



TEACHING GRAMMAR IN PUBLIC SCHOOLS: A SUPERVISED INTERNSHIP EXPERIENCE.

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ABSTRACT

This Final Course Assignment had the general objective to show models of English language grammar used during the supervised internship in a second year high school. In order to reach this goal, three specific objectives were elaborated: to identify grammar teaching models in the classes taught; to recognize the differences and similarities of the models; and to describe my impressions about the influence of these models in my teaching practices. Thus, this qualitative research is characterized as a case study and ethnographic, focusing on the teaching of English grammar in the regular public context. The theoretical discussion was based on authors such as Celce-Murcia and Larsen-Freeman (2016), Larsen-Freeman-Anderson (2013), Thornbury (1999), among others. Thus, some questions helped me guide this work and direct the teaching of grammar, such as What models of English language grammar are used in my classes? What strategies are used during the classes? Why do I prefer to use the inductive model in my teaching practice? As main results, it was found that a great part of the lesson design and the application of the activities resemble deductive grammar.

Keywords: Grammar Teaching, English, Internship, Deductive and Inductive Methods.

RESUMO

Este Trabalho de Conclusão de Curso teve como objetivo geral mostrar modelos de gramática de língua inglesa utilizados durante o estágio supervisionado numa turma do segundo ano do ensino secundário. Para o alcance deste, foram elaborados três objetivos específicos que consistiram em: identificar modelos de ensino de gramática nas aulas ministradas; mostrar diferenças e semelhanças dos modelos; e descrever minhas impressões sobre a influência destes modelos em minhas práticas pedagógicas. Sendo assim, esta pesquisa, de natureza qualitativa é caracterizada como um estudo de caso e etnográfico, tendo como foco o ensino da gramática em língua inglesa no contexto regular público. A discussão teórica se embasou em autores como Celce-Murcia e Larsen-Freeman (2016), Larsen-Freeman-Anderson (2013), Thornbury (1999), dentre outros. Desta forma, alguns questionamentos ajudaram-me a nortear este trabalho e direcionar o ensino da gramática, são eles: Que modelos de gramática de língua inglesa são usados nas minhas aulas? Quais estratégias são utilizadas durante as aulas? Por que prefiro utilizar o modelo indutivo em minha prática pedagógica? Como principais resultados, constatou-se que grande parte da elaboração das aulas e a aplicação das atividades se assemelham à gramática dedutiva.

Palavras-Chave: Ensino de Gramática, inglês, Estágio, Métodos Dedutivo e Indutivo.

INTRODUCTION

This report intends to show models of English language grammar used during the supervised internship in a second year high school class at E.E.E.F.M. Rio Caeté, located in Vila Nova, Bragança do Pará. The different models or approaches to grammar are important so that teachers know when to apply them, and with that their goal is more precise and adequate to the type of grammar teaching they intend to do. This qualitative research is characterized as a case study (Marconi and Lakatos 2010). Its objectives were: a) to identify grammar models in the classes taught; b) to show differences and similarities of the models and; c) to describe my impressions about the influence of the models on my teaching practices. The theoretical discussion was based on authors such as Larsen-Freeman-Anderson (2013), Celce-Murcia and Larsen-Freeman (2016), Thornbury (1999), among others. Thus, some questions helped me guide this work and guide the teaching of grammar, such as: What models of English language grammar are used in my classes? What strategies are used during the classes? Why do I prefer to use the inductive model in my teaching practice?

As a methodological path, first I chose the school for its easy transportation, then I chose the class because it is a more adult public, then I participated in the class observations and from those observations I made a written description of all lessons I taught at school. Next, I analyzed the lesson descriptions to identify the grammar models I probably used in my teaching. After that, to answer the second objective I made a theoretical review regarding the teaching methods, the teaching strategies and, the grammar approach adopted to teach the English language. During the analysis of the lessons and the activities applied, it was necessary to make a table (activities and grammar models) to facilitate the association of the lessons taught and the activities applied with the characteristics of the grammar models taught. This table helped me to reflect on my teaching about my preferences.

After the observational Internship part taken in the first semester of 2022 in the 2nd year of high school, at Escola Rio Caeté, in Bragança in the State of Pará, I went to the second moment of the supervised internship, which was to think about planning the classes themselves. These classes were designed to help us to understand an English lesson and its characteristics, that is, the moment to put into practice what was discussed in class during the Supervised Internship discipline at the university.

For the elaboration of our evaluation plan, the class was divided into pairs. To organize the lesson, we were asked to use a theme about a certain social context to use a vocabulary related to that theme and that, in addition, to make use of a linguistic framework, which were suggested by my university professor.

For my team, I was asked to use a theme about family relationships. My partner and I decided to use vocabulary about relationships, vocabulary about false friends and the use of simple past as a language structure. In fact, the idea of this work was to make a lesson plan that was related to a social context and a type of textual genre. From what was requested, the plan was prepared with the necessary criteria for its construction, with the initial approaches of the class, with the objectives outlined to achieve what was proposed during the activities, with the explanation of the necessary content for the class, with the activities designed to be applied for the students to put into practice what they had understood, among other procedures that were described in the plan. Unfortunately, when it was presented and analyzed in the class during the theoretical part of the Internship, I discovered that some actions that I intended to carry out in class, were not in accordance with the proposal that the teacher had requested and that some activities that I intended to carry out did not contemplate some of the objectives of the plan.

An example of this was to make the students able to discuss and reflect on different models of families, such as traditional family, family of a same-sex couple, family of single father or mother, among other models of contemporary family, however, some of the activities proposed in the plan I elaborated, they were much more related to the use of grammar, where there was only one text with words referring to family, that is, vocabulary about family without there being a context about family models that exists in modernity and that could lead to a reflection about that context. Although the lesson plan had not fully met the proposal requested by the teacher and I had been a little frustrated with the plan I had prepared, this helped me to reflect on the moment of planning, the moment of being attentive to the lesson models that we designed to teach the English language. This reflection made me pay attention to a lesson plan that would not only be at the service of studies of grammatical structures, but that would also be at the service of a social context, a context that would also bring to the teacher and their students a reflection at the time of teaching. teaching and learning of the English language.

These actions and reflections made me try to make a plan similar to what I had learned in the internship discipline classes, that is, to elaborate a different lesson plan, let's say a more personalized plan, where I could link *the Present Perfect* content to the school teacher's

expectations. Thus, I thought of a topic with some context in which students could talk about their lives using the linguistic structure, that is, a way to relate the grammatical structure to a social context.

As the experience took place in a public school, I believe it is relevant to make a brief review of the trajectory of the English language teaching in the curriculum in Brazil. According to Quevedo-Camargo (2017), the main problems in teaching English in public basic education schools in Brazil are constituted by the lack of specific training or by the teacher's lack of continuing education or poor oral skills. With regard to language teaching, the approved norms were followed, and it is undeniable that the Capanema Reform presented what was most advanced for language teaching at the time in Brazil, being concerned with the methodological issue, recommending the use of the 'Direct Method' and emphasizing that language teaching (mainly French and English) should serve not only instrumental but also practical purposes. In terms of legislation, modern foreign languages (French, English,...) only became compulsory again in the LDB of 1996, which included the compulsory teaching of a foreign language from the 5th grade on (currently 6th grade) and at least one foreign language in high school, the choice of language being up to the school community.

In the next section, I will bring into discussion the English language grammar teaching.

THE ENGLISH LANGUAGE TEACHING GRAMMAR CONCEPTS

Before presenting the concepts of English language teaching grammar, it is important to know how grammar has been treated in history to understand in which way the changes may affect the conceptions behind the theories. Following Williams' perspective (2005), the history of grammar has suffered many changes since the Greek time when the formal study of grammar was a need to better understand the structure of their language. In the Middle ages, grammar was a matter of a religious education. According to Williams (2005, p. 8), this change led “(...) students and teachers during the Middle Ages had to rely on the Latin grammars produced by Donatus and Priscian to understand the form and function of the language”. In the 18th century, for example, grammar started to be treated as a normative issue where the study of Latin would produce a correct English. Language scholars noted that well-educated people wrote and spoke good Latin, so they applied these academic exercises to modern languages, and deviations from the prescribed norm were unproductive. From the 19th century on, the industrialization process

helped to establish the study of the prescriptive set of rules, but also it claimed a foundation for descriptive grammars.

Based on that brief review, we agree with Williams (2005) that even though grammar instruction is one of the most significant parts of the language curriculum, it is relevant to say that even the Language scholars understand and use the new grammar and embrace a more descriptive orientation, language teachers still prefer prescriptive grammars. Concerning that, I think it is relevant to know the reasons it still happens and maybe it will be necessary to investigate how teachers feel prepared to teach English languages at school. As it is not the focus of this paper, I will turn my attention to the scope of this paper.

First of all, I want to focus my attention on the definition of grammar and what it accomplishes. Thornbury, (1999, p. 11) states that “grammar is conventionally seen as the study of syntax and morphology of the sentences”, but also communicates meanings. To the author, grammar is treated as a descriptive form, in which the rules that govern how a language’s sentence is formed are considered. Thornbury (1999) points out that it is not enough to explain other complex utterances where the speaker makes choices according to the contexts of language use. I may say his view of grammar is more related to functionalism.

It means to say that among other things, the author states that to teach grammar, teachers may take into consideration the approaches they will probably need. Thus, Thornbury (1999) presents two important definitions of approaching grammar: the deductive and inductive ones. About the deductive one, Thornbury (1999) says that

deductive approach starts with the presentation of a rule and is followed by examples in which the rule is Applied [...] an inductive approach starts with some examples from \which a rule is inferred. [...] In place of the terms deductive and inductive, it may be easier to use the terms rule-driven learning and discovery learning respectively.

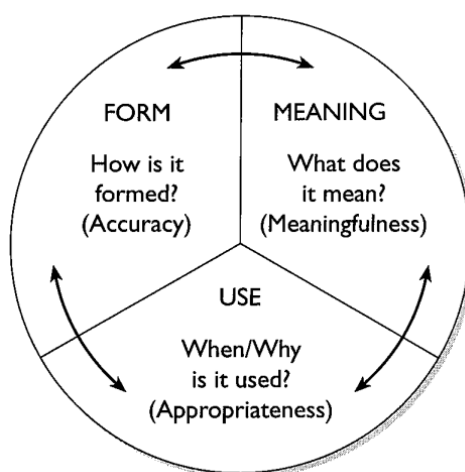
On the other hand, the inductive grammar approach is seen as a natural learning that can occur through experience, along the lines of first language acquisition, where the child learns the first language through exposure to the language (THORNBURY, 1999).

In Larsen-Freeman's (2001) view, the teaching of grammar is not limited to the teaching of grammatical rules; grammar can be worked with a focus on three dimensions: form - linguistic structures, semantics - meaning of words, or pragmatics - language use. Although

the focus is on teaching one of the dimensions, they are always interrelated. Form will be linked to deductive teaching, while semantics and pragmatics to inductive teaching.

Later, Celce-Murcia and Larsen-Freeman (2016, p.12) lead us to a broader definition of grammar and they state that “grammar is a meaning-making resource. It is made up of lexicogrammatical form, meaning, and use constructions that are appropriate to the context and that operate at the word, phrase, sentence, and textual levels”. In order to help teachers to have a better understanding of such definitions, the authors refer to the field of grammar studies as dimensions of **form**, **meaning** and **use**. See the figure below:

Figure 1 - The three dimensions of teaching grammar



Source: Celce-Murcia and Larsen-Freeman (2016)

According to the authors, this pie chart must be used if the teacher is attempting to use grammar in a communicative way. As we can see in Figure 1, the sets indicate that the three dimensions are interrelated, which means all the dimensions may influence one another. In the Form dimension, the focus is on how a particular grammar structure is formed. There, we study the word form (morphology) and word order (syntax). The Meaning dimension involves the semantics. The Use dimension deals with the choices users make when using the form of language in texts or social communication (CELCE-MURCIA; LARSEN-FREEMAN, 2016).

In conclusion, Celce-Murcia and Larsen-Freeman (2016) explain that this pie chart can be used as a tool to help teachers understand the relation between the three dimensions. The authors believe it is “a useful conceptual framework for teaching grammar” (p. 14). When teachers take into account that it can be more than a structure, they can help students to develop not only the accuracy, but to learn how to use the constructions meaningfully and to know how to use them appropriately.

In the next section, I will present the most popular English teaching methods and their characteristics. I will also make a relation to the use of grammar on them.

ENGLISH TEACHING METHODS AND CHARACTERISTICS.

The BNCC (Base Nacional Comum Curricular - Common National Curricular Base) foresees and substantiates that the new high school will have English as one of the curricular components, thus the need to address the language and to bring new methodological alternatives for its teaching and the description of the methodologies is done in an attempt to develop skills and competences for language learning.

Therefore, trying out different kinds of teaching methods is necessary for teachers to appropriate new ways of teaching languages, of using different alternatives that will help them in their pedagogical practices. It will also help them to broaden their teaching strategies and to create a conscious raising on what to teach and how to teach about the English language (LARSEN-FREEMAN-ANDERSON, 2013).

In the opinion of some authors, rather than being eclectic, the English language teacher should seek to develop his sense of acceptability and understanding of his teaching and the learning outcomes he gets (PRABHU, 1990). It is, therefore, about the teachers' understanding and awareness of what they do in the classroom and the learning gains from their teaching. In view of this, Martins (1995, p. 44) states that "Significant changes [in the teaching process] will only be possible to the extent that the teacher has a deep understanding of the rationale for his practice and a clear political option about his pedagogical act." In other words, teachers need to understand that teaching a language is more than knowing the content they are teaching. Indeed, the process by which the content is learned needs attention as well (CELCE-MURCIA; LARSEN-FREEMAN, 2016).

Considering the three dimensions of teaching grammar, as presented previously, I may say if teachers intend to teach any language, it demands the context itself, so the methods teachers are supposed to use depends on what meaning is required, to whom the method is for, the purpose, and so on (PRAHBU, 1990). According to Prahbu (1990, p. 162), this suggests that "there is no best method therefore means that no single method is best for everyone, as there are important variations in the teaching context that influence what is best". The author's statement can be explained if we consider the learning process as a complex one, so there are several variables that may influence teaching and learning. As it is not my intention to deal with

teaching methods in detail, what I want is merely to identify the possible ways to teach grammar. To do so, I believe it is important to look after methods that have been used around the world and in Brazil. In order to seek for the grammar teaching strategies, I organized the information into a table, which I show below:

Table 1 - Methods/Approaches: Years and Grammar Model Adopted.

	Grammar-Translation Method	Direct Method	Audio Lingual Method	Communicative Approach
Years	From the end of the 18th century	Between the end of the 19th century and the beginning of the 20th	From the 1950s (20th century)	Between 1970 and 1980 (20th century)
Adopted grammar model	Use of deductive grammar	Use of inductive grammar	Use of inductive grammar	Use of inductive grammar.

Source: Based on Schlindwein; Sorte (2016)

According to Table 1, the Communicative approach was the last method designed for teaching English. Even Though, it has become a popular method in Brazil, I figure teachers have adopted the possible methods they believe are helpful. To look at the grammar models adopted in each method, I considered the two approaches presented by Thornbury (1999): the deductive and inductive ones. According to Larsen-Freeman; Anderson (2013) The Grammar-Translation Method is a teaching method based on the translation of grammar using the native language and teaching occurs deductively, where the teacher explains rules and students apply them with examples, besides memorization of vocabulary and excessive practice of reading and writing.

Still looking at Table 1, In the direct method, teaching takes place directly in the target language, with demonstrations and visual resources without any use of the mother tongue.

The Audio-Lingual Method is an oral approach that occurs through listening and repeating target language words and phrases countless times. The teaching is inductive grammar, with practical examples, dialogues through imitation, repetition, and reading and writing through oral activities.

The Communicative Approach works on the development of communicative competence with the use of the target language, rejecting fictitious dialogues and making use of dialogues in real contexts. In this approach, teaching is inductive, with grammatical contextualization, student-student and student-teacher interaction, and decentralization of grammatical rules.

As we can see in the Table 1 above, the Direct method, the Audio lingual and the Communicative approach (CLT) are differentiated from Grammar Translation by the use of inductive grammar teaching. For the similarities between the three methods: Direct, Audio lingual and Communicative Approach, the inductive teaching of grammar stands out, that is, the teaching of language is conducted without explicitly studies of grammatical rules. (LARSEN-FREEMAN-ANDERSON, 2013).

Hence, as I have discussed the concepts of grammar and how it can be adopted in the English teaching methods, I will make reflections about the experience I had at schools by analyzing the lessons I taught there.

RESULTS AND DISCUSSIONS

Lesson planning is of fundamental importance for the success of the teaching-learning process, as it guides the performance of the activities during the classes. Its absence can result in disorganized classes, which can cause students' lack of interest in the content taught and make the classes unstimulating. According to Libâneo (2006, p. 221) "school planning is a teaching task that includes both the forecast of teaching activities in terms of organization and coordination in relation to the proposed objectives, and their review and adjustment during the teaching process". Thus, a lesson plan is an essential document for the teacher to describe the teaching methodologies that will be used, the objectives to be achieved, among other constituent elements of the plan and that can be changed when necessary.

During the lessons and activities carried out in the 2nd year high school class, it was observed that not everything that was thought for lesson planning was possible. In some

activities, for example, the planned goals were even achieved by the students, as they were able to recognize sentences constructed in the present perfect and express themselves and talk to their classmates about their personal accomplishments in English as had been thought of.

But at certain points in the lesson, some changes in the command of some activities were necessary to facilitate the students' understanding, as well as it was necessary to explore more of the taught contents in order to bring the students closer to the goals we would like to achieve. One of the difficulties encountered during the planning process was to think about and construct activities based on the inductive approach, due to little experience with this type of approach. This made the planning take longer, both to organize the ideas, and to design the lessons and activities. These processes of mismatches in our teaching practice are processes that can be constant and are important for our learning as teachers. This also leads us to realize that theory and practice complement each other, but that much of what is studied in the literature cannot be put into practice.

In order to identify which grammar approach arises in my language teaching, I organized a Table with the activities used in the lessons, which is presented as following:

Table 2: Grammar models and activities used in the lessons during the Internship.

DATE / CLASS TIME	CLASSES / ACTIVITIES	GRAMMAR MODEL USED
<p>17/10/2022 DAY (2 classes: 90 minutes)</p>	<ul style="list-style-type: none"> ➤ CLASS 1: I commented, in Portuguese, on my personal accomplishments, showed pictures with English phrases, and asked what they could observe about class. ➤ CLASS 2: Study about the present perfect. ➤ ACTIVITY 1: Complete the sentences correctly using the participle of the verbs in parentheses and the ➤ CLASS 2: Explanation of the difference between past simple and present perfect. 	<p>Inductive grammar (inductive teaching)</p> <p>Deductive grammar (deductive teaching)</p> <p>Deductive grammar (deductive teaching)</p> <p>Deductive grammar (deductive teaching)</p>
<p>31/10/2022 DAY (2 classes: 90 minutes)</p>	<ul style="list-style-type: none"> ➤ CLASS REVIEW 1: Review about present perfect, simple past, and personal achievements. ➤ ACTIVITY 1: Eliminate from the random roulette wheel, sentences that are not in the present perfect. ➤ ACTIVITY 2: Use the verbs in the box to complete the sentences in the PRESENT PERFECT. Analyze the contexts according to the pictures. ➤ ACTIVITY 3: Expressing in English about your personal achievements using the present perfect 	<p>Deductive grammar (deductive teaching)</p> <p>Deductive grammar (deductive teaching)</p> <p>Deductive grammar (deductive teaching)</p> <p>Deductive grammar (deductive teaching)</p>

Source: Elaborated by the author.

WHAT MODELS OF ENGLISH LANGUAGE GRAMMAR ARE USED IN MY CLASSES?

According to Table 2 "Grammar models and activities used in the lessons during the Internship" and the descriptions of the lessons of day 17th, it was possible to notice that I could use the two grammar approaches to teach the language: deductive and inductive ones. To ratify the two teaching models, I first show a fragment of the lessons, then a fragment of the applied

activities and an activity model. As a sequence, I present a slide with an inductive approach model. The first one resemble the inductive teaching of grammar as we can see in the example below:

Image 1- Lesson about Present Perfect



Extract 1-[...] I commented, in Portuguese, on my personal accomplishments, showed pictures with English phrases, and asked what they could observe about class (Description of the lesson for the 17th day)

When I planned this lesson, the choices I made were probably based on the readings and talks from subjects such as *Applied Methodology to the English Language Teaching*¹ and *the Supervised Internships*². I realized that at such moments of the lesson it is possible to use an implicit grammar teaching to help students to learn the structure of the language more naturally. I support my reflections on Larsen-Freeman (2001) when she states an inductive teaching is done through observations and inferences from the lessons, this is also stated by Thornbury (1999, p. 29) who says that "an inductive approach starts with some examples from which a rule is inferred".

On the other hand, a deductive grammar teaching is one in which the teacher uses grammar rules without contextualizing what is being taught, that is, the teacher teaches the rules

¹ *Metodologia Aplicada ao Ensino da Língua Inglesa*

² *Estágios Supervisionados*

and their usage, while the students apply them as an example in the activities (LARSEN-FREEMAN, 2001). To complement this, Thornbury (1999, p. 29) states that: "deductive approach starts with the presentation of a rule and is followed by examples in which the rule is Applied" . In order to present how I used this model, I brought an example from one of the moments of a lesson:

Image 2 - ACTIVITY: Use the verbs in the box to complete the sentences in the PERFECT PRESENT. Analyze the contexts according to the pictures.

Use the verbs from the box in the PRESENT PERFECT to complete the sentences. Analyze the contexts according to the images.

Play go study drive wash travel sleep

1) I _____ my car every weekend



5) I _____ my car



2) The boy _____ football every day



6) The teacher _____ to work in Bragança



3) She _____ with her boyfriend.



7) They _____ to Ajuruteau beach.



4) She _____ a lot



Extract 2 - [...] study about the present perfect. For the construction of sentences in the present perfect, the linguistic elements characteristic of this verb tense are used: HAVE or HAS in affirmative sentences, HAVE NOT or HAS NOT in negative sentences, HAVE or HAS at the beginning of sentences for interrogative forms, in addition to the use of regular or irregular verbs in the past participle. The HAS auxiliary is used in 3rd persons SHE, HE and IT, while HAVE is used for persons YOU, WE and THEY.

WHAT STRATEGIES ARE USED DURING ENGLISH CLASSES?

In order to present the content planned for the lessons, I noticed that I used some strategies from different language teaching methods/approaches. For instance, I used to support the teaching of deductive grammar during the lessons and the activities were: a) the use of the metalanguage to give access to English teaching; b) the comparison between the native language and the target language; c) the use of lists of verbs translated into Portuguese; d) the whiteboard and the paintbrush to exemplify phrases that arose during the classes; e) the audiovisual resources used to speed up the classes and diversify their presentation; f) the audiovisual resources used to speed up the classes and diversify their presentation; g) the class reviews; h) filling in the gap exercises, and; i) the help of physical and virtual dictionaries to translate unknown words in the texts of the activities.

The strategies used to achieve the inductive teaching of grammar during the lessons were: a) the use of the native language; b) the use of a theme about personal accomplishments; c) whiteboard and paintbrush, audiovisual resources and, games; d) organization of group work to promote interaction and mutual help among the students; e) questions and answers in English to promote a possible spontaneous conversation among them.

Despite the strategies used with the objective of working grammar with the students in a contextualized way, we found during the analyses that most of the classes were in the deductive grammar style.

WHY DO I PREFER TO USE THE INDUCTIVE MODELS IN MY TEACHING PRACTICE?

It is likely that most of the choice of the deductive model of grammar teaching at the time of our planning was due to the request made by the school teacher, who requested me to work the content of *present perfect* to follow up on the syllabus, with the grammar rules needed for this tense, or perhaps because of my little experience with the inductive grammar model. According to Gagnoux (2020), the influence of the school teacher in the interns' teaching might limit their choices of what they can do when teaching the English language.

Based on this, I would say that most of my choices for the deductive model may have been to meet the school teacher's request.

But despite this tendency for deductive classes during the internship, I have to consider a personal preference for the inductive model of grammar, because I think this style of teaching is more enriching, it makes the student think, observe and discover, besides making use of the language in a relaxed, contextualized and critical way. And nothing prevents the teacher from explaining a grammatical rule to remove a doubt from the student during inductive teaching, as long as the teacher does not lose track of the inductive model.

FINAL CONSIDERATIONS

Teaching grammar in either deductive or inductive methods presents challenges for both students and teachers. For students, the difficulty may lie in the use of grammatical structures, or in their use in a contextualized way, or both. For teachers, teaching grammar in any method requires training, depth, and flexibility, since classes tend to be heterogeneous, composed of students who have their own particularities and specific learning needs.

The general objective of this research was to analyze the teaching of grammar in the Regency Internship. Based on the results found during its development, it can be indicated that the proposed objective was reached.

One of the main results of the research showed that most of the lessons and activities developed are based on the deductive model of grammar teaching. These results can help teachers to observe how they are directing their classes about grammar and can help them to decide which model of grammar they need to teach the English language.

As for the limitation of the research, it can be pointed out that it was not possible to observe whether new lesson planning and other applications of activities would bring about a balance between the models or whether they would be more focused on the inductive method, as it was only possible to have 4 lessons in the class. Therefore, in relation to future investigations, a longer period of class time in the class and consequently more planning is recommended so that this observation can be made.

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APPENDIX

Description of the English classes

After the observational Internship part taken in the first semester of 2022 in the 2nd year of high school, at Escola Rio Caeté, in Bragança in the State of Pará, I went to the second moment of the supervised internship, which was to think about planning the classes themselves. These classes were designed to help us to understand an English lesson and its characteristics, that is, the moment to put into practice what was discussed in class during the Supervised Internship discipline at the university with professor Dra. Gelly Gainoux.

For the elaboration of our evaluation plan, the class was divided into pairs. To organize the lesson, we were asked to use a theme about a certain social context to use a vocabulary related to that theme and that, in addition, to make use of a linguistic framework, which were suggested by my university professor.

For my team, I was asked to use a theme about family relationships. My partner and I decided to use vocabulary about relationships, vocabulary about false friends and the use of simple past as a language structure. In fact, the idea of this work was to make a lesson plan that was related to a social context and a type of textual genre. From what was requested, the plan was prepared with the necessary criteria for its construction, with the initial approaches of the class, with the objectives outlined to achieve what was proposed during the activities, with the explanation of the necessary content for the class, with the activities designed to be applied for the students to put into practice what they had understood, among other procedures that were described in the plan. Unfortunately, when it was presented and analyzed in the class during the theoretical part of the Internship. I discovered that some actions that I intended to carry out in class, were not in accordance with the proposal that the teacher had requested and that some activities that I intended to carry out did not contemplate some of the objectives of the plan.

An example of this was to make the students able to discuss and reflect on different models of families, such as traditional family, family of a same-sex couple, family of single father or mother, among other models of contemporary family, however, some of the activities proposed in the plan I elaborated, they were much more related to the use of grammar, where there was only one text with words referring to family, that is, vocabulary about family without there being a context about family models that exists in modernity and that could lead to a

reflection about that context. Although the lesson plan had not fully met the proposal requested by the teacher and I had been a little frustrated with the plan I had prepared, this helped me to reflect on the moment of planning, the moment of being attentive to the lesson models that we designed to teach the English language.

This reflection made me pay attention to a lesson plan that would not only be at the service of studies of grammatical structures, but that would also be at the service of a social context, a context that would also bring to the teacher and their students a reflection at the time of teaching, teaching and learning of the English language.

From this point on, I started the elaboration of the lesson plan for the class. I then thought about a topic that I could work with this verb tense, the present perfect tense, requested by the teacher, but before that I talked to some students in the observed class about a possible topic they would like to work on during class. I then suggested some topics they could choose, one of them being about personal achievements, since most students accepted the topic as a suggestion, I started the lesson plan step by step so that it would help me during my teaching practice in the class.

Having this, I started the plan by putting the topic, which was about personal achievements, I put the class, 2nd year of high school, the State School Rio Caeté, the amount of 44 students and the time of 45 minutes for each class, because the pedagogical coordination informed that each class should have 45 minutes in the morning shift, almost a general rule for public schools in the State of Pará.

As the classes were taught in two different weeks, two lesson plans were made. A 90 minute plan to be followed in 2 lessons one week, plus another 90 minute plan to be followed in two more lessons the following week, thus totaling 180 minutes for the 4 lessons given.

In addition to what has already been said about the elaboration of the plan, the skills that were intended to be worked on were put, in this case the intention was to work on the three skills: reading, writing and speaking. Furthermore, the objectives were placed, which were to make it so that at the end of the lessons the students could use in a basic way the present perfect as a linguistic structure, in the affirmative, negative or interrogative forms and that they were able to construct sentences or texts about some of their realizations in the present perfect.

In addition, it was in the plan the methodologies to be used for language teaching, grammar-translation and communicative approach and some teaching strategies, in this case the

use of the Portuguese language to give access to English teaching, the use of the board, data show, activities done in groups so that there would be more interaction among students and sentence constructions so that students could express their realizations through the present perfect and texts with images to help infer context.

After the lesson plans were prepared, on October 17, a Monday, we went to school. We arrived at 7:00 am in the classroom to organize the printed materials and some technological equipment that we would bring to school, my computer and a Data Show borrowed from a friend, as the school's Datashow was not possible because it was already scheduled for other teachers for almost 15 days. We waited until 7:15 for the students who live in the rural area and at 7:25 we started classes. We said good morning, introduced ourselves to the class and asked them to introduce themselves. Some of them just spoke their names, while others went further, said their names, said where they lived and talked about their goals, even some of them said they aspired to study English at university. This initial moment was very interesting, because I noticed that there was a certain relationship and access to dialogue during the lessons.

After that, we explained that we were there authorized by the class teacher, to continue our supervised internship, because we had observed the teacher's English classes in the previous months and that at the moment I was going to teach some classes that would be necessary as pedagogical practice in the classroom and as a conclusion to our supervised internship at the university.

We started the class by commenting, in Portuguese, some of our personal accomplishments, saying the following sentences: I have worked to help my family a lot, I have studied English at university since 2018 and I finished the third sentence by saying I have worked for thirteen years in Bragança. After that, we showed three images on the data show, each one related to sentences written in English demonstrating actions or accomplishments through the present perfect. The first image shown was of friends studying, with the following sentence: My friends and I have studied a lot, the second image referred to a person who was at the airport to travel somewhere, with the sentence: She has traveled by plane many times and the third image of a teacher at a school, with the following sentence: The teacher Zildeny has worked here in the Rio Caeté School for twenty years. This third sentence was constructed with the name of the class teacher, to draw more attention to the students and with the goal of making a sentence more familiar to them. After that we asked them to talk about what they observed, they talked about the realizations of the presence of some verbs they knew.

After this moment of conversation, we asked them to talk about some of their personal accomplishments. Some asked me if they could speak in Portuguese. We answered yes, that they were comfortable, but that at some points in the class it would be necessary to speak in English.

Many of them answered that they had studied English a lot since the sixth grade, others answered that they worked at the fair with their parents but that they wanted to attend a university, others were silent and some made other comments that helped during this dialog. Having done this, we began a brief study of the present perfect. We explored the organization of the structure of the present perfect. We said that for the elaboration of sentences or texts in the present perfect, the presence of some linguistic elements characteristic of this verb tense was necessary, such as the auxiliary verbs HAVE or HAS and regular or irregular verbs in the past participle. I explained that the auxiliary verbs HAVE and HAS should be used in affirmative sentences, and that the form HAVE NOT or HAS NOT and its abbreviations HAVEN'T and HASN'T should be used in negative sentences and that the use of HAVE or HAS in interrogative forms are placed at the beginning of sentences. In addition it was said that they should add regular or irregular verbs in the past participle and that the auxiliary HAS is used for the persons SHE, HE and IT while the auxiliary HAVE should be used to mark the persons YOU, WE AND THEY.

While addressing the subject, I asked if they had ever studied this language structure. They said no, but found it contradictory that it is called present perfect, but the actions take place in the past. We then explained that this verb tense does not exist in Portuguese and that there are some aspects that help us understand this idea. As an example of these aspects, we mentioned that an action that started in the past and continues until the present moment would be an example of present perfect, said that the actions that someone had been developing recently would be another example.

Some questions arose during the explanation, 2 students asked us to explain again the use of HAS and HAVE to people. We explained again to reinforce understanding. Another doubt during these first few days of class was about how to differentiate the present perfect from the simple past, as some students were confused by the use of the verb in the past in both the present perfect and also in the simple past. I used a class time, which was not planned, to differentiate the verb tenses. At this point an adaptation in the lesson was necessary to reach the

students. Therefore, we explained about the construction of the simple past showing the difference between the construction of the present perfect and saying that the simple past expresses the idea of a finished past that is no longer related to either the present or the future and that in the present perfect no beginning and ending time is defined.

After that, to differentiate and solve the students' doubts, we wrote, in English, three sentences in the simple past on the board: She traveled Yesterday to Bragança, played football last Friday and The students studied a lot to test last week

There was even some concern in following the plan according to what I had planned, but during our pedagogical practice, we realized that not everything described in the plan can be executed while conducting the classes, due to new directions that arise and become necessary to satisfy the demands and meet the reality of our public school students.

Having done the necessary studies and explanations so that the learners could use this perfect, as an action for some achievements, the first activity was performed in pairs and in some cases with three students as a strategy to help each other and have interaction among them. In this first activity, on the 17th day, the students had to complete correctly the proposed sentences using the auxiliaries: HAS for the third person (HE, SHE or IT), or HAVE for the persons (I, YOU, WE or THEY), besides the use of regular or irregular verbs in the past participle, to make the sentence in the present perfect. For this, they consulted a list with 18 verbs arranged in columns: in the first column of this list, the verbs were written in their basic form, in the second column they were written in the simple past, in the third column they were written in the past participle, and in the fourth and last column were their meanings in Portuguese.

They were given the instruction to perform the activity, which in this case they should use the auxiliary verbs and use the regular or irregular verbs in the past participle to complete the activity. When giving feedback to the students, we noticed that some of them had some difficulties in understanding the usage of both auxiliary verbs and the choice of both regular and irregular verbs. In some cases, for example, there was an exchange of the verb STUDIED for STUDY, WORKED for WORK, among other regular verbs, as well as the exchange of the verb SLEPT for SLEEP, BEEN for BE, among other irregular verbs when completing the sentences of the activity, making it difficult to give the correct answer, but the doubts were solved with new explanations to reformulate the question.

About the last two classes that were scheduled as a sequel to the first, and were to be held on October 24th, it was not possible due to a local holiday. For this reason, they were postponed to October 31, that is, 14 days later.

In the lesson on October 31, most of the procedures described in the second lesson plan were followed. We arrived at 7am to do all the necessary class organization, we waited 10 minutes for the students who live further away and the ones who need a bus to travel from the countryside to school and when it was 7:25am we started the class with a review, talking about personal achievements, remembering the construction of sentences in the present perfect with the use of auxiliaries HAVE/HAS, HAVE NOT/HAS NOT and regular or irregular verbs in the past participle differentiating the simple past.

After the review and after the doubts that occurred during the class were answered, we applied the second activity planned for that day, called random wheel, made in an Internet application called wordwall. The roulette wheel contained sentences that were in the present perfect and sentences that were in the simple past. As not all students had a cell phone and not all of them had access to the Internet, the activity was performed through a data show so that everyone could follow it.

The activity took place as follows: the teacher pushed a button on the application so that the roulette wheel could spin until it stopped. When the wheel stopped, the students had to identify if an arrow on the wheel pointed to sentences built in the present perfect or to sentences built in the simple past. When the arrow pointed to sentences in the simple past, the students would have to eliminate them from the roulette wheel by pressing the eliminate button, thus showing that they had made the correct identification of the verb tense. But, as we noticed that the command of the question was not very explored, we made an adaptation. We asked them to explain the sentence realizations when the roulette wheel arrow stopped on sentences in the present perfect.

Once the first activity of that day was finished, the 2nd activity was applied. It consisted in using seven verbs from a box, which were in their base form, to complete 7 sentences, putting them in the present perfect. When solving the activity, the students would have to observe some images that suggested a context related to some kind of personal achievement, to complete the written sentences, but without having the necessary auxiliaries present, even to check if they could do the completion.

About this activity, the students commented that the images helped them to choose the regular verbs to complete the sentences, which made it easier to solve the questions and perceive the realizations in the contexts shown. This made us realize that the use of images indicating certain contexts during the activities can work as a strategy to facilitate the teaching of English.

Finally, in the 3rd and last activity of this day, students were asked to express, in English, some of their personal accomplishments through the present perfect tense. For the activity, we helped them with some vocabulary words (aunt, grandmother, boyfriend, girlfriend, English teacher, play, wash, ...) for the contexts they wanted to express about their accomplishments and we exemplified with sentences written, in English, on the board about some of our accomplishments: I have worked in Bragança as a teacher for thirteen years, I have been with my relatives, in Belém, every month, among others. Then, we expressed other accomplishments in English, to serve as examples of how the activity should be done.

After that, a time of 20 minutes was allocated for the students to elaborate sentences or texts about their personal accomplishments and then share them with their classmates. We left it free for them to be in groups or alone, but at the time of sharing with the class, each student would have to express themselves individually. Some students asked if they could write about the achievements of their parents or other relatives. We told them to feel free to talk about other people's accomplishments and that the important thing was that they were comfortable speaking in English.

When the time for the construction of the third and last activity was over, it was time for them to share their accomplishments with the class. This moment was of great importance, because we were able to put into practice a class model we had thought of, which was to have them orally express, in English, contexts from their realities.

At the end, we asked the students what they perceived about classes taught during the internship. They said it was a different class, more diverse, with more interaction among students. They commented that teaching the English language in a contextualized way becomes more interesting and that in these contextualized and interactive classes they had opportunities to put some of the conversation into practice and that a good explanation added to the students' dedication makes the difference in teaching English. They also said that their biggest difficulties are with pronunciation, with the meanings of words and with grammar rules.

