Academic Written Productions in English in the Brazilian College Context

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INTRODUCTION

One of the most complex, and challenging, tasks at college is to teach academic writing. In the beginning of 20th century, particularly with Brown's (2001) distinction between process and product writing, academic writing and, therefore, its teaching has received much attention on the "process approach to writing instruction" (*op. cit*., p. 335). That is, the view that writing was a representation of speech was not assumed any more and, as so, the writing learning has begun to regard the processes through which learners need to follow as to develop their writing. In other words, learners have been guided to observe their "composing processes" (*op. cit*., p.335) and the teachers' roles started to be more in line with the teaching of the stages of writing as pre-writing, drafting, rewriting and final editing.

By considering the idea of writing in higher education, it is important to comprehend that academic writing is more than a mere set of technical skills that focus on grammar, style, and structure; it goes beyond that, as it involves a wide range of cognitive competences, meaning-making, power relations, identity, and so on. Having said that, we bring into discussion the concept of Academic Literacies (AL), which encompasses a wider range of practices, recognizing the dynamic and socially situated nature of academic communication (Lea; Street, 2006).

Defined as "the diverse and multiple literacies found in academic contexts such as disciplinary and subject matter courses"

(Lea; Street, 2006, p. 227), AL refers to the competencies of reading and writing in higher education contexts. Instead of being a set of technical skills, as mentioned, writing, through the lens of AL, is associated with social practices that are integrated into different academic domains.

Based on the theoretical concepts mentioned above, the type of the written discursive genre of this Ebook is the academic article. According to Spencer & Arbon (1997, p.1), authors who defend the use of the process-oriented approach to academic writing, a research article is "a piece of writing that requires [the writer] to gather information from a number of sources and put it together so that [the writer] can inform or convince [the] reader of something". It, thus, can be inferred here that these authors consider writing articles from the textual organization viewpoint. This means that the writers need, mainly, to plan themselves based on a set of stages so that their writing can make sense for the readers.

Although textual planning plays a crucial role for developing academic articles, new studies have added a more reflective vein in the elaboration of scientific articles. These studies tend to follow a more social, cultural and reflective role in the stages of writing articles. Studies, such as the Marinkovich *et al.* (2016, p. 97), argue that the new perspective of "Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID)" at universities have contributed to a shift of definition in academic writing "as a culturally situated, social activity that conveys disciplinary contributions differentially." And, therefore, leading the role of academic writing as "an important tool to learn the contents and ways of thinking of these disciplines".

Os organizadores
Campina grande, 12 de dezembro de 2024

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CHAPTERS PRESENTATION

In this Ebook **Academic Written Productions in English in the Brazilian College Context**, the following chapters were divided according to the professors' choices which were based on their college learners' previous written productions from the curricular component Writing in English II. This component, that is part of the English Language and Literature Undergraduate Programme at State University of Paraíba, in Campina Grande, Paraíba, has as its objective to teach the college learners to write academic texts such as scientific articles, research papers, essays and others. Therefore, from the next paragraph on, we briefly present the chapters' description from the professors: (i) Celso José de Lima Júnior; (ii) Daniela Gomes de Araújo Nóbrega; (iii) Johnny Glaydson dos Santos Tavares ; (iv) Rivaldo Ferreira da Silva, and (v) Telma Sueli Farias Ferreira.

I

The chapters one (01) to six (06) result from the students' work based on the "Writing in English II" component, completed in 2022, under Celso José de Lima Junior's supervision and instruction. This course was designed to deepen students' understanding of second language (L2) writing pedagogy and to enhance writer/ writing expertise in higher education contexts. Throughout the

semester, students engaged in a variety of theoretical, reflective, and pedagogical activities. They explored theories that inform L2 writing pedagogy, including the influence of first language (L1) composition theories—such as expressivist, cognitive, and post-process approaches—as well as intercultural rhetoric and genre theory. The course also focused on understanding relevant theories and research regarding L2 literacy development, and encouraged students to reflect on their own writing experiences in light of these theories. Additionally, students critically considered the unique needs and resources of diverse L2 writer populations, the impact of different contexts on L2 writing instruction, and how to apply these insights to practical pedagogical practices. This included writing course and assignment design, integrating reading and writing tasks, using model texts, adapting peer review strategies, providing effective teacher feedback, incorporating language instruction in writing classrooms and assessing writing. The chapters reflect the culmination of these comprehensive explorations and practical applications for academic literacy development.

In **Digital Literacy: the benefits in teaching English,** Santana and De Lima Júnior examine the role of digital literacy in enhancing English language teaching. She discusses briefly how integrating digital tools into teaching can improve student engagement, provide diverse learning resources, and develop essential 21st-century skills. They also emphasize the importance of teachers being digitally literate to effectively utilize technology in the classroom and offer practical examples and considerations for its implementation. Cordeiro and De Lima Júnior's chapter, **Prior Knowledge's Implications in Reading Comprehension in the L2 Context,** examines how prior knowledge affects reading comprehension for learners of a second language (L2). The text highlights the crucial role that existing knowledge plays in understanding new information and offers strategies for teachers to activate and leverage students' prior knowledge to enhance reading comprehension in L2 contexts. In **Phonetics and Phonology: Phonetics Difficulties That Brazilian Learners Face in Their Learning Process of**

English, Maciel and De Lima Júnior move us from reading to the phonetic challenges faced by Brazilian learners of English. They identify common pronunciation difficulties and phonetic errors, and provide insights into how these issues affect language learning. The chapter also offers practical solutions and teaching strategies to help Brazilian students overcome these phonetic hurdles. Herculano and De Lima Júnior's chapter, **Relative Contributions of Learning Sociolinguistic Variations When Studying English as a Second Language**, explores the impact of sociolinguistic variations on learning English as a second language. The chapter discusses how understanding and incorporating sociolinguistic differences can enrich the language learning experience. It highlights the importance of acknowledging and teaching these variations to better prepare students for real-world language use. In **Exploring the Effects of Intralingual and Interlingual Translation on Learning Foreign Languages: an overview**, Silva Júnior and De Lima Júnior provide an overview of the effects of both intralingual (within the same language) and interlingual (between different languages) translation on foreign language learning. It explores how these two forms of translation can facilitate foreign language learning. By presenting some theoretical foundations, this chapter offers insights into their roles in the language learning process and their potential benefits for students and teachers. Finally, the chapter **English Language as a Lingua Franca in Academic Places** by Ferreira and De Lima Júnior focuses on the role of English as a lingua franca within academic settings. It examines how English serves as a common language for academic communication across diverse linguistic backgrounds. The chapter addresses the benefits and challenges of this role and provides insights into how English facilitates international academic collaboration and knowledge exchange.

II

Having as a basis the learners' written productions from the 2024.1 semester, the professor Daniela Gomes de Araújo Nóbrega presents six works following a review of literature research, and that belong to the genre, the **academic article**. These works are, thus, divided into two main areas: applied linguistics and literature studies. Within the applied linguistics one, we have works that range from Phonetic, Translation, English as an International language to the Social inclusion area. The first writing, entitled **Intelligibility and Comprehensibility in EFL Pronunciation: a review of literature,** and produced by Silva and Nóbrega, deals with Phonetics studies in EFL. Focusing on the teaching of pronunciation, this work discusses the contribution of the linguistic context and listener familiarity toward the intelligibility and comprehensibility of L2 speech and how they can affect the learner's speaking performance. The following is, then, about Translation studies in EFL that was written by Azevedo and Nóbrega with the title **Analysis of Culture-Specific Items in the Short Story "The Fortune-Teller" by Machado de Assis.** In this study, they discuss the nuances of meaning of culture-specific items in the short story *The Fortune-Teller (A Cartomante)* by Machado de Assis regarding the translation from Portuguese to English. As a sequence, we have the work produced by Freitas and Nóbrega named **Unlocking Global Success: The Role of English Fluency for Brazilian Artists.** In this work, the authors use Annita as an example to discuss the impact of language skills, as EFL, on the global success of artists from non-English-speaking backgrounds. To end up the Applied linguistic part, we have the work **EFL Teaching Strategies to Autistic Children,** situated in the social inclusion area, written by Felix and Nóbrega. The authors discuss how autistic children can learn EFL, reflecting upon how to promote EFL learning for these children and to what extent such issues can contribute to improve pedagogical practices and promote learner's linguistic and social

inclusion. Within the literature study part, we have two works. The former, **The Internalization of Misogyny: analysis of gender representations in the character Cersey Lannister in a "Song of Ice and Fire"**, is written by Zeca and Nóbrega. The authors aim to review existing literature on the various dimensions of Cersei Lannister's character through the lens of internalized misogyny by examining her historical and social context, her quest for power, her familial and personal relationships, her self-perception and identity, and her misogynistic behaviors. The latter, **The Female Voices in Hamlet: analysis of the role of female characters in Shakespeare's tragedy**, produced by Silva and Nóbrega and having as the epistemological basis gender studies in literature, explores the representation of female characters in William Shakespeare' "Hamlet", with a special emphasis on Ophelia's feminine traits.

<div align="center">III</div>

Through the supervision and guidance of Professor Johnny Glaydson dos Santos Tavares, concerning the curricular component Writing in English II during the semester 2024.1, we will find the result of five texts characterized as **articles** with qualitative approaches, which address themes within the fields of Linguistics, Literature, and Education, especially given the reflections that allow discussions about the English language. The article entitled **Use of Technological Tools in Teaching/Learning English as a Foreign Language Post Covid-19**, by Gomes and Tavares, reflects on teaching English before, during, and after the pandemic context to visualize the impacts, both positive and negative, on teachers' and students' lives. Specifically, the authors try to understand what challenges existed in the virtual learning process during the pandemic and how the introduction of the virtual environment is reflected in the current educational process. In the chapter dedicated to the article **The Importance of Memes as a Pedagogical Support,** Dos Santos Neto and Tavares share an argument around

the importance of creating classes that provide opportunities for the use of *memes* and social media themes in the face that it can favor efficient and relatable environments between student and teacher, where learning can occur, the research reflects on the use of *memes* in classes as a useful tool and a relevant approach in an increasingly digital scenario. **The Lack of English Usage inside the Classroom: a reflection inside undergraduate in the English Language and Literature undergraduate programme,** by Maciel and Tavares, reflects on a problem that surrounds many undergraduate courses in the English language: the lack of achievement, proficiency, and fluency of students, influencing the graduation of future professionals without sufficient linguistic knowledge to teach. The paper brings an academic reflection about some factors that influence the problem, bringing theoretical discussions and concepts to help us search for some directions and solutions, mainly in light of the focus on fluency and intelligibility. Delving into studies focused on Literature. **The Constant Search of Literature Teachers to Connect their Students to Literary Texts in Brazil,** by Uchôa and Tavares, discusses a continuous search by literature teachers to connect their students with literary text, a problem faced in the classroom that is long-lasting, especially in countries like Brazil, which has a low number of readers and inefficient public policies to deal with the situation. Still in the Literature Field, the article **The Door in the Wall by H. G. Wells: an analysis in the light of environmental psychology**, by Cordeiro and Tavares, develops an analysis of H. G. Wells's short story considering the union between Literature and Psychology to constitute interpretations of the work, thus, it is analyzed the choices of the character in the story and the act of passing through the door in the light of Environmental Psychology, and, therefore, discuss the object 'door' and its wealth of meanings through the three times (before, during, and after) in the act of passing.

IV

Building on the written productions of students from the 2022.2 semester, stemming from the component Writing in English II, professor Rivaldo Ferreira da Silva presents eight academic **articles** that explore themes in literature, applied linguistics, technology, and teaching of English. Silva and Silva, in **The Use of Jamboard as a Pedagogical Tool in English Language Teaching**, explores how Jamboard can be utilized to enhance the learning experience in English language classrooms. The text emphasizes the platform's effectiveness in promoting student engagement, creativity, and digital literacy, particularly in online and remote learning environments. It further highlights how Jamboard supports writing development and creates an innovative and supportive environment for learners of English as a Lingua Franca (ELF). Martins and Silva´s article, **The Instagram as a Pedagogical Tool in English Language Classes**, discusses the use of Instagram as an innovative teaching tool in English language classrooms. The research emphasizes how Instagram, with its visual and interactive features, can promote student engagement and motivation. By leveraging social media's accessibility and multimedia capabilities, the study highlights Instagram's potential to enhance communicative skills, foster collaboration, and create new learning opportunities. In **The Audiolingual Method and its Advantages for English Language Learners**, Santos and Silva´s explore the benefits of using the Audiolingual Method (ALM) in English language teaching. The study highlights how ALM focuses on repetition, pronunciation, and intonation through sentence patterns, making it effective for developing listening and speaking skills. The final results of the research indicated that ALM, when combined with other teaching methods, can significantly enhance English fluency among learners. **The Use of Digital Platform Instagram in the Learning of English**, written by Souza and Silva, highlights Instagram as a dynamic, creative, and interactive tool for English language learning. The

research highlights Instagram's potential to develop key language skills such as writing, listening, speaking, and sentence interpretation through engaging content like memes, slang, and visual media. Pinto and Silva's reflections, **The Use of Technology as a Tool for Teaching EFL and the Role of the Teacher in These Pedagogical Times**, explores the growing importance of technology in English as a Foreign Language (EFL) instruction. The study emphasizes how digital tools have transformed teaching methodologies, significantly improving student learning outcomes. Guimarães and Silva´s article, **The Importance of the Representation of Black People in Animated Movies**, delves into the ongoing issue of limited Black representation in audiovisual media, specifically animated films. The study highlights the significance of diverse representation, using *The Little Mermaid* as a central example to explore why it matters. By analyzing historical depictions of Black people in American animation and modern portrayals, it underscores how underrepresentation has persisted across various contexts. Araújo and Silva´s research, **English Teaching in Brazil: what is the teacher's role and the influence of humanized teaching in the learning process,** provides an integrative bibliographic review that reflects on the challenges faced by English language teachers in Brazil and the influence of Freire's humanized teaching philosophy on pedagogical practices. Lastly, in Rocha and Silva's piece of writing, it is discussed how **The Process of Acquisition of English as a Second Language By Digital Channel Means** happens. It focuses on investigating and analyzing how ESL acquisition occurs online, discussing the overall process of second language learning, and evaluating how this learning process unfolds within a digital context. The goals include examining specific methodologies and frameworks that facilitate language acquisition in a digitally-mediated upbringing.

Among the results of this subject taught during the 2022.1 and 2022.2 semesters by professor Telma S. F. Ferreria, we have the pleasure to provide you with the reading of six academic articles. In the first writing, produced by Oliveira Júnior and Ferreira, named **The French Language and the Quebecer Identify**, we have the discussion about the relationship among language, culture and identity with the use of the Quebecer society as the object of study. Lopes, Silva and Ferreira produced the second article, **Types of Prejudice Faced by Speakers of English as a Second Language**. As a literature review, the authors show the way prejudice happens for users of English as a second language, taking into account that their use is always put to the proof. In the sequence, **The Benefits of the Technological Tools in the Learning Process of a Foreign Language**, produced by Silva, Alves and Ferreira, presents a work that aims at discussing the importance of use of the technological instruments for the teaching of language, specifically for the English language. Still focusing on the use of technology in the educational scope, but now making a connection with the writing process in virtuality, Pereira and Ferreira present the article named **Students´ Interest in the Literature through Fanfiction: possibilities for improving the writing and reading of the English language student** which introduces the perspective of fanfiction as a tool for the improvement of the reading and writing abilities in English classrooms through the use of Wattpad. The two other academic articles are inserted in the literature scope. The penultimate text, **"What you can see from here" by Mariana Leky: the revelation of the extraordinary through magical realism,** written by Constantino, Costa and Ferreira, tries to explain about the revelation of the extraordinary in the magical realism literature based on the analysis of the contemporary novel written by Mariana Leky. Last but not least, we present the work produced by Ferreira, Limeira and Ferreira, named **Feminism in the Literature: the wife**

of Bath's tale by Chaucer. Taking into account the importance of literature as an instrument that can reveal the nuances of our history, this work aims at discussing the way the female medieval protagonist's behavior is presented by the religious perspective of the male author in an ironic and humorous way.

DIGITAL LITERACY: THE BENEFITS IN TEACHING ENGLISH

SANTANA, Bruna Nathielly dos Santos
DE LIMA JÚNIOR, Celso José

INTRODUCTION

Throughout history, humans have constantly sought ways to achieve their goals more efficiently. This drive for improvement has led to numerous significant accomplishments, from landing on the moon to advancements in communication and medicine. Technological progress has played a crucial role in these achievements, evolving from simple inventions like the lamp to complex devices such as smartphones. These technologies have transformed our daily lives and facilitated our evolution. However, it is essential to recognize that technology alone is not enough; it requires effective management and utilization of resources to reach the desired outcomes. As Lucas Karasinski (2013) explains in his article "What is Technology," technology involves "the use of techniques and acquired knowledge to improve and/or facilitate working with art, solving problems, or executing specific tasks".

In today's world, digital technology is pervasive and indispensable. Its significance is evident as it simplifies various daily tasks, from making payments via smartphones to checking bus schedules. The impact of these technological advancements extends into the educational context. Given that technology can enhance many aspects of life, understanding how to integrate it effectively into teaching and learning is crucial. Teachers must be digitally literate to select and utilize appropriate tools based on the needs of their students. This article will explore the benefits of digital literacy in teaching English, addressing two main topics: first, the concept of digital literacy and its importance in education; and second, the practical benefits of digital literacy, including examples of digital technologies that can be utilized in English language instruction.

THE BENEFITS OF DIGITAL LITERACY AND THE USE OF DIGITAL TECHNOLOGIES IN TEACHING ENGLISH

Traditionally, literacy has been defined as the ability to read and write. While this basic definition remains relevant, literacy now encompasses a broader range of skills, including the ability to adapt reading and writing abilities to various contexts. Following the discussions presented in Elizabeth Birr Moje *et al.* (2020, p. 3), literacy could be seen as a development that shows "diverse ways of knowing, being and doing", informing that we need new approaches to educational practice and research to understand individuals "more fully—as social, emotional, cognitive, and cultural beings whose quality of life depends, in part, on supportive and informed learning environments". According to Martin, digital literacy is "the awareness, attitude and ability of individuals to appropriately use digital tools and [...] construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process" (2008, p. 167). In other words, it specifically refers to the ability in using digital devices and technologies to

achieve various situated goals and contexts. It also involves the confident and critical use of digital tools for information, communication, and problem-solving

For educators, digital literacy is essential because modern schools increasingly integrate technology into their curricula. Teachers who lack confidence in using these new tools may face challenges, especially given the significant investments in technological resources. As technology evolves, it is expected that teachers adapt to these changes to keep pace with societal progress.

Digital literacy also benefits students, who are often already familiar with digital technologies. English language learning, in particular, has gained from these advancements. For example, mobile apps like *Duolingo* have become popular tools for language learners. Computers and various websites offer activities that enhance vocabulary, listening, and writing skills through Computer-Assisted Language Learning (CALL). According to Candlin (2003), CALL involves any process where a learner uses a computer to improve their language skills. This broad definition allows for various practices in language teaching, making it easier for learners, teachers, and researchers to find and adapt suitable materials and methods.

FINAL REMARKS

The importance of digital literacy in teaching and learning is evident. In the context of learning English, digital literacy significantly impacts both teachers and students. Mastery of digital tools can simplify the process of learning a new language, making it more accessible and engaging. However, without adequate digital literacy, the use of these resources can be ineffective or even counterproductive. Teachers may initially struggle with new technologies, but as the educational system evolves alongside technological advancements, it is crucial for educators to develop digital literacy. Effective use of technology should be balanced and mindful, considering potential risks to health and well-being. Teachers with

strong digital literacy can leverage various tools, such as mobile apps and websites, to create dynamic and interactive English lessons. For instance, incorporating activities like listening to English music or recording audio messages can enhance language learning. Ultimately, technology, combined with digital literacy, offers numerous opportunities for enriching English language education. By understanding and utilizing these tools effectively, educators can positively influence the teaching and learning process, making it more effective and enjoyable for students.

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PRIOR KNOWLEDGE'S IMPLICATIONS IN READING COMPREHENSION IN THE L2 CONTEXT

CORDEIRO, Gustavo Samuel B.
DE LIMA JÚNIOR, Celso José

INTRODUCTION

Most current scholars and theories on reading have assumed that the reader must use his whole prior knowledge while in contact with the text to achieve comprehension and understanding. According to Kleiman (2002), It's from such knowledge that the reader is allowed to make inferences and comprehend the implicit and explicit information contained in the text, such as linguistic, textual, and cultural knowledge. In this manner, we consider prior knowledge activation as an essential aspect of successful reading comprehension. Disproving some theories that state reading as a simple act of decoding words. Therefore, this article aims to present the prior knowledge's implications in reading comprehension in the L2 context by reviewing how that knowledge influences comprehension.

To do so, we use a brief theoretical framework in order to gather and analyze published texts to support our main goal. Thus, we organize this article into two parts. In the first one, we briefly discuss the reading and its concepts, bringing some theories to hold up the idea. Then, we discuss prior knowledge's implications in reading in the L2 context.

READING AND ITS CONCEPTS

Reading is considered an important feature of the cognitive process of learning, enabling its insertion into the social sphere, politics, economics sphere, and culture. It is thanks to the reading that society is still in development. Because of reading people can reach new information and get new experiences, expanding their intellectual and social knowledge in comprehending a text (Boso et al, 2010). An (2011, apud Alhaisoni, 2017) says that "reading is an important skill and plays a dominant role among the four skills used in the learning of the English language. […] in communication input and output, language comprehension is a very important key link that we cannot feel directly but does exist". (p. 30) Therefore, it's important to be aware of reading concepts because it's from such knowledge that ESL/EFL teachers and learners can have a better development of both teaching/learning.

These reading concepts were not always clear and definite like that. Behaviorist and Cognitivist theories have affected the construction of reading models over different periods of history (Alhaisoni, 2017). According to Alhaisoni (2017), it was since the 1960s that the reading process was considered a cognitive activity that psychologists started to have an interest in that process. Likewise, it was so interesting that the view of reading and its way of being taught was changing. Later in 1977 and 1988, Rumelhart (1980) criticized the bottom-top and the top-down process of reading[1],

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1   Strategies to process information and knowledge ordering.

which was well known in teaching. His aims were "to incorporate concurrently the process of obtaining knowledge from many different sources (linguistic and knowledge) while reading" (p. 30).

In fact, Rumelhart (1980) proposed an expansion in the interactive model of reading up to schema theory, a branch of cognitive science concerned with how the brain structures knowledge (Pankin, 2013), without ignoring the bottom-up processing. As Alhaisoni (2017) states: "The main idea behind schemata is that readers can make sense of visual information and understand printed matter by relating them to their previous background knowledge (BK) and previous experience" (p. 30). In other words, schema theory is a process in which the reader links the received information with its prior knowledge and the information contained in the text (Boso et. al, 2010). Yet, Alhaisoni (2017) summarizes this idea, he says that:

> Studies on the role of prior knowledge (e.g. Murray, 1980 and Anderson, 1994) have shown that it has a great impact on reading comprehension in a foreign language. These studies have made it clear that understanding the role of schema in the reading process provides deep insights into why students may fail or succeed in comprehending the written text (2017, p. 31).

Although we have this lack of studies, some scholars mentioned that principally in EFL contexts, reading comprehension instructions need more research to upgrade and optimize the proposal. According to Rumelhart (1980), the schema is a data structure representing the genetic concepts stored in our memory. He considers this theory an "explanation of how readers use prior knowledge to comprehend" (Alhaisoni, 2017). Leffa (2012) says that the reader needs to associate the knowledge already acquired by him with the text information to constitute a schema of reading. However, as pointed out by De Lima jr (2024), researchers are choosing to

use prior knowledge, previous knowledge, and background knowledge in reading research, to the detriment of the use of the term 'schema'.

PRIOR KNOWLEDGE'S IMPLICATIONS IN READING

Prior knowledge is every piece of information that the learner already obtained before learning the new one. Therefore, the individual's life is full of information that influences him in his everyday life to the same degree as his process of learning. This information is defined as the individual's experiences, social relationships, politics, economics, and culture, which motivates the reader while learning. Likewise, the individual also has linguistics and textual knowledge that directly influences his comprehension. Thus, from such knowledge, the reader is allowed to make inferences and comprehend the implicit information contained in it (Kleiman, 2002).

Leffa (2012) in his study says that "If the reader arrives at the text empty-handed, nothing takes" (p. 255). Thus, he asserts four abilities the reader needs to comprehend a text: (1) code translation; (2) puzzle assembly; (3) evocation of constructed knowledge, and (4) strategic planning. According to Leffa (2012, p. 256-258):

1. *Code translation.*[2] Every cultural artifact – could be a book, an image, or a video – is restricted by a specific code that needs to be acquired by the reader to reach comprehension. The reader needs to be supplied with an arrival code at the moment of reading for which the content of the starting code could be translated.

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2   Every translation contained in this work is the responsibility and authorship of the first author.

2. *Puzzle assembly*. The object to be read is always composed of parts that are appropriate to each other, creating a coherent whole, although, with majors and minors' interstices among the pieces, that must be filled by the reader. The assembly starts at the phase level evolving semantics restrictions, lexical order, and syntactic restrictions as well. Likewise, its rules of verbal agreement, regency, and possible sequencing.

3. *Evocation of constructed knowledge*. The reader isn't an empty creature; he has life experiences preserved in his memory, which need to be brought about when starting the reading. Therefore, comprehending is more than connecting segments within the object of reading; it is also about connecting these segments, filed there in the object, with segments filed in the reader's memory.

4. *Strategic planning*. Beyond the basic domain of code (linguistics knowledge), the puzzle assembly (compositional knowledge), and the evocation of constructed knowledge (culture knowledge), the reader also needs to manage the reading, establish targets, select appropriate techniques for the objective (e.g. "scanning", "skimming"[3]) and evaluating until how far the goals are being achieved.

Scott (1983) claims that the process of reading is about extracting the implicit and explicit meanings from the text. "It is a selective process and, at the same time, a psycholinguistic guessing game" (p. 3). The reader must use his whole prior knowledge acquired during his life to achieve comprehension in the process of reading. In this manner, using this acquired knowledge, the reader would

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3 Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly to get a general overview of the material. Scanning is reading rapidly in order to find specific facts (Butte College, 2019).

establish a link with the text in order to attribute meaning to it (Boso et. al, 2010). At the end of their study, Boso (et al, 2010) says that: "A person's prior knowledge gives him a broader conception of a given text. […] Knowing something before you even learn or do it, no matter how you learned it, will facilitate learning and aid reading comprehension". (p. 35) Thus, the reader's level of comprehension will be directly influenced by its level of prior knowledge.

A study at Aljouf University, made by Alhaisoni (2017), where 82 EFL teachers from different countries were teaching the English language, has shown that teachers acknowledged that "good prior knowledge about the text's topic has a great influence on student's recall and comprehension" (p. 38). The results also revealed that teachers are responsible for guiding students to make connections between their prior knowledge and new reading material using different pre-reading activities[4]. Even though it might take them more effort than usual to do that, the benefits obtained from these activities will be fundamental to improving learners' reading comprehension. According to him, "It is necessary for teachers to remember that the role of brainstorming is to facilitate the activation of students' background knowledge or schemata rather than to impose the opinions mentioned in the text" (p. 38). Therefore, the teacher has an essential role in providing the learner with appropriate and effective instructional techniques and strategies for reading comprehension.

To sum up, we consider reading more than an act of decoding to obtain comprehension. Even though it's a necessary feature, alone is insufficient to reach the goal. For this reason, we conclude that prior knowledge activation is essential in reading comprehension, for the level of comprehension that the reader will achieve will depend on the level of prior knowledge. Therefore, we hope this discussion might support teachers and learners to clarify their

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4   Such as brainstorming strategies, audiovisual aids, questioning, discussing an issue, etc.

understanding of prior knowledge and use the suggested pre-reading activities discussed during this article to obtain benefits in the context of ESL teaching/learning.

It is worth remembering that this study does not intend to exhaust the subject, which is quite broad and complex but only addresses the aspects required for activating prior knowledge in reading comprehension.

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PHONETICS AND PHONOLOGY: PHONETICS DIFFICULTIES THAT BRAZILIAN LEARNERS FACE IN THEIR LEARNING PROCESS OF ENGLISH.

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INTRODUCTION

Learning a new language is challenging, and in the learning process, learners find several obstacles and difficulties that often make them give up on achieving the desired goal. These challenges can be the difficulty in locating study material or an efficient learning method that helps them pronounce the new language, and even the student's commitment and motivation to learn it.

In this article will be discussed some important points of the acquisition of the English language for native speakers of Brazilian Portuguese. This paper has the purpose of discussing the phonetics difficulties that Brazilian learners of English as a foreign language (EFL) tend to face on their learning journey. The research question that guided this study is: what are the difficulties, regarding pronunciation, faced by Brazilian learners of the English language?

This work is divided into three points, the introduction that brings a brief explanation of what will be discussed in this paper, the Phonetics of Brazilian Portuguese and English language, accent and mispronunciation, intelligibility in the English speech of Brazilian learners and finally the conclusion, that covers all the information brought in the article.

PHONETICS OF BRAZILIAN PORTUGUESE AND ENGLISH LANGUAGE

To begin the discussion about the phonetics difficulties that Brazilian Portuguese learners face in their learning process of English as a foreign language, some explanations will be given regarding the meaning of phonetics and phonology. In brief words phonetics is "a system for describing and recording the sounds of language objectively" (Delahunty et. al, 2010, p. 89) and this system manages to make us look at language in a different way, it can make us perceive the sounds produced beyond the written form of words and the "phonology concerns itself with the ways in which languages make use of sounds to distinguish words from each other" (Delahunty et. al, 2010, p. 89).

The sound of the Brazilian Portuguese language is different from the English language, so Brazilian learners tend to associate English sounds with what is most similar in Portuguese and it is called "The Role of Native Language'' by Godoy et al (2006). This kind of association happens because the Brazilian people are already used to hearing a specific sound in their native language and to start hearing and assimilating new sounds it is necessary to start a new learning process, which is "learning to listen again" (Godoy et al, 2006, p. 18).

Three of the most common sounds aforementioned that undergo an association are: firstly, the TH voiced sound / ð / and TH voiceless sound / θ /, which is respectively associated with "d" sound / d /, for example the word "They [ðeɪ]" tends to be pronounced

as "Day [deɪ]" and the word "Thought [θɔːt]" as supposed to be is pronounced as "Fought" [fɔːt]. The second sound is the "S" in the beginning of a sentence, in which Brazilian learners of English tend to put the vowel "i" before the first sound, becoming "Ispeaki" [ispiːki] instead of "Speak" [spiːk] and finally the words containing the suffix "Ed" at the end of a sentence, that indicate a past tense. An example of the "ed's" mispronunciation is the verb "Watched" [wɑːtʃt] that is pronounced as "WatchED" [wɑːtʃəd], putting the stress of the word in the last syllable.

Research carried out by Lanteigne (2006) shows exactly these deficits in relation to the pronunciation of the sounds described above. Despite these more common mispronunciations, Brazilian pronunciation is called "The Good News" by Godoy (2006), which helps us to reflect on the speaking skills of Brazilians from a different perspective.

> Brazilians, in general, are considered to have good pronunciation in English. Are you surprised? Well, just compare our performance to Asian, German or Italian speakers. Why is that so? Some people claim that because Portuguese is not spoken in many countries, we are often exposed to different languages. This exposure would give us some training in picking up other languages (Godoy, 2006, p. 19).

Godoy's (2006) speech already shows that Brazilians have a vast miscegenation that allows them to be exposed to the new and learn new languages. This exposure should be seen as a beneficial differential because it allows Brazilians to observe their accents and speech culture and helps them to become more familiar with these linguistic aspects.

ACCENT AND MISPRONUNCIATION

When discussing pronunciation, two important points that cannot go unnoticed are: mispronunciation and accent. These are two things easily confused, but it has different meanings and one of them is impossible to escape, the accent. "An accent is something that everybody, EVERYBODY has, whether they like it or not" (Godoy, 2006, p. 20, author's emphasis). Godoy (2000) also mentions that even if you live in the same country and speak the same language, you will have a different accent, because this aspect of the language comes according to the culture of the region where the speaker is inserted in, and the origins of the speaker's family.

In the language it is not different, the impact of the accent is even greater because it is a new language, in which the speaker does not yet know the sound and the particularities of the language. It implies that if you are a learner of the English language, not just English but any other language, you will have an accent and still will be able to be comfortably intelligible.

On the other hand, mispronunciation is a deviation in the pronunciation and depending on the deviation it can cause a misunderstanding in the conversation or even the complete communication failure in what is being said. Godoy (2006) gives us an example of mispronunciation by a Russian person speaking Brazilian Portuguese, and the word spoken was "Sôula", can you understand and tell me what the person is saying?

For this reason, it is important to distinguish these two aspects of language and it is crucial to be aware that in acquiring a new language, the learner will have an accent, which is perfectly normal. Guarding yourself about mispronunciations is valid as well, not punishing yourself for not being able to pronounce words with perfect pronunciation, phonetically speaking, but always looking to develop and improve skills in the language.

INTELLIGIBILITY IN THE ENGLISH SPEECH
OF BRAZILIAN LEARNERS

Jarosz states that it is possible to understand that comprehensibility and intelligibility are related to both the speaker and the listener, the speaker can have a comfortable pronunciation and talk comfortably with a person without mispronunciations, but if the listener does not have his ear prepared there could be a misunderstanding, and the same would happen if it were the opposite. "Comprehensibility and intelligibility are not only related to the speaker's production, much also depends on the listener's perception, prejudice, familiarity with the speaker's accent and background knowledge of the subject discussed" (Jarosz, 2019, p. 13).

There are two types of intelligibility according to Jarosz (2019, apud Szpyra-Kozłowska, 2015) the Abercrombie's comfortable intelligibility, in which the listener can easily understand what the speaker is saying without misunderstandings and basic/minimal intelligibility, the one in which the listener needs to put efforts in order to understand what is being said.

Research done by Cruz (2005) revealed that despite the mispronunciation of the Brazilians involved in the research, the native English-speaking listeners were able to understand the spoken message well. One of the phrases spoken by a Brazilian to 5 natives of the English language to interpret was *"I had three dogs and the first"*, in which the word "Three [θri]" was said like "Tree [triː]", most of them, when writing what they heard, wrote down the word three correctly, only two of them were not able to understand, one left a blank and the other transcribed *"I had a trade off in the first"*. It means that it was a basic/minimal intelligibility to the listeners.

Cassimiro (2011) gives us some tips about how English pronunciation can be improved. He tells us to learn the phonetic symbols of the English language, although it is not easy, it will help in articulation when producing the sounds. "The more you learn

about phonetics, the better you pronounce the complicated words of English" (Cassimiro, 2011, p. 55).

To conclude, this is a judgment on the importance and meaning of the information discussed in this article in terms of its implications and impact on the learning and acquisition of English for Brazilian Portuguese speakers. It is always good to emphasize the significance of pronouncing words in a comfortably intelligible way for good understanding and communication.

It is also important to encourage Brazilians who are learning the English language, support and encourage them to continue, however difficult or challenging it may be. It will be good to see in the future how much the learner has evolved in their English language skills, in the end, all the effort will be worth it.

This article discussed the phonetics and phonology, in terms of meaning, of the sound of the English language and the Brazilian Portuguese language, the difference between them and the most common mispronunciations committed by Brazilian learners in English words. The difference between accent and mispronunciation was presented and finally was discussed about the speech intelligibility of Brazilians who learn the English language, answering the question about the difficulties, regarding pronunciation, that Brazilian learners of English face in their learning process.

This work needs to be deepened to reach an audience as a research target and discuss even more narrow terms that could not be worked on in this article due to the short time. The research can be done in about 3 months in language schools and universities in Brazil, using methods that can test students' speaking skills and point out the biggest difficulties.

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RELATIVE CONTRIBUTIONS OF LEARNING SOCIOLINGUISTICS VARIATIONS WHEN STUDYING ENGLISH AS A SECOND LANGUAGE

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INTRODUCTION

English as a second language is a term used to explain the study of English by non-native speakers (Nuriska, 2021). During the process of language acquisition, students tend to face problems with grammar, listening, and pronunciation. It all happens because there are new grammar rules and sounds that might be hard for them to understand, and even more so if these sounds and grammar rules don't exist in their first idiom. Students usually go through this process with the understanding that there's a "right" and "wrong" way, which are the formal and informal variations of language, for speaking, and writing.

It is essential to understand that Sociolinguistics is the study of language related to society (Nisa, 2019). This field of study explores how language is used for communication in different social groups of people and social situations. Such differences can be seen in the

dialects, accents, and level of formality and informality used in a place in contrast to another one. Therefore, these differences are considered in sociolinguistics as variations of a language.

Knowing that there are many sociolinguistic variations, our aim in this article is not about exploring every single one found in the English idiom. The purpose of this article is to discuss the importance of learning sociolinguistics variations in studies of English as a second language. We are going to discuss 2 reasons why they are important. The following research question guided this article, "What are the relative contributions of learning sociolinguistics variations when learning English as a second language?".

RELATIVE CONTRIBUTIONS OF LEARNING SOCIOLINGUISTICS VARIATIONS WHEN STUDYING ENGLISH AS A SECOND LANGUAGE

There are many sociolinguistic variations around the world nowadays. These variations are present in every single language that is being spoken. According to the Community of Portuguese Language Countries, there are 9 countries whose official idiom is Portuguese. Each one of these countries has its variations of the idiom. If we take a deeper look to analyze them, we'll see that every area and state of a country has its specific variations of that language. Then, we have many variations of the Portuguese language. However, when we compare the Portuguese variations with the English ones, we see that this number is even less

According to Yadav (2018), there are 378 million native speakers of English and there are also 743 million non-native ones. For this reason, we can wonder how many sociolinguistic variations one is able to find in a single language, especially English since it is the most spoken one. Therefore, we consider 2 reasons why it matters that L2 English students come to learn about sociolinguistic variations. The first reason is that it is important for second language production. Knowing about these variations will change

their thinking of "wrong" and "right" words to "adequate" ones. At school, students might only study the formal variation of English for example. However, when talking to friends, listening to songs, and watching tv shows, movies, series, etc. they may notice a different kind of variation they haven't seen or studied at school. It might also be confusing for them to understand what those words mean in that context. Therefore, it is necessary that teachers present both variations (formal and informal) of the idiom for L2 students to improve their skills. We can do it by using the 4 kinds of competence presented in Geeslin; Long (2014):

1. Grammatical Competence – which refers to the comprehension of grammatical aspects and the ability to use them in speech. (e.g. a professor's lecture).
2. Communicative Competence – which refers to the ability to communicate and be comfortably understood. (e.g. someone talking to their friend).
3. Sociolinguistic Competence – which refers to the ability to use different variations of a language depending on the social context. (e.g. A doctor talking to their patient and then talking to a nurse).
4. Strategic Competence – which refers to the ability to make strategies for communication when not being understood. (e.g. when someone forgets a word but describes it for the listener to get what they mean).

These competencies can be seen as a balance. The Grammatical one is important but it doesn't mean that the sociolinguistic one is not. For example, if an L2 English speaker goes to a job interview, he shall make use of these competencies taking into consideration the social context. He might use the formal variation of the language to get hired by that company. On the other hand, if the L2 English speaker works with the public in general, he has to know how to communicate in a better way with those using different

dialects from his. Therefore, we consider all these competencies necessary for language acquisition.

> From a language instruction perspective we see that fostering the development of communicative competence includes, minimally, providing sufficient input to cover a range of types of interaction and giving students sufficient opportunities for meaningful interaction. What is likely also clear, however, is that the first type of competence, grammatical competence, usually receives the bulk of our attention in the language classroom and in second language acquisition research in general. To be sure, no one will deny the importance of grammatical competence. A learner without grammatical competence cannot interpret or produce an utterance in any social context. Nevertheless, it is also clear that sociolinguistic competence is essential for effective communication. For this reason, it is imperative that second language acquisition researchers continue to investigate the cross-section of sociolinguistics and language acquisition and that language instructors bring these findings into their own language classrooms. (Geeslin; Long, 2014, p.7).

The second reason why it is important to learn about sociolinguistic variations is that students will be able to respect people's identities. For instance, when someone talks, we can notice the accent this person has, the dialects he uses, and the way this person communicates. In other words, when we express ourselves, we share a lot of information, such as nationality, social class, beliefs, culture, values, etc.

> Language varieties not only indicate a speaker's origin or aspects of their social identity (for instance, their social class or ethnic group) but they also carry certain social values related to

the speakers who use them and the contexts in which they are habitually used. Language varieties therefore constitute a resource that may be drawn on in interaction with others. (Nisa, 2019, p.6)

L2 English students might think that a certain variation of the idiom is "weird" or "less beautiful". These kinds of thoughts may not only interfere with the way they comprehend and communicate but also with the social situations they're in. For this reason, it is essential that teachers come to discuss and explain linguistic prejudice and discrimination to avoid social problems. O'neill (2019) discusses the difference between these two ideas. Linguistic prejudice is the predetermined opinion we have about a specific group of people based on the way they communicate. This prejudice is more of a feeling with many generalizations about that group of speakers. While linguistic discrimination is this predetermined opinion and the negative feeling now taken into action. For instance, someone might have linguistic prejudice when it comes to Indian speakers of English. This person might not know all the history of that group, but even so, he makes these negative generalizations. On the other hand, someone might have linguistic discrimination when he has this negative idea and doesn't give equal opportunities to that group of people as he would give to another one.

CONCLUSION

Taking into consideration what sociolinguistic variations are and what English as a second language is, we showed 2 reasons why L2 students should learn about these variations. By learning sociolinguistic variations, they will improve their skills and language production, knowing the dialects they have to express themselves in each social context. They will also be able to learn and respect other speakers' identities, knowing that through communication we all share personal information about ourselves.

There are 2 major limitations in this article that could be addressed in future research. The first one concerns the time constraints, in which we were able to discuss just 2 reasons why learning sociolinguistic variations is important in the studies of English as a second language. We are aware that there shall be more reasons for that. The second one concerns the details and information presented in the two reasons discussed. They could be clearer and richer in detail for a better conception of the ideas presented in this article. Therefore, we are acknowledged that both limitations could be overcomeable by doing more research in the sociolinguistic field in a better amount of time.

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EXPLORING THE EFFECTS OF INTRALINGUAL AND INTERLINGUAL TRANSLATION ON LEARNING FOREIGN LANGUAGES: AN OVERVIEW

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INTRODUCTION

When we initially think about translation in the context of language learning, it may seem simple: we often think of translating a specific word from one language to another to convey an idea. However, have you ever paused to reflect on how translation studies can support or hinder learning a foreign language? This article explores this complex relationship by examining the advantages and disadvantages of interlingual and intralingual translation for language acquisition. The work of some informs the discussion. Jakobson (1987) categorizes different aspects of translation, while Frota (1999) offers her insights into the concept of translation itself. Campos (1986) addresses the translation process as it occurs between two languages, and Schopenhauer (1992) highlights the challenges of finding equivalent words, illustrating the

diverse interpretations of translation. Furthermore, we will delve into Fiorin's interpretations of "Introduction to Linguistics" and Jakobson's "Language in Literature". This analysis will clarify the distinctions between intralingual and interlingual translation and the critical possibilities and limitations of the translation process.

Additionally, we will consider the perspectives of Malmkjaer (1998) and Schaffner (1998), who emphasize the positive aspects of using translation as a tool for foreign language learning. We will also reference Dagilienė's (2012) study on translation as a pedagogical method in teaching English, underscoring the importance of setting clear goals and employing tailored activities. Dagilienė's findings suggest that integrating translation into the classroom can enhance essential skills such as writing, listening, speaking, and reading.

THE USE OF INTRALINGUAL AND INTERLINGUAL TRANSLATION AS A METHOD OF LEARNING OF FOREIGN LANGUAGE

What is translation?

When we talk about translating, it is essential to understand that it is a process that requires caution, and everyone has a different way of interpreting it. The Cambridge Dictionary Online defines translation as "changing words into a different language or transforming something into a new form". Frota (1999) considers translation as rewriting, meaning it is a process of transforming a foreign text to account for linguistic and cultural differences, resulting in different functions for the translated text in the target culture[1].

Campos (1986) points out that translation happens from one culture to another instead of a process between languages. To accomplish this effectively, the translator responsible for realizing this process must be full of knowledge of one's own culture (p.27-28). Schopenhauer (1992) considers that "not every word in one

language has an exact equivalent in another. Thus, not all concepts expressed through the words of one language are the same as those expressed through the words of another" (p, 32). According to Jakobson (1987 p. 429), there are three forms of translation:

a. Intralingual translation or *rewording:* an interpretation of verbal signs by means of other signs of the same language;
b. Interlingual translation or *translation proper*: an interpretation of verbal signs by means of some other language;
c. Intersemiotic translation or *transmutation:* an interpretation of verbal signs by means of signs of nonverbal sign systems.

It is important to highlight that translation as a process can be interpreted in various ways, and different scholars have their own methods for studying and defining it. Their approach depends on how they use it to achieve their goals.

What is intralingual and interlingual translation?

The *translation proper* is the process of finding words with equivalent meanings or interpreting them appropriately from one language to another. This means replacing complete messages from one language with complete messages from another rather than just isolated words or coded forms. In other words, translation involves two equivalent messages in two different codes (Jakobson, 1987, p. 430). In other words, Translation proper is the process of searching for words that have equivalent meanings or are interpreted appropriately from one language to another. Therefore, it implies replacing messages in one language, not in coded and isolated forms, but complete messages from another. "Thus, [this kind of] translation involves two equivalent messages in two different codes (Jakobson,1987, p. 430).

The intralingual translation or *rewording* as mentioned before has the purpose of seeking equivalent linguistic signs[2] in the same language. For example, there are different ways to portray the same thing as the representation of Death (for some, the Death is a woman and, in other cases, an Old man) or the word *single*, which an unmarried man can represent. Another way is the representation nonverbal as in the symbol ⃠, which, independently of language, is understood as something that refers to what is forbidden. This type of translation tries to find the textual correspondence using synonyms, which can bring the literal sense of the word. However, it is essential to know that synonyms cannot always bring or present an accurate textual equivalence.

According to Fiorin (2003), Saussure's concepts can create specific possibilities and/or limitations when using two methods of translation in textual correspondence. This occurs when representing a word through linguistic signs, meaning, or significance[3]. Although there are impossibilities, it is possible to avoid these questions by trying to find a solution by the "terminology [that] can be qualified and amplified by loanwords or loan translations, by neologisms or semantic shifts, and, finally, by circumlocutions" (Jakobson, 1987, p.431). Thus, finding a way to translate the terms by looking for their equivalents (in the same or another language) is essential to highlight how much more enriching the context chosen for a particular word is, the less information will be lost during the translation process.

How can translation be used to learn a foreign language?
What are the positive and negative aspects?

Beginner learners often rely on their native language as a bridge to understand words in a foreign language. This is a crucial time to use translations to learn new vocabulary, keywords, slang, phrasal verbs, common expressions, and essential verbs (such as the verb "to be" in English) in the target language. Many foreign language

teachers see this situation as something that chains them to learning based on their mother tongue and activities based on understanding texts, writing, and reading. For some, this medium does not tend to be very communicative when it comes to learning in the classroom. However, authors such as Malmkjaer (1998) conclude that it is possible to notice "significant and visible signs of a revival of translation in language teaching according to recent literature and applied linguistics" (p.1). As well as Dagilienė (2012, p. 125) claims that translation and related exercises could be beneficial to foreign language learning:

a. To improve verbal agility.
b. To expand students' vocabulary in an L2[4].
c. To develop their style.
d. To improve their understanding of how languages work.
e. To consolidate L2 structures for active use.
f. To monitor and improve the comprehension of L2.

Dagiliené (2012), in his studies on *Translation as a Learning Method in English Language Teaching*, brings important information about this method and its efficiency in various skills, in this case, regarding the English language. In her research, she proposed the development of knowledge in her students to prepare them for a competence test (level C1), where they needed to translate a short text. For that, she surveyed the form of a questionnaire to evaluate her students. In this questionnaire, she worked around open and multiple-choice questions to see improvements in writing, listening, speaking, and reading. Where "[a]ccording to researcher Duff (1994), properly designed translation activities can be employed to enhance the four skills and to develop three qualities essential to all language learning: accuracy, clarity and flexibility" (Dagilienė, 2012, p 126). Based on her thesis, she also proposed that it is essential that one does not try to prepare professional translators through translation activities but that one can find a way to help

students acquire knowledge, in this case, specifically concerning the English language.

The author points out that translation activities should be well prepared and that an appropriate text should be selected mainly taking into account the side that aims to draw the attention of the student, in order to encourage it and that can meet the needs of the student to improve vocabulary, writing, grammar and reading. At the end of her study, she still concludes that translation is a useful pedagogical tool when executed with well-established objectives in advance and that through it it is possible to learn a new language and improve the essential skills of writing, listening, reading and speaking. As has been noted, it is extremely important to bring or find a way in order to balance the questions about using translation to learning a foreign language. In other words, to bring activities not only reading and writing, but find a comfortable way to exercise your practices without transforming this activity into tedious. To overcome it, based on Cook (2010) and Davies (2004), we present some examples of activities:

a. Role-playing activities that encourage language learners to translate dialogues or scenarios from their native language to the target language (and vice versa), promoting practical application of vocabulary and grammar in real-life contexts;

b. Peer editing sessions, where students work in pairs or small groups to translate texts and then critique and discuss each other's translations. This can help highlight the nuances of language and the importance of context and foster collaborative learning.

c. Multimedia translation projects, such as subtitling for videos and movies or creating bilingual podcasts, can engage students in a more dynamic form of translation that includes aspects of cultural nuances and colloquial language, broadening their understanding and appreciation of the target language.

FINAL REMARKS

Even with so many different views on what translation is about and how important this method is for academic subjects, it was understandable that there were significant points for discussing the theme. It was remarkable arguments that established that translation plays a fundamental role in learning and even for society regarding interpretations of words in other languages. At the same time, there are criticisms regarding the assertiveness of this method in its transpositions from one language to another, simply because of the lack of some words in the subsequent language to which it is decided to translate.

Although this discussion has yet to bring so many other authors who could complement questions around the presence of assertiveness about the negative and positive points of translation as a method of learning a foreign language, it was still possible to raise important issues for the course of this article. It was noticeable that both intralingual and interlingual translation have fundamental roles in learning a new language, provided that these are executed correctly and performed through complementary activities that help reach the pre-established objects. Think about issues such as the development of methods and activities that are important in their conceptions, or when you want to pass this method in the classroom, it is highly relevant to perform activities that are attractive to the chosen groups and think if this is the method to improve certain situations, such as skills that evoke the writing, speaking, listening and reading.

Still, it is necessary to seek sources that can better perform the relationship between translation and learning, which can better target and complement the fundamental aspects necessary to make this method partially or purposefully assertive to learn a foreign language. Understanding issues such as the safety of a translation from one language to another and thinking about it in the mother tongue as a bridge to translation can be an excellent way to

understand better and situate those who seek translation as a safe method to learn a foreign language.

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[1] This and all translations throughout the text are my responsibility. The "original" excerpts will be exposed in footnotes

[2] The definition of sign given by Saussure is substantialist, because he deals with the sign itself, as a union of a signifier and a meaning (Fiorin, 2003, p.58).

[3] The concept Saussure calls meaning and acoustic image, significant. There is no meaningless signifier; there is no signifierless meaning, for the signifier always evokes a meaning, while the meaning does not exist outside the sounds that convey it. [...] Meaning is not the reality it designates, but its representation. [...] One could then say that the signifier is the vehicle of meaning, which is what is meant when one uses the sign, it is its intelligible part). (Fiorin 2003, p.58).

[4] Second language.

THE ENGLISH LANGUAGE AS A LINGUA FRANCA IN ACADEMIC PLACES

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INTRODUCTION

Being one of the most spoken languages in the world right now, The English Language (EL) is definitely very present and used in many areas of knowledge. Such as Medicine, Science, Computing and several others. That's because English has become a medium of communication between academic and international relationships.

Inside of this we are able to observe how much the EL has such a big proportion. We can see in the academic world that the number of articles written in English is considerably growing. That's a way of importing their papers to the entire world. As Crystal (2000) says, it is often easier to read an article in English than in Mandarin. Not only that but staying connected with other countries and other resources.

Commonly in graduation courses from such areas they have a discipline called "Instrumental English", which is exactly to give support and a low level of basic mastery of the language in that

specific area, facilitating the access to articles, instructions and general papers in such a niche.

The purpose of this article is to present the ways English has increasingly become a Lingua Franca inside of academic places. It is noticeable the amount of use of the English language in many articles in science around the world. Not only this, but as an international language in general communication.

This paper was divided into two parts, first we are going to discuss the ways English has become such an international language. Then we will see how this language has taken an important role in education and see the English as a lingua franca inside the academic world.

INTERNATIONAL ENGLISH

English has become an international and influential language; such relevance can be explained by the influence of the United States and the British colonization. The USA has a big and important place in the global economy. "In the late nineteenth century and the early twentieth it was the language of the leading economic power - the USA." (Crystal, 2000. p. 120). This economic paper was a big push to the English to reach the status of an international language. Also the start of digital technology having English as a mother tongue helped the language to be closer to the status of international. Crystal (2000) calls it being in the right place at the right time; During the electronic revolution in the USA in the 1970s, when the digital technologies started and English took the place of mother tongue in the area.

By that, we see that the power English is holding right now comes from a lot of cultural, historical and political facts. "Intercultural communication involves individuals of different cultures who have dissimilar orientation and interpretation to the values of life."(Ali et al, 2015. p.3). It's no matter of fact that this could have happened to any other language, but as said before, English was in the right place at the right time.

Furthermore, we are seeing English in many local places, stores, restaurants, and bus stops. It comes from the highest level of tourism, many people who travel abroad take English as a lingua franca. That's because it makes communication easier with the locals from a determined country.

> safety instructions on international flights and sailings, information about emergency procedures in hotels, and directions to major locations are now increasingly in English alongside local languages. Most notices which tell us to fasten your seatbelts, find the lifeboat stations, or check the location of the emergency stairs give us an option in english. (Crystal, 2000. p. 105)

English is becoming more than just a language as we know. Way more people are learning the language to keep the connection with the world. We can see that in countries where the number of English speakers is low, it is observed that the less the country is connected with the rest of the world. This is seen in Sri-Lanka, Crystal (2000) says that the country had to invest in teaching the language to their people, so that the number of exports could rise, since the farms were not able to understand what was in the instructions of the fertilizers.

Pointing out the Computing area, which englobes computers, digital technologies and the internet, and having in mind the amount of people who use it daily in the entire world nowadays, we can take a look at the influence the EL have around this. Most of the material used on the computers are in English, you can see it just by looking at the keyboard, as Crystal (2000) explain in his text;

> Although computer languages are not like natural languages, being very restricted, they have inevitably been greatly influenced by the mother tongue of the programmers - and this

has largely been English. The first computer operating systems automatically used English vocabulary and syntax, as can be seen in such instructions as 'Press any key when ready' and' Volume in Drive B has no label'. (Crystal, 2000. p. 121)

With this in mind it is noticeable that the increase of English language in such high places will increase the numbers of reach for the language teaching. Knowing that most of the English speakers are second learners. It makes the language gain a big place inside the international relationships that we discussed before.

ENGLISH AS LINGUA FRANCA

Not only as a medium of instruction, but also English has become a Lingua Franca. In international relationships and on the internet, we saw that most of the content related to digital technologies are in english. "On the Net, all languages are as equal as their users wish to make them, and English emerges as an alternative rather than a threat." (Crystal, 2000, p. 120). Those facts bring us to the concept that English might be an easy language. To understand our point of view let's take a look at Crystal's (2000) text, where the example of a University in The Netherlands seems to fit in:

Some advanced courses in The Netherlands, for example, are widely taught in English. If most-students are going to encounter English routinely in their monographs and periodicals, it is suggested (...) But these days there is also a strong lingua franca argument: the pressure to use English has grown as universities and colleges have increasingly welcomed foreign students, and lecturers have found themselves faced with mixed-language audiences. (Crystal, 2000. p. 112)

With this being said, we can introduce our point of view: Imagine two people from two different nationalities (Brazil and Egypt) meeting in The Netherlands. They will probably communicate with each other in three probable languages; the national language of the country (Dutch), or one of the two mother languages of them (Portuguese or Arabic). The problem here is because the probability of one of them knowing any of the other cultures is really low, that's because neither country has as much cultural impact as the USA. So that means that their best option is to use a fourth choice, English.

This is not a rule nor prove that it is the easier way to communicate, but is definitely something close to it. We already know that English is the medium of instruction from a lot of areas of knowledge, and it might increase with time to become as natural in normal life. In a few years we must see the learning of English being as natural as speaking it.

FINAL CONSIDERATIONS

Considering the facts brought here we got to the point that English can reach the place of a lingua franca. We saw that this already happens in academic places, physical or paper, and as an option to make communication easier when traveling abroad. The status of the English language right now as an international language, shows us how much the English language teaching will increase with it.

The point that English might be an easy language to learn it's also very true. And we saw that this is because of the influence of the Country's leaders in the economy. Most of the music content on the top lists are in english, the same with movies from Hollywood, celebrities and social media. When we take a look at this we understand why so many people find it easy to learn English, because it's basically everywhere

In the academy, English had always been used as lingua franca, but now with globalization, we notice this use has grown up. Not only to make the scientific papers more accessible to other people, but also to make them visible. Writing in English adds credit to the articles, and that explains why it has become a lingua franca in such a place.

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INTELLIGIBILITY AND COMPREHENSIBILITY IN EFL PRONUNCIATION

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INTRODUCTION

In recent years, a significant shift in English as a Foreign Language (EFL) pronunciation teaching has been observed worldwide. In other words, rather than striving to achieve perfect native-like proficiency, the pedagogical goal focuses on the student's effective communication in the second language (L2). In this regard, this transformation is an effect of the understanding of the diverse range of English users and the result of the varied learning goals EFL learners have, which often do not necessarily include native-like pronunciation. Instead, as Abercrombie (1963 apud Tench, 1981) pointed out, to most language learners, an easily intelligible pronunciation suffices. In this sense, intelligibility refers to whether or not the speaker's message is comprehended by the listener, as discussed by Munro and Derwing (1995). Additionally, Munro and Derwing (1995) bring about the concept of comprehensibility, that is, how easily the speaker's message is understood by the listener.

Both concepts, cited and explained above, play a huge role in L2 speech and are fundamental for effective communication in social settings. More specifically, research shows that intelligibility is essential for successful communication, as even minor pronunciation errors can lead to significant misunderstandings (Munro; Derwing, 1995). Similarly, comprehensibility is vital because effective communication depends not only on hearing the words correctly but also on understanding the context and content of the message (Derwing ; Munro, 2015).

However, numerous factors can affect the learner's speaking performance regarding intelligibility and comprehensibility. Therefore, this article analyzes some of these works and examines two main factors affecting intelligibility and comprehensibility in L2 speech: the linguistic context and listener familiarity. Hence, to discuss it, this study follows a methodological basis of a review of the literature, that is, as explained by Ramdhani et al. (2014), it aims to give an overview of meaningful information about a specific research area or topic. As a result, this work points out the overall scenario of EFL pronunciation teaching, what intelligibility and comprehensibility are and their importance in L2 speech. And, lastly, the effects of linguistic context and the listener's familiarity on L2 levels of intelligibility and comprehensibility.

EFL PRONUNCIATION TEACHING

According to Derwing and Munro (2015), the primary focus of English as a Foreign Language (EFL) pronunciation teaching is, perhaps, helping learners achieve clear and comprehensible speech. Unlike native pronunciation training, in which the goal might be to sound exactly like a native speaker, EFL pronunciation should emphasize intelligibility. That is, the main objective is for learners to be easily understood by others, promoting effective communication even if they still present some features of their native accent.

Similarly, Jenkins (1998) points out that a key factor in this focus is teaching the "core sounds of English" (p. 122), nuclear stress and articulatory setting as English relies heavily on these to convey meaning and emotion. Therefore, by mastering these patterns, learners can improve their ability to express themselves clearly and understand others better. In addition, this process includes understanding which syllables in a word are stressed and how pitch can change to indicate questions, statements, or emotions.

Additionally, according to Tench (1981), another critical component is sound production. The author discusses that this involves helping learners accurately produce the individual sounds of English. For instance, the English language has a range of vowel and consonant sounds that may not exist in learners' native languages, so practice articulating these sounds correctly is essential. Therefore, this can involve exercises to help learners distinguish similar sounds and produce them consistently in their speech.

Furthermore, unlike Jenkins (1998), Munro and Derwing (1995) also suggest connected speech as an important area of focus, for words often blend and sounds can be reduced or omitted entirely in natural spoken English. As a result, the latter authors explain that EFL students should be made aware of these features of connected speech, such as linking sounds between words, reductions, and elisions, as it helps them sound more fluent and better understand native speakers.

To sum up, clear communication and comprehensible speech became pivotal to EFL pronunciation teaching. In this regard, many scholars highlight the primary goal of effective communication by emphasizing core elements, sounds and features of the English language when teaching EFL learners. Therefore, it is important to consider this focus on the accuracy of speech's internal aspects, rather than more broad and independent speech factors.

INTELLIGIBILITY AND COMPREHENSIBILITY

As stated by Munro & Derwing (1995), intelligibility refers to the extent to which a listener can understand the individual words and sentences spoken by a speaker. It focuses on the clarity of speech at the word and sentence level. Therefore, learners of EFL can achieve high intelligibility by ensuring that their pronunciation is clear enough for listeners to identify the words they are saying without frequent misunderstandings. More specifically, as discussed by Jenkins (1998), it involves mastering the correct articulation of sounds, understanding proper nuclear stress, and producing sounds that may not exist in the learner's native language, but are essential to the English language. In this scenario, teachers can often employ listening exercises and phonetic drills to help students improve their intelligibility, ensuring that each word and sentence is pronounced clearly and accurately.

However, while Tench (1981) agrees that unusual rhythm, intonation patterns and incorrectly pronounced words might impair intelligibility, other factors can make up for these flaws. The author brings about three relevant features: the listener's threshold of intelligibility, the linguistic context and the listener's tolerance. As a result, intelligibility can be discussed not only as a matter of segmental or suprasegmental aspects but also as related to speech-external features, such as laughter, crying and shouter.

On the other hand, as described by Kennedy and Trofimovich (2008), comprehensibility refers to how easily a listener can grasp the overall message or meaning that the speaker is trying to convey. In other words, this concept goes beyond the clarity of individual words and sentences; it encompasses how easily the listener understands the speaker's intended message. Thus, comprehensibility can involve various factors such as fluency, the appropriate use of intonation and rhythm, effective stress patterns, and the logical organization of speech. In this regard, improving comprehensibility often involves teaching learners how to use natural speech patterns, connected speech and discourse strategies to enhance their

communication and make it more effective and fluid. Moreover, similarly to Tench (1981), the authors point out the link between linguistic context and the listener's experience to the degree of comprehensibility.

Therefore, in EFL pronunciation teaching, both intelligibility and comprehensibility are vital for facilitating effective communication. Primarily intelligibility ensures that individual words and sentences are clear, and comprehensibility ensures that the listener can easily understand the speaker's overall message. For instance, a speaker might be intelligible but still struggle with comprehensibility if their speech lacks the natural flow and rhythm of EFL or if their intonation patterns are unusual. Similarly, a learner might be comprehensible in conveying their message but lack intelligibility if individual words are frequently mispronounced or unclear. On another level, however, these concepts can also be associated with more broad aspects of L2 speech.

In conclusion, following Derwing and Munro (1995), intelligibility is defined as the degree to which the listener understands the speaker's message. Comprehensibility, however, as discussed by Kennedy and Trofimovich (2008) is related to how easy or difficult it is for the listener to grasp the speaker's utterance. Therefore, successful communication in EFL pronunciation teaching can rely heavily on intelligibility and comprehensibility, which are influenced by both internal and external aspects of speech, such as the listener's experience and the semantic context.

LINGUISTIC CONTEXT AND LISTENER'S FAMILIARITY

As it has been discussed in this work until now and observed by both Tench (1981) and Kennedy and Trofimovich (2008), the minor aspects of L2 speech seem not to be the only ones that affect the learner's measures of intelligibility and comprehensibility. These are also affected by other features beyond the speech itself. For instance, the listener's familiarity with the speaker's L2 speech and

the semantic context of the conversation can aid the listener to better and more easily understand the speaker.

In this regard, Tench (1981, p.18) states that "although a word may be mispronounced, there may be enough clues in the linguistic context and in the situation to compensate." In other words, the context aids the listener in making sense of a sentence that otherwise would not make sense. This is supported by Kennedy and Trofimovich's (2008) findings, as it was observed in their research that listeners of different backgrounds linked low intelligibility to low semantic context in L2 speech, and seemed to make use of the context clues at hand to understand utterances, instead of focusing on the speech signal.

Similarly, the authors also noticed that the linguistic context was also a factor considered by listeners in their ratings of comprehensibility, that is, sentences with ambiguous context were rated harder to understand. Overall, the semantic context was seen as a key feature in measurements of intelligibility and comprehensibility in L2 speech, as listeners ranked least semantically meaningful sentences as less intelligible and harder to understand.

Meanwhile, concerning the listener's experience, Tench (1981, p. 19) calls "listener's threshold of intelligibility" and explains as a means of how familiar the listener is with the L2 speech and the mistakes the speaker might often make. Therefore, the more familiar the listener, the lower their threshold is. On this matter, Kennedy and Trofimovich (2008) spotted that both intelligibility and comprehensibility measurements were affected by the listener's experience with L2 speech. More specifically, the authors point out that more experienced listeners were more successful than inexperienced listeners because "[...] their greater knowledge of how L2 speakers' pronunciation differs from that of native speakers. (p.478). Thus, the listener's familiarity with L2 speech might affect the speaker's general message's degree of intelligibility and comprehensibility, as it can become easier and more understandable when the hearer has a low threshold of intelligibility.

NOT CONCLUSIVE WORDS

In conclusion, this work shows that, a recent change in EFL pronunciation teaching has occurred, while native-like pronunciation becomes secondary, and concepts such as intelligibility and comprehensibility are made the main focus of discussions regarding effective communication in L2 speech. In these terms, intelligibility alludes to the degree to which the hearer understands the speaker's intended message, and comprehensibility refers to how easily the listener can perceive this message. As follows, both internal aspects of L2 speech production and external factors, such as the listener's familiarity and semantic context, can mutually influence measurements of intelligibility and comprehensibility in L2 speech, as these factors might aid listeners in making sense of sentences otherwise senseless.

Therefore, it is believed that this review of the literature can offer further material for future discussions and research in the field of EFL pronunciation teaching and this new approach to effective communication, as well as, to meaningful dialogue regarding measurements of intelligibility and comprehensibility in L2 speech, likewise to the investigation of their relation to aspects of L2 speech external to the speech itself.

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ANALYSIS OF CULTURE-SPECIFIC ITEMS IN THE SHORT STORY "THE FORTUNE-TELLER" BY MACHADO DE ASSIS

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INTRODUCTION

The translation process is nowadays well-established, especially after the creation of the translation studies discipline. Furthermore, translation studies went from being considered a language learning activity to a comparative literature study, translation workshops and contrastive analyses (Munday, 2009). To begin with, we can point out that the term "translation" itself can be attributed to different meanings, such as referring to a specific area or the act of translating a text. With this in mind, the Russian American structuralist Roman Jakobson, in his article entitled *"On Linguistic Aspects of Translation* (1959)"*, presented three main characteristics to define the translation process. Among them, the interlingual translation can be defined as the process of translating between two languages, or called as the "proper translation", according to Jakobson (1954). This type of translation is also the focus of contrastive analysis, in

which two languages can be analyzed with the aim of comparing the differences in specific and general terms between them.

In view of such discussion mentioned above, there are important studies to contextualize the translation of cultural terms in literary works such as Aixelá (2013) and Baker (2018). Respectively, Aixelá (2013) presented strategies that can be used in translations, whether for the conservation or naturalization of specific terms. And Baker (2018) has been concerned with equivalence in translation, where the goal is to find a term that is relative in the target culture to the source culture.

Having a literature review as a methodological basis in this work, we discuss in this study the translation strategies used by translators, having as a reference the short story *The Fortune-Teller (A Cartomante)* by Machado de Assis. This type of research can be defined as a way of providing "a concise examination and discussion of evidence in a particular area" (Bolderston, 2008p. 87), through an analysis of a specific literature from different sources that mentions "a synthesis of key themes and ideas'' (p.87). Therefore, the objective of this work is to discuss the nuances of meaning of culture-specific items in the short story *The Fortune-Teller* in a translation from Brazilian Portuguese to English, mentioning the ways in which cultural items can occur in a translation such as the strategies types used in this process, the gains and losses in the interlingual translation process, and their cultural implications.

As such, the article is divided into five sections. Firstly, it presents the author of the story (Machado de Assis) and his importance in literature. Second, it introduces an analysis of the short story with the definition of culture. Third, it explains culture-specific items and their differences in translation. The fourth moment is a description of the analysis, in which relevant points about the story and considerations about the translation will be shown. And finally, the final considerations of the work are mentioned.

MACHADO DE ASSIS AND HIS IMPORTANCE IN LITERATURE

Typographer and a proofreader, Joaquim Maria Machado de Assis was born on June 21st, 1839, in Rio de Janeiro. He was the son of a Brazilian with a Portuguese mother. In 1869, he married Carolina Xavier de Novais and he made a name for himself in the public service. Furthermore, in 1897, he was elected as the President of the Brazilian Academy of Letters. Machado de Assis is, then, considered as one of the greatest writers in the world among literary critics.

As a literary author, his works present diverse themes including satire, social criticism, family customs and a deep vision of the human soul. Furthermore, his writings also cover almost all literary genres, as Machado was a journalist, novelist, short story writer, poet and playwright. However, he went beyond his authorial writing, also acting as a translator. Among the works translated by him, we can mention *Les Travailleurs de la Mer*, written by Victor Hugo, and *Oliver Twist*, by Charles Dickens. As for his most popular works, it is conceivable to remark about *Dom Casmurro* (1899), which is a psychological novel of Brazilian realism that, through irony, criticizes the bourgeois society of that time. And his other well-known work is *The Posthumous Memoirs of Brás Cubas* (1881), that is the autobiography of a character (Brás Cubas) who is already dead but tells his life in first person from his memories.

Precisely due to the variety of genres and themes present in his writings, Machado has been considered the most canonized Brazilian author with works translated into English. This also happens due to his stories, that do not draw elements, that compose Brazilian culture, or the European culture transposed to Brazil (Barbosa, 1994). Instead, his works use references to classics of literature, for example, *Hamlet* being mentioned at *The Fortune-Teller* or the references to mythology in his various works. It is also possible to note the descriptions of everyday life, and the irony that is present in the criticism of Brazil's upper classes.

The history of Brazilian literature being translated started with some difficulties, mainly due to cultural differences, regarding the challenges of the international works circulation. For this reason, it was only from the 20th century onwards that the Brazilian writers received international attention to be translated into English. One of them being Machado de Assis and, therewith, it was possible to notice the differences in translation problems such as the national and international process, and its literary reception (Melo, 2016). For the next section,, then, an analysis of the short story *The Fortune-Teller* will be shown with its main characteristics.

ANALYSIS OF THE SHORT STORY: *THE FORTUNE-TELLER*

According to the Cambridge Dictionary[1], culture can be defined as the way of life, the general customs and beliefs, of a particular group of people at a particular time. Based on such a definition, within the literary field, it is through the culture tools, for instance, books or articles, that a person can convey their stories and experiences, as well as where an author can criticize certain behaviors, present his beliefs and values of a certain time.

As for studies in translation, one of the possible concepts for culture is presented by Aixelá (2013), in which he discusses cultural diversity. According to his definition, each linguistic community has its own series of habits, value judgments and a classification system. For this author, it is through translation that two different linguistic communities can reflect their ideals, question their lifestyle and exchange different meanings of culture.

Initially written on November 28th, 1884, published in "*Gazeta de Notícias do Rio de Janeiro*", and only later included in the books "*Várias Histórias (1896)*" and "*Contos: Uma Antologia (1998)*", the short story *The Fortune-Teller* by Machado de Assis, a realistic narrative, addresses themes as adultery, using irony to criticize romanticism and the bourgeois family. For its features, it is a tragicomic story that has an anti-romantic aspect and uses the inner monologue to

conduct a psychological analysis of one of the characters (Camilo). Furthermore, the narrative takes place in Rio de Janeiro, in the mid-1869, with an omniscient narrator[2]. About the symbols presented in it, it is possible to note references to mythology, such as Apollo's Chariot, or the mention of one of Shakespeare's plays, with *Hamlet's* name starting the narrative of the short story.

Regarding its plot, the narrative revolves around three characters: Camilo, Rita and Vilela where a love triangle is formed, with Rita married to Vilela. Camilo, in the beginning, has similar interests to Rita, which ends up creating an affinity between the two of them, leading them to become lovers. However, after Camilo receives an anonymous letter from someone discovering the affair, he starts to avoid Rita. As a result, she went to a fortune-teller who told her that she loves someone and was afraid of being forgotten by him.

It is, therefore, possible to associate the definition of culture with Rita's behavior, in which she projects her superstitions about her extra-marital relationship. So that, when she believes on what the fortune-teller relates, she makes her beliefs clear. Then, the plot unfolds, and Camilo decides to go to Vilela's house, as he sends him a letter asking to visit him as soon as possible. On the way, Camillo ends up passing in front of the fortune-teller's house, and out of despair that his affair with Rita has been discovered, he decides to consult himself to find out about his future. Hence, according to the fortune-teller, he should not worry or be afraid, as no harm would happen. As a result, Camilo went to his friend's house, without worrying about his affair. However, the ending is tragic. In fact, Vilela knew about the affair and when Camilo greets him, he notices that Vilela had killed Rita, and paralyzed by horror. Camilo has the same ending as his lover, being killed by his friend with two gunshots. Presented with the main aspects of the short story, the next section is responsible for showing the definitions of culture-specific items and the theorists concerning this topic.

CONCEPT AND THEORY OF CULTURE-SPECIFIC ITEMS

When translating a text, the translator may face difficulties in completing the work. Moreover, the most common of these is the equivalence problem in which the translator encounters words or phrases from a specific culture. When translated, they might lose their original meaning, or even have no equivalence in the target language. In face of such work reality, theorists suggest some translation strategies to avoid this problem. Among the main theories, we can mention the Baker's (2018) pertaining to equivalence and non-equivalence, in which lexical meaning problems are considered. Similarly, the distinction between "word-for-word" and "sense-for-sense" are presented by Steiner (1998), and the strategies to justify the choices made in the translation are mentioned by Aixelá (2013).

Also, cultural aspects can be defined as a cultural transfer between two or more distinct cultures. Some of its characteristics can be highlighted, as presented by Aixelá (2013), ranging from its linguistic, interpretative and pragmatic diversity. Considering this, one of the first problems mentioned about cultural aspects of translation are the culture-specific items. In this case, a culture-specific item cannot exist on its own; it depends on the context in which it is inserted. Assuming that, when translated into another language, it might not have the same meaning as in the target culture, or even have a different linguistic value (Aixelá, 2013). And with this, it comes the impasse that the translator needs to attempt to solve.

When translating a culture-specific item, there is a need to consider the target culture that this translation will be consumed, which strategy is the most appropriate, or even whether a translation is necessary to be literal or naturalized, in a way that is completely in accordance with the target culture. This concept resonates with the different translations made by Steiner (1998) that, when using a method of "word-for-word", the type of translation is literal, and when chosen a "sense-for-sense" translation, it considers the meaning expressed and wants to convey the translation.

As for the translation strategies, as explained by Aixelá (2013), when manipulating the culture-specific item, there is a need to consider the translation orientation. That is, when the translator chooses between the conservative or the substitutive translation type to keep the foreignness of the text, strategies including repetition or extratextual or interlingual explanations are included. Concerning another type of orientation, the translator can use strategies that go from the universalization to the elimination of terms (that are difficult) or to understand the source culture.

Another way to use translation strategies is using equivalent words and/or expressions whenever the non-equivalence problems appear (Aixelá, 2013; Baker, 2018). Including the linguistic or extralinguistic choice, it also depends on the way the translator wishes to manipulate the linguistic system. When translating, the translator might incorporate his/her cultural background into the translation process or make interventions in the text that believes to be necessary. To illustrate this, there are cases in which there is a need for an inclusion of a censorship, if the translator considers a cultural difference that will not be understood in the target culture.

In the next section, we are going to present examples of these theories with an analysis of a translation of a short story (The Fortune-Teller), written by Machado de Assis, also discussing the main strategies that might have been used in this process.

ANALYSIS OF THE TRANSLATION

For the analysis of a translation, there are factors that should be considered: the translator's justification for conducting the translation and the strategies used, for example. With this information in mind, the short story *The Fortune-Teller*, originally written in Brazilian Portuguese by Machado de Assis, was translated into English by the Brazilian translator and professor Fátima Abbate and released by the Brazilian publishing company 'Astronauta'. The translation shows the translator's native language along with

its cultural references along with the language used by Machado de Assis, including the metalingual and intertextual elements. To achieve these purposes, the translator uses the interlingual translation method which serves to translate from one language to another.

In this case, from Brazilian Portuguese to English, this translation was intended to preserve the original elements of Machado de Assis' writing. It is worthwhile pointing out that, throughout the text, there is the conservation of the foreign elements, keeping the classical and mythological references, and the extratextual explanation, with the addition of footnotes. To contextualize the translation, an excerpt from the translation (see below) was selected in comparison to the original.

Figure - Translation of masterpieces excerpts

"A cartomante", Machado de Assis, 1884[3]	"The Fortune-Teller", Fátima Abbate, 2020
- "Qual saber! Tive muita cautela ao entrar na casa."	- "He'll never know! I was very cautious as I entered the house."
- "Onde é a casa?"	- Where's the house?"
- "Aqui perto, na rua da Guarda Velha; não passava ninguém nessa ocasião. Descansa; eu não sou maluca."	- "It's near here, on Rua da Guarda Velha[1], no one was passing by at the time. Have no fear; I'm not mad."
Camilo riu outra vez:	Camilo laughed again:
- "Tu crês deveras nessas cousas?" - perguntou-lhe.	- "Do you believe in this kind of thing", he asked.
Foi então que ela, sem saber que traduzia Hamlet em vulgar, disse-lhe que havia muita cousa misteriosa e verdadeira neste mundo. Se ele não acreditava, paciência; mas o certo é que a cartomante adivinhara tudo. Que mais? A prova é que ela agora estava tranquila e satisfeita.	It was then that she, unaware of the fact that she was translating Shakespeare, told him there was quite a lot of true and mysterious matter in this world. If he did not believe it, there was nothing she could do about it; but the thing was that the fortune-teller had foretold it all. What else could he expect? The proof of it is that now she was at ease and contented.

[1]Rua da Guarda Velha (today Rua Treze de Maio), a street in the historic center of Rio de Janeiro (T.N.)

Through this comparison of the original with its translation, we can perceive the main strategies that the translator used, notably the orthographic adaptation of some cultural terms and the extratextual explanation, with the addition of footnotes, as well as, keeping the names of places in their original form as in the Brazilian Portuguese language. Besides, being two languages with different linguistic systems, there will always be losses or gains in this regard. When using a linguistic translation strategy, according to the concepts of Aixelá (2013), the support of translations or terms that are already set up in the target culture is used, where a similar denotative reference is preferable. As an example of this, that can be seen in the excerpt, there is the author's name (Shakespeare), instead of his referenced work (Hamlet), which is also an intertextuality present in the story that works as a way of justifying the end of the story, thus referring to the tragedy.

Moreover, another strategy used that can be shown in this translation is the use of extratextual explanations. As mentioned by Aixelá (2013), this is a strategy to provide information to the reader outside the text body, information that is not convenient to find included in the text. Therefore, this strategy was used to provide enough contextualization cues to the reader about the original meaning of the term in the source language. In this case, this happens to situate the reader on the places that Machado de Assis mentions in the story.

Although it is not possible to convey all the strategies used by the translator, we might infer that the main goal of this translation was to spread Machado de Assis' work in the way a Brazilian reads it. Where it is feasible to perceive elements of Machado de Assis' writing style, such as the common dialogue used by ordinary people, and keeping the place names as the original, that helps the reader understand that they are reading a translated work from another culture. Since Machado de Assis wanted to present a story beyond the affair of the characters, with his writing, he wished to show the emotions that the characters felt, as well as their beliefs, as in the case of Rita and her superstition about fortune-tellers.

Recognized as a tragedy story, the translation used the necessary elements to maintain the tone of the story from the beginning till the end.

CONCLUSION

In conclusion, this work aimed to discuss the translation process from a short story by Machado de Assis (from English to Brazilian Portuguese language), highlighting that not only its textual elements but also its influence of culture needs to be regarded throughout the process of translation. Furthermore, this study discussed the strategies that the translator might use in this translation, trying to clarify the use of these strategies and their influence on the work itself.

According to the analysis, this study revealed that the translation tool can preserve the original elements of Machado de Assis' writing, i.e. the maintenance of the original version can be done by the means of some translators' strategies such as the orthographic adaptation of cultural terms, the extratextual explanation, footnotes, as well as the names of places in their original form as in the Brazilian Portuguese.

Although the translation studies can be devoted to translators themselves, there is another knowledge field which can attract other professionals: Translation studies in the Letter English course. One of the college subjects of such a graduation course, translation studies, can assist students to analyze short stories, introducing them to Brazilian culture through literature, especially with an author who is known beyond his own culture as Machado de Assis. Finally, this study might provide insights to further understand how the native language can interfere in the translation of another language, also regarding its gains and losses in this process.

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[1] Available in: https://dictionary.cambridge.org/dictionary/english/culture
[2] According to Gancho (2006), an omniscient narrator is the capacity of a third-person narrator who knows everything about the story.
[3] Available in: https://machadodeassis.net/texto/a-cartomante/30367/

UNLOCKING GLOBAL SUCCESS:
THE ROLE OF THE ENGLISH FLUENCY
FOR BRAZILIAN ARTISTS

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INTRODUCTION

One of the demands the world requires nowadays has been the need to be fluent in foreign languages. The English language, for instance, has been the one which can open doors to a whole new world. Within the artistic world, for instance, artists need to reinvent themselves to attract attention. One of the prerequisites to achieve success is through the use of a foreign language. Knowing an international language, such as English, has been seen, among artists, as a crucial thus successful path to achieve international recognition. As so, being able to share their art by means of an international language, such as English, has been the need of many artists to become fluent and, therefore, pursue international recognition.

In face of such reality, Scheinder (2023) and other researchers mention some reasons that clear out the need to be fluent in english. Firstly, being fluent in English means having access to global

audiences and markets. In a similar vein, breaking down barriers and reaching out to a world of possibilities, as mentioned by Watt (2024).

The second reason is related to the idea of international collaborations and networking. English fluency makes it easier to communicate and connect with other artists, galleries, and collectors from around the world. Likewise, building bridges that span continents, bringing together diverse talents and ideas, as cited by Nsihitani (2023).

The third reason is, then, about visibility and exposure. In today's interconnected world, being fluent in English can mean the difference between being seen and being overlooked. Similar to Nsihitani (2023), shining a spotlight on someone's art, ensuring that it is seen and appreciated on a global scale, is highlighted by Scheinder (2023).

In view of the reasons mentioned beforehand, this article follows a literature review research to discuss the role of English fluency toward the success of Brazilian artists such as Anitta, an international singer who is used as a reference for the discussion in this work. This approach allows, then, for the analysis of existing research and discussions from various sources to provide a comprehensive understanding of the topic (Bolderston, 2008). The aim in this study is, thus, to highlight the importance of English proficiency for Brazilian artists seeking international recognition and career opportunities. Thus, this review of literature serves as a valuable resource for scholars and practitioners interested in understanding the impact of language skills on the global success of artists from non-English-speaking backgrounds.

Thus, this study is divided into four (04) parts. The first part is devoted to "The significance of English Fluency in the Art world". The second part is "English Language Skills for Artist Development and Promotion". The third, to "Challenges and Strategies for Brazilian Artists in Developing English Fluency". The fourth part

"Anitta: An example in Leveraging English Fluency for Success", and the fifth part to the conclusion.

ENGLISH LANGUAGE SKILLS FOR ARTISTS DEVELOPMENT AND PROMOTION

In exploring the intersection of language and business, it is clear that language profoundly influences both professional environments and commercial endeavors. As Scheinder (2023) discusses, English serves as a pivotal third-party medium of communication, facilitating transcultural flows and fostering global interconnectedness.

The pivotal role of English language proficiency in artist development and promotion cannot be overstated. Firstly, as outlined by Akther (2022), English proficiency can open doors to accessing educational and professional resources abroad, crucial for artists seeking to broaden their creative repertoire and professional network through international exposure.

Moreover, Scheinder's (2023) notion of English as a facilitator of transcultural flows underscores its significance in artist promotion and brand building. Using English-language media and platforms can provide artists with unparalleled opportunities to amplify their presence on a global scale. This exposure might, then, enhance their visibility and expand their reach beyond geographic boundaries, which can be seen as elements in promoting their artistry to diverse audiences worldwide.

Furthermore, the ability to engage effectively with international audiences through English-language content can be paramount in today's interconnected world. As Scheinder (2023) posits, the English language can provide artists, as a lingua franca, to communicate their message and artistic vision across cultural and linguistic landscapes, thereby bolstering their promotional efforts globally.

In essence, the English language skills can constitute a cornerstone of artist development and promotion in the contemporary

global landscape. By leveraging these skills to access international resources, making use of English-language platforms for enhanced visibility, and engaging with diverse audiences through effective communication, artists can significantly advance their careers and foster transcultural dialogues that transcend linguistic barriers. As it follows, we address the challenges Brazilian artists face and the strategies they can pursue to develop fluency in the English language.

CHALLENGES AND STRATEGIES FOR BRAZILIAN ARTISTS IN DEVELOPING ENGLISH FLUENCY

In addition to the academic insights provided by Ortiz (2020), the experiences of Brazilian artists themselves offer valuable perspectives on the journey toward English fluency and international success. Many artists encounter initial hesitancy or insecurity when faced with the daunting task of mastering a foreign language, particularly one as ubiquitous and influential as English. This feeling can be compounded by cultural factors, where English may be perceived as a symbol of Western dominance or cultural imperialism, leading to resistance or ambivalence toward its study. The personal and professional challenges Brazilian artists face in overcoming these barriers highlight the complex interplay between language, culture, and global artistic success.

However, within this landscape of challenges lie opportunities for innovation and growth. Brazilian artists, known for their creativity and resilience, are increasingly leveraging unconventional methods to enhance their English language skills. From immersing themselves in english-language media and pop culture to participating in language exchange programs and attending international workshops and residencies, artists are embracing diverse avenues for linguistic and cultural enrichment. Moreover, the integration of music, as suggested by Ortiz (2020), serves not only as a tool for

language acquisition but also as a bridge connecting diverse cultures and artistic traditions.

Yet, the importance of English proficiency extends beyond mere linguistic competence—it is intrinsically linked to professional advancement and global visibility. That is to say, the ability to effectively communicate in English can be a distinct factor between obscurity and success, particularly in industries where international collaboration and networking are paramount. Thus, Brazilian artists are increasingly investing in language education and training, recognizing English fluency as an essential skill set for navigating the intricacies of the global art market and forging meaningful connections with audiences and peers worldwide.

Therefore, the journey toward English fluency for Brazilian artists is fraught with challenges, yet brimming with opportunities for growth and cultural exchange. By embracing innovative strategies, confronting linguistic and cultural barriers, and recognizing the intrinsic link between language proficiency and professional success, artists can chart a course toward international acclaim and recognition, enriching not only their own artistic journeys but also contributing to the vibrant tapestry of global artistic expression. In the next section, we bring Annita' s example of developing English fluency to pursue her worldwide success.

ANITTA: AN EXAMPLE IN LEVERAGING FLUENCY FOR SUCCESS.

In examining Anitta's career trajectory, Scobedo (2023) highlights her multifaceted approach to language acquisition. Despite rumors suggesting otherwise, Anitta's linguistic progress stems not from romantic entanglements but from dedicated language tutors who accompanied her during her demanding schedule, as revealed by Scobedo (2023). This strategic investment in linguistic skills underscores Anitta's commitment to her craft and her recognition of the pivotal role language plays in her global reach.

Scobedo (2023 reveals a vivid picture of Anitta's upbringing in Honório, a slum distant from the glitz of Ipanema and its renowned beaches. It wasn't until her career as a singer that provided her with financial means to experience the iconic Rio de Janeiro landscapes. In view of such reality and explanation, this work offers insight into Anitta's journey from humble beginnings to international stardom, showcasing the transformative power of music in bridging socioeconomic divisions.

Anitta's musical Journey began at the tender age of seven, when she lent her voice to church hymns along with her grandfather. However, her departure from the church was precipitated by a poignant moment of disillusionment, as recounted by Scobedo (2023). The ousting of her favorite priest for celebrating Black Consciousness Day with a mass honoring Zumbi, a revered figure in Brazil's fight against slavery, underscores Anitta's early confrontation with societal injustices and her subsequent commitment to using her platform for social change.

In delving into Anitta's strategic use of English fluency for international success, Scobedo (2023) highlights the pivotal role language played in her ascent to prominence. Anitta's mastery of Portuguese, Spanish, and English, alongside her proficiency in Italian and French, underscores her adaptability in navigating diverse cultural landscapes. Through meticulous language acquisition and cultivation of a global persona, Anitta turns out to be an example of the transformative power of linguistic skills in expanding one's artistic horizons.

Scobedo's (2023) analysis underscores the nuanced interplay between language, identity, and opportunity in Anitta's career trajectory. From her humble beginnings in Honório slum to her emergence as a global icon, Anitta's journey serves as a testament to the transformative power of music and language in transcending barriers and forging connections across cultures.

FINAL REMARKS

In conclusion, as this work previously discussed, Anitta's journey underscores the transformative impact of English fluency on the careers of Brazilian artists. Through her strategic use of the language, Anitta not only expanded her reach but also forged invaluable connections with international collaborators, ultimately propelling her towards global recognition. This work, through the review of literature, discussed the broader implications for artists aspiring to achieve international success, highlighting the indispensable role of the English language proficiency in navigating the complexities of the global music industry.

As such, there is a pressing call to action for aspiring artists to prioritize language learning as a strategic investment in their careers. By embracing language acquisition as a fundamental component of their artistic journey, individuals can position themselves to seize opportunities, connect with diverse audiences, and thrive in an increasingly interconnected world. Anitta's trajectory serves as a testament to the power of language as a catalyst for artistic growth, inspiring a new generation of musicians to cultivate fluency in English as they pursue their dreams on the international stage.

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EFL TEACHING STRATEGIES
TO AUTISTIC CHILDREN

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INTRODUCTION

Learning a second language has been seen as a valuable skill that offers expanded opportunities for communication and social interaction. However, for autistic children, learning a new language, such as English as a foreign language (EFL) can present additional challenges. Understanding the learning processes and specific educational strategies in this context is fundamental to promoting the linguistic development and inclusion of these children. Autism spectrum disorder (ASD) is, then, characterized by difficulties in social communication and reciprocal social interaction. These difficulties can impact ASD children's ability to learn and use a second language. Therefore, it is essential to explore adapted strategies that can facilitate this learning (Oliveira, 2015).

Additionally, it is important to recognize that this learning may present specific challenges due to ASD features, such as limited understanding of intentions and linguistic nuances, cognitive

rigidity and difficulty generalizing skills, sensory sensitivities, and difficulties with organization and planning. Nevertheless, what educational strategies promote EFL learning for school-aged children with autism? The use of adapted and individualized pedagogical approaches, focusing on visual support, has been shown to facilitate the learning of EFL by ASD children, promoting their linguistic development and social inclusion, as pointed out by Silva et al. (2022). Furthermore, the methodology combines quantitative assessments, qualitative interviews, and observations to analyze EFL learning for ASD children. Thus, quantitative measures include standardized assessments and surveys, while qualitative data is gathered through interviews, and observations document pedagogical strategy implementation. Based on that, the integration of these methods might aim to understand factors influencing EFL learning and promote inclusion for ASD children.

One of the reasons to clear out the relevance of such study is that the access to inclusive education and opportunities for full development are fundamental rights for ASD children. Bear in mind how these children can learn EFL not only expands their communicative skills but can also promote their social integration and active participation in society. Furthermore, this work can be part of teachers formation courses and health professionals, allowing them to adopt more appropriate and individualized pedagogical approaches.

The objective of this research, therefore, is to discuss how ASD children can learn EFL, exploring strategies, facilitating factors and specific challenges faced in this process. Having as a basis a review of literature research, this study theoretically reflects upon how to promote EFL learning for autistic children, contributing to improving pedagogical practices and promoting their linguistic and social inclusion. As Bolderston (2008) points out, a review of literature research aims to provide a comprehensive and critical examination of existing research on a specific topic. It involves gathering evidence from all relevant sources, referencing them fully, and using selective search strategies to find key evidence (Bolderston, 2008).

In dissecting the multifaceted journey of EFL learning for ASD children, it is vital to acknowledge the intricate challenges they face, ranging from deciphering linguistic subtleties to grappling with cognitive rigidity and sensory sensitivities.

This study is, therefore, divided into three key components. Firstly, we delve into the nuances of ASD, highlighting its impact on language learning. Secondly, we dissect effective pedagogical approaches tailored to the unique needs of ASD learners, emphasizing visual support and individualized strategies. Additionally, we examine the facilitating factors that enhance EFL learning and the specific hurdles that impede progress. Through this comprehensive examination, we aim to pave the path towards inclusive education and holistic development, fostering linguistic proficiency and societal integration for ASD children.

UNDERSTANDING THE NUANCES OF AUTISM SPECTRUM DISORDER (ASD) AND ITS IMPACT ON LANGUAGE LEARNING

According to Silva et al. (2016), inclusive education stands as a transformative approach that embraces diversity within educational settings, aiming to provide equitable opportunities for all learners, regardless of their backgrounds or abilities. At its core, inclusive education not only acknowledges but celebrates differences, fostering a supportive environment where every student feels valued and respected. By accommodating diverse learning styles and needs, it promotes collaboration and understanding among peers, cultivating a sense of community and empathy. Through inclusive practices, schools not only prepare students academically but also equip them with crucial life skills such as tolerance, acceptance, and the ability to thrive in a diverse world. Also, inclusive education empowers individuals to reach their full potential, ensuring that no one is left behind in the pursuit of knowledge and personal growth.

In dissecting the multifaceted journey of EFL learning for ASD children, it is crucial to begin with a thorough understanding of ASD

and its implications for language acquisition. ASD is characterized by a range of symptoms including difficulties with social interactions, communication challenges, and a propensity for repetitive behaviors and restricted interests. Socially, individuals may struggle with interpreting cues like facial expressions and maintaining eye contact. Also, communication can be affected by delayed speech development or repetitive speech patterns. Moreover, repetitive behaviors often include movements like hand flapping or insistence on routines, while restricted interests may lead to intense focus on specific topics to the exclusion of others. These behaviors vary widely among individuals with ASD, influencing their daily interactions and functioning.

These traits significantly impact the process of learning a foreign language. Furthermore, ASD learners may struggle with understanding idiomatic expressions, subtleties in tone and context, and pragmatic language skills, which are essential for effective communication in a new language. Also, cognitive rigidity (inflexibility in thinking and behavior), and sensory sensitivities (heightened reactions to sensory stimuli like sounds or textures, which can cause discomfort or avoidance behaviors) are examples of challenges that make the learning environment critical to your success, as pointed out by Heleno et al. (2020). In the forthcoming section, we address aspects related to the pedagogical approaches toward the EDL learning for these learners.

PEDAGOGICAL APPROACHES FOR AUTISTIC LEARNERS

To address the unique challenges of teaching EFL to ASD learners, it is crucial to implement pedagogical strategies that cater specifically to their needs. Utilizing effective approaches such as visual support (such as schedules and cue cards), employing clear and concrete language within structured routines, and integrating multisensory activities are essential. Leveraging their special interests for engagement, using social stories to teach social skills,

and employing positive reinforcement while considering sensory sensitivities, all contribute to creating a supportive learning environment. Individualized learning plans, developed in collaboration with parents and therapists can promote consistent progress by tailoring the pace and content to each child's unique strengths and weaknesses. As Smith (2008) points out, Patience, flexibility, and a focus on reducing anxiety and enhancing comprehension through adapted teaching methods can be paramount in bridging the gap between abstract language concepts and concrete understanding.

Structured teaching methods, including clear, consistent routines and step-by-step instructions might provide the stability and predictability that ASD learners thrive on. By incorporating their interests and strengths into lessons, educators can enhance engagement and motivation, making the language learning experience more meaningful and enjoyable for ASD students (Smith, 2008). Following, we discuss the challenges faced by Autistic children in EFL learning.

FACTORS AND CHALLENGES IN EFL LEARNING FOR AUTISTIC CHILDREN

Exploring the factors that facilitate and hinder EFL learning for ASD children can be crucial for developing effective educational approaches. Facilitating factors include creating a supportive learning environment that accommodates sensory sensitivities. For instance, using visual supports or children's musicality at ambient volume, considering that some of these children have hearing sensitivity and are easily stressed by very loud noises. That is, using these methods can enhance understanding and reduce anxiety during EFL lessons.

Additionally, trained educators who possess knowledge of dealing with ASD are essential. These educators can employ strategies tailored to the unique learning styles and communication preferences of ASD learners, thereby fostering a more inclusive and

effective learning environment. Furthermore, the integration of assistive technologies, such as speech-to-text or interactive learning apps, can aid in communication and comprehension, making language learning more accessible and engaging for children.

As discussed by Hume at al. (2007), several challenges can impede the progress of EFL learning for ASD children. Social isolation may occur if peer interactions and social skills development are not adequately supported within the educational framework. Moreover, the scarcity of specialized educational resources specifically designed for ASD learners can limit the availability of suitable teaching materials and curricula.

Another critical challenge is the insufficient training of educators in understanding and implementing strategies for teaching ASD children. Without proper training, educators may struggle to effectively meet the diverse needs of their ASD students in language learning contexts (Hume, 2007).

Addressing these challenges requires a multifaceted approach. It involves promoting inclusive education practices that prioritize the individualized needs of ASD learners within mainstream classrooms. Providing ongoing professional development opportunities for educators might, then, enhance their understanding of ASD and equip them with effective teaching strategies. Also, fostering collaboration among parents, teachers, and specialists can ensure a cohesive support network that can tailor interventions and educational plans to optimize learning outcomes for ASD children in EFL settings. By addressing these factors and challenges systematically, educators and stakeholders can create more equitable and supportive learning environments where ASD children can thrive academically and socially.

NOT CONCLUDING WORDS

In conclusion, the study of EFL learning for ASD children highlights the critical need for customized educational strategies that address their unique challenges and capitalize on their strengths. ASD is characterized by social communication difficulties, sensory sensitivities, and cognitive rigidity, and presents distinct hurdles in acquiring a second language proficiency. The traditional methods of language instruction may not always effectively meet the needs of ASD learners, establishing needs for innovative approaches that cater to their specific learning styles and preferences.

By prioritizing tailored pedagogical approaches, particularly those integrating visual supports like schedules and cue cards, as well as individualized methods that accommodate sensory needs and promote engagement, educators can significantly enhance language development outcomes. These strategies not only facilitate linguistic skills but also play a crucial role in fostering greater social inclusion and emotional well-being among autistic students.

Furthermore, this study contributes significantly to the broader conversation on inclusive education by identifying key factors influencing EFL learning outcomes for autistic children. By elucidating the interplay between cognitive processes, sensory experiences, and educational interventions, the study advocates for practices that support the full integration and active participation of autistic children in mainstream educational settings.

Understanding and implementing these adapted strategies not only enhance academic achievement but also nurture societal engagement and acceptance of neurodiversity. As we look to the future, continued investigation and refinement of these innovative approaches hold promise for advancing educational equity and ensuring that every autistic learner has access to the tools and support they need to thrive academically and socially.

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THE INTERNALIZATION OF MISOGYNY: ANALYSIS OF GENDER REPRESENTATIONS IN THE CHARACTER CERSEI LANNISTER IN " A SONG OF ICE AND FIRE"

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INTRODUCTION

The character Cersei Lannister from the epic fantasy series "A Song of Ice and Fire" by George R.R. Martin offers a fascinating example to examine the internalization of misogyny within a patriarchal society. In the richly detailed world of Westeros, social norms and cultural expectations impose rigid gender roles that severely restrict the autonomy and agency of women. Cersei Lannister, as a central figure in this narrative, navigates these limitations with a unique combination of ambition, cunning, and cruelty, reflecting the complexities of internalized misogyny (Martin, 1996; 1998; 2000; 2005; 2011). Internalized misogyny, extensively explored in feminist literature and psychology, refers to the phenomenon where women adopt and perpetuate sexist attitudes and beliefs that devalue their own gender (Szymanski; Carr, 2011). In light of this,

the choice of Cersei Lannister as the focus of this literature review is particularly justified due to her prominence in the series and the complexity of her characterization.

Thus, this study will employ a qualitative approach, based on a literature review and critical analysis of the "A Song of Ice and Fire" series by George R.R. Martin. The data sources will include passages from the books and relevant literary critiques. The criteria for selecting passages will be based on their relevance to the themes of power, personal relationships, identity, and misogynistic behaviors of Cersei Lannister. The analysis will be contextualized within the theoretical framework of feminist literature and gender studies, allowing for a deeper understanding of the internalization of misogyny in Cersei's character.

Therefore, this paper aims to review existing literature on the various dimensions of Cersei Lannister's character through the lens of internalized misogyny. By examining her historical and social context, her quest for power, her familial and personal relationships, her self-perception and identity, and her misogynistic behaviors, this study seeks to illuminate the intricate ways in which internalized misogyny operates. This work uses the literature review methodology according to Bolderston (2008), analyzing relevant research and publications to identify patterns and gaps in the field of study. This will allow us to contextualize research on misogyny and internalized misogyny within the patriarchal structures of Westeros.

UNDERSTANDING MISOGYNY AND INTERNALIZED MISOGYNY

Misogyny, defined as the hatred, contempt, or prejudice against women, is a pervasive issue that manifests in various forms, including discrimination, oppression, and violence. Moreover, it is deeply embedded in societal structures and cultural norms, resulting in the systematic marginalization and devaluation of women across different spheres of life. Misogyny operates through a range of behaviors,

from overt acts of aggression and hostility to more subtle forms of exclusion and belittlement. As Butler (1990) points out, these behaviors are often reinforced by cultural and social practices that sustain patriarchal values. Consequently, the impact of misogyny is far-reaching and deeply ingrained in the fabric of society.

Additionally, internalized misogyny, a concept extensively examined in feminist literature and psychology, describes the phenomenon where women themselves adopt and perpetuate sexist attitudes and beliefs that undermine their own gender. This process of internalization occurs as women absorb and reflect the misogynistic values and norms prevalent in their society. According to Szymanski and Carr (2011), internalized misogyny can lead women to "engage in behaviors that uphold the very system that oppresses them" (p. 299). Thus, instead of solely being victims of external misogyny, women can also become agents in perpetuating these harmful beliefs, often subconsciously. In essence, internalized misogyny illustrates the complex ways in which societal norms can shape individual behaviors and attitudes, further entrenching gender-based inequalities.

CERSEI' HISTORICAL AND SOCIAL CONTEXT.

Understanding the concept of misogyny and the factors that contribute to its internalization, therefore, allows for a more comprehensive and in-depth analysis of the character's historical and social context. Westeros, the main setting of "A Song of Ice and Fire", mirrors medieval Europe, featuring historical social structures such as the feudal system, prominent noble houses, and a strict class hierarchy. In this patriarchal society, gender roles are rigidly defined, relegating women to subordinate positions and expecting them to conform to traditional norms of femininity and domesticity (Butler, 1990; Szymanski; Carr, 2011). This entrenched social structure perpetuates the systemic oppression of women through cultural and legal frameworks.

Cersei Lannister's upbringing at Casterly Rock significantly shapes her worldview and ambitions within the patriarchal society of Westeros. Raised in one of the wealthiest and most powerful families, Cersei is instilled with a sense of entitlement and superiority from an early age. The seat of House Lannister, Casterly Rock, is renowned for its wealth, power, and ambition, setting the stage for Cersei's formative years (Martin, 1996-2011).

Despite her privileged upbringing, Cersei is keenly aware of the limitations imposed upon her as a woman within the patriarchal structure of Westeros. We can see this in this passage: "The only way to keep your people loyal is to make certain they fear you more than they do the enemy. And women can't rule, not really. They can't fight, and that's the only thing that keeps men in line," Cersei thought. "I should have been born a man" (Martin, 2011, p. 159). While she enjoys the advantages of her noble birth, Cersei faces gender-based constraints that restrict her autonomy and opportunities for advancement. These limitations serve as a constant reminder of the societal expectations placed upon her as a woman in a male-dominated world.

FAMILY AND PERSONAL RELATIONSHIPS

One of the most influential figures in Cersei's life is her father, Tywin Lannister. An iconic product of the patriarchal society of Westeros. As the head of House Lannister and one of the most powerful men in Westeros, Tywin embodies masculine values of power. He exerts a significant influence on Cersei's worldview and ambitions. From a young age, Cersei is taught to prioritize power, control, and the preservation of the Lannister legacy above all else. Tywin Lannister's teachings are deeply entrenched in patriarchal norms, reinforcing traditional gender-based expectations and shaping Cersei's worldview accordingly. One example of Tywin's influence is his treatment of Cersei in comparison to her twin brother,

Jaime. Despite Cersei's intelligence, political acumen and capability, Tywin consistently favors Jaime, simply because he is male.

This can be evidenced in the following passage: "Jaime has always been the better Lannister, and you have always been his echo. He is a knight, and you are only a woman. No more than that, for all your scheming" (Martin, 2011, p. 104). This favoritism reinforces Cersei's belief in her own inferiority as a woman and fuels her desire to prove herself within the patriarchal hierarchy of Westeros .

CERSEI AND POWER

Despite being born into one of the richest and most influential families in Westeros, Cersei is constantly reminded of the gender restrictions placed upon her. Her ambitions are stifled by societal expectations that confine women to traditional roles of subservience and domesticity, reflecting deeply rooted patriarchal norms that limit Cersei's autonomy and leadership opportunities solely based on her gender.

However, despite these restrictions, Cersei Lannister's relentless pursuit of power remains a defining aspect of her character throughout the series, particularly evident in her strategic maneuvers and interactions with key figures such as Eddard Stark in "A song of ice and fire: A Game of Thrones" (Martin, 1996). When Eddard Stark assumes the role of Hand of the King, Cersei quickly perceives him as a threat to her influence and seeks to undermine him through manipulative tactics that sow discord within the court. as seen in the passage, "If friends can turn to enemies, enemies can become friends. Your wife is a thousand leagues away, and my brother has fled. Be kind to me, Ned. I swear to you, you shall never regret it." (Martin, 1996, p. 447). Ultimately, she orchestrates events that lead to the downfall of Eddard. This demonstrates Cersei's astute understanding of political power dynamics and her willingness to manipulate circumstances to maintain her position.

Cersei's strategic approach to marriage further illustrates her ambition. Her union with King Robert Baratheon, while lacking genuine affection, underscores her recognition of the political advantages of aligning herself with the royal family. As queen, Cersei exploits her position to exert significant influence behind the throne, manipulating events to consolidate power and ensure her survival amid the cruel politics of King's Landing. Her calculated maneuvers within the institution of marriage exemplify her determination to navigate and exploit the power dynamics of Westeros to secure her position and assert authority, despite the systemic challenges posed by gender norms and social expectations (Martin, 1996).

SELF-PERCEPTION AND IDENTITY

According to Butler (1990, p. 43) "Gender is the repeated stylization of the body, a set of repeated acts within a highly rigid regulatory frame that congeal over time to produce the appearance of substance of a natural sort of being". For Cersei, this means that her identity as a woman and as a leader is formed by repeated actions and behaviors that reinforce the gender expectations of her patriarchal society. She sees herself not only as a powerful woman, but also as someone whose authority and influence are essential to her own survival and success within the political game of Westeros. Furthermore, Cersei internalizes that the image of power is intrinsically linked to the masculine image, which, in turn, leads her to adopt behaviors traditionally associated with men in leadership positions.

Cersei faces significant pressure to conform to patriarchal expectations of female behavior. Thus, her self-esteem is often linked to her ability to exercise power and control over others. This aspect is particularly evident in her relationship with her father, Tywin Lannister, who values power and cunning as essential qualities for a leader.

Consequently, a lack of recognition or acceptance within these parameters can lead to a weakened self-perception and a constant desire to prove one's worth through dominant and assertive actions. Thus, Cersei associates power and personal validation with the ability to act similarly to the powerful men she admires, like her father .

MISOGYNISTIC BEHAVIORS

By analyzing the context in which Cersei is inserted, her aspirations, and her self-perception, we can better understand how and why she contributes to the perpetuation of misogyny. In the context of Szymanski's (2011) analysis of how women often internalize patriarchal norms and compete with each other within these power structures, Cersei, for example, tends to see other women not as allies but as competitors in a dangerous political game. This dynamic illustrates how, in patriarchal contexts, women can adopt behaviors that perpetuate division and competition between them. Her approach to women like Margaery Tyrell and Sansa Stark is often marked by distrust and manipulation, reflecting a patriarchal power dynamic that limits female solidarity in favor of competition and self-advancement.

Cersei's treatment of these characters exemplifies her tendency to undermine and oppress other women through manipulation and exploitation. According to Butler (1990), in her theory of gender performativity, individuals enact and reinforce gender norms through their actions and interactions. Cersei, as a central figure in the court of King's Landing, strategically uses manipulation to assert her authority while diminishing the influence of Sansa Stark and Margaery Tyrell. Szymanski's (2011) exploration of gender dynamics further illuminates Cersei's interactions.

In addition, Szymanski (2011) discusses how power dynamics within competitive environments can exacerbate tensions and distrust among women vying for limited positions of influence.

Therefore, Cersei's actions towards Sansa and Margaery underscore this dynamic, as she employs schemes to undermine their reputations and sow discord among their allies. This behavior reinforces the patriarchal notion that women must compete for scarce opportunities within male-dominated power structures, perpetuating a cycle of rivalry and mistrust.

Cersei's treatment of these characters exemplifies her tendency to undermine and oppress other women through manipulation and exploitation. Initially, Cersei sees Sansa Stark as a political pawn to strengthen Lannister rule in the North through marriage to her son, Joffrey Baratheon. Cersei's actions toward Sansa are marked by calculated manipulation, taking advantage of Sansa's innocence and vulnerability in the treacherous political environment of Westeros. Cersei's intention is not only to control Sansa for strategic purposes, but also to diminish her potential influence and autonomy, reflecting a patriarchal worldview where women are seen as instruments of power rather than as individuals with power.

Likewise, Cersei sees Margaery Tyrell as a threat to herself. authority within the royal family. As Margaery competes for influence over Joffrey and later Tommen, Cersei responds with hostility and manipulation.She undermines Margaery's reputation through schemes to discredit her and sow discord among her allies, driven by fear of losing control and status.Cersei's actions toward Margaery reinforce the patriarchal notion that women must compete for limited positions of power, perpetuating a cycle of rivalry and distrust among women in positions of influence.

CONCLUSION

To conclude, the character of Cersei Lannister in "A Song of Ice and Fire" provides a complex lens through which we can explore themes of misogyny and internalized misogyny within a patriarchal society. Cersei's formative years were shaped by the social structures and expectations of Westeros, where women are relegated to

subordinate roles. This cultural context, combined with the influence of her father Tywin Lannister, ingrains in her a feeling of gender-based limitations, despite her privileged status. Consequently, Cersei's internalization of these patriarchal norms is evident in her strategic manipulations and pursuit of power, often mirroring behaviors traditionally associated with male leaders.

The perpetuation of misogyny through Cersei's interactions with other women, such as Margaery Tyrell and Sansa Stark, highlights the complexities of internalized misogyny. According to Szymanski and Carr (2011), women often internalize social norms that harm their own gender, leading them to engage in behaviors that uphold patriarchal systems. Therefore, Cersei's competitive and manipulative approach towards other women, seeing them as rivals rather than allies, exemplifies this internalized misogyny. This dynamic is further illuminated by Butler's (1990) theory of gender performativity, where Cersei's actions reinforce and perpetuate patriarchal gender norms.

By undermining and exploiting other women, Cersei contributes to a cycle of rivalry and distrust that sustains the very structures that oppress her. Thus, despite her powerful position, Cersei's behavior underscores the deeply rooted social expectations and gender biases that shape her identity and actions. Her character serves as a poignant illustration of how internalized misogyny functions in a patriarchal society, reinforcing gender-based inequalities. In addition, the character reveals not only the complexities of power and identity dynamics, but also how women can internalize and perpetuate gender norms that oppress them, even when they occupy prominent positions in patriarchal societies.

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THE FEMALE VOICES IN HAMLET: ANALYSIS OF FEMALE CHARACTERS' ROLE IN SHAKESPEARE'S TRAGEDY.

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INTRODUCTION

The play "Hamlet" by William Shakespeare has been a topic of academic analysis for a long time, presenting a complex array of themes and well-developed characters. In particular, the depiction of women characters, mainly Ophelia, has generated considerable scholarly discussion. In her essay, 'Shakespeare and the Nature of Women' (Dusinberre, 1999), insightfully explores Ophelia's role in the feminist criticism and the portrayal of Elizabethan women, highlighting the complexity and significance of her presence in Shakespearean literature.

This paper aims, thus, to explore the representation of female characters in the play, with a special emphasis on Ophelia's feminine traits. To do so, we situate our analysis by referring to the review of literature research (Bolderston, 2008), examining the

various interpretations that scholars have put forth throughout the years.

Through a careful examination of these viewpoints from distinct scholars (Bolderston, 2008), we hope to gain insight into how Ophelia's character impacts the overall storyline of "Hamlet" and what her portrayal can teach us about the societal views on femininity in Shakespeare's era.

The analysis of female characters in "Hamlet", particularly Ophelia, might offer a rich opportunity to explore not only the complexities of Shakespearean drama but also the evolving understanding of gender roles and representations in Elizabethan society. Through this endeavor, we aim to contribute to the ongoing discourse surrounding gender dynamics in literature and deepen our appreciation for the enduring relevance of Shakespeare.

Therefore, the present study is divided into six parts. Initially, we discussed the issues of gender studies within the literature field. Then, the gender studies in Elizabethan society are explored. In the next part, we reflect upon how Shakespeare's literary legacy has influenced Hamlet's play development. Following, the discussion about the feminine in the Hamlet play is mentioned. Then, we start providing information about Orphelia's character to further analyze her songs.

GENDER STUDIES IN LITERATURE

Gender studies in literature have represented a critical approach that examines how gender issues can be represented, constructed, and challenged in literary texts. This interdisciplinary field, thus, investigates the interaction between gender, identity, and power, exploring how literature can reflect, perpetuate, and sometimes subvert societal gender norms. According to Eagleton (1996), literary analysis through the lens of gender might allow for a deeper understanding of social and cultural dynamics, as literary texts

often mirror and influence collective perceptions of masculinity, femininity, and other gender identities.

In addition to examining how literature seems to reflect and challenge gender norms, gender studies in literature also dedicate themselves to analyze how gender identities are historically situated and culturally contextualized. Authors like Showalter (1979) argue that literary works not only reflect the social conditions of their time but also contribute to shaping and transforming those conditions. For example, literature can provide insights into how conceptions of masculinity and femininity vary over time and across different cultural contexts, revealing the complexities and contradictions within these identity constructions. Thus, gender studies in literature go beyond a static analysis of gender representations to explore the historical and cultural dynamics that shape these representations and their implications in contemporary society.

GENDER EXPECTATIONS IN ELIZABETHAN SOCIETY

Gender expectations in Elizabethan society were heavily influenced by societal norms and cultural conventions that prescribed distinct roles for men and women. During this period, men were generally expected to demonstrate qualities such as assertiveness, courage, and honor, traits that were seen as essential for maintaining social order and upholding patriarchal authority (Smith, 2016). Women, on the other hand, were predominantly relegated to domestic roles, emphasizing virtues like modesty, chastity, and obedience within the family structure (Jones, 2018). These gendered expectations were reinforced through various social institutions, including the church and legal frameworks, which further solidified the hierarchical divisi

Literature of the Elizabethan era often reflected and reinforced these societal norms through its portrayal of characters and narratives. Authors, such as Shakespeare, depicted women as virtuous wives and mothers, showcasing their adherence to the prevailing

moral and social codes of the time (Greenblatt, 2017). Conversely, male characters were often portrayed as leaders and decision-makers, embodying ideals of masculinity that aligned with dominant societal expectations (Howard, 2019). Through such literary representations, Elizabethan literature not only mirrored but also perpetuated the gendered ideologies and power dynamics that characterize the social and cultural contexts of the time, reinforcing norms and expectations related to masculinity and femininity.

SHAKESPEARE'S LITERARY LEGACY AND ITS INFLUENCE ON HAMLET

 Shakespeare, widely regarded as one of the greatest playwrights in the English language, was born in 1564 in Stratford-upon-Avon, England. He wrote numerous plays, sonnets, and poems that continue to influence literature, theater, and culture to this day. His works often explore universal themes such as love, power, jealousy.

Among many plays, "Hamlet" is arguably one of William Shakespeare's most renowned tragedies, known for its intricate plot, profound philosophical themes, and complex characters. Set in the Kingdom of Denmark, the play follows Prince Hamlet as he grapples with grief, moral dilemmas, and the quest for revenge following the death of his father, King Hamlet, and the subsequent marriage of his mother, Queen Gertrud.

Ophelia, as the heroine of a classic work, receives less research than she deserves. She is seldom the subject of analysis. As Sandra Gilbert and Susan Gubar pointed out, "we can imagine the story of Hamlet without Ophelia, but Ophelia literally has no story without Hamlet" (Edward, 2003). [dn1] She has historically been overlooked and sidelined within literary scholarship.

The perception and study of Ophelia's character can be significantly affected by the limitation of her interactions compared to other important characters in "Hamlet," such as Hamlet and

Polonius. While Hamlet, for instance, is the centerpiece of the tragedy and has a wealth of soliloquies and dramatic interactions that reveal his innermost thoughts, Ophelia is largely portrayed through the perspectives of other characters, especially Hamlet and her father, Polonius.

This lack of direct development can lead to the interpretation of Ophelia as a one-dimensional archetype, rather than a complex and multifaceted character. She is often reduced to a symbol of purity and madness, instead of being analyzed in her entirety as a person with emotions, desires, and internal conflicts.

The true depth of her character is often obscured by the archetypes of virginity and madness. Critics may underestimate Ophelia's psychological complexity and her contribution to the play's plot if they portray her stereotypically as a fragile and naive figure. Furthermore, this interpretation may perpetuate outdated beliefs about femininity and fragility, rather than seeing Ophelia as a character who faces real issues and plays an active role in driving the tragedy.

In "Hamlet", Ophelia has been regarded as a character whose importance goes beyond the traditional roles of romantic interest or victim. She challenges conventional interpretations by revealing complex layers of femininity and power within Shakespeare's narrative. Initially depicted as subservient to her father, Polonius, and the affection of Hamlet, Ophelia gains prominence as her story unfolds.

FEMININE REPRESENTATION IN HAMLET

In Shakespeare's "Hamlet," the female characters Ophelia and Gertrude play integral roles in the unfolding drama. Ophelia, the daughter of Polonius and Hamlet's love interest, becomes a central figure in Hamlet's emotional turmoil. Her obedience to her father and rejection of Hamlet's love significantly affects Hamlet's state of mind, leading to his erratic behavior and deepening his inner

conflict (Shakespeare, 1603). Ophelia's tragic descent into madness and eventual death by drowning symbolizes the play's exploration of mortality and the consequences of patriarchal control.

Gertrude, Hamlet's mother and the Queen of Denmark, influences the political and familial dynamics of the play. Her hasty remarriage to Claudius, Hamlet's uncle and the new king, triggers Hamlet's quest for vengeance against Claudius for his father's murder. Gertrude's character is portrayed as complex and morally ambiguous, torn between her loyalty to her son and her new husband's authority (Shakespeare, 1603). Throughout the play, Gertrude's actions and decisions provoke Hamlet's suspicions and heighten his animosity towards Claudius, adding layers of intrigue to the narrative.

Shakespeare's depiction of Ophelia and Gertrude in "Hamlet" underscores their roles as catalysts for conflict and pivotal characters in Hamlet's journey of revenge. Their characters profoundly contribute to the play's exploration of familial duty, political ambition, and the ethical dilemmas faced within a turbulent court setting.

UNVEILING OPHELIA´S COMPLEXITY: POWER, MADNESS AND PROTEST IN SHAKESPEARE'S TRAGEDY

Ophelia's death, often seen as a culmination of her personal tragedy, provides a moment of reflection on the role of women in Elizabethan society. The interpretation of her drowning as an act of despair or a conscious choice to escape social expectations is a topic debated by critics. This suggests that her death not only concludes her own story but also symbolizes a protest against the constraints imposed on women at the time.

Furthermore, Ophelia's madness is often interpreted as a response to the traumatic circumstances surrounding her, such as the loss of loved ones and emotional abandonment by Hamlet. Her

descent into madness can be seen as a dramatic turning point that not only amplifies her personal suffering but also offers a subtle critique of how women were treated as possessions rather than autonomous individuals in society at that time.

The portrayal of Ophelia as a symbol of fragile and passive femininity can also be challenged. She is not merely a figure of suffering but a character whose actions and emotions reveal deep emotional and psychological resonance. As Shakespeare writes in "Hamlet," "The fair Ophelia! —Nymph, in thy orisons / Be all my sins remembered" (Shakespeare, III.1). This quotation illustrates not only Ophelia's mental deterioration but also her transformation into a symbol of despair in the face of social expectations and personal tragedies.

ANALYSIS OF OPHELIA'S SONGS

The analysis of Ophelia's Songs in "Hamlet" might reveal a crucial aspect of her psychology and the emotional impact that the play's circumstances exert on her. During her period of madness, Ophelia is depicted singing fragments of songs that, at first glance, may seem disjointed but hold profound and symbolic meanings deserving detailed attention.

One of the most emblematic passages is when Ophelia distributes flowers and sings:

> "There's rosemary, that's for remembrance; pray, love, remember and there is pansies, that's for thoughts." (Hamlet, IV.5)

At this moment, Ophelia associates rosemary with remembrance and memory, while pansies are associated with thoughts. These flowers are not just physical objects but symbols laden with emotional significance. Rosemary, for instance, is traditionally

linked to fidelity and remembrance, evoking memories of her father Polonius, whose tragic death she is still mourning. The mention of pansies also suggests a deep and melancholic reflection on her situation and the complexities of her feelings for Hamlet.

Furthermore, Ophelia sings:

> "Then up he rose, and donn'd his clothes,
> And dupp'd the chamber-door;
> Let in the maid, that out a maid
> Never departed more." (Hamlet, IV.7)

In this scene, she refers to the song of a maiden who lost her virginity, a powerful metaphor for her own loss of innocence and purity. This imagery resonates not only with the literal loss of her virginity but also with the loss of her identity and emotional stability following the tragedies that surround her.

The analysis of Ophelia's songs goes beyond mere description of her actions during her madness. They provide a window into her internal anguish, her struggle to cope with grief and confusion, and her attempt to find a voice in a world that constantly silences her. While other characters like Hamlet and Polonius express themselves through eloquent speeches and decisions, Ophelia's songs reveal her emotional depth and her quest for authentic expression.

Therefore, Ophelia's songs are not merely lyrical adornments in the play but fundamental elements for understanding her psyche and evolution throughout the tragedy. They highlight her ability to silently resist the social and emotional expectations that surround her, offering a critical perspective on the limitations imposed on women in Elizabethan society.

In conclusion, the analysis of Ophelia's songs not only enriches our understanding of her character but also can illuminate deeper aspects of the human condition and the role of women in Renaissance literature. They testify to the complexity and emotional resonance of Ophelia, which continues to capture the imagination

and provoke reflections on universal themes such as love, loss, and identity.

CONCLUSION

In conclusion, the exploration of Ophelia's femininity in William Shakespeare's "Hamlet" reveals a multifaceted character whose portrayal transcends conventional roles of women in Elizabethan drama. Throughout this analysis, we delved into Ophelia's complexities, examining how her character can serve as a lens through which to understand broader societal attitudes towards women during Shakespeare's era.

Ophelia, initially introduced as a passive figure influenced by the men in her life, evolves into a symbol of emotional turmoil and internal conflict. Her songs and actions, particularly during her descent into madness, offer poignant insights into the constraints and expectations placed upon women in a patriarchal society. These moments not only highlight Ophelia's individual plight but also underscore larger themes of agency, autonomy, and the consequences of societal opportunities.

Scholarly interpretations, such as those discussed by Juliet Dusinberre, underscore the significance of Ophelia's portrayal in feminist critique, illustrating how her character challenges and complicates traditional narratives of female passivity and fragility. By situating Ophelia within the broader context of Shakespeare's oeuvre and Elizabethan society, we gain a deeper appreciation for the playwright's nuanced exploration of gender dynamics and the complexities of feminine identity.

Ultimately, Ophelia's representation in "Hamlet" serves as a timeless reminder of the enduring relevance of Shakespeare's works in probing the human condition and interrogating societal norms. Her character continues to provoke reflection and debate, inviting contemporary audiences to reconsider the intersections.

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USE OF TECHNOLOGICAL TOOLS IN TEACHING/LEARNING ENGLISH AS A FOREIGN LANGUAGE POST COVID-19

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INTRODUCTION

Technology during the 2020 pandemic brought many resources to develop a language like English. It was easy to find teachers on different streaming platforms who record classes on different contents related to the language, which, therefore, showed that the internet facilitated and even democratized (in certain situations) self-education and social inclusion, helping with the teaching/learning of English during such a delicate period as the pandemic.

Based on this experience of teaching/learning English during a pandemic period, it is relevant to consider that some attitudes and processes towards the learning process were shaped, and remnants continue to be reflected in our daily lives, even after the end of the pandemic. As an example, we can mention a considerable number of individuals who have sought to learn the language in a self-taught way, that is, learning alone anchored by resources found

on the internet, which were used as temporary solutions in the pandemic context but remain relevant.

But why are these resources so relevant now after the pandemic? Were they not relevant before? Unfortunately, some adversities show the relevance of such resources because of convenience. Given the need for remote teaching/learning in teachers' and students' lives, the pandemic showed how flexible language teaching has become. The use of digital platforms has intensified and enabled more individuals to study and improve their language skills. Furthermore, schools began to adopt technological means to assist teachers and students in the classroom, promoting new teaching methods.

In this research on bibliographical procedures and qualitative-exploratory nature, we aim to reflect on teaching English before, during, and after the pandemic context to visualize what impacts, both positive and negative, were on teachers' and students' lives. Specifically, what challenges existed in the virtual learning process and how the introduction of the virtual environment is reflected in the current educational process. We will be based on the Brazilian context, as it is a scenario that we experience and reveals several challenges in the face of the issues discussed here.

THE IMPORTANCE OF TECHNOLOGICAL TOOLS TO ACQUIRE A LANGUAGE

The 21st century continues to provide many opportunities for connection and communication between people, improving political, economic, cultural, and social relations. As a result, society has a considerable impact on the requirement for global communication, represented by the need for connections abroad and, consequently, by the existence of mastery of a common language, such as English. Given this vision, the number of people who seek to learn English as a second or foreign language is increasingly considerable due to the need to establish these relationships of our time through

a language that manifests itself as a contact language in different contexts. This language has been encouraged by the technological apparatus that also increases resources for those who want to learn and master it.

2020 was marked by an unexpected pandemic in which the course of individuals' lives was immediately changed and reconfigured in social isolation, resulting in lives being driven solely by the internet and social networks, showing that all the habits of society require an emergency model to continue, especially in the educational sphere, which needed to continue.

Consequently, we could realize the relevance of combining education/technology in the educational and methodological process. Recognizing, therefore, as a need in education, highlighting the range of benefits provided by technology in helping teachers, especially English-speaking ones, in the composition of teaching methodologies and critical/reflective stance in the educational process (Alves, 2020).

Many technological tools were developed during the pandemic and improved for the educational context: apps were improved, digital teaching platforms were created, and tools that already existed, such as YouTube, were some of the most sought-after tools by teachers and students in the learning process. The relevance of English in a globalized world is clearer since technological tools become essential for English classes as they provide new means of learning practices anchored in our reality and constructions of new meanings (Scheifer and Rego, 2020). In these aspects, technological tools can bring several benefits and countless learning possibilities for the students, contributing to their autonomy in the acquisition of foreign languages. Consequently, favoring and awakening the student's interest in seeking new means of learning.

Furthermore, since technological advances and their tools became available in everyday life, they have demonstrated themselves as a potential ally for the emergence of new teaching methodologies. In this way, visualizing the importance and developing

applications of technological tools only in a period of crisis, such as the pandemic, demonstrates an outdated and delayed educational approach in certain regions, as before the pandemic several digital tools were already available to embrace educational practices. Countries that did not have constant digital literacy in education struggled during the pandemic to propose adaptations in teaching.

BRAZIL: AN EXAMPLE?

Thinking about an unstable context so that the benefits of digital tools can be applied, let's take the example of Brazil. The school census, carried out by MEC (*Ministério da Educação*) and INEP (*Instituto Nacional de Estudos e Pesquisas Educacionais*), took place in the year 2023 and declared that there had been significant advances concerning the introduction of the Internet in public schools in Brazil, an increase of 18 percent between 2019 and 2023 (70.4% to 88.5%). However, this increase does not necessarily reflect the use of the Internet for educational purposes (Censo Escolar, 2023).

In this way, we can understand that the post-pandemic scenario favored the growth of investments in the introduction of technological tools in schools. Even though there is no direct indication of the use of these digital tools for educational purposes, there is the construction of an environment that can encourage teachers to develop more meaningful learning with students with new technological devices and, consequently, make classes more dynamic and with possible paths. When it comes to learning a new language, such as English, students may feel interested in learning given the resources and even develop self-teaching skills.

Furthermore, the World Health Organization declared in 2020 that the COVID-19 pandemic intensified the use of digital technologies for Brazilians, going from 71% of households with internet access in 2019 to 83% in 2020, which corresponds to 61.8 million households with some type of internet connection (Agência Brasil, 2021). Concerning the educational context, this scenario presented

itself as favorable for students to develop self-taught skills when using digital tools at home, helped by applications, social networks, and streaming.

However, it is important to understand that not all scenarios are favored. Urban public schools in Brazil, for example, passed through difficulties in starting remote classes since many students do not have computers, smartphones, and Internet to attend classes. Can you imagine using too many digital tools? We need to consider that despite the relevance of technological tools that boost the process of learning a language, not all scenarios are favorable for their use. There are population contexts that do not have social, economic, and structural balance, and this directly influences when we talk about being able to take a language course or obtain an efficient education system so that learning a second language becomes efficient.

On the other hand, reflecting on the scenarios that were assisted by the use of digital tools during the pandemic period, it is important to highlight that some apps and platforms used during remote teaching, such as Google Classroom, continue to be part of teacher's methodologies, seen as mediators of post-COVID-19 teaching, assisting in the learning process as a means of monitoring or being a kind of extension of the classroom. Streaming YouTube, another example, is one of the tools most used by English teachers and students to enable new educational realities by expanding knowledge, awakening interests, and developing skills (Finard; Prebiana; Momm, 2013). In other words, the pandemic period also helped teaching methods to highlight their importance and effectiveness.

From this perspective, Maria José Silva (2023) developed research entitled "Post-pandemic: English language teaching and the use of technologies" that highlighted a questionnaire with eleven questions for ten English teachers who work in basic education in Brazil, regarding how English classes mediated by new technologies occurred and are currently occurring post-pandemic in their contexts. Some questions asked if they used technological

tools in classes before the pandemic and what tools they used, which 50% of English teachers responded that they used Information and Communication Technologies occasionally, 40% frequently, and 10% never used them. Among the tools, WhatsApp 80%, YouTube 70%, Social networks 70%, Cell phones 60%, and Games or Gamified Platforms 60% (Silva, 2023, p.14). Despite the limited scope of the research, Silva shows us real and current responses from teachers with different profiles, who work in teaching English in the Brazilian context, demonstrating that the use of digital tools before the pandemic period was not unanimous.

The ten teachers involved in the research also were asked if there were challenges concerning the adaptation to technologies during remote teaching. Four of them responded that they had difficulties since they had to develop skills in handling them, execute tools never used before, and effective teaching methodologies that capture students' attention (Silva, 2023, p. 15). It is noticeable that even in the 21st century, in Brazil, there is no preparation of teachers for digital literacy, creating a deficit in continuing education, distancing teaching from the students' reality, and not providing opportunities for technological advances.

When thinking about the use of these technological resources for teachers in classes, we should think about the benefits that it can propose to students and have in mind different possibilities of use that it can offer and which are the aims that lead teachers to use it, in addition to providing to teaching/learning process a differentiated practice to a traditional class, no longer just the teacher's voice, blackboard and chalk. The requirement for remote teaching in 2020 reminded many teachers about the need to enter the technological world, reflecting on face-to-face classes today, as it provides more fun, creative teaching/learning and awakens students' autonomy in learning. Therefore, many technological tools used in remote teaching are now recognized by English teachers as valuable allies in combating student learning gaps in the post-pandemic period. They contribute to improving learning and engaging students during classes (Silva, 2023, p. 15-17)

FINAL CONSIDERATION

As established, this research aimed to reflect on teaching English before, during, and after the pandemic to visualize what the impacts, both positive and negative, were on teachers' and students' lives, specifically, what challenges existed in the virtual learning process and how the introduction of the virtual environment is reflected in the current educational process, based on the Brazilian context. We could see that technological tools, not only during the pandemic but before and after, have added several possible paths to the English teaching/learning process, enabling the modification of the teacher's methodologies in the classroom, bringing them closer to the students' reality and developing critical reflection on their purposes. Technological tools also can provide students with greater freedom and autonomy in learning, distancing the mentality of the teacher being the sole holder of all knowledge, it allows greater flexibility in the use of technological tools not only in classes but at home. Regarding negative impacts, we can see that an unstable social context, with structural problems and a lack of continuous digital literacy, as Brazil, reported delays in the use of digital tools before the pandemic, difficulties in adapting to the pandemic context, and a need to increasingly adapt to a technological context that is already a reality in the most different forms of teaching/learning.

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THE IMPORTANCE OF MEMES AS A PEDAGOGICAL SUPPORT

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INTRODUCTION

Increasingly, students in this century are connected to the Internet, leading us to reflect on the impacts of its use by different individuals and their learning process in the classroom. Consequently, teachers are placed in a position to incorporate some topics in line with the Internet in their classes to attract students' attention and break paradigms of how to conduct a class in this technological context. Thus, *memes* use and social media themes in the classroom emerge as relevant and important subjects, even for the most traditional individuals.

Although excessive and disorganized use of technology during classes causes certain problems in teaching and can lead to unsatisfactory results, teachers should not ignore the fact that there are several positive ways of using technology in the teaching context. We know the world is constantly changing, and teachers should adapt their teaching methods, even if this means challenging traditional views on classroom dynamics.

Believing that creating classes that provide opportunities for the use of *memes* and social media themes can favor efficient and relatable environments between student and teacher, where learning can occur, this research aims to reflect on the use of *memes* in classes as a useful tool and a relevant approach in an increasingly digital scenario.

In pursuit of this objective, the research focused on a qualitative approach to reflect and discuss the relevance and functionalities of using *memes* during classes. Furthermore, the method with descriptive objectives and bibliographic procedures was used to expose essential concepts, reflect on scenarios, and point out the particularities of the *meme*s genre to assist in possible methods that provide it as a teaching tool.

THINKING ON NEW APPROACHES TO THE CLASSROOM IN 21ST CENTURY

Our reality changes every day, and this logically affects the educational process. Therefore, we should analyze new approaches that are effective and how to apply them in the classroom. Times are more modern concerning globalization, technological advancement, and communication, and not only do students need to keep up with the times, but teachers too, especially overcoming the fear of bringing technology into the classroom.

However, it is worth pointing out that overcoming the fear of using technology can highlight an even greater recurring problem: the lack of digital literacy. Due to the constant "technologization[1]" of social life and, mainly, of school practices, teachers face increasing challenges in terms of demands for the introduction of new technologies in their classrooms (Mattos, 2011), thus denouncing the need to discover how to act in the face of this lack of digital literacy, not only involving students, but especially among teachers as teaching process conductors.

But what is digital literacy and its importance for individuals involved in the teaching process? Many researchers show that there is not just a single form of literacy but various, digital literacy is one example that can be seen as the ability to use and understand information coming from various digital formats (Gilster, 2006). It occurs when the tool used to write or communicate a message is a digital medium. Therefore, being digitally literate refers to the ability to communicate in different ways and express oneself in a more technological way (Coscarelli; Ribeiro, 2011).

With the growing need to use technological tools in the educational environment, discussions about digital literacy need to be positioned as relevant topics, especially in contexts that do not provide them with opportunities in curricula or continuing training for teaching professionals, such as the Brazilian context, which survives with different realities based on an unstable economy and disconnected from many technological advances.

Observing the socioeconomic reality of our region, it is possible to see that there is a large part of Brazil without the structure to formalize a digital literacy process, whether with students or teachers. Even during a conventional class preparation, for instance, many Brazilian schools suffer from a lack of resources. Given this, it is difficult to see a way to increase digital tools or mediums, such as *memes*, to compose a class. However, it is worth highlighting that difficulty is not an impossibility. There are paths to viable solutions, even in underdeveloped countries like Brazil.

Firstly, it is essential to build a favorable environment for the digital literacy process to occur. Therefore, the school community (which strongly includes the need for action from public authorities) needs to play its role. Subsequently, it is necessary to visualize possible approaches that consider the particularities of each context to propose current activities and tools that are in line with the student's reality. We believe that one of these tools and activities could be the application of *memes* as pedagogical support since they become a great example of the union between updating, digital literacy, and a possible approach in different types of contexts.

MEMES AS A PEDAGOGICAL SUPPORT

The term *memes* is a reference to the definition coined by Richard Dawkins in his book "The Selfish Gene", which, through an explanation brought from the Greek conception of *mimesis* (imitation), points to it as a unit of information capable of multiplying, related with the cultural way that people transmit information (Dawkins, 1976). Despite being a definition belonging to the biological and genetic field, the reference that the term *memes* in the technological field makes to Dawkins' studies is valid, as we witness exactly this content of information and propagation.

Analyzing this ability to spread information that *memes* demonstrate, it becomes clear how this can be a viable path to be used as support also in the educational environment, mainly because *memes* become a genre with information that can be formed through texts, images, audio, and videos, characterizing them as a hybrid textual genre or discursive genre and as a path of various possibilities for pedagogical approaches.

These possibilities can favor an interdependent relationship between teachers, students, and the content taught. Through the use of this genre, students can feel familiar (depending on the *meme*) as it is something that is part of their daily lives in the face of the increasingly frequent use of social networks. In addition, students are allowed to learn in a dynamic way in the face of a genre that provides different types of media to transmit certain messages.

Despite being a volatile genre, it is up to the teacher to be creative and imagine which *meme* works in a given classroom and for a given subject, as well as which audience to target efficiently. If the context includes a younger class, the use of memes will possibly surprise the class and bring greater comfort, as it is something they are more connected to, unlike if it is used in a classroom that includes adult or elderly students, who may find it strange or not identify, as it is not a familiar genre.

However, it is within these gaps that digital literacy comes in. Since we are talking about a genre with potential, why not offer it to different types of students? Digital literacy, mainly included in the training of teaching professionals and in the curricula of students themselves at different stages, can connect all individuals involved in the educational process to the reality of technological advances, which are increasingly shaping our ways of learning, communication, and interaction. *Memes*, in fact, are examples of a genre resulting from this reality.

Another essential characteristic to point out is that the information culture of the internet is getting faster and faster. Consequently, the speed at which something becomes obsolete is much greater, especially when it comes to *memes*, something that can be utilized a lot at a given moment but can lose its strength of use, ceasing to be a trend. Therefore, for teachers who intend to use *memes in* the classroom, it is essential to be connected with social media trends and with their students as consumers of digital platforms. Today, more than ever, teaching professionals need to know their target audience well to develop more accurate pedagogical approaches.

Although this paper did not present a specific curricular subject, depending on the teacher's creativity and willingness to use *memes*, it is possible to apply the genre to the most diverse subjects, especially because of its volatile and interdisciplinary character. Therefore, whether you are a professor of humanities, languages, or exact sciences, *memes* emerge as relevant pedagogical support.

FINAL CONSIDERATION

Through the dynamicity and ease of involvement of the *memes*, it is possible to see that the genre can not only be used within a classroom but can also become an efficient ally for teachers and students in different contexts and realities, especially under the aid of a process that provides constant digital literacy. Moreover, the teaching professional must know how to decide which *memes*

to use and when to use it, suggesting the genre as a pedagogical support. Thus, the students can learn in a dynamic and more relaxed way, in addition to being connected to an apparent technological reality.

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[1] *"tecnologização"* is a term used by Andreia Machado to argue about the evolution in social life with technology.

THE LACK OF ENGLISH USAGE INSIDE THE CLASSROOM: A REFLECTION INSIDE UNDERGRADUATE IN THE ENGLISH LANGUAGE AND LITERATURE UNDERGRADUATE PROGRAMME

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INTRODUCTION

Brazilian students are diverse in origin, social class, economic status, and race. This certainly influences their interactions in the classroom, including when they speak to their teachers, since the 'status of a teacher' affects the student, which is even more so when it comes to communicating in a second language. Looking at the example of the *Universidade Estadual da Paraíba* (UEPB), it is noticeable during the undergraduate English Language and Literature Undergraduate Programme that many students face fear or tension when trying to communicate in English, even when their English skills are exceptional. This factor is often influenced by the tension of speaking as fluently as possible and ending up revealing a

"broken English", that is, a way of speaking or writing in English that is not the standard.

It is important to note that English is used today for different purposes by different types of speakers, many of whom even have English as a second language, using it as a lingua franca (ELF). However, when thinking about native English speakers, many people generally associate them with speakers from the United States and the United Kingdom, forgetting about other countries that use the language as an official language, such as New Zealand, Australia, Canada, etc., and also forgetting about the fact that there is not just one standard English, but several since each country has its way of speaking the language. So, considering that not even countries that speak the language officially have a static standard, how can we ask Brazilian undergraduate students to speak English according to the standards of countries considered as references?

The reason why many learners are taught based on 'standard English' can be justified by the importance of the reference language during the learning process of having the 'standard' as a guide, however, it should not be considered more prestigious or as a 'true English', what matters most is being able to communicate in the language, and such ability to communicate in the target language leads us to the need to see intelligibility as a more viable result (Laperre, 2020).

Returning to the example of the *Universidade Estadual da Paraíba* (UEPB), many students who focus on undergraduate English Language and Literature Undergraduate Programme may think that to enroll in this course they must have the ability to speak the language perfectly, and this sometimes causes some students not to choose English as their undergraduate course; and those who chose the language, face the experience of having to communicate in English from day one, in light of their mental concepts that they must achieve a certain 'correct English'. However, both students and professors need to shape a conception that the main objective when using the language is to communicate intelligibly since the

course also aims to develop certain language skills while training future proficient teachers.

This paper aims to reflect on a problem surrounding many undergraduate English Language and Literature Undergraduate Programmes: the lack of achievement, proficiency, and fluency of students, influencing the graduation of future professionals without sufficient linguistic knowledge to teach. Through this work we can start an academic reflection about some factors that influence the problematic, bringing theoretical discussions and concepts to help us search for some directions and solutions, consequently, the research was supported by a bibliographic procedure and guided by a qualitative approach.

ENGLISH AS A GLOBAL LANGUAGE

English is often associated with a global language, in other words, a language used by several countries as a second or foreign language for communication not only in a specific region but in the world as a whole; a language that has a special role recognized in all countries of the world (Crystal, 1997).

When a language achieves the status of a Global Language, it gains many new speakers, which in turn encourages the addition of new linguistic aspects to the new forms of speech. Consequently, this may raise questions such as "Which English? Whose English?" which may seem like a simple answer but encourages questionable issues.

Many people still believe that the only two standards that should be considered are British and "American" English; however, this belief undermines the sociolinguistic and cultural realities of many other English speakers, native and non-native (Atechi, 2008). This kind of belief that standard English is polarized between "American" and British is usually raised by those who want the language to remain monolithic, an unchanged status.

The thought about a monolith language is what most Brazilians think is true regarding the "correct way" to speak. This belief affects their expectations about their speech, reinforced by language schools throughout the country that have in their slogan's things such as 'Speak as a native' or 'Learn true English'. A pre-concept that affects all ESL speakers when, in fact, they do not need to speak as a native but only need fluency and intelligibility.

In summary, fluency is about the smoothness and ease of communication, while intelligibility is how well others can understand the speaker's message. Someone can be fluent but not necessarily intelligible if their pronunciation is incomprehensible, and conversely, someone can be intelligible even if they are not fluent in a language.

ENGLISH SPEAKERS INSIDE UNDERGRADUATE ENGLISH LANGUAGE AND LITERATURE UNDERGRADUATE PROGRAMME

When considering the English language skills required of students in undergraduate courses at Brazilian higher education institutions, we often come across the development of only two specific skills: writing and reading. This particularity is due to the needs of students who, for the most part, only need to use the language in their research to stay up to date in specific areas of activity, reading, and writing about authors and materials that English is the language used.

This whole concept changes radically in undergraduate English Language and Literature Undergraduate Programmes since students enrolled in this course will be trained as English teachers, requiring them to have a certain level of proficiency in all language skills (writing, reading, listening, and speaking). However, even with this need, it is not necessary to demand that they speak as native speakers, but rather that they challenge themselves on the path to achieving fluency and intelligibility since they will be

teaching other non-native speakers (NNS) of English and will be able to help them with their own experience.

As well pointed out by Jenkins (2000), a PhD in applied linguistics and professor at Oxford, the NN teachers may be better suited to teach other NN students because of their knowledge of the learning paths their students are following. Unfortunately, what we often find in many of these educational institutions is that NN teachers encourage demands to reach the level of native speakers, which makes the teaching process contradictory and obscures what should be the true objective: fluency and intelligibility. Thus, the university propagates the same marketing idea of language courses in many parts of the country, selling an idea of language mastery that hinders rather than helps the acquisition process.

Another aggravating factor in the problem is that this senseless pursuit of a native level of English leads to a devaluation of the knowledge and appreciation of the sociolinguistic aspects of the individuals learning the language. Without any sociolinguistic knowledge, learners who are developing their English as a second language (ESL) or foreign language (EFL) may develop a negative perception of their language skills.

Returning to undergraduate students in the English Language and Literature Undergraduate Programme, it is clear that some of these issues, perceptions, and pressures disappear during the course. However, for many students, the obstacles of these conceptions are more difficult to leave behind, which consequently influences introspective behavior and constant demotivation.

Taking the *Universidade Estadual da Paraíba* as an example, it is still possible to notice from the first to the last semester some students who do not achieve satisfactory skills, especially in the ability to speak the language. Most of these cases are due to insecurities during the acquisition process, misconceptions brought by the students before enrolling in the course, and concepts propagated during the training process, fueling the idea that they should speak like natives or their professors. Unfortunately, students haunted by

these cases end up forgetting or not seeing that the skills these professors contain were acquired slowly and through processes; they were not born with the skills they now have in the language; everyone had to learn and improve.

It is essential to consider that this problem has been faced by professors for a long time; thus, finding effective solutions should be a constant objective. The academic community must remember to always look at this problem, as there is a risk of constantly training new teachers with insufficient language skills.

FINAL CONSIDERATION

As we can see throughout this paper, there is no correct way to speak a global language since one of the many characteristics for becoming such a language is the existence of several new speakers around the world (including as a second language, foreign language, or an additional language), being a language used in many contexts within many countries. Therefore, a more appropriate path would be to think about the importance of the two factors already mentioned here: fluency and intelligibility. They go hand in hand when we talk about speaking skills and the ability to communicate in a language.

These factors need to be made clear from day one to undergraduate students in the English language. They need to understand that all the concepts, many of them introduced by language courses, that to be fluent, you need to speak like a native speaker, are misleading them in the learning and acquisition process. This information can help them to remove the burden of an unfounded idea of perfect English usage in class, guiding them to use the language and improve it by learning from their successes and mistakes. Once they graduate, such successes and mistakes will be made by their students in the future; they need to recognize them and help future students visualize the progress of the process and overcome the barriers that the language can naturally present.

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THE CONSTANT SEARCH OF LITERATURE TEACHERS TO CONNECT THEIR STUDENTS TO LITERARY TEXTS IN BRAZIL

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INTRODUCTION

The continuous search by literature teachers to connect their students with literary text is a problem faced in the classroom that is long-lasting, especially in countries like Brazil, which has a low number of readers and inefficient public policies to deal with the problem. And this becomes more challenging when it is necessary to approach and balance the use of classic and contemporary works at a level that students can be allowed to read a range of readings that enhance their knowledge in the face of the works of renowned authors and current works that represent their contexts, interests, and identifications.

Thinking about this context, this article aims to reflect and analyze the use of literary works in Brazilian public schools, part of the PNBE (*Programa Nacional da Biblioteca da Escola*)[1]. Specifically, to observe the choices of the schools regarding books with more

modern narratives and linguistic styles as a suggestion for reintroducing classic works to be worked on in the classroom, in order to captivate students and encourage them to read and write.

It is possible to observe that literature is one of the main tools for teachers to stimulate, motivate, and monitor the development of their students' writing and reading skills. However, it is worth noting that access to literature goes beyond a technical use for learning; it provides an opportunity to develop not only readers/writers but especially individuals/citizens. Thus, reading works from different periods is a path with greater possibilities. However, there is still visible resistance among many students regarding the use of books that are considered classics in the classroom. So, how can we adopt a methodology that balances student interest and the broader use of literary works? Would the example of the PNBE be a possible path?

As a method to achieve our objectives and elucidate the issues raised, we followed a descriptive objective regarding the situation of the schools that are included in the PNBE, based on articles, article, documents, and literary works in the public domain, which led us to approach a bibliographic procedure. Consequently, as we intend to reflect, analyze, and understand the use of literary works in the face of the problematization regarding reconnecting students with literary works, especially the reintroduction of classical literature, this paper focuses on a qualitative approach.

THE STRENGTH OF LITERARY TEXTS AGAINST THE STRENGTH OF THEIR DEVALUATION

Literature can act as a transformative force. It can be seen as a universal manifestation of all men at all times, assuming cultural and social importance (Cândido, 1995). Literature is not in a position of dependence or submission concerning other phenomena of life; it is on par in its relationship with them, carrying the same value as any other expression of human activity (Coutinho, 1969).

Considering the use of literature in an education environment, the legitimacy of using literature in the classroom comes both from the relationship it establishes with its reader, converting them into critical beings in the face of their circumstances, and from the transformative role it can play within teaching, bringing it into the student's reality (Zilberman, 2003). In literature, we can glimpse the constitution of *literacy*, which is a sociocultural learning of ways of signifying oneself and the world that is not reduced to a merely scholastic issue, nor even an educational one (Cosson, 2021). When it comes to *literary literacy*, the paths of meaning go further, especially due to the multifaceted nature of literature.

Consequently, in the face of sayings from such important authors who reflect and theorize on Brazilians' contact with literature, we can infer that people who get frequent literary reading habits tend to be more critical, rebellious, restless, and suspicious of manipulations. They get the opportunity to develop as individuals on different possible paths. This can shape an entire society, especially in a century like ours that demonstrates fragility in the reliability of facts and events. It is as if the fictional world of books could open our eyes to our real world.

Unfortunately, the value of literature does not seem to be a focus of Brazilian society, at least for the general public, as the reading ability, especially of Brazilian children, is among the worst in the world, according to the 2021 PIRLS (Progress in International Reading Literacy Study)[2] survey. Consequently, this demonstrates a deficit in several social/cultural aspects of the country because, in the end, it is never just about reading practice.

Furthermore, it is essential to consider that the habit of reading is not always about choices and desires; there are also issues involving the lack of opportunities and identifications, influenced by a social and economic context that separates classes of readers. As Antonio Candido rightly states, the right to literature is for everyone, as storytelling is a basic human need, a conviction about the enrichment produced in each person by reading (Candido, 1995).

Therefore, removing literature from an individual's formation is removing a right.

When we consider that people from higher classes and with greater educational opportunities are more likely to have contact with the literary world than people with less education and lower classes, we can see that the issue of rights is still a privilege of the more privileged social classes. All of this is interconnected with the needs and reality in which people find themselves. This leads us to conclude that only in an egalitarian society, or at least one that is fairer in terms of opportunities, will literary devices be able to circulate with the least amount of barriers and be a right enjoyed by a society in a more comprehensive way. Therefore, we must first think about opportunities and balance when dealing with literature, and then we can reflect on questions of interests and identifications.

Furthermore, the situation of reduced reading practice is particularly dramatic in countries like Brazil also because the lack of reading is fueled by several factors. According to the research developed by *Retratos da Leitura no Brasil* in 2019, concerning the Brazilians non-readers highlighted in the survey, lack of time is the main reason for not reading, as it comes in the first place, with 34%, and not being interested in reading is second, with 28%. Other reasons were also mentioned, such as: not having the patience to read, 14%; preferring other activities, 8%; because they have difficulty reading, 6%; because they feel too tired to read, 3%. In addition, the book currently has several competitors – 68% of Brazilians non-readers highlighted in the survey prefer to watch TV in their free time and 56% use the Internet. The option for reading appears in penultimate, with 7%. However, the good news is that readers have remained loyal to their beloved companions, books: currently, 44% have frequent reading habits, compared to 41% in 2015.

As it is possible to notice, the Brazilian context is complex and has several barriers to reading practice that need to be resolved first to chart a path that not only provides an opportunity for contact with literature, but that highlights the importance of reading

practice for the formation of an individual, always thinking in a constantly and efficiently way.

THE CONSTANT SEARCH CONTINUES

One of the initiatives in the Brazilian context that aims to tackle the problems that alienate and unbalance a reading public is the one undertaken by the PNBE (*Programa Nacional da Biblioteca da Escola*) which consists of distributing collections of literature, research, and reference works to public schools in the country, seeking to facilitate access to textbooks, classic literature, comics, youth literature, etc.

Therefore, it is necessary to reflect that an investment is needed also to encourage students' interest in reading. It is not enough to invest in libraries if the reader is not captivated by them, and it is not possible to captivate them if they do not understand what is being read. It is one thing to have the material available and another to make students interested in using it. Consequently, one important point also needs to be considered: students' motivation for reading and their contexts.

Incidentally, one of the main problems highlighted by some theorists who analyze and discuss the PNBE is the issues surrounding the choice of works and the interests behind such choices. A great example is the study developed by Cosson and Paiva (2014), in which they emphasize that the acquisition of works to serve an entire audience made the PNBE a complex program, both from the point of view of selection and purchase of books, especially because it involves large quantities and values. Consequently, due to these numbers, the PNBE has a strong impact on the Brazilian publishing market. The authors also highlight that this impact ends up affecting literature itself and its use in schools, and cite theorist Marisa Lajolo who warns, especially thinking about children's literature, that the necessary rigor in the selection of works, guided by rigid pre-established criteria, pasteurizing the literary genre and making

it a kind of hostage to expectations that are perhaps alien to literature (Lajolo, 2010 apud Cosson; Paiva, 2014).

According to Cosson and Paiva (2014), when it comes to the pedagogical evaluation of literary works, the main criterion of the PNBE is that the selected works are literary. Defining what literature is, however, is not an easy task, especially within the scope of a selection that involves diverse texts in their targeting of readers of all ages and contexts. As the authors rightly conclude:

> If literature and education have a long history in common, that does not mean selection of literary works for use in schools does not face challenges. Firstly, we cannot forget that this is a selection among many other selections since it receives what has already been selected twice by the publishing market and will be subject to selections by librarians, teachers, and students at school. The PNBE selection is a filter created by the government to meet its policy of forming school library collections. As can be seen from the logic and effects explained above, this filter does not operate exclusively in literary terms, nor even in pedagogical terms, but also through economic and political mechanisms (Cosson; Paiva, 2014, our translation)[3].

The authors Cosson and Paiva (2014) and Lajolo (2010) remind us of the importance of reflecting that solutions do not always contemplate the resolution of problems completely and definitively, even in the face of programs that seek to resolve such problems in the face of the practice of literary reading in Brazil, as is the case of the PNBE; we must, as participants in an educational process and a process of formation as individuals, always maintain a critical and reflective vision in the face of initiatives and implementations of solutions, especially those developed by the government.

These observations make us reflect more critically on how we can adopt a methodology that balances student interest and the

broader use of literary works, as well as how we can reintroduce the classics to an audience as complex and full of barriers as Brazilian students. Questions such as 'What is being identified as literature and why?', 'What is being identified as classical literature and why?', 'What criteria are being adopted for choosing the collection of works?', 'What approaches, methodologies, and contexts are being considered when using these works?', among others, need and should be highlighted in any initiative that seeks to find solutions to the lack of reading practice and contact with the literary world.

Returning to the PNBE example and looking especially at the students' motivation factors, perhaps this is why some schools included in the PNBE adopt books with more modern narratives and linguistic styles as a suggestion for reintroducing classic works to be worked on in the classroom, in order to captivate students and encourage them to read and write. In fact, a way of working with classic literature in the classroom is to work with adaptation.

Adaptation as an 'editorial formula' is established as a way of composing the text to meet the expectations of a certain group of readers - beginners, for instance. To realize this phenomenon, differences of a linguistic, cultural, temporal, spatial, and even ideological nature should be considered, which makes it possible to produce another text, allowing the survival of the 'first', the integral one; as well as promoting the appreciation of human culture by trying to guarantee the reading of these works through another artifact (Chartier, 1990 apud Formiga; Inácio, 2017).

In this context, the use of adaptations means other ways of reading, establishing a meaning and a connection between the text and the reader. Even though there is a rupture between the original text and its adaptation, they also maintain the continuity of propagation of these classics to a younger audience, mainly at school (Formiga; Inácio, 2017). An example of adaptations is the comic formats of literary classics, which is a way of textual composition to meet the expectations of a certain group of readers, like beginners.

However, it is worth reflecting on and pointing out: would the use of adaptations be a form of introduction to readings considered classics or a replacement? Because if it is a replacement, does not there arise a problem around not providing new readers with the opportunity to get to know these readings considered classics? In other words, it is possible to note that considerations need to be taken into account as we structure solutions to the lack of reading practice and contact with the literary world of students in the Brazilian context, and such considerations do not diminish good initiatives, such as the PNBE, but help to carry out maintenance in the face of problems.

FINAL CONSIDERATION

This article aimed to reflect and analyze the use of literary works in Brazilian public schools, specifically within the scope of the PNBE. It reflected in a basic way schools' choices of books with modern narratives and linguistic styles as a path to reintroduce classic works into the classroom, aiming to captivate students and encourage reading and writing. The study emphasized that the challenges in the Brazilian context reveal several gaps that need to be addressed before the issues highlighted by the PNBE can be addressed more effectively. For example, in Brazil, it is crucial to consistently provide opportunities for contact with literature and to emphasize the importance of reading for individual development. Furthermore, investment is essential to foster students' interest in reading, considering their motivation and contexts. These insights stimulate a more critical reflection on how to adopt a methodology that balances student interest with the broader use of literary works and how to reintroduce the classics to a diverse and challenging student audience in Brazil.

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[1] Since 1997, the PNBE has been part of a trajectory that brings together other federal government actions in the area of reading, such as the *Programa Nacional Salas de Leitura*, established in 1984 and transformed into the *Programa Nacional Salas de Leitura/Bibliotecas Escolares* in 1988; the *Programa Nacional de Incentivo à Leitura* (Proler), created by the *Biblioteca Nacional* in 1992; and *Pró-Leitura*, also started in 1992, in a joint initiative of the *Ministério da Educação* (MEC), State Education Departments, Universities and the French government; and the *Programa Nacional Biblioteca do Professor*, which operated from 1994 to 1997, being replaced by the PNBE (Cosson; Paiva, 2014).

[2] PIRLS examines the reading skills of fourth graders in order to identify trends in reading comprehension and collect data on learning contexts. This helps to describe the reading process of students in participating countries. At this school stage, a crucial transition occurs in the development of independent reading, where students stop just "learning to read" and start "reading to learn".

[3] se a literatura e a educação possuem uma longa história em comum, nem por isso a seleção de obras literárias para uso escolar deixa de enfrentar desafios. Em primeiro lugar porque não se pode esquecer que se trata de uma seleção entre outras tantas seleções, uma vez que recebe o que já foi duplamente selecionado pelo mercado editorial e será objeto de seleções de bibliotecários, professores e alunos na escola. A seleção do PNBE é, por assim dizer, um filtro criado pelo governo para atender a sua política de formação dos acervos das bibliotecas escolares. Como é possível entrever pelas lógicas e efeitos expostos acima, esse filtro não opera em termos exclusivamente literários, nem mesmo pedagógicos, mas também por meio de mecanismos econômicos e políticos.

THE DOOR IN THE WALL BY H. G. WELLS: AN ANALYSIS IN THE LIGHT OF ENVIRONMENTAL PSYCHOLOGY

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INTRODUCTION

Herbert George Wells (1866-1946), known as H. G. Wells, was a 20th-century English writer and is constantly considered the father of science fiction. Author of books such as *The Time Machine* (1894), *The Island of Dr. Moreau* (1896), *The Invisible Man* (1897), and *The War of the Worlds* (1898), among others, whose themes and environments narrate in a symbolic way about human history, the investigative possibilities of science, and potential paths towards the future. From these perspectives, the short story *The Door in the Wall* (1906), the object of our analysis, is included, especially regarding the symbolic content and directions of possible paths, as it is a narrative based on the story of the character Lionel Wallace, a middle-aged gentleman who confides to his friend the day he found a door in a wall during his childhood and went through it, which revealed to him a different world, like an enchanted garden that he

never forgot, which even made him feel regret for having ignored it at other times when it appeared to him.

Given the possibilities of interpretation that the story offers, this paper will be guided by the growing interest in constituting analysis and reflections on the symbols present in this production by H. G. Wells, specifically regard to the symbolism of the door in the narrative, based on the perspective of Environmental Psychology, since this area of knowledge provides fertile paths to understanding human-environmental interrelations (Cavalcante, 2003), and, together with the fictional apparatuses of literature, it can expand reflections and conceptual analyzes through the ways of thinking that both fields may provide. Thus, this research intends to analyze the choices of the character in the story and the act of passing through the door in the light of Environmental Psychology, and, therefore, discuss the object 'door' and its wealth of meanings through the three times (before, during, and after) in the act of passing.

However, how can we understand the allegory of the act of passing through the door in the narrative regarding Environmental Psychology? Initially, we believe the events in the character's life in the narrative influenced his act of passing (or not) through the door, which highlights a reciprocal relationship between him, the door, and the environments in which it appears, especially as a means of 'belonging' and 'identity's place', since the character seems to be accompanied by nostalgic memories about his experience with the door, which feeds constant existential reflections on his life. This paper was developed from a qualitative approach, which favors the investigation of the phenomenon under study and its relationships, seeking to understand individuality and multiple meanings (Gil, 1999); we sought to understand the symbolism of the door and the choices of passing (or not) through it based on a process of interpretation, reflection, and analysis; A bibliographic procedure was also used, providing books, theses, dissertations and scientific articles that supported the reflections and notes regarding the concepts and analysis pointed out throughout the text.

LITERATURE AND PSYCHOLOGY: A REFLECTION WITHIN COMPARATIVE LITERATURE

Since we will analyze the character's choices in the short story *The Door in the Wall* from the perspective of Environmental Psychology, for this dialogue to be possible, it is necessary to deal with two knowledge fields, Literature and Psychology, which differ in terms of approach but which can contribute to a reciprocal understanding of both fields. Consequently, Comparative Literature emerges as an option to guide our analysis.

Comparative Literature has come a long way toward its consolidation as an academic discipline, demonstrating an apparent interdisciplinarity. As the definitions regarding this field of study developed, they sought to combine it with other forms of artistic expression and other knowledge fields, as we can see in studies developed in the 19th century, such as J. J. Ampère, who in 1830 already referred to the comparative history of arts and literature, and Philarète Chasles, who in 1840 proposed a joint vision of the history of literature, philosophy and politics in the courses he taught (Carvalhal, 1986). There were numerous studies that highlighted the relationship between literature and other knowledge fields, such as Sociology, Philosophy, and Psychology, which provided an instrument for approaching the literary phenomenon and used literature for their theoretical formulations (Coutinho, 2006). In this way, Comparative Literature goes beyond a literary works comparison, enabling interaction with other knowledge fields or even allowing other fields to seek to understand certain concepts within literature. For example, the founder of psychoanalysis, Freud, tried to interpret *King Oedipus*, by Sophocles, and *Hamlet*, by Shakespeare, and dialogue with his theories, reducing himself to explaining the universal acceptance that both revealed love for one's mother and hatred to the father (Leite, 2002). Jung, in his work *Psychology and Poetry*, considered Goethe's Faust to be a work constituted by psychological and visionary modes (Baiocchi;

Niebielski, 2009). However, it is necessary to highlight that both fields, Literature and Psychology, are different, and there are difficulties in associating one with the other. Although both are concerned with human behavior and thought, their approaches differ: psychologists prefer observations that can be replicated, while the writer deals with analogies, metaphors, and perhaps intentional ambiguity. Even though there are such differences, it is possible to be aware of the overlap of the two fields. Both can attempt to describe human lives not only in terms of overt action but in relation to personality (Russell, 1964). Consequently, knowledge from one field can contribute to another.

As Russell (1964) rightly points out, there are at least four categories that describe both fields: (1) the psychology of the writer, (2) the psychology of the creative process, (3) responses to literature, and (4) the study of behavior described in literary works; which the last one is probably the area with the most voluminous writings and most exuberant assumptions (Russell, 1964). The analysis developed in this research between the short story and the fields of psychology (specifically Environmental Psychology) was reflected within the fourth category. However, before establishing this reflection, it is indispensable to know more about Environmental Psychology and its possible relationships with a literary text.

ENVIRONMENTAL PSYCHOLOGY: PERSON-ENVIRONMENT RELATIONSHIP AND CHARACTER-ENVIRONMENT RELATIONSHIP

According to Gabriel Moser, Environmental Psychology is the study of the interrelationships between individuals and their physical and social environment in their spatial and temporal dimensions (Moser, 2005). The specificity of Environmental Psychology is to analyze how the individual evaluates and perceives the environment and, at the same time, how he/she is being influenced by that same environment (Moser, 1998). The individual-environment

relationship may be analyzed at four levels of spatial and social references:

> 1) the micro-environment: the private space, the home, involving the individual; 2) the proximity environments: the semi-public shared spaces, the collective habitat, the neighborhood, the workplace, parks and green spaces, concerning the nearby community or neighborhood; 3) the public collective environments: the cities, the villages, and the diverse settlements, involving the aggregates of individuals; and 4) the global environment: the environment in its entirety, built or not, the natural resources and those concerning society as such (Moser, 2005, p. 282, our translation).[1]

In other words, Environmental Psychology, in addition to focusing on the individual, also pays attention to the social and cultural dimensions of the environment. Moser also reinforces that Environmental Psychology was, and is, first and foremost, a Psychology of space insofar as it analyzes the perceptions, attitudes, and behaviors of the individuals in their explicit relationship with the physical and social context in which they live evolves (Moser, 2005). However, 'space' is not the same as 'place': 'space' is matter characterized by its exteriority about the individual. It is neutral since no meaning is attributed to it, while 'place' is a space that we identify with, a space to which meaning is attributed and that gains value through experience and feelings. 'Place' is the space with which a relationship is established (Nóbrega; Cavalcante, 2011).

Furthermore, the importance of 'identity's place' is highlighted, which is constructed from the individuals' interaction with their physical and social surroundings. This construction is linked to the perception of a set of cognitions and the establishment of emotional bonds and belonging related to significant environments for the subject. Therefore, identity is a process that occurs throughout

the individual life; it is conceived in a dynamic and changing way based on life experiences, considering the satisfaction of the individual with their needs and desires. Place identity's main function is to create an internal scenario that serves as support and protection for 'self-identity' (Mourão; Cavalcante, 2011).

Thinking about such concepts, especially about the interrelationship between individual and physical environment, 'space', 'place', and 'identity's place', as a constitution of the identity process, how can we relate them to literature? How to establish the character-environment relationship given these perspectives of Environmental Psychology in the fictional field? Initially, we may consider Literature as a reading of the world, as literary art is created from the vision of its author/artist with his/her subjectivity and thoughts; it is possible to understand that there is a recreation of reality, whether based on reality or the product of author's imagination. Consequently, Literature may enable us as readers to reflect on our daily lives after presenting situations that we can identify with, getting the power to awaken thoughts about our relationship with the environments in which we live. Thus, to establish the relationship between the concepts highlighted here and H. G. Wells's story, it is necessary to visualize within the work this representation of reality that demonstrates the interrelationship between the individual and their environment (even if it is a fictional work) and stimulate the possibilities of interpretations and reflections.

THE ACT OF PASSING THROUGH THE DOOR IN THE SHORT STORY IN LIGHT OF ENVIRONMENTAL PSYCHOLOGY

Initially, it becomes important to understand better the object we are highlighting as the biggest symbol in the story: the door. And regarding its meaning, it is necessary to make it clear that the door is not only a material element but also a concept, in multiple situations of everyday life it is a notion that applies. Thus, the door can take on meanings beyond something permanent and

immutable, especially when used in the metaphorical field (allegories about the beginning, opening, passage, discovery, and/or exit), an issue that we can see in H. G. Wells's short story. For example, in the short story, the door goes beyond the material element, because when carrying out the act of passage the protagonist can transport himself in an imaginative way to another place, as we can see in this excerpt highlighted by the narrator: "To him at least the Door in the Wall was a real door leading through a real wall to immortal realities. Of that I am now quite assured" (Wells, 2005, p. 7).

In addition to this relationship of the door that highlights a material element, through the imaginative content, the character highlights different types of meanings, through sensations and feelings, in the environments that the door offers. To Cavalcante (2003), the door offers the possibility of choosing, an opening or a closing. The choice between one or another of these states offers the opportunity for an individual to interfere in his/her space and create a variety of climates through the door (Cavalcante, 2003, p. 282). In the short story, the first environment revealed before passing through the door is the character's 'natural place', of severe coexistence, while the second environment, revealed after passing through the door, is a new, inspiring, and 'light place'. In other words, although Cavalcante points out information about the change in environment and climate that the door offers in physical form, in the narrative we can interpret it beyond a material perspective, as Lionel Wallace describes two different environments with climates, sensations, and feelings, which are altered according to their presence in these places. In the first environment, as we will see more clearly throughout the narrative, he shows a certain discontent, while in the second, he feels a sense of belonging.

Furthermore, the power to choose between an open and a closed door can mean getting freedom; the door ensures this freedom. Aware that when making a choice, the door entails an action, going beyond the act of moving it, understanding that to open or close a door a decision is necessary, which involves a sense of autonomy and responsibility. Although responsibility is linked to the subject

through freedom of choice, it is highlighted that the door is a source of complexity in the environment. Therefore, the door can be considered a rich spatial structure – rich in itself and the relationship it proposes (Cavalcante, 2003). Bringing this perspective to H. G. Wells's short story, the narrative reaches an existential layer, as we can see a protagonist who makes use of his freedom of choice and runs through the door so that he does not have to hesitate a second time and, in doing so, the door takes him to an enchanted garden, the second environment which begins to be part of his existence or give meaning to it, presenting him with an idea of ' identity's place ' since this concept arises from the individual's interaction with his surrounding and the emotional bonds and belonging related to it.

Through these initial meanings linked to the door, three important moments in the protagonist's interactions with the object are clear: before, during, and after. These moments are influenced by his emotions, attraction, and refusal. In the concepts of Environmental Psychology:

> The act of passing through a door consists of three stages – before, during and after the door – all characterized by the same functional objective, the passage, which identifies them respectively as preparation, passage itself, and adaptation to the new space or domain of action. Whether it is a material or immaterial door, these three phases will always be present in any act of passage (Cavalcante, 2003, p. 287, our translation).[2]

In this way, it is possible to fit the moment that Lionel Wallace went through the door into these three times, being 'preparation' (before), when he finds the door for the first time, 'passage' (during), the moment he decides to go through the door, and 'adaptation to the new place' (later), the character's interaction with the garden found after the passage.

PREPARATION (BEFORE)

So that we can identify the preparation (before going through the door) in the story, we need to mention how the story of the character Lionel Wallace is presented. The story, narrated in the first and third person by his friend Redmond, begins through the narrator's memories, especially about a night of confidence between the two (now) adults, which Wallace tells with simple conviction about the door in the Wall:

> I have got over my intervening doubts. I believe now, as I believed at the moment of telling, that Wallace did to the very best of his ability strip the truth of his secret for me. But whether he himself saw, or only thought he saw, whether he himself was the possessor of an inestimable privilege, or the victim of a fantastic dream, I cannot pretend to guess (Wells, 2005, p. 6).

Cautiously and vaguely, Wallace confides to his friend how he feels haunted by something that takes the light out of things and that it fills him with desires. Little by little, we begin to get a brief understanding of how much the story that Wallace is about to tell touches him in a way like no other because, according to him, it is a memory full of beauty and happiness that makes any other spectacle in the world tedious for him. As he continues speaking, Wallace remembers that he and Redmond studied in the same place almost every school year, at Colégio Saint Athelstan. Redmond recalled how Wallace was an outstanding performing student, resulting in many scholarships.

When Lionel Wallace was five years old, the character tells Redmond, he has no memory of what happened to enable him to leave the house on the day the door was first found, nor what path he took through the streets of West Kensington. However, he remembers a white wall, a green door, and the emotion he felt the

first time he saw them when walking through the streets. Wallace felt attracted and repelled by the door, wanting to open it and enter, but he was sure it was unwise to do so. At this point in the narrative, the reader can identify the preparation that begins to go through the door and arouses curiosity about the meanings and interpretations that the object provides. For example, what might the door object mean to a child-like Lionel Wallace? Why is the object green? Why is it on a white wall?

In the conversation about confidence and explanation about the door, Lionel emphasizes that he was an intelligent boy. He learned to speak early and had permission to take some initiative, so we can consider this as one of the reasons why he took the initiative to leave home, influenced by the fact that it is common for children this age to be curious about exploring the world around them. Furthermore, his mother was deceased, and he was under the responsibility of a housekeeper, who was authoritarian and did not watch much of him. At the same time, his father, a strict lawyer, was a busy man and paid little attention to his son but had high expectations of him. Because he was an intelligent boy and the lack of care to watch him, Lionel found it easy to leave his 'micro-environment' (his home) to other nearby environments, which were the streets he passed through until he saw the door, which aroused attraction and moments of hesitation. Thus, the door may represent the possibility of exploration, curiosity, and a change of environment for the character. Regarding the colors of the wall and the door, the narrative enables interpretations about the pacification and tranquility of the color white, as well as a tone of hope by presenting a green door.

In the narrative, led by a witness narrator, it is clear to Redmond that the initial reason for Wallace's hesitation in going through the door would be the fact that his father would be furious if he entered. "Wallace described all these moments of hesitation to me with the utmost particularity. He went right past the door, and then, with his hands in his pockets, and making an infantile attempt to whistle,

strolled right along beyond the end of the wall" (Wells, 2005, p. 8). However, even as he pretended to examine things like ceramic pipes, paint cans, and the variety of shops on the streets, Wallace fervently desired the green door found in the white wall.

PASSAGE (DURING)

The protagonist ran with his hand outstretched towards the door and through it. He stopped in a garden. In environmental psychology, passing through a door always consists of a change: 'environment', 'level', 'domain', or 'life' (Cavalcante, 2003, p. 287). Observing the narrative, it is understood that, upon passing through the door, Lionel Wallace experienced a change of environment, and after passing through and being in this new environment, he felt good and happy.

> There was something in the very air of it that exhilarated, that gave one a sense of lightness and good happening and well being; there was something in the sight of it that made all its color clean and perfect and subtly luminous. In the instant of coming into it one was exquisitely glad—as only in rare moments and when one is young and joyful one can be glad in this world. And everything was beautiful there . . . (Wells, 2005, p. 8)

We can see that the 'change in environment' caused different sensations/emotions in Lionel Wallace. Initially, when he came across a beautiful garden as he walked through the door, the protagonist was filled with happiness and emphasizes how good he felt in that place, something he did not mention before in the experience of his 'micro-environment' and in the 'proximity environments' through which he traveled until he found the door. In this sense, comparing the house, streets, and shops with the beautiful garden,

for a child the garden would attract more attention and offer opportunities for experiences.

> You know, in the very moment the door swung to behind me, I forgot the road with its fallen chestnut leaves, its cabs and tradesmen's carts, I forgot the sort of gravitational pull back to the discipline and obedience of home, I forgot all hesitations and fear, forgot discretion, forgot all the intimate realities of this life. I became in a moment a very glad and wonder-happy little boy—in another world. It was a world with a different quality, a warmer, more penetrating and mellower light, with a faint clear gladness in its air, and wisps of sun-touched cloud in the blueness of its sky (Wells, 2005, p. 9).

It is also possible to identify a 'change in domain', after the door closes, Lionel Wallace has his psychological well-being affected positively; by forgetting discipline, obedience, hesitations, and fears, he becomes just a boy enjoying the freedom given by the door and by this new place, enabling a new existential experience. Concerning the 'change in level', we can observe a protagonist who left his micro-environment (housing) and then finds himself in a place that can be seen as a global environment, since for the character it is seen as an environment in its entirety, i.e. complete for him. The new environment is constituted in the story as a level of greater opportunities and possibilities. As a 'change in life', we can reconcile it with the concept of place identity, as Lionel Wallace's experience with the garden is a memory that is part of constructing an identity process and an emotional meaning of belonging.

ADAPTING TO THE NEW PLACE (AFTER)

Lionel Wallace describes the place for his friend Redmond, and he starts talking about two big jaguars playing with a ball, he was not afraid of them. He explains there was a long and wide path with marble beds with flowers on the two sides. By opening the door, the gaze can seek other worlds (Cavalcante, 2003). Thus, when crossing the door, Lionel Wallace was in another world, the world of the enchanted garden that brought him possibilities, opportunities, freedom, and experiences for the construction of an identity of place, which, consequently, established a 'self-identity'.

In this new world, a tall, smiling girl appears to talk to Lionel Wallace. She holds his hand and leads him along the path. As they walk, the child observes the garden, the wide steps with branches of delphiniums, an avenue with old, dark trees, seats of honor, marble statues, and white doves. The kind girl asked questions and told him pleasant things that he did not remember. Previously, the female figure presented by the protagonist was just the housekeeper, but now we can see another representation, the girl in white. Considering that Lionel Wallace is motherless and his housekeeper took little care of him, this new female figure can be compared to a maternal representation, as she is gentle, trustworthy, affectionate, and pleasant, as a mother should be with a son.

They passed by an old man meditating among laurels through a place lively with parakeets until they reached a spacious palace with fountains. There were many people who, according to Lionel Wallace, were beautiful, kind, and happy for him to be there. From the description of where these people are, a space in which the protagonist creates attachment and emotional involvement, we understand that it is a village, or rather, a public collective environment, which opens up possibilities of belonging for Lionel Wallace.

Another woman, wearing a long dress and carrying a book, appears and takes him to the gallery above a hall, his new friends were upset to see him leave. The woman points to the book and

shows him pages where he sees himself, the story was about him, and all the things that had happened since his birth. The protagonist saw people move on the pages, he saw his mother, father, room, and all the familiar things in his house. We can realize that there is an exchange of interactions between the protagonist and the environment, the paths he followed in admiration and even the path he took in his previous environment, the new friends who made him no longer feel lonely, the girl who treated him with kindness and the woman with the book that demonstrated his previous world, are signs of an established relationship with the places, reinforced by the meaning that the new place enables, the attachment and emotional involvement. Thus, the protagonist establishes a sense of place in this new world, as this environment transforms into a space with which a relationship is established.

The boy turned the pages to see more of that book until he reached the moment where it showed him in front of the green door on the white wall, and he felt conflict and fear. He asked what would come next. He tried to turn the page, but the woman stopped him. He insisted and saw that the next page did not show the enchanted garden. Crying loudly, Wallace found himself on a gray street in West Kensington when the streetlights had not yet come on. At that moment, he realized it was no longer a page of a book but a reality. He was back in his previous environment.

Lionel Wallace confesses to Redmond the uncontrollable pain he felt, the shame and humiliation of crying in public, and the comeback, which he calls the damn comeback. He remembers a man who approached him asking if he was lost and calling a police officer. Soon after, a crowd formed around him and he was taken home.

> That is as well as I can remember my vision of that garden—the garden that haunts me still. Of course, I can convey nothing of that indescribable quality of translucent unreality, that difference from the common things of experience

that hung about it all; but that—that is what happened. If it was a dream, I am sure it was a day-time and altogether extraordinary dream . . . (Wells, 2005, p. 11).

One of the aspects that the construction of identity is related to is the place to which the individual feels linked. We can understand the memory of the garden marked the protagonist's life and was essential in the construction of his identity process, as we perceive the feeling of belonging to the place where he can express his subjectivity.

He pursued his career and worked hard. However, he still had dreams about the enchanted garden and the green door, which appeared for the fourth time. Walking along a less busy street, he saw the white wall and the door, but he decided to move on; he did not want to be late for his meeting that day, and even though he was so close, the door did not attract him. But this time, he felt regret.

After years of work, the door did not appear again, but when Lionel Wallace must have been around 40 years old, he caught a glimpse of it, and from then on, he began to reflect on his life, thinking about how painful and difficult he found his reality. In addition to this, he had three more opportunities in a year and chose not to open the door, even though he had decided that when he saw it, he would enter and never leave. However, these appearances were when Lionel Wallace was fulfilling his job duties, saying goodbye to his father on his deathbed, and when he was talking among friends, and each time there were situations in which he was unable/willing to abandon his experiences in his home environment to choose the door.

Here I am! he repeated, and my chance has gone from me. Three times in one year the door has been offered me—the door that goes into peace, into delight, into a beauty beyond

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dreaming, a kindness no man on earth can know. And I have rejected it, Redmond, and it has gone (Wells, 2005, p. 19).

Lionel Wallace admits to his friend Redmond how much he feels his soul is being taken over by regrets and that he goes out wandering at night suffering and sometimes lamenting out loud through the door and the garden. From that moment on, the narrative returns to the present, in which Redmond remembers the news of his friend's death. Lionel Wallace's body was found in an excavation near a station, the place was protected from the public by a boarded wall on the main street and there was a small door for workers who lived nearby to pass through, which had been left open and Lionel Wallace entered.

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The protagonist longed for the door so much that it had haunted him since his childhood. He wished that he once again got the opportunity to see the garden again. After wandering and lamenting, he found a door, the wrong one. His mind could get confused with so much wish to find it that it led him to his tragic end.

As a child, we fantasize about our world, influenced by innocence and naivety, as we grow up, we lose some of this to responsibilities and obligations, whether with our family, studies, or professional career. Sometimes we wish we could go back to those moments in our childhood when everything seemed possible with

just our imagination, as if we were using a door that transported us to good times. Despite having followed his responsibilities and obligations, Lionel Wallace spent a long-time longing for another opportunity with the garden, with the door that would take him to the place, to his global environment, that made him belong.

FINAL CONSIDERATION

Throughout the reflections, interpretations, and analyses developed here, a connection was reflected between two areas of knowledge: Literature and Psychology; despite their differences in approach, we could realize both can contribute to a reciprocal understanding between them, supported, for instance, by a study within Comparative Literature, which goes beyond the comparison between works and highlights a capacity for interdisciplinary dialogue. Understanding the importance of Literature in dialogue with other areas of knowledge, in our role as readers, allows us even more situations in which we can identify and reflect on our lives, even if it is in a fictional context.

Through this dialogue between Literature and Psychology, we aimed to analyze the choices of the main character in the short story and the act of passing through the door from the perspective of Environmental Psychology. As a result, it was found that although Environmental Psychology is focused on the physical and real environment, its relationships between the individual and the environment are also applicable in the fictional world, that is, to understand the relationships between characters and the fictional environment, helping us to create analyzes and interpretations of literary works. Furthermore, we specifically aimed to discuss the door and its wealth of meanings and identify the three times (before, during, and after) in the act of passage. We saw that the door is presented in the story in addition to a material element and reaches different meanings, mainly in the metaphorical field, being an element of transportation, change, belonging, and pacification of

emotions. These elements were identifiable during the act of passage highlighting 'before' in the face of the character's preparation, hesitation, and attraction to the door; 'during' in the face of the possibility of changing the environment, domain, level, and life; and 'after' with the adaptation to the new space and the construction of identity's place.

We also raised the following guiding question: how can we precisely understand the allegory of the act of passing through the door in the narrative through Environmental Psychology? Our initial hypothesis was that the events in the character's life in the narrative influenced whether or not he passed through the door, which highlights a reciprocal relationship between him, the door, and the environments in which it appears, especially as a means of 'belonging' and ' identity's place ', since the character is accompanied by nostalgic memories about his experience with the object, which feeds constant existential reflections on his life. Analyzing the narrative, this hypothesis is supported since the events that occurred in the character's life influenced his decision to walk through the door the first time, such as lack of care, absence of familiar figures, and non-identification with his family's convivial environment; and after his passing, there were new events that influenced him not to pass, such as family reprimands and the obligations and responsibilities of life. Therefore, during the narrative, it is possible to see this reciprocal relationship between him, the door, and the environments in which it appears not only in a literal way but in a symbolic way, which establishes an experience between character and environment that influences his process of construction and identity.

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[1] 1) o micro-ambiente: o espaço privado, a moradia, implicando o indivíduo; 2) os ambientes de proximidade: os espaços partilhados semi públicos, o habitat coletivo, o bairro, o lugar de trabalho, os parques e os espaços verdes, concernentes à comunidade de proximidade ou de vizinhança; 3) os ambientes coletivos públicos: as cidades, os vilarejos, e os povoamentos diversos, implicando os agregados de indivíduos; e 4) o ambiente global: o ambiente em sua totalidade, construído ou não, os recursos naturais e os concernentes à sociedade enquanto tal.

[2] O ato de passar por uma porta se compõe de três tempos – antes, durante e depois da porta – caracterizados todos, pelo mesmo objetivo funcional, a passagem, que os identifica respectivamente como preparação, passagem propriamente dita, e adaptação ao novo espaço ou domínio de ação. Trata-se de uma porta material ou imaterial, estas três fases estarão sempre presentes em qualquer ato de passagem.

THE USE OF JAMBOARD AS A PEDAGOGICAL TOOL IN ENGLISH LANGUAGE TEACHING

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INTRODUCTION

The development of the Digital Platforms along with the pandemic scenario led teachers to search for pedagogical tools that might help the teaching-learning process during this time that we have been facing changes in the hole world, also helping our students to have a better development in learning English, finding the Jamboard as one of the specific platforms that can serve as this tool. Taking this fact in consideration, the main objective of this abstract is to analyze the use of Jamboard as a pedagogical tool in English Language Teaching (ELT) and the two specific objectives: (1) To explain how the teacher can use the Jamboard Platform in English Language classes; (2) To investigate how the students react to the activities in the mentioned platform.

According to Sailer, *et al.*, (2021), Technology and Teaching are related in various ways, since 2020, professors and students are facing the challenges and benefits of the technologies used for

teaching and learning. Shulman (1986) has a Pedagogical Model of Pedagogical Knowledge (PK) and Content Knowledge (CK) that consists in adding the pedagogical content knowledge that is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they are teaching). In this way, Sailer, *et al.,* (2021) say that this pedagogical model should have a third component: Technological Knowledge. For it to be present in the classroom context, such as bringing different activities that could be developed by using online platforms in real time.

The use of technology inside and outside the school environment can be a problematic topic, taking into consideration the difficulties that some students, specially from the public schools, might face. Arruda, Silva and Bezerra (2020) emphasize on their paper that over 39% of the students from public schools do not have a computer or tablet to study at their home and so the teacher must know that it's not always possible to use technological tools like: computers, Ipod, online boards etc, outside the school, but we can not deny its importance.

Therefore, this article aims to answer the following research question: how can the Jamboard Platform be used as a pedagogical tool in English language classes? As methodology, this research can be classified as qualitative-interpretivist, of an applied nature, whose objectives are exploratory and according to Cervo and Bervian (1996) this qualitative-interpretivist research ''[...] seeks to explain a problem from theoretical references published in documents. Can be performed independently or as part of descriptive research or experimental'' (Cervo; Bervian, 1996, p. 48).

According to what Cervo and Bervian (1996) said above, we can also consider a qualitative-interpretivist research has a form of study that can be characterized as a whole and also as a part, that means, it can be constituted as a type of Research that is intended for the survey of bibliographic reference about a topic. In this book Kazue and Orestes (2019) also mentioned that in the Descriptive

Research proposal or Explanatory, for example, there must be a theoretical study.

For a theoretical background, it was used as reference ''the online teaching and learning from the student's perspective'' from Coman, *et. al,* (2020); ''Jamboard and Playful Pedagogy in the Emergency Remote Classroom'', from (Draucker, 2021); ''the improving reading skill using Jamboard for senior high school students'', from (Ramadhani, 2022). ''How the Jamboard works through online classes?'' from (Nagamani, 2021); and finally, we made reflections about a supportive environment for students of English as a Lingua Franca (ELF), from (Genário, 2022; Silva, 2022; Souza, 2022).

The justification for this article is the importance of analyzing the use of the Jamboard Platform as a pedagogical tool in English Language classes. With the aim of understanding how teachers can use it inside the classroom, studying what specific benefits this platform can bring to the development of the students in learning the English language and also analyzing the students' reaction, if they will enjoy this new method, and what we can do better.

THEORETICAL REMARKS

In the following (sub)sections it is going to be discussed English Language Teaching; Technology and Teaching and The use of the Jamboard platform as a Pedagogical Tool. The following pages must exemplify how these three topics can work together.

English Language Teaching

In accordance with Ghimire (2019), English language teaching has gained a lot of importance, considering that English is a Lingua Franca. The effectiveness of the teaching process is a topic of discussion, and based on that, Gimire (2019) points out that the teacher should have content knowledge, pedagogical knowledge

and socio- affective knowledge. The concepts of Content Knowledge and Pedagogical Knowledge have already been discussed in the introduction by Shuman's (1986) perspective, and regarding Socio-affective Knowledge Ghimire (2019, p. 3) emphasizes "the socio affective skills enable teachers to establish good rapport with their students as well as maintaining the process of education more effectively and successfully". Bhattarai (2021) mentioned that it's important for the teacher to have technological knowledge, with the aim of innovating teaching methods, escaping from the traditional activities to learn English, also saying "in nutshell, the teacher of this era should be Information and Communication Technology (ICT) literate first and updated with the changing trends in ICT so that effective language teaching can take place." In this way, we can observe that The effectiveness of English Language Teaching is related to technological knowledge.

Ghimire (2019) says that teachers should be aware of different facets for effective English Language Teaching, and so he quotes Uygun's (2013) perspective,

> An effective English language teacher is the teacher who is clear and enthusiastic in teaching that provides learners with the grammatical (syntactic and morphological), lexical, phonological, pragmatic, and sociocultural knowledge and interactive practice they need to communicate successfully in the target language.

This is just one perspective of effective teaching that can, and, will vary from one teacher to the other. Ghimire's (2019) aims to analyze all the facets in order to achieve this effectiveness in the English Language Teaching.

Another important factor that Ghimire (2019) observed has an influence on the teacher's role and consequently in the effectiveness of teaching is the materials that are used inside and outside the classroom. The variety of materials, to fit specific classroom

context, will help the teacher develop the content in a more clear way, and it is important to know that not always these materials are available in the schools. So, it's also interesting to have a backup plan to implement the content in this case.

Taking into consideration Ghimire's (2019) point of view, it is also important to teachers to pay attention on the learners, mentioning Zamani and Ahangari (2016, p 70) "Good teaching is clearly important to raising student achievement, if teacher is not aware of the learner's expectation and needs to be related to the course, it will have negative outcomes regarding the students' performance".

Technology and Teaching

Technologies in the teaching and learning process may vary. For example: both inside and outside the classroom the teachers and students can use different tools, from a simple pen or a book to computers, cell phones, Ipod and so on. Roy (2019, p 357) says, "technology will not replace great teachers, but technology in the hands of great teachers can be transformational."

Roy (2019) mentions the importance of English language in the social context, political and sociocultural, and also says that the technology has a reciprocal relationship with teaching. The author points out that technology connects the world, and it is important for the students to be aware of what is happening around them, and learn how to communicate with other people outside their reality.

It has been discussed in this article the importance of the professor's knowledge about technology. Roy (2019, p 357) says: "the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment''. Therefore, reinforcing that besides the material, the professor/teacher has to know how to guide the students to better develop their abilities both with technology and English learning.

Roy (2019) says that the interactions between students and teachers by using technological tools is one of the ways to provide a motivating environment. The environment of study is also a changing point for the students, meaning that they need to engage, research and receive feedback on their activities. Roy (2019) shows the importance of the contact with reality, and students must use the internet to search for important information and real issues that are happening at the moment that are related to the classroom curriculum.

It was mentioned by Roy (2019) that the English language gives opportunities for business, communication across borders and so on, inspiring the students to learn this language. Therefore, she says ''Learning a new language not only develops individual intelligence, but also it facilitates the learner's entry into another culture and prepares them with the essential skills to succeed and change their behavior in a rapidly changing world'' (p, 358).

The Use of Jamboard as a Pedagogical Tool

Sttaford (2022, p. 181) emphasizes that ''Jamboard is a user-friendly platform for educators and their students to learn through. It is a digital whiteboard tool.'' During the pandemic scenario, teachers had to improve their teaching methods, searching for ways to keep students engaged. Therefore, the Jamboard was found as one tool that could help with this matter.

Image I - Jamboard Whiteboard
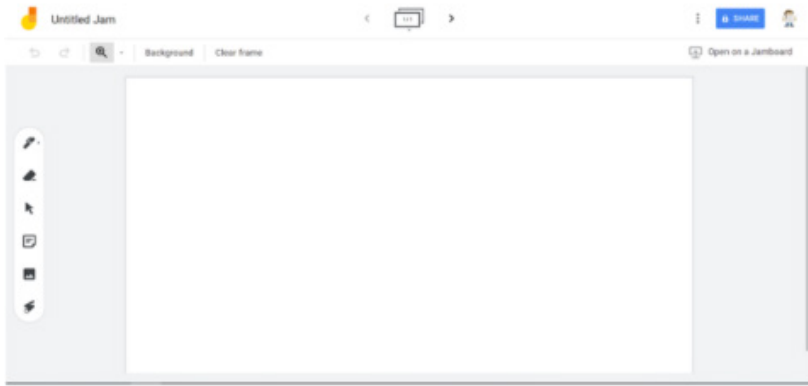
Ramadhani (2022) says that "Jamboard can make the learning environment for students more enjoyable and raise student motivation to learn and improve their achievement.'' (p. 181). Jamboard is part of the technology we mentioned before, showing that the teacher along with technology can have an influence on the students' perspective of English and how it is to learn this language.

The student must develop the reading, writing, listening and speaking skills, and Ramadhani (2022) mentioned specifically the reading skills and how the Jamboard might be useful. It was part of her work to test students with some questions where they had to find implied and explicit information, and it was observed how students react by learning through this Platform, and what Ramadhani (2022) concluded was ''There is an improvement in students' reading skills by using Jamboard' (p. 185).

Jamboard can be a very creative platform, that besides texts can also include images, with the possibility of being used in synchronous or asynchronous classes. Due to the fact that it is a platform that can be used in different contexts, we can also use it with students that are in different levels and ages, analyzing what are their

interests and what they actually can take advantage of by using the platform.

In the online classes students might find themselves unmotivated, and in Draucker's (2021, p. 4) research he says ''Not only is Jamboard practically useful—it is relatively simple to learn and share—but it also helps me to promote the kinds of engagement I have been seeking in my online classrooms: Jamboard exercises can be casual, collaborative, and fun". Considering the pandemic scenario that we were in, this was a way out of monotony and an innovative method to get the student's attention and encourage them to keep learning. Consequently, making English language classes into a fun, collaborative environment for both students and professors/teachers.

SOME CONCLUDING THOUGHTS

In conclusion, this article develops the topics of English Language Teaching, Technology, and teaching and The use of Jamboard as a Pedagogical tool, with the aim of connecting them and answering the research question: ''how can the Jamboard be used as a pedagogical tool for English language classes?'', that was successfully answered by the authors used in the research.

The answer to this research question was supported by Draucker (2021) and Ramadhani (2022), since they have important papers regarding the Jamboard being used as a pedagogical tool. These two authors explained that the Jamboard could function as a pedagogical tool in different contexts and also in what abilities for English learning it would better apply, in Ramadhani's (2021) paper would be in the reading process, and in the other hand, in Draucker's (2021) paper he emphasizes more about the collaborative work he can do inside the classroom.

In accordance with what was discussed in this article, I believe that all three topics that were discussed in this paper have the aim of improving the English Language Classes. Therefore, I suggest

that the teachers consider putting technology and teaching together, in order to bring new methods of teaching, because besides the Jamboard Platform the internet is full of possibilities that can actually improve our students skills in the process of learning English, communicating and being aware of the issues that are happening in the world.

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THE INSTAGRAM AS A PEDAGOGICAL TOOL IN ENGLISH LANGUAGE CLASSES

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INTRODUCTION

The increasing technological advances had a considerable impact on the teaching-learning process, due to the speed and ease of information. Considering the importance of technology as a pedagogical practice in the process of teaching and learning the English language, the general objective of this research is to discuss the use of new technologies as allies in the teaching-learning process taking to account these new ways of teaching English showing that the conscious use of technology can contribute in a productive way for both the student and the educator. Therefore, it is proposed to answer the following research question: how can the Instagram application be used as a pedagogical tool in English classes?

In view of such considerations, this article aims at discussing the Instagram application as a pedagogical tool in English language classes. As for the specific objectives we will: (i) analyze the use of

Instagram in English classes; and (ii) analyze the development of student's skills and their interaction.

As the methodology, we are going to use bibliographic research. In this way, according to Sakamoto and Silveira (2014), a bibliographic research can be defined as,

> It is a type of study that can be characterized as a whole and as a part, that is, it can be constituted as a type of Research that is intended for that survey of bibliographic reference about a Theme (when the proposed study is of a Theoretical nature, all focused on Research of conceptual data and theoretical sources) or, one can configure as one of the parties belonging to a Survey, when participates in the elaboration of Theoretical Foundations (any and all research does not need a bibliographic study). [...] (Sakamoto, Silveira, 2014, p. 38).

To theoretically support this research, we are going to discuss (i) the digital technologies applied to English Teaching (TDICS), (ii) the potential of Instagram as a didactic resource for language teaching, and (iii) the advantages of using Instagram in English Language classes. For this article will be based on the studies by the authors Barbosa (2017), Xavier (2020), Martins (2020), Soares (2020) and Silva (2018).

The main motivation to base this research relies on the importance of using new technological resources as a complement to the development of communication in English language teaching in today's society. In this way we divided this article into three sections: Introduction, Discussions and Results, Conclusions.

SOME THEORETICAL IDEAS

This section is divided into two subsections, the first one is the potential of Instagram as a didactic resource for language teaching and the second one discusses the advantages in using Instagram in English Language classes.

Digital Technologies applied to English Teaching (TDICS)

The adoption of new technologies emerges as an important mechanism for the construction of knowledge in the teaching of English, providing greater interactivity for both students and teachers, allowing for intercommunication between them. Vygotsky defended that, for learning to occur, there is always something that mediates the subject's relationship with the world, which he named mediated learning. In this context, the teacher plays an important role as mediator in guiding students regarding the use of technology, and exploring the potential of students, giving them autonomy in the pursuit of knowledge.

The current democratization of the internet has made it possible to implement more specific approaches that adapt to the student's needs, allowing greater contact with variations in the English language. Castells' conception, the internet, it is a means of communication from many to many at a chosen time and on a global scale (Castells, 2000). In this way, technology presents itself as a useful tool in communication, in which it allows students from different places in the world to have contact with English speakers, in addition to allowing the development of cognitive, vocal, auditory skills, which are indispensable in language learning.

Bearing in mind the importance of the humanization of education in contributing to the formation of critical thinking and the development of behavioral skills, Paulo Freire saw the use of technology in the teaching and learning process as a way of humanizing the education process. Thus, we can reflect on the importance

of the teacher's work so that the teaching and learning process is mediated through technology, creating opportunities for human relationships to be better explored.

In view of the increasing changes in society, Seymour Papert dedicated himself to the thought of education models mediated through technology, which suited these transformations. He defended the idea of constructivism, in which knowledge cannot be transmitted, but must be constructed with student participation. " [...] how people think and how they learn to think" (Papert, 1985, p. 24). From this perspective, we can see the importance of how learning can become more meaningful when students have the opportunity to experience through practices that encourage them to use their ability to think and produce.

The Potential of Instagram as a Didactic Resource for Language Teaching

According to researchers, Instagram is one of the most popular platforms in the world, used by a considerable amount of users, and promoting interaction between them. Faced with the new generations, it is relevant to seek new ways of teaching that approach the reality of students. Based on the studies of Barbosa (2017), the social network Instagram can represent a relevant tool as an ally in language learning, in addition to creating new learning opportunities through the use of different languages.

 In consideration of this, it is understood that the tool can provide a new way of learning beyond the classroom, in which it facilitates direct interaction between teachers and students, boosting the communicative skills of learners and making the teaching-learning process more integrated with the reality of students, encouraging collaborative learning.

Social networks present themselves as important tools to strengthen the teaching-learning process, enabling the exchange of

experiences and information. In this way, we have WhatsApp, for example. According to Xavier (2020), WhatsApp Application can be used as a didactic mechanism in the pedagogical context, motivating students in the construction of knowledge through different forms of interaction and social communication. In view of the above, we can observe that, like WhatsApp, the Instagram application can be used in addition to a form of interaction, contributing to educational purposes as a way of attracting students in the teaching-learning process to exchange information and debate the topics covered in the room.

According to Martins (2020) the resources used by Instagram have opened up new possibilities for different textual genres, which plays a crucial role in boosting teaching. Considering this logic, we understand the importance of using the tool with content that explores students' pre-existing knowledge, presenting them with meaning in learning.

Knowing that the existing means of communication in the student's routine influence their development, it is interesting to adopt alternatives that bring the educational practice closer to the student's reality. Based on studies by Soares (2020), audiovisual productions through Instagram tools made possible new experiences in the study of the English language through the reading of literary works. Thus, we see the importance of using audiovisual resources to expand multiple skills and stimulate student autonomy for understanding and critical thinking about content covered in class.

In the process of teaching and learning a second language, it is essential that the student feels motivated to seek knowledge about the subject. In Silva conception (2018), interactive activities using the Instagram application contributed to the production of better speeches in relation to the oral production of students. Thus, it is essential to develop student's communicative skills and motivate them to learn more about the language.

Taking into account the use of social networks as an ally of learning and promoting discussions to help work in the classroom, in the next subsection we are going to point out some benefits provided through the experience of using the Instagram platform.

Advantages in using Instagram in English Language classes

In the conception of Barbosa (2017), the advantages of using the social network Instagram as a pedagogical tool for learning a second language is the opportunity to expand linguistic-discursive competences and expand students' study of language systems to include cultural aspects. Based on studies by Xavier (2020), the advantages offered through the well-elaborated use of technology are the production of the construction of meanings for the formation of students and the resignification of the teacher's work.

For Martins (2020), the advantages of Instagram as a complement enables the promotion of interactive processes, contributing to student learning not only through the teacher, but also with their peers, allowing that through these exchanges of knowledge learning is built together. According to studies by Soares (2020), the advantages of using Instagram is the opportunity to convey cultural and linguistic aspects in a didactic way.

According to Silva (2018), the advantages of using the application are the gain in oral skills, greater acquisition of vocabulary for students in addition to working with different discourses and genres from different spheres of society.

Figure 1 - Instagram as a complementary tool in English language teaching
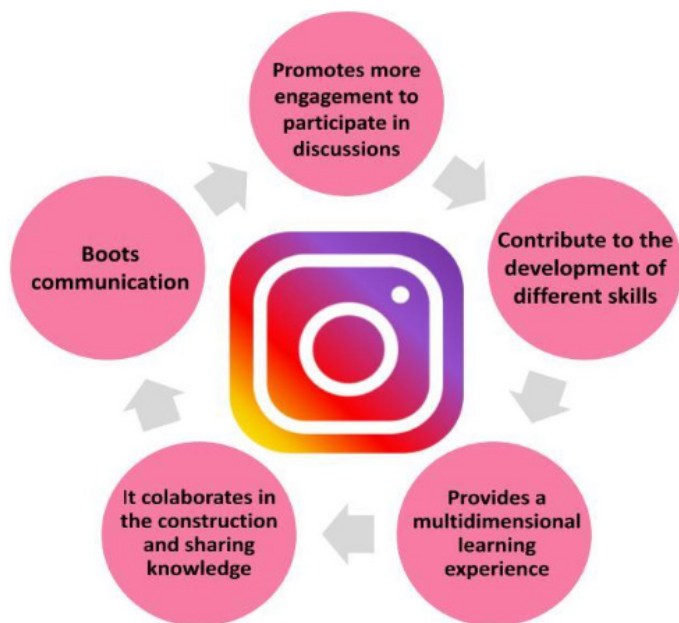
In this session, we are going to present some advantages and disadvantages of using the Instagram social network as a complementary tool for strengthening the teaching and learning process.

ADVANTAGES	DISADVANTAGES
Ease of communication and information	Procrastination
Autonomy	Social exclusion
Stimulates the search for new knowledge	Loss of concentration
Contact with different cultures	Lack of access
Interaction	Untrue information

CONCLUSIONS

Due to the mentioned facts, it appears that the Instagram application proves to be an important tool as a complement in the language teaching and learning process, contributing to the development of communicative skills in the language. Another positive point presented in the use of the application was the interaction, which according to Vygotsky plays a fundamental role in cognitive development. This interaction goes beyond the process of building knowledge, also contributing to the construction of the individual himself.

We can also consider that the use of the platform allowed the collaboration of discourses and production of knowledge about the discipline, providing a bridge for communication, through conscious and ethical use, in addition to the opportunity to promote the multiliteracy of students. With regard to limitations during teaching, we can point out that difficulties in accessing the internet again presented an obstacle for many students, making it difficult to follow up on activities during classes.

Finally, we understand that the use of the platform as pedagogical tool in English language teaching should not be considered as the main tool, nor can it abolish traditional teaching practices, but should be understood as new proposals to integrate into the teaching process and learning the transformations of today's world, facilitating access to new knowledge.

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THE USE OF DIGITAL PLATFORM INSTAGRAM IN THE LEARNING OF ENGLISH

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INTRODUCTION

In the age of technologies, social networks have become the most useful means of communication and learning. The social network Instagram is one such visual, creative and interactive social media network that can help English learners to progress. Instagram manages to allow its users to share images and short videos directly from the mobile app. It is also possible to follow publications, like, comment and share. With its ever-increasing popularity, it could become a potential means of developing English skills.

But what skills can English learners develop through Instagram? Instagram can offer a way to learn a language such as English in a different but effective way through media and visual learning. This social network is extremely dynamic and fun to learn writing, listening, speaking and sentence interpretation skills, which can be developed through posts with slang and memes. Native user accounts can help teachers and students learn to improve their pronunciation.

This article aims to explore the roles and means that Instagram offers students to develop their English learners skills, and to investigate the use of the Instagram platform as a pedagogical tool in teaching English. Our methodology is bibliographic study and will present and discuss the best strategies to be used to learn English through Instagram and how to offer students and teachers the best methods with Instagram skills. This abstract can be classified as a research qualitative with applied nature, whose objectives are exploratory, with procedures to investigate roles of Instagram in developing students'.

Theoretically, in this abstract, we discuss the studies that focus on the language learning process in environments outside of a non-formal teaching context through this social network Instagram (Aloraini, 2018); and How digital technologies have become a factor of change in teaching-learning processes (Rosa And Azenha, 2015, p. 63), the insertion of Instagram as a learning tool (Aliali, 2014), significant experiences of using the Instagram social network by English language teachers and students Silva, *et al.,* (2018) , and finally, how an auditory skill will be explored can be developed through Instagram Khalitova; Gimaletdinova (2016). That was explored, Instagram has several tools that contribute to the development of English learners. These tools were evaluated by English language students, and they analyzed the best ways to study English on Instagram.

Finally, it is considered that Digital Information and Communication Technologies (ICTs) mobile learning and teaching experiences shared on social network encourage teaching and learning in today's world, because of the popularity of Instagram it has become an easier way to communicate, identify what types of activities can be offered to those who seek to improve the English language in practical ways.

SOME THEORETICAL DISCUSSIONS

In the next subsections, Digital Technologies applied to English teaching will be discussed.

Digital Technologies applied to English Teaching

In the face of the current century with globalization in increasing evolution, the world is more connected to existing technological mechanisms, it is more globalized than in other times. Digital technologies become a factor of change in teaching-learning processes" (Rosa And Azenha, 2015, p. 63). Digital technologies do not become the center, to diminish the importance of pedagogical practices. From the insertion of technology, a very important tool that cannot be left aside in the teaching and learning process, contributing a lot in terms of new knowledge.

In the modern world it is common for the Information and Communication Technologies (ICTs) to be employed and dissolved in the most varied activities, and thus in diverse sectors, from the business world to the sphere of education (Gonçalves; *et al.*, 2018; Almeida; Moll, 2018; Freitas *et al.*, 2017; Camillo; Medeiros, 2018; Pereira, 2019).

ICTs emerge, above all, to act as an alternative to facilitate, enhance and improve, here, in the case of this study, the field of education (Soares-Leite; Nascimento-Ribeiro, 2012; Taka-Hashi, 2005; Bianchi; Pires, 2010). ICTs, in the field of education, have brought, in addition to more dynamic access to information, the possibility of practicing a teaching-learning process that is more innovative, modern, attractive and attentive to social demands (Gonçalves, *et al.*, 2018; Almeida; Moll , 2018; Freitas; *et al.,* 2017; Camillo; Medeiros, 2018; Pereira, 2019). ICTs are not just tools for teachers to train themselves and thus make their classes more modern and attractive.

Many educators are still unprepared and afraid of using ICTs, feeling unable and even unprepared to handle these technologies. Working with computers, internet and technological resources is essential in the teaching process. Thus, Almeida (2005, p. 96) mentions that:

> […] use it for the representation, the articulation between thoughts, the performance of actions, the development of reflections that constantly question the actions and submit them to a continuous evaluation. Computer technologies lead the individual to develop imagination, observation, creativity, form judgment, research, classification, reading, image analysis, experimental and hypothetical thinking.

According to Biadeni and Castro (2020), it is in this scenario of technologies and social networks that the figure of the connected student emerges, known as one whose study habits are strongly associated with digital platforms and who feel happy in these digital environments. Parallel to studying with books and notebooks, the connected student uses screens and network connections to complement their learning practices.

The Use of Instagram as a Pedagogical Tool

The social networks of education are considered a means of communication that complements the teacher's activities, being a technological tool that enhances the quality of the teaching and learning process (Machado, 2019), and can be applied within the daily practice of the classroom, but also as an extension of the work routines in which the student takes homework (Lorenzo, 2013).

One of the fastest growing social networks in the world today is Instagram, a network for sharing photos and videos over the

internet, which ranks sixth in the ranking of the largest social networks with more than a billion active users (Fernandes, 2018) . Instagram has been advancing and updating itself more and more and with that new doors are opened for the language learning process through this social network.

Despite Instagram being a popular social networking platform with MALL (Mobile Assisted Language Learning) potential; (Aloraini, 2018), there are few projects and studies that focus on the language learning process in environments outside a non-formal teaching context through this social network (Khalitova; Gimaletdinova, 2016).

Following the thought of Moran (2015) "the combination of more formal environments with informal ones (social networks), done in an intelligent way, allows us to reconcile the necessary organization of processes with the flexibility of being able to adapt them to each student and group" . This implies the use of traditional teaching practices and methods with new ways of sharing knowledge through, for example, Instagram, as the main point to streamline, facilitate and expand learning processes, in addition to promoting social interaction between peers, that is, between teachers and students.

Furthermore, inspired by Leffa (2016) who defends the use of the social network as a support for teaching and states that "it is not social networks alone that improve language teaching, but the use we make of it" (Leffa , 2016, p. 153) and Rojo (2012, p. 27), who point to the use of the mobile device as a pedagogical tool that can be used through the social network Instagram for communication, navigation, research and filming.

Some articles reveal significant experiences of using the Instagram social network by English language teachers and students, Silva, *et al.* (2018) narrate a study on Instagram that showed real gains for students. According to the authors, the effects were reflected in the students' oral skills, when they produced speeches

and demonstrated more complex and rich structures after greater vocabulary acquisition in the referred social network.

The authors assert that there are multiple possibilities for using the tools available on Instagram for the use of oral and written comprehension practices, offering input to promote interaction between students and immersion in the target language and its culture (SILVA; et al., 2018). Therefore, with the help of social networks, in addition to sharing the content, the teacher will be able to clarify doubts and promote debates among his students on a certain topic, since the students felt much more comfortable expressing their opinions in these virtual spaces (Lorenzo 2013).

Through Instagram, it is also possible to prepare budgets through virtual surveys and stimulate the production of content by the student himself, making him actively participate and facilitating the knowledge construction process, becoming increasingly critical and responsible with his learning and that of others. Consequently, Instagram becomes an attractive and fun social network for students, where through it one can learn as well as have fun, collaborating with teachers and being a means of easy access.

CONCLUSIONS

Digital technologies have transformative potential, effectively enabling us to propose new paths for learning. The reflections developed in this article are intended to indicate that social networks, such as Instagram, can be very useful platforms in the transformation and evolution of English language learning, as they provide students with a greater understanding, making content and activities more attractive and motivating. in relation to their teaching-learning.

In this way, although Instagram is not directly linked to teaching and learning, it can be a great option for those looking for something communicative and interaction, expanding possibilities and making changes in teaching methodologies to update and

synchronize with current society. Through this, it is believed that mobile learning (ML) offers alternatives to English language teaching/learning, and Instagram may be one of them.

In this sense, this article made it possible to share the pedagogical tools that Instagram can contribute to the teaching/learning of the English language digital learning. Finally, it is possible to say that the objective of the article was to reflect on the idea that the social network Instagram can and should be integrated into the pedagogical didactic practice, not only because of the potential for disseminating information, but also because they are part of the daily lives of those who seek to learn the English language as well as teach.

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THE AUDIOLINGUAL METHOD AND ITS ADVANTAGES FOR ENGLISH LANGUAGE LEARNERS

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INTRODUCTION

The AudioLingual method (ALM) is a method very used by teachers, but it had a great focus on antique, this method second the article by Mei (2018) explains that the ALM boils down to teacher passing grammatical rules in form of a sentence and the student learns repeating each of the sentences in a similar way to what you heard and with the same intonation. According to Larsen Freeman (2011) the ALM itself has the main objective of improving orality, communication skills and showing the importance of practice.

The ALM is important for speech practice, according to Mei (2018) the ALM it also emphasizes teaching for long or short vowels, thereby giving more intonation to phrases that will be repeated by students and the method in classroom it also makes learners realize the difference between their mother tongue and English Language, thus avoiding unnecessary mistakes.

The ALM first focuses on listening and speaking. This facilitates the learning of learners who need to go to work in the USA, for example. Although some researchers believe that there are better methods, in some courses dedicated to teaching the English Language that are still used due to some specific advantages and studies carried out by Skinner (1957) and Pavlov (1927). Taking that into account, our Research Question is: what advantages and benefits does the ALM bring to the learners?

This article aims at discussing the ALM and its advantages for EFL learners. Here methodology applied in this textt is a Bibliographic Research of a qualitative approach and of an applied nature, composed of exploratory objectives. According to Cleusa Kazue and Isabel Orestes (2019) bibliographic research[1] is basically when the study is of a theoretical nature, through articles, books. In his book, Gil (2002) cites "the bibliographic research is developed based on material already prepared, consisting mainly of books and articles"(GIL, 2002. p. 44 translated by me).

To theoretically support this article, we will first discuss the effectiveness of the method (Kunnu, Sukwises, 2007); with the best methods of ALM (MEI, 2018); the benefits of good pronunciation (Samawiyah, Saifuddin, 2016); peculiarities of the ALM (Serikbayevna, 2021); the performance of students with the method (Sidabutar, 2021).

As justification for this article, we can observe along it the importance of English language teaching methods, and as the main focus the ALM, which despite being a method little used nowadays, this method has its benefits and several dynamics in the classroom, with that, this text will contextualize, explain and inform the advantages of ALM. This article is present to be quite relevant by presenting the advantages of ALM.

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1   "A pesquisa bibliográfica é desenvolvida com base em material já elaborado, constituído principalmente de livros e artigos" (Gil, 2002. p. 44).

This article has been divided into four sections: The Introduction, Discussions and Results, Conclusion and References.

THEORETICAL REMARKS

In the discussion and results we will discuss important topics such as: English Teaching Methods and approaches, ALM and its advantages, the benefits of ALM and Application of the ALM in the classroom.

English Teaching Methods and Approaches

Considering the differences between the teaching approach and the teaching method, for example, Lewis (1993) says that the approach is an integrated set of theoretical and practical beliefs, while Harmer (2001) mentions that the method is what allows us to put the approach into practice, with various procedures and techniques.

Based on Larsen-Freeman (2011) the term 'teaching method' is used to identify a teaching strategy for apprentices, according to what they want in the future. But, how do you know which method suits the class best? Basically, each class will adapt better to a certain teaching method, it is important to communicate between the learners and the teacher for a better understanding of which method is suitable.

In addition to the ALM, we have important teaching methods for the English language, Direct Method, Grammar and Translation, however, despite all these methods of teaching English Language, we will only delve into the ALM and its advantages for English Language learners.

The approaches are behind and are linked to teaching methods, the approach from the origin to the method, basically they are the techniques used in the classroom and different approaches in

teaching, but, it will not be deepened, we will have a total focus in teaching methods and specifically ALM.

Audio-Lingual Method and its Advantages

The ALM method has some advantages that are quite effective, for students who need to be well understood, at work for example, it is a very effective method so that they can communicate with more confidence.

The main advantage of ALM is the development of speech and good communication, it is a method that despite being focused on speech, when students speak correctly, they end up learning the grammar of the English language, how and where to put verbs, nouns, however, it is important to remember that it is not explained or contextualized, but during classes the learners will repeat and thus memorize and learn the language, for example, in World War II, where Charles Fries, gave rise to ALM, with this method facilitated the communication of people from different countries. From this I say again that the main advantage of ALM is orality, where learners are able to communicate better and be understood easily.

Students looking for English to work in the United States, for example, should look for a teaching method like this one, as it is a method where there will be communication and learning to subpoena, improve pronunciation and increase vocabulary. Using improvised dialogue after the student has better vocabulary can further improve communication and understanding when non-native people are talking to native speakers, combining standard and improvised dialogue can help even more in English.

The teacher's role is to help these learners improve their pronunciation in English, and learners must be interactive in classes so that they can learn, a class that must have materials such as: images and audios.

The Benefits of ALM

Based on articles and books about ALM in addition to the benefits of improved speech, automatically improving the grammar of the English language, and also adding a better vocabulary of the students of English Language, however, second Samanwiyah and Saifuddin (2016) talked about the benefits of this teaching method, in the article is presented the ALM in an unconventional way, teaching from phonetics symbols along with the ALM bringing more benefits speech, with articles we can see the effectiveness of ALM from this.

> The second meeting proved that the effective ways of implementing phonetic symbols through audiolingual method facilitated the students to identify and comprehend the spoken words. The indicators of the observation were successfully fulfilled by students (Samanwaya; Saifuddin, 2016. p. 8).

ALM together with phonetics helps a lot with pronunciation, phonetic symbols are there for that, they show you how to pronounce the word correctly, with that, we can conclude that it is a good idea to combine the two. From this article, we can see that, in addition to the method, it has the benefit of better pronunciation, it also has the benefit of different approaches with ALM, facilitating the learning of students of the English Language.

Application of the ALM in the Classroom

According to Samanwiyah and Saifuddin (2016), there are four steps in the listening activity process:

- Hearing: In class, the sounds that develop words and phrases are treated;

- Understanding: Means that the learner is understanding the spoken phrases;
- Evaluating: Learner communication during class or on a test is assessed;
- Responding: An answer is given according to what is heard, through audible relation, facial expression.

Based on this, to start a beneficial lesson for learners it is important to prepare a series of exercises, exercises with direct objectives with repetition, questions and answers, so, Larsen-Freeman (2011) says, we will give some practice for beginners in English, i.e. best applied to children.

Figure 1 - Class using images
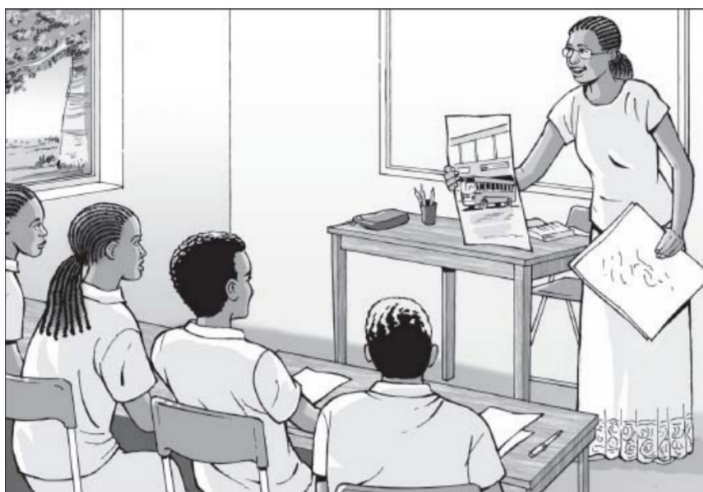
Source: Book "Techniques and Principles in Language Teaching".

According to Larsen-Freeman (2011) in the image above, we can see the use of ALM in classrooms, but how to apply this method from a simple photo shown to English language learners? Basically,

we can go in stages. First, after choosing the approach to be taken, will be questions and answers, from there, we asked the students, for example: *"Are you going to the cinema?"*, with this, the students must answer, with "yes or no" and a sentence complement. To end the lesson, if any sound is not right or understandable as mentioned above ALM can also be taught with phonetic symbols too, as teachers can use this approach when learners are not able to pronounce a word perfectly, for example the pronunciation of word "th", with this we can introduce them to the phonetics symbols.

FINAL BIBLIOGRAPHIC CONSIDERATIONS

Considering the aspects discussed by ALM, despite being an old method that emerged during World War II, it is still strong today. Based on that, this text aimed at better understanding this method and its benefits for the English Language. The method applied would have better advantages when applied to children who are beginning to study the English Language. Therefore, these beginners in English need to have a pronunciation and intonation, during the class, the teacher applied the ALM. Therefore, they managed to have a base of English, so that they can learn with other teaching methods. A first one like the example mentioned above is very effective. Research of the books and articles used in this article shows that learners who actively participate in classes make significant progress in English, both at basic and intermediate levels, Larsen-Freeman (2011).

Based on all that has it says during the article, we can see that ALM still has its advantages and that there are many textbooks working on top of teaching methods like this, possibly why some professional English language teachers observe that it is necessary for that class to stimulate and practices of exercises with enough repetitions for the fixation of the apprentices, Oliveira (2014) it says we can see method and results are effective, since the main

objective of the method has always been to enable the student to communicate orally.

Finally, during this article, we saw that there are several advantages. We also saw how to apply an activity with this method. Therefore, we can add that for an even more beneficial class, with good results, from what we have seen throughout the article it is clear that the commitment of the learners is very important for the teachers to apply the method, and thus it will certainly have more advantages, the English language learning is something procedural, that is, over time they began to see advantages in classes and were able to communicate more easily.

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THE IMPORTANCE OF THE REPRESENTATION OF BLACK PEOPLE IN ANIMATED MOVIES

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INTRODUCTION

The subject about the representation of Black People did not begin to be discussed just in the last years, it has been talked about for centuries, but even nowadays the Black People has been represented with just a few characters in the animated movies. Since the beginning of the years, as we can see in the material of Lehman (2002), the Black People did not have representation, the Blackface was very present at the moment and only between 1928 and 1954 the Black representation in American animated short films circularly evolved.

In this way, the main reason to write this article it is that the Black People almost did not have a place in the audiovisuals and were not represented in the right way. So, to start talking about it, the object of study is: "the importance of the representation of Black People in animated movies".

To this object of study, we intend to answer the following Research Question: "why is the representation of Black People so important to the audiovisuals?". Following As the General Objective to this inquiry, we aim to discuss the importance of the representation of Black People in "The Little Mermaid" from "Rob Marshall". Right after, the Specific Objectives, which are: (i) To discuss racism and (ii) To investigate how Black People are represented in the movie "The Little Mermaid".

This article has as its methodology the use of bibliographic/documentary resources for Literature review with exploratory purposes. We may conclude that "Literature review" can be constituted as a bibliographic writing that uses as a basis theoretical references published in documents to explain a thesis (Sakamoto; Silveira, 2014).

To theoretically support this text, we begin the discussion by bringing the Black representation in American animated short films between 1928-1954 (Lehman, 2002). Subsequently, The Black Animation, with Hollywood, Black Animation and the Problem of Representation in Little Ol' Bosko and The Princess and the Frog (Barker, 2010). 'The Little Mermaid': why is representation so important? (Aidar, 2022). The Representation of Three Characters in The Help: - A Patronising Highlighting of Black People (FRIDA, 2015). *"A Trajetória do Negro no Brasil e a Impotância da Cultura Afro"* (Lima, 2010). "Structural Racism and Supporting Black Lives — The Role of Health Professionals''. (Hardeman; Medina; Kozhimannil, 2016). *O Menestrel de rosto preto* (Ermolaeva, 2021). Como fazer projetos de iniciação científica (Sakamoto; Silveira, 2014).

DISCUSSIONS AND RESULTS

In the subsections below, we are going to see about the "Black Representation in American animated short movies" and "How Black People are represented in the movie "The Little Mermaid".

Figure 1 - Black Representation in Animated Short Movies
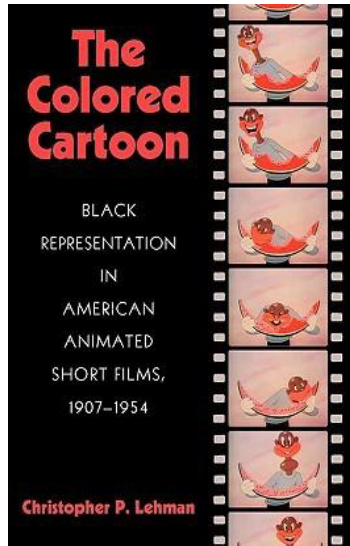
Source: *goodreads* (2022).

The Black representation in American animated short movies talks about how it was to the Black People in the early 1900s the representation in animated movies and when did this representation begin to evolve. Lehman (2002). The racism has always been in the Black People lives in many aspects, as in works, being unrepresented at school, in movies and so on. It has always made Black People feel inferior and what little they were represented was in the form of blackface being humiliated in cartoon, animated movies, and theater to the audience by the White People that painted their faces black and/or made their features into cartoonish shapes to play with their appearances and origins, as quoted in Lehman (2002). Taking that into account, Lehman (2002, p. 5) says that: "Black representation in American animated short films circularly

evolved between 1928 and 1954. Blackface minstrelsy at first figured heavily in black representation".

Therefore, we have this snippet about how it was at the time with the blackface and the representation for them. The "Blackface minstrelsy" that was mentioned in the quote, was a popular form of musical enjoyment in the US from the 1840s through the early 20th century. The theatrical and/or musical act consisted of white actors coloring their skin with burnt cork and ridiculing African Americans in racist terms, quite clearly (Ermolaeva, 2022). Lehman (2002) also says:

> Animated black characterization emerged, as blackface changed in the first sound cartoons from a generic cartoon design to an image restricted to black characters. In the early 1930s, cartoon studios began to significantly differentiate black characters from animal characters (Lehman, 2002, p. 5).

This sentence of Lehman about the blackface in the past talks about the humiliation of Black People. The Black People were confused with animals and even physically compared to them. So, it is really tough for the Black People to pass through all of those things just for being who they are. Furthermore, this did not happen only at that time, it continues until nowadays.

Being born at that time was not a reason to be happy if you were black. The oppression that happened could cost your life, Black People were already born condemned to a hard and challenging life for the simple reason of being black, as we can observe in the reading of: *"A Trajetória do Negro no Brasil e a Importância da Cultura Afro"* (Lima, 2010).

When we look at the history and at that time we may say that it is "understandable" although it is not, that those things happened at that time because of the colonization, the lack of information and support to fight, but, still in the XXI century, these things still

happen, obviously nowadays it has more visibility and the Black People has more voice to be actually seen, however, it is not tolerable after so many times and so many fights those things happens in a century so advanced as ours, moreover, the racism is also in form of a 'structural racism', and we can observe this in the survey of: "Structural Racism and Supporting Black Lives — The Role of Health Professionals''. (Hardeman; Medina; Kozhimannil, 2016).

For this reason, you might have seen sometime in your life situations that the Black People are the protagonist in a series, movie and the White People do not accept this, and they were racist about the Black People being in the main role, even though the White People were always in the central figure all time in many aspects of life. These happen frequently, and an example proportionate to this happened to a Black girl a while ago.

How Black People are represented in the movie "The Little Mermaid"

Figure 2 - The Little Mermaid

Source: Jornal de Brasília (2022).

The movie "The Little Mermaid" which will be launched in 2023, has as its protagonist Halle Bailey, a black girl being the Mermaid, that is great news for advancing the representation of Black People, but when it was announced that she was the Mermaid, plenty of people started spreading a lot of racist comments about it. Many people disagree about her being the protagonist Ariel, because the Mermaid in the animated movies is white, and Halle is black, but when it comes to an animated story of a character that is not a fact in real life, it can be represented in a movie by many different people.

Figure 3 - Racist comment about the Actress Halle Bailey

Supongamos que hicieran una Película de "La Princesa y el Sapo" Y en vez de una princesa morena pusieran una Blanca 😬 Seguramente dirían que es racismo, y pues tendría algo de lógica, xq no veo necesario cambiar un personaje solo por un tema de inclusión, no sean idiotas, si quieren contribuir a la lucha contra el racismo no deberían hacer inclusiones forzadas .

1 d   Me gusta   Responder   3 👍❤️

Source: Pascuacity (2022).

The Black People never had much representation in the animated movies, and the few that they had, it was some of them first represented by animals, as in "The Princess and the Frog" that you can see the discussion about it in: "Hollywood, Black Animation, and the Problem of Representation in Little Ol' Bosko and The Princess and the Frog" (Barker, 2010), that the first black princess of the Disney spend the most part of the movie as an amphibian, and the movie "An Animal spy (2019)" from Blue Sky, also from Disney, which turns into a pigeon and appears almost half of the movie in the body of an animal. So, why is the representation of black people so important? In the production of Aidar (2022): 'A

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Pequena Sereia': por que a representatividade é tão importante? She mentions a comment of a psychologist:

> It is part of structural racism to see blacks in a servant character, as this is part of the era of slavery. Seeing them in a leading role already began to occur a few years ago", argues psychologist and therapist Lala Fonseca. (Aidar, 2022, s/p, translated by us)1.

So, the Black People did not have and almost does not have a great place in the movies besides being most of the time the character that never stands out and also is mostly often in an oppressed role, to them, seeing a black girl as the protagonist was quite shocking and encouraging.

Figure 4 - Kids reaction to the representation of "The Little Mermaid"

Source: G1 (2022)

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1   "Faz parte de um racismo estrutural **ver o negro em um personagem de serviçal**, pois isso faz parte da época da escravidão. Já vê-lo em papel principal, começou a ocorrer há poucos anos", argumenta a psicóloga e terapeuta Lala Fonseca.

Therefore, this discussion leads us to the same conclusion that the Black People do not have much representation in animated movies or in many other aspects, and also, that when they reach that representation being the main part, the people -especially the white ones- do not accept that, even if they have the most representation. This advancement that is happening in the last years has been very good to the black community -and obviously to the children-who can grow up being represented.

CONCLUSIONS

One of the points of this article above is to talk about how racism can affect The Representation of Black People in the movie "The Little Mermaid". It also brings the discussion about the black face that happened more frequently years ago and how the black people were confused with animals because of their colors and just for being who they are, as it was mentioned in Lehman (2002).

The main purpose of this Extend Abstract was to bring specifically the topic: "how the black people are represented in animated movies", and as an example it was put the movie "The Little Mermaid" (2023), who talks about the black actress Halle Bailey and how people attacked her for the reason of her being the protagonist Ariel, that in the animated movies it was represented as a white Mermaid and Halle is representing in the movie as a Black Mermaid.

In conclusion, it comes to the fact that Black People do not have many representations in the audiovisuals or other places in life that is emphasized, and this role of Halle in the movie "The Little Mermaid" can offer this representation to the black community. All the achievements the Black People could reach were with a lot of effort in their lives, having a black girl as the protagonist of a movie like this that can reach many viewers around the world is little to everything that should have happened for them, but above all, it is a huge accomplishment.

The purpose of this article believed to have been achieved, the primary aim of it was to analyze and discuss "The importance of the representation of black people in animated movies", "The importance of the representation of Black People in "The Little Mermaid", "To discuss racism" and "To investigate how Black People are represented in the movie "The Little Mermaid", through all of this article it was possible to understand those subjects and reflect the importance of it in the Black People lives, the reader was guided so that they could comprehend all the difficulties that affected the black community and continue to affect until nowadays.

Wherefore, as suggestions or advice to deal with a theme like this, you can, for example, take the fact that happened above about the children "seeing themselves" in the Mermaid character and how happy they were, and comprehend that it is very important to bring these matters to the children's lives since childhood, show people like them more times in movies, on the television, in high places to encourage them and make them believe they can get there, because since the beginning they are taught to hate themselves. It is complex and tough subjects like these because it always has the dark side, but it is essential to show respect and support to the black community, to the history of their lives and join them to this fight.

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THE USE OF TECHNOLOGY AS A TOOL FOR TEACHING EFL AND THE ROLE OF THE TEACHER IN THESE PEDAGOGICAL TIMES

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INTRODUCTION

This research is based on the use of technology as an essential tool in English as a Foreign Language (EFL), teaching in a way that will contribute positively to English teaching outcomes and how the teacher will use these materials as foreign language teaching tools, showing how teaching methodologies, through technological resources, can bring satisfactory results in students' learning (Pathan; Alsied, 2016).

The use of technology in EFL teaching has been a topic of discussion for a long time. These topics have been discussed since the 1950s and the results of these discussions have been quite evident, that is, these results have led to a significant change in the approaches, methodologies, and strategies developed by foreign language teachers since the 1980s, the use of technology as a mechanism in EFL education has accelerated, producing positive results

in teaching, learning, and testing processes, opening the way for further research on the possible exploitation of this technology to achieve maximum results (Pathan; Alsied, 2016).

However, the insertion of technology in the teaching methodology will consist in showing how the pedagogical practices will come together in face of the technology present in the student's daily life in foreign language teaching, showing what will be its benefits that will favor the teacher teaching in the classroom. Thus, we will have as a general objective to answer the following question: Based on the analysis of the EFL teaching methodology, how can we use the technological resources of the lesson plan in favor of the teacher to help him/her as complementary material in the classroom?

Based on the access that technology provides in sharing information and that it is gaining more and more space in the classroom, we will raise the following question as a specific objective: Taking into account the change of technology, We will analyze the importance of the teacher's role in the classroom using technology as a tool to aid in the educational foundation of EFL students. In this context, we realize the importance of understanding that the teacher will endlessly play a key role in the development of the class and in guiding and teaching the subject to the students. Technologies must be used as a means to help the teacher create a relaxed and differentiated environment that can spark the student's interest in order to provide a better performance of the content present (Oliveira, 2021, p. 60).

With that in mind, the use of technology has been very effective in partnering with EFL classes, including the school itself that will be as a base for the student, because through this, the teacher can access mechanisms with materials that are available for the development of the EFL student, we can see that according to,

> Some schools are investing in videoconferencing through Google for Education, a Google platform focused exclusively on education. In this model, it is possible to hold conversation

classes with people from other countries, for example. An immersion class without leaving the country of origin (Oliveira, 2021, p. 61).

On the other hand, and in all cases, the teacher continues to play a fundamental role in the development and direction of the class, since he or she also acts as a tutor in the classroom, promoting interaction between students and the for use and practice of the language, ensuring that students take full advantage of the tools and that they can apply what they have been learning in a satisfactory manner (Oliveira, 2021, p. 60). In other words, the use of technological tools as assistive resources in teaching students can be used through the internet, through foreign language translator applications to aid in the understanding of EFL students, through means that the teacher has a way to share information about materials used in the classroom in a broader way in the context of teaching the class.

TECHNOLOGY IN EFL CLASSROOMS

With the rapid advancement of technology, there is a constant growth in the use of materials and technological resources that are assisting in the teaching methods of EFL in the classroom, specifically these methods are necessary tools that allow a faster access to information and that are insured at this teaching speed, where the student has a greater possibility of efficiency in the result of his learning. These technologies allow students to be directly involved in teaching a foreign language with a vision of how they can improve their teaching practice through these technological methods. Based on this statement and according to the research we can cite as an example of this statement, where we say that, the use of information and communication technologies (ICT) in the School Environment will provide the knowledge of the tools that the teacher can use in order to increase and improve their classes; The use of computers

in English language teaching will bring techniques and models of teaching English language in the classroom with the help of ICT, as well as analysis of the processes used (Oliveira, 2001).

For students who are not native speakers of a foreign language, understanding the EFL content that is made available during classes and having access to these technological switches that will positively help in direct contact with teaching English in the classroom will be a way to expand the development of new teaching methodologies. Thus, these EFL teaching practices can be taught both in person and at a distance, where the student is available to receive the content through digital mechanisms, such as classrooms, emails, social networks, among others, and these can be auxiliary tools in the exchange of information between teacher and student.

> Thus, it is argued that the presence of an educator in ICT-based learning environments is fundamental. Without the mediation of an educator or learning agent, the learner's interaction with people and objects is limited, not reaching its potential as a means of knowledge construction (Capozzoli, 2019, p. 133).

The teacher is the base in the use of technology with the EFL students and that is why there must be a model of guidance for the students who will use this teaching methodology, the control in the use of technology as a method present in the life of the EFL student has to be supervised so that any reverse effect that the use of technology will offer in the classroom can be avoided. Having said this, we can affirm that technology is a source of help in pedagogical practices, but that many times its use can become something other than a source of knowledge and learning (Oliveira, 2021).

We can cite the unbridled use of technology for personal motivations, such as misappropriation of personal information, cybercrime (cyberbullying), among other forms of misappropriation in the use of technology. With children and adolescents this scenario

is no different, often with skills and familiarization facilities greater with technology than many adults, these users feel delighted and excited when the subject is technology (Oliveira, 2021, p. 59).

> We use as an example, the changes that occur in the ecosystem and in the social context in which the school is inserted, mainly in the lives of young people and adolescents (Bondia, 2002, p. 1).

The use of technology as a teaching tool has been discussed since 1950 (Alsied; Pathan, 2016), as a component that integrates the methodology in EFL teaching. This causes discussions about how technology can help in the ways that the teacher will use these means in his favor so that the teaching is applied in a satisfactory way. Around the 1980s, with the advancement of technology and the acceleration of information technology in education, the results have been successful in the education process, allowing an expansion in the use of technological tools. As a consequence of this process, the use of these teaching methodologies with technological support were used until the present day (Alsied; Pathan, 2013).

This has meant that the development of technology in the classroom has improved the way EFL students are taught and that it has become more and more in-depth. Because of this, this student has the possibility of working with processes that will help in the development of his learning ability, improving the listening ability of EFL students and allowing them to learn how to receive feedback after completing tasks. Didactics in the classroom (Hoven, 1999).

We use as an example, the changes that occur in the ecosystem and in the social context to which the school is inserted (Bondia, 2002), changes in the teaching methodologies themselves, where students can access information without necessarily needing a teacher in the classroom, such as the use of materials by technological means that facilitate the absorption of EFL knowledge, faster access to content available in the classroom, direct contact

with native speakers of foreign languages through technological resources or through social networking applications that allow this connection, among a variety of possibilities that will bring advantages to the teachers' teaching methodologies.

The use of technological tools, from a learning perspective, will offer the student the ability to automate their way of teaching, especially if they are driven by personal motivation to learn foreign language teaching content.

FINAL REMARKS

The purpose of this research is to show the advantages that technological means can offer to EFL students and how they can help as a basis to support the teacher's teaching in the classroom. Thus, allowing language teaching to be linked to technologies and to be constant in the lives of students, which is essential for learning to occur effectively (Oliveira, 2021). In view of this, the guidelines raised on the use of technological tools as supplementary material for teaching EFL, we can conclude that they are extremely important in the daily life of the teacher in the classroom and that technology also has a huge impact on the way the student will understand how we can use these tools in teaching aids, expanding the way they will see the foreign language teaching through technological resources from its use. Thus, it is important that language schools have interactive platforms so that the student can access and practice the content seen in the classroom (Oliveira, 2021).

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ENGLISH TEACHING IN BRAZIL: WHAT IS THE TEACHER'S ROLE AND THE INFLUENCE OF HUMANIZED TEACHING IN THE LEARNING PROCESS

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INTRODUCTION

The present work aims, through an integrative bibliographic review, to reflect on the difficulties experienced by foreign language teachers, also to discuss the applicability of pedagogical practices focused on English language teaching in Brazil, especially the influence of Freire's humanized teaching on teacher's practices. Using Celani's research as a theoretical basis for the development of a historical panorama (2008), in turn it was also necessary to reflect on Schön (1983), Hammer (1996), Kelly (1969) and Howatt (1984.); to address pedagogical practices, I will endorse the studies of Richard and Rodgers (2014) and will employ a philosophy of humanized teaching, based on in Freire (1996.). The work will be divided into three sections divided among: Introduction, Results and discussions, and Conclusion.

The research develops from a clipping/two specific markings, which are: 1955 and 1979; according to Celani (2008), the first year refers to the publication of the Modern Language Association of America document and in the second a date that refers to the date of the 1st National Seminar for Federal University Professors of Rio Grande do Norte. Based on these two clippings, concepts of foreign language teachers are discussed in this text.

It is possible to notice that several nomenclatures are attributed to condition/characterize the relationship: "Professor X student" as for example: "Seller X Customer", bringing the idea of professionalism or investment in the product/seller in order to serve mostly and with excellence the market demand (Schön, 1987). From the reflections described by Celani (2008) based on Schön (1983), an idea develops that professionalism represents a "knowledge-in-use" derived from various experiments in real time. Thus, becoming a professional differs from the "traditional worker" in that the professional is conditioned to be independent, while the traditional worker is a kind of "organized robot". The professional, when developing a discipline for specialization, searches for improvement, opens up a range of paths where he assigns increasingly elaborate and concise judgments (Hammer, 1996, p. 46).

Based on this information, we have forwarded the development of the idea that it is necessary to validate a separation of what is understood by "learning" and "being trained". According to Celani (2008), one is in a positivist bias while the other in a thought that is the result of reflections built in practice. The idea of "being trained brings with it an association with positivism, so that those who are trained, store, develop knowledge based on techniques, methods, rational practices pre-developed by "general" criteria (Schön, 1983, p. 21). However, the idea of "learning", leads us to not only reassessing methods, practices, techniques, etc., but also gives us the idea of reflection on sociocultural aspects, goals, and several other points and strategies linked to reflective education. Its main objective is not only to store knowledge, but also to encourage rationality and, consequently, teacher autonomy (Celani, 2008).

Soon after, Celani (2008) uses Howatt ((1984) to discuss "The Development of the Foreign Language Teaching Profession", however, he also relies on Kelly (1969) to describe, for example: until the beginning of the 17th century, the Modern languages were not considered regular subjects. Due to the thinking of the whole Eurocentric system, there was the so-called reform movement at the end of the 19th century, several European schools began to adhere to several modern languages in their curricula. Names like Henry Sweet, Vietör, Passy and Jespersen(1928) appear as, according to them, precursors of this movement, each one acting in their locality as a kind of "network", reflecting on the teaching of a foreign language through a more scientific vision.

During the period of development of fundamentals (1990 to 1922) the until then founding members of the Phonetic Teachers' Association had an important collaboration among themselves for the implementation of the teaching of phonetics in schools around the world, for example as Celani (2008) quotes: "[...] as a result of his studies with Passy in Paris, Daniel Jones, the father of English phonetics studies, persuaded the University of London to hire him to teach a course in French phonetics for English professors of that language [.. .]". This method revolutionized the perspective of language teaching, leading to the use of techniques based on the most diverse experiences in the classroom.

WHAT IS THE REAL ROLE OF THE TEACHER?

Following the mention of unthinkable methods, right after the creation of the foundations, a new question is also inserted to establish a profile for the foreign language teacher. It is possible to identify punctuations in Celani's (2008) text that consider the "ideal" teacher to be the teacher who is an independent figure, at the same time able to develop his unique characteristics, always having the teacher's analytical potential active and prepared to weave any discourse in a critical way.

From a pragmatic point of view, Celani (2008) is right about his reflections on how the entire teaching-learning process should be reviewed, especially with regard to variations in demand (or "clients" as he refers to students in a similar quote above) due to the most varied sociocultural aspects. In addition to this constant process of developing these methods and reflections, the "conductor thread" of this knowledge in question must also be reassessed, establishing basic criteria, however, which must be constantly encouraged. However, it must be understood that even if the positivist method does not seem to work considerably - or as the only source of transfer of knowledge of the foreign language - it can be said that every practice established today is considered to be the result of the use of one or more methods/ techniques/approaches that have worked individually and have become standard.

In this perspective of "specific" stimulus, we have in Richard and Rodgers (2014) an excellent score in the following topic: Multiple Intelligences, which, in turn, is approached as a thought developed through the observation of the most diverse types of students and its particularities, during the English language learning process. This thought establishes an infinite combination of existing methods, enabling a greater reach in terms of knowledge in the English language. For the purposes of theoretical clarification, figure 1 below describes some of the possibilities for including this thought in pedagogical practices:

Table 12.1 Taxonomy of language learning activities for Multiple Intelligences (Christison 1997: 7-8)

Linguistic Intelligence

lectures	student speeches
small- and large-group discussions	storytelling
books	debates
worksheets	journal keeping
word games	memorizing
listening to cassettes or talking books	using word processors
publishing (creating class newspapers or collections of writing)	

Logical/Mathematical Intelligence

scientific demonstrations	creating codes
logic problems and puzzles	story problems
science thinking	calculations
logical-sequential presentation of subject matter	

Reference: Richard & Rodgers (2014, p. 235-236).

Each activity or pedagogical nature demanded in the figure 1 above is based on the teacher's prior knowledge of methods and approaches, however, it also points to the need, on the same scale, for the establishment of a greater approximation between teacher and student. Regarding, the choice of the "ideal" stimulus must be made through a critical analysis of this relationship in response to the presentation of the content addressed in the classroom. This analysis is seen through the feasibility of a democratic posture of the teacher in the exercise of his function and in turn safer as Freire (1996) said: "[...] one of the essential qualities that the democratic teaching authority must reveal in its relations with the students' freedoms is security in itself[...]" (Freire, 1996, p. 56). Therefore, for the teacher's role - in special Brazilian once - there are many contingencies we have to take care with. Starting from Freire's thought, we can recover our main goals, or just, come back to the beginning, and then make always what we could do better, without imposing the knowledge as an obligation but a new way as well.

CONCLUSION

In Celani's studies (2008), the pedagogical practices of Richard and Rodgers (2014), Freire's (1996) humanized thinking, are connected through creative and autonomous thinking on the part of the teacher, reaffirming the need for teacher training and development in this process of continuing education : "the teacher who does not take his training seriously, who does not study, who does not strive to be up to the task, does not have the moral strength to coordinate the activities of his class (Freire,1996, p. 56). As the professor establishes that he needs to keep in constant movement –and in practice - he contributes (individually/collectively) to the teaching-learning process in order to improve the general aspects of knowledge –read linguistically- shared.

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THE PROCESS OF ACQUISITION OF ENGLISH AS A SECOND LANGUAGE BY DIGITAL CHANNEL MEANS

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INTRODUCTION

The array of options to experience and acquire English in today's digital landscape is way more focused on guided learning in contrast to how kids and teens acquired English as a second language while growing up in the 2000s, with free and unmonitored access to the internet. Based on personal experience and with a deep research in collective experiences and study material, this article seeks to expatiate on how this happened and which consequences did it surface. Taking into account some recent indirect research about the process of acquisition of a second language in, as we can say, ''non-orthodoxical'' means.

This article has the intent of discussing, analyzing and trying to answer in which ways the process of acquisition of English as a second language (ESL) happens in a digital environment. The further objectives of this article are mainly investigate and analyze in which

ways the process of acquisition of English as a second language happens in the digital environment, discuss the process of acquisition of a second language and apply a form and analyze how this process of learning a second language (L2) took place in a digital upbringing.

In the realm of methodology, an investigative form is used, focused on discussing, with 6 to 8 questions how the process of acquisition occurred, whose objectives are of exploratory nature and with documental proceedings. The form was applied in an environment of an ESL classroom, and the participants range from 15 to 21 years old,. Seeking to expatiate on the topic, this article and its base discussions are supported by an amalgam of research on the topic through scarce material found on the internet that indirectly approaches the subject, since my specific approach doesn't have strong enough research or published papers similar to it. Nevertheless, strong theoretical background from other abstracts supported the research for this article, like Thorne, Black and Sykes (2009), Pikhart (2021), Sahayu, Wening and Friyanto (2021).

MEDIA AND ENTERTAINMENT ON THE INTERNET AS AN ESL VEHICLE

In this topic, we seek to analyze and explain in which ways the acquisition of English as a second language occurs, specifically discussing one of the main forms of consumption of English on the internet; media and entertainment forums and websites. On the internet, entertainment comes in various forms and shapes, especially in video and image based sites like YouTube or Instagram. With the ever-growing number of online users and a constant flow of information on these sites, the amount of exposure to English that such flow produces is immeasurable. In BBC'S article, published on 14 December 2012, a very interesting point is brought up; "[...] People who speak English as a second language already outnumber native speakers. And increasingly they use it to communicate with

other non-native speakers, particularly on the internet, where less attention is paid to grammar and spelling and users don't have to worry about their accent.'' One of the factors that explain this phenomenon might be the increasing exposition to media in English that non-native speakers have everyday on the internet. By this metric, we can easily see how important a role online communities play in the acquisition of English, since it 'democratizes' the access and usage of English as an essential tool in internet's communication at a universal scale.

YouTube, founded in 2005 by three PayPal ex-workers, is a platform that started simply as a video-dumping place and quickly gained traction and popularity among internet users as a whole. Nowadays, it rivals the biggest streaming platforms in means of volume of entertainment consumption, and even hollywood itself, as Sacks states in her article: "video delivered via the Internet is creating a world with hundreds of thousands of channels, and YouTube is helping people build these next-generation networks and sharing in the upside." And as Duffy (2012) states "YouTube, Podcasting, Blogs, Wikis, and RSS are buzz words currently associated with the term Web 2.0 and represent a shifting pedagogical paradigm for the use of a new set of tools within education. The implication here is a possible shift from the basic archetypical vehicles used for (e) learning today (lecture notes, printed material, PowerPoint, websites, animation) towards a ubiquitous user-centric, user-content generated and user-guided experience. " Both of these statements, although from different eras, walk the same line of this current idea of new and developed ways to acquire and develop English autonomously in a digital environment, focused on methods that are developed by the students and internet users themselves, and both examples show how the digital environment can be rich of entertainment that also serves as tool for learning.

FINAL REMARKS

It is then possible to conclude, after all the research presented in this abstract, that the acquisition of English as a second language is developing more and a more independent and student-centered approach, with not only apps like Duolingo (language learning app) being a prime example of this, but also new wave of non-native English speakers that floods the digital landscape with the ever-growing number of content on the internet focused on learning English; if not for this, for the sheer amount of exposition to a new language that all of this provides. All of this on a level of absorption of knowledge limited only by the willingness of the student itself, grants the new face of learning in the digital world. English nowadays it's not only fun to learn, but in a way re-imagined itself involuntarily and unconsciously, becoming what was always said it would achieve: a universal language. English is everywhere and the accessibility of English content and media on every corner of the internet made this not only possible but inevitable.

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THE FRENCH LANGUAGE
AND THE QUEBECER IDENTITY

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INTRODUCTION

In the field of linguistics, it is known that language is a crucial part of social life. Without it, it is impossible for human beings to communicate and develop social relations. In the words of Bagno (2014), we are beings made of language. In this perspective, the linguistic nature is sociocognitive because it depends not only on biological features of the human body to exist, but also on social interactions. Based on these ideas, it is evident that there is a strong relationship among language, culture and society, and it reflects on people's identity.

In the province of Quebec, Canada, the French language plays an essential role in the society since it is the only province in the country that has just French as the official language. Thus, the purpose of this work is to discuss the relationship of language, culture and identity in the Quebecer society. In this perspective, it is very important to bring the sociocultural approach to the linguistics area

in order to understand the language in a contextualized way and how a certain society interacts with its linguistic dimension. This paper was developed through a literature review in which books and articles were analyzed. Also, two polls about Quebecers' identity were examined with the intention of bringing quantitative information to this discussion. One of them was developed for the Association for Canadian Studies in 2010 and is available through a report on the CTV News website, and the other was conducted in 2018 by the Canadian market research company Leger. All the research process of this article was done through the internet, and its theoretical structure is based on the concepts of three authors: Lunardi (2005), when it concerns to the concept of identity; Bagno (2014), in order to explain the interaction between language and society; and Kumar (2014), to understand the Quebecer identity.

RESULTS AND DISCUSSION

In this article, the main ideas that will be discussed are: the relationship among language, culture and society; the role of the French language in Quebec, and how Quebecers perceive themselves based on their mother tongue, which is an approach about identity.

According to Bagno (2014, p. 11, our translation[1]), language and society are inseparable entities since it is impossible for human beings to develop social interactions without using the communicative resources of a language. Beyond that, language is also the main element that induces the oneness within a certain society group as it is made clear in his words: "If being human is being in a language, being human is also being social, in such a way that language and society are inseparable: trying to separate them is like trying to

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1 "Se ser humano é ser na linguagem, ser humano também é ser social, de modo que linguagem e sociedade são indissociáveis: tentar separá-las é como tentar negar a existência de um dos lados de uma folha de papel".

deny the existence of one of the sides of a paper sheet". Also, it is important to understand the role that culture plays in this relationship. In this perspective, the cultural dimension of a certain society is considered to develop along with the linguistic sphere, in a kind of coevolutive process.

Along with the concept of culture, it is essential to analyze the idea of identity when it comes to the social and linguistic dimensions. It is important to notice that identity is not a homogeneous single product, but a process that is always under construction within the social groups involved in the situation (Lunardi, 2005). In relation to the connection between culture and identity, the cited author says:

> It is a question of thinking about the issue of identity associated with the cultural field because all identities are constructed within the cultures, not outside them. This means that the identities are produced in the cultural discourses, that is, the culture of which we make part determines how we see, explain and understand the world (*op. cit.*, p. 25, our translation[2]).

This point of view reinforces the idea that the social dimension is a complex aggregation of different factors. Furthermore, in order to exist, a certain identity depends not only on sociocultural relations but also on external elements, something that makes it unique, and one of these factors is the very existence of other identities. In other words, identities are observable only because they are different from each other (Lunardi, 2005). That said, it is

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2   "Trata-se aqui de pensar a questão da identidade associada ao campo cultural, pois todas as identidades são construídas dentro das culturas e não fora delas. Isso significa que as identidades são produzidas nos discursos culturais, ou seja, a cultura da qual fazemos parte determina a forma como vemos, explicamos e compreendemos o mundo".

essential to contextualize these concepts by bringing a particular society into this discussion.

In Canada, the province of Quebec is known for having a history that is extremely linked to language, and the fact that it is the province that detains the largest francophone population in the country makes it more likely to be an object of discussion. The French language is a factor that makes Quebec a unique place inside a predominantly English speaking country, and that obviously leads to differences in people's manifestations of culture and identity. In this context, it is possible to distinguish between the anglophone Canadian culture and the francophone Quebecer culture.

In the words of Kumar (2014), the process of creation of different groups of people based on similarities is something that happens naturally. In Canada, the two main reasons for that are ethnicity, which is related to background, linguistic and cultural aspects, and regionalism, which concerns geographical features but also focuses on political and economical issues. In terms of history, this country was first colonized and built by two different peoples: the French and the British, and that naturally led to distinctions that still exist today. After the conflicts between both nations that influenced the colonies in North America, Britain's victory resulted in an agreement in which the empire let the French speaking community maintain its culture and language in the land that was to become Quebec. In addition, the disparity between this province and anglophone Canada gradually got more accentuated.

In its history, Quebec has gone through various social and political changes that were related to the use of French. According to Kumar (2014), the province has made decisions in order to protect the francophone culture and avoid its deterioration that could be provoked by the use of the English language. As an example, there was the creation of laws that, in a first moment, determined that all commercial signs should be written exclusively in French. Later, it was decided that English was also allowed, but it had to be written in smaller letters, letting the French words highlighted. Such

measures resulted in dissatisfaction from anglophone Quebecers that were a minority in the province, which made the linguistic and cultural strain even more evident.

This tension led to the rise of nationalism in Quebec which resulted in the creation and victory of the provincial political party *Parti Québécois,* that defended that Quebec should become an independent country. Because of the constant conflict between these different identities, two referendums on Quebecer secession were held; the first, in 1980, and the second, in 1995. Both resulted in the maintenance of the province within Canada. All this information is essential when it comes to understanding Quebecers' identity and the role that the French language plays in this process. Because of that, various studies have been made in order to discover how this relationship occurs.

According to a report made by the news website CTV News in 2010, a survey was made for the Association for Canadian Studies about how Quebecers perceived themselves in terms of national identity. The results showed that 31% of francophone individuals considered themselves as Quebecers only, rejecting the Canadian identity. In the same group, 39% responded that they are Quebecers first and then Canadians, showing a bigger attachment to the province than to the country. 20% defined themselves equally as Canadians and Quebecers while 7% said they are Canadian first. Only 1% of the surveyed individuals responded that they are Canadians only. On the other hand, anglophone individuals showed a different perspective: 45% of them said they are Canadian first and then Quebecers while 21% responded they are equally Quebecers and Canadians. 18% said they are Canadians only, and in contrast, 19% of anglophones identified themselves as Quebecers first and then Canadian. In this group, only 2% described themselves as Quebecers only. The graphic below displays these results:

Graphic: Comparison of Francophones and Anglophones identities
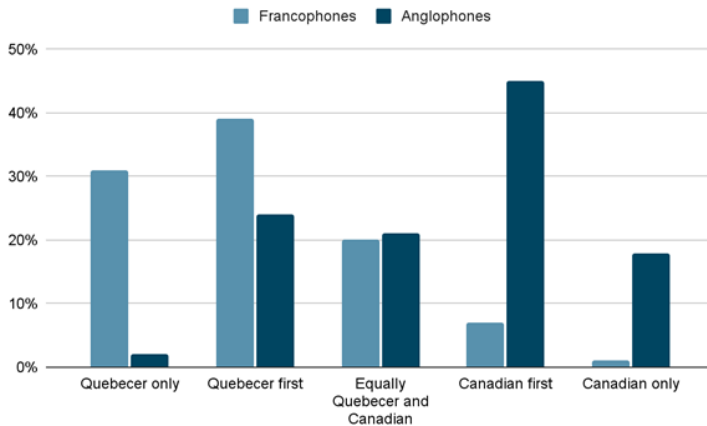
Reference: CTV News (2010)

In 2018, another survey was conducted with a similar purpose. The research market company Leger interviewed a thousand and ten individuals from Quebec aged eighteen or older and that were able to communicate in French or English. After almost a decade since the release of the other survey, the results indicated some variation: the number of people who identify themselves only as Quebecers dropped. The poll shows that 48% of the francophones defined themselves as Quebecers only or Quebecers first. When considering both the anglophones and francophones together, the result showed that 39% considered the Quebecer identity more important, and 23% described themselves as Canadian above anything else. In addition, it is important to note that 59% of the respondents said that their native language was the most important feature of their identity while 52% considered their culture. The graphic below shows the difference between identities when francophones and anglophones are grouped together:

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Graphic: Quebecers' Identities
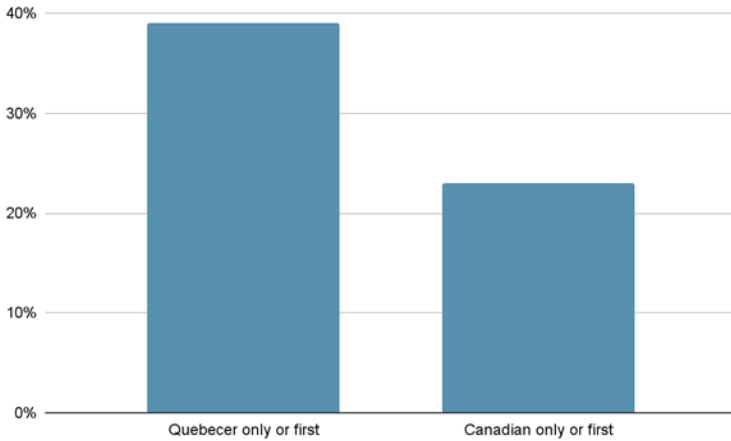
Reference: Leger (2018)

Analyzing the surveys, it is interesting to note that most French speaking individuals tend to identify themselves as Quebecers first with some level of variation: some people said they consider themselves only as Quebecers, which indicates a strong sense of nationalism. Another part of the surveyed individuals said that they identify themselves as Quebecers first and then Canadians, which shows that they feel more represented by the provincial community than the federal one. On the other hand, most anglophone Quebecers adopt the Canadian national identity even though they are from the province of Quebec. As a consequence, this indicates that the language spoken by these individuals directly influences the way they perceive themselves. In other words, different languages represent different identities, and this relation leads to the cultural and political division that exists between Quebec and the rest of Canada as well as between francophones and anglophones from this very province.

LAST WORDS

This article had the objective of discussing the relationship that exists among language, culture and identity. To put it into context, a specific society was brought into this discussion: the province of Quebec, Canada.

First of all, the connection between language and society was specified: the very nature of the linguistic dimension is social as it is impossible to build and live in a community without using language as a communicative resource, and that is a reality that is also related to the concepts of culture and identity. It is made clear that the cultural aspects of a society are developed together with its language, and it affects the way individuals perceive themselves. In this view, the language that a determined group of people speak is closely related to the manner in which they build their own identity, and that leads to the next idea of our discussion.

The second point of this work concerned the linguistic aspects of Quebec. In this province, the French language plays an extremely important role since it is spoken by the majority of locals and is also adopted as the only official language there. That makes this place completely different from the rest of Canada, and after several social and political transformations, Quebec has evolved to a place in which the mother tongue of individuals is one of the most important features of their identity.

Finally, in order to better understand this cultural and linguistic phenomenon, two surveys were analyzed. The results indicated that most francophones tend to consider themselves as Quebecers above anything else, which shows a big attachment to the province and its official language in the process of building the identity. On the other hand, most anglophones said that the Canadian identity was the most important, which indicates a higher belonging to the nationality. Based on these ideas, it is made clear that individuals' mother tongue affected the process in which they built their identity, demonstrating a very explicit connection among language,

culture and society and how people are constructed as social beings inside this relationship.

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TYPES OF PREJUDICE FACED BY SPEAKERS OF ENGLISH AS A SECOND LANGUAGE

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INTRODUCTION

The globalization process contributed to the English language acquiring notoriety on the global scene and reaching the status of *lingua franca*. Associated with political/military power, technological and scientific, economic and cultural power, the English language has obtained official language status in more than 70 countries and some non-native speakers have come to use this idiom as their second language. As students of the English language, we began to reflect on how prejudice occurs with speakers of English as a second language, since their orality is constantly put on probation. Due to thIS observation, we aim to identify the different types of prejudice that these speakers are probably to face.

Considering that this research is a literature review, and is based on the ideas of some articles and books that were found on the internet and in the library, to achieve our aim, it will be presented a

discussion about the relationship between linguistic prejudice and a second language. To this, our work will focus on the explanation of two main topics: *lingua franca* and linguistic prejudice with the theoretical basis mainly guided by the ideas of Jordão (2004), Bagno (2007), and Silva (2010).

RESULTS AND DISCUSSIONS

The English language has been on the rise, increasing the number of speakers that have the idiom as a second language. This fact made English become the focus of investigation in several studies related to non-native speakers of the language. Based on this reality, we will discuss the different types of prejudice that these speakers are probably to face, in the following sequence: *lingua franca*, and linguistic prejudice.

Lingua Franca

In data reported by Confuorto and Grigoletto (2016), English has official language status in more than 70 countries. The British Council (2013), an international organization in the United Kingdom, directly linked to cultural and educational relations, expound that this language is spoken by approximately 1.75 billion people, which is equivalent to a quarter of the world's population. For this organization, this would be related to the fact that this language has become the language of communication, science, information, technology, business, entertainment and diplomacy on the global stage.

For Crystal (2003), several factors contributed to the English language acquiring notoriety on the global scene, among them the emergence of the United States as the main world economic power and the growth of British colonial power. The author also cites different features that are related to this rise, such as: the political/military power, linked to the British Empire; the technological

and scientific power, achieved with the Industrial Revolution; the economic power, related to the mercantile value of the pound and the dollar and the cultural power, related to media, travel, movies and music. These listed elements give English the status of a *lingua franca*[1].

The term "English as a *lingua franca*" is defined by Seidlhofer (2005) as a way of communication in English between speakers of a different first language. Jenkins (2006), corroborates this ideia and mentions that *lingua franca* involves communication in English among participants who have different "linguacultures"[2]. Baker (2009) adds that due to the multifarious uses of English globally, a direct association between the English language and the United Kingdom and the United States is not sustainable, owing to the vast extent of this idiom used on a global scale. This perspective is justified by the idea of Crystal (2008), through which it is necessary to formulate a conception of English that accepts a plurality of English people and an understanding that the language is not the exclusive property of a culture or community.

Although Faraco (2008) corroborates the idea that every language is composed of a group of beneficial varieties, Gnerre (1998) and Jordão (2004) highlights that some variations are considered positive while other varieties are treated as threat to the hegemonic position of native speakers, triggering a process of prejudice against them. An example of this is that dialects that vary from Standard English are well regarded, but those that vary from Appalachian or African-American Vernacular English are stigmatized as improper or inferior English.

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1 According to Samarin (1987), the term *lingua franca* refers to any language or mixture of languages used as a medium of communication by people whose native languages are different. For this research, it will be considered the English as a *lingua franca*.

2 In this work, it will be used the definition given by Risager (2006) that attributes to the linguaculture the manner through which a language is learned as a meaning-making cultural practice in a specific sociocultural context.

In this way, with English being put as a *lingua franca* that encompasses people from all over the world, speakers of this language as a second language are constantly exposed to linguistic prejudice, which, in short, occurs when there is a negative judgment about linguistic differences.

Linguistic Prejudice

Prejudice is defined by Allport (1954) as the act of formulating a judgment in advance about any individual. Abrams (2010) characterizes prejudice when stereotypes, attitudes and emotions towards the group are directed at an individual member of the group. Crandall and Eshelman (2003) add that prejudice can also be defined not only by the bias of an individual's group membership but also by a negative evaluation of a social group. Succinctly, the authors mentioned above agree that prejudice is expressed through discriminatory attitudes towards other people, behavioral tendencies, beliefs and feelings. Based on this, they also addressed that prejudice is divided into several types, such as religious, cultural, social, racial, socioeconomic and linguistic, for example.

As the name makes us reflect, linguistic prejudice is associated with "language". Bagno (2007) states that linguistic prejudice is any negative judgment against linguistic variations with less social value. For Silva (2010), linguistic prejudice is defined as discrimination suffered by an individual because of his or her way of speaking. According to Docena (2020), this prejudice is manifested between speakers of the same language and also between speakers of different languages, when one of them acquired the other's language through study or experience lived in another country, as she exemplifies. From these theoretical statements, it can be recognized that linguistic prejudice is suffered by individuals who use a linguistic variation stigmatized as improper or inferior. In this way, the individual suffers discrimination about the way in which he communicates, either orally or in writing because it diverges from Standard English.

As Labov (2008) points out, there is a struggle between classes and, consequently, the domination of one class over others. In this way, linguistic prejudice represents the conflict between classes in our society, configuring itself as disrespect for the less favored classes, which have their variants stigmatized. Bagno (2007) reinforces that daily we see this prejudice being fed on television and radio programs, in newspaper and magazine columns, in books and manuals that intend to teach what is "right" and what is "wrong". The influence of television can be perceived in the program "That 70's show", where the character Fez suffers prejudice because of his way of speaking English, which is one of the triggers for creating humor. During the 10th episode of the sixth season, Red Forman, the father of Fez's friend, helps him study for a test. Though Red, who is known for being a nationalist and adept at the principles of US government supremacy, shows a clear prejudice towards the foreigner, once Fez pronounces words like "America" incorrectly, as he changes the phoneme "r" to "d". The linguistic prejudice can also be evidenced in the TV show "Modern Family", where the character Gloria is used as a joke for her Latin accent. In the 07th episode of the sixth season, she expresses her frustration with her native husband, characterized by upholding strong principles about the supremacy of the American government, for being judged by being treated as less intelligent for her linguistic variations during her speech.

In both series, discrimination by the way of speaking is associated with the nationality of the characters and the scenes mentioned demonstrated the foreigner's discomfort and the linguistic prejudice of natives speakers that do not recognize the possible linguistic variation that can occur in their language, even though the form of variation used by Fez and Gloria does not impede the communication process between them and other speakers of the English language. According to Andrade, Santana, and Ribeiro (2012), the problem is not what is said, but who says what. In this case, linguistic prejudice is the result of social prejudice.

From that, the authors reflect that linguistic prejudice occurs not only due to differences in social status but also goes against the characteristic speech of certain regions. Thus, linguistic prejudice is not only about the discrimination of way of speaking, it is also associated with judging the class, and nationality of origin, for example.

Relationship between Prejudice and English as a Second Language

It should be considered, according to Cagliari (2020), that from the moment an individual faces the challenge of learning a new language, he also faces the impasses that occur when he diverges from the culture of the target language. In this way, with the idea of Pennycook (2001) that there is a "correct" English, normally associated with received pronunciation[3] and general American[4] pre-judgments occurred in the orality and writing of a non-native speaker who diverges from this presumed hegemonic. Thus, as Grigoletto (2016) stated, with the growth of the English language and it becoming spoken more by non-natives than natives, the prejudice practiced against speakers of different dialects from the assumed standard becomes gradually common in the daily lives of these individuals. As Gnerre (1998) says, the Constitution states that all individuals are equal before the law, but that same law is written in a language that only a small portion of citizens can understand. Social discrimination begins, therefore, already in the text of the Constitution. This idea is defended by Bagno (2007, p. 20, our

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3   The accent described here is based on the meaning given by Roach (2004, p. 239)) that refers to the present-day version of the accent that has been used as the standard in phoneticians' description of the pronunciation of British English.
4   In this research, it will be used the definition given by Gomez (2009, p. 02) that attributes the accent considered as standard in North America, and as such it is the pronunciation heard in most American films, TV series, and national news.

translation) when he states that "speakers of discredited linguistic varieties have serious difficulties in understanding the messages sent to them by the public authorities, which use exclusively the standard language"[5].

It should be addressed that the individual's social class exerts a strong influence on the knowledge of the standard language, from that affirmation the access to education and grammar becomes essential in the process of learning the cultural norm, since, as punctuated by Jesus *et al*. (2019), for the individual to be well accepted in society, it is not enough to master normative grammar: it is mainly taken into account their purchasing power. As Bagno (2007) explained, it cannot be dissociated "the way you write" from the "way you speak", people with low purchasing power tend to suffer discrimination due to their orality, since how he explained, human language is conditioned to social structure and vice versa. For example, upper-class foreigners who speak English derived from general american tend to be better accepted than middle-class foreigners who also speak the language derived from general american; the dialect used in Manhattan tends to be better viewed than the dialect used in Brooklyn, even though both are variations of the United States; the same can be seen when we talk about students who speak English derived from African American English Vernacular. In both cases, linguistic prejudice is associated with their way of speaking, which differs from the standard norm, but it is rooted in prejudice with social class. Cagliari (2020, p. 19, our translation) affirm that:

> Prejudice first marks the interlocutor, and then seeks in the peculiarities of his speech the distinctive traits that make him vulnerable to discrimination. If someone doesn't like poor

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5 "Os falantes de variedades linguísticas estigmatizadas têm sérias dificuldades em compreender as mensagens que lhes são enviadas pelas autoridades públicas, que utilizam exclusivamente a norma padrão."

people, just look at the variants they present in their speech, judge them to be the result of ignorance and not of a differentiated use of linguistic structures, and then pass on this judgment of linguistic elements to the person of the speaker. The poverty that had nothing to do with ignorance, through this prejudiced game of manipulation of linguistic values, ends up being synonymous with lack of culture, knowledge, ability to follow the rules of logical thinking, in short, of grammar[6].

Bagno (2007, p. 33) makes us reflect that if any of us tells an American that he "does not know English" or that the English spoken in the United States is "wrong" or "ugly", he will certainly be shocked by our "ignorance". The same happens with English spoken in the United Kingdom. Given that, as Pennycook (2001) asserts, these countries have political, cultural and ideological influences in the world scene. Bearing this in mind, it is possible to state that linguistic prejudice is also associated with nationality and that the acceptance or not of the variant of English spoken by its natives will be defined by the country's importance on the world stage. This fact exemplifies, as already mentioned, the fact that English considered "correct" is associated with received pronunciation and general american and not Australian English or Caribbean English, for example. In the context of those who have English as a second language, this organization is maintained, and as portrayed by the

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6   "O preconceito marca primeiro o interlocutor e, depois, busca nas peculiaridades de seu falar os traços distintivos que o tornam vulnerável à discriminação. Se alguém não gosta de pobre, é só ver em sua fala as variantes que apresenta, julgá-las fruto da ignorância e não de um uso diferenciado das estruturas linguísticas e, em seguida, passar tal julgamento dos elementos linguísticos para a pessoa do falante. A pobreza que não tinha nada a ver com a ignorância, através desse jogo preconceituoso de manipulação dos valores linguísticos, acaba sendo sinônimo de falta de cultura, de conhecimentos, de capacidade para seguir as regras do pensar lógico, enfim, da gramática."

series "That 70's show" and "Modern Family", if the English spoken by foreigners differs from the presumed hegemony of the language, it will be a reason for a joke by native speakers or who accept the standard English as the correct English. Thus, not only your way of speaking will be discriminated against, but it will serve as a basis for discriminating against your nationality and social class, for example.

It is by acknowledging linguistic variety that Bagno (2007, p.52) states that "every language in the world has a phenomenon called variation, that is, no language is spoken the same way everywhere, just as not all people speak their own language identically".[7] For Alkmim (2012), this variable nature of languages is what guides and supports the observation, description and interpretation of linguistic behavior. However, according to the author, the rejection of certain linguistic varieties, based on the disqualification of vocabulary uses, pronunciations and grammatical constructions, for instance continues to be disseminated among non-specialists in language, and it is this phenomenon that is responsible for the situations of linguistic prejudice, both in the mother tongue and in the foreign language. Thus, as Bagno (2007) argues, it is necessary to abandon this urge to try to attribute the "best" or "worst" to a single place or a single community of speakers, and start to respect equally all the varieties of the language, which constitute the culture, since all variations have their value, they are full and perfect vehicles of communication and relationship between the people who speak them.

(IN)CONCLUSIVE IDEIAS

This research, through a short literature review, was intended to identify the different types of prejudice that speakers of English as a second language are probably to face. The theories exposed in the course of this article were focused on presenting concepts and data about the prejudice practiced against non-native speakers of English and its aspects.

It is understandable that, with English becoming a *lingua franca* and the number of non-native speakers gradually growing, some impasses arise in the learning journey of these individuals, such as the divergence in the pronunciation of the language. Regarding this statement, it is clear that, with the growth of the linguistic variations of the idiom, there is, as a result, the emergence of linguistic prejudice, which consists of social discrimination practiced against speakers who deviate from the assumed standard norm when communicating. However, the prejudice practiced against these speakers is not limited to the linguistic scope, for instance, it has economic, social, and cultural foundations, since how an individual communicates is based on the social environment in which he lives.

As presented throughout this work, the speaker's social class is a determining point for their form of communication in society, since their income influences their access to education, therefore, an individual from a lower class hardly has access to a cultured and refined grammar that the upper-class speaker possesses. The importance of a country in the political-economic scenario is also a determining factor for linguistic prejudice in the current social context since the acceptance or not of the variant of English spoken by its natives will be defined by the country's importance on the world stage. From the relationship established between the afore-mentioned items, it is noted that there is an established judgment about the thought that there is a correct English to be followed, associated with general american and received pronunciation, ignoring the linguist variation and triggering a series of prejudices with speakers of English as a second language.

To conclude, it is necessary to dispel the idea that there is a pattern of English and recognize that linguistic variations arise according to the individual needs of each group and social class, thus showing that not only is there no "correct" English but also there is no "wrong" English, since all variations have their value, they are full and perfect vehicles of communication and relation-ship between the people who speak them.

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THE BENEFITS OF THE TECHNOLOGICAL TOOLS IN THE LEARNING PROCESS OF A FOREIGN LANGUAGE

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INTRODUCTION

Technology has developed an essential role in the construction of the digital age, influencing indirectly and directly different areas of society, such as: daily routine, international relations, geopolitics, business among others. So, it would not be different from the educational perspective, mainly in the teaching-learning process.

Inside the classroom, technology has been used as a contribution to education. Thus, the objective of this paper is to discuss the benefits of these tools in the learning and teaching of a foreign language. Related to this idea, the justification to produce this paper arises from the fact that, nowadays, social life is directly connected with technology, and it would not be different in the educational context. Thus, it will demonstrate through some examples how technological tools can help teachers to produce an effective class

for both students and teachers. In the academic scope, there are important researches about this topic to contribute to this discussion, consequently, this paper, characterized as a literature review, is based on the research of articles, e-books and specialist interviews anchored on Google academic platform and videos from YouTube. To produce this paper, the authors reviewed were: Mayer and Moreno (2005), Eady and Lockyer (2013), Tumolo (2014), Mofareh (2019), Nascimento (2019), Kouser and Majid (2021).

DISCUSSION AND RESULTS

Considering the importance of technology, which has been influencing different scopes of society and transforming modern life, its influence would not be different in learning and teaching a foreign language. Thereby, this article, through a brief literature review, will introduce a discussion about the benefits of the technological tools in the learning process of a foreign language. To guide this discussion, this paper begins introducing a general view of the role of technology inside the teaching and learning field, from the past to nowadays. The next step is highlighting some important points about the multimedia learning process, in other words, how this learning method can help students in the learning journey. Following, we introduce some technological tools that are used in the acquirement of a foreign language, and their benefits, as well as a case study research which contrast the students' development, with and without contact to modern technological resources, during the classes.

The Role of Technology inside the Teaching and Learning Scope

The term technology in the embracing meaning of the word is present inside of scholastic context such as: smartphone, Google Classroom, computers (Kouser and Majid 2021). In the 20th century, the main technological devices that were present inside schools

were basically chalk, printed books, chalkboard, CD player, tape recorder that had an important contribution to the learning process of foreign language (Tumolo, 2013). In the globalized world, new technological tools are appearing, then, it is important to assimilate it and combine it with traditional learning tools such as printed books, chalkboard, notebook, pencils in the classes.

One of the obstacles during the process of teaching and learning that language teachers need to overcome is related to the student's motivation. Neuroscience studies relate a connection among motivation, emotion, and memorization, and according to this research, students have different goals, internal and external motivations and personal dilemmas which can affect individuality in their development during the learning process (Tumolo, 2013 *apud* Ryan and Deci, 2000). Therefore, inside the classroom context through which teachers and professors are or will be in contact with distinct students from different realities (personal problems, goals, motivation), it becomes important to have knowledge about them to construct a learning environment where it is possible to guide each student for their development in a motivating and focused manner, independently of the subject to be taught, in our case, a foreign language.

From this point, technological resources rise as an interesting opportunity for teachers and professors to increase their own lesson plans just as a complement, considering that teachers' assistance is always important to guide students, then give them a reason to continue focusing through usual devices (Kouser and Majid, 2021). About the effectiveness of technology in the language's classes, Mofareh (2019, p. 169) emphasizes that "The Internet provides easy, immediate, and virtually unlimited access to software, applications, and a host of ancillary platforms and materials which can expedite English teaching and learning".

After this general view about the importance of technology and its role inside education, more specifically in the foreign language teaching and learning, we will discuss the learning process through multimedia.

The Multimedia Learning Process

In recent years, the traditional dynamic inside the classroom suffered a deep change caused by the COVID-19. Suddenly, the worldwide population needed to stay at home, then students and teachers reorganized their routines. From this moment, technological resources became a fundamental factor of learning and teaching practices, such as webcam; smartphone; desktop; microphone; as well as learning software such as Google Classroom, Google Meet, Google Docs among other devices. However, without face-to-face contact between teachers and students, the way how teachers organized their lessons needed to be reorganized.

According to Mayer and Moreno (2005, p. 1-3) theory, Cognitive Theory of Multimedia Learning (CTML), students learn better when they are in contact with different stimuli instead of only reading textbooks. Thus, images and sounds or images added to keywords and narration are more effective. Students can also learn when they are exposed to an explanation through natural narration, then professors or teachers should avoid robotic voices. The following diagram developed by Mayer's (2009) is used by researchers to explain the cognitive theory process.

Diagram: Cognitive Theory of Multimedia Learning
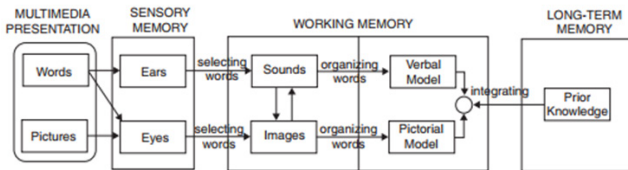
Reference: Mayer (2009, p. 61).

According to the diagram above, Mayer (*op. cit.*) explains how people learn by cognitive theory of multimedia learning, presenting three cognitive processes defined as Sensory Memory, Working

Memory and Long-Term Memory. Sensory Memory initiates the process through a dual channel; the information, for example, images and words (eyes and ears), is gathered in the Working Memory, then the student's brain organizes these two pieces of information from Sensory Memory, but due a limited retention capacity only the main information that was shown is retained. Afterwards, integrating pictures and words generates the prior knowledge in Long-Term Memory. Thus, according to CTML, it is recommended that teachers organize their theoretical material focused on illustrations with keywords and/or specific information adding a natural narration, avoiding long text slide's presentations or videos.

After a general view about the multimedia learning process and how CTML improves people in the learning journey, the next topic will discuss some technological tools that are used in the acquisition of a foreign language.

Technological Tools and its Use in the Acquirement of a Foreign Language

Nascimento (2019) suggests several technological tools which teachers and professors can include in their classes following multimedia theory. For example, Pinterest is a digital platform and social media where it is possible to send videos, images, and write messages. StoryboardThat is a digital storytelling creator, and Storybird is another one indicated for educators and students. Both allow the creation of visual stories in seconds, through artwork from illustrators and animators.

Based on Kouser and Majid (2021), digital technology has already a prominent place in the daily lives of the world's population. Some people believe that youngsters are the target audience of the digital age due to their ease of integrating technological resources into their daily routine, making them feel happy with practicality. If effectively used, modern technology is able to facilitate the different needs of today's language learners, improving

students' performance in the classroom, a special factor to make the classroom an attractive place to learn. Google Workspace (Gmail, Calendar, Drive, Meet etc.) are highlighted when it comes to cloud and asynchronous production, with automatic saving of progress. Also, with the same initiative as Google, Canva is a reference in the production of a multitude of textual genres.

Mofareh (2019) made a comprehensive investigation on traditional methods issues with the aim of finding solutions to challenges found to maintain an effective teaching, defending the idea that the blackboards and textbooks do not have material tailored to the needs of each student from a classroom. The teacher-centered pedagogy does not necessarily make the student understand the content; on the contrary, it makes him/her a replicator of information, often without the proper theoretical foundation, reducing the interaction and discussion between the student and the teacher. When set against modern technological resources, these aspects contribute to the loss of student motivation. Moreover, there are some problems encountered for the technologies to be implemented in this type of classroom, such as the search for qualified teachers, lack of availability and the effectiveness of the application of resources taking into account the difficulty of teachers in the teaching process.

Mofareh (2019) points to the ineffectiveness of traditional teaching in teaching English in contrast to the enthusiasm identified in students with the use of modern technologies, noting that between 75% and 85% of them are dissatisfied with ancient methods that do not use current technological tools. Another point observed is that 75% to 95% of the students from private schools with access to technology showed a very satisfactory performance in English proficiency with significant improvements in the interaction between the teacher and the student. Observing the results, it is recommended to apply modern resources in exchange for obsolete ones; train and equip all teachers for modern teaching; maintain a school-home teaching relationship to encourage study outside school; and encourage classroom discussion about the use of technology.

(IN)CONCLUSIONS

In this article it was proposed to discuss the role of technology in the foreign teaching language; multimedia learning's theory, which argues the advantages of learning processes associated with different resources, such as images and words or images and narration; presenting some technological tools through a short literature review based on studies and researchers.

To guide this discussion, we introduced a general view of the role of technology which, for teachers and professors, increases the dynamic during the classes, influencing students' motivation. The relation among learning-teaching and technology to student's improvement was endorsed by the multimedia learning's theory which defends that it is possible for learners to expand their acknowledgment when they are exposed to multimedia classes. It was also presented some technological tools, such as Pinterest, StoryboardThat, Storybird, Google Classroom, Google Hangouts Meet, Google Docs and Youtube, Canva that are used in the acquisition of a foreign language and their benefits supported by case study research which contrasted the students' development with and without contact to modern technological resources during the classes.

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STUDENTS' INTEREST IN THE LITERATURE THROUGH FANFICTION: POSSIBILITIES FOR IMPROVING THE WRITING AND READING OF THE ENGLISH LANGUAGE STUDENTS

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INTRODUCTION

Admitting the researches and thoughts of many researchers, the Textual Genre (TG) can be an important tool for the development of some skills of English learners, taking into account that TG can be used in the learning environment of students of a second language. In this sense, considering the literature scope, among different text genres, such as novels, short stories and others, fanfiction may be an interesting, accessible and a current TG for students. It also can provide English language teachers with strategies to interest pupils to improve reading and writing abilities. Based on these ideas, the objective of this work is to explain how the use of fanfiction in the classroom can improve the reading and writing skills of English learners. The authors' justification for this work is that possibly young teachers consume this digital TG and are able

to associate students' interest in fanfiction with the improvement of reading and consequently of writing.

For maximum importance to this work and for a better understanding, it is classified as a literature review, and it was developed through research in articles taken from the Internet. This way, this work will identify that the use of the virtual tool Wattpad, weekly readings and summary production of fanfiction can improve the reading and writing ability of English Language students. The theoretical basis used refers to Marcuschi (2002 and 2008); Vargas (2005); Morais, Cordeiro and Luz (2019); Lima (2019) and Ferreira (2020), where the first talks about textual genre and teaching English in a more general way, the second expresses more specifically about the fanfictions's history, the third presents the Wattpad as a tool in the classroom and the last ones delve deeper into the knowledge of the fanfiction genre.

RESULTS AND DISCUSSION

Throughout the student's life, it is possible to notice a disinterest in reading, resulting in instability of this ability and a difficulty in writing (Ferreira, 2020). Based on this idea, it is possible to perceive that these problems exist, for this reason, it is necessary to introduce new methodologies to stimulate students´ interest. Therefore, knowing the necessity and importance of the digital TG fanfiction inside the classroom, we will discuss the following topics: (i) contextualization of the TGs and introduction of the digital TG fanfiction; (ii) explanation of how fanfiction inserted in classes can attract the attention of English language learners; (iii) discussion of how the use of fanfiction can improve the writing and reading abilities of English learners.

Contextualization of the Digital Textual Genre Fanfiction

When starting studies on TGs, typologies usually come to mind first, such as narrations and descriptions of texts, but TGs are much more than that. According to Marcuschi (2008), one cannot live in the scope of social communication without TGs, that is, everyone's day to day revolves around some type of TG, not only through written content, but also in the oral communicative environment. Also in relation to this, Marcuschi (2002) states that in this communicative scople there is a predisposition for the inclusion of new TGs based on others that already exist with the aim of something innovative. Based on this idea, with society updating over the years, and more people having access to technology, such as the Internet, free writing and reading platforms are launched for everyone, and with these advances, new TGS are created. In the face of this new digital age, fanfictions, which adopted what was said by Marchuschi (2002) in relation to the birth of new genres from old ones, have been gaining space in the Internet era, making millions of people interested in virtual reading and writing. The word 'fanfiction' is already self explanatory, being the junction of two words, "fan" and "fiction", that with the time suffered abbreviations, being used as 'fanfic' and later just 'fic' (Vargas, 2005, p. 22).

When the TG fanfiction became popular, probably many people wondered where it came from, and Vargas (2005) considers that this came from fan initiatives, however, she also notes that fanfics may have been created through the so called 'fanzines' which, as the name implies, are fan stories written in magazines. These publications have records since 1970 and have been changed over the years, transforming from more modest productions in magazines to more elaborate productions on the Internet. The same author also mentions that fanfictions, based on a science fiction series called Star Trek (1967), were one of the first ever made, and that the public has expanded and changed over the years, so they were just science fiction fans who wrote fanzines on the subject, and that

changed with the appearance of other audiences, creating other scenarios and with other themes.

Consequently, the fanfiction genre, which as the name implies, are fictions created inside and outside the virtual world, written by fans who are inspired by stories and fictional characters already existing in books, films or series, or personalities such as singers in the media, famous actors and even digital influencers , to create their own written versions and emerge a new narrative (Ferreira, 2020). It is notorious how these fans, who are most often teenagers who are still in high school, tend to have a great interest in reading large or small stories. Besides that, given what instigates young readers, they feel enthusiastic and write about the same topic, but with different versions, narratives and even characters from the original work. In addition, it is mentioned earlier that the initiative and creation of fanfictions were on the part of the admirers themselves, given this idea, it is possible to declare that the written fictions were produced with the intention of making fans feel closer to the existing content they appreciate, whether this content is a literary universe, a fictional character or a real person, making their narrative in these new stories with a language that is usually simple and easy to understand.

Young Student's Interest in the Digital Textual Genre Fanfiction

Throughout the practice of teaching, it is possible to notice the lack of interest of high school students in reading and writing (Ferreira, 2020, p. 11), and this lack of interest can become a common event in the face of how the introduction to literature for these students, whether in elementary or high school, is going to be done. Following this line of reasoning, Baptista (2021) states that the imposition of making teenagers read erudite books does not work for openness and interest in literature. With the ideas of Baptista (2021) and Ferreira (2020), it is possible to see how erudite and classical books, used for a first approach to literature, can

lead to intimidate student due to a certain formality and length of these texts, as such content can be classified as a difficult text to be understood by students.

In view of this perspective, it is still essential to remember and emphasize how the fanfiction can be a means of approximation between the fan and the idol, and this usually occurs through informal dialogues and current narratives, different from the erudite style mentioned above, with themes that are in the media and about famous people, that is, it often becomes a writing considered attractive that drew the young people's attention. Through this, it can become great successes, attracting the attention of publishers and transforming famous fanfics into their niche, leaving from free reading apps (Wattpad and Spirit) where you can find countless fanfics of different topics, to a literary trade (physical books). Some examples of this eventuality are Fifty Shades of Grey (2011), After (2014), Through My Window (2022) among others.

From this, bearing in mind the success of digital literacy tools that can attract good part of today's young people, it is necessary to understand what these tools are, more specifically the famous ``Wattpad'', which "is an application that allows you to share new stories with other people. It can be used through the website, a computer or even a mobile application" (Morais, Cordeiro e Luz, 2019, p. 6, our translations[1]). Wattpad allows access to different stories and in different languages: the public can feel free not only to enjoy reading the content made available, but also to have their own literary creation and learn a second language, such as English.

Based on these ideas, the use of fanfics can help to generate interest in teenagers to read, write and consequently learn another language. Morais, Cordeiro and Luz (2019) argue and suggest how the use of the fanfiction genre, within the classroom, can be

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1   "É um aplicativo que permite compartilhar novas histórias com outras pessoas. Pode ser utilizado por meio de seu site, através de um computador ou até mesmo aplicativo no celular."

beneficial and how it can help the teacher with content seen as more didactic and current, and also help the student who will have the first contact with literature through a TG considered by many as a novelty, which, consequently, can draw student's attention with this differential within the classroom. In this way, the student's interest in non-standard reading in the classroom can also become a habit outside the teacher's domain, making reading a pleasurable activity.

Discussion of the use of Fanfiction in the Classroom

It was mentioned in the previous topic, how the new digital reading devices attract young people to the literary world in order to start a process where students create the habit of reading inside and outside the classroom. Based on the authors Morais, Cordeiro and Luz (2019), it is plausible to highlight the relevance of fanfictions in the classroom as an incentive to generate interest of learners of English in reading and consequently writing. In view of this, Lima (2019) states that:

> Since fanfiction is a completely open genre field that caters to all kinds of interests regarding the media environment, they can be a positive way to get the attention, interest and motivation of English language students, for example. Both for reading and writing classes, as students may be surprised by the novelty and the infinite possibilities of writing that will be completely up to them regarding their training." (2019, p. 11, our translation[2]).

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2 "Visto que a fanfiction é um campo de gênero completamente aberto e que atende a todos os tipos de interesses com relação ao meio midiático, elas podem ser uma forma positiva para chamar a atenção, interesse e motivação dos estudantes da língua inglesa, por exemplo. Tanto para aulas de leitura quanto as de escrita, pois os alunos podem se surpreender com a novidade e as infinitas possibilidades de escrita que estarão totalmente ao critério deles sobre sua formação."

Following this thought, the initial proposal for a methodology that addresses the fanfiction textual genre, according to the aforementioned author, is that, at first, there is a specific class to collect data about the students' tastes, what would be the fanfic themes that the teacher must approach and evaluate the students' opinion to make the activity more collaborative and fruitful. Another important point exposed by Lima (2019) refers to when English language students are able to relate the teaching process of the target language to their personal interests: an interest may arise to improve the results of the classes, not not only for the students, but also for the teachers, due to the fact that they can teach different types of classes through the digital medium that is increasingly rooted in the daily lives of teenagers.

In line with the point addressed in the previous paragraph, that the teacher can gain a certain autonomy within the classroom, it can be exemplified, based on the authors Morais, Cordeiro and Luz (2019), some activities that are feasible to apply in English classes, for example, the use not only of Wattpad, but other digital media as a tool for weekly readings, that can generate discussions about the works in class, giving students the opportunity to discuss their possible interpretations. In addition to that, it is also notorious for the reading habit that students will involuntarily create. Furthermore, it is also possible to include weekly writing productions, reinforcing the student's view of the texts used, and it is possible as well, to add some activities where the teacher can test the student's knowledge and writing skills, also through the Wattpad application, since it can be used not only for the readings but also as a free writing tool, through which students can, for example, recreate episodes and characters from the work used in the previous class, with the aim of improving the students' writing, with the possibility for the teacher and classmates follow the evolution of writing. The purpose of this activity is to encourage student writing in English, to be able to share their productions in the classroom with other colleagues., as they can share their knowledge interactively.

SOME INCONCLUSIVE REFLECTIONS

The objective of this article was to present how the use of fanfiction within the classroom can attract the attention of English language students to literature and consequently help them in the evolution of writing and reading. To reach this aim there were discussions about: the historicity of the fanfiction; students´ interest about this TG and the pedagogical activities proposed by some theorists.

About the historicity of the fanfiction, it was possible to notice that the genre is not totally unprecedented, since it has been referenced from the 60s and on different platforms than those currently found, for instance, nowadays fanfics are usually read on digital platforms, formerly this TG was found in magazines. Referring to the relationship between fanfiction and students, it is possible to assert that the textual genre generates an interest in adolescents precisely because it is a freer genre, which is possible to approach various themes with characters that are usually idols for these students. Finally, as it was shown that fanfic actually draws the student's attention, using it in the classroom has become an interesting option along with reading and writing activities proposed by theorists, such as readings, weekly summaries and text productions.

It is possible to infer that the use of fanfic as teaching material can be a great option for the teacher who wants to create a reading habit and improve the writing of English language students, but first of all, it is essential to do research in class on the literary taste of the students, to bring works that really interest them, so as not to become something massive or boring. In addition, patience on the part of the teacher is also required, as this proposed activity takes place through a process where steps will be taken to make the activity as organized and efficient as possible.

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"WHAT YOU CAN SEE FROM HERE" BY MARIANA LEKY: THE REVELATION OF THE EXTRAORDINARY THROUGH MAGICAL REALISM

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INTRODUCTION

In the ambit of literature it is possible to perceive the fact that Magical Realism and Fantasy are not the same. These two literary genres cause confusion among readers because both involve magical elements in their narrative. Since it is important to know how to distinguish them, understanding the difference makes it possible for the readers to realize their concept and intention. Based on this circumstance, the purpose of this work is to present the origins and characteristics of Magical Realism to explain how the extraordinary reveals itself in the novel "What you Can See from Here", published in 2017 by the German author Mariana Leky showing that the supernatural is an everyday occurance in ordinary life. The reason why the research was developed was due to the common interest and curiosity about magical realism, and also because this literary genre is often confused with fantasy by readers in general and it has less visibility in non Latin American countries.

Taking into consideration these ideas, this study is characterized as a literature review of magical realism and its aspects. The search for theories that supported and explained the topics exposed was carried out through a careful exploration on the Internet for articles and books that suited the objective of the study. The theory used to support this work are Chiampi (1980), Faris (2004), Al-Jibory (2013), Leky (2017), Asayesh & Arargüç (2017). Thus, to reach our objective, this work will discuss magical realism, the synopsis of the novel, the representation of the extraordinary and the manifestation inside of ordinary life.

RESULTS AND DISCUSSION

The historicity of Magical Realism tends to be popular in Latin America countries and is still restricted to their readers. However it has been spreading to other countries, Degirmenci (2016) discourse about Magical Realism and Fantasy genres still generate a lot of confusion because both involve magical elements so unifying them to a single genre is a misconception. Following this idea, it is essential that readers know how to differentiate the two genres because confusing them leads to erroneous analyzes of texts that have magical realism as a basis. So we will discuss the beginnings of Magical Realism as a literary genre moving to the synopsis of "What you Can See from Here", the representation of the extraordinary and the manifestation inside of ordinary life.

Magical Realism

Magical Realism is a literary movement that was popularized by Latin American writers in the 1960 and became known in other parts of the world in the 1980. Although following a timeline, according to Asayesh & Arargüç (2017) the term first appeared by Novalis in 1798, the term was not exactly "magical realism" but he wrote about "magical idealist or magical realist" for a philosophical

purpose. According to Novalis "magical idealism" was possible to involve a romantic principle which included magic, mystery and beauty.

In 1925, Franz Roh used the term " magical realism" in his work named "Magical Realism: Post - Expressionism" for an art scope with the intention of reporting painting in realism after expressionism abstract style. For this reason Roh made an opposition to "magic" and "mystic" as the magical elements could exist in the world and might be perceived everyday in contrast with myth which is related to fantasy and unreal elements. Following the timeline in 1940, Magical Realism was adapted for literature by European educated Latin American, Pietri, Asturias and Carpienter with the intention to present a Latin American version of surrealism. Finally in 1980, Magical Realism was spearheaded around the world and authors were recognized internationally such as Gabriel Garcia Marquez, Isabel Allende, Laura Esquivel and others. So, it is in this moment that Magical Realism arises.

Magical Realism and fantasy had their boom almost at the same time during the sixties, both literary genres explore and make use of the supernatural in their narratives to naturalize uncanny events and magical beings. Nor strangeness is perceived by the readers neither the characters of the books as it could happen with other genres, however the similarities they share ends here.

While fantasy delves into the supernatural world as an escape from reality, creating worlds from scratch where magical beings, ghosts, witches, and magic can exist freely; Magical Realism accepts these phenomena as part of the ordinary world without making any attempt to separate one from the other. For a text to be considered as Magical Realism it has to contain some key features of the genre, even though not every text will present or have all of them at the same time. As Faris (2004, p. 7) declare:

> I suggest five primary characteristics of the mode. First, the text contains an "irreducible element" of magic; second, the descriptions in

magical realism detail a strong presence of the phenomenal world; third, the reader may experience some unsettling doubts in the effort to reconcile two contradictory understandings of events; fourth, the narrative merges differ ent realms; and, finally, magical realism disturbs received ideas about time, space, and identity.

Thus, Magical Realism can be defined as having a supernatural element which are situations we cannot explain by logic and yet it is accepted without question. This genre leaves a possibility that anything who could be considered abnormal or unreal is seen as typical, usual and not with a look of strangeness. This occurs smoothly in order to be imperceptible as a result there is a blur on the border between reality and fantasy, so eventually both elements turn into a unity atmosphere.

In magical realism fiction the phenomenal world is present, adding a realistic description of the world we live in combined with magical details creating a world that resembles our own; its a mirror of our reality and yet it is still believable. In this new place, magic is anchored in reality, moreover the magical elements give the feeling that the marvelous grow out of the real and not from somewhere either not natural or not human. These narratives also may induce the reader to experience doubts to accept contradictory events. The genre makes use of cultural beliefs in the uncanny to express the supernatural and this comes mostly for the fact that the genre originated in Latin America and belief and faith is a strong part of their culture. Yet, it narrates those events in a traditional way leading the reader to experience and hesitate to understand these incidents because of their own beliefs. Besides that, depending on the reader's belief system and their cultures, some readers will exitate to welcome the contradictions and others will accept easily.

Magical Realism narratives have the unique characteristic of merging different ideas, in other words, there are opposing ideas that, within the narrative, become one. This characteristic is

usually noticed between reality and magic as well as when unifying their differences they become natural which intrigues readers. For this reason, ideas about time, space and identity are questioned by Magical Realism because for reality the unimaginable events are not possible to happen, but magical realism makes it possible and disturbs these concrete paradigms.

Another important element inside Magical Realism is the presence of the extraordinary which is revealed throughout the narrative. The reader might deduce that extraordinary is the supernatural and unusual elements that deviates from the common reality but, as it was seen, the very nature of Magical Realism treats this term not in the typical way. The extraordinary can be possibly defined as "Wonderful is the "extraordinary", the "unusual", which escapes from the ordinary course of things and human." (Chiampi, 1980, p.48, author's emphasis, tour translation[1]), in this case the "wonderful" is the impulse for the reader to understand that what we perceive as extraordinary is in fact leading us to realize that the magic itself is in the small details, in the events we take as boring, and can be related to ordinary human life.

Synopsis and the Extraordinary in the Novel

What you can see from here is a German novel written by Mariana Leky in 2017. The novel tells the story of Luisa, a ten-year-old girl and her family that had their lives disturbed by Selma's dream. Selma is Luisa's grandmother and she is known for having an unusual gift: everytime she dreams with an okapi, someone is going to die within the next 24 hours.

From the moment the news that Selma has dreamt with an okapi is spread, everyone in the village starts to act strangely even though they claim not to be superstitious. Some people will reveal

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1   "Maravilhoso é o "extraordinário", o "insólito", o que escapa ao curso ordinário das coisas e do humano."

their deepest secrets while others are going to try to do everything they can to escape from death. While Luisa's mother reflects about ending her marriage, Selma tries to live each day as if it were any other day as the optician struggles to find the courage to declare his love for her. When death finally comes the lives of Luisa and her family are forever changed. In the following years the reader follows this group of people (Luisa, her mother and father, Selma, the optician, sad Marlies, Elsbeth and Palm) navigating through life after this event. Loss and love will guide Luisa as she grows into adulthood and tries to find her place in the world alongside her loyal family.

Some of the features of magical realism that can be found in the novel are illustrated by the extraordinary events and magical beings including Selma's dream, the Optician' s voices and Elsbeth 's imp. These elements are always described alongside the ordinary moments in the narrative so not much attention is drawn to it, they are incorporated in the story so naturally that they are just another occurrence in the characters day even though it can also cause distress in their lives. One of the moments when signs of magical realism are revealed is through Selma's dreams, as these dreams can be considered a premonition that someone inside that village will die within 24 hours because of the presence of an exotic creature called okapi which is an African creature with a mixture of many kinds of animals such as zebra shanks, tapir haunches, giraffe, rust-red torso, doe eyes and mouse ears.

Selma's dreams of an okapi causes extreme aversion and fear for the villagers and are the reason for conflicts within the narrative. This situation affects directly the family's life who, for fear of someone special dying soon, they forget to enjoy each other's company and stop their life's routines resulting in losing precious time together because they are just waiting for the sad news about who will die. Besides these dreams being a strange gift, Selma feels guilty several times for being the carrier of the death premonition. The effect Selma's dream caused in the village can be compared to a hurricane that comes, unsettles things and then goes away

consequently the dream made the people in the village stop living an automatic life and pay attention to their needs, fears, dreams and hopes. This leads them to question their reality and reflect on their lives due to impending death. This effect can be seen in the first excerpt:

The optician hurried down the street to Selma's house without a glance to the left or right at the few houses along the way in which everyone was busy examining their hearts and their sanity and the people closest to them, ready to reveal or receive the secret truths about to emerge, truths that probably weren't so terrible after all in the light of day, but if one of the truths was, in fact, as awful as feared, the recipient of it might have a stroke and Selma's dream would have done its work. (p. 26)

An element of the extraordinary in the novel is represented by the Optician's voices. He has been secretly in love with Selma for years and he had many opportunities to declare his love for her, even though he continued keeping this fact a secret. Furthermore the Optician is a charming and loved character as well as having a good relationship with Selma's family. The presence of the extraordinary is shown through the Optician according to the second excerpt:

There was an entire commune of voices living inside the optician.They were the worst lodgers imaginable. They were always too loud,especially after ten o'clock in the evening. They trashed the optician 's interior. They were many of them , they never paid their rent, and they couldn't be evicted. For years, his inner voices had been pleading him in favor of keeping his love for Selma secret. (p.51)

However he suffers everyday for his own insecurity, represented by the inner voices that constantly declare lots of toxic and mean comments, obeying him to keep the love for Selma in secret and in some situations the Optician needed to speak out loud to himself

to make these voices quiet. The consequence of these voices is that it never allows him to live his life intensely and the "what if's" exclude him from experiencing moments of happiness which can only happen in his own mind.

Finally, there is the figure of Elsbeth's imp as a representation of magical realism; after all this magical being can be interpreted as a goblin, a creature that is always on Elsbeth's shoulders and that constantly aggravates her, as in third excerpt:

But since Elsbeth was constantly roaming through her house with the silence roaring in her ears like a forest at night, she wasn't at all surprised that the imp had perched on her by mistake. The imp repeated what half the village had said. It chattered about Selma's dream and said that possibly, but probably not, no, certainly not, but then again maybe, yes, definitely, someone was going to die. (p. 26)

The imp embodies the tension and indecision under Elsbeth's life by declaring negative and undecided comments to her, emerging a negative effect on her which combined with the possibility of someone's premature death heightened all her feelings of fear, anguish, doubt and tension.

As previously presented the brief synopsis of Mariana Leky's work about the extraordinary and its effects on the characters. Based on this idea, it will be seen next when and how magical realism and the extraordinary are represented during the characters' everyday lives.

The Magical Realism as the Representation of Ordinary Life

During the novel, the extraordinary moments were important to awaken the characters from their monotonous lives, as a result these moments changed their perceptions and affected their future. However, if on one hand the extraordinary served as a wake up call

for them on the other hand the marvelous guided mainly Luisa to appreciate and reflect upon the moments that make up the ordinary life.

The first great family bond is introduced by Luisa and Selma; moreover the relationship between grandmother and granddaughter is so intense and strong as Selma becomes Luisa's maternal reference. Both would do anything for the other, and this is exemplified in the novel at certain times, when one of the situations is presented when the most special childhood friend of Luisa's dies, as can be observed in the fourth excerpt:

Selma carried me in front of her chest,on her back, over her shoulder. [...] For three days, Selma not only kept me on her, she also kept on her funeral-wreath-bow-black shirt; undressing and washing were impossible as long as I wouldn't let go. (p.83)

Apart from that it was a mourning moment for the family, especially for Luisa, who was the closest person to Martin. Although Selma's performance was a relief for Luisa, taking care of her mourning, not letting her go and also making sure Luisa was not feeling alone but both safe and loved. Selma was an example of being a mother, and their bond became more tight during their last moments together according to the fifth excerpt:

Selma's heartbeat raced; the world raced just before it was about to stand still. Selma put her hand on the back of my neck and pulled my head onto her chest, oh her humid nightgown, and stroked my hair. "You invented the world," I whispered. "No," Selma said, "that was you," and those were her last words. (p.83)

Until Selma's last moment of life Luisa stayed by her side and took care of her in everything she needed. Selma by her age got sick and Luisa dedicated part of her adulthood doing what Selma did to

her in the past, everything possible to make her feel loved, safe and better. When Selma passed away finally free from the unusual gift, she went peacefully because now Luisa is a complete human being and did not need her anymore. The relationship between Luisa and the optician is a grandfather/granddaughter type, he is not related to her family by blood but he is so ever present that he becomes the person she resorts to every time she is in doubt or wants to learn something. Alongside with Selma, the optician was her point of reference as is illustrated in the sixtieth excerpt:

The optician was close by almost every day and always had been. From my perspective he was as ancient as Selma; therefore he had also helped to invent the world. (p. 21)

Additionally, when Luisa went back and forth in time to narrate important moments of her life, it is shown that the optician was always there teaching her to tie her shoelaces, to read, to tell time, driving her and her best friend to the train station to go to school conforming the seventh excerpt:

When Martin and I started kindergarten, Selma and the optician taught us how to tie our shoes. [...]
Selma and the optician also taught us to swim, both of them standing in the shallow pool, water up to their navels. (p. 21)

Even though Selma and the optician were Luisa's reference in life she was not an orphan girl, she had both of her parents alive although they were absent from her life. Both of them were caught up on their uncertainties and insecurities that did not give much attention to her. After a moment of realization almost at the end of the book Luisa's mother acknowledge the fact that she failed with her daughter, according to the eighth excerpt:

"And I wanted to tell you…" My mother gave a heavy sigh. "I wanted to tell you that I'm very sorry I was never really there for you." (p. 132)

The friendship between Martin and Luisa began when both were kids and continued throughout their childhood. This friendship was peaceful and innocent just like other kids, they were together as much as possible and a special moment of Luisa and Martin was a game called Meadow, Meadow they used to play everyday in the way for school as is seen in the ninth excerpt:

The train ride lasted fifteen minutes, there were no intermediate stops. From our very first train ride, we always played the same game. (p.16)

However, during a game when they were going to school, after Selma dreamed with an okapi, Martin unfortunately passed away in a door-train accident. Martin's death was a fragile moment for the family, especially for Luisa, the closest person and real friend of Martin, because both dedicated their childhood in each other's company. Even when Luisa grew up she never forgot him and carried their friendship along the way during her whole life.

Other meaningful people in Luisa's life are Elsbeth, sad Marlies and Palm, each one of them has a unique relationship with her as they are a part of the family and had always been nearby during the celebrations, the happy, the sad moments and the changes. But Palm was not exactly the most present person for Luisa's life, but as Martin's father he had contact with Luisa but after Martin's death, he isolated himself for a while becoming depressed and almost killing himself. Hence his relationship with Luisa and her family helped him to stay grounded, and after this episode he turned into a very religious person.

Another demonstration of the extraordinary in ordinary life in the narrative of Luisa and her family is the arrival of a new character, a monk named Frederick who was temporarily in the village.

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When they met, Luisa immediately felt that there was something special about him and decided to keep contact. They become lovers and communicate via phone and letters for eight years until Frederick visits her again, that is when they realize this love has something unique. Luisa for the first time was doing something on her own, without the okapis interfering. However, this relationship was difficult because of the distance and his dedication to the doctrine monk together with his reluctance to accept a love relationship that consequently caused the separation.

On the day that Selma dies Luisa decides to send him another letter warning about the news, so Frederick immediately goes visit her again after all he also created affection for her family. Frederick were Luisa's company in this difficult time and then confesses once again his love for her, thus staying together as can be observed in the tenth excerpt:

Frederick slipped his arm out from under his head, pulled me to him, and rested his forehead against mine. "I love you, too, Luisa, and have for a very long time now," he said softly. "Maybe not for a thousand years, but it's easier to see from the other end of the world. And now I'm afraid my entire life will be upended". He studied me and looked like the most exhausted person in the world. "Three meetings are enough to know it's forever," he whispered, "you can believe me". (p.155)

The conclusion of the novel is that Magical Realism is revealed through ordinary life in Luisa's family relationship that helped her to overcome difficult times. Selma's and Optician's parents figure raised her through childhood, adolescence and adulthood shaping Luisa to be an extraordinary woman. When Luisa is in the company of her romantic partner, she finally feels free to make her own choices aimed at herself, taking with her all the learning and love given by her family finally free from okapis. Additionally the title of the novel is profoundly related to Luisa's perception of the people and the place she lives in. *What you can see from here* means what we

as readers can see from Luisa's eyes. She is the main character so she tells us the events through her point of view but she is also the omnipresent narrator, this means that we also see through the perspectives of the other characters. This feature of magical realism narratives on how the protagonist narrates the story is relevant to the way the extraordinary is noticed in reality .

As Al-Jibory (2013, p. 14) says "The narration, that is not only comprehensive but also overstated with an emotional commentary, creates lively and engaging pictures. The object may be nothing but ordinary yet the careful description makes it seem magical [...]". So when Luisa navigates through her life in addition to keeping us up to date with everything that has happened to her and her family she also tells us about her village and the people who live there. She makes a kind of chronicle of the years that passed and what happened to people, who married who, who had children, who got separated, her narration of ordinary things makes these facts magical and special for the reader.

OUR LAST WORDS

This research aimed at presenting a short literature review to explain the origins and characteristics of Magical Realism and the revelation of the extraordinary through *What you can see from here* by Mariana Leky. Based on theoretical research, this paper focused on how magical realism is a means of enhancing everyday life by presenting the extraordinary in such a natural way that what draws attention are, in fact, the simple moments of life.

In the course of this brief literature review it was explained several points relevant to the aim of this study. The first of them being the origins and characteristics of Magical Realism, a process that initially the genre had been as a philosophical aspect, then an aspect of art and finally resulting in the literature genre that is known today.

Additionally it was explained about the confusion between Magical Realism and fantasy resulting that both genres, despite being similar, contain their divergent aspects. Further, it was presented the strand about Magical Realism as a literary genre and which manners the genre is revealed in *What you can see from here*, developing the exposition of extraordinary through magical elements and in ordinary life. The results showed that Magical Realism appears over Selma's dreams; Optician's voices and Elsbeth imp and also perceived by Luisa's relationship with her family and her ripening throughout life.

Overall it is important for the readers to know the characteristics of Magical Realism so they can identify and differentiate books that have magical realism elements from fantasy. Also the genre is still in the process of being spearheaded for other countries so knowing more about the genre influences the readers to understand the message which is being passed in the novel and realized Magical Realism represents not only magic but also the simplicity of life.

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FEMINISM IN THE LITERATURE "THE WIFE OF BATH'S TALE BY CHAUCER"

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INTRODUCTION

Throughout the centuries, men have always been placed in the center of attention of science, technology, philosophy, literature among other social scoples. The male gender is always seen as the heroic, valiant one, while women have always been marginalized, forgotten in important events, as with a ghost in history. In the literature scope, Chaucer's character comes to break all the paradigms that surround the medieval woman, although he has an ironic content in his narrative. So, based on these ideas, our goal in this paper is to show, according to the theorists cited throughout our paper, the revolutionary behavior of Alice, a character described by a religious man in an ironic and humorous way. Our justification for having chosen to write about this topic refers to the fact that medieval feminism in literature is not always observed in a deeper way and this brings to reality problems that still perpetuate in our society nowadays.

This work is classified as a literature review, focusing only on the theoretical basis of authors who have studied female behavior, objectification, and judgment upon a woman who did not follow the imposed social standards of the XIII Century. Using authors such as Pooley (1968), Macedo (2002) and Rossiand (2006), we will explore how Alice evaluated herself and how she was evaluated by others, and how she circumvented the religious system to enjoy sexual pleasure by marrying five times.

RESULTS AND DISCUSSION

This literature review will describe female behavior during the Middle Ages, explaining the female behavior of Alice, a character who broke patterns in a time when Christian rules prevailed. To do so, on the basis of theorists, it will be explored medieval female behavior, male prejudice, and the point of view of the author of "The Wife of Bath's Tale," a man considered religious who developed the character, the focus of our investigation.

Medieval Female Behavior

The middle ages were the stage of great misogyny in which the focus revolved around religiosity and the male universe (Block, 1995).Christians had the idea that since the creation of world, woman was seen as inferior, because the fact that she was created from Adam's rib symbolizes that she is subject to bow her head and obey her husband. The religious hid their distaste for the sacred feminine by hiding behind this action; their discourse was that woman carried immorality and the unforgivable sin that resulted in man's expulsion from Paradise. (Nascimento, 1997).

Being a woman in medieval society was not comfortable (Leal, 2012), always seen as a mere object and property of men, her role was to serve her family, her spouse, children, and society. Her role

of dependence came down to her domestic and religious activities, such as the convent. It was in these places that they could have a freedom where the male figure was not so present. Despite being free in this small circle, they carried the same values that were imposed by men: chastity and submission. Subsequently, the women who had this power reproduced the same behavior with the women who had inferior financial conditions.

Throughout the history of humanity, women have always had their roles well defined before society (Macedo, 1990). Isolated from the social sphere, they were obliged to play only small roles in their daily lives, that is, the only moments in which they were the protagonists of their own lives were within what we can call the triangle: the paternal house, the marital house, or the convent. Fortified by the misogynistic division that prevailed in the Middle Ages, meanwhile, the woman was always in a position of submission to her husband, and being even more radical we can understand that she was also submissive to the male sex as a whole. The vision of the woman before the church is distorted since the inferiority of the woman came from Eve's sinful perspective. For having been the first woman, her figure carries a negative charge (Macedo, 1990).

As she was created from Adam's rib, she represents the weak part of him, responsible for the loss of Paradise and for man's distance from the celestial part. This speech caused her to be excluded many times from masses and from even touching priestly images. (Nascimento, 1997). Even though within this whole behavioral triangle in which the woman was inserted, she had a little power, as mentioned before, for example, within the clergy, as long as they were inserted in a convent or were part of a noble lineage, they were free to participate in the activities in which a nobleman participated. It was the only time she was recognized in society because she carried the characterization of the Virgin Mary. It is interesting to note the change of look that was brought about depending on the position in which the woman was and she was judged within the interaction with men, because if they were not married and

were old girls, they were characterized as sinners and wicked, those who would lead the man to ruin, while women who were in convents carried the image of a saint, untouched, who would inherit the celestial kingdoms.

Nevertheless, there is an inequality between the women themselves of the time. One cannot compare a peasant woman with a servant, or a lady with a slave, because the relationship between them was purely differentiated by social class. For example, those who had more power, who were married to aristocrats or who were close to the clergy reproduced the macho behavior which was deliberate towards the poorer women. (Macedo, 1990). Even if they had this "social freedom", the church directed its preaching so that these girls would not fall into sin and degrade their lineage.

For men to choose virgin girls, who had a lineage in the nobility and great purchasing power, marriage was not seen as an exchange of feelings, but as a great exchange of business (Macedo, 1990), as will become clear in the following discussion about prejudice and marriage for men.

Medieval Male Prejudice and The Marriage

With all the religious responsibilities imposed on women in the middle ages, the men had a formed opinion about the female sex, in fact they saw their wives as an object that served to perpetuate their lineage. Macedo (1990) observed that in the marriage bond the lords had no loving feelings toward their wives, they married only to maintain the nobility and superiority of their families. In light of this, It is possible to detect misogyny, since marriages were only made for people who were in the same social sphere, although the woman who participated in the nobility, if she was lucky, could choose her husband.

The female figure was often described as tempting, wicked and scheming; the characterization of the woman was followed by what the church followed and defined (Macedo, 1990). According to the

clergy, women carried a sinful nature from birth and were always willing to betray the man. As property of men, they should not learn to read or write, since knowledge liberates, this could not be available to women, because then they would question and stop obeying. The woman was a carnal danger in sight and should be rejected. According to Nascimento (1997, p. 86), all this idea was supported by the church, so it was believed that because of Eve's sin, one of the curses cast upon her was that menstrual blood "prevented plants from germinating, killed vegetation, oxidized iron, and transmitted rabies to dogs", so this thought was already enough to justify men's actions and their exclusion in society.

In order to control female behavior, the church made a point of lecturing and provided courses on how women should behave and how they would be the perfect wives for their husbands (Macedo, 1990). They perpetuated the priestly rules that they should remain chaste because they were brides of Christ and daughters of the Virgin Mary. This discourse hid the veiled prejudice of the male society, because throughout their entire trajectory they were prepared and molded to do the man's will. In short, love was not important in marriages, if a man showed deep love to his wife he was seen as immature and weak, so they should seek relationships outside marriage, although this was considered adulterous by the church, she pretended to be blind and condemned only the women. Based on Macedo (1990), from the point of view of medieval men, love was to be contained only to young unmarried men. On the other hand, for our character, Alice, marriage was a kind of entertainment and that feeling was a consequence, besides that the freedom to live should be for everyone and not only for men. The next topic will present some ideas referring to the author and Alice.

The Author's Point of View about Alice

In the tale of the Wife of Bath, written by the English poet Geoffrey Chaucer in the fourteenth century, is narrated by the character Alice: she is represented by a free and authoritative woman who openly challenges the moral precepts of the Catholic church and, among these questionings, inquires why sexual pleasures are only contemplated for men. For this, she uses Christian laws to defend her point about women's sexual freedom.

Initially, Alice tells about her history with her five husbands, reinforcing that she follows Christian laws that always cherish marriage. Even if she separated or became a widow, she always remarried, since she loved the sexual pleasure given to her and in order not to directly hurt the commandments that reigned at the time, she always found a new husband with the justification that she was not sinning, as mentioned in one of the passages of the story as proposed in one of the passages of the story on page 138 to 139 of the 1989 edition. It is clear to the character that sex was not only for procreation, but also to give and receive pleasure. This passage shows a certain indignation against the rigid moral rules of women's behavior, dictated by a society who imposes women should always be submissive to men, society and the church.

She harshly criticizes the sacred scriptures from which the values of women were taken, condemns bigamy only for men, and she asserts women have the right to relate to whomever they want. Considering virginity as perfectionism, something totally disposable that should not measure the value of women, she exposes that holiness was something exclusive to the Holy Trinity and not hers. However, it is possible to consider that the character created by Chaucer is ahead of her time due to her thoughts and attitudes related to marriage, as well as, more explicitly, in relation to female sexual desire. Although the tale can be considered a female empowerment, the fact that it was written by a white and religious man cannot be left aside, thus hiding ironies and veiled prejudices in the tale. In fact, from Chaucer's writings, the thought arises that

he was a very deconstructed man of his masculinity, although he built the character Alice, you cannot forget that he was introduced in a medieval society where Christian values dominated all social behaviour. According to Nascimento (1997, p.8), the literary productions were written by celibate men who let their phobias and prejudices about women show.

As a writer who writes with irony and humor, it has been noted that all the Alice´s characteristics he describes are nothing but a criticism about women, since the female power was focused only on domestic, church, and rarely social activities, such as dances and meetings. For Alice to marry more than five times, contrary to what was imposed by the Church, women could only take autonomy over their lives if they became widows as Macedo (1990) explains. The character's freedom was seen as an affront and analyzed ironically because she was unrepentant of her sins and not afraid of the eternal punishment that would be to go to hell.

In summary, one can observe that Chaucer's view of Alice's female behavior, even if created by him, was mean, harsh and fierce as Macedo (1990) describes medieval male thinking about women and that behind a discourse that preached women's sexual freedom and decision-making power for their own lives, it was actually a criticism of the women of his century.

UNCONCLUDED IDEAS

Our goal in this paper is to theoretically show Alice's behavior through the religious eyes of a man, since it was unusual to marry so many times in a short period of time in a medieval society, as Alice did. Describing these precepts from the theorists' point of view, we discuss medieval feminine behavior, the men's prejudices towards women and Chaucer's vision about the character created.

Since the woman was characterized as evil and treacherous, it can be observed from the themes presented that the prejudices against women were quite unfounded. It was shown that men were

created to control and take possession of women, because they were seen as delicate and without any strength. Besides that, misogyny is internalized and women were described as founders, the ones who originated the rise to sin and who should repent of the sins committed, while the church turned a blind eye to the adulteries perpetrated by men. It is thus seen how women were always molded so that obedience was perpetuated and that the little freedom they had was still a reflection of misogyny, because this "freedom" was used for church matters. Although Alice represents empowerment, she is described with irony and judgment because the creation comes from a writer.

Therefore, as a reflection of the view that no matter the time, women will always be judged either way, then it is always pointed out that it has been ingrained in our society since ancient civilizations. In our opinion, all women have the right to come and go, regardless of their social class, color, or sexual orientation.

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