





# VI SEMANA DO CONHECIMENTO

**UNIVERSIDADE EM TRANSFORMAÇÃO:  
INTEGRALIZANDO SABERES E EXPERIÊNCIAS**

**2 A 6 DE SETEMBRO/2019**



“pair” in communication: these activities correspond to about 50% of our daily use of the language (GOH, 2003). Paiva (2012) argues that there has been a belief among teachers that it is impossible to teach speaking and listening skills among heterogeneous and large classes. This, however, may come to be a positive factor as this gives the teacher the chance to promote group or pair activities which will work more effectively than in an homogeneous environment. That is, students with more different ages, cultures, backgrounds, may have more to talk about/ listen to than ones of the same social groups. This has been observed to be true in many occasions in our experience with the English Minicourse, as students from many different majors interact and share experiences through classroom activities proposed by the teachers. According to Richards (2006) there are many advantages in giving emphasis to pair or group activities in the classroom, such as being able to listen to the classmates using the language, and not only the teacher; as well as increased motivation as they can witness the language put into use by their peers and themselves. This has also been observed to be a strong tool in teaching listening/speaking in the activities developed by our project. Another important aspect of the lessons planned in our activities was the use of authentic materials (RICHARDS, 2006). Authenticity causes lessons to present real-life uses of the language and offer exposition to the “real language”, instead of that used on materials created simply for the use in classroom and all created by the teacher. In this regard, the use of specific technologies and internet sources like “vlogs” and “channels” from YouTube have really allowed lessons to be improved with authentic materials which can be presented first, and then contextualized in grammar or communication activities.

## **CONSIDERAÇÕES FINAIS:**

The teaching principles and methods, based on the communicative approach, have been successfully applied in the development of lesson plans and classroom materials in this Project. From this theoretical background, we understand that the pedagogical goals have all been successfully achieved, also considering the test results and students’ feedbacks. This evidences the importance of theory comprehension as well as the planning itself in the process of teaching a language.

A colorful graphic for the VI SEMANA DO CONHECIMENTO event. It features a grid of squares in various colors (green, yellow, orange, red) with icons representing different fields of knowledge: a DNA helix, a tree, a musical note, a water molecule (H2O), a person, a book, a calculator, and a microscope. The text "VI SEMANA DO CONHECIMENTO" is written in large, bold, white letters across the top of the grid.

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## **REFERÊNCIAS**

GOH, Christine C. M.. **Ensino da compreensão oral em aulas de idiomas**. São Paulo: SBS, 2003.

PAIVA, Vera Lúcia Menezes de Oliveira e. **Ensino de língua inglesa no ensino médio: teoria e prática**. São Paulo: Edições Sm, 2012.

RICHARDS, Jack C.. **O ensino comunicativo de línguas estrangeiras**. São Paulo: SBS, 2006.

VYGOTSKY, L. S. **A Formação social da mente: o desenvolvimento dos processos psicológicos superiores**. São Paulo: Martins Fontes, 1984.

**NÚMERO DA APROVAÇÃO CEP OU CEUA (para trabalhos de pesquisa):**

## **ANEXOS**