



UNIVERSIDADE  
ESTADUAL DE LONDRINA

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BRUNO SILVA SANCHES

**ENGLISH LEARNING IN SUPPORT OF ENVIRONMENTAL  
ACTION:  
PROMOTING ENVIRONMENTAL AND SCIENTIFIC  
LITERACIES THROUGH THE APPLICATION OF A DIDACTIC  
SEQUENCE**

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Londrina  
2023

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Dissertation presented to the Language Studies Postgraduate Programme from the State University of Londrina in partial fulfilment of the requirements for the Degree of Master in Language Studies.

Advisor: Prof. Dr. Vera Lúcia Lopes Cristovão

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Londrina, 09 de outubro de 2023.

## ACKNOWLEDGMENTS

This dissertation surpasses the purpose of the academic task I undertook in 2021. It is, at its core, a manifesto that transcends the boundaries of academia, reaching into the realm of advocacy and action. In crafting this scholarly work, I have striven not only to contribute to the body of knowledge but also to ignite a spark of consciousness and change. As the words unfold across these pages, they carry with them a call to embrace our role as stewards of the Earth, to recognize that our existence is intricately intertwined with the planet's well-being. This dissertation is more than an exploration of ideas; it is an invitation to reimagine our relationship with the natural world, especially as educators, to awaken a sense of responsibility – in us and our students - and to forge a path toward a sustainable future for all beings, organic and non-organic who, I believe, are as much part of us as we are of them.

Today, I gaze into the past, I behold the undergraduate student who sought the path of becoming an English teacher and in doing so, unravelled a restless desire to change the world through education. English, not my native tongue, emerged as more than mere words – it became my ally, my confidant, and one of my many mentors. It beckoned me beyond the confines of familiarity, urging me to confront the world and amplify my voice. I am profoundly appreciative of the chance to compose this scholarly endeavour in a language that has woven itself into the fabric of my being, enriching my journey with its distinct beauty and resonance. I am proud of the path I chose to tread and eager to see where it will take me next.

First, I am eternally thankful to her, mother Earth, she who has given me the chance to dwell in her sacred abode. She is my temple, my home, my shelter and I am guided by her ever-lasting love. Through the passing seasons, I sway to her timeless melody. Beltane and sumarmál arrive, ushering in a resplendent summer and abundance that graces her expansive meadows. With Mabon, autumn paints her leaves in a tapestry of vivid hues, bestowing upon us the bounteous harvests that have sustained me and my forebears since the dawn of time. Yule descends, enfolding the land in a chilling embrace, offering much-needed repose to both the fallow fields and the souls of the living. Imbolg announces the revival of light, a herald of fresh

beginnings, while Ostara ushers in the splendour of springtime, awakening life anew. I express my gratitude to the ancient Gods, those whose voices have been hushed by the noise of transformation. My salutations to Oðinn, the All-father, to Freyja, the Vanir lady, to Danú, Earth in her myriad names. I extend my appreciation to Thoth for his wisdom, to Hekate and the multitude of countenances she has revealed throughout time. To Bastet, I offer my acknowledgment for her watchful guardianship, and to Skaði, the mountain's mistress, for instilling in me the paramount importance of embracing my true self above all else. I praise all the Gods and Goddesses, spirits and beings that have contributed to my evolution on this planet.

I thank my parents for always supporting me and taking care of me. My mother, Rosa, for her nourishing love that contributed immensely to the human being I am today. My father, Sergio, who is no longer in this realm, I thank you for being the man you were, in your own way. Thank you for your support and guidance. Our bonds have not been severed by your leaving this world. You are there, standing tall for me, forever.

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I extend my sincerest appreciation to IFPR and Marlene Ferrarini for affording us the valuable opportunity to engage pedagogically within the English language domain. It is imperative to underscore the significance of the symbiotic relationship between academia and educational institutions in effecting substantial societal

transformation. Your gracious provision of this platform amidst the challenges posed by a global pandemic is deeply acknowledged. I am at a loss to adequately convey my gratitude. Equally, my heartfelt gratitude extends to the students who participated, exemplifying exceptional qualities in various dimensions. I express my thanks for enabling the realization of this research endeavour. I fervently hope that our contributions have been commensurate with the insights you have shared, for you are instrumental in shaping our future. Remember, our world relies on us, and we stand ready to support you.

Especial thanks to my friends who have always been there for me. In special, Thais S. Ramos for enduring the many mornings at UEL, sleepless nights and frustrations in the course of these last few years. You eased my burden when it was too heavy to bear. Thank you for carrying it with me, for sharing your friendship and lending an ear when I needed most.

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“Now I remembered that the real world was wide, and that a varied field of hopes and fears, of sensations and excitements, awaited those who had courage to go forth into its expanse, to seek real knowledge of life amidst its perils.” – Charlotte Brontë, *Jane Eyre*

tribe

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"The earth does not belong to us.  
We belong to the earth."  
– Chief Seattle, Duwamish

## ABSTRACT

SANCHES, Bruno S. **English learning in support of environmental action: promoting environmental and scientific literacies through the application of a didactic sequence.** 2023. 228p. Dissertation (Language Studies Master's Programme) - State University of Londrina, Londrina, 2023.

Presently, human society and the natural environment confront one of the most significant challenges of the century—the anthropogenic climate crisis. This crisis poses imminent threats to the survival of Earth's biodiversity (Cahil *et al*, 2013). Notwithstanding, the approaches to environmental education within educational institutions often appear to leave the efficacy of subsequent action to chance (Cristovão, Sanches & Smart, 2022; Gola, 2017; Srbinovsky, 2013; Stibbe, 2004), particularly regarding the pivotal role that language instruction should assume in furnishing the essential affordances necessary to translate accumulated knowledge into tangible action. To address these challenges comprehensively, the present study embarked on an investigation into the role of language learning, specifically English in our context, and the promotion of environmental and scientific through the application of a didactic sequence (DS). The backdrop of our intervention encompassed a public-school institute located in Londrina, Paraná, southern Brazil. Due to the constraints imposed by COVID-19 lockdown measures, lessons were taught through online platforms. The modules of the DS centred on language acquisition, explorations of environmental concerns both local to Londrina and globally, and strategies to address them through the medium of English. The underlying nature of this study is qualitative and grounded in action research. Our first objective was to explore and deliberate upon the potential affordances that a DS could offer for the concurrent advancement of language skills and literacies. The subsequent objective aimed to discern indicators of growth through the textual outputs of the students during asynchronous lessons. Lastly, our intention was interpreting and articulating the ontological viewpoints students held concerning the environment as evidenced in their final productions. In pursuit of the first objective, a meticulously constructed didactic sequence was devised to facilitate data collection. The second objective necessitated the formulation of reflective questionnaires, thoughtfully administered during asynchronous lessons. The data pertinent to the third objective was extracted through meticulous analysis of the students' final productions. The outcomes highlight substantial levels of affordances facilitated by the DS, reflecting discernible shifts towards enhanced literacy and linguistic proficiency during asynchronous lessons. Regarding our last objective, our findings suggest the adoption of a biocentric perspective in the students' final productions. The findings also suggest discernible developmental episodes, yet prolonged time and collaboration with additional social institutions are needed to solidify these advancements in the long term. Regarding language acquisition, we believe that although limited, the affordances created made possible the wider understanding of the relevance of English as an ally in promoting environmental protection to a wider audience. We anticipate that our endeavours will contribute to the evolution of novel pedagogical approaches in language teaching, fostering substantive societal transformations and nurturing an enduring commitment to Earth's preservation and protection.

Keywords: environmental-scientific literacies; English language teaching; didactic sequence; socio-discursive interactionism; climate crisis.

## RESUMO

SANCHES, Bruno S. **Aprendizagem de Inglês rumo à ação ambiental**: promovendo o letramento ambiental e científico por meio de aplicação de uma sequência didática. 2023. 228f. Dissertação (Mestrado em Estudos da Linguagem) – Universidade Estadual de Londrina, Londrina, 2023.

Atualmente, a sociedade humana e o meio ambiente enfrentam um dos desafios mais significativos do século – a crise climática antropogênica. Esta crise representa ameaças iminentes à sobrevivência da biodiversidade da Terra (Cahil *et al.*, 2013). Não obstante, as abordagens da educação ambiental nas instituições de ensino muitas vezes parecem deixar a eficácia das ações subsequentes ao acaso (Cristovão, Sanches & Smart, 2022; Gola, 2017; Srbinovsky, 2013; Stibbe, 2004), particularmente no que diz respeito ao papel central que o ensino de línguas deve assumir o fornecimento dos recursos essenciais necessários para traduzir o conhecimento acumulado em ações tangíveis. Para enfrentar estes desafios de forma abrangente, o presente estudo embarcou numa investigação sobre o papel da aprendizagem de línguas, especificamente do inglês no nosso contexto, e da promoção do letramento ambiental e científico por meio da aplicação de uma sequência didática (SD). O contexto da nossa intervenção abrangeu um instituto de ensino público localizado em Londrina, Paraná, sul do Brasil. Devido às restrições impostas pelas medidas de confinamento do COVID-19, as aulas foram ministradas através de plataformas online. Os módulos do SD centraram-se na aquisição da linguagem, na exploração de preocupações ambientais, tanto locais em Londrina como globalmente, e em estratégias para abordá-las através do inglês. A natureza subjacente deste estudo é qualitativa e fundamentada na pesquisa-ação. Nosso primeiro objetivo foi explorar e deliberar sobre as possibilidades potenciais que um DS poderia oferecer para o avanço simultâneo das habilidades linguísticas e dos letramentos. O objetivo subsequente visou discernir indicadores de desenvolvimento através das produções textuais dos alunos durante aulas assíncronas. Por fim, nossa intenção foi interpretar e articular os pontos de vista ontológicos dos alunos sobre o meio ambiente, evidenciados em suas produções finais. Na busca do primeiro objetivo, foi elaborada uma sequência didática meticulosamente construída para facilitar a coleta de dados. O segundo objetivo exigiu a formulação de questionários reflexivos, cuidadosamente administrados durante aulas assíncronas. Os dados pertinentes ao terceiro objetivo foram extraídos por meio de análise minuciosa das produções finais dos alunos. Os resultados destacam níveis substanciais de affordances facilitadas pelo SD, refletindo mudanças perceptíveis no sentido de uma melhor alfabetização e proficiência linguística durante aulas assíncronas. Em relação ao nosso último objetivo, nossos resultados sugerem a adoção de uma perspectiva biocêntrica nas produções finais dos alunos. Os resultados também sugerem episódios de desenvolvimento discerníveis, mas são necessários tempo prolongado e colaboração com instituições sociais adicionais para solidificar estes avanços a longo prazo. No que diz respeito à aquisição da língua, acreditamos que embora limitadas, as affordances criadas possibilitaram uma compreensão mais ampla da importância do inglês como aliado na promoção da proteção ambiental a um público mais amplo. Prevemos que os nossos esforços contribuirão para a evolução de novas abordagens pedagógicas no ensino de línguas, promovendo transformações sociais substanciais e nutrindo um compromisso duradouro com a preservação e proteção da Terra.

Palavras-chave: letramento ambiental-científico; ensino de inglês; sequência didática; interacionismo sócio-discursivo; crise climática.

## RESUMEN

SANCHES, Bruno S. El Aprendizaje de Inglés hacia la acción ambiental: promoviendo la literacidad ambiental y científica por medio de la aplicación de una secuencia didáctica. 2023. 228hj. Tesis (Maestría en Estudios del lenguaje). Universidad Estatal de Londrina, Londrina, 2023.

Actualmente, la sociedad humana y el medio ambiente se enfrentan a uno de los desafíos más importantes del siglo: la crisis climática antropogénica. Esta crisis plantea amenazas inminentes a la supervivencia de la biodiversidad de la Tierra (Cahil *et al.*, 2013). Sin embargo, los enfoques de educación ambiental en las instituciones educativas a menudo parecen dejar al azar la efectividad de las acciones posteriores (Stibbe, 2004; Srbinovsky, 2013; Gola, 2017; Cristovão, Sanches & Smart, 2022), particularmente en lo que respecta al papel central que debe asumir la enseñanza de lenguas al proporcionar los recursos esenciales necesarios para traducir el conocimiento acumulado en acciones tangibles. Para abordar de manera integral estos desafíos, el presente estudio se embarcó en una investigación sobre el papel del aprendizaje de lenguas, específicamente del inglés en nuestro contexto, y la promoción de la literacidad ambiental y científica mediante la aplicación de una secuencia didáctica (SD). El contexto de nuestra intervención abarcó un instituto de educación pública ubicado en Londrina, Paraná, sur de Brasil. Debido a las restricciones impuestas por las medidas de confinamiento del COVID-19, las clases se impartieron a través de plataformas online. Los módulos de SD se centraron en la adquisición de la lengua, explorando preocupaciones ambientales, tanto a nivel local en Londrina como a nivel mundial, y estrategias para abordarlas a través del inglés. La naturaleza subyacente de este estudio es cualitativa y se basa en la investigación-acción. Nuestro primer objetivo fue explorar y deliberar sobre las posibilidades potenciales que una SD podría ofrecer para el avance simultáneo de las habilidades lingüísticas y las alfabetizaciones. El objetivo posterior tuvo como objetivo discernir indicadores de desarrollo a través de las producciones textuales de los estudiantes durante clases asincrónicas. Finalmente, nuestra intención fue interpretar y articular las visiones ontológicas de los estudiantes sobre el medio ambiente, evidenciadas en sus producciones finales. En la búsqueda del primer objetivo, se ideó una secuencia didáctica minuciosamente construida para facilitar la recogida de datos. El segundo objetivo requirió la formulación de cuestionarios reflexivos, administrados cuidadosamente durante lecciones asincrónicas. Los datos pertinentes al tercer objetivo se extrajeron mediante un análisis meticuloso de las producciones finales de los estudiantes. Los resultados destacan niveles sustanciales de posibilidades facilitadas por el DS, lo que refleja cambios discernibles hacia una mayor alfabetización y competencia lingüística durante las lecciones asincrónicas. Respecto a nuestro último objetivo, nuestros hallazgos sugieren la adopción de una perspectiva biocéntrica en las producciones finales de los estudiantes. Los hallazgos también sugieren episodios de desarrollo discernibles, aunque se necesita tiempo prolongado y colaboración con instituciones sociales adicionales para solidificar estos avances a largo plazo. En cuanto a la adquisición del idioma, creemos que, aunque limitados, los recursos creados hicieron posible una comprensión más amplia de la importancia del inglés como aliado en la promoción de la protección ambiental para un público más amplio. Anticipamos que nuestros esfuerzos contribuirán a la evolución de enfoques pedagógicos novedosos en la enseñanza de idiomas, fomentando transformaciones sociales sustanciales y fomentando un compromiso duradero con la preservación y

protección de la Tierra.

Palabras clave: literacidad ambiental-científica; enseñanza de inglés; secuencia didáctica; interaccionismo sociodiscursivo; crisis climática.

## GEÀRR-IOMRADH

SANCHES, Bruno S. **Ionnsachadh Beurla mar thaic ri ghnìomhachd àrainneachdail**: adhartachadh litearrachd àrainneachdail agus saidheansail tro bhith a' cur an sàs sreath oideachail. 2023. 228d. Tràchdas maighstir (Prògram for-cheum Eòlas Cànan). Oilthigh Stàite Londrina, Londrina, 2023.

Aig an àm a tha an làthair, tha comann-sòisealta daonna agus an àrainneachd nàdarra mu choinneimh aon de na dùbhlain as cudromaiche san linn - èiginn gnàth-shìde daonndach. Tha an èiginn seo a' bagairt air bith-iomadachd na Talmhainn a bhith beò (Cahil *et al.*, 2013). A dh' aindeoin sin, tha e coltach gu bheil na dòighean-obrach a thaobh foghlam àrainneachd taobh a-staigh ionadan foghlaim gu tric a' fàgail èifeachd gnìomh às dèidh sin gu cothrom (Stibbe, 2004; Srbinovsky, 2013; Gola, 2017; Cristovão, Sanches & Smart, 2022), gu sònraichte a thaobh an àite chudromach a tha aig bu chòir teagasg cànan gabhail ris ann a bhith a' toirt seachad na cosgaisean riatanach a tha riatanach gus eòlas cruinnichte a thionndadh gu gnìomh susbainteach. Gus dèiligeadh gu coileanta ris na dùbhlain sin, thòisich an sgrùdadh làithreach air sgrùdadh air àite ionnsachadh cànan, gu sònraichte Beurla nar co-theacsa, agus adhartachadh litearrachd àrainneachd agus saidheansail tro bhith a' cleachdadh sreath oideachail (SO). Bha cùl-raon ar n-eadar-theachd a' toirt a-steach institiud sgoile poblach suidhichte ann an Londrina, Paraná, ceann a deas Bhrasil. Mar thoradh air na cuingeadan a chuir ceumannan glasaidd COVID-19 an sàs, chaidh leasan a theagasg tro àrd-ùrlaran air-loidhne. Bha pàirtean an SO stèidhichte air togail cànan, rannsachadh air draghan àrainneachd an dà chuid ionadail ann an Londrina agus air feadh na cruinne, agus ro-innleachdan gus dèiligeadh riutha tro mheadhan na Beurla. Tha nàdar bunaiteach an sgrùdaidh seo càileachdail agus stèidhichte air rannsachadh gnìomh. B' e ar prìomh amais a bhith a' sgrùdadh agus a' beachdachadh air na cothroman a dh' fhaodadh SO a thabhann airson adhartachadh sgilean cànan agus litearrachd aig an aon àm. Bha an amais às dèidh sin ag amas air comharran leasachadh aithneachadh tro thoraidhean teacsa nan oileanach tro leasan neo-shioncronach. Mu dheireadh, b' e ar rùn a bhith ag eadar-mhìneachadh agus a' cur an cèill na beachdan ont-eòlasach a bha aig oileanaich a thaobh na h-àrainneachd mar a chithear sna riochdachaidhean deireannach aca. Gus a' chiad amas a choileanadh, chaidh sreath didactic a chaidh a thogail gu faiceallach a dhealbhadh gus cruinneachadh dàta a dhèanamh comasach. Dh'fheumadh an dàrna amas ceisteachain meòrachail a chur ri chèile, air an rianachd gu smaoinichail tro leasan asynronach. Chaidh an dàta a bhuineas don treas amas a thoirt a-mach tro sgrùdadh mionaideach air riochdachaidhean deireannach nan oileanach. Tha na builean a' nochdadh ìrean susbainteach de shochairan a tha an SO a' dèanamh comasach, a' nochdadh gluasadan faicsinneach a dh'ionnsaigh litearrachd agus comas cànan leasaichte tro leasan neo-shioncronach. A thaobh ar n-amas mu dheireadh, tha na co-dhùnidhean againn a' moladh gabhail ri sealladh beatha-sthèidhte ann an riochdachaidhean deireannach nan oileanach. Tha na co-dhùnidhean cuideachd a' nochdadh amannan leasachaidh faicsinneach, ach tha feum air ùine fhada agus co-obrachadh le institiudan sòisealta a bharrachd gus na h-adhartasan sin a dhaingneachadh san fhad-ùine. A thaobh togail cànan, tha sinn den bheachd ged a bha iad cuingealaichte, gun robh na sochairan a chaidh a chruthachadh comasach air tuigse nas fharsainghe fhaighinn air mar a tha Beurla mar charaid ann a bhith a' brosnachadh dìon na h-àrainneachd do luchd-èisteachd nas fharsainghe.. Tha sinn an dùil gun cuir ar n-oidhirpean ri mean-fhàs dòighean-teagaisg ùra ann an teagasg

cànain, ag àrach cruth-atharrachaidhean sòisealta susbainteach agus ag àrach dealas maireannach airson glèidhteachas agus dìon na Talmhainn.

Cnag-fhaclan: litearrachd àrainneachd-saidheansail; teagasg Beurla; sreath oideachail; eadar-obrachadh sòiseo-deasbaireachd; èiginn gnàth-shìde.<sup>1</sup>

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<sup>1</sup> This abstract in Scottish Gaelic embodies an aspect of my heritage that I felt was important to express here. Although I am not yet proficient in the language, I am dedicated to promoting this language that was spoken by my forebears and is currently in decline. Many nations and cultures have experienced such decline due to the impact of extensive colonial rule. When a community loses its language, it also severs its connection to the land and environment. The translations provided in this abstract were my attempts to convey my English skills in Gaelic, aided by the dictionary at [learngaelic.scot](http://learngaelic.scot) for specific terms like "socio-discursive interactionism" or "didactic sequence." I apologise to any Scottish Gaelic speakers for any inaccuracies in this abstract and trust that my endeavours hold significance in bringing attention to this beautiful language during this pivotal moment in my academic journey. Suas leis a' Ghàidhlig! (Up with Gaelic!)

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## ACRONYM AND ABBREVIATION LIST

AC	Action level/stage
AT	Attitude dimension
AW	Awareness level/stage
CA	Capacity dimension
CAPES	Coordination for the Improvement of Higher Education Personnel
CEE	Critical environmental education
CEFR	Common European framework for languages
CNPQ	National Council for Scientific and Technological Development
IFPR	Federal Institute of Paraná
CO	Concern level/stage
COP26	26th Conference of the Parties
COVID19	SARS-CoV-2
DNA	Deoxyribonucleic acid
DM	Didactic model
DS	Didactic sequence
EE	Environmental education
EFL	English as a foreign language
ELT	English language teaching
ERIC	Education resources information center
ESC	Environmental science

GBA	Genre-based approach
IBAMA	Brazilian Institute of environment and renewable resources
IES	Institute of Education Sciences
IFPR	Federal Institute of Paraná
KN	Knowledge level/stage
KND	Knowledge dimension
LED	Language and Education research group
LILA	Integrated Laboratory of Scientific-Academic Literacies
MEC	Ministry of Education
MMA	Ministry of Environment and Climate Change
NGO	Non-governmental organisation
PSA	Public service announcement
SDI	Socio-discursive interactionism
TES	Teacher education sequence
UEL	State University of Londrina
UN	Understanding dimension
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USSR	Union of Soviet Socialist Republics
VBN	Values, beliefs and norms model
VCIA	Video clip of institutional advertisement

ZID            Zone of imminent development

ZPD            Zone of proximal development

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## 1 INTRODUCTION

The natural environment and human society are confronted with a significant challenge, among the most profound of our time. An extensive body of scientific literature brings claims that many ecosystems and climates on Earth have reached tipping points<sup>2</sup> unaided by social systems incapable of ethically coexisting with the natural world on behalf of the endless exploitation of natural resources and the planet as a whole. For instance, Roser-Renouf and Maibach (2018, p. 195) explain that “climate change is happening; [it is] harmful; human-caused [anthropogenic]; solvable; and scientists agree on its reality and human causes”. The understanding of resources as mere commodities has transformed our existence in the Holocene epoch into a perilous time bomb, capable of triggering a mass extinction event for our species and numerous others within the coming century (Cahill *et al.*, 2013). As educators, we advocate that approaching environmental education (hereinafter EE) at school is paramount in order to educate critical citizens who can act towards the necessary mitigation of the environmental crisis in Brazil and in the world (Cristovão; Radi, 2014). English Language Teaching (ELT) seen from an intercultural perspective (Silva, 2019), among many aspects, expands the communicative possibilities within a globalised world where it has great prestige in various social contexts. EE has a transdisciplinary role, i.e. it can and should be addressed in all fields of human knowledge (Cristovão; Sanches; Smart, 2022) and the ELT classroom has its implementation guaranteed in the Law No. 9394/96 of Lei de Diretrizes e Bases da Educação Nacional<sup>3</sup> - LDB (Brasil, 1996, 2020). It plays a pivotal role in raising awareness of the current environmental issues as well as making room for deeper changes to the status quo.

Jacobs and Goatly (2000) support the incorporation of EE in the ELT lesson plan, but criticise the materials used for not explicitly encouraging student participation in environmental protection (Stibbe, 2004). Stibbe (2004) identifies this phenomenon as shallow environmentalism or superficial ecology. This perspective involves students engaging in basic analyses of environmental

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<sup>2</sup> See Roser-Renouf, Maibach (2018); Boucher (2016); Centers for Disease Control and Prevention (2022); Howe, Thaker e Leiserowitz, (2014); Cahill *et al.* (2013).

<sup>3</sup> Law of Guidelines and Bases for National Education.

issues; however, it often falls short of highlighting genuine underlying causes and prescribing truly effective approaches to tackle the challenges presented in the educational materials. Recent research in the scope of textbooks and EE<sup>4</sup>, have pointed to a limited approach regarding EE in multiple fields within the educational niche and the need for a continuing education with school teachers regarding EE.

Cristovão, Sanches and Smart (2022) draw the conclusion that EE presented in the units of the examined textbooks remains confined to the realm of schooling, even when utilising a genre-based approach. Our interpretation of the latter is guided by socio-discursive interactionism (SDI), which conceives of genres as linguistic practices intricately woven into texts and as integral components of social activities that contribute to an individual's engagement in diverse spheres of social interactions (Schneuwly; Dolz, 1999). Cristovão, Sanches and Smart (2022) additionally highlight that the genres introduced in the analysed English textbooks were suitable for fostering awareness about environment-themed activities. Nevertheless, the authors assert that simply raising awareness falls short in our pursuit of transformative practices within and beyond the classroom sphere. Roth (1992) further argues that individuals who possess awareness are not automatically endowed with environmental literacy (ENL), nor do they necessarily possess an adequate understanding of the natural environment or a genuine concern for its well-being. Furthermore, having awareness does not inherently translate into taking meaningful actions for the required changes.

Roth (1992) also highlights that ENL overlaps with many other forms of literacy in the course of its levels/stages. One such is scientific<sup>5</sup> literacy (SCL) which is crucial for fostering deeper levels of comprehension and decision-making skills concerning the environment. Brazilian scholar Motta-Roth (2011, p. 20) claims that “scientific literacy plays a crucial role in formulating a society which is better prepared to reflect on its own problems and formulate the necessary solutions”. In this study, our aim was to design and implement a didactic

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<sup>4</sup> See Stibbe (2004), on Japanese textbooks for ELT; Xiong (2014), in China with books for ELT e Srbínovsky (2013) in Macedonia on books for general school subjects; Gola (2017), in Poland on textbooks for teaching science; Pereira e Guimarães (2010); Cristovão, Sanches e Smart (2022) for EFL in Brazil, to cite a few.

<sup>5</sup> Science here is understood as “knowledge” in any field of comprehension of/about the world around us (Motta-Roth, 2011, p. 17)

sequence (DS) within the realm of public education - Federal Institute of Paraná (IFPR) campus in Londrina, located in southern Brazil – which created possibilities for text production and their circulation addressing local, regional and global themes emerging from the necessity to tackle environmental issues on individual, community and political levels. We also sought to educate and provide room for literacy events for students based on the theoretical lenses, which will be presented in the theoretical framework chapter. This study therefore sets out to understand how the use of a DS may (not) contribute to the development of ENL and SCL through English learning which are concepts central to critical EE within a socio-discursive approach to language education. The guiding inquiry in this study was an attempt to comprehend how text production in English can (cannot) contribute to the development of ENL and SCL. The primary aim in this dissertation is to discuss how language practices in English may (may not) foster the development of ENL and SCL afforded by the use of a DS in the context of English as a foreign language (EFL) in southern Brazil. In order to achieve these results our specific objectives were:

- I) Investigate and discuss the potential for fostering ENL and SCL through the activities within a DS.
- II) Identify signs/traces of development concerning ENL and SCL through the inference of the social voices manifested in students' productions during asynchronous lessons.
- III) Describe and interpret students' ideological standpoints concerning the ontological views of the environment through the approached themes in their final productions.

Our fundamental viewpoint on the process of development draws from Vygotsky's insights regarding what a learner can do both prior to and subsequent to the involvement of an experienced peer. The ZID (*zona blijaichego razvitiya*<sup>6</sup> – zone of imminent development) (Prestes, 2010) originally referred to as the “zone of proximal development” by anglophone and Brazilian and further aspects in this regard will be described in the theoretical framework chapter.

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<sup>6</sup> According to Bezerra (2001 *apud* Prestes, 2010, p. 169) the Russian adjective “blijaichego” is in its synthetic absolute superlative form (from *blizkii* – a positive adjective meaning close/near) and thence *blijaichee* followed by *razvitiya* acquires the meaning of closest/nearest/imminent which is the highest degree of this adjective in the Russian language. From this perspective, we defend here the use of ‘Zone of imminent development’ (ZID).

The process of data generation unfolded within a teaching intervention episode in 2021, encompassing a total of five online synchronous sessions and eight asynchronous lessons, all conducted at the IFPR campus in Londrina, Paraná, Brazil. We designed the DS bringing elements from a Marxist critical eco-historical perspective (Tozoni-Reis, 2001) on the socio-historical anthropogenic degradation of the natural environment with emphasis on local and global environmental issues ranging from topics such as littering to climate change. The data obtained from this intervention were: a) the activities designed within the modules of the DS; b) text productions originating from assignments across eight asynchronous lessons; and c) analysis of nine Instagram posts comprising caption text and accompanying visuals (including public service announcements, satirical cartoons, and other genres). The following section provides a concise overview of a mapping study undertaken to comprehend the connections, discrepancies, and constraints that pertain to our own research. We also bring contributions from scholars around the world on the aspects of language education and EE.

### 1.1 RESEARCH MAPPING STUDY

In order to perform our mapping study, we made use of academic online tools and research databases hosting a diversity of international and national manuscripts published in recent years. The first research database used was the online website ERIC<sup>7</sup>, which is a digital library of education, research and information material sponsored by the Institute of Education Sciences (IES) of the U.S department of education. The second scholarly website used was the research database CAPES<sup>8</sup> (Coordination for the Improvement of Higher Education Personnel) foundation under the management of the Brazilian federal government. In order to obtain desirable results, we used a diverse range of keywords on major fields of knowledge such as language and environmental education/literacy as well as scientific and environmental literacy approaches in the language classroom. We, henceforth, present the results obtained:

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<sup>7</sup> Education resources information center – ERIC <https://eric.ed.gov/>

<sup>8</sup> CAPES - <https://www.periodicos.capes.gov.br/>

First, using ERIC, we inserted the following keywords: i) “environmental education” and ii) “English language teaching”. The filtering tool used was quotes in order to obtain accurate results concerning their niche(s).

- From this first attempt, we obtained 13 results. We did not consider 9 of the studies found relevant once they aimed at different aspects of EE or had a focus on pre-service teachers and not students.

- We decided to remove the keyword “English language teaching” and include “language teaching”. In this second attempt, we obtained 39 results from which 35 did not present relevant information to this research either for their scope and/or context or general objectives. The four studies we considered were the same as the ones in the first search.

- Finally, we changed the keyword “environmental education” into “environmental literacy” and we kept “language education”. We obtained no results from this search. Due to the lack of results we decided to look into the results for “environmental education” rather than “literacy”.

From this mapping study on ERIC, we obtained 4 results, which are presented in table 1.

**Table 1** - International research database; environmental education and language teaching<sup>9</sup>.

Title	Author(s)	Year
EFL/ESL and Environmental Education: Towards an Eco-Applied Linguistic Awareness in Cameroon	Carlous Muluh Nkwetisama	2011
Integrating Environmental Education into a Genre-Based EFL Writing Class	Lestari Setyowati ; Utami Widiati.	2014
Promoting Language Education for Sustainable Development: A Program Effects Case Study in Japanese Higher Education	Joshua John Jodoin	2020
Raising Concepts and Awareness of Sustainability and the Environment in Higher	Ariane Ruyffelaert	2022

<sup>9</sup> The use of “language teaching” is based on our understanding of how language teaching plays an essential role in environmental literacy development and thus, we decided not to limit our search exclusively to the teaching of English.

<p style="text-align: center;">Education through French Foreign Language Teaching: A Multidisciplinary Didactic Proposal</p>		
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**Source:** Author.

We could identify a similar concern towards the better incorporation of EE in ELT in Camerouns in the study by Nkwetisama (2011). The author first referred to important documents which offer guidelines for the approach of environment-themed content and projects at educational centres such as the Earth summit of 1992 and documents by UNESCO. The author defended, based on Rivers (1976), that the incorporation of EE into the language classroom was not only possible but necessary to bring about changes to the global climate crisis. The author also analysed the standpoint of an EFL teacher in Cameroon and his findings suggested a lack of disposition from Cameroonian English teachers towards the approach of EE in their classrooms. The critical teaching of linguistic transformative practices was left to chance even though evidence suggested the worsening of the environmental crisis in the coming years. He suggested the incorporation of task-based activities in order to foster the development of environmental awareness.

The study by Nkwetisama (2011) highlighted important aspects related to EE and ELT in other countries, which provided us with valuable indicators of the general concern of individual teachers around the world. In Brazil, the teaching of English within the scope of EE also demands substantial enhancements in order to present factual changes in social behaviour and in turn has the potential to foster improvements in the national ecological balance which is home to the biggest rainforest on Earth. We agree with Nkwetisama (2011) that there is lack of participation from teachers in general and that it is paramount to instigate and offer ways to tackle the situation if we want to see changes in the near future.

Setyowati and Widiati (2014) organised their study from a genre-based approach (GBA) in teaching English as a foreign language in Indonesia with specific focus on writing skills. Their initial claims were that awareness was not enough to engage students in effective transformative practices in the classroom. The authors also advocated that it was possible to incorporate the teaching of English within the scope of EE and that it enriched the learning

context being valuable and coherent to the current goals for sustainability in their country and worldwide. They emphasised that “it should not be thrown into the general curriculum” and that it should be a “regular and consistent part [of it]” (Setyowati, Widiati, 2014, p. 26). They proposed that the environment could become part of the classroom by bringing plants into the classroom and having students take care of them as well as fostering relevant topics for the community concerned.

In regard to text production, the authors suggested three stages within the GBA, which resembles our own perspective on language teaching – within the SDI. First, teachers provided background knowledge and visual aids such as realia to instigate students’ interest. Second, the teacher and students would discuss the didactic model of the genre proposed. Third, students would decide on a specific theme and genre to compose their writing with the assistance of the teacher and finally the authors suggested that the texts be shared within the classroom sphere or even online for wider reach. Apart from the many contributions brought by this study, we believe it is important to recognise many similarities within our rationale for this dissertation. Although there are discrepancies between our genre perspective and the author’s, we understand that the final objective is equivalent to ours: to go beyond environmental awareness through the use of genres in ELT.

Jodoin (2020) examined the effectiveness of education for sustainable development in higher education in Japan through the teaching of English as a foreign language. The teaching intervention, proposed by the author, was a course entitled “environmental ethics”, which took place during a period of four years. His main objective was to provide B1-B2 (CEFR)<sup>10</sup> students opportunities to raise “complex and challenging issues related to environmental ethics” (Jodoin, 2020, p. 785). While the author mentions the term “environmental literacy”, his perspective was directed towards Bronfman’s *et al.* (2015) VBN-model (values, beliefs and norms) for environmental behaviour. The VBN-model has its similarities to the models we used for our analyses hailing mainly from Roth’s (1992) perspective on ENL. The results pointed to an elevation of students’

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<sup>10</sup> According to the Common European Framework for Languages (CEFR), B1 level applies to language users at an intermediate level while B2 applies to those at an upper-intermediate level. (Cambridge University Press & Assessment, 2023).

environmental values and literacy after the course and the author advocated for further practices within the scope of language education as means of securing continuing transformations within modern human-nature relationships. The author concluded that “the belief that simply giving students environmental knowledge will translate into [meaningful action] is ignorant” (Jodoin, 2020, p. 795) and that education had a transformative role in the shifting of the paradigms in the current anthropogenic climate change and global warming. By translating knowledge into action within higher education, and extending this principle to encompass all tiers of education - ranging from kindergarten to post-graduate programs worldwide - we can forge a comprehensive framework that empowers learners to not only absorb information but also apply it effectively in real-world scenarios, fostering a holistic and practical approach to education.

The study by Jodoin (2020) shed light into many aspects of our own research such as the development of his students during the four-year course. Not only does it bolster our assertions regarding the essential shifts in educational paradigms, but it illustrates how crucial it is to look into this niche of education with keen eyes in order to convert language teaching into a tool for transformative behaviour beyond the classroom sphere.

The study conducted by Ruyffelaert (2022) was not an open access manuscript, and for this reason, we only had access to its abstract. The author aimed to integrate four main aspects for the improvement of Andalusian society (in Spain) concerning environmental education in a French-as-a-foreign-language course designed for undergraduate students pursuing a Bachelor's degree in Spain. Her main objective was to raise awareness through environment-themed activities in the French language course given at the University of Granada. The author claimed that her results may have a positive impact on the overall attitude and interests towards language acquisition and EE.

Within the national research database, CAPES, we used keywords in Portuguese. We aimed to reach a comprehensive overview of the national sphere research conducted in Portuguese<sup>11</sup> (in both general academia and graduate/post-graduate programmes). We used the same keywords from ERIC

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<sup>11</sup> CAPES makes it possible to find both national and international research. However, we sought to have a panorama of research done in Portuguese using this research, dissertations and theses bank, Research done in Portuguese has a wider audience in Brazil (being the official language).

but with their Portuguese equivalent. We also used the same filtering tool, quotes, to obtain accurate results.

- For the first search on CAPES we inserted the keywords: i) “educação ambiental” and ii) “ensino de inglês”<sup>12</sup>. From this search, we obtained 1 result, which was not relevant to our scope of research.

- We inserted one new keyword: i) “letramento ambiental”<sup>13</sup> and kept ii) “ensino de inglês”. We obtained no results from this search.

- Changing the perspective from English teaching into language teaching, we chose new keywords: i) “educação ambiental” and “ensino de línguas”. From this search, we obtained 7 results, from which 3 were relevant to our research aims. Table two lists the manuscripts found.

**Table 2** - National research in Portuguese; educação ambiental and ensino de línguas.

Title	Author(s)	Year
Transposição didática do gênero videoclipe de anúncio publicitário institucional para o ensino de inglês em um curso técnico em meio ambiente	Francieli de Oliveira;	2014
A perspectiva interacionista do ensino de língua portuguesa: contribuições a educação ambiental.	Joelma Madruga Furtado; Luis Fernando Minasi; Cilene de Oliveira Ortiz.	2018
Análise de “campaignposter”: um repensar sobre a educação ambiental.	Aline Cristina Fernandes	2019

**Source:** Author.

In Oliveira's (2014) master's research dissertation, a proposition was made for the development of a didactic model (DM) centred around an institutional advertisement video clip (VCIA). This dissertation also involved an examination of a previously utilised didactic sequence (DS) that explored aspects related to educational experiences (EE), albeit in a distinct context. The author endeavoured to understand the teachable features present in a VCIA as well as

<sup>12</sup> “environmental education” and “English teaching”.

<sup>13</sup> “environmental literacy”.

the implications to using it for teaching language. The results found by the author show an incomplete structure regarding the DS once it did not provide room for action and did not present modules in its macro-structure. The elaboration of a DM for a VCIA appointed to a high variability when it came to the structure of the genre. Finally, the author claimed that the use of VCIA for teaching language was relevant and brought many linguistic benefits into the lesson plans. The approaches within the DS must, as claimed by the author, foster action based on the concepts of process rather than an isolated learning event.

Furtado, Minasi and Ortiz (2018) presented an important reflection on the teaching of Portuguese in Brazil and the incorporation of EE. The authors discussed the concepts of language and the relevant aspects of multidisciplinary practices within the school sphere and, in special, language teaching. Throughout their manuscript, the authors reminded the reader of the in-force national laws on pedagogical practices through the lens of social transformation. Their considerations hailed from Vygotsky's and Paulo Freire's concepts on social development, which emphasised the need for rethinking our teaching practices in Brazil and the many benefits EE could bring to society as a whole. For instance, the authors claimed that linguistic acquisition could enable individuals to effectively act as critical citizens seeking changes in the status quo through questioning, producing and reproducing values and principles from ethical ideological standpoints. Their contributions significantly enrich the ongoing discourse surrounding the imperative transformation that pedagogical practices must undergo not only in Brazil but also globally. We agree that our students must first and foremost be able to express themselves through language in its totality as independent users who can think and act towards the mitigation of social issues.

Finally, Fernandes (2020) delved into a master's dissertation that explored a proposition for a continuing education workshop in southern Brazil, encompassing basic education teachers as participants. Her research focused on the divergences and discrepancies between traditional and critical EE approaches. Her objectives were to analyse the process of continuing education themed on critical EE as well as discuss the social standpoints these teachers undertook throughout the intervention. The author designed and implemented a didactic sequence (DS) which was a teaching artifact proposed within the

perspective of socio-discursive interactionism (SDI). This perspective, which is also addressed in our research, stems from the studies of Vygotsky (1993) on human development as the individual interacts with the world using language throughout the process. The author analysed the use of the DS or teacher education sequence (TES) employed during the intervention/workshop; the teaching/classroom diaries; initial and final questionnaires (answered by the participating teachers) and the material produced by the participants. Her conclusions from the intervention and analysis were that the workshop motivated the teaching and learning on CEE (critical EE) and stimulated the teachers' overall autonomy levels and perceptions of engagement and self-confrontation. This proposal shows how important and relevant it is to offer opportunities not only to pre-service teachers, but also to an existing teaching community, emphasising aspects of EE which will contribute to a steady and ongoing awareness and approach of teachers and students. Thus, creating spaces for such interventions is paramount for long-term impacts within society.

From this mapping study, not only could we reflect upon our own research niches, but also learn from scholars around the world on the importance of approaching EE within the language classroom and the role we have, as teachers, in contributing to the improvement of society for the welfare of all living beings. Our society is on the edge of a climate collapse and through our pedagogical changes we may find collective solutions and ways of tackling the many issues our species faces today having our schools as pillars to support our actions.

This dissertation is organised into four parts, each serving a distinct purpose. The introduction was dedicated to providing the study's context and defining both the main objective and the specific objectives. Additionally, we synthesised and interconnected the theoretical framework in chapter two, which forms the foundation of our research bringing elements such as the teaching of languages through the lenses of the socio-discursive interactionism (SDI), environmental education and environmental and scientific literacies, human development and affordances. In chapter three we presented our methodological procedures regarding the nature of this research as well as the participants and the context of intervention and categories of analysis. In the fourth chapter we presented the analysis and discussion of the data collected. Finally, we

concluded this dissertation presenting a summary of the concepts and findings of this master's study, our limitations and ushered our reader towards our ideas for future research in the field of ELT and EE.

## 2 THEORETICAL FRAMEWORK

In this chapter, we aim to present reflections on the theoretical framework used to underpin our research. The foundation of our study comes from the SDI perspective on language learning through genres. In order to build strong pillars, we based ourselves on a diverse range of voices hailing from fields of environmental education, language teaching, (multi)literacies and human development studies. These voices enabled us to understand the paradigms underlying human action through language, not simply as a tool, but a stronghold of ideologies and perceptions of the natural world. First, we conceptualise the ideas on language learning through the SDI perspective. Next, we describe our standpoint for EE and the incorporation of ENL and SCL within this field of knowledge which anchored our practices. Later, we present our perspective on human development from the Vygotskian lens. Finally, we discuss the concept of affordance through the use of the DS for fostering the desired development in our teaching intervention.

### 2.1 LANGUAGE TEACHING AND THE SOCIO-DISCURSIVE INTERACTIONISM

The fundamental theory upon which our research is founded is rooted in the SDI studies from both Brazilian and Genovese academic institutions. These studies revolve around the acquisition and composition of texts as a means to foster individual development through language. This perspective sees language as inherently psychological and anchored on the understanding of social development through communication and action within the pedagogical sphere. The genres circulating in our society are socio-historically situated and their meaningful interactions are observed within specific social spaces also coined human spheres of activity (Bakhtin, 1986). We create, transform and re-signify genres as society evolves and as the means of communication demand changing approaches based on social needs as well as the availability of new technologies. It is also through language that we understand ourselves as individuals in a diverse world, encompassing various worldviews, cultures, and ideologies. We believe that by engaging students within this perspective, we are able to mediate their development as social beings and tackle social issues through language,

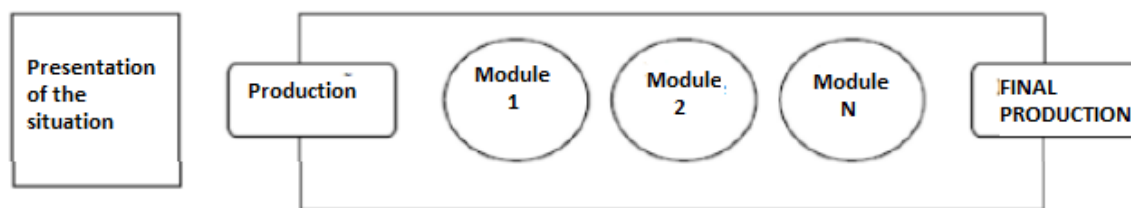
thus empowering them as well as providing space for multiple forms of literacy in the process of language acquisition.

In a practical perspective, the SDI embodies its approach through DS which is discussed by Cristovão (2009, p. 305) who defines it as:

“A group of school activities systematically organised into language activities within a class project based on a social situation for the purposes of written production, clear and appropriate objectives, and the use of relevant social texts to reference students. Activities that provide necessary language operations, development of interactions and understanding of the linguistic functionality of the genre under study as well as the association of objectives to be achieved.”

Therefore, the real function of the use of genres aims at performing social actions and practices which is defended by Bakhtin (1997) and by Bronckart (1999) as a meaningful approach to language learning. The latter author explains that “the central thesis of the socio-discursive interactionism is the action that constitutes the result of appropriation, by the human organism, of the properties of social activity mediated through language” (Bronckart, 1999, p. 42). Moreover, teachers are able to go beyond the teaching of linguistic structures (grammar and vocabulary), which becomes part of the language capacities intertwined and acknowledged in the design of a DS but are not acknowledged as a final outcome in themselves. Furthermore, the use of the DS enables the educator to teach language tackling also socio-discursive aspects of language acquisition such as the taking of action towards the mitigation of social issues. The first designs of the DS proposed some steps: i) the presentation of the communicative activity/situation; ii) initial production; iii) sequences of modules - which are determined by the teacher based on students’ needs to further develop language capacities - and iv) final production. Dolz, Noverraz and Schneuwly (2004) proposed this design, offering the initial blueprint of this pedagogical engineering concept. Image 1 showcases this DS layout.

**Image 1** - DS design by Dolz, Noverraz and Schneuwly (2004)



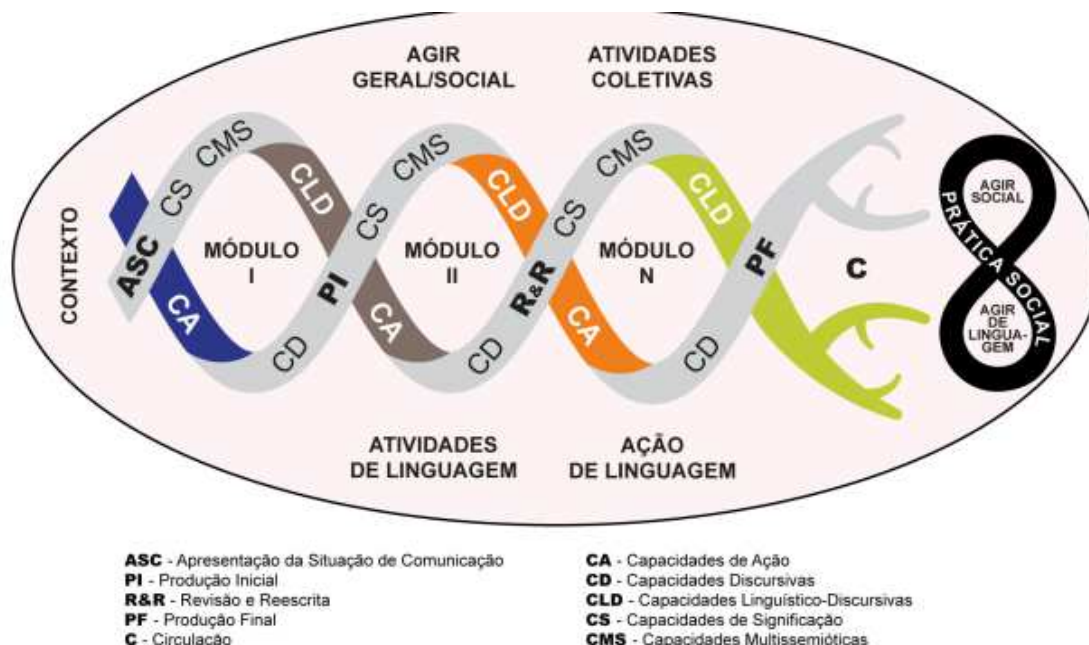
**Source:** Dolz, Noverraz and Schneuwly (2004).

The presentation of the situation in this perspective is a moment to present the social issue students will discuss and tackle by the end of the DS. This is a crucial moment to understand students' needs and background knowledge on the topic presented. The initial production is where students are first acquainted with the genre(s) used to tackle the issue such as news articles, social media posts, podcasts, news broadcasts, essays, among other genres. The following modules of the DS are numbered based on the specific requirements of each context. In some situations, students might only need two to three modules/versions and in some other contexts over five or six. Lastly, in the final iteration, students will make any necessary adjustments and generate their ultimate version. The DS embodies a series of language capacities, which aim to enable the student to understand the macro and micro constitutions of language as an external and internal process. These language capacities are: i) action capacities; ii) discursive capacities; and iii) linguistic-discursive capacities. They traditionally link to the DS design proposed by Dolz, Noverraz and Schneuwly (2004) and later Cristovão and Stutz (2011) proposed the addition of the signification capacities. However, intense academic debate on this first design led to its adaptation by Brazilian scholars Miquelante, Cristovão and Pontara (2020) as well as the addition of another language capacity: the multi-semiotic capacities by Dolz (Seminário [...], 2015).

The new DS design was inspired in the human DNA spiral shape bringing aspects of revision, re-writing and circulation throughout the modules, the integration of all language capacities as well as the circulation of students' text production for wider social interaction. By the end of the final production, students should find spheres to share what they will have produced, so that it is available

not only for the school community, but to the wider world to interact with. We opted for the latter design as the foundation for our research endeavours. Image 2 presents this reconfiguration of the DS model.

**Image 2** - DS design by Miquelante, Cristovão and Pontara (2020)<sup>14</sup>



**Source:** Miquelante, Cristovão and Pontara (2020).

Concerning the language capacities fostered by the use of DS, the action capacities are those which should enable students to understand the context of production and circulation of the genre(s) students will learn about. These capacities relate to who produces a text, to whom, reasons to produce it, among other aspects. The signification capacities proposed by Cristovão and Stutz (2011) relate to the macro context of production in which the activity will take place. It links to the socio-historical perspective and the impacts of multi-semiotic characteristics of a genre upon the society and social groups it reaches. The discursive capacities seek to enable individuals to understand the overall structure of the texts produced: what type of discourse(s) is/are used? What is the most common model of the genre studied? These are among the various aspects considered. The discursive-linguistic capacities bring forward the structural lexicon and grammar present in a text; the tenses, adjectives, adverbs,

<sup>14</sup> ASC – Presentation of the communicative situation; CA – Action capacities; CS – Signification capacities; CD – Discursive capacities; CMS – Multisemiotic capacities; CLD – Linguistic-discursive capacities; PI – Initial production; R&R – Revision and re-writing; PF – Final production; C – Circulation.

prepositions, nouns and their semantic relationship in the built-up of any text. Finally, the multi-semiotic capacities (Seminário [...], 2015) encompass the multiple aspects a genre may be portrayed and the implications to the overall understanding of that genre.

We opted for the latter model (Miquelante, Cristovão and Pontara, 2020) based on our own comprehension of how language capacities transition and intertwine throughout the stages/modules of production and learning. It is clearer, in the latter, the plasticity of the many aspects which constitute the learning of a language with the purpose of an active outcome beyond the classroom sphere. Miquelante, Cristovão and Pontara (2020) also bring pertinent elements such as context, peer activities and the symbol of infinity, traversing the many actions that genre can instigate once it is spread. Finally, the DS DNA model proposed also brings an update to the diversity of language capacities proposed in a longer time span by SDI scholars (Cristovão; Stutz, 2011; Seminário [...], 2015).

The use of DS into the teaching of additional languages aligns with a coherent Vygotskian approach. While it may not address all aspects of language instruction, its purpose is to maximise the role of language as a powerful tool for both personal and social advancement. Furthermore, prior researchers<sup>15</sup> have highlighted the constraints of textbooks in effectively integrating a deeper socio-historical awareness while fostering language acquisition and having language actions as their final outcome. Lev Vygotsky discussed the concept of children's learning development at school and that the premise for learning is believed to be that of a complete developmental stage through meaningful social interaction (Vygotsky, 2004, p. 367). He also claimed that teaching interventions (or instructions) do not ensure the development of the student; rather, they establish the potential for such development to occur subsequently (Prestes, 2010, p. 168). In this regard, Vygotsky clarifies this process with the zone of imminent development (ZID) which is defined as:

The distance between the current developmental stage (what the student already knows how to do without the assistance or mediation of another person) and the possible developmental stage (what the student will be able to do

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<sup>15</sup> See Stibbe (2004); Xiong (2014); Srbnoviski (2013); Gola (2017); Cristovão and Radi (2014) and Cristovão, Sanches and Smart (2022).

with the aid of a more experienced peer)" (Vygotsky, 2004, p. 379).

In order to incorporate our view of development through language within the scope of the SDI, we sought to understand which social enunciative voices (Bronckart, 1999) were manifested in our students' verbal and nonverbal interaction. Bronckart (1999) claims that through the choices of individuals in regards to genres, lexicon, semantic elements and their constative aspects it is possible to identify the fabric of social enunciative voices and This understanding can be perceived through the analysis of texts produced within a varied range of social spheres which will in turn reveal the social voices present in a determined text. These voices can hail from scientific, educational, public and many other spheres of human activity.

These perspectives on student development, coupled with insights from the Social Developmental Interaction (SDI) framework, have guided us to realize that integrating language action into genre instruction aligns harmoniously with our objectives. Our endeavour was to teach English while simultaneously using it to provide the development of critical skills. Our aspiration was that these skills would play a role in fostering ethical behaviour and nurturing a heightened awareness of the welfare of the ecological order within both the micro and macro spheres of human societies. We advocate that the DS offers numerous opportunities to address the multiple objectives outlined in this context. We expand this discussion in the data analysis, findings and discussion chapter later in chapter 4.

## 1.1 ENVIRONMENTAL EDUCATION, ENVIRONMENTAL LITERACY AND SCIENTIFIC LITERACY WITHIN THE LANGUAGE CLASSROOM.

Seminal research on EE by the Brazilian academic Tozoni-Reis (2001) explains it from three ideological approaches: the first is the natural, which states that human beings should return to a pre-industrial revolution niche of natural coexistence to solve environmental problems, a human-nature reintegration. The rational approach sees the human capacity to use tools to coexist with the natural world by creating tools to accommodate both human needs and eco balance.

Finally, the historical perspective entails a Marxist approach to sociocultural analysis, aiming to comprehend and advocate for ethical behaviours towards the natural world. It emphasises the importance of maintaining equilibrium through mitigation and adaptation strategies. We understand that an approach to true critical EE is based on the third approach, which encompasses the very nature of human development through analysis and critical thinking skills (Fernandes, 2020). Cristovão, Sanches and Smart (2022) based on Tozoni-Reis (2001) present three ontological views on the environment to explain these dimensions of EE. Image 3 presents these views on EE and their descriptors.

**Image 3** - Ontological views of the environment.

Anthropocentric Nature for Humans	Biocentric Humans in Nature	Ecocentric Humans/Nature
Utilitarian view of environment; rational technological problem-solving;	Humans seen as part of a web of interdependence; humans should adapt to maintain balance; what affects one, affects all.	Marxist perspective for social-historical analysis on environmental issues; mutual respect for all beings and things on Earth; humans/nature working in balance and respect for changes to happen on a material level.

**Source:** Cristovão, Sanches and Smart (2022).

Among many aspects, EE and ENL share common objectives and pursuits. However, the ideological and chronological viewpoints diverge due to the juxtaposition of 'education' and 'literacy'. EE has been discussed by a range of scholars and could be understood from multiple ideological standpoints. We adopted a Marxist approach for socio-historical analysis and comprehension of the origins of environmental crises, while also emphasising the significant role each individual plays in upholding ecological balance. Through these theoretical lenses, lessons would approach environment-related themes seeking to instigate students' critical perceptions on the overall man-nature relationship and how anthropogenic intervention alters the course of environmental balance. However, EE is a multidisciplinary field, thus it is not exclusively concerned with language education per se. Outcomes may be diverse and vary according to the subject being taught.

Our view on “literacy” hails from the academic literature<sup>16</sup> by Lea and Street (2006, p. 368) from which the authors define literacy as a transformative ideological basis for teaching. Literacy subsumes more than just reading, writing or possessing the ability to grasp the meaning of written or spoken language which differs from its erstwhile sense. It involves the capacity to understand one's knowledge and utilize it to bring about changes in the existing state of affairs in a critical and independent manner. Among the many forms of literacy – such as academic, historical and digital – we adopt the standpoint on ENL through the lens of Roth (1992) identifying conceptual overlaps between our foundational theories, SDI and EE.

According to Roth (1992), environmentally literate citizens possess not only awareness but also the ethical capacity to address and mitigate sociohistorical and cultural issues. Therefore, it is imperative that we strive to contribute to the advancement of ENL across students' academic life, aligning with Goldman, Yavetz and Pe'er's (2014) assertion that education should empower citizens with the values, attitudes, and skills needed to translate knowledge about the natural environment into actionable initiatives. In contrast to EE and ENL, we can understand from the definitions provided by Tozoni-Reis (2001), Goldman, Yavetz, and Pe'er (2014), and Roth (1992) that while EE centers around methodologies for addressing environmental topics in the classroom, ENL is oriented towards integrating diverse literacies to comprehend and take action concerning the addressed themes. As proposed by Roth (1992) we must go beyond the level of knowledge, concern and understanding in order to foster action towards the mitigation of the current environmental imbalance on Earth.

In the pursuit of nurturing environmental literacy among our students, the attainment of diverse literacies becomes essential to fortify concepts that extend beyond the confines of the public sphere<sup>17</sup>. Alongside the development of ENL, another major form of literacy is also paramount to create a strong basis for action. Scientific literate individuals have a desirable familiarity with science

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<sup>16</sup> Barton (1994), Gee (1996), Street (1984, 1995), Lea and Street (1998, 1999) also provide insights into the perspectives offered by the "New Literacy Studies" theories.

<sup>17</sup> We understand this sphere as the space where common issues are regarded such as the environment, health, security, religion and other collective aspects of social life.

(Deboer, 2000) and scientific texts ranging from simple to more complex ideas necessary to make sense of the world. Research within the scope of SCL (Gomes, 2015; Motta-Roth, 2011) shows that there is a shallow approach in the school Sphere (Rojo, 2008) and that there is little circulation of scientific texts in it. The unsatisfactory practices at school and in society as a whole implies not simply the lack of participation of these students in this context (Magalhães; Cristovão, 2018) but also a growing number of citizens unable to understand and use scientific concepts in their daily lives. With the occurrence of the global pandemic of the new Coronavirus (COVID-19), we have seen, on a large scale, a scientific denialism that has shaken concrete measures such as the vaccination of the population and the understanding of rational thinking. By instigating ENL through environmental science (ESC), we can, not only form conscientious students but, students who are also environmental scientists who understand the processes of socio-ecological organisation acting through language. Environmentally and scientifically literate Individuals should be able to stand for coherent, science-backed arguments in order to fight for changes. By aggregating both ENL and SCL students may be capable of understanding the many dimensions of the need for environmental preservation. This understanding hinges on conducting socio-historical analysis supported by solid scientific discourse, thereby fostering enduring transformations.

This approach aligns with Roth's proposition of four levels/stages of engagement in ENL. The first level/stage pertains to developing an awareness that socio-environmental problems exist. At this stage, students are able to discuss, in a general perspective, issues that are assumed to be common sense such as deforestation, pollution and littering. The second level/stage deals with the concepts of knowledge on environmental issues. At this stage, students are not only aware of common issues faced by modern-day society, but also fewer common topics underlying social structures such as agribusiness and deforestation, social inequality and environmental destruction as well as the implications of burning fossil fuels. This level/stage enables students to understand the broader perspective and recognise the links between socio-historical events and environmental issues, including their underlying causes. The third level/stage is a step forward on level/stage 2 once it signals concern for the common welfare of the biosphere and the necessity to engage in actions that

would solve or mitigate the issues at hand. In this context, individuals possess not only knowledge, but are also likely to engage in discussions about the necessity for change within their inner social circles. This serves as a means to warn, inform, educate, and collectively advocate for transformative changes. The final stage is when these individuals are ready to take actions on individual, collective or political spheres in order to mitigate environmental degradation and imbalance. Table 3 presents a summary of Roth's levels/stages of ENL.

**Table 3** - Levels/stages of environmental literacy and skills.

Level/Stage	Skills
<b>Awareness</b>	Understanding of average concepts/themes; Rudimentary discussion; Infrequent engagement.
<b>Knowledge</b>	Understanding of complex concepts/themes; Understanding of socio-historical links to environmental degradation; Broader range of topics discussed; Possible engagement.
<b>Concern</b>	Frequent approaches to environment-related topics with family and friends; In-depth discussions; Possible engagement.
<b>Action</b>	Frequent taking of actions within individual, community or political spheres. Strong positioning in debates; Frequent engagement.

**Source:** Author based on Roth (1992).

It is necessary to clarify here our understanding of “average” and “complex” concepts/themes. Average concepts/themes could include approaches concerned with recycling, deforestation, water pollution, air pollution, water waste, energy efficiency and reduction food waste. Deeper levels of complexity can be observed when engaging in in-depth debates about climate change or when exploring the interrelationships among the livestock industry, deforestation, and global warming. We contend that the understanding of more intricate concepts within ENL are unlikely without the proper calibration within the SCL dimensions.

Roth (1992) claims that there is an overlap between ENL and SCL once both forms of literacies are concerned with the understanding of the social roles played by humans in the natural world. The author claims that to understand how

these forms of literacy differ, one must consider the band of parallel evolution as well as how they diverge when it comes to levels of concern and action. Multiple forms of literacies will be components of the ENL once it is impossible to understand literacies as a separate field guiding itself. Literacy events, in their intricate nature, ring with a diversity of necessary literacy models that will fortify the developmental framework. Motta-Roth (2011) based on Durant (2005), Miller (1983) and Santos (2007) proposed four dimensions for the understanding of SCL development. The first dimension is knowledge, which is concerned with the fundamental understanding of what is derived from scientific work, how it is produced and what these assets are used for in society. The second one is the attitude expressed by individuals when confronted with a concept, as well as their capacity to question that concept, discerning it from fact and theory, and elaborating on the notions of causality and consequence. The third dimension constitutes two characteristics: comprehension and production of texts and discourses supported by scientific evidence, coupled with a comprehensive understanding of the relationship between knowledge and the world around them. Finally, the dimension of capacity pertains to the level of scientific acumen individuals possess when making decisions, encompassing both personal choices and political ones. These aspects align with Roth's (1992) stages/levels of ENL as they also underscore the significance of thorough involvement with the addressed themes. Table 4 presents a summary of the stages/dimensions of SCL proposed by Motta-Roth (2011).

**Table 4** - Scientific literacy dimensions and skills.

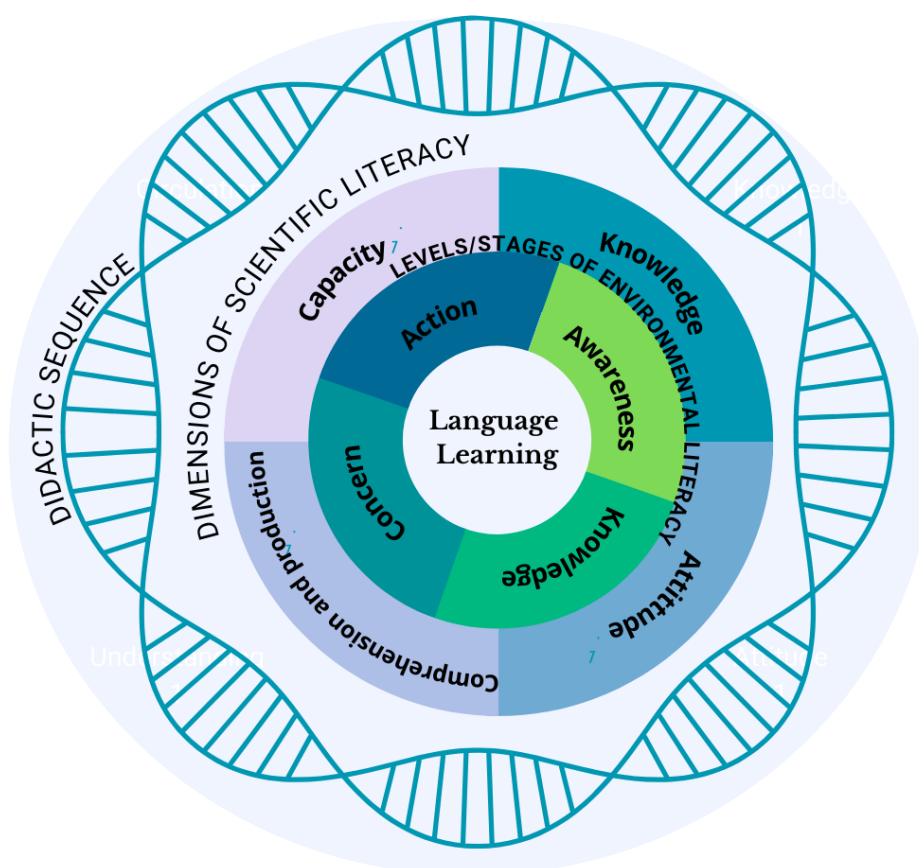
Dimension	Skills
<b>Knowledge</b>	Understanding of scientific texts on a general contextual level; Understanding of cause and consequence. Familiarity with general scientific terms.
<b>Attitude</b>	Creation of hypothesis; differentiation of fact and theory; elaboration of cause and consequence concepts;
<b>Comprehension and Production</b>	Understanding of a wide range of scientific texts and their contextual levels; Scientifically grounded production of verbal and nonverbal texts;

<b>Capacity</b>	Scientifically backed decision-making on a wider social spectrum; Production of verbal and nonverbal texts coherent to scientific ethics and regulations.
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**Source:** Author based on Motta-Roth (2011).

Our understanding of both forms of literacy along with their levels/stages and dimensions, is not distinct but rather complementary in their inherent nature.. In order to clarify this perspective of complementation among the many theoretical lenses being used to understand our data, we developed a model of correlation displayed in image 4

**Image 4** - The incorporation of the literacy model within the DS.



**Source:** Author based on Miquelante, Cristovão and Pontara (2020); Roth (1992) and Motta-Roth (2011).

Based on the DNA DS layout by Miquelante, Cristovão and Pontara (2020), our literacy model displays two gears in different proportions representing SCL dimensions and ENL levels/stages, which are encircled by the DS. We

understand that the development of these forms of literacy can be fostered from the language practices and actions afforded by the DS. Language teaching – which is our field of research - was placed in the inner core of the image, being surrounded first by ENL stages/levels, which overlap with the macrosphere of the SCL dimensions. The inner circle, representing ENL, is inclined to illustrate that both dimensions and levels/stages are a moveable gear and that their multiple combinations constitute the essence of the proposed literacy system's core. There is no linearity in the way these dimensions may be present in the pedagogical practices, nor a hierarchical order for the levels/stages of ENL. To comprehend the multifaceted aspects of human decision-making, it's important to refrain from viewing development as strictly linear or progressive. In our own intervention we could observe varying levels of engagement from students and all of them were valid to instigate and promote fruitful discussions and debates.

Here, it is imperative to elucidate the concept of the literacy model we're referring to, as our approach integrates elements that have only begun to be discussed collectively in recent years. The integration of the DS model into the aspects of literacy exemplifies the flexibility inherent in the DS framework. This flexibility allows for the assimilation and fusion of various teaching approaches and beliefs with the foundational concepts of the SDI. The understanding of literacy events facilitated by the DS model is a proposition conceived through the reflections of our theoretical studies. We anticipate that this model will pave the way for forthcoming research within the integrative process of the DS and events of (multi)literacies for language teaching and learning. Finally, we believe that uniting these perspectives yields a stronger approach in achieving our objectives and making meaning from what has been discussed in this chapter.

## 2. 3 HUMAN DEVELOPMENT THROUGH LANGUAGE

According to Vygotsky (2001), language plays a vital role in fostering the development of essential skills in human life. According to the author, the building blocks for any material foundation are constituted by the mediation of/through language. According to the study by Van der Veer (2020), children guide their own behaviour through the interactions with parents at an early age while learning their mother languages. Language is not only employed by children during their

developmental stages but also as they transition into adulthood, particularly in problem-solving activities associated with the acquisition of verbal thought. As children expand their social interactions and as natural knowledge encounters scientific knowledge in school, there is an enrichment of the concepts they have previously learned. Regarding vocabulary, for instance, a basic term that a child once understood through empirical observations acquires new ideological dimensions when viewed through the lens of the social sciences.

An example given by Van der Veer (2020, p. 3) is the word “farmer”, which initially may evoke associations with a way of life distinct from the financial notion of livelihood. As the child learns about the world, this empirical concept becomes wider and more information is added to the dimensions of entrepreneurship, for example. This exemplifies the aspect of development through linguistic acquisition proposed by Vygotsky. As the child gets involved in the formal educational sphere, substantial gains are made, and new ideological settings emerge (Van Der Veer, 2020).

In his late works, Vygotsky discussed the ideas concerning the ZID, which was originally translated into English and later into Portuguese as “zone of proximal development” (ZPD). The term “ZID” was coined in Zoia Prestes's (2010) doctoral thesis during her PhD studies at the University of Brasilia, located in Brazil's federal district. Prestes grew up in the USSR and learnt Russian at an early age. In her thesis, she discusses the many misconceptions stemming from early translations of Vygotsky's works. One of them is the use of the adverb “proximal” coined in Anglo-Brazilian literature. She advocates for the use of “imminent” as the closest translation from the original Russian manuscript. As stated by Bezerra (2001 *apud* Prestes, 2010, p. 169), citing the Russian adjective “*blijaichego*” within “*zona blijaichego razvitiya*” is in its synthetic absolute superlative form - derived from “*blizki*” – a positive adjective meaning close/near). Consequently, “*blijaichee*,” followed by “*razvitiya*,” imparts the sense of ‘closest/nearest/imminent,’ signifying the highest degree of this adjective in the Russian language. From this perspective, we defend herein the use of ‘zone of imminent development’ (ZID).

However, beyond this discussion we would also like to highlight the meaning and dimensions involved in the ZID. Vygotsky (1935) presents the concept describing the stages involved in the ZID. The first stage relates to what

the child can do on their own – before the intervention of a more experienced peer. The second stage would follow as a post-interventional phase, during which an experienced adult would provide a wider range of hints. By observing the progression of outcomes, indications or traces of development could be confirmed (Van Der Veer, 2020). This also correlates with facets encompassed in the assessment of IQ levels. Nonetheless, it is not within the scope of our discussion to delve into this matter, as our focus is oriented towards the concept of development itself, rather than an individual's learning capacity. Within our educational framework, we emphasise two primary facets of the ZPD: the teacher – the more experienced peer in the niche of the literacies proposed and language skills – and the students – who should benefit from this interaction. We recognize that irrespective of their existing knowledge, both teacher and students will develop new skills and ways of thinking from the pedagogical social interaction. In his research, Vygotsky explored child development, which informs our understanding of the context within which the teaching intervention took place. Our students were not children and most of them were in their later teenage years. Notwithstanding, we believe that the ZID can be seen beyond the evaluation of a child's development and can be applied to human development as a whole. It is evident from Vygotsky's works that language assumes a pivotal role in the development of human advanced knowledge, contributing significantly to transformations in thinking, behaviour, and understanding of the world around us.

We also raise concerns about the ways language teaching is still approached at schools around the world. Among many social factors, the real essence of education as a catalyst for transformation is often left to chance. Rather than empowering students to apply the knowledge they possess, a significant number of people still regard formal education as a means to achieve immediate outcomes (Cristovão; Sanches; Smart, 2022). Such views predominantly revolve around the school environment, potentially leading to inadequacies in facilitating meaningful development. We advocate that through the Vygotskian lens, we are able to rethink our perception of how powerful language actions are in transforming realities. On the practical side, we used the ZID and the overall Vygotskian ideas in order to procure signs/traces of development from our students after our pedagogical intervention, i.e., from the

second stage of the ZID. Our comprehension of these forms of development is also derived from the scrutiny of lexical-grammatical and semantic structures, based on Roth's (1992) and Motta-Roth's (2011) discussions on ENL and SCL. These notions are discussed in detail in the following chapter of the dissertation, which delves into our methodological procedures of analysis.

#### 2.4 THE AFFORDANCES IN THE DIDACTIC SEQUENCE

Affordances can be broadly defined as what is available for the learner to make use of among opportunities and artifacts, which will aid students in the acquisition of a language (Van Lier, 2000). It is the first stage in the set proposed by Van Lier (2000) within the scope of language ecology. Using this perspective, Cristovão, Sanches and Smart (2022) investigated the affordances for environmental literacy and EE in textbooks for the teaching of English as a foreign language in Brazilian public schools. In previous studies conducted in Brazil the term was also employed in Turolo's (2020) research on the teaching of English through the use of online forums and the affordances permeating this context. El Kadri's (2018) master's dissertation also sought to investigate affordances in the use of Teletandem in pre-service English teacher education. The understanding from this concept was also part of our read-out concerning the DS' affordances for the development of multiple forms of literacy in the process of language acquisition.

Our investigation was not conducted through a formal lens, as our primary objective does not entail an exhaustive exploration of these affordances. Throughout our analysis and discussion chapter, we engage in discussions pertaining to the content present in the DS modules in comparison to other materials employed for language acquisition and social skills development. Here, we advocate for the substantial role played by the DS in fostering linguistic and literacy development throughout the implementation of our course at IFPR. Through the reflection on these affordances, we hope to demonstrate that the DS as a teaching artifact can be used for fostering many elements within the educational and pedagogical spheres. According to Turolo (2020) through the perception of affordances, the individual does not "use" a language, but instead "acts" through it. By means of a multisemiotic range, the learner can make

decisions and take action from what is available to use. In this context, we also assert that the more enriched the learning environment is in terms of multisemiotic elements and opportunities, the higher the likelihood of involving learners in genuine language interactions both within and beyond the language classroom.

The chapter that follows presents our methodological procedures as to the nature of the research, the description of the teaching artifact (DS), participants, context and overall analysis procedures and categories.

### 3 METHODOLOGICAL PROCEDURES

In this chapter, we present the methodological procedures used to conduct this research. First, we conceptualise the research as to its nature and academic niche. Second, we describe and detail the course we designed and the modules of the DS. Third, we provide an overview of the context of the course implementation such as infrastructure and a description of the participants. Later, we present our procedures of analysis contextualised within our research question and objectives. Finally, we present our categories of analysis elaborated from the major literary trends discussed in this research.

#### 3.1 RESEARCH CONCEPTUALISATION<sup>18</sup>

This research was conducted exclusively after the explicit appreciation and approval of the ethics committee of the State University of Londrina (UEL) via Plataforma Brasil<sup>19</sup>. This study is also part of the collective efforts of the LED (Language and Education)<sup>20</sup> research group under the supervision of Professor Doctor Vera Lúcia Lopes Cristovão, CNPq researcher. Our study is also part of LILA – Integrated Laboratory of Scientific-Academic Literacies - a project now implemented to several higher education institutions in Paraná, southern Brazil. According to Bigareli *et al.* (2020), LILA is a space for the promotion of the development of scientific-academic literacies within the sphere of higher education through workshops, events and lectures themed on the production of academic genres. LILA seeks to benefit the academic community by mapping the needs of students from their initial years throughout the end of the under/graduate programmes offered by the higher education institutions in Paraná. Our own study is part of this collaborative effort within the sphere of environmental-scientific literacies being promoted through the use of a DS to high school

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<sup>18</sup> The data generation for this research happened exclusively after the approval and appreciation under the supervision of the ethics committee at the State University of Londrina through Plataforma Brasil. The approved documents and further information can be found at: (Brasil, [2023]).

<sup>19</sup> Plataforma Brasil (Brazil Platform) is a national basis for the register of research done involving and/or affecting human beings. It seeks to guarantee the welfare of the participants, transparency and the regulation underlying the principles of scientific studies.

<sup>20</sup> Affectionately known as “Bee hive”.

students in Paraná.

Concerning its nature, the present study has a qualitative nature whose main characteristic is the study of a situated activity that places the observer in the world [...] [which] involves an interpretive and naturalistic approach to [it]" (Denzin; Lincoln, 2003, p. 3). This means that the researcher's positioning in the studied context is essential in order to interpret phenomena, events and actions based on the contextual understanding of the meanings attributed to them. According to Bortoni-Ricardo (2008, p. 17), within this methodological framework the researcher is interested in events that occur in a given environment and how the social actors involved perceive and interpret them. The author also states that qualitative research does not propose to establish cause and consequence relationships or laws, as is the case within quantitative research.

This study is also action research (Tripp, 2005) considering the role of the teacher-researcher in the research context. Action research also has as its main aspect the search for the incorporation of changes through learning (in our context, ELT) in the intervention context. These changes can be at the level of consciousness or social behaviour. This concept is coherent to the objectives of this study once we seek to foster the development of both ENL within its states/levels (Roth, 1992, p. 18-25) and SCL (Motta-Roth, 2011) in the search for transformations in the role of students in mitigating climate change and maintaining ecological balance through the use of language. Our aim with this action research is to return to the *locus* of our intervention and present and debate the results and future actions within the institution which welcomed us.

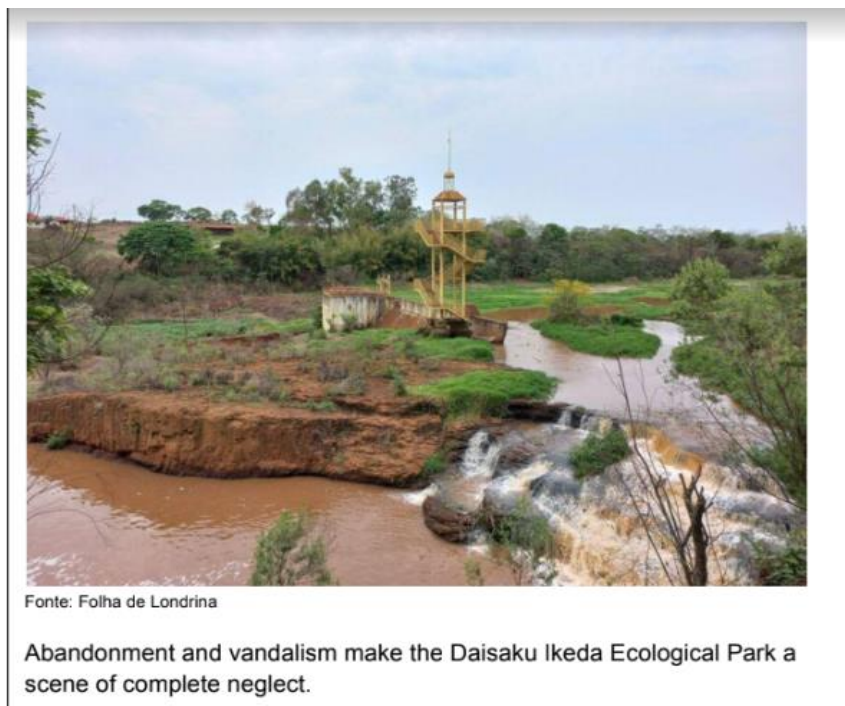
In this research we designed and applied a DS in the context of public education in the 3rd year of high school at the Federal Institute of Paraná (IFPR) - Campus in Londrina. We chose this context amidst a lockdown scenario installed as sanitary prevention against COVID-19 spread. Public schools across the country had to adapt their teaching from in-person into distance online learning. One of the members in our research group (LED) is also an English teacher at IFPR and thence kindly offered the space of her online English lessons for our intervention to take place. All documentations were arranged and approved by the academic coordination of IFPR and the ethics committee of UEL. After its implementation, our primary emphasis shifted towards generating and disseminating text that engaged with the local, regional, and global themes

presented by students in accordance with their lived experiences and concerns. This was done through text production in English within individual, community and political mobilisations to mitigate the effects of climate change and the maintenance and preservation of the biosphere.

### 3.2 COURSE ORGANISATION

From the theoretical perspectives of the SDI, we designed a DS themed on the urge for mitigating the effects of environmental degradation in Londrina and in the world. Our objectives were: a) to raise awareness about environmental issues (locally and globally) and students' roles as agents for change; and b) to provide room for the development of ENL and SCL through English learning. We also provided students with multiple genres coherent to the proposal of this intervention during the pedagogical practice rather than establishing a single genre to be designed before the implementation of the DS. The participants agreed on the designing - or third-party sourced material - of an Instagram PSA (public service announcement) along with captions reporting or informing the readers about the need to take action on a chosen topic - within the matters of environmental degradation such as deforestation and water pollution. The main aim was to provide scope for genuine interest in solving or mitigating the problems the participants addressed. Image 5 brings a sample communicative activity assigned in asynchronous lesson 2.

**Image 5** - Sample communicative activity: Picture that issue! (Asynchronous lesson 2 – Module 1)



**Source:** Author.

For instance, in the asynchronous lesson 2, we asked students to use their mobile phone cameras - or to find pieces of news reporting environmental degradation in Londrina - in order to shoot any environmental issue in their neighbourhoods as well as in the city as a whole. The sample in image 2 sources from a local news outlet, which reports neglect by the local government to an important ecological park in Londrina. Other participants also reported general litter pollution in their neighbourhoods. For the overall lesson-planning, only introductory material was organised before the intervention. We designed the DS modules according to students' necessities and we added any required material during their outlining. The only pre-planned lesson was the presentation of the communicative situation. Overall, the DS is constituted of eight modules (including the first lesson). Due to our context of intervention, we planned both synchronous and asynchronous lessons which would have equal length (40 minutes). The following table presents the organisation of the classes divided into synchronous and asynchronous sessions.

**Table 5** - Overall course organisation within the modules of the didactic sequence.

Dates	Synchronous Activities	Asynchronous activities
25/10 and 27/10/2021 <b>PCS (Presentation of the communicative situation) + CT (Context)</b>	Introductory lesson (Overview of the course plan)	General overview on environmental issues in Paraná (2 pieces of news) + Google Forms with questions.
08/11 and 10/11 <b>Module I</b>	Extended Holiday (Asynchronous lesson)	Picture that issue! (Students were assigned with the task of taking pictures of issues around town and their neighbourhood).
15/11 and 17/11 <b>Module 2</b>	How we can act locally to bring about changes (discussion)	Sample videos and activities regarding environmental protection in Londrina; Acting through social media (Instagram) – text to be read
22/11 and 24/11 <b>Module 3</b>	The use of English in acting globally (Activists' reels and videos on Instagram + discussion)	Read a text about English for global communication; Visit two Instagram profiles; First analysis of the elements, which constitute an Instagram post; Watch a video and answer questions on a Google forms regarding the themes discussed.
29/11 and 01/12 <b>Module 4</b> <b>IP (Initial production)</b>	The use of the tool (Instagram) and its features (reels, voice over, video,	Creation of a checklist based on the mind map created in the synchronous lesson. Reading and watching instructions on

	captions). Collaborative mind mapping with students. Proposal for first version of the production (via Google Docs).	how to engage people in posts on Instagram. Analysing some Instagram posts themed on environmental issues.
06/12 and 08/12 <b>Module 5 2<sup>nd</sup> Version</b>	Vocabulary and grammar when writing captions. Analysing and discussing with students on how to improve their first version.	Feedback and instructions for the second version (via Google Docs). Improving grammar and vocabulary skills (students' posts' captions).
13/12 and 15/12 <b>Module 6 FP (final production) and C (Circulation)</b>	This lesson was taught asynchronously due to connection issues.	General comments on the second version and improvements. Third and final version + instructions for posting after final feedback.
20/12 to 27/01/2022	Summer holidays	Summer holidays
27/01/2022 <b>Module 7 and C (circulation)</b>	General Feedback session	Going beyond Instagram (proposal/attempt to engage students) + Posting the final version on Instagram (for those who had not).

**Source:** Author.

Throughout the duration of the course, a significant portion of the synchronous lessons consisted of interactive discussions centered around thought-provoking questions. These sessions also featured slide presentations delivered by the instructor, which introduced key concepts. Additionally, group activities like creating mind maps were incorporated to foster collaborative engagement among students. During the initial synchronous lesson, I had the opportunity to connect with students through Google Meet, a mode of interaction

that persisted throughout the entire course/intervention. This choice was necessitated by the COVID-19 restrictions imposed by the Ministry of Education (MEC). The course totalised 13 lessons being 5 of them synchronous and 8 asynchronous lessons (asynchronous lessons were more numerous due to holidays, recesses and internet connection issues) as well as some extra meetings for feedback.

The DS in its final layout is available in the attachment section of this dissertation should the reader find it pertinent for appreciation. We will also be thoroughly describing and commenting on the DS design in the ‘analysis and discussion’ chapter of this research. Table 6 presents an overall order of the activities proposed in our DS.

**Table 6** - Order of activities in the DS

Module	Activities
1	<p>Synchronous lesson 1</p> <p>1.0 What comes to your mind when you think of “envir...</p> <p>1.1 Let’s brainstorm...</p> <p>1.2 What are the implications of...</p> <p>1.3 Does it happen in your neighbourhood...</p> <p>1.4 Environmental degradation in Londrina’s...</p> <p>1.5 What is your role in this...</p> <p>1.6 What are some possible ways of addressing...</p> <p>Asynchronous lesson 1 – Environmental literacy</p> <p>1.7 Go to the link provided...</p> <p>1.8 Read the news...</p> <p>1.9 Watch a short-video for getting to know more....</p> <p>1.10 Answer the questions...</p> <p>1.11 What impacts do you think it has in your life...</p> <p>1.12 What responsibility does the city hall...</p> <p>1.13 What is the piece of news trying to show us? Who benefits from...</p> <p>1.14 What could be done (by you, your community or government) ...</p>

2	<p>Asynchronous lesson 2 – Picture that Issue!</p> <p>2.1 Using your phone’s camera, shoot any irregularities...</p> <p>2.2 Ask your parents, neighbours, friends...</p> <p>2.3 Access Baamboozle and practise...</p> <p>Synchronous lesson 2</p> <p>2.4 The impact of climate issues in Londrina...</p> <p>2.5 Some contributions from last class...</p> <p>2.6 What can we do together? How can we act?...</p> <p>2.7 Our future, our students...</p> <p>2.8 Did you know we can act in...</p> <p>2.9 The power of information...</p> <p>2.10 Besides Instagram, can you think of...</p>
3	<p>Asynchronous lesson 3 – We can act!</p> <p>3.1 Let’s see some actions done by students...</p> <p>3.2 After you read, you will answer some questions...</p> <p>3.3 What was surprising about the video on Igapó...</p> <p>3.4 Regarding the actions taken by the students...</p> <p>3.5 Has social media ever impacted...</p> <p>3.6 Have you ever used social media to fight for something you believe in?...</p> <p>3.7 How do you think Greta created such an impact...</p> <p>3.8 Do you know any other activists in Brazil...</p> <p>3.9 Should we follow Greta’s example...</p> <p>Synchronous lesson 3</p> <p>3.10 The power of information...</p> <p>3.11 Instagram for environmental transformation...</p> <p>3.12 The power of #hashtag...</p> <p>3.13 Finding relevant/trendy hashtags...</p> <p>3.14 What is a good post?...</p> <p>3.15 A checklist for IG...</p> <p>3.16 Analysis of an Instagram post by Samela Saterê-mawé...</p>

4	<p>Asynchronous lesson 4 – English speaks louder</p> <p>4.1 Read the text on English for global communication...</p> <p>4.2 Access the website and watch how the efforts of...</p> <p>4.3 Access Samela Awiá's (Saterê Mawé indigenous) profile ...</p> <p>4.4 Watch the reels video recorded by Samela discussing COP26 in Glasgow, Scotland...</p> <p>4.5 Answer the question on Google forms...</p> <p>4.6 In order for us to act through social media...</p> <p>4.7 What's the structure of the post? What characteristics...</p> <p>4.8 What is the purpose of the post?...</p> <p>4.9 Who is the audience Samela is trying to reach?...</p> <p>4.10 What are the languages being used...</p> <p>4.11 Why did Samela write in both languages...</p> <p>4.12 What kind of language is used? Formal, informal...</p> <p>4.13 What are the semiotic components of the video (image, videos, written text...</p> <p>4.14 What makes an Instagram post appealing...</p> <p>Synchronous lesson 4</p> <p>4.15 What have we done so far...</p> <p>4.16 Quality matters...</p> <p>4.17 Canva as an ally...</p> <p>4.18 VisaCreate as well...</p> <p>4.19 Tools within Instagram...</p> <p>4.20 Reels with voice-over...</p> <p>4.21 Our first post...</p> <p>4.22 Captions (cap) are super...</p>
5	<p>Asynchronous lesson 5 - #Instagram for #environmental_action</p> <p>5.1 First we will analyse some slides with sample...</p> <p>5.2 Second, we will create a collaborative checklist...</p> <p>5.3 In the end, you will analyse an Instagram post...</p> <p>Synchronous lesson 5</p>

	<p>5.4 Let's have a look...</p> <p>5.5 Don't be tense using tenses...</p> <p>5.6 A call to action...</p> <p>5.7 Stating ongoing events...</p> <p>5.8 Stating long-term events...</p> <p>5.9 Picking a personal fight...</p> <p>5.10 6 days ago, this happened in Londrina...</p> <p>5.11 Is a post on Instagram enough?...</p> <p>5.12 Going beyond the media...</p> <p>5.13 Individual actions...</p> <p>5.14 Community actions...</p> <p>5.15 Political actions...</p> <p>5.16 To Instagram and beyond...</p> <p>5.17 Wrapping up...</p> <p>5.18 We need your help...</p>
6	<p>Asynchronous lesson 6 – First things first (first version of PSA and captions)</p> <p>6.1 Watch the video again and reflect...</p> <p>6.2 Open the document 'Instagram post'...</p> <p>6.3 Analyse the sample...</p> <p>6.4 In pairs/trios or individually, choose a topic (in Londrina or the world) ...</p> <p>6.5 You can create your own material using Canva...</p>
7	<p>Asynchronous lesson 7 – Clear neat communication for going beyond Instagram (Second version of caption and PSA).</p> <p>7.1 Revisit the slides from synchronous lesson...</p> <p>7.2 Access the British council website and do the activities...</p> <p>7.3 Access the EnglischHilfen website and check your understanding of the imperative mood...</p> <p>7.4 Do the activities on the imperative...</p> <p>7.5 Read the information on 'going beyond'...</p> <p>7.6 Answer the reflexive questions on...</p> <p>7.7 What individual actions do you already...</p>

	<p>7.8 If not any, which ones would you...</p> <p>7.9 Which community actions do you...</p> <p>7.10 Which community actions do you think would be...</p> <p>7.11 Have you ever taken any political actions...</p> <p>7.12 How can we use Instagram posts and go beyond...</p> <p>Asynchronous lesson 8 – Time to post and fight for #climate (Final production and circulation)</p> <p>8.1 Check feedback for your productions and...</p> <p>8.2 Save your second version changes...</p> <p>8.3 Post your PSA and captions on Instagram...</p>
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**Source:** Author.

Further discussion on the roles and aspects from the DS will be discussed in the fourth chapter of this manuscript ‘analysis and findings’ discussion’. It is relevant to address, however, that after ‘asynchronous lesson 8’ we had a final meeting in January, 2022 for general feedback on students’ productions and overall experience from the intervention.

### 3.3 CONTEXTUAL INFORMATION AND RESEARCH PARTICIPANTS

Our data collection for this research happened during a teaching intervention at the Federal Institute of Paraná (IFPR) within a partnership with the Language and Education research group (LED) at the State University of Londrina managed by Professor Dr. Vera Lúcia Lopes Cristovão. As stated on its official website, the IFPR stands as a federal public educational institution, operating under the purview of the Ministry of Education (MEC/ME) through the Secretariat of Vocational and Technological Education (SETEC). It offers basic and professional and higher educational programmes to regional and local students. The institution has more than 26,000 students in in-person and online course modalities. The IFPR offers 43 in-person technical courses, 11 distance-learning technical courses, 20 in-person higher education courses, 3 in-person specialisation courses, and one online course. Its physical infrastructure is located in the central region of Londrina but was not attended during data

collection due to the unusual lockdown scenario of the COVID-19 pandemic and hence our course took place via online meetings.

Regarding its digital and technological infrastructure (which was fundamental to conduct this study), the institute provides every student and teacher with access to online tools such as institutional email accounts, G-suite tools (such as Google Classroom and Google Meet) which facilitate remote teaching and learning. On campus, students and staff have access to internet connection and other technological devices. During the time of this intervention, students were based at home as well as the teachers, and consequently the connection and devices were provided by students' families. No in-person meetings were possible due to risk of contamination and regulating guidelines in force at the time of our intervention. Image 6 presents an external view of IFPR campus' physical infrastructure.

**Image 6** - IFPR's physical infrastructure in Londrina



**Source:** Instituto Federal do Paraná (2022).

I mediated the intervention with the aid and contribution of the class teacher in the subject English language III at the institution, Marlene Ferrarini. Students from a diverse range of courses on campus attended our classes, such as students from biotechnology whose course syllabus prescribes the teaching of biology and environment-themed subjects. These participants had also a

diverse economic background ranging from slightly vulnerable to middle class students. Image 7 shows the biotechnology course syllabus provided by the state of Paraná. Given its status as an official document, no translations were undertaken. However, highlights were added and explained following the image.

**Image 7** - IFPR biotechnology syllabus.

Matriz curricular do Curso Técnico em Biotecnologia integrado ao ensino médio								
Ano de implantação: 2018								
Componente Curricular		1º ano (h/r)	2º ano (h/r)	3º ano (h/r)	4º ano (h/r)	Nº aula semanal (50 min)	Total Hora- aula	Total Hora relógio
Modulo I	Língua Portuguesa e Literaturas	134	100	100	134	4, 3, 3, 4	560	468
	História	67	67	33	33	2, 2, 1, 1	240	200
	Filosofia	33	33	33	33	1, 1, 1, 1	160	132
	Sociologia	33	33	33	33	1, 1, 1, 1	160	132
	Inglês	66	67	33	33	2, 2, 1, 1	240	199
	Espanhol	67	33	33	33	2, 2, 1, 1	240	166
	Educação Física	33	67			1, 2	120	100
	Arte	100	33			2, 1	120	133
	Matemática		67	67	100	2, 2, 3	280	234
	Química			67	67	2, 2	160	134
	Biologia			67	67	2, 2	160	134
	Física			67	67	2, 2	80	134
	Geografia			67		2, 2	80	67
Modulo II	Geografia	67	67			2, 2	160	134
	Biologia	67	67			2, 3	200	134
	Física	67	100			2, 3	200	167
	Química (fund. Prát. Laboratoriais)	66	100			2, 3	200	166
	Matemática	100	33			3, 1	240	133
	Redação para a Biotecnologia		33			1	40	33
	Biotec. na prod. de Alimentos			67		2	80	67
	Biotec. prod. de Biofarm. e Biodef.			67		2	80	67
	O Meio Ambiente e a Biotec.			33		1	40	33
	Controle Qual. Físico-Químico Bioprod.			66		2	80	66
	Controle de Qual. Microbiol. Bioprodu.			67		2	80	67
	Proj. Meio Cons. Meio Amb. Qual. Vida				67	2	80	67
	Inovação em Biotecnologia				33	1	40	33
	O Perfil Empreendedor na Biotec.				33	1	40	33
	Valor. Circ. e Prot. Prop. Intelectuais				33	1	40	33
	Probabilidades em Biotec.				67	2	80	67
	Introdução a biologia molecular				33	1	40	33
Informática para a biotecnologia				34	1	40	34	
<b>Carga horária parcial do curso</b>		900	900	900	900	900	4320	4360
<b>Carga horária total do curso</b>		900	900	900	900	900	4320	4360

**Source:** Instituto Federal do Paraná (2018).

The first highlight on the syllabus pertains to the instruction of the English language, a subject integrated across the entirety of the four-year technical and high school education curriculum. This subject has a total workload of 240 hours established throughout the four-year course. The second highlight regards the subject named ‘the environment and biotechnology’ and is only taught once a week during the third year of the course with a total workload of 80 hours (Instituto Federal do Paraná, 2018). In its compulsory bibliographical guideline, the main

themes are: chemistry, science ethics and biochemistry. On its general guidelines, the syllabus prescribes the teaching of ecological concepts, anthropic actions upon the environment and biotechnology and environment. However important, there is no mention of practical approaches to mitigating actions which would, in turn, foster students' environmental literacy skills such as actions beyond the classroom sphere and engagement to tackle environmental issues. We affirm that theoretical knowledge may raise awareness, but it is not enough to instigate the development of citizens able to transform knowledge and concern into long-term positive changes for the planet. Our understanding of the subject's aim is to prepare biotechnologists-to-be under an ethical perspective towards the environment, which is paramount for the education of such professionals.

### 3.4 PROCEDURES OF ANALYSIS

In table 5, we present a summary of our objectives, research questions, corpus, instruments and analysis criteria. It elucidates the manner in which English text production serves as a catalyst for fostering the advancement of both ENL and SCL.

**Main Objective:** Discuss the connection between language action in English and the development of EL and SCL.

**Research question:** How can text production in English contribute to the development of ENL and SCL?

In order to achieve this outcome and answer our research question, we propose three specific objectives as follows:

**Table 7** - Research objectives, data, procedures of analysis and its categories.

Specific objectives	Data	Procedures of analysis	Categories of analysis
Investigate and discuss the potential for fostering ENL and SCL through the activities which constituted the DS.	The activities in the modules of the DS.	Identification and interpretation of the affordances from the activities proposed concerning the stages/levels of ENL and dimensions of SCL and their	Levels/stages of ENL (Roth, 1992). Dimensions of SCL (Motta-Roth, 2011)

		possibilities for development.	Language learning affordances (Van Lier, 2000)
Identify signs/traces of development concerning ENL and SCL through the inference of the social voices manifested in students' productions during asynchronous lessons.	Students' textual productions during asynchronous lessons.	Identification of the stages/levels of ENL and dimensions of SCL through the manifestation of students' social voices.	Levels/stages of ENL (Roth, 1992). Dimensions of SCL (Motta-Roth, 2011)  Social voices (Bronckart, 1999)
Describe and interpret students' ideological standpoints concerning the ontological views of the environment through the approached themes in their final productions.	Final version of the text productions in English posted on Instagram.	Interpretation of students' environmental ideological standpoint(s) concerning the environmental issues approached.	Levels/stages of ENL (Roth, 1992). Dimensions of SCL (Motta-Roth, 2011) Ontological views of environment (Tozoni-Reis, 2001; Cristovão <i>et al.</i> , 2022)

**Source:** Author.

The data collected for this research comprises i) the activities proposed in the modules of the DS recordings of classes and students' verbal and nonverbal productions during asynchronous lessons as well as iii) their final version of the proposed genres. Through this intervention we sought to identify which levels/stages of ENL and SCL students transited during the intervention (Motta-Roth, 2011; Roth, 1992) and what the outcomes were regarding indications of socio-environmental and linguistic development. The analysis concerning the first

specific objective took place after the conclusion of the design of the DS modules (see analysis chapter). To showcase the identifiable levels/stages of ENL and dimensions of SCL, we present select activities designed within the modules of the DS.

For our second specific objective, the data analysed were the textual versions brought within the modules of the DS and students' verbal and non-verbal productions/activities performed during asynchronous lessons (see data analysis chapter). Based on Bronckart (2003), Machado and Cristovão (2006) claim that genres are within an ever-changing cycle of modifications in the several social spheres they circulate. The majority of participating students were active users on the platform where the proposed genres are disseminated. Instagram is a medium of circulation supporting many genres such as reel videos, posts (with captions and pictures or videos) and stories (short videos or images, which disappear within 24 hours). It is also widely used by the global community in order to engage socially with a wide audience, often being used by business people, activists, entrepreneurs and ordinary citizens.

Concerning our third objective, we conducted a comprehensive analysis of the data, employing an ontological framework (the views of the environment, Cristovão, Sanches and Smart, 2022; Tozoni-Reis, 2001) to examine varying perspectives of the ideological standpoints manifested in the social voices (Bronckart, 1999). Through a concise discussion, we delved into the implications arising from these diverse views, thus contributing to a nuanced understanding of the subject attempting to understand our limitations and overall achievements. Additionally, we present the nine final productions, encompassing captions and PSAs, as a tangible outcome of our endeavours.

In order to perform our analyses, we developed categories hailing from the literature in our theoretical framework chapter. These categories linked lexicon-grammatical and semantics elements from students' productions to the levels/stages of ENL and dimensions of SCL. These elements enabled us to understand students' social voices (Bronckart, 1999) within the aspects of ENL and SCL through their verbal and nonverbal manifestations. For instance, the use of adjectives and verbs indicating preoccupation were classified as indicators of concern level/stage (ENL). The presentation of coherent scientific evidence through cause and consequence were linked to levels of knowledge in the

dimension of SCL. Asynchronous lesson 1 of our intervention, for instance, approached themes on environmental degradation in Londrina and in Paraná. High linguistic, awareness and concern levels can be identified (Roth, 1992) in the response of one reflexive question proposed in one of the activities. Image 8 presents the question and answer by one of the students.

**Image 8** - Sample analysis from asynchronous lesson 1 (module 1).<sup>21</sup>

What impacts do you think it has in your life and the life of the community in Londrina? \*

Your answer

The impacts that environmental problems have on my life and on the lives of citizens is blatant. Uncontrolled heat and cold plague the lives of many animals and homeless people. There are respiratory problems due to criminal fires and excess CO in the environment. Animals die and consequently certain plants too. In addition to the climate, the diseases, the suffering caused to humans, animals and plants, there is also an aesthetic issue.

**Source:** Author.

Furthermore, aspects of SCL can also be discerned when students use scientific evidence to elucidate the reasons behind environmental issues, along with articulating plausible assertions of cause and consequence. Table 6 presents our classificatory system of analysis on these lexicon-grammatical semantic elements.

**Table 8** - Categories of analysis: environmental and scientific literacies.

<b>Environmental literacy levels/stages</b> (Roth, 1992)	<ul style="list-style-type: none"> <li>• <b>Awareness (AW):</b> Lexicon-grammatical and semantic choices connected to verbs of senses; the verbal acknowledgment of the existence of environmental issues.</li> <li>• <b>Knowledge (KN):</b> Lexicon-grammatical and semantic choices connected to explanation of how events came to be; skills to link cause and consequence.</li> </ul>
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<sup>21</sup> The question concerned environmental issues in Londrina. 'Which impacts do you think it has [environmental degradation] in your life and the life of the community in Londrina?' (Retrieved from Google Classroom).

	<ul style="list-style-type: none"> <li>• <b>Concern (CO):</b> Lexicon-grammatical and semantic choices connected to preoccupation; association of harmful impacts on the lives of individuals (organic and non-organic).</li> <li>• <b>Action (AC):</b> Lexicon-grammatical and semantic choices connected to self-confrontation; uses of imperative and reports on actions taken or to be taken in the future. Use of modals for suggestion and obligation – such as must and should.</li> </ul>
<p><b>Scientific literacy dimensions</b> (Motta-Roth, 2011)</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge (KND):</b> Lexicon-grammatical and semantic choices connected to the overall perceivance of cause and consequence. Conclusions from empirical analysis.</li> <li>• <b>Attitude (AT):</b> Lexicon-grammatical and semantic choices connected to the creation of hypothesis; critical standpoint backed up by scientific evidence.</li> <li>• <b>Understanding/Comprehension (UN):</b> Lexicon-grammatical and semantic choices connected to the comprehension of deeper scientific concerns and links to multidisciplinary fields of human knowledge.</li> <li>• <b>Capacity (CA):</b> Lexicon-grammatical and semantic choices connected to the taking of actions based on scientific knowledge. Self-confrontation and annunciation of changes in behaviour caused by the understanding of ecological ethical principles.</li> </ul>

**Source:** Author based on Roth (1992) and Motta-Roth (2011).

We understand that the ENL levels/stages overlap with the dimensions of SCL. We recognize that the verbal and nonverbal interactions alone do not yield a definitive understanding of students' levels/stages of ENL. A more extended intervention period would be required to track and assess deeper developmental stages with increased accuracy. However, their communicative interactions provided a window for understanding their standpoint related to the topics approached in class. Lexicon, grammatical and their semantic value provide scope for perceiving traces/signs of development as we show through analysis 1 and 2. Throughout the analysis, we have formatted excerpts into italics and added footnotes to clarify when a student/teacher spoke Portuguese. We also bolded relevant lexicon-grammatical and semantic elements linked to Roth's levels of ENL. Finally, we underscored those terms which were linked to Motta-Roth's dimensions of SCL. This categorical convention is summarised in table 7.

**Table 9** - Categorical convention for lexicon-grammatical and semantic analyses

<ul style="list-style-type: none"> <li>• Use of <i>italics</i>: used whenever a student or teacher spoke/wrote in Portuguese.</li> <li>• Use of <b>bolded</b> words: lexicon-grammatical and semantic terms linked to Roth's (1992) levels/stages of ENL.</li> <li>• Use of <u>underscore</u>: lexicon-grammatical and semantic choices linked to Motta-Roth's (2011) dimensions of SCL.</li> <li>• Use of (<b>highlight</b>): acronyms for levels/stages of ENL and dimensions of SCL.</li> <li>• Use of <b><u>bolded underscored</u></b> words: lexicon-grammatical and semantic choices pertaining to both levels/stages of ENL and dimensions of SCL.</li> </ul>
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Source: Author.

Table 8 presents a sample analysis from the reflexive questionnaire assigned during asynchronous lesson 1 (see image 6) in order to illustrate the aforementioned categories and formatting conventions in table 10.

**Table 10** - Lexicon-grammatical and semantic analysis 1. Asynchronous lesson 1 (module 1).

<p><b>Environmental literacy levels/stages</b> (Roth, 1992)</p> <p>Awareness (AW), Knowledge (KN), Concern (CO) and Action (AC).</p>	<p>[...] Is blatant <b>(AW, KN and CO)</b>; Uncontrolled <b>(CO)</b> heat and cold <b>(AW and KN)</b> plague <b>(CO, AW, KN)</b>; Criminal fires <b>(AW and KN)</b>; Many animals and homeless people <b>(AW, KN and CO)</b>; Suffering cause to humans, animals and plants <b>(AW, KN and CO)</b>.</p>
<p><b>Scientific literacy dimensions</b> (Motta-Roth, 2011)</p> <p>Knowledge (KND), Attitude (AT), Understanding (UN), Production (PR) and Capacity (CA).</p>	<p>Respiratory problems <b>(KND and UN)</b>; Excess CO <b>(KN, AT and UN)</b>; Animals die and consequently certain plants too <b>(KND, AT and UN)</b>; In addition to the climate, the diseases, the suffering caused to humans, animals and plants <b>(KND, AT and UN)</b>.</p>

Source: Author based on Roth (1992) and Motta-Roth (2011).

Lexicon-grammatical choices such as ‘blatant’, ‘animals and plants’ and ‘respiratory problems’ demonstrate levels of ENL within the dimensions of SCL. Proper scientific knowledge and understanding is paramount for co-relating environmental issues with health problems or ecological degradation. The same question generated multiple answers from students who performed this reflexive questionnaire. It is possible to identify varying traces of ENL and SCL from students’ productions. Image 9 brings another answer to the same question with differences in Lexicon-grammatical and semantic choices and positioning.

**Image 9** - Sample analysis 2. Asynchronous lesson 1 (module 1).<sup>22</sup>

What impacts do you think it has in your life and the life of the community in Londrina? ★

Your answer

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The lack of environmental education brings several negative impacts to the lives of all of us and to the environment, such as air pollution affecting our quality of life, and aesthetically it is also harmful, since the accumulated garbage is not a beautiful sight

**Source:** Author.

This student linked the “lack of environmental education” to “negative impacts to the lives of all of us and the environment” and presents a generalised perspective by introducing “quality of life”. They also appeal to the “aesthetic” negative impact of the environmental issue rather than relating to more pressing issues such as health, ecological balance and degradation, which differs from our first sample analysis (see image 9). We can relate these choices to a lack of deeper scientific knowledge and understanding (KND and UN – Motta-Roth, 2011) and a lower level in ENL knowledge and concern (KN, CO – Roth, 1992).

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<sup>22</sup> This student chose to write their answer in Portuguese, perhaps due to low linguistic proficiency or insecurity to use English. The original answer reads: *A falta de educação ambiental traz diversos impactos negativos para a vida de todos nós e para o meio ambiente, como a poluição do ar afetando nossa qualidade de vida, e de forma estética também é vc prejudicial, já que o lixo acumulado não é uma vista bonita.* (Retrieved from Google Classroom).

In table 11, we carry out the same methodological path to understand which ENL levels/stages are present as well as where they may be placed in the dimensions of SCL.

**Table 11** - Lexicon-semantic analysis 2. Asynchronous lesson 1 (module 1).

<p><b>Environmental literacy levels/stages</b> (Roth, 1992)</p> <p>Awareness (AW), Knowledge (KN), Concern (CO) and Action (AC).</p>	<p>The lack of environmental education (AW, KN, CO) brings several (KN) negative impacts (KN, AW, CO) to the lives of all of us (CO, AW) and to the environment (AW, KN) [...] and aesthetically (AW) it is also harmful (CO, KN), since the accumulated garbage (AW) is not a beautiful sight (CO).</p>
<p><b>Scientific literacy dimensions</b> (Motta-Roth, 2011)</p> <p>Knowledge (KN), Attitude (AT), Understanding (UN), Production (PR) and Capacity (CA).</p>	<p>[...] such as air pollution (KND) affecting our quality of life (KND, UN) [...]</p>

**Source:** author based on Roth (1992) and Motta-Roth (2011).

Although there are noticeable traces of CO and KN (ENL), the connections to the environmental issue (litter) are limited to the conclusion that “the lack of environmental education” equals “harmful” visual pollution and finally connects – without any clear scientific evidence through cause and consequence – to air pollution when somehow it affects the quality of life in a collective sense. Apart from that, the production showed prominent traces of attempts to connect the issue to nocive impact to living beings as well as scientific knowledge on pollution.

In this chapter, we have meticulously outlined the methodological procedures of our research. First, we presented a conceptual exploration, articulating the nature of the research and situating it within its academic niche. Subsequently, we described our designed course through the many theoretical lenses detailed in chapter 2. Further, we cast a spotlight on the contextual backdrop of the course implementation, delving into infrastructure particulars and a comprehensive overview of the participants involved. Proceeding from our

context, we offered a comprehensive insight into our analytical methodologies, deeply rooted in our research questions and overarching objectives. Finally, we brought to light our refined categories of analysis, meticulously idealised from the many scientific voices which were presented in the first chapters and sections of this research.

The following chapter presents our analyses and discussions on the data collected through the teaching intervention course and the teaching artifact used (DS) in order to answer our research objectives. We also discuss our limitations and overall conclusions on the analyses.

#### 4 DATA ANALYSIS, FINDINGS AND DISCUSSION

In this chapter, we present the analysis of the data collected during the teaching intervention described earlier in this dissertation. Furthermore, we focus on the findings from these analyses attempting to answer our research question while also discussing and reflecting on the overall achievement of our objectives. This chapter comprises several sections, to begin with, we describe our specific research objectives and the macrostructure of the DS applied at IFPR. Following that, we showcase the limitations and offer a brief reflection on the synchronous interactions. Moving forward, we analyze and discuss the possibilities afforded by the activities in the DS concerning ENL and SCL to address our first research objective. Subsequently, we investigate the possible signs/traces of ENL and SCL development during asynchronous lessons to address our second objective. Lastly, we bring students' final productions to discuss their ideological standpoints from the ontological views on the environment as well as to analyse the traces of ENL and SCL present in them.

Our first specific objective sought to investigate the affordances (Van Lier, 2000) for the development of ENL and SCL from the activities designed in the DS' modules. We defend here that the DS in its complexity, enabled us to design our activities focusing on a progressive pace towards the incorporation of all levels/stages of ENL within the dimensions of SCL. It is necessary to clarify here that it does not mean one single level/stage was our focus during lessons. On the contrary, we sought to recycle multiple ideas present in previous lessons contributing for an integrated approach of the levels/stages of ENL and the dimensions of SCL among the language capacities fostered in the DS. Notwithstanding, we gave emphasis on aspects of scientific knowledge and awareness during the first lessons and evidenced action and capacity aspects in the final lessons. We believe our intervention can be represented by Image 4 (see chapter 2) in which multiple combinations of the levels/stages and dimensions were present in each synchronous and asynchronous lessons. In order to analyse this set of data, we brought Van Lier's (2000) ideas on affordances and the categories proposed herein.

The second specific objective concerns the asynchronous lessons that were more numerous due to the pandemic scenario in which our teaching

intervention took place. They constitute eight modules of our course which converse with the synchronous lessons as well as expand students' knowledge through reflection and agency. Furthermore, most of the material assigned was used as a means of providing space for linguistic-discursive skills such as textual interpretation and specific English grammar that we linked to the institutional course syllabus and guidelines. Throughout these lessons, we attempted to identify the progress made by students when provoked by debates themed on environmental issues and ways to tackle them. Every form of discourse is a manifestation of one's ideological standpoint as stated by Blommaert (2006) whose ideas find their foundations in Bakhtin and Voloshinov, claims that "language embodies experiences of social struggle, transition and contest; consequently, the linguistic sign is seen as deeply ideological" (Blommaert, 2006, p. 511). As linguists, we may identify and interpret the lexicon-grammatical semantic elements underlying awareness, knowledge, concern and agency from students' verbal and nonverbal interactions (such as the use of adjectives, prepositions, expressions, among other grammatical forms). Bronckart's (1999) interpretation of social enunciative voices aligns with this viewpoint on the multiple anchoring points inherent in our language selections and their significant role in revealing complexities beyond initial impressions. We assert that the use of a DS redirects the emphasis away from predominantly structure-centred learning (focused on grammar and vocabulary) toward an approach that contextualizes and imbues students with meaningful literacy, enabling them to engage purposefully in endeavours relevant to both societal well-being and their own development. In order to exemplify the link between these multiple forms of literacy, we are going to bring excerpts from the asynchronous activities in which students expressed linguistic traces of development concerning ENL and SCL through the manifestation of their socio-enunciative voices.

Our third and final specific objective regards the final versions of the students' productions during the teaching intervention. Instead of comparing the versions of their writing tasks, we sought to understand their decision-making skills after the intervention. The versions of their productions did not suffer many changes where ideological standpoint is concerned. The adaptations and feedback I gave were mostly on linguistic-discursive capacities and adequacies to the genre. We decided not to analyse their linguistic development *per se* due

to time limitations while recognising that it would make it all the richer to aggregate this analysis. Hailing from our theoretical framework, we also attempted to look at the density of their choices from Stibbe's (2004) shallow environmentalism perspective as well as understand their concerns when it came to choosing a topic, they felt was a pressing matter. We linked this theory to the ontological views of the environment (Cristovão *et al.*, 2022; Tozoni-Reis, 2001) so as to understand their ideological standpoint towards the environmental issues approached in their final productions. We also looked at the lexicon-grammatical and semantic choices contrasting with what had been discussed and taught before the synchronous and asynchronous lessons.

In the next section, we present the macrostructure of the DS, its modules and a summary of the proposed activities and themes.

#### 4.1 THE MACROSTRUCTURE OF THE DIDACTIC SEQUENCE

Our intervention started on October 25 2021; it was concluded on January 27 2022. We taught lessons via Google Meet (synchronous lessons) and Google Classroom (asynchronous lessons). Lessons had an approximate duration of 40 minutes each - both synchronous and asynchronous. We taught the course during a period of approximately four months (see table 3 for more details on dates). In each module, we sought to remain coherent to our objectives and bring necessary material to support our students in their reflections and productions. Table 12 presents the overall outlining of the DS and topics approached during the course.

**Table 12** - DS' general outlining: topics and activities approached

Modules	Topics and activities approached
Synchronous and asynchronous lesson 1 PCS and CT	<ul style="list-style-type: none"> <li>• Introduction to the course.</li> <li>• Discussions on local environmental issues.</li> <li>• The impact of environmental degradation in Londrina.</li> <li>• Assessment of students' background knowledge.</li> </ul>

<p style="text-align: center;">Synchronous and asynchronous lesson 2 <b>Module 1</b></p>	<ul style="list-style-type: none"> <li>• Feedback on asynchronous lessons 1 and 2.</li> <li>• Ways to act towards environmental protection.</li> <li>• Local littering issues.</li> <li>• Raising students' awareness on environmental degradation in their neighbourhoods and city.</li> <li>• Presentation of previous taking of actions by students in Londrina.</li> <li>• Discussing Igapó lake's pollution and anthropogenic sedimentation.</li> <li>• Environment-themed vocabulary activities.</li> <li>• Presentation and proposal of Instagram as means of conveying our message.</li> </ul>
<p style="text-align: center;">Synchronous and asynchronous lesson 3 <b>Module 2</b></p>	<ul style="list-style-type: none"> <li>• Information and social media activism.</li> <li>• Local actions taken using English.</li> <li>• Greta Thunberg, a young environmental activist.</li> <li>• How is social media creating environmental awareness? (text).</li> <li>• Introducing Brazilian indigenous Saterê-mawé Samela Awiá, young environmental activist.</li> <li>• The wide-reach of English in a globalised world.</li> <li>• The constitutive elements of Instagram posts.</li> <li>• The hashtag algorithm.</li> <li>• Presentation of the genre checklist.</li> </ul>
<p style="text-align: center;">Synchronous and asynchronous lesson 4 <b>Module 3</b></p>	<ul style="list-style-type: none"> <li>• Social media PSA and caption instructions.</li> <li>• The role of English as a global lingua franca towards environmental activism in Brazil and in the world.</li> <li>• Environmental activism on Instagram.</li> <li>• Samela Awiá's reels video on COP 26 (with subtitles in English)</li> <li>• Providing tools for digital artwork for PSA.</li> <li>• Tools within Instagram.</li> <li>• First version of the PSA and caption.</li> <li>• How to write strong and empowering captions.</li> </ul>
<p style="text-align: center;">Synchronous and asynchronous lesson 5 <b>Module 4</b></p>	<ul style="list-style-type: none"> <li>• Lexicon-grammatical aspects (imperative, present simple and present perfect simple).</li> <li>• Collaborative checklist.</li> <li>• Analysing the use of tenses for communicating ideas.</li> <li>• Discussing possible themes to be approached through the PSA and caption.</li> <li>• Is an Instagram post enough? (discussion)</li> <li>• Individual, community and political environmental actions.</li> </ul>

Asynchronous lesson 6 <b>Module 5 and IP</b>	<ul style="list-style-type: none"> <li>• Feedback on first version of the PSA and caption.</li> <li>• Second version assigned.</li> </ul>
Asynchronous lesson 7 <b>Module 6 and 2<sup>nd</sup> version</b>	<ul style="list-style-type: none"> <li>• Feedback on second version of the PSA and caption.</li> <li>• Final version adjustments.</li> </ul>
Asynchronous lesson 8 <b>FP and C</b>	<ul style="list-style-type: none"> <li>• Third/final version copywriting.</li> <li>• Posting on Instagram. (Circulation)</li> </ul>
Conclusion <b>FM (Final module)</b>	<ul style="list-style-type: none"> <li>• Going beyond Instagram (optional asynchronous activity) – reaching out to Londrina’s government to spread information about our intervention.</li> </ul>

Source: Author.

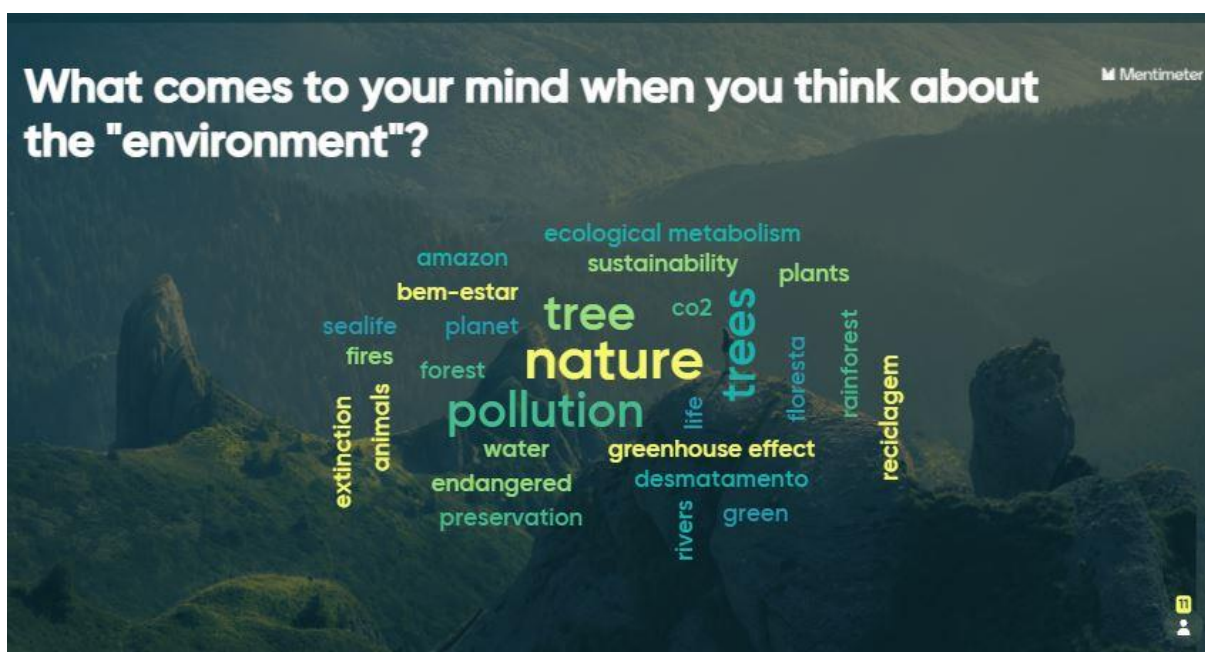
During the intervention students spoke Portuguese and English mostly via chat with occasional direct viva voce interaction with the teacher or classmates. I spoke both Portuguese and English with recurrent synchronous translation due to students’ varying levels of English proficiency. The group was constituted of students who could understand, read and write in English and some who had lower proficiency<sup>23</sup> levels. As SDI educators and researchers, we believe the learning of a language has to be situated within an authentic social activity mediated by the teaching of genres, which will in turn enable students to act through language. Hence having students with varying levels of linguistic-discursive capacities does not hamper the approaches and objectives of this research. We also believe that the use of the mother tongue - in our context, Portuguese - does not impoverish the experience; on the contrary, it enriches the

<sup>23</sup> We understand the idea of proficiency as the ability to make use of linguistic skills with flexibility and ease.

classroom rapport and it is a way of acknowledging students' first linguistic identity from the culture<sup>24</sup> they hail.

In synchronous lesson one we aimed at introducing the main topics we would approach during the intervention. Our first activity was a word cloud in which students had to add words, which came to their minds when they thought about the 'environment'. Image 9 presents the word cloud with some of students' first perceptions of the concept presented.

**Image 10** - Word cloud created by students during synchronous lesson 1 (PSC/CT module)



**Source:** Author.

It is possible to identify deeper levels of ENL and SCL from students' background. Words such as CO<sub>2</sub> (SCL) and ecological metabolism (SCL) hail from the scientific literature on climate science and eco-biology. Many of the remaining words intertwine with levels of ENL such as awareness and knowledge as well as concern. Words such as sea life (AW; KN), deforestation (AW; KN), pollution (AW; KND; KN; CO); greenhouse effect (AW; KND, KN) and

<sup>24</sup> "Culture here embraces all the forms and results of human activity which are characteristic of some community, and which result from tradition, imitation, learning, and realization of commonly accepted patterns" (Kloskowska, 1979, p. 34). We also approach culture from a Marxist critical historical perspective on capitalism and class struggle. These ideas enabled us to understand social structures and their relation to environmental issues in modern-day western society.

sustainability (AW; KN. KND; CO) demonstrate a deeper perspective into the role the environment has as the niche of life on Earth. As well as getting to know students and their global views on the environment, I provoked them with questions regarding their prior knowledge on environmental issues in Londrina. In general, students knew a lot about the main issues but were very brief when describing them at first. Finally, we discussed some possible actions we could take, as a collective group, to tackle these issues in Londrina (see 4.1 for details of this interaction). I assigned asynchronous lesson one in which students had to read a piece of news on valley bottom littering in a local neighbourhood as well as water pollution at a state-level. Furthermore, they had to watch a short video with suggestions on how to tackle the climate crisis and answer four open-ended questions on a Google form.

Synchronous lesson 2 started with feedback from asynchronous lesson 1. I acknowledged students answers to the Google form questions and pointed some relevant comments both in English and in Portuguese. The aim of this lesson was also to start discussing ways of addressing the issues through language. I provoked students with some questions on why English was a relevant language when it came to spreading information. The discussion was fruitful but slow and once again, students were monosyllabic when suggesting anything, usually via chat. In order to inspire students, I showed them a video produced by undergraduate sophomore English language teaching students from the local state university (UEL). This short video was dubbed in English and brought an important report on Igapó lake's anthropogenic sedimentation process as well as general pollution. Lastly, I brought some examples of environmental activism on Instagram and other social media. Asynchronous lesson 2 aimed at instigating students' general awareness on environmental issues in their neighbourhoods and other parts of the city. The title of this lesson was 'Picture that issue!' and required students to take pictures of environmental issues in Londrina (such as littering, pollution, deforestation and so on). Using their cameras, they took several pictures and most of them commented on the state of affairs bringing important historical data from conversations had with their parents and friends. Image 10 presents a sample of the activity performed by students during asynchronous lesson 2.

**Image 11** - Picture that issue! – littering in my neighbourhood.

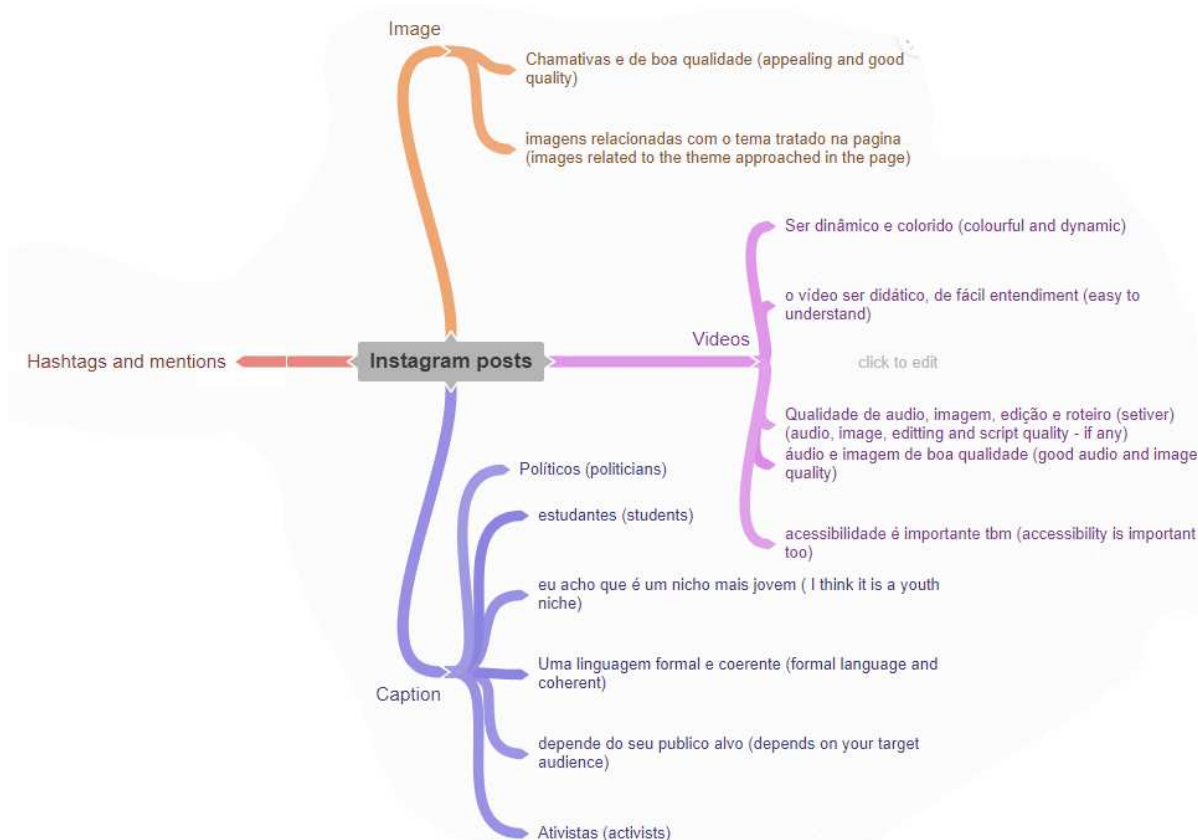


In my walk around the city and the places that i went i could realize a very present incorrect garbage disposal, and the worst is that is totally visible and apparent more than the other actions that harm the environment. It's clearly something that we as a city have to improve

**Source:** Author.

It is evident from the student's comment that there are visible levels of regained awareness (AW) and a sense of collective concern (CO) regarding actions that should take place. For a full account of all images and comments made by students during the asynchronous lesson 2 see the attachment/annexes concerning the DS. Synchronous lesson 3 had a focus on the medium chosen by students (Instagram) and the texts we would create together. Based on the discussions during synchronous lesson 2, we decided to create and post a PSA (public service announcement) which activists and NGOs use to convey a message or raise awareness and the genre Instagram caption, which students could write in English and Portuguese or only in English. During this lesson, I provoked students with the question "What do we need for a great Instagram post?" and from this questions, students worked together to design a mind map to address four main aspects: hashtags and mentions, images, videos and caption. Image 11 presents the mind map designed by students.

## Image 12 - Instagram post mind map – What do we need for a great Instagram post?



**Source:** Author.

As students typed in Portuguese, I would type the corresponding terms in English in order to present their equivalent in English. It was possible to identify some awareness concerning the overall structure of the Instagram medium, which was important to address other relevant aspects – such as algorithm and the relevance of hashtags. After this activity, I presented the didactic model of the two genres from posts circulating via Instagram, in special one by Indigenous environmental activist Samela Saterê-Mawé. From this post, I approached the main tools and functions of Instagram’s toolkit such as like, comment, share and save buttons<sup>25</sup> as well as hashtags and the use of Portuguese and English subtitles (see attachments/annexes). I emphasised the importance of relevant

<sup>25</sup> Not only addressing their corresponding names in English but also inquiring from students which buttons had a higher relevance to reach a wider audience. For example, while saving a post provides evidence to the algorithm to make it available for more people, liking will not be as impactful.

hashtags and presented websites, which could aid students in choosing the best ones for their final productions and, hopefully, for further collective and personal use as well. By the end of this synchronous lesson, present samples of checklists, which would help students with their productions. I assigned the completion of a checklist for 'a great Instagram post' in which students had to add items to be used before posting as a proofreading – such as relevant hashtags, use of superlatives and textual appeals for viewers' engagement. For asynchronous lesson 3, I asked students to read some more local news articles on actions taken in Londrina by students and local schools as well as a short biography on Swedish activist Greta Thunberg as an example of a young activist. Finally, students had to answer some reflexive questions on the content studied.

During synchronous lesson 4, I brought some ideas to instigate students' creativity when designing their own PSAs. I suggested some online free tools such as Canva and VistaCreate as well as some possibilities within Instagram such as voice over reels videos and 24-hour stories. As a sample voice over video, I showed students a video designed during a course called "Eco Action" by me and another undergraduate teacher. The topic of the video was "environmental mitigation and adaptation" and was voiced-over in English with additional images and text to illustrate the narration. It would be a possible genre for students to produce, however, none of them chose this specific genre. We agreed that PSA and caption would be the most significant contribution. I instructed students on how to design their first version of both texts and told them they could bring a PSA from an NGO or similar organisation, provided they source-referenced the author in their caption text. In order to aid students to design a coherent caption, I showed them a video and tips from Hubspot that provide in a summarised approach some relevant tips on how to engage your viewers. In asynchronous lesson 4, students were getting ready for the first version of their PSA and caption. While they planned, I shifted the focus to the role of English as a global language and the way it contributed to widening the audiences for important issues brought by young environmental activists all over the world. Students had to read texts and answer reflexive questions via Google form. Together with asynchronous 4 I also posted asynchronous 5 which instructed students on starting their first versions. For this reason, I designed a

template based on the usual Instagram layout and asked students to start from there.

For our final synchronous lesson before the summer holidays (December-January), I focused on feedback and further instructions for the caption and PSA. Some students had already completed the tasks in asynchronous lesson 5 and so I provided feedback individually on Google Classroom and they started their second versions. During synchronous lesson 5, we focused on linguistic-discursive capacities (grammar and vocabulary). The topics approached dialogued with the syllabus of the English language course at IFPR and thence I proposed a review of the imperative, present simple, continuous and perfect simple tenses in this lesson. It was also an opportunity to offer space for any clarifications in case students had doubts regarding English language skills such as grammar and vocabulary. Following our discussion, we discussed some recent environmental problems in Londrina and I introduced the concepts of individual, community and political actions, which should enable students to go beyond the Instagram post.

In asynchronous lesson 7, students answered to a form approaching their actions taken in the three spheres aforementioned. For asynchronous lesson 6, students who had already received feedback for their first version of the genres should focus on the corrections and expansion of their second version as well as practicing grammar and vocabulary useful for their productions. Asynchronous lesson 8 offered instructions for the third and final version as well as on how to post on Instagram. After posted, we had another meeting in the end of January to discuss the prospects of future actions and overall feedback as well as end the course. I posted a final optional Google form, which would enable students to volunteer in contacting the local government in order to engage them with our productions. Unfortunately, none of the students was interested or available for this optional extension.

#### 4.2 SYNCHRONOUS LESSONS IN THE COVID-19 LOCKDOWN SCENARIO: A BRIEF REFLECTION ON THE SHORTCOMINGS

During synchronous lessons, students used the chat for most of the interaction for either being shy or having a lower level of English. During the first

synchronous lesson, students were monosyllabic when they opened their microphones. The bulk of interaction was done via Google Meet chat. Cameras were also switched off. This was a very common behaviour throughout the lessons and relatable to many other teaching experiences during the Covid-19 pandemic. Throughout the synchronous lesson verbal manifestations were very infrequent and that can be attributed to a series of factors linked to the lockdown scenario. No significant traces of ENL or SCL development could be identified due to the low level of verbal interaction. Teacher talking time was much higher and the interaction in these lessons was lower than expected. We understand that our synchronous interactions were compromised by the context in which our intervention was situated.

The Covid-19 pandemic lockdown scenario impacted the whole world and Brazil accounts for many of the deaths caused by the many shortcomings in vaccination, sanitary restrictions and scientific denialism in Brazil and some other countries in the world. Such denialism was widely founded on the widespread of fake news (Maliverni; Brigagão, 2020) through social media. We present these facts in order to illustrate the harrowing moments lived by teachers, students, families and society as a whole to survive a deadly pandemic. The impacts on mental health and social skills is undeniable once people were obliged to stay home not knowing how to cope with financial insecurity and other aspects of what was considered “ordinary” life (Maliverni; Brigagão, 2020, p. 8). It is also undeniable that our intervention had visible impacts due to this uncommon socio-historical scenario. Due to these limitations, we chose not to bring excerpts from the synchronous lessons and focus mainly on the signs/traces of development through the asynchronous lessons. However, should the reader find the synchronous interactions pertinent to be appreciated please refer to the appendix section at the end of this dissertation for some of the transcriptions of the lesson recordings.

#### 4.3 THE AFFORDANCES FOR DEVELOPMENT IN THE DIDACTIC SEQUENCE

The use of a DS as a teaching artifact was paramount to address our research objectives through the incorporation of the literacies and language learning. The concept of affordances is proposed in Van Lier’s (2000) seminal

work on language learning approaches. According to the author, affordances are the first perceptible level of engagement between the learner and the context they are inserted in. The possibilities created for the development of language skills through the tools and artifacts present in the learning environment. Our focus herein is to analyse the affordances present in the use of a DS designed according to the needs and aims of the teacher-researcher and learners. In order to analyse the DS, we bring sample activities which constituted the modules both in terms of synchronous and asynchronous lessons seeking to demonstrate and discuss the possible levels/stages of ENL and dimensions of SCL being propitiated by that activity.

Concerning the first level/stage of ENL we present a sample activity from synchronous lesson 1 from which we sought to instigate students' curiosity towards the general awareness of environmental issues in Londrina and its municipalities. Image 13 presents the sample activity proposed during synchronous lesson 1.

**Image 13** - Environmental awareness – Module 1 – Discussion.



**Source:** Author.

From this activity we sought to engage students in a discussion on what environmental issues the city of Londrina faces presently. The images had the

purpose of not only instigating students understanding of what types of degradation occur within the city's natural areas but also to foster a reflection on the agents of such irregularities. The affordances on awareness connect to the aspects of the visible world and the senses connected to what is perceivable by the citizens of Londrina. The outcomes expected from activities such as the one in Image 13 vary from making room for **awareness**, **knowledge** and/or further **concern** from students. We attempted to bring a reflection on the overall causes and consequences of these environmental issues in Londrina and ways to tackle them in the short and long-term aspects. We believe that the approach of local environmental issues are also more effective in creating space for the development of awareness and concern once it evidences students' realities.

During asynchronous lesson 2, we assigned students to shoot any environmental irregularities in their neighbourhoods as well as the city as a whole. Due to the pandemic scenario, it was important to engage students at a level of agency when addressing environmental issues in their realities. Among the many photographs taken by students, we bring the assignment as well as a sample resolution of this activity in order to illustrate the aspects of possible development concerning **awareness** and **concern** levels within the dimension of scientific knowledge and attitude.

**Image 14** - Affordances for awareness and concern within the scope of scientific knowledge and attitude.

## Asynchronous lesson 2 - Picture that issue!



Bruno Sanches • 3 Nov 2021

Due 10 Nov 2021

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Hello, dear students. How are you? I hope you had a good recess + holiday. Since we didn't have synchronous classes this week, I'm posting our asynchronous class for completion until next Wednesday (if possible).

- You will be able to contribute by using **cell phone cameras** to photograph **environmental irregularities** in the city to be presented in the next class. You can also do a **survey** in your neighborhood (asking your parents, neighbors, and friends) to analyze possible environmental problems in your neighborhood. To learn or revise some names and terms for environmental problems in English I am making available a **Baamboozle** in the "study" mode with the necessary vocabulary.

- The goal is to highlight the existence of these problems and sharpen your ecological sense in the perception of environmental irregularities outside the classroom. Take the photos and post them here if possible. If you prefer, you can send to my Whatsapp as well.

Any questions I am available to clarify.

**Source:** Author.

The assigned activity was completed by most students who contributed directly or indirectly by sending photos or images from well-known issues in Londrina. Our aim with this activity was to sharpen students' perceptions of the environmental problems in evidence in Londrina and in the world. Often our students do not yet possess the skills to understand the harmful impacts of some habits which have become common in our society due to the normalisation of such issues. Littering is one such which is sometimes ignored as a common misdeed by citizens with low levels of ENL and SCL. From this activity we bring a sample contribution from one of our students in order to demonstrate how the affordances present in this activity may have contributed with the development of awareness and concern levels/stages within the dimensions of SCL.

**Image 15** - Increasing awareness and reflection in module 2 of the DS.



In my walk around the city and the places that i went i could realize a very present incorrect garbage disposal, and the worst is that is totally visible and apparent more than the other actions that harm the environment. It's clearly something that we as a city have to improve

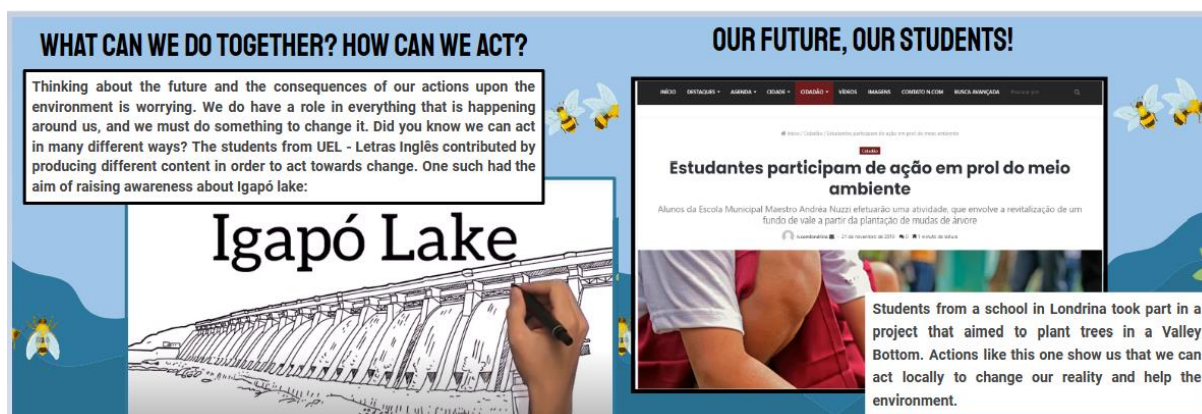
**Source:** Author.

In this response, it is clear that the student could not only manifest her opinions in English but also reflect on the incorrect disposal of rubbish by the citizens of Londrina. She even demonstrates levels of concern and agency (action) concerning littering. We aimed to address through this activity mainly levels of awareness and concern as well as scientific knowledge and attitude. In

this response we may perceive the social voices being manifested especially around concern and indignation but there are few signs demonstrating a greater reflection on the harmful effects possible from the recurrent irregular littering events in the city. We shall address further aspects of possible outcomes in the analysis of the asynchronous lessons later in this chapter. This activity, overall, showed prominent room for the development of awareness and concern as well as knowledge and attitude towards the issue presented. We claim that by instigating students to look at the issues through their personal lens and reflecting upon the problem at hand, they may in turn develop the necessary skills, in time, for a greater perception of environmental issues around us from a local and global perspective. This activity also fostered the development of linguistic skills through the promotion of English for reporting a local environmental degradation issue.

From the instigation of levels of awareness and concern within knowledge and attitude we defend the next step for further development is to provide our students with tools for action and ideas from previous individuals within similar social spheres (students from public education institutions). Such examples provided to students in the modules of the DS were the collective efforts of students from the ELT undergraduate course from UEL and students from a regular school in Londrina.

**Image 16** - Environmental actions taken by students in Londrina<sup>26</sup>



**Source:** Author.

<sup>26</sup> Video on Igapó lake's pollution (Lake [...], 2018).

These examples were shown in order to inspire our students in knowing that local citizens have been engaging in actions to mitigate environmental issues in their city and region. The Igapó lake, which is a postcard in the city of Londrina, has been suffering from pollution and sedimentation. This impacted many students who did not know about these degradation problems in one of the most important ecological spots in Londrina. Among the many reactions to the video later in asynchronous lesson 3, students voiced concern, contributions and reflections on the issue as presented in image 17.

### Image 17 - Igapó lake in distress: students' comments and reflections.

What was surprising about the video about the Igapó Lake's pollution? Did you learn something new? What was it?

28 responses

I live near Ígapo, so it's no surprise to me hearing that the lake is pretty polluted, but I did learn about how the poluting process took place. Something that surprised me, was hearing that the last time they did an attempt to clean the lake was in 2001, which shows a lack of concern coming from the city hall about the environment.

In the video, it was possible to understand that the Igapó lake, which is one of the most important lakes in Londrina, is not properly cared for by both the people and the government.

I did learn that polluting lakes and rivers does not mean just polluting the water, but also every life that depends on it to survive. Contaminating the water also means contaminating fishes and, consequently, humans that eat fish. It is important to always remember that human being is part of the ecosystem.

Yes, I did. I learned about the sedimentation process that occurs in the lake and its consequences.

Not really, it's really polluted and known by most citizens, the appearance of dead fishes floating were a "warning" too. I hope we can revert all this toxicity and polution in the future, and I'm willing to help it by doing my part.

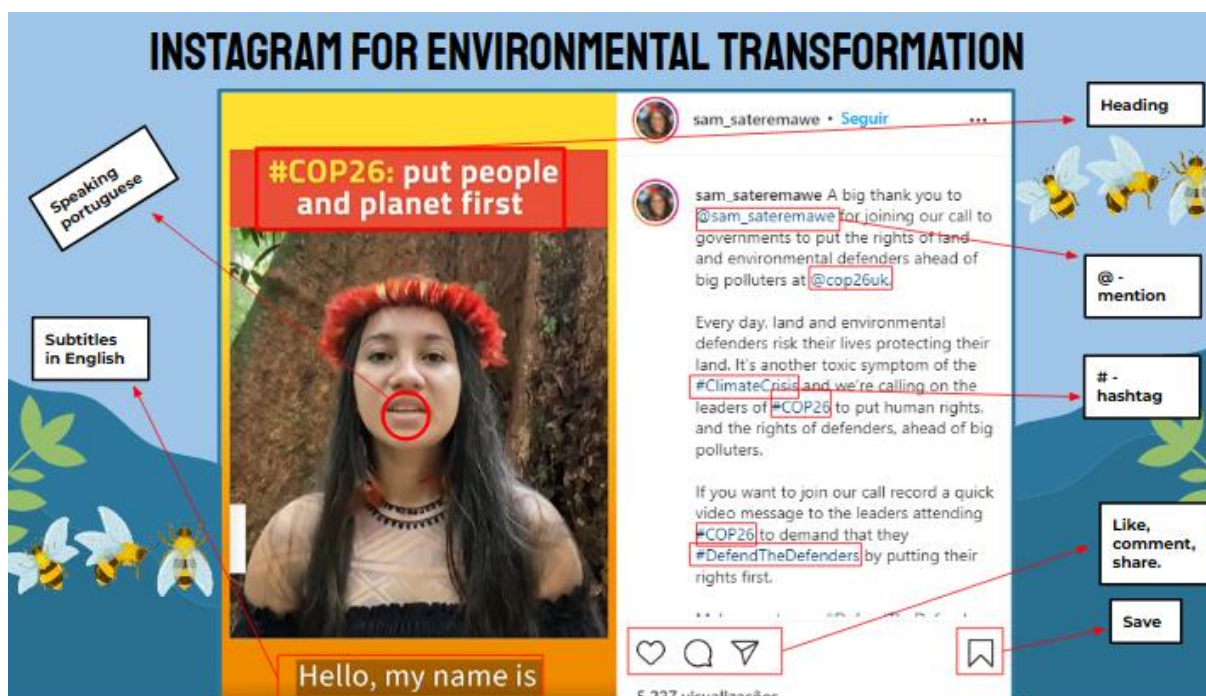
**Source:** Author.

It is very pertinent to notice a varied range of reactions to this video on Igapó lake's pollution and sedimentation. Many levels/stages of ENL and SCL were fostered in this activity as can be seen by the reflection from students. Levels of **concern**, **knowledge** and deeper **awareness** can be inferred from the voices manifested in these sample answers. Many students wrote in English as seen above (Image 17) and others contributed in Portuguese as well. It is clear that this activity also provided the affordances necessary to not only discuss but provide room for critical thinking skills regarding the overall well-being of the Lake

which is admired by many in the city and its municipalities. Concerning the dimensions of SCL afforded through this activity, we claim that knowledge was evidenced as well as attitude from students towards ideas of harmful impact due to cause and consequences of human actions. The video presented many elements regarding the overall scientific links to the harmful impacts of sedimentation and pollution hailing from the inconsiderate maintenance of the natural area in the city. Another interesting factor to be analysed here is the ontological views of the environment regarding the manner some students position themselves in relation to the environment. It was surprising to see this type of affordance so early in our intervention showing high levels of **concern** and understanding as well. The third answer in image 17 presents, among their claims, that there is harm not only to the water and humans but to all living beings who have the lake as their home. They claim that by polluting the lake one also affects “every life that depends on it to survive”. This connects to the biocentric and ecocentric ontological views of the environment (Cristovão *et al.*, 2022; Tozoni-Reis, 2001) once the student seems to understand the symbiosis of the natural environment in the maintenance of life on Earth as well the respect for all living beings. They state that “it is important to remember that human being is part of the ecosystem” and this evidences the understanding of humans as part of the biosphere rather than separate from it.

The DS also enabled us to provide valuable information on the genres proposed concerning linguistic-discursive capacities (grammar and vocabulary) and reflections on the power and reach of English as a lingua franca. Some activities in the DS propitiated moments of reflections on the relevance of English for acting towards transformations and having our voices heard by the wider world. One such activity is the sample Instagram reels video by environmental activist Sâmela Aiwá from the Saterê-Mawé people.

**Image 18** - English speaks louder in a globalised world



**Source:** Author.

During synchronous lesson 3, we presented the constitutive elements of Instagram from an in-depth perspective within the algorithm and the corresponding terms in English for the tools on Instagram such as hashtags, mentions with @ and save button. Many of the students were already aware of these tools and buttons with varying knowledge of their translations into English. The purpose with this activity was not only to present the linguistic aspects of Instagram as a social medium but also to discuss the role of English in sharing knowledge and making ourselves heard. Sâmela is not a native English speaker but uses both Portuguese and English in some of her posts in order to reach a wider audience. This post, specifically, addressed the COP26 conference in Glasgow, Scotland. Whilst Sâmela was speaking Portuguese, subtitles provided a way for English speakers to understand what was being discussed by the activist. We brought this example so that students could also relate to a fellow Brazilian attempting to preserve and make her voice heard by using more than just the official language of her country but also English as a way to amplify her reach.

Apart from the presentation of the tools within Instagram, we also provided tips and ways of improving the genre caption. For this module of the DS, we used

a video and website by Hubspot which presented coherent and simple ways to write more appealing captions for the main media on a post. We hoped that from these tips students could benefit by improving their first version of the Instagram caption proposed during asynchronous lesson 6.

**Image 19** - Tips on how to write good Instagram captions



**Source:** Author.

Attempting to also tackle students' difficulties concerning linguistic-discursive capacities, we talked to the class teacher in order to understand the syllabus of the English language III subject at IFPR. Students had been discussing the uses of present perfect during the second semester of 2021. We decided to bring elements of grammar and vocabulary during our fifth module of the DS. These aspects afforded not only space for understanding the functions of grammar structures in English – such as the use of present simple for factual information or the continuous aspect for ongoing events - but also increase students' confidence in writing in English.

**Image 20** - Don't be tense while using tenses in English – linguistic-discursive capacities

### DON'T BE TENSE USING TENSES

- When posting on Instagram we want to make sure our message is conveyed clearly and having the right tone is just the key.
- In the previous post we saw some present tense (is, is not, live, close...) being employed. Why is that? Do you remember the main function of the present tense in English?
- Present factual information and ongoing events**
- If we change the tense we change the meaning as well.
- When writing your post decide what you need to convey the right message. If you are talking about historical facts what tense will you need? Or if you're talking about consequences?

verb "to read" Question

Do	I	read	a book	every day?
Does	he / she / it	read	a book	every day?
Do	we / you / they	read	a book	every day?

### A CALL TO ACTION!

- Another grammatical structure which may be very useful is the imperative. The imperative sets a "call-to-action" tone which will go well if you're urging people to do something. It's very simple but very effective: For example: **Act now!**

Infinitive	Base	Affirmative Imperative	Negative Imperatives
to be	be	be	do not be
to do	do	do	do not do
to eat	eat	eat	do not eat
to drink	drink	drink	do not drink
to go	go	go	do not go
to sleep	sleep	sleep	do not sleep
to stay	stay	stay	do not stay
to stop	stop	stop	do not stop
to study	study	study	do not study
to wait	wait	wait	do not wait

### STATING ONGOING EVENTS

- If you want to mention something that is happening at the moment (like forest fires, droughts, hurricanes...) you'd better have the assistance of the "present continuous" as well.
- For example: The fire **is burning** 4 hectares of forest a day.

subject + verb "to be" + verb ending in "ing"

I am eating

### STATING LONG-TERM EVENTS

- If you want to mention something that has been happening since a point in time (like 2019, March, Spring...) your best friend will be the **present perfect tense**.
- For example: The forest **has already lost** 10 thousand trees since **January 2018**.

Present Perfect Tense

already, yet, just, recently


← Past      Present      Future →

have/has + Past Participle


Source: Author.

As can be seen by image 20, we attempted to discuss the aspects of present simple, the imperative mood, the present continuous and present perfect tense which would also suit our needs in making a coherent approach to the genre and the text information presentation on the posts. This was our final synchronous activity before the summer holidays and for consolidation students had to practise these grammatical structures in the following asynchronous lesson as well as improve their writing for the second version of the caption and PSA. In terms of feedback from one version to another, I posted comments on their productions usually commenting on language or improvements for the text in terms of the model of the genre proposed.

## Image 21 - Feedback on the second version of the captions and PSA

 Bruno Sanches  
22 Dec 2021

The image reads: Read the legend. In English, legend is a noun (substantive) which means "lenda". Here, the best word would be "captions" as Instagram features this genre. Ok?

 Bruno Sanches  
22 Dec 2021


Could you give some examples and bring some sources?

**THE RESPONSIBILITY IS YOURS!**

The environment and our planet are crying out for change, and proof of that is all the climate change issues we've seen.  
But you can be part of the change!

Do not know where to start?  
Small practices and day-to-day habits help us to live in a more sustainable society.  
And with that in mind, below we will leave several profiles that encourage and teach you how to live sustainability on a daily basis:

@gretatunberg  
@melo.sustentavel  
@sustentarea  
@lbsustentabilidade



**Source:** Author.

The feedback given to this student concerned mostly improvements on the complexity of the captions and some linguistic features which were mistaken due to cognates in Portuguese. Apart from it, most of the tips offered previously except for hashtags which were later added for the final version. This part of the DS aimed at fostering the necessary linguistic and text knowledge for action. Incorporating, thus, the learning of English and the development of ENL and SCL.

In order to foster critical thinking and the possibilities for action and scientific capacity, we proposed final reflexive activities which aided us to assess what had been achieved during the instigations for acting towards environmental change. In spite of our shortcomings with the synchronous lessons, during asynchronous lessons we could see students were excited and willing to mobilise actions towards effective mitigations from our pedagogical practice. One student commented that she was "too excited" and for this reason had produced two Instagram posts concerning two different topics.

**Image 22** - We need more space for action in the classroom and beyond



Maria

7 Dec 2021, 20:57

Good evening teacher! OK? I performed the activity and ended up getting a little excited and made 2 post options kkk I attached the two posts and their captions in the archive, I hope no problem! Thanks in advance, see you next week!

#### RECYCLING IS PLANNING THE FUTURE!

Recycling is the process in which there is the transformation of solid waste that would not be used, with changes in its physical, physical-chemical or biological state, in order to attribute characteristics to the waste so that it becomes a raw material or product again.

And when you carry out this practice, you are part of a change built with every sustainable action, which together guide our planet towards an ecologically conscious society.

Be part of the change, practice recycling at home and share this post with more people!

**Source:** Author.

From this comment alone it is possible to identify that by providing students with **knowledge** and **concern** as well as space for critical thinking towards changes we can instigate the desire to **act** towards the mitigation of socio-environmental problems and this would be unlikely to happen without the proper emphasis on the scientific data provided during the lessons. The aspects related to the comprehension and capacity dimensions were paramount to instigate **action**. Table 13 demonstrates these dimensions playing side-by-side roles with the levels/stages of ENL.

**Table 13** - The integration of ENL and SCL within the DS.

Asynchronous lesson 1 Module 1	Asynchronous lesson 7 Module 7
<b>Prompt question:</b> <u>What impacts do you think it<sup>27</sup> has in your life and the</u>	<b>Prompt question:</b> <u>How can we use our Instagram posts and go beyond?</u>

<sup>27</sup> This question regarded the problems with irregular litter in Londrina.

<p><u>life of the community in Londrina?</u></p> <p><b>Answer student 1:</b> If we not take care of the environment, our world, literally <b>chance</b><sup>28</sup>, <b>and for worst (AW, UN, CO, AC)</b>. For exemple the pollution can <u>degrades the Water supply (KN)</u> of the Londrina City and in my life, <u>can cause disease (UN, KND)</u>.</p>	<p><u>How can they be a starting point for bigger changes?</u></p> <p><b>Answer student 1:</b> Firstly, as we have already learned to use instagram correctly we <b>must use (AC, CA)</b> all the publishing tools that the platform offers and in this way we <b><u>reach more people and make our idea go beyond a post on a social network (AC, CA)</u></b>. With posts with a greater reach, we can use this for <b><u>perhaps a political action or social movement, social networks (AC, CA)</u></b> today allow us to have access to thousands of people and, based on that, <b><u>defend our opinions to the world. (AC, CA)</u></b></p>
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Source: Author.

During the first interaction there are many noticeable traces of understanding and knowledge on how environmental issues lead to diseases and degradation of water supplies. There is also **concern** for the worsening of the situation if measures are not taken. In the final reflexive activity, many traces of both ENL and SCL can be perceived. For instance, the use of the modal “must” demonstrates an understanding of the necessity for **action** linked to the need to “reach more people” and go “beyond”. The levels of agency manifested in the last reflection makes us hopeful that these were transformative and engaging meaningful interactions for long-term impacts in society.

It is clear that by providing students with scope and involving them with topics concerning the environment it can arouse their desire for change and their deep concern for the welfare of the planet and human society. Student 1 (table 13) voiced not only one but also many levels of ENL and SCL fostered by the

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<sup>28</sup> Change.

activities, discussions and lessons as a whole. However, traces are the only feasible highlights we can make. In order to consolidate these forms of literacy, intense and continuous interventions must become part of the routine of their school life in Brazil and in the world. From this comparative analysis, it is possible to see significant changes in how the student presented their opinions. The answer to the prompt question in asynchronous lesson 7 shows many traces of action level and decision-making skills (CA) which are paramount for impactful changes. The constant approach to environment-related topics to instigate students' levels of ENL is paramount for visible changes. We advocate that literacy events must not be isolated but must be part of the transformative practices of an individual's every-day life and social life (Sanchez, 2021). Notwithstanding, the short period of time spent with these students was enough to instigate and propitiate actions and concerns that will in turn, as we hope, enable them to take future actions and be active in the coming efforts to prevent the collapse of our civilisation and species.

The next section brings our analysis and discussion on the interactions during asynchronous lessons.

#### 4.4 ASYNCHRONOUS LESSONS: SIGNS/TRACES OF ENVIRONMENTAL AND SCIENTIFIC LITERACIES DEVELOPMENT

The number of asynchronous lessons was double the number of synchronous lessons due to the online teaching approach apart from holiday and recesses during the period in which our intervention took place. Notwithstanding, the productions during asynchronous activities were paramount to understand the overall perception of students regarding environmental issues and the development process concerning EL and SCL. Asynchronous lesson number 2 entitled "Picture that issue!", for instance, required students to go around their neighbourhoods and neighbouring areas to photoshoot ecological irregularities such as littering and general anthropogenic pollution. Many students contributed with interesting photographs and comments, which signalled levels of awareness, concern and knowledge. Image 9 presents a sample of this activity.

**Image 23** - Asynchronous lesson 2 - Picture that Issue! – Litter<sup>29</sup>



*So, I haven't left the house this last week so I only managed to get a photo of an abandoned lot in my street. I recently moved, and one thing in common that I noticed with the place where I lived is the extremely present **inadequate disposal of garbage (AW, KN, KND)**. Both here and there, you don't have to walk far to find some empty/unoccupied **land that is full of discarded objects or materials (AW)**. Where I lived there was a small river nearby, and my mother says that she used to have little fish there when she was a child. Nowadays it's **full of rubbish and heavily contaminated (AW, KND, KN, CO, UN)**, and you can't see anything. Situations like this are **very present (AW)** in several places in the city, and it is very sad **(CO)** to **know that it is at the hands of those who share the same environment with us. (UN, CO, KND, KN)***

Source: Author.

It is clear that the student has a strong positioning to not only present the problem but also shows concern using sentences such as “**heavily contaminated**” or “it is sad to know that it is **at the hands of those who share the same environment with us**”. The student also has a historical understanding of how problems evolved through the years. In special, she retells what her mother told her: “Where I lived there was a small river nearby, and my mother says **that she used to have little fish there when she was a child**. Nowadays **it's full of rubbish and heavily contaminated**”. Through the possibility of looking at these problems in the space where they live, students can actively understand and reflect upon the negligence of their fellow human beings.

<sup>29</sup> Não sai de casa essa última semana então consegui apenas uma foto de um terreno abandonado da minha rua. Me mudei recentemente, e uma coisa em comum que eu percebi com o local onde eu morava é o descarte inadequado de lixo extremamente presente. Tanto aqui quanto lá não é preciso andar muito para achar algum terreno vazio/ desocupado que esteja cheio de objetos ou materias descartados. Onde eu morava havia próximo um riozinho, e minha mãe conta que tinha peixinhos lá quando ela era criança. Hoje em dia é cheio de lixo e bem contaminado, e não é possível ver nada. Situações assim são bem presentes em vários lugares da cidade, e é bem triste saber que é pelas mãos daqueles que partilham conosco o mesmo ambiente.

According to Vygotsky (1999), the first step to create possibility for development is to provide space for it even though it cannot be guaranteed. The use of the DS created the possibility to go beyond the classroom sphere to engage students in the level of not only awareness but also knowledge and concern. Often the language classroom role of change-maker is ignored and replaced by the traditional drills of meaningless grammar structures and loose vocabulary, which will likely not be used by students for any real communicative activity.

While many students wrote about these issues in Portuguese, many also wrote in English, which was a recommendation during synchronous lesson 1 hence incorporating the role of linguistic development linked to ENL and SCL. Table 14 presents a sample comment made by one of the students during asynchronous lesson 2, which the student wrote attempting to use English.

**Table 14** - Asynchronous lesson 2 – Picture that issue! – English, ENL and SCL traces.

<p>I couldn't take a picture of <i>ambiental</i> issues in Londrina, but I'll write about some of them. At first, we may think about the most common problem in the city, that is the <b>valley bottom littering (AW)</b>. In these places, people usually leave their <b>furnitures, increasing the pollution (AW, KN, KND, UN)</b>. Another example is the Gleba's<sup>30</sup> traffic <b>(AW)</b>. Since we have several people living in the same building, and considering that <b>each family has 1 or 2 cars, the air pollution becomes a problem which has to be solved. (AW, KN, KND, UN, AC, AT)</b> For sure, human's work breaks the <b>ecological metabolism (KN, UN, AW)</b> on some level. However, we <b>should</b> be thinking about <b>how our society produces and deals with the waste (AW, CA, KN, KND, CO)</b>. Thinking about this, <b>we may think about a better and eco-friendly future. (UN, KN, KND, CO, AC)</b></p>
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Source: Author.

From this excerpt, it is possible to identify not only traces of adequate linguistic level but also ENL and SCL levels/stages such as **awareness, knowledge** (valley bottom littering, air pollution and waste), **concern** (should be thinking about how our society produces and deals with the waste) and **scientific knowledge** (ecological metabolism, increasing the pollution – due to littering and the number of cars owned by citizens) (Roth, 1992). There are also noticeable levels of action (ENL) and scientific attitude (SCL) considering the line “ a problem which has to be solved” and “we may think about a better and eco-friendly future”. During asynchronous lesson 3, we assigned students to watch a video produced by UEL undergraduate English language and literature teaching course students

<sup>30</sup> A wealthy neighbourhood in Londrina, which is famous for daily traffic congestions.

concerning the main artificial lake, which crosses the city. Many students commented on the video (which was voiced over in English) showing signs of concern and interest. Table 15 presents some of the comments made by students.

**Table 15** - Asynchronous lesson 3 – We can act! – Igapó Lake's pollution.

**Student 1:** *I really liked the way the information was covered in the video, in such a clear and visually attractive way, helping in the interpretation and understanding even for those without full understanding of the language spoken in the video (English). I didn't know about so many problems involving the lake (AW, KN), just some things I see in the newspapers and news, but nothing so explained that way.*<sup>31</sup>

**Student 2:** What impacted me was the lack of care for the Igapó (CO) by the population and the government (KND, UN), and pity for all the animals and plants (CO, KND) that end up living in this environment.

**Student 3:** It's really polluted and known (AW) by most citizens, the appearance of dead fishes floating were a "warning" too (AW). I hope (CO) we can revert all this toxicity (KND) and pollution (KND) in the future, and I'm willing to help it by doing my part. (AC, AT, CA)

Source: Author.

In this excerpt, students voiced their shock when confronted with the sad reality of one of the postcard images from their city. Some students claimed they knew about the issues while other students had little information on the state of affairs concerning the Igapó Lake in Londrina (Student 1) showing a clear improvement in the student's awareness and knowledge levels/stages. It is important to notice that student 2 voices concern (Roth, 1992) about not only the waters but also animals and plants, which have the lake as their home. This demonstrates an acute concern for the welfare of non-human beings, which is paramount for deep changes in the ethical behaviour of individuals. Student 3

<sup>31</sup> Aluno 1: Gostei muito da forma como as informações foram abordadas no vídeo, de forma tão clara e visualmente atrativa, ajudando na interpretação e compreensão mesmo para aqueles sem entendimento pleno do idioma falado no vídeo (inglês). Eu não sabia de tantos problemas que envolviam o lago, apenas algumas coisas que vejo nos jornais e notícias, mas nada tão explicado dessa forma.

also voices concern and agency (action and decision-making) to do one's part in the changing of this scenario.

During asynchronous lesson 4, our main theme was the discussion of English as a global language for communication. In this lesson we asked students questions regarding their perceptions on the use of the language to reach more people not only in Brazil but in the world. Our aim in this lesson was to connect the necessity for environmental activism and the role English plays in it. The overall understanding of students was satisfactory as shown in image 24. Students could recognise the needs of the environmental activist Sâmela Aiwá for using both Portuguese and English in her post on Instagram.

### **Image 24** - English speaks louder: the role of English in environmental change

Why did Samela write in both languages and not only Portuguese?

28 responses

because the issue of the environment is not a local issue, it is a topic that should be addressed in world conventions.

To reach more people

So that their cause is not restricted to only one language; Through the exhibition in two languages she is able to reach more people.

To reach more people, because english is a very common language

Because English is the most popular language and reaches people of various nationalities.

I think her wanted to reach more people, and with the english she can do this.

Because english is the major global language for communication via social media, making it so a much higher number of people can reach the information.

Because her objective is to reach more authorities around the world with her sugestions about COP26.

**Source:** Author.

The post in question was an addressment to COP26 by the environmental activist. We sought to illustrate that English is not only a language used globally for work and academic purposes but also to fight for justice and changes. The results from this reflection were satisfactory and we believe could strengthen our

purposes with our intervention. Asynchronous lessons 5 and 6 proposed the initial production and linguistic-discursive elements practice and did not generate data concerning reflection on environmental issues. For our final reflexive activity – asynchronous lesson 7 – we discussed aspects of the overall environmental action aspects as well as the prompt for going beyond the Instagram. As well as bringing their concerns, many students also produced lengthier answers from one asynchronous lesson to the other. It is possible to identify the increasing acquisition of knowledge and the improvement of skills for using it. Another important aspect was the afforded space for students to talk about actions they had been already taking at the time and/or actions they would like to take in the future within individual, community and political spheres. One such activity investigated what had been done by students within these spheres.

**Table 16** - Individual, community and political actions taken before the intervention

Individual	“Recycling is an action that my parents and I always take. It is something really easy and so important for our city.”
Community	“I don’t participate in any [community actions], and here in the region we have those community actions of planting flowers and beautiful plants in the valley to make it beautiful and pick up its garbage.”
Political	“Once in a while I sign petitions, but I would like to go on strikes and manifestations”

**Source:** Author (asynchronous lesson 7).

These sample answers from students from the assessment of their actions taken before our intervention are very important to understand the spheres, they are already engaged in. Most of the students pointed to the fact that they recycle as an individual action. Very few community actions were reported as seen in table 16. This could be due to the lack of motivation and projects offered by the governmental organisations in Londrina. As claimed by Sanches (not published), actions taken in community have the power to foster not only a continuity of actions taken but motivate citizens to go even further. Community is crucial to empower students and citizens as a whole in addressing environmental issues.

Concerning the political actions, many students reported that before the intervention they signed petitions and had heard of strikes and manifestations in the city but only a few took part in such political manifestations towards political changes. We believe that political actions require high levels of ENL as well as SCL once students need much support from schools and conviction to engage in a sphere that seems very remote and complicated at times for the ordinary Brazilian citizen. We believe that from community efforts, political actions can be fostered and put forth as means of shaping the administration of the ecological policies at a city, state and country-level.

We also asked students what actions they would like to take in these three spheres after this intervention. While a few students did not mention any concrete plans, most of them reported relevant moves in changing the current crisis scenario.

**Table 17** - Individual, community and political actions' prospects for a post-intervention stage.

Individual	“Another action I'd like to take is reducing meat in the meal, <u>because cattle raising is related to deforestation and other environmental problems.</u> ” (AT, KN, UN, CA)
Community	“I believe that if the population of my neighbourhood united to create a collective vegetable garden, for example, everyone would benefit, in addition to composting and recycling initiatives, among other actions.”
Political	“No, I've never take. Because basically i never had the chance, the politics sometimes is a very far away reality. Yes, i want someday take any political action by myself or in community.”

**Source:** Author (asynchronous lesson 7).

It is possible to identify links to what was aforementioned herein. By providing room for critically thinking about issues and ways to tackle them, students reported many possible ways to engage in meaningful actions towards change. From a very situated and short intervention like ours, we could already observe many improvements and engagement from students within the levels/stages of ENL and dimensions of SCL. We can only image how impactful long-term interventions within this scope could be if more students had the

chance to act through language towards the mitigation of socio-environmental issues at school.

When asked about the overall conclusion of our interaction and ways to tackle environmental issues in the future, students pointed to the relevance of their posts and how they believed it could impact people.

### **Image 25** - To Instagram and beyond

How can we use our Instagram posts and go beyond? How can they be a starting point for bigger changes?

24 responses

By fighting and making our voice heard, so that meaningful changes can happen, either in our local community, neighbourhood or even city. An example of that would be fighting for your workplace, city hall or school to adopt eco-friendly policies.

We can use Instagram to make informative content, which can stimulate people to take actions.

The Instagram post should serve as an incentive for larger environmental preservation practices.

Firstly, as we have already learned to use Instagram correctly we must use all the publishing tools that the platform offers and in this way we reach more people and make our idea go beyond a post on a social network. With posts with a greater reach, we can use this for perhaps a political action or social movement, social networks today allow us to have access to thousands of people and, based on that, defend our opinions to the world.

It is the very people we will reach who will provide change, so the simple fact of spreading and enforcing the message we are passing is already a start to a better world, with an increasingly strong base of conscious people. Thus, with this group consolidated in acting, carrying out actions in neighborhoods / cities and even gaining notoriety, it will become more effective when the residents themselves form a

**Source:** Author.

Students' beliefs in general show optimism regarding the meaningful impact their productions will have in making people aware of the environmental issues they discussed. They also mention several actions which should be taken in order to mitigate these issues in individual, community and political spheres. From this final reflexive activity, we understand that the impacts of the information and opportunities provided during our intervention were valuable to motivate students to act through English and develop deeper levels of ENL through the lens of science-backed information. Their capacity to connect the information presented and the need to act was paramount for us to understand the possibilities for development propitiated in the modules of the DS.

The next section presents the overall analysis of students' ideological standpoints from the ontological views of the environmental in their final productions. We also present our final thoughts on the analyses presented in this chapter and our ideas for future actions within the scope of language education and EE.

#### 4.5 ACTING THROUGH GENRES: THE ONTOLOGICAL VIEWS OF THE ENVIRONMENT

After the final feedback on the third version of students' production, it was time to post their Instagram PSA and caption in order to conclude our course. From the outcome, it is possible to identify a discrepancy in terms of the commitment students put into incorporating all elements, which would help their posts reach a wider audience and provide enough information in order to mobilise awareness from viewers. Table 18 presents students' choices regarding the final approached theme for action. The total number of posts was 9; however, some posts reported more than one theme in their captions and PSA. We also present the sphere students chose to manifest their actions towards between a global issue or a local problem (in Paraná or Londrina and its neighbouring towns).

**Table 18** - Final production approached themes

Themes	Number of posts completely or partially approaching the theme	Local/Global
Littering	2	Local (2) Global (0)
Deforestation	2	Local (0) Global (2)
Natural disasters	2	Local (1) Global (1)
Agribusiness	1	Local (0) Global (1)
Climate change	1	Local (0) Global (1)

Pollution/Anthropogenic waterway sedimentation	2	Local (2) Global (0)
Human waste generation and disposal	1	Local (0) Global (1)

**Source:** Author.

Students had the possibility of choosing any topics that were relevant to them and their social context. The final productions were part of the collective effort of nine groups of students resulting in the nine final productions available now on Instagram. The local concerns were mainly irregular litter and pollution, which are the most commonly seen forms of environmental degradation in Londrina. Overall, students showed they were well informed and coherent about their claims. Many of the posts (as previously instructed) called for action and offered possible actions to be taken by the public. We understand this aspect as positive once students must know and ponder about these actions to inform others and in turn may enable them to have the tools and ideas to act as well.

Concerning our understanding of the ontological views of the environment (Cristovão *et al.*, 2022; Tozoni-Reis, 2001), we sought manifestations of the ideological standpoint from a resolute and reflexive discourse chosen by students. We summarise these ontological views and our interpretation from the literature in table 19.

**Table 19** - Ontological views of the environment: ideological standpoints and manifestations through social voices.


Anthropocentric	Biocentric	Ecocentric
<ul style="list-style-type: none"> <li>• Humans as protagonists.</li> <li>• Technology for the resolution of socio-environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Humans as part of the ecosystem;</li> <li>• Necessity to resolve issues by returning to simpler ways of living.</li> </ul>	<ul style="list-style-type: none"> <li>• Humans and other living beings share the same status.</li> <li>• Necessity for socio-historical reflection and collective effort</li> </ul>

<ul style="list-style-type: none"> <li>• Lack of concern for other living beings.</li> <li>• Nature seen as commodity.</li> </ul>	<ul style="list-style-type: none"> <li>• Concern for other living beings as necessary for the welfare of humankind.</li> <li>• Nature seen as necessary for survival.</li> </ul>	<p>towards ecological justice.</p> <ul style="list-style-type: none"> <li>• All living beings are equally important in the ecological balance.</li> <li>• Nature seen as an interdependent web of symbiosis crucial for the maintenance of organic and non-organic life.</li> </ul>
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**Source:** Author based on Cristovão, Sanches and Smart (2022) and Tozoni-Reis (2001).

Although ecocentric approaches are becoming more frequent among groups of environmental activists, discourses tend to manifest a biocentric view in our society as a species-concern understanding of the environment. We attempted through our lessons to instigate as much as we could the ecocentric perspective, however, it takes time and effort to switch views and higher levels of both ENL and SCL to solidify concepts which will be needed to foster ethical treatment of the planet as a single living organism. In our analysis in this section, we sought to identify through the social voices manifested in our students' final productions which view of the environment was perceptible. It is necessary to clarify that a discourse is not constituted of a single perspective but brings voices from multiple sources and ideological standpoints. The first final production we analysed was themed on the issues around the livestock industry in modern times and the impacts on the environment and society as a whole. Table 19 presents a sample post, which included many of the suggested adjustments and elements during synchronous and asynchronous lessons.

**Table 20** - Instagram post – Agribusiness and environmental problems

	<p><b>climateactionifpr</b>          Agribusiness involves activities about agriculture and cattle raising on a large scale. Although its economic importance, for example, many environmental problems are related to its area expansion and the methods used in husbandry. <u>According to Tasso de Azevedo</u>, director of Brazilian Forest Service from the Ministry of Environment, agribusiness brings many problems to the environment. Deforestation, a common practice of agribusiness, causes biodiversity reduction, species extinction, desertification, erosion, reduction of soil nutrients and</p>
<p>contributes to global warming (<u>GOMES, 2019</u>). Another common practice is fire, to remove native vegetation, this intensifies the air pollution and makes “necessary” the use of chemicals, which also provokes soil pollution.</p> <p>Besides, there is the damage caused by the use of pesticides and soil compaction. Agribusiness is associated with generation of social inequality, and impacts on rural workers' way of life and their new health needs (<u>PESSOA, RIGOTTO, 2012</u>). It's essential producing food to supply global needs, but it's also fundamental preserving nature, and this is possible only by adopting sustainable methods of agriculture.</p> <p><a href="#">@ptagricultura</a> <a href="#">@greenpeace</a>  <a href="#">#agriculture</a> <a href="#">#agribusiness</a> <a href="#">#environmental</a> <a href="#">#deforestation</a> <a href="#">#fire</a></p> <p>References:          VEZZALI, Fabiana. Repórter Brasil: desmatamento e poluição seguem o rastro do agronegócio. Desmatamento e poluição seguem o rastro do agronegócio. 2006. Disponível em: <a href="https://reporterbrasil.org.br/2006/07/desmatamento-e-poluicao-seguem-o-rastro-do-agronegocio/">https://reporterbrasil.org.br/2006/07/desmatamento-e-poluicao-seguem-o-rastro-do-agronegocio/</a>. Acesso em: 15 jan. 2022.          GOMES, C. S. (2019). Impactos da Expansão do Agronegócio Brasileiro na Conservação dos Recursos Naturais. Cadernos Do Leste, 19(19). <a href="https://doi.org/10.29327/248949.19.19-4">https://doi.org/10.29327/248949.19.19-4</a>          PESSOA, Vanira Matos; RIGOTTO, Raquel Maria. Agronegócio: geração de desigualdades sociais, impactos no modo de vida e novas necessidades de saúde nos trabalhadores rurais. Revista Brasil Saúde, Fortaleza, v. 37, n. 125, p. 65-77, jun. 2012. Disponível em: <a href="https://www.scielo.br/j/rbso/a/LQHq4rgQWKgJphBkQ8Z3dmy/?lang=pt">https://www.scielo.br/j/rbso/a/LQHq4rgQWKgJphBkQ8Z3dmy/?lang=pt</a>. Acesso em: 16 jan. 2022.</p>	

**Source:** Climate Action IFPR (2022).

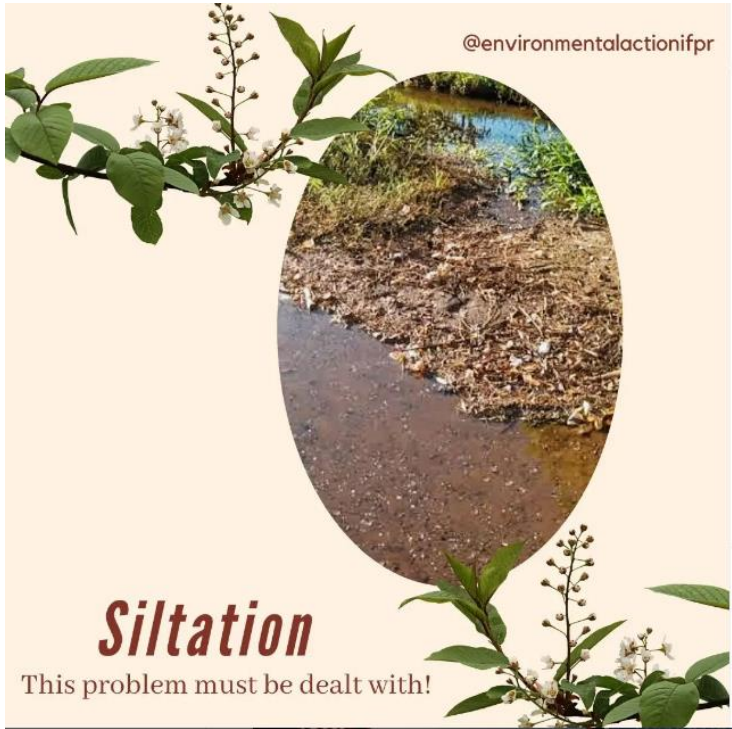
The Instagram post on agribusiness by this group of students was very satisfactory from the aspect of reliable scientific data, whose references were attached as instructed during synchronous and asynchronous lessons as well as hashtags and mentions. Apart from mentioning important ecological issues

caused by extensive agribusiness, students also indicated socio-ecological factors underlying the degradation of ecosystems for the sake of the livestock industry. It is important to highlight that this topic was not extensively discussed in class and it is commendable that students took the effort to bring pertinent information in accordance with the genre and the audience as well as using the target language. Although it does not present a version in Portuguese neither possible individual way of tackling this issue, the post brings many elements, which connect **awareness, knowledge and concern** as well adequate scientific knowledge, attitude, understanding and capacity to discuss the problem convincingly providing data from research done in the field.

The positioning of the students concerning the impacts on the environment resound with the biocentric ontological view of the environment. This can be inferred from the line students mention the impacts on fauna and flora due to intensive livestock activity which causes deforestation and loss of natural habitats. We cannot say this final production fits within the ecocentric view once it seems to prioritise the aspects of harmful impacts to humans and later to other beings who are not clearly named. In the ecocentric view, the authors would have mentioned that livestock contributes with the destruction of the environment as well as tortures millions of cows, pigs, chickens and other living beings for the sake of profit. These non-human animals are not mentioned in the post and their welfare does not seem to be a concern.

Another group of students approached relevant local topics. One of the final productions by a group of students sought to raise awareness about siltation (or sedimentation) in Igapó Lake, an artificial lake that is also an important natural landmark crossing Londrina's wealthiest neighbourhood. Table 21 presents the approach made by students concerning this topic.

**Table 21** - Instagram post - Igapó lake's anthropogenic sedimentation/siltation process



Siltation is a process in which watercourses are affected by the accumulation of sediments, which results in an excess of material on their beds and makes it difficult to use them. This deposited material is carried by the river or lake itself and, when it finds flatter places where the speed of the watercourse isn't too fast, it's deposited on the bottom, accumulating and eventually forming sand

banks along the watercourse.

Originally, this process is natural, but it's intensified by human actions, especially from the removal of vegetation from the margins of rivers and lakes. The Igapó Lake, a natural place for leisure and sports practice and which contributes to the landscaping of the city of Londrina, is in the process of silting up. The root of the silting up process is mainly found in the lack of awareness of the population, lack of enforcement of vacant lots and the small concentration of riparian forest on its banks. Thus, silting up damages the fauna and flora and reduces the quality of the water. This problem must be dealt with!

What can we do to prevent siltation?

[@prefalondrina@marcelobelinati @gretathunberg@ibamagov@mmeioambiente](#)

Sources: <https://brasilescola.uol.com.br/geografia/assoreamento-rios.htm> and <https://marianaplorenzo.wordpress.com/2012/03/18/caracterizacao-dos-impactos-ambientais-negativos-e-medidas-mitigatorias-do-processo-de-assoreamento-do-lago-igapo-londrina-pr-2/>

[#londrina#environment#lakes#rivers#silting#pollution#nature#preservation#brazil#ifpr](#)

**Source:** Climate Action IFPR (2022).

This production shows not only good levels of ENL and SCL but the text is well written and the rhetorical moves are in place. The post begins with a coherent explanation of the issue, it is followed by a system of cause and finally

consequences as well as appealing for viewers' engagement with the post. It does not provide a version in Portuguese; however, Instagram provides a system of quick translation of captions which facilitates communication. The post also brings relevant hashtags and mentions – for instance, Londrina's current mayor, the city hall, Greta Thunberg, IBAMA<sup>32</sup> and the Ministry of Environment and Climate Change<sup>33</sup> (MMA). This demonstrates that students are aware of the authorities responsible for ensuring the maintenance of the environment in the political sphere – locally and nationally. The issue approached by this group of students was also a local relevant issue regarding sedimentation (or siltation) in the main lake in the heart of Londrina.

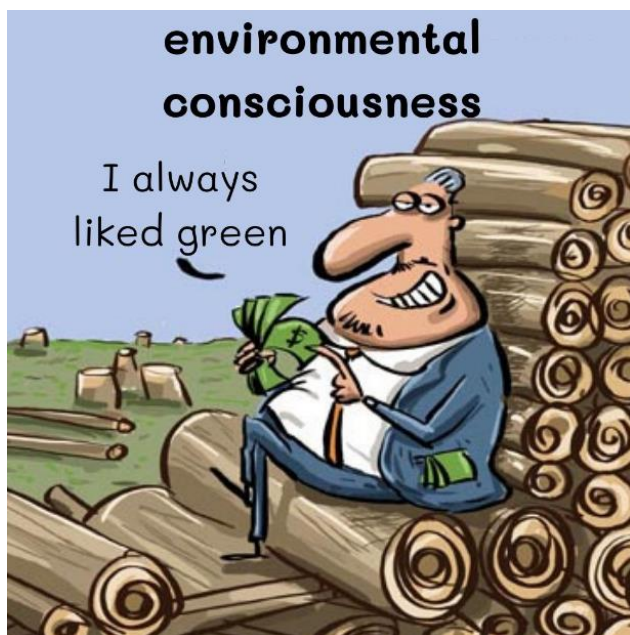
Concerning the ontological view of the environment manifested through the captions, we can perceive elements which link to a biocentric view. The students show they understand who the culprits are in degrading the lake as well as voice concern for the welfare of fauna and flora. Similar to the first production, students do not voice any concern for the natural inhabitants of the lake addressing them as simple "fauna and flora". The captions; however, present a more informative tone promoting awareness and instigating readers to comment on possible actions to be taken by the population of Londrina. The students showed adequate knowledge and concern levels and attempted to raise awareness about this issue. It is also a local problem which makes a relevant contribution to local inhabitants.

The following production by a third group of students was a satire cartoon on deforestation and aspects of agribusiness and its impact on the environment. Table 22 presents their production.

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<sup>32</sup> Brazilian Institute of environment and renewable resources (IBAMA) is responsible for protecting fauna and flora as well as ensuring that the in-force national environmental protection laws are respected by the many spheres of Brazilian society.

<sup>33</sup> In 2023, the Ministry of Environment (MMA – acronym in Portuguese) was renamed by the government as Ministry of Environment and Climate Change under administration of Marina Silva.

**Table 22** - Instagram post - I always liked the greens

Charge de: Cerino

<encurtador.com.br/hpFX0>

Brazil is a country whose deforestation was, in 2019, 95% made in a criminal way. The production of soy is the most common among the illegal deforestation. It is used to feed animals as cattle. Cocoa, beef, and leather are other examples of production in illicitly deforested areas.

Not only deforestation, but also pollution and political issues are associated with agribusiness' actions. As its name explains, "Agribusiness" is related to business, which has money as its priority. Therefore, waste of water, deforestation, and pollution are not topics that ruralists are concerned about.

But, what could we do now? Well, as you can see in the cartoon, environmental consciousness is an important step for changing our reality. That's why we should be disseminators of reliable information that we get about environmental issues. What other actions could we take to fight deforestation in Brazil and in the world? Leave it in the comments below.

An instagram profile where you can find this information:

[@deolhonosruralistas](#)

[#Environment](#)

[#FaceTheClimateEmergency](#)

[#ClimateJustice](#)


**Source:** Climate Action IFPR (2022).

Apart from criticising the actions of agribusiness intrapreneurs and their responsibility for environmental degradation, this groups of students also adopted a clear stand against the promotion of nature as a commodity and the necessity

for changing the relations on how we understand the uses of resources in society. The post is also highly informative and shows adequate grounding and coherent evidence for supporting students' claims. The ontological view of the environment is also coherent to the biocentric and brings an important reflection on the presence of this issue in human society. However, the post does not highlight the harmful impacts and long-term damage of these actions upon the environment.

The fourth production approached an international issue in South Sudan. It concerned the floods which impacted the country that year. Students decided to bring a reflection on the humanitarian crisis in the country as well as raise awareness and pledge for help. Table 23 presents the production of the fourth group of students.

**Table 23** - Instagram post - South Sudan's floods and the humanitarian crisis


	<p>The world's newest nation is submerged in water!!! For the past three years, the floods in South Sudan have been leaving their fields, roads, houses and land submerged. The country is starving, and the citizens have not been able to cultivate food or raise cattle, so they have to survive by eating water lilies. An estimated 800,000 people have been affected by the flood,</p>
<p>according to the <a href="#">@unitednations</a> Thousands of families need shelter, do your part, donate now to <a href="#">@refugees</a> and share this post, if you want to help make a difference. <a href="#">@leonardodicaprio</a> <a href="#">@gretathunberg</a> <a href="#">@andre trigueiro</a></p> <p>Photo from: <a href="#">@lynseyaddario</a> photojournalist for <a href="#">@natgeo</a> <a href="#">#floods</a> <a href="#">#southsudan</a> <a href="#">#climatechange</a> <a href="#">#refugee</a> <a href="#">#withrefugees</a> <a href="#">#climatecrisis</a></p>	

**Source:** Climate Action IFPR (2022).

The motivation for the post is a relevant part of this production. Students chose an international socio-environmental human crisis in hope of aiding the people of South Sudan to get help from international organisations and ordinary citizens. It is a touching move that reports the injustices suffered by many poor countries which are impacted by the effects of climate change and global warming. However, captions do not present cause and consequence and have an objective informative tone. We believe this group could have improved their post by pointing out to the possible causes of this event as well as provided a meaningful reflection on the overall aspects of the impacts suffered by poorer populations around the world as consequence of anthropogenic climate change and environmental injustice. The ideological standpoint here resounds with the anthropocentric view once humans gain full protagonism in the whole of the text. No other living beings are mentioned and there is a shallow environmentalist perspective (Stibbe, 2004) from the lack of presentations of the causes for this environmental disaster.

The fifth final production addressed climate change and the impacts on animal physiological characteristics. The caption text highlights the fact that the responsibility for change is also ours. This post had several improvements from the initial version and was coherent to the objectives proposed during the intervention. Table 24 presents this final production by the fifth group of students.

**Table 24** - Instagram post – The responsibility is yours!



THE RESPONSIBILITY IS YOURS!

The environment and our planet are crying out for change, and proof of that is all the climate change issues we've seen, such as a study that shows that climate changes has seriously affected the behavior and even the weight and size of animals, such as says the environmental blog "Terra". But you can be part of the change!

Do not know where to start?

Small practices and day-to-day habits help us to live in a more sustainable society. And with that in mind, below we will leave several profiles that encourage and teach you how to live sustainability on a daily basis:

[@gretathunberg](#)

[@meio.sustentavel](#)

[@sustentarea](#)

[@ibsustentabilidade](#)

Discover these profiles and comment below on an indication of a pro sustainability profile! 📌


**Source:** Climate Action IFPR (2022).

The post brings few elements to support the claims that the environment is being affected. The ontological view is presented here as biocentric once there seems to be concern for the welfare of living beings and the planet as a whole. However, the lack of information and the direct informative tone leaves to chance the opportunity to connect this issue with many of the harmful effects of anthropogenic climate change. The identity of the animal/animals suffering from

this behavioural change are also limited. There is a call to action but it fails to provide examples of measures to be taken to tackle climate change effectively.

The sixth production addressed the problems with human waste as a global issue to be addressed. The students presented quantitative data and urged their readers to act and get to know more about the issue by offering sourced material.

**Table 25** - Instagram post – the never-ending littering issue


 <p><b>WHY IS IT IMPOSSIBLE TO END THE GARBAGE?</b></p> <p>Understand why</p>	<p>Did you know that the world produces more than two billion tons of waste a year? This is a big problem before our eyes, but we ignore the fact that the huge amount of waste produced by human beings has become one of the biggest environmental and health problems</p>
<p>in the world!</p> <p>This is a global problem and we need to take care of our planet! <a href="#">@ifprlondrina</a> <a href="#">@meioambiente</a> <a href="#">@gretathunberg</a></p> <p>For a better understanding of the matter, watch the video "POR QUE É IMPOSSÍVEL ACABAR COM O LIXO" (WHY IS IT IMPOSSIBLE TO END THE GARBAGE?) from the Nostalgia channel (<a href="#">@fecastanhari</a>).</p> <p><a href="#">#environment#trash#takecareoftheplanet#waste</a></p>	

**Source:** Climate Action IFPR (2022).

Again, the biocentric view is being approached here through the unconnected idea of who is being affected. The students did not mention humans neither non-human beings but understood the world as an entity in itself. Although the issue is important to be tackled, students failed to provide solutions through the post and tried to remediate this lack of suggestions. We understand a lack of suggestions as a link to a lower level of **knowledge** and attitude as well as a low level of engagement in individual spheres for action. Students show they know about the problem but could not provide enough suggestions to their readers either for lack of ideas or for their aim being simply making people aware of the issue itself.

The seventh production attempted to address a local issue by reporting the lack of care and maintenance of one of the many ecological parks in Londrina.

**Table 26** - Instagram post: Christmas for whom?


	<p>According to the term of reference - selection nº 24/2020, Lake's Cabrinha is in the process of hiring a company, since 2020, for the requalification of the banks of the Cabrinha stream, located in the Northern Zone, in which 2.565.912 [reais] will be invested, but to date there have been no significant improvements at the site. In comparison, according to CBN Londrina, in 2021, 958,000 were invested in renovations at Igapó lake,</p>
<p>located in the wealthy part of the city, and about 2.2 million were invested in Christmas decorations. This disparity emphasizes urban segregation, highlighting gentrification and touristification, contributing to the separation of groups by income. In addition, space pollution in busy places like Igapó is degraded more quickly due to the concentration of people and cars. If equal investments were similar to those of Igapó in popular areas like Cabrinha, the population would spread across the city reducing the amount of garbage played in these places and increasing leisure options.</p>	

[@prefalondrina](#) [@marcelobelinati](#) [@matheusthum](#)  
[@semalondrina](#)  
[@governoparana](#) [@sam\\_sateremawe](#) [@gretathunberg](#) [#londrina](#) [#natal](#) [#natalem Londrina](#)  
[#christmas](#) [#christmasinlondrina](#) [#ifpr](#)

**Source:** Climate Action IFPR (2022).

The students here point to important factors of environmental maintenance in the city and the valorisation given to two important ecological parks in Londrina. However, their view of the environment seems to be directed towards the issue of “leisure” and not of the complications brought by anthropogenic pollution to all living beings who have both lakes as their home. Students seem to be more concerned with the hyper-valorisation of Igapó lake and the lack of maintenance given by the city hall in creating green areas for human use. It seems to us that these voices manifest an anthropocentric view of the environment as green areas are referred to as “leisure options” (Cristovão *et al.*, 2022; Tozoni-Reis, 2001). The issue of littering does not seem to bother our authors either once there are no mentions of who litters and neither its consequences.

Our eighth final production also addressed a local issue at a state-level. The Paraná River is one of the most important rivers in Brazil and this group of students sought to call attention to one particular issue concerning its welfare.

**Table 27** - Instagram post – Paraná River suffers from historic drought


→ With the intention to obtain improvement on the recuperation of Paraná [#River](#), reservoir which has suffered historic drought in September of this year, Brazilian states have united to sign a Joint Manifestation edited by ANA (Agência Nacional das Águas/National Water Agency).

→ Paraná, Mato Grosso do Sul, Minas Gerais and São Paulo manifested by the end of last month (November/2021), the document recognizes the necessity to pursue the reduction of the minimum outflow of the defluent of the Hydroelectric Power Station Jupiá to values under 3.600 cubic meters per second, on the humid period 2021-2022.

→ The group gathers regularly, it was by them identified the persistence of low volumes stored on the reservoir can result in [#impacts](#) in multiple uses, with social and economical consequences that can extend to other areas of the country.

Fonte/source: <https://www.aen.pr.gov.br/Noticia/Manifestacao-conjunta-por-melhorias-no-Rio-Parana-envolve-cinco-estados>

[@governoparana](#) [@ifprlondrina](#) [@prefalondrina](#) [@semalondrina](#)  
[@ueloficial](#) [@sam\\_sateremawe](#)  
[@gretathunberg](#) [#agencianacionaldasaguas](#) [#rioparaná](#) [#aguas](#) [#seca](#) [#river](#) [#environment](#) [#impact](#) [#drought](#) [#Brasil](#)


**Source:** Climate Action IFPR (2022).

This production calls readers' attention to the drought that afflicted the river that year. Valuable as it is, students did not mention what the causes were in explicit. From an anthropocentric view, students mention that there would be "social" and "economical" consequences but did not mention the ecological

consequences of this drought. Again, the human being seems to be the only concern in the social voices present. There seems to be **concern** levels involved but once again the text gains an informative tone and does not present any suggestions to what other citizens can do to contribute with the mitigation of this issue.

The last production was concerned with a local issue which affects the city of Londrina and was widely discussed during synchronous and asynchronous lessons. Littering is a pressing matter once it reaches the first levels of ENL and SCL. It is a visible issue which concerns many people around the world but is less often tackled by the population.

**Table 28** - Instagram post – there is no “away” in throwing, our away is here.

	<p>The “away” is right here! This picture was taken in a neighborhood in Londrina, where its residents throw their trash in the streets, due to the neglect this space suffers from the city hall. Littering somewhere just because it’s considered less valuable doesn’t justify littering and degrading it. So, when “throwing away your trash”, throw it away from the environment, because</p>
<p>this generates several consequences such as polluting the environment, generating bad odors, and even causing floods by clogging drains. These impacts will be tragic for all of us who live on this planet.</p> <p><a href="#">@ifpr_londrina</a> <a href="#">@marcelobelitati</a> <a href="#">@prefalondrina</a> <a href="#">@gretathunberg</a> <a href="#">@semalondrina</a> <a href="#">@uel_oficial</a></p> <p><a href="#">#littering</a> <a href="#">#brazil</a> <a href="#">#pollution</a> <a href="#">#environment</a> <a href="#">#sustainability</a></p>	

**Source:** Climate Action IFPR (2022).

This final production addressed the topic in a warning tone by making clear that throwing rubbish irregularly can bring many consequences to “all of us who live on this planet”. This links to the biocentric approach once there seems to be a general concern for the environment as a whole. The students also provide the reader with some of the consequences of littering which shows good levels of **knowledge** and attitude and comprehension. The caption is a bit shorter and direct but seems to address the issue in an objective way having; however, few solutions presented.

From the nine productions presented here we summarise the ontological views in table 29.

**Table 29** - Ontological views of the environment in the nine Instagram posts

Anthropocentric	Biocentric	Ecocentric
3 out of 9	6 out of 9	0 out of 9

Source: Author.

As illustrated by our analysis of the ontological view of the environment in students' productions, the biocentric view was manifested more often than any other. The implications from this perspective are often a lack of concern for the welfare of other beings and the idea that returning to a primeval niche of existence will solve socio-environmental problems. The capitalist culture in western societies tend to place humans above anything else on Earth and provide this idea of given right to use natural resources for the good of humankind. Anthropocentric views were also present in the final productions and that implies a limited perspective on how nature plays a vital role in the maintenance of the biosphere. From an ecocentric view, nature is not here for us, we are nature and from this distancing with nature itself (or herself) humans have had no great concern to address the issues pertaining to the ecological niches. The biocentric is a progress from the anthropocentric view but it does not suffice to bring deeper changes in the status quo. Throughout asynchronous and synchronous lessons we could perceive varying levels of ENL and SCL but we thought crucial to also briefly try to understand the ideological standpoints are students had in the end

of the intervention. The way the environment is seen is built socially and historically and cannot be transformed from one intervention alone. We must strive to educate our children from kindergarten to higher education in the notion that we pertain to the ecosystem and taking care of it is vital for the welfare of all living beings. A person concerned with the whole will also seek to do more for the maintenance of life on Earth. In spite of our limitations with time and the COVID-19 pandemic, we learnt much from this study and reflected even more on the ongoing development of EE in Brazil from a situated perspective.

We understand the blatant need to keep on investing in educational practices in Brazil and in the world if we seek to survive the harrowing years of rising global temperatures ahead of us. We must have the school as our stronghold for transformation for the betterment of the future of all living organic and non-organic life on this planet.

The next and final section of this dissertation presents our overall conclusions and reflections from this study.

## 5 CONCLUSIONS

After an arduous journey through the intricacies of language learning, scientific-environmental literacies and human development, we arrive at the culmination of this study's efforts. This research emerged from our personal inquisitiveness and earnest aspiration to make substantive contribution to the current approaches to EE at schools in Brazil, in special those concerning language education. We endeavoured to investigate the potentialities of a DS in order to support environmental action in the English language classroom. We strived to drink from a variety of sources as well as harken to many voices throughout this study in order to weave coherent and purposeful insights into the needs for pedagogical resignification within language teaching and learning. We advocated, over the course of this study, that language learning should be a space for human transformation. It is the social metamorphosis of understanding critical citizenship and the role each of us have in defying the often-rigid structures of the status quo. From the rich fabric of our theories, we could reflect upon many of the objectives proposed here before and after our intervention. The fundamental theoretical framework provided the necessary tools to overcome many of the challenges faced along the path. Collectively, these perspectives provided the pathway to address our objectives. Firstly, our focus was directed towards exploring and deliberating on the affordances in the DS for language acquisition, as well as the progression of ENL and SCL. Secondly, we directed our efforts towards recognising indicators of development in these literacy forms through reflections and tasks conducted during asynchronous lessons. Finally, we embarked on the analysis and discussion of students' final productions to unravel the underlying ontological perspectives of the environment.

With the aim of attaining our aforementioned goals, we designed a pedagogical intervention which transpired within the sphere of public education in Paraná, southern Brazil. Our research participants were students at IFPR-Londrina in their third year of high school from social backgrounds ranging from lower to upper middle-class. This variety also extended to their English proficiency skills; for instance, some of the students were able to perform tasks in English without major difficulties, albeit with minor lexical and grammatical inadequacies. Conversely, some of the students encountered more difficulties

along the path. We reiterate that the use of Portuguese is not seen here as a shortcoming, especially during debates and reflexive questionnaires. Our objective was to create a space conducive to diverse forms of development, recognising that any developmental process is an ongoing practice rather than an isolated event. Due to COVID-19 lockdown restriction in Brazil at the time of our educational intervention, we taught synchronous lessons via Google Meet and asynchronous lessons through Google Classroom. The themes approached throughout our teaching intervention were part of the macro structure of a DS devised with careful consideration of our students' necessities and the objectives of our study. In the end, the students produced 9 complete Instagram posts addressing topics within local and global realities varying in themes such as littering and the impacts of climate change.

In order to tackle our first objective, we endeavoured to enhance our comprehension by adopting the vantage point of affordances within the language learning ecology. This enabled us to discern the opportunities that the activities in the DS afforded our students for both language acquisition and the development of the proposed literacies. In order to have a concrete basis of analysis for our second objective, we formulated categories of analysis that emerged from our theoretical framework. These perspectives furnished us with a fundamental understanding to discern the subtleties of potential literacy stages and dimensions that our students transitioned through during the course of our pedagogical intervention. Finally, for our third objective, we fortified our understanding by delving into three distinct ontological perspectives of the environment. This allowed us to discern their manifestations in the final productions of the students while also engaging in discussions regarding their implications.

The outcomes of our primary objective revealed that the DS played a pivotal role in advancing the subjects we aimed to explore, concurrently facilitating opportunities for language practice and acquisition. The significance of the DS is evidently corroborated by the multitude of identified affordances, potentially fostering subtle alterations in students' perspectives on the transformative potential of English learning in reshaping the current environmental crisis. Concerning our second objective, the analysis of the textual production from asynchronous lessons enabled us to perceive that through the

affordances of the activities, the students could transit through deeper levels of ENL within the dimensions of SCL. This can be noticed by the progressive utterances suggesting the desire to act and do their part to contribute with the resolution of socio-environmental issues. We diligently strived to offer substantial opportunities for growth, aiming to grasp the effects of our intervention, and observed promising phases of advancement over the course of lessons. Regarding the ontological views of the environment employed by the students, we concluded that the majority of productions manifested a biocentric approach. This can be attributed to an observable apprehension that remains tied to the concept of conserving nature for human benefit, neglecting to address the repercussions experienced by other living organisms due to our actions and the potential advantages that alterations in our behaviour towards them could bring. The ramifications of this ontological perspective, in our view, are tied to a gradual evolution of transformations, wherein the inherent drive to take action is preserved by a self-centred aspiration.

The current study was limited by a plethora of factors which hampered a more extensive approach to objectives proposed herein. The pandemic scenario and the implementation of lockdown measures during our intervention significantly constrained our scope. Many public and private schools in Brazil were still in the process of transitioning to online teaching. Numerous public schools had to implement asynchronous lessons for over a semester to address learning deficits and challenges. We would like to emphasise the importance of the cooperation between university and public schools without which the implementation of our research would not have been possible. The period of online instruction posed significant challenges across various domains of the educational system. For instance, the challenges stemming from this scenario potentially curtailed our synchronous interactions, which were confined to chat-based interactions and infrequent verbal exchanges. Another major challenge was the allotted time for the implementation of our intervention. We recognise that both linguistic and literacy development require extended implementation to yield sustainable outcomes. Our insights drawn from the brief course offered are constrained to a snapshot perspective which sufficed for our reflection on the overall aspects hailing from our literature framework.

We acknowledge that a denser study would require PhD research timeframe in order to provide further evidence into developmental stages and the effectiveness of our research categories. Notwithstanding the relatively limited sample, this work offers valuable insights into the possibilities of integrating purposeful strategies for enacting meaningful social engagement in the context of environmental action, simultaneously addressing language learning as a conduit to achieve overarching objectives. We also hope that this approach will prove useful in expanding the discussion of the use of genres within the SDI perspective and the literacy model showcased here. We are of the belief that these theories have greatly enriched our pedagogical methodologies and aligned with our convictions in Vygotskian principles concerning human development via language and social interaction. Over the course of our intervention, I perceived my own development as a researcher and the understanding of deeper academic literacy concepts which were fostered throughout my junior research years and this master's programme. I can now understand the unforeseen obstacles when investigating human behaviour and the paramount role reflection plays rather than obtaining positive outcomes. This conviction was held prior to my admission as a master's candidate at UEL. Furthermore, this study has reinforced my aspiration to engage in research and contribute to the imperative endeavours for transformative societal change.

My generation confronts a grave threat that instils both fear and sorrow within me. The spectre of forest fires, escalating heat records, the relentless loss of countless animal lives, and the persistent shadow of environmental injustice compel me to acknowledge: we stand at a precipice. Our planet, a sacred abode for both our lineage and that of our forebears, teeters on the brink of a cataclysm unparalleled since the era of the Black Death in the Middle Ages. Anthropogenic climate change has disrupted the very axis of the Earth, plunging humanity and other species into suffering at the hands of a privileged few driven solely by profit. We've treated our planet with reckless abandon, akin to ravenous wolves. Unfortunately, those few brave souls who dare to oppose these affronts to life are often subjected to ridicule, scorn, or worse, facing the ominous threat of elimination. In my capacity as an educator, I firmly maintain that educational institutions hold the potential to serve as the catalyst for change, steering our society away from the anthropocentric pedestal and toward a more ecocentric

and organic structure. In such a society, ethical treatment of all living beings would transcend the constraints of species or any other physical attributes. How might education systems evolve beyond mere knowledge transmitters to become cultivators of environmental awareness and ethical accountability? In a world contending with urgent ecological issues, could the development of linguistic skills and literacy serve as vehicles for shaping a sustainable tomorrow? As we grapple with the urgent ecological crisis, can the instructional strategy investigated in this study play a pivotal role in advancing the broader agenda of transformative environmental protection?

Several questions still remain unanswered, prompting us to anticipate that future research within the niche of EE and language teaching may hold the potential to address these lingering inquiries. A natural progression from this study would involve delving deeper into the extensive nature arising from the utilization of a DS that integrates language learning and multiliteracies. This could include examining how these literacies continue to develop and influence students' perspectives and actions over an extended period. Further studies may also explore variations of this pedagogical approach in different educational contexts or with diverse student populations to gain a broader understanding of its applicability and adaptability. We firmly believe that a comprehensive grasp of these characteristics has the potential to reshape the approach to EE in schools over the long run. Such an evolution would not only contribute to the linguistic development of students but also play a pivotal role in facilitating their engagement in purposeful endeavours to alter the prevailing circumstances of environmental degradation. Ultimately, we envision our efforts helping to preserve our planet's integrity while fostering respect for all forms of life in their full integrity and equality.

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## **APPENDIXES**

**Appendix A – Assent Form (AF)/Termo de Assentimento Livre e Esclarecido (TALE)**

(Responsável) TALE - Termo de Assentimento Livre e Esclarecido Letramentos Ambientais e Língua Inglesa – IFPR

Termo de Assentimento Livre e Esclarecido Prezado (a) Senhor (a), convidamos-lhe a conhecer um pouco mais sobre o projeto de pesquisa que seu (sua) filho (a), ou menor sob sua responsabilidade, está sendo convidado (a) a participar. O título do projeto é “Educação Ambiental em Língua Inglesa: O uso de uma sequência didática em prol de letramentos ambientais e científicos”. Os objetivos da pesquisa são: Objetivos Gerais:

- Identificar indícios de desenvolvimento de Letramentos ambientais e científicos através das representações dos alunos em suas produções textuais (verbais e não verbais) - fomentadas na Sequência didática - sobre agir em prol da sustentabilidade ambiental antes e depois da intervenção. Objetivos Específicos:
- relacionar as representações identificadas ao longo da aplicação da Sequência didática aos níveis/estágios de Letramentos ambientais antes e depois da intervenção;

- Inferir sobre os indicadores de desenvolvimento dos Letramentos científicos dos alunos participantes por meio dos estudos de ciência ambiental fomentados nas aulas de Língua Inglesa. O objetivo é inferir indícios de letramentos ambientais e científicos por meio da aplicação de uma sequência didática. Sua participação é muito importante e ela se daria da seguinte forma: preenchimento de formulário online com questões alternativas e discursivas sobre letramentos acadêmicos e científicos, com previsão de 10 minutos necessários para seu preenchimento. Como participante dessa pesquisa, o menor pode ser direto ou indiretamente beneficiado ao contribuir com a participação e engajamento nas aulas e atividades propostas visando agir em prol de mudanças no atual cenário da crise ambiental global por meio da língua inglesa. O menor não será exposto a nenhum risco maior do que já experimenta como cidadão em sua vida diária e como membro de uma comunidade acadêmica. Acrescentamos também que, por essa pesquisa fazer uso de formulários do meio digital / virtual, há também os riscos característicos do ambiente virtual, meios eletrônicos, ou atividades não presenciais, em função das limitações das tecnologias utilizadas. Quaisquer que sejam os desconfortos de ordem física, psíquica, moral, intelectual, social, cultural ou espiritual que a pesquisa possa causar, dispomo-nos a concordar com a desistência voluntária e dar os encaminhamentos necessários para o acolhimento em suas necessidades. Esclarecemos que a participação é totalmente voluntária, podendo haver recusa a participar, ou mesmo desistir a qualquer momento, sem que isto acarrete qualquer ônus ou prejuízo à sua pessoa. Esclarecemos, também, que as informações serão utilizadas somente para os fins de pesquisa (esta e futuras) e serão tratadas com o mais absoluto sigilo e confidencialidade, de modo a preservar a sua identidade. Esclarecemos ainda que você não pagará e nem será remunerado (a) por sua participação. Garantimos, no entanto, que todas as despesas decorrentes da pesquisa serão ressarcidas, quando devidas e decorrentes especificamente de sua participação. Os resultados serão informados para você e também poderão ser publicados em revistas, livros, conferências. Caso você tenha dúvidas ou necessite de maiores esclarecimentos poderá nos contatar:

Vera Lúcia Lopes Cristovão, Sala 181, CLCH, Rodovia Celso Garcia Cid, PR-445, Km 380 - Campus Universitário, Londrina - PR, 86057-970, e-mail [crisnova@uel.br](mailto:crisnova@uel.br) ;

Bruno Silva Sanches, Rua Rio Jamunda, 831A, Jardim Santo Amaro, Cambé, 86185-110; e-mail: [brunovon.sanchez@uel.br](mailto:brunovon.sanchez@uel.br);

Marlene Aparecida Ferrarini Bigareli (pesquisadora responsável no IFPR), telefone 55 43 999644820, e-mail [marlene.ferrarini@ifpr.edu.br](mailto:marlene.ferrarini@ifpr.edu.br) ou procurar o Comitê de Ética em Pesquisa Envolvendo Seres Humanos da Universidade Estadual de Londrina, situado junto ao LABESC – Laboratório Escola, no Campus Universitário, telefone 3371-5455, e-mail: [cep268@uel.br](mailto:cep268@uel.br).

(Obs. Termo de Consentimento Livre Esclarecido apresentado conforme normas da Resolução 466/2012 de 12 de dezembro de 2012 e do Comunicado SEI/MS – 0014765796 de maio de 2020).

Por se tratar de um formulário eletrônico, uma cópia deste termo, assim como todas as respostas ao questionário preenchido por você serão disponibilizadas no seu e-mail imediatamente após o preenchimento.

Pesquisador principal: Bruno Silva Sanches (RG: 143951715)

Orientadora: Vera Lúcia Lopes Cristovão (RG: 35974563)

Professora responsável no IFPR: Marlene Aparecida Ferrarini Bigareli (RG: 46424310).

1. (Responsável) Nome completo:

\_\_\_\_\_.

2. (Responsável) RG N°:

\_\_\_\_\_.

3. Responsável legal por (nome do menor):

\_\_\_\_\_.

4. (Menor) Nascido (a) em \_\_/\_\_/\_\_\_\_.

5. Declaro ter sido informado (a) e concordo com a participação, do (a) menor sob minha responsabilidade legal (a) no “Educação Ambiental em Língua Inglesa: Ouso de uma sequência didática em prol de letramentos ambientais e científicos”.

( ) Sim

( ) Não

Muito Obrigado!

Londrina, 14 de outubro de 2021

(Aluno 18+) TCLE - Termo de Consentimento Livre e Esclarecido - Letramentos Ambientais e Língua Inglesa – IFPR

Termo de Consentimento Livre e Esclarecido Gostaríamos de convidá-lo (a) para participar da pesquisa “Educação Ambiental em Língua Inglesa: O uso de uma Sequência didática em prol de letramentos ambientais e científicos”, a ser realizada no Instituto Federal do Paraná, IFPR sob responsabilidade do professor Bruno Silva Sanches (pesquisador principal) e Marlene Aparecida Ferrarini Bigareli (professora responsável no IFPR) bem como Vera Lúcia Lopes Cristovão (orientadora do pesquisador pela Universidade Estadual de Londrina). O objetivo é inferir indícios de letramentos ambientais e científicos por meio da aplicação de uma sequência didática. Sua participação é muito importante e ela se daria da seguinte forma: preenchimento de formulário online com questões alternativas e discursivas sobre letramentos acadêmicos e científicos, com previsão de 10 minutos necessários para seu preenchimento. Como participante dessa pesquisa, você pode ser direta ou indiretamente beneficiado ao contribuir com a participação e engajamento nas aulas e atividades propostas visando agir em prol de mudanças no atual cenário da crise ambiental global por meio da língua inglesa. Você não será exposto a nenhum risco maior do que já experimenta como cidadão em sua vida diária e como membro de uma comunidade acadêmica. Acrescentamos também que, por essa pesquisa fazer uso de formulários do meio digital / virtual, há também os riscos característicos do ambiente virtual, meios eletrônicos, ou atividades não presenciais, em função das limitações das tecnologias utilizadas. Quaisquer que sejam os desconfortos de ordem física, psíquica, moral intelectual, social, cultural ou espiritual que a pesquisa possa causar, dispomo-nos a concordar com a sua desistência voluntária e dar os encaminhamentos necessários para o acolhimento em suas necessidades. Esclarecemos que sua participação é totalmente voluntária, podendo recusar-se a participar, ou mesmo desistir a qualquer momento, sem que isto acarrete qualquer ônus ou prejuízo à sua pessoa. Esclarecemos, também, que suas informações serão utilizadas somente para os fins de pesquisa (esta e futuras) e serão tratadas com o mais absoluto sigilo e confidencialidade, de modo a preservar a sua identidade. Esclarecemos ainda que você não pagará e nem será remunerado (a) por sua participação. Garantimos, no entanto, que todas as despesas decorrentes da pesquisa serão ressarcidas, quando devidas e decorrentes especificamente de sua participação. Os resultados serão informados para você e também poderão ser publicados em revistas, livros, conferências, etc. Esta pesquisa atende e respeita os direitos previstos no Estatuto da Criança e do Adolescente - ECA, Lei Federal no 8069 de 13 de julho de 1990, sendo eles: à vida, à saúde, à alimentação, à educação, ao esporte, ao lazer, à profissionalização, à cultura, à dignidade, ao respeito, à liberdade e à convivência familiar e comunitária. Garantimos o extremo respeito ao Artigo 18 do ECA: “É dever de todos velar pela dignidade da criança e do adolescente, pondo-os a salvo de qualquer tratamento desumano, violento, aterrorizante, vexatório ou constrangedor

Título do Projeto: “Educação Ambiental em Língua Inglesa: O uso de uma Sequência didática em prol de letramentos ambientais e científicos”

- Objetivos:

**Objetivos Gerais:**

- Identificar indícios de desenvolvimento de LA e LC através das representações dos alunos em suas produções textuais (verbais e não verbais) - fomentadas na SD - sobre agir em prol da sustentabilidade ambiental antes e depois da intervenção. **Objetivos Específicos:**

- Relacionar as representações identificadas ao longo da aplicação da SD aos níveis/estágios de LA antes e depois da intervenção;
- Inferir sobre os indicadores de desenvolvimento dos LC dos alunos participantes por meio dos estudos de ciência ambiental fomentados nas aulas de LI.

Caso você tenha dúvidas ou necessite de maiores esclarecimentos poderá nos contatar: Vera Lúcia Lopes Cristovão, Sala 181, CLCH, Rodovia Celso Garcia Cid, PR-445, Km 380 - Campus Universitário, Londrina - PR, 86057-970, e-mail [cristova@uel.br](mailto:cristova@uel.br) ; Bruno Silva Sanches, Rua Rio Jamunda, 831A, Jardim Santo Amaro, Cambé, 86185-110; e-mail: [brunovon.sanchez@uel.br](mailto:brunovon.sanchez@uel.br); Marlene Aparecida Ferrarini Bigareli (pesquisadora responsável no IFPR), telefone 55 43 999644820, e-mail [marlene.ferrarini@ifpr.edu.br](mailto:marlene.ferrarini@ifpr.edu.br) ou procurar o Comitê de Ética em Pesquisa Envolvendo Seres Humanos da Universidade Estadual de Londrina, situado junto ao LABESC – Laboratório Escola, no Campus Universitário, telefone 3371-5455, e-mail: [cep268@uel.br](mailto:cep268@uel.br) .

Por se tratar de um formulário eletrônico, uma cópia deste termo, assim como todas as respostas ao questionário preenchido por você serão disponibilizadas no seu e-mail imediatamente após o preenchimento.

Pesquisador principal: Bruno Silva Sanches (RG: 143951715)

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Professora responsável no IFPR: Marlene Aparecida Ferrarini Bigareli (RG: 46424310).

1. Tendo sido devidamente esclarecido sobre os procedimentos da pesquisa, concordo em participar voluntariamente da pesquisa descrita acima.  
( ) Sim  
( ) Não

Muito Obrigado!

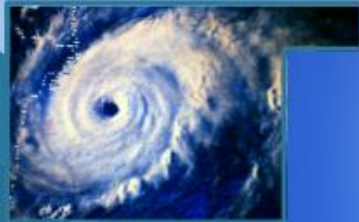
Londrina, 14 de outubro de 2021

**APPENDIX C – DIDACTIC SEQUENCE  
(SYNCHRONOUS LESSONS)**



## Let's think!

1. What are the implications of **destroying** the environment?



## Let's think!

1. Does it happen in your city/town?





# The impacts of **Climate Issues** in Londrina *Online Forum*



## SOME CONTRIBUTIONS

What impacts do you think it has in your life and the life of the community in Londrina?



It can worsen our health since the rubbish at open sky can multiply pathogenics. As a community it difficults the development of the city, besides showing irresponsability from City Hall and citizens.

What responsibility does the City Hall have in the issue? And the citizens?



The City hall must always take care about the dirt of the city, take care about possible natural disasters, they are the Ones that should clean what the citizens report, because the citizens are the marjority in the city and they can see and report more things that are bad for the environment.

## SOME CONTRIBUTIONS

What is the news trying to show us? Who benefits from this piece of news?

As notícias mostradas são sobre a poluição de fundo de vales e como isso pode nos afetar, além de trazerem também o descaso da população com essa situação tão sensível. Informações como as expostas são benéficas para toda a comunidade, porque além de conscientizar através da gravidade da situação, mostra o que está sendo feito para resolve-la.

What could be done (by you, your community or the government) to solve or maybe make this issue less recurrent?

All of us, including me and the community or the government have to transform simple tasks in our lives in rules. Like do not throw garbage in inappropriate places or save water. This is a mission for all of us, the government can do bigger things, and they have to prioritize it because this guarantees a better future.

## SOME CONTRIBUTIONS

**“Os problemas em Londrina se repetem em diversas regiões, em escalas diferentes. Falamos sobre casos de poluição (polluting), colocando algumas histórias no meio, que contado entre amigas até gerou um certo humor pelos perrengues, mas o famoso “rir para não chorar”. É desanimador que antes da conversa ir para outro rumo totalmente diferente, concluímos que é muito difícil fazer algo realmente significativo.”**

**Conversa - Irregularidades Ambientais**

## SOME CONTRIBUTIONS



A foto foi tirada na esquina da minha casa no centro. Na minha região é comum ver lixo na rua, devido a grande circulação de pessoas, há também muitos andarilhos, que frequentemente reviram os lixos.

## WHAT CAN WE DO TOGETHER? HOW CAN WE ACT?



## OUR FUTURE, OUR STUDENTS!



Students from a school in Londrina took part in a project that aimed to plant trees in a Valley Bottom. Actions like this one show us that we can act locally to change our reality and help the environment.

## WHAT CAN WE DO TOGETHER? HOW CAN WE ACT?

Thinking about the future and the consequences of our actions upon the environment is worrying. We do have a role in everything that is happening around us, and we must do something to change it. Did you know we can act in many different ways? The students from UEL - Letras Inglês contributed by producing different content in order to act towards change. One such had the aim of raising awareness about Igapó lake:

## Igapó Lake



## THE POWER OF INFORMATION

**Instagram** is a social media platform that is famous for activism accounts that aim at showing the world tough facts that surround us. Check some posts of one of these accounts. The posts are from the account [environmentawareness2](#).



**BESIDES INSTAGRAM, CAN YOU THINK OF ANY OTHER POWERFUL GENRES/MEDIA FOR ACTING TOWARDS ENVIRONMENTAL CHANGE?**





# INSTAGRAM FOR ENVIRONMENTAL TRANSFORMATION

**Speaking portuguese**

**Subtitles in English**

**Heading**

**@-mention**

**#-hashtag**

**Like, comment, share.**

**Save**

## THE POWER OF #HASHTAG

Why are hashtags useful when posting on Instagram? Can I use any hashtag? Should they be in only one language? Can I add emojis to it?

- A hashtag is a label used on social media sites that makes it easier to find information with a theme or specific content. 🐝
- Hashtags encourage social media users to explore content that catches their eye. 🐝
- Associations can use hashtags to reach their target audience and to help members filter information. 🐝

<https://www.reyfor.com/association/why-are-hashtags-important/>









## QUALITY MATTERS

When it comes to posting on Instagram we have seen that quality is an important factor to engage people. Sometimes we cannot find third-party quality content and that's when we have to create our own content but how?

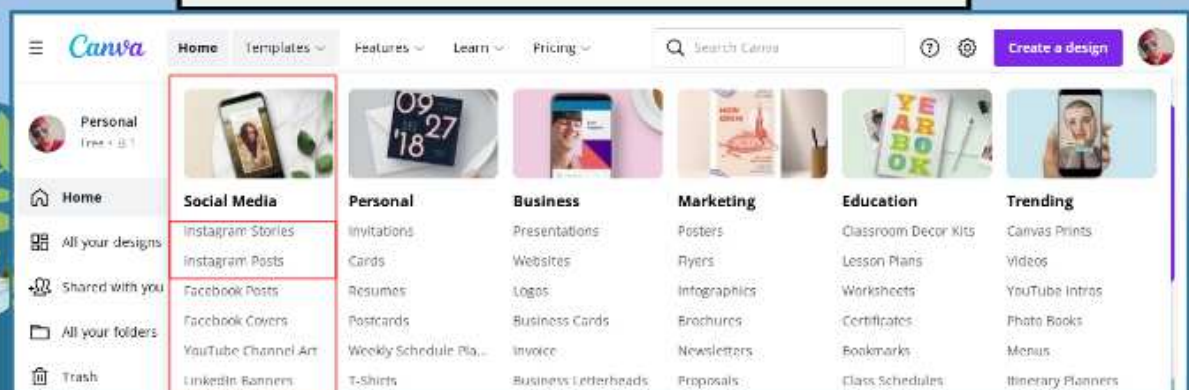
What are the tools you know which you can use to create high-quality content (such as pictures, videos and animations) for Instagram and social media in general? Let's list some:

- 1 - Canva
- 2 - Picsart
- 3 - Capcut
- 4 - Crello



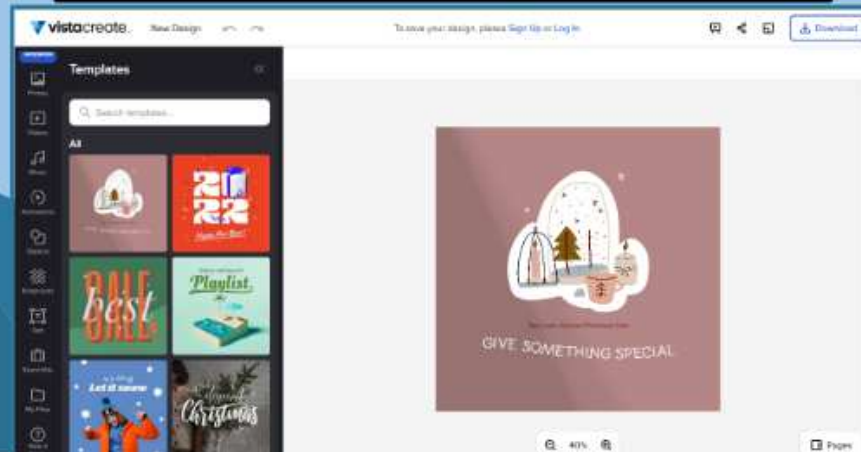
## CANVA AS AN ALLY

Have you ever used/heard about [Canva](#)? Canva is an user friendly online tool or app which provides loads of tools for creating nice and engaging posts. There are free and limited material (to premium members). Let's have a look:



## VISTACREATE AS WELL

Have you ever used/heard about [VistaCreate](#)? It is also an user friendly online tool which provides loads of tools for creating nice and engaging posts. There are free and limited material (to premium members). Let's have a look:



## TOOLS WITHIN INSTAGRAM

Going beyond posting permanent material on Instagram we also know there are many other features we can use when sharing information online (via Instagram). Can you think of the tools I am talking about?



<https://cdn.mos.cms.futurecdn.net/i6sT9dpeVRxBhLMHtg4pt-L-1200-80.jpg>

## TOOLS WITHIN INSTAGRAM

Yes! The four current available forms of posting on Instagram are:

- Fixed Post
- Story
- Reels
- Live

All four have their own characteristics and can be very useful when engaging with your audience. Have you ever used/seen any examples on Instagram?

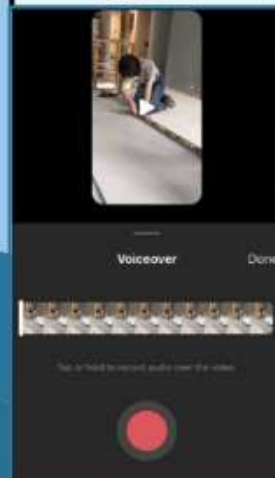


<https://blog.hootsuite.com/wp-content/uploads/2021/09/word-image-12.png.webp>



## REELS WITH VOICEOVER

Voiceover is very useful when you want to create videos with pictures and video cuts but you want your narrative over them. It's a nice way of editing videos and getting more engagement and actions!



Have you ever done a voiceover? How was it? Would you like to? Is it better than a single fixed post? Why? How can it be used to help you get more information across and more action towards environmental justice?

<https://blog.hootsuite.com/wp-content/uploads/2021/09/word-image-12.png.webp>



## REELS WITH VOICEOVER

Here's an example of a voiceover:



<https://cdn.mos.cms.futurecdn.net/16s19dpevRxBhLMHtg4ptL-1200-80.jpg>

## OUR FIRST POST

- We have had loads of information on how to create nice and engaging Instagram posts with videos, reels and captions. Now it's over to you. Let's stir our first ideas and see what we get:
- In pairs/trios (or individually) choose a theme (from Londrina or the world) that interests you personally (or your group) and come up with your first post. For now we won't be dealing with reels nor complex videos. We'll be choosing media and writing a nice caption in English and Portuguese using what we learnt so far.
- You can create your own material using **Canva** or **VistaCreate** (Or any other tool you know) OR you can choose an image/images from third-parties (DO remember to add the source at the end of your post - crediting people's work is very ethical and goes well with your tone).

## CAPTIONS (CAP) ARE SUPER IMPORTANT

- As we know, not every caption is the same and as well as the pictures, tracks and videos, a good caption can motivate and inform in a profound way. Let's have a look at how to write [good captions](#) that will suit our needs for fostering climate justice locally and globally.



**Communicating  
our message**



## LET'S HAVE A LOOK - TOGETHER



@teacher\_bruno

The Amazon **is** on fire! How can we close our eyes when millions of kilometres of forest are being burnt every day. The Amazon is not only important for us but for the planet as a whole and the communities that live in the forest. **It's** time to act! Talk to politicians, go on strikes and show them this is not a product that can be sold and burnt. It is life and our future! Act now! @bop26 @gretathumborg @sam\_sateremawe @ifpr\_londrina

#amazon #forestfire #environmentalproblems #brazil #COP26

source picture:

<https://news.gsu.edu/2020/02/20/forest-fire-an-update-on-the-amazon-wildfires/>

What's missing?

Is the image impacting?

What's this?

What tense am I using?

## DON'T BE TENSE USING TENSES

- When posting on Instagram we want to make sure our message is conveyed clearly and having the right tone is just the key.
- In the previous post we saw some present tense (is, is not, live, close...) being employed. Why is that? Do you remember the main function of the present tense in English?
- **Present factual information and ongoing events**
- If we change the tense we change the meaning as well.
- When writing you post decide what you need to convey the right message. If you are talking about historical facts what tense will you need? Or if you're talking about consequences?



verb "to read" Question

Do	I	read	a book	every day?
Does	he / she / it	read	a book	every day?
Do	we / you / they	read	a book	every day?

## A CALL TO ACTION!

- Another grammatical structure which may be very useful is the imperative. The imperative sets a "call-to-action" tone which will go well if you're urging people to do something. It's very simple but very effective: For example: **Act now!**



Infinitive	Base	Affirmative Imperative	Negative Imperatives
to be	be	be	do not be
to do	do	do	do not do
to eat	eat	eat	do not eat
to drink	drink	drink	do not drink
to go	go	go	do not go
to sleep	sleep	sleep	do not sleep
to stay	stay	stay	do not stay
to stop	stop	stop	do not stop
to study	study	study	do not study
to wait	wait	wait	do not wait



## STATING ONGOING EVENTS

- If you want to mention something that is happening at the moment (like forest fires, droughts, hurricanes...) you'd better have the assistance of the "present continuous" as well.
- For example: The fire **is burning** 4 hectares of forest a day.



subject + verb "to be" + verb ending in "ing"

I am eating

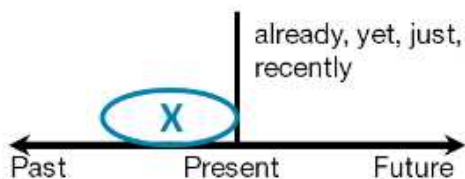


## STATING LONG-TERM EVENTS

- If you want to mention something that has been happening since a point in time (like 2019, March, Spring....) your best friend will be the **present perfect** tense.
- For example: The forest **has already lost** 10 thousand trees since **January 2018**.



### Present Perfect Tense



have/has + Past Participle

## PICKING A PERSONAL FIGHT

- Of course we are all sad about every single one of the terrible disasters in the planet but there are those who are dear to us and we would like to promote solutions to them. That's why it's important to pick a relevant fight that is dear to you.



SECRETARIA MUNICIPAL DE SAÚDE

### Estudantes analisam água do Igapó e confirmam o que muitos londrinenses já desconfiavam, o lago está poluído

Em alguns pontos, a pesquisa dos alunos de um colégio particular da cidade mostrou níveis de concentração de bactérias bem acima dos toleráveis.

A sujeira e o lixo eles encontraram como qualquer um que caminha pelo lago. Mas, foi na hora de partir para a análise da água que levaram um susto e confirmaram o que muita gente já desconfiava: um dos espaços mais usados pelo londrinense para o lazer e principal cartão postal da cidade, o Lago Igapó, está contaminado e os níveis estão bem acima do tolerável.

O estudo, feito por alunos de uma turma da 6ª série do Colégio Maristas, revelou grande quantidade de protozoários e bactérias, microorganismos que são alimentados pela matéria orgânica em suspensão nas águas do lago.



## 6 DAYS AGO...

- Would you have done the same as the people who visited the holiday decorations around the lake? Why do people still do that? How can we help? What are the possible solutions?



## IS A POST ON INSTAGRAM ENOUGH?

- Do you think a post is enough to trigger changes? How can we go beyond making people aware of the problem? Why us? Who can help us find solutions?
- Talk to politicians, municipal councilors (vereadores), teachers and parents.
- Share your fight via Instagram. Inspire people to do the same.
- Go on strikes and find ways of engaging your friends in your cause. Help them find their causes to fight for.
- Give a dang or nobody else will.





## COMMUNITY ACTIONS

- It is a fact that without community there isn't change. The individual is necessary but the collective is powerful. Community actions involve a group of people working together for a cause/causes (like us now). These actions involve community strikes, car-sharing, collective composting...
- In a community we are stronger and more motivated.



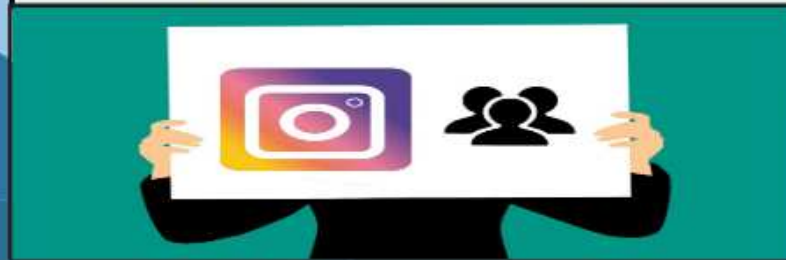
## POLITICAL ACTIONS

- The collective makes us stronger and through community we may also reach the political sphere. Politicians are responsible for making the decisions which impact our planet the way it has. It is their duty to serve US and not their own agenda. With their help and backup we can help make decisions that are good for the environment and the society as a whole.
- Some political actions involve: going on strikes, signing petitions, taking part in surveys, getting in touch with municipal councilors, mayors and demanding green laws to be passed.



## TO INSTAGRAM AND BEYOND

- Getting engagement and awareness on Instagram will definitely impact people's lives but will that be enough?
- To make things work and be worth our time and effort we must get the message across and show our fight to others. It's important to get in touch with your community and political figures using your Instagram activism. By questioning and instigating communities and policies to work with us we will make a big difference in Londrina and in the planet.



## Wrapping up





## APPENDIX D – DIDACTIC SEQUENCE (ASYNCHRONOUS LESSONS)

### Asynchronous lesson 1 - Environmental literacies

Posted by Bruno Sanches

•

25 Oct 2021

Agora que já nos conhecemos melhor, vamos descobrir alguns dos problemas latentes na cidade de Londrina e região. Você pode responder em Inglês, Português ou ambos. Let's take a look at some pieces of news related to environmental issues in our city and region.

1. Go to the links provided (news),
2. read the news,
3. watch a short video for some possibilities and then,
4. answer the questions.

If you have any questions, you can find me at/Qualquer dúvida, estou disponível em:

[brunovon.sanchez@uel.br](mailto:brunovon.sanchez@uel.br)

	Asynchronous lesson 1 - Env... Google Forms		Fundo de vale no Cafezal vol... <a href="https://blog.londrina.pr.gov.br/?p=5">https://blog.londrina.pr.gov.br/?p=5</a>
	Poluição nos rios: como isso afeta a vida dos paraguaites? <a href="https://redeglobo.globo.com/rpc/m">https://redeglobo.globo.com/rpc/m</a>		What can you do against cli... YouTube video • 1 minute

### Asynchronous lesson 2 – Picture that issue!

Posted by Bruno Sanches

•

3 Nov 2021 - Due 10 Nov 2021

Hello, dear students. How are you? Espero que tenham tido um bom recesso + feriado. Como não tivemos aula síncrona essa semana estou postando a nossa aula assíncrona para realização até quarta-feira que vem (se possível).

- Vocês poderão contribuir usando as câmeras de celulares para fotografar irregularidades ambientais na cidade para serem apresentadas na aula que vem. Vocês também poderão fazer uma pesquisa em seu bairro (perguntando aos seus pais, vizinhos e amigos) para analisar possíveis problemas ambientais nele. Para aprender ou revisar alguns nomes e termos

para problemas ambientais em Inglês estou disponibilizando um Baamboozle no modo "estudar" com o vocabulário necessário.

- O objetivo é salientar a existência desses problemas e aguçar o sentido ecológico de vocês na percepção de irregularidades ambientais fora da sala de aula. Tirem as fotos e postem elas aqui se possível.

Qualquer dúvida estou disponível para esclarecer.

Big hug!



 Class comments

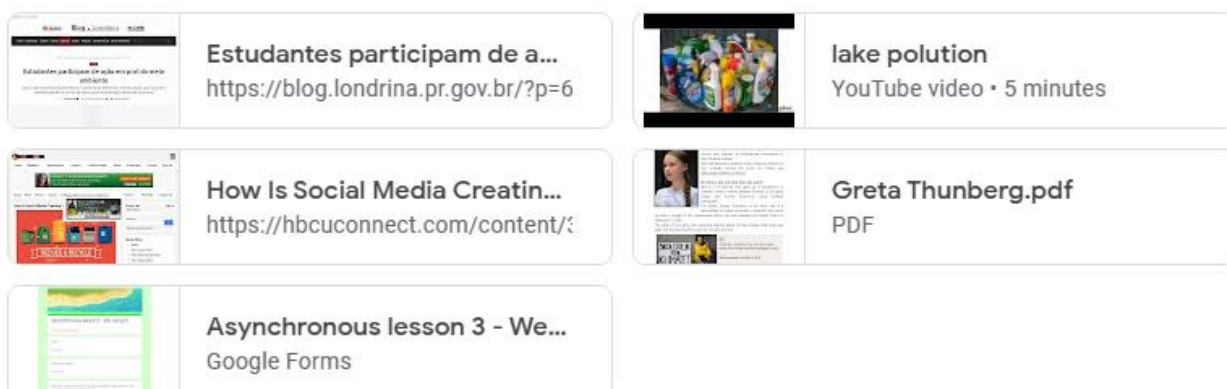
### Asynchronous lesson 3 - We can act!

Posted by Bruno Sanches

•

10 Nov 2021 - Due 18 Nov 2021

Hello, dear students. How are you? Fiquei muito feliz com as contribuições tanto na aula síncrona quanto assíncrona. Thanks a bunch! A nossa nova atividade assíncrona tem o objetivo de nos mostrar formas de agir localmente e globalmente. Vamos ver algumas ações já feitas aqui na nossa região e também no mundo. Há pessoas que começam pequeno lutando em prol do meio ambiente e se tornam líderes globais no assunto. Essas pessoas são inspirações e nos lembram que podemos agir e mudar o rumo dessa crise. Ao fim das leituras e vídeos vocês terão um breve questionário para ajudá-los a refletir. I hope you like it! Any question let me know :)



### Asynchronous lesson 4 - English speaks louder

Posted by Bruno Sanches

17 Nov 2021 (Edited 18 Nov 2021) - Due 25 Nov 2021

Hello, dear students, I hope this assignment finds you well. Espero que todos tenham tido um bom descanso no feriado. Fiquei muito contente com as discussões da última aula assíncrona. Consegui ver uma ótima reflexão sobre os temas debatidos em sala. Parabéns! Na aula de hoje vamos entender o papel da língua inglesa de forma a ampliar a nossa comunicação com o mundo. Juntamente com a língua Portuguesa podemos criar uma mensagem e ações que cheguem não somente no âmbito nacional, mas global. Cada voz importa e podemos ampliá-las com o uso do Inglês. Também iremos discutir as características básicas e importância do Instagram na divulgação de ações e mensagens em prol de mudanças no cenário ambiental em Londrina, região e no mundo. Qualquer dúvida estou no WhatsApp ou aqui no nosso GC. Keep up with the great work. 😊

Teacher Bruno

1. Leia o texto sobre Inglês para comunicação global
2. Visite e assista o discurso e trabalho de duas ativistas mulheres que lutam contra as mudanças climáticas no Brasil e no mundo.
3. Visite o Perfil de Samela Awiá (Indígena Sateremawe) e analise os posts em seu teor, linguagem e impacto que você acredita que eles tiveram.
4. Assista o vídeo (com legendas em Inglês) feito pela Samela sobre a COP26 em Glasgow, Scotland.
5. Faça a atividade no Google Forms

	English language for global ... PDF		Greta Thunberg (Young Clim... YouTube video • 4 minutes
	Conheça o trabalho de Sam... YouTube video • 6 minutes		Page not found • Instagram <a href="https://www.instagram.com/sam_s">https://www.instagram.com/sam_s</a>
	Asynchronous lesson 4 - En... Google Forms		Page not found • Instagram <a href="https://www.instagram.com/tv/CVC">https://www.instagram.com/tv/CVC</a>
	Samela.PNG Image		

### Asynchronous lesson 5 - #Instagram for #environmental\_action

Posted by Bruno Sanches

•







24 Nov 2021 (Edited 24 Nov 2021) - Due 3 Dec 2021

Hello, dear students. How are you? I hope you're having a good week so far. Na última aula síncrona conseguimos discutir conceitos importantes para criar um bom post no Instagram mas o que é um bom post? Como ter

engajamento e realmente contribuir para acabar ou diminuir a crise climática (global climate crisis) que enfrentamos hoje? Sabemos que o uso de hashtags é super importante para que nossas publicações sejam vistas e sejam efetivas. Nessa aula assíncrona iremos discutir alguns conceitos que fazem um post no Instagram efetivo. Primeiro (1) vamos analisar alguns slides (Asynchronous lesson 5.pdf) com explicação dos termos que iremos utilizar hoje e uma análise breve do post da Sam Sateremawé + um breve vídeo e artigo com dicas sobre como escrever uma boa descrição (caption). Segundo (2) iremos criar uma checklist colaborativa (Instagram Post Checklist) onde todos vocês irão adicionar itens que ajudem na avaliação e análise de um post. Ao final (3) vocês irão fazer uma primeira análise de um outro post levando em consideração o que já aprendemos até aqui, usando a checklist e algumas perguntas guias que estão no arquivo (Analysing an Instagram post). Qualquer dúvida I'm available on WhatsApp or here on Google classroom. Tenham uma ótima atividade.

P.S: Todas as atividades podem ser feitas em Português ou Inglês, ok? :)

Take care and a great week's end.  
Teacher Bruno

	<b>mind map.JPG</b> Image		<b>Instagram Post Checklist</b> Google Docs
	<b>Analysing an Instagram post</b> Google Docs		<b>Asynchronous lesson 5 - En...</b> PDF
	<b>How to Write Great Instagram...</b> YouTube video • 2 minutes		<b>How to Write Good Instagram...</b> <a href="https://blog.hubspot.com/marketing">https://blog.hubspot.com/marketing</a>

## Asynchronous lesson 6 - First things first (Instagram post's first version)

Posted by Bruno Sanches

•

1 Dec 2021 - Due 9 Dec 2021

Hello, folks. I hope you're ok and having a good week's end. Como discutimos na ultima aula síncrona, hoje iremos trabalhar na nossa primeira versão do post de Instagram. Recebemos muitas informações sobre como criar postagens interessantes e envolventes no Instagram com vídeos, rolos e legendas. Agora é com você. Vamos mexer com nossas primeiras ideias e ver o que temos:

1. Como sabemos, nem todas as legendas são iguais e assim como as imagens, sons e vídeos uma boa legenda pode motivar e informar de uma forma muito profunda. Vamos dar uma olhada em como escrever boas legendas que

atendam às nossas necessidades para promover a justiça climática e um mundo melhor. Assista o vídeo novamente e leia o artigo no site.






2. Abram o documento "Instagram Post - First version - layout"

3. Analisem o exemplo em "EXAMPLE Instagram Post - First version - layout"

4. Em pares/trios (ou individualmente) escolha um tema (de Londrina ou do mundo) que lhe interessa pessoalmente (ou ao seu grupo) e faça a sua primeira postagem. Por enquanto não vamos lidar com reels nem vídeos complexos. Estaremos escolhendo a mídia e escrevendo uma boa legenda em inglês e português usando o que aprendemos até agora.

5. Você pode criar seu próprio material usando Canva ou VistaCreate (ou qualquer outra ferramenta que você conheça) OU você pode escolher uma imagem / imagens de terceiros (NÃO se esqueça de adicionar a fonte no final de sua postagem - creditar o trabalho das pessoas é muito ético e vai bem com o seu tom).

Any questions? Let me know on WhatsApp or here on Google Classroom!  
Have a good week's end! :)

	How to Write Great Instagram... YouTube video • 2 minutes		Synchronous lesson 3 - Envi... PDF
	How to Write Good Instagram... <a href="https://blog.hubspot.com/marketing">https://blog.hubspot.com/marketing</a>		Instagram post - First versio... Google Docs
	EXAMPLE_Instagram post - ... PDF		

## Asynchronous 7 - Clear, neat communication for going beyond Instagram

Posted by Bruno Sanches

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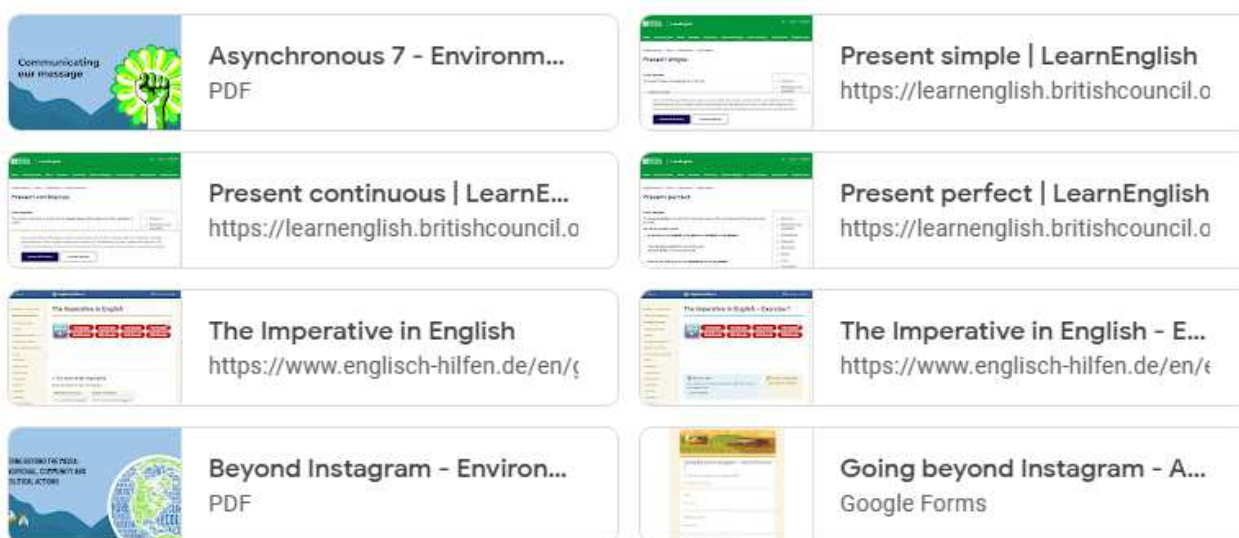
8 Dec 2021 (Edited 8 Dec 2021) - Due 17 Dec 2021

Hello, folks. How are you? Espero que tod(os/as/es) estejam bem. Até agora já estou muito encantado e animado com as produções da atividade assíncrona 6. Lindo trabalho, congratulations so far!!! Na aula síncrona passada falamos sobre alguns aspectos léxico-gramaticais relacionados aos posts de Instagram e algumas formas de usá-los para passar uma mensagem clara e convincente. Hoje vamos colocar isso em prática. Estaremos fazendo atividades sobre o uso gramaticalmente correto da norma padrão da língua Inglesa (com foco no imperativo, presente simples, contínuo e perfeito). Além disso, vamos começar a pensar em formas de ir além do Instagram e envolver a comunidade e figuras políticas na nossa luta. Como podemos (e por que devemos) agir em nível individual, comunitário e político.

- 1) Revise a os slides da aula síncrona 4 (Asynchronous 7.pdf)
- 2) Visite o site do British Council sobre Present Simple, continuous e perfect e faça as atividades.
- 3) Visite o site do Englisch Hilfen sobre imperatives (explicação)
- 4) Visite e faça as atividades do Englisch Hilfen sobre imperatives.
- 5) Leia as informações presentes no pdf (Beyond Instagram.pdf)
- 6) Faça as atividades de reflexão no Google Forms.

Any questions let me know.

Thanks a bunch, and enjoy your week's end.



### Asynchronous 8 - Time to post and fight for #climate

Posted by Bruno Sanches

•

22 Dec 2021 (Edited 22 Dec 2021) - Due 28 Jan 2022

Hello, everyone. I hope you're all doing great. Fiquei muito triste em não estar com vocês na última aula síncrona. Tive problemas de conexão que não se resolveram. Enfim, terminei o feedback na produção de todos e os posts estão incríveis. Que trabalho lindo! Parabéns! You rock! Nesta última etapa estaremos revisando e postando no Instagram que eu criei para nós. Também estaremos fazendo a nossa segunda versão (baseada nas minhas sugestões no arquivo da atividade assíncrona 6). Então:

First: Retornem à atividade assíncrona 6, abram o mesmo arquivo que já tinham feito previamente e olhem as minhas sugestões.

Second: Salvem e postem no Instagram do IFPR Climate Action.

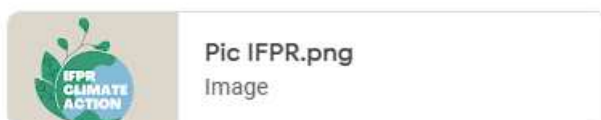
Será feito após o retorno de vocês em Janeiro/2022.


Informações de acesso ao Instagram:

Login: [envrionmentalaction.ifpr@gmail.com](mailto:envrionmentalaction.ifpr@gmail.com)

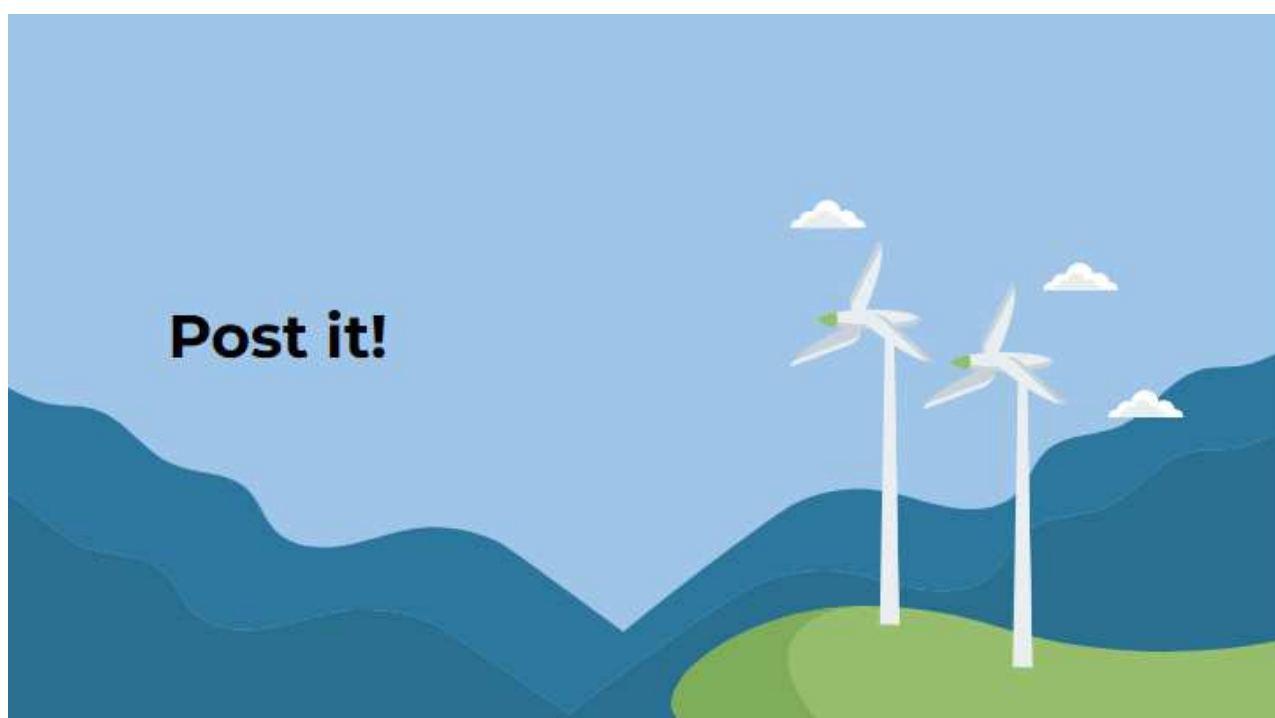
Password: ifprlondrins

Qualquer problema para postar, conectar ou afins me avisem.  
Happy holidays and have a great summer.



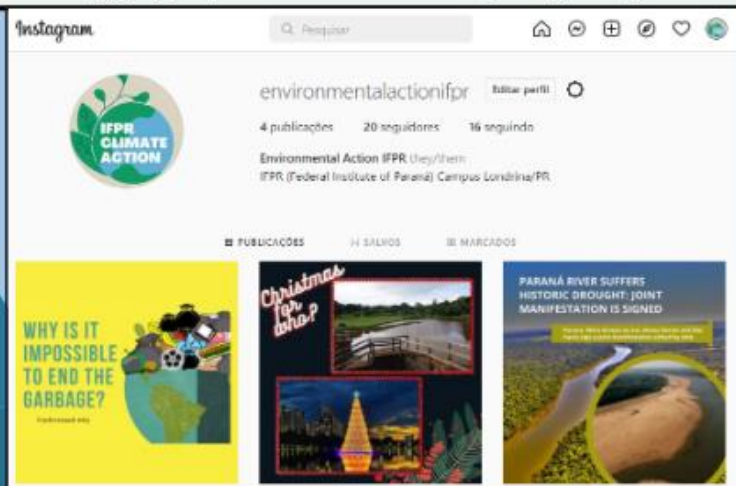
 Class comments

### How to post and Feedback – Follow-up



## HOW TO POST IT

- Posting on Instagram is one of our final steps towards engaging people with our ideas and impacting thoughts.



## LET'S DO THIS!

- Go to [www.instagram.com](http://www.instagram.com) or download the app at the [App Store](#)
- Click on "Sign in"
- Username: [environmentalaction.ifpr@gmail.com](mailto:environmentalaction.ifpr@gmail.com)
- Password: ifprlondrina
- Click on the (+) button to create a new post



# Classroom feedback



## HOW TO VISUALISE FEEDBACK/SUGGESTIONS

- Go to google classroom - Asynchronous 6

**English as social capital - A summary of two texts** Due 29 Oct 2021

Telma Nunes Oliveira - 25 Oct 2021

Please read the two items of our reading list for this week (below) and write 500-600 word summary of the main ideas of the two authors, establishing links between them.

Hultgren, A. K. Global English: From "Ethnolinguistic Nest" to "World English". *Ancient Journal of English Studies* 19(2): 10-24, 2020.

Crystal, D. Global English and Social Injustice: The Need to Listen. *Ancient Journal of English Studies* 19(2): 65-74, 2020.

**Your work** Handed in late

Bruno Sanchez - English - Google Docs Submit

**Private comments**

Add comment to Telma Nunes Oliveira

**Class comments**

Add a class comment

## HOW TO VISUALISE FEEDBACK/SUGGESTIONS

- Once you click on your own work you will be able to see the feedback on the side of your document.



## HOW TO VISUALISE FEEDBACK/SUGGESTIONS

- After you have read the comment and made the necessary changes you may simply click on "Resolve" and the comment will fade away.



### Going beyond Instagram - Reaching out to Public Institutions

Posted by Bruno Sanches

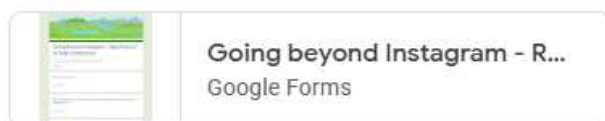
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27 Jan 2022

Hello, everyone. I hope you had wonderful summer holidays. Na nossa reunião de hoje de manhã conversamos sobre a possibilidade de entrar em contato (por email ou pelo instagram) com figuras que representam o governo de Londrina para uma maior divulgação do nosso trabalho e assim conseguir mudanças.

Figuras como o Prefeito, vereadores, a secretaria municipal do meio ambiente (SEMA/Londrina) e outros. O objetivo seria compartilhar nossa página do Instagram e informar essas pessoas/instituições sobre o nosso trabalho e nossos objetivos bem como pedir para os mesmos divulgarem em suas redes. Para tanto, precisaríamos de voluntários para escrever essas mensagens e enviar para essas figuras/instituições. Eu estou disponível para dar feedback e contribuir com o processo. Entre em contato comigo pelo WhatsApp ou email se precisarem.

Quem gostaria de contribuir para essa ação? Entre no Google Forms e preencha :) Thank you!



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 Class comments

## APPENDIX E – REFLEXIVE QUESTIONNAIRES (ASYNCHRONOUS LESSONS)

### Asynchronous lesson 1 - Environmental literacies

Let's take a look at some pieces of news related to environmental issues in our city and region. Go to the links provided, read the news and then, answer the questions.

1. What impacts do you think it has in your life and the life of the community in Londrina? \*
- 

2. What responsibility does the City Hall have in the issue? And the citizens?  
\* What is the news trying to show us? Who benefits from this piece of news? \*
- 

3. What responsibility does the City Hall have in the issue? And the citizens?
- 

4. What is the news trying to show us? Who benefits from this piece of news?
- 

5. What could be done (by you, your community or the government) to solve or maybe make this issue less recurrent?
-

**Asynchronous lesson 3 - We can act!**

1. What was surprising about the video about the Igapó Lake's pollution? Did you learn something new? What was it?

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2. Regarding the action taken by the students of Andrea Nuzzi school in Londrina - How can their actions help Londrina's citizens and inhabitants in general?

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3. Has social media ever impacted your life? If so, how?

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4. Have you ever used social media to fight for something you believe in? If so, what was it and how did it go? If not, what important causes would you support? Why?

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5. How do you think Greta created such an impact?

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6. Do you know any other activists like Greta? If so, who are they and how did they raise their voice (did they use social media? Strikes? protests?)?

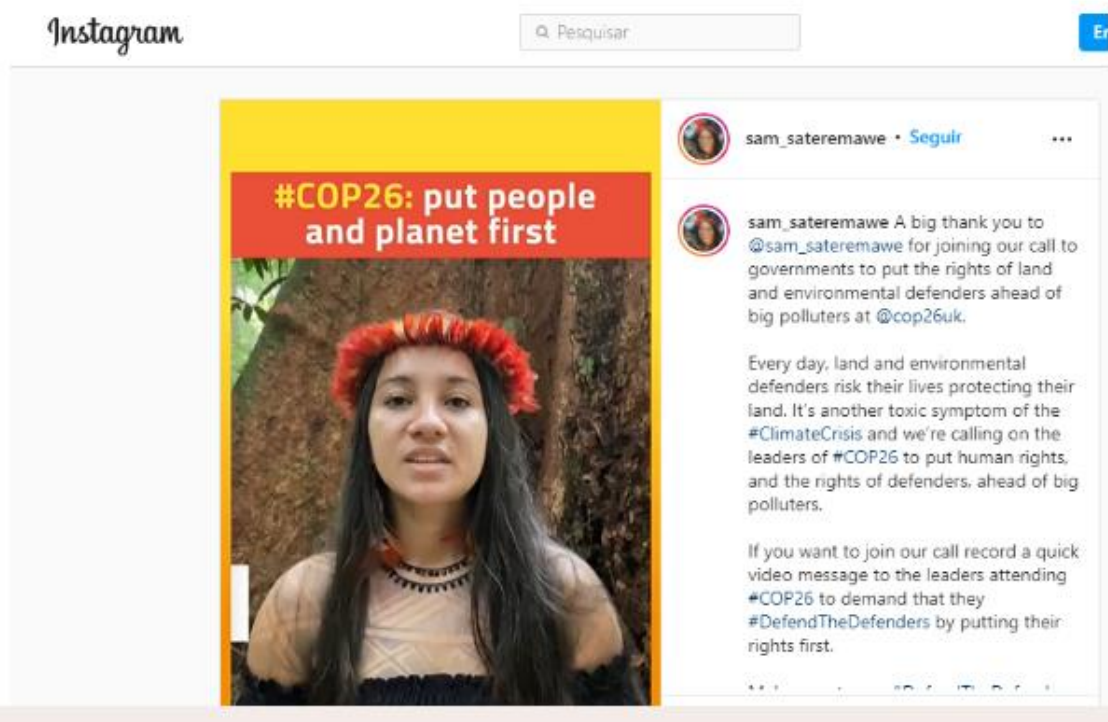
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7. Should we follow Greta's example? How can we act towards it?

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## Asynchronous lesson 4 - English speaks louder

Sam\_sateremawe on Instagram - COP26



In order for us to act through Instagram, we must know the characteristics of the digital genre Instagram post. In groups or individually, search for the characteristics of the genre considering the points below. Then present it to the class.

Source

[https://www.instagram.com/tv/CVQpoMbqlaC/?utm\\_medium=share\\_sheet](https://www.instagram.com/tv/CVQpoMbqlaC/?utm_medium=share_sheet)

pic:

1. What's the structure of the post? What characteristics can you identify?

---

2. What is the purpose of the post?

---

3. What's the theme of the post?

---

4. Who is the audience Samela Awiá is aiming to reach?

---

5. What are the languages that constitute the post?

---

6. Why did Samela write in both languages and not only Portuguese?

---

7. What kind of language is used? Formal, informal?

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8. What are the semiotic components of the post? (e.g pictures, audio, video...)

---

9. What makes an Instagram post complete and appealing to the reader/viewer?

---

**Going beyond Instagram - Asynchronous 7**

You may answer these questions in Portuguese or English :)

1. What individual actions do you already take? Why?

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2. If not any, which actions would you like to take? Why (not)?

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3. What community actions do you know in your neighbourhood or city? Do you take part in them?

---

4. What community actions do you know in your neighbourhood or city? Do you take part in them?

---

5. What community actions do you know in your neighbourhood or city? Do you take part in them?

---

6. How can we use our Instagram posts and go beyond? How can they be a starting point for bigger changes?

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## APPENDIX F – LESSON RECORDINGS' TRANSCRIPTIONS (SYNCHRONOUS LESSONS)<sup>34</sup>

### SYNCHRONOUS LESSON 1

**Prof. Marlene:** Good Morning Bruno. Bruno Sanchez, nós temos de um....

**Prof Bruno:** It's me. Não. Eu só tava dando um good morning pro pessoal aqui do chat.

**Prof. Marlene:** nós temos o Bruno Sanchez teacher e o Bruno Lima student.

**Prof Bruno:** Great!

**Prof. Marlene:** É pessoal, antes da gente começar na nossa aula propriamente dita, eu queria conversar com vocês pra ver se vocês conseguiram colocar autorização, vocês conseguiram preencher o formulário de autorização?

Sim? Ou ou quem não é quem não tem menos de dezoito anos pediu pra o responsável? Oh lá a mãe do Otávio preencheu. Quem não fez ainda por favor faça tá?

Se lembre de fazer que aí além de participar de um projeto muito legal nas aulas, você tem a chance também de colaborar com a pesquisa do teacher Bruno. Está bom? Brigada, pessoal. Vamos lá, Bruno. Fica à vontade

**Prof Bruno:** Perfeito, muito obrigado Marlene. Então assim, qualquer coisa só me dá um toquinho aqui, OK? Eh pra deixar vocês mais à vontade, OK pessoal? Então pessoal, eh a teacher Marlene e eu nós já conversamos bastante, né? Sobre a questão do uso aí intercalado português e inglês, a gente vai usando assim em maioria português, né? Mas a gente, eu sempre vou traduzindo as coisas que vocês não entenderem, OK? Então, qualquer coisinha só me dá um toque também, OK? Que a gente vai se acostumando, se adaptando, all right?

Então pessoal, né? Eu já me apresentei aquele dia, né? Eu sou o professor, né? O teacher Bruno e eu vou tá aqui, né? Eh agradeço já, né? Primeiramente vocês pela oportunidade, né? De.....

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<sup>34</sup> Due to technical issues, asynchronous lesson 5 could not be transcribed.

e também pela disponibilidade, né? De de interagir nesse projeto, né? Que vai me ajudar tanto com a minha pesquisa, mas eu vejo que é, essa pesquisa ela vai além, né? Também do aporte teórico, né? Que a gente vai tá trabalhando, mas nós vamos realmente assim tentar nos engajar em ações, né? E discutir bastante porque o tema que a gente vai discutir, né? Os temas na verdade, eles são bem relevantes pro nosso dia a dia, né? Como a gente tá vivendo essa crise climática, né? Isso é muito importante pra todos nós discutirmos, OK? Então já agradeço aí, thank you so very much for having me OK? Então deixa eu compartilhar aqui a minha tela com vocês pra gente começar então. Xô ver, só um minutinho. OK. Deixa eu parar de compartilhar aqui. OK perfeito, conseguem ver a minha tela aí?

**Aluno 1:** Sim.

**Prof Bruno:** Thank you. Então, pessoal, a gente vai falar um pouquinho sobre, né? Então, são questões ambientais, né? No ensino da língua inglesa, então a gente vai debater bastante usando aí a língua inglesa, mas a gente vai começar. Então, eu quero saber o que vocês já sabem, né? O que vocês conhecem e como vocês, né? Estão engajados aí nessa questão ambiental, né? Na língua inglesa, Então, xô passar aqui. A primeira coisa, a primeira atividade que eu gostaria que a gente fizesse juntos, né? Seria um brainstorming, ele consiste de vocês dizerem o que vocês já conhecem, né? What you already know. Então, a gente já tem aqui uma pergunta, ó, What comes to your mind when you think about the environment né? Então, o que que vem na cabeça de vocês quando vocês escutam né? Ou quando vocês leem essa palavra meio ambiente, né? Em inglês a gente chama de environment OK? Então, eu gostaria de saber de vocês o que que vem na cabeça, né? E eu vou fazer um jogo com vocês aqui pra gente criar um wordcloud. Então WordCloud ele é como se fosse uma nuvem de palavras, né? Como o nome já diz. E eu gostaria que vocês me dessem essas palavras, OK? Então eu vou pedir pra vocês, deixa eu só pegar aqui, e bem nesse website aqui... deixa eu interromper o meu compartilhamento, vou postar aqui no chat OK? Só que quem puder, OK? Me digam se vocês não conseguem entrar nesse website chamado menti.com ok,?

Aí vocês podem copiar ou podem clicar aqui do chat mesmo, OK? Caso vocês estejam no celular, seja muito difícil, vocês podem também ficar pelo celular aqui e usarem o chat, OK? Mas quem conseguir pra gente criar uma wordcloud bem legal se vocês puderem entrar lá, OK? Aí entrando lá, vocês vão inserir esse código aqui, OK? Vai aparecer lá pra vocês entrarem nesse código, OK?

Vamos ver se vocês conseguem, se não conseguirem vocês me avisam, OK? Eu vou abrir aqui também pra mostrar pra vocês como funciona.

Hello Ana, welcome bem-vinda. A gente acabou de começar Ana, a gente só tá discutindo um pouquinho, OK? Então me apresentei, né? A teacher Marlene a gente tava esperando. Aí se você puder, a gente tá discutindo uma pergunta, OK? Vou colocar a pergunta aqui no chat também, OK? É, então, lembrando que a palavra environment significa meio ambiente OK? Então, What comes to your mind when you think about the environment? ok? Então deixa eu apresentar pra vocês aqui pra vocês verem então onde eu quero que vocês sigam, né? Então abrindo o menti.com vocês tem essa página aqui, né? Então, mentimeter and please enter the code. E aí o código eu coloquei aqui no chat também, OK? Que é 22061437, né e é só colocar aqui o código e clicar submit OK? É só clicar no submit que vocês vão entrar na apresentação, OK?

Tem alguém com dificuldade? Tá tudo certo aí? Deu certo. Very good Bianca.

Então if anyone has any difficulties let me know ok? Me avise que daí a gente discute, OK, então vou abrir aqui a minha tela de novo.

Nice, né? Vocês já estão colocando aí, perfeito. Então é só colocar que palavra vem que ideia vem na sua cabeça, pode ser tanto em português quanto in english, OK? It doesn't need to be necessarily in english, OK?

A gente vai ainda aprender bastante coisas relacionadas à vocabulário, et cetera.

Ok I can see lots of words. Cool very nice. Beautiful, very Nice. Ok, eu já vou compartilhar pra vocês verem como é que tá ficando aí a nossa Word cloud.

Ó, se vocês verem aqui, ó, se vocês conseguem ver, a gente já tem uma wordcloud bem bacana. Perfect guys. So we have Nature in the center, right?

Então é uma palavra que foi mais mencionado, né? Legal dessa Word cloud, é que ela coloca em destaque, né? So Nature, trees, sustainability, CO2, bem-estar, Animals, plants, preservation, the Amazon.

Nice, very good, perfection, that is Beautiful guys, some people are doing the ecological metabolism cool! Very Nice beautiful!

Great great guys, That is very nice! Extinction, That is beautiful, great, Beautiful!

Endangered, pollution, né? Pollution também está ganhando destaque aqui, né? Trees as well. Cool, very cool, Green House effect, Nice.

Beautiful great, aham, sou guys, eu gostaria de pedir algum voluntário, né? Se vocês quiserem se voluntariar, ia falar, né? Vi que tem vários termos bem legais, por exemplo, ecological metabolism, green house effects também bem bacana. Yeah?

So I would like you guys..... Eu gostaria que vocês falassem um pouquinho. Por que vocês escolheram essas palavras aqui, né? Por exemplo, a palavra Nature. Ela está em destaque aqui. Por que vocês colocaram Nature? Alguém se voluntaria para nos explicar? Can be in Portuguese or in English, you decide! Anyone?

Alguém se voluntaria?

Não, Are you shy? A bit shy? ainda um pouquinho, um pouquinho tímidos.

**Prof. Marlene:** Bruno.

**Prof Bruno:** Yes, Marlene.

**Prof. Marlene:** Nós temos vários estudantes que sempre participam. Estamos esperando esses queridos que sempre participam.

**Prof Bruno:** A Rafa falou aqui, né? Foi a primeira coisa que eu consegui pensar Nature, OK? Rafa, that is the idea, essa é a ideia mesmo. Aham, é a primeira palavra.... alguém mais colocou. Por exemplo, vamos lá pro environmental metabolism, ecological metabolism, actually.

Quem colocou ecological metabolism, Ah OK Gabriel, né? Pensando em como funciona o meio ambiente mesmo? Ok, so the biosphere, né? A Biosfera, né, do meio ambiente, cool Gabriel, that is Beautiful..... What about green house effect, what do we know about green house effect quem colocou ali sobre green house? o que vocês já conhecem sobre o green house effect?

Rebeca is here, Hi Rebeca, bem-vinda, welcome.

Alguém mais alguém gostaria de falar, hã? OK. O Bruno também falou aqui, né, hã, sobre o que ocorre na mudança do meio ambiente, aham.

No problems, Rebeca, that is totally fine, está tudo bem. A gente só começou. A gente tá discutindo algumas palavrinhas ok? Relacionadas ao meio ambiente, all right?.

Deixa eu compartilhar aqui a Wordcloud para vocês verem de novo.

Ah então, alguns já falaram sobre o green house, Nature.....

Do you want to say anything Marlene? você vai falar alguma coisa prof Marlene?

Não sei se você abriu o microfone.

**Prof. Marlene:** Não, não abri.

**Prof Bruno:** Não, OK. Perfection, tá, então o Bruno, né? Falou sobre as mudanças do meio ambiente. Very good guys , very interesting, né? Então a gente já vê aqui que tem uns temas bem interessantes, que a gente pode discutir, né? E a gente vai discutir eles a fundo, né? Tanto local quanto global, né? Então, eu acho bem legal a gente fazer isso. Eu achei legal essa Wordcloud, depois eu posso postar no Google Classroom, OK? Pra vocês terem aí de recordação também, OK? So guys, that is very interesting.

Thank you for collaborating, né, muito obrigado por colaborar aí.

Acho que foi bem bacana, não é bem melhor do que eu esperava, né? Uns termos bem chiques, né? Adorei. Thank you so much for contributing.

So guys, deixa eu compartilhar aqui de novo com vocês.

And let's think now, vamos pensar um pouquinho sobre the implications, né? As implicações. So, what are the implications of destroying, the environment, né? O que acontece quando nós temos uma degradação, né? Uma destruição do meio ambiente. Como a gente vê hoje em dia, né mundo afora, né? Especialmente na Amazônia aqui, né, que é um dos nossos temas, né? Por sermos brasileiros, né? Quais são as consequências, né? Como a professora Marlene.

Teacher Marlene já mencionou no começo da aula, né?

Evidente, né? De ontem, né? Aquela tempestade né, que aconteceu aqui no Paraná, né? No sul do Brasil. Então, quais outras implications se podem pensar, quando nós destruímos ou degradamos o meio ambiente?

Vocês podem compartilhar no chat, ok? Ou podem. Aham, a destruição da vida, uhum. A camada de ozônio yes, Sarah, absolutely. What else?

Perda de espécies, extinction, né? Que estava na nossa wordcloud absolutely.

So we have the Loss of species. Aham, desequilíbrio ecológico, aham ecológico, aham. Ecological unbalance, aham absolutely.

What else? O que mais, quais eventos acontecem quando a gente tem essa?

Essa, essa bolsinha de coisas que nós fazemos, né? Destruir a camada de ozônio, desequilíbrio, aham. Floods, né? As inundações, aham.

Mais, secas, droughts, uhum, absolutely.

Nice é a gente tem, né? Geralmente secas... storms, Yes, like yesterday, né? Como ontem, absolutely.

Anything else? Algo mais que vocês querem conversar e, it can be in portuguese OK, pode ser em português, pode ser inglês. You decide, OK, não fiquem acanhados, OK? All right I think that is it. Mas se vocês tiverem mais alguma contribuição, podem mandar no chat abrir o microfone, OK? Também seria bacana. very good guys. Então a gente tem várias dessas questões, né? Só que falando desse jeito, né? Parece que não afeta muito a gente de certa forma, né? Vamos supor destruindo a Amazônia, né? E tá, mas

como isso me afeta, né? A Amazônia está a quilômetros de distância, né? Muitas vezes as pessoas pensam assim, né? Tanto que a gente chegou num ponto que a gente chegou.

Tá, então eu gostaria de voltar a nossa atenção um pouquinho para nós, né? Então, como isso nos afeta, né? Então eu vou compartilhar aqui de novo com vocês.

Pra gente discutir um pouquinho sobre isso também, OK? Então.

Does it happen in your city or town? Então a gente tem alguma degradação ambiental aqui em Londrina? Problemas ambientais, destruição ambiental, o que vocês conhecem aqui de Londrina e da região? What do you know? O que que você já conhece?

Aqui em Londrina é tudo 1000 Maravilhas. A gente não tem nenhum problema ambiental.

Que que vocês já sabem daqui, o que que a gente está faltando aí? O que a gente está fazendo para contribuir para esse cenário caótico?

Let us know....

Aham, wild fires, né? Queimadas, aham, Sara absolutely.

O que mais, além de queimada? Vamos pensar nos cartões postais da nossa cidade?

Já pensaram sobre o Lago Igapó? É tudo as 1000 Maravilhas. O que vocês acham? Tá tudo limpinho, certinho, lindo.

Bonito ele é né? Mas ele tá limpo. Ele está ecologicamente correto? Yes rubbish, the trash, aham. Around, né? Nos arredores, e in the Lake, né? E no Lago também sim, né? Deforestation absolutely Bruno, aham.

Especialmente porque Londrina, né? É uma das partes, né, que nós temos o bioma da mata Atlântica, né? Então deforestation is very bad, aham.

What else guys? Que mais que vocês escutam na TV, os seus pais comentarem ou famílias, parentes et cetera?

Mas algo que vocês conhecem daqui de Londrina ou da região?

Não, not much.... a gente, parece que não conhece muito, né? Pelo menos eu não sabia muito até certo tempo atrás, né? Isso é muito importante da gente discutir, né? O que que tá acontecendo em Londrina, né? O que que está sendo feito para remediar essas coisas, né? Aqui eu trouxe algumas imagens também.

Que a gente pode ter uma ideia, né? Do que está acontecendo aqui em Londrina, na região, não é? Aí se vocês podem ver já todas essas fotos são de Londrina ou da região, né? Então aqui eu trouxe environmental degradation in Londrina's municipalities, né? So what do we have here? O que que a gente tem aqui? Como eu não consigo ver o chat, se vocês conseguirem abrir o microfone, seria ótimo ou talvez alguém poderia ler para mim também, o que que vocês vêem nessas 3 imagens?

**Aluno 2:** Bastante lixo plástico ali na da Direita.

**Prof Bruno:** Absolutely, rubbish right so we have a lot of pollution, né? Bastante poluição com plástico, aham.

**Aluna 3:** Desmatamento.

**Prof Bruno:** Deforestation Absolutely, Yes.

**Aluno 4:** Também pode haver poluição da água. Na terceira?

**Prof Bruno:** Yes, absolutely, water pollution, aham, poluição da água e a primeira, que tem um aspecto bem importante. Na primeira foto vocês conhecem esse tipo de problema ambiental aqui em Londrina? Uma dica é o pessoal pega móveis usados velhos que eles não querem mais ou lixo de todo tipo e eles jogam em um lugar que não é apropriado, esse lugar ele tem um nome que vocês já ouviram falar.

**Aluna 5:** Fundo de vale?

**Prof Bruno:** Yes, Valley bottom né, fundo de vale.... so here we have lots of problems, né? Vários problemas que a gente tem na nossa cidade. E como isso afeta a gente? Então, pessoal. Como é que isso chega até nós? Porque se está aqui em Londrina deve chegar em né pra gente de alguma maneira, né? Como é que vocês acham que chega para vocês? Para a gente em geral?

Any ideas? Vamos supor, poluir o Lago Igapó ou poluir o Tibagi, né? Vamos colocar o Tibagi, né, que é uma das que abastece Londrina e Cambé, né? Por exemplo?

O que que acontece se a gente poluir o Tibagi?

Anyone? Any volunteers? Algum voluntário aí pra gente discutir?

Deixa eu parar de compartilhar pra ver se tem alguma questão no chat?

Aham, Gabriel absolutely. Afeta o nosso consumo de água, né? Se vocês pensarem em São Paulo, por exemplo, né? A gente tem o rio Tietê, né? É o Tietê, né? O Rio Tietê e está super, né poluído, né? E São Paulo tá sofrendo umas das maiores secas, né? Agora que começou a chover em outubro, né? Mas todos nós estamos sofrendo por causa da seca, né? Reservatório, etcetera. Eu não sei se vocês vêem nos jornais, né? Então, assim, por que que desmatar a Amazônia afeta a nossa? É? A chegada de chuvas aqui. Alguém já viu algo do tipo?

Exato, Yes. That is true Marlene it's sewage open Sky, né?

O esgoto a céu aberto é muito triste, né? Um Rio que deveria ser tão bonito de ser usado, né? Tanto para lazer, quanto para abastecer a cidade, né? E para as espécies nativas.

Very sad.... Aham absolutely Bianca very good thats it, aham, so the Flying rivers né? Os rios aéreos, né? Os rios que voam né....so, eu vi uma reportagem esses dias um documentário da national geographic né, que estavam falando que é nessa zona do planeta, né? Onde nós moramos, o mais provável é a ocorrência de desertos, né?

Por exemplo, nós temos o atacama, né? Deserto do atacama no Chile e que está na mesma, né? Linha que nós estamos, nós estamos na África também, um deserto também nessa mesma linha, então seria muito provável que nós teríamos um deserto aqui se não fosse a Amazônia.

Se não tivesse essa descida de umidade lá da Floresta amazônica, né? E ela afeta o planeta todo, né? Ela afeta o nosso planeta todo, porque ela regula o clima também, né? Então é nessa primeira aula, né? Nessa primeira discussão que a gente está fazendo, eu gostaria que a gente focasse nisso, né? Que tudo nos afeta, né? Não tem como a gente fazer uma ação aqui em Londrina e não afetar alguém que está lá na Alemanha, né? E não tem como eles fazerem algo lá que não nos afete aqui, né?

Mas a gente pode tratar de problemas muito locais que vão também contribuir para o todo, né? Se cada um fizesse o seu local, né, não precisaríamos nos preocupar tanto com o todo, né? Então é isso que eu queria que nós trabalhássemos hoje, né? E eu trouxe algumas perguntas a mais pra gente discutir. Como a gente influencia nessas mudanças, né? Nessa destruição, nessa degradação, né? Então aqui eu trouxe mais 2 perguntas pra gente discutir, né? Se vocês quiserem se voluntariarem ou no chat ou abrir o microfone como vocês eram agora. Foi bem bacana ouvir vocês, tá? Então, qual é o nosso papel nessa degradação, nós contribuimos para essa degradação aqui em Londrina, what is our role? O que que vocês acham?

Então, sobre a primeira, deixa eu voltar aqui. É, podem mandar no chat também, OK? Então, como vocês se vêem, vocês ajudam ou vocês contribuem para a degradação ou vocês já fazem algo para prevenir que isso aconteça?

How does it go? Um pouco de cada yes, Bianca, OK, right, todos nós temos a nossa culpa, né? O que nós chamamos de carbon footprint, né? Nossa pegada de carbono, ou pegada ecológica, yes, absolutely.

Anyone else? Alguém mais além da Bianca.

O que que vocês acham? Qual é o papel de vocês?

Vocês já tomaram frente aí de resolver um problema local na vizinhança de vocês, contra lixo e etcetera. Ou vocês simplesmente vêm? Não se engajam muito, como é que funciona para vocês? Vocês tem vontade de se engajar nessas ações? Toca vocês de alguma maneira? Por exemplo.

Yes, Bruno good, that is good, né? Uma parte importante, nice Bianca very good, much Beautiful, that is good. Nice, and what demotivates you? O que desmotiva vocês a tomarem mais ações, por exemplo? A gente está abrindo um leque aqui, né? Então a gente pode, né? Realmente desabafar, né? O por que que a gente não toma muita ação relacionada ao meio ambiente no dia a dia? O que que desmotiva a gente?

Yes, aham. Então saber que nem sempre é só eu que faço. Aham. OK.

All right, que mais? Vocês têm algum apoio? Amigos que fazem isso também ou é só vocês ali? Hã? Ainda tem grande parte das indústrias, embora a gente faça a nossa parte. Yes, absolutely Sara, that is true, né? Enquanto a gente está fazendo nossa parte, né? A indústria grandona lá, né? Eles estão poluindo tudo, né? Cortando tudo, devastando tudo, Yes, absolutely. Mas e se eu falasse pra vocês que vocês têm o poder de mudar isso também, né? Então, assim, eu sempre falo para os meus alunos, né? E eu dei um curso ano passado. Aqui na escola onde eu trabalho, chamava eco action, né? Nós fizemos aí um projeto de ação individual comunitária e política, né? Então, muitas vezes, nós, enquanto cidadãos, né? De Londrina, por exemplo, nos sentimos bem desamparados, né? Em questão a agir pelo meio ambiente, né? Hã, tá, mas eu vou fazer isso e aí, né? Não, não tenho nenhum suporte, né? A prefeitura não me ajuda. A Sema, né? A Secretaria de meio ambiente não me ajuda também.

Yes, as well, Bruno, absolutely, né? Então a nossa ação começa quando descartamos o produto no lugar certo, Yes, absolutely, né? Uma das ações que a gente pode fazer, né sempre, né? Separar tudo que a gente for jogar ou etcetera, né? Isso é muito importante, né? Então pessoal é. Eu sempre gosto de dizer para vocês, então assim não se limitem, porque nós temos muito poder, né? Recycling, asolutely, tá? Nós temos muito poder de ação, então se vocês se sentem desamparadas nesse sentido, vocês não estão sozinhos, OK, you're not alone, né? A gente vai discutir bastante sobre isso nas próximas aulas, OK? Mas isso é bacana, então assim realmente desmotiva, mas a gente tem bastante força aí pra mudar essa situação, né? Porque o planeta é nosso, né? Então a gente tem que cuidar dele, né?

OK, that is very nice, então deixa eu voltar aqui.

Para a gente, então. Guys, depois que a gente debateu sobre isso, não é até a alguns debaterem, né? Falando que a gente tinha um pouco de cada, né? A gente ajuda e atrapalha ao mesmo tempo. What are some possible ways of addressing these problems

then? Então como que a gente pode, né? Atuar nesses problemas aí, por exemplo, é poluição do Lago Igapó, né? Ou é o descarte incorreto de lixo, né? Nos fundos de vale, o que que a gente pode fazer? Ou a prefeitura, né? A comunidade em si, quais são possíveis ações aí pra gente resolver o que que vocês acham? Quais ideias vocês têm? Não tem nem certo nem errado, OK, então tudo que vocês colocarem é plausível. A gente discute, OK?

Aham absolutely Sara. Cobrar fiscalização, né? Do governo, absolutely.

Yeees, invest Rebeca absolutely, é muitas vezes a gente não tem um investimento necessário, né? Para lidar com certas situações, né?

Absolutely Gabriel, Yes, absolutely, very good. Aham.

yes, muitas as well, investir em educação ambiental. Beautiful. Pesquisa, aham. Beautiful.

E também aumentar as multas, né? Não sei se vocês viram, né, mas.

Tinha, tem uma lei em Londrina que a cada carro vendido, né? Uma árvore deveria ser plantada, né? Apareceu esses dias no jornal local e, né? As concessionárias não plantaram nenhuma desde 2009, right? E, aparentemente mais de 100000 carros foram vendidos em Londrina desde então, né? Então, eles precisariam plantar 100000 árvores na região de Londrina. Será que eles vão, né? Cabe a nós também pressionar esse pessoal aí para cumprir com o papel deles, né? Porque em Londrina a gente só veio destruir e derrubar árvores, né? Mas plantar very little, né? Muito pouco. But very good, Gostei aí das das sugestões, bem bacana. Pessoal. Very very Nice. Há então realmente, né? Nós temos esse papel, né? De lutar aí, né? E de pressionar o governo, né? Autoridades, né, para nos ajudarem. Não é? E no bairro de vocês, por exemplo, vocês conhecem algum problema ambiental que esteja acontecendo? Por exemplo, eu não sei onde vocês moram, né? Ou talvez aí no campus, né, do IF. Vocês conhecem algum problema aqui? Está bem aí, é. Em alta, no onde vocês vivem no campus. Não? nenhum problema.

Uhum, a Sara colocou aqui na linha do trem e volta e meia e colocam fogo em alguns móveis, né? Absolutely Sara, totalmente perigoso, especialmente em época de seca, né? Às vezes, quando a gente não tem tanta chuva, né? Pode acabar, né, gerando aí um problema de focos de incêndio, aham. What else? O que mais além ainda.

Aham. Copel da Chile tem bastante problema com lixo. Uhum...nice, interesting.

Interessante, aqui a gente tinha bastante problema com lixo, né? No meu bairro também, né? Eu moro, na verdade, eu moro em Cambé, né? Eu moro no Santo Amaro, em Cambé, mas lá também tem bastante problema com lixo, né? Muito, muito.

Muitas vezes a gente não conhece também, né? O que que tá acontecendo, né, ambientalmente falando na nossa cidade, né? Mas a gente tem que ficar de olho, né, pra ver o que que, como, né, como essas coisas estão acontecendo, né? Pra gente também resolver, porque 1 hora acaba chegando na gente, né diretamente, né? Então, sempre é bem legal ficar de olho, né? Bacana, pessoal, então essa primeira discussão da gente é só pra gente se conhecer um pouquinho, né...

ah o Bruno falou aqui comigo também, tem um fundo de vale, né? E eles jogam o lixo lá.

Lavínia também falou, jogam lixo em terreno perto de casa. Não é, o pessoal, é meio. Eu não sei o que eles tem na cabeça, né? Para fazer uma coisa dessa. Eles jogam lixo no fundo de vale onde você mora, Bruno? No bairro, eles entulham também.

**Aluno 6:** Bom, na verdade, na região do bairro é mais, é mais lá embaixo, onde tem perto um riacho, um Rio. Tem bastante e tem bastante lixo no do lado do asfalto, onde tem aquele, onde tem aquelas ruas que é termináveis, onde você não consegue entrar lá, tem bastante na, principalmente na região, mais abaixo.

**Prof Bruno:** Uhum, got it, triste, né? Ainda mais perto de riacho, né, que pode poluir, acabar poluindo aí várias afluentes, né? Absolutely. Thanks, Bruno, legal, bacana. Perto da cativa. Aham, I know, né? Eu sei ali perto, né? Material no Ribeirão absolutely, né? Que deságua, né, que faz parte do Lago Igapó, né?

Very sad traz muitas regularidades ambientais aqui, né? Isso aí e é legal que vocês conheçam, né? Essas essas questões porque, né, nós podemos agir nelas, né? Porque como eu disse, agir localmente, contribui para o geral, para o global, né? Então, se nós agíssemos aqui em Londrina, Cambé, né Ibiporã, né? Aqui na região já faria uma diferença enorme no mundo, né, porque cada um fazendo sua parte no local, ajuda o global, né?

A gente vai discutir bastante sobre ativismo, né? Sobre pessoas que começaram pequenas, né? E ganharam voz, né? Eu acho que vocês já conhecem algumas, mas a gente tem um poder de mudar. Aí a gente não pode ficar calado porque o planeta é nosso, né? E se a gente deixar se destruir, né não?

Não só para as futuras gerações, para a gente também, que já está sofrendo muito com tudo isso, né? Absolutely que legal. Adorei aí o insights que vocês deram. Muito bacana. Muito obrigado. Então pessoal, né? A gente está quase chegando no fim, ó crítico, a gente só tem 10 minutinhos.

É antes da gente, né? Chegar aí aos considerações finais para nossa aula assíncrona, OK? Eu vou estar postando aí a professora Marlene, a Teacher Marlene, eu vou estar postando algumas notícias, OK, sobre questões ambientais aqui em Londrina e região

OKE? Aí vai ter um fórum. You can write in english or portuguese, you decide, OK, é sobre, né? Como isso nos afeta? Então vai ter algumas perguntinhas lá, para vocês discutirem e a gente vai trazer isso para a próxima sessão, né? Na segunda-feira, na sessão síncrona. Para a gente começar a discutir, né? E debater e como a gente vai poder agir, né? Para mudar esse cenário caótico, né? Que a gente está vivendo, OK, então né? Só deixando aí para vocês. Já uma explicação e qualquer dúvida, estou a disposição também, né? Vou deixar o meu e-mail, meu numero de WhatsApp lá na postagem. A teacher Marlene pode compartilhar também, qualquer dúvida, I'm at reach OK, só me mandar mensagem, OK?

Alguém mais gostaria de falar alguma coisa? É bem legal a gente se abrir para conversar. Alguma dúvida sobre o projeto, sobre o que a gente vai fazer, o que a gente vai aprender, o que que a gente vai trabalhar na língua inglesa. Alguma pergunta?

**Prof. Marlene:** Talvez Bruno alguma dúvida sobre a própria pesquisa, né? Que você está fazendo? Por que eles leram o formulário preencheram alguns, alguns ainda não. Se alguém tiver alguma dúvida gente, pode perguntar.

**Prof. Bruno:** Absolutely, totalmente, Marlene. Vocês leram lá o forms, né? Ficou alguma dúvida sobre o que que a gente vai estar fazendo, sobre qual o objetivo?

Está tudo claro, se tiver, pode mandar um OK aí no chat.

Bem explicado? Nice Bianca, né? That is cool. Tudo certo? Perfeito, né? Então essa é a questão do letramento, dos letramentos ambientais, né? Que a gente está trabalhando juntos, né? Para desenvolver, né? Porque eu tenho uma professora na universidade de Michigan, né? Nos Estados Unidos, ela fala, todo aluno e todo cidadão do planeta, é um cientista ambiental, né? Deve se tornar um cientista ambiental, né? Então não importa se a gente é de diferente áreas, né? Ou se da língua inglesa, eu e a professora Marlene é, vocês vão se focar em outras áreas. É nosso dever sermos cientistas ambientais, né? E trabalhar conscientizando, né? E agindo com as pessoas para modificar, né? Para manter o nosso planeta, né? Aí essa organização tão bonita que a gente, né, que nós mesmos destruímos, né, ou estamos disto? OK, mas muito obrigado pela participação. Adorei.

Muito obrigado! Thank you so much!

**Prof. Marlene:** Eu agradeço também. Eu achei vocês um pouquinho.... se soltaram um pouquinho mais no final, né? Mas podem participar, tá, gente? Vocês são bem participativos, sempre foram, não tem assim, é problema nenhum de vocês continuarem,

né? É atuando bastante, então vocês perceberam que as aulas, né? Daqui pra frente, professor Bruno vai desenvolver esse projeto, então vocês vão aprender inglês, mas com essa temática, né? Voltada para essa temática dos....É, é letramentos, é ambientais, tá? É. Eu queria dizer para vocês que eu já fiz a chamada, tá? Porque como eu estou aqui observando, deu tempo de fazer antes, então vocês não precisam colocar o Presente lá, no chat, porque a profe já pegou aqui, tá? A presença de todos que estão aqui.

É como tem algumas pessoas com problema de internet, de energia elétrica por conta do temporal. Então essa atividade que o Bruno falou que vai colocar lá, ela vai ser uma atividade que a gente vai.....é pedir para vocês, por favor, vocês que estão aqui sem problema de internet, energia elétrica que vocês respondam lá pra pra próxima aula, tá? No entanto, não vamos poder colocar a data, né? De encerramento para a próxima aula, porque tem pessoas com esses problemas, está bom?

O Cauã não pode entrar porque está com problema com a energia. É, é, nós fomos avisados. Está todos os profes foram avisados que é...Né? Alguns até optaram por não não fazer esse momento síncrono hoje, mas é como vai ficar gravado e a gente vai disponibilizar lá. E é esse primeiro momento de discussão. Eu acho que não... Não vamos ter é dificuldades quanto a isso. Para quem não conseguiu estar aqui hoje, vai poder assistir, tá bom, pessoal, então muito obrigado, tá por hoje nós encerramos por aqui e a gente se vê na próxima aula, OK?

Bye Bye see you next week

**Prof. Bruno:** Thank You Bye Bye good Bye.

## SYNCHRONOUS LESSON 2

**Prof. Bruno:** Cê acha que a gente espera mais uns cinco minutinhos, teacher Marlene, pra ver se chega mais alguém?

**Prof. Marlene:** Eu acho que não Bruno, cê pode ir começando permitindo, mas já tem bastante gente.

**Prof. Bruno:** Perfeito! So guys, thank you so much for the contribution. Muito obrigado pelas contribuições. Lendo elas eu fiquei bem feliz assim. Gostei bastante mesmo. Achei que vocês se engajaram bem assim. Nós não tivemos tantas aulas síncronas ainda né? Mas vocês super desenvolveram ali da maneira que vocês conseguiram, então, thank you so very much, OK?

Hoje então, na nossa segunda aula síncrona, né? Eu queria trazer alguns conceitos pra gente botar, né? Só dar uma revisada mesmo. Deixa eu compartilhar aqui a nossa tela, só um minutinho. Aqui, perfeito. Então, eu postei pra vocês, né, pra gente trabalhar um pouquinho com vocabulário, né? E também com alguns termos, né? E expressões que nós usamos aqui, eu não sei se vocês fizeram, né? Eu coloquei como assíncrona. Mas só pra gente dar uma revisada mesmo no que a gente viu, né? Então, deixa eu só voltar aqui, bem perfeito, né? Então, nós falamos um pouquinho sobre dengue, né? Em inglês também é dengue né? Então a gente tem uma pronúncia diferente, mas como é uma coisa muito comum aqui a gente tem o mesmo nome, né? Nós falamos também de chemical disposals né? Então especially in the Igapó Lake, né? We have a lot of irregular chemical disposal, right? We also had cattle herding and deforestation né? Pra fazer isso, né? E nós tivemos alguns environmental issues né? Que nós discutimos, por exemplo, valley bottom littering né? Que é, né? A poluição no fundo de vale, e CO2 emissions né? Que nós mencionamos lá no nosso...no nosso wordcloud né? Algumas semanas atrás e polluting né? Também foi um aí dos vocabulários específicos que a gente teve né? So guys, vocês tiveram alguma dificuldade com essa parte aqui, conseguiram fazer? Could you do it? Alguém teve alguma dificuldade? Esses vocabulários eram novos pra vocês ou vocês já sabiam deles? Não? Wasn't it new for you Bruno? Não foi novo pra você? Some new...OK Sara? Some were new for you...Nice! That is very cool... Então eu trouxe só uma prática ali pra gente, né? Entender um pouquinho, porque né? Nós vamos usar bastante inglês, né? Na hora que nós começarmos ali a agir, né? Então é legal a gente saber desses termos, né? E etcétera, né? Então, muito legal, muito obrigado aí pela contribuição, deixa eu compartilhar aqui de novo. So guys, deixa eu abrir aqui os meus slides, e aí vocês me falam quando vocês conseguirem ver, OK? Vocês conseguem ver aí. Conseguem ver aí?

**Prof. Marlene:** Sim

**Prof. Bruno:** Thanks teacher Marlene. So, we talked a little bit of impact of climate issues in Londrina, and we had our first asynchronous activity right? Nós tivemos a nossa primeira atividade assíncrona, que foi o nosso online forum tá? Eu trouxe aqui algumas contributions né? São contributions for us to have a look né? So here its very nice to see, eu fiquei bem feliz em ver, né? Como vocês usaram em inglês, né? Alguns usaram português também, mas é claro que o critério não era somente usar em inglês, né? Mas eu achei legal que vocês usaram, né? Então, aqui na primeira pergunta, né...What impact do you think it has in your life and the life of the community in Londrina? né? Então aqui a gente teve Open Sky, patogenics né? Como dengue, yes, we had the

development yeah, so as a community né? Então nós temos dificuldades aí, né? And we have irresponsability from the cityhall as well. Nós temos algumas irresponsabilidades da prefeitura, né? E aí sobre as responsabilidades, né? Nós tivemos, por exemplo, take care about the dirty né? Então da sujeira, né. Possible natural disasters, uma das, uma das teorias sobre, né? Eh preparação de clima é que nós temos que estar preparados pras catástrofes, né? Isso é realmente é uma função aí da Prefeitura, né? É super uma função da Prefeitura né? Então muito legal esse aqui, nós tivemos também aqui alguns comentários, né? Sobre as notícias, né? Então aqui nós tivemos o descaso da população, né

E a gravidade também, né? O que está sendo feito pra resolvê-la, né? Então, a gente aí tem uma falta de... uma desinformação da população, né? E o que poderia ser feito por você, sua comunidade ou governo, né? Então, the community, the government, we have to transform simple tasks in our lives in rules, né? Gostei bastante dessa frase aqui, né? Então, a gente realmente tem que transformar essas pequenas ações em regras, né? Como por exemplo, ah eu vou jogar o lixo hoje na rua ou eu vou no lago e eu vou poluir só hoje, né? Amanhã eu não vou fazer isso, né? We have to make it rules. Eu achei bem legal essa contribuição aqui, né? Outras contribuições que a gente teve também, né? Foram conversas, né? Ah tanto que a a Sara, né? A proposição da conversa aqui eu achei bem legal, eu li, fiquei bem assim, impressionado com, né? Como você como vocês discutiram, né? E essa conversa muito bacana, né? Essa foi da nossa segunda atividade OK? E aí a gente trouxe aqui, né? Então a Sara tava discutindo, né? Sobre esses problemas aqui que eles se repetem, né? Poluição, e é claro que a gente tem aí os perrengues, né? E e essa questão aí da gente eh que é desanimador, né? E realmente é guys, é as vezes a gente olha pro pro mundo daí e fala, não há solução, né? Não tem solução, a gente não consegue resolver, mas aí a gente vai se engajando como comunidade, a gente vai aprendendo que na verdade tem solução, mas tem que começar pela gente, né? Então se cada um fizer o que a gente, né? Começar a fazer, já ajuda muito, né? Então a gente teve aí a contribuição da Sara também, aqui a gente teve mais contribuição com imagens, né? Que foi a nossa segunda atividade aí, a gente fez aqui, então eh a gente teve fotos, né? De lixo, né? Irregular na cidade, né? Então isso aqui foi no centro, né? Então é comum, né? Ver essa... tem uma circulação de pessoas, andarilhos e pessoas que reviram lixo, né. São outros problemas, né? As pessoas que catam e que coletam recicláveis, né? Acabam, né? Fazendo esse tipo de coisa, né? Onde as pessoas jogam. Então, né? Pra vocês verem que horror, né? Essas coisas na rua. Realmente tem muito. There is plenty of rubbish on the streets.

So guys, primeira parte da discussão que eu queria trazer pra gente hoje é: What can we do together? Então a gente sabe que existem problemas, a gente sabe que eles nos afetam e nós sabemos que por mais que nós temos responsabilidade, a prefeitura tem, a comunidade tem, muita gente não faz né? E como nós podemos agir, então? How can we act? What do you think? Agora eu gostaria muito de ouvir vocês então.... E como vocês acham que a gente pode agir então? Quais são ações possíveis? Talvez não muito extraordinárias, né? A gente não precisa, né? Ir pras ruas assim de imediato com bandeiras, né? Mas o que a gente pode começar por exemplo hoje? Ou como a gente pode agir usando a língua inglesa? Que que vocês acham de algumas ações? Podem abrir o microfone, usar aí no nosso chat também. Adoraria ouvir de vocês, Que que a gente pode tá fazendo pra conscientizar, mas não só conscientizar também, né? Fazendo como, né? A gente viu lá no no fórum, né, fazer disso regra, né? Não simplesmente uma coisa episódica, né? Any ideas? Alguma ideia do que a gente pode fazer?

You can open your mics OK? Podem abrir o o microfone....Don't be shy. No problems Gabriel ,just in time...Chegou bem na hora da nossa discussão. Né? No ideas right, Sara? It is difficult to think....Difícil pensar assim de imediato, né. Como alunos, né? Vamos pensar, a gente tá num curso de língua inglesa, certo? Vocês tão aí no curso de inglês com teacher Marlene e comigo. Como o inglês é importante nessa parte? Vocês conhecem algumas pessoas que começaram lá atrás bem pequeno ou usando essa língua, né? Como é que elas usaram essa língua? Campanha, mutirão. Hm-huh legal, Rafa. Bacana. Uh-huh. These are possible solutions, absolutely. Né? São maneiras bem legais aí. Uh-huh. E nós por sermos jovens, né? Ah, muitas pessoas acabam achando que né? Não existe mais, né? A juventude está perdida, por exemplo, e quando eles veem as pessoas fazendo isso, né? Pessoas jovens como vocês assim, isso dá uma esperança pra eles também, né? Então, isso é legal, é legal que vocês se engajem também, né? Então, realmente uma ação em conjunto, é muito muito importante, né? Super importante. Eu trouxe alguns exemplos também do que a gente pode fazer, claro, né? Eu não ia deixar a gente sem exemplos e exemplos concretos que, né?.... eu já tomei parte, por exemplo, né? Na minha vida aí. Então deixa eu mostrar pra vocês. Então aqui a gente tem primeira coisa, a gente tem uma notícia, né? Aqui de Londrina mesmo, da região, né? Da Escola Municipal Maestro Andrea Nuzzi, né...os alunos eles participaram de uma ação em prol do meio ambiente, né? Então, aqui a gente tem, né? Students from a school in Londrina..... alguém gostaria de ler pra gente, algum voluntário?

You can open your mics, pode abrir o microfone e ler pra gente se vocês quiserem. Não? Anyone? Ninguém? OK eu leio pra nós então. Students from a school in Londrina took

part in a project that aimed to plant trees in a valley bottom. Então a gente falou bastante sobre fundo de vale, né? E esses alunos eles plantaram árvores no fundo de vale né? Então actions like this one show us that we can act locally. Então nós podemos agir localmente, to change our reality and help the environment né? Então, é algo bem local, vou até abrir aqui a notícia pra vocês verem, né? No blogue de Londrina, né? Pela Prefeitura, né. E aqui é bem legal, eu vou postar depois pra gente fazer pra vocês lerem na íntegra, OK? E é bem legal aí a ação que eles fizeram, foi no ano de ahm dois mil e dezenove, né? Não tão longe de onde a gente tá, né? Vocês veem, né? Aluninhos pequenos fazendo ação aí que pode contribuir muito pro nosso município, né? Pra nossa região, né? Então, a gente tem esse poder, né? A gente só precisa de incentivo e de

apoio, né? Todos nós precisamos de apoio, né? Pra continuar lutando aí, né? E eu também trouxe aqui um exemplo, né? Pensando no nosso futuro, então os alunos do segundo ano de Letras Inglês da UEL, né? Daqui da Universidade Estadual de Londrina, nós fizemos vários vídeos em língua inglesa, né? Tentando trazer informação pra população, tanto de Londrina quanto da região, né? E quanto do mundo, né? Então, quando eu falo pra vocês que a gente usa a língua inglesa. Qual é, qual é o diferencial da gente usar em inglês e não português? Como é que a gente, quais são os benefícios talvez da gente usar uma língua ou a outra? Que que vocês acham? Comentem aí no chat ou abram o microfone.

Uh-huh. Absolutely, Sara. We have a bigger reach. Absolutely, because, as you remember, né? Como vocês se lembram, English is a língua franca, né? Inglês é uma língua franca, ou seja, ela está em vários lugares, né? Vocês lembram eh vocês lembram da.... acho que vocês conhecem a Greta Thunberg, né? Que ela é uma das principais ativistas do clima, né? Da Suécia, ela começou, eu não sei se vocês lembram, mas ela começou com uma imagem, com um pôster em sueco, né? Deixa eu colocar aqui,

E ela começou com esse post, né? Que lia, né? School strike for climatics em sueco e em inglês seria school strikes for climate, né? Então ela começou com esse em sueco, só que não teve um impacto muito grande, né? A gente.... ela não conseguiu alcançar muitas coisas, foi quando ela mudou esse tema, né? Essa língua dela pra uma língua mais global que era a língua inglesa, né? Que é strike for climate, né? Então, o inglês ele tem esse, esse, essa possibilidade de alcançar mais pessoas no mundo, né? E é por isso que a gente tá aqui né? Numa aula de língua inglesa, porque pelo inglês....pensa em português, né? A gente colocaria o português aí no caso, alcançaria o quê? Países que falam português, né? O Brasil, né? Cabo Verde, Portugal....

Mas se a gente colocar em inglês, né, se a gente trabalhar em cima da língua inglesa, nós conseguimos atingir um público muito muito maior, né, então, é isso que a gente vai tá desenvolvendo juntos também, OK? Então, vamos dar uma olhadinha.

**Prof. Marlene:** Bruno!

**Prof. Bruno:** Yes, Marlene!

**Prof. Marlene:** Posso contribuir bem brevemente?

**Prof. Bruno:** Sure, com certeza.

**Prof. Marlene:** É essa questão que cê tá dizendo às vezes nós vemos por exemplo, cês já devem ter observado em telejornal quando tá passando uma uma manifestação, uma greve, às vezes é num país asiático, é num país....Não sei, qualquer tipo de país e tem vários cartazes no meio da da língua materna daquele lugar escritos em inglês, né? Eles querem colocar aquela manifestação, suas reivindicações pra um mundo, né? Não só pra aquela comunidade ali, né? Isso é uma das coisas que eu queria dizer. Uma outra coisa, Bruno, que você talvez não saiba, eu não sei se os se os alunos tão lembrando, e aí eles vão poder falar também se eles já conhecem.

Nós temos um campus que tá sendo construído e que a gente.... e que nós vamos nos ver lá, nós vamos nos encontrar lá o ano que vem com a graça de Deus e que tudo dê certo, né? Tá programado pra esse campus novo, ele está pronto em abril. Este campus, ele tem um fundo de de vale, ele termina em um fundo de vale se eu não me engano. Eu tô enganada gente? Alguém é da região? Conhece lá? Se eu não me engano ele termina o terreno do campus termina num fundo de vale e eu sei que tem umas árvores lá no fundo. Eu não tenho certeza se é fundo de vale. Moro perto. Fala aí Sara abre o microfone fala. Fala gente. E as últimas vezes que eu estive lá....assim eu vi que é um bairro que talvez precise ser pensado alguma coisa nessa estrutura, nessa questão de lixo, de meio ambiente. Seria maravilhoso se nós fizéssemos alguma coisa contribuísse pro campus novo, gente. A gente une a aula de inglês, os nossos textos, o que nós vamos fazer com o campus novo, talvez a gente até vá lá, a gente combine de ir lá, de visitar, como é aberto, a gente tá de máscara, sei lá, eu converso com o pessoal da comissão da covid pra ver se é possível, a gente pode fazer, gente, que o Bruno tá dizendo pra vocês, é que a gente tem um mundo de possibilidades, certo? Só que aí

nós temos que escolher qual possibilidade, no que que nós vamos querer nos engajar? Que que cês acham dessa ideia? Fala aí pessoal...

**Prof. Bruno:** Perfeito....soltem a voz pessoal, speak up.

**Prof. Marlene:** Abre o microfone gente, cês sempre fazem isso, vamos lá. Os professores falam assim, ah esses alunos não falam, eu digo, fala sim, na aula de inglês eles falam, mostra.....

**Prof. Bruno:** É, você se mutou, Marlene, teacher Marlene, você acabou se mutando no final.

**Prof. Marlene:** Desculpa, eu só tava incentivando gente, abre o microfone e diz, já que nós temos que estudar, que nós vamos produzir coisas em inglês, nós vamos estudar, vamos aliar isso a uma ação inteligente, legal, que contribua. Certo? Daí diga aí gente o que vocês acham? Que que a gente pode fazer? Quem é que conhece o bairro lá? Como é que é o entorno? Fala aí pra nós.

**Prof. Bruno:** É a Rafa também falou, né? Ela falou que tá próximo ao lago, né? Então dá pra fazer algo também no lago, né? Muito bacana. Hm-huh.

**Prof. Marlene:** O lago que tem lá como é que chama gente? Lá é cabrinha, eu não sei o nome do lago que tem lá.

**Prof. Bruno:** Lago Norte. Lago Norte. Então já é um escopo bem legal e realmente quanto mais localizado pessoal, né? Mais a gente consegue se encontrar, a gente consegue se ver, né? Porque se a gente for falar, por exemplo, das queimadas lá na Califórnia, né? Que aconteceu agora no verão do hemisfério norte, não soa muito pessoal, né? Porque pra gente, né? Pra gente que realmente vai nos afetar no período curto, né? In the short run, vai ser isso que a gente tá fazendo aqui em Londrina, né. Quanto mais a gente contribuir com o meio ambiente aqui, melhor se torna pro mundo também, né? Então, a gente tem que começar a agir localmente, né? Mas isso é legal ter teacher Marlene, muito bacana, né? Eu não conhecia muito, né? Eu não sabia do campus aí do né? Esse campus novo, mas é uma proposta bem legal, né? Vocês não querem falar nada pessoal, vocês concordam, tem alguma outra ideia, podem abrir os mics.

**Aluna 1:** eu gosto muito da ideia, eu acho que isso é legal a gente fazer isso, e dava pra gente fazer alguma ação pra ir retirar o lixo lá não só atrás do campus também mas por uma faixa mais extensa do fundo de vale.

**Prof. Bruno:** Perfect Rafa, that is it, concordo contigo.

**Prof. Marlene:** Mais alguma ideia gente? Manda ver aí. Não esconda a sua ideia brilhante.

**Prof. Bruno:** True! OK fazer umas conscientização. Hm-huh Perfect, Gabriel, absolutely, tá? A gente pode ser português e inglês, né? Tanto pra atingir a população local quanto global, né? A gente pode ter vários cartazes como a teacher Marlene falou, né? Ter tanto a língua materna quanto a língua estrangeira, né? Né? Porque a gente a gente, né? Pode usar as duas aí num contraste. Bacana. Very Nice. Alguém mais?

**Prof. Marlene:** É...Gabriel, talvez antes da gente ir pra lá a gente consiga fazer uma pesquisa pra ver quais são as necessidades lá em relação ao meio ambiente. Então ir lá dar uma olhada, ver se tem fundo de vale, vê se tem lixo, vê se tem, entendeu? Talvez a gente faça uma visita prática, é claro que eu vou ter que consultar a comissão da covid, né? E eu não tenho como levar vocês, mas a gente combinar num lugar pra ir lá, eu gostaria até de seria muito interessante vê-los, apesar do distanciamento que é necessário. Pra gente ir lá e e perguntar, por exemplo, pro Sérgio, que é administrador geral, se precisa de árvore, se tem algum planejamento, né? Pra esse tipo de coisa, como é que se pensa lá o fundo da propriedade, pra gente olhar o lago, pra gente dar uma olhada no bairro como funciona a questão do lixo, talvez a gente possa até falar com os moradores ali do entorno pra ver se tem coleta seletiva, como é que funciona, se tem locais que as pessoas jogam lixo, tem um milhão de coisas pra ser é escolher, tá? É escolher.

**Prof. Bruno:** Sim, e a Rafa ainda colocou ali, né? A gente vai chegar nisso também Rafa, né? Criar um Instagram pra divulgar isso, né? Isso é legal, né? A gente vai falar sobre divulgação também, né. Porque né? Talvez eh só ir lá, talvez não impacte muito, né? Mas isso se a gente tiver fotos, se a gente tiver mais, se a gente tiver cartazes online também, né? Isso é muito bacana, né? Muito muito legal, perfeito guys, very good.

Alguma contribuição mais que alguém gostaria de dar aí, não? OK Então se quiserem em qualquer momento OK podem abrir o microfone para nos dizer OK? Então, guys, como a gente tava conversando, né? Também.... o que já foi feito, né? O que já, né? Uma das possibilidades também que já aconteceu aqui, é uma ação, né? Em língua inglesa que já aconteceu com os alunos da UEL, né de letras-inglês, né? Então o o o material foi feito em inglês, né? Então eu vou mostrar pra vocês só um pedacinho pra vocês verem como é legal, como é interessante, como né? Pode ser impactante, né, na nossas vozes, né? Se ecoarem aí pra que essas pessoas do mundo todo nos ouçam, né? E consigam nos, nos ajudar, né? Também, né? Saber do nosso problema e também conscientizar pessoas mais próximas da gente, né? Eu só vou mostrar pra vocês dois minutinhos aqui...

Deixa eu ver, se eu consigo, porque aqui no meet... deixa eu ver aqui, all right...good. Então vou mostrar pra vocês um pedacinho sobre a poluição do lago igapó, aqui de Londrina e foi feito pelos alunos da UEL o segundo ano de letras, OK? Deem uma olhadinha, bem rapidinho.

**Video:** The Igapó lake was set up in the fifties in the city of Londrina - Paraná - Brazil. It has been since very important for our city, both as a climate regulator in the summer and as a place for leisure. At the time of its inauguration, however, the region was not urbanized and the lake wasn't used for this leisure purposes such as jogging, practicing sports and so on. As we can see the region was far from being the postcard like image people sick when visiting the place. By the seventies lake 1 was already full of pollution. Leather treatment waste, garbage, Agriculture contamination, trucks passing by and so on...Trying to improve citizens life quality....

**Prof. Bruno:** See? Né? Então essa foi uma das ações. Eu vou postar pra depois pra vocês verem. Tem vários vídeos bem legais tanto de problemas locais quanto problemas globais que os alunos trabalharam na UEL né? Tentando conscientizar a população, né? Esses vídeos também foram apresentados na UEL, num evento que a gente teve, né? No EPEA , né? Em dois mil e dezenove e assim, foi superbacana. Então assim, né? Vocês veem como abrangência pode ser feita, como a gente pode fazer pequenas ações, né? Que podem transformar, né? Várias coisas aí que a gente pode, né? Trabalhando juntos, né. Então, né? Vocês podem aí, a gente vai tá trabalhando juntos, né? E como a Rafa falou, né? Criar um Instagram, por exemplo, né? Entra aí o nosso aspecto de como a gente pode compartilhar essa informação com o mundo, né? Então aqui, né? Eu trouxe, por exemplo, alguns exemplos de post no Instagram, né? De pessoas, de brasileiros aqui de Londrina mesmo da região, né? Que postam esse tipo de assunto, né? Em inglês, né? Então, cês podem ver aqui ó: Is this your legacy, né? O seu legado, né? Dead Animals or things we can do to helpe the environment. Todos esses alunos brasileiros como vocês, né? Pessoas daqui do Paraná, né? Conterrâneos nossos fazendo essas ações. Que impactam a vida de muitos, né? Às vezes acha que não, mas realmente impacta, né? Imagina que trabalho lindo que vai ficar, né? Tenho certeza que a gente vai ver um trabalho maravilhoso, ajudando aí, localmente, né? O campus do IF, né? E talvez até mais longe, né? Ajudando os Fundos de Vale, trazendo a atenção da Prefeitura pra esses problemas, né? Mostrando que a gente se importa, né? Por que a gente se importa, a gente só precisa de apoio e de uma comunidade forte pra continuar sempre, né? Nos motivando, né? A agir, né? Porque sem comunidade a gente sozinho se sente bem desamparado mesmo, né.

Então assim, a gente tem a possibilidade muito grande, né? De fazer mudanças, né? Então guys, além do Instagram, né? A gente pode tanto escolher os problemas que a gente vai, né? Address, né? Que a gente vai adereçar aí, mas também a forma como a gente vai, né? Transformar e passar isso pras pessoas, né? Como a Rafa mencionou, né? O Instagram é uma forma legal, né? E eu acho que essa turma teacher Marlene que já trabalhou com o Instagram ou é outra turma?

**Prof. Marlene:** Comigo não Bruno. Não sei se talvez com outro professor eles tenham feito algum trabalho.

**Prof. Bruno:** Perfeito. Vocês já trabalharam com Instagram? Em alguma ano aí com algum professor? Já fizeram alguma proposta no Instagram?

**Aluna 1:** Sim, ano passado em projetos dois...é, eram vários grupos, né? E aí o meu grupo eu, Ana Júlia, a Maria Júlia, a Maria Luiza e a Camila, a gente fez o Instagram sobre conscientização também ambiental e tudo mais, como no campus.

**Prof. Bruno:** Perfect. Very good Maria. Compartilha aí o Instagram pra gente, né? Que a gente já segue, né? Pra dar o apoio aí pra gente ver, né? O que vocês fizeram também o que vocês fizeram ano passado. Muito bacana, legal que o tema também tá vinculado ao que a gente tá fazendo, né? Perfeito. Então, além do Instagram, porque nem todo mundo tem essa, né? Essa facilidade com o Instagram, vocês tem outras mídias, outros textos, outras formas que vocês acham legais? Por exemplo, a gente já teve hoje cartazes, né? Instagram, o que mais a gente, como como a gente pode transmitir esse conhecimento, essa motivação pras pessoas, que mídias, que textos a gente pode usar? Que que vocês acham? Tem muita gente que gosta de TikTok, muita gente gosta de outras mídias, né? O que que vocês pessoalmente, vocês tem facilidade, ou acham que vão impactar mais pessoas. A gente pode fazer uma seleção aí de três formas, né? E trabalhar nelas juntos quando a gente decidir o que a gente vai, né? Trabalhar juntos com....Que que vocês acham? Que mais vocês usam? O Instagram mesmo? Podem abrir o microfone, escrever no chat o que vocês acham? Acho que o Facebook eu não sei, eu não sei se alguém aqui acha que o Facebook seria uma boa opção, né? A gente tem que conversar sobre isso. O que que vocês acham?

**Prof. Bruno:** Uh hum. O forte? Aham. Twitter? Uh-huh. Legal Sara. No Insta, eu também uso bastante o Instagram. Eu também uso bastante, mas aí tem o Twitter também, né? Que a Sara usa bastante, né? O Twitter também é bem abrangente, né? Tanto que, né? Pessoal mais, né pessoal? Né? Pessoal

anglófono que fala inglês nos países lá, eles usam bastante inglês, principalmente americanos, né? Norte-americanos. Hm-huh. Perfeito. Hm-huh. Legal Rafa, perfeito. Maravilhoso.

Então, né? Eu não sei se alguém mais gostaria de trabalhar com Twitter, alguém mais tem alguma facilidade ou a gente foca no Instagram mesmo? Que que vocês acham?

Mas a gente tem bastante pessoa, vamos lá pessoal. Deêm a sua opinião, igual a teacher Marlene falou, vocês tem ideias brilhantes, só precisam colocar aí pra gente discutir. Vamos focar no Instagram então mesmo, porque..... pelo menos a maioria que falou por enquanto tem mais.... Tem mais foto? É claro que a Rafa também pode, a a Sara, né? Pode também usar um o Twitter. Uh-huh, OK Maria, foco no Instagram é uma boa. Perfeito, né? Eu também tenho mais facilidade com o Instagram, muita gente funciona, trabalha aí com o Instagram post, né. Perfeito, né? Se todo mundo tiver de acordo, né? Se vocês tiverem outras ideias também depois, só mandar uma mensagem, que eu sempre deixo meu WhatsApp nos nossos assíncronos, só me mandar aí uma ideia que vocês tiverem, OK? Então, vamos focar no Instagram por enquanto, né?

Então, a gente já tem aí um possível escopo, né? Pra trabalhar juntos, né? Que seria aí o campus do IF né? E esse fundo de vale, provavelmente o Lago Norte, né? Daqui de Londrina e o Instagram, né? Então guys, a gente vai começar então na próxima aula, então já verificar isso, né? Eu já vou conversar com a Teacher Marlene também pra gente providenciar essas questões aí de ir lá, né? Eu acho que seria legal também ver vocês, eu acho que o contato físico é muito importante e pra gente ver o que pode ser feito, né? Pra gente começar aí esse trabalho aí, né? Usando o Instagram.

**Prof. Marlene:** O contato visual, né Bruno?

**Prof. Bruno:** Isso, é verdade. Infelizmente ainda não, né? Um contato mais visual, né? Porque pelo menos, mesmo aqui, né? A gente se vê, mas não se vê, né? É complicado, né? É o visual de verdade, né? Very good. Então guys, legal, muito bacana, acho que vai ser super assim interessante esse trabalho e adorei as contribuições de novo, né? Mais uma vez adorei. A nossa aula assíncrona,

OK? Ela vai tá enfatizada aí, eu vou postar algumas coisas pra vocês verem aí notícias, né? De como nós alunos, né? Como nós jovens podemos agir no meio ambiente, né? Pra motivar vocês também pra vocês verem que outras pessoas também já fizeram o que a gente vai fazer e aí a gente pode ir conversando, né? Eu e a Teacher Marlene nós vamos conversar e aí a gente, né? Deixa vocês saberem na quarta ou na segunda, OK?

**Prof. Marlene:** Pessoal, eh diz pra mim eh.... levante a mão quem já preencheu a autorização lá pra o Bruno.... Sara Elis, Giovana Gabriel, Natália, Gabriel Girotti, Fernanda, é eu gostaria de reforçar o pedido, tá? Vocês que não não não preencheram ainda gostaria de reforçar o pedido tá? Não é obrigatório mas se vocês puderem fazer esse favor vai ajudar muito a pesquisa do Bruno. Está bom? E o Bruno está colaborando com a gente aqui né indo falar desse tema tão interessante então eu acho que não custa a gente colaborar também com a pesquisa dele e preencher lá o formulário eh....de autorização, dando autorização pra ele usar os dados tá? Lá tá tudo explicado direitinho, mas basicamente ele usar os dados eh eh.... por exemplo, talvez na pesquisa dele ele tenha que dizer que..... no segundo dia da reunião foi sugerido por três alunos o uso do Instagram, então pra poder dizer isso na pesquisa dele isso está escrito aqui ó vocês sugeriram de forma escrita de forma falada então ele tem que ter autorização de vocês está bom? Então é interessante vocês eh eh.... quem não preencheu lá preenche ainda Quem não tem dezoito anos ainda pede, né? Pro pai preencher. Está tudo certinho lá, tá? Então eu reforço essa colaboração mais uma vez.

**Prof. Bruno:** Perfeito, muito obrigado teacher Marlene.

**Prof. Marlene:** Tem mais alguma coisa pra hoje Bruno?

**Prof. Bruno:** Então por hoje é só, né? Acho que a gente já debateu um pouquinho sobre as possibilidades de que a gente pode fazer, mas acho que o Instagram já ganhou, né? Então, a gente vai ficar no Instagram, né? Mas pessoal, alguma consideração a mais, né? A gente teve aí algumas contribuições no nosso fórum, né? Vocês queriam falar mais alguma coisa, alguma ideia mais

que ficou aí na cabeça de vocês podem falar....Não? Nenhuma contribuição a mais? Então é isso por hoje, né? A gente vai, eu vou postar aula assíncrona pra gente fazer e aí semana que vem a gente começa com hands on né? A gente já vai começar aí preparando tudo pra gente realmente ir lá, né? E fazer e não só discutir né? Colocar a mão na massa, né? Pra gente trabalhar juntos, OK? Thank you so much!

**Prof. Marlene:** Certo, então, brigada, pessoal.

**Prof. Bruno:** Thank you guys!

**Prof. Marlene:** Coloca o presente lá na, lista, tá? Daí por hoje é isso, semana que vem a gente se vê já pra executar o...começar a executar o projeto.

**Prof. Bruno:** Perfection! Bye Bye guys have a good week.

### **SYNCHRONOUS LESSON 3**

**Prof. Bruno:** Hello Ana, everything ok? Tudo certo?

**Prof. Marlene:** Bruno, I think you can start....

**Prof. Bruno:** OK Marlene

**Prof. Marlene:** We are recording....

**Prof. Bruno:** Uhum Perfect! Very Good, so let's get started then guys... Vamos começar então, I would like to talk about the asynchronous....o assíncrono que a gente fez na última aula, faz um tempinho que a gente não tem aula síncrona, então a gente teve bastante atividade assíncrona, né? Compartilhar aqui com vocês. Just a minute. So you can see my screen. Can you see my screen over there? Yes, conseguem ver aí?

**Prof. Marlene:** Yes.

**Prof. Bruno:** Good, very good! So guys, we had the asynchronous lesson number 3, Né? Onde a gente falou um pouquinho sobre a greta, né? A Greta Thunberg que é uma ativista aí da Suécia, né? She is a swedish activist.... Aí a gente falou um pouquinho sobre a poluição do lago Igapó e a aula assíncrona foi sobre essa questão, né? Essa questão aí de a gente falar sobre a questão da greta, né? E se a gente veio a seguir o né? O exemplo dela, né? E o que foi feito

no Andrea Nuzzi aqui de Londrina, né? Achei bem legal a colaboração de vocês...It was very nice!

Alguns pontos importantes também como, né? Questões socioeconômicas, né? E de prestígio, né? Como a questão da greta, né? Achei bem legal essa colocação, né? E também adorei aí as contribuições demais, que nós podemos agir juntos, né? Então, achei bem legal. Foi bem bacana. Vocês tiveram alguma dúvida, algum problema aqui com a aula síncrona três? Foi tudo tranquilo? Algum arquivo que vocês não conseguiram abrir? Tudo certo? Beleza então, perfeito.

E a gente teve a nossa Assynchronous lesson number 4, que foi a última que nós fizemos onde a gente viu, 'English speaks louder' Né? Então, a voz, né? Usando a língua inglesa aí, a diferença, né? De usar inglês e português juntos, né? E a gente teve um exemplo aqui da da Sâmela, né? A Sâmela Saterê Mawé, eu sempre tenho problema de pronunciar o sobrenome dela, da tribo dela, né? Ela é uma ativista, né? Indígena dos povos originários e protetora do meio ambiente, né? Achei legal trazer esse contraste também com ativistas brasileiros, por que é interessante dar visibilidade também a essa, né? Aos nossos ativistas, né? E a Sâmela ela é sempre bem ativa, né? OK? Então, aí gente teve o forms, né? Depois de conhecer um pouquinho o trabalho da Sâmela.

E aqui no forms a gente teve perguntas sobre, né? O post de Instagram dela, né? As características, né? Do Instagram, o post né? O propósito dele, a audiência, yes? E alguns responderam, mas ainda tem um número pequeno de respostas, então se vocês puderem façam lá ok? É bem legal ver a história e a trajetória da Sâmela, tem o Instagram dela, vocês podem seguir, ela tá sempre lutando, colocando questões, né? De desmatamento, né? E e de garimpo ilegal, né? Illegal Mining....

Vão lá ver e ela posta de inglês também, né? Então, é bem legal, OK? Tiveram problema com a aula assíncrona quatro? Tá tudo tranquilo? Se tiverem pode perguntar aqui que eu já..... a gente já resolve juntos aqui. Ok? No problems? All right, very good!

Então guys, como a gente já conversou bastante sobre isso, né? A gente falou sobre ativismo, a gente vai começar a entrar então antes da gente ir lá efetivamente, né? Se tudo der certo, né? Da gente ir lá no fundo de vale lá no campus, né? Vai ser uma coisa bacana, mas por enquanto a gente vai focar um

pouquinho em como fazer um ótimo posterzinho de Instagram pra atrair quanto mais pessoas, né? Porque quanto mais melhor, né? Nós precisamos de visualização e engajamento, né? Quando o tema é ativismo, né? Especialmente ativismo ambiental, OK?

**Prof. Marlene:** Ô Bruno....Vamos falar só um pouquinho sobre a visita.

**Prof. Bruno:** Of course, Marlene

**Prof. Marlene:** Tá? Pra ver se eles tem alguma ideia. O que que tá acontecendo... eu tô pedindo autorização para o coordenador, professor Marestone, pra ele entrar em contato com a comissão covid pra ver se a gente pode fazer, né? Eh eh e como que teria que ser, enfim pra eles nos instruírem pra gente tá totalmente dentro dos parâmetros que estão sendo estabelecidos, né? Nós estamos com algumas atividades presenciais sendo planejadas né? E aí a gente tem que ver todos os detalhes, enfim, essa é uma das que eu propus, tá? Essa visita. Então, eu queria ver com vocês assim ó, que que eu disse pra ele? Eu disse assim: Olha, professor, eu acho que nem todos os estudantes conseguem porque eu sei que tem gente que está em casa e que é longe de Londrina. Talvez alguns não consigam comparecer por conta disso, né? E outro problema que nós temos, é que nós não conseguimos, por exemplo, um transporte pra levar todo mundo pra lá. Então, cada um tem que chegar lá por seus meios. Tá? Isso funcionaria assim. E aí lá nós faríamos um roteiro de como seria essa visita. Eu conversei com a professora Juliana Casagrande, que ela é..... pra nós no Instituto ela é servidora mas ela acabou de terminar um mestrado em meio ambiente no curso de geografia da UEL e aí ela se propôs a ir junto porque eu acho que o olhar do profissional de né? Da área talvez é...tem assim conteúdos de meio ambiente que talvez nós das linguagens não alcancemos e ela possa nos ajudar nisso. E ela ficou superfeliz se propôs em ir junto.

Então o que seria essa nossa visita? Bruno, veja se você imagina alguma coisa além disso. Eu pensei em pedir autorização pra gente dar uma olhadinha no prédio já que a gente está lá. A gente mata a nossa curiosidade eh... sobre o prédio novo se for possível e aí a gente vai caminhar talvez em grupos lá pelo entorno, tirar fotos, ver essa questão ambiental lá do entorno, aí a gente planeja como seria isso e depois a gente podia fazer um lanche juntos, talvez não sei, lá tem bastante área verde, talvez embaixo duma árvore lá no piquenique, alguma coisa assim eh que a gente pudesse partilhar aí um lanche, cada um levar

alguma coisa, mas tudo isso eu vou perguntar pra comissão da covid pra ver né? O que que eles dizem pra gente, questão de máscara, álcool gel, comportamento, aglomeração o que que a gente pode e não pode fazer. Tá? Então eu queria saber de vocês também né? Estou explicando isso em que fase a gente está. Eh....porque na reunião anterior a gente viu que seria interessante a gente começar a pensar nas questões ambientais lá né? E a professora Juliana ela também ficou super empolgada, porque depois dá pra continuar o trabalho com mesmo com outras turmas ou com curso de ciências biológicas no noturno, enfim. Eh.... o que que vocês acham? Tá? Eu quero saber o que que vocês acham? Então essa seria uma atividade presencial eh... da disciplina de língua inglesa. Que que vocês acham? Digam aí.

**Prof. Bruno:** É a Bianca falou interessante, o Bruno também.... eu achei muito muito bacana superlegal, a gente já pode ir pensando no nosso post, né? No Instagram, né? E aí a gente vai tá em contato lá, perfeito. E adorei também que essa profissional, né? Essa professora vai tá acompanhando a gente. Bem legal essa disponibilidade

**Prof. Marlene:** Cê vai adorar, cê vai adorar a Jú, que ela é muito legal. Que bacana. Deixa eu ver quem está chegando, deixa eu permitir. Então vamos ver ó, dos que estão aqui. Levantem a mão quem poderia ir....Levante a mão aí pra gente ter uma noção. Quem poderia ir? Porque nós precisamos de um grupo, né? Não pode ser tão pequeno também. Ah que legal. Hm-huh. Rebeca, Ana Júlia, Lavínia, Fernanda, Maria Luiza estariam fora de Londrina? Tá, Rebeca, nós estamos perguntando, você que chegou agora eh se ahm ahm....nós formos fazer aquele trabalho de campo lá no campus novo quem poderia ir? Quem se disporia a profe pediu pra levantar a mão? Porque eu sei que tem gente que está fora de Londrina né? E aí não vai vir pra Londrina só pra fazer isso.

Quando a gente ainda não tem. Eu vou eu vou.... se for autorizado eu vou passar pra vocês aqui na aula o quando. Vou pedir autorização, por exemplo, pra ser no horário do curso de vocês pra não atrapalhar outras atividades que vocês teriam eh..... e por exemplo na segunda-feira vocês tem outras aulas de manhã? Que outras aulas que vocês teriam na segunda-feira?

**Aluno 1:** Apenas bioquímica.

**Prof. Marlene:** Quem é o professor? O Omar. Então, talvez eu pudesse falar com o Omar pra gente se encontrar lá ou mesmo convidá-lo pra atividade ou

pedir só pra vocês serem dispensados desse dia pra poder participar. Então assim, podem baixar mão as pessoas aí, muito legal contar com vocês, tá? Eu quero poder contar com até mais gente, porque eu também tô curiosa pra ver vocês, gente. Vocês podem lembrar de mim talvez do campus de ter me visto, mas eu eu lembro assim bem vagamente de algumas pessoas. Eu gostaria muito de vê-los, de conhecê-los pessoalmente mesmo que de máscara quando tem o presencial é diferente né? E aí a gente faria algum tipo de confraternização também, enfim. Bom, eh eu passo os detalhes pra vocês tá? Eu passo aí pra frente aí como é que vai ser. Então agora o Bruno continua com a aula dele. É só pra vocês ficarem assim cientes de que a profe está pedindo autorização pra essas coisas. Agora eu vou falar com o professor Omar também. OK?

**Prof. Bruno:** Perfeito Marlene. Thank you so much. Ótimo, isso é ótimo ver todos e né? Estar lá, eu acho que estar presente, né? É algo que modifica muito a nossa visão, né? A nossa atuação mesmo, né? Porque falar, né? Discutir, às vezes fica muito no mundo das ideias, se a gente tiver lá, a gente realmente sente essa necessidade, né? Então, vai ser muito show, né? Então, a gente conta com todos, né? Aqui quem puder estar lá com a gente, né? Conseguir chegar lá, estiver em Londrina, né? E na região, a gente vai ficar muito feliz de ver todos vocês

Good Guys, perfeito. Então, né? Como a gente estava conversando, deixa eu apresentar de novo aqui, OK? Então, a gente só terminou de falar um pouquinho sobre a asynchronous lesson number 4 né? Onde a gente estava falando sobre a importância da língua inglesa ah e como, né? A gente teve, nós ainda tivemos poucas respostas no forms, né? Na lesson 4. Já pra instigar algum pensamento de vocês aí eh quem não viu né? Ainda o post da Sam Saterê-Maué, né? Indígena brasileira, eh eu gostaria de discutir com vocês o que que vocês acharam do post dela, se vocês acham que está completo, o que vocês podem notar que é atrativo, que chama atenção das pessoas, né? Está no forms também, né? Mas vamos pensar um pouquinho juntos aqui, né? Vocês conseguem ver aí, mas também tá no nosso Google Classroom, OK?

Então que vocês acharam aí do post da Sam, vocês acharam que ficou completo? Vocês tiveram a oportunidade de assistir o vídeo? Onde ela fala sobre o propósito do do post? Fala aí pra gente no..... ainda não Bianca? OK!

Então vamos dar uma assistidinha então, vamos assistir é bem rapidinho, só dois minutinhos acho no máximo se for menos que isso....OK? Só pra gente ver então o que que ela tá falando, OK? So, the video is in Portuguese, she speaks Portuguese. But she has subtitles in english, Né? Ela tem as legendas em inglês, OK? So let's have a look. Dá uma olhadinha aí então. Aqui vamos então..... vamos ver aqui a Sâmela. OK. Conseguem ver aí o Instagram?

**Bruno:** Sim.

**Prof. Bruno:** É? Good! Thank you Bruno. So let's watch! Vamos assistir a Sâmela então.

**Vídeo:** Olá, eu sou a Sâmela Sateré-Mawé, sou indígena do povo Sateré-Mawé daqui de Manaus do Amazonas, e hoje eu vim passar uma mensagem pra você. Durante a COP vinte e seis é necessário que os líderes globais levem em consideração os defensores da natureza e defensores do meio ambiente. Que consequentemente são os povos indígenas. E a evidência é clara. A crise climática está intensificando a violência contra os defensores do meio ambiente e consequentemente contra os povos indígenas. Trinta por cento das pessoas assassinadas segundo o último relatório anual da Global Witness são indígenas que já somos cinco por cento da população mundial. Além disso cinco de sete assassinados foram povos indígenas, entre dois mil e vinte que já soma setenta por cento e esse setenta por cento eles foram assassinados quando estavam defendendo seu território de atividades como agronegócio, mineração, garimpo e desmatamento. Sendo assim, eu gostaria que os líderes mundiais levassem em consideração e colocassem em prioridade as questões dos defensores da natureza em relação aos poluidores na COP vinte e seis. Por favor, assinem e compartilhem o pedido da Global Witness.

**Prof. Bruno:** OK? All right? Bem legal, bem rapidinho, né? O vídeo da Sam. O que que o que que vocês acharam então? Qual que é....o que que ela tá tentando fazer? Ela tá usando duas línguas, right? She is using two languages.... tanto a greta como a Sam, o inglês não é a língua materna delas, né? Da Greta é o sueco, né? Swedish language. E da Sam provavelmente português ou a língua indígena, não tenho certeza qual é o idioma materno dela, mas provavelmente é uma língua indígena e o português, a segunda língua dela também. É, então...o que que a Sam tá querendo com esse post? Vocês acham que ela alcançou o objetivo dela? O que primeiramente é, qual o objetivo dela com esse post? Que

que vocês acham? Fala pra gente aí no chat, abre o microfone. Come on! Don't be shy. Go Bruno....

**Bruno:** Bom pessoal olha eu acho que ela conseguiu atingir o objetivo por meio de linguagens mas seria mais... mas esse vídeo que ela fez podia ficar muito mais interessante se ela tivesse falado tudo isso em inglês como, como a greta faz. Ela não ela não fala sueco, ela no meio no meio de toda a discussão ela fala inglês então isso chama atenção porque o inglês é um é língua universal. Então se a se falasse inglês acho que a chamaria mais atenção do que antes porque isso vai chamar mais a atenção mais a nós brasileiros e e pras pessoas que entende a língua portuguesa.

**Prof. Bruno:** OK! Good Point Bruno, bom ponto aí, né? Talvez ela, se ela tentasse falar em inglês, né? Talvez seja uma atrativa a mais, né? Mas eu acho que o propósito do português da Sam aqui vamos pensar juntos, né....

Acho que talvez se ela tivesse feito com legendas em português, mas ainda teria também a valorização linguística, né? Muitos povos, né? Eles acabam colocando a língua deles como a falada e a língua secundária como a das legendas, né? Mas vamos pensar juntos, o que que vocês acham? Vocês concordam com o Bruno? Do you agree with Bruno? Vocês acham que teve um propósito de usar português falado? O que vocês fariam diferente, colocariam português na legenda e falariam inglês no caso? Qual a opinião de vocês? Vamos lá. Podem abrir o microfone pra ficar mais fácil. Escrever às vezes demora, a gente acaba se perdendo no meio. Podem abrir o microfone se quiser. No opinions so far?

**Maria:** Hm profe eh então eu achei que eu concordo um pouquinho com o Bruno eu acho que quando a gente participa de algum movimento assim a gente tenta atingir o maior público possível né? E muita das vezes eu acho que o inglês é um idioma que muitas pessoas entendem né? Até mesmo dentro do nosso próprio país. Então acho que nessa questão de alcançar um público maior seria um pouco mais atrativo se ela tivesse feito o vídeo em inglês.

**Prof. Bruno:** Great Maria! Thank you! Brigadão por nos dar a sua opinião aí, legal, OK? Concordo com a Maju, uh-huh, legal.

**Bruno:** É, eu acho que uma coisa também, acho que um ponto importante também, né que você como a Lavínia falou ela não fala inglês mas ela ela usaria legenda então tem essa questão as vezes a pessoa não é muito não não fala muito em inglês, né? Agora já diferente da greta, né? Porque ela deve ter

aprendido já o já o inglês formalmente, por isso que ela, por isso que ela tá falando em em geral tudo, né. Então seria mais ou menos isso né? A Lavínia também tem tem razão e sobre esse post.

**Prof. Bruno:** Legal that's true Bruno isso é verdade né? A Greta né? Vamos pensar Suécia e Brasil a gente tem dois contextos socioeconômicos diferentes né, então a gente tem um problema brasileiro seria em português, né? A Bianca falou, uh-huh também. Hm-huh. eu pessoalmente eu acho que talvez ela teria feito se ela tivesse feito duas versões seria bacana né? Um post em inglês e um post em português aí ela poderia separar aí e né? E isso também uhum com legenda em inglês, uh-huh, mas é legal, né? Aí se ela soltasse português, quem que ela iria atingir, né? Nós, né? No máximo, né? E nem às vezes nem a gente, né? Porque nós sabemos que muitos ativistas não tem visibilidade por serem, né? Indígenas. Tem muita essa questão também, né? Então é interessante, mas bacana guys. Nice discussion. Alguém mais gostaria de falar mais alguma coisa sobre essa questão, essa dicotomia aí português e inglês. Faria as duas versões uh-huh, não fala inglês usaria legenda sim. Hm-huh. Né? É legal, né? Nós sabemos que nem todo mundo tem acesso ao inglês, né.

Então é bacana pelo menos ter uma legenda em português, né? Se você for fazer inglês pra atingir a população local também, né? Legal, guys, very good. Então se tiverem mais alguma coisinha é só me falar, OK?

Podem me parar no meio, né? E a gente discute. Então é, essa é a Sâmela então, né? Se vocês quiserem seguir ela no Instagram, mas é bem legal e ela tem vários posts, né? She has lots of posts about Indigenous People in Brazil. Então ela fala aí sobre o povo dela, os costumes também, né? E ela é uma, ela é parte da ativista ambiental no Fridays for Future né? Que foi fundado pela Greta, né? Então elas tem relação também, né? Elas são do mesmo movimento, né? Do you know any other movements guys? Vocês conhecem outros movimentos que lutam pelo meio ambiente como o Fridays for Future? E assim, mais alguma aqui no Brasil, fora? Não? Eu posso citar alguns, né? A gente tem a PETA, né? Que é People for Ethical Treatment of Animals, né? Pessoas pro tratamento ético de animais, né? Elas são uma corporação, né? Uma organização vegana, né? Então eles lutam pelo meio ambiente, pelos animais. We have green peace, green peace Brazil, United States, Canada. We have....let me think about another one. Vão pensando aí também, hein? Vocês me dão

dicas. Alguma brasileira aqui, por exemplo, SOS Amazônia, né? SOS Amazônia....So we have lots of different organizations yes? Você pode se filiar a elas, ou não, você pode criar a sua própria. É importante também estar em comunidade, né? In a community né? But good very good...So guys, going back here, so today we are going to talk about the power of information né? O poder da informação, então nós falamos já de Instagram, né? A gente discutiu, chegou a conclusão de que o Instagram, né? O post de Instagram seria melhor pra todos, eu concordo também, gosto bastante do Instagram, né? Mas aí tem a questão....we have good posts and bad posts. O que seriam bad posts né? O que que vocês acham? Que seria um bad post um post that is not so good? Que não é tão bom. Fala pra gente aí no chat. Podem abrir os mics também. Hm-huh desinformação aham, yes Lavínia, absolutely, yeah, fake news, bad business né? Muito ruim ter informações falsas e o que que a gente faz pra combater fake news? Nesses casos, what do you know we can do? que que a gente faz então? You can contribute guys...Podem contribuir com a Lavínia aí. O que a gente faz? Quando a gente tem informações falsas em um post ou quando nós queremos colocar algo no Instagram e queremos provar que aquilo ali é cientificamente comprovado, que que a gente faz geralmente?

Yes, aham, absolutely, Bruno. Hm-huh. That is a bad one. Saber antes uh-huh OK. é sempre legal também colocar as referências ao fim do post, right!

Exemplo, eh BBC, ahm e aí você coloca o link, né? Cê coloca o link ou coloca o link na descrição, né? Ou nos comentários também, né? Pra pessoa ter acesso a matéria, né Hm-huh. Se o Bruno for uma solicitações ofensivas e degenerativas, uh-huh. Né? Então combater né referenciar toda a informação, for otimizada. Maria, nós deveríamos fazer isso. Não dá pra chegar lá falando, ah, setenta por cento do soja produzido, da soja produzido no Brasil, pra agropecuária, né? Pra zona agropecuária. Quem disse isso, né? Coloca lá de onde você tirou a informação, né? E saiba, né? Se é um lugar confiável, né? Que às vezes, né? Nós temos muitos cientistas que são pagos, né? Pra criar informações, né? Não, não tão, né? Não seriam cientistas, né? Seriam falsos cientistas aí, né? Que são, né? Criam informações falsas, né? Citando, né? Como cientistas é muito importante fazer isso também porque a gente tem um embasamento científico aí quando a gente escreve o nosso, tá, voltando aqui então né? São posts ruins, né? Então o que é o oposto de um post ruindo? O

que nós temos em um post bom em um post impacto né? Que impacta as pessoas né? Já fizeram na vida, já criaram algum

Yes? Uh hm. Good. Lavínias. Por que vocês usam qual o propósito de

Pra que vocês geralmente usam, Hm-huh, Já citando a Sara aí. OK? Podem me dar ideias, podem abrir pode escrever aí no chat, OK? Se quiserem podem, né? Dar uma olhada aqui também ó, sou né? Que atrai as pessoas, que chama, que engaja, que que a gente precisa além de videos caption né? A descrição hashtag né? O arroba, né? Compartilhar, né? So que a gente precisa nesses quesitos? É qualquer imagem? É qualquer vídeo? Qualquer caption? Qualquer hashtag que que a gente precisa especificamente aqui? Por exemplo, pra imagens que tipo de imagens a gente deveria usar no post?

Então vamos lá então, vou colocar aqui ó, imagens e aí vocês me dizem, que tipo de imagens? Hm-huh, yes, tão legais né? Tem que ser coerente. Hm-huh Pessoal, vamos nos colocar lá, já vou colocar lá. Então, imagens, vou copiar o seu aqui, tá bom Lavínia? Colocando lá pra gente completando o aqui são que mais? Aqui mais uma imagem precisa ter pra ser boa pra um post no Instagram. Pensem em páginas famosas que vocês sigam, né? Né? Qualidade realmente faz a diferença na hora de postar algo, né? Good good. Vou colocar lá também. Mas

né? Eu tô usando o Google, Google Doc. Its, OK? Eu não sei se vocês já usaram esse aplicativo aqui, ele dá pra criar se precisarem depois me avisam que eu posso mandar pra vocês, OK? OK? Mais alguma coisa pra imagem? Vamos pensar. Então, relacionadas ao tema precisa ser coerentes né? Tem que ser chamativas né? E boa qualidade. Hm-huh. Mais algum detalhe que a gente precisa prestar atenção quando escolher fotos. Não? onde nós selecionamos vídeos que que a gente precisa então? Um vídeo bem selecionado OK? Esse aí é faz um contraste com as fotos, né? Hm-huh Guys! Perfect! entendimento absoluto e a gente não pode começar ela falar sobre dióxido de carbono sem nem explicar de uma forma mais didática né? Como você pode a gente tá falando como uma pessoa que não tem uma escolarização né? Um letramento ambiental muito bom, um letramento científico, né? Comé que a pessoa vai entender, né? A questão que a gente tá discutindo, né? Né? Vou colocar aqui também, roteiro, aham, né? A gente precisa de também, faz um vídeo bem mais organizado, né? Vocês acharam que tava bem organizado, fácil de entender? Aquele é um tipo

de vídeo que a gente poderia postar, por exemplo, né? What you thing, que que vocês acharam daquele lá legal aquele lá nós dinâmico e colorido aham! Nice, aí pra aquele vídeo a gente usou o ele tem um site geralmente embaixo, né? Uma marca dágua acessibilidade é importante, né? Não foi o né? Foi outro foi o então acessibilidade e tipo de acessibilidade? Fala pra gente, comenta aí Eu acho que tanto pra vídeo quanto pra imagem, né? Eh o legenda ou intérprete imagem eu sei que no Instagram tem o recurso né? Todo mundo consegue, né? Tem né? Uma uma visão perfeita né? As pessoas usam bem, né? Alguns resolver, algumas pessoas nascem com deficiência auditiva, deficiência, deficiência, né? Ocular. Então realmente o faltou né? Se a gente tivesse possibilidade de de trazer um intérprete de libras, né? Isso é muito bacana, né? Isso é bem importante, né? Inclusivo né? Bem inclusivo aí pras pessoas que tem alguma deficiência auditiva, né? Ocular. Ah, então a gente já tem bastante coisa no vídeo aqui também. E aí as legendas, que que a gente precisa ter nas legendas

Que tipo de linguagem? Vamos supor a gente se inscrevendo em português e em inglês. Que que a gente precisa fazer? Pode ser qualquer linguagem, a gente pode falar e aí

aí, tudo bem? A gente pode falar, a gente tem que falar, olá, tudo bem? Como é que funciona no Instagram? O que que vocês acham? Aham! Good lovinha, that's important. Uh hm. Importante saber

hm-huh e que tipo, vamos supor, no que a gente tá trabalhando, que seria, né? Essa esse trabalho ambiental, né

formal e coerente, OK? Então, vamos pensar na nossa audiência, nossa audiência. Pra quem a gente tá falando então, quando a gente posta algo no INSTAGRAM? Em termos de educação, né? Em termos de ambiental, né? Em termos de proteção ambiental

conscientização, né? Ação ambiental. Com quem nós estamos falando? Hm-huh absoluta de João

né? Só pra esses pensem em mais pessoas que a gente tá aí querendo transmitir a nossa mensagem

Colocando aqui pra gente ir discutindo depois ter esse embasamento aí da nossa discussão. Então depende do público alvo, hm-huh. Ativistas yes absolutly

né? Vou colocar o dobro no lado também, ativistas nós falamos e quem que tá sentado lá e tem a decisão de assinar se a gente diminui o CO dois do Brasil ou não

Pra quem que a gente tá mandando a nossa mensagem também? A gente vai na urna bater o dedinho lá pra que o Brasil consiga avançar, né? Ou regredir dependendo de quem a gente escolhe, né? Quem são esses

Não? Não há ideias

vai abrir os aí se quiserem. Ou em geral ahm? Ah gente tem os políticos também a cobrar Rider

né? Os nossos deputados, os nossos governadores eles é que assinam os decretos que acabam prejudicando ou contribuindo, né? Mas quem dá

né? Essa brecha pra eles, somos nós que muitas vezes não nos engajamos em assuntos políticos, né? Então assim, nós temos que ser a voz, né? De pressionar essas pessoas que tem esse poder todo, né? Pra agir

Nós sabemos que infelizmente nós como cidadão, né? Como cidadão aqui de Londrina, né? Eu como cidadão, você como cidadão, nós não conseguimos assinar uma lei, né? Que acabe, né? Ajudando aí de forma muito

fé, efetiva, né? No caso, né? Porque nós não temos esse poder, mas eles tem, né? Então, se a gente puder também alcançar essas pessoas, né? Tanto que a né

né? Ela tava falando pra quem no vídeo dela. Se vocês abrirem lá de novo, deixa eu abrir aqui pra gente ver. Ó, dá uma olhadinha no post dela aqui. Vou abrir aqui pra gente ver. Não, aqui tem uma coisinha que a gente vai fazer provavelmente na próxima aula, mas ó, no post aqui no vídeo dela. usando palavras tanto em inglês como português sintam-se à vontade aí, é importante a gente discutir, né? Aprender alguns vocábulos novos, né? Entender o uso da língua inglesa, mas fiquem à vontade, OK? OK, all right? Isso aí tem eu acho que só por hoje, né? O nosso tempo também permite, né? Isso por hoje e a gente vai conversando e aí segunda que vem a gente volta pra, né? Debater, fiquem de olho na assim porque qualquer coisa eu tô no WhatsApp ou no no email, tem Google classroom, right? Pessoal, coloque um presente lá na, na, por favor, antes de sair, tá? Escrevam lá, presente, fica registrado. Isso. Thank you guys. Aí vocês podem apertar o botão vermelho e sair. OK! OK? Bye bye. Bye bye.

**Teacher Marlene:** Tchau querido. Tchau Rebeca. Bye bye

## SYNCHRONOUS LESSON 4

**Prof. Marlene:** Pronto, Bruno.

**Prof. Bruno:** Perfect! Thank you! So guys, muito legal, a atividade assíncrona número quatro, né? Eu vi que muita gente fez, ah, eu vou dar um feedback pra vocês, até no máximo quarta-feira, OK? Sobre a atividade quatro. Mas assim, já dei uma olhada, só não tive tempo de dar feedback mesmo e muito muito legal, OK? Muito bacana. Cês fizeram umas reflexões bem legais e teve umas inscrições assim do post da Sâmela Saterê Mawé né? Que foram assim, wow, I wouldn't be capable of, né? Eu não seria capaz de fazer uma descrição tão minuciosa. Então, assim, foi ótimo, OK? Excelente! Very good, Congrats! Parabéns aí no seu desempenho, a cinco ainda algumas pessoas não fizeram, né? Eu acho que até ontem eu só tinha visto que uma pessoa tinha feito, mas aí vocês podem fazer, OK? Até quarta, aí eu tento dar um feedback também, OK? Mas bacana, guys, thank you so very much. Então deixa eu compartilhar aqui, a nossa tela OK? For us to get started OK? So, let me share my screen....So remember....

Lembrem-se que a partir desse momento eu não vejo vocês, aí qualquer coisa, please open your mics OK? Pra me falar, pra me avisar, OK? Can you see my screen? Consegue ver minha tela aí? Yes? Good! Provavelmente o barulhinho do chat foi um yes, good! So guys, we have done a lot already, a gente já aprendeu bastante, né? A gente já discutiu bastante sobre como criar um post no Instagram, um post não simplesmente um post, but a good post né? Um post bom, né? Que tem engajamento, que faz com que as pessoas realmente aí se mobilizem, né? Não simplesmente vejam e passem, né? No feed, OK? Então, agora a gente vai começar um pouquinho conversando sobre algumas características e como a gente pode fazer, então, realmente, mão na massa, né, hands on, o nosso post, né, pro Instagram. Então, primeiro, né, eu queria trazer algumas considerações aqui da atividade assíncrona quatro, né? Eu falei que ia trazer algumas partes só pra gente dar uma olhada, né? No desempenho de vocês, é claro eu trouxe anônimo, né? Só pra não ter, né? Caso a pessoa não se sinta, né? Confortável, de compartilhar, mas eu trouxe só alguns comentários que eu achei bem bacana aqui, OK? Então, se vocês se lembram, né? Então, asynchronous number 4 was about the post, the video from Sâmela Saterê Mawé, né? Foi o vídeo dela falando, né? Sobre a COP 26 que aconteceu em Glasgow, Scotland, e ela estava, né? Aí tentando, né? Chamar aí a erguer a voz dos nativos, né? Dos indígenas brasileiros. Eh né? Chamando atenção aí dos líderes mundiais e foi bem

legal, foi bem a análise que vocês fizeram, né? Então, nós tínhamos o propósito, né? Qual o propósito do post, the problem, we had the focus.

As línguas que eram utilizadas, né? Que era o português e o inglês, né? O português brasileiro e o inglês e também, né? As cores aí como ela usa o post, né? E as roupas dela, né? Ela grava na floresta, né? Muita gente mencionou isso, tem a...no fundo tem barulhos de cigarras, né? Cigarras, né? Então assim, bem legal essa percepção de vocês e vocês comentaram também sobre, né? Aí sobre a caption dela, né? A descrição, então

bem legal guys, that was very good. Fiquei bem feliz com as respostas de vocês. But guys, as we know... Como a gente sabe, né? Antes da gente avançar....I would like to ask you.... gostaria de perguntar pra vocês. Did you have any difficulties? Alguma dificuldade, algo que gostariam de comentar sobre a atividade assíncrona número quatro, sobre a cinco, talvez se vocês já deram uma olhada lá, tem algum probleminha, algo que ficou difícil, que não ficou claro...Tell me.. A gente pode esclarecer as dúvidas agora. Is everything OK, sobre as aulas assíncronas? Qualquer dúvida se ficarem claro. No problems Ana, that is totally ok. That is fine. Good, nice that you liked Sara, legal que você gostou. É sempre legal, não é guys? Porque a gente usa o Instagram, mas a gente usa o Instagram de uma forma meio ahm, vamos dizer natural, né, a gente não pensa muito no que a gente coloca, né? Porque também a gente não tá não, né? Às vezes o nosso propósito não seja o mesmo propósito que a gente tenha agora, né? Que seria aí alcançar engajamento, né? Que seria alcançar o máximo de pessoas possíveis, né? Então, assim, existe um pensamento, uma racional, né? Diferente quando a gente tá com um propósito diferente, né? No nosso Instagram pessoal, geralmente é postar foto, pra ter likes, né? Pras pessoas interagirem, né? Pra gente ter aquelas memórias salvas também, né? E compartilhar os nossos pensamentos com as pessoas, mas não é o mesmo pensamento que a gente tem quando a gente tá querendo investir no ativismo ambiental, nas redes sociais, né? Então assim, em várias outras coisas técnicas, né? Vamos dizer, analisar quando a gente tá, né? Trabalhando com o Instagram pra ativismo ambiental, né? Desse engajamento ambiental, né? Ahm... alguma coisa que surpreendeu vocês, vocês conseguiram usar a ferramenta de achar hashtags relevantes? Alguma coisa que foi difícil? Dúvidas ainda que ficaram sobre o post da Sâmela Saterê Mawé...tudo OK? Sobre as aulas assíncronas então? I'll take the silence as a yes. Ó eu vou tomar o silêncio como um sim buuut, if you have any comments OK? Just tell me! OK? Podem dizer aí no chat que eu leio assim que eu parar de apresentar a tela...someone arrived...alguém chegou aí tem que vê.. Maju I think...Maju arrived...Hi Maju, welcome! Bem-vinda. Good good, so, let's have a look here again. Alright, we

talked about Sâmela, a gente falou sobre a Sâmela e falamos aí sobre a atividade quatro, mas guys, we talked about quality

né? A gente tava falando sobre qualidade, né? Né? So quality matters né? Qualidade importa. So when we post on Instagram we have to have good pictures, good videos, high quality videos right? Então tudo tem que ter uma qualidade boa pra que soe, né? Bom, né? Bem com as pessoas, né? Que teja um engajamento legal, né? Eu acho que a gente sempre vê um post legal, né? Bem criado. Dá uma vontade maior de ler, né? Dá uma uma vontade maior de interagir, de compartilhar, de salvar right? So, we come back here, se a gente voltar um pouquinho aqui, a gente não discutiu muito sobre essas funcionalidades, né? Por exemplo, here on Instagram we have like button, right? The comment button, the share button and the save button, a gente sabe que o Instagram ele funciona por eh...esqueci o nome agora, mas algoritmo right? Quanto mais interação tem, mais o seu post se torna visível pras pessoas, né? Vocês sabem, do you have any idea... qual no momento é o que mais gera engajamento no Instagram? Coloquem aí no chat ou abram o microfone. Is it like, comment, share, or save? Tell me! Me digam....

Comment....a Sara disse salvar eu acho, OK? Deem sua opinião guys... o que que vocês acham, que que vocês acham que gera mais engajamento no algoritmo do Instagram.... Hm-huh. Good ok! Alright! Anyone else? Alguém mais gostaria de dar um pitaco? OK alright. Hm-huh. Alright, good. Very well... A gente tem geralmente o nível de relevância, né? No algoritmo do Instagram é like, is the least one, é o menos, OK? So, like é o que menos dá engajamento, né? E cê clica duas vezes, done, né? Acabou, né? So like is the least... Comment dá aí um pouquinho mais, né? Então, vamos dizer aí uns trinta por cento de engajamento, né? Then we have share que é um pouco mais, é porque aí você compartilha com mais pessoas, as pessoas entram no seu post, né, seria uns cinquenta por cento de engajamento, né? E yes, save, né? Save is a hundred percent! Aí a gente tem esse aí, essa escalinha, né? De engajamento. Então, sim, quanto mais pessoas salvarem o seu post mais visualizações você vai ter possíveis no Instagram, né? Mas ela é visível, mais ela é plausível pro Instagram, né? Por quê? Pensem logicamente, salvar significa o quê? Tell me, me digam! Quando você salva um post no Instagram, qual é o significado de salvar? Por que vocês salvam? Né? Por que que vocês armazenam ali esse esse post ou esse vídeo, esse reel? Hm-huh Yes! That is it Sara. It is important right? We want to see it again! né? A gente quer ver mais tarde, a gente quer acessar esse vídeo de novo esse post, né? Então, vamos supor, uma informação importante, né? Sobre o covid lançado pela Organização Mundial da Saúde, né? WHO, OMS. A gente quer ver depois, ou quer mandar pra alguém, né? Por ser uma fonte confiável, né? Então, assim, realmente, salvar significa importância, relevância, né?

Então é isso que a gente quer, a gente quer informação relevante pra que essas pessoas salvem, pra que as pessoas compartilhem, né? Ao menos, por exemplo, né? Tanto que eu sei que a Prefeitura de Londrina, por exemplo, e eu sei vereadores, que compartilham muitos trabalhos, né? De nível de universidades, né? Etcétera. Então, assim, é legal chamar a atenção desses personagens, né? Políticos sociais, pra que eles interajam também com o nosso trabalho, né? Então, assim, é sempre legal, né? Marcar, né? O marcar é importante, aí a gente fez a análise da atividade cinco, né? Que alguns ainda não fizeram, mas vocês vão ver lá que tem posts que nem não tem nem menciona ninguém, nem coloca hashtags, né? Quais são os danos, né? Pra um post assim, né? Então assim, várias coisas pra gente levar em consideração, right? Deixa eu compartilhar aqui de novo. Good Good...Então é assim que foi o da Sâmela, né? Eu fiz essa meio que essa análise aí que a gente tinha, né? Que ela tava falando português, subtitles in english né? É meio o que vocês fizeram aí na atividade cinco, OK? A gente falou sobre o hashtag

e fizemos a checklist né? A nossa checklist tem oito, eh oito itens até agora. Então se quiserem né? Todos os que forem fazer a atividade cinco adicionem mais lá o que vocês irem pensar, OK? Mas os oito já tão ótimos, já tá lindo lá aquela checklist OK? Então, guys realmente, né? Quando a gente tá falando sobre importância, relevância, né? Quality matters. A qualidade importa. So, We have tools. A gente tem ferramentas pra criar esse tipo de conteúdo de qualidade. Sometimes, we get content from other people. Às vezes a gente pega, né? É conteúdo de terceiros, né? Ou seja, fotos de pessoas que já criaram, né? E etcétera. Sempre devemos dar as devidas referências, né? O site, né? A fonte, OK? No final do post, a gente vai conversar um pouquinho sobre isso. Mas quando a gente não acha. When we don't find something we want, we create, né? A gente cria, né? Where do we create? Onde a gente cria? So we are going to do something know, a gente vai fazer um pouquinho, vamos visitar as partes do cérebro de vocês, onde vocês já sabem, né? Ferramentas que vocês usam pra criar posts, videos and so forth. Então, quais ferramentas como aplicativos, websites, você já usam ou usaram ou já ouviram falar. Vocês podem criar posts legais de graça pro Instagram, por exemplo. Que tem ferramentas, stickers, fontes diferentes, imagens diferentes de alta qualidade, vamos ver o que vocês já conhecem, coloquem aí no chat. Os sites, os aplicativos que vocês já usaram pra criar bons posts e bons vídeos, por exemplo. Tell me, me digam! Eu trouxe quatro, né? Quatro pontos aqui, vocês podem me dar mais exemplos, claro. So what do you use? O que vocês usam? Ou já usaram? Uh-huh, Uh-huh, Ok, good...canva o rei do design né? Good, that is nice....Pixart, eu nunca usei esse Sara, como é que é? Você quer falar pra gente um pouquinho? Maybe open the mic or write here on the chat.

**Sara:** Eh então, é um aplicativo. E aí eu uso mais assim pra editar foto, mas dá pra fazer outras coisas. Tinha mais recursos antes, mas ainda tem alguns eh disponíveis gratuitamente.

**Prof. Bruno:** Beautiful, thank you. Esse eu não conhecia, that is very nice, tá? Já vou colocar ele na lista de possíveis que a gente pode usar aí pra criar. Nice guys! Alguém mais conhece outro além do canva e do pixart. Capcut ah ham, that is true. Uh hm. Eu lembro, já fiz várias coisas com capcut, that is good. Yes, so for videos. Whatelse guys, algo mais que vocês já conhecem, já usem....Não? Não? Não ideas? Ya? OK. Good. But yes canva is a very good one, né? Eu gosto bastante do Canva. Eu trouxe duas opções, além uma do Canva e mais uma, né? E aí a gente tem o pixart, o capcut também...that is very nice, Yes Ana that is it, that is the one I brought, é isso aí que eu trouxe, o Crello né? Que é o...I forgot the name of the company...esqueci o nome da companhia agora, ah eu trouxe aqui...acho que vista né? Ele é da da companhia vista create é... uh-huh... o Crello, very similar to instagram... to the canva right? For creating Instagram posts né? Pra criar posts no Instagram. I don't know if it is better....Eu não sei quais são as funcionalidades que são melhores ou piores que as do canva right? Do you know one? Você sabe? Que tipo de o que a gente perde com o Crello ou ganha? Diferente do Canva, for example? Ou você não usa ele muito também, porque eu só usei umas vezes, só...only sometimes...e eu não vi muita diferença. Did you see any differences? Você notou alguma diferença entre o Crello e o Canva? Uhum yes it's more complete I agree, aham. I agree with you. É, mas caso as pessoas se sintam mais à vontade com o Crello também, né? That is totally fine. Então, acho que a gente pode, né? Concordar com o Canva aí, de usar, mas é claro, feel free OK? Sintam-se à vontade pra usar qualquer ferramenta, OK? Tik Tok, you can use, All right? Contanto que a gente poste no Instagram, né? Mas claro no Tik Tok também fica livre aí, OK? Very good guys. So, yes, I brought some tools. Algumas ferramentas aqui, então eu já vou colocar eles aqui ó, colocar Canva, number 2 I'm going to put what is the name of that one that you said...pixart right? Pixart....and number 3 we have capcut, and number 4 we have crello....yeah? Very good, that is beautiful... então vocês já conhecem bastante, né? Isso é bem bacana porque a gente vai aprender um pouquinho sobre eles hoje, né? So as you know Canva is the king or queen of designs né? O Canva aí pra mil e uma utilidades né? From slides to social media, personal business right? So, we can use Canva to create very nice posts....E eu trouxe aqui, abriu o Canva... Então a gente sempre tem templates né? Que são as os formatos né? Social media we have Instagram stories and Instagram posts a gente tem várias

formas bem legais e a maioria de graça, né? Tem tem os pagos também, né? Mas é bem legal que você pode criar de graça. It's very user friendly, né? É bem amigável, dá pra usar, né? Não tem é muito difícil de usar, né? Não tem muitos.... muitos eh ahm desafios vamos dizer, né? Pra usar o Canva e você vai aprendendo ao longo do caminho, ele te ensina também, né? So, it's very very good, you can select by style né? Você tem os filtros

filtros aqui, né? Minimalist, modern, simple, elegant, posts, sale, pink, fashion, free, pro.... Você pode classificar, por exemplo, só os grátis, né? Pra você não precisar ficar clicando e se decepcionando com os que são pagos né? So, you have lots of possibilities.... E aí tem várias ferramentas dentro do Canva pra criar, né? Novas fontes, coisas diferentes, né? OK? That is a very good one.... And the second one...let me open it here..the second one is the Vista Create, né? O Vista Create que é o Crello né? Very similar to Instagram, to Canva....to create Instagram posts, né? Você tem os templates também, tem música, né? Então assim, very simple as well, very similar, e aí a gente pode dar uma olhadinha também depois nos que as meninas mencionaram, né? Como o capcut e o pixart, né? Very Good, perfection. So yes guys, né? Eu acho que vocês já usam bastante, né? Essas ferramentas. But we also have tools within Instagram.... A gente tem ferramentas dentro do Instagram também. Have a look at these three pictures here.... Essas três fotos aqui.

Quais são os modos de postagem no Instagram? Hoje em dia guys? A gente tem posts, são fixos, né? E o que mais que a gente tem? What else do we have? Reels? Uh-huh yes, absolutely...we have reels. IGTV que são as lives né? Que ficam salvas no IGTV ou vídeos grandes...stories, uh-huh, good that is it, So IGTV, stories, lives, reels and posts, so, se a gente tivesse que definir o reels né? Qual é a diferença do reels pra um post comum? What are the benefits? Por exemplo, quais são os benefícios que a gente tem com o reels? Open your mics, speak up! No, no volunteers? Estão escrevendo aí no chat? Hm-huh OK, yes, true, it's a broader reach, Sara, vídeos curtos, yes, one minute né? Um minutinho de.... acho que é um minuto né? One minute long, attractive, easy to be shared aham, absolutely, com certeza eu concordo, tá? So, it is very quick... E a gente tem uma ferramenta que é muito bacana no reels que se chama voice over ahm...What is voice over guys? Do you know? Vocês conhecem, já viram falar de voice over? I don't know if in Portuguese there is a different name... mas geralmente eu escuto como voice over ou voz sobre o vídeo, né? Por exemplo.... Já fizeram voice over? Já viram algum vídeo voice over? Já conhecem o termo voice over?

uhum yes dublar aham yeah... você tem fotos, vídeos e outras coisas e você dubla né? Você grava você dublando o vídeo em si....Então, é bacana, pra quem não conhece, né? A gente vai falar um pouquinho sobre isso, que é uma possibilidade também, né?

Além do post, a gente pode incluir reels no nosso Instagram, né? Que facilitam também, né? São informações rápidas e práticas, né? Como a Sara falou, né? Like Sara said. So, very good. So let me show it to you..... Deixa eu mostrar aqui essa funcionalidade, então. So, yes, these are the three functions, right? Esse aqui é o famoso reels and post, so we have fixed posts, stories, reels and live, né? E o ao vivo, right? So they are all forms of engagement.....são todas formas de né? Engajar aí com os seus usuários, né? So, the reels with voice over né? O voice over é uma dublagem em cima de um vídeo ou imagem ou imagens e vídeos, né? Você simplesmente tem um vídeo ou uma imagem, você pressiona o botão de gravar e você vai falando dublando o vídeo, né? Vamos supor, eu coloco várias imagens sobre a queimada na Amazônia e eu vou mencionando, por exemplo, essa queimada aconteceu em Manaus, etcétera, em dois mil e

dezenove, dois mil e vinte, tá? Foi culpa disso, disso, disso, né? Então eu explico enquanto a imagem passe talvez alguma música, né? E etcétera. Então, é bem legal, é como se fosse uma narração mesmo, né? De uma.... lá em cima de imagens e etcétera. Então, é uma forma.....Pode ser um pouquinho mais trabalhosa às vezes, né? Porque tem todos os detalhezinhos, mas é claro, é muito recompensador, né? No final a gente tem bastante engajamento aí e isso é legal, né? Ah, vocês já fizeram voice over alguma vez? Com outro aplicativo também, não só com o reels, já usaram? Já fizeram dublagem, vídeos, algo do tipo?

Yeah, Sara? How was it? Como é que foi? Você gostou? Achou trabalhoso? Did you find it difficult?

**Sarah:** Então, às vezes que eu fiz foi assim, na brincadeira mesmo, não foi nada sério, mas eu achei legal.

**Prof. Bruno:** Good! Very Nice Sara. And then Bruno said: já fiz dublagem de mim mesmo...great, very good, that is perfect. É uma forma bem legal de interagir, né? E é bem legal pra compartilhar informação com as pessoas de uma maneira bem mais simples.

Hm-huh. Nice Rafa, e como é que foi? How was it? Foi sobre o quê? What was it about?

**Sara:** Vixe eu falar pra você que eu não lembro, mas eu gravei slides depois e ia passando as imagens e aí eu coloquei a voz por cima. Foi bem fácil de fazer.

**Prof. Bruno:** Very good. Perfect, no problems. Probably it's difficult to remember yeah? Meio difícil de lembrar. Mas isso é legal. Então você que já tem experiência, né, com isso,

podem ajudar os seus colegas também que queiram fazer isso, né? Então assim, o reels a gente só tá aprendendo por quê? Porque o Instagram é uma ferramenta, né? Complexa, tem várias formas de postagem e engajamento, não somente os posts fixos né? Então assim, caso vocês queiram, né? Queiram trabalhar com reels também no futuro, né? Ou etcétera, a gente já sabe, já conhece aí, vocês podem fazer voice over né? E trabalhar além do post também, né? Pra conseguirmos mais engajamento, pra conseguir mais, né? Alcançar mais pessoas e compartilhar também com as pessoas, né? Isso é muito bacana, né? Como a Sâmela Saterê Mawé fez, né? Ela criou um vídeo dela, né? Yes, Bruno, yes, if you are a perfectionist it's very complicated, né? Se a gente é muito picky né? Com as coisas com os detalhes realmente, dá um trabalhão, né? Eu acho que eu demorei, eu acho que chegou quase duas horas pra fazer um voice over uma vez, que eu vou mostrar pra vocês como exemplo, né? E assim, it's complicated, né? A gente, a gente começa a mexer numa coisinha e fala, ah, não, vou colocar outra imagem aqui de melhor qualidade, né? Vou colocar uma letra e uma fonte diferente, né? Ah, vou gravar de novo, porque minha voz não ficou boa. So, it depends, né? Depende de, né? De como a gente consegue trabalhar com a qualidade, né? But, it is very nice, né? Quando termina a gente fica super proud, né? Bem orgulhoso do trabalho que a gente fez, né? Isso é legal

Então assim, né? Pra algumas pessoas pode ser a solução também, né? Se vocês quiserem trabalhar, claro, é só pra gente aprender aqui no Instagram, né? Tem essas funcionalidades além do post fixo, que vai ser o nosso objetivo principal aqui que abrange todo mundo, né? Todo mundo já postou alguma vez, eu acredito. So, very good guys, perfection. E o engajamento é maior também muitas vezes com reels né? Very good, so let me share it again.... E a gente vai entrar num momento mais agora de exemplificar então o que a gente tava falando.

So yes guys. Ahm. Nós estamos falando do reels né? E eu fiz um dia um reels pra uma aula que eu tive que era meio similar a nossa mas foi ano passado e eu fiz um voice over, com eu falando sobre dois termos que a gente usa na educação ambiental que é climate mitigation and climate adaptation, então vamos ver como funciona, aí a gente vai apontar as características que existe em um voice over OK? O que que a gente tem? A gente tem legendas, a gente tem texto escrito são só imagens? Quais são as imagens? Como que as imagens vão? A voz tem que acompanhar as imagens? Então vamos prestar atenção aí em como né? A gente consegue articular as coisas no voice over OK? Então, façam anotações aí no que vocês acharem interessante, né? Vocês

acharem que é importante pra um voice over e o que faltou também, né? O que seria mais legal, colocar o que você teria feito diferente? All right? Podem criticar. Let me Just share one Screen so that you can listen to that? OK então vamos ver então. É bem curtinho, just like I think, less than a minute, menos de um minuto. Ontem demorou um pouquinho pra carregar também. Deixa eu dar uma recarregada aqui pra ver se funciona. Deixa eu tentar baixar porque aí acho que funciona já baixou foi rapidinho. Deixa eu compartilhar com vocês, just a minute. Deixa eu diminuir o volume, aí eu compartilho com vocês. Conseguem ver o vídeo aí? Yes, can you see the video?

**Professora Marlene:** Sim, Bruno.

**Professor Bruno:** Então vamos lá então. Can you listen well? Conseguem ouvir?

**Professora Marlene:** Não.

**Professor Bruno:** No! Oh shame, let me see if I can solve this problem. Acho que só consegue no Google Meet, só dá pra compartilhar via navegador, né? Eu acredito... deixa eu ver se eu consigo fazer a do Google funcionar.

**Professora Marlene:** Oh Bruno por link a gente não consegue ver?

**Professor Bruno:** I think so, Marlene deixa eu ver aqui deixa eu mandar pra vocês just a minute....deixa eu compartilhar. OK, vou mudar aqui. OK, perfection. ó, vou mandar aqui pra vocês, OK? Lá no chat. Aí, assistam aí e vocês me contam quais características vocês notaram, o que faltou, o que vocês fariam diferente, OK? Tentem assistir aí, vê se funciona pra vocês. I don't know why it is not working.....

Did you like it Sarah? Yes, conseguiram assistir guys? Good, So what are the characteristics? Hehe, thanks Rebeca, Thank you. A gente tava discutindo sobre o termo de mitigação e adaptação ambiental, né? Ano passado e aí eu que fiz esse voice over pros alunos entenderem melhor, né? Os termos, né? Entã, né? A gente pode até usar também, né? Mas isso aí é outra coisinha, tá? Mas e o que que vocês acham que vocês teriam feito diferente? Que que vocês notaram são as características? Ficou chamativo, que vocês colocariam? Any differences? Colocariam música diferente, what do you think?. Podem criticar. You can criticize...Do you think I should have added Portuguese subtitles, for example? Legendas em português, por exemplo, Good. Hm-huh. Nice.

Great. Very good Rafa. That is cool. Né? Eu posso compartilhar esse videozinho com vocês lá na nossa google classroom, caso vocês queiram, né? Ver depois alguma coisa parecida, né

Eu fiz esse não usando reels se bem que o reels é bem mais acessível, é bem mais fácil. Foi um aplicativo assim, acho que foi o capcut que eu usei pra fazer isso aí, né? Mas é bem bacana, né? Bem legal. Yes. That is true. It was a full English Class, né? Foi uma aula total em inglês, mas se eu fosse postar ele na mídia social, realmente, né? Hm-huh. Yes, absolutely. E às vezes ficou muito rápido, né? Também as letras, né? Não deu muito pra ler, né? A questão de tempo é complicada, né? Pra gente arrumar em voice over, né? Mas a gente vai se organizando, né? E depende do nosso nível de perfeccionismo, né? Mas o importante é passar a mensagem de uma maneira descontraída, né?

Então guys, né? Legal que vocês gostaram, vocês podem fazer algo similar também se quiserem, claro, né? E aí a gente, né? Pode também ter vários tipos de posts, né? No Instagram também. OK? Depends on you. Depende de vocês.

So, agora que a gente viu um pouquinho do que é um voice over né? E como a gente trabalha com ele, quais são as funções, né? We are going to talk about our first production! A nossa primeira produção, né? Então tá na hora da gente colocar todo esse conhecimento que a gente tem desenvolvido juntos, né? pra valer, né? A primeira vez nós não vamos fazer nada relacionado no Instagram em si, nós vamos ter um template que eu vou postar com uma atividade assíncrona de quarta-feira e aí o que que eu queria que vocês fizessem. You have the option to be pair, pares, or trios, or individually. OK? Podem fazer individualmente também. I would like you.... Só pra como se fosse um rehearsal um treinamento, OK? Não vai ser o nosso post pra valer, nós podemos postar esses também claro, né? Mas esse não vai ser o nosso final, né? O nosso perfeito, né? A gente vai fazer umas analisinhas juntos pra ver o que que tá faltando, o que que a gente...né? A gente vai se ajudar nas próximas aulas a aperfeiçoar o nosso né? Por enquanto é só nosso primeira jogada né? Que a gente consegue já fazer com que a gente já aprendeu até agora, né. Então, I would like you to choose, podem os seus pares, trios ou individuais, né? Escolha um tema, né? I would like you to choose a theme. Que chama a sua, né? A sua atenção pessoalmente here in Londrina,vo cês podem usar as fotos que vocês tiraram pra atividade assíncrona número dois, né? O picture that issue, e vocês podem usar elas, né? Pra falar sobre o problema também, OK? Então, vocês decidem ou vocês podem falar sobre ah não sei... queimadas na Amazônia, OK? É só pra gente praticar mesmo.

Então assim, vocês decidem o que, né, chamar a atenção de vocês, o que seria prazeroso, porque é legal a gente fazer coisas que dão prazer, que a gente realmente tá motivado. Então, não façam nada que seja clichê só porque vocês, né, querem fazer, OK? Então, escolham algo que realmente toque em vocês, né? Que vocês realmente sejam interessados, OK? Então, você ou o seu grupo se interessa, né? Aí a gente vai... eu vou postar todo o template, vocês vão precisar escrever lá, né? E pensem juntos, escolherem

fotos, podem usar o Canva, OK? Ou os outros aplicativos que a gente falou, vocês podem usar também fotos, imagens, vídeos de third parties né? De de terceiros, lembrem de dar os devidos créditos e referências, OK? Ao final do post alright? A gente tem que sempre, né? Usar aí da boa ética, né? Da boa ética na internet também, right? Mas por enquanto vai ser só o post, não precisam se preocupar com o reels, a gente pode discutir sobre isso uma possibilidade disso mais tarde, OK? Então escolha um post, escolha um tema e um grupo ou você mesmo individual, OK? Aí vocês vão fazer isso pra atividade assíncrona, que seria a nossa primeira versão do nosso post, OK?

But, of course, a gente não falou um pouquinho muito sobre a caption, né? Que seria a descrição. Então, o que que a gente vai fazer? Nós vamos ver um vídeo rapidinho que também está na atividade assíncrona número cinco que é bem rapidinho sobre como criar uma boa caption né? Como criar uma boa eh descrição pro seu post, tá OK? Então vai ser a nossa última parte aqui, a gente vai ver algumas dicas, vocês podem usar elas, eu vou colocar elas na nosso atividade assíncrona número seis, OK? Pra vocês, né? Terem alguma ideia de como escrever uma boa caption então vamos dar uma olhadinha nas dicas....let me share one screen. Então vamos assistir ó. Vou colocar legendas em Portuguese or English? Vocês gostariam que eu colocasse legendas em português também? Ou subtitles in english? que que vocês preferem? Podem colocar aí no chat, não se sintam acanhados. Precisam de legenda? Portuguese? OK. Perfect, very good. Então vamos lá então. Vou colocar aqui. OK autotranslate.....OK? Vamos lá então.....

### **Transcrição do vídeo sobre captions**

#### **Professor Bruno:**

Ok? All right? So, nice one, lots of tips, bastante dica, né? Muitas dicas aí. Eu vou colocar todas elas em um Google Docs também, OK? A gente vai ter mais uma checklist pra vocês verem como é que o post de vocês estão. Então só pra vocês entenderem, next assynchronous activity, pra próxima assíncrona em grupos, né? Pares ou trios ou

sozinhos, né? Depende de vocês como vocês quiserem, vocês vão criar, eu vou postar todo o material que vocês precisam na quarta-feira, OK? Aí vocês criam e na próxima semana a gente vai avaliar juntos o que a gente precisa mudar, o que a gente pode fazer diferente, que tipo de coisa a gente pode usar, o quão relevante a hashtag que você está usando, se ela tem muitos posts relacionados ou nenhum.... então a gente vai trabalhar um pouquinho, podem assistir o vídeo de novo, vou colocar ele lá e o website também que tem todas essas dicas escritas, vocês podem ler, OK? Podem fazer em português e o post vocês podem fazer tanto em português e inglês ou só em inglês, vocês decidem, OK? Mas aí seria legal vocês fazerem em português e inglês pra interagir, né? Com o pessoal brasileiro, né? E pessoas que falam português também, OK? Então, podem usar Canva, podem usar o pixart ou podem usar o capcut OK? Vocês decidem o que usar, sejam criativos, get creative, e a gente conversa na próxima semana, tá OK? That is it for today.

**Professora Marlene:** Pessoal, coloca presente, por favor, lá no chat, pra fazer a chamada depois, tá? e aí nós nos vemos na próxima semana, OK bye bye, see you.

**Professor Bruno:** Bye Guys!