

UNIVERSIDADE FEDERAL DO ESPIRITO SANTO

Project Based Learning (PBL)

METODOLOGIAS DE ENSINO DA LÍNGUA INGLESA



E-book gratuito com planos de aula nos parâmetros do PBL.
Volume 1.



UNIVERSIDADE FEDERAL DO ESPÍRITO SANTO

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Esse e-book é uma produção gratuita e independente, resultado de uma "atividade extensionista" em que os alunos do curso Letras- Inglês da Universidade Federal do Espírito Santo desenvolveram planos de aula sob a supervisão da Prof. Me. Thais Abreu Vianna. A reprodução ou comercialização precisa de autorização prévia.

Vitória, Espírito Santo
Dezembro de 2023

"A educação é um ato
de amor, por isso, um
ato de coragem."

Paulo Freire

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Introdução

O e-book em questão surgiu em uma roda de conversas com os alunos de Letras-Inglês que estavam cursando a matéria Metodologias de Ensino da Língua Inglesa. Refletindo em possíveis propostas para a realização da "Atividade Extensionista", julgamos relevante utilizar de forma prática um dos assuntos que estudamos no semestre de 2023.2.

Após um semestre cheio de discussões críticas sobre o ensino-aprendizagem da língua inglesa no Brasil e no mundo, eu, enquanto professora substituta, reconheci que a ideia de um e-book era uma grande oportunidade para utilizar as ferramentas virtuais a fim de democratizar o conhecimento trocado na sala de aula da Universidade.

Um dos nossos objetivos é encorajar professores de língua inglesa das redes públicas e privadas a utilizarem as ferramentas educacionais que a Era Pós-Método nos trouxe para o ensino de línguas. Isto é, ousar a escutar e atender as necessidades de nossos alunos, colocando-as em prioridade no processo de ensino-aprendizagem.

Deixo, desde já, meus agradecimentos aos alunos de Metodologias de Ensino



da Língua Inglesa - 2023.2, que muito gentilmente abraçaram essa ideia, aos colegas do Departamento de Línguas e Letras da Universidade Federal do Espírito Santo e, em especial, à Prof. Dr. Marianna Merlo que disponibilizou o seu blog como canal propagador desse material.

Os planos de aula que virão em seguir foram desenvolvidos pelos alunos e as fotografias utilizadas neste e-book foram retiradas do banco de dados gratuito Pexels.

Com carinho,

Thaís Vianna

Sobre o PBL (Project Based Learning)

O que é e por que implementar com nossos alunos?

A aprendizagem baseada em projetos foi desenvolvida como uma metodologia que tem como foco envolver "os alunos na aquisição de conhecimentos e habilidades, através de buscas e questionamentos, desenvolvimento de atividades práticas, planejadas com o intuito de promover uma aprendizagem eficaz" (VASCONCELOS, 2020, p. 12).

Em um contexto em que nossas salas de aula no Brasil ainda possuem uma certa resistência em verdadeiramente colocar os alunos no centro do ensino-aprendizagem deles, o PBL aparece como uma boa alternativa para estimular a participação, colaboração e pensamento crítico durante a aquisição de uma língua estrangeira. Isto é, os alunos saem da posição de passividade pois a eles são dadas oportunidades de cooperar nas tarefas que são atribuídas ao longo do projeto.

Os projetos que virão a seguir foram pensados pelos alunos do segundo semestre (2023.2) do curso de Letras- Inglês da Universidade Federal do Espírito Santo. Eles tiveram o desafio de trabalhar em grupos e estruturar um planejamento nos moldes da aprendizagem baseada em projetos, idealizando o uso do mesmo para um cenário de Ensino Médio na educação pública brasileira.

No entanto, cabe a nós ressaltar aqui que a utilização dos *planners* pode – e deve – ser adaptada a realidade de cada professor ou instrutor que desejar utilizá-lo com sua(s)

turma(s). É preciso ter sensibilidade para conhecer a conjuntura em que seus alunos se encontram, interesseres, contexto social e/ou econômico, faixa etária, etc, para julgar qual o melhor assunto – ou assuntos, visto que a interdisciplinaridade também é importante no PBL – para abordar com a turma.

Antes de apresentarmos os documentos desenvolvidos pelos alunos, há algumas questões-chave sobre a implementação do PBL. Primeiro, é preciso considerar o contexto de seus alunos, da escola e da comunidade em que eles estão inseridos para então pensar em gerar uma ideia de projeto – que pode ser criada pelo próprio professor, ou pode ser adaptada de outro profissional.

Em seguida, é preciso estabelecer quais serão os objetivos de aprendizagem e como eles serão atingidos, para, em seguida, pensar em como o produto final desse projeto será tornado público no ambiente escolar, na comunidade ou, até mesmo *online*. Por fim, temos a *driving question* (LARMER, 2015, p. 92) na qual contém a essência do projeto e deve ser usada tanto para guiar o professor quanto os alunos no andamento e na qualidade do projeto.

PROJETO I

Nome do projeto: Global Sounds: Exploring Cultures, Songs, and Grammar in English-Speaking Countries

Autores: Adam Luiz Sala, João Victor Zanoni, Jairo Gabriel Barcellos, Maria Eduarda Nali e Rafael Fernandes Moreira.

Duração: 4 weeks

Participação de outras disciplinas: Music and Foreign Culture

Público-alvo: 1st year of High School

Objetivo:

To get students to explore foreign non-American-European English-speaking countries' cultures and their music, their ability to interpret song lyrics, and develop Simple Present tense knowledge.

Pergunta norteadora: What is the importance of music/songs in your life? What is music for you?

Conteúdo e habilidades a serem abordados:

1. Culture of foreign countries;
2. Interpretation of song lyrics;
3. Simple Present;
4. Video-Making;
5. Research.

Assessment:

Students will be assessed based on their class participation and commitment to do the assignments

PBL PLANNER

Nome do projeto: Global Sounds: Exploring Cultures, Songs, and Grammar in English-Speaking Countries

WEEK	ACTIVITY	Scaffolding Learning Strategies
1	<p>Start the class by playing "Will I See You"; by Anitta.</p> <p>Ask students if they listen and like the song, if they know and like Anitta, and what they think about her singing in English.</p> <p>Present what will be worked in the project and contextualize (Project Idea) students by asking them some questions:</p> <ul style="list-style-type: none"> - What is music? - What do you like listening to? - Where are the singers you like listening to from? - What is the importance of music in your life? <p>Get their answers, write them on the board, and discuss the topic.</p>	Google slides and the song.
2	<p>Play the following songs: "Cheap Thrills" by Sia, "Umbrella" by Rihanna, and "Is This Love" by Bob Marley.</p> <p>Ask students some questions about the songs:</p> <ul style="list-style-type: none"> - Do you know where the singers are from? - Do you like these songs? - Did you know the singers were from these places? - Do you know any more English speakers singers from countries that are not in North America and Europe? <p><u>Work in Groups:</u> Divide students into 7 groups of 5. Ask the groups to identify the Simple Present verbs present in the songs. Give them some minutes to do this.</p> <p>Get their feedback on the verb tenses used in the songs.</p>	Google slides and the songs.
3	<p><u>Work in Pairs:</u> Ask students to share their routines with their partner and find out when they listen to music in their day. By the end, students have to share their partner's routine with the class. "Adam wakes up at 7 o'clock, eats breakfast, brushes his teeth, and goes to the gym. He listens to music while workout";</p> <ul style="list-style-type: none"> - Ask students what verb tense they used while talking about their routine. - Ask students what is the structure of this verb tense (Simple Present). 	Google slides
4	<p>Ask the same groups from the 2nd class to search for a song from a non-American-European English speaker singer.</p> <p>Ask them to report, via TikTok video, what they were able to understand and interpret from the chosen song and share in the class TikTok account.</p>	Google slides and cellphones with internet connection

PROJETO II

Nome do projeto: Should Our School Invest in Better Infrastructure?

Autores: Ana Claudia, Maria Eduarda Costa, Júlia Medeiros, Gleydson e Ana Paula.

Duração: 8 weeks (2 classes per week)

Participação de outras disciplinas: Geography, Sociology, and Art

Público-alvo: High School (all years)

Objetivo:

- Have students create a survey from scratch;
- Apply the survey to over 50% of the school, including students and staff;
- Engage students with spatial and social problematics within the school by analyzing the school infrastructure;
- Students to be aware of their space;
- Encourage them to have political behavior as students as well as citizens after gathering the research info.

Pergunta norteadora: Should our school invest in better infrastructure?

Conteúdo e habilidades a serem abordados:

1. WH - Word (Questions)
2. Adjectives
3. Vocabulary (Places at School)

Assessment:

Students will be assessed based on their class participation and commitment to do the assignments

PBL PLANNER

Nome do projeto: Should Our School Invest in Better Infrastructure?

WEEKS (2 classes per week)	ACTIVITY	Scaffolding Learning Strategies
1	<ul style="list-style-type: none"> Project presentation. Tour around the school. 	Google slides.
2	<ul style="list-style-type: none"> Teach about WH - Questions plus start creating survey questions. Continue the creation of survey questions using WH - Questions. 	Google slides, and WH-questions (What, Where, Who, and How).
3	<ul style="list-style-type: none"> Practice the survey interview in class. Apply the survey in the school. 	YouTube video on how surveys are used. Provide supplies to take notes.
4	<ul style="list-style-type: none"> Continue applying the survey Continue applying the survey. 	Provide supplies to take notes.
5	<ul style="list-style-type: none"> Analyze the survey and discuss the demands. Teach about the purpose behind the use of <i>Lambe</i> posters, and instruct them on how they should be created. 	Posters, markers, magazines/newspapers, scissors, and an example of a <i>Lambe</i> poster.
6	<ul style="list-style-type: none"> They will be divided into groups and each group will need to create a sentence about what needs to be improved in school on the <i>Lambe</i> posters using A4 sheets of paper. Continue the creation of <i>Lambe</i> posters. 	Posters, markers, magazines/newspapers, scissors, and school supplies.
7	<ul style="list-style-type: none"> Post the papers in strategic places at school, so people can see what they are advocating. Create slides to be presented. 	Posters, glue/stapler. Google slides to pre-teach what they should include in their final presentation and how they should do it.
8	<ul style="list-style-type: none"> Continue creating slides to be presented. Present the slides. 	Google slides templates.

PROJETO III

Nome do projeto: Halloween

Autores: Angela Hipolito, Gabriel Conrado, Harrison Rocha, João Paulo Cruz e Vênus.

Duração: October (4 weeks)

Participação de outras disciplinas: History, Literature, and Music

Público-alvo: 2nd year of High School

Objetivo:

Musical Theater about Halloween.
Students will dance and roleplay "Thriller" by Michael Jackson as their final activity to show to the school community. To do that, students will also be responsible for connecting the musical with the story of Halloween.

Pergunta norteadora: What do you know about Halloween ?

Conteúdo e habilidades a serem abordados:

1. Halloween history
2. Literature
3. Musical Theater definition
4. Typical vocabulary
5. Dance, singing abilities

Assessment:

Students will be assessed based on their class participation and commitment to do the assignments

PBL PLANNER

Nome do projeto: Halloween

WEEK	ACTIVITY	Scaffolding Learning Strategies
1	<p>1. Presentation about the Project. The teacher must explain the idea of the PBL, and get the students to understand where the name came from and what they'll be doing. This section is made to give some time to the students to make their questions in case of any doubts about how the project will be driven. Explain the time the students will take (schedule), what they going to learn, and what they will do in their presentation.</p> <p>2. Ask the Driving Question (What do you know about Halloween?) Make a brainstorm with the students about their knowledge of Halloween and correct possible mistakes or errors.</p> <p>3. Show movie scenes to explain the origin of Halloween. In order to avoid making the class teacher-centered, the teacher can show a video of a scene from Hocus Pocus to illustrate the origin of Halloween. After that, students will have time to speak about what they've found on the video that has connections with the celebration. In this case, the teacher can use the video to foster the use of English by asking students some easy questions: (for example: "What is this?" "That's right, a black cat").</p> <p>4. Show the music video "Thriller" by Michael Jackson and ask the students to make a connection between the video and Halloween. In this section, students will get to see the video they'll be performing. Teacher must pre-teach some vocabulary that will show up in the video. Students and teacher will discuss what kind of elements they've found in the video that are correlated with Halloween. The teacher must also get a little deeper into questions related to the project.</p>	<p>Google slides about the project, I Put a Spell on You and a scene</p> <p><https://youtu.be/ndfGMuglvxM?si=WW3IUoGUQuE__b3h> SCENE OF HOCUS POCUS</p> <p><https://youtu.be/xd_Rj_5JSJo?si=yzRoD3vOYBIJQS7s> ONE WAY OR ANOTHER</p>
2	<p>1. Musical Theater definition The teacher explains clearly, so students know what to expect about the project.</p> <p>2. Typical vocabulary The teacher remembers some words they've seen in the Michael Jackson - Thriller video. These words will be sung by the students while they are on the stage.</p> <p>3. Start screenplay Students start to write the screenplay for the scene, to choose the one that will be doing each component of the roleplay (art producers, narrators, actors, dancers, etc). Everyone should participate in the screenplay adding all the words and content they've learned before starting the rehearsals – since they must know what they'll have to talk in the stage/to make.</p>	<p>Google slides</p>
3	<p>Rehearsal</p>	<p>Boombbox, microphone, and accessories.</p>

PBL PLANNER

Nome do projeto: Halloween

WEEK	ACTIVITY	Scaffolding Learning Strategies
4	Final rehearsal	Boombox, microphone, and accessories.

PROJETO IV

Nome do projeto: New Zealand's Folklore

Autores: Elimara Maria Bayerl, Hugo Zambon, Ana Luíza Zampirolli, Michelli Castro and Julia Facini Lima.

Duração: 4 weeks: 2 classes a week, 8 classes in total.

Participação de outras disciplinas: English, History, Art, and Geography.

Público-alvo: Second year of High School

Objetivo:

Students will learn about folklore and its importance in the culture of a country.

Pergunta norteadora: How does Folklore define the culture of a place?

Conteúdo e habilidades a serem abordados:

1. Vocabulary
2. Adjectives
3. Simple Past

Assessment:

Students will be assessed based on their class participation and commitment to do the assignments

PBL PLANNER

Nome do projeto: New Zealand's Folklore

WEEKS (2 classes per week)	ACTIVITY	Scaffolding Learning Strategies
1.1	1.Explain the definition of culture and folklore according to the Cambridge dictionary. 2.The definitions will be displayed on slides. 3.Explain the project: It consists of talking about New Zealand folklore; 4.The students will be divided into groups; 5.The class, at the end of the project, needs to present about New Zealand mythology; 6.Each group is going to be responsible for 1 myth, and those myths will be given by the teacher. Each group is going to draw a myth. The tales are listed in section 2.1.	Google slides about the definition of culture and folklore.
1.2	1.Review Simple Past: The students must know the Simple Past tense since they will need to explain the myth using Simple Past during the final presentation. 2.Starting with vocabulary: since the teacher already knows the myths, they will show the vocabulary the class will use during the presentation.	Google slides about Simple Past tense; Activity consisting in finding the Simple Past Tense in other myths; Vocabulary: Married, locked, forced, put, cultivated, were, was, agreed, angered, parted, smashed, terrified, subsided, prevailed, hatched, caught, searched, drowned, obtained, became, threw.
2.1	Review vocabulary - remember to focus on what they are having difficulty with. Organize the project: divide the students into groups and draw a legend for each one. 1. Rangi and Papa; 2. Maui and the fish; 3. Maui and Mahuika; 4. Paikea. Remember that during the culmination, the class must follow this order of presentation!	Slide review about the vocabulary of the subject. Encourage them to use the dictionary or internet to search for unknown words. After the students have chosen the groups, write the themes on a paper and draw.
2.2	1.Project - discuss the project with the teacher. 2.The groups should get together and get familiar with the story. The teacher must monitor the class and check student's ideas, indicating what is and what is not relevant for their presentation.	In this interaction with students, the teacher will encourage them to explore the subject, and get the right ideas.
3.1	1.Project - discuss the project with the students. 2.The groups already know what their respective legends are and they have already brainstormed their ideas, so now they must decide specific details on what they will do on the final day of the project and divide the tasks between each member of the group.	Teacher brings some examples (videos) on how they can present/enact the stories.

PBL PLANNER

Nome do projeto: New Zealand's Folkore

WEEKS (2 classes per week)	ACTIVITY	Scaffolding Learning Strategies
3.2	<p>1.Project - prepare the presentation.</p> <p>2.Students should begin organizing what they need for their presentations. They should characterize themselves as the characters of their assigned stories.</p> <p>3.Besides that, they should think about using simple theatrical props. In addition to the props, students can also start rehearsing their presentations.</p>	<p>Pre-teach what are theatrical pops.</p> <p>Bring nonwoven fabric, foam sheets, clothes brought by the students and other materials.</p>
4.1	<p>1.Project - continue to prepare.</p> <p>2.One preparation class is not enough, so students must continue the preparation started in the previous class.</p>	<p>Bring nonwoven fabric, foam sheets, clothes brought by the students and other materials.</p>
4.2	<p>Final class - Culmination of the project.</p> <p>In the final class, the project will finally happen. The students will work to decorate the classroom with nonwoven fabric, foam sheets, colored paper, and balloons (donated by the school) and get prepared to receive guests to watch the presentation.</p> <p>After everything is arranged and the guests arrive, each group will have about 15 minutes to enact their legends using the vocabulary and the verb tense studied. They must tell the story in the form of a mini theater. It must be clear to the audience who the characters are and their roles in their respective myths.</p>	<p>Nonwoven fabric, foam sheets, colored paper, balloons.</p>

PROJETO V

Nome do projeto: Can you identify racism in the movies you watch?

Autores: Lucas Negrão, Lucas Lacerda, Larissa Vitória Suely e Carla Regina Louback.

Duração: 3 weeks (2 classes per week)

Participação de outras disciplinas: Social Studies, English, History, and Geopolitics.

Público-alvo: Second year of High School

Objetivo:

Discuss racism in present-day media.

Pergunta norteadora: How can you spot racism within the films/series you watch?

Conteúdo e habilidades a serem abordados:

1. Polite speech/conversation/advice.
2. Modal verbs.
3. Conjunctions.
4. Pronouns.

Assessment:

Students will be assessed based on their class participation and commitment to do the assignments

PBL PLANNER

Nome do projeto: Can you identify racism in the movies you watch?

WEEKS (2 classes per week)	ACTIVITY	Scaffolding Learning Strategies
1.1	<p>In the first class, the theme will be introduced to the students, explaining what we are going to talk about through the weeks and how we are going to do it:</p> <ol style="list-style-type: none"> 1.Present the film Freedom Writers. 2.Explain what is the White Savior trope. 3.And explain the writing activity Ss will have to do afterward. <p>At the end of this introductory class students will be given the following questions to answer and discuss after watching the movie:</p> <ul style="list-style-type: none"> • Who is the main character in the movie? What is the protagonists' relationship with the supporting characters? • How are white and black characters portrayed? And what are its main differences? • What roles do white characters and black characters play in the movie? • In which moments could you spot characteristics of the White Savior trope in the movie? 	<p>Encourage questions; Connections to previous knowledge; Pre-teach vocabulary.</p>
1.2	<p>This class will be dedicated to watching the movie Freedom Writers.</p>	
2.1	<p>Continuation of the 2nd class.</p>	
2.2	<p>In this class, we will open the discussions about the movie (using the questions sent/shown in the first class). By the end of the class, students will be asked to form 5 different groups. Each group will have to choose a movie/series to recommend by making a poster. There will be 1 poster per group. The movies/series for the recommendation should do a good job of portraying racism, and it should be different from the previously analyzed movie (Freedom Writers), which means it can not contain the White Savior trope.</p>	<p>Encourage questions; Connections to previous knowledge; Modeling; Introducing vocabulary.</p>
3.1	<p>The next 2 classes will be dedicated to the creation of 5 posters with 5 different movies/series selected by the 5 groups. The posters will have the basic information about the works (E.g. Date of release, director, etc...), and will also have the students' reasoning/justification for the recommendation of the movie/series. Each member of each group will write a brief text about their reasons for the recommendation of their group's movie/series in their poster.</p>	<p>Encourage questions; Reinforce vocabulary; Connections to previous knowledge; Think-Alouds; Use visual aids; Gradual release of responsibility; Feedback.</p>
3.2	<p>Continuation of the 5th class. Students display the posters in class and invite another class to present their posters.</p>	<p>Encourage questions; Reinforce vocabulary; Connections to previous knowledge; Think-Alouds; Use visual aids; Gradual release of responsibility; Feedback.</p>

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Obrigada!

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