


**ENGLISH LANGUAGE TEACHING: A CRITICAL REFLECTION ON THE
METHODOLOGICAL PROCESS AS A RESOURCE TO FACILITATE LEARNING****ENSINO DA LÍNGUA INGLESA: UMA REFLEXÃO CRÍTICA SOBRE O PROCESSO
METODOLÓGICO COMO RECURSO FACILITADOR DA APRENDIZAGEM****LA ENSEÑANZA DE LA LENGUA INGLESA: UNA REFLEXIÓN CRÍTICA
SOBRE EL PROCESO METODOLÓGICO COMO RECURSO PARA FACILITAR
EL APRENDIZAJE**

 <https://doi.org/10.56238/sevened2025.022-006>

Andreza Louise Macêdo dos Anjos de Menezes

RESUMO

A presente monografia tem por objetivo principal, tecer uma reflexão sobre a importância do uso de metodologias prazerosas no ensino de língua inglesa e como sua utilização contribui para a construção de uma aprendizagem diferenciada e significativa. Entendendo que, o ensino de línguas estrangeiras, principalmente o da língua Inglesa, vem sendo de forma abrangente valorizado e difundido no Brasil nos últimos anos, o que provocou nas escolas tanto públicas quanto particulares, a oferecê-lo muitas das vezes, desde as primeiras séries do Ensino Fundamental. Sendo esta pautada numa pesquisa bibliográfica, a partir de artigos periódicos, livros que evidenciem a temática, dissertações e teses em revistas especializadas, sendo a análise da coleta de dados de forma qualitativa. Pois o estudo do Inglês como língua franca é utilizada por várias pessoas no mundo inteiro, com vários propósitos, ocasionando assim, implicações diretas tanto no processo de ensino, quanto no processo de aprendizagem, ressignificando assim, os motivos que se tem para aprender Inglês, bem como, a ampliação das temáticas que são levadas para a sala de aula sobre a conscientização da importância do papel da língua inglesa, pois esta é uma língua de comunicação internacional, e que é utilizada com frequência na Internet, no meio acadêmico, nas relações comerciais, e tantos outros ambientes. Observa-se ainda, a propagação das escolas bilíngues e particulares que tem iniciado cada vez mais cedo o ensino deste idioma.

Palavras-chave: Aprendizagem; Língua Inglesa; Metodologia.

ABSTRACT

The main objective of this monograph is to reflect on the importance of using enjoyable methodologies in English language teaching and how their use contributes to the construction of differentiated and meaningful learning. Understanding that the teaching of foreign languages, especially English, has been widely valued and disseminated in Brazil in recent years, which has led both public and private schools to offer it, often from the first grades of elementary school. This study is based on bibliographical research, using periodical articles, books on the subject, dissertations and theses in specialized journals, and the analysis of data collection is qualitative. Because the study of English as a lingua franca is used by many people around the world for various purposes, thus having direct implications for both the teaching and learning processes, thus re-signifying the reasons for learning English, as well as broadening the themes that are taken into the classroom about raising awareness of the importance of the role of the English language, as it is a language



of international communication, and is used frequently on the Internet, in academia, in commercial relations, and many other environments. We can also see the spread of bilingual and private schools, which are starting to teach this language at an increasingly early age.

Keywords: Learning; English Language; Methodology.

RESUMEN

El objetivo principal de esta monografía es reflexionar sobre la importancia de utilizar metodologías lúdicas en la enseñanza del inglés y cómo su uso contribuye a la construcción de aprendizajes diferenciados y significativos. Entendiendo que la enseñanza de lenguas extranjeras, especialmente del inglés, ha sido ampliamente valorada y difundida en Brasil en los últimos años, lo que ha llevado a las escuelas públicas y particulares a ofrecerla, muchas veces desde los primeros grados de la enseñanza primaria. Este estudio se basa en una investigación bibliográfica, utilizando artículos periódicos, libros sobre el tema, disertaciones y tesis en revistas especializadas, con un análisis cualitativo de los datos recogidos. Porque el estudio del inglés como lengua franca es utilizado por muchas personas en todo el mundo para diversos fines, teniendo así implicaciones directas tanto en los procesos de enseñanza como de aprendizaje, resignificando así las razones para aprender inglés, además de ampliar los temas que se llevan al aula sobre la concienciación de la importancia del papel de la lengua inglesa, ya que es una lengua de comunicación internacional, y se utiliza con frecuencia en Internet, en el mundo académico, en las relaciones comerciales, y muchos otros entornos. También se observa la expansión de las escuelas bilingües y públicas, que empiezan a enseñar esta lengua a una edad cada vez más temprana.

Palabras clave: Aprendizaje; Lengua inglesa; Metodología.



INTRODUCTION

The teaching of the English language is included in the curriculum of most Brazilian public schools, with regard to the choice of a foreign language, the teaching of a foreign language is a curricular component and has become mandatory since the new Law of Guidelines and Bases of National Education, and in order to implement the LDBEN, as well as, To assist teachers throughout Brazil, with regard to the teaching-learning process within the systematized educational scope, the Ministry of Education and Culture (MEC) created the National Curriculum Parameters (PCN's) in 1998, a document that aims to be a resource that references the discussions and positions taken on teaching and learning Foreign Language in Brazilian schools.

To this end, this monograph will deal with the English Language, seeking to answer: How can the methodology be a facilitating resource for the learning of the English language in the school environment?. Thus, aiming to weave a reflection on the importance of using pleasurable methodologies in English language teaching and how their use contributes to the construction of differentiated and meaningful learning. Since the reflection on the methodological process and knowing the main pleasurable and facilitating methodologies, the educator can contribute significantly to the improvement of the teaching-learning process of the English language. This will provoke in the student the understanding of his role as a citizen and the importance of the foreign language in his social environment, because learning also results from the relationship between social behavior and the perceptions of the student towards it.

This monograph will be written from bibliographic research collected in periodical articles, books that highlight the theme, dissertations and theses in specialized journals, as well as materials taken from reliable websites. With an analysis of the data collection, it will occur in a qualitative way, from the description of the researched sources, making a diagnosis for the understanding of the theme, which may allow the obtaining of answers to the study, as well as set a precedent for new studies.

ENGLISH LANGUAGE TEACHING: A CRITICAL REFLECTION ON THE METHODOLOGICAL PROCESS AS A FACILITATING RESOURCE FOR LEARNING

Communication between different peoples has caused and causes a need to learn the foreign language, since, being in a globalized world, there are different forms and needs of communication between them, so institutionalizing the teaching of the foreign language is a determining factor for the improvement of relations: economic, diplomatic, social, commercial or militares. Com the Renaissance, Languages became a primary source of



communication, thus making Latin a language in disuse and strengthening languages such as: French, Italian, English, Spanish, German and Dutch.

English plays a large role in the power and influence of the U.S. economy. This influence has grown throughout this century, especially since World War II, and reached its apogee in the so-called Globalized Society and high technological level, in which some individuals live at the end of this century. English, today, is the most used language in the business world, and in some countries such as the Netherlands, Switzerland and Finland, its dominance is practically universal in Universities (BRASIL, 1998, p.23).

The teaching of foreign languages in Brazil began in the nineteenth century, in a decree signed by the Prince Regent of Portugal D. João VI who had just arrived in the country and in 1809 the teaching of the English and French language was instituted, however, only from 1930 onwards the teaching of the English language took on greater proportions, as it was used as a strategic element during the world political tensions that ended up culminating in the Second World War Worldwide. Still in the 30s, the "Brazilian Society of English Culture" was established, the "Brazil-United States University Institute" which was later renamed "Brazil-United States Cultural Union"; and from 1960, commercial courses in English language teaching began. Nowadays, learning English represents creating survival mechanisms, and for this, the teaching of English is mandatory in the teaching units, however, according to RICARDO (1988, p.26):

[...] English as it is usually taught in Brazilian public schools (late and only twice a week) is a pure waste of time for students and a total waste for the State. Either English is necessary or it is unnecessary and is eliminated from the curriculum.

What the Brazilian Educational System needs to understand is that English is not a universal language in all spheres of social functionalism, and the way it is taught in schools does not provide equal rights to all people, and this affirmation will be given through the various researches carried out on the teaching of the language in schools, among these researches, it is important to highlight the one carried out by Maza (1997), under the title "The role of the foreign language teacher: a retrospective", which permeates how the English language teacher has been seen, in addition to permeating the importance of their academic training, which is a challenge, because many although they do not have it, it still teaches the language, and this training has an effective impact since it provides presuppositions for language teaching, which facilitates the teaching process, and therefore the learning process.

Therefore, it is necessary for the teacher to review his pedagogical practice, and observe whether his actions in the classroom, which are loaded with personal visions and knowledge acquired during academic training and will define his way of teaching. From the



moment that the teacher recognizes how this is his praxis and the school identifies him as such, both will be able to make interferences that really materialize the teaching of the English language, taking the student and the teacher out of passivity, with regard to the process of teaching and learning; There are several mechanisms for the effective learning of the language, in order to provoke and motivate the learning of it, regardless of the methodology that it uses, which must always excel in the sieve of "learning to learn", thus making this student also responsible for his learning.

According to Charlot (2005, p. 19), the relationship with knowledge is:

The subject's relationship with himself, with others and with the world and the fact that the student succeeds is not something that depends exclusively on the teacher, because the learner is also a co-participant in the "intellectual activity" and must "mobilize". [...] Mobilization is an internal movement of the student, it is the internal dynamics of the student that, evidently, is articulated with the problem of desire.

Based on this principle, the relationships between teacher and students are decisive for the teaching and learning process, since it is permeated by personal, sentimental, social and economic issues. From the moment the teacher mobilizes the student for the development of his learning, making him understand that he needs to want to learn for learning to materialize. Still in this perspective, the author states:

[...] Learning is only possible if it is imbued with desire (conscious or unconscious) and if there is an involvement of the learner. In other words: one can only teach someone who accepts to learn, that is, who accepts to invest himself intellectually. The teacher does not produce knowledge in the student, he does something (a class, the application of a learning device, etc.) so that the student himself does what is essential, the intellectual work. (CHARLOT, 2005, p. 76).

By understanding that the world in which we live is a hypertext, and that it must be explored, it becomes easier to be imbued with the concept that those who learn appropriate knowledge, and by appropriating it, this modifies their living, and this learning must be constant, which implies "knowing how to learn", because learning is nothing more, nothing less than living fully.

Lately, language teachers have paid more attention to the role of the learner in the process of learning the second language. The methods [the strategies] that the learner employs to internalize and express himself in the language is as important as or more important than the teacher's methods (BROWN, 1994, p. 20).

It is up to the teacher to invest in the discovery of strategies that make students use them to learn, based on the premise that they have different learning styles, that is,



although the grade is the same they do not learn homogeneously, and it is to this fact that the teacher must be attentive, as pedagogical practice is essential, that it encourages individual learning strategies.

Teachers should not honor only one way of teaching the language, because there is a new world in front of us, and the same that everyone has the skills to deal with all the variants of the language. Thus, according to Faraco, what we are looking for are procedures that, in practice, help, contribute, add subsidies to the teaching and learning of language, as a way to promote the integration of knowledge. (FARACO, 2007, p.13).

It should be understood that the foreign language is very important, however, the teaching of the foreign language will be permeated by some difficulties, and among them, the lack of qualification of teachers. And because there is an exaggerated number of students in the number of qualified teachers, teachers without training for language teaching end up being placed, which makes it difficult to produce fluent English language teaching, because most professionals are unable to communicate in English correctly, and end up teaching the objectives of teaching the English language in a superficial way, which does not bring personal satisfaction to either the student or the teacher, since the main objective is to work with the skills of listening and speaking English.

In order to identify and solve the main difficulties encountered not only by the students, but also to observe the teaching method and the learning alternatives adopted by the teacher for the teaching of the second language, it is of paramount importance to specific training, which will provide a reflection between theories and practices, which will facilitate the intellectual and mental development of the individual, since, when organizing and planning their work, the teacher will look for resources that help the learning process both in the mother tongue and in a second language, in this case, the English language.

In this intent, the English language teacher needs to understand and believe that the student is capable of learning, and encourage him during the teaching and learning process, making him understand that learning another language provides the expansion of his knowledge. And this knowledge will expand their social practice, because they will act effectively in the environment in which they live, that is, in the classroom, the teacher must be guided by a practice that makes the student perceive the world around him, thus building his identity, from critical thinking, which will be built during classes, that has as its principle to take the student from common sense to scientific, from the I'm not capable to the I can transform my life and consequently, the place where I live.

Understanding the use of language as a social practice implies understanding it as a historically situated mode of action, which is socially constituted, but is also



constitutive of social identities, social relations, and systems of knowledge and belief. (RESENDE and RAMALHO, 2005).

To understand that language is a social and dialogical phenomenon is to understand that every human being is constituted through their social relations, and it is in these relations that they transform and emancipate, thus, society and language are inseparable elements of the construction of the subject, and only having as a methodological assumption a critical pedagogy, that the school will realize that it is committed to promoting for each student, the fundamental elements for them to transcend the simple act of assimilating, and to be able to learn and understand how the process of knowledge production takes place and the transformations it makes.

In this sense, English language classes no longer conceive of being taught in a traditional way, where the methodology and contents are static and inseparable from the reality of the students, with the intention of learning only the way to communicate, without promoting the interrelationship between student and text, so that it does not intervene, much less does it interfere with the way of life of each one. The teaching of the English language in the classroom should be a moment of confrontation of the various discourses, which provides the understanding of the various voices introduced in the context, which will facilitate the construction of new meanings and identity, breaking with the ideological constitution that is embedded in the language, as it is a social phenomenon. Because as the Curriculum Guidelines well guide: "[...] The foreign language must present itself as a space to expand contact with other ways of knowing, with other interpretative processes of construction of reality. (1998, p.29)".

The English language teacher must excel in a work that produces a learning of the foreign language in a meaningful way, and this work will only become meaningful and transformative if it is based on the socio-historical context that the student lives, because it is in this context that the textual genres manifest themselves, which will turn it into classes of social practice within the school, and reflecting directly on the social environment of each one, by promoting transformative actions. Social practice is built in human interaction and it is in this interaction that the validation of the precepts and values that are naturally built and constituted over time in a natural way takes place, which makes it easier to identify in the social environment, what the products are and who produces them, understanding that, only by having interdisciplinary practices in the teaching and learning process, where theory and practice are indispensable, because it is not conceivable to learn theory without practice or vice versa, because the combination of the two will enable a confrontation of the



way one lives, for the way one can live, because living dispenses with plurality, criticality, political and cultural formation.

Just as theory and practice are inseparable, so is language and culture, since, when learning the language of others, one ends up learning a little of the culture of the people who speak it, for that, this is another motivating element to make the teacher research in some moments only, but in others with the students how the development of the language where it comes will take place. According to Brown, "Whenever a language is taught, a complex system of customs, values and ways of people, feeling and acting [belonging to the culture of the language] [is taught] (BROWN, 1994, p.25).

During the teaching process, it is necessary for the teacher to propose the development of self-confidence, as this is a determining factor with regard to the act of learning, especially when this learning is related to another language, which does not mean that the teacher will teach students to use the new language learned like the natives, rather, it should make them develop the feeling of being able to learn effectively, because if looking for facilitating mechanisms to teach is important, it is even more important to make students understand that learning effectively also depends on them. What the teacher can do is direct, guide, facilitate and mediate learning with practicable methods, which facilitate socialization, comparison and the transfer of reality, and it is up to the student to understand that he can and is able to learn the English language. "The success that the student obtains in performing some activity results, at least in part, in the fact that he believes that he is really capable of performing this task" (BROWN, 1994, p.23).

By learning a second language, in this case English, the student reconstructs his identity, his way of seeing and thinking about the world, which makes this learning necessary, not only for the school curriculum, but also for the competent action of communicating in all social spheres. For the learning of the second language, it must be understood that there is no formula, but there are resources used in the classroom, such as: audiovisuals, schemes, maps, drawings, figures, images, which become didactic methodologies, other options for improving the study of the foreign language are preparatory courses and exchange, which salutary social empowerment, since the acquired language is adopted by everyone who needs to communicate.

Learning the English language is more than a fad, it is a matter of survival, personal and social empowerment, since it is present in the various social nuances, such as: internet, music, movies, television, store names, clothing brand, electronics. In this sense, promoting criticality, being guided by contextualization, learning in a playful way, are indispensable resources in the process of teaching and learning the English language in the



most diverse and varied daily situations, thus breaking with the teaching of grammar alone, and enabling the learning of the possibilities of communicating and using the language on a daily basis, because:

Knowing grammar means not only knowing these rules of good speaking and writing, but also actively using them in the production of texts. Respect for grammar is also a condition for the beauty of the text. And this is the fundamental relationship between grammar and text. (FRANCHI, p.18, 2006).

However, many times, this teaching process does not effectively contemplate learning, as some students do not understand how to use what is learned in the school environment in their daily lives. Rogers (1974) states that: "The Educational System should always have as its objective the development of people, in a full way and, simultaneously, that leads them to their self-realization". In this intent, the school and the educational system as a whole should always propose a climate conducive to the personal growth of the student, so that he interconnects what is learned in the systematized scope in the other environments in which they circulate.

A way must be found to develop, within the educational system as a whole, and in each component, a climate conducive to personal growth; a climate in which innovation is not frightening, in which the creative capacities of administrators, teachers, and students are nurtured and expressed, rather than stifled. A way has to be found in the system in which the focus is not on teaching, but on the facilitation of self-directed learning. (ROGERS, 1974, p.244).

In the meantime, institutionalized education begins to assume a broad character that predisposes methodologies beyond the formal ones both for teaching and for those who will learn. Thus, the role of the educator is of fundamental importance, since he is responsible for the intentional mediation of knowledge, and only through a pleasurable and facilitating methodology, can the most primitive forms of teaching be overcome.

FINAL CONSIDERATIONS

The conclusive data of this work leads to the understanding that the methodological approach should reflect a historical moment, in which the public school finds itself, and, consequently, society. The school must have as its main objective the preparation of students for the exercise of citizenship, and for this, it is necessary to innovate in the teaching of English language in order to meet this demand.

From this perspective, teachers, students and the school community need to get involved, with the premise of definitively abandoning a utilitarian and alienating view of



English language teaching, seeing it only as a language to be used during communication. Because, there is an increasing need to rescue the social functionality of English language teaching, understanding that it is not neutral, and contributes significantly to the formation of the student, as well as being socially active, through a teaching that makes him perceive the world, producing in the same senses, effectively interfering in reality, in the search to create mechanisms that overcome social injustices, trying to remedy the privilege of some to the detriment of others.

To this end, the teaching of the English language must have language as its main working instrument, as this is a social, historical and ideological phenomenon and the use of it by each human being so that there is a self-transformation, and for the transformation of the environment in which he lives, and, consequently, of society as a whole. The teacher, based on the curricular guidelines, the teaching of English language and diversified methodological resources, ends up providing each student, in addition to effective learning, social inclusion, as he becomes an active being within society, being able to adapt and interact with the various communities and the various knowledge existing in it, taking into account cultures in the formation of their transformative identity.

In this intent, to think about the teaching of the English language is to appropriate a teaching that preserves the discourse of social practice, leaving aside the traditionalist teaching, which has comprehension and communication as a reference, but a teaching based on the principle of critical analysis of the enunciations of the language, seeking a literacy of the foreign language, breaking paradigms and ideologies, giving this language a new social meaning, understanding that methodological practice should be based on the process of action-reflection-action on the world.



REFERENCES

1. Brazil. Ministry of Education and Sports, Secretariat of Fundamental Education. (1998). *National curriculum parameters: Third and fourth cycles of elementary education: Foreign language*. Brasília: MEC.
2. Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
3. Charlot, B. (2005). *On the relationship with knowledge: Elements for a theory* (B. Magne, Trans.). Porto Alegre: Artes Médicas Sul.
4. Faraco, A. (Org.). (2007). *The social relevance of linguistics: Language, theory and teaching*. São Paulo: Parábola.
5. Franchi, C. (2006). *But what is "Grammar"?* São Paulo: Parábola.
6. Maza, F. T. (1997). The role of the foreign language teacher: A retrospective. In M. A. A. Celani (Org.), *Second language teaching: Rediscovering the origins* (pp. 87–105). São Paulo: EDUC.
7. Resende, V. M., & Ramalho, V. C. V. S. (2005). Critical discourse analysis, from the three-dimensional model to the articulation between practices: Theoretical-methodological implications. *Language in Discourse*. Retrieved March 10, 2015, from <http://www3.unisul.br/paginas/ensino/pos/língua/0501/09.htm>
8. Ricardo, J. (1988). *How to teach and learn English and other foreign languages*. São Paulo: Editora Finl.
9. Rogers, C. (1974). *Patient-centered therapy*. Lisbon: Moraes Editores.