

Teaching English as a second language in Brazilian schools: beyond the verb to be

Grupo de Trabalho 1: **Pesquisas em língua inglesa e suas literaturas**

Lídia Amélia de Barros Cardoso ¹ 

Milla Barbosa Rios Cajazeiras ² 

¹ Professora do Departamento de Estudos da Língua Inglesa, suas Literaturas e Tradução, Universidade Federal do Ceará, lidiaabcardoso@ufc.br

² Graduanda em Letras - Português / Inglês, Universidade Federal do Ceará, millarios15@gmail.com

ABSTRACT

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According to Moeller (2021), the emotional cognition of a student together with the classroom environment will impact positively or negatively in their cognitive accomplishment to learn the subject. From that, the present study analyzes the teaching methodology of English as a second language for students of public and private schools during and after the pandemic. This research departs from a questionnaire that analyzed 14 English teachers of public and private schools in Ceará, Brazil, focusing on their teaching methods, the struggles their students face, and reports of their experiences during teaching undergraduate programs. The methodology for analyzing data was qualitative-descriptive (McKay, 2006), in which 14 answers were analyzed according to a questionnaire with 13 objective and subjective questions applied on Google Forms. To assess the data, teachers were divided into experts (more than five years working as a teacher) and novices (less than five years working as a teacher). The results indicate that

one of the difficulties students face is integration of the four abilities, mostly speaking, which showed unanimity in the novices and represents 88.89% the answers to the experts; besides the difficulty assessing digital resources to teach at schools.

Keywords: English as a second language; teaching English in Brazilian schools; learning English.