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RESEARCH IN/OF/ WITH THE DAILY LIFE OF SCHOOLS AND THE TEACHING PROCESS - ORAL ENGLISH LEARNING

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Abstract: The goal of this article is to present some reflections arising from the results of a master's research in the area of Education. One of the goals was to observe which methodologies chosen by the teacher contributed to the development of orality in English. Methodology: This is qualitative research developed through a "dive" in the classroom of a seventh-grade class, to observe the school routine. Our research was developed from the methodological perspective of research in/of/with the daily lives of schools (ALVES; GARCIA, 2008; OLIVEIRA; ALVES, 2008; OLIVEIRA; SGARBI, 2008). Data were produced through observation of classes and semi-structured interviews with the teacher and a group of 12 students. We conclude that Kumaravadivelu 's (2001) Post Method Pedagogy was the most appropriate methodology for the development of orality in English and that the use of music as a teaching tool (VICENTINI and BASSO, 2008; MEDINA, 1993; MAESS et al, 2001; CRUZ-CRUZ, 2005; TAGLIALATELA, 2012; KARA and AKSEL, 2013) promoted greater fixation of grammatical structures and vocabulary that the teacher intended to teach, in addition to being the teaching strategy most appreciated by students.

Keywords: Research in/of/with/with the daily lives of schools, English teaching methodology, Teaching English with music.

INTRODUCTION

We believe that teaching English can broaden the world view of young people in elementary school in Brazilian schools, even if they are not mature enough to understand the importance of such learning in their lives. The role of the school is to sensitize them, arousing their interest so that they will go deeper into the study of the language in the future.

We believe that it is in basic education, more specifically in Elementary School II (sixth to ninth year of schooling), that we must invest in teaching English as a foreign language, because at the end of this segment, students will have been exposed to the language for a period, which, supposedly, would allow them to reach a level of fluency in the language that would enable them to participate in conversations.

> (...) I want to insist on Basic Education, which is our fundamental point – in fact, Fundamental Education is fundamental. This is where the bottleneck of this country is. Higher education is important, it is a dream of many people. Crowds were integrated. Very good. But it is much more difficult to change elementary education, and that is where inequality is built. And we need to stop saying that such a project of inclusion, of education, "failed". Brazil is a success story. Extraordinary success in building a country that is unequal and excluding. We have to study not necessarily the failure of this or that project towards inclusion and equal opportunity (...) (RIBEIRO, 2018, p. 104).

It is necessary that teaching practices be de- *invisibilized,* in the sense of recognizing that there is a lot of quality happening within the walls of public schools. They need to be shown to society, which ends up reproducing the speeches of those who do not know the real value of the public space for the production of knowledge. That is why our research in/of/with the daily lives of schools seeks to de-

invizable English teaching practices that have contributed to the linguistic development of students in the researched class.

We believe in teaching English in a school context that goes beyond *To be,* which is the verb that means to be in English. We chose to mention this verb structure specifically because the majority of regular school students and alumni report that *To be* is the only verb taught in English classes. Many come, jokingly, to question why the discipline still exists in the curriculum. However, there are studies that show that it is always possible to learn more than the verb *To be* in a school context (ARRUDA, 2014; BRAGA, 2015; HIRATA, 2012).

Starting from the idea of "uses" by Michel de Certeau (1994), we seek to understand which *uses[1]* these students make the English they bring from home and the English they learn in class.

Goals:

Thus, we want to understand what uses students make of the English they learn, both at school and outside of it, that is, how they make use of this new language, and if they reach the stage of practicing it. And which teaching methodologies and strategies are capable of creating an environment that facilitates the learning of English, through dialogue with the cultural background of students and their personal interests.

A TOUR OF LINGUISTICS

Chomsky [2]was one of the first linguists to focus on the study of speech, the use of this system, that is, *communicative competence* (that is, knowledge and mastery of the grammatical rules of a language), but he was not interested in *communicative competence. performance* (communicative performance, being able to understand the linguistic structures of a language as well as its cultural aspects and being able to use this knowledge to interact with other speakers). The interest in studying the interaction between speakers of a language - *the communicative performance* begins to emerge with Canale and Swain [3]in the 1980s. Canale & Swain use the term *communicative competence* [4]as a broader term than that used by Chomsky. From the moment the student appropriates the *communicative competence,* the teaching of grammar becomes just a vehicle for communication to occur, and not an end in itself. Interaction gains space, the learner has a greater participation in the learning process and becomes more responsible as well.

When talking about the process of acquiring a language, we cannot fail to mention Stephen Krashen's theory entitled: The Monitor Model, this learning theory gave rise to a teaching method entitled Natural Method [5]. According to Krashen (1982 apud CALLEGARI, 2006), this Model is based on five hypotheses:

1 In France, Michel de Certeau's collective work, *L'invention du quotidien* (1980), played a fundamental role in the question of the study of *uses.*

2 Chomsky suggests that the ability to produce and structure sentences is innate to human beings, that is, it is part of the genetic heritage of human beings, as if it were a universal grammar . We are not aware of these structural principles any more than we are aware of most of our other biological and cognitive properties.

3 Merryl Swain, linguist at the University of Toronto, President of the North American Association of Applied Linguistics, in 1988; PhD from the University of California. Swain is also known for her work with Michael Canale on communicative competence.

4 According to these two linguists , *communicative competence* comprises four competences: **grammatical** (the ability to produce grammatically correct utterances), **discursive** *(*the ability to produce utterances that follow patterns of coherence and cohesion), **sociolinguistics** (the ability to produce sociolinguistically appropriate utterances) and the **strategic** (the ability to overcome embarrassments during speech, such as seeking other strategies to communicate, non-verbal language, paraphrases, if specific vocabulary is lacking during a conversation).

5 The Natural Method is a form of language learning devised by Tracy Terrel (1972) and Stephen Kashen (1982). This method considers communication as the primary function of language and meaning more important than form.

1) The first hypothesis is the one that distinguishes between acquisition and learning. According to Krashen, acquisition takes place at the unconscious level, resembling the process of acquiring the mother tongue, while learning occurs consciously, as a result of an explanation of the target language. For Krashen, the apprentice only reaches a level of fluency that resembles a native if there is acquisition.

2) The second hypothesis is that of the *Monitor.* In this hypothesis, Krashen postulates that the knowledge internalized through acquisition works as a device that will work as a self-correcting structure that the learner enunciates, but for that he also needs to know the rules of the language that have been taught via real communication, since he believes that the focus of English language teaching must be on communication and not on learning rules. This hypothesis is more used in the writing process, where the focus is more on the content than on the speech process.

3) The third hypothesis is that of *the Natural Order,* which is related to acquisition and not to learning. For the linguist, there is a definite order in the acquisition of grammatical structures of the foreign language.

4) The fourth hypothesis is that of *Input, or samples of the target language.* For the acquisition to occur, the teacher needs to bring to the classroom samples of English that are one level above the level of knowledge of the language that the students already have, that is, i+1, understood by (i) the level of knowledge that the student has of the language and (+1) the input brought by the teacher, and all within a context that is understandable to the student. Krashen believes that speech cannot be taught, as it emerges as a result of constant exposure to an understandable input.

5) And, finally, the fifth hypothesis is that of the *Affective Filter,* which can be described as an imaginary barrier that prevents the learner from appropriating the input he receives. The affective filter refers to emotional aspects such as *stress,* fear, anxiety, boredom, etc. This filter is considered high, when the student is emotionally shaken, and low, when he is feeling relaxed and motivated to learn. Therefore, we believe that the knowledge of these hypotheses by the English teacher is of great value during the teaching-learning process *(*CALLEGARI, 2006)

> Rivers (1987) also states that L2/FL interaction enables students to increase their linguistic stock when they hear or read authentic language material or, even, when they hear/read the production of their classmates in discussions, problem resolutions, problems or diaries. (XAVIER, 2000, p. 4).

To illustrate the discussion above, we bring the report of Malinowski (1975) whose text, *Confesiones de ignorance y failure,* narrates his field research in the Trobiand Islands in June 1915, and he takes the opportunity to give a brief account of how his learning took place. of the language of the native people. He reports that after having made a meticulous study of the linguistic material he had and having practiced the language for approximately two months he began to follow the conversation between the natives. "(...) I think that a complete knowledge of any native language is much more a matter of familiarity with its social habits and cultural arrangements than of memorizing long lists of words or understanding the principles of grammar and syntax (...) (MALINOWSKI, 1975, p. 146).

I considered this example pertinent, because Malinowski's considerations were made in 1915, the same period when the natural method emerged as a reference in the teaching of a foreign language, and the notions of discursive and sociolinguistic competences were not yet known, we can say that Malinowski, despite not being a linguist, was already a visionary about the future

language teaching methodologies that were yet to be created. I found the researcher's report interesting, as it deals with the perceptions of a person who had just learned a language different from their own, through immersion in the native environment of the spoken language for a considerable period. Such immersion earned him the development of oral language skills.

Savignon (1983) cites Montaigne's testimony during his learning of the Latin language, which took place through conversation classes, rather than through learning and analyzing the grammatical structures of the language. "*Without methods, without a book, without grammar or rules, without a whip and without tears, I had learned a Latin as proper as that of my schoolmaster*" [6](SAVIGNON, 1983, p. 47 apud RICHARDS; RODGERS, 1986, p. 68).

The way of learning a language, described by Montaigne, can be understood as follows: "you only learn what you practice". "One learns by doing (DEWEY, 1959). "It does not matter if it is a skill, an idea, an emotional control, an attitude or an appreciation, because only a real life situation experience makes learning effective" (SCHMIDT, 2009, p. 149). In this methodology, practice permeates all learning, one learns by practicing through the constant use of the language. Another characteristic of this method is the fact that teachers prepare the course plan and activities, according to the students' needs.

This way, the activities in which the language is used to perform meaningful tasks, using English, are those that promote language learning. Also noteworthy is the teaching of vocabulary that is relevant to the student, since it is this type of vocabulary that will support the learning process, and, finally, learning activities are chosen that will allow students to use the language authentically in activities that reproduce real-life contexts, rather than repeating phrases out of context.

For a long time, the methodological choices for teaching a foreign language have always been based on the type of mastery of the language that our learners needed at the time when learning took place, whether it was the development of oral skills or the development of reading. Nowadays, English is the most used language for commercial and academic purposes, worldwide speaking, but five hundred years ago, Latin occupied this space in the western world. It was taught through the Grammar-Translation Method. Consequently, at that time, the way used to teach it in schools was considered the model teaching method for any other language.

THE PEDAGOGY OF KUMARAVADIVELU 'S POST METHOD

Kumaravadivelu is an Indian linguist who created the assumptions of what he calls Post-Method Pedagogy, he classifies this teaching approach as a pedagogy, as it goes beyond the issues involving teaching techniques and strategies brought by every method of teaching a language. A pedagogy is a broader term that addresses the sociocultural aspects of learners, taking into account their knowledge backgrounds and their interests in language learning.

Post-Method Pedagogy is a three-dimensional pedagogy that addresses the following aspects in the teaching- learning process: particularity (particularity), practicality (*practicality)* and possibility (*possibility)* (*KUMARAVADIVELU, 2001,* p. 538).

For Kumaravadivelu (2001) all pedagogy, as well as politics, is local, that is, we need to take into account the specificities of the space in which it will act. The possible causes of the

6 Without methods, without a book, without grammar or rules, without tears, not even a whip, I learned a Latin as correct as that spoken by my teacher.

failure of many language teaching methods are related to the lack of affinity between the methodological assumptions and the realities of the students. Therefore, particularity has to be a target to be pursued by teachers (BECKER, 1986). Therefore, the pedagogy of particularity can only be exercised with the help of the pedagogy of practicality, that is, without the pedagogical practice linked to the knowledge of theory, the teacher will not be able to become sensitive to the particularities of the students, and of the school environment as a whole.. The pedagogy of practicality paves the way for the arrival of the pedagogy of possibility. This pedagogy aims to empower learners, and provide students and teachers with opportunities to reflect on the *status quo* that, most of the time, overwhelms them (KUMARAVADIVELU, 2001, p. 542).

METHODOLOGY

As our research involved human beings, before starting it, we submitted the research project to the Research Ethics Committee (CEP) of Plataforma Brasil. The project entitled "Researching on the development of orality of English in the context of regular public schools" is registered under CAAE (Certificate of Presentation of Ethical Appreciation): 04095918.7.0000.5284.

All students who participated in the research signed the Term of Assent (TA) and the parents the Term of Free and Informed Consent (ICF), the teacher also signed the ICF. In addition, we obtained the consent of the School Board to carry out the research through a document signed by the Board itself.

After the project submission phase for consideration and subsequent approval on the Brazil Platform, we started the research at the Henrique Lage State Elementary School, which is a public state school of the Fundação de Apoio à Escola Técnica (FAETEC) network,

subordinated to to the Department of Science and Technology. This school is located in the Barreto neighborhood, considered a periphery neighborhood, in the city of Niterói-RJ.

I used semi-structured interviews with the teacher and a group of students. This type of interview does not follow a fixed question and answer format, the questions only serve as a guide for the conversation to flow and the interviewees can speak as freely as possible. This type of interview helped me to understand the assessment/opinion of students about work at/at school. How they evaluated the different situations related to working with the English language at school; how they perceived coherence between the proposal and the practice; what expectations did they have that were confirmed and why did they think they did; what relationship they established with what was previously learned.

EPISTEMOLOGICAL ASSUMPTIONS OF SCHOOL DAILY STUDIES

Our research was developed from the methodological perspective of research in/ of/with the daily lives of schools (ALVES; GARCIA, 2008; OLIVEIRA; ALVES, 2008; OLIVEIRA; SGARBI, 2008). We chose to use the plural nos/dos/com to demonstrate the plurality present in everyday life, since it is a phenomenon that happens in a network. Therefore, all school environments count, since our gaze transcends what happens in the classroom.

The choice for research with everyday life is due to the understanding that everyday life is a space of creation, it is a space where what is foreseen is modified by the action of the subjects, by previous knowledge, by capacities, by working conditions and by so many other reasons that make each reality an experience different from all others (CERTEAU, 1994). We also believe that knowledge is woven

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into networks in which all these aspects are related and interact. Therefore, to know how what is foreseen develops, it is necessary to be present in the environment that we intend to investigate (OLIVEIRA and ALVES, 2008). The knowledge produced at school is born from the multiple relationships between the baggage of knowledge that students and teachers bring from home and their connections with the contents learned and built in the classroom and the experience of the world of their peers as well.

When we are immersed in everyday life, we see the details. While we don't see them from afar. The idea of modernity is that the observer has to have an external look, he has to distance himself from the object. And when we are far away, the only sense we use is vision, that is, the privileged sense in the modern perspective is vision, we do not smell, we do not hear. And since we don't feel the events, we explain what we see. While the research in/of/with everyday life aims to understand the phenomena to outline local strategies for specific actions, which may contribute to the improvement of the researched school reality. We do not seek generalizations, as our research starts from the microcosm, the classroom, therefore, our conclusions are limited to the researched environment, which exemplifies one of the possible modes of occurrence, but cannot define the set of possibilities.

With the research in/of/with everyday life, what is done is to seek "outside the dominant models", a new type of knowledge about the school reality. They share the urgency of defining ways to get to know the school and the need to get to know it in order to transform reality (EZPELETA, 1986, p. 8).

Most of the time, research on the school looks at the school from above, and explains it from the researcher's point of view, because the school sucks. Instead of explaining from his frame of reference, from his model, the researcher dives into that reality and starts to understand what happens at school. "the intricate conceptual framework that exists to observe the school, to approach it as a unit of the school system, normally served to communicate what did not exist in it, to list its deficiencies and deficiencies" (EZPELETA, 1986, p. 10). We don't think the school is wonderful, but there are already too many people talking very badly about it, so we decided to highlight the positive aspects of the school reality. The ideal passes for truth in the hegemonic narrative of the Government. Many of the criticisms that are leveled at the school are based on an ideal that does not exist: students with all the material, etc.

Traditional research on the school brings a model and points out the errors that exist in the school, everything that does not apply to the pre-established model is wrong. However, this ideal model never existed. This whole issue has a political-epistemological dimension of understanding what knowledge is and the reasons why it is produced.

RESULTS AND DISCUSSION

During one of the dives in the classroom of class 701, I could observe that activities involving the learning of the English language with the help of songs potentiated the learning of the language.

> By associating sung music with LEM learning, we are providing enriching situations and organizing experiences that guarantee the expressiveness and learning of our students [...] In other words, learning English through music provides the experience of musical language as one of the means of representation knowledge built by the student's intellectual and affective interaction with the context of each taught song". (VICENTINI; BASSO, 2008, p. 5-6).

The teacher brought to the class proposal the song *Roar (Roar)* by the American singer Katy Perry, which is appreciated by teenagers

in general. She prepared an exercise with the lyrics of the song, and took out some words. His aim was to work: subject pronouns and animals in English. She played the music and while they listened to the lyrics, they had to fill in the spaces with the subject pronouns that had been purposely removed, and do the task whose goal was to practice vocabulary related to animals in English. After completing and correcting the task, she played the song one more time so they could sing it. Most students already knew the letter, which facilitated the execution of the task. The students performed the task successfully, and I can say that it was the class in which they were most interested and motivated, laughing and playing without losing the focus of the activity.

Among the methodologies used, we identified audiolingualism. The teacher also chooses to revisit some grammatical structures as one of the goals of the writing task.

> Music with its universal language makes us believe that it is perhaps the highest, most ambiguous, unknowable and revealing, tangible and distant of the arts. It is also the most attractive and enigmatic way of understanding things in the world. Music works in the realm of feelings. Any human being, even if little gifted with musical sensitivity, perceives and feels the magnetism that music exerts on him. This magnetism drives the manifestations and manifestations of man's emotions and, consequently, deeply sensitizes him (FERNANDES, 2007, p. 03).

It was possible to perceive here, the presence of an activity that developed orality in a productive way. The students were exposed to the target language, and while singing the song, they were producing meaningful English phrases, even though they did not understand all the vocabulary contained in the song.

> One of the most important points for acquiring a new language is memorization. Several studies show the connection between music and memory because, according to Gfeller (1983) music and its sub-

component, rhythm, has benefited the route of the memorization process. (VICENTINI; BASSO, 2008, p. 4)

Music contributes positively in several aspects in the process of teaching and learning English, research shows that rhythm favors the process of memorizing words, learning new vocabularies in a contextualized way, and new grammatical structures (MEDINA, 1993). And according to Vicentini and Basso:

> Considering the teaching-learning theories and the research carried out, it is pointed out that, according to KRASHEN's (1982) hypotheses, for there to be learning, the Affective Filter must decrease, thus, the student can learn using his full potential. Negative emotions, anxiety, demotivation, limit and block students, forming an affective filter. Thus, music provokes positive and pleasant emotions that can lower the affective filter that occurs and promote better emotional conditions for the acquisition of a new language. Music relaxes, relaxes, calms down, brings a feeling of unity to the group and improves self-esteem. (2008. p. 6)

In addition to the benefit of lowering the affective filter, working with music also includes the Monitor Model by Krashen (1982), as students are exposed to language input throughout the period in which they listen to the songs.

Maess et al. (2001) emphasize that research in the neurological area shows that musical and speech processes occur in the same region of the brain, and that musical and speech syntax have significant similarities.

Cruz-Cruz (2005) brings as a contribution the fact that the use of music in classes can help to promote a connection between the right side of the brain, which is responsible for processing musical information and the rhythm, and the left side, which is responsible for processing of information related to verbal language. Taking these factors into account, we can say that the use of music in language classes is of paramount importance to ensure

that learning takes place in a pleasant way.

The teacher was not used to working with music in the class, however, after a conversation with us, she decided to prepare an activity different from the more traditional classes. The resources to teach this class were: a USB speaker, the teacher's cell phone and photocopies with the lyrics of the song with the activities to be completed by the students.

The students were well motivated from the beginning of the class, since they would have something new, most of them already knew the music and, even those who were not very interested in the classes, when another methodology was used, paid attention and fulfilled the tasks. proposals. It was really a success. So we had a successful example of working towards oral skill development. They had access to the original English audio and were able to play some snippets of the song.

> **Researcher:** What were your perceptions about the music class you taught? Did the class meet your expectations?
>
> **Aline:** I thought this class was really cool, I worked on a song by Katy Perry, I thought the students liked it a lot, it met my expectations. Compared to a more conventional type of class, with everyone copying from the board and doing activity in their notebook, this differentiated class was much more fun. I love music, and I think it touches people a lot and talks a lot (...).

There is a belief that there is only the development of oral ability if students are able to speak the language fluently in an autonomous way, however, it must be clarified that this stage will be reached as a result of a longer study process, because even in private schools that teach English, students take some time to start producing sentences autonomously.

The goal to which the teacher refers in the narrative above would be the development of orality of English with the students. According to Canale and Swain (1980), linguistic competence in the language requires the mastery of four competences: grammatical, discursive, sociolinguistic and strategic. Also according to the authors, from the moment the student appropriates linguistic competence, the teaching of grammar becomes only a vehicle for communication to occur and not an end in itself. The focus of the classes becomes the interaction between the learners, who, consequently, assume a greater role in the classes. Our teaching is guided by the development of the four language skills, oral and written comprehension and expression, defined as follows: oral comprehension (*listening)*; written comprehension (*reading)*; oral expression (*speaking);* written expression (*writing).*

We conclude that the development of orality is totally viable, as long as this is the goal of the classes. The methodology will be chosen according to the goals outlined. If the goal is to "make students speak English" during 30 minutes of class, for example, the teacher will opt for a methodology that makes this event possible.

Students expressed that they like to learn through movies, music, games, games. All these activities have oral English as their main focus. Therefore, these indications lead us to believe that our participants have the desire to learn with a methodology that prioritizes the orality of English.

> **Researcher:** Would you like to "speak" or "write" more in English during classes?
>
> **Renata:** She already brought some of the things I like, for example, the activity from the last class that was with music, and it was really cool, I liked it and there was another activity too that she gave a sheet and we had to put the names of the animals in English, I thought it was cool. And... that was it.
>
> **Researcher:** What did you think of the class with the music activity? From 0 to 10, how

would you rate the class with music activity?

Students: 10!!!!!!!!!!!!!!!

Both the teacher and the students expressed their interest in learning English through songs. The speeches of those surveyed refer us to the Post-Method Pedagogy of Kumaravadivelu (2001). We noticed the presence of the pedagogy of particularity, as there was an affinity between the methodological assumptions and the reality of the students, since the teacher had chosen a song that was part of their musical repertoire, perhaps if she had chosen a totally unknown song, the activity would not have been so successful. We identified the pedagogy of practicality, the teacher was knowledgeable about the theories underlying the theories of English teaching, she knew which methodologies foster the learning of oral English. And finally, the pedagogy of possibility, this way of teaching, points to the need to create theories and social practices that dialogue with the experiences that students already bring in their luggage to the school space (GIROUX, 1988).

FINAL CONSIDERATIONS

The present work showed us that it is possible to work on oral skills among students from regular schools and that activities with music are an excellent tool for the development and improvement of listening comprehension skills, oral production and learning of grammatical structures of the language, as well observed by (VICENTINI and BASSO, 2008; MEDINA, 1993; MAESS et al, 2001; CRUZ-CRUZ, 2005; TAGLIALATELA, 2012; KARA and AKSEL, 2013). Songs are so effective in the process of learning and fixing grammatical structures and vocabulary that Liikkanen (2008) describes this phenomenon as involuntary, we create images in our mind while listening to songs and these images are hardly erased.

And as for the most appropriate methodology for the researched group, we highlight the Pedagogy of the Post Method of Kumaravadivelu (2001). Students "use" English, outside the school walls, to watch movies, listen to music, while in the school environment, they like to learn the language through games, games and listening to music as well, this conclusion is directly linked to the Dewey's contributions to the field of teaching, as the author believed that students learn better through the execution of tasks, when they participate in activities that refer them to real life. Thus, we conclude that our participants prioritize learning oral English rather than performing written activities. The research participants did not manage to use English autonomously, that is, without the teacher's stimuli for them to produce statements, but we believe that this practice is possible in a school environment, as long as there is a planning of an activity that make it possible for students to feel more comfortable engaging in small conversations with their classmates.

Seeking to relate Malinowski's account with my experience of teaching the English language, my teaching practice has shown me that the student really develops his linguistic ability to the full, the more he is exposed to the spoken language, the more this listening is encouraged. We would also say that it is the learning process that is similar to that of when an individual has the experience of traveling abroad and being exposed to the foreign language for almost 24 hours a day, also known as immersion learning.

As the present work is a qualitative research, the results are limited to the researched field, it is necessary that the theme of learning the English language with music is extended to other age groups and different levels of education.

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