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METHODS OF TEACHING THE ENGLISH LANGUAGE

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Evaluator:

I dedicate this work to my mother Pedrina Ferreira Aires and my aunt Cícera Ferreira Aires (in memorian) who always taught me the right path, helped to build my character and made me see that there is no better path than education, I don't have words to describe these

two women, so strong and so determined, without them I would be nothing.

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“Whoever learns a new language acquires a new soul” (Juan Ramón Jiménez)

AIRES, Maria Valdilene Ferreira. **Métodos do Ensino da Língua Inglesa**. 2022. 30 fs. Trabalho de Conclusão de Curso (Graduação em Letras – Habilitação em Língua Inglesa) – Universidade Federal do Pará – UFPA (Campus Capanema), Capanema, 2022.

RESUMO

O presente trabalho tem como tema: Métodos do Ensino da Língua Inglesa. A presente investigação tem como problema central: quais os métodos e técnicas que são aplicadas ao ensino de língua inglesa e como esses métodos e técnicas estão sendo utilizadas dentro das salas de aulas pelos professores que tende a contribuir para a formação do aluno. A partir deste problema de pesquisa, o trabalho objetivou realizar um estudo acerca dos métodos de ensino da língua inglesa e das mudanças ocorridas ao longo do tempo, em relação a esses métodos e sua aplicabilidade nas escolas brasileiras. O ensino dessa língua já passou por diferentes procedimentos conhecidos como método tradicional, direto, audiolingual e sociointeracionista. Mas ainda nos dias de hoje, esses métodos ainda são existente nas salas de aula; mesmo que tenha surgido novos métodos, novas abordagens, mas as técnicas antigas não deixaram de existir. A gramática era o método tradicional, ou método da tradução, era a abordagem do ensino e da aprendizagem, por esse método é que eram lidos e explicados os textos literários de uma língua para a outra, já que esse método era usado para dar assistência aos alunos na leitura e tradução de textos em língua estrangeira, porém hoje, esses métodos são voltados para a comunicação como se pode observar nos PCNs-LE (1998), sendo introduzida como alvo central no processo de ensino-aprendizagem. Também foi feito uma análise em um capítulo de um livro didático de inglês do ensino fundamental, verificando quais desses métodos de ensino da língua inglesa serão utilizados. Para tanto foi realizado pesquisa bibliográfica e exploratória, baseada em vários autores, como por exemplo, Faraco (2007) e Crystal (2005), Izidro (2008) e outros alusivos ao tema. Além da pesquisa bibliográfica, esta pesquisa analisou documentos referentes à legislação brasileira, e a política de educação. O presente trabalho permitiu identificar uma área específica que necessita de aprofundamento no que diz respeito ao ensino da língua inglesa dentro das salas de aula e à qualificação do exercício profissional.

Palavras-chave: Língua Inglesa. Método. Dificuldades. Ensino Aprendizagem.

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ABSTRACT

The present work has as theme: Methods of Teaching the English Language. The main problem of the present investigation is: which methods and techniques are applied to English language teaching and how these methods and techniques are being used within the classroom by teachers who tend to contribute to the formation of students. This research study aimed to carry out a study about the methods of teaching the English language and the changes that occurred over time, in relation to these methods and their applicability in Brazilian schools. The teaching of this language has already gone through different procedures known as traditional, direct, audiolingual and socio-interactionist methods. But even to this day, these methods are still existent in classrooms; even if new methods, new approaches have emerged, but the old techniques have not ceased to exist. Grammar was the traditional method, or method of translation, it was the approach to teaching and learning, it was through this method that literary texts were read and explained from one language to another, as this method was used to assist students in reading and translating texts in a foreign language, however, today, these methods are aimed at communication as can be seen in PCNs-LE (1998), being introduced as a central target in the teaching-learning process. An analysis was also carried out in a chapter of an elementary school English textbook, verifying which of these methods of teaching the English language will be used. For this purpose, bibliographical and exploratory research was carried out, based on several authors, such as Faraco (2007) and Crystal (2005), Izidro (2008) and others alluding to the theme. In addition to the bibliographical research, this research analyzed documents referring to Brazilian legislation and education policy. The present work allowed us to identify a specific area that needs to be further developed with regard to teaching the English language within the classroom and the qualification of professional practice.

Keywords: English language. Method. Difficulties. Teaching Learning.

LIST OF ABBREVIATIONS AND ACRONYMS

LDB - Law of Guidelines and Bases for National Education.

PCN - National Curriculum Parameters.

SGAV (global audiovisual structure).

DCE - Basic Education Curriculum Guidelines.

SUMMARY

Sumário

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1. INTRODUCTION

Currently, there is a great need to learn a foreign language, especially with regard to the English language, which has become a requirement for people due to the increasing evolution and the increasing development of globalization. And due to these facts, there has been a great discussion about the methods and techniques that are applied to the teaching of the English language within the classroom, and a greater concern about how these methods and techniques are being used by teachers so that there is a proper training of students.

The present work has as main objective the study of the methods of teaching the English language, even knowing that there are still many obstacles regarding the applicability of the methods and techniques in the teaching of the English language within Brazilian public schools. The approaches developed on the English language as a method to be applied have not yet appropriated the necessary skills to create motivation in the student to want to be willing to learn to read, write or speak another language. Therefore, it has become difficult to change this situation, as the target audience is only used to teaching grammar and other vocabulary, perhaps the difficulty is the lack of good dialogue during classes, which caused this lack of interest from the student by language.

The justification of this research is to investigate the methods of teaching the English language within the school and the difficulties that teachers have when teaching a second language to their students. Because there were many changes, both in the methods and in the approaches used in teaching foreign languages, resulting in various theories of language. Thus, there is a need for greater knowledge, for more effective methods for language acquisition, especially when we live in a time where the world is changing every day.

Therefore, learning a language that is not your language means advancing a little further in the demands that the globalized world proposes. Therefore, the concern about the methods and techniques that are applied in the teaching of the English language and how these methods and techniques are being used inside the classrooms by teachers arose, which tends to contribute to the formation of the student. Based on this research problem, this work aimed to carry out a study about the methods of teaching the English language and the changes that occurred over

time, in relation to these methods and their applicability in Brazilian schools. Therefore, the following specific objectives were defined: Verifying how English language teaching methods are being introduced to students in the elementary school classroom; Analyze the methodologies presented in teaching the English language to students in the 6th year of elementary school; Know which methods are applied by teachers to facilitate student learning; Finding out the difficulties encountered by teachers when teaching these methods so that everyone can learn.

Therefore, this research is characterized by exploratory bibliographical research that seeks to analyze the methods of teaching the English language in elementary schools. Andrade (2002) emphasizes that exploratory research has some essential purposes, such as providing greater knowledge about the subject that will be investigated, facilitating the determination of the theme; guiding the definition of objectives and the formulation of hypotheses, or to discover a new type of approach to the subject.

Therefore, there was a need to select materials that would support the theme with theoretical foundations in some renowned authors such as: Faraco (2007) and Crystal (2005), Izidro (2008), Duque (2004), Bagno (2007), and others with the intention of confirming, through this study, that these methods are effective in teaching these students in elementary school, with a view to improving learning, as well as quality education that ensure better knowledge about the discipline, providing significant results in the area. educational, in the sense of favoring the researcher a broad vision on the subject in question, in addition to producing knowledge and contributing to the transformation of the studied reality.

In the first chapter, there is a brief contextualization of the teaching of the English language, as in 1809 the need for a second language to be inserted in the school curriculum arose, where the methods used by teachers for student learning will also be presented. seen today as outdated methods, such as the Classical Method or Grammar-Translation; The teaching of English in basic education will also be presented in this chapter, where it emphasizes that there are many learning strategies and that in the course of this learning, each student expands their knowledge according to their own strategies. It also talks about language acquisition, highlighting language oral and written as of fundamental importance for the individual's participation in society.

In the second chapter we analyzed the methods of teaching the English language, which brings approaches to teaching a foreign language, presenting some teaching methodologies applied to different methods in the teaching-learning process, such as the traditional, direct, audiolingual method, audiovisual, communicative, highlighting the English language, in order to show the principles that underlie these methodologies; how learning is assessed, also showing the role of the teacher and the learner in this process; the teacher and public policies, where the role played by the teacher has always been of great importance for the formation of an individual, mentioning the government actions emphasized by the Basic Education Curriculum Guidelines (DCE), making room for the collaboration of the PCN (1998) of Foreign Language and also talks about the English language in the current scenario, in which technology has advanced and, together with it, society walks bringing great changes and these, bringing new behaviors to the student with regard to the worldview.

In the fourth third, an analysis of a chapter of an English Language Textbook entitled: English, 8th year, by the author Maria de Melo, from Elementary School, will be made to verify which methods of teaching the English language will be used in this chapter.

2. BRIEF CONTEXTUALIZATION OF ENGLISH LANGUAGE TEACHING

When entering the study of foreign language teaching, even if only briefly, it is important to highlight some aspects about its implementation in the school curriculum of Brazilian schools, as it becomes a need to be aware of the origins that guide the inclusion of a different discipline that the student is used to talking about.

In 1809, the need for a second language to be included in the school curriculum arose, due to the economic needs of the country. This was due to a decree signed by D. João VI, ordering the creation of French and English teaching chairs in the Brazilian educational system. For only Latin and Greek were taught in schools at that time¹. Since the royal family had already arrived in Brazil in the year 1808.

D. João's intention was to sign and maintain trade agreements, mainly motivated by the opening of ports to foreign trade². I maintain business relations with England and France, the need to train students to learn the oral and written language was the objective.

The methods used by teachers for student learning are the methods seen today as outdated methods, such as the Classical Method or Grammar-Translation. This method of conveying grammar through retention exercises has not changed. The influences of traditionalism still persist in some schools and many professionals do not choose to change this practice and ensure that teaching-learning is more effective, finding it much more appropriate to use repetition and copying to make foreign languages known.

In the 1960s, the first LDB - Law of Guidelines and Bases for National Education was created, ensuring the regularization of the education system in accordance with the principles of the Constitution. And what can be observed with this is that the teaching of Foreign Languages, specifically the English language, went through a certain process within the school curriculum, as the country changed

¹ <https://www.inglesnapontadalingua.com.br/2017/03/como-comecou-o-ensino-de-ingles-no-brasil.html>>acesso em:15/11/2021.

² <https://tisbefranco.com.br/historia-da-lingua-inglesa-no-brasil/>>acesso em:15/11/2021

more, there was a need to use different languages. It is noteworthy that the process of acquiring a foreign language was not restricted to Portugal, but other countries that needed the language, such as Brazil.

There are many ways of thinking about learning the English language, and there are many who talk about learning a second language, and that learning it makes a big difference in the world of work, and by mastering a second language, it brings the possibility of maintaining relationships with other people, because today English has been demanded as a result of globalization, serving as the most common means of international and intercultural communication. Jenkins (2007) says that it is extremely necessary to have “a contact language used between peoples who do not share a first language”

It is in this globalized context that the language has spread, causing great influence in other countries, English has taken on characteristics of a lingua franca, bringing the possibility of communication between different societies. From then on, speaking English became essential, because it became the language to communicate with the current world, and in the course of the process, many studies emerged with the aim of explaining the expansion of English in the world.

Today's concern is to guarantee teaching in line with world events, teaching that will defend the student in circumstances in which mastery of the language is necessary, especially with regard to oral exposition. As for the methodology used in the teaching of foreign languages, it still needs many changes and adaptations, being necessary that the student has a direct involvement with the language, in order to make teaching enjoyable.

However, teachers need to be qualified for this, prepared every day so that the demands imposed by the school's daily life are met, it is necessary to plan, not in any way, in a way that benefits the students, and above all, use methodological resources suitable for the best results in teaching and student learning, so that teaching also becomes of quality.

2.1- English language teaching in basic education

The great concern of educational authorities in implementing the foreign language in the school curriculum is very clear. As mentioned in the topic above in which D. João fixed the English language with interests in maintaining commercial

relations with other countries, today the interest is quite different, as highlighted by the NCPs stating that

“Learning a foreign language is a possibility to increase the student's self-perception as a human being and as a citizen. For this reason, it should focus on the discursive engagement of the learner, that is, on their ability to engage and engage others in the discourse in order to be able to act in the social world”. (BRASIL, 1998, p.15).

Let's see what Santana (2009) says about language teaching. The author emphasizes that it is possible to understand teaching as something more abundant, which has larger dimensions, as something that was admissible from the humanist and cognitive-constructivist currents, which distinguishes teaching as a procedure that directs, considering of course , the needs of the student with a view to knowledge.

For Santana (2009), the understanding of teaching is linked to learning, that is, teaching can be understood as a consecutive movement that results in learning. The author continues by stating that this “reliefs the learner and the learning process and what matters is how the student learns and not how the teacher teaches” (SANTANA 2009). However, Piletti (2007) believes that in the course of learning, the contents must be related to knowledge to the point where they are important for the learner.

When we refer to learning, whether in a second language or not, this learning must be based on giving meaning to what is presented as the object of study. Not even a teacher can teach without first being aware of the contents to be taught, surely the learner will not benefit from this learning.

There are many learning strategies and in the process, each student expands their knowledge according to their own strategies to better learn. These strategies have great importance for language learning, because they are strategies that act not only on learning a single language, but also on the use of that language. Using the appropriate strategies results in skill, security and development of communicative ability.

According to the Law of Guidelines and Bases (LDB), one of the objectives of Basic Education is the development of the student in order to “ensure them the common education essential for the exercise of citizenship and provide them with the means to progress in their work. and in further studies” (BRASIL, 1996).

Foreign Languages assume the condition of being an indissoluble part of the set of essential knowledge that allows the student to approach various cultures and, consequently, facilitate their integration in a globalized world (BRASIL, 2000, p. 25).

Therefore, when students study a foreign language, they are preparing to maintain greater interaction with the world around them, establishing interaction relationships, mainly to enter the labor market, which seeks to prefer people who master some type of language different from your first language. Unfortunately, educators are not preparing the student for this purpose, only with prior knowledge of the English language, failing to teach the great importance that the language brings to the learner's future, sticking to contents that focus more on normative grammar of the language.

The English language has become indispensable in recent days for human progress, and this has brought comments that the sooner the child learns a language, the more successful it will be (COMBER, 2006). However, there are many discussions regarding the teaching of English and as mentioned above as an assured right, when we are faced with the reality of public schools, we see that the reality is different.

Not only public schools, but also private ones, face difficulties in teaching the subject to their students. Public schools suffer from low student performance, lack of interest, the amount of content to be studied, overcrowded rooms and because it is a discipline that students do not fail, they are not interested in studying it and sometimes the lack of preparation of the educator, who, for not understanding the difficulties of the class in relation to language learning, ends up using methods that are not useful for the student's learning.

And because it is not an adequate method for the teaching and learning of the student, the tendency is not to be able to pass on knowledge that benefits the whole class.

2.2- Language acquisition

Educational institutions are realizing the need to follow methodological innovations so that student learning is really active, due to the great transformations, computerization, anxieties and behavior of these students, the school cannot remain the same, without evolving. Education needs to innovate every day, bring change to

everyday school life, because time does not stop for its evolution, for the expansion of technology and the means of communication. As well as there must also be changes in school methods, techniques and contents and these changes have been the target of great questioning.

Since past decades there was already a need to reformulate the proposal of teaching a foreign language so that there could be changes in teaching, as the biggest factor in school failure in all areas was the lack of both reading and writing. As already mentioned, the world is in constant change, and society increasingly demands quality educational preparation. English has 360 million native speakers and approximately 500 million people speak English as a second language³. This growth took place from the rise of the British Empire, which had great influence and economic power in various parts of the world, associated with the growth of the means of communication.

And with the advance of globalization and the changes that have taken place in today's society, it is up to the teacher, in addition to teaching the English language, to promote the development of skills that will allow the student to be the precursor of their own learning process, because when the student it has autonomy, it has a significant role to play in its learning process, differentiating it from others by mastering the language, whether native or foreign, as the English language has been increasingly used in worldwide communication.

According to the PCNs:

Mastering oral and written language is fundamental for effective social participation, as it is through it that men communicate, have access to information, express and defend points of view, share or build views of the world, produce knowledge. (PCN, 1997, p. 13)

In this sense, oral and written language has a fundamental role in the individual's participation in society, but for this to become a reality, it is necessary for the school to take linguistic knowledge to all students, and it is the school's responsibility to make this possible , so that they can have the possibility of exercising their citizenship.

For Griffin (2011), language acquisition is a difficult matter to understand, and even though it is a complicated process, every human being is capable of acquiring a

³ <https://pt.babbel.com/pt/magazine/os-10-idiommas-mais-falados-no-mundo>

language. It is one of the most complicated events of all the capacities that human beings have, but that every human being has the capacity to learn, explains the author.

Santos Gargallo (2010) believes that the same complexity or difficulty that Griffin (2011) finds about language acquisition is in the experience of explaining language learning. Griffin (2011) reaffirms that learning a foreign language is a very complicated procedure, and that even with attempts to explain their hypotheses and theories, it is essential to accept that language learning is a polyhedral reality, that is, people with great capabilities and a phenomenon whose main actor is a mutable being, the human being. Thus, according to Santos Gargallo (2010), “no theory by itself can explain the process in its entirety or universally”.

“Transfer from the mother tongue, the generalization of the rules of the meta language, the reformulation of hypotheses or creativity, which, according to the specific variants of each individual, will contribute to creating individual styles of learning” (SANTOS GARGALLO, 2010, p. 22).

The author believes that it is necessary to agree that there are appropriate mechanisms or strategies of the universal type in learning a second language, which, while complementary, are contradictory. Cardona (2006), in turn, says that language “is the main component in the life of a society, an instrument of fundamental importance in the mutual influence between human beings, and it is therefore impossible to imagine a social group that does not use a linguistic variation in the your day to day”. He believes that we are still far from reaching a specific and comprehensive theory that satisfactorily clarifies all the procedures that try to modify the learning of a second language.

3. METHODS OF TEACHING THE ENGLISH LANGUAGE

3.1- Approaches to foreign language teaching

In this topic, some teaching methodologies applied to different methods in the teaching-learning process of foreign language learning will be presented, highlighting the English language. It is also intended to show the principles that underpin these methodologies, how the assessment of learning is carried out, as well as showing the role of the teacher and the learner in this entire process.

The traditional methodology

Called grammar-translation, traditional grammar, traditional approach, or traditionalist method, it was a method that rarely used the foreign language itself and most of the time, the native language was used. It is the first and oldest of the methodologies that were used to teach classical languages such as Greek and Latin in centuries past. Therefore, this methodology remained until the beginning of the 20th century, that is, until the year 1901, and its purpose was to transmit knowledge about the language, giving the possibility and approximation of reading literary texts and having the domination of normative grammar. A translation and a version were proposed so that the study of the language could be understood, with the dictionary and the grammar book being the appropriate instruments for this type of work.

Learning was seen as a mental activity in which there was a need to memorize the rules and examples added to the study, aiming at the learner's mastery of morphology and syntax. (GERMAIN, 1993). There was a certain exhaustion on the part of the student, because they had to develop a whole vocabulary, in addition to the activities that were proposed with the exercise of rules applied to grammar, including dictations, translation and version.

As the studies by Richard & Rodgers (2001, p. 6 apud BROWN, 2007, p. 19) point out:

It's ironic that this method has until recently been so robust among many competing models. It does virtually nothing to increase a student's communicative ability in the language, is "remembered with distaste for thousands of students in schools, for whom learning a foreign language

meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempts to produce perfect translations.

The teacher/student relationship was vertical, quite different from the current teacher/student relationship. It was a relationship in which the teacher represented authority through the class, as he was the one with the knowledge and in this case, the student could interact little or perhaps there was no interaction between teacher and student, it was rigid learning and the student was not allowed get it wrong.

The direct methodology

Vocabulary teaching was the main objective of learning a foreign language until approximately the 1940s. The importance was given to writing, as hearing and speaking for all purposes were ignored (NORRIS APUD BOHN AND VANDRESEN, 1988).

According to Abdullah (2013):

There is usually no practice of listening or speaking, and very little attention is paid to pronunciation or any communicative aspects of the language. The skill exercised is reading, and only in the context of translation (ABDULLAH 2013, p. 125).

Thus, the apprentice did not have the opportunity to develop their communication skills. In opposition to traditional teaching, for not demonstrating success in preparing the student to use a foreign language in a communicative way, and in response to both the needs and the new concerns of society, the direct language teaching methodology emerged (Puren, 1988). This method presents a didactic focused on the development of student communication, with a view to taking a new look at the process of teaching a foreign language.

Zainuddin et al. (2011), says that the evidence of this method is in the direct junction that the student makes between the object and the concept and the appropriate words in the foreign language without going through the translation process as we saw in the traditional method, with the main objective of thinking and speak the language directly. Since the native language was not used either. A study based on mimes, photos, visual resources, everything that would facilitate understanding without having to resort to translation.

The proposed activities were varied, such as text comprehension and grammatical exercises, phonetic correction, conversation, and the exercises should

follow the model guided by the teacher, which in this method also remains at the center of the teaching-learning process, but the interaction between the teacher and student is quite different than the previous method. In this method, “teacher and students are partners in the teaching/learning process”. (LARSEN-FREEMAN, 2000, p. 28).

This method became significant, however, it was not very successful in public schools due to the large number of students in the classroom and the incomplete training of teachers compared to private schools, which is why the traditionalist method was used again again in public schools in the mid-twentieth century. (BROWN, 2007).

The audiolingual methodology

This method showed a very different look from the methods already mentioned. It was a method that emerged to support soldiers in World War II, with the aim of teaching the foreign language to these soldiers quickly through listening, dialogue, and repetition, with or without the participation of a teacher. And as there was a need to rapidly produce fluent speakers, in 1943 the army, in order to achieve its goal, launched a didactic program, known today as the audiolingual method.

The subject highlighted that language is speech, emphasizing oral language. Language was seen as a set of habits, acquired through a process of automatic impulses, a set of stimuli and responses and for each correct response from students, teachers should reinforce it.

The audio-oral method was based on Skinner's behaviorist theory - in which learning is the achievement of new behaviors which are achieved by the contribution of the desired behavior stimulus concluding that language is speech, not writing, as mentioned above. . It was believed that much practice in dialogue would develop oral language proficiency.

Zainuddin et al. (2011, p. 66) discuss what prevented the method from growing in popularity and use:

“Although the teacher directs the activities of the class, the student's role is less passive than in the translation of Method grammar. The teacher and students are more partners in the teaching/learning process. “The belief was that the students, with a lot of practice, would form a “habit” and would be able to speak the language when necessary. Although the intention was to develop fluent and proficient speakers by providing plenty of oral practice of dialogues and the use of numerous exercises to aid in this endeavor, the reality was that language proficiency was not the result. Years later, students

who studied with the audio-lingual method still remembered the dialogues, but did not speak the foreign language they had studied. Thus, the method was not successful in fulfilling the main objective. It was very prescriptive; there was no opportunity for "true" communication to take place in the ALM classroom. Students learned a "script" and people don't speak following a particular script.

There was, therefore, a great concern for the students not to make any mistakes. Therefore, learning was done through structural exercises. That is, grammar was provided not by rules but by a series of examples or models; grammatical patterns and language were provided through complete sentences. Being the teacher the center of the teaching-learning process, leading and dominating the linguistic performance of the students.

Over the years, what it was After a few years of admiration, it became disillusioned, because the exercises provided brought annoyance to the students, bringing demotivation and the way the teacher led, reusing the patterns and models, there was no longer much interest for students.

This time, there was a series of criticisms about this method, because it does not take the student to a more advanced stage in learning, leaving aside the automatism, or the automatic impulse and entering the natural expression of the language.

The audiovisual methodology

English became the language of international communications after World War II, and French at that time was somewhat threatened, and steps were therefore taken to continue its spread. It happened that in the mid-1950s, Petar Guberina, from the Institute of Phonetics of the University of Zagreb (formerly Yugoslavia), gave the first theoretical formulations of the SGAV (global-audiovisual structure) method. Guberina (apud Germain, 1993) explains that the methodology has its principles linked to the concepts of speech in the case of communication. The Audiovisual Methodology is established in an expansion of the direct approach, bringing innovations in an attempt to solve the problems that the defenders of the direct approach faced⁴.

Puren (1988) presents a classification of audiovisual courses into three phases: those from 1960, which represent the first generation, with their mechanical exercises, recalling the phrases and models of oral audio courses. This methodology

⁴ file:///C:/Users/User/Downloads/CAP%C3%8DTULO%202-%20T%C3%93PICO%202.1.html>acesso em: 29 Nov.2021.

also concerns the comparative methodologies of memorization and dramatization of dialogues based on Audiovisual Methodology and structural exercises that are included in many audiovisual courses. The second generation, *La France en Direct* (Capelle, Hachette, 1969), represents the 1970s, characterized by the incorporation of didactics and the behaviorist inclination.

According to the website below, behaviorism is a psychological theory that aims to study psychology through the observation of human behavior, based on objective and scientific methodology based on experimental evidence, and not through subjective and theoretical concepts of the mind such as sensation, perception, emotion and feelings⁵.

On the other hand, courses from the 1980s, those of the third generation, are marked by new attempts to employ new didactic trends, “notional-functional” and “communicative”. French methods mark the third generation as well as the second generation. (J. Courtillon et S. Raillard, Didier, 1982).

In the first two phases of the Audiovisual Methodology, the teacher shapes the student's behavior, centering it on the transmission of knowledge, and the student must submit to both the teacher and the manual. The method of teaching French, *Archipel*, the images “stimulated” the verbal form being the starting point for its explanation, but it was not the main support. (Galisson, 1980) and no longer a semantic facilitator, as occurred in previous methodologies. In other words, semantics is the synchronic or diachronic study of meaning as part of the norms of natural languages. A study of meaning about the relationship between signifiers, such as words, phrases, signs and symbols, and what they represent, their denotation. Linguistic semantics is the study of the definition used by human beings to express themselves through language⁶.

These audiovisual courses from the 80s, the so-called third generation, sought to associate pragmatics using knowledge of speech acts in order to classify the linguistic forms in the presentation and its use in a gradual way. The notion of speech acts for John L. Austin and John R. Searle, corresponds to what speech does and its practical goals. This notion was widely used to describe a “base level or threshold” of

⁵ <https://www.significados.com.br/behaviorismo/>>acesso em:29 Nov. 2021

⁶ <https://www.google.com/search?q=semantica&oq=semantica&aqs=chrome.69i57j0i512l9.6568j0j7&sourceid=chrome&ie=UTF-8>>acesso em: 04 nov. 2021.

description of linguistic competence, a working tool made available to language teaching programs, method authors and French teachers (Coste, 1978). The "niveauseuil", or base level or threshold, was equivalent to 150 hours of classes, which was already a teaching habit in schools, with a series of knowledge and abilities in which the student should learn and manifest in a simple and dynamic way in a foreign country (Coste et al., 1976).

The audiovisual methodology in its first two phases, received great criticism due to the privilege of denoting and connotative functions and there was a more interactive relationship between teacher and student very different from previous phases. The teacher prevents the student from being corrected during their first repetition, starting to correct the phonetics until the student memorizes it and correcting it more discreetly. Then, the phonetic correction work begins until the memorization phase. The teacher more discreetly corrects the intonation, rhythm, accent, etc. (Germain, 1993).

The assessments were also important because they provided students with recognition of their language skills and the ability to communicate and be creative. In fact, when referring to this methodology and its principles, it fits with the principles of the communicative approach (third generation) which we will see below, and that many authors, as stated by Puren (1988), take it as an example of an approach. communicative.

communicative methodology

in accordance with the National Curriculum Parameters, teaching approaches are based on principles of a varied nature, such as: socio-interactional learning in the classroom; cognitive, including the way in which linguistic knowledge is established through involvement in the negotiation of meaning and also with regard to the student's prior knowledge of the mother tongue and other knowledge; effective, considering the experience of representing oneself as a discursive being in a foreign language; and pedagogical, in relation to the fact that the use of language is a central part of what the student has to learn. These principles form the foundation of the development of a teaching methodology that covers the question of how to teach some contents through the use of different methodological strategies (BRASIL, 1998).

The communicative method emerged in the 1960s and 1970s, for teaching English English linguist Henry G. Widdowson and American Robert Lado. But it only

gained recognition in the 1980s. Its concept is based on the student's linguistic reality, bringing a communicative stability between the current language and the learner. This method also brings a difference in relation to the past methods, mentioned above, it brings more criticality and autonomy to the student and the teacher.

A method that preserves learning and that in it, the student must be the center of that learning, not the content to be taught, and that the techniques used in the classroom bring effective communication. Considering that this method aims to involve the four skills together, but if there is a need to work separately, and this depends a lot on the teacher and the learner, it works. The goal of this method is to make the learner become competent in their language learning aiming at a communication process that involves the student beyond the knowledge of the target language, with all its meanings and its functions, because within the social context it is necessary use the language properly.

The difference between this and the other methods is that the dialogue used for communication is prioritized, and dialogue is not used only as a rule and memorization tool. It is worth remembering that this method concentrates foreign language teaching on communication, teaching the student to communicate, bringing to them an expansive capacity in communication, with an emphasis on semantic rather than syntactic contents.

The method uses the notional grammar, referring to notions, the mechanical exercises are exchanged for other exercises that give ideas for preparing the meanings, for simulated or real communication, the exercises are always interactive in nature. Based on prior knowledge of the student's reality, exercises for learning communication are taken to the classroom. But for teachers to use the communicative method for the classroom, it is necessary to practice group work involving orality and writing, as well as use other means such as drama, which allows students to interact, as well as testing their ability learning process of each student through individual work.

Scholars point out that the best communicative approach happens nowadays and even though it has brought many advances in foreign language teaching, it has been questioned, as mentioned above.

3.2- The teacher and public policies

The role played by the teacher has always been of great importance for the formation of an individual. However, the communicative teaching of a foreign language requires educators to have a different role on the appropriate methodologies for student learning. The teacher assumes a very important role as a mediator of knowledge, guiding the activities that will be applied in the classroom, as well as guiding the student in their activities, observing the way each student learns.

Therefore, the teacher must carefully analyze the material to be passed on, researching and innovating their practices and the resources that bring the contact of the language closer to the student's reality, with current topics, as based on themes and situations that the students experience the reality will result in a greater interest in the language. It is extremely important that the teacher focuses on the student and not only on the content, as mentioned in the topic above, but that he observes and evaluates, assists, question the student about the content, in addition to questioning, also clarifying the doubts of each through a communicative and participatory process.

The educator has a very great importance in the educational system, especially when the subject is a second language, in which he/she must know the distinctions of the discipline, with an approach of real resources and materials, so that the students obtain greater fluency in the target language.

The oral and written competence of the Communicative Method in educational institutions does not refer only to educators, but to the entire school community and, above all, the reception of public policies, in giving priority to this discipline, as stated by the English-speaking PCNs. (Brazil 2000). This document shows the importance of the language, even though it presents different forms in the educational reality, it is an indispensable practice in the field of knowledge.

Educators have made a great effort to undo this lack of inconsistencies and lack of attention both to orality, listening, writing skills, and to make cultural themes sociable to improve competence and capacity with the target language, bringing issues and current and motivating themes, but this is not restricted only to teachers, but to government actions, as emphasized in the Curriculum Guidelines for Basic Education (DCE) when it says that "Foreign Language classes are configured as a

space for interaction between teachers and students and by the representations and visions of the world that are revealed in everyday life". (Brazil, 2008 p. 55). The objective is to make students analyze the social, political and economic issues of the new world order, its effects, developing a critical awareness regarding the role of languages in society.

PCN (1998) of Foreign Language says that:

Identifying in the universe that surrounds it the foreign languages that cooperate in communication systems, perceiving themselves as an integral part of a plurilingual world and understanding the hegemonic role that some languages play in a given historical moment (66);

Living an experience of human communication, through the use of a foreign language, with regard to new ways of expressing oneself and seeing the world, reflecting on customs or ways of acting and interacting and visions of their own world, enabling greater understanding of a plural world and your own role as a citizen of your country and the world (67);

Recognize that learning one or more languages allows access to cultural goods of humanity built in other parts of the world (67);

Build systemic knowledge about textual organization and how and when to use language in communication situations, based on knowledge of the mother tongue (67);

Build linguistic awareness and critical awareness of the uses made of the foreign language being learned (67);

Reading and valuing reading as a source of information and pleasure, using it as a means of accessing the world of work and advanced studies (67);

Use other communication skills in order to be able to act in different situations (67).

The idea that the only objective of teaching a Foreign Language at school is only linguistic is discarded, the objective goes far beyond that, or even that the teaching model of Language Institutes is standard, in which a relation or comparison to establish their teaching objectives in Basic Education. It would be a mistake to compare, as the teaching of a foreign language in foreign language schools would never be compared with the same concerns that public schools have; overcrowded classes, lack of student interest in the subject, reduced hours, few resources, poorly qualified teachers, lack of adequate teaching material, and so on.

It should not be compared because language institutes or schools work with other conditions and ideas for learning foreign languages, and classes are reduced, the workload favors educators, professionals, they are qualified by the institution itself, adapting it to continued training within the different teaching methods, training

that teachers in the public network lack, and which requires a more attentive look at public policies for teaching a foreign language in regular schools.

Therefore, there is a certain difference in foreign language teaching from language schools to public schools; what is understood by comprehension and production of orality and writing, reading and the like are not the same expectations of public schools; while one expects fluency in learning the language, another can expect only basic knowledge, but that brings the student to the satisfaction so that they can develop in simple contexts.

Emphasizing that public schools will not replace language schools, even because, as mentioned, the teaching of English or another language differs from one to another; but the public school must provide the student with the best learning available, as in the other subjects of the curriculum, because every student leaves school with a little knowledge about the subject of any subject, but this does not mean that the student does not have to seek new knowledge. The current scenario requires the student to advance, seek and update to the new that is approaching each day.

3.3- The English language in the current scenario

As already mentioned, technology has advanced and, along with it, society is moving fast towards changes and these have brought new behaviors in the student with regard to the worldview. Quite different from the view that students had when arriving in the classroom, regarding the baggage of knowledge, today, the student arrives in the classroom with another view of the most diverse contexts, cultures and experiences, which can no longer be taught. them as their parents were taught, as experiences, customs and culture have undergone major changes in the last thirty years and are still developing. These factors brought great influence for teachers to adapt to these new educational settings.

This entire process of change was triggered by the advent of globalization, the initial mark of these changes was the incidence of globalization, which brought possibilities and “increased movements, exchanges, exchanges between peoples and cultures”, Rodrigues (2016, p. 14), thus fully compromising on teaching methods and teachers, especially those teaching a foreign language. However, things do not stop here, there were also changes in the language in an article with a renowned

meaning and, which established a difference for the job market before, today is taken as an indispensable knowledge.

Therefore, it generates a greater impulse on the part of language schools, in adapting to these values, seeking the best to be offered and the lowest cost-benefit ratio. Therefore, there is a race to sell the language, as it has become a market product, the winner is whoever manages to sell the language the most. And while language school evolves, public school and basic language teaching does not progress.

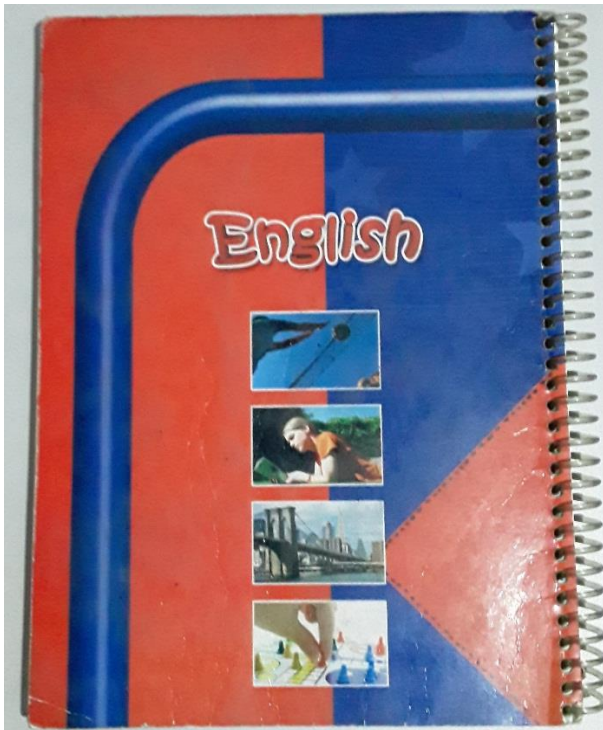
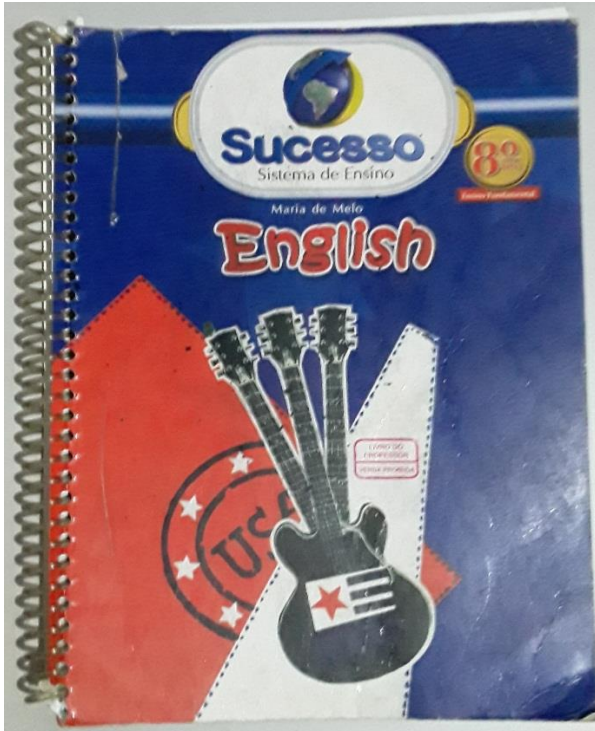
Apparently and as stated by Sarti and Tfouni (2013, p. 269), we are really living in a time of "language-object", as language has become a banal item of a society that only seeks profit, one of the objects to be traded and traded. Unfortunately that's what happened, language schools, focus more on how to sell the language, trying to compete with educational ventures in a race unrestrained in the sense that the student learns more quickly; what is the best teaching methodology to be used; which generates more value and satisfaction for consumers, seeking profit on their sales strategies. All this rush of attractions to sell the language, just to fill the vacuum left by basic education in teaching the English language.

All these quality and strategies that generate satisfactory values with the sale of the language, that is, how the company will position itself with the sale of the language, translates into the devaluation of the English Language teacher, especially those who dedicate themselves to language courses, being that the professional, with some exceptions, in addition to being undervalued, is overloaded with different roles. Thus, the importance is for language fluency and not teacher training, which ends up resulting in professionals in different areas and far from the area of the degree in English Language.

4. CORPUS ANALYSIS

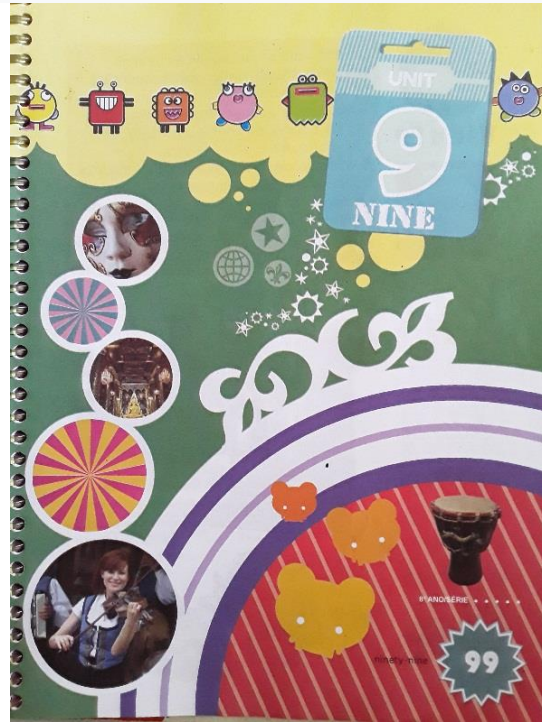
The study aims to analyze a chapter of the English Language Textbook entitled: English, 8th year, by Maria de Melo, Editor Pleasure to Read, year 2010, aimed at 9-year elementary school-Teacher's Book. A collection that features 1 review unit, ten regular units, bonus unit containing: Miniworkbook, Games, Funny section, Project, Vocabulary. The ten regular units are structured with: Warm up, Text, Vocabulary, Reading comprehension, Grammar, Let's work. Therefore, the activities proposed in unit 9 will be observed, as well as aspects related to knowledge of the English language, and analyzing the methods used within this chapter.

Image 1: Covers of the book.



Source: English textbook, publisher Pleasure to Read, 2010.

Image 2: Unit 9



Source: English textbook, publisher Pleasure to Read, 2010.

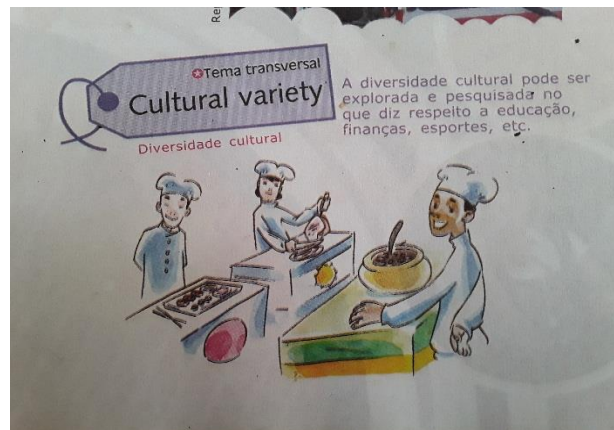
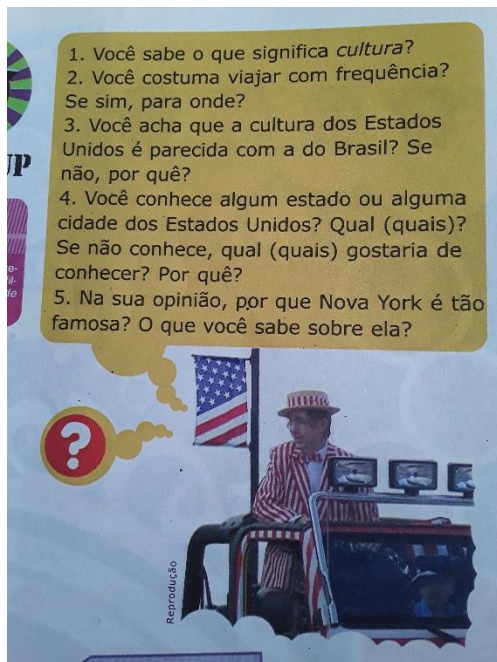
The corpus of this research is the selected lessons from this chapter of the book illustrated above, and the speaking and listening skills presented in this chapter. The syllabus of the book is well divided, and the chapter that will be analyzed first presents some questions regarding the theme of unit 9 to students, drawing their attention with the presentation of images for them to see and analyze, and then questions arise for students answer about the content of the images. The use of images illustrates the content, facilitating the reading of the proposed text.

Therefore, the theme of the class is presented and with it, the four skills are also presented, with the reading skill being presented right after the pre-reading activities. Therefore, the author follows presenting a text “The United States” for students to read and after reading them they will answer questions about it. In the usual sequence, the class starts with activities of listening and fixing the theme and ends with the students using what they have learned and carrying out the activities proposed in the chapter. We also note that upon completion of the reading process, it enables the student to use the grammar internalized, leading to this type of activity to provide knowledge. And as the chapter uses the four skills, writing is worked last, in the topics in sequence, students write short texts using what they have learned.

The purpose of the activities is for students to read the topics, comparing the activities with the text, and answering the questions raised in these topics. The activities proposed in this chapter do not allow working in pairs, in an interactional process, since the activities depend on each person's learning to produce their answer. It is noteworthy that the proposed activities can bring greater student interest in the foreign language.

Remembering that we are working with a teacher's book, where the images, text and activities will appear corrected.

Image 3: Pre - reading



Source: English textbook, publisher Pleasure to Read, 2010.

As noted in this chapter, the concepts of languages adopted for the construction of knowledge of the English language student establish a mutual relationship with the types of grammars adopted in teaching practices, relating them to theory, leading the teacher to define the type of knowledge you want to expand for better learning for your students.

The text presented for reading brings the theme "The United States" in which students internalize knowledge by presenting the reading ability, not presenting at

this time the written ability, however, the ability to listen and speak together, in the form of repetition to absorb the best of the reading. As a way of getting to know the proposed text, images are shown highlighting words within the text, addressing the teaching of grammar.

Image 4: Reading and understanding

The United States
Os Estados Unidos

The U.S.A is a big and beautiful country. It stretches from the Atlantic to the Pacific, from Canada on the North to Mexico and the Gulf of Mexico on the South, and also includes Alaska and Hawaii. The United States includes fifty states.

Lets talk about some of them.

Texas is the second **biggest** state. The **biggest** one is Alaska. It is a state of big ranches, great men and big cities. Dallas is one of the **most civilized** of them.

Texas is second only to California in agriculture. It is an important producer of cattle, sheep, horses and goats. Its capital is Austin.

Florida is a famous state in the U.S.A. It's a national playground. Disney World means fun, joy and becoming a child again. Miami Beach is the most famous beach in the United States.

New York is one of the **largest** and **most powerful** cities in the Western world and has a population of **more than eight million**. In many people's opinion, New York's museums, art galleries, restaurants, theaters and even news papers are the **finest** ones in the world.

(Adapted from Meet America 1, by Stan Wade Rindlaub)

TEXT

Os Estados Unidos de América é um país grande e bonito. É o país do continente do Norte da América e do Golfo do México ao Sul e também inclui o Alasca e o Havaí. Os Estados Unidos incluem cinquenta estados.

Vamos falar sobre alguns deles.

O Texas é o segundo maior estado. O maior é o Alasca. É um estado de grandes ranchos, grandes homens e grandes cidades. Dallas é uma das mais civilizadas delas.

O Texas é segundo apenas atrás da Califórnia na agricultura. É um importante produtor de gado, ovelhas, cavalos e cabras. O seu capital é Austin.

Flórida é um estado famoso nos E.U.A. É um playground nacional. Disney World significa diversão, alegria e tornar-se criança novamente. Miami Beach é a praia mais famosa dos Estados Unidos.

Nov York é uma das maiores e mais poderosas cidades do mundo ocidental e tem uma população de mais de oito milhões de habitantes. Na opinião de muitas pessoas, os museus, as galerias de arte, os restaurantes, os teatros e até mesmo os jornais são os melhores do mundo.

VOCABULARY
= ANOSERIE • UNIT 9
101
see hundred and one

- Stretches – Esticar, alargar, estender
- Includes – Inclui
- The biggest – O maior
- Cattle – Gado
- Sheep – Ovelha
- Goats – Bodes (caprinos)
- Goal – Meta
- Powerful – Poderoso(a)

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- Powerful – Poderoso(a)

Asif Akbar

Source: English textbook, publisher Pleasure to Read, 2010.

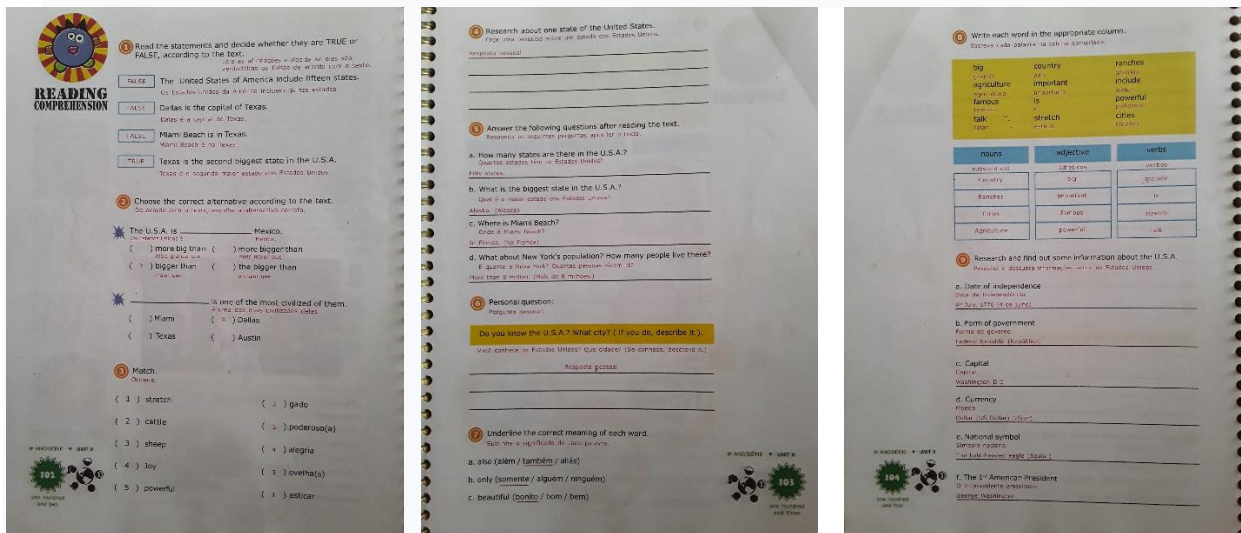
The text brings reflections and proposals for discussions about the United States and its territories, showing a little of the cities widely talked about in the media and also in textbooks, showing their extension, important cities and capitals, art galleries, restaurants, their inhabitants and the famous Disney World amusement park and making students interact more with reading texts participating in an interaction process that takes place through reading skills. It appears that the methods used in this unit, are very related to past methods.

The questions organized in this unit lead the student to identify the comments with a positive view of learning, identifying the words highlighted in the text. Also regarding the text, the unit suggests that the student write their own comment on the

topic. With this, the student has a writing practice in a genre that may be very familiar to him.

Image 5: Understanding the text

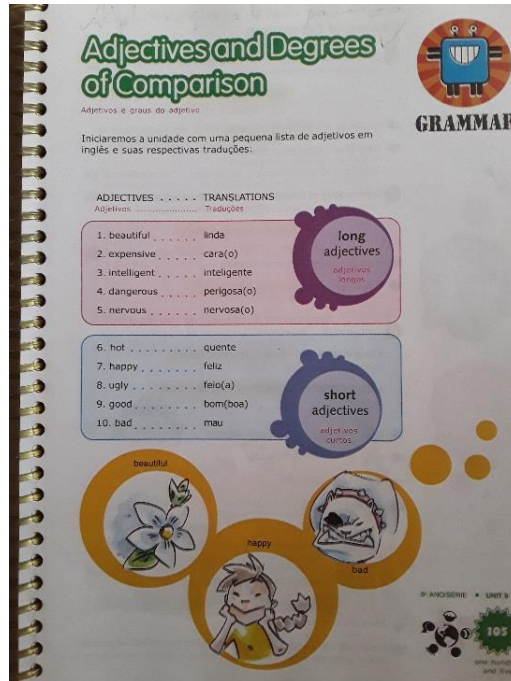
Activity exploring reading skills and text comprehension



Source: English textbook, publisher Pleasure to Read, 2010.

In the topics presented in the unit, other activities are related to other skills accompanied by nouns, adjectives and verbs. The unit is being divided by topics and in these topics it also presents adjectives and adjective grade with a short list of adjectives in English and their translations with illustration, some images and related questions.

Image 6: Activity exploring adjectives and adjective degrees

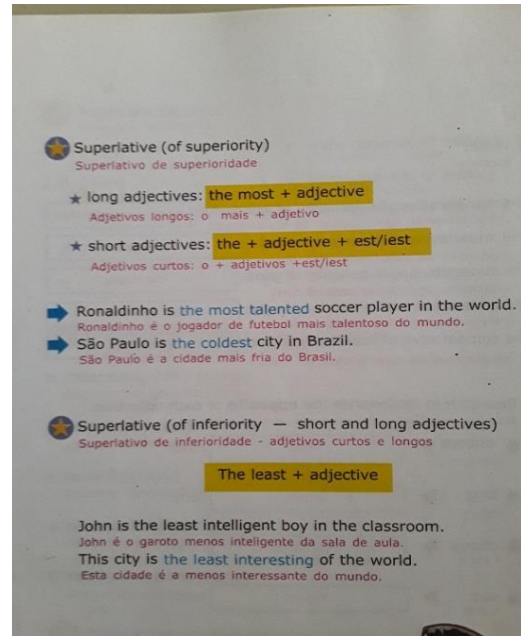
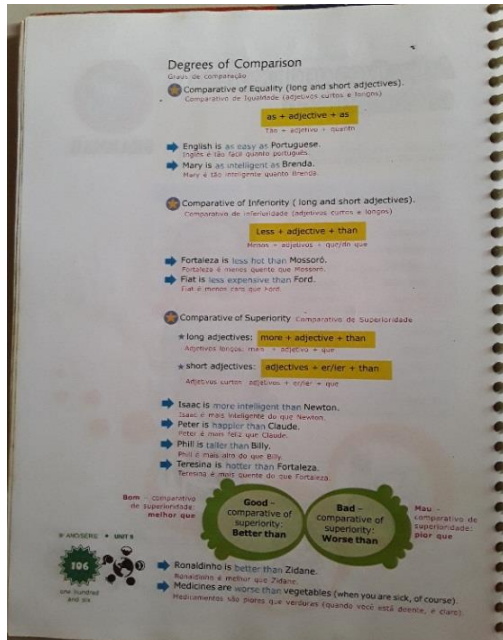


Source: English textbook, publisher Pleasure to Read, 2010.

The foreign language class, being taught in this way, can show the student that learning to read and write in another language can develop greater interaction contacts with each other. But this type of teaching takes place through activities that address grammatical aspects, putting the student in front of several problem-situations, where he will have to respond to investigations based on the observation and analysis of the language. These observations continue in a progressive way, until the student is able to analyze his own concept of language.

According to Antunes (2007), it is also important to note that it is not just because we know the grammar of a language that we have complete mastery of it, the language, however, transcends grammar and is formed by it and the lexicon, that is: the set of words existing in a given language that people have at their disposal to express themselves, whether orally or in writing in their context

Image 7: continuation



Source: English textbook, publisher Pleasure to Read, 2010.

In English, adjectives do not undergo gender or number inflection.

It is observed that in these questions, referring to the degree of comparison and superlative of superiority, it shows that in English, adjectives do not suffer from gender or number inflection, but listening skills continue to be addressed on the subject, being presented together with the speaking ability, with writing being the last to be used. There is a sample at the side, an explanation showing how to learn to use the articles in English, in which some letters must be replaced by other letters, changed according to their sound group according to their phonetic symbol. bringing ease in the student's learning, in how to pronounce each letter correctly through the

use of listening skills, which can then be applied in practice. Learning is in the way you listen and listening generates learning.

Image 8: Continuation

The image shows two pages from an English textbook. The left page is titled 'LET'S WORK' and contains exercises 1, 2, and 3. Exercise 1 asks students to write the comparative and superlative forms of various adjectives. Exercise 2 asks them to research the opposite of each adjective. Exercise 3 asks them to write the comparative and superlative forms of 'bigger', 'least', 'most', 'worse', 'best', and 'less expensive'. The right page contains exercises 4 and 5. Exercise 4 is a matching exercise where students match adjectives with their opposites. Exercise 5 asks students to underline the opposite of each adjective in a list.

Page 100 (Left):

1 Write:
Escreva:

a. The comparative of superiority of wonderful: More wonderful than
O comparativo de superioridade de maravilhoso: The tallest

b. The superlative of superiority of tall: The best

c. The superlative of superiority of good: less ugly than

d. The comparative of inferiority of ugly: worse than

e. The comparative of superiority of bad:

2 Research in dictionaries the opposite of each adjective:
Pesquise nos dicionários o oposto de cada adjetivo:

■ sincere false falso

■ long short curto

■ cheap expensive caro

■ sad happy feliz

■ soft hard duro

3 Write:
Escreva:

(1) for comparative of superiority
(2) for comparative of inferiority
(3) for superlatives

(1) bigger than
(2) the least short
(3) the most careful
(1) worse than
(2) the best
(3) less expensive than

Page 101 (Right):

4 Match the columns.
Relacione as colunas:

(a) Ugly (e) the opposite of nervous
(b) Hard (d) the opposite of weak
(c) Fat (a) the opposite of beautiful
(d) Strong (c) the opposite of thin
(e) Calm (b) the opposite of easy

5 Underline the opposite of each adjectives.
Sublinhe o oposto de cada adjetivo.

a. interesting (tall / boring)
b. hot (happy / cold)
c. small (big / ugly)
d. tired (calm / relaxed)
e. handsome (pretty / ugly)

6 Write sentences with as ... as.
Escreva frases com tão ... quanto.

a. Martha / beautiful / Annie
b. His car / modern / mine
c. you / young / Richard
d. I / hungry / a lion
e. Alice / happy / Maurice

Source: English textbook, publisher Pleasure to Read, 2010.

We realized that in this type of activity, the learner is motivated to know new words, improve their vocabulary and lexical knowledge. It is also possible to observe that the activities make the students look for help in the dictionary to answer the opposite words of the adjectives.

Question number three analyzes the students' understanding of what was taught, using a question that relates to the adjectives, making the student answer what he learned, inserting a better understanding in the learning of the English language.

Image 9: Continuation

7 Look at the pictures and write the opposite adjective. Choose one from the parentheses.
Veja as ilustrações e escreva o adjetivo apropriado. Escolha um dos que estão nos parênteses.

The image displays four exercise cards from an English textbook. Each card features a photograph on the left, a box containing the opposite adjective in the middle, and a list of options in parentheses with their Portuguese equivalents on the right. The cards are as follows:

- Card 1:** A photograph of three children sitting on a bench outdoors. The opposite adjective is "happy". The options are "(happy/sad/angry)" with Portuguese equivalents "(feliz/triste/zangado)".
- Card 2:** A photograph of a woman crying. The opposite adjective is "sad". The options are "(tall/big/sad)" with Portuguese equivalents "(alto/grande/triste)".
- Card 3:** A photograph of two people standing indoors, one taller than the other. The opposite adjective is "short". The options are "(tall/fat/short)" with Portuguese equivalents "(alto/veloz/baixo)".
- Card 4:** A photograph of a person eating from a plate. The opposite adjective is "hungry". The options are "(hungry/old/young)" with Portuguese equivalents "(faminto/velho/jovem)".

Source: English textbook, publisher Pleasure to Read, 2010.

The interesting thing about this activity is that the learner selects the appropriate word, increasing their vocabulary and linguistic knowledge through the image. Through learning, the student comes to know and understand that adjectives involve inferring meanings to sentences and knowing how these sentences relate and logically agree within a context. In this way, we can characterize the teaching-learning proposed in this chapter as productive, as it develops the student's communication and linguistic skills, learning that transcends the walls of the school.

The analysis of this chapter, even though it is from a current textbook, brings a lot of the methods of teaching the English language from the years in which the language emerged, how it all started, the ways of teaching, the methodologies used, which are still widely used. by today's educators, the way of analyzing student skills, linguistic variations, vocabulary teaching and other ways of teaching that still resonates. But with a single difference, we are now living in a globalized world and it is necessary that teachers are increasingly updated in search of better learning, both for their students and for themselves.

5. CONCLUSION

During this work, it was possible to analyze the history of the English language, the main and methods that were used to learn and teach the English language and the way in which theorists present their ideas about each of these methods.

Presenting a new language in the school environment still brings some challenges in the learning of students who receive this knowledge, with some difficulties in learning it because they do not know the foreign language, as learning concepts, principles and methods of this new language certainly brings certain difficulties, generating a poor learning. These are also difficulties faced by teachers who require training from them, in addition to being always willing

With regard to teachers, teaching a language requires training, willingness and ease to teach the "new" in their classes, due to finding classes that will receive the new learning with enthusiasm and others not, and because of the particularities of each student .

Results have not yet been established about language teaching and whether the methodology used makes a difference or not in student learning. Sometimes the importance given to methodology is much greater than it truly has, forgetting that it depends a lot on the student to learn a language due to the approaches used by the teacher. Often, the student learns through different ways than the approaches taught in the classroom. We are referring here to learning a language through the use of technology that makes it increasingly free to obtain the desired information.

The countless variables often affect the learning situation and what was supposed to be easy becomes a difficult situation for the student. However, there are students who find it very easy to learn, whether it is a subject in the curriculum such as Portuguese, mathematics, science and others, such as a foreign language.

The approaches that give rise to the methods generally behave as a rigid, acceptable, and undisputed set. What has happened today is precisely a reaction to what already existed before, and this tends to a pedagogical dualism without reaching agreement on the use of these methods. For this reason, the history of foreign language teaching has been compared to the movement of a pendulum by the who teach methodologies or direct pedagogical practices; something that doesn't change, a sequence of subjects that consists of exposing opposing ideas, and it

never brings together different elements to reach a certain end, that is, to identify the most appropriate method for teaching English or foreign languages within the school.

Methodology scholars propose a solution for language teaching based on intelligent eclecticism, that is, eclecticism is a scientific or philosophical method that seeks to reconcile different theories in order to resolve conflicts between these parties involved, whether in politics or the arts , eclecticism or eclecticism brings a certain freedom to choose what is judged best, without attachment to a particular brand, style or prejudice.

In the view of these scholars, it is teaching that should be based on the experience of the classroom and on living with students, where there is neither absolute agreement with everything that is new nor departure from the truth. As much as there is a unique way to teach, be it even the first words of a child, each teacher has a formula to teach, and these formulas are also called methods, where the child is led to learn that way.

Thus, no one knows the true formula for teaching, as some learn with the same formula, or techniques taught and others not. Therefore, the vision of a given subject does not always contain all the truth and even if an individual already has great knowledge, he still has the capacity to evolve, to go beyond the knowledge he already has.

It is an obligation for the teacher to include new knowledge in the student, with new attitudes, new approaches, bringing a clear vision of what is being taught, it is to show that even with the difficulties of learning a new language, it does not make the student an undue incapable of learning; it is to open doors of innovation and knowledge, it is to combine this knowledge, to awaken you to the desire to learn more and more, regardless of your experience in the classroom or the level of knowledge of this educator.

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