

**UNIVERSIDADE DO VALE DO RIO DOS SINOS - UNISINOS  
UNIDADE ACADÊMICA DE GRADUAÇÃO  
CURSO DE LETRAS INGLÊS**

**SUÉLEN DOS SANTOS ANTUNES**

**PROJECT BASED LEARNING IN PRIVATE ENGLISH CLASSES**

**São Leopoldo**

**2021**

SUÉLEN DOS SANTOS ANTUNES

**PROJECT BASED LEARNING IN PRIVATE ENGLISH CLASSES**

Trabalho de Conclusão de Curso  
apresentado como requisito parcial para  
obtenção do título de Licenciada em  
Letras - Inglês, pelo Curso de Letras da  
Universidade do Vale do Rio dos Sinos -  
UNISINOS

Orientadora: Profa. Me. Dra. Graziela Hoerbe Andrighetti

São Leopoldo

2021

## **ACKNOWLEDGEMENTS**

I want to acknowledge my experience at University and say thank you to the ones involved in this process. I would like to thank the professors at University who inspired me to write this paper. I would like to thank, my colleagues and friends, Kananda and Nathália who helped me during classes and who encouraged me to write this paper. I would like to thank my colleague and friend Amanda, with whom I have the pleasure to work with, and who inspires me to be a better professional, I am very proud of the work we do together. I would like to acknowledge my mother, who supported me to study and who helped me to go through university. I would like to thank my advisor, Professor Graziela Andrighetti, who guided my work, I am very happy to have written this paper with her help.

## RESUMO

O uso de Project-Based-Learning (PBL) tem sido estudado em diferentes contextos de aprendizagem, no entanto, ainda há poucos estudos disponíveis que tenham como foco o uso desta abordagem no contexto de aulas particulares de inglês. Assim, este estudo tem como objetivo analisar práticas pedagógicas em um contexto específico de inglês como Língua Adicional (LA) e refletir sobre os benefícios da união de PBL e do ensino de inglês em contextos de aulas particulares. Para apoiar a análise, é apresentado um referencial teórico de ensino baseado por projetos em aulas de língua inglesa. Este estudo também apresenta alinhamentos à Base Nacional Comum Curricular (BNCC, 2017), um documento brasileiro destinado a orientar o trabalho dos professores das escolas regulares no Brasil, no intuito de apresentar possibilidades como esse documento pode ser usado para auxiliar o trabalho de professores de LA em contexto de aulas particulares. Para o contexto de análise deste estudo, apresentou-se um projeto estruturado para aulas particulares de inglês. A partir de uma perspectiva de ensino de Inglês como prática social (SCHLATTER E GARCEZ, 2012), e de Inglês como língua franca (BNCC, 2017), o estudo deste projeto explicita os benefícios do uso PBL em contextos de ensino de inglês em aulas particulares, ressaltando oportunidades de aprendizagens significativas. Este estudo busca contribuir com professores interessados em temáticas de ensino por projetos e que atuem em contextos de aulas particulares, dessa forma também serão disponibilizados neste trabalho os instrumentos e materiais didáticos elaborados para o projeto analisado neste estudo.

**Palavras-chave:** Aprendizagem Baseada em Projetos. Projetos. Aulas particulares de inglês. Inglês como prática social. Inglês como língua franca.

## ABSTRACT

The use of Project-Based-Learning (PBL) has been studied in different learning contexts, however, there are still few studies available that focus on the use of this approach in the context of private English classes. Thus, this study aims to analyze the pedagogical practices in a specific context of English as an Additional Language (AL) and reflect on the benefits of the union of PBL and English teaching in contexts of private lessons. To support the analysis, a theoretical background for project-based teaching in English language classes is presented. This study also presents alignments to Base Nacional Comum Curricular (BNCC, 2017), a Brazilian document designed to guide the work of teachers in regular schools in Brazil, the goal is to present possibilities of how this document can be used to assist the work of teachers of AL in the context of private lessons. For the analysis of this study, a structured project for private English lessons is presented. From the perspective of teaching English as a social practice (SCHLATTER AND GARCEZ, 2012), and English as a lingua franca (BNCC, 2017), the study of this project explains the benefits of using PBL in the contexts of private English classes, highlighting important learning opportunities. This study seeks to contribute to teachers interested in teaching through projects and teachers who work in the context of private classes, so instruments and teaching materials prepared for the project analyzed in this study are left available.

**Keywords:** Project Based Learning. Projects. Private English Classes. English as Social Practice. English as lingua Franca.

## LIST OF TABLES

Table 1- How does a project look like for the teacher.....	19
Table 2- How does a project look like for the teacher.....	30
Table 3- Steps to Design a project.....	57

## LIST OF IMAGES

Image 1- Infographic “Important Aspects for a project to have.” .....	63
---	----

## TABLE OF CONTENTS

<b>1 INTRODUCTION</b> .....	<b>8</b>
<b>2 PROJECT BASED LEARNING</b> .....	<b>12</b>
<b>3 PROJECT BASED LEARNING IN LANGUAGE CLASSROOMS</b> .....	<b>16</b>
<b>4 A GUIDING DOCUMENT FOR TEACHERS</b> .....	<b>21</b>
<b>5 METHODOLOGY</b> .....	<b>27</b>
5.1 The case of Ana .....	27
5.2 A brief contextualization of the scenario in which the project was developed .....	27
5.3 The activities and the analysis .....	28
<b>6 HOW DOES A PROJECT WORK IN A PRIVATE ENGLISH CLASS?</b> .....	<b>30</b>
6.1 Who is the student and what does the student want to achieve .....	31
6.2 English as a Social Practice .....	36
6.3 The execution of the project.....	45
6.4 What did the student achieve?.....	51
6.5 The Project and BNCC .....	54
<b>7 STRATEGIES TO USE PBL IN PRIVATE ENGLISH CLASSES</b> .....	<b>57</b>
<b>8 FINAL CONSIDERATIONS</b> .....	<b>66</b>
<b>REFERENCES</b> .....	<b>68</b>
<b>APPENDIX A - LESSON PLAN PROJECT “WHAT DO I NEED TO KNOW TO WORK AS AN AU PAIR?”</b> .....	<b>69</b>
<b>APPENDIX B - CLASSES 1-6 FROM THE PROJECT “WHAT DO I NEED TO KNOW TO WORK AS AN AU PAIR?”</b> .....	<b>86</b>
<b>APPENDIX C - THE EUROPEAN AU PAIR CONTRACT ACTIVITY 3 FROM CLASS 6</b> .....	<b>118</b>
<b>APPENDIX D - NEEDS ANALYSIS</b> .....	<b>122</b>
<b>APPENDIX E - STEPS OF A PROJECT</b> .....	<b>127</b>



## 1 INTRODUCTION

Private English classes have become an appealing option for both teachers and people interested in learning the language. This change can be the outcome of a number of reasons, for example, in private English classes schedules have more flexibility since it is a direct line between the teacher and the student, furthermore students may want to study the language for a specific reason and private English classes can be tailor-made considering exactly what the student wants/needs and who the student is. Another aspect that may influence a bigger number of students in private English classes is the pandemic that started at the beginning of 2020. Many people who needed to adapt their schedules, jobs, and life, in general, had to find an alternative to study the language, not only because of schedule conflicts but distance as well, leading to remote learning.

The growth in private classes signals an additional language professional niche market, as well as demands greater investment of time, resources, and search for professional improvement focused on teaching private students. During my time at Unisinos University studying in the Letras – Inglês course, I observed the shift from teaching groups to teaching private students done by graduates and undergraduates of Letras - Português/Inglês and Letras - Inglês, and an interest in, what kind of practices are being used in private teaching classes, is raised.

One of the approaches studied during the graduation course of Letras is Project-Based Learning (PBL). The methodology involves the use of 21st-century skills, meaningful discussion topics, self-improvement, real-life situations, and other important aspects necessary to guide a language learner. My experience in the Letras course with PBL, both as a learner and as an educator, and my experience as a private English teacher inspired me to look into the merging of PBL and private English classes. One motivation for learning about this union is the possibility of using PBL to help teachers and students with their development, since the methodology works with projects, this kind of practice can give teachers a tool to physically see the improvement of their students and help students develop important life skills.

This paper also looks at Base Nacional Comum Curricular (BNCC), which is an official document available for teachers which works as a guide for national education in Brazil. This document proposes regulatory markers and ways of working

with regular schools' students using resources to act in the real world dealing with global issues, the goal is to prepare the citizens for the world. Many professionals that work with language teaching have the Common European Frame of References (CEFR) as a guide for the preparation of their classes. Various teaching materials and books published by major publishers in the English market take CEFR as reference. Both documents have very specific traits and have effects on teaching material and pedagogy. They can also offer support for private English teachers to design their pedagogical practices. This paper proposes the use of BNCC as a guiding document for Private English Classes in Brazil, although BNCC was designed for regular schools in Brazil, its content involves important subjects, approaching 21<sup>st</sup> century skills and pedagogical features that are aligned with language learning and teaching.

The understanding that each individual interested in learning English has a specific goal in mind or fits in a specific learning profile makes private English classes very distinct, especially because students' goals differ depending on their work, social interactions, and people with whom She/He interacts. Students may want to become proficient in one specific skill, according to specific situations and purposes. For those students who are working in international companies, the need for learning a language could be related to their work routines, they may use the language as a line of communication with their clients around the world. So, they are expected to manage vocabulary and structures related to the products or services the company offers and also to be aware of the cultural aspects involved in negotiation with clients from different communities around the world. In this case, the student will need help in the development of specific competencies and contents according to the framework he/she is bringing as demand in his/her learning goal. This understanding leads this paper to work with English as a social practice, providing a way of working with similar situations in private English classes.

During my time as an undergraduate of the Letras - Inglês course at Unisinos, I studied about PBL and its configurations. In one of the subjects of the course, I developed together with four other colleagues an Instagram page directed to other language teachers. The page started as a project experienced and developed by us, students of Letras, the idea was for us to experience the student's side of a project, to do so, we thought about a problem or question that was common in our teaching practices and how we could help solve that problem or answer that question. The

problem in focus was the amount of time directed to plan classes and find/create resources for our classes. After conducting a brief research with colleagues of the course, we came to the conclusion that an Instagram page would be a good platform to dialogue with other professionals. We created the page @TeacherShare\_ with the purpose of sharing tools and techniques as well as resources for English classes or other language classes. At the moment I and one other colleague manage the page and create the content for it. The experience with the project allowed me to be in the position of a student in a project, it gave me the possibility to see a project from a different perspective. During the course and after, the management of the page had a big impact in my life as a person and as a teacher, we, in the page, dialogue with other professionals in the area on different levels, sharing experiences, struggles, learning tools and teaching tools. I also believe that I developed new competencies due to the work on the page, I understand better how to communicate an idea and, especially, how to find/create resources for my classes, which was our main goal in the beginning of the project. My experience with the page also allowed a bigger involvement with other teachers that also focus on private English classes.

Looking into the market of private English Classes not only followed by Letras students but also by a growing number of teachers outside the undergraduate course, the resources available to the teachers are part of the research, resources being types of materials for classes, researches done in the area and courses offered for these professionals. Searching for materials about the private English classes market and the use of PBL in this context, I discovered a lack of information about it. Most of the researches available focuses on English in English courses and the methodology of PBL itself, not applied in private English classes. One of the materials studied, with a focus on private English classes, is the E-book “100 dicas para ser um professor autônomo”<sup>1</sup> developed by Troika, a Brazilian company that works with private English teachers. This document offers guidance to help teachers with their classes, not only in terms of the class itself but also with financial, mental and pedagogical issues.

The present work aims to discuss a pedagogical practice proposal based on projects. The union of PBL and private English classes is one possibility for private English teachers to show how an alignment can work and benefit both the student's

---

<sup>1</sup> E-book: “100 dicas para ser um professor autônomo” is from AutonoME & Troika, São Paulo, 2020.

learning and the teacher's planning process. In this study, I describe parts of a project developed for one of my private English classes. The process of the idea for the project and the planning of some activities are described and analyzed in this paper. In the process of establishing the theme for the project, I worked with the student, having in mind their goal of becoming an Au Pair. The needs of the student provide information which is a great way to start a project, therefore knowing your student and what role language plays in their life can provide essential information to elaborate on a project.

Based on the analyses proposed in chapter 6, I present an instrument that can be used as a guiding document to help teachers learn more about their students. The instrument and the steps of the project will be available for download to other teachers, undergraduate students of Letras, educators and professionals in the area on the Instagram page @TeacherShare\_, which is a platform that provides resources for teachers. Together with this material, I present names of tools that teachers can use in their lessons, these tools will also be shared on the Instagram page.

## 2 PROJECT BASED LEARNING

When we talk about using projects inside classrooms, there are a lot of activities that can be carried out with the intention of being a project, however, it is necessary to understand what constitutes a project in order to use this kind of practice. The Project-Based Learning methodology involves a set of specific elements, these elements contribute in a greatly way to the teacher when building a class plan and to the student's development.

According to Barbosa (2004) "A project is a plan with characteristics and possibilities for realization."<sup>2</sup> The word 'plan' is essential when the teacher works with projects as projects need to be thought of and well-considered before being applied. According to Barbosa, a project idea can arise from interactions inside the classroom and/or from the students, however, an idea for a project does not necessarily result in one.

The author also highlights common characteristics seen in projects: "The definition of a problem, the planning, the execution - collection of data, organization and recording of information, communication, and evaluation."(BARBOSA, 2004, p.10).<sup>3</sup> These characteristics represent the main steps usually followed in the development of a project. The first step, as mentioned before, can arise from the students or a suggestion given by the teacher, and before the next steps are implemented, a plan needs to be developed collaboratively.

According to some authors, Nogueira (2005) and Barbosa (2004), projects have very specific applications and Project-Based Learning follows a pattern different from other projects, Larmer, Margendoller, and Boss (2015 p.66) emphasize the aspects of projects and how they differ from other classes:

"Designing a project is not like planning a lesson; it's more like planning a unit.[...] A project has several learning goals, not just one or two like a typical lesson. A project contains within it multiple lessons, activities, tasks, and student assignments, and it requires a variety of resources."

These specific aspects give a base for the teacher to see projects as a complete structured methodology, the authors also call attention to the difference

---

<sup>2</sup> Tradução minha: "Um projeto é um plano com características e possibilidades de concretização" (BARBOSA, 2004, p.09)

<sup>3</sup> Tradução minha: "A definição do problema, o planejamento do trabalho, a realização - coleta, organização e registro das informações, a comunicação e a avaliação" (BARBOSA, 2004, p.10)

between projects and Project-Based Learning and how they can be designed and applied inside the classroom.

Larmer and Mergendoller (2012) propose eight essential steps to Project-Based Learning. The authors explore the importance of meaningful topics to the students, as it can be a decisive starting point to a project. The authors affirm that:

A project is meaningful if it fulfills two criteria. First, students must perceive it as personally meaningful, as a task that matters and that they want to do well. Second, a meaningful project fulfills an educational purpose. Well-designed and well-implemented Project Based Learning (PBL) is meaningful in both ways.(LARMER AND MERGENDOLLER, 2012, p.2)

In this perspective, Project-Based Learning allows the teacher to create a space for the students where they have a voice, responsibility, and interest in their learning process. Finding something meaningful to work inside the classroom brings a set of variables, once, it does not only mean work with what interests students but something that is going to help their learning. If a teacher works with a large group it is complicated to work with something that will be interesting and meaningful to everyone, at least in the beginning, this may be seen in a different light in private classes since most private English classes focus on what are the student's goals.

The use of PBL inside the classroom is led by different reasons, the decision of working with projects also needs to be well thought, as Nogueira (2005) calls attention to in his book, working with projects is a way to reach a goal, it requires knowing what is the student's goal and what is the intention with the project. The author also brings examples of what projects can offer the classroom and students, like connection with the community, collective and collaborative work as well as a cultural plurality.

As seen before, projects follow a list of steps, and the process before the project itself also has stages. After establishing the goal and the intentions with it, specific questions such as 'How?', 'When?', and 'Why?' are asked and, as a result, the teacher and the student(s) have a clearer idea of the project. PBL is always brought by educators as a methodology that enables collaborative work and requires 21st-century skills from the students, both are very important characteristics in a globalized society.

To understand how PBL influences the development of 21st-century skills, Bell (2010) describes practices that represent this relation. "Learning responsibility, independence and discipline are three outcomes of PBL. The organizational blueprint

that students have designed for themselves guides them and allows them to stay focused and on-task.” According to Bell (2010), the process of a project is going to require responsibility from students and, as a consequence, students will become more independent in their learning. Collaborative skills are also a benefit of projects “PBL promotes social learning as children practice and become proficient with the twenty-first-century skills of communication, negotiation, and collaboration.” Bell (2010, p. 40). Abilities to express an opinion and to understand others are part of projects, being able to negotiate an idea tells a lot about the student’s development, not only in language but as a person as well.

Looking into what a project exactly should be, Stoller (2006) points out the challenge of finding a specific definition to it since Project-Based Learning can be applied in different ways, however, the author makes an observation to specific “conditions” in Project-Based Learning. According to Stoller (2006 p.24):

[...] Project-based learning should (a) have a process and product orientation; (b) be defined; (c) extended over a period of time (rather than a single class session); (d) encourage the natural integration of skills; (e) make a dual commitment to language and content learning; (f) oblige students to work in groups and on their own; (g) require students to take some responsibility for their own learning through the gathering, processing, and reporting of information from target language resources; (h) require teachers and students to assume new roles and responsibilities (Levy 1997); (i) result in a tangible final product; and (j) conclude with students reflections on both the process and the product.

Considering Project-Based Learning as a way of designing lessons for private English classes, teachers can define the final product as an outcome to be reached. This outcome is something that the student will actually have to do in his/her life, for this reason, it will be worth developing the project as a whole. The development of a class plan always has to take into consideration the background of the student. Nogueira (2005) highlights the importance of that in projects. According to the author, background involves the context in which the students are settled, their previous knowledge, their difficulties, and what they want to accomplish with their learning.

After learning about these conditions, it is easier to see the advantages of using Project-Based Learning in the classroom, especially because when the focus is on language learning as social practice, having the learner be responsible for their own learning is essential in some points and creates a bridge between the classroom and the real world.

The role of the teacher and the role of the student have been briefly illustrated previously. Nogueira (2005) underlines the understatement that the project is both the student's and the teacher's. Looking deeper into the roles of the teacher and the student, Schmitt (2004) summarizes the steps of the project and what the teacher and the student do in each step, what is their part in a project. Two words are used to illustrate the work of the teacher "facilitator" and "guide", throughout the project, the teacher acts as a facilitator of the work and as a guide for the steps of the project. The student is described as the "acting part" of the project, they are the ones who will do the project, having the student as the main actor in their learning process allows them to create autonomy.



### 3 PROJECT BASED LEARNING IN LANGUAGE CLASSROOMS

As we have seen, the structure of PBL has a specific set of components, these components lead the work of students to be part of something meaningful and well applied, looking into the beginning of a project, it is always necessary to have a driving question and/or a theme for your project. When PBL is used in language classrooms, in addition to all the elements mentioned before, language is also an important element of the project and has a direct connection to the driving question and the theme.

Having in mind the important role of language in projects, in the context of language classrooms, we look into how this can be applied. Schlatter and Garcez (2012) in their book “LÍNGUAS ADICIONAIS na escola: aprendizagens colaborativas em INGLÊS”, explore the role of English in a cross-disciplinary project.

During the project, students need to engage with materials that are in English and these materials will make an impact in the students’ production during the project, which means that, in this context, they interact with the language in order to learn about something important for the project.

In the proposal presented here, however, a presentation (or not) of linguistic forms and structures will depend on what challenges arise from the texts and problem-solving activities in the projects. Thus, these linguistic forms and structures are seen as resources to do something or achieve something. (Schlatter and Garcez, 2012, p. 68)<sup>4</sup>

In their project proposal, English is not being used just to complete a syllabus, language comes as something necessary to the project. This approach says a lot about how the educators see language, especially being a cross-disciplinary project. For this reason, the material involving the language needs to be selected according to the project and needs to be meaningful, the selection of resources will depend on how the project is structured.

After deciding the genres that will be the focus in each grade, because these are relevant texts for the participation of an important field of action and theme to focus in the project, it is necessary to decide which specific texts will be the focus of the tasks in the classroom [...] The genres will be the

---

<sup>4</sup> Tradução minha: “Na proposta que fazemos aqui, entretanto, a apresentação (ou não) de formas e estruturas linguísticas dependerá das demandas surgidas no enfrentamento dos textos e atividades de resolução de problemas em projetos de ensino de aprendizagem. Assim, essas formas e estruturas linguísticas são vistas como recursos expressivos para fazer isso ou aquilo.” (Schlatter and Garcez, 2012, p. 68)

focus of teaching and assessment. It is from the texts that we decide the specific contents that will be part of the development of the project. (Schlatter and Garcez, 2012, p. 68-69)<sup>5</sup>

The role of language here depends on the genres students will need to interact with. For example, if students need to research information about how other countries deal with social issues and this information later on influences the course of the project, students need to look into different articles about the subject. The articles students will read and the platforms students will use to connect with the subject are the genres of the project, these genres are the focus to structure how language is going to be part of the project, what resources students need to understand the information in the article, what information students need that will impact in their project. This simple example shows that the project is not based on the language students “need” to learn according to the curriculum, but what language students need to learn to achieve something they have chosen/agreed upon.

The example above shows a different view of language in the classroom and, in projects. However, if we consider school syllabus and language course syllabus, the learning process is usually organized and structured in content, which, according to a syllabus, needs to be learned. Stoller brings in his work the benefits of connecting projects and content:

Project-based learning should be viewed as a versatile for fully integrated language and content learning, making it a viable option for language educators working with a variety of instructional settings, including general English, English for academic purposes (EAP), English for specific purposes (ESP), and English for occupational/vocational/professional purposes, in addition to preservice and in-service teacher training. (Stoller, 2002, p.109)

Of course that, when we focus in Private English classes, teachers have the freedom to work with a specific approach and not be dependent on a list of contents, however the words of Stoller also represent the work of private English teachers since, it is a possibility that teachers work with general English, English for Academic Purpose (EAP), English for Specific Purpose (ESP) and English for occupational/vocational/professional purposes. Private English classes open the possibility to further different goals and different students and even if this also

---

<sup>5</sup> Tradução minha: “Tendo decidido os gêneros do discurso que serão foco de cada ano, porque esses são alguns dos textos relevantes para a participação de um campo de atuação importante para o enfoque temático do projeto, é necessário decidir quais textos específicos serão foco das tarefas em sala de aula [...] Os gêneros estruturantes serão foco do ensino e da avaliação. É a partir deles que decidimos os conteúdos específicos que serão focalizados no desenvolvimento do projeto.” (Schlatter and Garcez, 2012, p. 68-69)

happens in a classroom with groups of students, in private English classes one student will be the focus and the needs of that one student will guide the course of the classes, which is called a tailor-made class. Therefore, if a student needs the language for work, for example, a lawyer, the teacher will need ESP materials, if a student needs the language for a specific subject at university or to write an academic work in the language, the teacher will need EAP materials, and considering other cases in which students do not have a specific already established use for the language in their lives, these students have a goal in mind and this goal can be the beginning to mold a project.

As Schlatter and Garcez (2012) explain the cross-disciplinary project, the authors describe steps and practices followed during the construction of the project. One of the elements highlighted was the fact that the project was built with the students, in the sense that the teachers considered the student's knowledge and background to build the classes. During this part of the book, the authors described in detail the important steps of the project. First, they took into consideration the context and conditions in which the project could be applied, then, they organized, as a group of teachers the theme for the project, next, they established the goals and objectives to be achieved with the project.

The educators who were part of the project also learned about important concepts in projects and what it would be like to build one. According to Schlatter and Garcez (2012), one of the steps was "Understand that, a project involves the preparation of pedagogical tasks, flexibility, and creativity from the teacher to adapt the tasks [...]."<sup>6</sup> A project designed for a specific group or, with the use of specific genres is going to require activities that fit the circumstances, the teacher will need to create and adapt things so they are part of the context of the project, this is also a common characteristic in tailor-made classes.

During the development of the project, Schlatter and Garcez (2012) also mention elements that can be crucial to engage students in the project and in the activities. First, they illustrate that knowing what the student knows about the subject will define the course of the project "Diagnose what the student already knows to decide what the starting point is to build new knowledge" (Schlatter and Garcez,

---

<sup>6</sup> Tradução minha: "Compreender que um projeto envolve a elaboração de tarefas pedagógicas, flexibilidade e criatividade do professor para adaptar as tarefas [...]." (Schlatter and Garcez, 2012)

2012).<sup>7</sup> This knowledge allows the teacher to skip repetitive subjects that the student is already aware of and focus on subjects that the student does not know or feels insecure about.

Another element is to challenge. “Present the student with a problem so he realizes that what he already knows is not enough for what it is demanded by the contemporary society and that, therefore, it is justified to seek more knowledge.” Schlatter and Garcez (2012).<sup>8</sup> Challenging students with a problem to be solved, connects the students with their previous knowledge about the subject and instigates them to learn more about the subject, when the problem is part of a context, having the students looking for answers and presenting them, makes them active citizens in their society.

Considering the structure of PBL, the role of the teacher, the role of the student and all the elements explored above about PBL I illustrate the steps of a project for the teacher, according to what was previously explained.

Table 1- How does a project look like for the teacher

Steps	Direction	Important aspect according to:
1-	Defining the student's goal	Nogueira (2005)
2-	Learning about a student's background and context.	Nogueira (2005) Schlatter and Garcez (2012)
3-	Defining the objective of the project, the final product or the outcome to reached	Stoller (2006) Schlatter and Garcez (2012)
4-	Defining a problem, theme or driving question.	Barbosa (2004)
5-	Learning student's knowledge about the subject	Schlatter and Garcez (2012)
6-	Planning the project, establishing the steps, selecting the genres, creating the activities.	Barbosa (2004) Schlatter and Garcez (2012)

<sup>7</sup> Tradução minha: “Diagnosticar o que o aluno já sabe para saber qual é o ponto de partida para a construção de conhecimento.” (Schlatter and Garcez, 2012)

<sup>8</sup> Tradução minha: “Apresentar ao aluno um problema para que ele possa se dar conta de que o que ele já sabe não é suficiente para dar conta das exigências de participação valorizadas pela sociedade contemporânea e que, portanto, se justifica buscar mais conhecimentos.” (Schlatter and Garcez, 2012)

7-	Selection of materials, adaptation of material to the project.	Stoller (2002)
8-	Challenge students to expand their knowledge and expand it.	Schlatter and Garcez (2012)
9-	The execution of the project - The teacher as a facilitator and the student as the “acting part” of the project.	Barbosa (2004) Nogueira (2005) Schmitt (2004)
10-	Reporting the outcome of the project, sharing knowledge.	Barbosa (2004)
11-	Feedback	Barbosa (2004)

#### 4 A GUIDING DOCUMENT FOR TEACHERS

In private English classes, as mentioned previously, teachers have freedom to work with a specific approach and follow a specific syllabus that fits the work of the teacher and the needs of the student, this freedom is also directed to what guides the work of the teacher. Looking into BNCC (Base Nacional Comum Curricular), a Brazilian document designed to guide the work of teachers in regular schools in Brazil, it is a possibility for teachers to use this document as a guide to plan and develop their classes in the private English context with PBL as an approach.

The Base Nacional Comum Curricular (BNCC) is a normative document that defines the organic and progressive set of essential learning points that all students must develop throughout the stages and modalities of Basic Education, so that they have their learning and development rights assured, in agreement with Plano Nacional de Educação (PNE). (BNCC, 2017)<sup>9</sup>

The document is organized according to the different levels and the areas that are the focus in Brazilian schools. BNCC works as a guide and it was designed to help teachers think, plan and work with their students, integrating skills and developing important abilities in each area. Considering how BNCC approaches language, an analysis of the subject English is done, this analysis looks into what the document proposes and what interpretation it brings about language teaching and learning.

First, the document explains the reason for English to be a subject in Brazilian schools, and in its composition, English is an important skill for students to be integrated with the world, acting as part of it. According to BNCC:

[...] the study of the English language can provide everyone access to linguistic knowledge necessary for engagement and participation, contributing to critical thinking and active citizenship for the students, in addition to that, expanding the possibilities of interaction and portability, opening new paths of knowledge and consistency in learning. (BNCC 2017)<sup>10</sup>

---

<sup>9</sup> Tradução minha: “A Base Nacional Comum Curricular (BNCC) é um documento de caráter normativo que define o conjunto orgânico e progressivo de aprendizagens essenciais que todos os alunos devem desenvolver ao longo das etapas e modalidades da Educação Básica, de modo a que tenham assegurados seus direitos de aprendizagem e desenvolvimento, em conformidade com o que preceitua o Plano Nacional de Educação (PNE)” (BNCC 2017)

<sup>10</sup> Tradução minha: “[...] o estudo da língua inglesa pode possibilitar a todos o acesso aos saberes linguísticos necessários para engajamento e participação, contribuindo para o agenciamento crítico dos estudantes e para o exercício da cidadania ativa, além de ampliar as possibilidades de interação e mobilidade, abrindo novos percursos de construção de conhecimentos e de continuidade nos estudos.” (BNCC 2017)

This view of the language, as a skill to integrate the students as a citizen in the world, is the first component of the organization of a class. It is important to know what language means in the work of the teacher. This knowledge facilitates the work of the teacher in numerous aspects, starting with what students are the target audience and finishing with planning. The document approaches English as lingua franca, "The treatment given to the component at BNCC prioritizes the social and political function of English and, in this sense, it approaches the lingua franca status." (BNCC 2017).<sup>11</sup> The social and political aspect in English is one of the most important elements of BNCC, Schlatter and Garcez (2012) brought the same elements in the project mentioned in the previous chapter, their project followed BNCC and incorporated the elements of the document in PBL.

The status of English as língua Franca allows the educator to leave aside some elements and beliefs usually common in language classroom and bring other important elements to the class "Approaching English as a lingua franca detaches it from the notion of belonging to a certain territory [...] legitimizing the uses of the English language in its local contexts."(BNCC 2017).<sup>12</sup> BNCC considers the context of the students as one of the most important aspects in the classroom, which also makes a connection to PBL that, in its first steps, takes into consideration the context of the student to guide the project. For BNCC, English is also a bridge to literacies "expanding the vision of literacy, or better, literacies, [...] in which knowing the English language enhances the possibilities of participation and circulation. " (BNCC 2017).<sup>13</sup> It allows students not only to be part of specific interactions involving the language but participating actively as well.

As briefly explained before, the status of English as lingua franca allows the teacher to leave aside certain beliefs that correspond to standards established in language approaches or other status of language. According to BNCC:

Approaching the English language in its lingua franca status implies an understanding that certain beliefs - such as that there is a "better English" to teach, or a specific "level of proficiency" to be achieved by the student - need

---

<sup>11</sup> Tradução minha: "o tratamento dado ao componente na BNCC prioriza o foco da função social e política do inglês e, nesse sentido, passa a tratá-la em seu status de língua franca" (BNCC 2017)

<sup>12</sup> Tradução minha: "o tratamento do inglês como língua franca o desvincula da noção de pertencimento a um determinado território [...] legitimando os usos da língua inglesa em seus contextos locais" (BNCC 2017)

<sup>13</sup> Tradução minha: "ampliação da visão de letramento, ou melhor, dos multiletramentos, [...] no qual saber a língua inglesa potencializa as possibilidades de participação e circulação" (BNCC 2017)

to be looked into from a new perspective. This demands from the teacher an attitude of acceptance and legitimation of different forms of expression in the language, such as using ain't to do a negative sentence, and not just "standard" forms like isn't or aren't. In other words, we do not want to approach these uses as an exception, a local curiosity of the language, which deviates from the "standard" to be followed. (BNCC 2017)<sup>14</sup>

The quote above brings important characteristics of classrooms considering the "lingua franca" status. First, the goal is not to reach a certain level of proficiency, second, standards are not the focus and finally, the classes are accepting of different English expressions and accents. All these characteristics make a valuable impact in class, and, thinking about private English context, in tailor-made classes, students may want the language to attend a specific need in their lives, it is not about being proficient in the language but learning something specific that is going to be necessary to the student. For this reason, BNCC can be the document that guides the work of the teacher in the private English classes context, the document considers learning in different contexts and presents learning goals according to the students and their needs, very similar to what tailor-made private English classes propose.

Looking into how teachers can organize their classes based on BNCC, the document proposes five important elements to guide the teacher. The first element being oral skills to be developed in class:

The Orality element involves language practices in situations of oral use of English, with focus on understanding (or listening) and oral production (or speech), articulated by negotiation in the construction of meanings shared by the interlocutors and / or participants involved, with or without a face-to-face contact. Thus, face-to-face oral language practices - such as debates, interviews, conversations / dialogues, among others - constitute oral genres in which the characteristics of the texts, of the speakers involved and their "particular ways of speaking to language", that, sometimes constitute their identities, must be considered. (BNCC 2017)<sup>15</sup>

---

<sup>14</sup> Tradução minha: "Situar a língua inglesa em seu status de língua franca implica compreender que determinadas crenças – como a de que há um "inglês melhor" para se ensinar, ou um "nível de proficiência" específico a ser alcançado pelo aluno – precisam ser relativizadas. Isso exige do professor uma atitude de acolhimento e legitimação de diferentes formas de expressão na língua, como o uso de ain't para fazer a negação, e não apenas formas "padrão" como isn't ou aren't. Em outras palavras, não queremos tratar esses usos como uma exceção, uma curiosidade local da língua, que foge ao "padrão" a ser seguido." (BNCC 2017)

<sup>15</sup> Tradução minha: "O eixo Oralidade envolve as práticas de linguagem em situações de uso oral da língua inglesa, com foco na compreensão (ou escuta) e na produção oral (ou fala), articuladas pela negociação na construção de significados partilhados pelos interlocutores e/ou participantes envolvidos, com ou sem contato face a face. Assim, as práticas de linguagem oral presenciais, com contato face a face – tais como debates, entrevistas, conversas/diálogos, entre outras –, constituem gêneros orais nas quais as características dos textos, dos falantes envolvidos e seus "modos particulares de falar a língua", que, por vezes, marcam suas identidades, devem ser considerados." (BNCC 2017)



Having in mind this first element and the “lingua franca” status, the classes are organized considering a specific genre that will guide the structure of the lesson and what the student will interact within the lesson, for example, if students need to understand the information in a video about a topic that will help them with their own production, this video will be the focus of the class and from it the teacher can build a series of activities to help the students engage and understand the information in it, which means that, this video was not found to fit the class, the class is planned based on the video, so the teacher can base the activities on components found in the video “Lexical items and linguistic structures used, pronunciation, intonation [...]” (BNCC 2017).<sup>16</sup>

Another example would be a work presentation or a paper presentation in an academic environment, the student needs to be ready for the presentation, so elements like pace, timing, clear information, and content can be the components for the classes leading the student to be prepared to do the presentation, examples like this one are more related to PBL, it is not expected to learn how to do a good presentation, with specific content and in another language in one class, the teacher can build a project considering the characteristics here exemplified. In addition to that, BNCC proposes other components that need to be considered related to oral skills:

[...] strategies for comprehension (global, specific and detailed comprehension), adaptation (conflict resolution) and negotiation (requesting clarifications and confirmation, use of paraphrases and exemplification) are relevant aspects in the configuration and exploration of these practices. (BNCC 2017)<sup>17</sup>

The second element is reading, in this section, BNCC brings up the importance of critical reading skills and the effect that a text can have when it has a social and cultural meaning for the student, as well as the importance of different genres and productions from that text according to the goal established by the teacher and the student. The document also guides the teacher towards the importance of a text, if a text is written, it is written for someone, with a purpose “The

---

<sup>16</sup> Tradução minha: “Itens lexicais e estruturas linguísticas utilizados, pronúncia, entonação [...]” (BNCC 2017).

<sup>17</sup> Tradução minha: “[...] estratégias de compreensão (compreensão global, específica e detalhada), de acomodação (resolução de conflitos) e de negociação (solicitação de esclarecimentos e confirmações, uso de paráfrases e exemplificação) constituem aspectos relevantes na configuração e na exploração dessas práticas.(BNCC 2017)”

Reading element addresses language practices arising from the interaction of the reader with the written text [...]” (BNCC 2017)<sup>18</sup>, it is important for the student to interact with the text and act as a critical reader.

The following element in BNCC is writing, which is presented in two parts “The writing productions proposed in the Writing element consider two aspects in writing. On the one hand, they emphasize its procedural and collaborative nature.” (BNCC 2017)<sup>19</sup>, writing skills usually complemented by other important skills in the process, creativity and collaboration being some of them, BNCC proposes that, in this process, students work in collaboration with their peers and take in consideration important steps like planning, negotiation of ideas and proof reading.

In this section, it is also brought to the attention of the teacher the importance of autonomy “On the other hand, writing is also seen as a social practice, it rearranges the purpose of writing according to the practice, giving students the opportunity to be the protagonists.” (BNCC 2017)<sup>20</sup> again, language here is inserted in the lesson as social practice, student’s productions need to have a meaning outside the classroom, they will be writing for a purpose.

Furthermore, BNCC presents the element of linguistic knowledge which is connected to all the other elements mentioned previously. In this section, teachers are motivated to challenge their students to think critically about the language, go beyond the grammar rules and ask questions to understand the uses of language.

[...] Going beyond to defining of what is right and what is wrong, these discoveries should provide reflections on notions such as "adequacy", "standard", "linguistic variation" and "intelligibility", leading the student to think about the uses of the English language, questioning, for example: “This way of using English would be 'appropriate' from whose perspective? Who defines what is 'correct' in the language? Who would be included in these uses of language? Who would be silenced?” (BNCC 2017)<sup>21</sup>

---

<sup>18</sup> Tradução minha: “O eixo Leitura aborda práticas de linguagem decorrentes da interação do leitor com o texto escrito[...]” (BNCC 2017)

<sup>19</sup> Tradução minha: “As práticas de produção de textos propostas no eixo Escrita consideram dois aspectos do ato de escrever. Por um lado, enfatizam sua natureza processual e colaborativa.” (BNCC 2017)

<sup>20</sup> Tradução minha: “Por outro lado, o ato de escrever é também concebido como prática social e reitera a finalidade da escrita condizente com essa prática, oportunizando aos alunos agir com protagonismo” (BNCC 2017)

<sup>21</sup> Tradução minha: “[...] Para além da definição do que é certo e do que é errado, essas descobertas devem propiciar reflexões sobre noções como “adequação”, “padrão”, “variação linguística” e “inteligibilidade”, levando o estudante a pensar sobre os usos da língua inglesa, questionando, por exemplo: “Essa forma de usar o inglês estaria ‘adequada’ na perspectiva de quem? Quem define o que é o ‘correto’ na língua? Quem estaria incluído nesses usos da linguagem? Quem estaria silenciado?” (BNCC 2017)

It is important to highlight that in this perspective of language and considering the lingua franca status, a certain proficiency level is not the goal, which allows these practices to be part of the lessons giving the students opportunities to understand the language in a social context, rather than following a standard form.

The final element is Intercultural Dimensions in which students learn about the concepts and the implications of culture connected to language “This is the scenario of English as a lingua franca, and in it, learning English implies in problematizing the different roles of English by itself in the world, its values [...]” (BNCC2017)<sup>22</sup>. Languages are directly connected to different cultures, and the use of English by native groups and non-native groups adds much more to the cultural aspects of the language, presenting this notion to students and allowing students to connect with different materials in English is a great way to prepare students to real interactions in different places and people.

In conclusion, BNCC highlights the importance of working with the skills in an integrated context as it happens in real social contexts. Even though the elements were divided to be explained, they are connected in the uses of the language and they need to be presented as such to the students (BNCC 2017).

I believe it is important for teachers to have a document like BNCC to guide their practices and help establish the goals of the students and the teacher. Since our focus here is in the private English classes context, BNCC presents a way of working with a lot of the aspects common to private English classes, and since private teachers have the freedom to choose materials, work with different methodologies and how to establish criteria in their classrooms, BNCC is a great resource for teachers.

---

<sup>22</sup> Tradução minha: “Este é o cenário do inglês como língua franca, e, nele, aprender inglês implica problematizar os diferentes papéis da própria língua inglesa no mundo, seus valores [...]” (BNCC, 2017)

## **5 METHODOLOGY**

Considering the theoretical background in this paper in relation to PBL, how projects work, how they can be implemented and the understanding of language as a social practice, this study aims at providing a way of looking at a bigger scope of private English classes with the union of PBL as one possibility for private English teachers. In this chapter, I present the methods I used to carry out this work.

In order to discuss the benefits of the union of PBL and private English classes to student's learning and the teacher's planning, I describe a project developed for one of my students and I analyze the way it was designed based on PBL. First, I contextualize the setting in which the project was designed for and present information about the student. Then, I look into how the project started the steps of the project and how it was built. Finally, I present some specific activities developed in the project.

### **5.1 The case of Ana**

To contextualize the setting in which the project was designed for and it will be applied, I present some information about the student.<sup>23</sup> The student is a woman between the ages of 18 and 22, she has an upper-intermediate level of English and when we started our lessons in the beginning of 2020 she had an intermediate level of English, she had already studied English before in different courses and with different teachers. The student contacted me with a clear goal to go abroad and participate in an exchange program, she had knowledge about the Au Pair exchange program and she wanted to improve her language skills and prepare herself to be part of the Au Pair program.

### **5.2 A brief contextualization of the scenario in which the project was developed**

Before we started our lessons, I interviewed her to understand exactly what her objectives were and what her English level was. This interview was carried out in an empirical way, when we started our classes I had some information about her, but I came to learn much more during our lessons. Before I started the project I gathered

---

<sup>23</sup> To protect the identity of the student I will refer to her as Ana, a fictional name.

all the information about the student in a more guided way using an instrument developed by me, which is now what I use with all my new students, with this instrument I could review important characteristics about the student's profile, however her goal was still the same, to work as an Au Pair abroad.

It is important to highlight that unfortunately we had to postpone the project about the exchange program due to the pandemic that started in the end of 2019 and became official in Brazil in March of 2020. In the beginning of our lessons the plan was to work on other projects and in the middle of 2020 we would prepare for the exchange program, however since everything closed down we decided to work on other demands brought by the student and work on the project one year later, which means that by the time this research is finished the project will not have been applied. The reason why I wanted to bring this specific project to the analysis and not another one is because, although other subjects would have been great examples as well, this subject was the most important one for the student in my perspective, and it became the driving subject in our lessons.

### **5.3 The activities and the analysis**

The analysis of the project is separated in six sections, each section approaches specific characteristics of projects. These characteristics are analyzed according to the steps of PBL researched, explained and summarized in this paper. Specific activities from the project are brought as examples of these steps from PBL, the activities are taken individually from the lessons, explained and then connected with the theoretical background of PBL.

The first part of the analysis summarizes the context of the analysis, the second part of the analysis focuses on the beginning of the project, how the idea of the project came to light, how the planning of the activities was conducted and what was the role of the student in this part of the project.

The third part of the analysis is focused on how the activities were built, considering English as a social practice, what genres were selected for the project, how these genres influenced the structure of the project and what is the connection of the activities and the role of the student in the real world.

The fourth section is about the role of the student and the role of the teacher during the lessons, this part of the analysis considers what the activities propose and

what is the intention of each activity taking in consideration that the student is the acting part of the project. The following section is about the outcome of the project and what is the influence of the outcome in the student's life and the teacher's lesson plan and work.

The last part of the analysis connects the project with BNCC and how the principles of BNCC are present in the lessons. The analysis also approaches improvements that can be done in the lessons in relation to PBL and BNCC. All the lessons and the activities that are analyzed in this paper and were part of the research are available in the Instagram page @techershare\_ and attached in this paper.

## 6 HOW DOES A PROJECT WORK IN A PRIVATE ENGLISH CLASS?

To demonstrate how a project can work in a private English class, I analyze the activities and the structure of a project developed to be implemented in a private English Class. The name of the project is “What do I need to know to work as an au pair?”. In order to guide the discussion provided in this chapter, I base the analysis on the table presented in the previous sections of this study (page 19). This table is from my own authorship, and it was created from the readings I consider relevant on the literature available to discuss projects. The table works as a step-by-step guide of how a project should start, be conducted and finish, therefore I analyze the activities in the project identifying these steps in the project I developed for one of my students.

The analysis is separated in sections, each section approaches specific steps of the table. Section 6.1, “Who is the student and what does the student want to achieve”, is about the first steps of the table, it analyses the process in the beginning of the project and the role of the student in this process. Section 6.2, “English as a Social Practice”, analyses the activities identifying the steps connected to the planning, the structure of the project, the selection of the resources and how these resources were adapted for the project. In the next part of the analysis, section 6.3, “The execution of the project”, the focus is on the steps that involve the realization of the activities and what is expected of the teacher and of the student in the realization of these activities. The steps that focuses on the outcome of the project are part of section 6.4, “What did the student achieve?”. This part of the study is related to the impact of the lessons and the outcome of the project in the student’s life. Finally, the last part of the analysis, section 6.5, “The Project and BNCC”, connects the BNCC, previously studied in this paper, to the project and how the elements that BNCC proposes can be found or not in the project.

Table 2- How does a project look like for the teacher

Steps	Direction	Important aspect according to:
1-	Defining the student’s goal	Nogueira (2005)

2-	Learning about a student's background and context.	Nogueira (2005) Schlatter and Garcez (2012)
3-	Defining the objective of the project, the final product or the outcome to be reached	Stoller (2006) Schlatter and Garcez (2012)
4-	Defining a problem, theme or driving question.	Barbosa (2004)
5-	Learning student's knowledge about the subject	Schlatter and Garcez (2012)
6-	Planning the project, establishing the steps, selecting the genres, creating the activities.	Barbosa (2004) Schlatter and Garcez (2012)
7-	Selection of materials, adaptation of material to the project.	Stoller (2002)
8-	Challenge students to expand their knowledge and expand it.	Schlatter and Garcez (2012)
9-	The execution of the project - The teacher as a facilitator and the student as the "acting part" of the project.	Barbosa (2004) Nogueira (2005) Schmitt (2004)
10-	Reporting the outcome of the project, sharing knowledge.	Barbosa (2004)
11-	Feedback	Barbosa (2004)

### 6.1 Who is the student and what does the student want to achieve

To start the analysis, I look at the first steps from the table that represent the initial part of a project. Step 1 "Defining the student's goal", step 2 "Learning about a student's background and context", step 3 "Defining the objective of the project, the final product or the outcome to be reached", step 4 "Defining a problem, theme or driving question" and step 5 "Learning student's knowledge about the subject".

As mentioned in the introduction of this paper, the process of establishing a theme or a driving question is done with the student, so the first steps are determined by the student. In this way, knowing who the student is and what the student is trying to accomplish is essential to determine the beginning of a project, to develop and to



go through a project. Before building the project “What do I need to know to work as an au pair?”, all the information about the student, the student’s goal and the student’s background had to be clear for me as a teacher and task maker, and, to be certain of that, I developed an instrument with the purpose of learning the student’s needs.

The lessons we had prior to the design of the project had an impact on my work, and considering the amount of information necessary to build the project I came to understand that the first interview with the student can provide much more information if carried out in a guided way. As previously mentioned, this first meeting with the student can also provide information to the teacher to start a project, and this was the case here, based on the objective brought by the student I considered working with PBL from the beginning. Due to these reasons, I designed an instrument to guide interviews with students; my objective with this instrument is to gather information about the student and to facilitate the process of lesson planning. This document is also based on BNCC and it will be available in future chapters.

These types of instruments are usually known as “Needs Analysis”, and are constituted of questions about the student with the intent of creating a profile of the student. This type of instrument is usually used to determine the needs of an individual with the goal of addressing these needs, the profile of the student based on the Needs Analysis is the guide to build the project. The profile available below contains the answers of Ana, my student for which project “What do I need to know to work as an au pair?” was designed.

#### Ana’s Needs Analysis

##### Personal Life

Important aspects connected to lifestyle, experiences, beliefs, family, friends, work, etc. It is important to understand how these aspects work together and the influence of English in each aspect

The student is a young woman, between the ages of 18 and 25. She was born in the south of Brazil and currently lives in the same place. The student lives with her family, she has 2 sisters, she is the only one who speaks English in the family. The student is currently working with education and studying a course related to education at University. The student likes to read, watch series and ride horses. The student usually accesses different types of materials and resources in English and connects with her friends both in her first language and in English. Besides English the student is in contact with the Talian, the Italian dialect common in the south of Brazil, she does not speak the language but she understands the dialect because people in her family use the language.

Academic life

Aspects connected to the academic experiences of the student and the student's connection to studies and professional development.

The student graduated high school in her home town. In school she studied English and Spanish. She became interested in English when she was very young and she has studied the language with different teachers and in different periods of her life. The student is interested in becoming a teacher and has experience in the area. The student usually reads and watches things in English, she is most drawn to fiction and she recently read Harry Potter.

Social media and other medias

This category refers to the type of content that the student is used to seeing and socializing with.

The student did not say much about this subject and other specific information were mentioned previously.

Learning characteristics

This category refers to the student's learning process in relation to the language.

The student is interested in learning the language because she wants to pursue different goals and English will help her to accomplish these goals. The student is most interested in becoming an Au Pair in the United States and is in contact with an agency that is specialized in this kind of process, but to be an Au Pair she wants to be confident about the steps and the responsibilities of the program and her abilities of communication to go through the program. The student also reads and watches things about the program so she has some knowledge about it. The student has some difficulties with her listening abilities and is most concerned about this considering her language skills. She is very good at reading and she is confident about this ability.

The project "What do I need to know to work as an au pair?" is going to give focus to the student's goal "Be prepared to do the Au Pair program between the years of 2021 and 2022." In order to achieve this goal, It is necessary to think about the social practices involved in this journey. As well as in the texts that the candidates or selected participants will have to deal with , according to the situated practices.

The information above contains the four categories that guide the Needs Analysis; these categories involve the personal and professional life of the student as well as the learning characteristics of the student. The questions from the needs analysis can be used in first meeting between the student and the teacher, then, later on, based on the answers of the student, the teacher builds a profile that provides very important information to start a project focusing on the student, the student's needs and the student's social context and background.

Considering the steps of a project, this Needs Analysis can clarify information essential to the five first steps that are analyzed in the project “What do I need to know to work as an au pair?”. The teacher can define the student’s goal, learn about the student’s background and context, determine an objective to be reached, a problem to be solved or a driving question to be answered as well as understand how much the student knows about the main subject of the project.

The Needs Analysis above is from Ana who is going to be the active part in the project “What do I need to know to work as an au pair?” The category “Learning Characteristics” is about the student’s relationship and experience with the language as well as her goals for learning more about the language. I determined her goals in our first meeting, at the time I did not have the Needs Analysis to guide the meeting but I could determine the student’s goal with the lessons, After I developed the instrument to guide this work with the students and prior to the development of this project I completed Ana’s Needs Analysis as a way to guide my work.

One of the main characteristics of projects is to know who is the project for, Nogueira (2005) and Schlatter and Garcez (2012) approach this subject in their work highlighting how the student’s background, knowledge and characteristics can influence the course of a project and how it should be studied and understood prior to designing a project and during the application of a project. To do the project “What do I need to know to work as an au pair?” not only the student’s goal was important to determine, but her learning characteristics, her lack of understanding about some topics, her fears and her doubts were also essential.

For the project “What do I need to know to work as an au pair?”, the Needs Analysis was not done in the first encounter between teacher and student, the information available in the Needs Analysis above was gathered after many encounters with the student, however, before the beginning of the project the Needs Analysis was completed, the questions to build the instrument, which will be available in a future chapter, were answered and organized following the steps of the project.

The fact that the Needs Analysis in this project was built after more than one class with the student is also connected to another aspect from PBL, flexibility, according to Schlatter and Garcez (2012) teacher needs to be open to adaptation, not only in the beginning of a project, but adaptation will also need to be made according to the student’s progress and challenges. The construction of lessons, specially in tailor-made classes are constantly working with the student, what the

student brings to class, who is this student and what this student present as question, doubt or fear, not only in a first moment or one specific moment, every step of the learning can be an opportunity for the student to express themselves.

Apart from the Needs Analysis, activities in the project were designed to explore the student's knowledge about the subject and to determine the outcome of the project.

2- Complete the table below according to your previous knowledge about the AuPair program.

What do I know about it?	What don't I know about it?

The table above contains activity number 2 from Class 1. This type of activity encourages the student to share known knowledge about the subject and helps the teacher during the project. It is important to highlight that, depending on the answer of the student, the teacher can make adjustments in the project, which is what Schlatter and Garcez (2012) explain in their work as an important characteristic in projects, to be able to adapt things if needed.

The following activity was designed to determine the final product of the project.

10- Considering the following points, think about a type of document you can create to store the information you think to be necessary to know about the program. By the end of our classes, you can complete this document.

Types of documents you can create

- Mind map (use platforms like MindMeister or Coggle)
- Infographic (you can make an infographic on CANVA)
- A Summary (written in a blank word document)

- A portfolio (you can do a portfolio on platforms like Book creator, Seesaw or Flipgrid)

What you should consider

- What kind of document could be helpful?
- What doubts do I have about the program?
- What kind of information is important to be in this document?

The activity above shows that an outcome has been planned prior to the class but the student will have participation in choosing the final product which is another important element brought by Schlatter and Garcez (2012) and Schmitt (2004), the teacher designs the activities, however the student is the acting part of the project and should present their opinions throughout the whole project. This activity is the last one in the first class, so, after introducing the subject and starting a discussion about it, the student will have the opportunity to choose what she thinks is the best final product to help her in the future.

As seen in this first part of the project, the meetings and agreements between the student and the teacher prior to the lessons are essential to the construction of the lessons in the project. The activities during lessons are also good resources to learn more about the student, their knowledge about the subject and possible new information that can change the course of the classes and improve the student's development and the teacher's work.

## **6.2 English as a Social Practice**

The second part of the analysis focuses on how the project was structured in terms of genres to be studied and activities to be done in class. This part of the analysis looks at step 6 "Planning the project, establishing the steps, selecting the genres, creating the activities" and step 7 "Selection of materials, adaptation of materials to the project". The activities in the project "What do I need to know to work as an au pair?" that were adapted from different genres and taken from different resources are used to exemplify these steps.

In this part of a project, not only the selection of the genres is done, but the planning of the whole project is structured as well. The teacher is required to know what the purposes of the activities are and what the educational purposes of the project are. In the project "What do I need to know to work as an au pair?" The

educational purpose was the development of the student's reading, writing, listening and speaking skills and the expansion of her vocabulary in an integrated way, in the same way it is done in many real-life situations, in written or spoken interactions. From this perspective, the material worked in class invites the student not only to integrate skills, but also to understand the specific scenario in which the texts are produced for, recognizing the characteristics of the genre and articulating linguistic resources related to context, interlocutors and purposes.

One of the resources used in the project was the website "Au Pair World", which is a big part of the project, being a source for many activities. Considering that the website is one of the main platforms to become an Au Pair, the student will be in contact with real questions, problems and situations that are part of the process of becoming an Au Pair. The following materials are examples of tasks from class 2 based on the website.


4- You are interested in going to the USA as an au pair and visit the website "The AuPairWorld".

a) What is the best option for you:





b) Before reading the text, check the meaning of the following words:

- unmarried:
- pay the costs
- secondary school
- vocational training
- childcare

c) Read the list of requirements to become an AuPair and check  what requirements you attend and the requirements you need to work on.



 Requirements for au pairs	 Requirements for host families
Here's what you need to be an au pair in the USA:	
You are between 18-26 years old	
You are unmarried and have no children.	
You speak and understand English well.	
You can pay the costs for an officially approved au pair agency in the USA.	
You have completed secondary school or vocational training.	
You have experience with childcare.*	
You would like to live for at least 12 months with a host family, help take care of their children and get to know American culture.	
<p>* If your host family has children under the age of 2, then you have to be able to prove that you have at least 200 hours experience in care for children of this age group.</p>	
<p><b>Results:</b></p>	
<p><b>You fulfil all the requirements?</b> Then you can move ahead with your plans for an au pair stay in the USA!</p>	
<p><b>You don't fulfil all the requirements?</b> Then it will not be possible for you to go the USA as an au pair. But don't give up. There are lots of other countries to consider. Check now <a href="#">in which countries you can become an au pair</a>.</p>	

Activity adapted from <https://www.aupairworld.com/en/au-pair-programs/usa>

5- Answer the questions considering the list of requirements in activity number 4.

A. Are there any requirements that you do not attend?

---



---



---

B. What can you do to attend to those requirements?

---



---



---

C. The text points some questions still to be answered for some au pair candidates. Are you also interested in those questions? If so, access the website, click on the question you consider relevant and read the answer provided.

D. Do you have any other questions regarding the program?

---



---



---

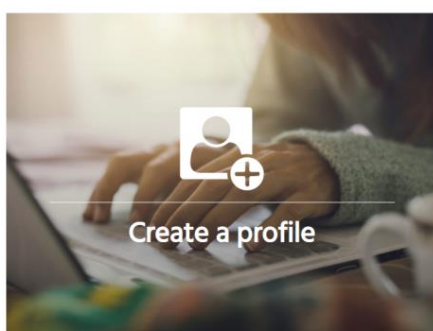
6- Read the text about the steps you need to take to become an Au Pair with Au Pair World. After, complete the text with the name of the steps. The options are in the box below.

Create a profile - Prepare for the Au Pair stay - Make contact  
 Search - Sign an Au Pair contract

### AuPairWorld: Step by Step



#### AuPairWorld: Step by Step



1.

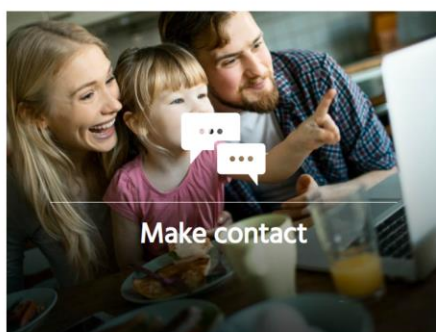
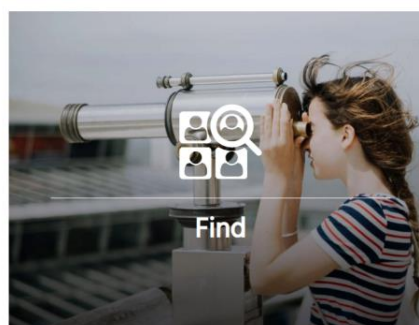
Find out about the rules and conditions for au pairs and host families in our section [Info Host Countries](#) or take a look at our [Au Pair Wiki](#).

- ✓ Register for free as an au pair or host family.
- ✓ Complete your profile with texts, photos references, video and enter your own personal search criteria.



2.

- ✓ View matching profiles displayed in your personal [EasyFind](#). These search results are based on the search criteria defined during your registration.
- ✓ You can modify your criteria any time to see more or fewer matches.



3.

- ✓ Use our [messaging system](#) to send applications and messages to au pairs or host families who interest you.
- ✓ Host families need to become [Premium Members](#) to exchange personal messages with au pairs.
- ✓ Discuss your mutual expectations via Skype, email or telephone and clarify all the important details, such as au pair tasks, working hours, pocket money, holidays, travel costs and the language course.

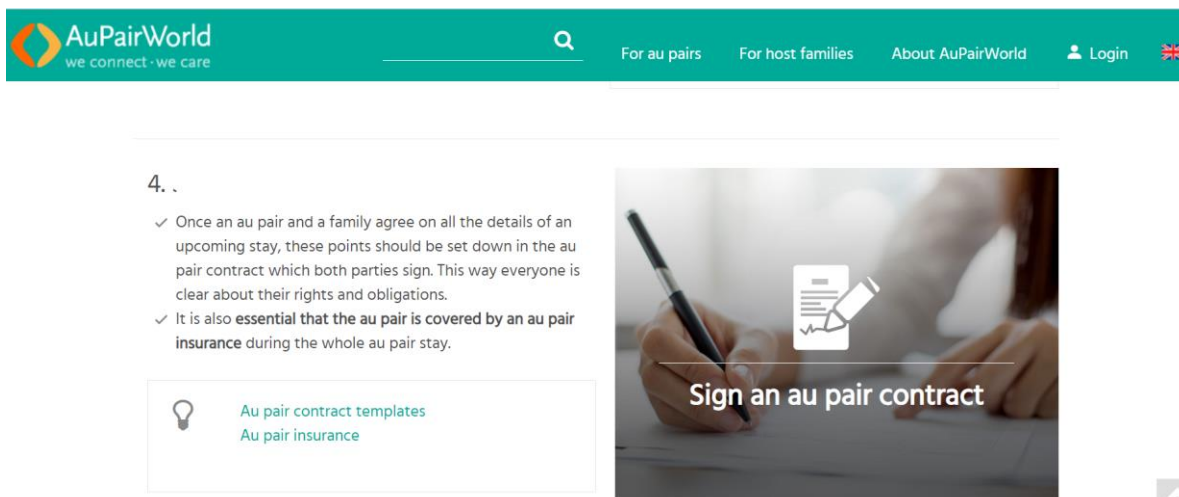
Take your time to get to know your au pair or host family!



Which questions should I ask my au pair?  
 Which questions should I ask my host family?  
 How do I make the right choice?







**AuPairWorld**  
we connect · we care

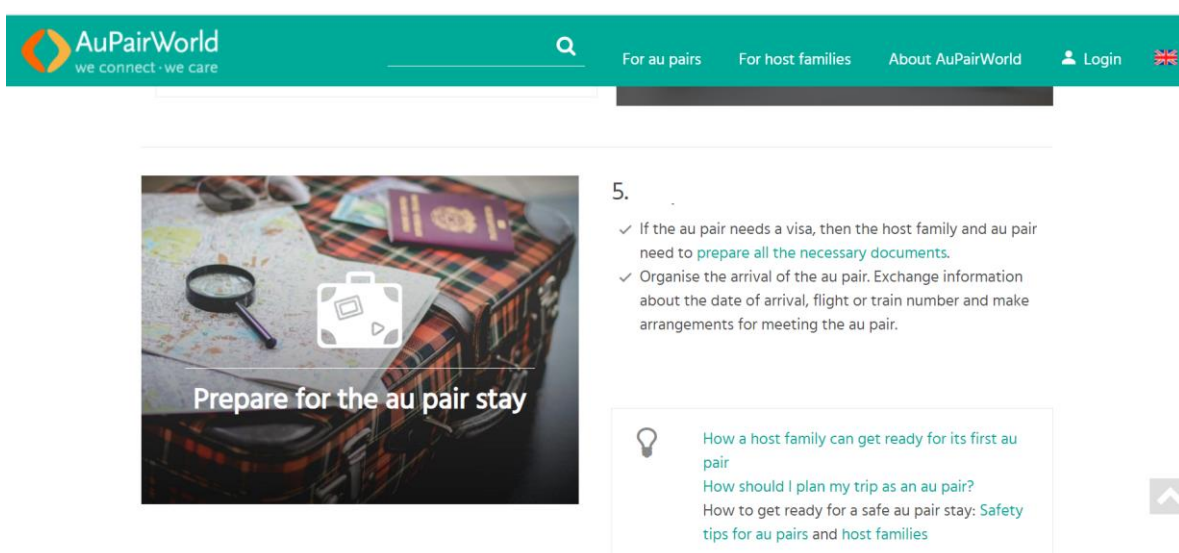
For au pairs For host families About AuPairWorld Login

4. .

- ✓ Once an au pair and a family agree on all the details of an upcoming stay, these points should be set down in the au pair contract which both parties sign. This way everyone is clear about their rights and obligations.
- ✓ It is also essential that the au pair is covered by an au pair insurance during the whole au pair stay.

Au pair contract templates  
Au pair insurance

Sign an au pair contract



**AuPairWorld**  
we connect · we care

For au pairs For host families About AuPairWorld Login

5. .

- ✓ If the au pair needs a visa, then the host family and au pair need to prepare all the necessary documents.
- ✓ Organise the arrival of the au pair. Exchange information about the date of arrival, flight or train number and make arrangements for meeting the au pair.

How a host family can get ready for its first au pair  
How should I plan my trip as an au pair?  
How to get ready for a safe au pair stay: Safety tips for au pairs and host families

Prepare for the au pair stay

Text adapted from <https://www.aupairworld.com/en/how-it-works>

The activities above were designed to explore the steps necessary to be taken during the initial state of the exchange program; the information was taken from the website Au Pair World. Activity number 4 invites the student to make choices in her position as an au pair candidate, therefore browsing the website and accessing the requirements to work as an au pair and how she can meet these requirements, it is important to recognize the appropriate option considering her position. Another aspect from activity number 4 is the role of language in the project, language structure has a second role in the activities; it appears whenever it is crucial to understand something in the program or accomplish something. In this context, it is possible to see how language can be used with a purpose and how it can be studied considering the place where it is used in the real world being in written form or spoken form. The last part of activity number 4 is about the requirements that the

student needs to attend, the fact that the text was taken from the website, allows the student to work with its authenticity and the adaptation of the text encourages the student to think about these requirements and work on them, which is what activity number 5 is asking from the student.

The text in activity number 6 was adapted for the lesson as a way for the student to learn the steps, and instead of just reading the text, the activity requests interpretation from the student, she needs to complete the headlines with the names of the steps, using the options that she has. While the student learns about the subject, she also practices her reading skills and interpretation. When exploring authentic texts, the images are also a possibility to support students in the text comprehension, they connect the activities to the real experience, this way the student will be interacting with the context that she really needs.

The genres selected to be in the project are the core of the activities, the classes and the whole project. As Larmer and Mergendoller (2012) explain in their work, a project needs to be meaningful for the student, it needs to be important for the student and it needs to explore the language skills that the student is required to have to attend certain expectations. In this project, the importance of this topic for the student is very clear, the student will experience all this process in her life, which means that she is required to be ready for it. Considering the language skills, the activities require a certain level of knowledge from the student, the activities were designed according to the student's knowledge about the language, and they were designed to expand that knowledge and challenge the student.

The activity above is an example of the use of English during the project, the student is using the language to understand the program and to be part of it, as it seems language preparation was not necessary to do this activity, which means that the teacher believes that student has the knowledge to understand the language structure in the text. Given the fact that this is a project built for this specific student, the teacher does not need to bring extra activities that might be repetitive for the student, it is a possibility for the student to practice the abilities she already has and it allows the teacher to focus on skills and subjects that the student is not familiar with.

Another example of how the genres structured the project and how the materials were adapted is activity number 7 from class 2.

(Video- <https://youtu.be/GPCqi4fiwvs> ).

The screenshot shows the AuPairWorld website interface. At the top, there is a teal header with the AuPairWorld logo and navigation links: 'For au pairs', 'For host families', 'About AuPairWorld', 'Login', and a flag icon. Below the header, the page title is 'How to use AuPairWorld'. The main content area features a video player with a play button and the text 'WIE FUNKTIONIERT AuPairWorld'. The video player has a title 'How AuPairWorld works | AuPairWorld | EAR' and a 'Copy link' button. The video player also shows 'Assistir no YouTube' at the bottom left.

This activity involves a video that is also from the website “Au Pair World” and is connected with the previous activity. The idea is for the student to watch only a part of the video. This specific part of the video explains the steps of the program and while the student watches the video, she can correct activity number 6. The video can be used many times during the lessons and each time a different part of the video can be used for a different type of activity, the goal with this activity is to allow the student to understand the different parts of the process as if she is going through the process while taking the necessary steps. This is also a good example of how the resources that the teacher selects for the project can be adapted for the lessons, since the video brings an overall of the process of becoming an Au Pair, it was used to introduce new subjects during the lessons while other resources and activities were used to explore better these subjects.

Another resource used to build the lessons was the YouTube channel from the Au Pair World website. In their YouTube channel, they explore many subjects related to the experience of being an Au Pair. The activity below, which is activity 4 from class 3, is an example of how a video was adapted into an activity. This particular video is about the responsibilities of an Au Pair as well as is the daily life of an Au Pair, the girl in the video explains her routine and she mentions important things any person should consider before applying to the program.

4- Watch the video again and number the activities she does as an AuPair in the correct order. (Video - 1:39-2:42 - <https://www.youtube.com/watch?v=kNILqIsNmwo&t=169s> )



- Drop the kids at school
- Wake up
- Clear/Clean the kids' room
- Get the kids ready for the day
- Teach the kids by playing
- Go back home
- Day-off on the weekend
- Pick the kids up for school
- Cook with the kids
- Plan the activities for the day

The activity above shows how different subjects from the same area can be addressed during the project. Most activities focus on the enrollment of the program, however the goal of the project as a whole is to be prepared for the program, so being aware of the responsibilities of the Au Pair is important knowledge for the student. This type of activity makes a direct connection to the importance of presenting something meaningful for the student, something that the student will actually need in their life.

Some topics related to the subject that are not in the project are the challenges that the student may face, for example, problems with the process,

problems with the family, and how to address and solve these problems. These topics are lacking in the project and could have been included which means that the project has space for improvement.

The last resource used in the project to build the lessons and the activities was the European Au Pair contract. The student had a place in mind that she wanted to go to be an Au Pair, this information is also included in the needs analysis, although her intention is to go to the United States, other places were presented as options during the project, since the project was not applied yet, it is not possible to know what was the student's final decision. However, even if the student decides to go to the United States, the program does not have a specific contract for people interested in going there, this happens because to do the program in this specific country each Au Pair and host family draw the contract together. For all these reasons, the European contract was used as an example of elements that both the Au Pair and the host family should be aware of and explicit about in the contract. The following activity, number 5 from class 5, is one of the activities that was based in the European contract.

5- Look at the examples below. What do you think is the function of "Shall"?

---



---



---

The Au Pair **shall be** received by the host family for a period of time.

The host **shall provide** board and lodging for the Au Pair.

In the event of the Au Pair falling ill, the host **shall continue** to provide board and lodging.

Access the explanation of "shall" here (

[https://www.canva.com/design/DAEYLk8XUYM/oYcRDDark3\\_f9ruILUao8A/view?utm\\_content=DAEYLk8XUYM&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEYLk8XUYM/oYcRDDark3_f9ruILUao8A/view?utm_content=DAEYLk8XUYM&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton) )

The activity above was built considering the language used in the contract. In chapter 3, the importance of building the project around the needs of the student was explained, and with this activity it is possible to see how an activity that focuses on language skills can be designed and included in a project. The use of the modal "Shall" is not part of the project because it is in a list of language skills that the

student should know, it is in the project because the student needs to know what the use of “Shall” is to fully comprehend the conditions of the Au Pair contract.

The selection of the resources and the activities for this project were carried out and constructed considering language as a social practice. The authors Schlatter and Garcez (2012) work with the concept of English as a social practice and they explain how the genres selected to build a project are the ones which determine the focus of the activities, it is from those genres that the language challenges will arise.

According to Stoller (2002), one of the benefits of using PBL is the open space to connect content and language. In the project “What do I need to be an au pair?” The connection between content and language happens considering the educational purposes established in the beginning of the project and considering the language from the selected genres. In this project attending a curriculum is not the goal; the goal is to attend the needs of the student, the linguistic forms studied in the project appear as a way for the student to achieve something, for example, understand the contract.

In this project, the activities challenge the student to think about real situations and prepare the student with the language related to the context she needs. In the context of language as a social practice the possibility that the student is not ready for these activities means that she is not ready to do that and to go through that process. If the student does not understand the texts and is not able to finish what is proposed in the classes, the student cannot perform in this context because the context of the project is the context she will be in it in her real life.

The concept that PBL promotes responsibility appears when meaningfulness is involved, these subjects in the projects are meaningful for the student, if she is not responsible with her learning in class, it is an indicator that she will not be able to be part of the program, because the program requires even more responsibility from the student.

### **6.3 The execution of the project**

This part of the analysis focuses on how the role of the student was implemented in the activities. The Steps 8 “Challenge students to expand their knowledge and expand it” and step 9 “The execution of the project - The teacher as a



facilitator and the student as the ‘acting part’ of the project” are the ones chosen for this part of the analysis.

Considering the analysis of the project without its implementation, this part of the analysis will be based on what the activities propose and how the role of the student and of the teacher can be interpreted according to the examples.

Examples of activities that challenge the student into expanding her knowledge and learning more about the subject are the following activities from classes 1 and 2.

#### 6- Read the text:

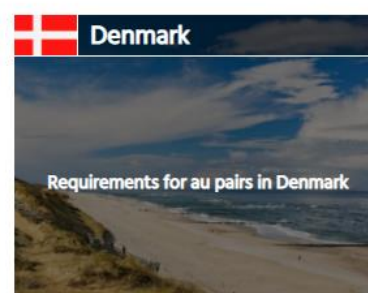
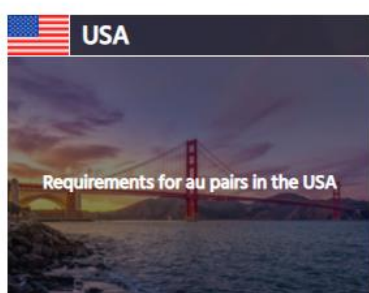
### In which countries can I become an au pair?

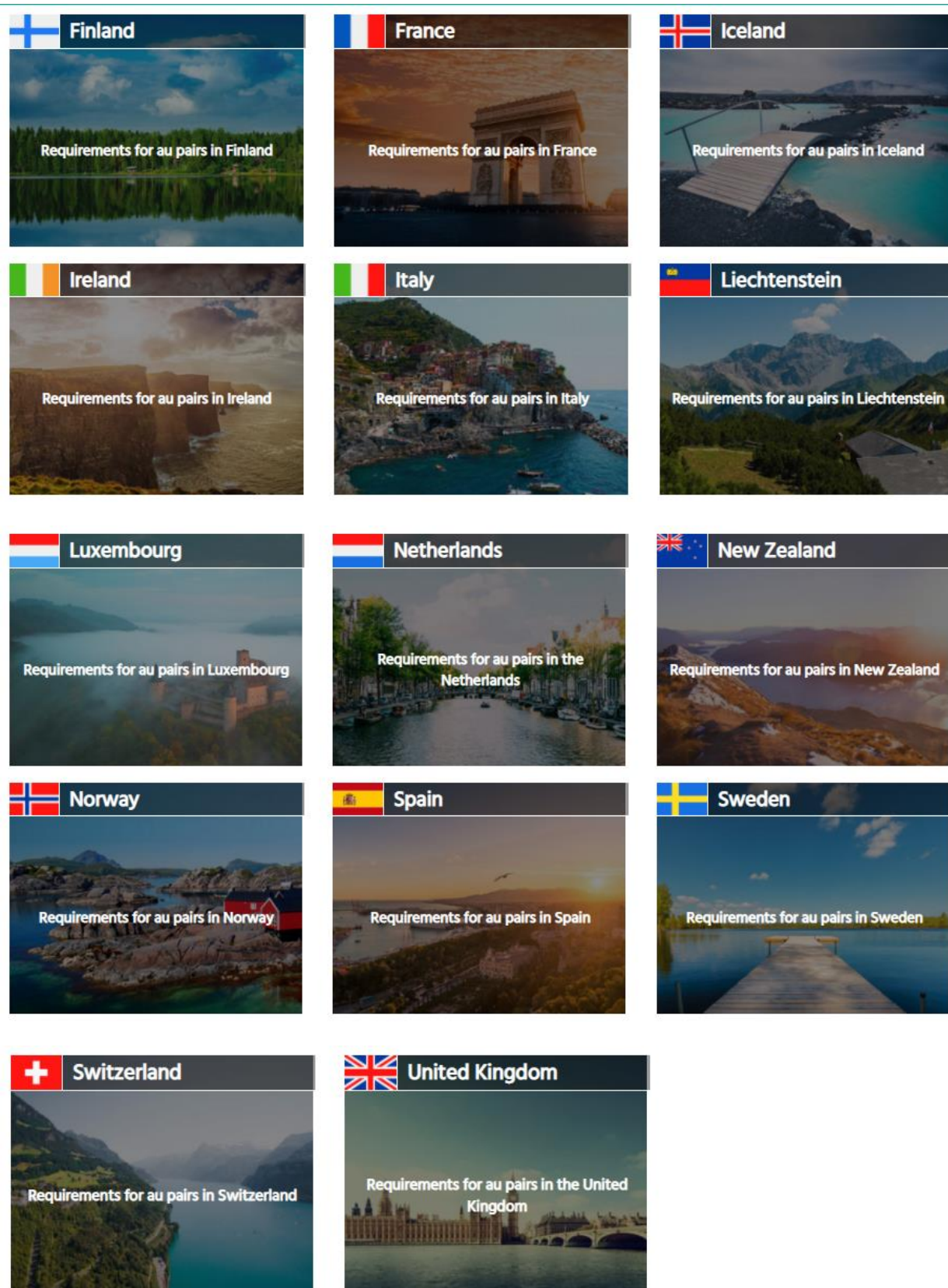
Where you can be an au pair depends on what country you come from and on the laws and immigration rules of the various host countries you'd like to go to. Here you can check in which countries you can become an au pair.



### You can be an au pair in these countries

Good work! You're one step closer to realising your au pair plans. Below you will find all of the countries where you could organise your own au pair adventure. In some of these countries there may also be further requirements that must be fulfilled. Therefore please check the detailed country information carefully to make sure that they really fit for you.





## Further information

Our team at AuPairWorld has researched the au pairing requirements for the most popular host countries, but not for all countries in the world. If you would like to travel to a country that is not included in our [host country overview](#), please contact the embassy of your preferred host country directly for more information.



**7- Write True and False in the sentences according to the text above:**

- A. The place you choose to go to be an Aupair depends on the countries available to do the program. (\_\_\_\_)  
 B. The law and regulations of the country influence the program. (\_\_\_\_)  
 C. Being a Brazilian, there aren't many options for places you can go to. (\_\_\_\_)  
 D. Each Country has its own regulation. (\_\_\_\_)  
 E. There is nothing you can do if you want to go to a place it is not on the list. (\_\_\_\_)

**8- Considering the option above, list here the top five countries you would consider to do the program?**

1- Country: \_\_\_\_\_  
 Reason: \_\_\_\_\_

2-Country: \_\_\_\_\_  
 Reason: \_\_\_\_\_

3-Country: \_\_\_\_\_  
 Reason: \_\_\_\_\_

4-Country: \_\_\_\_\_  
 Reason: \_\_\_\_\_

5-Country: \_\_\_\_\_  
 Reason: \_\_\_\_\_

OBS: If you are not certain about your options or you are interested in a country but does not have much information about it, take some time and search about the country's history and culture, try to learn more about it before making a decision.

**9- Answer the questions below expressing your opinion.**

A. Why do you think the program is interesting?

\_\_\_\_\_  
 \_\_\_\_\_

B. What do you think this experience will bring to you?

\_\_\_\_\_  
 \_\_\_\_\_

C. What do you think the benefits of the program are?

\_\_\_\_\_  
 \_\_\_\_\_

D. What do you think the disadvantages of the program are?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The first activity above is activity number 6 from class 1, it is a reading exercise, and the text was taken from the website “Au Pair World”, the goal of the activity is to learn about other countries that host the Au Pair program. This is an activity that encourages the student to expand her knowledge because the student does not know much about other countries that host the program apart from the United States, this was an information learned in her Needs Analysis. The activity that follows is number 7 and is also about the text, the student needs to answer true or false to the statements based on the text. This activity was designed to invite the student to look at the details in the text, some information available in it seems smaller because of the design of the website but it does not mean it is not important, this way the student is challenged to do a more detailed reading of the text.

Activity number 8 in which the student needs to list what countries she would be interested in going to shows that the student will be the acting part of the activity, she will need to make a list of the countries she is interested in learning more about it and going to. The student is the one who makes the research and the decisions about the program and the teacher is the facilitator that can help the student if necessary. Another important aspect from this activity is the observation available below the activity, which encourages the student to research about each country and then make a final decision about the places she wishes to go.

Finally, activity number 9 is constituted by a set of questions, the student is asked to answer the questions and reflect about the program. Considering that the student will need to research about the countries and make a list of the countries she is interested in going to, this activity is connected with her decision, the answers she gives in activity number 9 influence her answers on the list of countries. The experience she wishes to have depend on her decisions before the program, she needs to be aware of this information to make smart decisions about the program.

The following task shows activity number 2 from class 2 that is the continuance of activity 8 from class 1.

2- Last class you learned that many countries are part of the Au Pair program and to understand better your choices you needed to search more about 5 countries, present your findings here.

Country 1 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

Country 2 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

Country 3 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

Country 4 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

Country 5 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

In this activity the student needs to present her findings about the countries she researched about and present her final decision about the countries she is interested in going to. The activity also involves some questions to guide the student during the presentation of her findings and decisions, which represent the role of the teacher as the facilitator guiding the student with her findings and the student as the acting part of the project making the decisions, by the end of the activity the student will have made her decision guided by what the activity proposes and questions.

An interesting aspect from projects is how they allow the student to have more voice and responsibility during the lessons, not only the student will need to make important decisions, she will also need to be responsible and interested in learning about the countries to make a decision. This is possible because the needs analysis was done and from that, it was determined what would really be interesting for the student and what would be necessary for the student. In addition to that, this project involves something real and meaningful for the student. The student will need to make a decision about the countries she wants to go, not because it is an activity in a class but because this is something that the student will really need to consider and pursue in the near future.

According to Schlatter and Garcez (2012), it is important to be able to adapt things during the project, if necessary, the activities above can be a decisive point in

the project and the answers to the activities can be an indicator of new content to be approached in the project. Depending on the countries that the student selects, activities can be adapted or incorporated to focus on the student's choices.

The space for adaptation of the lessons and activities was considered in the beginning of the project, not only because it is important to be ready for adaptations, it was also considered because the work with the student is a process, not only in this specific project, all classes and projects are part of the learning process of the student. The needs analysis is the first indicator of what the student needs, during the classes other needs might appear and these needs might be important to address during the project, especially if they are related to the subject.

#### 6.4 What did the student achieve?

To finish the analysis based on the table of steps, steps 10 "Reporting the outcome of the project, sharing knowledge" and step 11 "Feedback" are studied in the project. As a way of exemplifying these steps, activities 1, 2 and 3 from class 6 are brought as examples.

1- Complete the table answering the questions.

<p>What do I know about the Au Pair program?</p>	<p>What am I still unsure about the AuPair program?</p>
--	---

2- In the first class of our project, you had to decide which document you would create to write everything you learned during the project and everything you thought it was important to include in this document.

Your options were:

- Mind map (use platforms like MindMeister or Coggle)
- Infographic (you can make an infographic on CANVA)
- A Summary (written in a blank word document)

Share the document you have filled during the project with your teacher.

3- Answer the following questions

A. Do you feel confident about the place you want to go to?

---



---



---

B. What do you think your next step will be?

---



---



---

C. What do you think you need to learn more about the program?

---



---



---

The activities above were designed to verify the outcome of the project, activity number 1 from class 6, which is the last class, is entirely connected with activity 1 from class 1 which contains a similar table with similar questions, as you can see below:

**2- Complete the table below according to your previous knowledge about the Au Pair program.**

What do I know about it?	What don't I know about it?

Analyzing them, the difference is that in the last activity, from class 6, the student will have gone through the project and learned the aspects of the program. Activity number 2 from class 1 is a brainstorming activity that asks the student to share with the teacher what is her knowledge about the program, once the project is applied, the information provided from this activity can bring up other subjects to be included in the project. The student is asked to complete this activity one more time

in class 6, the goal in class 6 is to provide accountability, what were the things that the student learned after the previous classes. Depending on the information given in class 1, the activity in class 6 confirms if the student still has the same knowledge from the beginning of the project or if she, by the end of the project, has learned what she did not know.

Activity number 2, from class 6, requests the student to share the type of document she chose in class 1 with the information gathered during the project. This type of activity is an extra form of outcome for this type of project because the real outcome will be the student's experience to enroll in the exchange program which is the goal of the project.

As explained in the introduction of this paper, a motivation to use PBL in private English classes is the progress and development of the student and how this progress can be seen throughout a project. This project was designed according to the student's knowledge about the content and the language, throughout the activities it is possible to analyze if the student is able to use the language necessary in this context, which she will need and, it will be also possible to identify if she has the abilities to answer the questions, engage and participate in all activities. If the student is not completely ready for this context the teacher will be able to gather this information, then work with the student, redesigning activities and preparing extra materials to guide her.

The outcome to be reached in this project is the knowledge that the student will have about the program. It is the confidence that she will acquire from doing the activities, going through the process, and following the steps of the program in the project. Throughout the classes, the student needs to go to the website, visit the pages and learn about the program from the real resources, she is asked to check the information and act critically during the procedures using English, the language she will use when she applies to the program.

In the case that, by the end of the project, the student does not feel confident or is not secure about the knowledge she has about the program, this will be an indicator for the teacher that work still needs to be done regarding this specific subject and that a new plan needs to be implemented.

Since the project was not applied, the analysis can not be detailed about the step "Feedback", it is not possible to look into one specific activity because different types of feedbacks can be done during class while the student is doing the activities

or reporting her work to the teacher. As previously pointed out, flexibility is necessary in a project, depending on the student's development during the project the activities can be modified to help the student if struggles appear. The progress of the student throughout the classes can provide a diagnosis to the teacher, this diagnosis can be based on how the student interacts with the materials and how is the student's literacy involving the activities she needs to do, for example, navigate the website and check the information there. This diagnosis can also be based on the student's productions, specific activities from the project ask from the student to share her thoughts and ideas and to produce materials being active, as she will need to be when she applies to the program.

### 6.5 The Project and BNCC

The main focus of the analysis was on how the project was connected with the steps of PBL, however in this section the analysis focuses on how the project is connected with the principles of BNCC, the document that was proposed to be a guide for English teachers in this paper.

In this part of the analysis, the project is analyzed according to aspects from BNCC, first aspect being the view of language brought by BNCC and how this view is applied in the project. What BNCC proposes is that language is a skill that integrates the student in the world, and it is a skill that allows the student to act critically and actively in society. Considering the project "What do I need to be an au pair?" This aspect from BNCC is clear throughout the whole project, the student is studying the language and the subject to be part of a program that is in the world, a program that is about real experiences. The activities in the project request a certain level of understanding and action from the student, an example of that is activity 6D from class 3 available below.

D- Write your profile as if you were writing for the website. Follow the steps below.

- Brainstorm what you need to include in your profile:
  - Picture
  - Name
  - Profile description
  - Personal text about yourself

- Write about your family, your experiences, motivations, and wishes.
- Things you will say in the video
- To write your profile description, explain who you are and what are you searching for.
- To write a personal text about you, remember to:
  - Introduce yourself
  - Introduce each new topic
  - Connect the information between parts
- To record the video, remember to:
  - Write a script
  - Introduce yourself
  - Talk about your experiences, motivations, and wishes.

In this activity, the student needs to write her profile as if she is writing the profile for the website, this profile is a request from websites that work with the au pair program, the intent of the profile is to find a family that is interested in the person. If the student agrees, this will be her real profile in the selection of the program, by writing this profile the student is participating actively in an action in which is English is required, she is using her language skills to be part of a program that has high range of reach in the world.

The second aspect present in BNCC is constructed by five elements, “Oral Skills”, “Reading”, “Writing”, “Linguistic Knowledge” and “Intercultural Dimensions”. The elements “Linguistic Knowledge” and “Intercultural Dimensions” are the focus in this part of the analysis, the elements “Oral Skills”, “Reading” and “Writing” are present in the activities and are easier to be identified.

The element “Linguistic Knowledge”, as explained in chapter 4, refers to the ability of questioning the language structure and challenging the student to question “what English” they are using. In the project “What do I need to know to work as an au pair?” there is no activity that encourages the student to question that. The project approaches deep knowledge about language and, it is not only focused on form or structure, but it also goes deeper in the subject and tries to help the students with their needs, however an activity that challenges the student to question the language that she is using is yet to be included.

The element “Intercultural Dimensions” refers to the connection between culture and language. In the project, one specific part is directly connected to this



element, and it is very important to bring as an example here considering English as lingua franca. Activities 2, 3 and 4 from class 3 that are about the video “My au pair experience in Scotland with Federica | AuPairWorld” constitute this part of the project. In the video, an Italian girl is sharing her experiences as an au pair in Ireland. This is a great example of “Intercultural Dimensions”, the student wants to be ready for a program that is available in many countries, for many cultures and for people of different backgrounds, in the construction of the activities I believed to be important to include a non-native speaker of English that is going through the experience that the student wants to go through. Considering who my student is, a Brazilian woman who is learning English in this point of her life, seeing someone who is also a non-native English speaker and decided to leave her country to be part of this program is a great resource to connect the student with culture and with the real experiences of the program.

It is important to highlight that many other aspects of BNCC are integrated in the project and were analyzed previously, especially because the project was based on the table of steps of projects and the theory behind the table is connected to BNCC.

The analysis presented in this chapter provided the opportunity to comprehend that PBL can be used in private English classes and that provides great practices to the learning development of the student and the teacher’s planning, however it is necessary to follow specific steps and use specific instruments to structure a project. In this way, in the next chapter, I present the materials and instruments that I will use with PBL and that, other teachers can use and adapt for their practices.

## 7 STRATEGIES TO USE PBL IN PRIVATE ENGLISH CLASSES

Considering all the steps taken to structure the project analyzed in this paper and all the important aspects of PBL that I learned at Unisinos and with this paper I want to use this chapter to explain better some processes that were done in the project and processes that I want to implement in my teaching after writing this paper. To exemplify these processes, I present the documents used to guide the project and my practices as a teacher. The documents available in this chapter were created by me with the goal of facilitating the use of PBL in private English classes.

The first document I present is a table with the steps for designing and applying a project, this table was adapted from the table available in page 19, which was also used to guide the analysis presented in the previous chapter. The adaptations were made considering what I believe to be the best order for projects in a private English Class. When I first designed the lessons for the project studied in the analysis, I had already studied the theory of PBL and had already summarized the steps in this table, I used this table to guide my work in designing a project.

Table 3 – Steps to Design a project.

1-	Defining the student's goal and learning about a student's background and context.
2-	Defining a problem, theme or driving question and defining the objective of the project and the final product.
3-	Learning student's knowledge about the subject
4-	Planning the steps of the project selecting the genres
5-	Selection of authentic texts/materials related to the theme and start designing the pedagogical tasks to be developed in classes.
6-	The execution of the project - The teacher as a facilitator and the student as the "acting part" of the project  Project process as an opportunity to challenge students to expand their knowledge and expand it
7-	Reporting the outcome of the project, sharing knowledge
8-	Feedback

To design a project I look at this table, then I prepare a document with each step and I write all the information necessary for each step. However, this can only be done if step 1 has already been completed and the teacher has the information necessary to structure the project according to the student's needs and profile.

To complete the first step, I use the Needs Analysis, which is the second document I present in this chapter. The Needs Analysis seen in the project I analyzed in this paper was completed with the information of my student, Ana, here I present the blank document with all the questions I searched the answer to help me build the project.

Even though this first encounter with the student is important to learn about the student, this process of knowing who your student is and what your student wants to achieve needs to be constantly done throughout the classes. As explained in the analysis page 31, the interaction with the student in class is an ongoing process to build the profile of the student, because each class can provide new information.

### Needs Analysis

**Name of the student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Contact information:** \_\_\_\_\_

#### Personal Life

Important aspects connected to lifestyle, experiences, beliefs, family, friends, work, etc. It is important to understand how these aspects work together and the influence of English in each aspect

<u>Question</u>	<u>Answer</u>	<u>Observations</u>
How old are you?		
Where do you live?		
Where were you born?		
Who do you live with?		
Have you ever moved houses, cities, or countries?		
Who else in your family speaks English?		
What is your routine like?		
What do you do to relax?		
How do you connect with friends?		

What language do you use to talk to your friends?		
What do you do?		
How long have you been (profession)?		
How did you become (profession)?		
What is your routine like at work?		
Have you ever needed English at work?		
Other _____		
Other _____		

### Academic life

Aspects connected to the academic experiences of the student and the student's connection to studies and professional development.

<u>Question</u>	<u>Answer</u>	<u>Observation</u>
Where did you graduate high school?		
What languages did you study in high school?		
When did you become interested in learning English?		
Have you done any language courses before?		
Have you studied English before? When? For how long?		
Did you graduate from a university or college?		
What are your professional interests?		
How do you think the English language influences your professional and academic life?		
Do you ever read in English?		
Do you like to read? What do you like to read?		
Have you ever needed English for any academic or professional purposes?		
Other _____		
Other _____		

### Social media and other medias

This category refers to the type of content that the student is used to seeing and socializing with.

<u>Question</u>	<u>Answer</u>	<u>Observation</u>
Do you like to watch or read the news?		
Where do you usually learn about the news?		
Do you have the habit of reading or watching things in English?		

Do you use social media? Which platforms do you use?		
What do you like to see on social media?		
What do you like to watch?		
How does English appear in the content you usually read or watch?		
What do you consider to be an interest of yours?		
How long have you been interested in (activity)?		
Other _____		
Other _____		

### Learning characteristics

This category refers to the student's learning process in relation to the language.

<u>Question</u>	<u>Answer</u>	<u>Observations</u>
What makes you interested in learning English?		
What are your motivations for learning English?		
What are your goals for learning the language?		
When you studied English before, what did you like to do?		
What methods did you think were helpful for your learning development?		
What kind of acties did you like to do? (Songs, readings, clips, writings, ect)		
What kind of acties did you dislike or did you find boring and not helpful to your learning development?		
What abilities do you consider to be very good at?		
What abilities do you believe you need improvement?		
What exactly is going to be the use of English in your life? (for work, academic purposes, social life, general areas)		
Other _____		
Other _____		

### Summary

This part of the Needs Analysis is only for the teacher to complete, after the interview the teacher summarizes all the information gathered creating a profile for the student, this profile is going to be extremely necessary to help the teacher develop a project and a the activities for the lessons.

Name of the student: _____
Profile:
<u>Personal Life</u>
_____
_____
_____
_____



The last document I present here is a text that will be in an infographic with tools and ideas that teachers can do during their lessons using PBL.

Image 1- Infographic “Important Aspects for a project to have.”

# USING PBL IN PRIVATE ENGLISH CLASSES

Important aspects for a project to have

## 1 GROUP WORK



considering the context of private English classes, in which classes are held with only one student and one teacher. How can group work be encouraged in this context? The teacher can create a line of communication between their students, students can talk and present ideas to each other. A good option is also to ask students to present their findings and their products to other students. The teacher can create a board in platforms like Notion, Trello, or Padlet, and in this board, students will post their work, see each other's work, and maybe even give feedback depending on the context of the class.

## 2 RESPONSIBILITY



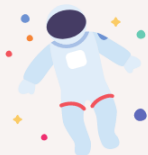
The student must be responsible for their own learning, and when PBL is used the student must be responsible for their work. A good line of communication between the teacher and the student can facilitate this process. One practice that can also help this process is to show the student the online schedule of the project, especially because students need to be the active part in a project, when the student knows the schedule and what is the goal to be achieved, they will be aware of their role in class.

## 3 STUDENT'S VOICE AND CHOICE



To include student's voice and choice in a project, plan a project with activities in which the students will have to choose options, make important decisions, and express their opinions.

## 4 SPACE FOR ADAPTATION



If the idea is to promote student's voice and choice in projects, the structure of the project needs to be flexible, depending on the student's choices and performance. When planning the project space for adaptation needs to be included.

## 5 MEANINGFULNESS



The project needs to be meaningful for the student, this way the student is more inclined to take responsibility, to be engaged, and to take action when necessary.

## 6 PLATFORMS TO DESIGN A FINAL PRODUCT



The final product of a project will depend on various aspects, however, it is good to know platforms on which students can create and adapt their products. Platforms like Book creator, Seesaw, and Flipgrid are great options to create portfolios, and platforms like Canva give students tools to do numerous types of presentations and documents.



My plan is to approach the subject in the page @teachershare\_, which is the Instagram page that I am responsible for with my colleague Amanda Seimetz. After studying and writing about the subject in this paper, I want to talk about it and explore more the ideas that teachers might have about PBL in private English classes in the Instagram page. Considering the platform, Instagram, the content will need to be adapted and constructed in a different way for it; the information in the text above was taken from an infographic that I wrote to post on the page. In this text, I wanted to point out elements related to PBL, studied and explained by authors and how teachers can really see these elements in use in their classes. Before sharing this infographic, information about what is PBL and how to use PBL will be shared in the page.

It is also relevant to explain that the information in the text are my ideas and thoughts about each element after studying about them and exploring them inside the classroom. Elements like responsibility, meaningfulness, student's voice and choice and space for adaptation were studied in this paper, and in the text, I only point out their importance, however elements 1 "group work" and 6 "platforms to build a final product" were studied in this paper but they were not extensively explored because this was not my priority.

Even though those were not priorities in this paper, I want to explain my ideas about each element and how I intend to approach these concepts in the future. The first element "Group Work" is a characteristic from PBL, which was pointed out in the theoretical part of this paper. My thoughts about group work in private English classes are summarized in the text, I believe that, although the classes are one-to-one there is a possibility for group work in this type of context. This can be achieved by creating a space in which different learners can interact and engage in group work. What I intend to do in my classes and what I suggest in the text, to create a space in a website with easy access for the teacher and the students, this space will be used to share ideas, projects and outcomes from the projects. Learners can engage with other learners and see what they are working on and engaging with. An example of how this can have a positive impact is the project that I built and analyzed about the Au Pair program, if, in the future, other people are interested in the same subject they will be able to see what my current student shares about the project, maybe exchange a conversation and get inspired by it.

The sixth element “Platforms to Design a Final Product” was written considering the professionals who follow the page @teachershare\_. In the page, we share a number of tools and how these tools can be used during lessons, I believe that different alternatives to build a final product and the outcome of a project can be really helpful to teachers that want to learn more about the subject.

The three documents above include the processes and the ideas I have about PBL in private English classes, my goal is to continue learning about the subject, discussing the subject and inspiring other teachers to use this methodology and work with these practices. I believe that PBL is a facilitator of my work as a private teacher and I want other professionals to experience the same.

## 8 FINAL CONSIDERATIONS

This study aimed at understanding the union of PBL and private English classes. When I started the process of the study, I hoped to analyze the project and its application, even though this was not possible, I believe that the analysis based on the structure of the project was enough to prove that this union is a great alternative for teachers like me that work with private English classes and tailor-made lessons.

This happens because, after developing this project and working with PBL in my classes, I can see how this methodology helps my work and my student to accomplish their goals, unfortunately I do not have the application of the project as material or the student's perspective on it, I believe this could be researched and analyzed in the future regarding the topic private English classes and PBL, especially because, when I studied the theoretical background of both subjects, I did not find materials focused on this merging.

Considering what I studied and presented in this paper, for example the use of BNCC as guiding document, and seeing this in the structure of the project "What do I need to know to work as an au pair?", I learned a lot about important elements that I can implement in my lessons and how the aspects of teaching presented by BNCC can enrich my work, specially with PBL.

Even though I had studied about PBL in the Letras course at Unisinos, I have learned much more to write this paper, after researching about this methodology, I feel that my lessons allow the student to really accomplish their goals. This happens because of all the elements that constitute projects, for example, the goal to solve a problem or answer a driving question, the use of authentic materials and the role of the student as the acting part of the project allowing them to be more responsible about their learning process.

Another aspect studied in this paper that is very important for my practices as a teacher is English as a social practice, this understanding improves the planning of my lessons because I am planning and preparing activities that are about real situations and that involve real life skills, especially with the importance of implementing 21<sup>st</sup> century skills in class, for example, critical thinking, problem solving and decision making.

After researching and writing about all the subjects that are presented in this paper, I felt the need to improve some aspects from my work, as a outcome of that, I created my version of the instrument Needs Analysis to guide my meetings with the students and I created the list of steps to work with projects in private English classes, which I am confident it will facilitated the creation of other projects.

My work on the Instagram page @TeacherShare\_ allows me to share all this knowledge and tools with other language teachers. This platform is a way to help other teachers and learn from other teachers, the knowledge I have now about the merging of PBL and private English classes will be a great subject to talk about in the page, helping other teacher and learning from them what they think about the subject.

Since the application of the project was not possible and the student's perspective about the project was not studied, I hope to continue studying about the subject approaching different views and I hope to see other researches about the subject.

## REFERENCES

- BARBOSA, Maria Carmen Silveira. Por que voltamos a falar e a trabalhar com a Pedagogia de Projetos? **Projeto Revista de Educação**. 2.ed.Porto Alegre, v.3, n.4, 2004.
- BELL, Stephanie. Project-Based Learning for the 21st Century: Skills for the Future. **The Clearing House**, 2010.
- JULIO VIEITAS CONSULTORIA EDUCACIONAL. Needs and Wants Analysis Interview Guide. Available at <<https://www.juliovieitas.com.br/downloads/>> accessed in February, 2021.
- LARMER, John; MERGENDOLLER, John. 8 Essentials for Project-Based Learning. **Buck Institute for Education**, 2012.
- LARMER, John; MERGENDOLLER, John; BOSS, Suzie. Setting the Standard for Project Based Learning. **Alexandria VS USA**, 2015.
- MINISTÉRIO DA EDUCAÇÃO. Base Nacional Comum Curricular. Available at <<http://basenacionalcomum.mec.gov.br/abase/>> accessed in August, 2020.
- NOGUEIRA, Nilbo Ribeiro. Pedagogia dos Projetos Etapas, papéis e atores. **Érica Ltda**. 2.ed. São Paulo - SP, 2005.
- ROMANO, Carol; CAMPOS, Joyce; DINIZ, Pedro; COLOMBO, Renata; NOBRE, Vinicius. 100 dicas para ser um autônomo. **AutonoME & Troika**, São Paulo, 2020.
- SCHLATTER, Margarete; GARCEZ, Pedro de Moraes. Línguas Adicionais na escola: Aprendizagens colaborativas em inglês. **Edelbra**, 2012.
- SCHMITT, Ligia Rezende. A Prática dos Projetos. **Projeto Revista de Educação**. 2.ed.Porto Alegre, v.3, n.4, 2004.
- STOLLER, Fredericka. Project Work: A Means to Promote Language and Content. **Cambridge University Press**, 2002.
- STOLLER, Fredericka. Project-Based Second and Foreign Language Education Past, Present, and Future - Establishing a Thoretical Foundation for Project-Based Learning in Second and Foreign Language Contexts. **Information Age Publishing**, 2006.

## APPENDIX A - LESSON PLAN PROJECT “WHAT DO I NEED TO KNOW TO WORK AS AN AU PAIR?”

<b>Lesson plan</b>
--------------------

### The Student’s Goal:

- Be prepared to do the AuPair program between the years of 2021 and 2022

### The goal/final product/driving question of the project:

- Create a personal guidebook about the program.
- How to be prepared to do the AuPair program?

### Genres:

- The website.
- Videos from their youtube channel.
- Articles related to the program.
- The European AuPair contract.

<b>Class 1 - Teacher’s notes</b>
----------------------------------

What is the program?

Where can I go to be an Au pair?

Why is the program something I should consider?

1- The first activity is a set of questions designed to introduce the topic (exchange programs, Au Pair). Even though I am aware that the student is in contact with an agency, I decided to explore the topic from the beginning to allow the student to learn about on her own.

- A. Do you know what an exchange program is?
- B. What kinds of exchange programs have you heard about?
- C. What do you think is the goal of an exchange program?
- D. Have you heard about the Au Pair program? Do you know what it is?

The answers to the questions are personal for the student.

**2-** The second activity is a table designed to help the student identify what she knows about the project and what he does not know. This table will be essential to me, as a teacher, as well since it will provide information about the student's knowledge and the student's doubts. The information on the table can be used to guide my work and if something that is not on the project comes up, I can think of something new or a way to adapt an activity to fill the needs of the student.

Table

What do I know about it?	What don't I know about it?
--------------------------	-----------------------------

The answers to the questions are personal for the student.

**3-** The third activity is a reading activity, the idea is for the student to read the text out loud, if she presents doubts about the pronunciation or if she asks for something I can help with the task. This reading activity was taken from <https://www.aupairworld.com/en/wiki/definition-au-pair>. It is a text about the principles of being an Au Pair and what the program is about. After the reading, the student answers a set of questions that were based on the text.

- A. What is the age limit to be an Au Pair?
- B. What is the main responsibility of an Au Pair?
- C. What is the "Host family"?
- D. What is the relationship between the Au Pair and the Host Family?
- E. What is the purpose of the program?
- F. What do you think is interesting about the program?

Answers:

- A. 18-30
- B. To support and help the host family with childcare and light housework.
- C. The "host family" is the family that will host your stay in the country, is the family you will work with.
- D. The Host Family and the Au Pair work together, the Au Pair helps with childcare and light housework. The Host Family supports the Au Pair staying in the country, different options of support are given, it depends on the agreement between parts.
- E. The main purpose of the au pair placement is the cultural exchange of self-improvement.
- F. Personal answer to the student.

**4-** Activity number 4 is related to the vocabulary from the reading in activity number 3. The student needs to connect the word to its meaning, the words chosen were words considered to be essential to the understanding of the text.

#### Answers

1- Childcare

(H -) care for children provided by either the government, an organization, or a person, while parents are at work or are absent for another reason;

2- Housework

(D-) the work of keeping a house clean and tidy)

3- Household

(C-) a group of people, often a family, who live together)

4- Board and Lodging

(B- ) the meals and room that are provided when someone pays to stay somewhere, for example when working or studying away from home

5- Housekeeper

(A-) A person, whose job is to organize another person's house and deal with cooking, cleaning, etc;

6- Nanny

(F-) a person whose job is to take care of a particular family's children

7- Unmarried

(G-) not married

8- Insurance

(E-) An agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.

**5-** Activity number 5 is composed of two questions. The questions are an introduction to the next part of the lesson. While creating this project I am aware that the student wants to go to the USA to do the program, however, my intention is to bring other options to the student and broaden her view about the program.

A. Do you know what countries work with the Au Pair program?

B. What country would you be more interested in going to?



The answers to the questions are personal for the student.

**6-** Activity number 6 is a reading, in this reading, the student learns about the countries she may go to and act as an Au Pair, the website has a filter to determine which countries you may go to, I completed the filter with the information I knew and the answers were the ones in the text. This reading has the purpose of showing other places available to the student to go. One misconception I found during my research of the program is that only the USA hosts the program, which is not true, with this reading the student will become aware of more options.

**7-** Activity 7 is a True or False activity based on the reading.

- A. The place you choose to go to be an Au Pair depends on the countries available to do the program. (\_\_\_\_\_)
- B. The law and regulations of the country influence the program. (\_\_\_\_\_)
- C. Being a Brazilian, there aren't many options for places you can go to. (\_\_\_\_\_)
- D. Each country has its own regulation. (\_\_\_\_\_)
- E. There is nothing you can do if you want to go to a place it is not on the list. (\_\_\_\_\_)

#### Answers

- A. T
- B. T
- C. F
- D. T
- E. F

**8-** The 8th activity will require reflection from the student, the goal is to select 5 countries available to do the program and explain why those countries are a good choice. This activity will influence the course of this project. Depending on the student's answers the activities involving the countries will be built considering the answers from this activity. Also, if the student does not have enough information about each country, as an extra activity the student can search about each country and why they are a good option and then present her findings to the teacher.

1- Country:
-------------

Reason: _____
2-Country: _____
Reason: _____
3-Country: _____
Reason: _____
4-Country: _____
Reason: _____
5-Country: _____
Reason: _____

**OBS:** If you are not certain about your options or you are interested in a country but do not have much information about it, take some time and search about the country's history and culture, try to learn more about it before making a decision.

The answers to the questions are personal for the student.

**9-** Activity 9 is a reflection activity as well, the student will need to answer a set of questions expressing her personal opinions about the program.

- A. Why do you think the program is interesting?
- B. What do you think this experience will bring to you?
- C. What do you think the benefits of the program are?
- D. What do you think the disadvantages of the program are?

The answers to the questions are personal for the student.

**10-** Activity number 10 is a decisive point for the project, this activity will instigate a conversation between the teacher and the student. The goal is to determine a kind of "final product" that can be done during the course of the project. To better determine that some topics will be presented to the student so he can share ideas. The teacher can suggest a "guide book" filled with information we gathered during the project.

Types of documents you can create

- Mind map (use platforms like MindMeister or Coggle)
- Infographic (you can make an infographic on CANVA)
- A Summary (written in a blank word document)
- A portfolio (you can do a portfolio on platforms like Book creator, Seesaw or Flipgrid)

What you should consider

- What kind of document could be helpful?
- What doubts do I have about the program?
- What kind of information is important to be in this document?

The answers to the questions are personal for the student.

**Homework-** As homework, the student will research information about the five countries selected in activity number 8.

**Class Class 2 - Teacher's notes**

How does it work?

What do I need to do to be part of it?

1- The first activity is a speaking activity, a game designed to encourage the student to see the vocabulary learned last class and to use language to explain herself. The student needs to spin the wheel, then a word will pop up and she needs to explain the word to the teacher so the teacher can guess what the word is. The teacher will do the same, the student needs to guess the words the teacher will explain. This game was thought of considering the practices established in previous classes, the student is already familiar with the game.

The words selected for the game were:

- Childcare
- Exchange program
- Housework
- Household
- Board and Lodging
- Housekeeper
- Nanny
- Unmarried
- Insurance

2- The second activity is also related to the first class. The student should present her 5 choices (countries) she is interested about to do the program, during this activity she will have the time to explain what she found out about the country and why did she make the choice. This activity will be an inspiration for the teacher, considering the student's answers, the teacher can design activities according to the countries the student is interested in. To help the student with the task a set of questions will be displayed to the student about each country.

Country 1 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

The answers to the questions are personal for the student.

3- The third activity is a set of questions designed to introduce the next part of the class.

- A. What do you think you need to do to be an Au Pair?
- B. What do you think you need to know to be an Au Pair?
- C. What do you think are the requirements to be an Au Pair?

The answers to the questions are personal for the student.

4- Activity number 4 is about the requirements necessary to be an Au Pair, this list of requirements is a standard list and it is thought considering the US country, depending on the list of countries completed in the previous class, this activity may be adapted. To complete the activity the student will check the requirements she attends and reflect on the requirements she does not.

A – Requirements for Au Pairs

B- The meaning of the words and phrases:

Unmarried – Not married

pay the costs – Be responsible for giving the money necessary to do something.

secondary school - A school for children between the ages of 11 and 18.

vocational training – A course providing skills and education that prepare you for a job

childcare - Care for children

C- The answers to the activity are personal for the student.

5- Activity number 5 is a set of questions designed to encourage the student to reflect on the requirements and perhaps what steps should be taken to do the program.

- A. Are there any requirements that you do not attend?
- B. What can you do to attend to those requirements?
- C. Are there any questions that you have regarding the program?

The answers to the questions are personal for the student.

6- Activity number 6 is a reading activity, the students will read about the steps necessary to do the program, the only thing the student has access to it is the body of the text, during the reading she will need to complete the names of the steps with the options given to her.

This is an introduction activity to the steps, more involving the topic will be discussed in the following class.

7- Activity number 7 is directly connected to activity number 6, the student will watch part of a video that explains the steps mentioned in the text, while watching it, she should correct the previous activity.

Answers

- 1- Create a profile
- 2- Search
- 3- Make contact
- 4- Sign an Au Pair contract
- 5- Prepare for the Au Pair stay

8- The last activity from this class is related to the final product (this activity may be adapted depending on the choice of the document made by the student in the previous class), the student will need to complete the doc with the important

information she learned in this class, to help her with the tasks, she will have access to a set of questions.

- What new information did you learn about the program?
- What did you think is interesting about the program?
- What do you think is important to remember about the program?
- What are you still unsure about the program?

### Class Class 3 - Teacher's notes

What experiences can I have as an Au Pair?

What responsibilities will I have as an Au Pair?

How to start my process as an Au Pair?

1- The first activity will be necessary to introduce the topic responsibilities as an Au Pair. The student will read a list of activities, all of them have an image to help with the understanding. The vocabulary from this activity is connected with household activities, the student has already learned this vocabulary so she is familiar with the context. After reading all the activities, the student needs to separate the activities that are an Au Pair responsibility and the things that are not Au Pair responsibility

#### Answers

A RESPONSIBILITY	NOT A RESPONSIBILITY
<ul style="list-style-type: none"> <li>• Changing diapers, entertaining, and feeding babies</li> <li>• Preparing meals and snacks for children</li> <li>• Helping to keep children's rooms tidy</li> <li>• Helping with homework</li> <li>• Taking children to parks, playgrounds, and other activities</li> <li>• Traveling with a host family on vacations and providing care for their children</li> <li>• Entertaining children and teaching them about your culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for children <b>alone</b> while parents are on vacation</li> <li>• Taking care of pets or cleaning up litter box/ dog poop</li> <li>• Doing the parents' laundry, or being solely responsible for household trash and dishes</li> <li>• Cleaning messes the children left during the Au Pair's off-hours</li> <li>• Cooking meals or grocery shopping for the entire household</li> <li>• Extensive, time-consuming chore lists and household duties</li> </ul>

2- The second activity is a listening activity, the student will watch a video of an Au Pair talking about her responsibilities, the student needs to watch the video once and answer the question "What responsibilities does she mention she has as an Au Pair?"

Possible Answers

Wake up, Get the kids ready for the day, Drop the kids at school, Go back home, Clear/Clean the kids' room, Plan the activities for the day, Pick the kids up for school, Teach the kids by playing and Cook with the kids.

3- The third activity is a set of questions based on the video, the student will watch the video a second time and answer the questions.

Answers

- A. She is 20 years old.
- B. She is from Italy.
- C. She is an Au Pair in Scotland, UK.
- D. Artistic, cultural, kind, innovative, modern.
- E. On the weekend.
- F. She had costs with the flight, transportation, taxes and extra costs.
- G. The host family supports her with pocket money.
- H. By Instagram.

4- The fourth activity is also related to the video, the student will watch only a part of the video and organize the order of activities mentioned by the Au Pair in the video in the order she mentions/does them.

Answers

- (3) Drop the kids at school
- (1) Wake up
- (5) Clear/Clean the kids' room
- (2) Get the kids ready for the day
- (8) Teach the kids by playing
- (4) Go back home
- (10) Day-off on the weekend
- (7) Pick the kids up for school
- (9) Cook with the kids
- (6) Plan the activities for the day

5- The fifth activity is going to introduce a second topic for this class. The student will answer a set of questions expressing how she feels about what she learned so far and how she feels about the next steps of the process, writing a profile and choosing a family.

The answers to the questions are personal for the student.

6- Activity number 6 will review a previous activity from a previous class, the student will watch the second part of the video that explains the process of becoming an Au Pair, the activity asks for her to make notes of what she thinks is important, the teacher can review these notes with the student.

7- The seventh activity will be started in class and probably finished by the student as homework. First the student will answer a set of questions based on the video from activity 6, then the student will start working on her profile as an AuPair. All the steps necessary to write the profile are described in the activity, the student is used to writing essays or descriptive texts so this is not an unknown type of activity for her. The plan is to review her writing in the next class.

Answers

- A. The website is very helpful.
- B. Create the profile.
- C. Possible answers are: picture, name, profile description, personal text about yourself, your family, your experiences, motivations, and wishes. Things you will say in the video
- D. Writing activity.

8- The last activity from this class is related to the final product (this activity may be adapted depending on the choice of the document made by the student in the previous class), the student will need to complete the doc with the important information she learned in this class, to help her with the tasks, she will have access to a set of questions.

- What new information did you learn about the program?
- What did you think you will need to prepare yourself for to be in the Program?
- What do you think is important to remember about your responsibilities?
- What are you still unsure about the program?

#### **Class 4 - Teacher's notes**

How to find a good family?

1- The first activity is directed connected with the writing activity from the previous class. The student and the teacher will read the profile text the student wrote, the



teacher can point out things that need to be improved in the writing, then the student answers a set of questions designed to encourage the student to analyse her writing.

The answers to the questions are personal for the student.

2- Activity number 2 is composed of two questions “1- What do you think is the next step to get in contact with a host family? 2- What kind of actions do you think are necessary to find a good host family?” The questions are an introduction for the next part of the class.

The answers to the questions are personal for the student.

3- Activity number 3 is a video activity, the student will watch a video of a man explaining important steps to find the right host family. The student needs to write the 5 steps he mentions in the video.

Answer

Step 1 - Set your expectations

Step 2 - Have a good Au Pair profile

Step 3 - Be productive

Step 4 - Ask tough questions

Step 5 - Be patient

4- The fourth activity is an open question “What kind of things should you consider to find the right host family?”, also based on the video. The student watches the second part of the video and answers it. The teacher can mention things that the student may have missed.

Possible answers.

Where do you want to work? In the country, in the city?

What language do you want to use/study?

How many kids do you want to work with?

What age do you want to work with? Young kids or old kids?

Realistic expectations.

5- The fifth activity is based on the third part of the video. The student will complete a checklist analyzing her profile and checking if her text corresponds to everything the man mentions in the video.

The answers to the questions are personal for the student.

6- Activity number 6 is a set of questions designed to encourage the student to improve her profile, the student should answer the questions and then go back to her text and make the improvements according to what she learned is necessary to have on it.

7- The seventh activity is a true and false activity based on the rest of the video, the student watches the video one last time and completes the true and false.

#### Answers

- A. You need to check your profile every day. T
- B. The contact with host families is not competitive. F
- C. You need to spend a good portion of your day contacting families. F
- D. It is important to explain the reasons to contact the host family. T
- E. You don't need to think about questions to do to the families. F
- F. When you don't ask difficult questions things can go wrong. T
- G. Your questions should enlighten the host family's personality. T
- H. You need to work with the first family you have contact with. F
- I. The process is not long. F

8- Activity number 8 is connected to activity number 7. The student needs to explain why the false sentences are false, this activity encourages the student to understand better the advices that the man gives in the video.

#### Possible answers.

B- It is false because a lot of people participate in the program so a lot of people are trying to find the right host family.

C- You don't need to spend so much time contacting families but you do need to check your profile many times. It is good to have specific parts of the day dedicated to do that.

E- It is extremely important to know what to ask the host families.

H- The decision to work with a family is very important so it is necessary to think a lot about it and not rush into things, the Au Pair is not obligated to work with the first family he has contact with.

I- It takes time to find the right family and the process can be long but it is normal.

9- The last activity from this class is related to the final product (this activity may be adapted depending on the choice of the document made by the student in the previous class), the student will need to complete the doc with the important information she learned in this class, to help her with the tasks, she will have access to a set of questions.

- What new information did you learn about the program?
- What did you think you will need to prepare yourself for to be in the Program?
- What do you think is important to remember about your profile?
- What are you still unsure about the program?

<p><b>Class 5 - Teacher's notes</b></p>
---

<p>How does the contract work?</p>
------------------------------------

1- The first activity is a set of questions designed to introduce the topics of the lesson, this activity also gives the student a chance to share in a more detailed way questions she has about the program.

The answers to the questions are personal for the student.

2- The second activity is a video activity about the Au Pair contract, the student watches the video and takes notes about everything she thinks is important.

The answers to activity are personal for the student.

3- Activity number 3 is a reading activity, a student reads a model of a contract and writes down the five sections that the contract covers and what those sections are about.

Answers:

I General conditions - This section is about arrangements necessary to be made prior to the contract date.

II Duties of the host - This section is about the host family, details about who they are and what are their responsibilities during the program.

III Duties of the AuPair - This section is about the AuPair, her/his conditions to do the program and her/his

IV Miscellaneous Provisions - This section is about safety issues that need to be addressed in case of a misunderstanding between the parties.

4- Activity number 4 is about the vocabulary used in the contract, the student needs to connect the word with its meaning. The words selected for the activity were words less common to be used or very specific to the situation.

**Extra:** As a common practice the teacher also asks the student if any other word in the contract is unknown for the student.

Answers:

(K) 10-unacceptable or bad behavior by someone in a position of authority or responsibility

(A) 1- a temporary position or job in an organization

(D) 4- to do or begin to do something, especially something that will take a long time or be difficult

(E) 5- a person's husband or wife

(B) 2- Formal or specialized

(F) 6- to cause a group to become part of or form a close relationship with another, usually larger, group, or organization

(G) 7- not feeling well, or suffering from a disease

(C) 3- to officially establish a rule, or to officially say how something should be done

(J) 10- to put furniture in something

(H) 8- the process of protecting someone or something and providing what that person or thing needs

(I) 9- to act according to an order, set of rules, or request

5- Activity number 5 is about the language structure used in the contract. Since it is a contract, the modal "shall" is used regularly, the student has knowledge and knows how to use modal verbs but "shall" was not practiced much by the student or seen so much in previous classes. The student reads 3 sentences taken from the contract and answers the question "What do you think is the function of "Shall"?"

Possible answers:

The Au Pair **shall be** received by the host family for a period of time. (Is used to refer to the action as something necessary to be done and something to be done in the future)

The host **shall provide** board and lodging for the Au Pair. (Is used to refer to the action as something necessary to be done and something to be done in the future)

In the event of the Au Pair falling ill, the host **shall continue** to provide board and

lodging. (Is used to refer to the action as something necessary to be done and something to be done in the future)

After, the teacher explains the use of “shall”.

([https://www.canva.com/design/DAEYLk8XUYM/oYcRDDark3\\_f9ruLUao8A/view?utm\\_content=DAEYLk8XUYM&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEYLk8XUYM/oYcRDDark3_f9ruLUao8A/view?utm_content=DAEYLk8XUYM&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton) )

6- Activity number 6 is an extra activity about the use of “shall”. The student completes the activities according to what the teacher explained.

Answers:

A- What is the use of “shall” in the sentences?

1- Where shall I drop you off? Outside your office? **Offer**

2- The accused shall appear in court again on 26th October. **Code of conduct**  
**“obligation”**

3- What shall we do after we’ve watched the film? **Suggestion**

4- Access to the city center shall be limited today due to the marathon. **Future**

B- All the sentences in the contract that use “shall”

7- Activity number 7 is composed of a set of questions, they are about the conclusion of the activities involving the program and the answers can be used as an indicative for the teacher, the information in the answers can provide a new subject for the following classes.

The answers to the questions are personal for the student.

8- The last activity from this class is related to the final product (this activity may be adapted depending on the choice of the document made by the student in the previous class), the student will need to complete the doc with the important information she learned in this class, to help her with the tasks, she will have access to a set of questions.

- What new information did you learn about the program?
- What did you think you will need to prepare yourself for to be in the Program?
- What do you think is important to remember about the contract?
- What are you still unsure about the program?

### Class 6 - Teacher’s notes

The final product.

Final considerations about the program.

Class number 6 is an extra class in the project. In this class the student will share final considerations she has about the program, activities were designed to guide the student in this final part. It is important to say that the activities can indicate new subjects to be explored in future lessons.

1-The first activity is to complete a table, similar to the one in the first class, the student completes the table by answering guiding questions.

What do I know about the Au Pair program?	What am I still unsure about the Au Pair program?
---	---

The answers to the questions are personal for the student.

2- Activity number 2 involves the doc the student has filled during the project, in this activity the student shares the document with the teacher, the teacher can ask questions to encourage the student to explain what she understood.

3- The last activity in this lesson is a set of questions designed to make the student reflect about the whole project, the answers from this activity can help the teacher make a decision of what can be studied in future lessons.

**APPENDIX B - CLASSES 1-6 FROM THE PROJECT “WHAT DO I NEED TO KNOW TO WORK AS AN AU PAIR?”**

**Class 1**

What is the AuPair program?  
Where can I go to be an Aupair?  
Why is the program something I should consider?

1- Answer the questions below giving as much information as possible?

A. Do you know what an exchange program is?

---



---



---

B. What kinds of exchange programs have you heard about?

---



---



---

C. What do you think is the goal of an exchange program?

---



---



---

D. Have you heard about the AuPair program? Do you know what it is?

---



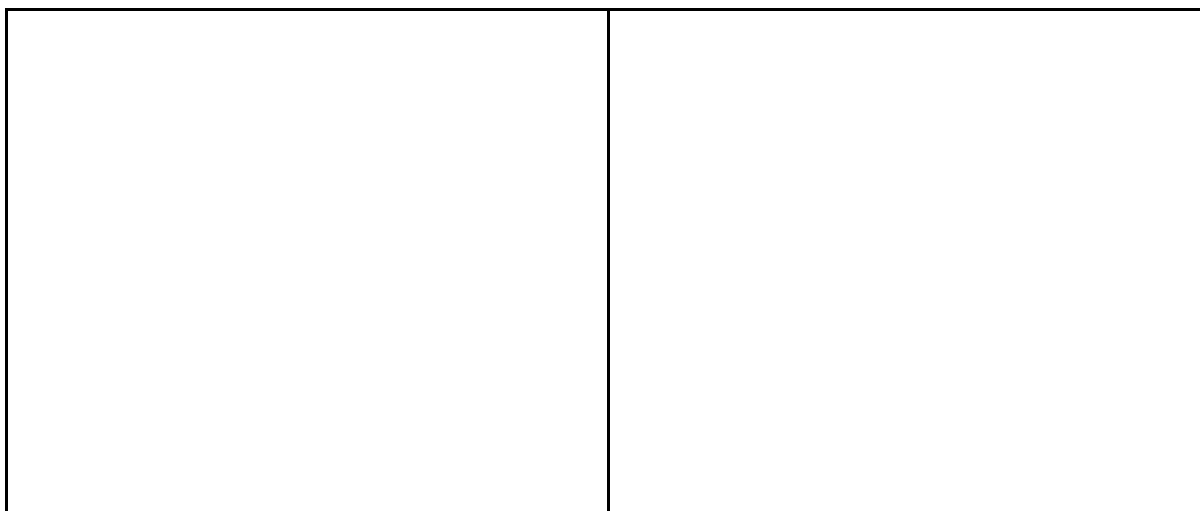
---



---

2- Complete the table below according to your previous knowledge about the AuPair program.

What do I know about it?	What don't I know about it?
--------------------------	-----------------------------



3- Read the following text and answer the questions below:

[Home](#) / [AU PAIR WIKI](#) / [DEFINITION AU PAIR](#)

## Definition "au pair": What is an au pair?

(Also to be found with keywords **Au pair** and **Definition au pair**)

An au pair is a young adult aged 18 to 30 who travels to a foreign country for a defined period of time to live with a **host family**. The au pair supports the host family with childcare and **light housework** while learning the language and culture of the host country.



The au pair is considered as a full member of the family during the temporary period of the au pair stay. As such, he or she helps the family with childcare and can be asked to **assume some light household tasks**. In return, the host family provides free board and lodging, as well as **pocket money**. However, the au pair is neither a housekeeper, nor a nanny. Au pairs are unmarried and do not have children of their own.



The main purpose of the au pair placement is a cultural exchange, which gives the the au pair an opportunity to improve his or her language skills. For this reason child minding in your own country doesn't count as an au pair stay. The au pair should also attend a [language course](#) in the host country. He or she should, however, have some [basic language skills](#) beforehand. Whether it is the au pair or the host family who pays for the language course depends on the prevailing practice of the relevant host country. The same applies to the cost of [travel](#) and [insurance](#).

#### Useful links:



[Info host countries](#)



[Testimonials](#)



[Safety and security](#)

Text taken from: <https://www.aupairworld.com/en/wiki/definition-au-pair>

A. What is the age limit to be an Au Pair?

---



---



---

B. What is the main responsibility of an Au Pair?

---



---



---

C. What is the "Host family"?

---



---



---

D. What is the relationship between the Au Pair and the Host Family?

---



---



---

E. What is the purpose of the program?

---



---

---

F. What do you think is interesting about the program?

---



---



---

4- Connect the word to the meaning:

<p>_____ 1- Childcare</p> <p>_____ 2- Housework</p> <p>_____ 3- Household</p> <p>_____ 4- Board and Lodging</p> <p>_____ 5- Housekeeper</p> <p>_____ 6- Nanny</p> <p>_____ 7- Unmarried</p> <p>_____ 8- Insurance</p>	<p>A - A person, whose job is to organize another person's house and deal with cooking, cleaning, etc;</p> <p>B- The meals and room that are provided when someone pays to stay somewhere, for example when working or studying away from home;</p> <p>C - A group of people, often a family, who live together;</p> <p>D- The work of keeping a house clean and tidy;</p> <p>E- An agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.</p> <p>F - A person whose job is to take care of a particular family's children;</p> <p>G - Not married;</p> <p>H - Care for children provided by either the government, an organization, or a person, while parents are at work or are absent for another reason;</p>
---	---

	The definitions were taken from: <a href="https://dictionary.cambridge.org/pt/">https://dictionary.cambridge.org/pt/</a>
--	---

5- Answer the questions below:

A. Do you know what countries work with the Au Pair program?

---

---

---

B. What country would you be more interested in going to?

---

---

---

6- Read the text:

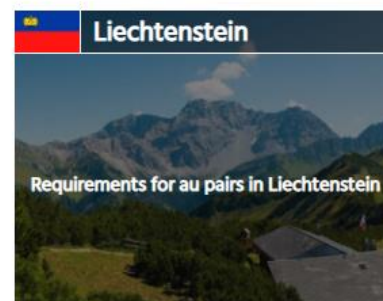
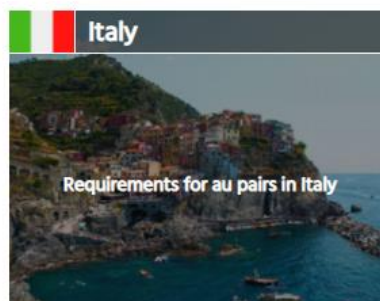
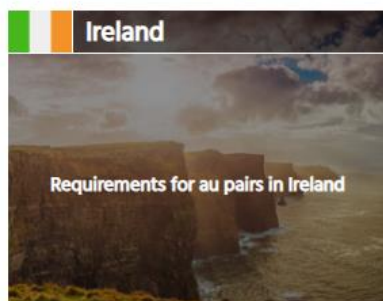
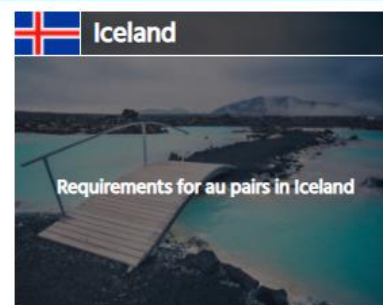
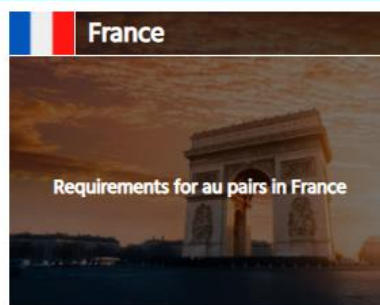
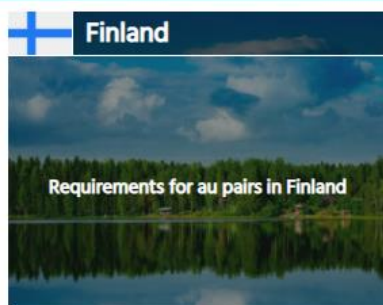
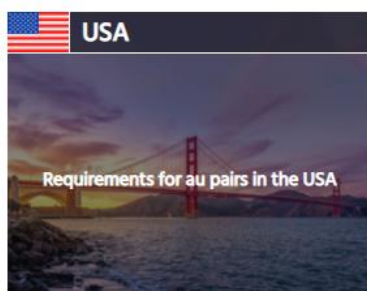
## In which countries can I become an au pair?






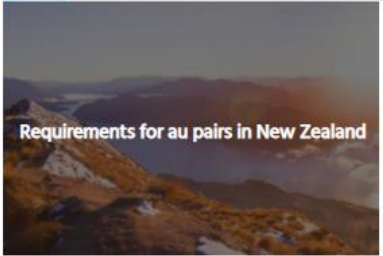





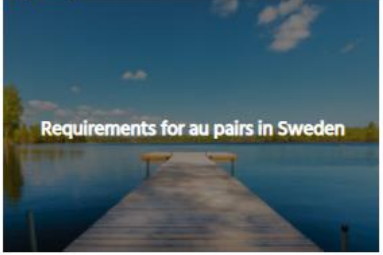




Where you can be an au pair depends on what country you come from and on the laws and immigration rules of the various host countries you'd like to go to. Here you can check in which countries you can become an au pair.



## You can be an au pair in these countries

Good work! You're one step closer to realising your au pair plans. Below you will find all of the countries where you could organise your own au pair adventure. In some of these countries there may also be further requirements that must be fulfilled. Therefore please check the detailed country information carefully to make sure that they really fit for you.



 <b>Luxembourg</b>  Requirements for au pairs in Luxembourg	 <b>Netherlands</b>  Requirements for au pairs in the Netherlands	 <b>New Zealand</b>  Requirements for au pairs in New Zealand
 <b>Norway</b>  Requirements for au pairs in Norway	 <b>Spain</b>  Requirements for au pairs in Spain	 <b>Sweden</b>  Requirements for au pairs in Sweden
 <b>Switzerland</b>  Requirements for au pairs in Switzerland	 <b>United Kingdom</b>  Requirements for au pairs in the United Kingdom	

**Further information**

Our team at AuPairWorld has researched the au pairing requirements for the most popular host countries, but not for all countries in the world. If you would like to travel to a country that is not included in our [host country overview](#), please contact the embassy of your preferred host country directly for more information.

7- Write True and False in the sentences according to the text above:

- The place you choose to go to be an Aupair depends on the countries available to do the program. (\_\_\_\_\_)
- The law and regulations of the country influence the program. (\_\_\_\_\_)
- Being a Brazilian, there aren't many options for places you can go to. (\_\_\_\_\_)
- Each Country has its own regulation. (\_\_\_\_\_)
- There is nothing you can do if you want to go to a place it is not on the list. (\_\_\_\_\_)

8- Considering the option above, list here the top five countries you would consider to do the program?

1- Country: _____ Reason: _____
2-Country: _____ Reason: _____
3-Country: _____ Reason: _____
4-Country: _____ Reason: _____
5-Country: _____ Reason: _____

**OBS:** If you are not certain about your options or you are interested in a country but does not have much information about it, take some time and search about the country's history and culture, try to learn more about it before making a decision.

9- Answer the questions below expressing your opinion.

A. Why do you think the program is interesting?

---



---



---

B. What do you think this experience will bring to you?

---



---



---

C. What do you think the benefits of the program are?

---



---



---

D. What do you think the disadvantages of the program are?

---



---

---

10- Considering the following points, think about a type of document you can create to store the information you think to be necessary to know about the program. By the end of our classes, you can complete this document.

Types of documents you can create

- Mind map (use platforms like MindMeister or Coggle)
- Infographic (you can make an infographic on CANVA)
- A Summary (written in a blank word document)
- A portfolio (you can do a portfolio on platforms like Book creator, Seesaw or Flipgrid)

What you should consider

- What kind of document could be helpful?
- What doubts do I have about the program?
- What kind of information is important to be in this document?

<p style="text-align: center;"><b>Class 2</b></p>
---

How does it work?

What do I need to do to be part of it?

**1-** Access the following link ( <https://wheelofnames.com/wun-8sk> ). You will spin the wheel and the word that comes up is the word you will need to explain to your teacher so she can guess the word. You will also need to guess the word your teacher will explain to you.

**2-** Last class you learned that many countries are part of the Au Pair program and to understand better your choices you needed to search more about 5 countries, present your findings here.

Country 1 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

Country 2 \_\_\_\_\_

What did you learn about it?



Why do you think it would be an interesting opportunity to go there?

Country 3 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

Country 4 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

Country 5 \_\_\_\_\_

What did you learn about it?

Why do you think it would be an interesting opportunity to go there?

**3-** Answer the questions below giving as much information as you can.

A. What do you think you need to do to be an Au Pair?

---



---



---

B. What do you think you need to know to be an Au Pair?

---



---



---

C. What do you think are the requirements to be an Au Pair?

---



---



---

**4-** You are interested in going to the USA as an au pair and visit the website “The Au Pair World”.

a) What is the best option for you:



b) Before reading the text, check the meaning of the following words:

- unmarried
- pay the costs
- secondary school



- vocational training
- childcare

c) Read the list of requirements to become an Au Pair and check ✓ what requirements you attend and the requirements you need to work on.

The screenshot shows the AuPairWorld website interface. At the top, there is a navigation bar with the logo 'AuPairWorld we connect - we care' and links for 'For au pairs', 'For host families', 'About AuPairWorld', and 'Login'. Below the navigation bar, there are two tabs: 'Requirements for au pairs' (selected) and 'Requirements for host families'. The main content area is titled 'Here's what you need to be an au pair in the USA:' and lists the following requirements:

- You are between 18-26 years old
- You are unmarried and have no children.
- You speak and understand English well.
- You can pay the costs for an officially approved au pair agency in the USA.
- You have completed secondary school or vocational training.
- You have experience with childcare.\*
- You would like to live for at least 12 months with a host family, help take care of their children and get to know American culture.

Below the requirements, there is a note: '\* If your host family has children under the age of 2, then you have to be able to prove that you have at least 200 hours experience in care for children of this age group.'

**Results:**

**You fulfil all the requirements?** Then you can move ahead with your plans for an au pair stay in the USA!

**You don't fulfil all the requirements?** Then it will not be possible for you to go the USA as an au pair. But don't give up. There are lots of other countries to consider. Check now [in which countries you can become an au pair](#).

Activity adapted from <https://www.aupairworld.com/en/au-pair-programs/usa>

5- Answer the questions considering the list of requirements in activity number 4.

A. Are there any requirements that you do not attend?

---



---



---

B. What can you do to attend to those requirements?

---



---



---

C. The text points some questions still to be answer for some au pair candidates. Are you also interested in those questions? If so, access the website, click on the question you consider relevant and read the answer provided.

D. Do you had any other question regarding the program?

---



---



---

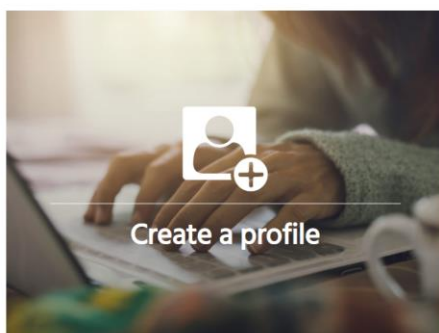
6- Read the text about the steps you need to take to become an Au Pair with Au Pair World. After, complete the text with the name of the steps. The options are in the box below.

Create a profile   -   Prepare for the AuPair stay   -   Make contact Search   -   Sign an AuPair contract
---

### Au Pair World: Step by Step



#### AuPairWorld: Step by Step



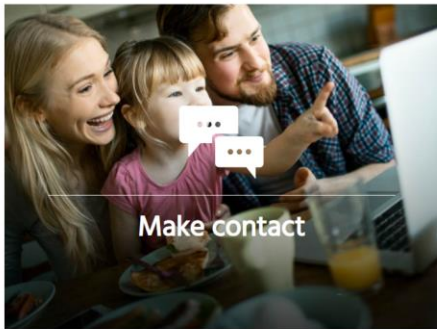
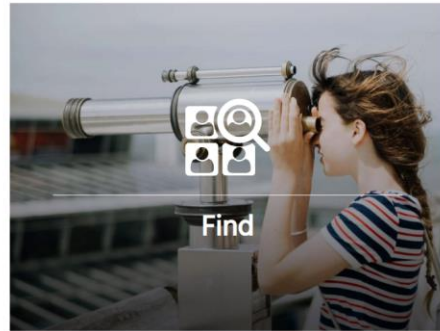
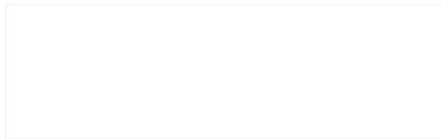
1.

Find out about the rules and conditions for au pairs and host families in our section [Info Host Countries](#) or take a look at our [Au Pair Wiki](#).

- ✓ Register for free as an au pair or host family.
- ✓ Complete your profile with texts, photos references, video and enter your own personal search criteria.

2.

- ✓ View matching profiles displayed in your personal **EasyFind**. These search results are based on the search criteria defined during your registration.
- ✓ You can modify your criteria any time to see more or fewer matches.



3.

- ✓ Use our **messaging system** to send applications and messages to au pairs or host families who interest you.
- ✓ Host families need to become **Premium Members** to exchange personal messages with au pairs.
- ✓ Discuss your mutual expectations via Skype, email or telephone and clarify all the important details, such as au pair tasks, working hours, pocket money, holidays, travel costs and the language course.

Take your time to get to know your au pair or host family!



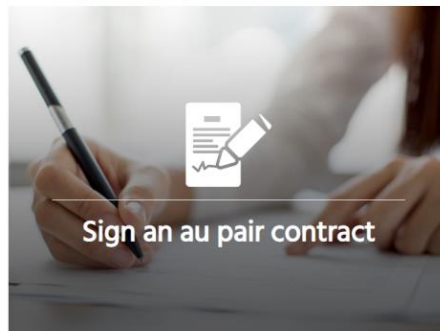
Which questions should I ask my au pair?  
Which questions should I ask my host family?  
How do I make the right choice?

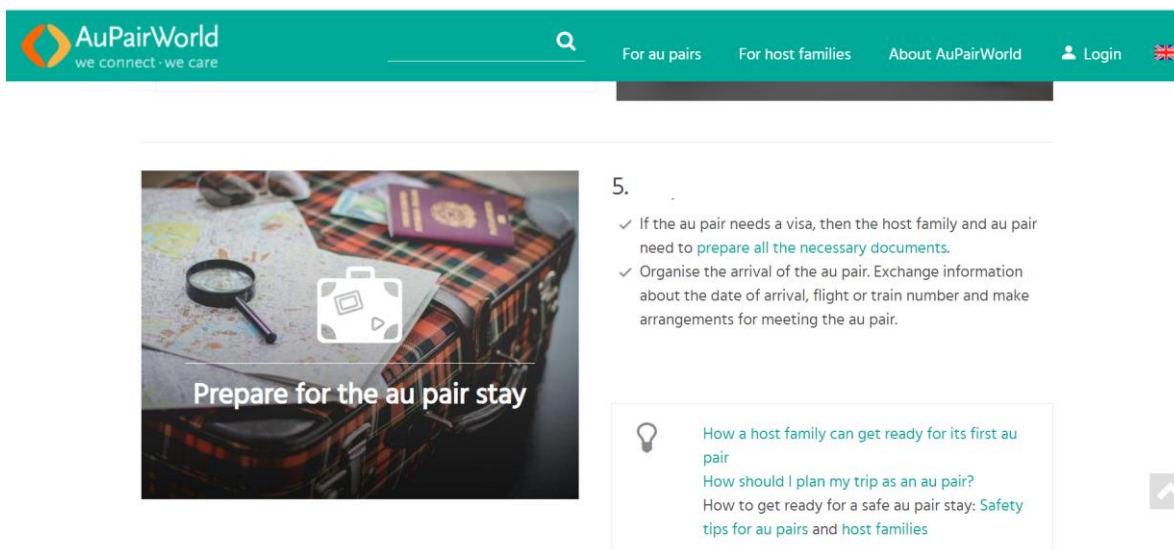
4.

- ✓ Once an au pair and a family agree on all the details of an upcoming stay, these points should be set down in the au pair contract which both parties sign. This way everyone is clear about their rights and obligations.
- ✓ It is also **essential that the au pair is covered by an au pair insurance** during the whole au pair stay.



Au pair contract templates  
Au pair insurance





The screenshot shows the AuPairWorld website header with the logo and navigation links: 'For au pairs', 'For host families', 'About AuPairWorld', and 'Login'. Below the header is a search bar and a main content area. On the left, there is a large image of a suitcase with a magnifying glass and a suitcase icon, with the text 'Prepare for the au pair stay'. To the right of this image is a numbered list starting with '5.' and two bullet points:
 

- ✓ If the au pair needs a visa, then the host family and au pair need to **prepare all the necessary documents**.
- ✓ Organise the arrival of the au pair. Exchange information about the date of arrival, flight or train number and make arrangements for meeting the au pair.

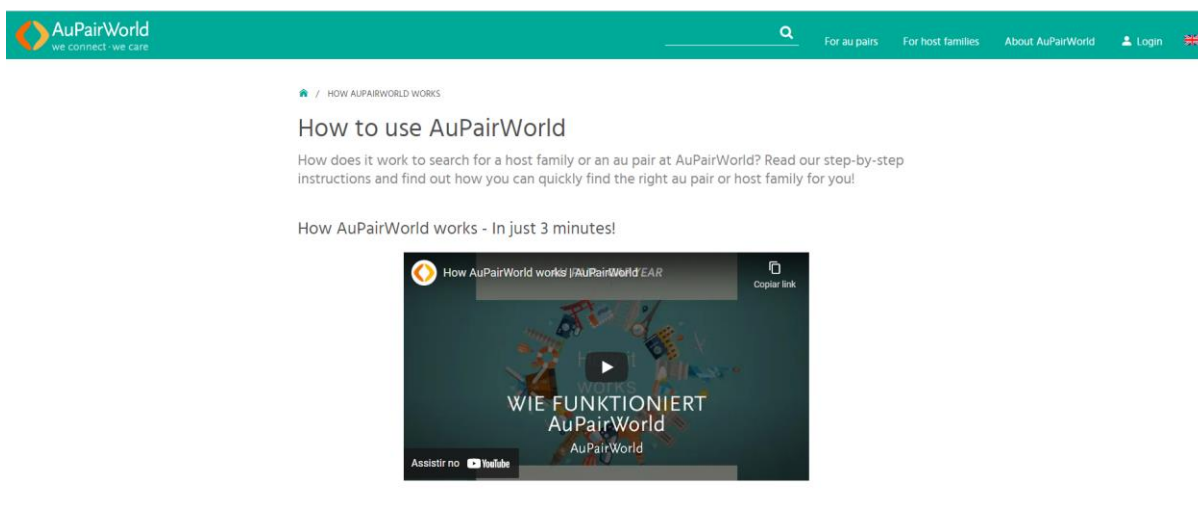
 Below the list is a light blue box containing a lightbulb icon and three links:
 

- How a host family can get ready for its first au pair
- How should I plan my trip as an au pair?
- How to get ready for a safe au pair stay: Safety tips for au pairs and host families

 There is also a small upward-pointing arrow icon on the right side of the page.

Text adapted from <https://www.aupairworld.com/en/how-it-works>

7- Watch the first part of the Video (00:00 - 00:32) and correct activity number 6. (Video- <https://youtu.be/GPCqi4fiwvs> ).



The screenshot shows the AuPairWorld website with the header and navigation links. Below the header, there is a breadcrumb trail: 'HOME / HOW AUPAIRWORLD WORKS'. The main heading is 'How to use AuPairWorld'. Below this is a short paragraph: 'How does it work to search for a host family or an au pair at AuPairWorld? Read our step-by-step instructions and find out how you can quickly find the right au pair or host family for you!'. Below that is another short paragraph: 'How AuPairWorld works - In just 3 minutes!'. At the bottom, there is a video player with a play button and the text 'WIE FUNKTIONIERT AuPairWorld' and 'AuPairWorld' below it. There is also a 'Copiar link' button in the top right corner of the video player area.

8- Last class, we agreed to build a doc (the doc) to keep the information you learn about the program. Complete this doc with new information presented in today's lesson. Consider the following questions to help you with this task.

- What new information did you learn about the program?
- What did you think is interesting about the program?
- What do you think is important to remember about the program?
- What are you still unsure about the program?

### Class 3

What experiences can I have as an Au Pair?  
 What responsibilities will I have as an Au Pair?  
 How to start my process as an Au Pair?

1- Write the name of the activities in the right category.

- Caring for children alone while parents are on vacation



- Changing diapers



- Preparing meals and snacks for children



- Taking care of pets or cleaning up litter box/ dog poop

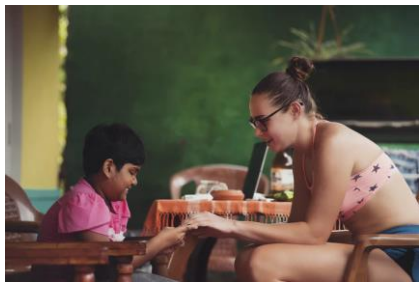
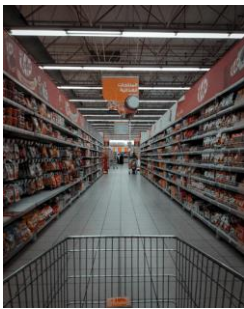




- Helping to keep children's rooms tidy

- Helping with homework



	
<ul style="list-style-type: none"> <li>• Doing the parents' laundry, or being solely responsible for household trash and dishes</li> </ul> 	<ul style="list-style-type: none"> <li>• Taking children to parks, playgrounds, and other activities</li> </ul> 
<ul style="list-style-type: none"> <li>• Traveling with a host family on vacations and providing care for their children</li> </ul> 	<ul style="list-style-type: none"> <li>• Cleaning messes the children left during the Au Pair's off-hours</li> </ul> 
<ul style="list-style-type: none"> <li>• Entertaining children and teaching them about your culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooking meals or grocery shopping for the entire household</li> </ul>

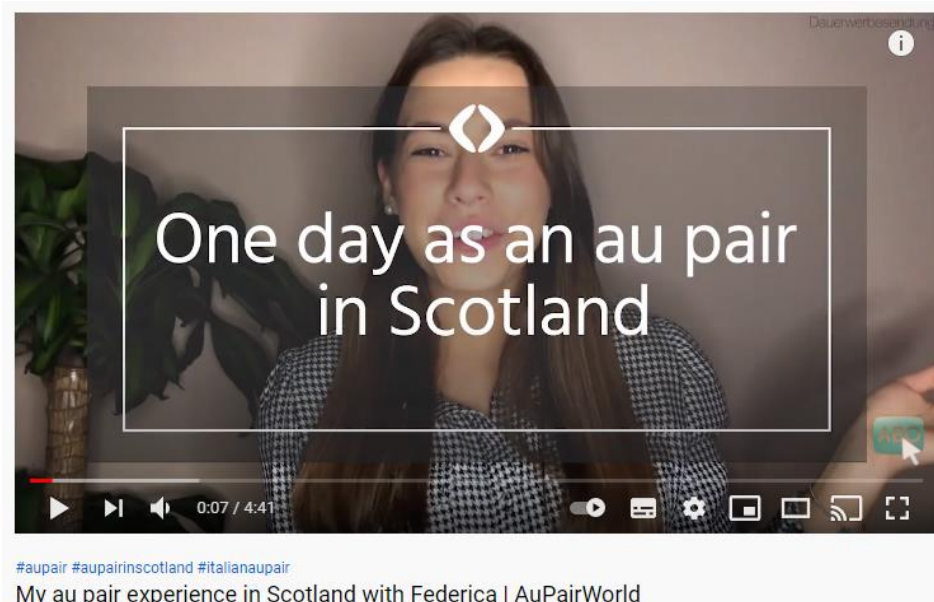
	
<ul style="list-style-type: none"><li>• Extensive, time-consuming chore lists and household duties</li></ul> 	<ul style="list-style-type: none"><li>• feeding babies</li></ul> 

Todas as imagen foram tiradas do site [Unsplash.com](https://unsplash.com)

<p>It is an AuPair responsibility</p>	<p>It is not an AuPair responsibility</p>
---------------------------------------	---

2- Watch the video from a woman who is part of the AuPair program and take notes.  
What responsibilities does she mention she has as an AuPair?

(Video <https://www.youtube.com/watch?v=kNILqIsNmwo&t=169s> )




---



---



---



---

3- Watch the video again and answer the following questions.

(Video <https://www.youtube.com/watch?v=kNILqIsNmwo&t=169s> )



A. How old is she?



---

---

---

B. Where is she from?

---

---

---

C. Where is she doing the program?

---

---

---

D. What does she think of the place and the people?

---

---

---

E. When is her day-off?

---

---

---

F. What does she do on her day-off?

---

---

---

G. What are your costs to do the program?

---

---

---

H. What kind of financial support does the host family give?

---

---

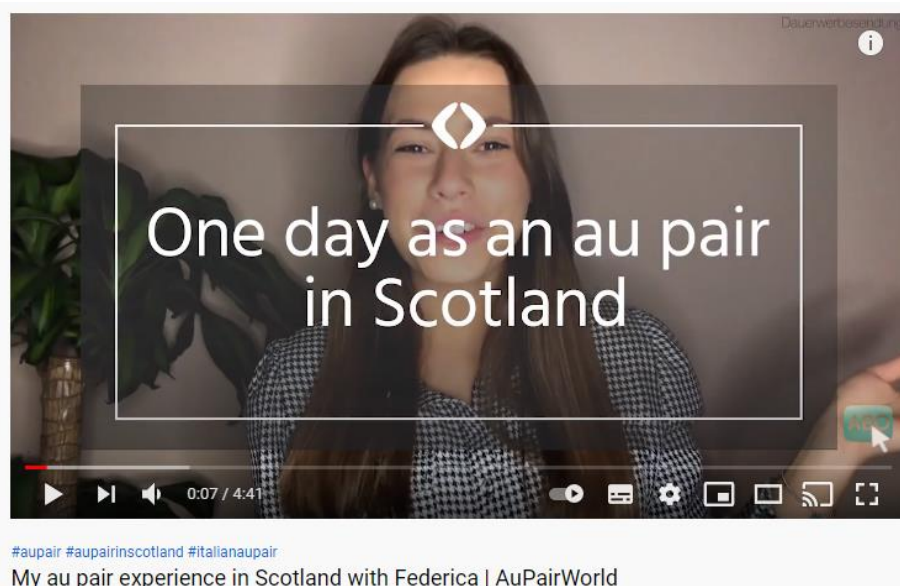
---

I. How can you contact her?

**Pocket money!**

One of the benefits of being an AuPair is regular pocket money (salary). This money helps the Au Pair to bear some personal extra costs.

4- Watch the video again and number the activities she does as an AuPair in the correct order. (Video - 1:39-2:42 - <https://www.youtube.com/watch?v=kNILqIsNmwo&t=169s> )



- ( ) Drop the kids at school
- ( ) Wake up
- ( ) Clear/Clean the kids' room
- ( ) Get the kids ready for the day
- ( ) Teach the kids by playing
- ( ) Go back home
- ( ) Day-off on the weekend
- ( ) Pick the kids up for school
- ( ) Cook with the kids
- ( ) Plan the activities for the day

5- Answer the following questions according to what you have learned so far.

A. Did you know about all the responsibilities that an Aupair has?

---



---



---

B. Do you feel confident about all the responsibilities? If not, why not?

---



---



---

C. Do you remember what are the steps to become an Aupair?

---



---



---

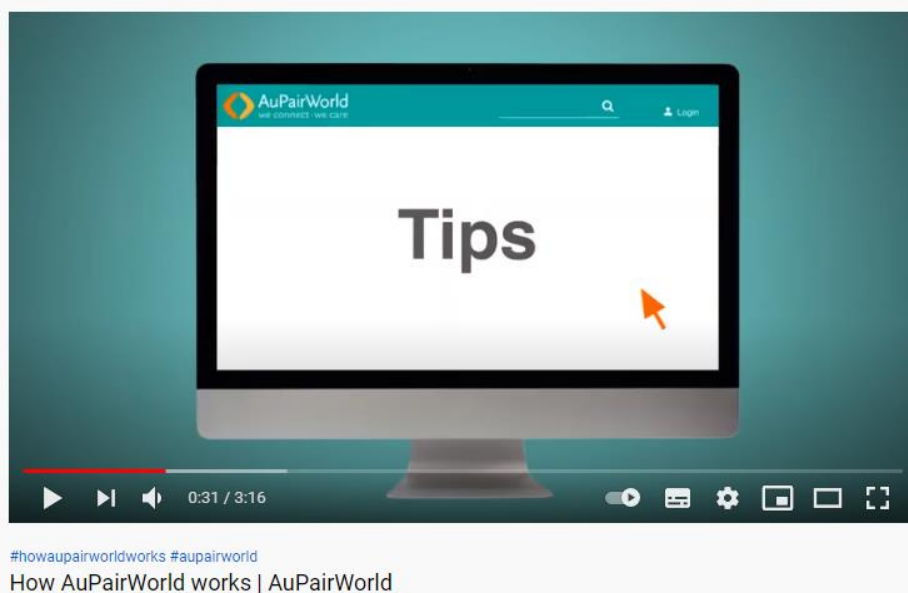
D. Do you know how to “choose” or “be chosen” by a family?

---

---

---

6- Last class we learned that to be an AuPair you need to follow a series of steps. Watch the second part of the introductory video with the steps and take notes of the first step. (Video - 0:33-1:21- <https://www.youtube.com/watch?v=GPCqj4fiwvs> )



7- Watch the video again and complete the following activities.

A. What tips are there in the video?

---

---

---

B. What is the first step?

---

---

---

C. What should you include in your profile?

---

---

---

D. Write your profile as if you were writing for the website. Follow the steps below.

- Brainstorm what you need to include in your profile:
  - Picture
  - Name
  - Profile description
  - Personal text about yourself
  - Write about your family, your experiences, motivations, and

- wishes.
- Things you will say in the video
- To write your profile description, explain who are you and what are you searching for.
- To write a personal text about you, remember to:
  - Introduce yourself
  - Introduce each new topic
  - Connect the information between parts
- To record the video, remember to:
  - Write a script
  - Introduce yourself
  - Talk about your experiences, motivations, and wishes.

8- Remember to complete your doc with new information presented in today's lesson. Consider the following questions to help you with this task.

- What new information did you learn about the program?
- What did you think you will maybe need to prepare yourself for to be in the Program?
- What do you think is important to remember about your responsibilities?
- What are you still unsure about the program?

**Class 4**  
How to find a good family?

1- Last class we started to work on your profile at World Au Pair to start the steps of the program and find a family. Considering all the necessary information below read your text and present your ideas to the teacher.

**What you should have in your profile.**

- Brainstorm what you need to include in your profile:
  - Picture
  - Name
  - Profile description
  - Personal text about yourself
  - Write about your family, your experiences, motivations, and wishes.
  - Things you will say in the video
- To write your profile description, explain who you are and what are you searching for.
- To write a personal text about you, remember to:
  - Introduce yourself
  - Introduce each new topic
  - Connect the information between parts
- To record the video, remember to:

- Write a script
- Introduce yourself
- Talk about your experiences, motivations, and wishes.

**Answer the following questions about your profile.**

A. What do you feel confident about it?

---

---

---

B. Did you have any doubts while writing the profile?

---

---

---

C. Do you feel like something is missing?

---

---

---

D. Do you think the host family has all the information necessary about you?

---

---

---

2- After writing your profile, what do you think is the next step to get in contact with a host family? What kind of actions do you think are necessary to find a good host family?

---

---

---

---

---

---

3- Watch the video of a man who has been part of the program many times. After, write down each step he mentions in the video.

(<https://www.youtube.com/watch?v=ktGLVSZS64E&t=219s> )



#aupair #familysearch #becomeanupair  
How to find the right host family at AuPairWorld with Graham

- Step 1 \_\_\_\_\_
- Step 2 \_\_\_\_\_
- Step 3 \_\_\_\_\_
- Step 4 \_\_\_\_\_
- Step 5 \_\_\_\_\_

4- Watch the second part of the video again. What kind of things should you consider to find the right host family? (Video 1:10-02:05

<https://www.youtube.com/watch?v=ktGLVSZS64E&t=219s> )



#aupair #familysearch #becomeanupair  
How to find the right host family at AuPairWorld with Graham

5- Watch the third part of the video, go back to the profile you wrote, and check if your profile fits the advice the man gives. Use the following checklist to help you, mark the specifications you attend. (Video 02:05-04:47 <https://www.youtube.com/watch?v=ktGLVSZS64E&t=219s>)



#aupair #familysearch #becomeanupair

How to find the right host family at AuPairWorld with Graham

You have a good picture profile. People can see your features and your face.	
You have pictures with your family and other pictures showing your personality.	
On your text profile, you wrote about yourself	
On your text profile, you addressed the host family.	
On your text profile, you wrote about your personality.	
On your text profile, you wrote about your family and friends.	
On your text profile, you wrote about your education.	
On your text profile, you wrote about what you like to do during your free time.	

On your text profile, you wrote about your experience with kids.	
On your text profile, you wrote about your language skills.	
You feel like people can get to know you by reading your profile.	
You have checked your text, and another person has read your profile as well.	

6- Answer the following questions considering the previous activity.

A. Is there anything you still need to work on in your profile?

---



---

B. What do you think you may need to improve?

---



---

C. Go back to the profile you wrote and check if your profile fits everything from the checklist.

7- Watch the rest of the video, read the following sentences and write true (T) and false (F) according to what the man says in the video. (Video 04:47-07:50

<https://www.youtube.com/watch?v=ktGLVSZS64E&t=219s> )



#aupair #familysearch #becomeanupair

How to find the right host family at AuPairWorld with Graham

A. You need t check your profile every day. (\_\_\_\_\_)



- B. The contact with host families is not competitive. (\_\_\_\_\_)
- C. You need to spend a good portion of your day contacting families. (\_\_\_\_\_)
- D. It is important to explain the reasons to contact the host family. (\_\_\_\_\_)
- E. You don't need to think about questions to do to the families. (\_\_\_\_\_)
- F. When you don't ask difficult questions things can go wrong. (\_\_\_\_\_)
- G. Your questions should enlighten the host family's personality. (\_\_\_\_\_)
- H. You need to work with the first family you have contact with. (\_\_\_\_\_)
- I. The process is not long. (\_\_\_\_\_)

8- Read the false sentences from activity 7 and explain why are they false.

---



---



---



---



---



---

9- Remember to complete your doc with new information presented in today's lesson. Consider the following questions to help you with this task.

- What new information did you learn about the program?
- What did you think you will maybe need to prepare yourself for to be in the Program?
- What do you think is important to remember about your profile?
- What are you still unsure about the program?

### Class 5

How does the contract work?

1- Answer the following questions considering what you have learned so far about the Au Pair program.

- A. What is the next step after you have created your profile?

---



---



---

- B. What should you talk about with the family?

---



---



---

- C. When do you think you need to work on the contract?

---



---



---

D. What do you think the contract should include?

---



---



---

E. Is there anything you are worried about involving the contract and contact with the host families?

---



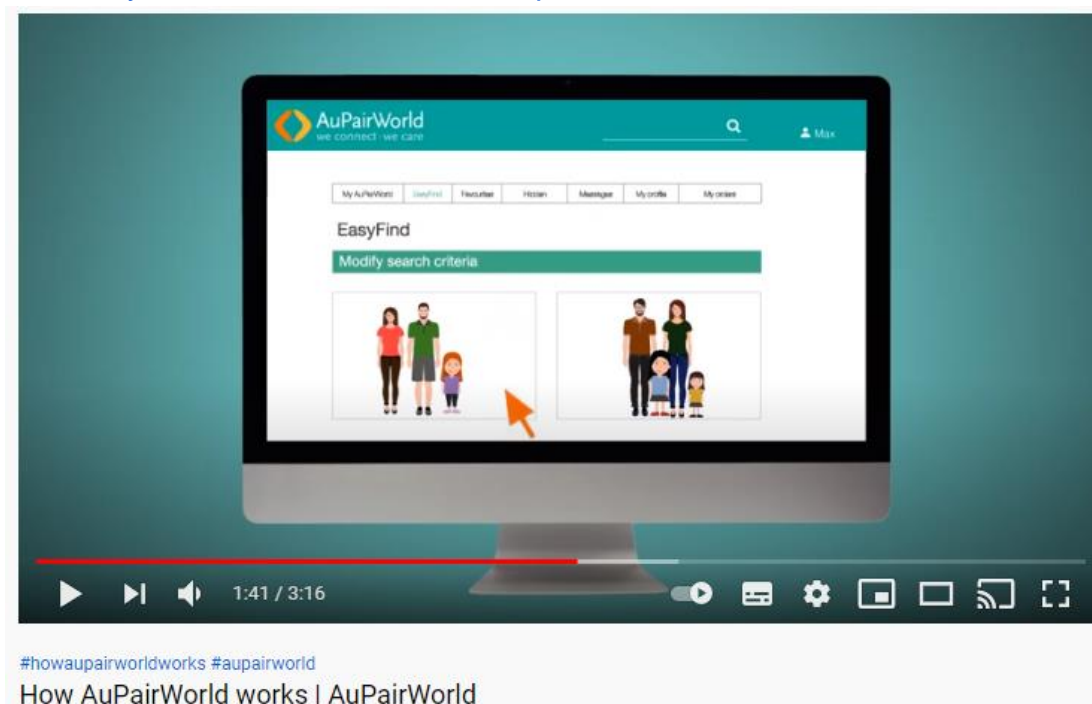
---



---

2- Watch the last part of the video about the AuPair program and take notes of everything you think is necessary. (1:40-2:49)

<https://www.youtube.com/watch?v=GPCqi4fiwvs&t=74s>




---



---



---



---



---

3- Read the European contract template and complete the activities below.

**Model Text**  
approved by the Committee of Ministers of the Council of Europe  
on 18 January 1972

**AGREEMENT**

**relating to an au pair placement  
subject to the European Agreement on  
Au Pair Placement of 24 November 1969**

A. What are the categories of the contract? What is settled in each category?

I \_\_\_\_\_  
\_\_\_\_\_  
II \_\_\_\_\_  
\_\_\_\_\_  
III \_\_\_\_\_  
\_\_\_\_\_  
IV \_\_\_\_\_  
\_\_\_\_\_

4-Read the contract again and find the following words in the contract. Then, match the word with its definition.

A -placement	( ) 10-unacceptable or bad behavior by someone in a position of authority or responsibility
B -hereinafter	( ) 1- a temporary position or job in an organization
C -laid down	( ) 4- to do or begin to do something, especially something that will take a long time or be difficult
D -undertake	( ) 5- a person's husband or wife
E -spouse	( ) 2- Formal or specialized
F -affiliate	( ) 6- to cause a group to become part of or form a close relationship with another, usually larger, group, or organization
G -fall ill	( ) 7- not feeling well, or suffering from a disease
H -care	( ) 3- to officially establish a rule, or to officially say how something should be done
I - comply	( ) 10- to put furniture in something
J -furnish	( ) 8- the process of protecting someone or something and providing what that person or thing needs
K -misconduct	( ) 9- to act according to an order, set of rules, or request

5- Look at the examples below. What do you think is the function of “Shall”?

---



---



---

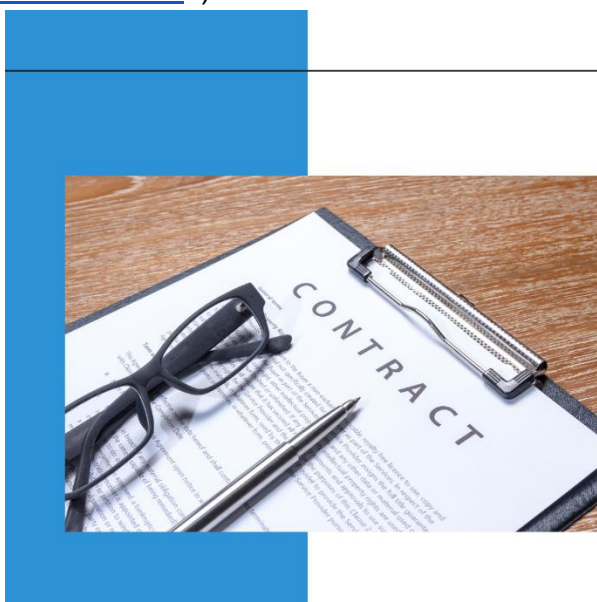
The Au Pair **shall be** received by the host family for a period of time.

The host **shall provide** board and lodging for the Au Pair.

In the event of the Au Pair falling ill, the host **shall continue** to provide board and lodging.

Access the explanation of “shall” here (

[https://www.canva.com/design/DAEYLk8XUYM/oYcRDDark3\\_f9ruLUao8A/view?utm\\_content=DAEYLk8XUYM&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=sharebutton](https://www.canva.com/design/DAEYLk8XUYM/oYcRDDark3_f9ruLUao8A/view?utm_content=DAEYLk8XUYM&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton) )



# "Shall"

6- Complete the activities considering what you learned about the use of “shall”.

A- What is the use of “shall” in the sentences?

1- Where shall I drop you off? Outside your office? \_\_\_\_\_

2- The accused shall appear in court again on 26th October.

3- What shall we do after we’ve watched the film? \_\_\_\_\_

4- Access to the city center shall be limited today due to the marathon.

B- Read the contract again and underline the phrases with shall used in the text.

7- Answer the following questions.

A. Did you understand the contract well?

---



---

B. Is there anything you are not sure about it?

---



---

C. What do you think you still need to learn about the program?

---



---

8- Remember to complete your doc with new information presented in today's lesson. Consider the following questions to help you with this task.

- What new information did you learn about the program?
- What did you think you will maybe need to prepare yourself for to be in the Program?
- What do you think is important to remember about the contract?
- What are you still unsure about the program?

**Class 6**  
The final product.  
Final considerations about the program.

1- Complete the table answering the questions.

What do I know about the Au Pair program?	What am I still unsure about the Au Pair program?

2- In the first class of our project, you had to decide which document you would create to write everything you learned during the project and everything you thought it was important to include in this document.

Your options were:

- Mind map (use platforms like MindMeister or Coggle)
- Infographic (you can make an infographic on CANVA)
- A Summary (written in a blank word document)

Share the document you have filled during the project with your teacher.

3- Answer the following questions

A. Do you feel confident about the place you want to go to?

---

---

---

B. What do you think your next step will be?

---

---

---

C. What do you think you need to learn more about the program?

---

---

---

## APPENDIX C - THE EUROPEAN AU PAIR CONTRACT ACTIVITY 3 FROM CLASS

6

### Model Text

approved by the Committee of Ministers of the Council of Europe  
on 18 January 1972

### AGREEMENT

relating to an au pair placement  
subject to the European Agreement on  
Au Pair Placement of 24 November 1969

This agreement relating to an au pair placement is concluded between :

- (Mr) or (Ms) ..... (name)

- Place of residence .....

.....

hereinafter referred to as "**the host**" and

- .....(name)

hereinafter referred to as "**the au pair**"

- born on <sup>1</sup>.....

- at.....

- nationality .....

- place of residence <sup>2</sup> .....

.....

and (*if the au pair is still a minor*) her/his legal representative :

.....

<sup>1</sup> According to Article 4 of the European Agreement on Au Pair Placement, the au pair shall not be less than 17 or more than 30 years of age. Nevertheless, exceptions to the upper age-limit may be granted by the competent authority of the receiving country in individual cases when justified.

<sup>2</sup> If the place of residence differs from the place Of permanent residence, please state both addresses.

## I. GENERAL CONDITIONS

The au pair shall be received by the host family for a period of ..... months/unspecified period <sup>1</sup> (delete whichever does not apply) under the conditions laid down hereinafter. During this period, the au pair shall be given the opportunity to improve her/his education, in particular with regard to the ..... language, and to increase her/his general cultural development.

The agreement shall take effect from ..... <sup>2</sup>

## II. DUTIES OF THE HOST

II. 1. The host undertakes to receive the au pair into the family and to let her/him share the daily family life; in this connection, he makes the following declaration of which the au pair takes note :

- that the family consists of .....  
including ..... adults  
..... boys, aged of .....  
..... girls, aged of .....
- that the family lives in a house/a flat (*delete whichever does not apply*)  
consisting of ..... rooms including ..... bathroom(s),  
situated ..... from a shopping centre,  
(*distance*)  
..... from an educational institution where appropriate courses in the  
..... language are available.
- Occupation of the host .....
- Occupation of the host's spouse.....
- The host employs the following domestic staff in the home: .....
- The language normally spoken in the household is .....

II. 2. The host shall provide board and lodging for the au pair and shall place at her/his disposal a separate suitable room/a suitable room shared with ..... (*delete whichever does not apply*) <sup>3</sup>

<sup>1</sup> According to Article 3 of the European Agreement on Au Pair Placement, the initial period shall not exceed one year but may be extended to permit of a maximum stay of two years. Where the agreement has been concluded for an unspecified period, either party shall be entitled to terminate it by giving two weeks' notice.

<sup>2</sup> According to Article 6 of the European Agreement on Au Pair Placement, the present agreement should be concluded preferably before the person au pair leaves the country in which she/he was resident and at latest during the first week of the placement.



II. 3. In addition, the host shall pay the au pair pocket money amounting to ..... weekly.

II. 4. The au pair's hours of duty shall be organised in such a way as to allow her/him to follow courses, and to improve her/his general cultural development and knowledge of the language.

II. 5. The au pair shall have ..... free day(s) per week and shall have full opportunity to take part in religious worship <sup>1</sup>.

**II. 6. (Each country should adopt a text according best with national circumstances resulting from the adaptation of one of the alternatives proposed below or a combination of both.)**

The host undertakes to affiliate the au pair to the social security scheme in respect of the following benefits ..... <sup>2</sup>

**or**

The host shall take out a private insurance guaranteeing the au pair the following benefits..... <sup>2</sup>

The premium amounts to ..... per month. The whole/half of the premium (*delete whichever does not apply*) <sup>3</sup> shall be paid by the host.

II. 7. In the event of the au pair's falling ill, the host shall continue to provide board and lodging and shall give all appropriate care until such time as necessary arrangements have been made.

### III. DUTIES OF THE AU PAIR

III. 1. The au pair undertakes to participate, for :.....hours per day, <sup>4</sup> in day to day family duties by furnishing the following services .....  
(*specify the services the au pair will be required to perform*)

III. 2. The au pair agrees to comply with any formality necessary on her/his part to enable the host to fulfil her/his obligations under paragraph II 6 of this agreement.

<sup>3</sup> According to Article 8, paragraph 1, of the European Agreement on Au Pair Placement, the au pair shall, where possible, occupy a separate room.

<sup>1</sup> According to Article 8, paragraph 3, of the European Agreement on Au Pair Placement, the au pair shall have at least one full free day per week, not less than one such free day in every month being a Sunday.

<sup>2</sup> The Protocol to the European Agreement provides that in the event of sickness, maternity, and accident benefits shall cover, as far as possible, the cost of medical treatment, pharmacy and hospital care.

<sup>3</sup> The possibility of making the au pair responsible for half the insurance premiums can only exist where a Contracting Party has made a reservation on this point at the time of ratification of the European Agreement on Au Pair Placement.

<sup>4</sup> According to Article 9 of the European Agreement on Au Pair Placement, the time effectively occupied in such services shall generally not be more than five hours per day.

III. 3. The au pair agrees to furnish without delay the medical certificate provided for in Article 5 of the European Agreement on Au Pair Placement <sup>1</sup>.

#### IV. MISCELLANEOUS PROVISIONS

IV. 1. If the agreement has been concluded for an unspecified period, it may be terminated by either party with two weeks' notice.

Regardless of whether the period concerned is specified or not in the event of serious misconduct by one of the parties, the other party may immediately terminate the agreement. Either of the parties may also terminate the agreement with immediate effect if serious circumstances make such instant termination necessary.

IV. 2. The parties also agree on the following

.....  
This agreement has been drawn up in three copies :

- one to be retained by the host,
- one to be retained by the au pair,
- one to be deposited with.....<sup>2</sup>

If the au pair is a minor, a further copy is to be handed over to her/his legal representative

Done at \_\_\_\_\_, on \_\_\_\_\_

Signature of the au pair

Signature of the host

(if the au pair is a minor, signature  
of her/his legal representative)

Stamp of the competent  
authority or the body  
designated by it

<sup>1</sup> According to Article 5 of the -European Agreement on Au Pair Placement, the au pair's medical certificate shall have been established less than three months before placement and shall declare her/his general state of health.

<sup>2</sup> The name of the national competent authority or of the public body appointed by such authority or the private body authorised to deal with au pair placement.

## APPENDIX D - NEEDS ANALYSIS

### Needs Analysis

Name of the student: \_\_\_\_\_

Date: \_\_\_\_\_

Contact information: \_\_\_\_\_

#### Personal Life

Important aspects connected to lifestyle, experiences, beliefs, family, friends, work, etc. It is important to understand how these aspects work together and the influence of English in each aspect

<u>Question</u>	<u>Answer</u>	<u>Observations</u>
How old are you?		
Where do you live?		
Where were you born?		
Who do you live with?		
Have you ever moved houses, cities, or countries?		
Who else in your family speaks English?		
What is your routine like?		
What do you do to relax?		
How do you connect with friends?		
What language do you use to talk to your friends?		
What do you do?		
How long have you been (profession)?		
How did you become (profession)?		
What is your routine like at work?		
Have you ever needed English at work?		
Other _____		
Other _____		

#### Academic life

Aspects connected to the academic experiences of the student and the student's connection to studies and professional development.

<u>Question</u>	<u>Answer</u>	<u>Observation</u>
Where did you graduate high school?		
What languages did you study in high school?		
When did you become interested in learning English?		
Have you done any language courses before?		
Have you studied English before? When? For how long?		
Did you graduate from a university or college?		
What are your professional interests?		
How do you think the English language influences your professional and academic life?		
Do you ever read in English?		
Do you like to read? What do you like to read?		
Have you ever needed English for any academic or professional purposes?		
Other _____		
Other _____		

#### Social media and other medias

This category refers to the type of content that the student is used to seeing and socializing with.

<u>Question</u>	<u>Answer</u>	<u>Observation</u>
Do you like to watch or read the news?		
Where do you usually learn about the news?		
Do you have the habit of reading or watching things in English?		
Do you use social media? Which platforms do you use?		
What do you like to see on social media?		
What do you like to watch?		
How does English appear in the content you usually read or watch?		
What do you consider to be an interest of yours?		

How long have you been interested in (activity)?		
Other _____		
Other _____		

### Learning characteristics

This category refers to the student's learning process in relation to the language.

<u>Question</u>	<u>Answer</u>	<u>Observations</u>
What makes you interested in learning English?		
What are your motivations for learning English?		
What are your goals for learning the language?		
When you studied English before, what did you like to do?		
What methods did you think were helpful for your learning development?		
What kind of acties did you like to do? (Songs, readings, clips, writings, ect)		
What kind of acties did you dislike or did you find boring and not helpful to your learning development?		
What abilities do you consider to be very good at?		
What abilities do you believe you need improvement?		
What exactly is going to be the use of English in your life? (for work, academic purposes, social life, general areas)		
Other _____		
Other _____		

### Summary

This part of the Needs Analysis is only for the teacher to complete, after the interview the teacher summarizes all the information gathered creating a profile for the student, this profile is going to be extremely necessary to help the teacher develop a project and a the activities for the lessons.

Name of the student: _____
Profile: <u>Personal Life</u> _____



References:

MINISTÉRIO DA EDUCAÇÃO. Base Nacional Comum Curricular. Available at <<http://basenacionalcomum.mec.gov.br/abase/>> accessed in February, 2021.

JULIO VIEITAS CONSULTORIA EDUCACIONAL. Needs and Wants Analysis Interview Guide. Available at <<https://www.juliovieitas.com.br/downloads/>> accessed in February, 2021.

**APPENDIX E - STEPS OF A PROJECT****STEPS OF A PROJECT**

1-	Defining the student's goal and learning about a student's background and context.
2-	Defining a problem, theme or driving question and defining the objective of the project and the final product.
3-	Learning student's knowledge about the subject
4-	Planning the steps of the project selecting the genres
5-	Selection of authentic texts/materials related to the theme and start designing the pedagogical tasks to be developed in classes.
6-	The execution of the project - The teacher as a facilitator and the student as the "acting part" of the project  Project process as an opportunity to challenge students to expand their knowledge and expand it
7-	Reporting the outcome of the project, sharing knowledge
8-	Feedback