

Desenvolvimento de materiais: alguns pensamentos

Centro de Línguas Ann Arbor

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Materiais: Alguns exemplos

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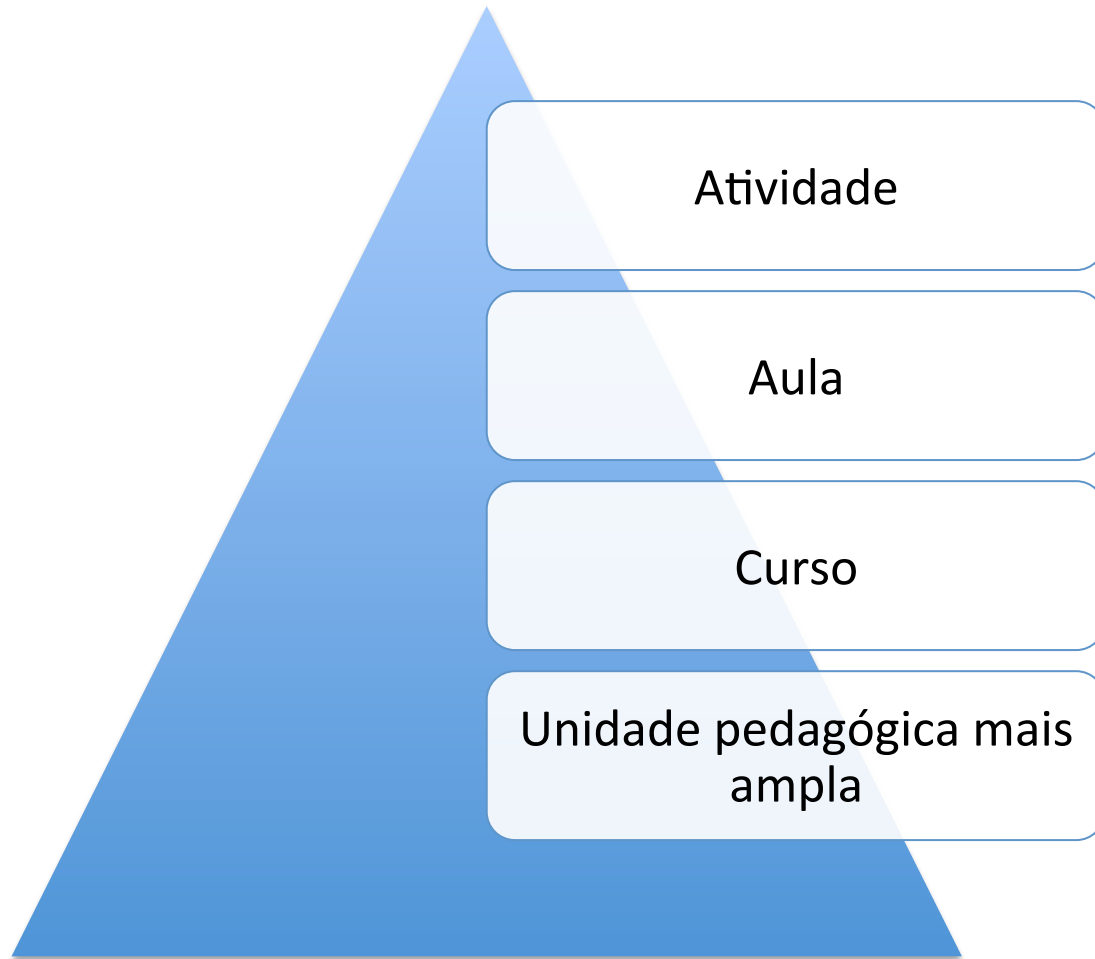
Definição (1)

- ‘Anything which is used to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.’ (Tomlinson, 2011: xii-xiv)

Definição (2)

- ‘The focus here [...] is primarily on *text* materials. Such materials include those that have been either specifically designed for language learning and teaching (e.g. textbooks, worksheets, computer software); authentic materials (e.g. off-air recordings, newspaper articles) that have been specially selected and exploited for teaching purposes by the classroom teacher; teacher-written materials; and learner-generated materials.’ (McGrath 2002:7)

Desenvolvimento de materiais



Atividade

Aula

Curso

Unidade pedagógica mais
ampla

Onde começar? Tipos de syllabus

- Grammatical
- Functional
- Notional
- Thematic or topical
- Situational
- Phonological
- Lexical
- Skills

Tipos de syllabuses menos comuns

- Genre-based
- Competency-based
- Task-based (pedagogical / real-world tasks)
- Cultural
- Strategy-based
- Process
- Content-based (typically CLIL)

Scope and sequence: An example

		UNIT TITLE	TEXTUAL GENRES (ORAL AND WRITTEN)	READING STRATEGIES	OTHER STRATEGIES AND LEARNING SKILLS
Theme 1 – Language Connection, 16	Unit 1	Attitudes to Language, 18	<ul style="list-style-type: none"> ■ Newspaper article ■ Cartoon ■ Sitcom ■ Word cloud 	<ul style="list-style-type: none"> ■ Identifying transparent words ■ Analyzing the organization, components and source of a text ■ Analyzing references 	<ul style="list-style-type: none"> ■ Using a bilingual dictionary ■ Analyzing the parts of a word ■ Understanding phonetic transcription ■ Raising awareness about how you listen ■ Identifying the register: formal or informal ■ Monitoring for visual aspects
	Unit 2	A Multilingual World, 36	<ul style="list-style-type: none"> ■ Newspaper article ■ Infographic ■ Short talk ■ Promotional postcard 	<ul style="list-style-type: none"> ■ Reading titles, images and other visual elements 	<ul style="list-style-type: none"> ■ Observing the co-text ■ Identifying false friends ■ Making and verifying predictions ■ Analyzing an audioscript for discourse features ■ Using sample texts for inspiration

	CRITICAL THINKING	TECHNOLOGY SKILLS	VOCABULARY	GRAMMAR	PRODUCTION (ORAL AND WRITTEN)		
	<ul style="list-style-type: none"> Establishing the relevance of what you read 	<ul style="list-style-type: none"> Using an online dictionary 	<ul style="list-style-type: none"> Likely, unlikely Nouns formed by the suffixes -er, -ity, -tion, -ness and -ment Words formed by the prefix un- 	<ul style="list-style-type: none"> Simple present Present progressive There + to be (present) 	<ul style="list-style-type: none"> Conversation Word cloud 	In Control I, 58	Project I – Facts and Opinions About the English Language, 64
	<ul style="list-style-type: none"> Distinguishing facts from opinions 	<ul style="list-style-type: none"> Understanding URLs and hyperlinks 	<ul style="list-style-type: none"> Between, among Almost, barely False friends 	<ul style="list-style-type: none"> Word order (adjectives + nouns) Plural of nouns Possessive ('s or ') 	<ul style="list-style-type: none"> Short talk Promotional postcard 		
					<ul style="list-style-type: none"> Self-Assessment, 35 		
					<ul style="list-style-type: none"> Self-Assessment, 57 		

Algumas experiências pessoais

- Exemplo de proposta de coleção de livros (slides)
- Exemplo de proposta de livro (texto escrito)
- Exemplo de brief de unidade

Ideia-chave 1:

Materiais como **gênero textual**

- Realizações orais ou escritas estabelecidas em um grupo social e reconhecidas e produzidas pelos membros do grupo a partir de suas convenções de forma e conteúdo.
- Contexto: quem escreve/para quem/em que suporte/ cenário/modalidade do material/ modalidade de ensino etc
- Também: área de aprendizagem focada e objetivos

Ideia-chave 2:

Princípios como pontos norteadores

1. Materials should achieve **impact**
2. Materials should help learners to **feel at ease**
3. Materials should help learners to develop **confidence**
4. What is being taught should be perceived by learners as **relevant and useful**
5. Materials should require and facilitate learner **self-investment**
6. Learners must be **ready** to acquire the points being taught
7. Materials should expose the learners to language **in authentic use**
8. The learners' **attention** should be **drawn to linguistic features** of the input
9. Materials should provide the learners with opportunities to use the target language to **achieve communicative purposes**
10. Materials should take into account that the positive **effects** of instruction are usually **delayed**
11. Materials should take into account that learners differ in **learning styles**
12. Materials should take into account that learners differ in **affective attitudes**
13. Materials should permit a **silent period** at the beginning of instruction
14. Materials should maximise learning potential by **encouraging intellectual, aesthetic and emotional involvement** which stimulates both right- and left-brain activities
15. Materials should **not** rely **too much on controlled practice**
16. Materials should provide **opportunities for outcome feedback**

(Tomlinson, 2011)

Ideias subsidiárias

- **Necessidades** de alunos, professores, instituições e outros stakeholders
- **Pesquisa** em desenvolvimento de materiais (criação, implementação, avaliação)
- Relação entre **materiais e métodos**: aplicação e/ou inovação?
- **Materiais e tecnologias**
- **Adaptações** seguindo critérios similares aos princípios
- **Avaliações** seguindo critérios similares aos princípios

Referências

McGrath, I. 2002. *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.

Tomlinson, B. 2011. *Materials development in language teaching*. 2nd edition. Cambridge: Cambridge University Press.

Quer saber mais?

- Literatura state-of-the-art

Tomlinson, B. and Masuhara, H. 2018. *The complete guide to the theory and practice of materials development for language learning*. Wiley-Blackwell.

- Princípios:

<http://blogs.brighton.ac.uk/materialsdesign/2016/02/21/whose-principles/>

- Ideias práticas

Clandfield, L. and Hughes, J. 2017. *ETpedia materials writing*. Pavilion.