



UFPE

**UNIVERSIDADE FEDERAL DE PERNAMBUCO CENTRO DE ARTES E
COMUNICAÇÃO DEPARTAMENTO DE LETRAS LICENCIATURA EM LÍNGUA
INGLESA**

MARÍLIA CRISTINA SANTOS DE ARAÚJO

**ANALYSIS OF ORAL PRACTICE IN THE TEACHING OF ENGLISH AS A
FOREIGN LANGUAGE**

Recife, 2024

MARÍLIA CRISTINA SANTOS DE ARAÚJO

Dissertation written as a requirement for the
attainment of the degree Bachelor in English
Language

Supervisor: Fatiha Dechicha Parahyba

Recife, 2024

Ficha de identificação da obra elaborada pelo autor,
através do programa de geração automática do SIB/UFPE

Araújo, Marília Cristina Santos de.

ANALYSIS OF ORAL PRACTICE IN THE TEACHING OF ENGLISH AS A FOREIGN
LANGUAGE / Marília Cristina Santos de Araújo. - Recife, 2024.

31 p. : il., tab.

Orientador(a): Fatiha Dechicha Parahyba

Trabalho de Conclusão de Curso (Graduação) - Universidade Federal de Pernambuco,
Centro de Artes e Comunicação, Letras Inglês - Licenciatura, 2024.

Inclui referências, apêndices.

1. Oral Practice. 2. Genres. 3. English Teaching. I. Parahyba, Fatiha Dechicha .
(Orientação). II. Título.

400 CDD (22.ed.)

MARÍLIA CRISTINA SANTOS DE ARAÚJO

**ANALYSIS OF ORAL PRACTICE IN THE TEACHING OF ENGLISH AS A
FOREIGN LANGUAGE**

Dissertation written as a requirement for the
attainment of the degree Bachelor in English
Language

Supervisor: Fatiha Dechicha Parahyba

Approved on: 18/10/2024

EXAMINING BOARD

Prof. Dra. Fatiha Dechicha Parahyba (Supervisor)
Federal University of Pernambuco

Profa. Dra. Larissa de Pinho Cavalcanti (Examiner)
Federal Rural University of Pernambuco

Abstract: The implementation of Orality in Basic Education in Pernambuco is a right secured by the Brazilian National Curriculum Standards (*Base Nacional Comum Curricular* - BNCC) (2018) and the Curricular Parameters of Pernambuco (*Parâmetros Curriculares de Pernambuco* - PCPE) (2013). However, while a large number of studies have been conducted on textual genres, little has been explored about the use of oral genres for the teaching and learning of English as a foreign language in Brazil. The present work, in this sense, aims to analyze the use of oral genres and the practice of orality in a class of a Public School of the second year of high school in order to comprehend whether orality is practiced or not and if so, the main difficulties faced by the teacher and the students regarding the elaboration of the oral practices. The theoretical framework of this research is based on the notion of genre presented by Bakhtin (2016) and Schneuwly and Dolz's contributions (2004) on language teaching based on textual genres. The research relies also on the work by Dolz-Mestre and Gagnon (2015) and Dolz, Noverraz and Schneuwly (2004) on the notion of the didactic model of genre and the development of didactic sequences. It also brings Machado and Cristovão (2016) and Marques' contributions (2023) for the comprehension of the implementation of orality in the classroom. The corpus consists of (a) a transcribed interview carried out with the teacher of English, (b) as well as a questionnaire applied to with the English students of the given classroom, (c) and the analysis of an oral activity carried out by the teacher. The findings indicate that the teacher comprehends the necessity of implementing oral practice altogether with the use of genres. However, several factors impede the development of the said practice. The conclusion reached in this paper is that the practice of Orality in the public school remains a challenge, mainly due to the fact that the oral genres are not well developed in Basic Education. Hence, further research on the advantages of the implementation of oral genres and the use of orality is necessary in order to comprehend the impacts of such practices on the language learning process.

Keywords: Orality; Oral genres; Teaching of English .

Resumo: A implementação da Oralidade na educação básica pernambucana é um direito assegurado pela Base Nacional Comum Curricular (BNCC) (2018) e pelos Parâmetros Curriculares de Pernambuco (PCPE) (2013). Entretanto, embora um grande número de estudos tenha sido realizado para a investigação dos gêneros textuais, pouco tem sido explorado sobre o uso dos gêneros orais no ensino e aprendizagem básica do inglês como língua estrangeira no Brasil. Este artigo, nesse sentido, tem como objetivo analisar o uso dos gêneros orais e a prática da Oralidade em uma turma inserida em uma Escola Pública de segundo ano do ensino médio, a fim de compreender se a Oralidade é praticada ou não e, em caso afirmativo, a principais dificuldades enfrentadas pelo professor e pelos alunos na elaboração das práticas orais. O referencial teórico desta pesquisa baseia-se na noção de gênero apresentada por Bakhtin (2016) e nas contribuições de Schneuwly e Dolz (2004) sobre o ensino de línguas baseado em gêneros textuais. O artigo se apoia nos trabalhos de Dolz-Mestre e Gagnon (2015) e Dolz, Noverraz e Schneuwly (2004) sobre a noção de modelo didático de gênero e o desenvolvimento de sequências didáticas. A pesquisa traz ainda os trabalhos de Machado e Cristovão (2016) e Marques (2023) como contribuições para a compreensão da implementação da Oralidade em sala de aula. O corpo consiste em uma entrevista transcrita realizada com o professor de inglês, (b) bem como um questionário aplicado com os alunos de inglês da turma em questão, (c) e a análise de uma atividade oral realizada pelo professor. Os resultados indicam que o professor compreende a necessidade de implementar a prática oral aliada ao uso de gêneros. Porém, vários fatores são impeditivos ao desenvolvimento da prática. A conclusão deste artigo é que a prática da Oralidade na escola pública continua sendo um desafio pelos diversos motivos acima mencionados, principalmente pelo fato de os gêneros orais não serem bem desenvolvidos na educação básica. Nesse sentido, são necessárias mais pesquisas sobre as vantagens da implementação dos gêneros orais e do uso da Oralidade para compreender os impactos de tais práticas no processo de aprendizagem da língua em sala de aula.

Palavras-chave: Oralidade; Gêneros orais; Ensino de inglês

ANALYSIS OF ORAL PRACTICE IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

1 INTRODUCTION

This dissertation focuses on the relevance of the use of orality in English Language Teaching (ELT). Many studies on the theme such as Jacob and Bueno (2020) consider the practice of orality as a tool for social action. The authors explain that it is important to rethink the curricula of the schools in order to prioritize the practice on social interactions rather than the content. By shifting the focus, the school content would be used as an instrument aligned with social practices. In other words, the authors agree that the development of oral practice in the classroom helps redefine didactic practices.

According to Dolz and Schneuwly (1998), the practice of Orality in the classroom is not quite well understood as an autonomous exercise. In fact, it is often a practice that combines oral and written skills. De Pietro and Wirthner (1996) affirm that the practice of reading out loud - referred by the authors as “*escrita oralizada*” represents the most frequent oral practice in the classroom, according to research held with teachers. Andersen H. L. (2019) also mentions that “the teaching of speaking is often a quite neglected area within the language classroom, where writing is favored (p.50)”.

In addition, according to the National Curriculum Parameters (Parâmetros Curriculares Nacionais - PCN), the learning of English in the past focused more on the study of the written language in general, e.g. grammatical structures and the memorization of rules. In order to change that scenario, English language teaching (ELT) in Brazil nowadays adheres to a set of competencies in order to fully enable students to learn the language, one of these competencies is orality. So, by following the cited parameters, teachers would be able to develop the students' capacities in oral genres.

However, despite efforts to develop guidelines for oral practice in English classrooms in Brazil, there are still unresolved challenges related to implementing effective oral communication activities. Silva (2011) states that

[...] Schools that follow the basic guidelines only focus on reading and textual interpretation, and do not value oral communication. Among the four skills of listening, speaking, reading, and writing, speaking should be an important component in the teaching approach. Therefore, it is necessary to review the conditions of public institutions and students in the public school system¹. (Silva, 2011, p.97)

¹¹ Quotations in Portuguese in this paper have been translated by the author. [...] as escolas que seguem as diretrizes de base só atentam para a leitura e interpretação textual, e não valorizam a comunicação oral. Dentre as quatro habilidades de ouvir, falar, ler e escrever, a fala deveria ser um componente importante na abordagem de ensino. Sendo assim, é necessário reaver as condições das instituições e dos alunos da rede pública (SILVA, 2011,p.97)

As it is stated by the authors, even though the practice of orality is considered extremely important, it is still not properly implemented in the classroom.

In this sense, it is extremely important to understand the issues regarding the lack of oral practice in English classes to comprehend how to improve the practice of orality. Thus, this work seeks to answer the following questions:

- a) Is orality in EFL practiced in secondary education?
- b) If so, how is EFL practiced?

The main objective of this research is to analyze the practice of oral skills in English within the classroom. A secondary objective is to identify aspects related to the implementation of oral activities.

Next, the theoretical framework is based on the notion of genre presented by Bakhtin (2009) together with the contributions of Dolz and Schneuwly (2004), Marcuschi (2008) and Dolz and Gagnon (2015) on the teaching of languages based on genres. Furthermore, this work also incorporates Dolz and Schneuwly (2004) research on the practice of orality in the classroom. The corpus consists of a transcribed interview carried out with a teacher of English; a questionnaire held with the students of one classroom; a sample of oral activity conducted by the teacher with the students during the process of observation of the classes.

Thus, this work is divided into three main sections. The first section - divided into subsections - covers the main theoretical aspects on the usage of genres and the practice of orality in elementary education. The second section is the methodology, in which the methods used in the research are detailed. This section addresses the description of the processes mentioned, the types of questions asked and how the data were analyzed. The last section addresses the analysis of the interview, the analysis of the oral activity and the analysis of the questionnaire.

2 Definition and use of orality in the classroom

Dolz and Schneuwly (2004) present orality as a heterogeneous linguistic phenomenon that depends on different contexts. According to the authors, many are the factors that influence the practice of orality. As it is expressed by the authors, one could understand oral practice as the use of the vocal apparatus - responsible for the production of the voice -.

However, there are several other implications in the process of orality rather than the use of the speaking organs.t

The referred authors state that, as important as the capability of using the oral skills is the way it is used. Many linguists lean over the analysis of oral interactions in society. Such as Peter Ladefoged, who researches “the techniques for describing the major phonetic characteristics of a language (ladefoged, 2003, p. vii)”, or David Crystal who dedicated a part of his work to explain and describe the main features of the sound system of the English language. So when it comes to rhythm, intonation, pauses and so forth in the discourse analysis field, specialists are looking for the reasons that lead a certain individual to use a specific tone of voice, what meanings are related to the pauses in the oral interaction, and so forth.

Furthermore, Dolz and Schneuwly (2004) state that oral communication is pervaded by the use of non-linguistic semiotic signs, such as facial expressions, postures and body language, to mention a few. So, it is important to be able to decode not only the language elements but also the non-linguistic means of communication in oral practice.

2.1 The use of orality in basic education

According to Dolz and Schneuwly (2004), the teaching and the use of the oral language in the classroom is incomplete because, even with the mentions of orality in the educational parameters, and although oral practices are present in the classroom routine e.g. the reading of instructions, homework correction and so forth - a formal didactic approach to teaching oral language is still rare. In this sense, it is interesting to observe how orality is addressed in the Brazilian educational documents in order to understand what aspects need to be addressed.

Additionally, the teaching of EFL up to the 1970's used to be focused on the written language. So, the focus on normative rules, grammatical structures, and the lack of contextual aspects were issues pointed out by the educational parameter documents in Brazil. In terms of listening and speaking, the teaching of EFL “[...] meant repeating after the teacher, memorizing a dialog, or responding to drills, reflecting the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetition-based methodologies” (Richards, J. 2008, p.2). To change that scenario, BNCC establishes a set of essential capacities for teaching English. One of them is orality. According to the prescriptive document, orality refers to the language practice of English that focuses on listening

comprehension and speaking production in the classroom, such as debates, dialogues, interviews and so on. According to the BNCC,

Orality also provides the development of a series of behaviors and attitudes - such as taking risks and making oneself understood, giving voice and space to others, understanding and embracing the perspective of others, overcoming misunderstandings and dealing with insecurity for example⁵. (Brasil, 2018, p. 243)²

Additionally, the Curricular Parameters of Pernambuco (Parâmetros Curriculares de Pernambuco - PCPE) align with the parameters set by the BNCC to develop oral practice. In the PCPE it is possible to find the main objectives that need to be reached for the secondary education regarding orality. The main goals which need to be achieved for the second year of High School regarding oral practice are the following:

- To be able to debate socially relevant issues. The students must be capable to analyze different arguments and opinions as well as to formulate and defend points of view and perspectives. In this sense, the oral genres that might be developed in the classroom are debates, presentations, documentaries and so forth.
- To be able to express oneself and to act in processes of individual and collective creation in different artistic languages e.g. visual arts, audiovisual, dance, music, and theater. According to that, the genres that might be developed in the classroom are the literary ones, such as poetry, theater plays, riddles and so on.
- To relate artistic practices to different dimensions of social, cultural, political, and economic life and to identify the process of historical construction of these practices. The multimodal genres that might be developed in the classroom are the artistic-literary ones, such as tutorials, phone calls, videos, enactments, and so forth.

In this sense, the focus on oral communication skills in the secondary school years is essential for the students' overall development. As such, the PCPE (2013) point out the importance of building capacities related to different contexts of interaction,

The student of English, will then, throughout Elementary school and until completing High School, be a progressively more autonomous and fluent learner. In turn, the activities planned to develop their language and discursive abilities [...] must be organized with the objective of preparing

² “a oralidade também proporciona o desenvolvimento de uma série de comportamentos e atitudes – como arriscar-se e se fazer compreender, dar voz e vez ao outro, entender e acolher a perspectiva do outro, superar mal-entendidos e lidar com a insegurança, por exemplo.”

these students to act socially in different contexts of interaction⁶.
(Pernambuco, 2013, p. 18.)³

Therefore, the teaching and development of orality in the classroom is extremely associated with social practices of interaction. As mentioned before, Marcuschi (2008) states that every interaction in society is pervaded by genres. Consequently, the development of oral proficiency within educational settings requires the implementation of oral genres.

3 Teaching English through genres

Many of the studies regarding teaching a foreign language point out the importance of the use of genres. According to Bakhtin (2009), the discursive genres can be defined as everyday communicative activities, such as a job interview, a lecture, or even more informal situations. In this sense, Dolz and Gagnon (2015) agree with Bakhtin (2009) when they say that to define the notion of genre is to take into account the social background and the communicative nature of discourse.

Moreover, Charaudeau and Maingueneau (2002) agree with Bakhtin and also highlight the importance of considering the formal characteristics of genres, which means to understand the pragmatic framework in which texts are inserted. Therefore, it is important to understand the use of genres in everyday interaction as a relatively stable tool for communication. In this regard, genres are molded according to the cultural and social context. As Dolz and Gagnon (2015, p. 27) point out “Genres are selected according to the spheres of activity and distinguished by their function in each of these spheres (the means of communication, the School, Politics, the Church and so forth)⁴.”

Hence, Schneuwly (2004) expands on the concept proposed by Bakhtin to explore the notion of genre as a learning tool. The author employs the term “tool” in reference to Vygotsky’s social interaction theory, wherein interactions are conceived as tripolar activities “the action is mediated by specific objects, socially elaborated, resulting from the experiences of previous generations, through which possible experiences are transmitted and expanded⁵” (Schneuwly, p.21). In this context, the tools not only mediate the interaction, but they also serve as a form of materialization and representation of these interactions. Thus, Schneuwly

³ “O estudante de Inglês será, então, ao longo do Ensino Fundamental e até que conclua o Ensino Médio, um aprendiz gradualmente mais autônomo e mais fluente. Por sua vez, as atividades previstas para desenvolver suas capacidades linguísticas e discursivas [...] devem ser organizadas tendo como horizonte a preparação desses estudantes para agirem socialmente, nos diferentes contextos de interação.”

⁴ Os gêneros são designados de acordo com as esferas das atividades, diferenciando-se, portanto, de acordo com sua finalidade, em cada uma dessas esferas (os meios de comunicação, a escola, a política, a Igreja, etc.)

⁵ “A ação é mediada por objetos específicos, socialmente elaborados, frutos das experiências das gerações precedentes, através dos quais se transmitem e se alargam as experiências possíveis.”

transposes the idea of tools to the use of genres in the classroom. Genres are instruments that make it possible to mediate and materialize the interactions.

Additionally, the author explains that genres follow predefined structures, which help mediate interactions in the classroom. For example, a genre can be selected based on its function in a specific communicative situation. In this sense, the style and composition will vary depending on what the speaker aims to communicate, the chosen environment, and the interlocutors involved. In other words, the teaching of genres occurs in a structured setting, guided by a specific set of parameters, with genres serving as tools to facilitate both comprehension and production in interactions.

Thus, Marcuschi (2008) asserts the idea that communication without genre is not possible. According to the author, genres are not only classifications for human interactions, rather, they are what makes these interactions in society possible. Marcuschi argues that textual genres are embedded into our daily routine, and it is through them that communication takes place.

Furthermore, Dolz and Gagnon (2008) point out the advantages that teaching through the use of genres might arise. The authors express that genres are important learning instruments to develop linguistic situations associated with real contexts of communication in social activities. Furthermore, another advantage is the importance of the use of genres in the construction of learners' communication abilities. the authors reaffirm that

Essential mediators of human activity, associated with the spheres of specific activities, genres are seen as tools due to the fact that, by acting in language situations, their development possibilities are implemented and are acquired through use. (Dolz and Gagnon, 2008, p. 35)⁶

The main advantages of teaching a language through the use of genres, according to Schneuwly (2004) are the following:

First of all, to simplify the development of the content being approached. In the implementation of genres common characteristics will be developed in order to comprehend the main differences amongst them. On the other hand, through the process of implementation, specific characteristics will also be revealed by comparison to the genres discussed beforehand in the classroom. In essence, it is a method for systematically exploring and comprehending genres by focusing on both their shared features and unique characteristics.

Additionally, the possibility to analyze the social practices related to genres, for example, understanding the contexts of production and reception as well as the adaptation of

⁶ “Mediadores essenciais da atividade humana, associados às esferas das atividades específicas, os gêneros são vistos como ferramentas devido ao fato de que, atuando em situações linguageiras, cujas possibilidades de desenvolvimento se atualizam, sendo apropriadas no uso.”

these utterances to the specific communicative contexts.

Therefore, it is essential to grasp the necessity of using genres in the classroom, in order to develop the learners' capacity to be able to communicate and to choose amongst a wide range of possibilities in language speaking circumstances. Moreover, the use of genres associated with the practice of Orality in the classroom makes it possible for students to cope with the many possibilities of language learning.

4 Didactic model of oral genres

This section will address one important tool in the teaching and learning process: the didactic model of genre. The didactic model of genre (De Pietro and Dolz 1997; Dolz and Schneuwly 1998) consists of the provisional description of the main characteristics and features of a genre that might be reached during the process of teaching. In this sense, the main issue is to orient the teaching practice.

According to Brocardo and Costa-Hubes (2014), to use genres in the classroom, it is important for the teacher to be aware of the social function, the context of production, as well as the organizational structures and textual features of the given genre. In this regard, Machado and Cristovão (2006) point out that the creation of a didactic model of genre enables the visualization of the dimensions of genre and the selection of what is possible to be taught and what is necessary for a given level of education. Thus, the didactic model of genre aims to describe the main characteristics indicated by the authors above, enabling the practice of genres in the classroom.

Furthermore, Dolz and Gagnon (2015) state that the description of the main characteristics of a genre might follow an organized set of criteria, that include:

- a. A legitimacy criterion, that takes into account the valid knowledge and resources, either by the school curriculum or by experts in the field;
- b. An appropriateness criterion, which aligns the school goals with the resources and selected knowledge;
- c. A solidarity criterion, that certifies the coherence between the set of resources and knowledge identified.

Hence, “the didactic model of genre presents the resources that might be transformed into teaching content and stimulated in the school activities⁷” (Dolz and Gagnon, 2015, p. 41). Machado and Cristovão (2006) explain further the importance of the didactic model of genre when they state that

[...] These points would help to define the type of didactic intervention to be developed and to build the model, with the definition of teaching objectives of the genre adapted to the level of the students and the organization of categories that will be explored in a certain didactic sequence⁸. (Machado, A.; Cristovão, V., 2006, p.558)

5 METHODOLOGY

Research subjects

The research participants consisted of 13 students and a teacher. Regarding the students, they represented 43% of the total students in the classroom. They are male and female teenagers from fifteen to seventeen years of age. The respondents to the questionnaire have been kept anonymous. The other research subject was a male teacher of English as a Foreign Language from the *Escola Professor Cândido Duarte*, in Recife, Pernambuco. He has a degree in Letras Inglês/Português and a Master’s degree in the field of teaching. He has been teaching for seventeen years.

The research employs both qualitative and quantitative methods. Data collection instruments include an interview with the teacher of English and a questionnaire for the students. Furthermore, the observation of the classes of English and the supporting materials used by the teacher for the oral practice in the classroom will also be analyzed. For ethical reasons, the real names of both the teacher and the students were not disclosed during the analysis. In this sense, the teacher is referred to in this research as the pseudonym of Álvaro and the students are referred to as “student a; student b;” and so forth, when necessary.

Data collection methods and instruments:

- Class observation, the procedure involved the observation of the English lessons throughout one semester, starting from the third week of February of 2023 until the last week of July of 2023. The main points used to observe the classes were related to: a) the use of spoken English in the classroom; b) if the topics taught by the teacher involved

⁷ “O modelo didático de um gênero apresenta os recursos que podem ser transformados em conteúdos de ensino e mobilizados nas atividades escolares.”

⁸ “Esses pontos nos ajudariam a definir o tipo de intervenção didática a ser desenvolvida e a construir o modelo, com a definição dos objetivos de ensino do gênero adaptados ao nível dos alunos e a organização das categorias que serão exploradas em uma determinada sequência didática.”

orality somehow and if so, how the students responded to the practices; and
c) the difficulties encountered throughout the lessons.

- A questionnaire for the student developed via Google forms consisting of 8 open-ended and closed-ended questions (see Appendix 4). The questionnaire addressed the frequency the students have been exposed to the use of Orality and the main problems they might have in terms of the use of the target language.
- Interview with the teacher - referred here as Mr. Álvaro, as mentioned above - was conducted to determine his perceptions on the use of orality in the classroom. Thus, an interview covering fifteen questions (see Appendix 1) was conducted with Mr. Álvaro in his classroom at *Escola Professor Cândido Duarte*. The interview addresses Álvaro's point of view on the development of oral capacity in English as a foreign language. It also aimed to comprehend how those oral practices are conducted. The interview was recorded using a cell phone application and it lasted nineteen minutes and it was transcribed based on the transcription norms developed by the Projeto da Norma Urbana Linguística Culta (NURC), see Annex 2.

6 RESULTS AND DISCUSSION

This section is divided into three parts. The first part consists of the analysis of the interview with the teacher, focusing on his perspective regarding: (a) Utilization of orality in the classroom and related considerations; (b) Oral practice activities devised by the teacher. The second part consists of the examination of an oral activity selected during the observation period, concentrating on: (a) Students use of Orality during the activity; (b) Teaching methods employed by the teacher in designing the activity. The third part includes the analysis of the questionnaire with the students focusing on their perceptions regarding their learning progress.

6.1 The teacher's perception of the use of orality in the classroom

According to the teacher, there are many issues associated with the practice of orality in the classroom, such as: the lack of resources to be used during the classes and the students' motivation and capacity to use the target language in the classroom.

The first challenge pointed out by Álvaro was the school's lack of resources to be used during the English classes. Materials, such as projectors, internet connection and so forth

are shared amongst all of the teachers in the school. In this sense, since he works in a public school, most of the time there are not enough resources for all of the teachers in the school. The teacher explains that the staff have a limited amount of equipment and if they need to use it, they have to request it beforehand. *“Primeiro, em termos de material, nós não temos. Claro, se eu quiser utilizar equipamentos, eu tenho aqui na escola, certo? Equipamentos de som que possam ajudar nesse processo. Mas para isso a gente tem que fazer um... solicitar e fazer um deslocamento”*. The necessity of request comes from the fact that there are not enough resources for every teacher to use at the same time due to the fact that such materials are scarce in public schools. In fact, research carried out by the British Council in 2015 came to the conclusion that 61% of the teachers working in the public schools in Brazil take their own technological material to the classroom. Another issue is the shortened time of classes. In other words, because of the reduction of working hours for the English subject in the basic education the teacher states that he has to choose to either lose some of the intended time of the class to prepare the media materials needed or to not use any resources, in his own words *“Como a aula de inglês é só uma só, muitas vezes isso fica muito complicado de fazer. O ideal é que a gente tivesse uma sala de recursos pra isso. Um laboratório de... de línguas.”* So, most of the time, Mr. Álvaro has to abandon some ideas for classes that could improve the students' interest in the topics because the resources are not available or too difficult to be used in such a short period of time.

Regarding students' engagement, one last issue concerning the use of Orality in the classroom is the reason that students do not feel motivated or comfortable to use the language in the classroom. In fact, they do not even comprehend the reason for doing such activities or interactions in the target language. Álvaro highlights that these challenges stem from the overall inability of most students to effectively use the language. He states that only a few students, perhaps 5% of the students - he estimates - in the classroom are capable of understanding and using the language at a good level. Most of the class, in this sense, are at a pretty basic level in terms of comprehension and practice of English. In his own words *“Talvez, 5% dos alunos têm um nível muito bom de inglês, certo? Aí tem um outro grupo, que é aquela galera que é esforçada e tal. Mas a maioria da turma tem dificuldades. Dificuldades com inglês, nível básico. Ou quase zero”*

Hence, Álvaro points out that, even when he tries to develop simple dialogues, such as common interactions in the classroom, students often feel ashamed or not capable to speak in English, for example, he says: *“Quando você se expressa em inglês, quando você fala em inglês.. muitas vezes causa um certo estranhamento ou até mesmo... como posso dizer?”*

Porque tem alunos que eles... como eles não conseguem interagir, eles se sentem 'inferior' e travam. Então, a dinâmica é muito complexa.". Therefore, the findings indicate that even when a primary oral interaction in the language takes place, students find it difficult engaging either due to challenges with the target language or because of insecurity. Álvaro also gives an example of interaction in the classroom

"Inclusive, eu estava fazendo uma abordagem ali pessoal e muitos... e mesmo assim não conseguem. Fala isso, repete isso. Então, como é que foi suas férias? Ai ele diz: "ah, eu fui pra praia." "Como é que fala isso em inglês?" "Ah, não sei". Ai eu digo, "fala isso". "Não, professor, não consigo. Não, professor, não consigo." Ai ficam desviando, ficam procurando saída, ficam brincando."

"In fact, I was doing a personal approach there and many of them... and still they can't. 'Say that, repeat that.' 'So how was your vacation? Then he says: 'ah, I went to the beach.' 'How do you say this in English?' 'Oh, I don't know'. Then I say, 'Say that'. 'No, Professor, I can't. No, professor, I cannot.' Then they keep deviating, they keep looking for a way out, they keep joking around"

Regarding motivation, Álvaro provides examples of interactions he employs to stimulate student engagement in the activities, such as incorporating music-related activities. In his own words: *"Então, a minha estratégia, o meu planejamento é o inglês com música. [...] Pelo menos, aí tem a questão da escolha da música, que tem que ser uma música que agrade, pelo menos, a maioria.. o contexto em que eles estão vivendo, né?"* In this sense, the teacher uses songs as *tools* for language instruction. Thus, this practice aligns with Schneuwly (2004) concept that defines didactic tools as artifacts introduced in the classroom to facilitate the teaching and learning of concepts and skills within a specific educational context.

Analysis of oral activities in the classroom

6.2 Seminar on the environment

This section addresses the analysis of an oral activity held in the classroom in order to comprehend how it was conducted by the teacher. The activity is a seminar about the environment developed during a yearly event in the school, named "environment week".

Additionally, it is crucial to provide context regarding the oral activity's development. The "Environment Week" is an event held annually at the school and involves all teachers from all of the different subjects who engage the students in activities related to environmental issues. Álvaro stated that the purpose of this event is to increase awareness of the significance of environmental sustainability. In this regard, the primary objective of this activity is to encourage collaboration across different disciplines. About this topic, Boden

(2006, p.13) emphasizes the significance of interdisciplinary efforts in the school place, "The need for a concerted interdisciplinary effort within the human sciences is widely, if not universally acknowledged."

Consequently, the activity was designed in three hours with the teacher selecting the seminar as the genre to be developed. The teacher employed the flipped classroom method. As described by Bergmann and Sams (2012) This method acknowledges that students have already acquired knowledge independently and are responsible for further developing the topics learned previously. So, instead of traditional instruction where students passively receive content in the classroom the flipped classroom approach requires students to utilize the knowledge they have gained beforehand through research, lectures, and other means.

The students were divided into three groups, each group consisting of ten participants. Then, each group received a topic to be researched, the three topics were the following: *upcycling*, *renewable energy*, *nonrenewable energy*.

In this sense, students had three steps to follow: the research on articles and other data they could find on the internet that could help them on the chosen theme, after that, they would have to discuss and design a poster about each topic. At the end, they had to make a presentation on the results of the research. It is important to mention that the students were exposed to the topics beforehand, since they were participating in the environment week. In this sense, they had some knowledge about the themes.

Moreover, it is crucial to address the challenges faced during the activity's implementation. The main issues encountered in the development of the seminar were the ones Álvaro cited during his interview. The primary issue emerged from the lack of internet access for most students, resulting in difficulties during the research phase. To address this, two solutions were devised: students with internet access on their cell phones took responsibility for research, and the teacher shared his own internet connection via a WiFi router from his cell phone with the students' devices.

It is essential to comment on one more challenge, which is the choice for the genre seminar. This oral activity is extremely common as an education tool, however, according to Dolz and Schneuwly (1998) it is usually used without a proper didactic fundamental work, understanding the construction of language in class and the concrete strategies of intervention and evaluation that need to be taken into consideration. In this sense, even though the practice of seminars is very common in the regular classroom, it still lacks the appropriate preparation for it to be applied.

Bearing this in mind, the activity held with the students lacked the preparation mentioned when thinking about some aspects of the practice. The first issue was the fact that students had a very limited time to research the given topics - only three hours for an activity

held in English - thinking about their level in the language. The second issue was the lack of preparation for the students' presentation, thinking of the fact that they not only struggle with the target language, but also to speak in public in general. Consequently, the students faced challenges that were above their comprehension in the target language.

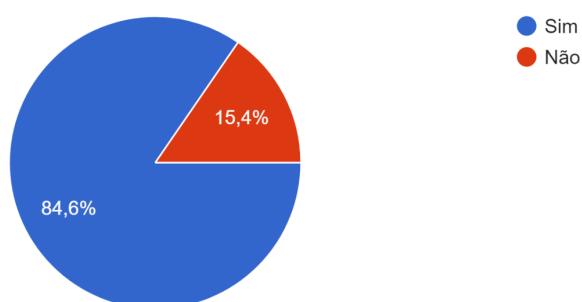
In this sense, it is extremely important to take into account the mentioned issues and to use the oral practice as a means to improve students' capacity to develop themselves in the classroom.

6.3 Results of questionnaire held with students

This section is the analysis of the objective answers, which have been tabulated, and the interpretation of the subjective responses seeking to apprehend the following aspects: the students' perceptions of the oral activities held in the classroom, their motivation to use the language, their comprehension on developing the oral genres.

Figure 6.3.1

Você tem oportunidade de falar em inglês durante as aulas?
13 respostas

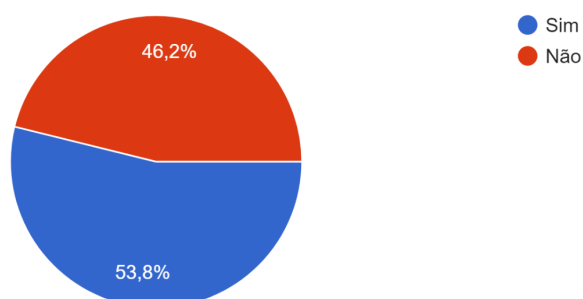


It is clear from the graph that the majority of the students - 84,6% of the ones who answered the questionnaire - say that they often have opportunities to speak in English during the classes. Only 15,4% of the students say that they do not have opportunities to use the language.

Figure 6.3.2

Você se sente confortável para interagir na língua inglesa durante as aulas?

13 respostas



However, 84,6% of the students say that they have opportunities to speak in English in the classroom, only 53% of them say that they feel comfortable to speak in the target language. Through the observation of the classes, however, it was clear to see the teacher's struggle to create an environment for students to use the target language in the classes. Álvaro tried to bring different types of activities, oral genres and even the use of songs as forms of trying to engage the students. In this sense, students have the opportunities to use English in the classes, however, they do not feel comfortable and tend to avoid it.

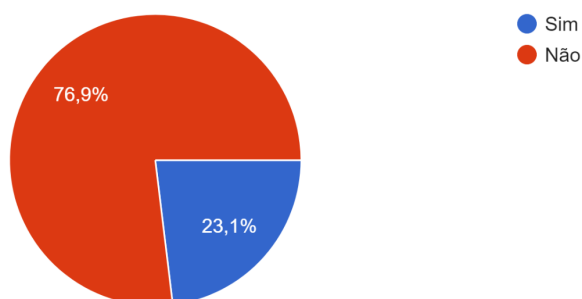
Regarding the subjective responses to the questionnaire, when asked about their discomfort in using the language in oral situations, students highlighted some of the challenges they encountered with the experience. In their own words, they do not feel confident, comfortable or 'fluent' enough in the target language as they explain: "*Porque não sinto confiança na minha fala na língua inglesa*"; or "*Porque não sou fluente e não me sinto confortável para falar*"; or even "*Eu acho que a minha turma riria*". Therefore, the practice of oral practice in the classroom is hindered by obstacles, such as the feeling of embarrassment and insecurity about making mistakes. The feelings and difficulties described align with the observations particularly from the activity analyzed in 5.2, where students struggled to speak in front of the class and present their seminar. As mentioned in section 5.2., most groups were unable to present their projects and were often led to reading prepared passages instead of discussing their research findings.

The responses indicate that, because the students lack oral skills in the target language, they feel insecure and fear embarrassment to use the language in front of their peers. When asked about their perceptions regarding the use of English outside the classroom, the students' answers reveal the following:

Figure 6.3.3

Você se sente preparado(a) para situações de comunicação em inglês fora dos muros da escola?

13 respostas

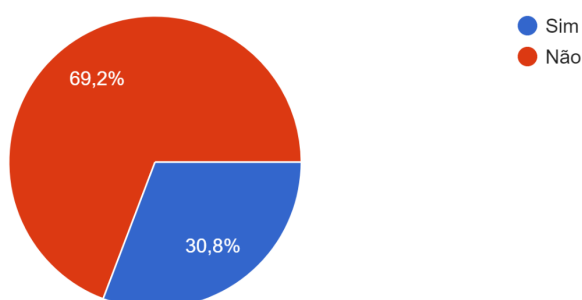


First, 76,9% of the students say that they feel prepared to communicate in English in real situations of communication. It is interesting to note that, even though half of the students feel comfortable speaking in English in the classroom, only 23,1% of them say that they could communicate in the target language outside the classroom.

Figure 6.3.4

As aulas de inglês em geral apresentam atividades orais tais como entrevistas, debates, discussões?

13 respostas



Moreover, their responses indicate that 69.2% of them feel a lack of practice in oral English situations, such as interviews, debates and discussions. Consequently, the absence of opportunities for oral practice leads to a lack of confidence and proficiency in using the language. Students provided reasons why they do not feel prepared for communication situations outside the classroom. One student expressed he cannot speak “many things” in English “*não consigo falar muitas coisas em inglês*”, while another stated that he can only “formulate” some words, but do not have the capacity to lead a conversation “*Apenas sei formular algumas palavras, não tenho capacidade de ter uma conversa social*”. Thus, according to them, the main obstacle to practice is their limited linguistic capacity in the language, either related to vocabulary or language structures.

Moreover, some of the students also expressed that the practice of orality in the classroom is not enough to make them feel capable of social interactions in the target language. Regarding this problem, one student expressed: *“Tenho em mente que o que eu aprendo na escola não basta para me comunicar com um nativo inglês por exemplo, preciso de treino e estudo para me sentir bem preparado e seguro pra me comunicar.”* The student was concerned about the oral practice held in the classes. In his opinion, what is practiced in terms of orality is not enough for the students to build the capacity to speak with other speakers of English for example since there is a lack of practice.

The responses indicate that students' classroom communication experiences are insufficient for them to feel adequately prepared for real-life communication situations. The responses above could be linked with the teacher's interview response, in which he highlighted that the majority of English class activities focus on grammatical rules and written language, primarily because these are the topics emphasized in tests and exams. Despite documents like PCPE and BNCC emphasizing the importance of oral skills development in English, the teacher observed a contrasting reality in the school. According to him, students must learn numerous grammatical structures to perform well on tests. Mr. Álvaro noted that exams at the school remain very traditional, prioritizing the memorization of grammar rules.

These findings emphasize a disconnection between the educational goals formulated by documents such as BNCC and PCPE and classroom practices in reality. According to Mr. Álvaro, although educational guidelines emphasize the importance of oral skills development, classroom activities often prioritize grammatical rules and written language to meet exam requirements. This disparity suggests a need for curriculum adjustments to prioritize oral proficiency and provide students with the necessary skills for real-world communication.

Consequently, the questionnaire highlights the importance of addressing students' lack of confidence, and limited capacity for improvement in oral practice opportunities. Furthermore, aligning classroom strategies with broader language learning objectives to better prepare students for effective communication in English beyond the classroom.

7 CONCLUSION

The findings of this research show the importance of understanding the main issues associated with the practice of orality in the classroom. The main issues encountered in the development of the seminar emerged from the lack of media resources and internet access for most students, resulting in difficulties during the data collection phase. The second challenge was the students' language capacity in English. Most of them had difficulties, since only three or four students in each group were able to read articles and materials in English. As a result,

the seminar presentations were the biggest challenge, as even those students that were able to read in the target language, struggled to articulate their findings clearly during the presentations. Consequently, students' lack of confidence in speaking the language was another issue, since most presentations involved students reading their research results instead of presenting them clearly for their classmates.

The challenges mentioned above were also encountered during the process of observation. The teacher faced many difficulties in trying to engage students in simple conversations in the target language. Also, Mr. Álvaro had many difficulties in engaging the students to participate in the activities he brought to the classes, since the students' involvement and contribution were mainly in Portuguese.

The teacher's responses to the interview and the students' perceptions towards the use of orality show the necessity of developing orality in the classroom. Álvaro pointed out many issues regarding the oral practice. The challenges mentioned are associated with several factors, such as the lack of resources available in the public school system. Álvaro pointed out several issues, such as the reduced teaching time for the English subject, which gives the teachers only one hour to develop the subjects. Another issue is the necessity of working materials, such as internet connection and projectors for slide presentations, which are either shared amongst all of the teachers in the school or nonexistent. Furthermore, Álvaro agrees with Silva (2011) when he states that the practice of oral skills at school is a challenge for the main reason that the exams and tests still require mostly grammatical features of the language.

Moreover, the students also face many challenges in the practice of orality, e.g. the fact that they do not feel comfortable to use the target language in the classroom. It is concerning that more than 70% of the students feel unprepared to use the language in the classroom or in real situations of communication. Out of the 70%, most of them explain that the reason for not feeling confident is the fact that they did not have enough practice in the classroom.

In this sense, it is essential to remember the above-mentioned curriculum standards of BNCC (2018) and PCPE (2013) that state the importance of the practice of orality in the teaching and learning of English as a foreign language in Basic Education. Even though the parameters assure that oral practice is as necessary as the grammatical rules and written features and point out the importance of preparing students for real situations of communication in the language, the reality is different. The findings in this research show the opposite, since students are mainly exposed to contents regarding grammatical structures. In this sense, it is possible to comprehend what is stated by Silva (2011) who says that schools that follow the basic guidelines are more focused on the practice of reading and writing instead of orality. The teacher also points out the same issue during the interview. Classroom observations have equally revealed the students' difficulties in relation to speaking in the classroom, especially during the seminar about the environment.

In conclusion, oral practice is essential to develop the students' abilities to communicate in different situations, - as the curricula ensures - Orality is a form of presenting cultural contexts, levels of formality and informality and the use of appropriate expressions

for distinct circumstances. Its practice should be carried out through different oral genres according to Bakhtin (2016) who explains that language use takes place through genres.

Marques (2023) reinforces the fact that Orality should be given equal importance as the reading and writing capacities. That is the reason why the teaching of orality in the classroom should be done using genres. Furthermore, Jacob and Bueno (2020) point out, it is crucial to redefine the curricula of the schools in order to prioritize the practice on social interactions rather than the content, since the practice of orality is a tool for social action. The authors agree that the development of oral practice in the classroom helps redefine didactic practice.

REFERENCES

- BAKHTIN, Mikhail. **Os gêneros do discurso**. Bezerra, Paulo. Notas da edição russa: Seguei Botcharov. São Paulo: Editora 34, 2016. 164p.
- BRASIL. Ministério da Educação. **Base Nacional Comum Curricular**. Brasília: MEC, 2018.
- CHARAUDEAU, P.; MAINGUENEAU, D. **Dicionário de Análise do Discurso**. São Paulo: Contexto, 2004. 500p
- _____. Ministério da Educação. Secretaria da Educação Média e Tecnológica. **Parâmetros Curriculares Nacionais: Ensino Médio Brasileiro**. Brasília. Ministério da Educação 1999.
- _____. Ministério da Educação. Secretaria da Educação. **Parâmetros Curriculares de Língua Inglesa Ensino Fundamental e Médio**. Brasília. Ministério da Educação 2013.
- _____. Ministério da Educação. Secretaria da Educação. **Parâmetros Curriculares de Pernambuco: Língua Inglesa, Ensino Fundamental e Médio**. Brasília. Ministério da Educação 2013.
- BERGMANN, Jonathan. SAMS, A. **Flip your Classroom: Reach every student in every class every day**. Washington: International Society for Technology in Education, 2012.
- BODEN, M.A. **Interdisciplinary epistemology**. In: Jean Piaget: an interdisciplinary critique: Oxon: Routledge, 2006. p.185–197.
- BROCARD, R. O.; COSTA-HUBES, T. da C. **O gênero textual reportagem impressa em sala de aula: uma proposta de trabalho a partir da elaboração de Modelo Didático de Gênero e de Sequência Didática**. Horizontes, [S. l.], v. 32, n. 1, 2014. DOI: 10.24933/horizontes.v32i1.86. Available on: <https://revistahorizontes.usf.edu.br/horizontes/article/view/86>. Accessed in: 28 ago. 2023.
- CRYSTAL, D. **English as a global language**. Cambridge, CUP, 2003, 2 edition.
- DOLZ, J. SCHNEUWLY, B. **o oral como texto: como construir um objeto de ensino**. In: Gêneros orais no ensino: Mercado de Letras, 2015. p.125-152
- DOLZ-MESTRE, Joaquim, GAGNON, Roxane. **O gênero de texto, uma ferramenta didática para desenvolver a linguagem oral e escrita**. In: Gêneros orais no ensino: Mercado de Letras, 2015. p. 23-56.
- DOLZ, J. ; NOVERRAZ, M.; SCHNEUWLY, B. **Sequências didáticas para o oral e a escrita: apresentação de um procedimento**. In: SCHNEUWLY, B; DOLZ, J. Gêneros Oraís e escritos na escola. Trad. e org. ROJO, R.; CORDEIRO, G. S. São Paulo: Mercado das Letras, 2004, p. 95-128.

FERNANDÉZ, S.; ANDERSEN, H. Oral proficiency in second and third foreign languages in the Danish education system. *Apples - Journal of Applied Language Studies*, v. 13, n. 1, p. 49–67, 2019. Disponível em: <https://doi.org/10.17011/apples/urn.201903011689>. Acesso em: 24 jan. 2025.

FIORIN, José Luiz. *Introdução ao pensamento de Bakhtin*. 2. ed., 1 reimpressão. São Paulo: Contexto, 2017.

JACOB, A.; BUENO, L. A engenharia didática e o ensino do gênero debate eleitoral nos anos finais do ensino fundamental. Rio Grande do Sul: Calidoscópico. 2020. p. 87-103.

MACHADO, Anna Rachel; CRISTOVÃO, Vera. **Linguagem em (Dis)curso** - LemD, Tubarão, v. 6, n. 3, p. 547-573, set./dez. 2006.

MARQUES, Carla. **Práticas de Oralidade no Ensino**: do texto ao contexto. In: Revista ENTRELETRAS (Araguaína), v. 14, n.1, jan./abr. 2023 (ISSN 2179-3948 - online). p. 132-147.

RICHARDS, Jack. **Teaching Listening and Speaking**: From Theory to Practice. 1. ed.; New York: Cambridge University Press. 2008.

SCHNEUWLY, B. **Gêneros e tipos de discurso**: considerações psicológicas e ontogenéticas. In: SCHNEUWLY, B. & DOLZ, J. et al. In: *Gêneros orais e escritos na escola*. Campinas: Mercado de Letras, 2004, p. 21-39.

SCHNEUWLY, Bernard; DOLZ, Joaquim. **Gêneros e progressão em expressão oral e escrita**: elementos para reflexões sobre uma experiência suíça (francófona). In: _____ . *Gêneros orais e escritos na escola*. Tradução de Roxane Rojo e Glaís Sales Cordeiro. Campinas: Mercado de Letras, 2004. p. 41-73.

O Ensino de Inglês na Educação Pública Brasileira. **British Council/Plano CDE**. Base: 1269 (ponderada). Available on: <https://www.britishcouncil.org.br/pesquisas-infograficos>. Accessed in: 03/09/2023.

SILVA, Maria do Socorro. Dificuldades no Ensino da Oralidade em aulas de Língua Inglesa. **Revista Fronteira Digital**: Abrindo portas para o horizonte, Pontes e Lacerda, MT, v. 04, Ano II, p.92-99, Ago./Dez., 2011. Semestral. Available in [:http://www.unemat.br/revistas/fronteiradigital/?link=publicacoes](http://www.unemat.br/revistas/fronteiradigital/?link=publicacoes). Accessed in: Feb. 26th, 2023.

APPENDIX 1

GUIDELINE FOR THE INTERVIEW

1. How long have you been teaching English?
2. So, there was never a period in which you taught only Portuguese, right?
3. What about nowadays?
4. Are you graduated in English and Portuguese?
5. What did you learn about orality during your undergraduate course?
6. How long have you been working with this class?
7. What is your opinion on the English development of the second year?
8. How are the oral activities in the textbook presented?
9. How do you elaborate on the oral activities? Is there a procedure? A didactic sequence?
10. Does it work?
11. What are the main difficulties in the implementation of the oral activities?
12. What examples of oral activities have you tried to develop in this classroom?
13. Do they have difficulties with the language or because of the genre seminar?
14. Besides seminars, have you tried any other genres, such as lectures, podcasts, interviews, and so forth?
15. Were the students interviewing each other?

APPENDIX 2

TRANSCRIPTION NORMS

Ocorrências	Sinais	Exemplos ⁹
1. Pausas (micro e média)	... (xs) (pausas acima de 2 segundos)	espinhos...pretos...escuros bom (3s) outra coisa
2. Ênfase	MAIÚSCULAS	tubarões brancos IMENSOS
3. Alongamento de vogal	: (pequeno) :: (médio) ::: (grande)	barriga che:ia falando de ca::rne ele sai planan:::do
4. Silabação	-	desaparece o pêlo com-ple-ta-men-t e
5. Interrogação	?	não é que aquilo é gostoso?
6. Segmentos incompreensíveis ou ininteligíveis	()	parece que o nome era () sei lá um nomezinho assim
7. Truncamento de palavras ou desvio sintático	/	agora porco deve ser la/ dar banho no porco
8. Comentário de transcritor	(())	bata ((ri)) com dois dedos ((rindo)) fiz um pirão e comi
9. Citações	“ ”	eu digo "junte o sangue e vá

⁹ * Exemplos retirados do inq. NURC/RE n° 150 DID

Ocorrências	Sinais	Exemplos ⁹
		batendo com vinagre... batendo até ficar espumoso"
10. Superposição, simultaneidade de vozes	[	Inf. - que mais meu Deus [do céu? Doc. - [outras aves

OBSERVAÇÕES: 1. Nomes de obras e nomes estrangeiros aparecem em *itálico*;

2. As maiúsculas são utilizadas também em siglas (DDT, etc.) e em iniciais de nomes próprios (Brasil, Monteiro Lobato, etc.)

3. Conforme regra estabelecida pelo Projeto NURC, nenhum inquérito deve ser identificado. Por essa razão, todos os nomes próprios (de pessoa) que aparecem nos inquéritos, que possam revelar a identidade dos informantes, são substituídos por suas iniciais ("tem um ganso ali perto da casa de E. que é o CÃO");

4. Os números aparecem por extenso ("tinha uns três ou quatro");

5. Sinais de pausa típicos da escrita (vírgula, ponto-e-vírgula, dois pontos e ponto final), bem como o ponto de exclamação, não são utilizados na transcrição.

APPENDIX 3

TRANSCRIPTION OF RECORDED AUDIO

1. How long have you been teaching English?

Eu ensino inglês há 17 anos. Agora, tem um detalhe importante a acrescentar nessa pergunta. Porque é o seguinte, o professor de inglês, quando ele chega na escola, normalmente ele também dá aula de português. Então, nesses 17 anos, a gente fica alternando entre dar aula só de português e, às vezes, em alguns momentos. Se bem que, no meu caso, especificamente, só português nunca aconteceu, não. Mas sempre tá.. tá junto.

2. So, there was never a period in which you taught only Portuguese, right?

Não, só português nunca teve, não. Já teve, em alguns momentos, mais português do que inglês. Pela quantidade de turmas de uma escola, entende? E já teve algumas vezes... Eu posso, inclusive, dizer pra vocês o seguinte: durante esses 17 anos, só inglês, eu dei um ano na EREM Álvaro Lins, porque tinham lá 14 turmas, aí comportava a minha carga horária completa com inglês, e na ETEPAM, a Escola Técnica Professor Gabriel Magalhães. Isso, e na ETEPAM foram 3 anos. Ou seja, durante esses 17 anos, só inglês, eu dei aula 4 anos.

3. And what about nowadays?

Atualmente, eu tenho aí essa nova configuração do ensino médio. A gente perdeu uma aula de inglês, né? Eram duas, nós só temos uma. Então, a carga horária diminuiu mais ainda. Então, hoje eu dou muito mais aulas de outras disciplinas, como nivelamento português, que é uma disciplina que vem nesse pacote de novo ensino médio, e também disciplinas eletivas, além de aulas de estudo orientado. Então, a minha maior carga horária está em outras disciplinas.

4. Are you graduated in English and Portuguese?

Isso, minha formação é português e inglês.

5. What did you learn about orality during your undergraduate course?

Durante a formação acadêmica, a parte de oralidade... ela foi bastante... como eu posso dizer.. defasada, deficitária. Porque a realidade era muito diferente, né? Na verdade é o seguinte, eu estudei em uma universidade particular, e a realidade era um curso noturno, e a galera tinha muita dificuldade com o inglês, apesar de o curso ser letras em inglês. Eram galera que trabalhava durante o dia, né? Então, a galera tinha dificuldade com o inglês.

Aí, o que acontecia? A professora... era uma das disciplinas que mais reprovavam o inglês. Uma das professoras que começou o curso, ela estimulava bastante a oralidade, ela sempre oralizava em inglês, mas isso causava um problema muito sério na turma, por causa da dificuldade, do déficit que a galera tinha. E aí, ao longo do tempo, ela teve que ir baixando o nível dela e tal, e depois acabou, inclusive, mudando o professor, e o professor que chegou, ele foi atender essa galera, ou seja, boa parte da turma, porque os índices de reprovação eram muito altos. E aí, que a gente acabou tendo lá um *portinglês*, né? Muito forte. Enfim, não tinha outro tipo de projeto, sei lá, de reforço, e nem tinha () até por causa da questão social da galera. A maioria trabalhava durante o dia, pesado, e não tinha como recorrer a isso. Eu, particularmente, eu fazia, pra me ajudar nessa questão, o cursinho aos sábados, mas isso foi um fator que eu considero negativo.

6. How long have you been working with this class?

Sim, desde o início, desde o ano passado, quando eles eram o primeiro ano A. Na verdade, o 2º A hoje, ele é uma mistura do antigo 1º A e 1º B. A gente fez uma mescla na formação dos segundos anos, até pra dar uma balanceada melhor. Porque o ano passado, o 1º ano A tinha um nível bem melhor do que o 1º B, mas uma diferença muito grande. Então, pra balancear, no 2º ano, a gente fez uma mescla.

7. What is your opinion on the English development of the second year?

No 2º A? No 2º A, eu posso considerar, é porque é o seguinte, como eu disse pra vocês, nessa mescla, o 2º A acabou ficando uma turma bem de mediana pra baixo. Então, no nível dela, eu não sei como eu poderia classificar, mas é muito básico, sabe? Mas, porque assim, quase todas as turmas têm essa composição, mais ou menos. Você tem um grupo pequeno de alunos que tem um histórico de estudo em inglês, interesse e tal, e esses

alunos se destacam. Então, o 2º A tem alguns, a um lado. Talvez, 5% dos alunos têm um nível muito bom de inglês, certo? Aí tem um outro grupo, que é aquela galera que é esforçada e tal. Mas a maioria da turma tem dificuldades. Dificuldades com inglês, nível básico. Ou quase zero, como eles dizem muito aqui na escola pública. “Eu sou... eu não tenho jeito de aprender inglês não, *fêssor*. Eu não consigo, não sei nem português, quanto mais inglês...” É verdade.

8. How are the oral activities in the textbook presented?

Ah, tá. Então, é... O currículo, ele prevê essa questão da oralidade, mas ela é um dos maiores problemas da gente. [Por quê? Por quê? Dómino? Eita, vai misturar tudo aí.] Então, a oralidade, o ensino na oralidade é muito complexo por isso. Primeiro, em termos de material, nós não temos. Claro, se eu quiser utilizar equipamentos, eu tenho aqui na escola, certo? Equipamentos de som que possam ajudar nesse processo. Mas pra isso a gente tem que fazer um... solicitar e fazer um deslocamento. Como a aula de inglês é só uma só, muitas vezes isso fica muito complicado de fazer. Pra que que você monta uma estrutura de equipamento? O ideal é que a gente tivesse uma sala de recursos pra isso. Um laboratório de... de línguas. Então, vamos lá. Só pra te ajudar melhor. Então, primeiro, no currículo, a oralidade aparece, mas de forma bem... simplificada já. Por quê? Porque... dada a realidade, né? Outra coisa. Aí, vamos lá. Em sala de aula. Quando você se expressa em inglês, quando você fala em inglês, quando você oraliza em inglês, muitas vezes causa um certo estranhamento ou até mesmo... como posso dizer? Porque tem alunos que eles... como eles não conseguem interagir, eles se sentem inferior e travam. Então, a dinâmica é muito complexa. O máximo que consegue-se fazer, ou o melhor que se consegue fazer em termos de oralidade em sala de aula, é utilizar alguma... o que pra mim é chata, é utilizar alguma atividade que faça repetição. Eu falo e vocês respondem. Mesmo assim, ainda há uma certa resistência. Dado a base que eles têm, isso é muito ruim. Então, eles simplesmente muitas vezes... aí vai depender da turma. Então, tem uma turma que é melhor, por exemplo, esse primeiro ano A que a gente está nesse sentido, eles interagem melhor, mas se você for pro primeiro B ali, por exemplo, você fala e eles... Inclusive, eu estava fazendo uma abordagem ali pessoal e muitos... e mesmo assim não conseguem. Fala isso, repete isso. Então, como é que foi suas férias? Aí ele diz: “ah, eu fui pra praia.” “Como é que fala esse inglês?” “Ah, não sei”. Aí eu digo, “fala isso”. “Não, professor, não consigo. Não, professor, não consigo.” Aí ficam desviando, ficam procurando saída, ficam brincando. Se você tiver cuidado, pode virar uma... não sei, uma brincadeira que até mesmo é pejorativa. Então, é complexo esse processo. E não funciona legal, não funciona bem.

9. How do you elaborate on the oral activities? Is there a procedure? A didactic sequence?

Sim, tem sim. Agora é como se traduzia. É, por exemplo, aí eu vou lá, vou falar como é que eu faço. O currículo, ele solicita essas atividades ou esse planejamento. O que é que eu faço? Eu, particularmente, ao longo do ano, eu trago, por exemplo, eu utilizo muito pra ajudar nesse processo, músicas. Então, torna-se às vezes um pouco até repetitivo, mas é o que a gente pode fazer pra tentar atraí-los de alguma forma. Então, a minha estratégia, o meu planejamento é o inglês com música.

10. Does it work?

Funciona razoavelmente, tá? Pelo menos, aí tem a questão da escolha da música, que tem que ser uma música que agrade, pelo menos, a maioria, o contexto em que eles estão vivendo, né? Então, a minha metodologia, ela se resume muito a isso. E aí, também, tem a proposta que eu faço, também, que é o, como eu posso dizer, um projetozinho, porque projeto parece uma coisa tão grande, né? Mas é uma coisa simples, que eu promovo uma vez por ano, que é o inglês com música, onde também com a música, a gente faz várias atividades e a maioria delas é pra existir a oralidade. Complete a música, né? Por quê? É importante dizer que em sala de aula, uma aula é uma só. Não dá pra gente fazer tudo isso. Não dá pra fazer isso. Então, em um dia, normalmente na quarta unidade, onde a gente já tá mais tranquilo em termos de conteúdo e etc., aí a gente promove esse momento. E aí, eu preciso, por exemplo, da aula de algum professor, né? Eu solicito. Ou utilizo alguma outra aula dessas outras disciplinas que eu tenho. Pra gente fazer um... Aí faz uma disputa, né? Entre dois grupos da turma. E aí, é bem legal. Tem essas atividades de completar a música, enfim, deles cantarem mesmo e tal. Então, a gente planeja antes, né? Eles pesquisam, eles estudam a música e no dia a gente faz essa brincadeira. Pronto.

11. What are the main difficulties in the implementation of the oral activities?

Sim. A principal dificuldade é que eu já falei, né? Você não tem base, né? A galera não tem base. Então, eles se intimidam bastante quando... Inclusive, isso é um exercício que a gente precisa fazer quando você interage em inglês. Então, a base que eles não têm.. causa esse complexo que eu não vou conseguir, eu não consigo falar nunca. Aí, outra questão que eu disse é a questão dos recursos disponíveis em uma sala específica que seria o ideal. Um laboratório de línguas que a gente não tem seria o ideal. Chegar ali já com os equipamentos e tal. Para facilitar o processo. A carga horária também é pequena. É um dos principais (...) do computador. Porque aí você vai ter que escolher. Você vai ter que escolher. E normalmente a gente... Porque como eles têm muita dificuldade, então o que é que eles precisam para fazer uma prova? A parte gramatical. Conteudista. Então a gente acaba ocupando esse pouco tempo com questões assim.

12. What examples of oral activities have you tried to develop in this classroom?

Sim. Por exemplo, atividades como criação de podcasts. Eu ainda insisto, eu faço, solicito. Mas uma minoria que faz. Também nesse mesmo sentido de criar podcast. Que eu já faço isso até para eles ficarem mais à vontade.

Não precisa eles falarem aqui na frente todo mundo. Criar um diálogo. Um podcast com um diálogo sobre algum assunto, alguma temática. Mas não funciona muito bem. Funciona para 15%, 20% da turma. Mas eles não entregam. Eles têm vergonha. Eles têm vergonha. Aí acabam não entregando, entendeu? Aí acabam pedindo uma outra atividade escrita. Para suprir aquilo ali. Porque realmente eles sentem que não sabem. Que não conseguem. Então a gente quer acabar fazendo muito esse tipo de trabalho. De tentar incentivar. Não se vai conseguir e tal. Aí vamos lá. Como eu disse para você lá atrás. Eu tenho aqui em cada sala dessas 5% de pessoas que gostam de inglês. E até desenrolam em inglês. Mas é para fazer uma atividade de oralidade. Eu tenho que fazer um esforço para pelo menos chegar em 15%, 20% de entrega. Só que isso é muito ruim em termos de dados. Para compor nota, por exemplo. E aí acaba que muitas vezes você acaba deixando de fazer. Por isso. Não funciona. Não vai ter uma ampla entrega. Então é nessa correria da dinâmica da escola. Então eu sinto que não funciona bem, entendeu? Não funciona. Seminários é outro exemplo. Eu tento fazer. Seminários é super frustrante. Não funciona. Não funciona. Em inglês de jeito nenhum. Em um seminário, até aqueles que gostam. Primeiro, porque o seminário já é difícil para eles. Que tem alguma timidez e tal. E em inglês é pior ainda. Então não funciona.

Então tentei fazer. Ainda insisto. Esse ano eu tentei fazer no primeiro trimestre. Nos primeiros anos. Mas não funcionou legal.

13. Do they have difficulties with the language or because of the genre seminar?

Sim. Eles já têm dificuldades em seminários com outras disciplinas. E em inglês dificultam o fato de ser em inglês. Mais ainda.

14. Besides seminars, have you tried any other genres, such as lectures, podcasts, interviews, and so forth?

Sim. Sim, também. Ah, não. palestra, não. Nunca fiz esse tipo de atividade, não. Mas... Entrevista, sim. Tentei também. Entrevista. Mas não funcionou. Não funcionou bem. Não funcionou. [Eu queria mostrar para vocês.] [Ah, olá.] Uma entrevista é mais difícil ainda. 5% faz isso... consegue fazer. É aquela galerinha que faz. Mesmo assim... ficam bastante acanhados pela presença de outras pessoas no entorno.

15. Were the students interviewing each other?

Entre alunos. Não... A proposta que eu fiz foi entrevista de emprego em inglês.. Em sala de aula. Entre eles mesmo. Então, pedi para eles pesquisarem esse tipo de vocabulário, de conversa, de diálogo. E exercitassem em sala. Mas não funcionou bem. Aí, como não funcionou, eu, como uma proposta substitutiva, pedi para eles gravarem isoladamente. Aí melhora um pouco a entrega. Mas também não atende... Porque, de fato, é uma barreira muito grande.

APPENDIX 4 – QUESTIONNAIRE

1. O que acha do seu aprendizado de inglês nos últimos anos?
2. Você tem oportunidade de falar inglês durante as aulas?
3. As aulas de inglês em geral apresentam atividades orais tais como entrevistas, debates, discussões?
4. Caso sua resposta seja positiva, descreva quais atividades.
5. Você se sente confortável para interagir na língua inglesa durante as aulas?
6. Se sua resposta é não, explique porque.
7. Você se sente preparado(a) para situações de comunicação em inglês fora dos muros da escola?
8. Se sua resposta é não, explique porque.