barcelona” by Alice Adams and let’s discuss:

- a) The story is told from the woman’s point of view. Comment on the following issues:
 - Her view of herself
 - Her view of man
- b) Do you think there was prejudice in the woman’s/man’s judgment? What kind of prejudice?
- c) Work in pairs. Student A is going to be the illustrator and retell the story using the illustration done. Student B is the real life connector and is going to make connections between the story and real life stories.

Pre- task 5 – You will participate in a school meeting. The main goals of the meeting are 1. to propose three actions to prevent school bullying, 2. to propose actions to punish actions of bullying. Before participating in the meeting, read the following information about SCHOOL BULLYING. Clarify any doubts you may have on the issue before taking part in the meeting.

1. Have you ever heard of SCHOOL BULLYING?

Bullying is an act of repeated aggressive behavior in order to intentionally hurt another person, physically or mentally. Bullying is characterized by an individual behaving in a certain way to gain power over another person. Behaviors may include name calling, verbal or written abuse, exclusion from activities, exclusion from social situations, physical abuse, or coercion. Bullies may behave this way to be perceived as popular or tough or to get attention. They may bully out of jealousy or be acting out because they themselves are bullied.

2. What are some of the effects of SCHOOL BULLYING?

- ▶ The effects of bullying can be serious and even fatal.
- ▶ Victims of can suffer from long term emotional and behavioral problems.
- ▶ Bullying can cause loneliness, depression, anxiety, lead to low self-esteem and increased susceptibility to illness, death.

3. Where and how does SCHOOL BULLYING take place?

- i) Occurs inside or outside of school
- j) Consists of a group of students taking advantage of, or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim
- k) Can be physical, verbal, or emotional
- l) Is characterized by repetition

4. What are the different types of SCHOOL BULLYING?

Physical school bullying

- Punching
- Shoving

Emotional school bullying

- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in mean ways
- Name calling
- Harassment

Cyber-bullying

- Sending mean text, e-mail, or instant messages.
- Posting inappropriate pictures or messages about others in blogs or on Web sites.
- Using someone else's user name to spread rumors or lies about someone.

4. Who are the bullies (criminals)?

- Children who are isolated, and have a deep need for belonging, but do not possess the social skills to keep friends.
- Kids who enjoy putting other people down in order to feel better about themselves.

- Teachers and the school system itself can trigger bullying by promoting too much pressure or competition, by not treating all students equally.

5. Who is bullied (victims) ?

- Targets of bullying in schools are those who are considered strange or different by their peers.

THAT IS PREJUDICE! DON'T YOU THINK?

Bullying as prejudice

This situation could be classified as prejudice:

- A group of oppressors (5 or 10 bullies)
- A group that was oppressed (specially boys, but also happens to girls)
- Main form of discrimination: Hair cut
- Other forms of discrimination: small, shy and quiet kids
- Every time the mocked kids try to resist, the groups tend to hit harder and harder.

6. Is there any relationship between SCHOOL BULLYING AND SCHOOL SHOOTINGS?

Yes, there is!!

- **School shootings** are often related to student bullying
- Shooters in several of the worst shootings reported they were bullied
- Some shooters claim that they were victims of bullying and that they resorted to violence only after the school administration repeatedly failed to intervene

In other words, several kids who suffer from bullying ask the schools for help; after having no help from teachers and/or administrators, they resort to violence and kill several people in schools. These shootings happen in the USA (Columbine High School) in Finland (Jokeka School), and in many other places like Australia, England, and so on...

TASK- Now that you have read about school bullying, you will participate in the meeting in order to establish school policies for school behavior. The main goal of the meeting is to think of ways of preventing prejudice and violence in schools and solving/reflecting upon violence problems that have already taken place. You will read a few cases of school bullying and violence. Then, you will discuss a few issues concerning these cases. Finally, you will get in groups of three to propose actions to prevent and punish bullying properly.

1) Samuel Telles da Conceição, Silva Jardim, Rio de Janeiro, Brazil.

Samuel was a victim of bullying. His classmates would hit him hard and call him names almost every week at Escola Municipal Vera Lúcia Pereira Coelho. Samuel was a very shy, quiet, black boy. Things started to get worse for Samuel. Samuel was spanked on August 22nd by 10 classmates during a Math class when the teacher was not in class; at first, he didn't tell anyone about it (shame and/or threatened); he was hospitalized one week later (August 29th) from strong headaches and renal malfunction; on August 30th, Samuel suffered brain death, multiple heart attacks and, eventually, he died.

- a) What do you think of this situation? Can you retell what happened in your own words?
- b) How could Samuel's case have been prevented in this school?
- c) Now that it has happened. Samuel died out of bullying in his school. What should be done about it? What should the school do to punish the kids who killed Samuel?

2) The victim, a 14-year-old mixed race girl, was repeatedly insulted with racist terms for six months by a 15-year-old boy. The girl, who is of mixed white English and black African heritage, was called "nigger", "gorilla" and "monster" by the boy. She also suffered abusive chants of "white, white, white is right, kick them out, fight, fight, fight" and was repeatedly told: "Go back to your own country, you don't belong here." She would suffer this every day in school. She wrote a suicide note and took an overdose on Jan 25 this year. She was then sectioned for six weeks in a psychiatric hospital before the family moved to a different part of the country. Last month the boy became the first school child to be convicted of racially aggravated harassment of a fellow pupil following a trial at Lincoln Youth Court. The conviction prompted questions over whether such racist bullying should be dealt with through criminal law or by schools themselves. The boy could have been detained for up to two years in a young offenders' institution but he was instead sentenced to a six month supervision order and made to pay £500 compensation to the girl, which will be paid by his father.

- a) What do you think of this situation? Can you retell what happened in your own words?
- b) Do you think kids who bully should be punished by the schools or by the criminal Law? Why?
- c) If this happens in your school, what do you think should be done?

3) UK, Mathew, a two-metre-tall (6ft 7in) rugby playing teenager yesterday revealed how he was forced to quit school after being bullied by classmates. Mathew Ridley, 15, spoke as it emerged that the government's anti-bullying campaign had run into difficulty, with pupils wearing wristbands to show their opposition to schoolyard intimidation being singled out as victims. In other words, students started a campaign against bullying and to show their protest they wore wristbands. After some time, violent kids started bullying kids wearing the wristbands. Mathew, who weighs 114kg (18 stone), told the Guardian that he had suffered years of verbal and physical abuse at his school in Wiltshire. "Bullying is a very complicated thing and just because I am big people think 'how can he get bullied?' but it's not just about size," he said. "I was different and people had a go to try and prove they were hard. I didn't hit them back all the time because I didn't want to hurt them or get into trouble." Mathew's parents withdrew him from Kingsdown school in Swindon last year. "I lost all my confidence. I couldn't speak to anyone when I met them, I just locked myself away. I was really depressed for a long time. In the end, my mum and dad decided it wasn't worth sending me to school. It's been a big thing for me because I've missed out on my exams, but I've got my confidence back now and ideally I want to go to college and study there." He said more needed to be done to tackle bullying. "People get away with it because no one really talks about it that much. I reported it to teachers but nothing happened, maybe detention or something, but it didn't stop them."

The government estimates that a third of secondary school pupils and a quarter of primary school children are bullied at some stage. Last month ministers launched the country's first anti-bullying week, handing out a quarter of a million blue wristbands to "give young people the opportunity to make a visible commitment that they are not prepared to tolerate bullying and will stand by their friends".

But yesterday it emerged that children wearing the bands were being victimised. Julie Oakley, the founder of Bullywatch, which supports families of the victims of bullying, said: "Kids who wear the wristbands have become natural targets. It's totally sick that something designed to help fight bullying could be used in this way - it completely defeats the object."

- a) What happened to Mathew?
- b) What happened to students trying to protest against bullying in the UK?
- c) Mathew told teachers he was being bullied but nothing happened. What would you do if a student told you he/she was being bullied by other students?

TASK: Now that you have read some bullying cases and discussed them in groups, you are supposed to propose 3 actions to prevent bullying from happening in schools and 3 actions to punish bullying after once it happens. Finally, share your actions with the whole class.

3 actions to prevent bullying: (An effective way to prevent bullying is.../ In order to prevent bullying people should...)

-
-
-

3 actions to punish bullying: (An effective way to punish bullying is.../ In order to punish bullying people should...)

-
-
-

POST- TASK 1- Fortunately, there are several people involved in helping to prevent and punish bullying in schools. There are websites (e.g., <http://www.stopbullyingworld.org/> , *Bully Free Zone (UK)* <http://www.bullyfreezone.com>, *Bullying, No way! Australia,* <http://www.bullyingnoway.com.au/who/default.shtml> , www.bullying.org *Canada, Brazil – Cleber and Sonia (RJ)* <http://bullyingr.vilabol.uol.com.br>) that offer help to those who suffer from bullying. There are meetings and study groups on bullying. The following sentences have been used in bullying study groups that try to persuade people against bullying. Read the sentences below.

1. The test of courage comes when we are in the minority. The test of tolerance comes when we are in the majority. ~Ralph W. Sockman
2. I think there's just one kind of folks: Folks. ~Harper Lee, *To Kill a Mockingbird*
3. 'You shall love your neighbor as yourself.' There is no other commandment greater than these. ~Bible (book of Mark)

1. What do you understand by sentence 1? What are the possible relationships between sentence 1 and violence prevention?
2. What do you understand by sentence 2? What are the possible relationships between sentence 1 and violence prevention?
3. What do you understand by sentence 3? What are the possible relationships between sentence 1 and violence prevention?

Post- Task 2- Answer the following questions:

1. What is one sentence (from a famous person or your own sentence) you would include for promoting reflection upon bullying in schools.

2. Is it important that schools (teachers, directors, students, parents) have opportunities to talk about school bullying? Why? Why not?

APÊNDICE B – Material Didático Grupo Controle

MATERIAL DIDÁTICO UTILIZADO NO GRUPO CONTROLE

Class 1: RELATIONSHIPS – The best of friends

1) The nature of friendship (10m)

A: Read these statements about friendship. Can you explain what they mean? Add your own statement to the list.

1. A friend is someone who accepts me as I am.
2. A friend is someone you look up to in some way and yet you can be critical of.
3. A friend is someone who walks in when the rest of the world walks out.
4. In prosperity, our friends know us; in adversity, we know our friends.
5. A friend is someone who knows you and loves you just the same.
6. Good friends are hard to find, harder to leave, and impossible to forget.
7. A friend is someone who cheers you up when you're feeling down.
8. _____

Expressing opinions:

In my opinion, ...

From my experience, ...

Ex: What the first statement means to me is that a real friend doesn't try to change me into something I'm not.

2) Friendship among men vs. friendship among women (10m)

A: Listen to a professor talk about the ideas of best-selling author Deborah Tannen. In her opinion, what is the main difference between friendship among men and friendship among women? List at least 3 differences.

1. _____
2. _____
3. _____

B: Do you agree with the author's ideas?

3) Grammar – Relative Pronouns (10m + 10)

Relative clauses are adjective clauses that generally begin with the relative pronouns who, whom, that, which, and whose. Like adjectives, relative clauses modify nouns.

When the relative pronoun **who**, **that** or **which** comes before the verb in the relative clause, the relative pronoun acts as the subject of the relative clause. It is a subject relative pronoun.

I like people **who** aren't too serious.

I like people **that** have a good sense of humor.

The letters **which** came today are late.

When the relative pronoun whom, who, that or which is followed by a noun or pronoun, the relative pronoun acts as the object of the relative clause. It is an object relative pronoun.

I'd really like to find a friend (**who**) I can talk to easily.

I prefer someone (**that**) I have something in common with.

A: What should I wear to my date?

B: How about the shirt that you wore Saturday night?

A: You mean the one that has food all over it?

B: Oh. Well, what about the shirt that you got for your birthday?

A: The one that you gave me or the one that my sister gave me?

B: Wear the one that your sister gave you with the blue jacket that you bought last month. What time is your date?

A: At 8:30. I'm so nervous!!

B: Complete the clauses with your own ideas:

1. It would be fun to go out with a person _____
2. I'd really like to find a friend ... _____
3. For me, the ideal friend is someone ... _____
4. I don't want to be friends with anyone ... _____
5. I hope I never have a friend... _____

4) What should friends have in common? (10m)

A: How similar do people need to be to become good friends? Do you agree (A) or disagree (D) with the statements in this list? Discuss them in pairs.

FRIENDS...	A	D
1. Should be close in age.		
2. Should have a similar social background.		
3. Should have similar ideas about religion.		
4. Should come from similar kinds of families.		
5. Should have the same educational background.		
6. Should have similar values.		
7. Should enjoy doing the same kinds of things.		

B: What are the 3 most important things for friends to have in common?

Class 2: RELATIONSHIPS – More than a friend (turma C)

1) A: How can you tell if someone likes you? What are the signs?

Hear what people in London say, then join the conversation.

http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/06/110623_ee_love_page.shtml

B: Walk around the class and ask and answer the same question!

2) Read about the places these people went on a first date. (10m)

A: Did they make good choices? Why or why not?



Sarah: "I normally don't like going to amusement parks, but this time was different, and we had a lot of fun. We went on some terrifying rides and ended up going through a haunted house. The experiences gave us something to talk about."

Andrea: "I suggested that we go to a restaurant for dinner. Once in the restaurant, we had to wait for ages for a table. The food was bad, the service was lousy, and to top it all off, when we got back to the parking lot, it had already closed for the night."

Jason: "She said she didn't want to be taken anywhere special, so we went to a movie. It was a great choice because the movie was really scary, and she held my hand all the way through."

B: What do you think of these suggestions for things to do on a first date? Discuss them and give other suggestions of your own.

- Going dancing at a club
- Visiting a museum
- _____

I think the best idea is...

I think you shouldn't choose a
Because...

C: **What's your ideal date?** Hear what people in London say, then join the conversation. Walk around the class and ask and answer the question in bold.

http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/02/110210_ee_dating_page.shtml

3) Keeping relationships alive.

A - Pair work Discuss these questions. Then read the articles, and compare your ideas with the author's.

1. How can you maintain a romantic relationship? What are some important things to remember?
2. What problems might you face if you have been going out with the same person for a long time?

Guide to romantic success.

Even the best relationship sometimes run into trouble, so you have to work at maintaining the spontaneity and romance you took for granted when you first started seeing each other. Here's what the experts say about the secrets of romantic success.

- **Show that you like each other**
Showing that you both like each other helps keep a relationship fresh. Even such simple things as complimenting your partner on his or her looks or buying small surprise gifts can help. Don't start taking each other for granted.
- **Keep on being polite**
Treat your partner with the same attitude as you would a friend and the same way in private as you do in public. Just because you feel very comfortable with each other is no reason to relax your manners and behave like a slob when the two of you are alone.
- **Maintain your independence**
When you first start dating, every tiny difference between the two of you (one likes football and the other tennis) seems like a potential obstacle. That's because you are looking for common ground on which to base your relationship. The problem is once you start spending more time together, you forget about the things that make you unique – the same things that attracted you to each other in the first place. Remember, it's important to develop your own interests and encourage your partner to do the same.
- **Commit to getting fit**
Exercising reflects your effort to remain attractive to your partner, and it encourages him or her to do the same for you. Plus, when you get in shape, you feel much better about yourself.
- **Take care of each other**
It's the everyday things that let your partner know you care, like buying him or her a favorite magazine or the sort of snack you know he or she loves and you hate! Look for the sort of things that would make you feel appreciated. Be attentive to each other's ups and downs, too. Talk through each other's school, work, or family worries when you need to.
- **Resolve Disagreements**
Even the happiest of couples disagree over things and have squabbles. When this happens, don't think it's the end of the world. Forget that an argument has to have a winner and loser. Try to find a mutually satisfying solution. Make your point without sounding as if you are criticizing your partner. This way you can resolve issues without scoring points off each other.

B: Discuss these questions. Share your answers with the class.

1. Do you agree with all of the suggestions above? Which ones are the most useful?
2. Do you have any additional suggestions?
3. Do you agree that even the best relationships can run into trouble?

Homework: Read the text and prepare your retelling sheet.

GREAT LOVE AFFAIRS

A. The Duke and Duchess of Windsor:

After the death of his father in 1936, Edward VIII became King of England. He was in love with Mrs. Wallis Simpson, an American divorcee, and he wanted to marry her. But the British government did not accept her as Queen of England because she was divorced. He had to choose—continue as King of England or marry Mrs. Simpson. He chose to stay with the woman he loved.

B. Paul & Linda McCartney:

When Paul left the Beatles in April 1970, many people blamed Linda, his American photographer wife. Linda was the love of Paul's life, and in thirty years they spend only one night apart. She died of cancer in 1998 with Paul by her side.

C. Charles & Camilla:

When Charles met Camilla at a polo match in 1970, he fell in love with her. But then he waited too long before asking her to marry him, She got tired of waiting and married somebody else. Now, two marriages and a funeral later, Charles and Camilla are together again.

D. Shah Jahan & Mumtaz Mahal:

In the 17th century, Emperor Shah Jahan built the Taj Mahal in memory of his wife. He was heartbroken when his wife died after nineteen years of marriage. One year after her death, constructions of the Taj Mahal began, and it took twenty-two years to complete. Six years later, Jahan died and was buried with his true love in one of the most romantic buildings in the world.

E. Marilyn Monroe & Joe DiMaggio:

Their marriage lasted less than ten months, but DiMaggio was always there for Marilyn. He organized her funeral, and, until his death in 1999, he sent six red roses to her crypt three times a week.

Activity in class: Students describe a character by using a graphic organizer.

Classes 3, 4 and 5 - LOVE IS IN THE AIR!!!!!!!

Pre-task 1- Complete the sentence below. Say whatever comes to your mind. There is no right or wrong answer.

LOVE IS... _____

Pre-task 2- Read the following love quotations. Choose three that you think best define love.

Language box

I think it's number 1 because...

In my opinion, it's number 4 because...

1. "Love is like quicksilver in the hand. Leave the fingers open and it stays. Clutch it, and it darts away." - Dorothy Parker
2. "Love is friendship set on fire." - unknown
3. "Love is an ideal thing, marriage a real thing." - Goethe
4. "To be in love is merely to be in a state of perceptual anesthesia." - H.L. Mencken
5. "Sometimes love is stronger than a man's convictions." - Isaac Bashevis Singer
6. "Love is the master key that opens the gates of happiness." - Oliver Wendell Holmes
7. "Maybe love is like luck. You have to go all the way to find it." - Robert Mitchum
8. "Love is like war: Easy to begin but hard to end." - Anonymous
9. "Love is like a violin. The music may stop now and then, but the strings remain forever." - unknown

Pre-task 3- GO TO YOU TUBE. BOTH SONGS ARE THERE.

a) Listen to 2 love songs. b) Fill in the blanks with the missing words. Choose the words from the box below. c) Ask your teacher any questions in order to help you better understand the songs. d) When you finish filling out the blanks, get together with your group and decide which words/expressions are used in the song to define or express "love". When you finish, share the words used to define LOVE with the whole class.

Missing words for "In my life": dead - I'll - remember - compared- these - meaning - remain- friends- affection

Missing words for "Ain't no mountain high enough": hurry -matter - count - worry - vow- wide -

low -set -

(Song 1) **In My Life** [The Beatles](#)

There are places I _____
 All my life though some have changed
 Some forever not for better
 Some have gone and some _____

All these places had their moments
 With lovers and _____ I still can recall
 Some are _____ and some are living
 In my life I've loved them all

But of all _____ friends and lovers
 There is no one _____ with you
 And these memories lose their _____
 When I think of love as something new

Though I know I'll never lose _____
 For people and things that went before
 I know _____ often stop and think about them
 In my life _____ love you more

Though I know I'll never lose _____
 For people and things that went before
 I know _____ often stop and think about them
 In my life _____ love you more

In my life _____ love you more...

(song 2) **Ain't No Mountain High Enough** [Marvin Gaye](#)

Listen Baby...

Ain't no mountain high
 Ain't no valley _____
 Ain't no river _____ enough baby

If you need me call me
 no _____ where you are
 no matter how far (don't worry baby)
 just call my name
 I'll be there in a _____
 you don't have to _____

chorus:
 'Cause baby there
 Ain't no mountain high enough
 Ain't no valley _____ enough
 Ain't no river _____ enough
 To keep me from getting to you baby

Remember the day
 I _____ you free
 I told you could always _____ on me darling
 From that day on
 I made a _____
 I'll be there when you want me
 some way somehow

Chorus

Oh no darling (no wind, no rain)

All winter's cold can't stop me baby
 naw naw baby
 (if you're ever in trouble
 I'll be there on the double
 just sing for me)
 ooo baby

My love is alive
 Way down in my heart
 Although we are miles apart
 If you ever need a helping hand
 I'll be there on the double
 just as fast as I can

e) Pair work. Which song (song 1 or song 2) would you send to someone to show that you were in love with this person?
 Why?

Language Box

I would send song _____ because I think...
 I agree.

I don't agree.
 I think so, too.
 I would send song _____ because in my opinion....

f) Group work. What song was the most voted to be sent?

Pre-task 4- When it comes to love, are men and women different or similar? Read the sentences below and discuss them in pairs. Do you agree or disagree?

Agree (A) or disagree (D)? Why?

1. Men are logical. _____
2. Women are emotional. _____
3. Men tend to be more interested in sex. _____
4. Women tend to be more interested in romance. _____
5. Men usually take a long time to fall in love. _____
6. Women usually fall in love too fast. _____
7. All men tend to cheat. _____
8. Women hardly ever cheat. _____
9. Men don't care too much whether they are handsome or not. _____
10. Women worry too much about being beautiful. _____

Language Box

I don't agree because....
 I see your point, but...
 As I see it...
 I think so, too.
 It depends.
 Well, I'm not sure.
 I agree.
 Sure
 Of course

Pre-task 5- What would a **man** do in the following situations? What would a **woman** do in the following situations? Discuss these situations in groups.

1. You found out that the person who delivers pizza is in love with you. Recently the person is not charging for the pizza you order anymore. You like the person but are not in love. What would a man /a woman do about the pizza not being charged anymore?

In this situation, I think a man/woman would....

In this case, I think a man/woman would...

2. Your best friend is in love with someone. This person your friend loves is interested in you and has invited you for dinner. You are interested in the person, too. What would a man/woman do about your friend and about the invitation?

In this situation, I think a man/woman would....

In this case, I think a man/woman would...

3. Your best friend is in love with you and has invited you for a romantic dinner. You don't love your friend but you find him/her extremely attractive and you would love to spend a night with him/her. However, you fear that your friendship will be spoiled after that. What would a man/ a woman do?

In this situation, I think a man/woman would....

In this case, I think a man/woman would...

4. You are about to get married. The night before the wedding your partner tells you that he/she does not want to have children. He/she used to plan to have children but has completely changed his/her mind unexpectedly. You really want to have children. What would a man/woman do in this situation?

In this situation, I think a man/woman would....

In this case, I think a man/woman would...

TASK – a) Here you have the profile of some people who have looked for a LOVE AGENCY to find a partner. The agency has to set meetings between couples based on their profiles. Read the profiles in pairs. Then, try to suggest partners to meet. Be able to justify your choices. Work in pairs or groups.

Paul	About me: I love adventures. Life is short. We must enjoy every minute of it. Age: 39 Religion: Catholic Job: Computer programmer Movies: X-men Songs: all romantic ones Places: Gramado and Rio Lessons learned in life: Life is short! Loves: pasta and wine Can't stand: staying at home on Sundays Relationship Background: Has been married twice Children: 2 boys Dream: a better world Look for in a partner: romance and enthusiasm to live adventures together
John	About me: I'm a happy person Age: 26 Religion: catholic None Job: Math teacher Movies: Forest Gump Songs: Pretty woman Places: My home Lessons learned in life: We have to be patient Loves: staying at home and cooking Can't stand: traffic jam Relationship Background: Never been married Children: none Dream: Go to Paris with my future wife Look for in a partner: loyalty and the desire to live happy life
Nick	About me: I love being me!! Age: 25 Religion: none Job: bank manager Movies: Seven Songs: heavy metal Places: New York Lessons learned in life: I'm the best Loves: myself Can't stand: weak people Relationship Background: I've had several girlfriends Children: none Dream: get rich Looks for in a partner: love and ambition
Jack	About me: Life is a gift from God. We must make the most of it. Age: 33 Religion: catholic Job: lawyer Movies: drama and religious Songs: romantic and gospel Places: my home, my church, my garden, Italy and France Lessons learned in life: Everything comes from GOD Loves: my family, friends, and my faith in GOD Can't stand: people who are selfish and money-oriented Relationship Background: I have been married but my wife died in a car accident Children: none Dream: find a wonderful woman to share my life Look for in a partner: honesty, tenderness, faith in GOD
Tom	About me : We must stand for our dreams and work hard Age: 30 Religion: catholic Job: tennis instructor Movies: action and horror Songs: reggae, I love Bob Marley Places: Natal, Fernando de Noronha and Florianópolis Lessons learned in life: Bad times and good times are part of life Loves: traveling Can't stand: hypocrite people Relationship Background: I have never been married. I've had a few girlfriends Children: none Dream: To have my own tennis club Look for in a partner: honesty and excitement
Lisa	About me: God is everything in my life Age: 29 Religion: catholic Job: English teacher Movies: romantic and gospel Songs: romantic and gospel Places: any place as long as I'm with people I love Lessons learned in life: We must be patient Loves: going out with friends and family, praying, traveling Can't stand: mundane, secular people Relationship Background: I have a

	fiancée but he did not believe in GOD Children: none Dream: Find my soul mate Look for in a partner: love, affection and faith
Molly	About me: I am a real fan of myself Age: 24 Religion: I don't care much about it Job: accountant Movies: action and science fiction Songs: rock n' roll Places: Chicago and Tokyo Lessons learned in life: I am really good at everything I do Loves: making money Can't stand: ordinary people Relationship Background: I've had a few boyfriends but actually they were all losers Children: 1 Dream: to be wealthy Look for in a partner: courage, hard work and willingness to succeed in life
Colleen	About me: I'm a pretty normal person who wants to be happy Age: 28 Religion: Baptist Job: Chemistry teacher Movies: drama Songs: what a beautiful world Places: anyplace as long as I'm happy Lessons learned in life: Life is a journey to be lived each day at a time Loves: walking, watching TV, eating out Can't stand: very crowded places Relationship Background: I have been married once Children: 1 Dream: to find a new love partner and travel around Europe, specially Italy Look for in a partner: love and friendship
Beth	About me: Life is a beach Age: 29 Religion: catholic Job: Sales manager in a sport clothing store Movies: comedy Songs: rock, reggae, Brazilian music Places: Buzios, Parati, Jericoacoara Lessons learned in life: There is always a chance to learn from our mistakes Loves: Music, sports, going to the beach Can't stand: a weekend at home Relationship Background: I have had a few boyfriends Children: 2 boys Dream: to be happy Look for in a partner: love, adventure
Rachel	About me: I love getting wild and traveling to wild beautiful places Age: 35 Religion: Buddhist Job: Photographer Movies: Action and adventure Songs: rock n' roll, reggae and classic Places: desert beaches, Greece, Egypt Lessons learned in life: We must take risks in order to be happy Loves: traveling and taking thousands of pictures Can't stand: boring days Relationship Background: I have never been married Children: none Dream: go to Australia and Samoa Look for in a partner: honesty, love and adventure

Language Box

We think Paul is the best partner for _____ because he loves.....
 In our opinion, Rachel is the best partner for _____ because she likes...

Post-Task - After this workshop and all the discussion you have had about love, what would be your conclusions on the following issues:

- 1) When it comes to love, men and women are the same/different.
- 2) Opposite attract/the more you have in common the best for a love relationship.

Language Box

I don't agree because....
 I see your point, but...
 As I see it...
 I think so, too.
 It depends.
 Well, I'm not sure.
 I agree.
 Sure
 Of course

READING (homework)

Class GE: Read the short story “The Gift of the Magi” and prepare your role of the literature circle to present in class.

Class GC: Read the story “Great love affairs” and prepare your role of the literature circle to present in class.

Class 6: SUPERTITIONS AND BELIEFS (turma C)

- 1) Read the list of common superstitions and beliefs. Which ones do some people in your country believe in? Do you know any other superstitions?
 - a) If you make a wish and then blow out all the candles on your birthday cake on your first try, your wish will come true.
 - b) Some people claim that you should never take a broom with you when you move to a new house. Throw it out and buy a new one.
 - c) Many people believe that breaking a mirror will bring you seven years of bad luck.
 - d) Farmers in some countries believe that a cricket in the house brings good luck.
 - e) If a black cat walks toward you, it will bring you good luck.

- 2) Listen to people talking about superstitions, and complete the chart. What is an explanation for each superstition?

Superstition	Explanation

- 3) Reading- Premonitions of disaster.

A: Discuss these questions with a partner. Then read the article, and compare your ideas with the author's.

1. Did you ever have the feeling that something terrible was going to happen?
2. Did you ever cancel any plans because something "inside you" made you feel uneasy?
3. Do you think that some people can predict the future?

The sinking of the *Titanic*

People sometimes have the feeling that they know something is going to happen. This is called a premonition. Some premonitions take the form of dreams or visions. Others are just strong feeling, ideas, or guesses that come into people's minds for no apparent reason.

Some people claim that they have premonitions at one time or another, but people known as psychics or clairvoyants appear to be more sensitive to whatever causes accurate premonitions. The following story is about the *Titanic* and the many apparently mysterious forewarnings that were reported.

In the early morning of April 15, 1912, the *Titanic*, the world's largest ocean liner at the time, struck an iceberg and sank on her maiden voyage across the Atlantic. A total of 1,502 lives were lost. Later investigation turned up at least 20 cases of people having premonitions of the disaster.

One of the strangest examples of an apparent premonition involved a novel called *Futility*, written in 1898 by Morgan Robertson. In the book, a huge liner, the *Titan*, sank after hitting an iceberg. Like the *Titanic*, the *Titan* was

said to be unsinkable. Also like the *Titanic*, the *Titan* carried too few lifeboats for the large number of passengers on board.

In addition, there were two other stories that appeared to foretell the disaster, both written by a passenger on the doomed ship – one of them over 20 years earlier.

At least nine people had dreams in which a ship like the *Titanic* hit an iceberg and sank. Two clairvoyants gave warnings about the disaster, and several other people had extremely strong intuitions that something would go wrong. Some would-be passengers were so uneasy about the voyage that they canceled their tickets at the last minute. All these uncanny coincidences appear to be premonitions. There seems to be no way of explaining them.

B: Discuss these questions. Then share your answers with the class.

1. Why do you think so many people had premonitions about the *Titanic*?
2. Have you ever heard someone making predictions for the new year or about an important event? What was your opinion about those predictions?

4) Retelling. Student writes the main events of a story in sequential order using a graphic organizer.

Class 7: SUPERTITIONS AND BELIEFS (turma C)

- 1) Watch the video about common superstitions and answer the questions.
 - a) What is a superstitious person?
 - b) What are some good superstitions around the world? Explain 3 of them.
 - c) What are some bad superstitions around the world? Explain 3 of them.

Learning English-Lesson Forty Three (Superstition)<http://www.youtube.com/watch?v=8yPJwjEE3oI>

- 2) Discuss in pairs about everyday superstitions.

A: Do you know any superstitions connected with these things?

Animals - food - clothing - household objects - colors - money - days, dates, or months
- numbers

B: Join another pair and compare your answers. Ask follow-up questions.

Andrea: My grandparents believe that it's bad luck to get married on a Tuesday.

Carlos: Do other people in your family believe that?

Andrea: I think my mother does.

Caroline: Really? What do they say is a good day to get married?

Andrea:.....

- 3) Grammar- Reporting clauses

To report what someone says or thinks, you can use these verbs to introduce a *that* clause. The use of *that* is optional.

admit - argue - assume - claim - explain - report - agree - assert - believe - doubt - feel - say

In many countries, people **believe (that)** breaking a mirror brings you seven years of bad luck.

Not many people like to **admit (that)** they are superstitious.

I **doubt** very much **that** carrying a good luck charm will protect you.

A: Read the following statements about superstitions and beliefs, and tell a partner what you think about them. Use these verbs in your sentences:

agree - assume - believe - doubt - feel

1. Only uneducated people still believe in superstitions.
2. Crystals have mysterious healing powers.
3. Almost everyone is superstitious about a few things.
4. There is some truth behind every superstition.
5. Superstitions are an important part of our cultural heritage.

I **doubt** very much **that** carrying a good luck charm will protect you.

Now write four statements of your own using the verbs from the grammar box and a *that* clause.

- 6. _____
- 7. _____
- 8. _____
- 9. _____

- 4) Writing- Write a text about common superstitions in your family. Use the video you watched as a model. (10 min)

Step1: write an introduction of the topic. Give a general view of the topic.

Step 2: write about your family. Are they superstitious? What are some superstitions they have?

Step 3: write about your superstitions and your opinion about superstitions.

- 5) Homework: : Read the text "The two lives of Mary Sutton"

The student reads a story and then records the story elements using a graphic organizer.

Literature Circle Role Summarizer

Your job:

Write a summary that describes what happened in this section of the book.

Be sure you write in complete sentences and include lots of details. Your writing should fill most (or all) of the lines below. If you need more space, continue on the back.

When you meet with your group:

You will read the summary to the group. Ask them to tell you about other important parts you may have missed. Have each person tell you about their favorite part.

Classes 9 and 10- AROUND THE WORLD

- 1) Presentations
- 2) What comes to your mind when you think of TRAVELING?
- 3) Match the kinds of trips to different things to do when you travel.

1. Ecotourism
2. Relaxing trip
3. Business trip
4. Cultural trip

- visiting a museum
- relaxing at a beach
- visiting churches/ cathedrals
- getting a tan
- working
- seeing waterfalls
- not spending money/ traveling for free
- going hiking
- learning about wild animals
- learning history

What is your favorite kind of trip?

- 4) What would be your ideal trip? Hear what people in London say, then join the conversation!
(http://www.bbc.co.uk/worldservice/learningenglish/general/expressenglish/2011/06/110630_ee_ideal_trip_page.shtml)

My ideal trip is to a skiing resort.
Though I'm afraid to be damaged by more experienced skiers, I love skiing because it's fun and very positive!!

My ideal trip has to be somewhere I could find a beautiful landscape, peace and nice people to interact with and discover the culture. I'd prefer to travel alone in order to do whatever I want and enjoy my trip while I meet new people.

It would be to.....
because....

It was to.....
because.....

- 5) Our topic for our next classes will be travel. Many students and teachers have done some traveling, and I'm sure we all have interesting experiences to share. We travel for many reasons, of course. Some of us do it for relaxation and pleasure, some to "push our boundaries" or "broaden our horizon," some of us travel to learn (new languages, instance), and some for adventure. At the same time, during the last 10 years, world travel has changed significantly. The internet, cell phones, and ever smaller computers have made traveling easier. At the same time, terrorism, wars and natural disaster have made traveling more difficult and dangerous.

Some questions to think about and discuss in class:



- a) Why do you travel?
- b) Do you think travel is important?
- c) What do you miss most about your home when you are traveling?
- d) What do you miss least?
- e) What is the best trip you have ever taken?
- f) What is the worst?
- g) How has traveling changed in the last 10 years? How has it changed in the last 10 months?

- h) Have you ever made a difficult journey, but found that afterward you were glad you did it?
i) Why do you travel? Why do you think others travel?

6) Listen to Jason and Barbara talk about their vacations and complete the chart:

Vacation place	Enjoyed it?	Reasons
Jason:		
Barbara:		

7) Take turns talking about vacations. Ask these questions and others of your own.

- Where did you spend your last vacation? How long were you away?
- Who did you go with?
- What did you do there?
- How was the weather? The food?
- Do you want to go there again?
- _____
- _____

8) Bring some pictures of your favorite/ideal trip to class and tell us about it! Talk about the weather, the place, the food, the tourist attractions and things to do in this place. Make sure you convince your classmates to visit the place you suggest!

9) You have just won a trip to London/Paris. You are going to spend 3 days there, but you know it is not enough to know these wonderful cities. So before you go, you have to plan every detail about your trip to avoid wasting your precious time.

- You should plan how to get to places, what to eat, which parks, museums, tourist attractions you are going to visit, etc...
- You should also plan how much time you are going to spend at some places
- Read about the museums
- Read the tours to select one
- The teacher will give you plenty of information about the places
- Be ready to justify your choices

Place	When/How	Why	More Information
Trafalgar Square+ The National Gallery	Day 1- morning by bus	It's a central place in London and the NG is free.	Must see: "the Virgin of the Rocks" by L. da Vinci and "Sunflowers"

			by Van Gogh.
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11, 12 and 13-WOMEN AND EDUCATION

1- a) What comes to your mind when you think of the Word EDUCATION?

EDUCATION...

b) What comes to your mind when you think of the word WOMAN?

WOMAN...

c) Do you think that education can avoid acts of violence? How do you think that school and family can stop someone like Anders Behring in Norway from becoming a murderer?

d) Read the text and then discuss about it.

e) Now let's retell the story by the "story element web".

3) Who should be responsible for EDUCATION? Rank 1 for the most important figure in a child's education and 8 for the least important one. Please, justify your answers.

- a. mother
- b. father
- c. teacher
- d. school director
- e. school psychologist
- f. older brother or sister
- g. friends
- h. grandparents

4) How important is EDUCATION concerning the following issues? Write VI- very important, I- important, NVI- not very important, NI- not important. Please, Justify your answers.

- a. Violence in big cities _____
- b. Traffic _____
- c. Marriage success _____
- d. Finding a good job _____
- e. Relationship at work _____
- f. Being happy _____
- g. Having good friends _____
- h. Poverty in the world _____
- i. Being a very successful person _____
- j. Good government _____
- k. Violence in schools _____

5) Look at these pictures. Describe what you see in each one of them. Next, discuss what you think these pictures represent.

a) Make a list of differences and similarities among them.

List of similarities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

List of differences:

- 1.
- 2.
- 3.
- 4.
- 5.

Picture 1.



Picture 2.



Picture 3.



b) It is known that women are busier nowadays. They have to work, take care of kids, be good wives, take care of the house, etc....Bear that in mind, and reflect upon the following issues.

1) What are some possible consequences of such busy mothers in child education?
consequences:

2.What can women do to manage everything they have to do?

Your suggestions:

3. How can fathers help?

Your suggestions:

4. How can schools help?

Your suggestions:

5) How can Laws help?

Your suggestions:

Task – Teachers, students and parents share their experiences, opinions, and decisions about education. Discuss the following situations and give a response to these people.

➤ Anne, mother of two children

I have two kids, a boy who is 4 and a girl who is 3 years old. I don't work and my husband is very busy because he owns a computer company. I'm responsible for my kids' education at home since my husband is so busy. Also, I'm responsible for choosing the best school for them and my husband does not say anything about it. I decide everything. I am comfortable with this situation because I have more time since I don't work. Moreover, I don't think men understand anything about education. I believe it is a women's responsibility and we have to face it. I never ask my husband for any opinion about schools for the kids and he seems to be happy about it, too. Do you agree with me? Don't you think men should be kept away from kids' education?

1. Do you agree with this mother? Why or why not? Give her a response.

➤ Ken, school teacher

I'm a Math teacher. My responsibility is to teach Math. I'm not responsible for discipline or personal problems students may have. Whenever students have problems I send them to the school psychologist since she is the one in charge of problems. I send my students to talk to the school psychologist almost every day. My role is to teach Math, not to educate children. Do you think I'm right?

2. Do you agree with this teacher? Why or why not? Give him a response.

➤ David, High School director

I have been a school director for more than 10 years. According to my experience, students are learning less and less every day. Also, their behavior is worse than it used to be in the past. Everybody says that sports help young people be better people. I certainly disagree with that. I think that sports take students away from books and make them study less. I also think sports make them more competitive. I certainly believe that sports are not that important in education. Do you think I'm wrong?

3. Do you agree with this school director? Why or why not? Give him a response.

➤ Rachel, an English teacher

I love being a teacher. I believe my role goes a lot beyond teaching English. I also think I'm responsible for helping my students grow as humans and become better people. I always try to encourage them to do their best in all they do. I believe people can do better and better and can make their dreams come true. I also try to show that I believe in them. When my students make a mistake (be it a discipline problem, a low grade, cheating on a test), I try to talk to them honestly and I try to explain why what they did is wrong. Also, I always give people a second chance because I believe everybody deserves a second chance in life. Do you agree with me?

4. Do you agree or disagree with Rachel? Why or why not? Give her a response.

➤ Mary, a desperate mother

I'm very worried and stressed. I have two kids and I work eight hours a day from Monday to Friday. When I get home I have to teach my kids and help them with their homework. On weekends, I have to clean the house, do the laundry, cook, and go out with the kids and my husband. My husband does not help at home because he says he is too stressed, he is an accountant and his work makes him tired. On weekends, he wants to relax, watch soccer games on TV and exercise. Since I'm the mother I feel more responsible for taking care of the house and the kids. I have decided to quit my job so that I can have more time for my family and house. However, we need money to support our family and maybe only my husband's income will not be enough. Anyway, I will stop working so that I can dedicate more time to my kids. Do you think this is the right decision for me?

5. Do you agree with Mary's decision? Why or why not?

➤ Rose, History teacher

I believe that the best thing we can do for our kids is to teach them responsibility. I am very strict with my students. I set up dates for tests, rules, procedures, etc. on the very first day of class and I never change anything during the semester so that students learn how to follow rules and deadlines. When they make a mistake, I tell how wrong they are in front of all the class so that the others learn the lesson as well. Also, I punish them every time they make a mistake by sending them to the school director. I never give them a

second chance because they only learn if teachers are severe. Sometimes people tell me I'm a bit too hard but I think this is the best way to teach responsibility. Do you agree with me?

6. Do you think Rose is right? Why or why not?

➤ John and Sue, a couple with three children

My husband and I have three children. We always try to decide things together concerning our kids' education. We visit schools together in order to choose the best ones. We read, talk and discuss things so that we can do the best for our children. When they have a problem in school we go there together to talk to their children and school director. We read books about education and we share our ideas. We both help them with their homework and we encourage them to take sports because we believe that is important for their education. Education is an art, it is not easy. Moreover, we both work and are busy so sharing the responsibility and doing things together is the best way to be close to our kids. Do you think we are right?

7. Do you agree with the way John and Sue share the responsibility for their kids' education? Why or why not?

➤ Paul, a school psychologist

I believe schools should talk about important issues with students. Every year, I have to select topics for speeches and seminars. Aids and school violence are two of the topics I have suggested for seminars this year. I believe teenagers should have information about aids so that they learn how to take care of themselves and avoid contamination. Also, school violence has increased in our country, so it is important to bring a message of friendship and love in order to prevent school violence. However, the director of my school thinks that if we talk about aids and violence we will be stimulating students to have sex and be violent. The director thinks mothers and father will be against these seminars. I disagree. I believe the only way to prevent aids and violence is talking about it, providing information to students. Do you agree with me?

8. Do you agree with Paul? Why or why not?

Post-task –

Classes 14 and 15: READING AND TELEVISION

1) A: Imagine you are looking at the TV listings, and these are the only TV programs available tonight. Which one would you most like to watch? Which one least interests you? Why?



Deep Sea: This week’s program shows outstanding footage of divers swimming with killer sharks. Rarely has such amazing underwater photography been shown on TV.

Crime Watch: Detective Thomas is so involved in the investigation of the murder of a fellow police officer that he ignores the evidence that his wife is being stalked.

Rosie Adams: Today’s show features interviews with people whose shopping habits have ruined their lives. Hardly ever has such an honest discussion of compulsive shopping been presented in talk-show format.

B: What are your favorite TV programs? What do you like about them?

2) A: Look at these types of popular TV programs. Can you match each program with its description?

1. Cartoon _____ 2. Documentary _____ 3. Drama Series _____ 4. Sitcom _____
 1. Quiz Show _____ 6. Soap Opera _____ 7. Talk Show _____

- a. A continuing series, broadcast in some countries as often as five days a week, about the lives of a group of characters, often centering on their romantic lives.
- b. A program that gives biographical information about an interesting person, or factual information about a subject such as history, science, nature, or a social issue.
- c. A continuing series involving the same characters in various amusing situations.
- d. A show in which guests (sometimes celebrities or sometimes ordinary people involved in bizarre situations) are interviewed informally.
- e. A series often, shown weekly and frequently set in a hospital, police station, or law office, in which the same characters deal with frightening, emotional, or tragic situations
- f. A film based on animated drawings, usually about a comical or adventurous situation
- g. A program in which participants compete for money or prizes by answering questions, making guesses, or performing other tasks.

B: Can you name an example of five of the types of programs in Exercise A?

3) Listen to these critics talk about some popular TV shows. In their opinion, why are the programs so successful?

	Reasons for success
Talk show	
Soap opera	
Sitcom	

Quiz show	
-----------	--

B: Make a list of three popular TV shows, and discuss the reasons why these programs are so popular.

C: This is an introduction of a very famous tv show:

Modern Family is an American television comedy created by Christopher Lloyd and Steven Levitan, which debuted on ABC on September 23, 2009. Lloyd and Levitan serve as showrunner and executive producers, under their Levitan-Lloyd Productions label. Depicted in mockumentary style, the fictional characters talk directly into the cameras during many situations that arise throughout the series.

The story follows the families of Jay Pritchett, his daughter Claire Dunphy, and his son Mitchell Pritchett , who live in a suburban community of Los Angeles, California. Claire is a homemaker mother married to Phil Dunphy; they have three children—Haley , Alex, and Luke. After splitting with his longtime wife, Jay has re-married with a much younger Colombian woman, Gloria Delgado-Pritchett, and is helping her raise her pre-teen son, Manny. Mitchell and his partner Cameron Tucker have adopted a Vietnamese baby, Lily.

D: Now write a similar text about your favorite tv show!

4) Discuss these questions with a partner. Then read the article, and compare your ideas with the author's.

- a) How much time do you spend in front of your TV set?
- b) Are there any rules for watching TV in your house?

Turning out the TV

We were never TV addicts, but it was a central part of our lives, so I didn't know how my kids would react or what we would do when we first decided not to fix the television. The decision started as a financial one. It was going to cost more than we could afford to get the thing fixed.

Really, it was amazing how much the TV affected our lives. When the kids were being too noisy, I'd suggest they see what was on TV. Even in meals and social plans got scheduled around favorite TV shows. Conversations would suddenly get interrupted when someone said, " Hey, it's time for..." and recently I'd noticed that my kids weren't as well behaved as they used to be. I wondered if this might be partly the result of them attempting to imitate attitudes they saw on the tube. So I decided to experiment. We wouldn't fix the TV – for a week. After that, we'd see how it went. I was almost afraid to tell the kids, and when I did,

their reaction was not exactly positive. They rolled their eyes as if to say “another one of her stupid ideas.” Then they asked, “ how about nitendo?” “Nope” I said. “And videos?” they asked. “None,” I said “how about movies in the movie theater?” asked my oldest. “Yes,” I said, and they were relieved to have gotten at least that much.

The first day without TV was the worst- simply because I didn’t know how it would go. Worse than anything else was the fear and anticipation of life without television. I didn’t have any problem, but I feared the kids would when they got home from school. I didn’t have to worry. They arrived home, looked at the broken TV, and went off to do something else. David practiced the piano for a while. Lisa looked through some magazines. Then they began playing together- something I hadn’t seen happen in a while. And that evening, we actually talked at dinner. The evening went by quickly. We talked, listened to music, read- normal things. Life went on and it continues to go on.

The weeks passed and became two weeks. Now it’s being a month. Today we removed the dead TV and took it out to the garage. No one really noticed. We get our news form the daily paper, magazines, and radio. When we want to, we go out to a movie. Instead of watching game shows, we play games. Rather than listen to other people talk about the issues of the day, we talk about them ourselves. The kids miss Nitendo and some of their old favorite shows, mostly when other kids at school talk about them, but they seem to be surviving. They’ve developed other interests. We have, too. It’s amazing how much more time we have now. Life without TV hasn’t turned us into better people, but it’s given us more of a chance to try.

1. What do you think are the advantages and disadvantages of the family’s decision?
2. Have you ever gone without TV for a while? How did it affect you?
3. Do you think you could live without TV? How would your life be different?
4. Make a list of five ways in which you think you would be better off without TV and five ways in which you might be worse off.

- 5) Read these statistics about reading in the United States. Where do you fit in?

READING PREFERENCES IN THE U.S.

Top categories of popular adult books in the U.S. (% of total sales)	Some other facts...
Popular fiction 51.9%	55% of people under 30 read newspapers 38% buy at least one magazine per month 27%read at least one novel per year 16% publicly claim to enjoy tabloids
Cooking/crafts 10.1%	
Religious 9.9%	
General nonfiction 8.2%	
Psychology/recovery 6.3%	
Technical/science 5.8%	
Art/literature/poetry 3.9%	

- a) What do you read most frequently? What do you like to read most?
 - b) Do you buy many books? What kind? What have you bought most recently?
 - c) Where do you buy your books? Why?
 - d) Do you use a library? What for?
 - e) Do you subscribe to any newspapers or magazines?
 - f) What do you think are the most popular categories of books in your country?
 - g) When is the best time to develop the love for books? Do the children you know read books?
- 6) A: Read what some college students have to say about reading. Do you agree with them? Give reasons and discuss your opinions with the group.

Obviously everything you find in a book you can learn from TV and the movies, so reading books is a waste of time.

Apparently comic books are a good way of getting children interested in reading.

The Internet and electronic books could potentially lead to the end of printed books as we know them.

Class 16 – Reading and Television

- 1) Pre-reading – Answer the questions:
- What is a “fable”? Give a definition
 - Do you know any famous fables? Which ones?
 - Here are some pictures of famous fables. Can you match the titles with the pictures? Do you know what are they about? Discuss with a friend.
 - The fox and the crow
 - The ant and the grasshopper
 - The lion and the mouse



- d) This is a summary of the lion and the mouse. There are some words missing. Please complete the text.

In the oldest versions, a _____ threatens a mouse that wakes him up. The _____ begs forgiveness and makes the point that such unworthy prey would bring the lion no honour. The lion then agrees and sets the mouse _____. Later, the lion is netted by _____; hearing it roaring, the mouse remembers its clemency and frees it by gnawing through the _____. The moral of the story is that mercy brings its reward and that there is no being so small that it cannot help a greater.

- 2) While- reading - The text below (the unicorn in the Garden) is not in the right order. Read the pieces and unscramble the text.

The Unicorn in the Garden

By James Thurber

Once upon a sunny morning a man who sat in a breakfast nook looked up from his scrambled eggs to see a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and woke her. "There's a unicorn in the garden," he said. "Eating roses." She opened one unfriendly eye and looked at him. "The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips.

"Here, unicorn," said the man and pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs and roused his wife again. "The unicorn," he said, "ate a lily." His wife sat up in bed and looked at him, coldly. "You are a booby," she said, "and I am going to have you put in a booby-hatch." The man, who never liked the words "booby" and "booby-hatch," and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. "We'll see about that," he said. He walked over to the door. "He has a golden horn in the middle of his forehead,"

he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat among the roses and went to sleep.

And as soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a gloat in her eye. She telephoned the police and she telephoned the psychiatrist; she told them to hurry to her house and bring a strait-jacket. When the police and the psychiatrist looked at her with great interest. "My husband," she said, "saw a unicorn this morning." The police looked at the psychiatrist and the psychiatrist looked at the police. "He told me it ate a lily," she said. The psychiatrist looked at the police and the police looked at the psychiatrist. "He told me it had a golden horn in the middle of its forehead," she said.

At a solemn signal from the signal from the psychiatrist, the police leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into the strait-jacket, the husband came back into the house.

"Did you tell your wife you saw a unicorn?" asked the police. "Of course not," said the husband. "The unicorn is a mythical beast." "That's all I wanted to know," said the psychiatrist. "Take her away. I'm sorry, sir, but your wife is as crazy as a jay bird." So they took her away, cursing and screaming, and shut her up in an institution. The husband lived happily ever after.

Moral: Don't count your boobies until they are hatched.

- 3) Now try to make an illustration as the ones in C) and also summarize the story to a friend in class using the illustration you've made.

Classes 17, 18 e 19- PREJUDICE AND STEREOTYPES: a plea against school bullying.

PRE-TASK 1- brainstorming.

What comes to your mind when you think of the word:

PREJUDICE

What comes to your mind when you think of the word:

STEREOTYPES

PRE-TASK 2: Discuss and reflect upon the following issues:

1. What word is NOT a synonym of PREJUDICE?
 - a) discrimination
 - b) tolerance
 - c) injustice
 - d) unfairness

2. What is a suitable definition for the word PREJUDICE?
 - a) Reasonable dislike of someone or group based on facts and past experience
 - b) Reasonable dislike of someone or group because your friends do so
 - c) Unreasonable dislike of someone or group especially because of their race, religion, sex, social condition
 - d) Can children be prejudiced? Or is it something that pertains exclusively to the world of adults?

3. What can people be prejudiced against? (1 - extremely common, 2 - common, 3 - not very common).
Be able to justify your answers.

Race _____

Religion _____

Hair color _____

Sex _____

Marital status _____

Kind of job _____

Homosexuality _____

Poverty _____

Teachers _____

Lawyers _____

Artists _____

Tattoos _____

Musical preferences _____ (Rock, country, heavy metal, romantic)

Age _____

4. What is the best definition for the word STEREOTYPE?
 - a) a general idea or image we have about a thing or person based on knowledge
 - b) a fixed idea or image that many people have about a thing or person; but which is often not true in reality

c) a generous idea we have about a thing or person based on what our families think

5. What are some of the stereotypes people generally have in mind about:

LANGUAGE BOX:

In general, people think blond women are...

Blond women are usually believed to be...

- a) Blond women
- b) Women as drivers
- c) Mothers-in-law
- d) People from São Paulo
- e) People from Rio
- f) Businessmen
- g) Housewives
- h) Single mothers

PRE-TASK 3- What type of prejudice is being portrayed in the following pictures? Discuss in pairs. Then, make a comment to illustrate how you feel (your reaction) to these different types of prejudice.

a)

Language box:

This picture seems to be describing prejudice against...

I my view (opinion), this is...



b)



c) BLOND WOMAN



d)



e)



PRE-TASK 4. a) You will watch a 2 min. video. It is a scene from a very famous movie. Then, answer the following questions. (GO TO YOU YUBE- AND SEARCH FOR: “PRETTY WOMAN- GOING SHOPPING”, 1 MIN 45 SEG)

1. Please, retell what happened. (use the simple past)
2. What kind of store was it?
3. Would you say that situation is an example of prejudice?
4. Why do you think Vivian was discriminated?
5. What would you do if one of your students told you that he/she has faced this very same situation? What would you tell your student?
6. What about the saleswoman? What would you do if you worked in this very same store and someone just like Vivian got into the store to buy something? Would you do the same? Why? Why not?
7. Do you know about any real life situation(s) similar to this one portrayed in the movie? Share with your friends.

b) You will watch another 2 min. video. It is a scene from another very famous movie. Then, answer the following questions. GO TO YOU YUBE- AND SEARCH FOR: “RUN FORRESR RUN (REAL)”, 2MIN 34 SEG

1. Please, retell what happened. (use the simple past)
2. Would you say that situation is an example of prejudice?
3. Why do you think Forrest was being discriminated?
4. What would you do if one of your students told you that he/she has faced this very same situation on his/her way to school? What would you tell your student? What would you do?
5. Compare and contrast the two scenes. What are some differences and some similarities between the situations in the first and second video?
6. Which situation do you think is the most common? The most serious? The saddest? Why?

READING

Read the short story “Parents at school” and work in pairs. Student A is going to be the illustrator and retell the story using the illustration done. Student B is the real life connector and is going to make connections between the story and real life stories.

Pre- task 5 – You will participate in a school meeting. The main goals of the meeting are 1. to propose three actions to prevent school bullying, 2. to propose actions to punish actions of bullying. Before participating in the meeting, read the following information about SCHOOL BULLYING. Clarify any doubts you may have on the issue before taking part in the meeting.

1. Have you ever heard of SCHOOL BULLYING?

Bullying is an act of repeated aggressive behavior in order to intentionally hurt another person, physically or mentally. Bullying is characterized by an individual behaving in a certain way to gain power over another person. Behaviors may include name calling, verbal or written abuse, exclusion from activities, exclusion from social situations, physical abuse, or coercion. Bullies may behave this way to be perceived as popular or tough or to get attention. They may bully out of jealousy or be acting out because they themselves are bullied.

2. What are some of the effects of SCHOOL BULLYING?

- ▶ The effects of bullying can be serious and even fatal.
- ▶ Victims can suffer from long term emotional and behavioral problems.
- ▶ Bullying can cause loneliness, depression, anxiety, lead to low self-esteem and increased susceptibility to illness, death.

3. Where and how does SCHOOL BULLYING take place?

- i) Occurs inside or outside of school
- j) Consists of a group of students taking advantage of, or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim
- k) Can be physical, verbal, or emotional
- l) Is characterized by repetition

4. What are the different types of SCHOOL BULLYING?

Physical school bullying

- Punching
- Shoving

Emotional school bullying

- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in mean ways
- Name calling
- Harassment

Cyber-bullying

- Sending mean text, e-mail, or instant messages.
- Posting inappropriate pictures or messages about others in blogs or on Web sites.
- Using someone else's user name to spread rumors or lies about someone.

4. Who are the bullies (criminals)?

- Children who are isolated, and have a deep need for belonging, but do not possess the social skills to keep friends.
- Kids who enjoy putting other people down in order to feel better about themselves.
- Teachers and the school system itself can trigger bullying by promoting too much pressure or competition, by not treating all students equally.

5. Who is bullied (victims) ?

- Targets of bullying in schools are those who are considered strange or different by their peers.

THAT IS PREJUDICE! DON'T YOU THINK?

Bullying as prejudice

This situation could be classified as prejudice:

- A group of oppressors (5 or 10 bullies)
- A group that was oppressed (specially boys, but also happens to girls)
- Main form of discrimination: Hair cut
- Other forms of discrimination: small, shy and quiet kids
- Every time the mocked kids try to resist, the groups tend to hit harder and harder.

6. Is there any relationship between SCHOOL BULLYING AND SCHOOL SHOOTINGS?

Yes, there is!!

- **School shootings** are often related to student bullying
- Shooters in several of the worst shootings reported they were bullied
- Some shooters claim that they were victims of bullying and that they resorted to violence only after the school administration repeatedly failed to intervene

In other words, several kids who suffer from bullying ask the schools for help; after having no help from teachers and/or administrators, they resort to violence and kill several people in schools. These shootings happen in the USA (Columbine High School) in Finland (Jokeka School), and in many other places like Australia, England, and so on...

TASK- Now that you have read about school bullying, you will participate in the meeting in order to establish school policies for school behavior. The main goal of the meeting is to think of ways of preventing prejudice and violence in schools and solving/reflecting upon violence problems that have already taken place. You will read a few cases of school bullying and violence. Then, you will discuss a few issues concerning these cases. Finally, you will get in groups of three to propose actions to prevent and punish bullying properly.

1) Samuel Telles da Conceição, Silva Jardim, Rio de Janeiro, Brazil.

Samuel was a victim of bullying. His classmates would hit him hard and call him names almost every week at Escola Municipal Vera Lúcia Pereira Coelho. Samuel was a very shy, quiet, black boy. Things started to get worse for Samuel. Samuel was spanked on August 22nd by 10 classmates during a Math class when the teacher was not in class; at first, he didn't tell anyone about it (shame and/or threatened); he was hospitalized one week later (August 29th) from strong headaches and renal malfunction; on August 30th, Samuel suffered brain death, multiple heart attacks and, eventually, he died.

- a) What do you think of this situation? Can you retell what happened in your own words?
- b) How could Samuel's case have been prevented in this school?
- c) Now that it has happened. Samuel died out of bullying in his school. What should be done about it? What should the school do to punish the kids who killed Samuel?

2) The victim, a 14-year-old mixed race girl, was repeatedly insulted with racist terms for six months by a 15-year-old boy. The girl, who is of mixed white English and black African heritage, was called "nigger", "gorilla" and "monster" by the boy. She also suffered abusive chants of "white, white, white is right, kick them out, fight, fight, fight" and was repeatedly told: "Go back to your own country, you don't belong here." She would suffer this every day in school. She wrote a suicide note and took an overdose on Jan 25 this year. She was then sectioned for six weeks in a psychiatric hospital before the family moved to a different part of the country. Last month the boy became the first school child to be convicted of racially aggravated harassment of a fellow pupil following a trial at Lincoln Youth Court. The conviction prompted questions over whether such racist bullying should be dealt with through criminal law or by schools themselves. The boy could have been detained for up to two years in a young offenders' institution but he was instead sentenced to a six month supervision order and made to pay £500 compensation to the girl, which will be paid by his father.

- a) What do you think of this situation? Can you retell what happened in your own words?
- b) Do you think kids who bully should be punished by the schools or by the criminal Law? Why?
- c) If this happens in your school, what do you think should be done?

3) UK, Mathew, a two-metre-tall (6ft 7in) rugby playing teenager yesterday revealed how he was forced to quit school after being bullied by classmates. Mathew Ridley, 15, spoke as it emerged that the government's anti-bullying campaign had run into difficulty, with pupils wearing wristbands to show their opposition to schoolyard intimidation being singled out as victims. In other words, students started a campaign against bullying and to show their protest they wore wristbands. After some time, violent kids started bullying kids wearing the wristbands. Mathew, who weighs 114kg (18 stone), told the Guardian that he had suffered years of verbal and physical abuse at his school in Wiltshire. "Bullying is a very complicated thing and just because I am big people think 'how can he get bullied?' but it's not just about size," he said. "I was different and people had a go to try and prove they were hard. I didn't hit them back all the time because I didn't want to hurt them or get into trouble." Mathew's parents withdrew him from Kingsdown school in Swindon last year. "I lost all my confidence. I couldn't speak to anyone when I met them, I just locked myself away. I was really depressed for a long time. In the end, my mum and dad decided it wasn't worth sending me to school. It's been a big thing for me because I've missed out on my exams, but I've got my confidence back now and ideally I want to go to college and study there." He said more needed to be done to tackle bullying. "People get away with it because no one really talks about it that much. I reported it to teachers but nothing happened, maybe detention or something, but it didn't stop them."

The government estimates that a third of secondary school pupils and a quarter of primary school children are bullied at some stage. Last month ministers launched the country's first anti-bullying week, handing out a quarter of a million blue wristbands to "give young people the opportunity to make a visible commitment that they are not prepared to tolerate bullying and will stand by their friends".

But yesterday it emerged that children wearing the bands were being victimised. Julie Oakley, the founder of Bullywatch, which supports families of the victims of bullying, said: "Kids who wear the wristbands have become natural targets. It's totally sick that something designed to help fight bullying could be used in this way - it completely defeats the object."

- a) What happened to Mathew?
- b) What happened to students trying to protest against bullying in the UK?
- c) Mathew told teachers he was being bullied but nothing happened. What would you do if a student told you he/she was being bullied by other students?

TASK: Now that you have read some bullying cases and discussed them in groups, you are supposed to propose 3 actions to prevent bullying from happening in schools and 3 actions to punish bullying after once it happens. Finally, share your actions with the whole class.

3 actions to prevent bullying: (An effective way to prevent bullying is.../ In order to prevent bullying people should...)

-
-
-

3 actions to punish bullying: (An effective way to punish bullying is.../ In order to punish bullying people should...)

-
-
-

POST- TASK 1- Fortunately, there are several people involved in helping to prevent and punish bullying in schools. There are websites (e.g., <http://www.stopbullyingworld.org/> , *Bully Free Zone (UK)* <http://www.bullyfreezone.com>, *Bullying, No way! Australia,* <http://www.bullyingnoway.com.au/who/default.shtml> , www.bullying.org Canada, Brazil – Cleber and Sonia (RJ) <http://bullyingvr.vilabol.uol.com.br>) that offer help to those who suffer from bullying. There are meetings and study groups on bullying. The following sentences have been used in bullying study groups that try to persuade people against bullying. Read the sentences below.

1. The test of courage comes when we are in the minority. The test of tolerance comes when we are in the majority. ~Ralph W. Sockman
2. I think there's just one kind of folks: Folks. ~Harper Lee, To Kill a Mockingbird
3. 'You shall love your neighbor as yourself.' There is no other commandment greater than these. ~Bible (book of Mark)

1. What do you understand by sentence 1? What are the possible relationships between sentence 1 and violence prevention?
2. What do you understand by sentence 2? What are the possible relationships between sentence 1 and violence prevention?
3. What do you understand by sentence 3? What are the possible relationships between sentence 1 and violence prevention?

Post- Task 2- Answer the following questions:

1. What is one sentence (from a famous person or your own sentence) you would include for promoting reflection upon bullying in schools.
2. Is it important that schools (teachers, directors, students, parents) have opportunities to talk about school bullying? Why? Why not?

**ATIVIDADES UTILIZADAS APÓS A LEITURA DOS TEXTOS NO GRUPO
EXPERIMENTAL E GRUPO CONTROLE**



Comprehension

C.001

Narrative Text Structure Character Characteristics



Objective

The student will describe characters.



Materials

- ▶ Narrative text
- ▶ Choose text within students' instructional-independent reading level range.
- ▶ Character map student sheet (Activity Master C.001.SS1)
- ▶ Pencil



Activity

Students describe a character by using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Names the main character in the story and writes the name on the head on the character map. Describes character by answering questions in each section.
4. Teacher evaluation

Name _____

Character Characteristics C.001.SS1

©2006 The Florida Center for Reading Research 2-3 Student Center Activities: Comprehension



Extensions and Adaptations

- ▶ Write a sentence describing the character using the words on the graphic organizer. Use other character maps (Activity Master C.001.SS2).

Name _____

Character Characteristics

C.001.SSI

Name of the character

What does the character look like?

What would you do if you were the character?

What things does the character do?

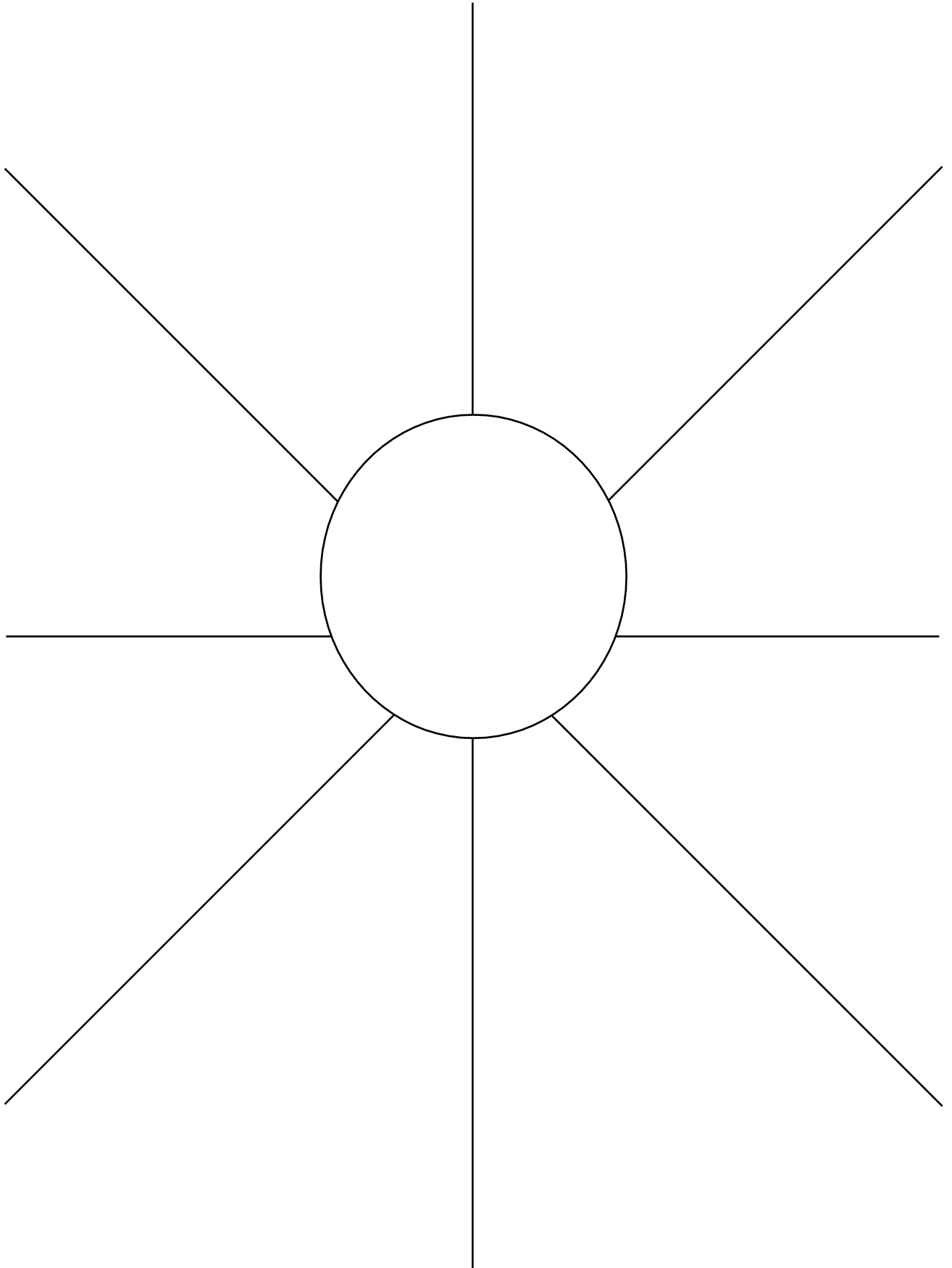
Do you like the character?
Why or why not?

Something important about the character

Name _____

C.001.SS2

Character Characteristics



Comprehension



Narrative Text Structure

C.002

Compare-A-Character

Objective

The student will identify similarities and differences between characters.

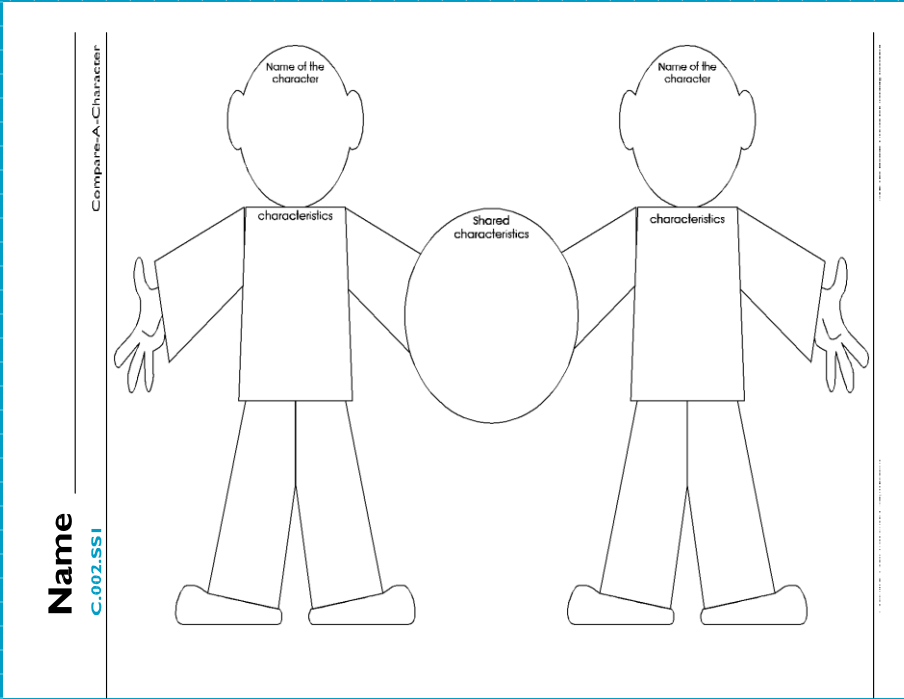
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Character comparison student sheet (Activity Master C.002.SS1)
- ▶ Pencil

Activity

Students compare characters using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. The student reads the text.
3. Names the two main characters in the story and writes each name at the top of the character map.
4. Writes specific character attributes under the names of the characters and then writes the shared characteristics in the circle between the two figures.
5. Teacher evaluation



The graphic organizer is a worksheet titled "Compare-A-Character" with the code "C.002.SS1". It features two stylized human figures facing each other. Each figure has a rectangular box on its chest labeled "characteristics" and a space above its head labeled "Name of the character". Between the two figures is a large oval labeled "Shared characteristics". On the left side of the page, there is a vertical line with the word "Name" written vertically next to it, and the code "C.002.SS1" below it.

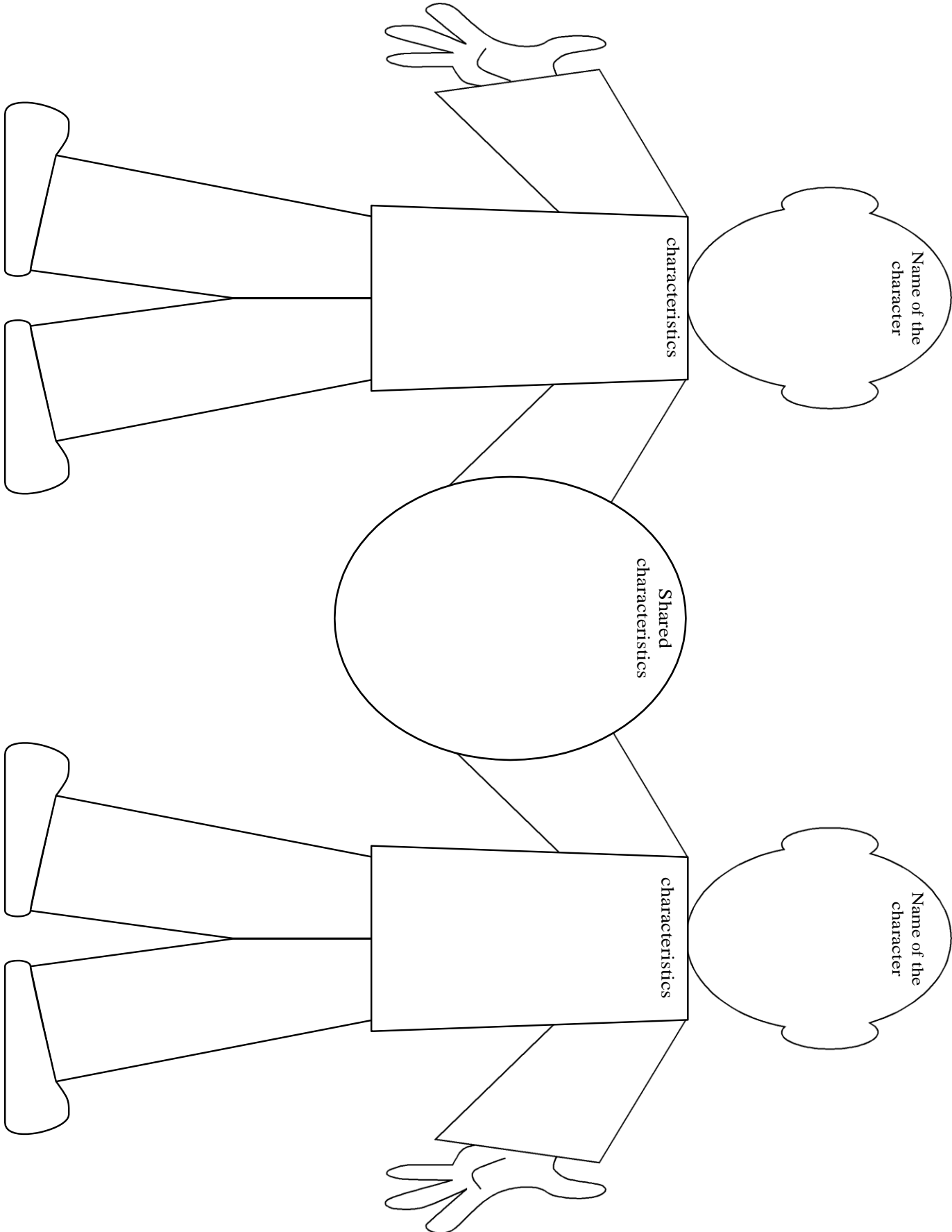
Extensions and Adaptations

- ▶ Use other graphic organizers to compare characters (Activity Master C.002.SS2).
- ▶ Compare characters in two different stories (Activity Master C.002.SS3).

Name _____

C.002.SSI

Compare-A-Character



Name _____

Compare-A-Character

C.002.SS2

How are they alike?



Character #1 _____

Character #2 _____



How are they different?



Name _____

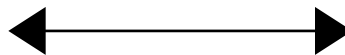
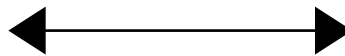
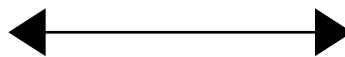
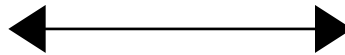
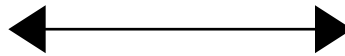
C.002.SS3

Compare-A-Character

Character A

Character B

Shared Characteristics





Story Line-Up



Objective

The student will sequence events in a story.



Materials

- ▶ Pocket chart
- ▶ Sentence strips

Choose a familiar story and write the story title on a sentence strip.

Write four or more story events on sentence strips.



Activity

Students retell a story while sequencing sentences on a pocket chart.

1. Place the pocket chart and scrambled event sentence strips at the center.
2. Working in pairs, students read the sentences and select the title strip. Place the title in the top pocket of the chart.
3. Select the sentence strip that tells about the first event in the story, reread the sentence, and place in the next row of the pocket chart.
4. Continue until all sentence strips are in sequential order.
5. Read the sentence strips in order.
6. Peer evaluation

Jack and the Bean Stalk

Jack trades cow for magic beans.

Mother throws beans out window and they grow into a giant beanstalk.

Jacks climbs the beanstalk and frees the golden goose.

Jack cuts down beanstalk.



Extensions and Adaptations

- ▶ Use other stories to make event sentence strips.
- ▶ Write a sentence and draw a picture that illustrates favorite event.
- ▶ Use a graphic organizer to depict events (Activity Master C.003.SS).

Name _____

C.003.SS

Story Line-Up

The worksheet features a large white rounded rectangle on a black background. Inside this rectangle are four ovals arranged in a 2x2 grid. The top-left oval is labeled "Event 1", the top-right "Event 2", the bottom-left "Event 3", and the bottom-right "Event 4". To the right of the ovals is a vertical line with the word "Title" written vertically next to it. In the bottom-left corner of the white area, there are two small circular icons.

Comprehension



Narrative Text Structure

C.004

Story Book

Objective

The student will sequence events in a story.

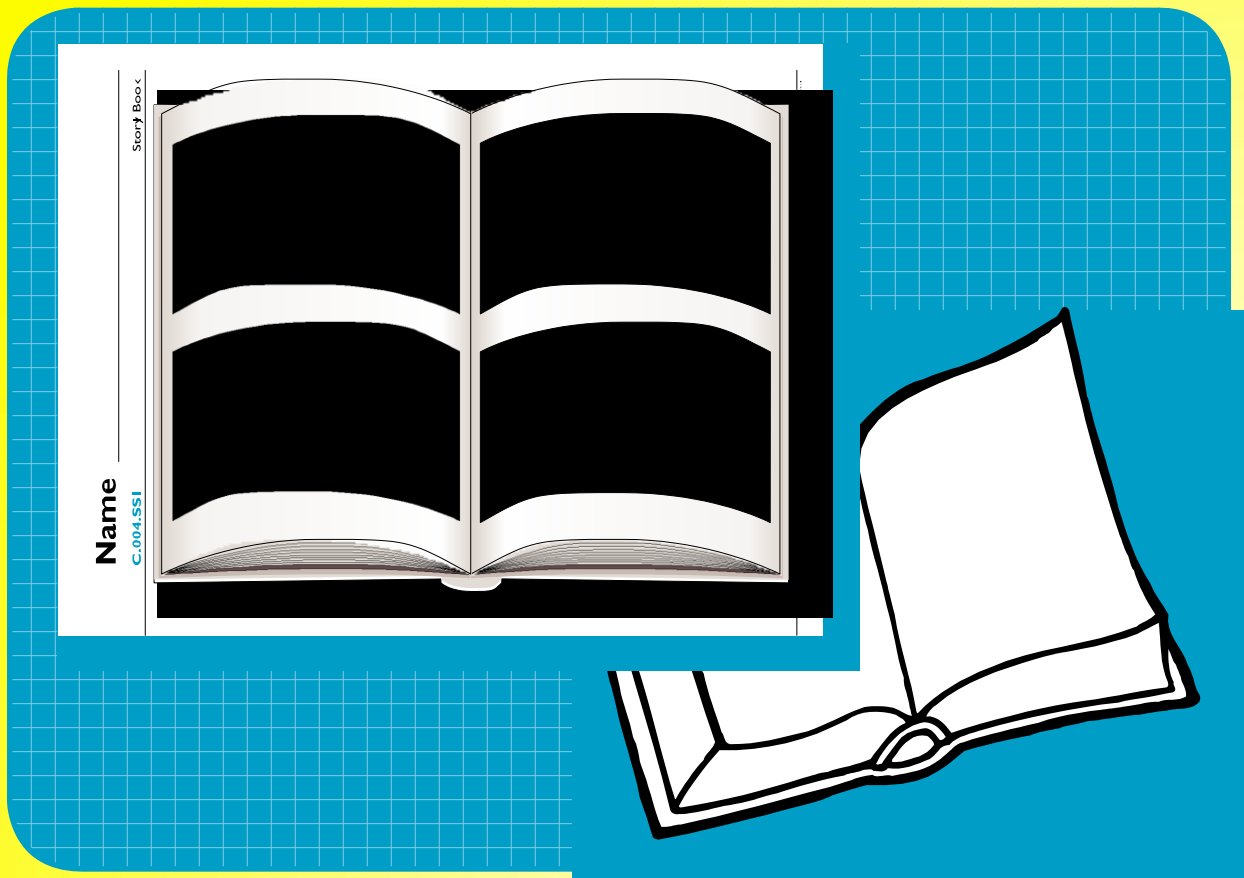
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Story book student sheet (Activity Master C.004.SS1)
- ▶ Pencil

Activity

Student writes the main events of a story in sequential order using a graphic organizer.

1. Place text at center. Provide each student with a student sheet.
2. The student reads the text.
3. Writes the title and author.
4. Writes the events in sequential order.
5. Teacher evaluation



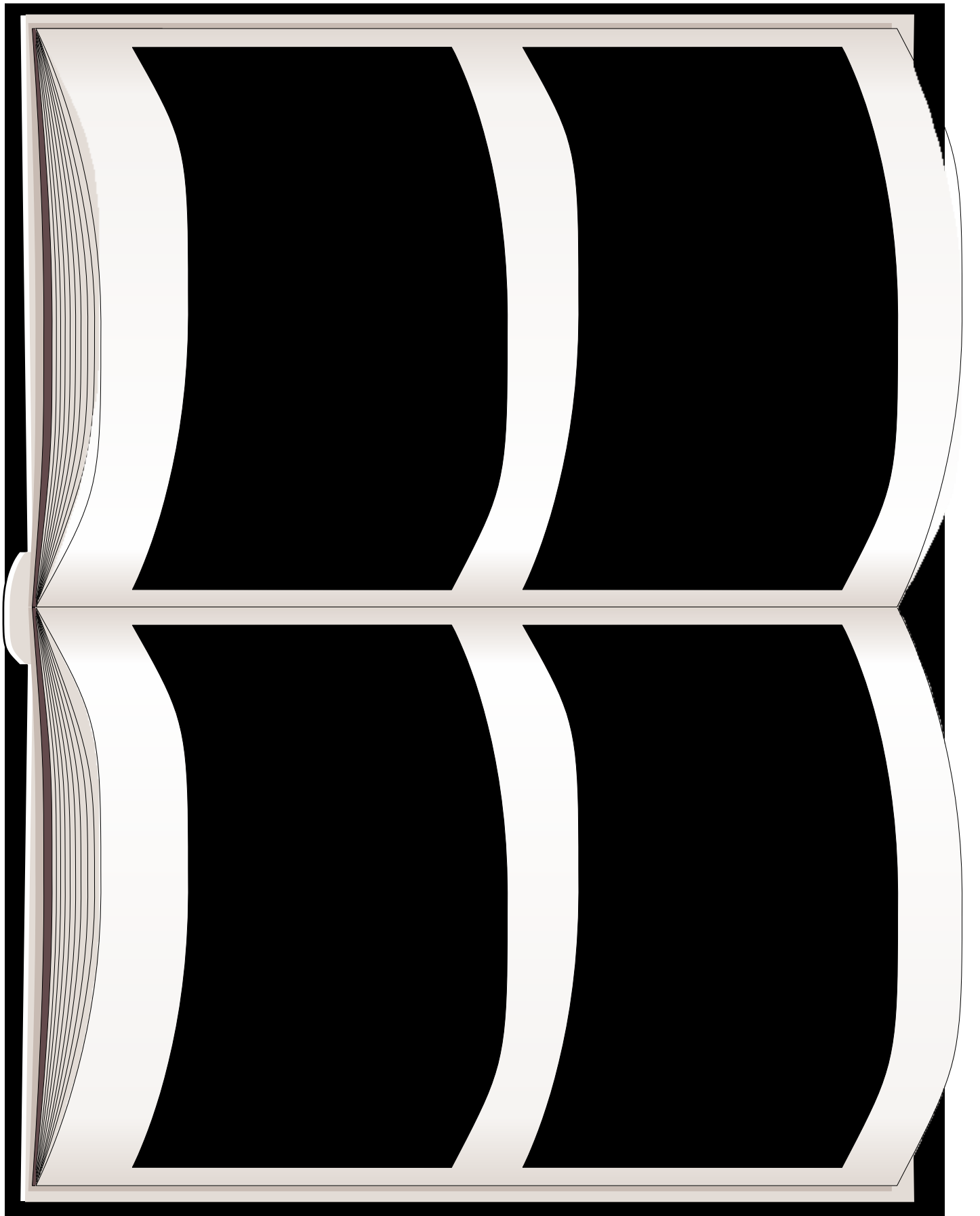
Extensions and Adaptations

- ▶ Share information from the student sheet with a partner.
- ▶ Use graphic organizer to sequence events (Activity Master C.004.SS2).

Name _____

C.004.SSI

Story Book



Name _____

Story Book

C.004.SS2

Title _____

What happened first?



What happened next?



What happened then?



What happened last?



Comprehension

C.005

Narrative Text Structure

Story Element Sort



Objective

The student will identify story elements.



Materials

- ▶ Story element header cards (Activity Master C.005.AM1)
Plot and theme header cards are available, but do not have to be used.
- ▶ Story element cards (Activity Master C.005.AM2a - C.005.AM2b)
If plot and theme header cards are used then add plot and theme cards (Activity Master C.005.AM3).



Activity

Students identify story elements by sorting them into appropriate categories.

1. Place header cards face up in a row at the center. Shuffle the story element cards and place face down in a stack.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Identify what story element it is and place in column with matching header card.
4. Continue until all cards are sorted.
5. Peer evaluation

characters <small>header</small>	setting <small>header</small>	problem <small>header</small>	solution <small>header</small>
three pigs	three houses in the country		
			the third house was made of bricks



Extensions and Adaptations

- ▶ Decide which cards belong to same story and sort accordingly.
- ▶ Make story elements cards to sort using header cards.
- ▶ Add plot and theme headers and story element cards and sort (Activity Master C.005.AM1 and C.005.AM3).

Comprehension

Story Element Sort

C.005.AMI

characters

header

setting

header

problem

header

solution

header

theme

header

plot

header

header cards



Comprehension

C.005.AM2a

Story Element Sort

three pigs

three houses in
the country

wolf blows
down two
houses

the third
house was
made of
bricks

Charlotte
(spider), Wilbur
(pig) and other
farm animals

a barn on
a farm

Wilbur is in
danger of
being killed
for food

Charlotte uses
web to write
wonderful things
about Wilbur



Comprehension

Story Element Sort

C.005.AM2b

Snow White
and the
seven dwarfs

cottage in
the forest

Snow White eats
a poisoned
apple and falls
asleep

a prince
wakes up
Snow White

Lion
and
Mouse

jungle

Lion gets
caught in a
trap

Mouse frees
Lion from trap
by eating the
ropes



Comprehension

C.005.AM3

Story Element Sort

three pigs
outsmart
a wolf

a pig avoids
being killed with
the help of a
friend

evil stepmother
tries to get rid of
Snow White

Mouse
saves a lion

smart thinking
wins over
physical
bullying

friendship can
help to
overcome
challenges

love is
powerful

even the weak
and small can
be
of great help





Story Element Web

Objective

The student will identify story elements.

Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Story element question cards (Activity Master C.006.AM1)
Use target element question cards that are appropriate for your students.
- ▶ Student sheet (Activity Master C.006.SS1)
- ▶ Pencils

Activity

The student reads a story and then records the story elements using a graphic organizer.

1. Place text at the center. Place story element question cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students read the entire text aloud.
3. Select top card and read question. For example, What is the problem in the story?
4. Discuss answer and record on student sheet. (Use back of student sheet if necessary.)
5. Continue until all questions are answered.
6. Teacher evaluation

Name _____ C.006.SS1 Story Element Web	Who are the important characters in the story?	Who is your favorite character and why?
	What is the setting of the story?	What is the plot of the story?
	What is the problem in the story?	What is the theme of the story?
	What is the solution to the problem?	What is another way that the problem could have been solved?
	title	

"What is the problem in the story?"

What is the problem in the story?

Extensions and Adaptations

- ▶ Write other questions and answers about the story (Activity Master C.006.SS2).
- ▶ Roll cube after reading text and answer questions (Activity Master C.006.AM2 and student sheet C.006.SS3).

Who are the important characters in the story?	Who is your favorite character and why?
What is the setting of the story?	What is the plot of the story?
What is the theme of the story?	What is the problem in the story?
What is the solution to the problem?	What is another way that the problem could have been solved?



Name _____

Story Element Web

C.006.SSI

<p>Who are the important characters in the story?</p>	<p>Who is your favorite character and why?</p>
<p>What is the setting of the story?</p>	<p>What is the plot of the story?</p>
<p>What is the problem in the story?</p>	<p>What is the theme of the story?</p>
<p>What is the solution to the problem?</p>	<p>What is another way that the problem could have been solved?</p>

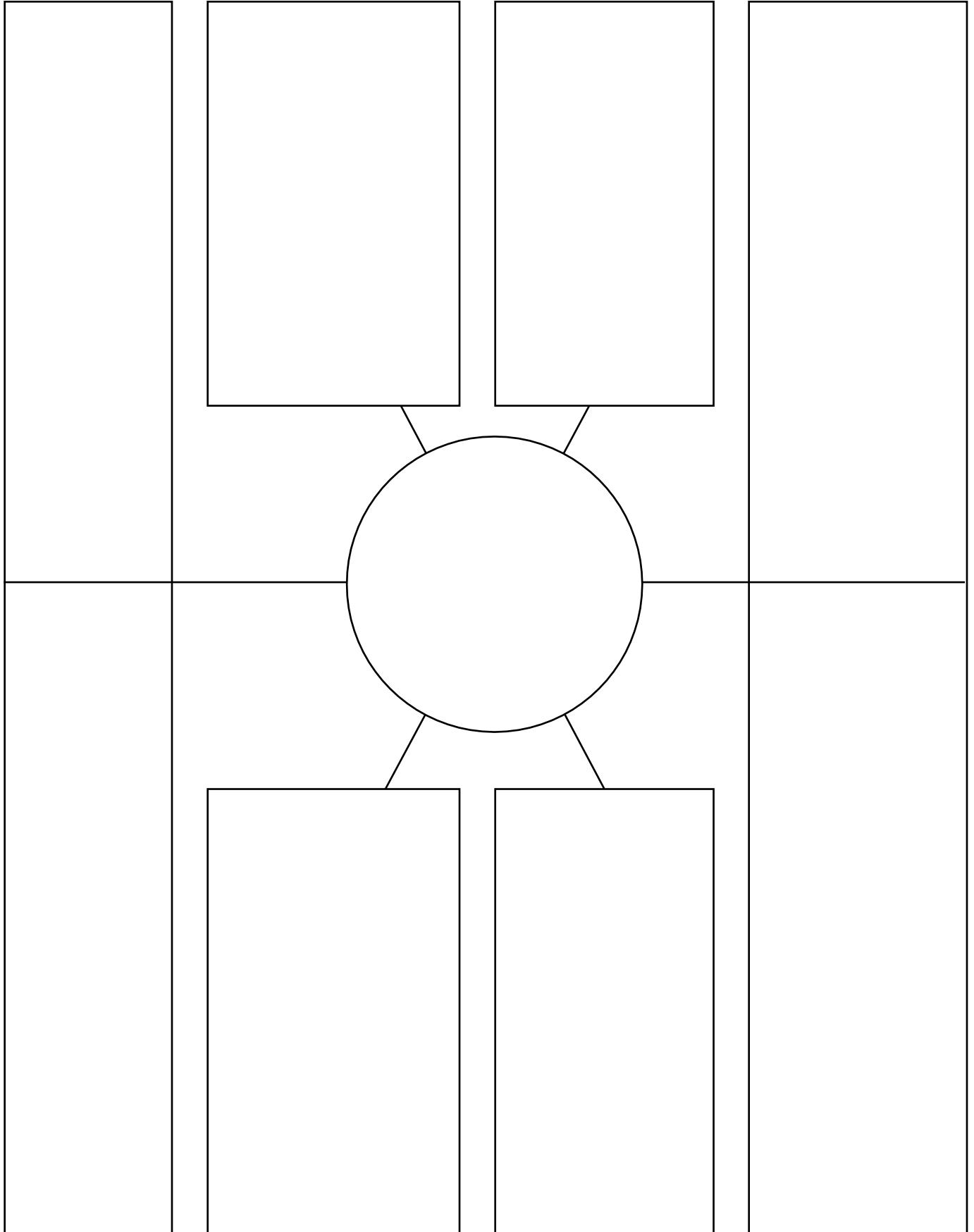
title

```
graph TD; Title((title)) --- Box1[What is the setting of the story?]; Title --- Box2[Who is your favorite character and why?]; Title --- Box3[What is the plot of the story?]; Title --- Box4[What is the theme of the story?]; Title --- Box5[What is the problem in the story?]; Title --- Box6[What is the solution to the problem?];
```

Name _____


C.006.SS2

Story Element Web



Comprehension

	What happens in the story (beginning, middle, and end)?	
When does the story take place (time)?	How was the problem solved?	Where does the story take place?
	Who are the characters?	
glue	Why did the problem happen?	glue
	glue	



Name _____

C.006.SS3

Story Element Web

Where does the story take place?	
What happens in the story (beginning, middle, and end)?	
How was the problem solved?	
Who are the characters?	
Why did the problem happen?	
When does the story take place (time)?	

Comprehension



Narrative Text Structure

C.007

Story Grammar Yammer

Objective

The student will identify story elements.

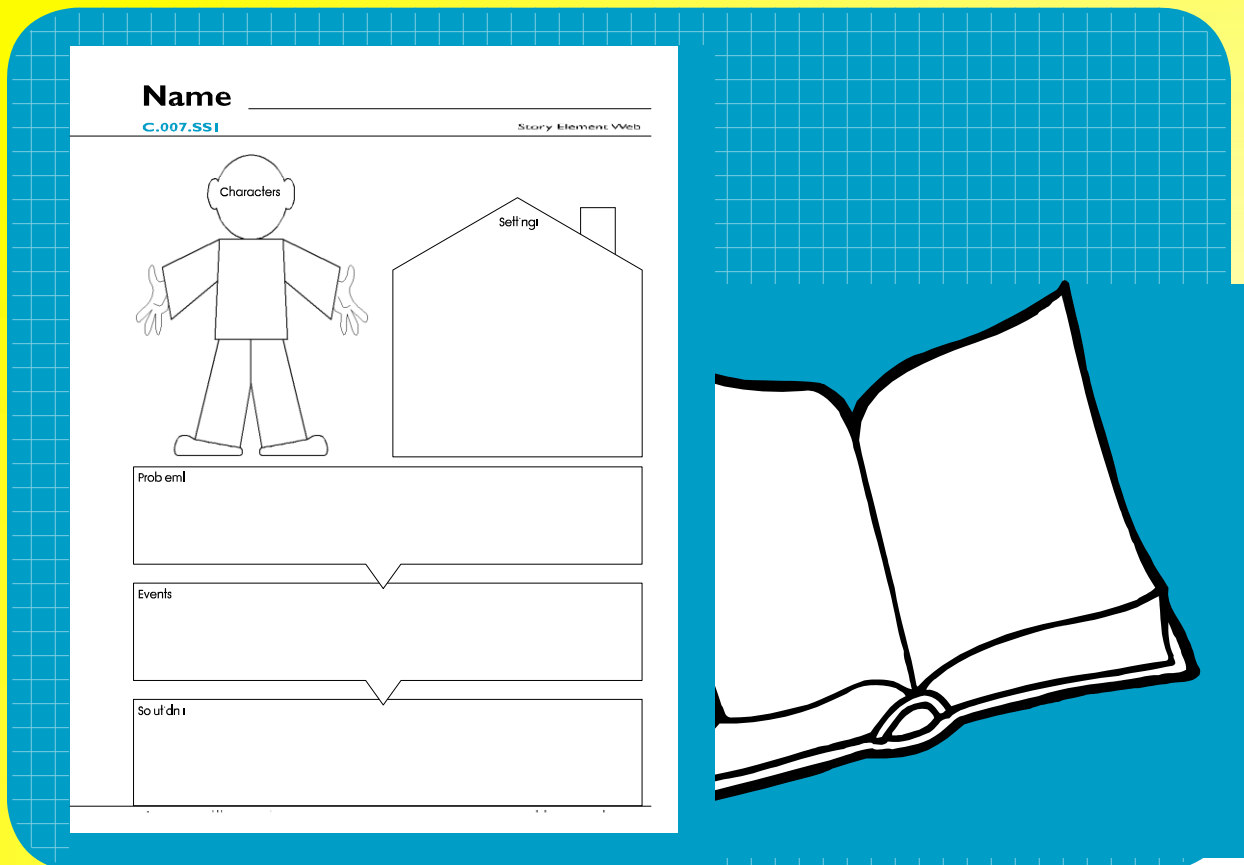
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range
- ▶ Story Grammar Yammer student sheet (Activity Master C.007.SS1)
- ▶ Pencil

Activity

Students record story details using a story grammar organizer.

1. Place text at the center and provide each student with a student sheet.
2. The student reads the narrative text.
3. Identifies and writes the setting, characters, problem, events, and solution on the student sheet.
4. Teacher evaluation



The graphic organizer is a worksheet titled "Name _____" and "C.007.SS1 Story Element Web". It features a central illustration of a stick figure labeled "Characters" and a house labeled "Setting". Below these are three large rectangular boxes labeled "Problem", "Events", and "Solution", each with a downward-pointing arrow from the box above it. To the right of the organizer is a large illustration of an open book.

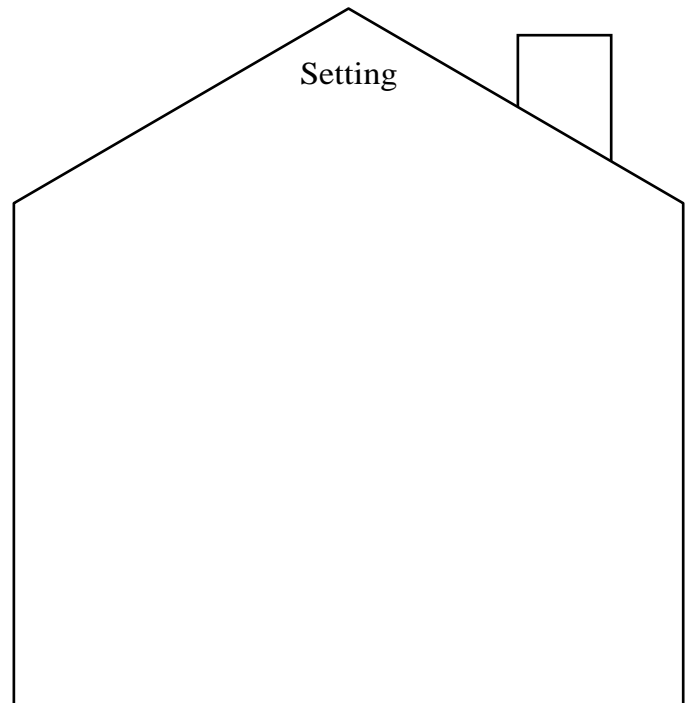
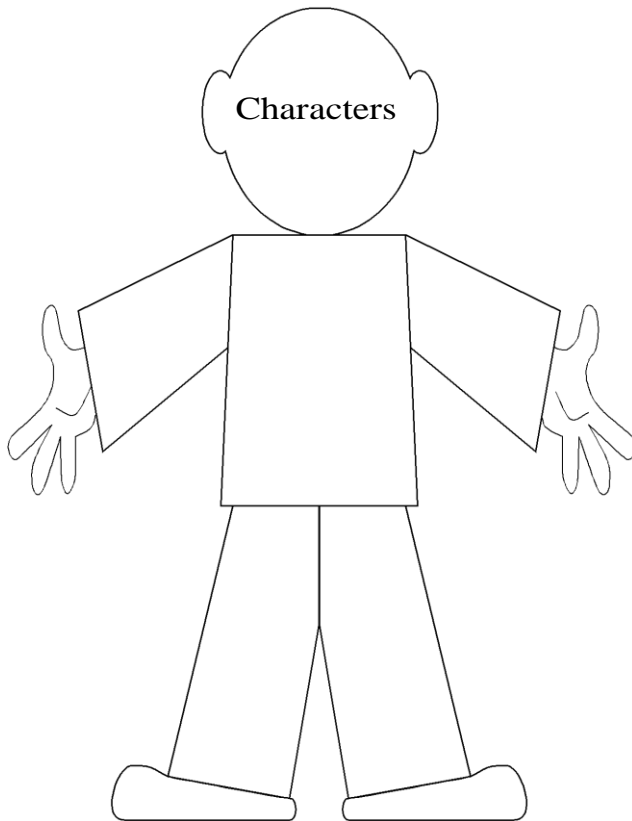
Extensions and Adaptations

- ▶ Work with a partner to retell the story using the graphic organizer.
- ▶ Use other story grammar maps (Activity Master C.007.SS2).

Name _____

C.007.SSI

Story Grammar Yammer



Problem

Events

Solution

Name _____

Story Grammar Yammer

C.007.SS2

Title _____

Author _____

Setting

Characters

Problem

Important Events

Solution



Objective

The student will retell a story.



Materials

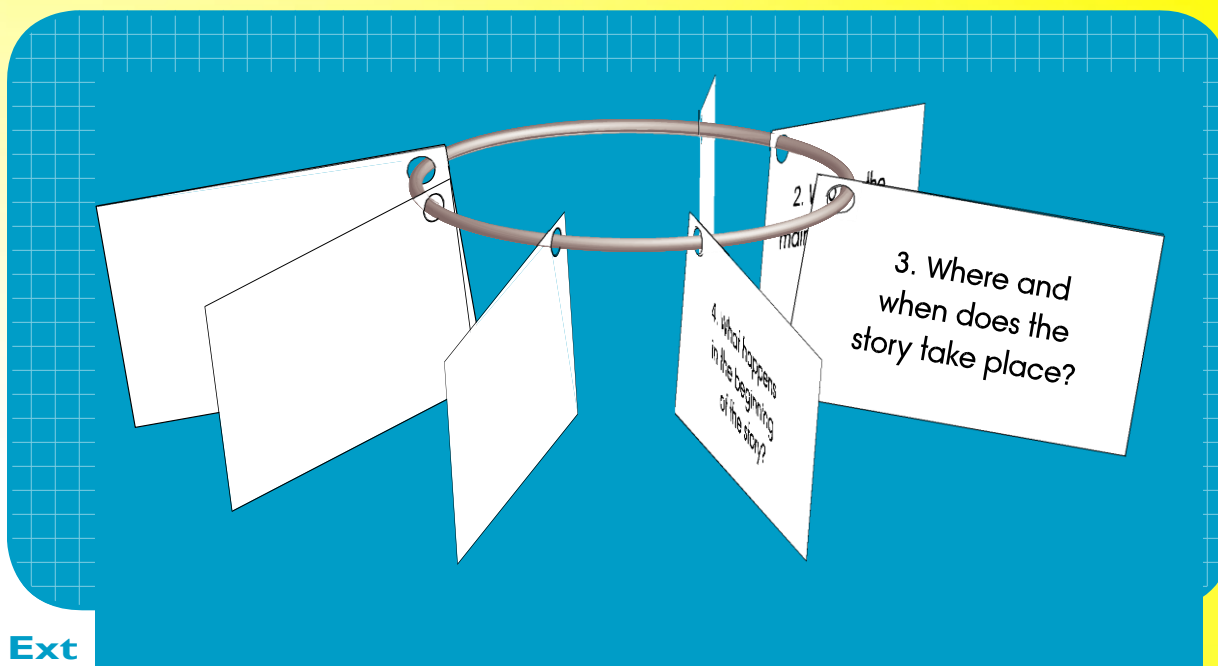
- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Retelling cards (Activity Master C.008.AM1)
Laminate and cut apart. Use a hole puncher to punch a hole in the upper left hand corner of each card. Place the cards on a binder ring. Put the cards on the ring in numerical order.



Activity

Students retell a story answering questions related to story elements.

1. Place retelling cards on the binder ring at the center. Provide each student with a copy of the text.
2. Taking turns, students read text aloud.
3. Continue reading until story is completed.
4. Read first question and answer. If unable to answer question, go back and review story for answer.
5. Hand ring to partner who reads and answers the next question.
6. Continue until all cards are discussed.
7. Peer evaluation



Ext

- ▶ Add cards to ring and answer questions (Activity Master C.008.AM2).
- ▶ Write and answer other questions.

1. State the title and author of the story.

2. Who are the main characters?

3. Where and when does the story take place?

4. What happens in the beginning of the story?

5. What is the problem?

6. How is the problem solved?

7. How does the story end?

8. Did you like the story? Why?



Comprehension

C.008.AM2

Retell Ring

Name three events in the story.

Summarize the story in 20 words or less.

What is the theme of the story?

What is the plot of the story?

What is another way that the story could have ended?

Did the character do the right thing in the end? Why or why not?

Name other stories like this one. How are they the same?

Which character would you like to be your real life friend? Why?





Narrative Text Structure

C.009

Retell-A-Story



Objective

The student will retell a story.



Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.009.SS)
- ▶ Pencil



Activity

Students retell story using a graphic organizer.

1. Place text at the center. Provide the student with a student sheet.
2. Student reads story.
3. Reads a question on the student sheet, answers, and records using complete sentences.
4. Continues until all questions are answered.
5. Teacher evaluation

Name _____									
C.009.SS	Retell-A-Story								
Retell-A-Story									
Title : _____ Author : _____									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Story Sequence</th> <th style="text-align: center;">Student's Retelling</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> does the story take place? </td> <td style="height: 60px;"></td> </tr> <tr> <td style="padding: 5px;"> Middle middle? </td> <td style="height: 60px;"></td> </tr> <tr> <td style="padding: 5px;"> End How's the story end? </td> <td style="height: 60px;"></td> </tr> </tbody> </table>	Story Sequence	Student's Retelling	does the story take place?		Middle middle?		End How's the story end?		
Story Sequence	Student's Retelling								
does the story take place?									
Middle middle?									
End How's the story end?									



Extensions and Adaptations

- ▶ Write a summary of the story in 20 words or less on the back of the sheet.

Name _____

C.009.SS

Retell-A-Story

Retell-A-Story

Title: _____

Author: _____

Story Sequence	Student's Retelling
<p data-bbox="224 800 367 835">Beginning</p> <p data-bbox="164 863 380 919">Who are the main characters?</p> <p data-bbox="164 957 391 1052">Where and when does the story take place?</p> <p data-bbox="164 1087 375 1144">What happens in the beginning?</p>	
<p data-bbox="245 1213 345 1249">Middle</p> <p data-bbox="164 1266 415 1323">What happens in the middle?</p> <p data-bbox="164 1360 415 1396">What is the problem?</p> <p data-bbox="164 1434 407 1491">What does the main character do?</p>	
<p data-bbox="261 1635 318 1671">End</p> <p data-bbox="199 1696 402 1753">How is the problem solved?</p> <p data-bbox="199 1791 367 1848">How does the story end?</p>	



The student will identify similarities and differences between stories.



Materials

- ▶ Narrative texts
*Choose text within students' instructional-independent reading level range.
Select two short stories that students can compare.*
- ▶ Compare-A-Story student sheet (Activity Master C.010.SS1)
- ▶ Pencils



Activity

Students identify similarities and differences of story details by using a graphic organizer.

1. Place texts at the center. Provide each student with a student sheet.
2. Students select one of the two texts and read it. Write the story title and author of the text on the graphic organizer in the designated areas.
3. Discuss story elements of each story. Decide which are unique to each story and which are the same.
4. Record the answers under the corresponding story title or shared area.
5. Continue until all story elements are discussed and recorded.
6. Teacher evaluation

Compare-A-Story

Shared
(characters, setting,
events, problem, solution)

Title

Author

Story #1
(characters, setting,
events, problem, solution)

Story #2
(characters, setting,
events, problem, solution)

Title

Author

Name

C.010.SS1



Extensions and Adaptations

- ▶ Read both stories and complete student sheet without partner.
- ▶ Use other graphic organizers (Activity Master C.010.SS2).
- ▶ Use Venn Diagram to describe and compare the elements and characteristics of pairs of events, people, ideas, or concepts (Activity Master V.026.SS).

Name _____

C.010.SSI

Compare-A-Story

Story #1
(characters, setting,
events, problem, solution)

Title

Author

shared
(characters, setting,
events, problem, solution)

Story #2
(characters, setting,
events, problem, solution)

Title

Author

Name _____

Compare-A-Story

C.010.SS2

How are they alike?



Story #1 _____

Story #2 _____



How are they different?



Literature Circle Packet

My name: _____

Book Title: _____

Author: _____

People in my group:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Draw a picture of the book's cover below.

Literature Circle Role

Discussion Leader

Your job:

Write questions for your group to discuss. The questions should have to do with the section of the book you're reading. Be sure your questions are interesting and open-ended so everyone will be able to answer it in their own way.

Examples: Were you surprised when ___? Why or why not?
 Do you think the main character made a good choice when he/she ___?
 Why do you think the main character decided to ___?

When you meet with your group:

You will read your questions to the group and give everyone a chance to answer.
 After everyone has answered, share your answer with the group.

Question #1: _____

Your Answer: _____

Question #2: _____

Your Answer: _____

Question #3: _____

Your Answer: _____

Illustrator

Your job:

Draw a picture of one scene from the section of the book you're reading. Your picture should be colorful and have lots of details.

When you meet with your group:

Have each member of the group describe what's happening in your picture.

Real-Life Connector

Your job:

Your job is to find parts from the story that remind you of things that happened to you or someone else in real life. When you describe the real-life connection, give as many details as possible.

When you meet with your group:

Describe the section of the story that reminds you of real life. Then, tell how something similar happened to you or someone you know. After that, you can ask everyone in your group if anything similar has happened to them or someone they know.

Event from the story: _____

Something similar happened to me (or someone I know) when: _____

Another event from the story: _____

Something similar happened to me (or someone I know) when: _____

Story Connector

Your job:

Your job is to find parts from this section of the the story that remind you of things that happened in another story you've read. Then, describe how the two stories are alike.

When you meet with your group:

Describe the event from the story you're reading and tell how it connects to another story you have read before. Describe the similarities to the group. Then, ask if anyone else can make other story connections.

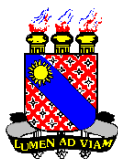
Event from this story: _____

Something similar happened in another story when: _____

Another event from this story: _____

Something similar happened in another story when: _____

APÊNDICE C – Questionário de Experiência



Universidade Estadual do Ceará
 Centro de Humanidades
 Curso de Mestrado Acadêmico em Linguística Aplicada – CMLA

Caro aluno,

Com o objetivo de avaliar os resultados da pesquisa “ **O Uso de Textos Literários como Ferramenta para a Produção Oral no ensino de língua inglesa**”, gostaríamos que você respondesse às perguntas a seguir. Agradecemos pela colaboração e assumimos o compromisso de preservar no anonimato as identidades dos participantes.

Marla Solara Pontes Mota

1. Você já havia feito atividades com textos literários¹ nas aulas de inglês?

Sim Não Não lembro

Em que semestres?

2. Você já havia lido algum texto literário em inglês?

Sim Não

3. Você acha que as aulas com o texto literário foram proveitosas para o seu aprendizado da língua inglesa?

Sim Não Não muito Não sei

Por qual motivo?

4. Você gostou das aulas com o texto literário?

Sim Não Não muito Não sei

Diga por quê.

¹ Texto literário em versão original, sem linguagem adaptada.

5. Você gostaria de continuar aprendendo inglês com o uso de textos literários?

Sim Não Não muito Não sei

Diga por quê.

6. Você acha que sua habilidade leitora melhorou após ter feito leitura de textos literários?

Sim Não Não muito Não sei

Em caso afirmativo, diga o que mudou. Em caso negativo, diga por que você acha que sua habilidade leitora não melhorou.

7. Você acha que está falando inglês melhor após ter feito atividades orais a partir da leitura dos textos literários?

Sim Não Não muito Não sei

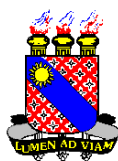
Em caso afirmativo, diga o que mudou. Em caso negativo, diga por que você acha que não houve melhora.

8. Você tem algum comentário a fazer sobre o curso?

9. Você teria alguma sugestão para melhorar nosso trabalho em relação aos textos literários e atividades orais?

10. Você gostaria que os professores de inglês trabalhassem sistematicamente com o texto literário para o fomento da produção oral?

APÊNDICE D – Transcrições dos testes



Universidade Estadual do Ceará
 Centro de Humanidades
 Curso de Mestrado Acadêmico em Linguística Aplicada – CMLA

Aluno: Adelle Pré-teste Fig 2

Tempo de fala: 1: 52

No de palavras bruto: 126;

No de palavras excluindo repetições: (-1 = 125)

Erros: $9/126 \times 100 = 7.1$

Fluência:

Densidade: $59/126 = 0,47$

Transcrição:

Geoffery is a good husband. Last night Geoffery arrived late at home and her his wife was really angry, but Geoffery went to **a jewelry** and buy and bought a big ring, diamond ring for her. But she **doesn't like** because she is angry today again. And so Geoffery goes Geoffery went went to the **jewelry** again and bought a necklace and again she didn't **like**. So Geoffery **go** to the mall again and bought a really big coat of (?) and she **doesn't like** again. So Geoffery comes to Geoffery went to the car store and bought a Ferrari, but when Geoffery came home he **doesn't matter** anymore what **the** his wife thought because **she** bought a big blond woman and put in his car.

Aluno: Adelle Prós-teste Fig 1

Tempo de fala: 2:21

No de palavras bruto: 161

No de palavras (excluindo repetições sucessivas): -3= 158

Erros: $21/ 161 \times 100 = 13$

Densidade: $67/161 = 0,42$

Transcrição:

At the time Rudoff **have** dinner with his wife she makes **a** irritating noise during **the** dinner. So when she eats, when she eats **she making** a noise and Rudoff thinks about how **can make she make she** stop it. So **she** thinks about many ways to **make stop her**. And he thinks throwing a bottle in his her head and always she **stay** eating making **a** noises . After **she** thinks if **she take** a bite in her nose she will stop, but no. She **continuing continuing** making a noise. So, he thinks if he **beat** in her head **making** her his wife stop. So, **she** thinks in other ways and throwing a, **kick** her head, or **taking** a lamp in her head. So, she thinks **a** good solution. And she **throwing** a little a little grain of rice in her nose and **he** starts to fight him, but she stopped **to making** a noise, irritating noise that he hates.

Aluno: Caio pré-teste Fig 1

Tempo de fala: 1:33

No de palavras bruto: 145

No de palavras (excluindo repetições sucessivas): 145

Erros: $10/145 \times 100 = 6.8$

Transcrição:

I met someone who really **hate** his wife and the moment that he hates the most is during **the** dinner or lunch. He hates the way she eats and once they **are** eating in a restaurant and he starts to think what **can he** do with her. Because he really hated her and he had a lot of thoughts. Once he **thinks** about throwing a bottle of wine in her head and then he imagined himself biting her nose and **pushing** her head a lot and throwing everything he can and kicking her, too. And he was getting happy about thinking about it. And he just **wanna** do something but he couldn't do anything that he thought so he **throw** a little bean in her nose. And then she starts to complain with him, but he was happy **even she** was complaining **he** still happy.

Aluno: Caio pós-teste Fig 2

Tempo de fala: 1:24

No de palavras bruto: 146

No de palavras (excluindo repetições sucessivas): -1 = 145

Erros: $8/145 \times 100 = 5.5$

Transcrição:

I have two friends, a couple **that they** are very different. They always have lots of fights, but once they had a huge fight. And she doesn't want to date him anymore anymore. And he **try** almost everything. He once **give** her a ring and a necklace, but she was irreducible. She doesn't want to accept him back and he started to give her lots of presents and she doesn't even care about it. But once he had an idea. He **pass** in front of her house with a beautiful car and when she saw the car she goes to the window very happy because she thought the car was to him to her. And when she he looked to her he **show** a girl inside the car and now she **was want** him back, but he had another girl and he **don't** want her back.

Aluno: Everton pré- teste fig 2

Tempo de fala: 1:11

No de palavras bruto: 108

No de palavras (excluindo repetições sucessivas):

Erros: $7/108 \times 100 = 6.4$

Densidade : $52/108 = 0,48$

Transcrição:

There was a man and this man was very sad because he wants to get married with a young lady but she wasn't in a good mood. And then **she** bought **to** her a ring and she didn't accept. So, **she** bought **to** her a briefcase with a necklace and she didn't accept again. And then **she** bought **to** her a big box with a coat. She was like a statue in a coat and then **she** was with a car and with another woman. And then the first woman was very sad. And this is the sad ending of the story about marriage which, just a sad.

Aluno: Everton pós-teste

Tempo de fala: 2:32

No de palavras bruto: 208

No de palavras (excluindo repetições sucessivas): -2= 206

Erros: $9/208 \times 100 = 5.2$

Densidade: $94/208 = 0,45$

Transcrição:

There was a couple who had a date in a restaurant. The date had to be expensive because they had they had money **a lot**. So, they went **to** there, a common restaurant, and the woman, was called Mary, really likes to eat a lot. And the man was called Alfredo, who wants to talk to her to **getting** to know each other, ok? So, Mary was eating, and eating and eating again and the man was looking at her and expecting the words, but these words never **come** to her mouth. And then **she** started to thought, started to **think** hitting this woman **to her** stop to eat and talk to to him. So, he imagined many things, grotesque things like biting her nose or hitting her head or kicking her head and even **put** the lights in her head. And then he stopped to just think and hit her nose with a bean. So, at this time the woman stops to eat and started to pay attention at him. But she was very angry with his attitude and she starts to talk **aloud** with him and she wanted to start a fight and then it's the moment that this **woman**, Alfredo, started to eat in peace.

Aluno: Danielle pré-teste

Tempo de fala: 2:52

No de palavras bruto: 162

No de palavras (excluindo repetições sucessivas): - 5 = 157

Erros: $15/162 \times 100 = 9.2$

Transcrição:

A man, the man, ok. His wife is, is angry because he committed adultery and he, he wants to to give her , wants to give a gift to her **for she forgiven his** and she tries he tried to give to **gave ?** a ring and she doesn't care. And then he tried to **gave ?** a necklace, yes? A necklace, but she doesn't care and then he tried to **gave ?** a coat but she doesn't care and then he tried to **gave** her a car, a new car and she she doesn't care about it too, but when he opened the car **it** was a woman, a beautiful woman and then his wife **appear** in the window and now she doesn't she **care** about **she get worry** about the gift because she, I don't know, she doesn't worry she **doesn't** care before and now she gets **worry** about **the**, this. The the woman, the beautiful woman with his her ...

Aluno: Danielle pós-teste

Tempo de fala: 04:36

No de palavras bruto: 233

No de palavras (excluindo repetições sucessivas): -24 = 210

Erros: $13/235 \times 100 = 5.5$

Transcrição:

There was a couple in in a restaurant and the man, the man wanted to, he doesn't he doesn't love her his wife anymore and he he doesn't want to to be with her anymore and he was thinking in **to do** many things to her and because she was she was very happy she was, she was just eating and he was thinking he was thinking on **on** fight to with her and was thinking in some ways to to hurt her and the he he thought in **to break** a bottle on her head and to bite her, I don't know, her, I don't remember this, to bite to bite her and to to do many things with her to hurt to hurt his wife. And but he he doesn't he doesn't have **courage** to do all **this** things and so and then he just he just threw a I don't know, a bean or a rice on her on his wife. And then **he... he...** she **get** very nervous and very angry. So, he didn't... he didn't made.... He didn't make what he he was thinking but he he he... I don't know, he could he could to do her wife get angry... ok, he **doesn't** hurt her but he **he** she got very angry with him and he got so happy and **so pleasure** with.. with this situation.

Aluno: Jacy pré-teste

Tempo de fala: 1:11

No de palavras bruto: 107

No de palavras (excluindo repetições sucessivas): -2= 105

Erros: $2/107 \times 100 = 1.8$

Transcrição:

A man called Danny was in Love with a girl called Jessy. And then he asked her to marry him and she didn't accept. And then he started to to bring her some presents and like a ring or a necklace and she didn't accept. And then he brought to her a a coat yeah? A very fancy coat. And she didn't accept again she was a very a very annoying girl, yes? And then Danny got tired of this and... and then he looked after another girl and then he was in love **with** again with Gabrielle and she was **more nice** and beautiful than Jessy.

Aluno: Jacy pós-teste

Tempo de fala: 1:22

No de palavras bruto: 134

No de palavras (excluindo repetições sucessivas): - 1 = 133

Erros: $3/134 \times 100 = 2.2$

Transcrição:

There was a couple and they were not happy together, because the woman was very annoying and. Actually, the husband hated her. And one day they were having dinner he started to look at her and he started to think about many things they he wanted to do with her like **bite** her, **hit** her on on her head on and... Actually he was enjoying that idea and of a kind of revenge on his wife. And then, he really wanted to do all **that** things, but the he only threw a grape on his wife. And just because of that she started to say a lot of bad things about him and he was just calm he was just having dinner because he knew that he will live his life like this forever.

Aluno: Thiago

Tempo de fala: 1:25

No de palavras bruto: 128

No de palavras (excluindo repetições sucessivas): -5 = 123

Erros: $10 / 128 \times 100 = 7.8$

Transcrição:

So, I'm talking about the **history** of Carlos and Moly. They are a normal couple, but actually Monica thinks that they are a normal couple because **since** a long time Carlos **has** ? planning **how can** kill his wife. So, one day they were having dinner and Carlos **start** thinking **how can him how can him** kill his wife. So, he was thinking, for example, oh if I if I **if I** take **the** bottle and crash it on her head? I don't know, he had **he had** a lot of **thinks** about **about** how can he kills he could kill his wife, but **at the last** he just threw a bean **a bean** on her and she told him that he couldn't do it because it hurts her.

Aluno: Thiago pós-teste

Tempo de fala: 1:36

No de palavras bruto: 154

No de palavras (excluindo repetições sucessivas): 1= 153

Erros: $6 / 154 \times 100 = 3.8$

Transcrição:

There were two people and they were in Love. Actually, only Fernando was in love. Beatriz didn't want Fernando because Fernando used to be a bad guy because he liked to drink a lot, **to** going out and Beatriz didn't want Fernando because of that. But one time Fernando.... **hot, very very hot**. So he tried to give Beatriz a lots, lots of gifts. The first one was a ring, but Beatriz didn't want a ring. The second one was a necklace and Beatriz didn't want a necklace. The third one was a box with **an** expensive clothes **her Armani** but Beatriz didn't want **an** expensive clothes. So, **long time ago** Fernando showed up and **showed up** with his new car. But it wasn't only his new car. It **was only** he would like to show Beatriz the his new blond girlfriend and Beatriz felt sad because Fernando is with another girl right now.

Aluno: Raquel (préteste)

Tempo de fala: 1:26

No de palavras bruto: 134

No de palavras (excluindo repetições sucessivas): - 3= 131

Erros: $8 / 134 \times 100 = 5.9$

Transcrição:

Once I met a woman she was very beautiful and she had a lot of lovers but there was one man that **he** loved her too much or at least he thought he loved and then he tried to to **to** gain her love and he thought that if she if he gave her gifts she could **felt** in love with him too and then he gave her a ring and **a ring** it was too tiny and then he decided to give her o bigger things bigger stuff and then she he tried **to a** dress he **tries even** a car and she didn't **cared** about him and then he found **found out** another person and after in the end she realized that she didn't **gave her** the value and now she's alone.

Aluno: Raquel (posteste)

Tempo de fala: 1: 43

No de palavras bruto: 147

No de palavras (excluindo repetições sucessivas):

Erros: $9 / 147 \times 100 = 6.1$

Transcrição: Sometimes in a marriage, people like **doesn't** know each other anymore and I have heard a story about a couple **which** were in that situation. The woman, she was very sad. It seems like she liked more eating than **something** else. And the husband, he felt all alone and then in his thoughts he tried to draw her attention. He thought about **throw** something in her head or **bite** her or even **beat** her. He thought about a lot of ways of **draw** her attention. And he felt like he was **meaning** but actually he always needed her attention and then in the end of one day in their dinner he **throw** something in her head and then he she finally seen finally saw him and she began to argue but actually he was happy because he had finally got what he wanted, which was her attention.

Aluno: Italo (preteste)

Tempo de fala: 1:18

No de palavras bruto: 169

No de palavras (excluindo repetições sucessivas): -1 = 168

Erros: $3 / 169 \times 100 = 1.7$

Transcrição:

Women are very hard to say we are sorry and I know this... So I say this because once I **committed a** fault with my woman with my so loved girl and well I don't have to say what I did but the thing is I did everything I could to ask for this clemency of **her** but I couldn't. I got down on my knees I bought her a very nice silver ring but it didn't work. I even bought her a golden necklace but actually it didn't work. So I appealed **for** one thing that women really like. Women really like clothes. You know clothes? So that's what I did I bought her a a very expensive actually night gown and well it didn't solve the problem. So I bought her a car. It didn't work as well cause men like cars and women usually don't like **it** and at last I tried to put a woman on this car and she got really mad at me.

Aluno: Italo (posteste)

Tempo de fala: 1:07

No de palavras bruto: 129

No de palavras (excluindo repetições sucessivas): -1 = 128

Erros: $6 / 129 \times 100 = 4.6$

Transcrição:

So there was a guy called Jorge that was married to a girl called Frida yeah that's it. So, once both of them were having dinner and you know Jorge didn't like. So Jorge didn't like his wife that much so while the dinner was going on they were trying he was trying to he was thinking of in all the manners to get her **spanked** and he thought of **her** getting her head **attached target** to a bottle of wine and he imagined himself **bite** his her nose he imagined himself doing everything to beat her to **spank** her but in the end of the dinner he just kind of tossed a little piece of bean for example bean and she got so mad that she actually **spanked** him.

Aluno: Juliana(preteste)

Tempo de fala: 4:55

No de palavras bruto: 253

No de palavras (excluindo repetições sucessivas): -14 = 239

Erros: 25 / 253 x100= 9.8

Transcrição:

This story is about a couple and one day they decided to to go a restaurant to have a dinner and there he **even show** how how he was **boring** and angry with her wife his wife. His day was terrible and he decided to tell many things to her and show her how how how much how how he was how she was in trouble with him. But he didn't know how how he begin this this conversation so he decided to to start to eat and when they were eating she tell told him how **how was her day**. And while he she told him how **was her day** he **imagining** how **he hurt** her hurt her at the beginning he thought in **sue** the foot on her but he **change** her his thoughts when he **imagine** that **he hurt** her with her his teeth **was more** painful. He thought that after this he **could be hurt** her with her his hands and take take a take the light and hit hit the light on her head but **if at** when they finished the dinner he **decided just talk with** her and he told her that he was **boring** with her because **all day he talk** a lot and he she didn't hear hear what they what he **want to told her** but when he **beginning told** her about this she she said:"don't talk **with** me and don't don't speak this way anymore and **go** stand up and go **to** home.

Aluno: Juliana(posteste)

Tempo de fala: 2:44

No de palavras bruto: 177

No de palavras (excluindo repetições sucessivas): -9 = 168

Erros:15 / 177 x 100= 8.4

Transcrição:

This story is about a couple in trouble and because they were in trouble the man ask her her **ask her sorry** I don't know and she only only said that **no want to know** about they his his words and one day they he decided to **do** a surprise and buy a gift to her and she **look for** the gift it was a beautiful necklace of diamonds and but she she was **until** very angry and decided **no forgive** him for for their for his his **wrong**. And so he decided to buy another gift. A big gift a beautiful coat of **skin** but she **until** was **failed** and said that he wasn't forgiven and so after few days he decided to go again **to the her girlfriend** house and **ask** her on the window. When she was on the window she saw **his** boyfriend and another girl, a blonde girl in in a new car and she was **surprising** and decided to forgive him and give him another chance to to **react** their relationship.

Aluno: Osvaldo (preteste)

Tempo de fala: 1:29

No de palavras bruto: 108

No de palavras (excluindo repetições sucessivas): -1= 107

Erros:15 / 108 x 100= 13.8

Densidade: 65/108= 0,60

Transcrição:

There was a couple having dinner in a restaurant. The man wasn't too happy with his woman. He was thinking about what to do with her. He thought about breaking a bottle in **his** head, **bite** her nose or just **punch his head** with his hands, maybe **walk** put his **feet ? his face** and **and his** face on the plate ("I don't know how to say it") or even **use** the lights to break in **his** head. In the end he just **throw** something very little in **his** head and it makes him happy but she **makes a** didn't like it and **have** a fight with him.

Aluno: Osvaldo (posteste)

Tempo de fala: 1:29

No de palavras bruto: 144

No de palavras (excluindo repetições sucessivas): -3 = 141

Erros:11 / 144 x 100= 7.6

Densidade: 68/144= 0,47

Transcrição:

Well **was** a man that is trying to convince a woman to be her his girlfriend or wife or something like that. Then he starts begging for her. He stays on his knees and **begging** for her **for be** with him and brings a ring for her. But she stays ("how can I say") she stays she don't **don't** want the ring and **don't** want the boy. Then he came with a bigger bigger gift and when he opens it's a **collar** and **neither** she doesn't want it. **She** brings a bigger one with a coat and she stays in the sofa and doesn't want it **neither**. The man **came** with a car by the window, her window. And she looks at the car and when she opens the car there was another girl there. He met another girl and **goes out** with her.

Aluno: Mateus (preteste)

Tempo de fala: 2:14

No de palavras bruto: 105

No de palavras (excluindo repetições sucessivas):

Erros: 5/ 105 x 100= 4.7

Transcrição:

That's a date and a woman **its** keeps talking too much and the man thinks that she is really annoying and then he imagined that he broke a glass on his on she her head and just he keeps listening to her and then she **start to talking** lies and making her **superior** and he see imagined her nose big getting bigger and they all that he thinks it's to put her in her place and after he imagined **all bunch things** that he wanted to do with her he just he throws a coin on her head and she starts to fight with him.

Aluno: Mateus (posteste)

Tempo de fala: 1:05

No de palavras bruto: 112

No de palavras (excluindo repetições sucessivas): -2 = 110

Erros: $4 / 112 \times 100 = 3.5$

Transcrição:

A man is in love with a woman and he came to her to ask her to date to be with him and she doesn't show much interest, any interest and he **became** with a ring, some presents to, some gifts to to **present** her and yet she doesn't **give** any interest, much interest on him. He became he came with a ring, a necklace, a dress to her and yet nothing. After all he he came to her with a car, but not to give to her just to show that he was with someone else to her and the woman thinks, is really deeply sad **to** what he she did.

Aluno: Luciano (preteste)

Tempo de fala: 1:54

No de palavras bruto: 125

No de palavras (excluindo repetições sucessivas):- 3 = 122

Erros: $10 / 125 \times 100 = 8$

Transcrição:

So this is a **history** of John and Mary. And John tried a lot to attract the attention of Mary, and he tried a lot of ways to impress her. First he first he tried to impress her by almost sitting on the floor but **her** didn't pay attention after after he tried to give her a ring but ? didn't **works**. After, he tried to give her something **to she use** but ? also **not works** and after he tried to give her a clothes but **also didn't** work. Finally he arrived at her home in a car, but and after he shows her he was with another girl girl and she gets very sad looking at that scene so John **finish** happy and Mary sad.

Aluno: Luciano (posteste)

Tempo de fala: 1:00

No de palavras bruto: 111

No de palavras (excluindo repetições sucessivas):

Erros: $8 / 111 \times 100 = 7.2$

Transcrição:

I was having dinner with my wife. It was only a normal dinner, so I **think** I could do a lot of bad things with her. First of all I **think** I could throw on **his** head something or maybe eat her nose but after I thought I could hit her head with my hand or maybe hit her head with my foot like kicking or **launching** something in her head, but I was **good** in that moment I **throw** in her head only a bean and she got very irritated so I **keeping have** dinner eating my food and she got very irritated with the situation **and was** very funny.

Aluno: Silvia (preteste)

Tempo de fala: 1:07

No de palavras bruto: 72

No de palavras (excluindo repetições sucessivas): -2 = 70

Erros: $9/72 \times 100 = 12.5$

Densidade : $45/72=0,63$

Transcrição:

Once upon a time,? a beautiful boy who **loves** a beautiful girl he ask her **he ask** her to marry him, but she **doesn't** care. He brought to her a ring, a box of cookies, **a joy**, beautiful clothes and nothing. She doesn't care didn't care. So, one day someday he he called **him** in **a** window to show **a** new car and surprise! There was **a** another beautiful girl with him.

Aluno: Silvia (posteste)

Tempo de fala: 1:34

No de palavras bruto: 90

No de palavras (excluindo repetições sucessivas): -7 = 83

Erros: $10/90 \times 100 = 11.1$

Densidade : $49/90 = 0,54$

Transcrição:

One night a couple was having dinner and the man thought he could **broken** a glass on the on the woman's head Then, he thought he could could bite her nose too and **push** her **hairs** with **angry** so he thought he can could stand up on the table and and shoot **shoot** her and **broke** the lamps on her **hair** too, but the only thing he he he did was **hit** her with a **piece of beans** and then the, her reaction was was talk to him talk to him.

APÊNDICE E - Textos produzidos no pré-teste e no pós-teste

1. Aprendiz B (GE)	
Pré-teste (1:52)	Pós-teste (2:21)
<p>Geoffery is a good husband. Last night Geoffery arrived late at home and her his wife was really angry, but Geoffery went to a jewelry and buy and bought a big ring, diamond ring for her. But she doesn't like because she is angry today again. And so Geoffery goes Geoffery went went to the jewelry again and bought a necklace and again she didn't like. So Geoffery go to the mall again and bought a really big coat of (?) and she doesn't like again. So Geoffery comes to Geoffery went to the car store and bought a Ferrari, but when Geoffery came home he doesn't matter anymore what the his wife thought because she bought a big blond woman and put in his car.</p>	<p>At the time Rudoff have dinner with his wife she makes a irritating noise during the dinner. So when she eats, when she eats she making a noise and Rudoff thinks about how can make she make she stop it. So she thinks about many ways to make stop her. And he thinks throwing a bottle in his her head and always she stay eating making a noises. After she thinks if she take a bite in her nose she will stop, but no. She continuing continuing making a noise. So, he thinks if he beat in her head making her his wife stop. So, she thinks in other ways and throwing a, kick her head, or taking a lamp in her head. So, she thinks a good solution. And she throwing a little a little grain of rice in her nose and he starts to fight him, but she stopped to making a noise, irritating noise that he hates.</p>

2. Aprendiz D (GE)	
Pré-teste (1:11)	Pós-teste (1:22)
<p>A man called Danny was in Love with a girl called Jessy. And then he asked her to marry him and she didn't accept. And then he started to to bring her some presents and like a ring or a necklace and she didn't accept. And then he brought to her a a coat yeah? A very fancy coat. And she didn't accept again she was a very a very annoying girl, yes? And then Danny got tired of this and and then he looked after another girl and then he was in love with again with Gabrielle</p>	<p>There was a couple and they were not happy together, because the woman was very annoying and. Actually, the husband hated her. And one day they were having dinner he started to look at her and he started to think about many things they he wanted to do with her like bite her, hit her on on her head on and... Actually he was enjoying that idea and of a kind of revenge on his wife. And then, he really wanted to do all that things, but the he only threw a grape on his wife.</p>

and she was more nice and beautiful than Jessy.	And just because of that she started to say a lot of bad things about him and he was just calm he was just having dinner because he knew that he will live his life like this forever.
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3. Aprendiz F (GE)	
Pré-teste (1:25)	Pós-teste (1:36)
So, I'm talking about the history of Carlos and Moly. They are a normal couple, but actually Monica thinks that they are a normal couple because since a long time Carlos has planning how can kill his wife. So, one day they were having dinner and Carlos start thinking how can him how can him kill his wife. So, he was thinking, for example, oh if I if I if I take the bottle and crash it on her head? I don't know, he had he had a lot of thinks about about how can he kills he could kill his wife, but at the last he just threw a bean a bean on her and she told him that he couldn't do it because it hurts her.	There were two people and they were in Love. Actually, only Fernando was in love. Beatriz didn't want Fernando because Fernando used to be a bad guy because he liked to drink a lot, to going out and Beatriz didn't want Fernando because of that. But one time Fernando.... hot, very very hot. So he tried to give Beatriz a lots, lots of gifts. The first one was a ring, but Beatriz didn't want a ring. The second one was a necklace and Beatriz didn't want a necklace. The third one was a box with an expensive clothes her Armani but Beatriz didn't want an expensive clothes. So, long time ago Fernando showed up and showed up with his new car. But it wasn't only his new car. It was only he would like to show Beatriz the his new blond girlfriend and Beatriz felt sad because Fernando is with another girl right now.

4. Aprendiz E (GE)	
Pré-teste (1:26)	Pós-teste (1:43)
Once I met a woman she was very beautiful and she had a lot of lovers but there was one man that he loved her too much or at least he thought he loved and then he tried to to to gain her love and he thought that if she if he gave her gifts she could felt in love with him too and then he gave her a ring and a ring it was too tiny and then he decided to give her o bigger things bigger stuff and then she he tried to a dress he tries even a car and she didn't cared about him and then he found found out another person	Sometimes in a marriage, people like doesn't know each other anymore and I have heard a story about a couple which were in that situation. The woman, she was very sad. It seems like she liked more eating than something else. And the husband, he felt all alone and then in his thoughts he tried to draw her attention. He thought about throw something in her head or bite her or even beat her. He thought about a lot of ways of draw her attention. And he felt like he was meaning but actually he always

and after in the end she realized that she didn't give her the value and now she's alone.	needed her attention and then in the end of one day in their dinner he throw something in her head and then he she finally seen finally saw him and she began to argue but actually he was happy because he had finally got what he wanted, which was her attention.
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5. Aprendiz A (GE)	
Pré-teste (1:11)	Pós-teste (2:32)
There was a man and this man was very sad because he wants to get married with a young lady but she wasn't in a good mood. And then she bought to her a ring and she didn't accept. So, she bought to her a briefcase with a necklace and she didn't accept again. And then she bought to her a big box with a coat. She was like a statue in a coat and then she was with a car and with another woman. And then the first woman was very sad. And this is the sad ending of the story about marriage which, just a sad.	There was a couple who had a date in a restaurant. The date had to be expensive because they had they had money a lot. So, they went to there, a common restaurant, and the woman, was called Mary, really likes to eat a lot. And the man was called Alfredo, who wants to talk to her to getting to know each other, ok? So, Mary was eating, and eating and eating again and the man was looking at her and expecting the words, but these words never come to her mouth. And then she started to thought, started to think hitting this woman to her stop to eat and talk to to him. So, he imagined many things, grotesque things like biting her nose or hitting her head or kicking her head and even put the lights in her head. And then he stopped to just think and hit her nose with a bean. So, at this time the woman stops to eat and started to pay attention at him. But she was very angry with his attitude and she starts to talk aloud with him and she wanted to start a fight and then it's the moment that this woman, Alfredo, started to eat in peace.

6. Aprendiz J (GC)	
Pré-teste (1:18)	Pós-teste (1:07)

<p>Women are very hard to say we are sorry and I know this... So I say this because once I committed a fault with my woman with my so loved girl and well I don't have to say what I did but the thing is I did everything I could to ask for this clemency of her but I couldn't. I got down on my knees I bought her a very nice silver ring but it didn't work. I even bought her a golden necklace but actually it didn't work. So I appealed for one thing that women really like. Women really like clothes. You know clothes? So that's what I did I bought her a a very expensive actually night gown and well it didn't solve the problem. So I bought her a car. It didn't work as well cause men like cars and women usually don't like it and at last I tried to put a woman on this car and she got really mad at me.</p>	<p>So there was a guy called Jorge that was married to a girl called Frida yeah that's it. So, once both of them were having dinner and you know Jorge didn't like. So Jorge didn't like his wife that much so while the dinner was going on they were trying he was trying to he was thinking of in all the manners to get her spanked and he thought of her getting her head attached target to a bottle of wine and he imagined himself bite his her nose he imagined himself doing everything to beat her to spank her but in the end of the dinner he just kind of tossed a little piece of bean for example bean and she got so mad that she actually spanked him.</p>
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7. Aprendiz I (GC)	
Pré-teste (4:55)	Pós-teste (2:44)
<p>This story is about a couple and one day they decided to to go a restaurant to have a dinner and there he even show how how he was boring and angry with her wife his wife. His day was terrible and he decided to tell many things to her and show her how how how much how how he was how she was in trouble with him. But he didn't know how how he begin this this conversation so he decided to to start to eat and when they were eating she tell told him how how was her day. And while he she told him how was her day he imagining how he hurt her hurt her at the beginnig he thought in sue the foot on her but he change her his thoughts when he imagine that he hurt her with her his teeth was more painful. He thought that after this he could be hurt her with her his hands and take take a take the light and hit hit the light on her head but if at when they finished the dinner he decided</p>	<p>This story is about a couple in trouble and because they were in trouble the man ask her her ask her sorry I don't know and she only only said that no want to know about they his his words and one day they he decided to do a surprise and buy a gift to her and she look for the gift it was a beautiful necklace of diamonds and but she she was until very angry and decided no forgive him for for their for his his wrong. And so he decided to buy another gift. A big gift a beautiful coat of skin but she until was failed and said that he wasn't forgiven and so after few days he decided to go again to the her girlfriend house and ask her on the window. When she was on the window she saw his boyfriend and another girl, a blonde girl in in a new car and she was surprising and decided to forgive him and give him another chance to to react their relationship.</p>

<p>just talk with her and he told her that he was boring with her because all day he talk a lot and he she didn't hear hear what they what he want to told her but when he beginning told her about this she she said:"don't talk with me and don't don't speak this way anymore and go stand up and go to home.</p>	
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8. Aprendiz M (GC)	
Pré-teste (1:29)	Pós-teste (1:29)
<p>There was a couple having dinner in a restaurant. The man wasn't too happy with his woman. He was thinking about what to do with her. He thought about breaking a bottle in his head, bite her nose or just punch his head with his hands, maybe walk put his feet ? his face and and his face on the plate ("I don't know how to say it") or even use the lights to break in his head. In the end he just throw something very little in his head and it makes him happy but she makes a didn't like it and have a fight with him.</p>	<p>Well was a man that is trying to convince a woman to be her his girlfriend or wife or something like that. Then he starts begging for her. He stays on his knees and begging for her for be with him and brings a ring for her. But she stays ("how can I say") she stays she don't don't want the ring and don't want the boy. Then he came with a bigger bigger gift and when he opens it's a collar and neither she doesn't want it. She brings a bigger one with a coat and she stays in the sofa and doesn't want it neither. The man camed with a car by the window, her window. And she looks at the car and when she opens the car there was another girl there. He met another girl and goes out with her.</p>

9. Aprendiz N (GC)	
Pré-teste (2:14)	Pós-teste (1:05)
<p>That's a date and a woman its keeps talking too much and the man thinks that she is really annoying and then he imagined that he broke a glass on his on she her head and just he keeps listening to her and then she start to talking lies and making her superior and he see imagined her nose big getting bigger and they all that he thinks it's to put her in her place and after he imagined all bunch things that he wanted to do with her he just he throws a coin on her head and she starts to fight with him.</p>	<p>A man is in love with a woman and he came to her to ask her to date to be with him and she doesn't show much interest, any interest and he became with a ring, some presents to, some gifts to to present her and yet she doesn't give any interest, much interest on him. He became he came with a ring, a necklace, a dress to her and yet nothing. After all he he came to her with a car, but not to give to her just to show that he was with someone else to her and the woman thinks, is really deeply sad to what he</p>

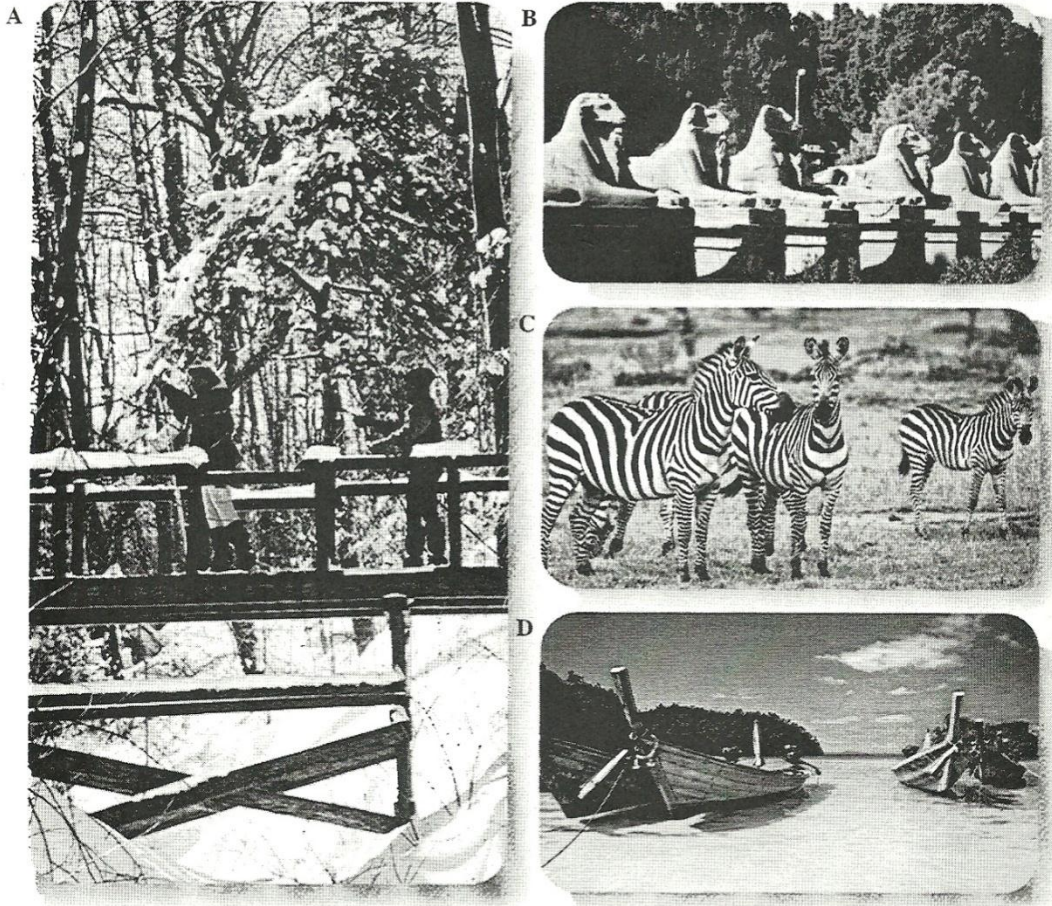
	she did.
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10. Aprendiz L (GC)	
Pré-teste (1:54)	Pós-teste (1:00)
<p>So this is a story of John and Mary. And John tried a lot to attract the attention of Mary, and he tried a lot of ways to impress her. First he first he tried to impress her by almost sitting on the floor but her didn't pay attention after after he tried to give her a ring but didn't works. After, he tried to give her something to she use but also not works and after he tried to give her a clothes but also didn't work. Finally he arrived at her home in a car, but and after he shows her he was with another girl girl and she gets very sad looking at that scene so John finish happy and Mary sad.</p>	<p>I was having dinner with my wife. It was only a normal dinner, so I think I could do a lot of bad things with her. First of all I think I could throw on his head something or maybe eat her nose but after I thought I could hit her head with my hand or maybe hit her head with my foot like kicking or launching something in her head, but I was good in that moment I throw in her head only a bean and she got very irritated so I keeping have dinner eating my food and she got very irritated with the situation and was very funny.</p>

11. Aprendiz H (GC)	
Pré-teste (1:07)	Pós-teste (1:34)
<p>Once upon a time, a beautiful boy who loves a beautiful girl he ask her he ask her to marry him, but she doesn't care. He brought to her a ring, a box of cookies, a joy, beautiful clothes and nothing. She doesn't care didn't care. So, one day someday he he called him in a window to show a new car and surprise! There was a another beautiful girl with him.</p>	<p>One night a couple was having dinner and the man thought he could broken a glass on the on the woman's head Then, he thought he could could bite her nose too and push her hairs with angry so he thought he can could stand up on the table and and shoot shoot her and broke the lamps on her hair too, but the only thing he he he did was hit her with a piece of beans and then the, her reaction was was talk to him talk to him.</p>

ANEXOS

ANEXO A – ENTREVISTA ORAL

Oral Interview Section 

1. Describe the pictures. In which countries do you think these pictures were taken?
2. If you had to choose one of these places, where would you go to and why?
3. What things should you consider when planning a vacation?

General Discussion:

- “Vacations are an expensive trial of strength. The only satisfaction comes from survival.”
Do you agree with the above quotation? Could vacations be made more convenient?
- Describe your ideal vacation.
- Can tourism do harm or good to a country? How? What effect has tourism had on your country?

NOME DO CANDIDATO: _____

PARTI–READING COMPREHENSION– Read the following text and answer questions 1 to 10.

BRITISH CITIES–LIVERPOOL

Liverpool is a city in North West England. It was built across a ridge of hills that rise up to a height of about 230 feet (70 mt.) above sea-level at Everton Hill.



It is one of England's main cities and its fifth most populous—with 457,219 in 2005 and 816,000 inhabitants in the Liverpool Urban Area, which includes **suburbs** around Liverpool. Inhabitants of Liverpool are referred to as Liverpudlians and nicknamed "Scousers", in reference to the local meal **which** is known as 'scouse', a form of soup. The word scouse has also become synonymous with the Liverpool **accent** and dialect.

Liverpool is also famous for "The Sons of Liverpool", The Beatles. In the 1960s Liverpool became a centre of youth culture. The "Merseybeat"

sound which became synonymous with The Beatles and other Liverpudlian pop bands of the era put the city in the front of the popular music scene.

In the late 19th century, Liverpool **claimed to be** the "Second Port of the Empire". It handled more products than any British city outside London. In the 1950's, the decline of the Port of Liverpool as a source of employment in the city region badly affected the city's economy. **However**, using the popularity of the pop groups, tourism has also become a significant factor in Liverpool's economy, which has grown strongly and faster than the national averages since the mid-nineties.

Liverpool is also the home of probably the greatest football team in the world—Liverpool Football Club, five times winners of the Champions League. In 2007, the city celebrated **its** 800th anniversary. In 2008, it held the European Capital of Culture title.

Adapted from: www.webritish.co.uk/UK cities

I–UNDERSTANDING THE TEXT

- The main idea of the text above is to say that Liverpool...
 - is the land of The Beatles.
 - is famous for its 'scouse'.
 - is the home of Liverpool Football Club.
 - has a lot of interesting characteristics.
- The text above says that:
 - tourism is a strong source in Liverpool's economy.
 - the Beatles were not born in Liverpool.
 - the "Merseybeat" was a popular band.
 - Liverpool is the fifth main city in England.
- Choose the **CORRECT** alternative according to the text.
 - In the 1990s, tourism started to decline in Liverpool.
 - Liverpool is still the European Capital of Culture.
 - "Liverpudlian" means a kind of soup.
 - The economy of Liverpool grew in the 19th century.
- Choose the **INCORRECT** alternative according to the text.
 - The selection for the European Capital of Culture happened in Liverpool.
 - The Merseybeat sound made Liverpool musically important.
 - In the 1960s Liverpool was a reference in youth culture.
 - Liverpool was considered the second port in Britain.

II–REFERENCE

- The pronoun **'which'** (line 14) refers to:

a) Scousers	b) local meal	c) local	d) accent
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- The pronoun **'its'** (line 37) refers to:

a) anniversary	b) 2007	c) 800th	d) the city
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III–VOCABULARY

- The phrase **'claimed to be'** (line 24) means:

a) complained about being	b) was selected	c) said they were	d) wanted to be
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- In the text, the word **'accent'** (line 17) means:

a) punctuation mark	b) way of speaking	c) strong syllable	d) main focus
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- The word **'however'** (line 29) states in the sentence the idea of:

a) contrast	b) addition	c) consequence	d) condition
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10. The word **'suburbs'** (line 11) means:
 a) downtown blocks b) small districts c) areas away from downtown d) poor areas

For questions **11 to 20**, fill in the blank with the appropriate word(s) and mark the **CORRECT** alternative.
(Note: X = no word)

I can't believe I got that apartment. I submitted my application last week, but I didn't think I had a chance of actually getting it. When I got there _____¹¹ take a look around, there were at least twenty other people who _____¹² before me. Most of them _____¹³ their applications and were already leaving. The landlords said I _____¹⁴ still apply, so I did. I tried to fill out the form, but I couldn't answer half of the questions. They wanted me to include references, but I didn't want to list my previous landlord because I _____¹⁵ some problems with him in the past. He said to me once that he _____¹⁶ recommend me. I _____¹⁷ list my father as a reference. It was total luck that this new landlord decided to give me the apartment. When he saw my application, he recognized my father's name. It turns out that he and my father _____¹⁸ to high school together. He _____¹⁹ that I could have the apartment before he looked at my credit report. I was really _____²⁰!

- | | | | |
|-------------------------------|---------------------------|---------------------------|---------------------------|
| 11. a) X | b) for | c) to/ for | d) to |
| 12. a) arrive | b) had arrived | c) to arrive | d) arriving |
| 13. a) had filled already out | b) already had filled out | c) had already filled out | d) had filled out already |
| 14. a) will | b) must | c) can | d) could |
| 15. a) had had | b) have | c) don't have | d) had |
| 16. a) must | b) wouldn't | c) won't | d) mustn't |
| 17. a) didn't had to | b) don't have to | c) have to | d) had to |
| 18. a) had gone | b) had went | c) go | d) gone |
| 19. a) asked me | b) told to me | c) told me | d) said me |
| 20. a) lucky | b) luck | c) luckily | d) luckless |

ANEXO C – QUESTIONÁRIO DE SONDAÇÃO

Questionário de sondagem

1. Você gostaria de participar da pesquisa que estou desenvolvendo no mestrado?

() Sim () Não

2. Nome: _____

3. Sexo: () F () M

4. Idade: _____

5. Grau de escolaridade: _____

6. Em que série você começou a estudar inglês na escola? _____

7. Você faz ou já fez curso de inglês? () Sim () Não

8. Quanto tempo de curso de língua inglesa você fez?

() 3- 5 semestres; () 6-8 semestres; () 9-12 semestres;

9. Você concluiu o curso? () Sim () Não

10. Há quanto tempo você concluiu o curso?

() 1-2 anos atrás; () 3-5 anos atrás; () 6-10 anos atrás; () 10-15 anos atrás

11. Há quanto tempo não estuda inglês?

() Ainda estudo; () Não estudo há 1 ano; () Não estudo há mais de 3 anos;

() Não estudo há mais de 5 anos; () Outro _____

12. No seu dia-a-dia, você tem contato com a língua inglesa? () Sim () Não

13. Em caso afirmativo, em que situações?

() Leio textos semanalmente; () Internet ; () Filmes/seriados ; () Músicas;

() Outros _____

14. Você já esteve em algum país de língua inglesa? () Sim () Não

15. Em caso afirmativo, por quanto tempo?

() 1-3 meses; () 4-6 meses; () 6-12 meses; () mais de 12 meses

16. Qual é o seu maior interesse em aprender inglês?

17. Como você avalia sua compreensão auditiva em inglês?

Excelente Bom Regular Insuficiente

18. Como você avalia sua compreensão leitora em inglês?

Excelente Bom Regular Insuficiente

19. Como você avalia sua produção oral em inglês?

Excelente Bom Regular Insuficiente

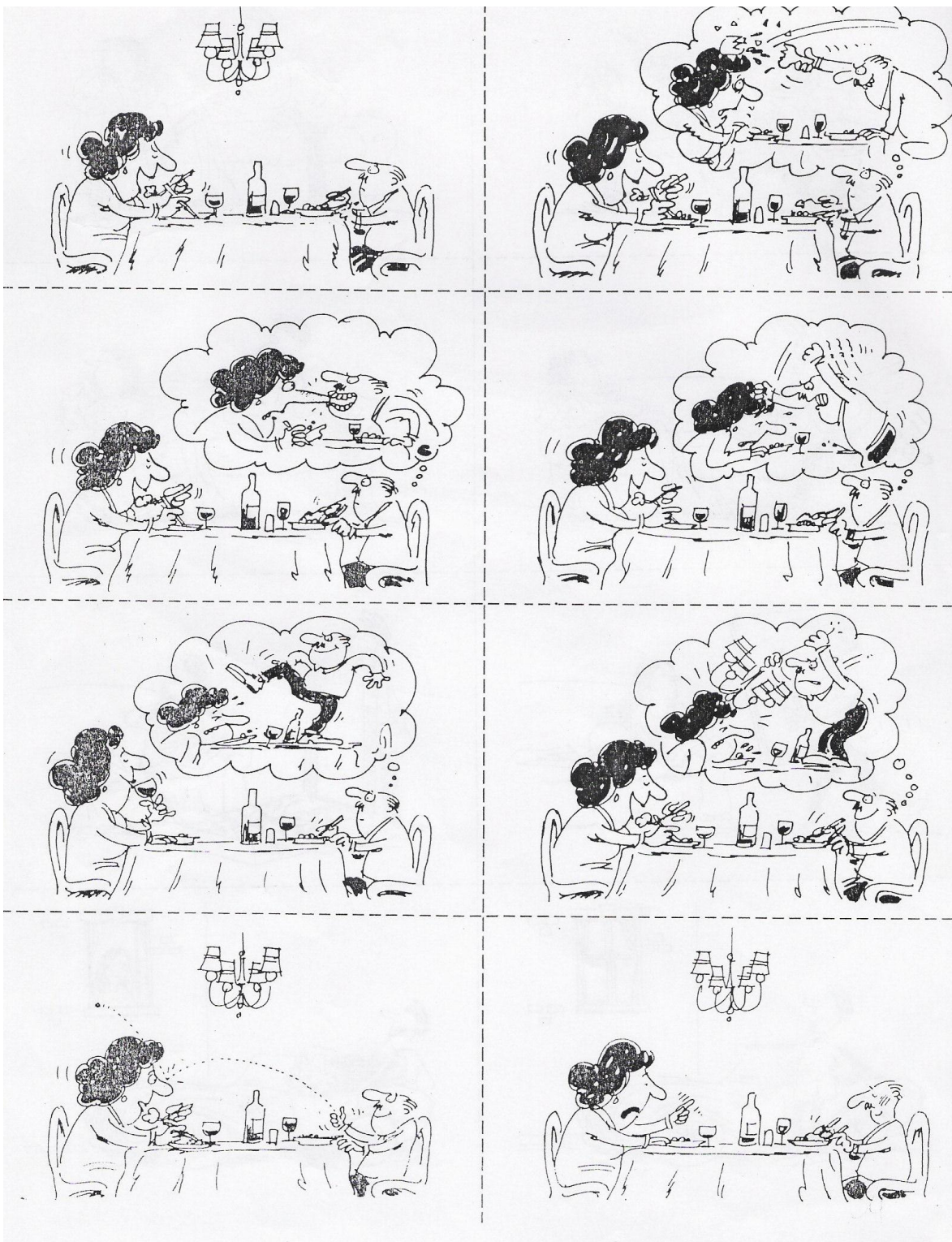
20. Como você avalia sua produção escrita em inglês?

Excelente Bom Regular Insuficiente

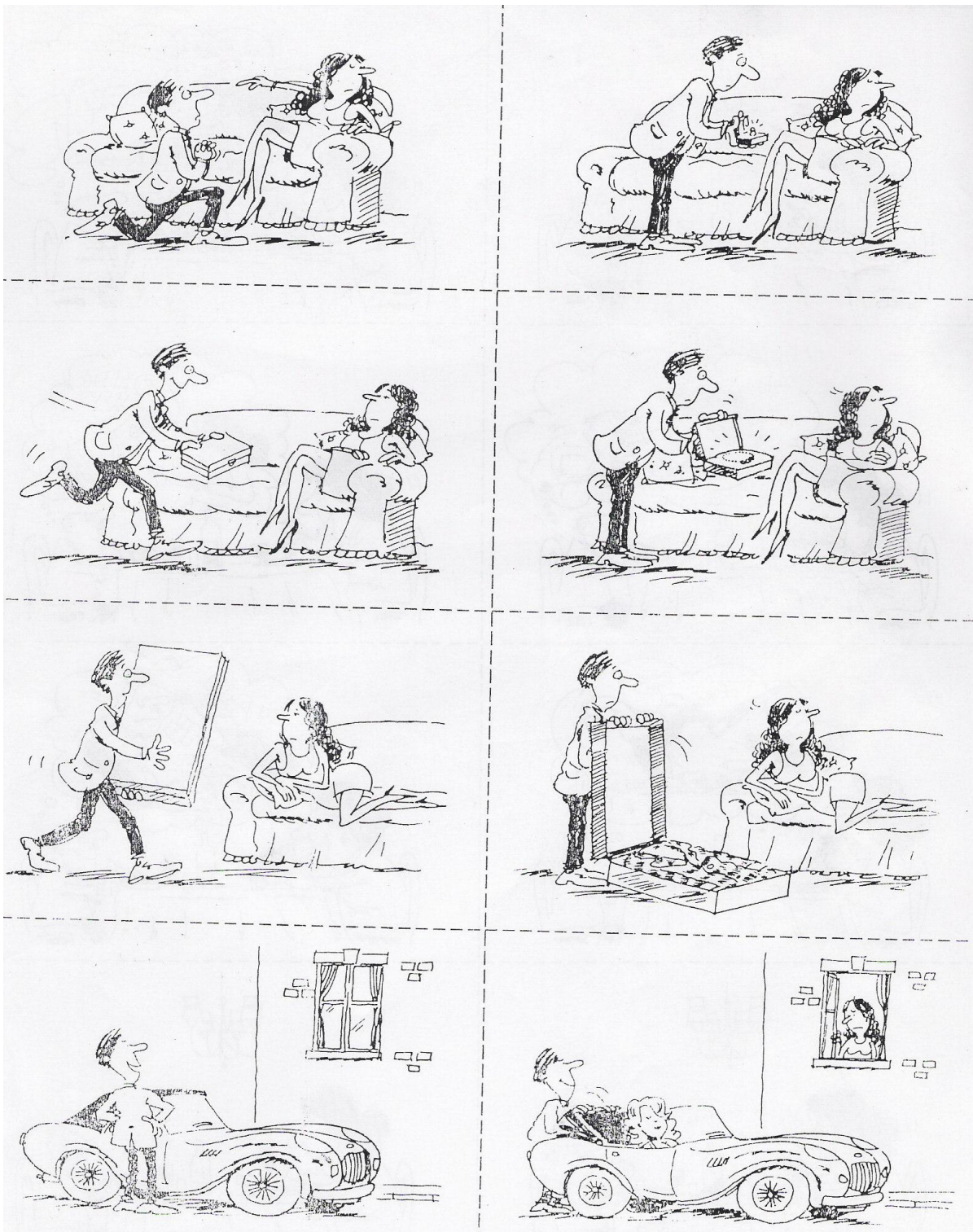
21. Qual a sua maior dificuldade na língua inglesa?

Ouvir Falar Ler Escrever

ANEXO D – Pré-teste oral



ANEXO E – Pós-teste oral



ANEXO I – TERMO DE CONSENTIMENTO

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

O(a) Sr.(a) está sendo convidado (a) a participar da pesquisa, **O Uso de Textos Literários como Ferramenta para a Produção Oral no ensino de Língua Inglesa: Análise do desenvolvimento da fluência, acuidade e complexidade em alunos de nível intermediário em um Curso de Idiomas de Fortaleza**, desenvolvido pela mestrandia **Marla Solara Pontes Mota** sob a orientação da professora doutora **Cleudene de Oliveira Aragão**.

Na pesquisa serão utilizados entrevistas, um questionário de avaliação e dois testes de produção oral. Dessa forma, pedimos a sua colaboração nessa pesquisa, respondendo às entrevistas, questionário e testes pertinentes sobre o tema acima proposto. Garantimos que essa pesquisa não trará nenhuma forma de prejuízo, dano ou transtorno para aqueles que participarem. Todas as informações coletadas neste estudo são estritamente confidenciais, serão mantidas em sigilo e sua identidade não será revelada. Vale ressaltar que a sua participação é voluntária e o Sr. (Sra.) tem a total liberdade de se recusar continuar participando em qualquer fase da pesquisa, sem qualquer prejuízo ou dano para (o) a Sr. (Sra.). Comprometemo-nos a utilizar os dados coletados somente para a pesquisa e a veicular os resultados através de artigos científicos e revistas especializadas e/ou encontros científicos e congresso, sempre resguardando sua identificação.

Todos os participantes poderão receber quaisquer esclarecimentos acerca da pesquisa a qualquer momento. O Sr. (Sra.) poderá pedir mais informações sobre a pesquisa através do telefone ou e-mail da pesquisadora (85-8808-8802, marlasolara@hotmail.com). O Comitê de Ética da UECE encontra-se disponível para quaisquer esclarecimentos pelo fone: (85-3101.9890); Endereço: Av. Paranjana, 1700 – Campus do Itaperi- Fortaleza/CE. Esse termo está elaborado em duas vias, sendo uma para o sujeito participante da pesquisa e outro para o arquivo do pesquisador.

Eu, _____,
tendo sido esclarecido (a) a respeito da pesquisa, manifesto meu consentimento em participar desta.

Fortaleza, _____ de _____ de 2011.

Assinatura do Participante da Pesquisa

Assinatura do Pesquisador

ANEXO J – PARECER COMITE DE ÉTICA



Governo do Estado do Ceará
 Secretaria da Ciência Tecnologia e Educação Superior
 Universidade Estadual do Ceará
 Comitê de Ética em Pesquisa
 Av. Paranjana, 1700 - Campus do Itaperi
 CEP 60.740-000 - Fortaleza-Ce
 Fone: 3101.9890 - E-mail: cep@uece.br



Fortaleza (CE), 21 de julho de 2010

Título: A literatura na formação de professores de LE na UECE como objeto de estudo, recurso para o ensino e formadora de leitores: diagnóstico e propostas de atuação.

Processo: Nº 10130487-0 FR - 343539

Interessada: Cleudene de Oliveira Aragão

Instituição responsável: UECE – Curso de Letras

Área temática: Grupo III

PARECER

A formação literária de professores de E/LE (espanhol e literatura espanhola) deveria tratar a literatura sobre uma tripla expectativa: como objetivo de estudo, preparando os alunos para analisarem criticamente obras literárias; como recurso para o ensino, capacitando os futuros professores para trabalhar com textos literários em sala de aula de E/LE; e como formadora de leitores, desenvolvendo nos estudantes sua competência literária e leitora e o seu hábito leitor, este trabalho, que nasceu da tese de doutorado da proponente, tem por finalidade estudar os caminhos da educação literária no Curso de Letras (português e espanhol) da UECE e propor alternativas com vistas à criação de um novo modelo que incidirá também sobre a prática dos professores em sua atuação no contexto de ensino de LE. O diagnóstico foi realizado com base na pesquisa-ação e através de diversos instrumentos como questionários de alunos e professores, além da observância de uma experiência piloto realizada em 2003. Aproveitando que o Curso de Letras vive a implantação do seu novo projeto pedagógico, buscar-se-á apontar alguns caminhos de inovação para a educação literária proporcionada pela UECE, na esperança de que a literatura se converta em uma ferramenta útil e fértil para o futuro dos professores e que inaugurar-se-á um processo de retro-alimentação que torne menos árido o tratamento didático da literatura nos diversos níveis educativos. O objetivo geral do estudo é averiguar a situação da formação literária proporcionada pelo Curso de Letras da UECE propor mudanças para que o curso de formação de professores de LE passe a tratar didaticamente a UECE como objeto de estudo, como recurso para o ensino de LE e como formadora de leitores, proporcionando assim aos alunos uma formação literária adequada para prepará-los para o futuro exercício de sua profissão. A pesquisa será aplicada, descritiva, bibliográfica e exploratória, com abordagem qualitativa (mas com alguma análise quantitativa), envolvendo a utilização de questionários, e com perspectiva de trabalhos de campo. Os locais do estudo são: CH da UECE, Núcleos de Línguas da UECE, PROLIN da UECE, escolas públicas e cursos de idiomas em que atuem egressos de Curso de Letras da UECE.

O referido projeto é relevante e de interesse para a instituição envolvida. O orçamento está explícito, importando em cerca de R\$ 2.880,00, financiado pela pesquisadora. O Termo de Consentimento Livre e Esclarecido está adequado ao estudo. O projeto está bem estruturado e é relevante havendo retorno para a comunidade. O questionário a ser aplicado está em espanhol, mas há uma versão no vernáculo. O projeto atende aos ditames da Resolução 196/96 do CNS e, portanto, está aprovado pelo Comitê de Ética em Pesquisa da Universidade Estadual do Ceará (CEP-UECE).


 Prof. Dra. Diana Célia Sousa Nunes Pinheiro

Coordenadora do Comitê de Ética em Pesquisa da UECE

