

ORIGINAL ARTICLE

Designing classroom material to promote socialization and social change

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ABSTRACT

This paper will review the process of developing two units of a coursebook that aimed to promote socialization and social change. Teaching perspectives on the Communicative Approach and Critical Literacy are reviewed, advocating the possibility of linking both perspectives. The methods of dealing with the receptive and productive skills and three language systems – grammar, vocabulary, and pronunciation – are synthesized and reasons for supporting the choice of the activities in the units are given throughout the article. The results of this study suggest that the coursebook syllabus can bring together both the possibility of socialization, fostered by the Communicative Approach, and social change, encouraged by the Critical Literacy. Thus, coursebooks are important factors to promote students' active citizenship.

KEYWORDS: classroom material; socialization; social change; communicative approach; critical literacy.

Elaboração de material didático para promover socialização e mudança social

RESUMO

O objetivo deste trabalho é rever o processo de elaboração de duas unidades didáticas que almejam promover socialização e mudança social. As perspectivas de ensino da abordagem comunicativa e letramento crítico são revisitadas, defendendo a possibilidade de unir ambas perspectivas. Os métodos de trabalhar com as habilidades de produção e recepção de textos e, também, com três sistemas da língua – gramática, vocabulário e pronúncia – são sintetizados e, ainda, são apresentados os motivos que defendem a escolha das atividades ao longo das unidades. Os resultados do estudo sugerem que o programa dos livros didáticos pode abraçar tanto a possibilidade de socialização, promovida pela abordagem comunicativa, quanto a mudança social, incentivada pelo letramento crítico. Assim, livros didáticos são fatores importantes que impulsionam a cidadania ativa dos alunos.

PALAVRAS-CHAVE: material didático; socialização; mudança social; abordagem comunicativa; letramento crítico.

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1. INTRODUCTION

Within the boundaries of a classroom, teachers are limited by different factors, such as curriculum and coursebooks. Those factors can sometimes prevent teachers from bringing important topics to class. For instance, a coursebook unit that presents the topic of family usually focuses on the traditional patterns of family, and therefore the nontraditional patterns are left behind; in another unit, in which students study sports, the Olympic Games are the main topic of the unit, and once more the traditional perspective is evidenced to the detriment of the minorities' perspective, and, for example, the Paralympic Games are not brought to light.

At the end of my specialization in English at the Federal University of Minas Gerais (CEI/UFMG), after being presented to a wide range of approaches, methodologies, principles, and theories, I developed two units of a coursebook¹, in which we were expected to use what we had learned throughout the course. Having in mind the idea that a coursebook can be a limiting factor for classroom discussion, I chose to focus on two topics – assertiveness and music – and design the units so that it could be a source for fruitful class discussion, besides language development.

This article aims to analyze the process of designing the two units and give reasons for choosing each part in the units. First, I will briefly describe the units and explain the motivation to choose the topics of each unit. Then, I will present the language-teaching perspective in which the units were based on, considering literacy(ies), Communicative Approach, Critical Literacy, text genres, and methods. Finally, I will be addressing the concepts and precepts governing the productive and receptive skills activities and the language systems: grammar, vocabulary, and pronunciation.

2. THE UNITS

Before starting to design the units, I studied what is expected from a coursebook. The Brazilian National Program of Coursebook (PNLD) in 2011 presented the criterion used to analyze and evaluate the coursebooks. First, the coursebook should consider the language as social practice. In this way, the students would be involved in authentic communication through spoken and written genres. Then, using topics that broaden students' reality and background, the coursebook might stimulate students' critical literacy in order to enhance learner's autonomy and participation in their communities. Concerning writing skills, the coursebook must guide the learners to analyze the context in which they are writing, then suggest step-by-step writing activities (the writing is not a product, but a process), and finally bring different genres, analyzing the patterns and social practice (Tenuta & Oliveira, 2011).

Tenuta and Oliveira (2011) claim that "Nowadays, the citizen needs to be able to use different skills not only to enjoy the benefits of the contemporaneity, but also to be part of their community, making interventions that contribute

¹ The present work is based on the final paper of the Specialization Course in English Teaching (*Curso de Especialização em Ensino de Inglês – CEI/UFMG*), which was supervised by the Prof. PhD. Ricardo Augusto de Souza, who I am thankful for the support and supervision. You can have access to the full units and teacher's guide in the following link: <<https://goo.gl/k4teRc>>.

to its development” (ibid., p. 320)². Corroborating with them, Andréa Mattos, during the opening session of the Specialization Course in English Teaching at Federal University of Minas Gerais, on January 18 2016, stated that being an active citizen is having the right of taking part in decisions that influence their life. Considering that, I believe that it is our role, as second language teachers, to provide opportunities for students to develop their skills in different social situations in which they may be required to use the target language. Such belief guided the process of designing the units. Students have the chance of actively experiencing authentic situations of communication in which they can develop their language skills throughout the units: authentic articles for reading skills; the news and TED Talks as listening activities; for writing development, testimonials and album reviews; finally, as speaking activities, quizzes, games, and classroom discussion.

The cornerstone of these units lies on the precepts of the Communicative Approach and Critical Literacy, which will be discussed in the following section of the article. Besides that, authentic texts from different genres are inserted in a domain of discourse and has a social destination. Furthermore, the development of the four skills and grammar, vocabulary, and pronunciation is obtained simultaneously with the promotion of socialization and social change. For that reason, the themes here presented in the units go beyond the linguistic purpose: they foster active citizenship.

The cultural context presented in the first unit arises from a social skill that I needed to develop: how to be more assertive. Mainly, when I need to say *no* to a request. The unit brings different patterns of communication: a piece of article is brought in the reading section; a video with a testimonial from a lecturer is part of the listening activity; based on the video, students are asked to write their own testimonials and publish them in a website. Questions for discussion that foster students’ critical thinking are presented in every activity.

It is not difficult to see coursebooks that choose to play safe rather than bring contentious issues to discussion. There might be different reasons for coursebooks not to take risks, but a teacher should have the autonomy and authority to adapt the topic of a lesson in order to work with it in a more critical way. I was willing to talk about something common in a critical way, and this is what led me to choose the topic of the second unit: music. Based on that transversal theme, I decided to talk about *Hallyu*, or the Korean wave. Although this topic seems to be more light-hearted and easygoing than the previous one – assertiveness –, it was selected after watching a documentary about issues concerning artists in South Korea, and I tried to bring those issues to light. A newspaper article is the reading activity and a TV news report is the video activity focusing on listening. Bringing a non-native speaker, the newsreader, to the listening activity was an important choice with the intention of promoting representation of non-native English speakers. After reading a music album review, students are asked to write their own music album review, and they are given the opportunity to publish their work in a website.

² Original Portuguese passage: “O cidadão atual precisa dominar várias habilidades para não apenas usufruir dos benefícios da vida moderna, mas também participar ativamente de sua comunidade, fazendo intervenções construtivas e contribuindo para o avanço desta”.

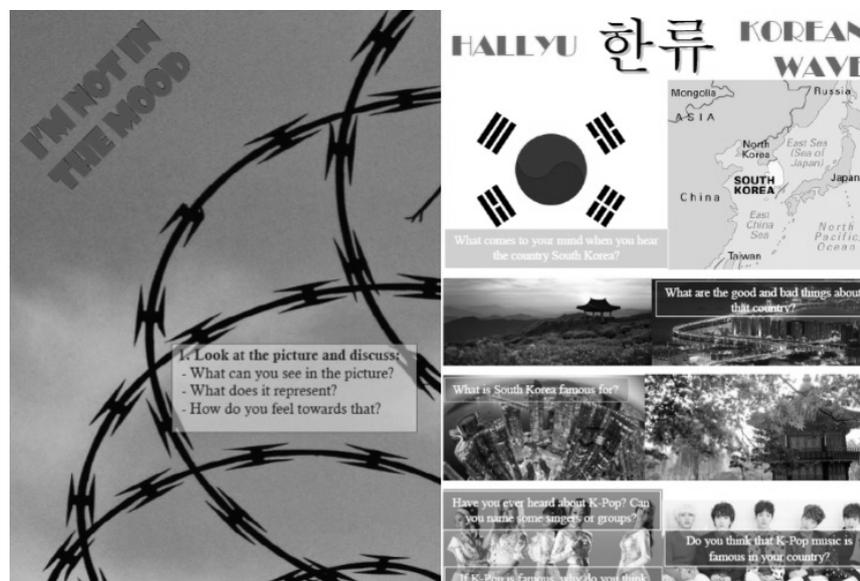


Figure 1. The first page of each unit. The topics are assertiveness and the Korean wave.

In the last section of the article, we will see that, in both units, the grammar topic is presented in a deductive way and the vocabulary items are contextualized within the unit. Students' background knowledge and opinion enrich the discussion and are of paramount importance in each lesson, once their comments can change the teacher's course of action.

The material being analyzed is aimed to a group of students aged between 15 and 18 years old, intermediate level of English. Due to the communicative approach combined with the critical literacy, this book would fit into regular schools as well as into language institutions. The teacher's guide brings suggestions for the lesson plan with extra activities and alternatives. Furthermore, the guide goes beyond the lesson plan and brings teachers relevant information concerning the topics. Doing that, I not only expect the units to promote students' social change, but also teachers' social change.

3. LANGUAGE-TEACHING PERSPECTIVES

3.1 From *literacy* to *literacies*

It is important to narrow our view on literacy considering that its definition changes from time to time. The socio-cultural and economic contexts are determinants for the definition of literacy, and choosing a definition is a political choice once it involves relationship between people. Within the socio-cultural conception of literacy and the different social practices presented in it, those practices were thereafter named literacies (Gee, 2008, apud Mattos, 2015).

The activities proposed by the units go beyond the encoding and decoding process, in which the aim is to interpret a text and express yourself via the target language. We name *literacy* these more complex practices. This term – *literacy* – was coined after the need to refer to “more advanced and complex

social practices of reading and writing than the school practices of reading and writing”³ (Soares, 2008, p. 24).

The definition for literate in Brazil, known as “alfabetizado”, is not enough anymore. According to Soares (2008), UNESCO has broadened *literate* to *functionally literate*. Therefore, knowing how to read and write is not enough; a citizen needs to take a critical look at the message being decoded or encoded.

The society has followed the changes in writing. Reading is no longer in a linear fashion: multimodality – the use of different types of media to write a text – considers a text as a whole, taking into consideration the font, images, and layout (Mattos, 2015). As a result, the new technologies and the practices needed to be part of the community that uses that technology brought the necessity for new abilities, so that we can use them in our favor as well.

Daley (2010) brings to light the importance of the study of new technologies, once it “can only be considered literate in the XXI century the one who knows how to read and write in a screen”⁴ (Daley, 2010, p. 482); hence, the need for schools to place value on digital literacies. In order to be conscious citizens, students need to know how to handle the digital technology so useful in different social contexts.

The author claims that both types of language, the language in the screen and in the paper, hereinafter multimedia language and linear language, are important for different reasons (**Table 1**).

Table 1. Based on Daley (2010). The differences between written skills in multimedia and linear language.

	Multimedia language	Linear language
Production	Author creates/builds the media.	Author writes the text.
Reception	The audience navigates/explores the media.	The audience reads the text.

Considering this table, it can be observed that the multimedia language allows more interaction between the author and the audience. For that reason, our written activities foster that interaction when the students can publish their work online.

3.2 Communicative approach and Critical Literacy

The core teaching perspectives guiding the units are the Communicative Approach (CA) and the Critical Literacy (CL). Mattos and Valério build the bridge between the CA and CL. Each perspective has a different view of the language: “For the CA, the language is an instrument of socialization; and for the CL, the language is an instrument of power and social change” (Mattos & Valério, 2010, p. 139). Combining the two perspectives while developing the units allowed me to promote both socialization through communication and social change through critical literacy.

³ From the original in Portuguese “práticas sociais de leitura e de escrita mais avançadas e complexas que as práticas do ler e do escrever resultantes da aprendizagem do sistema de escrita”.

⁴ Original Portuguese passage: “(...) serão realmente letrados no século 21 aqueles que aprenderam a ler e escrever a linguagem multimidiática da tela”.

According to Mattos and Valério (2010), the Communicative Approach and the Critical Literacy share some precepts, as presented in the **Table 2** below.

Table 2. Precepts shared between the CA and the CL based on Mattos & Valério (2010).

	Communicative Approach	Critical Literacy
The learner as protagonist	The learner is on the spot.	The learner is aimed to be empowered.
Heterogeneity	Language varieties are valued.	It studies the interculturalism.
Text genres	It is important to show different texts.	It is important to show different texts and analyze and question the power relation.
Authenticity	Real situation of communication.	Social representation in discourse.
Multiliteracy	Multimodality as part of the globalized world.	
Language awareness	Learner reflects about the language and their own learning process and derive practical solution.	It problematizes the language, goes beyond the linguistic aspect of the language.

I consider that the units share the same views with Mattos and Valerio (2010) for the following reasons: the background knowledge of the student is important and valued by the activities; native and non-native English speakers are brought to light and besides the learner's cultural background, different cultures are studied; different genres are presented in the units, the texts are from different modalities, such as article, news on TV, album review, charts with economic indicators, and testimonial, and those texts are analyzed in a critical way; the authenticity is guaranteed by the source: actual media vehicles, and, when produced by the learners, their texts are published on-line, so that they can interact with a real audience; the language topics, presented in a deductive way, guide the student to analyze and problematize its usage.

Teaching a foreign language is an opportunity of helping students to overcome social issues they eventually go through. The Brazilian Curriculum Guidelines for the teaching of English as a foreign language cast light on the purposes of teaching English:

The educational value of learning a foreign language goes far beyond simply enabling the learner to use a particular foreign language for communicative purposes.

In addition, according to suggestions made in other curriculum guidelines, transversal themes [citizenship, diversity, social justice, values] can be of great value. Reading activities (but not only these) and conceptions as literacy, multiliteracy, and multimodality in teaching can equally contribute (Brasil, 2006, p. 92)⁵.

Considering that, the units take into consideration those specifications required in the guidelines. The topics – assertiveness and the Korean wave music industry – were developed in such a way that language acquisition

⁵ Original Portuguese passage: "Assim, o valor educacional da aprendizagem de uma língua estrangeira vai muito além de meramente capacitar o aprendiz a usar uma determinada língua estrangeira para fins comunicativos. Além disso, conforme sugestões feitas em outros parâmetros curriculares, os temas transversais podem ser de grande valia. As atividades de leitura (mas não apenas essas) e concepções como letramento, multiletramento, multimodalidade aplicadas ao ensino podem contribuir igualmente".

and exercise of citizenship happen concomitantly. This specific citizenship enhanced by the guidelines is different from the Civic Education lessons from former times. Mendes de Souza and Monte Mór point out that "(...) it is understood that 'being a citizen' involves understanding what position and place a person (the student, the citizen) occupies in society" (Mendes de Souza & Monte Mór, 2006, p. 91)⁶. Furthermore, the units put into practice the concepts of literacy, analyzing the texts critically; multiliteracy, bringing different types of text, for example, texts from the internet or TV news; and multimodality, analyzing written and spoken texts, images, and charts.

Cope and Kalantzis bring together the different literacies and the multimodality in one single term: multiliteracy. In their concept, multi- has an ambivalent meaning: "the 'multi-' of enormous and significant differences in contexts and patterns of communication, and the 'multi-' of multimodality" (Cope & Kalantzis, 2015, p. 3). And the authors explain:

In the case of the first of these 'multi-'s, the Multiliteracies notion sets out to address the variability of meaning making in different cultural, social or domain-specific contexts. (...) Every meaning exchange is cross-cultural to a certain degree. [The multimodality] arises in part from the characteristics of the new information and communications media. Meaning is made in ways that (...) written-linguistic modes of meaning interface with oral, visual, audio, gestural, tactile, and spatial patterns of meaning (Cope & Kalantzis, 2015, p. 3).

For that reason, these units bring differences in both cultural contexts and patterns of communication, so that we do not privilege a dominant culture or communicative representation.

3.3 Text genres

Our communicative interactions are inserted in text genres. According to Marcuschi (2002), a genre is a text with a socio-communicative purpose that presents some common features shared with other texts in the same genre. Those features are linguistic resources, which are part of a domain of discourse, or a specific field of knowledge.

Along similar lines, Richards (2015) argues that genre is the body of texts that follow a specific pattern of organization, which are shared by members of a discourse community (Richards, 2015, p. 534). The author also points out the importance of genres in reading and writing for the society: "In constructing texts, the writer must employ certain features conventionally associated with the genre in which he or she is writing. In reading a text, the reader similarly anticipates certain features of the text, based on genre expectations" (ibid., p. 483). Therefore, following patterns when writing or speaking is important so that the reader can recognize important features of a genre. In this way, reader and writer or speaker and interlocutor share common knowledge of the social practice in which the text is inserted, which helps understanding.

⁶ Original Portuguese passage: "(...) entende-se que "ser cidadão" envolve a compreensão sobre que posição/lugar uma pessoa (o aluno, o cidadão) ocupa na sociedade".

Throughout the units, the authentic texts⁷ presented in the four skills – whether production or interpretation – are used to bring students closer to real-life experiences. Analyzing the characteristics of the genre is part of the activity in reading and listening. Moreover, before productive activities, learners are guided to understand the genre they are going to use. For example, the linguistic features of a testimonial are discussed and the social destination of a review as well.

3.4 Methods

Kumaravadivelu (2001) presents an alternative to the new ideas of restructuring foreign language teaching from the 1990's. The linguist presents a so-called postmethod, which brings an alternative to “a long-felt dissatisfaction with the concept of method as the organizing principle for L2 teaching and teacher education” (Kumaravadivelu, 2001, p. 538). These units, rather than sticking to a single method, bring different methods and approaches for different activities when suitable. A postmethod encourages the teacher to adapt their teaching to the learner's context and needs rather than being strict to a coursebook; it also enhances learners' autonomy. Consequently, the units were thought to present various methods in different parts of the unit, so that it would broaden the opportunities the learners have to practice the language. In the teacher's guide there is also room for teachers to adapt the lesson to their teaching reality. Besides that, teachers are encouraged to change their course of action according to the learners' level of interest and knowledge about the topic.

For the author, the postmethod has three principles of pedagogy: particularity, practicality, and possibility:

As a pedagogy of particularity, postmethod pedagogy (...) seeks to facilitate the advancement of a context-sensitive, location-specific pedagogy that is based on a true understanding of local linguistic, sociocultural, and political particularities. As a pedagogy of practicality, postmethod pedagogy (...) seeks to rupture such a reified role relationship by enabling and encouraging teachers to theorize from their practice and practice what they theorize. As a pedagogy of possibility, postmethod pedagogy (...) seeks to branch out to tap the sociopolitical consciousness that participants bring with them to the classroom so that it can also function as a catalyst for a continual quest for identity formation and social transformation (Kumaravadivelu, 2001, p. 544-545).

In other words, the postmethod advocates that the individuals involved in the teaching and learning process may understand the reality in which they are part of; teachers should analyze the process and formulate reasonable hypotheses which can actually be put into action; and the individuals' sociopolitical beliefs might be appreciated in order to be used in the construction of their identity and also for social transformation.

The units foster the pedagogy of particularity guiding the learner to think about their own reality related to the topic of the unit. First, the unit brings different points of view toward the topic, then learners are asked to relate the

⁷ Note: authentic texts in this paper refer to “written or spoken language samples that were not written with the intention of teaching a language” (Nunan, 1999, as cited in Mattos and Valério, 2010).

topic to their lives, and in the end, they are able to form their own opinion about the topic. The pedagogy of practicality is presented in the Teacher's Guide: teachers are encouraged to research about the topic of the units and articles are suggested to further their knowledge related to it. Teachers also have the autonomy of adapting their lesson depending on the group being taught. Finally, pedagogy of possibility stimulates learners' critical thinking. The questions throughout the units are not only about language content, but also invite students to think critically about the topic.

4. SKILLS

The units in this paper cover the four skills (Receptive skills: reading and listening; and Productive skills: writing and speaking). Grammar, vocabulary, and pronunciation are also presented in context. Although I have divided productive and receptive skills in the rationale, in the units there are not clear boundaries between them. Carneiro and Oliveira (2017) put forward the claim that speaking and listening are simultaneously being used in order to achieve an effective communication, being impossible to tell them apart when interacting. Having that in mind, a reading activity can have a speaking or writing activity as a post-reading; or a writing activity can bring a reading during the process of writing.

4.1 Productive skills: writing and speaking

Our society values written texts, which occupies a privileged position in the education system. Interestingly enough, it is known that the spoken language preceded the written language. However, writing is usually considered to be more formal than speaking. Writing or speaking, neither skill has inherent values, which can be said as being negative or privileged (Marcuschi, 1997). It shows that the educational system, when places written language in a higher position in class, is reinforcing the belief that the spoken language is poorer than the written register.

For Marcuschi (1997), mastering writing skills is *sine qua non* for knowledge domain and civilization. The author points out that the written expression has a different perspective from the school and the society; when it comes to writing, what is expected from a student is not the same that is expected from a citizen. In the writing activities of the units, real life situations are proposed in which students have to write with the purpose of real communication, what can help to diminish the gap between school and society. Furthermore, students are encouraged to publish their final work in websites in order to interact with real users of the language, and not only their colleagues.

- | |
|---|
| <p>1. Write a testimonial for the website. It can be talking about:</p> <p>a. something that you were asked to do, but you were strict to your boundaries and could say no. Explain how you felt doing that and how the others reacted;</p> |
| <p>b. something that you were asked to do, but you weren't strict to your boundaries and couldn't say no. Explain how you felt doing that and how the others reacted.</p> |

Figure 2. Writing activity in which students can publish their work and interact with the audience.

At first sight, written texts can be considered as more formal and using standard language, while spoken texts can be considered informal and using variants from the standard language. However, Marcuschi (1997) presents different degrees of formality in both written and spoken languages: from letters to academic texts, from informal chatting to oral presentation, the register changes according to the context (p. 137). In the units, writing tasks that demand different registers from the student are presented: for instance, a testimonial is more informal than an album review to be published in a specialized website.

Communication involves interaction between speakers and listeners. Carneiro and Oliveira (2017) put forward the view that “communication involves the exchange of potential meanings between speakers and listeners, ultimately aiming at reaching an understanding” (p. 103). Carneiro and Oliveira analyze literature on the development of the role of speaking in the history of Second Language methodologies. In their study, they establish the course of change from the drill-based methods to the communicative language teaching, bringing the notion of functions and non-grammatical patterns of organization. Along similar lines, the units, “In addition to building competence for communicating in the L2, fluency also became a goal, with learners developing communication strategies to develop oral skills despite limited proficiency” (p. 104).

There are basically three different kinds of speaking activities in the units: classroom discussion, games, and quizzes. Classroom discussion is an important part of the speaking development for allowing freer practice of language. The discussion activities “allow students to engage in purposeful talk, manage their use of academic and domain specific language and concepts, and provide an opportunity for students to learn about themselves, each other, and the world” (Fisher and Frey, 2013). Students are expected to negotiate their knowledge contributing to the classroom.

BREAKING BOUNDARIES	
<p>You'll need:</p> <p>4 players;</p> <p>4 counter;</p> <p>1 coin;</p> <p>1 bag with number from 1 to 11;</p> <p>The board (game).</p>	<p>Rules: students put their counters on “START.” The first student flip the coin (head – walks 1 square; tail – walks 2 squares) and pick 1 number from the bag (the numbers refer to the linking words in the centre) The student reads the situation in the square and says what he would say in this situation. The student must use the linking word while talking. Then, the student put the number back into the bag and the next student follows the same steps. Wins the student that get on the “FINISH” square first.</p>
<p>STUDENT A</p> <p>1. Go back to this unit or go to the internet and search about each expression in bold. Then, write a sentence explaining the expression. NOTE: you CAN'T mention any word from the expression.</p> <p>Read your sentences for student B. Student B tries to guess what the expression is.</p> <p>Taekwondo: It's a martial art <i>which originated in Seoul in 1945.</i></p> <p>Korean Wave: It's a term coined in the 1990s _____.</p> <p>K-drama: It's a TV programme _____.</p> <p>Seoul: It's a city _____.</p> <p>Toho Shiki: It's a band _____.</p> <p>2NE1: It's a group _____.</p> <p>2. Listen to student A and try to guess the expressions.</p>	

Figure 3. Games and quizzes as speaking activities: authentic context of communication.

Producing controlled language in class is of paramount importance because it helps students to become more aware of written and spoken language, which helps to build one's identity, fosters intellectual development, provides access to knowledge, and allows them to get involved in cultural activities (Müller, 2010, p. 26).

When elaborating the speaking activities, we had in mind the importance of providing students with the chance of producing new language in a real-life situation and with a purpose of addressing a social destination. Building an anxiety-free environment for students to take risks was also an important feature for the success of the speaking activity. Thinking of that, besides the classroom discussion, the speaking activities were inserted in games, quizzes and songs. Using the game activity from the first unit as an example, due to the competition element, provide opportunity for authentic situations; in order to win the game, students have to be assertive in a difficult or embarrassing situation; the fun element reduces anxiety and encourages students to participate.

4.2 Receptive skills: reading and listening

Receptive skills have to do with decoding a received message with the intention of understanding and interpreting it (Ur, 1996). AIKialbi (2015) refers to the process of decoding (word recognition) a text as lower-level process, and higher-level process is the comprehension and interpretation of a text. In both reading and listening activities we use two different processes: bottom-up and top-down. The first refers to decoding the message; the latter one refers to interpretation of the text (Richards, 2015). The processes happen simultaneously, but the units bring different activities to develop each process: the bottom-up activity is developed through vocabulary, grammar, or pronunciation activity in context; the top-down activity is developed in pre-, while-, and post-reading/listening activities, such as talking about background knowledge, analyzing features from the genre, and promoting class discussion.

<p>1. Skim the text and discuss with a partner how the images illustrate the text.</p>			
<p>2. Read the text again and match the headings below to the paragraphs above:</p> <p>A. Learn to say no B. Recognize that other people's needs and feelings are not more important than your own C. Know that you have a right to personal boundaries D. Trust and believe in yourself E. Identify the actions and behaviors that you find unacceptable</p>	<p>GLOBAL READING</p> <p>Read the text below and answer:</p> <p>According to the text, what are the reasons for K-Pop fame? How do K-Pop and J-Pop differ from each other?</p>		
<p>3. Decide if the sentences are TRUE (T) or FALSE (F) according to the text. Justify by finding evidences in the text:</p> <p>() You don't need strong personal boundaries to have your limits respected by others. () If you don't have strong boundaries you probably don't respect the boundaries of others. () Putting the others in a greater importance position than yourself is not good for your health. () Sometimes it is OK not to be who you are just to please the others. () There's no other person who knows more about you than yourself.</p>	<p>GLOBAL READING</p> <p>Read the text. Write (J) for sentences related to Japanese Culture and (K) for sentences related to Korean Culture.</p> <table border="1"> <tr> <td> <p>1. Isn't new on the media. () 2. Followed TV dramas. () 3. Music Industry was preceded by a boyband. () 4. Are more professional and sophisticated. () 5. Physical appearance is specific to their country. ()</p> </td> <td> <p>6. Try to learn a foreign language. () 7. Is the second biggest musical market in the world. () 8. Promotes music sharing via internet. () 9. Put money on marketing to fit in the foreign market. () 10. Isn't likely to be famous abroad. ()</p> </td> </tr> </table>	<p>1. Isn't new on the media. () 2. Followed TV dramas. () 3. Music Industry was preceded by a boyband. () 4. Are more professional and sophisticated. () 5. Physical appearance is specific to their country. ()</p>	<p>6. Try to learn a foreign language. () 7. Is the second biggest musical market in the world. () 8. Promotes music sharing via internet. () 9. Put money on marketing to fit in the foreign market. () 10. Isn't likely to be famous abroad. ()</p>
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Figure 4. While-reading activities working on top-down and bottom-up processes.

Wu (2013) points out what teachers should have in mind when designing a listening activity: the features of oral language when compared to written language, the participants of the conversation, and the social context where the conversation takes place. Another aspect of receptive skills discussed by the author is the importance of selecting authentic material for these activities

once they bring features from real-life communication, such as hesitation and negotiation, and for motivating students who become 'researchers' of the real-life discourse.

<p>1. Listen to the first part (0:00 – 0:22) of the program "Korean Wave 3.0 looks beyond the K-pop" and complete the text below with information from the video. (https://www.youtube.com/watch?v=Cq17rZjSKU)</p> <p>The Korean wave has become famous around the world on the back of the _____ of k-pop and _____. There still are challenges for the _____ in 2014 and beyond as well as an effort to keep its momentum from _____ to _____ are believed to be the future of the _____.</p> <p>According to your notes and the graphic, what are the 3 waves of the Korean culture?</p>	<p>You're going to watch an extract of the lecture "Good Boundaries Free You", by Sarri Gilman.</p> <p>1. Watch and answer: What are boundaries for Sarri Gilman?</p> <p>2. Students A, with your group, watch the extract again and answer the questions that you don't have the answers yet. Students B, with your group, watch the extract again and answer the questions that you don't have the answers yet.</p> <p>3. Share your answers with your colleague.</p>
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Figure 5. While-listening activities working on lower-level process.

Besides the questions to check understanding in the units, students interact with the text, take an active position when reading or listening to a text, and they get involved, talk with the text, and have a meaningful discussion with it. Independent of written or spoken language, the learners' background is part of the activity and is useful to contribute to the classroom discussion and facilitate the understanding of the text. The post-reading/listening activities are productive activities such as classroom discussion or writing.

5. LANGUAGE SYSTEMS

5.1 Grammar

There are different views of grammar, which can also be complementary. Azevedo and Carneiro (2017) argue that "Grammar is more than a set of rules that has to be memorized; in fact, grammar is what enables us to get our meanings across in communication" (p. 100). According to Batstone (1994), "Language without grammar would be chaotic: countless words without the indispensable guidelines for how they can be ordered and modified" (p. 4). Ur (2010) defines grammar as "the way words are put together to make correct sentences" (p. 75). Combining them, grammar is a set of rules that put countless words together with the purpose of communicating.

Methods and approaches in Teaching English to Speakers of another Language (TESOL) have changed from the extensive use of grammar instruction in the grammar-translation and audiolingualism to the communicative language teaching, which places grammar in the background or, in the strong view, has an exclusive focus on grammar (Richards, 2015; Nassaige and Fotos, 2011). Nowadays, grammar instruction can vary from form to focus on meaning.

In the units, grammar is seen as a skill: "This approach, then, means guiding the learner's own attention to grammar, and designing tasks which help us to teach learners the skill of using and attending to grammar in language use" (Batstone, 1994, p. 99). Considering that the intention is "attending to grammar in language use" it is always presented in context, and not in isolated sentences with the only purpose of presenting grammar.

Although focusing on communication, the accuracy of the language is also part of the learning process. Thinking of that, two types of knowledge about grammar are discussed: the declarative knowledge (DK) and the procedural knowledge (PK). Johnson (1994) considers DK as knowledge about grammar and PK knowledge how to use grammar. The author points out that both DK and PK have their important places in the learning process:

(...) for tasks such as spontaneous conversation where immediate access to knowledge is required, PK is important. (..) The need for 'generativity' is hence a strong argument in favour of DK. (...) [DK] will be crucial in many writing tasks, where having a DK data base of rules to refer to and manipulate will be an advantage. (...) There is some evidence from the general skills literature that having knowledge about is a useful first step to developing PK how to" (p. 122).

Being the grammar topic presented in an inductive way, both DK and PK are presented, although the PK generally comes before DK. It happens in the grammar activity from the first unit. Students first understand the meaning and when to use each linking word, and then they move to more strict rules, such as punctuation marks.

Thornbury (1999), in the book *How to Teach Grammar*, extensively discusses the so-called deductive and inductive approach in grammar teaching. According to the author, "a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. An inductive approach starts with some examples from which a rule is inferred" (p. 29). In the table below, you can see the advantages and disadvantages of each approach, according to Thornbury:

Table 3. advantages and disadvantages of the inductive and deductive approach based on Thornbury (1999)

	Advantages	Disadvantages
Inductive	<ul style="list-style-type: none"> • Fit students' mental structures; • Cognitive depth → memorability; • Involved in the learning process → attentive and motivated; • Pattern-recognition and problem-solving; • Extra language practice; • Learner autonomy. 	<ul style="list-style-type: none"> • Spend time and energy which could be used in practice; • Wrong rule or too broad/too narrow rule; • Demanding for teachers; • Language areas that resist easy rule formulation; • Learning style which wouldn't derive benefit from the approach.
Deductive	<ul style="list-style-type: none"> • Time-saving → more practice; • Respects adult's intelligence and maturity; • Benefits students with analytical learning style; • Teacher deals with language issues as they come up → no need to anticipate and prepare for them. 	<ul style="list-style-type: none"> • Metalanguage → difficult for students; • Teacher-centered lesson; • Not memorable for students; • Belief that knowing a language is knowing the rules.

Thornbury (1999) claims that although inconclusive research on the benefits of inductive and deductive methods point out that "there is some evidence to suggest that some kinds of language items are better 'given' than 'discovered'" (p. 55), the autonomy is an important argument, once the self-directed learning might be developed in class.

More recent studies (Ke, 2008; Phutthasupa & Karavi, 2010) differ from Thornbury's claim and present conclusive evidence in favor of the inductive approach. Based on Chomsky's grammar of natural language, Ke (2008) argues that learners do not acquire language through imitation, but through

abstraction of rules from data. The author also points out that learners have subconscious knowledge of grammar and the teacher should make students aware of that knowledge in order to convert it into conscious knowledge (p. 1). Although Ke's research involves native English speakers, near-native English speakers, and advanced English learners, it is comparable to Phutthasupa and Karavi's research (2010), which compared two groups, one that had been taught in the deductive approach, while the other was taught using the inductive approach. The results showed that "(...) the inductive approach positively affected the teaching of grammar in the writing course" (p. 9).

Ke (2008) proposes a four-step method of teaching grammar inductively, which are followed by the grammar activities in the units: (1) present sentences with examples of the structure being studied; (2) generalize a grammatical rule; (3) check the grammatical rule; and (4) revise the grammatical rule when needed.

Azevedo and Carneiro (2016) discuss grammar teaching in the communicative language teaching: "Learners need not only output and input, but ample opportunities to practice and produce target structures so that such knowledge may be incorporated or accommodated in their developing interlanguage system" (p. 93). In the two units being analyzed, after the text – used as language input –, and before the speaking or writing – used as language output –, the students have the opportunity of noticing the grammar structure and practicing the language before using it.

Which expression was used to...		Sentences from the text
1	say that two related things are true?	"You not only have the right, but you must take responsibility (...)"
2	connect two or more alternatives?	"(...) decisive limits so that others will (...)"
3	show the purpose of the previous sentence?	"(...) then be willing to do whatever (...)"
4	say that one action replaces another?	"(...) husbands and children (...)"

Figure 6. Example of grammar exercise taught inductively.

At first, due to the benefits by which students can derive from the inductive approach, we, teachers, may be tempted to use this approach in class. However, deciding on the inductive or deductive approach can be a demanding task and a controversial issue which teachers should pore over it before coming to a conclusion. Ur (2010) claims that the teacher might analyze their class to decide whether inductive or deductive approach is the advisable for the context. Although students can benefit from inductive grammar instruction, a group who is not used to perceiving and defining the rules by themselves may "waste a lot of valuable class time on sterile and frustrating guessing or on misleading suggestions" and in such cases, teachers should opt for the deductive approach.

5.2 Vocabulary

Lexis is in the core of language-learning and is the cornerstone of the learning process of a foreign language; considering the limited studying hours a

student is in class, providing students with different learning strategies to acquire new vocabulary is important to promote effective learning (Paiva, 2004). Like in grammar teaching, vocabulary teaching has changed throughout the history of Language Teaching. The Classical Method focused on etymology; Grammar-translation proposed lists of isolated words that should be translated; the Direct Method (or Natural Method) suggested teachers use “real life” sentences, which was not followed by teachers; the Audiolingual Method brought vocabulary in context, but with a limited number of words, once the structure should be first acquired. Finally, the Communicative Approach brought the authentic language to light and the target language as means of communication. Both vocabulary and grammar are acquired from context (Paiva, 2004).

Richards (2015) presents the direct and indirect vocabulary learning. The vocabulary activities proposed in the two units use both direct and indirect ways. First, the vocabulary is studied indirectly: learners are expected to derive meaning of groups of vocabulary taken from spoken or written texts. Then, in order to help learners to change the vocabulary from passive to active lexis, meaning is presented explicitly. Finally, productive skills activities are proposed to internalize the vocabulary using them in context. Considering the significant drop-off in remembering information if you do not recall them, reviewing vocabulary is an important step for internalization (Richards, 2015). Consequently, the activities proposed in the units are opportunities for recycling the vocabulary.

The vocabulary in the activities is organized in meaningful groups (Richards, 2015): music, business, and adjectives of personality and mental state. According to the author, our lexicon is stored following a topic-related system. The units design vocabulary-teaching activities in which students can derive meaning from context. Furthermore, the follow-up activities focus on changing the new items from passive vocabulary, when the learner can only recognize the vocabulary in context, but cannot use them, to active vocabulary, when the learner is able to use the new items in speaking and writing (PAIVA, 2004).

Paiva (2004) and Ur (1996) bring different activities to acquire vocabulary. In the Cognitive Strategies section, among other strategies, the authors bring “vocabulary in context” and inference, which were used in the units. To practice the new vocabulary, the units bring activities with word maps and crosswords, both presented in Paiva’s article.

2. **K-POP is one of the world’s largest global music industry. Considering that, business and art is closely related. Listen to the video again and write more 5 words related to music and 5 words related to business.**

MUSIC	BUSINESS
Performancist	Industry

Figure 7. vocabulary taught in context.

5.3 Pronunciation

Pronunciation has much been a controversial topic in language teaching. There are the ones who believe that the only purpose of a language is communication, therefore there is no need to focus on pronunciation and there are the ones who want to have a native-like pronunciation and struggle to eradicate traces of a foreign accent (Godoy; Gontow & Marcelino, 2006). Fraser (1999) begins the article bringing to light the importance of studying pronunciation, which is the raising of confidence to speak with foreigners and a poor pronunciation can overshadow other English skills.

ʊ a: θ ɔ:

1. Listen to this short sentence from the talk and make a dot on the words that she pronounces stronger:

i: "Now the key to placing boundaries where you need them the most is tolerating stormy emotions." ʒ:

Nouns, main verbs, adjectives and adverbs are usually content words and they're generally stressed in speaking.

j 2. Look at the following sentences taken from the lecture. Before listening, make a dot on the words that may be stressed. ʃ

"(...) by what you're saying yes to and what you're saying no to."

"Your yeses and noes are what boundaries are made of."

æ "I saw communities and leaders struggling with these questions." ə

Listen and check.

Figure 8. pronunciation activity works on suprasegmental level.

The author advocates that "pronunciation is only improved by interaction, but the skills needed to interact are gained through explicit pronunciation teaching" (Fraser, 1999). Based on that statement, the pronunciation activity is explicitly taught, and we work on the suprasegmental level: stress and intonation in connected speech. Richards (2010) advocates that intonation can be taught by modeling and practicing: "Students first need to recognize that in spoken English, content words are stressed rather than function words. (...) Students should also practice linking final consonants to words beginning with a vowel" (p. 359). I used Richards' strategies and designed the pronunciation activity so that students can first recognize and then practice the pronunciation.

Another aspect of pronunciation presented in Fraser's paper, and also in the units, is the promotion of non-native speakers as producers of English as well as native-speakers. Fraser claims that the dominance of native-speakers in detriment to non-native speakers is a barrier to students' development. Therefore, I provide students with the opportunity of listening to both native and non-native speakers of English in the activities.

6 FURTHER DISCUSSION

While developing this work, two topics for further discussion sprang to mind and here I share them with you. First, this paper mainly discusses the social change related to the students, however, while developing the units, I realized that I have changed myself. As I said in the introduction, what motivated me to choose assertiveness as one of the topics was a personal need to become more assertive. Little did I realize that I would become more assertive after designing that unit, I dare say. For that reason, I think that a good topic for further analysis and discussion would be the social change that teachers go through when planning a lesson or designing classroom material.

Another topic for discussion is how teachers can adapt classroom material to promote social change. Teachers often use the coursebook that the school has already chosen. Consequently, teachers concerned with educating for citizenship can have a hard time when adapting those materials. This topic could be more practical and provide valuable insight into editing and adapting classroom materials.

7 CONCLUSION

It has been a long time since the school changed its perspective from the educational system to the citizenship one. This change of focus can be enriching when both teachers and students will make an effort to make the best of it. A coursebook which is committed to that perspective allows the school to bring to the classroom social skills and cultural analysis: promoting socialization is a way of putting into practice the Communicative Approach, while enhancing social change is in the Critical Literacy domain. After analyzing the theoretical background and linking it to the units designed, I believe that the units have fulfilled what was proposed by the title of the present paper: the socialization was promoted via patterns of interaction and fostering students to publish their works, what enhances interaction with an audience; the social change was promoted throughout the units and students could actively participate in the discussions, expressing their beliefs and reconstructing their opinion based on different points of view.

When designing the units, I had in mind the social destination of the activity and the ways of integrating critical thinking with a material that focuses also on communicative skills. I couldn't forget the importance of the grammar topic, the vocabulary items, and the pronunciation development, always brought within the context of the unit.

Every text is inserted in a genre with a socio-communicative function. The themes in a course are not to simply contextualize the language, but they have a purpose. The students can be interested in the themes of the units and also derive much benefit from them: becoming more assertive is a way of giving importance to one's opinion and wishes and the unit shows that the learner has a voice in the society; guiding students to problematize the huge success of K-Pop was a way of rising students' awareness of the exploitation of the music industry. Bringing non-native speakers of English to the listening activities works on students' representation and is a possibility of bringing stereotypes of native and non-native speakers down.

Suffice it to say that the linguistic purpose of the language teaching cannot be superior to the social dimension of educating for citizenship, and this article brings both, language and citizenship, together in a meaningful way for students and teachers.

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