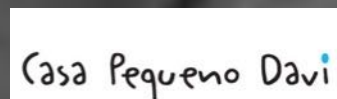


ELT, CRITICAL LITERACY AND EMPOWERMENT: HIGHLIGHTS OF A BRAZILIAN PROJECT



Prof. Dra. Angélica Maia |UFPB
Jonathan Ferreira |UFPB



Agenda

- ✓ Aims
- ✓ Setting the context
- ✓ The projects:
 - ✓ Theoretical background
 - ✓ Highlights of the lessons
 - ✓ 2015 PROJECT
 - ✓ 2016 PROJECT
- ✓ Facing challenges
- ✓ What we have learnt from the experience
- ✓ Final Considerations
- ✓ Comments and questions

A collage of four black and white photographs of children's faces, arranged in a 2x2 grid. The top-left photo shows a girl smiling with her hand near her face. The top-right photo shows three children smiling. The bottom-left photo shows two children looking forward. The bottom-right photo shows two children smiling. A light blue vertical bar is positioned between the top-left and top-right photos.

“

The aim of this paper is to share some innovative activities and materials developed in an ELT project at a nongovernmental organization in the northeast of Brazil, designed to teach underprivileged children and adolescents.



**Teachers in initial
education**



**7-18 year-old
underprivileged children**



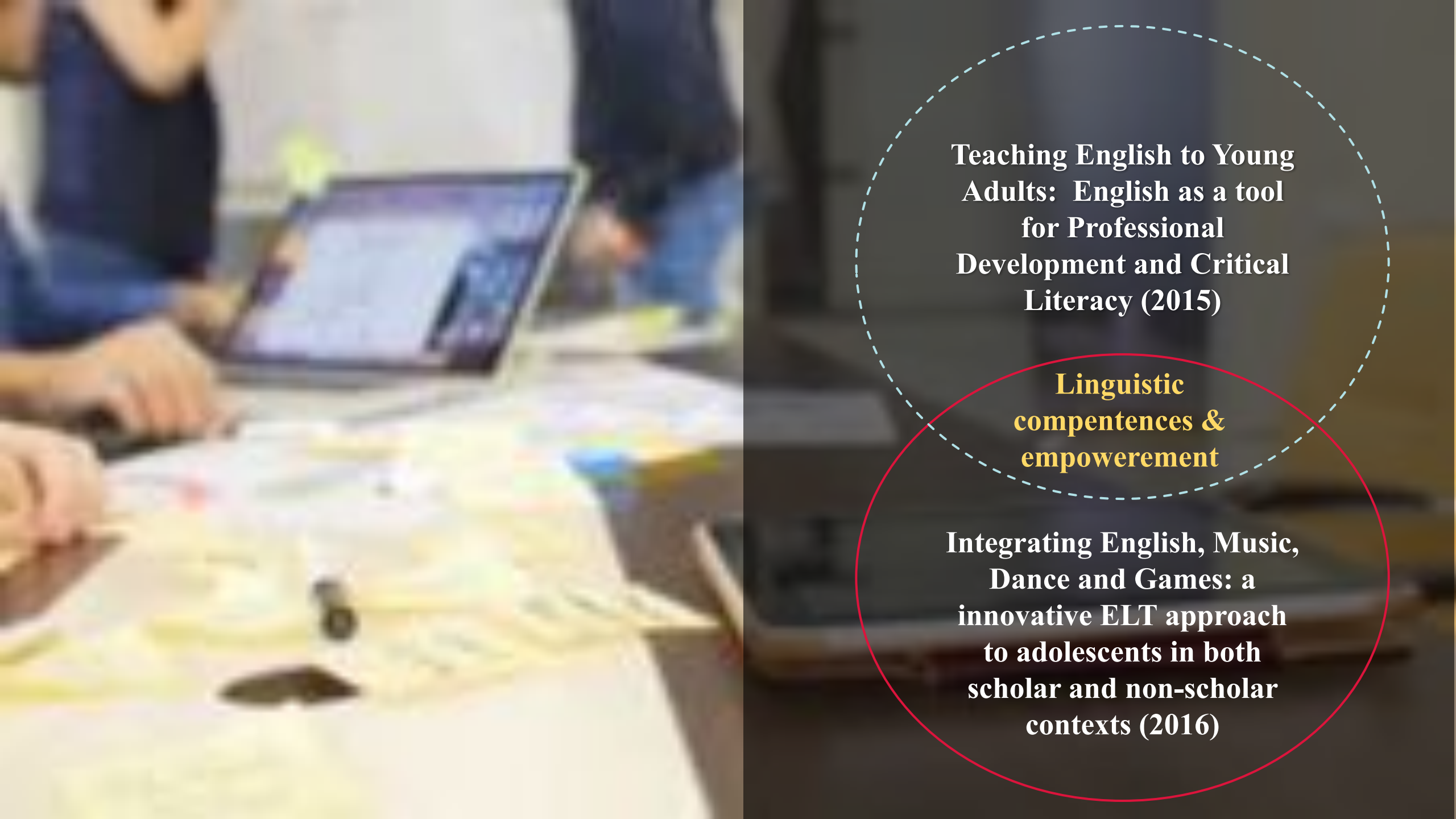
Extension -Scholarships

**Workshops → Socially
relevant themes → Citizenship**

Academia → Community

Integrated Learning





**Teaching English to Young
Adults: English as a tool
for Professional
Development and Critical
Literacy (2015)**

**Linguistic
competences &
empowerment**

**Integrating English, Music,
Dance and Games: a
innovative ELT approach
to adolescents in both
scholar and non-scholar
contexts (2016)**

Theoretical Backgrounds

- ✓ Socially relevant themes
- ✓ Situated language learning
(BARTON, HAMILTON & IVANIC,
2000; ROJO, 2009)
- ✓ Critical literacy (FREIRE, 1987,
HAWKINS; NORTON, 2009)

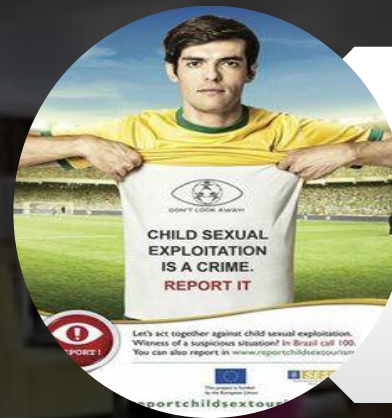
Multimodality
(KRESS, 2006)



**Teaching English to
Young Adults:
English as a tool for
Professional
Development and
Critical Literacy
(2015)**



- Where's it? Who's in it?
- Why the large red shoes?
- Is it common?
- Do you know anybody who has been in these shoes?



- What kind of text?
- Where? To whom?
- What does it say?
- Why?



- What would do?
- Would you help? How?
- Shall we alert the community?

Multiple ways to read the wor(l)d

**Integrating English,
Music, Dance and
Games: an innovative
ELT approach to
adolescents in both
scholar and non-
scholar contexts (2016)**

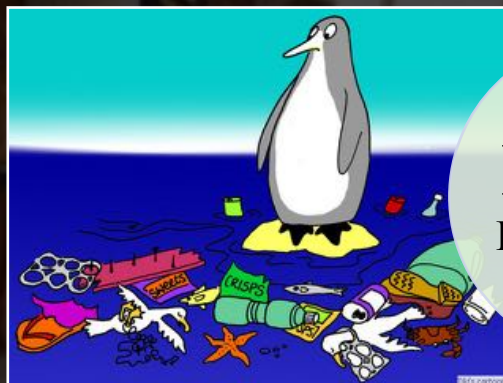
Do you like dolls?
Can boys play with dolls too?
Are these dolls different? How?



**Toys -
Racism**



**Films
Gender
Roles**



**Images
Environment**



We are the World, we are the children
We are the ones who make a brighter day so let's start giving
There's a choice we're making, We're saving our own lives
It's true we'll make a better day, just you and me

**Music
Children's
Rights**

Games – Ludic Learning



Dice-
Racism



TPR
activities



Bingo –
Children's
Rights



Dice -
Sexism



Puzzles



Memory
/Card
games

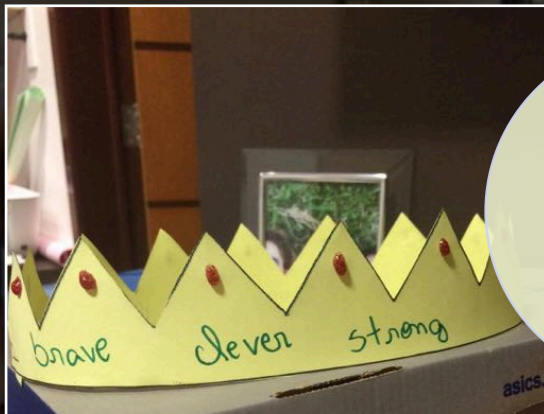
Arts and Crafts – Multiple ways to express oneself



Racism



Children's Rights



Sexism



Environment

Challenges

- Heterogeneous Group
- Taboos
- Passiveness X Dialogic Engagement
- Pre-conceptions



today I'm
thankful
for



✓ Linguistic development aligned with a view of language as social practice used to act in the world

✓ Socio-political awareness and engagement: citizenship education

✓ An empowered community, willing and able to stand up for their rights



Reference

BARTON, D.P., HAMILTON, M.E., IVANIC, R. *Situated literacies*. London : Routledge, 2000.

FREIRE, Paulo. *Pedagogia do Oprimido*. Rio de Janeiro: Paz e Terra, 1974.

HAWKINS, Margaret, NORTON, Bonny . Critical language teacher education. In: BURNS, Anne; RICHARDS, Jack C. (Orgs.) *The Cambridge Guide to Second Language Teacher Education*. New York: Cambridge University Press, 2009, p. 30-39.

HEBERLE, Viviane M. Multimodalidade e muliletramento: Pelo estudo da linguagem como prática social multissemiótica. In: SILVA, Kleber Aparecido da.; DANIEL, Fátima de Gênova; KANEKO-MARQUES, Sandra Mari; SALOMÃO, Ana Cristina Biondo (Orgs.) *A formação de professores de línguas: Novos olhares - Volume II*. Campinas, SP: Pontes Editores, 2012, p. 83-106.

MAIA A. A, DOURADO, M.R; FERREIRA, J.F.; CONCEICÃO , C.W. Ensino de língua inglesa e letramento crítico: uma experiência voltada para o engajamento dialógico letra e cidadão de adolescentes e jovens. *Revista Espaço do Currículo* (Online), v. 9, p. 97-107, 2016.

ROJO, R. *Letramentos múltiplos, escola e inclusão social*. São Paulo: Parábola editorial, 2009

KRESS, G.; van LEEUWEN, T. *Reading Images: the grammar of visual design*. 2nd ed. LONDON; New York: Routledge, 2006



[illegible]

- ❑ www.pequenodavi.org
- ❑ angelica.maia@gmail.com
- ❑ jonathanfeitosa@hotmail.com
- ❑ www.ufpb.br

CONTACT US

