



THE USE OF METHODS AND APPROACHES IN ENGLISH CLASSES DURING THE INTERNSHIP: AN EXPERIENCE REPORT

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ABSTRACT

The present study intends to describe and analyze the activities and methods put into practice during the supervised internship period. Firstly, discussing the methods and approaches according to Larsen-Freeman; Anderson (2011) and Harmer (2007), among others. A table was elaborated to list the activities and methods used in the classes in a chronological order of application. Also, to do a brief reflection of the methods and approaches that were chosen for the classes at the public school, observing the relation of these methods/approaches with the beliefs of the internship teacher in order to try to comprehend the perspective of pedagogical practices as an internship teacher and the influence of these activities on the teaching and learning process of students. The analysis and results showed the most part of activities associated with one specific method, Audio-Lingual, reflecting the inclination probably caused by the familiarity of the internship with this method.

Key words: English teaching, Methods/Approaches, Supervised Internship,

RESUMO

O presente estudo busca descrever as atividades e métodos colocados em prática durante o período de estágio supervisionado. Em primeiro lugar, discutindo os métodos e abordagens de acordo com Larsen-Freeman; Anderson (2011) and Harmer (2007), entre outros. Um quadro foi elaborado para elencar as atividades e métodos utilizados nas aulas em ordem cronológica de aplicação. Igualmente, para fazer uma breve reflexão sobre os métodos e abordagens os quais foram escolhidos para as aulas na escola pública, observando as relações desses métodos/abordagens com as crenças da professora estagiária a fim de tentar compreender as perspectivas de práticas metodológicas como professora estagiária e a influência dessas atividades no ensino e aprendizagem dos alunos. A análise e resultados mostraram a maior parte das atividades associadas com apenas um método específico, Audio-Lingual, refletindo a inclinação causada provavelmente pela familiaridade da estagiária com este método.

Palavras-chave: Ensino de inglês, Métodos/Abordagens, Estágio Supervisionado

INTRODUCTION

During the process of the teacher education in English language degree, we constantly do a variety of theoretical reflections and discussions about what is to be and how to be a teacher, and over the time these discussions have turned into more critical and immensely important for English teaching development in public education. Throughout the time of the academic trajectory, the discipline of internship is probably the most expected for the students, when it is possible to put into practice the knowledge learned along the course. During this practical part and the experiences lived in the classroom as interns do emerge the convictions, yearnings, expectations and beliefs concerning the role of teaching. And while teachers in the process of learning, reflect and analyze in a critical way the teaching practices rethinking with a different look for our development as future English teachers.

As well mentioned before, in the graduation, theoretical reflections make part of our learning process, furthermore, the methodologies and approaches theories learning are part which the teaching practices take forms, that is, it is when the interest for a particular or some particular methods and approaches the teacher identifies and prefer to use in the classroom. Although over time, methods and approaches have changed to achieve the aims required and established to the classes, despite it, some old methods and approaches continue being used by teachers mainly in basic education, which can reflect repetitive and also as called the traditional methodological practices associated with the beliefs the teachers carry out along the time. As well as assert Jahan and Nausheen (2021), the beliefs of the teacher reflect also on their behavior related to the students. From this though, the present study has as guiding questions the following: *What are the methods and approaches I use in my classes? And what do I think about it related to English teaching at the public school?* Considering this, to try to answer these questions some objectives were outlined: a) *to identify the types of activities used in the classes;* b) *to seek the comprehension about how these choices were made;* and c) *reflect concerning the beliefs that base my pedagogical practices.* In order to do so, a brief discussion of methods and approaches were made in order to comprehend how they emerged. The activities applied in the classes were listed and organized in a table associated with the corresponding methods and approaches in order to analyze and discuss them. Besides that, the present study is a qualitative research which was organized firstly in a selection of a class of first year of high school, this class was indicated by the school's English teacher, and afterward it was realized four observations at the school E.E.E Fundamental Médio e Técnico Rio Caeté. Posteriorly, the observations of the practice part with four classes applied during

four weeks, the content taught in the classes were also suggested by the school's teacher following the content required for the test of the correspondent semester.

Over time a bunch of beliefs are building in our life related to different areas, and as teachers it is not different, principally concerned with how to teach English in public schools. Dealing with some problems, many teachers have reported factors that may affect their performance in the classroom as well as explains Polidório (2014) as the insufficient time, overcrowded classrooms, a lot of classes in the same day and week and unavailable and unsuitable teaching material. Considering those factors, the lesson planning might be compromised and the selection of activities, for many times, is related to the idea that it can be difficult for students. As I have heard during the internship, the famous statement used by teachers and also by students is *that in the public school in Brazil it is not possible to learn the English language*. Barcelos (2006) mentioned that problems may occur for any reason, but one the author cited is the lack of the use of the English language and the teachers' competencies to use such language. As the author states, this perception may influence the way the language should be taught. In her thesis, Gaignoux (2020) researched the trajectory of student-teachers during the internship and the author concluded that the belief about the teaching of English in the public school can be modified when associated with another one that says *Free courses are the place where English language can be learned* as they are interrelated. The results of her research showed that it is possible to teach English in public schools and our perception as students and future teachers can be modified as well. In addition, Jahan and Nausheen (2021, p. 3) say that "Teachers' beliefs also shape their curricular planning so as to determine as in what should be taught and how it should be taught". This conception associated with the problems mentioned previously, lead the teachers to fall into the practice of teaching the same content and using the same method. Similarly, Gervai (2018) found in her research about the teaching of English language in public school that without a supportive integration with the institution (school) and almost always the planning of the lessons depend only the English teachers, and including the high amount of classes at the same school or in two or more schools, affects negatively the quality of the planning and the classes.

In the next section, I will make a brief review of some of the methods and approaches in English Language Teaching.

THE METHODS AND APPROACHES: A BRIEF REVIEW

Before proceeding with the review, I need to emphasize that I did not intend to make a long review about the methods and approaches, though I decided to discuss just the ones which seemed to be the most used in Brazil and in my teaching practice. In the Applied Linguistics field, we may find many authors who have written about this theme (BROWN, 1994; HARMER, 2007; LEFFA, 2009; LARSEN-FREEMAN, 2011; RICHARDS; RODGERS, 2001; THORNBURY, 2021) among others.

Richards and Renandya (2002, p. 5) emphasizes there has been a movement in the twenty-first century toward “a more complex view of language teaching which encompasses a multifaceted understanding of the teaching and learning processes”, which means a concern to focus on pedagogy than methods. Gaignoux (2020) conducted a research involving the supervised internship and students-teachers where the author identified some aspects related to this complex thought. According to Gaignoux (2020), as the concept of teaching-learning has changed, the view of the classroom should also suffer modifications, and diverse elements may influence the choices made by teachers. Regarding this concern, the methods and approaches used to teach English is not only a teacher’s decision, but a result of the interaction among all the elements involved.

Even though we perceive the methods and approaches has been less emphasized since then, I believe it is important to describe some of them to outline how these methods emerged along the time in a chronological sequence. Doing that, I consider I can help some of the other student-teachers understand the process of teaching English. Firstly, I would like to point out that I agree that the concept of the word method can mean as “a coherent set of links between the actions of a teacher in a classroom and the thoughts that underlie the actions.” (LARSEN-FREEMAN, 2011, p. 20). It is possible to suggest that from the method or methods chosen to the class, the teacher can establish the goals of it and the types of activities to achieve the purposes of the class or not. For this reason, one method can not be enough to achieve the aims, also the choice of teaching method depends on what teacher fits better. Prahbu (1990, p. 163) says that “no single method is best for everyone” and the author adds saying that “different methods are best for different people - or for different teaching contexts”. This implies that there is a method or methods which are best for any single teaching context (PRAHBU, 1990).

Regarding the traditional methods in the English Language Teaching, **the Grammar-Translation** was and it has been the one that teachers tend to use in their practices. Its concept is based on the idea of reading and translating literature in a way to develop an intellectual comprehension and appreciation for the foreign language literature (LARSEN-FREEMAN; ANDERSON, 2011). Some main characteristics involve the teaching of grammar rules of the target language, and as Larsen-Freeman and Anderson (2011) points out that the students probably never can use the target language, but the grammar rules are highly reinforced. Also, the grammar rules are taught through a deductive application and memorization of these rules. Another point is the translation of the language studied into the native language. As the teaching was limited to translation of literary texts, the skills on focus were the reading and writing, also activities of fill in the blanks are characteristic of this method. Despite being a classical method, it is still a preferable method used by many teachers mainly when they are novice teachers. Based on my own observation during the internships, I realized that in the teaching of English in public schools this method still persists. Maybe, it is used by teachers with the idea of facilitating the learning, a comfortable method to use, or as discussed before learning English in basic education is considered by teachers or maybe by the institution difficult to be learned by students from there.

On the other hand, according to Larsen-Freeman and Anderson (2011), **the Audio-Lingual Method** had been influenced by structuralism and behaviorism. The authors highlight an interesting fact about this method, they say it was raised in World War II with the goal to provide communication features to the soldiers in the target language. The focus of the Audio-Lingual Method was to develop the ability to prepare the students to communicate, in contrast to the Grammar Translation which did not focus on developing the communication ability. Therefore, the language used to be presented by using dialogues, working the correct pronunciation to memorize the language per repetitions. While the Grammar Translation focused on prescriptive grammar, the Audio-Lingual focused on pronunciation as error was something students should be worried about. In Larsen-Freeman and Anderson's words (2011, p. 70), the Audio-Lingual method presents as main characteristics that the teaching and learning process are "New vocabulary and structural patterns are presented through dialogues. The dialogues are learned through imitation and repetition. (...) Grammar is induced from the examples given; explicit grammar rules are not provided." However, both methods are characterized by the traditionalism in the teaching, focusing on rules of the language, and are widely used in the classroom nowadays (LARSEN-FREEMAN; ANDERSON, 2011).

Other approaches emerge from the methods providing a high impact in the learning development. One of the most traditional approaches is **the Presentation, Practice, Production - PPP**, which can be described in Harmer's view (2007, p. 64) as "a variation on Audiolingualism". Harmer (2007, p. 64) argues that "The students now practise the language using accurate reproduction techniques such as choral repetition (...), individual repetition (...), and cue-response drills (...)". And finally, the students produce the language using the content learned. Over the time it had new alternatives incorporated in this approach procedures as Harmer (2007) proposes the trilogy of ESA- Engage, Study and Activate. According to Harmer (2007), the first stage (Engage) consists of preparing the students for the content through different activities such as games, discussions. The second part, the study one, comprehends the stage of grammar point, the language topic that the students will learn or review. And the last stage activate, the students will practice the content learned in some activities. As it is possible to observe in the ESA approach, it is an alternative to turn the learning more effective, interactive, making the students engaged during all the lesson according to the purpose established by the teacher. This sequence has been widely used by teachers in the classroom considering it can be adapted to the stages according to the teaching style and the necessity of the students during the class, different from the PPP sequence which is possible consider more suitable for lower level learners, and sometimes predictable by learners, furthermore, according to Harmer (2007) has a more teacher-centred dynamic.

The same way to the approaches discussed previously, **the Communicative Language Teaching (Communicative Approach)** as its name suggests has the goal of developing the communicative competences. And as noted by Larsen-Freeman and Anderson (2011):

The goal is to enable students to communicate in the target language. To do this, students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. (LARSEN-FREEMAN; ANDERSON, 2011, p. 161)

This approach works in order to practice the language involving the learners in interactions not only with the teacher, but in different contexts of using the language. In order to do so, there are some characteristics of this approach, which makes it more peculiar than the other ones. First of all, the concept of language is viewed as a means of interaction, that is, communication is not only a way of ordering the structure of a language, but it means the whole dimension of the language, including form, meaning and use (CELCE-MURCIA; LARSEN-FREEMAN, 2016). Also, the role of teachers and students become unlike if we

compare it to the other methods. This view is supported by Larsen-Freeman and Anderson (2011), where it is pointed out that the flexibility of Communicative Language Teaching the practices by the teachers in the classroom are widely different. As part of different practices, there are some activities that are most used in this approach for instance games, role-plays, simulate a real situation in order to solve a problem. In fact, when the teacher brings this approach to the classroom, the students usually present more enthusiasm for something that is new and different from the traditional activities they usually do, especially the beginner students.

To conclude, all these methods described previously showed us the importance of studying the language teaching field to understand what the essential skills teachers might assume in their classroom. Richards (2002, p. 21) observes that teachers may have a particular approach depending on his/her concept of teaching a language. For instance, if the teacher is more inclined to teach using the Audiolingual method, s/he is expected to achieve an effective teaching where the goal is based on “a belief that students could achieve accuracy in instructional tasks” (RICHARDS, 2002, p. 21). Due to this, Richards (2002) states teachers are following Science-Research conceptions, which uses “learning research to validate selection of instructional tasks and tend to support the use of specific teaching strategies and techniques” (p. 24). On the other hand, using a communicative approach teachers are more inclined to a Theory-Philosophy conceptions, which demands an understanding of “the theories underlying the methodology and then to teach in such a way that the theory is realized in classroom practice” (p. 24).

In the next section, I will report about my teaching experience making associations with those methods discussed in the theoretical review section.

RESULTS AND DISCUSSIONS

In this section I intend to present the activities applied during the classes, with the goal to identify and discuss them. The activities will be identified and analyzed according to the methods and approaches discussed anteriorly, to find out if the activities were more similar to one or more methods and approaches, which is the focus of this research, and my perceptions of it. As was well discussed before, observing the English teaching in the public school where the teachers have several classes to do, for many teachers some kinds of activities which follow more elaborate procedures, need to be organized in several steps, can be difficult to prepare, or manage in an overcrowded class, an example of it are activities inside of a communicative approach. Likewise, Harmer (2007, p. 69) holds the view that “In promoting a

methodology which is based around group- and pairwork, with teacher intervention kept to a minimum during, say, a role-play, CLT may also offend against educational traditions which rely on a more teacher-centred approach.” It reinforces the thought of why the same methods and approaches are still used for many teachers in the English teaching in basic education as a personal resistance.

In order to comprehend what will be analyzed and discussed, I present a Table in which I organized the classes, the activities, methods and approaches identified in my lessons.

Table 1: Analysis of Activities

Classes	Activities	Methods/Approaches
1° Class	<p>1. <i>Icebreaker</i>- What do you do in your free time?</p> <p>2. <i>Building Vocabulary</i> - To write the names of the pictures</p> <p>3. <i>Question-answering activity</i>- To use the frequencies adverbs</p>	<p>Communicative Language Teaching Method</p> <p>Audio-Lingual Method</p> <p>Audio-Lingual Method</p>
2° Class	<p>1. <i>Building Vocabulary</i> - To try writing the names of the household chores</p> <p>2. <i>Sentence building activity</i>- To use the given structure of grammar point</p>	<p>Audio-Lingual Method</p> <p>Audio-Lingual Method</p>
3° Class	<p>1. <i>Find your pairs</i> (simple present verbs and simple past- regular verbs)</p> <p>2. <i>Transformation Drill</i> (from simple present to simple past- irregular verbs)</p>	<p>Audio-Lingual Method</p> <p>Audio-Lingual Method</p>
4° Class	<p>1. <i>Quizz</i>- (game with verbs- infinitive form and irregular form)</p> <p>2. <i>Creating a sentence</i>- (using the cards with verbs and the content learned during the four classes)</p>	<p>Audio-Lingual Method</p> <p>Audio- Lingual Method</p>

Source: Elaborated by myself

The Table 1 above illustrates the activities in chronological order worked in each class, and the corresponding method/approach to the main characteristics according to Larsen Freeman and Anderson (2011). In the column activities, we can see all the activities I planned for the lessons with the respective names and the purpose of them inside the lesson. It is important to observe the quantity of activities planned were not many, the reason for this was the little time for the lesson.

During the planning of the class some questions were considered, since that was not possible to predict the reaction of students about the activities such as if the students would be able to the application of activities, the time of class, the lack of technology resources in the classroom to apply other activities and the level of language of students. However, all the activities were planned based on the activities already known, considering the short time of application, and the inexperience with the classroom. Nevertheless, the activities intended to contribute to students a way to practice the English language, although during the classes some activities needed to be adapted and others changed. These changes and adaptations reflect some situations lived in teaching of public school discussed before, which can occur during a class, and the teacher or internships need to react trying to find a solution.

According to the frame, the activities chosen for each class are related to the same method, except the first activity of the first class. In this activity the intention was create a relation with students at the first moment, the icebreaker was worked in a intention to provide a communication time between the teachers and the students, for this the activity is related to Communicative language Method considering the goal of it in the steps of the activity procedures:

Excerpt 1 - (...) they should tell me what they do in their free time, what activities they do to relax. At first, the students did not answer anything, then I made it clear they should answer in Portuguese. This information collaborated for them to start answering, the first student answered netflix.

Despite the use of native language as supportive to students answering the activity, the goal of the Communicative Language Teaching was to explore the knowledge of students and the teacher working as facilitator of communication in the classroom in this process (LARSEN FREEMAN; ANDERSON, 2011). However, the other activities as mentioned before are related to the same method, Audio-Lingual. Although, during the development of the planning these activities were organized based on other methods as the case of the second activity of the first class - Building Vocabulary which according my own perception the activity was related to Grammar-Translation Method, the reason for this was the use of native language used by the students during the activity. Nevertheless, the analyze of the procedures and the goal of it reveals the relation to Audio-Lingual Method as well presents the described procedure:

Excerpt 2 - First, I explained the description of the images that they were about things that people usually like to do in their free time, and below each image there was a line where the students should put the name of the activity

they identified. They should try to answer in English, but if they did not know, they could answer in Portuguese.

According to this, it is possible to indicate that the use of native language to support the activity led to choice of the unsuitable method, the Grammar-Translation. The same activity was applied in the second class and the same result was found, as mentioned in the literature review, the Audio-Lingual Method consist in the learning of language through repetition and memorization, it is possible identify these characteristics in this activities:

Excerpt 3 - With all the vocabulary written on the board. The teacher worked on the pronunciation of each vocabulary, repeating one more time the words they had difficulty to pronounce. The next step was the teacher pointing to one student and pronouncing a household chore, which the student pointed out should try to repeat.

Contrary to my perception before the application of these two activities, both were related and based on Grammar-Translation when the native language (Portuguese) was used by the students to answer the activity. However, the use of native language as mentioned before is a way to support the students and the teachers in comprehension during several steps of the class and it is not associated only with the Grammar-translation Method. On the one hand, these two similar activities were chosen and organized for these classes previously considering this method. On the other hand, the last activity of the fourth class *Creating a sentence* was different from what was planned, reinforcing what was discussed before about changes and adaptations. This activity was adapted for the reason of the short time to execute what was planned before, although the activity on the planning is related to Communicative Approach where the students should work to create and report a situation suggested by the teacher, the activity applied in classroom was a changed made by the internships and as shown the Table 1 of activities, also this activity is related to Audio-lingual Method as well the others activities, it can be illustrated according to the directions of the activity:

Excerpt 4 - (...) we distributed the cards to everyone and they should write a phrase using the verbs present on the card, they should choose the simple present form or the irregular verb on the other side of the card and to practice what we studied during our four classes. I made it clear they should write or just think about the phrase and speak to us about what they produced.

This finding reveals the sequences of activities using the same method in different lessons and stages, despite the prepared activities on the lesson plan and the activities that were adapted, it reflects the inclination for the same method in the most part of the activities.

Although the method Grammar-Translation does not appear associated with the activities at Table 1, it was highly considered in the planning of activities, which contributes to discussing the use of the same method to teach in the same way all the time. In order to do different practices of traditional teaching of language, it is possible to observe the repetition of the same practices in the classroom, which are found in the procedures of the activities discussed. However, application of activities using Audio-lingual Method, considered an old method not efficient to prepare students for communicative ability, contributed to different perceptions facing the teaching of English language at the public school. Although the activities and methods can be repetitive, it demonstrates the students are able to learn language when they get in touch with opportunities to learn and practice what they have learned over the time, taking into consideration the first to the last activity where they practiced in a different form at the language study in the classroom. This argument is found in the first activity of the last class *Quizz*, in spite of the fact that it was a game activity, the focus was to work the memorization of verbs, for both students and internships was a surprisingly progression of performance of learning:

Excerpt 5 - Almost to finish the game, group A was the winner, but the teacher motivates the students of group B to continue playing to finish it. All the students finished animating this activity, explaining to us they liked to do it. Despite the students having some difficulties related to pronunciation, all of them got to answer the verbs in all the rounds of the game.

It is not possible to state that the content was learned effectively and the activities were benefits to their learning process. However, it indicates that the activities, methods and techniques should be more elaborated considering the potential of the students. Moreover, the present results are significant to identify as an internship analyzing the activities and methods it is possible to find a relation of attached beliefs and ideas that teaching and learning language at the public school is complex and difficult, contrasting with the theoretical discussion made in the classroom to the practice in reality as an English teacher.

FINAL CONSIDERATIONS

In this brief study, the aims were to discuss the methods/approaches used in the classroom, how the choices of the activities used in the internship were made and reflect about the beliefs concerning my pedagogical practices. The research has shown that the methods chosen during the planning of activities were not according to the procedures

applied, consequently affecting the goals established in the plans, which the purpose was to achieve a communicative approach in the most part of the activities. Furthermore, the activities and methods demonstrating the beliefs related to teaching language in a different context (public school) are present since the planning until the application of the classes, it is indicated in the use of the same method for all classes. Despite the sense that one method is not better than the other, there are methods that can work more effectively to achieve the purpose of an activity related to development of communication of the students, that during the internship period was possible to notice the students with a high potential and interest in learning language. Although the Audio-Lingual Method has not been used before in my classes, surprisingly the activities applied in the four classes correspond to the same method, different from the first perception during the selection, organization of the procedures in the plan, and the application of these activities. The study contributes to the understanding of methods/approaches used according to a specific purpose of language teaching, and the comprehension about the theories of methods and the limitations to use them adequately. Several questions still remain to be answered as well as if it is possible to determine my choices of methods and activities are for familiarity with it, or inexperience to use other methods which along the time, a pattern of use and preferable of determined types of activities are created, and it is always replicated unconsciously or not.

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest appreciation to my advisor Profa. Dra. Kelly Gaignoux, without her support and collaboration during this process nothing could be possible. I would like to acknowledge the assistance of the FALEST and all the Professors who make part of this amazing institution for their invaluable contribution to my formation process. Also, I would like to extend my sincere thanks to my family, friends and colleagues for the support, encouragement and patience for concluding this chapter of my academic life. My sincere thanks to everyone!

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APPENDIX

DESCRIPTION OF INTERNSHIP CLASSES

The first English class happened on October 3rd, 2022 on Monday. First of all, the class was programmed to begin at 10:45 p.m. However, another teacher was in the classroom and the English language class began a little late. When we (me and my colleague of internship) finally got into the class the first observation that I made was the expression of the students from us, the internships. The students looked at us absolutely surprised considering they were not waiting for any other teacher instead of the regular teacher of English. It is important to mention that the teacher was not in the class waiting for me and my internship partner. However, some minutes later when we were doing our presentation as internships, she got into the class to give us the students' attendance sheet, but after explaining the reason for her absence, she mentioned us as internships to the class as well as gave recommendations for students to treat us with respect. After this, the teacher left the class. The reason for this was that she needed to teach at the same time in another class, and as she explained our presence was filling the gap of lack of the teacher into this particular class. On the contrary, the students would be without class, having only an activity to fill the class time.

After the presentations, the official teacher left the class, we started the class content. The subject prepared to teach was Frequency Adverbs, which was requested previously by the teacher. We focused on the theme "Free time activity" and from that was the first step of the class, this phrase was put in the middle of the board as an engagement. It is fundamental to clarify this step of the class was conducted by me. Posteriorly, I asked the class about what they thought this phrase meant, but at the first moment they did not answer anything, they kept silent. However, I tried one more time asking them if they knew the first word "Free" and at the back of the classroom one student answered looking in doubt "livre", then other students in the back talking low answered the same thing. I answered with "very good!" and translated to portuguese as "muito bem!". It made the students feel more comfortable according to my perception, then I continued asking about the meaning of the other words "time" and "activities", and this time more students gave me the answers in Portuguese "tempo", "atividades", but still in a sheepish way and speaking in a low voice. Again I answered with "very well!" translating into Portuguese to reinforce the compliment to the class. After this, I explained in Portuguese what they should do related to the phrase, they should tell me what they do in their free time, what activities they do to relax. At first, the students did not answer anything, then I made it clear they should answer in Portuguese. This information collaborated for them to start answering, the first student answered netflix, and I put on the board as "to watch netflix", the next answered "dormir" and I asked "how do we say 'dormir' in english?" Then, some students answered "sleep" where they also demonstrated not sure about the answer, and I repeated loudly to affirm the answer, and put the vocabulary on the board, pronouncing the word again to help them with pronunciation, which made some of them pronounce the word after me in a volunteering way. At this point, I immediately noticed the interest in pronunciation, then I repeated and asked them to do the

same thing after me which they made loud and clear. This fact about interest in pronunciation by students was mentioned in the first report. From this moment, every new word which appeared about activities of free time I put on the board in English and worked on the pronunciation with them. New words were spoken by students such as Spotify, to play soccer. This is a favorite activity of one girl, and she tried to talk in English, asking me if it was correct. My answer for her was “yes”, and I repeated to everyone to understand the pronunciation where one student in the back of the classroom immediately translated it into Portuguese. By this time, both students looked confident and proud about their performance in English. More vocabulary was appearing such as “sair com meus amigos”, “ouvir música”, and for each one I translated on the board into English, only the last one “ouvir música” I was confused, thus I asked to my colleague about the correct translation if “listen music” or “listen to music” for what her answer was the second option. At this moment I concluded this step of the engagement and clearly the students were demonstrating more interest to participate in the class. The next step was to do a pre activity. For this, a printable material was delivered to students which contained ten pictures related to the theme "Free time activities". While my colleague was delivering the sheets to students I was explaining them about the activity. First, I explained the description of the images that they were about things that people usually like to do in their free time, and below each image there was a line where the students should put the name of the activity they identified. They should try to answer in English, but if they did not know, they could answer in Portuguese. I gave students five minutes to answer while my colleague filled out the attendance students sheet. For this, she asked me for help to try to understand how to make it. After paying attention we noticed that the information of the date where we should organize the information of attendance students was described in a space above the sheet. The difficulty in this part happened considering it was the first time we were doing it as teachers. After finishing this part, I came to the board to correct the activity with students. I asked about the first image what the person was doing and soon some students answered "exercise" in English, but I wrote on the board “to do exercise” explaining when we execute an activity we can say “to do exercise”, one student asked how to say “academia” in English which I answered “gym” and wrote on the board below “to do exercise” “go to the gym”. In the second picture I asked what the person was doing. Instantly one student, a girl, answered me that in this image a person was sleeping. The answer was in Portuguese. My colleague interfered by asking in Portuguese to everyone, “O que nós geralmente fazemos depois do almoço? é parecido com dormir, mas é mais rápido”. Immediately they answered "cochilar" and I asked if they knew how to say “chochilar” in English. However, none of them answered, then I said “take a nap” writing on the board in sequence, and asking them to pronounce after me. It is important to understand that all the answers were enumerated according to the numbers of the images 1-10. Then I asked about the third picture, in which a few students answered in English in doubt “listen music” with a little difficulty of pronunciation in “listen”. I wrote on the board “listen to music” and pronouncing “listen” clearly and loudly to everyone repeating, although only a few of the class have repeated, was a considered number of students collaborating to pronounce this word. Image number four, some students in the back of the classroom answered correctly “read a book” for what I said ‘yes, very good!’ and again I repeated loudly and wrote on the board. The picture number five was the easiest for students to identify the activity and also answer in English, but they said

only the word “soccer” instead of saying “play soccer”. However, I put on the board “play soccer” and I explained we use the verb “play” to talk about soccer. One more time I repeated and they did the same thing after me, mainly the girl who plays soccer is her favorite activity, who repeated it several times as a way to memorize. This made the other students laugh about her, but as a funny situation, she did not look ashamed, she also laughed about the situation of repeating “play soccer” several times and quickly. The activity of the picture number six one student answered in English. But her answer was "use notebook". For her and everyone in the classroom I explained that notebook means another thing in English "caderno" and we say "computer" to refer to "computador" and laptop for the portuguese word "notebook". This short definition I wrote on the board and the girl who confused the vocabulary took note and the same way some students did the same thing. However, as the correct answer for the image number six, I put “use the computer”. Following with the activity, I asked about the picture number seven none student tried tell in English, but only in Portuguese "jantar" for this I translated in English and put on the board "go out for dinner" and the participative student asked me how to say "almoço" in English, my answer for her was writing on the board and also pronouncing "have lunch" and again she took note. The picture number eight I was considering the students could not identify the activity, but most of them answered "ir ao cinema", again I translated into "go to the movie", my colleague also said we can say "go to the cinema" and her answer I also wrote on the board together with "go to the movie". The picture number nine was that almost all the students got to say "to dance" using the infinitive. I put on the board congratulating them for their good job. And in the last picture they did not have a unique vocabulary, some of them answered "conversar com amigos", "sair com amigos", "estar com a família". But for their answers I said all of these are possibilities of answers, then I put on the board "talk to friends", "talk to family", "go out to friends" adding one more “visit friends”. These phrases were written on a list form. After finishing this part I waited one minute while the students were correcting their answers on the sheet. After this, I finished the second part of the class, the pre activity, and the third moment of the class started. My colleague started to teach the part of study explaining that when we talk about activities we also have a frequency to do that, for this it is used the frequency adverbs. Then, she wrote on the board "Frequency adverbs". She asked if they knew what the word "frequency" means, for what the students said "frequência" and posteriorly she asked about "adverbs" and the students said looking in double "advérbios". For both answers my colleague congratulated them for the good answer. After this, she asked them if they knew what an adverb is, but the class kept silent, and she said what an adverb means, as a modifier to the verb and about frequency is related to how many times we do something. This brief explanation was not put on the board. In sequence, she wrote on the board using the left side, considering the answers of pre activity were written on the right side. She put the frequencies as follows: always, usually, sometimes, never and pronouncing each one per time, she asked everyone repeated after her. Outside of each frequency the teacher wrote a percentage to indicate the frequency it happens, in order it was: 100%, 60%, 30%, 0%. With this information on the board she translated the frequencies into Portuguese for everyone to understand the meaning. And as examples, the teacher wrote four examples about her common activities to reinforce the frequencies: I always listen to music in the morning, I usually visit friends on the weekend, I sometimes read at night, I never take a nap in the afternoon. Pointing to the board and asking

students not to write, but only pay attention, the teacher again explained the frequencies are to demonstrate that something is done more or less times. Then, she underlined the excerpts in the morning, at night, in the afternoon. The purpose of this was to catch their attention for periods of the day present in her phrase, then, she explained these are called periods of the day and are used to describe an activity done in a specific part of the day which the teacher translated into portuguese. Other examples using the vocabulary provided by students in the engagement were written on the board such as “Angelica usually plays soccer in the afternoon” (this is the name of the students most participative and we had memorized in the beginning of the class who was used as example). Following this, the teacher worked on the pronunciation of each phrase. And then, pointing to one student the teacher asked her to repeat the phrase pointed by the teacher. The student had a little difficulty doing that, but the teacher pronounced word by word with the student and she collaborated exercising the pronunciation, next, the teacher pointed to another student and did the same thing. A third student was pointed by the teacher in the back of the classroom, and again the teacher read the phrase and asked him to do it too. This student spoke low, but the teacher asked him to speak loudly, both teacher and student practiced the pronunciation one more time and in this second time it was better to comprehend the student. The teacher congratulated the students and then I asked them if they had already studied English in a free course. Everyone said no, I told them that they work in English very well, and some students explained that sometimes they try to watch movies with legend, and also they listen to music in English while researching the lyrics. One student said to my colleague that her English is good and she explains better than their official English teacher. Together with this student other students agreed to her. To change the focus of the dialogue, and get again the attention of the students. The teacher wrote the periods of the day outside of the frequency adverbs explaining to students to copy it quickly before starting the next activity. After they finished copying, the teacher wrote on the board the phrase “when do you...?” and caught the attention of students again speaking loudly, considering they were talking a lot with each other. After they paid attention again, the teacher started to explain the post activity. She explained that when we ask questions about the frequency someone does any activity it is used the model of question written on the board translating it for everyone to comprehend the meaning. Then, she gave an example asking to me using the vocabulary available on the board “Alline, when do you do exercise?” “I usually do exercises in the afternoon”. The teacher reminds the students that, when we ask a question, it is used the auxiliary “do”. Then, the teacher said to students it was time to practice the speaking activity with a colleague. But they said they did not know how to answer, for this, the teacher said they should write their answers before speaking to the colleague and to us. immediately, they chose a pair and started to ask and think how to answer it, looking to the board to guide their answer. After a few minutes almost to the end of the class, me and the other intern went to take a look at their work. Each one was to one side of the class to see the answers they wrote and to help those who called us. The sentences that I took a look at were all right, only a few students changed the order of some words, which I helped them to put in the correct order. Then, my colleague turned to the board and pointed to the first pair to ask the question and the other to give the answer. Both students firstly wrote the question and answer in a way to not forget and probably to feel more confident to speak. Since they were insecure to speak, the teacher encouraged them to try, she would help them when necessary.

The first student asked the question “when do you take a nap?” and the other answered “I sometimes take a nap in the afternoon.”. For some reason , most students chose the vocabulary “take a nap” to use. Unfortunately, the class finished and it was not possible to continue this part of the class. But the teacher explained that in the next class we would start reading the sentences they produced. While we were missing the students the official English teacher came back to class to asked us if everything was right, I talked to her everything was good, the class is really collaborative and they have a good notion of something in English, and it for us as internships was a surprised, but for her this information looked also a surprise about her students.

The second English class happened on October 14th, 2022 on Friday. We greeted the students, and again we made the presentation as internships for everyone explaining to the new students present in this second class the reason for our presence with them during some days. After this, we started the content of the class, which was the continuation of the first class, Frequency adverbs. My internship partner managed the first part, it was the engagement, a brief review about the frequency adverbs studied in the first class. The teacher then asked students about what frequencies adverbs we use to talk about when we do an activity. For the answer, the students looked into their material to give to the teacher the answers. The students used the printable material of the last pre activity to take note and made the last activity. Then, quickly they found the sheet in their notebook. One student started answering the names of the frequencies. Then, other students helped her with the name of the other frequencies: always, usually, sometimes, never. Next, the teacher kept asking about the percentage it is done, to which the students, looking at their notes, answered in Portuguese 100%, 60%, 30%,0%. The teacher congratulated the students for their good job. While she was doing this part I was distributing for the new students the printable material and I interrupted the teacher to explain for those who missed the first class to take note with the colleagues, making clear it was important for the next activities. After this, the teacher continued explaining the frequency adverbs to reinforce to everyone the content and giving examples using the activities of the printable material, the procedure for this, the teacher chose a number and asked students about the kind of activity presented in the material answered, and then, the teacher asked how to form the sentence using the frequency adverbs putting only on the board “I...”. The students looked do not know how to answer, and for the first sentence the teacher helped them, “I usually take a nap in the afternoon.”. Then, she asked about the activity of another number, the students answered the kind of activity, then, the teacher instigated students to form the sentence, one student speaking quietly for whom the teacher asked who was talking, and again she asked this student to try speaking out loud. The students in the back of the classroom answered a few louder using the first person, the model made by the teacher on the board in the first sentence. Again the teacher congratulated the students asking if they had any doubt, for what they said not. The teacher gave a few minutes to everyone to copy, mainly the new students. After this, the teacher moved on to the next subject of this second class.

The second part was a pre activity, which introduced the theme “Household Chores”. The teacher wrote this phrase on the board and asked students if they knew what it meant. About this question they said they did not know, then, the teacher translated it into Portuguese writing next to the theme in English. While she was introducing the theme, I was distributing

printable material to everyone. The teacher asked the students to take a look in the images and try to say what are these household chores presented in the material. She explained what household chores are in Portuguese, as activities related to keeping the house clean and in order. While this, she started to write on the board the household chores previously selected in the lesson plan to teach to students, which are the following: wash the dishes; clean the house; do the laundry; take out the garbage; go shopping. After identifying the households, the students started talking about the names of activities according to what the teacher was asking about each picture. The answers of the students were in Portuguese. While some of them were talking of the households a several students started to talk at the same time about this or that activity they do everyday, because their mother, grandmother, an other member of their family obligate they to do that, other, mentioned they do not like to do that, or yet what they most like to do. To try to manage the class, because it was distracting them, the teacher started to speak loud about the theme of the lesson to catch their attention again to the board. After the students paid attention again, the teacher started to write on the board the answers of the students translating into English. However, before giving the translation, the teacher asked if they knew how to say it in English. But they did not know how to say it in English, except when the teacher asked about the picture related to “limpar a casa ”, some students got to answer in English “clean the house”. With all the vocabulary written on the board. The teacher worked on the pronunciation of each vocabulary, repeating one more time the words they had difficulty to pronounce. The next step was the teacher pointing to one student and pronouncing a household chore, which the student pointed out should try to repeat. In this part the students pointed out by the teacher had some difficulties related to pronunciation, but the teacher continued trying to help them with it. Even the students have collaborated, some students when they were pointed to repeat the household said they do not know how to do it. For these students, the teacher said she would help them, but differently from the first class, this practice part presented more difficulties concerning pronunciation. When the teacher finished working on the pronunciation, the next step was to ask them to form sentences using the household chores vocabulary and the frequency adverbs available on the board. Furthermore, the teacher put on the board the periods of the day to guide the students to form the sentences. The first student was pointed by the teacher, again it was necessary that the teacher repeat the rules of the activity for this student. For help the student, the teacher said “I” and pointing to the frequency adverbs the student should pronounce it and then pointing to household chores again the student chose one and pronounced to addition on the sentence, and the periods of the day were pointed by the teacher and the students chose one to complete the sentence. When the sentence was formed the teacher wrote on the board the sentence created by the student. This sequence was followed by the teacher and the students again, but the last student said do not know how to do that, the reason was the pronunciation, but again the teacher helped her firstly to pronounce the household chore chose by her, it was the “wash the dishes”, in sequence, the teacher did the same process of pointing to the, frequency adverbs, household chores and the periods of the day until the student get to form the sentence. When this part finished, the next part of the lesson started, which was managed by me.

I started with the remaining students pointing to the frequency adverbs about the use of it and we used to talk about something which is done without a specific idea of quantity and as an example I read one of the phrases formed by the students present on the board. I had a little

difficulty introducing this part, considering this, I wrote on the board the phrase “How often do you...?”. After that, I wrote the list of vocabulary listed on the printable sheet of the last activity: once, twice, three times, every weekend, every Friday, I also wrote next to once, twice, three times, the number 1-3 to present the quantity. Next to this, I wrote the complements: a year, a day, a month, and I included one more “a day”. I first explained the use of once until every Friday, which represents a specific quantity of time and for each one I translated the meaning. The next, I pointed to the time periods, explaining it is used to complement with the number periods, to make it more clear I pointed to number period and to one time period such as once a year, once a day, twice a day, twice a year, three times a day, three times a year, also I explained we can use other time periods such as “a week, a month and everyday” which were put on the board. The next step was to explain about the other, “every weekend, every Friday” which I translated into Portuguese and also I included “every week” and before I translate “every Friday”, I asked if the students knew what means “Friday”, but kept in silence, then I asked if knew the famous annual sale called Black Friday for what they said yes, and then themselves translated the “Friday” as “Sexta-feira”. At this moment, I asked if they knew the other days of the week, one student said just the day “Saturday” in English. Even though they have said nothing more, I put the days of the week in order on the board. Moreover, I associated the vocabulary “every” to these other days of the week, explaining that it is possible to say “every Sunday, every Monday” and so forth. The sequence was to write some examples on the board, for this I pointed to the question “How often do you...” and then to one household chores and then pointing to the number periods and for one time period aleatory creating an answer for the question, and after this a wrote the complete sentence to students understand better the structure. For example “How often do you wash the dishes?” “I wash the dishes once a day”. At this moment, I asked the students to copy the content of the board, but most of the students had already copied part of the content during the explanation. Because of this, they had about three minutes to copy everything. The students had already finished, went out of the class, but some minutes later they came back when the last part of the class was starting.

I noticed the students started to talk to each other, moving on into the class, immediately I asked if they had finished copying, but a few students said not, but anyway I started to talk about the last activity to catch the attention of everyone to continue the class. I asked them to form pairs, but some of them preferred to form groups of three and four. I explained to them that one student should ask the question “How often do you...” and use one of the household chores present on their material and also on the board. Their partner should pay attention to the question and answer using the first person + frequency adverb + household chore + number period, time period. I had some minutes for students to ask the question and create their answer. But some pairs and groups did not understand the directions, because of this they called me and another intern to help them. Again we explained the activity and for some of them I gave an example to make it more clear as possible. At this moment, one group of students called to ask me a question. The student would like to know how to say “Eu estou afim de você.” explaining to me she would like to send it to someone, but in English. The only answer that I knew for this question was “I have a crush on you”, “I am crushing on you”. For what she asked me to write in her notebook, all the girls thanked me for the answer and I told them to concentrate on doing the activity. They again said to have the questions and

the answers prepared, but needed some minutes to practice the pronunciation before speaking to me. The class was finishing, and both interns started to approach the pairs and groups to check their work, but instead of one person asking and one answer they were doing the two things, for what we did not interfere, we let them do it. Every group, pairs did the question and answer correctly, only spending more time with pronunciation. However, in the last group one student made her question using not a household chore, but she chose the verb “read” taught in the first class. For what her partner had a difficult to answer, but the student who asked helped her to answer explaining she just needed to use “read” instead of a household chore, for what I just observed and did not interfere. When I was with this group the class finished, but they concluded the activity, I congratulated them and spoke aloud to congratulate everyone. Also my colleague did the same thing and they started to leave the class. However, one pair we did not check because of the time, but we noticed they did the question and the answer.

On October 21st, 2022 the third class was taught. The content of the class was different this time, Irregular verbs were provided by the official teacher previously. The class started about five minutes late, and again the official teacher was not present. The first thing was noticed was the quantity of students, this time more students were present. When we entered the classroom, most of the students were writing the content of the last class of the board, and the other part of the class were talking, went out of the class, and because of this, trying to catch their attention and to control the noise was a little bit difficult. However, we started by giving a good morning in Portuguese and again doing our presentation to the new students. After this, we asked them if anyone should lend us a scissor, but some of them said they do not have a scissor and the other students did not pay attention and again speaking aloud my colleague said if someone found a scissor to lend us this person would win one point. Immediately a student found a scissor to us. At this moment, I asked the class to divide into two big groups, but they did not do so. Despite this situation, we the interns continued cutting the slips of paper with verbs in simple present and in simple past- irregular verbs. Again I asked the students to separate the class in two groups, but I decided to do it by myself, asking them to divide into left and right for what they did not have a chance to choose their group. When they had organized we started to distribute the slips of paper to everyone asking them to not show it to anyone for one group simple present verbs and to another group the simple past - irregular verbs. By this time they started to concentrate in the class and make less noise. When we finished distributing all the paper, I explained to them to look at their slip of paper and the next step was to explain that they should try to find their pairs. For this, I asked one student to read the paper (simple present) and the other group should pay attention to the verb and said if they had the verb correspondent, but any volunteer read the paper, then I pointed to one student to read the paper, but he had difficulty doing it. Hence, my colleague changed the procedures explaining what they should do differently, now they should move on to the classroom showing their slips of paper to their colleagues until finding the corresponding pairs and staying together with the pair. After some minutes most of them found the pairs, but others did not find it. We said they should try one more time, but the same thing happened. Then we noticed one verb was with us, the interns, this slip of paper we gave to one student then this pair was found. However some students still had not found the pairs, considering the time my colleague asked aloud if someone had the verbs written on the board, finally all the

pairs were found. The teacher tried to calm the students to continue the class, she asked one pair about what were the differences between their pair of verbs, they answered the -ed at the end of one verb and the other did not have. The teacher asked what the pair of verbs were and put them on the board. Next, the teacher again asked if there were other pairs of verbs ending in -ed and again put it on the board. She explained the regular verbs have some rules to identify them on the past form, it is addition -ed, -y and about this she asked what students had a pair of verbs ending in -y and she put on the board and to the other what was the form on simple past, the student answered writing this verb on the board, and she asked what changed in it. This double did not answer, but another student who was for the first time in our class answered this happens because the verbs ended in -y change of removing the -y and adding -i before to addition -ed. After his briefly explanation the teacher asked what was the double which had the pair of verb die and died which were wrote on the board, the students showed heir paper with this verbs and the teacher asked if they knew how to pronounce it, they did not answered, but other students tried to pronounce, then the teacher helped everyone pronounce them, in sequence she explained these were examples of verbs ended in -e and for this verb it is just added the consonant -d and before she give the translation on students said what this verb means in Portuguese. After that, the teacher continued explaining there are other kinds of verbs, these are the irregular verbs which change the spelling in the past form. She put on the board as an example the verb fly and flew pronouncing both and asking if they knew the meaning, some students said translation of it. Then, she got some cards with one side simple present and the other side with the irregular form and started showing and working the pronunciation with them. For some verbs she asked the meaning of these verbs in Portuguese, some verbs they managed to translate and others not, for what the teacher translated. When the teacher was almost finishing this part, I started to write on the board an activity. The instruction about it was "Rewrite the sentences using the irregular verbs.". I put on the board five sentences in the simple present and then I explained what they should do, for this, the teacher distributed the cards for them to help to find the irregular form of the verb they should use, when one students needed of a specific verb they should ask to another students give him or her the card necessary. Considering everyone was spread in the classroom for the reason of the last activity. I asked them to go to their seats and copy the activity of the board. I gave them some minutes to copy and to answer, but some students did not understand the instructions, and to help them the other intern went to the board and explained again, but she used a marker in a different color to circle the verbs present in the sentences which the students should change for the irregular form, this time they understood better and started to rewrite the phrases and share the cards among them. I explained they had five minutes to finish before we correct on the board. However, the time of the class ended before we corrected the activity on the board, then I made it clear that they should finish the activity at home and on the next class we would correct together. Also I asked them to give back the cards and everyone apparently did it. Most of the students left the classroom, but others were still coping, because of this we waited some minutes to clean the board. After they had finished writing we wished a good weekend for them and ended the third class. The last class happened on October 31st, 2022 on monday. This was the second part of the irregular verbs class, which I started by explaining it was our first class together, which made the students make signs of heart and sad expressions for us as a way of feeling missing. But to

not lose time about the class, I asked them about the last activity we did not have time to correct on the board. However everyone said there was not any activity available to correct, according to them we did just the activity of find the pairs of verbs, but I asked to one students about the activity mentioned and he confirmed for me about it and I started write the sentences on the board and immediately al the class remind what they should to do, but they did not do. After to finish to put on the board all the sentences, I asked to students how change the first phrase for the past using the irregular verb of the main verb pointed by me, only one student gave the answer to change “go” for “went”, for all the sentences only one student answered, and all the irregular verbs were correct, just some difficult of pronunciation, the other students were just paying attention and other were copying the answers. After finishing this part, I used the right side of the board to explain the negative form of the simple past, to show the students that the irregular verbs do not change when we use “did not/didn’t”. As examples I used the sentences of the exercise on the left side of the board asking students how to put on the negative form the sentence of the exercise “I went to school by bus”, again one student answered “I didn’t go to school by bus”. At this moment I asked the name of this student, after said me his name I asked him again about another sentence “They had to clean the house” he answered correctly “They didn’t have to clean the house.” I congratulated his good job and asked the students if they were writing the content. One student said not on the back of the class, but others said they were taking note, because of this I gave some minutes to them finishing it. The next step was to do an activity in groups, for this my colleague asked the students to divide them into two small groups. But firstly she did a review with the students about the verbs on the cards explaining they should try to memorize these verbs for the activity in groups. She asked them the irregular form of the verbs that she pronounced in the simple present, for some verbs the students answered the irregular form, but most of them they did not remember. There were twenty students, ten per group. The teacher made it clear they should form a line and she would separate them in group A and B to not put some close friends together, but in different groups. After dividing them, she explained this activity was similar to “passa e repassa” of a famous Television program, for they started to feel excited about the activity. We put the table of the teacher in the middle of the two groups, and then she started to explain the rules and the procedures of the activity. First, the teacher asked one student of each group to stay in front of the table, after this both must put their hand on their head and when the teacher counted until three they should take the blackboard eraser, the student who took the eraser should answer. Then, the teacher chose one card and showed to the students the verb in simple present and the student with the eraser should say the irregular verb form, also the group should help him or her to answer. The first group to answer was group B and they did it correctly. And I put on the board one point to this group, after the first pair, the students were looking more exciting and volunteering they were participating in the activity. Each group was playing to win, considering that the teacher explained that only one group could win the game, because there were fifteen cards. Group B started to get more points, then group A became more confident and animated to try to change their points on the game. In a moment of the activity, one student answered correctly, but the other group disagreed because of her pronunciation, for what the teacher explained the verb was correctly, and the student said she speaks “abrasileirado” because of this her pronunciation is differently, in another moment of the

game the same thing happened with the same student, but the teacher considerate her pronunciation. In the middle of the game the students were more animated and speaking aloud, and we as teachers asked them to keep calm to not disturb the other classes, after to all the students had participated, the teacher asked to the first students that started answering again come to the table to continue the game, finish the last five cards. Almost to finish the game, group A was the winner, but the teacher motivates the students of group B to continue playing to finish it. All the students finished animating this activity, explaining to us they liked to do it. Despite the students having some difficulties related to pronunciation, all of them got to answer the verbs in all the rounds of the game. There were some minutes to finish the class, and I started to thank all them about the time we spend together and because of our class, we distributed the cards to everyone and they should write a phrase using the verbs present on the card, they should choose the simple present form or the irregular verb on the other side of the card and to practice what we studied during our four classes. I made it clear they should write or just think about the phrase and speak to us about what they produced. About two minutes later some students started calling us to tell us their phrases and others to help them with the translation, vocabulary and grammar. One student wrote in her notebook "He look my cell phone". I understood the phrase because her card was Take/Took, but i asked to take a look one more time on the card and the verb that she wrote, immediately she realized she used "look" instead of "took". She corrected the verb and spoke her phrase, for this I congratulated her. Another student used the card with the verbs Eat/Ate and said "I like to eat", and the last student called me to ask me how to translate her phrase "Eu gostaria de dar meu respeito a vocês." I helped her translate the phrase word by word and the words she had difficulty writing. I explained which letter to use to form the word. After finishing the translation she pronounced the phrase and I congratulated her for her good job and again for her participation in our classes. At this moment, the class had already finished and some of them left the class. We waited until they came back to take a picture of all the students together. Then, we said goodbye and they said the same thing, finishing at this moment the class.