BEATRIZ PEREIRA DE SOUZA

CYBERSPACIAL EDUCATION:
TEACHING PROPOSALS FOR ENGLISH AND ANGLOPHONE LITERATURE ON FACEBOOK

Marabá – PA
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Monografia apresentada à Faculdade de Estudos da Linguagem da Universidade Federal do Sul e Sudeste do Pará, Instituto de Linguística, Letras e Artes, como requisito parcial para obtenção do grau de Licenciatura em Letras Inglês na área de Literatura/Linguística, sob a orientação do Profº.Me. Marcus Alexandre Carvalho de Souza.

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ABSTRACT

By the changes of the world in respect all areas of human knowledge and the frequent use of technologies to realize quotidian things, this work is focused in analyzing how these technologies are influence the literature and education, especially how we as English teacher can use it in ours classes as an innovative and creative way of teaching and learning. Considering the social context and the curriculum proposal used in Marabá-PA and the English skill of each grade, I purpose as cortex of the research three different lesson plans to English classes involving literature and cyberspace. The plans are based in the three literary genres divided by Aristotle taking one example of work from each one, they are: role-play, novel and poetry. The lessons are applied through the social network Facebook because it represent the most used relationship website and is there where our students frequently are. Taking works such as Ferreira, Corrêa and Torres (2012), which talk about the use of the Facebook as a pedagogic tool, and studies that shows the importance to teach literature in English classes and others studies which explain about the literature and their new configuration found nowadays through internet. After all I highlight literary aspects that never change, since the most traditional literature to the most fresh promotes, they are: socialization, knowledge of other cultures and understanding of ourselves. However I show how we can do an interaction between Anglophone literature, internet, social networks, Facebook in English classes and how it can be good arousing students' interest.

KEY-WORDS: Anglophone literature; English class; Facebook.

Sumário

1 INTRODUCTION

Different aspects in the life of everyone are affected by the technology because it is constantly present and necessary nowadays. The social life, work, entertainment, education, and the arts, including literature, are being reorganized to follow the technological advances. The field of literature and literary studies has received some attention in terms of investigating the relations between literature and technology. For example, contemporary artists have adapted classic works to new media such as the Internet, and scholars have discussed these processes. I became interested to study how this new literary doings are been organized nowadays and how we can use it in classroom of English language of public or particular schools and adapted it to our reality.

This work is focused on verifying the possibilities of use of cyberspace literature to teach English, stressing one type of work from the three literary genres: novels, poems and role-plays, and how it can be used in the classroom, in the sequence the objectives are: 1) Understanding the process of learning language through the three literary genres: narrative, lyric and dramatic ; 2) Highlighting the news configurations of literature regarding the technology especially the cyberspace using examples of literary works in this area; and 3) Proposing ideas to use the literary genres to teach English on social network Facebook.

One hypothesis of this research is that it is easier and more enjoyable to learn English with literary works on internet, because this is a kind of entertainment which expresses freedom and autonomy beyond it is more comfortable students to participate inside internet because it already there are in the social context of them, therefore having better results in the learning of the foreign language. Another hypothesis it is possible to do creative alternatives to use Anglophone literature in classroom without is based just in translations and grammar but by the critic and discursive side of literature. A final hypothesis is that the Facebook can be a pedagogic tool, depending of the way how it is used.

To do this work was necessary studied the importance of literature to teach English and how the literature can help students in the process of education generally as well as socialization, humanizing and cultural. I researched about the possibilities to use the Facebook as a pedagogic instrument using as base other cyber experiences about literature and trying some tools as an app on Facebook which can be used with no problems in classroom.

The sequence of research development is: Approach about how literature is important in the learning process generally and how we can use it in a classroom of English language

and as well as talking about the new way of doing and publish literature through technologies. Adopting the three literary genres, narrative, poetic and dramatic, I want point out three specific works inside this three classifications, are they novel, poetry and role-play to explain in lessons templates purposes to use in classroom to teach English and literature.

The work counts with this introduction containing the motivation, relevance and the intention of this research. The second chapter will be a literature review, in which I point relevant readings to the research, discussing and explaining them. Next, in the third chapter I explain the methodology adopted, how I develop the research and the problems and solutions found. The fourth chapter brings the three lessons templates considering the theoretical ground, pointing the principal characters of each one, and discussing in more details what classes, materials, objects, time and additional possibilities are more appropriate. The last session is the final considerations when I express my opinion about the purposes and studies about the ways to teach English and literature in conformity with the authors and their works learned. In the end I put the references of all work.

This research will contribute to researchers and teachers in the area both of the applied linguistic as a way to help the teaching of English language as well as literature to a better understanding about the new configurations of literature. This work represents a study which brings together the two principal areas of the Language course that enlarge the public achieve by this work. Besides, this research will be a source to those which want to search the subjects that are included here, such as education, literature, cyberspace, and the interaction among them. Finally, it will offer an innovative way to teach English language and literature as a way to inspire other teachers to organize their own classes because this research count of practical purposes that can be used in classes of English.

2 LITERATURE REVIEW

This section approach about the history of the literature and their principal concepts describing the three literary divisions made by Aristotle, as well the relevance of each one in the process of education, especially in the teaching/learning of English. This part of the research is very important because here represent the basis to develop the lesson templates giving to reader an overview of literature since of its creation until the contemporary days as well as the participation of cyberspacial technology to construction, adaptation and publication of it. Other important point approached in this section is the teaching of English through literature and internet as a form totally probably and efficient.

2.1 LITERATURE HISTORY

The origin of the word "literature" is from the Latin word *litteris* which literal translation is "letters" that mean the learning of good writing and reading. According Moisés (2003), in the course of time this expression acquired the meaning of literary art when the esthetic side writing was more considered by mid-century XVIII during the Industrial Revolution when the word literature finally was defined. Before the writing just there was oral literature, by Martins e Ledo (2004), from emergence of writing the literature could be studied and classified because it receive different forms beyond it won the figure of the author, it is the case of the fairy tales by brothers Grimm that is a compilation of tales from oral literature, but these stories are oftentimes assigned just to the version by brothers Grimm.

It is hard to classify the literature but all common dictionaries as per example the on-line dictionary Michelins, agree that literature is the art of composing and creating texts in prose or in verse, it is a simple definition of what really is literature but this definition is relevant because inside verse and prose is a base to other literary doings. Aristotle was one of the first to study and classify the arts and about literature he classified as "art with words", and he pointed out two principal characters of it, they are *mimese* that is an imitation of nature in other words imitation of all that exist and *catarse* that are effects produced in the soul when we are faced by a dramatic situation. Aristotle was also responsible for approach about figures of speech to explain literary texts and classified the literary works in three genres, narrative, poetic and dramatic. His work is used until today and is a base to any study around literature.

By the early twentieth century emerged the European avant-garde that changed the concept of art including literature and influenced artists around all the world, it broke in literature the classic model by Aristotle that the literature and all arts are a loyal representation of real, for the avant-garde the arts are deformations of real and representation of what is not seen, is a free expression to the subjectivity if each one.

Literature can be considered too as a complex of works from determinate categories as to specific public (juvenile, medical), specific epoch (Victorian, modern, romantic), or specific country or region per example (Anglophone literature and Brazilian literature) and so many other types as horror, fiction, novel, poetry, travel literature, gothic literature, tales, poetry and biography. For this when someone asks to us what is literature, we should to answer: -About which view? because are so many answers to this question.

More than classifications, types or structures have to be taught when we have literature on focus in classroom because it is more than an entertainment or a pedagogical way to teach language, formal grammar or text interpretation, not that is wrong, however literature goes beyond the formal education as suggested by Compagnon (2012): "Source of inspiration, literature assists in the development of our personality in our 'sentimental education', as devout readings did for our ancestors".(p.59)[1]For this is necessary see literature as a humanizing device and use it to do an interpretation of world specially because it is an imitation of live.

2.1.1 Novels to know other cultures

Novels, classics or contemporaries, in the most part of time reflects the reality lived by people and it includes culture, way of thinking and living in different epochs or in different places of the world. Our students are more and more reading literary works, especially contemporary and foreign works made to the teenage public, some commons examples of this type of work are Twilight by Stephenie Meyer and Harry Potter by J.K Rowling. Despite this type of work involves more an imaginative side than the real context of live however it can be used too in the classroom if the teacher know how to do it. As was proposed by Lourenço (2010) the teacher should take this knowledge of the story by students to discuss with them social aspects inside this type of literature. Lourenço points an example using Twilight to

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[1] Free translation by the author. Original Version: "Fonte de inspiração, a literatura auxilia no desenvolvimento de nossa personalidade em nossa educação sentimental, como as leituras devotas o faziam para os nossos ancestrais."

approach about the difference of laws to drive between the United States of America and Brazil, because in a part of the book it is described that the protagonist Bella, when she arrives in the city of Forks, wins a car of her father to go every day to school, but Bella is sixteen years old and in Brazil the regular age to drive is eighteen.

Another advantage also in the use of contemporaries works, is can teach English through this literature, because students in the most part of time already read contemporize works from English literature, for this they are familiarities with the story. For this, is good the teacher take this type of literature and show to students that these books are from countries which the English language is spoken, because often students read English literature in Portuguese and eventually realize that it is a foreign literature. An interesting way to use this literature in the original version (in English) is using some pieces text to translate and ask to students interpret it, it will be more comfortable to students for them just know the story. Using Best-Seller in classroom can be also a chance to incorporate the classic Anglophone literature as Shakespeare or Dickens because students are more prepared to understand the literature in a more extended way and discursive.

2.1.2 Poetry to understand yourself and the others

The term lyric comes from Greek and means something about the ancient musical instrument lyre. The musicality is present in rhymes that a long time ago required a formal and classic structure to do a poem. Over time it was changing to a free creation in which sometimes poems do not have rhymes. But what have never changed in a poem was the commitment in express feelings and thinks that can help the reader (or listener) in a general way to find their selves, in a process of self-identity and humanizing. About it, Ferreira (2011) says:

> Poetry offer reinventing ourselves through a sensitive dialogue embracing us with it, facing a world more and more brutalized by the empty and the mechanical relationships. This world of humans' confrontation with your being departs us from a joyful existence, creative and playful spirituality. Therefore, a sensitive education through poetry scales life in a lighter way, in this era of so much emotional coldness, harden and scary violence. (FERREIRA, 2011, p.11)[2]

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[2] A poesia nos proporciona a reinvenção de nós mesmos através de um diálogo sensível com o que nos cerca, diante de um mundo cada vez mais embrutecido pelas relações vazias e mecânicas. Esse mundo de confronto do homem com sua interioridade o afasta da existência de uma espiritualidade alegre, criativa e lúdica. Por isso, uma educação do sensível por meio da poesia dimensiona a vida de uma maneira mais leve, nesta época de tanta frieza emocional, de embrutecimento e violência assustadora.

Despite poems treat universal themes of human feelings and living, every person who read a poem became a part of it and interpret differently of other person because everyone have an experience of living and it will help to understand the poetry or will be more impacted. In this sense Ferreira affirm: "The poetry world is singular and multiple at the same time. It is singular when it reveals the *being* in a unique way of living and is a multiple when it is a fruit of the experience lived in the world."[3]

A lot of authors just write about poetry regarding their history, structure, objectives and concept it, but, every author agrees that the poetry is very subjective because it can have a lot of interpretations depending on person to person. I believe that understanding a poetry is one of the more hard things in literature because despite we have some technics to comprehend it as historic context of the epoch which the poem was published, the own context of the author of the poem and discovery the theme of poem. However, it is the most intriguing and transformative way of doing literature.

2.1.3 Role play in the process of socialization and language acquisition

Morrish (1983) relates three human aspects to talk about learning process: the self, society and education. According to the sociologist Morris the learning process is acquired through roles created by the different societies and fixed especially when we were children, that are performed by us. Playing doctor, play house, police and thief a child adopts roles which will shape their personality and conducting them to understand better the society and to learn how they should live in the society. This way I can consider the roles as a kind of rehearsal of the real life. Other interesting thing about the social function of roles is the gain of respect to other people and cultures. About it, Morrish (1983, p. 222) says "it is important to understand the others, to become 'members of each other', not to see ourselves just like the others see us but to see the others like the others see themselves"[4], paraphrasing this fragment, the author want to say about the necessity to understand the others and not just want to the other understand us, in other words the understanding had to be reciprocal. Understanding the

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[3] O mundo da poesia é singular e múltiplo ao mesmo tempo. Ele é singular quando revela o Ser na sua forma única de existir e é múltiplo quando é fruto da experiência de mundo vivida.

[4] Free translation by the author. Original version: "É importante compreendermos as outras pessoas, tornarmonos "membros uns dos outros", não nos vermos apenas como os outros nos veem, mas vermos também os outros como eles se veem a si próprios".

other can help us in the process of communication because communication has to do with socialization and interaction.

In the theory of communicative approach also called functional approach inspired by Chomsky and Piaget studies highlight the importance to valorize the social and historic context of the students for a better inclusion of them. Other point of this approach is the necessity of putting real situations inside the classroom to give more meaning to what is being learned. The role play is a good way to exercise communication. However it should not be used as an artificial tool but can promote real situations and make possible to students not to be demotivated.

The role play can be used to foreign language acquisition and learning literature as well as in the process of learning of other areas or subjects. Drama in the process of education is a new area of knowledge which was emerged in 20th century named as "theater pedagogy" and it integrates both art and education. A purposes of it is to develop language and communication. About communication skills Nadeem says that:

> Role-playing (theatrical technique) is a teaching strategy that fits within the social family of models (Joyce & Weil, 2000). These strategies emphasize the social nature of learning, and see cooperative behavior as stimulating students both socially and intellectually. Role-playing (theatrical technique) as a teaching strategy offers several advantages for both teacher and student and it is generally believed that student's interest in the topic is raised. (NADEEM, 2013, p.9,10)

In other words it is a good way to learn. Firstly, because it arouses interest in some student for being an enjoyable experience. Secondly, it can develop the social side of the student because it stimulates socialization, creativity and communication. Talking about communication in role-playing, one factor to contribute is the non-verbal communication found in costumes, images, scenario, and gesticulations which also "talk" with the public and help the actors work to tell the story. Role-playing with costumes and scenario is not a particularity of the physical set, it can be changed by photos and videos through cyberspace.

2.2 LITERATURE TO TEACH ENGLISH

More and more the literature is studied in the process of learning not just around the language and literature teaching as well as others areas of human knowledge. The literature is a complex of works which involves art and writing, the writing is a part of the language which together with literature also has function of register historical moments,

cultural aspects from determinate epoch and place and the lifestyle of different people in different social contexts so that the reader is involved by the story (after all it is not the first objective of literature). For these reasons it is very important to use literature to teach language because we are showing to ours students the identity of the language with social function and the same way esthetic, beautiful and involving too.

Talking about literature is interesting highlights the concept of literary archetype. Archetype is a word derivate of the term in Greek *arché* that means something about origins, first impressions and symbols that evolve something or someone. In the literature have some specific archetypes presents in characters, situations, and symbols along a literary work that in some form are the same in different literary works around the world, this means that the literature is universal, and in the studies about archetypes agree that the humans have the same characters as feelings, situations as the process of learning and personal growth.

When we thought about the teaching of language immediately comes in our mind in subjects around the linguistic theory, especially applied linguistics which it is frequently placed in opposition with literature. An example of it is on undergraduate courses in which students are required to choose between linguistic and literature. Nevertheless it is a big mistake thought that because both linguistics and literature are components of the language and therefore it is necessary engage they to make the literary studies most complete.

By applying both linguistic and literature together a teacher can provide students with a meaningful context for learning. About it, Mota (2010, p.103), discusses the relevance of literature to improve the communicative functions as a humanized manner.

> It is common to find in textbooks of foreign language teaching, communicative functions disconnected from a meaningful context or move away from a proposal for the guided development of skills and abilities extra linguistic also like the "strength humanizing "of language, mentioned by Matos (2004) in his article" How to use a language humanizing: guidance for teachers of foreign languages ", which would emphasize the teaching of languages their social role. About the humanizing force, Matos (. 2004: 24) states: "I say that language is a great humanizing force, taking this adjective with the sense of promoting peace communication between users of tongues. (MOTA, 2010, p.103)[5]

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[5] Original Version: "É comum encontrar, em livros-texto de ensino de língua estrangeira, funções comunicativas desvinculadas de um contexto significativo ou que se distanciam de uma proposta norteada para o desenvolvimento de competências e habilidades extralinguísticas também, a exemplo da "força humanizadora" da linguagem, mencionada por Matos (2004) em seu artigo "Como usar uma linguagem humanizadora: orientação para professores de línguas estrangeiras", que realçaria no ensino de idiomas o seu papel social. Sobre a força humanizadora, Matos (2004, p. 24) afirma: "preconizo que a linguagem é uma grande força humanizadora, tomando esse adjetivo com o sentido de promotora da paz comunicativa entre usuários de línguas".

Here in this fragment the author point out the importance to take in consideration the students' social context to become the learning in a humanizing language that respect the language their native speakers and their learners. It is common in the communicative approach that has being considerate one of the better way to teach a language. A humanizing teaching of language is that which is focused in the persons, because persons are the agents of the language.

According to Hismanoglu (2005, p. 54) nowadays it is very popular the use of literature to teach the four skills of communication: reading, writing, listening and speaking and the language areas: vocabulary, grammar and pronunciation in classroom of foreign language and the reason of this is that: "These are valuable authentic material, cultural enrichment, language enrichment and personal involvement" (HISMANOGLU (2005, p. 54 *apud* COLLIE and SLATER, p.3). But, considering the Brazilian context, especially here in Marabá-PA, we can realize in our supervised training and in our own experience as students that it is not so common here. The reasons are lack of resource and lake of libraries, but is necessary to the teacher find others alternatives to use texts in classroom as the use of photocopies of short texts, or dividing the class in groups to buy a book, or sharing books among students, because as mentioned above the benefits to learning language through literature are many.

Since the literary works were not created to be pedagogical materials to teach English, they can be considered authentic samples of real-life, in the same way as cartoons, magazine articles, travel timetables are also. They help student in the process of language learning because they put the language in real contexts. Is very probable that many English language students will never visit a country where the target language is spoken. Because of this, one of the best way to understand how the communication take place in those countries is through literary works because the students can realize the customs and thoughts of characters. Literary texts enlarge their cultural knowledge about the language and improve their lexical and syntactic knowledge through reading.

Before we work some literary work, we need to verify if it correspond with the level of the students and make some questions as Capello (2008 *apud* Valente and Pinheiro 2008) propose which are "1-What are we teaching when we are using literary texts?, 2-What texts should we use?, 3-What for should we use literary texts in classroom?, 4-How can we make our students appreciate literary texts?". The answer to these questions will depend of each teacher and the profile of each classroom. The teaching has to do meaning to have

importance, we can not teach just to teach or for carring out the scholar grade, but with the sure of the teaching will be relevant to students living.

By reading a story, the students get interested in what will happen with the characters and what is the end of the story. It can be good to the language process acquisition, because students involve their own needs, expectations, and interests and can relate the story to their lives. This process helps students in their own identity as political people and language learners.

2.3 THE INTERNET IN THE PROCESS OF EDUCATION

Created in the 1960s during the Cold War the internet is a virtual space that was made as a strategy of war because in the epoch any new technology was important to be used in the dispute between the Soviet Union and United States. In the 1980s the internet was used to communicate via e-mail among universities, finally starting from 1990 the common people of the world using it. Nowadays the internet is used not just to communicate with other persons as well as a tool of working, studying, searching, marketing and many other things, and every day people discover new uses of it.

In education the virtual space has been studied and used by teachers and professionals from the area. By using websites, forums, chats, blogs, online groups teachers can develop more interesting lessons to their students. It is important to have this type of research because more and more the students have access to the cyberspace and if they know how to use it as a way to take knowledge in the school they could apply it at home too, improving this way their knowledge and autonomy.

The common way to share educational information is through personal or group (of class) e-mails, but, social networks are being alternatives of learning too. The layout of social networks like blogs, twitter and Facebook gives opportunities to enlarge the manner to get knowledge, the tools inside there might be used in the process of learning with powerful effectiveness. In the language classroom the cyberspace is still more necessary because it can reduce the distance for example among learner of target language and native speakers of the language.

2.4 THE NEW LITERARY FORMS

The world is in constant evolution in different areas of human life. This evolution is a natural process in society, it is realized not just in the human history passed but also we can see it with the naked eye daily through the technological advances which each more are being produced new material that are influencing the human way of living. So, how is the literature in the middle of so many technologies? Have literature space in a world which has so many others "attractive"? What is the relation between internet and literature? To begin to answer these questions and discuss about it, firstly let's consider of Martins and Ledo (2004), when they say that:

> The much publicized computer age that many claimed, would drastically reduce the need for paper and write, did the opposite: never so much information and knowledge circulated among so many people and so quickly, people are never reported both (via e-mails, chats, printing etc.), making everyone's write more and more." (MARTINS, LEDO, 2004, introduction)[6]

The idea of computer age repressing the writing and paper can be considered a mistake, because more and more best-sellers are made and are read around the world and the most traditional reader do not give up the pleasure of having in hand a printed copy of this books for personal reasons. However internet are being a conveyance to publish, to sale and facilitate the process of distributing of these books. Besides support to printed literature the internet has created a convivial atmosphere in order that new authors arise from all parts of the world and interact with readers by websites, blogs, e-mails, on-line forums and of course social networks, there, these new authors publish essays of their works and even chapters or passages of it to readers, fans or even literary critics can give their opinion about this works taking these new authors to agree or not with these opinions and change their works, not just to please the reader but also accept it as a literary contribution. An example of this new concept of literature is the work *"Das coisas esquecidas atrás da estante"* by Clarah Averbuck which is a compilations about various subjects such as sex, drugs, love and literature and that the story sometimes refer to the author's life.

Internet gives access to various things being exposed, discussed and modified, so literature also was not out of it and is embracing new formats of writing as already mentioned, and new ways of reading are they in hardware or software format. One of these instruments of

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[6] Original Version: A tão propagada era do computador que, muitos afirmavam, iria diminuir drasticamente a necessidade de papel e escrever, fez o inverso: nunca tanta informação e conhecimento circularam entre tantas pessoas e de modo tão rápido, nunca as pessoas se comunicaram tanto (via e-mails, chats, impressos etc), fazendo com que todos escrevamos mais e mais.

reading is e-reader which is like an electronic book shelf which brings together several books inside that can be bought or downloaded for free, the type of light used in this type of equipment usually look like a sheet of paper so the reader could get a good viewing in bright places like the beach, similar with it is tablets that not just holds book but have others devices as free access to internet and games. A laptop can do the same thing of the other two equipment mentioned but the principal advantage of these two equipment is portability because the weight of it is around 200 to 600 gr while a laptop weighs on average 2,5 kg to more. In software area is the internet composed by their sites and hyperlinks that give a new way to literature. To Barbosa (2010), positive points are found in the modifications of literature by internet as are described here in this fragment:

> "With the spread of the Internet, from the second half of the 90s, the literature reconfigures itself and begins to be returned to daily life. Why make use of tools from technology enables the change in literary writing, in dialogue and in their modes of reception, attracting new readers and writers. What was once done only on paper, began to gain new ways of reading and writing, a possible advantage of all the wealth of texts space. According to Paula Sibilia (2008, 36), "electronic texts, written and read on computer screens, often dotted with sounds and still or moving images, shall introduce new habits and practice; both for authors and for readers." (BARBOSA, 2010, p.2) "[7]

The author is talking about the tool called hyperlink emerged by computation that the principal feature is doing ligation between different texts and files through simple clicks. In literary works the hyperlink provide the interaction between text and reader through links in the text with brings the reader to pictures, images, videos, sounds and music related to the text. Per example, if in a text book is cited something as an art, an object or a music, can appear a link leading to the site of the singer/band, show the CD cover, or to a site when can be listen the music cited. This interaction deepens the reader over the text helping to understand easily.

About the questions made in the beginning of this topic I can say that literature has not lost space in the life of people but it only has achieved new ways to reach people, now through e-mails, blogs and in websites specialized in sharing literature beyond interactive formats that does not lose anything to others entrainments. Despite all literature remain in the

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[7] Original Version: "Com a disseminação da Internet, a partir da segunda metade dos anos 90, a literatura se reconfigura e começa a ser devolvida ao cotidiano das pessoas. Por se valer de instrumentos provenientes da tecnologia, possibilita a modificação no fazer literário, na interlocução e em seus modos de recepção, atraindo novos leitores e escritores. O que antes era feito somente em papel, começou a ganhar novas formas de leitura e escrita, num espaço possível de usufruir de todas as riquezas dos textos. Segundo Paula Sibilia (2008, 36), "os textos eletrônicos, escritos e lidos nas telas dos computadores, muitas vezes pontilhados de sons e imagens fixas ou em movimento, instauram novos hábitos e prática; tanto para os autores quanto para leitores".

taste of people because is a channel of answer or discussion to the problems of the soul and human live.

As the literature the language compass the time passed, present and future, it is reinvented, supplemented without never lost their essence, and is it that becomes them in a dynamic tool of communication, culture and identity of a people.

3 METHODOLOGY

This section aims to explain the organization of this present research, distributing in topics essential elements component to the beginning, development and conclusion of this work pointing out structural, pragmatic and discursive aspects of this research.

3.1 CHARACTERIZATION OF THE RESEARCH

This research focus in approach the relationship between English Literature, English language, education, technology, and internet due to the fact that education in general is changing, the teaching of English is also incorporated in this change and the technological resources specially the internet are more and more being used to teaching. Other important point here is the use of the Anglophone Literature to teaching English, because it represent an appreciation of cultural aspects of the language even as education the literature is interacting with internet too.

Firstly I want point out that this research contemplates qualitative approach characteristics "personal, autonomous, creative and rigorous" discussed by the work of Severino (2007). Personal because it refer a necessity found and questioned unique and exclusively by the author of the research what prove the research originality, autonomous inasmuch this research was made just by one person and oriented by an academic teacher, creative in terms of innovational purposes to be used in class and rigorous because was an exhaustive work considering the time to be completed and the many subjects approached through renowned theoretical basis and ever having the compromise during the research's development in not make copy's, this way respecting the copywriting and ANBT rules.

> The bibliographic research is realized by the register available, resulting from antecedents research's, in press documents, as books, articles, thesis etc. It use data's, or theoretical categories already worked by others researchers and correctly registered. The texts are became in sources of themes to be researched, the researcher work by contribution of others authors of analytics studies. [8]

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[8] Original Version: A pesquisa bibliográfica é aquela que se realiza a partir do registro disponível, decorrente de pesquisas anteriores, em documentos impressos, como livros, artigos, teses etc. Utiliza-se de dados, ou de categorias teóricas já trabalhados por outros pesquisadores e devidamente registrados. Os textos tornam-se fontes de temas a serem pesquisados, o pesquisador trabalha a partir da contribuição de outros autores dos estudos analíticos constantes dos textos.

3.2 RESEARCH GOALS AND HYPOTHESIS

The main object of this research is to present Facebook as a tool for education through three different lesson templates using the three literary genres narrative, lyric and dramatic, taking with an example of each one novel, poetry, and role-play. Also, I highlight the news configurations of literature regarding the technology especially the cyberspace using examples of literary works in this area. At last, I propose some ideas to use the literary genres to teach English on social network Facebook.

The first hypothesis is that using social networks will be more comfortable to students because it represents something presents in their day-by-day, and more easy to teacher works in classroom because it will emerge student's interest, this way it is maximizing the gamma of researches to be used in English classroom including different subjects specially Literature.

I hypothesize that learning language through literary works is important to show a cultural part of language leading reflections that ultra pass the classroom, beyond shows the Anglophone literature based not just in translations and grammar but also by a critic and discursive side of literature.

A final hypothesis is that can be an alternative positive and interesting, studying English and literature via Facebook as either one other social network which a lot of time is crictized by teacher because as a tool that take off the student's attention.

3.3 RESEARCH'S SUBJECTS

The subjects of this research are specially students of public school among the elementary school and high school, because consider the level of English language understanding of each grade to purpose lessons corresponding to each grade and the social context of the Marabá's schools. Other subjects are the teacher of the students mentioned previously, because the work made here is a bibliographic help to this teachers, because it shows new ways to teaching in classroom, beyond be a reflection about the Literature teaching in English classroom and the use of technologies not so commons to the teaching/learning of language in the scholar ambient.

3.4 RESEARCH'S PERSPCTIVES

According to Severino (2007), the function of the university education can be considered in an admeasurement of three aspects of students' formation, which are scientific, practical and political. In this research, these three aspects are revealed because here does not only discuss around a theoretical basis, but also shows a practical guidance of how teachers can develop interesting lessons in a globalized world, where we are living an epoch which everything is made on cyberspace. In order to acquire a relevant political understanding it is necessary to look around to the new social organizations, which is also one of the objectives of this research.

Until now, was verified about the importance of the literature to the history, culture and English language students, with examples was showed how it can be used on classroom not just to teach English but also as a way to understand the society and ourselves distinguishing some characteristics and one literary work of each three literary in epic: poetry, in narrative: novel and in dramatic: role-play. Was view about literature to teaching English, especially using Anglophone Literature that present to students a language with identity. Other point already traced here about literature is the new ways that we can find, made and teach it because of the cyberspacial era, considering the internet as import form of teaching/learning.

In the next steps of the research I will trace more specifically about the Facebook uses as an educational purpose explain the motivations to use it, and how it have been used by others teachers. I pointing three different lesson templates organized inside the three different literary genres which can be used on Facebook. The last point to be approached is the final consideration where I conclude the research talking about it as an overall, as well as if the perspectives were achieved and also about others relevant implications.

4 SOCIAL NETWORK FACEBOOK TO TEACH ENGLISH AND LITERATURE

On the Internet we have a lot of ways to introduce or product literature as we have seen in the beginning of this research. Social networks such as blogs, Twitter, and other apps or relationship sites are becoming a space do discuss and do literature. In Brazil Facebook represents the most used social network according to researches made in July of 2013 points that the Facebook in Brazil concentrate 68, 77% of social networks users. The main function of social networks is the communication, which is also the main function of the language and literature. Social networks represent the location where the great part of users of internet is. Because of this I intent to approach how we can teach English and literature presenting how we can use this interesting tool in three different forms using poetry, novels and role-plays. I want to show that literature is in everywhere and the Internet is helping in it. We, as contemporary beings and teachers of a modern language, have to make, use of new technologies both in classroom as in our personal lives.

4.1 FACEBOOK IN EDUCATIONAL PROCESS

In 2004 the social network Facebook was created and was used to university students, just in 2006 the website was open to the public. Mark Zukerberg is the major co-founder of Facebook and he is the current president of it. The Facebook as all social networks like Twitter, Orkut, Instagram among others has as objective the socialization and sharing of information among peoples from different countries in the world. In the work of Ferreira, Corrêa and Torres (2012), there is a clear passage about the function of social networks: "A social network is a new way of establishing relationships, performing various tasks such as: promotion of products, news, events, the sharing of videos, texts, ideas, photos, pictures and have funthrough their apps, etc."(p.7)[9]

In the process of education the Facebook has some characteristics described here:

> Facebook is a platform while adds features that allow interactive actions in Web as join groups, view photos, create documents with the participation of all in building a collective text, create events with scheduling of activities within and outside the platform, create polls as a resource for research, chat, etc..
> This social network provides communication tools synchronous and asynchronous becoming an innovative space that contributes to happen interactions, socialization

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[9]Original version: "A rede social representa uma nova forma de estabelecer relações, realizando várias tarefas como: divulgação de produtos, notícias, fatos, o compartilhamento de vídeos, textos, ideias, fotos, imagens e diversão por meio de seus aplicativos, etc".

and collaborative learning network, through dialogue and collective construction of knowledge among the subjects (Ferreira, Corrêa and Torres 2012, p.7).[10]

Some teachers use Facebook making groups inside it with their students. These groups can be classified per class or level and are made to share videos, information, news, lessons and interesting things which in the most of time relating with the class explained or will be explain.

All of these features afore mentioned can be used in language and literature classroom, and we, as learners of English language and literature and future teachers of it, have to be informed and up to date about the new technologies including virtual tools very used nowadays as Facebook, the great relevance of tools like it is promote the interaction that is very important to learn a language. Other thing that we have to care is to know very well these tools before we are using it with ours students because bringing some new element without knowledge about it can disturb the class, the learners can get dispersed or, in worst cases, the teacher could not achieve the propose of the class. For this it is necessary to pay attention to what is been led to the classroom, independently of being or not a technological resource because it can be a wasting of time or produce the inverse effect of that waited by the teacher.

4.1.1 Role-Play on Facebook

The idea of role-playing on Facebook was inspired by an adaptation of Shakespeare on Twitter called "Such Tweet Sorrow", by the Royal Shakespeare Company, in which the story of Romeo and Juliet was retold under 140 characters. The play counted with writers, professional actors, a publicity campaign online to bring followers from Twitter and a website to explain the purpose of company and the story of scenes passed. With fake profile of characters as they was real, the actors performed online using the 140 characters limited by Twitter to dialogue and tell the story, they also use posts of photos and videos including links to other websites among other resources to do the performance.

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[10] Original version: O *Facebook* em sua plataforma agrega recursos que permitem ações interativas na *Web* como: filiar-se a grupos, exibir fotos, criar documentos com a participação de todos na construção de um texto coletivo, criar eventos com agendamento das atividades dentro e fora da plataforma, criar enquetes como recurso para pesquisas, bate papo, etc.
Esta rede social apresenta ferramentas de comunicação síncronas e assíncronas tornando-se um espaço inovador que contribui para que aconteçam interações, socializações e aprendizagem colaborativa em rede, por meio do diálogo e da construção coletiva de saberes entre os sujeitos.

I became interested in proposing a similar accomplishment, but instead of Twitter, the difference is that I want to use the Facebook to do it, also the story can be a different one. Based in examples as Royal Shakespeare Company did, it is possible do so many other possibilities in classroom depending on the class, research of the school, skills in English of students, time necessary to complete the project and verifying if will be most relevant use the role-play in classic version or use some modern version done by someone or do an original modern adaptation using elements of the day-by-day of students. However it will be necessary to rewrite the role-play to adapt it to Facebook format which will require a great effort and participation of students.

To the choice of the role-play to be worked in this project the teacher can ask to students previously what role-play they want know better in as much as they will work it for a long time and is necessary to value the student's opinions. If they do not indicate any, I suggest literary works which are similar with subjects of the day by day of students because it will emerge their interest. Romeo and Juliet is a good example of teen subjects because talk about two teenagers, relationship, and the intensity characteristic of this age, as well as being a known story that was rewritten and reinvented in a lot of versions in different formats including cinema, manga, TV series, social networks, etc. The teacher can also shows students someone of these versions like a movie, if they have time to do it.

To do this type of work it is required students' responsibility because each one will become characters (or at least participate doing online comments), for this I indicate do it in an older classes as in secondary school, specially the 1st and 2nd grades, because class of 3rd grade is most interested in subjects which will lead they to vacancy in universities, and unfortunately English literature is not required in Brazil in tests to university entrance. Because of this students of 3rd grade may reject this type of class.

Considering the time of a English class in the secondary school in Brazil is two of 45-minutes classes per week each one and the most common organization of this classes is put 2 classes together in a day because is not common put these classes separate despite can happen. The credit hours in the secondary schools of Pará's state changes according to the turn that classes are watched, per example on night shift is less than morning shift, but the credit hour specifically of the English language classes not change, until because the time very compendious, so the teacher which will use this lesson template here in Pará will spend the same time in the different turns. I consider that to concretize an effective work with this purpose, it will be necessary a minimum of five classes (almost three weeks)to complete the sequence: reading the original role-play with students; students rewriting the role-play;

division of characters and organization to do the performance; concretizing the role-play on Facebook; doing a feedback with students. Below I organize a board using as base the amount of time and students of a regular school in Brazil and my experience in compulsory training in the university course.

Let's see in the board the step by step of the classes (project) development:

Grade: 1or 2th	**Date**:　/　/	**Time**: 270 min	**Number of students**: 30
Objectives: 1. Students will read parts of an original role-play in English. 2. Students will rewrite the role-play first in Portuguese after in English. 3. Students will perform the rewritten role-play using the social network Facebook.			
Assessment: SS will do good work if they participate.			
Anticipated problems: P: Nobody gives interest in do the role-play. S: T starts giving some examples of different versions of role-play to motivate SS. P: No time to finish the project in the day of role-play concretizing. S: T talks to the T of next class to give us more time if had not time to complete all the class.			
Additional possibilities: Watch a movie about the role-play.			

Timing	Stage	Aims	Procedures	Inter-action	Material
15min	Warm up	- Activate SS' background knowledge	- T asks SS what they know about the role-play "Romeo and Juliet" by Shakespeare. - SS tells the story that they know.	T – SS SS – T	
30 min	Exercise 1	- Translate and put in order strategic parts of original version role-play	- The class is divided in 5 groups and receive a part of the role-play "Romeo and Juliet" - SS translate these parts and explain the scene to class - SS order the scenes according to the explanation - T writes in the board the order	T – SS SS – SS	- Copies of parts of role-play - Notebooks - Pens - Pencils

45 min	Exercise 3	- Exercise about what was learned	- T divides the class in 5 groups (the same of the last class) - T asks SS to rewrite in English the scenes created in the last class. - T helps the groups	T – SS SS – SS	- Notebooks - Pens - Pencils - Dictionaries
45 min	Definition of tasks	- Role-play organization	-T and SS organize the scenes doing a review - SS receive a complete version of the rewritten role-play - SS choose characters to perform	T – SS SS – T	-Copies
45 min	Starting the project	-Initiation of the role-play	- T organizes SS to go to computer lab - SS takes photos that represents their characters - SS create fake profile assuming the characters' identity	T – SS SS – SS	-Computers -Internet access -Camera
35 min	Conclusion of the project	-Concretizing of the role-play	- SS Interacts among other character and tell the story	SS – SS	-Computers -Internet access
10 min	Revision	-Assessment	- T asks SS about what they have experienced during the cyberspacial role-play and gives them feedback.	T – SS SS – T	

A purpose of class like this is a possibility to integrate all students especially those who are shy because the interaction is not face to face and students who do not have a good performance in English can participate doing comments in the posts even if there is not enough characters to each student. Also the type of language used on internet is informal so students will be more self-confident. Because of this it is a comfortable space to students of different personalities.

4.1.2 Novels on Facebook

As was already said, on Facebook we have several possibilities to learn English and literature, but I want to point out a very eye-catching tool that is the games. The games on Facebook became interesting to teach English because the most part of it do not have versions in Portuguese or have ways to be set to English language. Some games like *Jane Austen*

Unbound join literature and entertainment, this game is based in literary works by Jane Austen where illustrations of the author and her main characters command the game. There are scenes of places referents to stories and epoch that Austen lived, in those scenes it is necessary to find some objects required on baseboard which are written in English. Actually the whole game is in English. By completing scenes the user gain coins to buy furniture to a house and keys to open rooms. Something interesting is that to each element put in the house rises a level of social status of users. The experience of this game is like being in England in the 19th century. Games on Facebook are created also to induce people to buy energy, coins, or other elements to raise level quickly and it has to be warned to students.

Considering that in Brazil there is not English classes in public schools in the first segment of elementary school (1st to 5th grade), this purpose of class will be directed to students in the second segment of elementary school between 6th to 9th grades. The criteria to choose a specific class to do this lesson will depend of students profile, but as the purpose here of class is easily because involves games and simple tasks, I tender that students of 7th grade will be most indicated because they are familiarized with seminars, social networks and games. As we will work with students of 7th grade I purpose firstly the use of texts in Portuguese with maximum of two pages which describe the plot and characters of each book by Austen because they would spend so much time translating texts in English and it is not the objective of the lesson, but if the class present enough skills to translate with agility English texts it can be considered to be worked.

The English teacher can work with the History teacher doing an interdisciplinary class where this other teacher can approach about the differences among Brazil an England in the 19th century and nowadays, if it is not possible the English teacher can do it. Another thing to be discussed on the cultural difference is about the game. As it was mentioned before, this game has tasks which raise the level of social status of users. It is very typical of old times especially in the epoch of Austen's books were made, so it is interesting making our students think and discuss about this type of social behavior considering our current society too.

Below, the board explaining the sequence of the classes' activities:

Grade: 7th	**Date**: / /	**Time**: 250 min	**Number of students**: 30
Objectives: 1. Students will read in Portuguese texts about Austen's literary works. 2. Students will explain about Austen's books. 3. Students will learn a new vocabulary in English about the literary works learned in classroom through a game.			
Assessment: SS will do good work if they participate and pay attention in seminary presentation.			

Anticipated problems:
P: There are not enough computers in the school to each student.
S: SS works in pair or groups.
P: SS have difficult in play the game because it is all in English.
S: T explains how to use on-line dictionaries and advise more carefully this SS.

Additional possibilities:
Ask the History teacher to explain about the England in the 19th century.
Doing a background about the game vocabulary.

Timing	Stage	Aims	Procedures	Inter-action	Material
15min	Warm up	- Activate SS' background knowledge	- T asks SS what they know about the author Jane Austen and her literary works - SS tells what they know	T – SS SS – T	
35 min	Seminar preparation	- Reading and organization to seminar	- The class is divided in 5 groups -Each group receive texts about plot and characters of one book by Jane Austen - SS reads texts and organize the seminar to be presented in the next class - T asks SS to prepare posters or some other things at home to presentation	T – SS SS – SS	- Copies of plot and characters of books by Austen in Portuguese
100 min	Seminar presentation	-SS presents seminar and learn about Austen's works	-SS shows seminar to class -SS makes questions -T makes commentaries and final considerations	T – SS S	- Posters - Pictures - Projector - Computer -Speaker box, etc
90 min	Playing game	- Use a game as a tool to exercise what was learned and learn a new vocabulary	-SS access Facebook -T explains how the game *Jane Austen Unbound* works - SS plays the game - T verifies if all students are playing - T helps students	T – SS SS – T SS - SS	-Computers -Internet access -Dictionaries
10 min	Revision	- Assessment	- T asks students about the experience of playing the game and gives them feedback. - T puts PDF versions of complete works learned on Facebook to SS access	T – SS SS – T	-Computers -Internet access

This purpose of class will instigate the curious of students to read the complete works of the author. For this, the teacher can provide a better access to these books in a simple way, through the Internet. It is possible to upload and download files on Facebook in just a click. If the classroom has an online group, it is easier to access because all updates made on groups are alerted on the personal profiles of the members.

4.1.2 Poetry on Facebook

Art as a whole is expression and the poetry represent one of the most expressive work of writing art because through it is possible talk about anything, since feelings until politic position, so based on this principle, the purpose here is working with poetry to instigate the creativity, expression, talent and of course training the skill writing in English of students to talk about different subjects. It is interesting work with up to date subjects as social politic, bullying in schools, prejudice of races among other important themes that instigate think and protest about the social behavior. But as example I choose the theme about nature because it represent of the most approached themes commented nowadays.

Through the poem "The world is too much with us" created in 19th century during the industrial period by the English author William Wordsworth, which approach about the nature and how the humans and social changes are affecting and destroying nature because of a new perception of the world, students will be inspire in this poem to use their creativity to writing an original poem in English about nature. These poems will be made by two different classes divided in groups of five students each one.

To create the poems, students will use as a help a vocabulary given by teacher in a class with words connect with the theme nature. The poems can be made highlighting the environmental problems, exalting the nature or how the society is interfering in the nature however the theme had to be about nature. The layout of poems will be like the scraps which there are on Facebook, to do it, the English teacher can ask to the responsible for the computer lab to teach some techniques of software basics to students to produce the poems with different lay out, pictures, colors, and letters.

The idea is doing a poetry competition between classes on Facebook. To do it will be necessary create online groups of each class on Facebook, there the works created in classroom and in computer will be posted in the online group of the other class and vice versa, to students doing comments and put their votes about the poems choosing which works

deserves to win justifying it. The winner group beyond receive the honors by the teacher, also they will receive a simple gift, to the other students who do not earn the competition, if possible, they will receive a booby prize and congratulations too, it is to stimulate everybody to continue writing.

This purpose was based in the work of Ferreira, Corrêa and Torres (2012), and in workshops that I participated, which use Facebook to online groups with students to sharing files and doing comments about the classes did, but, the difference here is that the material to be shared is totally original and made by students. I recommend do this type of lessons in classes of 9th grade because they will have more skills to write in English and based in time of primary school aforementioned, the lessons will need of four classes to be concluded.

Brazilian poems about nature also can be used, to show to students and compere with the English poem to show to students that poetry is global too, including it can be done together with Portuguese teacher that could teacher about Brazilian poetry given examples of poems about nature in Portuguese classes.

Below in the board the step by step of the lessons:

Grade: 9th	Date: / /	Time: 200 min	Number of students: 30
Objectives: 1. Students will read in English the poem "The world is too much with us". 2. In group students will write an original poem about nature. 3. Students will use the Facebook to post and vote in the better poem.			
Assessment: T will correct the poems.			
Anticipated problems: P: Missing information in the presentation of the seminar. S: T completes the information.			
Additional possibilities: T shows SS an instructional video teaching how to use create, produce, edit and publish their poems to internet.			

Timing	Stage	Aims	Procedures	Inter-action	Material
10min	Warm up	- Activate SS' background knowledge	- T asks SS what they know about the ecologic problems - SS tells what they know	T – SS SS – T	

40 min	Reading the poem	- Reading and understanding	- SS receives copies of the poem "The world is too much with us" by William Wordsworth - SS reads the poem and say what they understand - T does reflections about the poem and the author context when the poem was done. - SS and T discuss about the poem	T – SS SS – SS	- Copies of the poem "The world is too much with us" - Dictionaries
50 min	Creation of poems	-SS write poems	-T divides the class in 6 groups of 5 students each one. -T gives a vocabulary about nature -SS write a poem in English about nature -T helps SS	T – SS SS – SS S	- Notebooks - Pens - Pencils - Dictionaries - Vocabulary
50 min	Production and posting	- Production and posting of the poems to be voted	- SS finalize their poems with pictures between other things - T helps students -SS access Facebook and post the poems in the other class online group's	T – SS SS – T SS - SS	-Computers -Internet access
50 min	Revision	- Assessment	- SS access Facebook and votes in the poems of the other class - T correct the poems and gives SS feedback - T considering the most voted and written poem say what group won	T – SS SS – T SS – SS	-Computers -Internet access -Gift

Sometimes English teachers have a lot of classroom to complete credit hours in a school in some case is necessary work in more than one school to it. For this promoting lessons interclasses can be a help to teachers very busies because it will reduce the time of lessons planning. To students it will be an opportunity to interact with others students on cyberspace because in some schools do not have physical space to bring together a lot of classes beyond of the difficult to organize all this students considering that just one class is fully, work with two or three in the same time will be harder.

4.2 SOME CONSIDERATIONS ABOUT IMPLEMENTATION OF THE PROPOSES

Although not be a purpose this research to discuss about how the English literature is configured in school curriculum of English classes, I think important highlight my indignation in discovery during the research that the English literature is not said PCN (Parâmetros Curriculares Nacionais) which governs the basic education and is used as bases in the local education, not also Anglophone literature is in the curriculum proposal of secondary education which is not reviewed since 2003 and is establish in the programmatic content of the state university.

Sometimes to use Anglophone literature in the regular classes will be necessary find loopholes in the system because someone from the head or coordinate of school could be very conservative about the curriculum proposal because in some school is told to the educators (especially those who teach languages) to teach only grammar. To pass over of this type of situation without doing problems with school coordination, the teacher can take literary texts or pieces of it to give grammar examples despite it is not the most correct to do at list students will can see something of Anglophone literature in classroom.

Another thing about the lessons purposes made here, is that they are very flexible could be adapted to different classes and situations including some habits of schools, per example here in Marabá-PA as a lot of other schools around Brazil have a general test called "Simulado" which all subjects are bring together, and all of the lessons purposes which was taught can be applied in this test too, because after all they are important subjects as well as grammar, sometimes even more relevant to students education.

5 CONCLUSION

During the career of teacher probable we will appear suddenly with different profiles of students and classroom and also schools. Oftentimes we will have classrooms of the same grade but with different behavior, for this, it is necessary pay attention about the lessons that will be minister to each class and to each grade, because this way beyond giving a most personalized teaching also will be a teaching with more relevance and efficiency. For this and other personal reasons I was incentivized to create a research of a scientific level that more of it being a contribution principally for my workmates teachers of English Language.

Beyond of a critic study about the use of technology in English classes, here was possible create here a source of subjects, examples and plans that can be incorporated in the day-by-day of English teachers and students, including all the lessons plans which were purposes here can be adapted or reinvented to be adequate with all situations and different profiles of classes, including the grades purposes can be changed, because depending of the class a lesson of grade higher can be applied in a lower grade and vice versa, because the necessities of each one should be priority to the teaching being the most humanized possible, it is some until more important nowadays where more and more the things are mechanized, it become this research in a paradox, because in the same time that incentive the use of technology also approach about in a teaching with focus in the people.

In the development of this research the objectives was achieved, because to understand the process of learning language using the three literary genres narrative, lyric and dramatic, it was possible see the great difference that the literature being in role-plays, novels or poems can do with us, and how it can be used in English classroom as a way of auto-understanding beyond of course learning of the language. When it was highlighted the news configurations of literature regarding the technology especially the cyberspace using examples of literary works in this area, we could see that the literature transforms herself every adapting to the new times, it had always renews, other interesting thing about literature is that until the classic works bring current themes, for this a lot the most known story are being used and adapted to cyberspace. The proposed of create lesson templates with the three literary genres to teach English specifically on the social network Facebook, was accomplished, and it can be realized with more details in the chapter four, when the purposes about English classes shows that is possible do things with students which are simple but are very interesting and inviting.

Based in the literature review made here I affirm that the hypotheses were confirmed, but also have considerations about the final hypothesis. Taking into account the first

hypothesis, it was verified that using literary works will be very relevant in the students education because it represent context the language which they are learning and talk about different subjects of quotidian life, this way students will learn English without perceive that they are training the grammar already learned, beyond understand and think about several important subjects, doing it online they will can see that the social context of them is valued and the school cares about them, also that the technologies, internet and even Facebook can be a space to study not just for vain things.

Considering the final hypotheses that study English and literature via Facebook is a great alternative to our students more and more globalized specially in terms of better understanding both the English language and the literary works of the language, because Facebook is a familiar space with easy accessibility alternatives like pictures and links which are more attractive becoming a boring class in a pleasurable class, able until of attract students which have difficult in English or that do not like English classes. But also some characteristics can be not ignored, I refer in terms of distraction and losing of focus, but if the teacher is attentive which students are doing on internet or Facebook and if students are responsible about their acts in lessons, it probably will not be a problem.

As Facebook is a social network and usually this type of website one day is famous and in another day is forgot and replaced by other social network, these plans that I did can be overpast in some years (or not), but they can remain if we think that these plans can serve as a base to lot of other plans around literature and be adopted to others websites found on internet, for this is necessary to pay attention to worlds transformation in conformity to do new lessons. So, this research need of continuity to new ideas being made and used in classroom, beyond the themes around internet more and more are rising especially in education area.

I believe that in the future all schools will have computers and internet access because more and more the governments have invested in programs in this direction, highlighting the context lived here I can point as example the program "Navega Pará" which provides free internet access in school and in specific points of the city, another program is the available of tablets to teachers of secondary school to be used in the workplace. In Marabá the most part of school visited have computer labs or already have plans to implement it, for this my enthusiasm in research and do plans about technologies in the education.

Using Anglophone literature in classroom we show to students a language identity through art and teaching culture in same time. The benefits of literature are so much as humanizing, meet others cultures, discuss about the world, understand the others and

themselves. It is possible use Literature and cyberspace in English classes including using Facebook to do it, but to do it is necessary audacious and have interesting, to become the English classes more attractive, more next of students, and a discussion place. An education of quality is there which not is just in scholar place, but, outdo it and come in the student's life as a whole, the literature have the elements necessaries to change the life of someone and through internet it sometimes is easier of access, because a great part of students are accustomed with internet but not with literature so the better thing to do is bring together both.

During this research was possible realized that everything is possible in the education area including using the most different and discriminates tools as an efficient way to teaching, and with dedication and with a different looking about education we can provide classes which will please, valorize and really contribute to academic development and to the life of our students. With this work will be possible contribute to students, teachers and researchers of language in general, English language and literature, as a source of subjects examples to discussion, critic and proper to upgrading to different contexts, epoch, and reality.

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