

UNIVERSIDADE EM TRANSFORMAÇÃO: INTEGRALIZANDO SABERES E EXPERIÊNCIAS

2 A 6 DE SETEMBRO/2019



Marque a opção do tipo de trabalho que está inscrevendo:

() Resumo

(X) Relato de Experiência () Relato de Caso

DEVELOPING LINGUISTIC ABILITIES: FOCUSING ON LISTENING/SPEAKING IN TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE

AUTOR PRINCIPAL: Felipe Quevedo Giovanoni **CO-AUTORES:** Gustavo Borella Rosa **ORIENTADOR:** Luciane Sturm **UNIVERSIDADE**: Universidade de Passo Fundo

INTRODUÇÃO

This study is linked to the Extension Program "Ensino e Inovação"/Teaching and Innovation - the "Project Internationalization at Home" at the University of Passo Fundo. Such project aims to encourage the learning of English as an Additional Language - EAL amongst undergraduate students of the Institution. In this context, this study is a report of experience regarding the English minicourses, whose planning is based on the sociocultural approach to cognitive development (VYGOTSKY, 1984) and on the integrated development of all linguistic skills: reading, writing, listening and speaking, from the communicative approach. Our goal is to present and discuss a lesson plan which focuses on speaking/listening skills inside this framework as a means to achieve communicative competence in English.

DESENVOLVIMENTO:

The listening and speaking skills have received the least attention in the history of language teaching (PAIVA, 2012), but they are, however the most important ones in order to achieve the communicative competence, as they are the final goal to any second language learner: one does not only learn to read and write, but most importantly to listen and speak. Listening and speaking are not only a

VI SEMANA DO CONHECIMENTO

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"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.

CONSIDERAÇÕE S 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.

VI SEMANA DO CONHECIMENTO

UNIVERSIDADE EM TRANSFORMAÇÃO: INTEGRALIZANDO SABERES E EXPERIÊNCIAS

2 A 6 DE SETEMBRO/2019



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

ANEXOS