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**MOTIVATION IN ENGLISH LANGUAGE TEACHING IN TWO
PUBLIC SCHOOLS IN BRAGANÇA**

Bragança-PA

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Professor Johnes Ruan Santa Brigida da Silva
e Prof^a Dr^a Kelly Cristina Marques Gaignoux.*

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DEDICATÓRIA

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“A language is difficult in inverse
proportion to the strength of motivation
for learning it”

Reg Hindley

MOTIVATION IN ENGLISH LANGUAGE TEACHING IN TWO PUBLIC SCHOOLS IN BRAGANÇA

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ABSTRACT

This research is an analysis of motivation within English language teaching in two public schools in Bragança - PA. The methodology of this research is a qualitative analysis of two stages, one of observation and another supervised stage, which aims to address the subject and show that student demotivation is a problem in learning a new language. The research aimed to analyze how motivation acts in the learning of English language students, in the school system and in the methods used by teachers. As a result of the research, it was possible to notice that motivation is the key to learning the English language, we realized that there are many factors that discourage language students, external and internal motivations, emotional phenomena of each individual, already a motivated student, able to achieve any goal. It is hoped that the information and reflections discussed here can contribute to the development of the practice of teaching the English language.

Keywords: Motivation; Public schools; English Language Teaching.

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1. RESUMO

Esta pesquisa é uma análise sobre a motivação dentro do ensino da língua inglesa em duas escolas públicas de Bragança - PA. A metodologia dessa pesquisa trata-se de uma análise qualitativa de dois estágios um de observação e outro estágio supervisionado que tem como objetivo abordar o assunto e mostrar que a desmotivação dos alunos é um problema na aprendizagem de uma nova língua. A pesquisa teve por objetivo analisar como a motivação atua na aprendizagem dos alunos de língua inglesa, no sistema escolar e nos métodos utilizado pelos professores. O resultado da pesquisa, foi possível notar que a motivação é a chave para o aprendizagem de língua inglesa, percebemos que são muitos os fatores que desmotiva os alunos de idiomas, motivações externas e internas, fenômenos emocionais de cada indivíduo, já um aluno motivado, capaz de atingir quaisquer objetivo. Espera-se que as informações e reflexões aqui abordadas possam contribuir para o desenvolvimento da prática de ensino da língua Inglesa.

Palavras-chave: Motivação; Escolas Públicas; Ensino de Língua Inglesa.

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2. INTRODUCTION

Much has been discussed in recent years about the importance of teaching the English language, such as English is one of the most widely spoken languages in the world; that it will bring opportunities; it is attractive to employers; it gives access to some of the best universities in the world; English is the language of some of the greatest classics of world literature; it helps to understand more of popular culture; the English language opens the world to knowledge; the English language improves memory, keeping the brain active; English language grammar is really simple indeed. However, why do some students not learn the verb “to be” and complete high school without knowing the basics of English language? What is the real reason for this to happen? What motivates and demotivates learners? This research went after answering these questions and observing in practice how the process of teaching a new language works.

The research was aimed at the students' motivation to learn the English language in a school context; this analysis was possible through two internships in two public schools in the city of Bragança - PA. After the interns from UFPA English language course were exposed to the school routine of two schools for a few days, they carried out the observation internship with high school students and, young adults.

The theories that based this research were the theories of McClelland, Maslow and Krashen, the authors advocate motivation as something that interferes with student learning. McClelland's theory states that each person has a different level of need than the other, so understanding the student and his motivations is very important to develop a lesson plan that really interests him. Abraham Maslow (1908-1970), renowned American psychologist. From his studies at MIT, he developed a theory that is still widely used in areas such as HR and marketing, called the Theory of Human Needs, or Maslow's Pyramid. According to him, people have a set of different needs, which overlap one another hierarchically. Thus, by overcoming one need, the person's motivation is redirected to the next one.

Krashen says that the Affective Filter is considered a mental block that prevents individuals from fully using the "Input", which consists of linguistic data received in moments of unconscious, acquired and comprehensible conversational activity that they receive for language acquisition (Krashen, 1985, p.3 apud FIGUEIREDO 1995, p.52).

Several factors favor this blockage, among them psychological ones such as: demotivation, lack of self-confidence, insecurity, among others.

This research brought the theme "Motivation in the Teaching of English Language in two Public Schools", in which were analysed some aspects about the motivation of English language students through observation and supervised internships, in the view of this author, it was possible to observe, perhaps the main problem of learning English as a new language, believed that established by the lack of motivation of students, but what subsidies are responsible for this, what can be done to change this reality. Who is responsible for this: the school system, the teacher or the student?

As previously shown, the present research aimed to analyse how motivation acts on the learning of English language students, having as research target, students from two schools in the city of Bragança. The author sought to investigate the influence of motivation on the acquisition of a new language and the teachers' methods used in the teaching-learning process and as tools to keep the motivation status high or not.

What justifies this research is to show the importance of motivation in students' student life, thus helping students who may feel unmotivated, to understand their emotions and motivate them to run after the realisation of their dreams. Since, for certain positions, speaking English is a very important requirement, resulting in a salary increase or a higher position in a company, the English language will bring opportunities, even to travel to other countries having different cultural experiences, because in an increasingly globalised world, speaking English is more than a skill to increase the curriculum or a competitive differential, it is a necessary skill to communicate and have access to the job market.

Bringing it to the classroom context, academic or school motivation should play a decisive role in the teaching-learning process, in the activating and stimulating function of behaviour, as it mobilises internal resources allowing the student to become more deeply involved and committed to learning, resulting in personal growth, improved team relationships, school tests, entrance exams or universities. Thus, the teacher needs to develop strategies to motivate and lead the student to want to learn, to enjoy studying the English language and to have the satisfaction of learning a second language.

However, many people end up having difficulty learning English, they do not learn English at school, due to inadequate training (PAIVA, 2023) of teachers and distribution

of classes, it is a fact that the Brazilian public education system lacks infrastructure and is weak in many aspects, and many students can only see something of the language during class hours or during those twenty minutes of homework, having no immersion in the learning process, which ends up becoming even slower and much less pleasurable. Therefore, the justification of this research was to seek to better understand the reason for this interest and to present motivation as a solution to this problem or part of this solution.

3. CHAPTER I

3.1 THE MOTIVATION ROLE IN LEARNING

The reason why somebody does something or behaves in a particular way, is the definition of the noun motivation from the Oxford Advanced Learner's Dictionary.

Dörnyei and Ottó state that motivation can be defined as the cumulative and dynamic arousal of a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes by which initial desires and wants are selected, prioritized, operationalized, and put into practice. Dörnyei and Ottó (1998: 65)

Ivancevich (2008) defines motivation as the set of attitudes that lead a person to act towards a specific goal, so we can say that students need to feel motivated to learn a new language. But how to motivate a student in this learning process?

Motivation is the key in learning, especially a new language, which leads us to the search for satisfaction which, as a result, will give us pleasure, much of our behavior is guided by the search for pleasure and the avoidance of pain. In the 1960s, researcher Herbert Simon defined motivation as a mechanism for achieving goals. For Simon, people have different goals in life at the same time; professional goals; affective; social; spiritual. In order for these objectives to be pursued, there must be mechanisms that allow identifying which objective should receive attention at a given moment. Motivation results from the pursuit of that goal.

Psychologist Albert Bandura, in the 1990s, in turn, defined motivation as a complex phenomenon that evaluates multiple possible paths to reach satisfaction. This assessment takes into account the amount of effort that will be required to reach it and for how long this effort will need to be made, that is, motivation considers not only what will be sought, but with what intensity and for how long.

In other words, men are motivated when their needs are met, such as self-realization, self-esteem, social needs, safety and physiological needs.

According to Maslow (1954), theory, each individual has to perform a hierarchical “escalation” of needs to achieve full self-realization. Where there are the primary needs (basic) which are physiological and security and the secondary needs, which are the social, esteem and self-fulfillment. McClelland (1961), on the other hand, indicated three needs that are essential to motivation: power, affiliation and fulfillment.

Thus, it is believed that motivation makes individuals give their best, emphasising that motivation is important for studying, for working, for exercising; without motivation it would be difficult to complete any task.

Moreover, there are basically two forms of motivation: intrinsic and extrinsic. Extrinsic or external motivation is that generated by the possibility of being rewarded externally after achieving a certain goal, this external reward can be salary, bonuses, trips or some object of interest to the individual who will be rewarded.

Intrinsic or internal motivation is characterised by the expectation of experiencing positive feelings when performing an activity, i.e. the desire to do something because it is enjoyable, interesting and not necessarily because it is a means to obtain an external reward. This motivation comes from the feeling of performing an autonomous activity, of being competent.

Whatever the reason behind intrinsic motivation, the fact is that it is increasingly perceived as an important factor for the well-being and productivity of individuals, especially those dealing with activities involving creativity and innovation.

Extrinsic motivation appears as the main reason that leads students to study the language. Most revealed the importance of knowing English thinking about the future, professional and academic career, even in those who demonstrate lack of motivation. The individual may have intrinsic and extrinsic motivation to learn English because of work, and on the other hand, he likes the language.

Furthermore, Gardner (2012, p. 216) states that in the socioeducational model of second language acquisition the motivation is multidimensional, involving affective, cognitive, and behavioral components comprise four major categories of variables, motivation, interactivity, attitudes toward the learning situation, and language anxiety. The literature on motivation brings numerous definitions, but currently the studies in motivation involves both cognitive and emotional variables as illustrated below.

- First Variable: Subjective probability of success, that is, based on the person's own estimate of the chances of being successful in trying to achieve a certain goal, based on the skills and knowledge that the person believes they have to overcome obstacles.

- Second Variable: The fear of failing, that is, the fear that even having the necessary knowledge and skills it will not be possible to achieve the objective, due to anxiety or competition with more competent people.
- Third Variable: Perception of challenge, challenges are motivating, but goals only represent a challenge, when the person considers that by conquering them, he feels more capable, he will feel that he has surpassed himself.
- Fourth Variable: Interest, although it is partly the result of the previous variables, the interest has to do with how pleasant it is to obtain the objective, the variable interest, is related to this feeling of fun that certain activities generate in some people, that in us refers to the discourse of extrinsic and intrinsic motivation.

Dörnyei (2005) also state that motivation for learning a foreign language has evolved as a rich and independent field of inquiry, originating from a concern to address the unique social, psychological, behavioral, and cultural complexities that the acquisition of a new communication code entails. The term "motivation" perhaps the one thing about motivation that most researchers agree on is that, by definition, it concerns the direction and magnitude of human behavior, that is: the choice of a particular action; the persistence in the action; the effort expended in it. In other words, motivation is responsible for the decision to do something, the time and effort we put into that activity.(DORNYEI, USHIODA,2011).

4. CHAPTER II

4.1 THE ELEMENTS SURROUNDING THE INTERNSHIP

The development of this study took place through the analysis of internships carried out by undergraduate students in English at the Federal University of Pará, the author exposes here her vision in the face of some observations and internships, with the objective of demonstrating possible improvements in foreign language teaching and drawing attention to student motivation. However, there is no way to talk about teaching without talking about the teacher, the methods used, the school system and especially the main target, the student. Below, we will look at each of them and their particularities and their eventual responsibilities.

4.2 THE SCHOOL SYSTEM

The education system is the set of means by which the right to education is realised. The education system is developed through an organised set of structures and diversified actions, on the initiative and under the responsibility of different institutions and entities, both public and private. According to this Constitution, school education has three fundamental purposes: the full development of the person, preparation for the exercise of citizenship and qualification for work.

Brazilian schools, whether public or private, should consider that all individuals have the right to receive a quality education so that there is an educational development, providing opportunities for family and community participation in the development of Basic Education.

The legal milestones that effectively incorporated the expression "School Management" into Brazilian daily life were two: first, the Federal Constitution, which in 1988 defended the value of democratic school management for public education throughout the country in its Art. 206. Subsequently, the Law of Guidelines and Bases of National Education (LDB), Law 9394/96, which proposes in its Art. 14 some guidelines for school management, "having as one of its principles the precept of democratic management, assuming democratic management as a collective, participatory and dialogical work" (CAMPOS, SILVA, 2009, p. 1862).

The main characteristics of an educational system are simple: save time, streamline routines, evaluate the performance of all tasks and organise the financial sector (BARUCHO, 2018). Essential basic points that a system should have. Today, many of these tasks are impossible to do manually.

The quality of education in Brazil, especially in basic education, Diniz says is one of the worst in the world, especially in public education. This has profound repercussions on higher education, as HEIs, especially private ones, receive students with quality C, D and E and try to transform them into B and even A. In a survey carried out by Unesco (UN) with 129 countries, which takes into account the IDE - Education Development Index, whose formula adds data on literacy, enrolment in basic education, quality in education and gender parity, Brazil is in 76th place, losing to all South American countries and even to African countries such as Zambia and Senegal. (DINIZ, 2018).

Diniz says that public schools are bad. They lack basic structure and equipment, they lack technology equipment, and teachers are poorly prepared and poorly paid, and all receive isonomically, without taking into account the objective criteria of meritocracy, as happens in developed countries such as the USA and South Korea. (DINIZ, 2018).

4.3 THE TEACHER AND THE METHOD

The English language teacher uses different methods to produce successful courses. The most commonly used methods are: indirect or traditional method (grammar and translation); direct method (communication skills); audiolingual method (audiolingualism); communicative method (sociocultural or sociointeractionist); natural approach; communicative approach; alternative methods. The responsibilities of the English teacher may vary depending on the academic level and mother tongue of the pupils.

The teacher of English needs to have knowledge of pedagogical psychology, to understand the difficulties of each student and to address them separately and differently. There are many difficulties that the English language teacher has to face, obstacles such as: overcrowded classrooms, lack of adequate material, lack of physical structure of the buildings and also the lack of values, which have been lost in the middle of this trajectory of education.

The lack of infrastructure in schools prevents teachers from doing their best, and some even feel unmotivated because they cannot do their job as they would like. Besides being frustrating for the professional, it ends up frustrating the students as well. (BLOG, 2021)

Albert Einstein once said, "Everyone is a genius, but if you judge a fish by its ability to climb trees, it will spend its whole life believing that it is stupid." The modern education system not only requires fish to climb trees, but also makes them go down and still run 10 miles. How many children identify with the fish swimming against the tide in the classroom without ever finding their gift, thinking they are stupid, believing themselves to be useless, killing creativity, individuality. It is an old institution that has outgrown its usefulness. Look at a modern phone and a phone from 150 years ago, very different, look at a car today and a car from 150 years ago, very different, right? Now look at a classroom today, now a classroom 150 years ago. Literally, in over a century or so, things have changed, and it is still claimed that we are preparing students for the future. Students are still sitting in rows, even before the pandemic, having their hands raised before speaking, taking short breaks, having between 4 to 8 hours of class a day, telling them what to think. Everything has a past the school system cannot create robots or zombies, the world has progressed and today we need creative, inventive, critical,

independent people with the ability to connect, any scientist will say that no two brains are alike and all parents have two or more children will confirm this. But if a doctor prescribes the same medicine for everyone, the result would be tragic: many people would get sick. When it comes to teaching, this is exactly what happens. This educational negligence where the teacher is in and in front of 20 children, each one with strength, need, gift, different dream, it is not possible to teach in the same way.

Teachers have the most important job on the planet and yet they are underpaid, no wonder so many poorly educated students, teachers should earn as much as doctors because a doctor can operate on a heart and save a child but an excellent teacher can reach the heart of the child and make them truly alive, teachers are heroes often seen as villains, but they are not the problem they work in a system without many options or rights, the curricula are created by politicians most have never taught a class in their lives, they are obsessed with standardised tests they think success is to reach several schools, if we continue on this path the results will be lethal.

The system may fail, but if we motivate people to believe in themselves, maybe we can make better professionals and citizens.

4.4 THE ENGLISH STUDENT

There are two types of learners of English: those who love the language and those who hate and despise it. And it is all about the reason that motivates or demotivates them.

The motivated learner who realises that English is a highly comprehensive language, that the information we acquire is limitless. Opinions on a given subject become global and not just local, sharpening our powers of criticism. The student knows that speaking English allows us to study abroad in various courses and exchange programmes. What motivates this student is getting a job, travelling, he studies because he likes to learn, he has fun, this is the best way to learn.

Students who do not like English are due to motivation, or rather the lack of it. The difficulty of this English student is the lack of motivation to learn a new language, the lack of material in schools, the little exposure to the language, the lack of meaning in school learning due to outdated methods, in addition to the fact that the English language in Brazilian public schools, having the least space in the curriculum, suffering from the lack of teaching resources, of professionals with the possibility of continuing training, students feel the social vulnerability of public schools.

The way the English language is taught can cause a certain lack of interest in students. Some external factors result in the demotivation of students; work issues, delay in learning at the appropriate age, family organisation, high failure rate, among other reasons. We observed that internal factors also contribute to students' dropout in English classes, such as fear of making mistakes, shame and shyness.

Researchers studying student behaviour in the classroom are increasingly focusing on the influence of students' thoughts, beliefs and feelings about themselves, other people and events. This focus on student perceptions assumes that students are active processors of information who affect classroom events as much as they are affected by them (Pintrich, Cross, Kozma, & McKeachie, 1986). Current theories of learning and motivation portray learners as individuals who formulate achievement goals, selectively attend events, participate in activities and employ strategies that they believe will help them achieve the goals, process (organise, transform, encode) information in meaningful ways to store in memory, and create and maintain a positive psychological climate for goal attainment (Weinstein & Mayer, 1986). Thus, learners of a given skill level differ in their motivation, achievement and skill-related perceptions (Bandura, 1986; Schunk, 1989).

5. CHAPTER III

5.1 METHODOLOGY

The present work was carried out through a qualitative, descriptive and bibliographic research, it was elaborated from already published material, such as books, articles, brogs, internet, etc. working the motivations, beliefs, values and attitudes. Describing the data of the supervised internship.

The subjects of this study were motivation, English language teaching, students, teachers and the school system.

The research was based on the analysis of the supervised internship and bibliographical research.

The choice of the Motivation theme was, firstly, because motivation is of general interest, and involves sociocultural, emotional and cognitive sands, that is, in some way, all people need to feel motivated to perform any activity, which motivated me to investigate, how it can be used to assist in the teaching and learning process, because through motivation, "the student is always willing, shows interest and seeks new challenges, strives to learn and awakens the cognitive process, since cognitive

development evolves during life, thus being one of the pillars of intellectual knowledge". (CUNHA 2021). In view of this, academic or school motivation plays a decisive role in teaching-learning processes.

The problem of this research was to define how motivation acts in the development of human learning, in the important process of knowledge, so the research will seek to investigate the relationship between motivation and learning. Is motivation present in learning English language teaching? How does motivation impact this process of acquiring a new language? And how motivation can collaborate with the process of learning a new language.

The general objective was to investigate the ways in which motivation collaborates with the learning process; the specific objective was to clarify the relationship between motivation in English language teaching and the way students feel motivated in the classroom.

The final aim of the study was to show the importance of motivation in the classroom, in English language teaching, from the perspective of the selected authors who address the theories of motivation.

6. CHAPTER IV - DATA ANALYSIS

6.1 OBSERVATION STAGES - YOLANDA CHAVES SCHOOL

This Supervised Internship Report of the Degree Course in English Language Arts is shared by Ielda Sales Menezes. The internship is a fundamental stage for the teacher in training, as it aims to provide an experience with teaching practice. In this first moment, the work was limited to observing classes as resources so that we could have a brief basis of how it will be.

The Observation Internship was concentrated in the 1st year of high school. In the educational institution where I did the internship, Escola Yolanda Chaves, located at Avenida Visconde de Souza Franco, 559, 473 - Centro, Bragança - PA, 68600-000.

The material conditions of the school, due to the fact that our internship schedule was carried out in the morning, we cannot at all verify if its facilities and lighting at night are good, but apparently they are in good condition, the rooms are well lit, the airy rooms have fans that are in operation. However, in the room we observed the air conditioning was not working. Regarding the human conditions, the school has staff responsible for cleaning, kitchen, porter, etc. The school is clean and the staff are welcoming.

At Yolanda Chaves school, there are 12 English classes, divided between Elementary and High School, in the morning, afternoon and evening periods, the school

has PPP, according to the guidelines of the LDB and BNCC. The school has an access ramp for wheelchair users. My impression of the Yolanda Chaves public school is that it promotes democratic management, ensures inclusion, is careful with the school climate and subjects, and the school believes in the academic success of its students.

6.3 CLASS OBSERVATION - YOLANDA CHAVES SCHOOL

The teacher, reading the book, left it on the table at the disposal of the class, as the class does not have an English textbook, the teacher wrote the activity on the board, and then started reading in English by gesturing, so that the students reached the meaning of the words written on the board. One of the students was assigned to answer the questions posed by the teacher. 1) In your opinion, what does "open the door to freedom" mean? 2) In your opinion, what is this unit about? Make your predictions. The student showed interest in answering, but it seemed that most of the class did not know what the teacher was talking about.

It was noted that the teacher faces many obstacles when teaching a new language, and the biggest one is the lack of immersion of many students in the language.

6.4 SUPERVISED INTERNSHIP - ALUÍSIO FERREIRA SCHOOL

Today's class was taught in Portuguese, the trainee teachers used the blackboard and an Activity was written in English, and the students answered in Portuguese, in class, the students are participative, they were a little shy with the presence of the trainees.

The students were motivated during the class, they were participative, making the class more dynamic, however, there is always that student who just wants to finish one more subject to leave, but most showed enthusiasm. With everything we cannot say that this motivation will be continuous or momentary, because the days of the internship were not enough for this statement.

The lesson began, the trainee explained the activity of colouring the family-themed drawing printed for the pupil with Down's Syndrome. She asked the students to circle the words of the text that they already know in their notebooks, and each student turns to the front of the room to circle the text on the board and says the translation, the trainee translated the rest of the words into the text. Next, the trainee drew a mind map on the board with the drawing of the family and the names of the family members, then showed how the pronunciation and the English translation of the family members' names is. The trainee made a table, on one side the names of the family members and on the other side

the adjectives of each one, explained the meaning of each one, showing that the adjectives were already present in the previous text. The lesson ended at 8.15pm.

The lessons were carefully planned, thinking about the scarcity of teaching materials for teaching English in public schools. The activities were chosen with the intention of stimulating the students, showing that English can be easy to understand when compared to something from the student's daily life, Communicative Language Teaching (CLT) and the "Audio-Lingual Method" were used. and an oral approach, emphasising the acquisition of vocabulary through exposure to its use in situations. There were no difficulties in preparing the lesson plan. However, the trainees had to carry out another activity to introduce the topic to people with disabilities.

The first lesson on 17/11 did not go exactly as planned, trainees Jefter Nery and Ielda Sales expected the class to know more English words, some of which are used frequently such as "my", "mother", "father" and "dog", which required more attention from the trainees. The trainees followed the plan, only more specific activities for the needs of the special pupils were added. The class was interested and enthusiastic with the trainees, they were not participative despite the limitations of the new cleaning, they showed willingness to learn a new language, during the activities most of the pupils wanted to participate and go to the board to mark the words they already knew or had seen. The students behaved well, they answered deductively and were successful in their answers, the trainees were satisfied and motivated with the participation of the class, as Dornyei mentioned, motivation is the reason why people decide to do something, they invest time and effort to keep the activity, they don't give up until they accomplish all the tasks.

Regarding the way the lesson was taught, the trainees were limited to speaking Portuguese due to the pupils' poor understanding of English, however, English was introduced and translated if the trainees realised that the pupils were not understanding.

It is believed that the trainees performed well, managing to motivate their students to engage in the activities, but they felt limited, fearing that their classes would become monotonous and demotivating due to the lack of resources and didactic materials to reinforce the study of the English language. During the class, what was most surprising was to realise the students' effort to understand the subject, collaborating in the dynamics of the class with animation.

In this second class, the students were impatient to have just that class, there were some random conversations, but when building the sentences they showed interest and

paying close attention to the explanation, I realised that the act of pronouncing the sentences in English the students found funny, some students asked if it was mandatory to present the sentences, the interns Jefer Nery and Ielda Sales encouraged the group not to be ashamed, and to answer without fear.

The trainees decided to share and work together, so that nothing would be heavy for both of them, and the lesson would be more fruitful for the students, thus achieving the main goal of teaching a new language, making the students acquire structural patterns and learn vocabulary through everyday phrases.

On 24/11, the trainees, already knowing the group a little, were concerned with providing a better understanding to the students, especially the deaf student, who cannot hear the sounds, thinking of these students, an activity with images of signs was prepared. The student responded easily, having help from the trainees whenever necessary. In this class the students were not as excited as in the first class, the class was dynamic, the theory was presented a little and then the practice. The students did all the activities proposed, they had some difficulties with adjectives, the trainees showed some tools, physical and online dictionary, these helped in the process of learning a new language.

During the internship, not many resources were used, as the conditions of the school were known to the trainees, as this class was thought and planned, to meet the needs of the students, limiting itself to the few resources that could be used, such as the board, printed materials, paper and pen. During the lesson there were random conversations, the trainees drew attention to the subject of the lesson, in a polite and calm way, avoiding embarrassment. We used the method of communicative approach and grammar translation, to provide effective learning for the student, aiming to stimulate English language learning in public schools, using the method of creating tables, sentence construction, presentation, practice and production. Because motivation has relevance, it is a crucial value in learning a second language that influences the success of language learning. Each trainee felt that the lack of technological resources, the mobile phones used belonged to the students themselves, the school does not have internet access for students, nor dictionaries that can help, all this, makes it difficult to teach a new language, it is unfortunate that schools, especially public schools, suffer this neglect.

7. FINAL CONSIDERATIONS

We conclude by saying that demotivation is an existing problem in the two public schools in Bragança - PA, due to the low social conditions of the students, the educational system, the lack of strategy by the teachers, the few didactic resources and mainly the affective emotions of the students.

There are students who took English classes for years in their childhood and only reached an advanced level of understanding, writing and speaking after adulthood, on their own, away from school and mainly consuming content that interested them in English, because then learning became natural and without any intention. This proves that it is quite possible to learn a new language on your own. However, many students are discouraged because they feel unprepared in English language classes and, consequently, lose interest, due to high failure rates, in the outdated methods used in the classroom. It is a fact that English language teaching needs to take into account the beliefs and expectations of students, given the reality in which they live, constituting the objective that is closest to their context, which makes them more motivated to study.

We concluded in this research that there are failures in all systems, whether in the school, in the school system, in the teacher or in the students. in the environment, but mainly in internal factors, emotions, each one has its particularities and as we are rational beings, we understand that it is up to each one to motivate, make their own choices, what they believe is best. Each language has its characteristics and the new one is always challenging, but this does not limit a determined learner to break his limits, as Plato says (427 – 347 BC) “Try to move the world - the first step will be to move yourself”.

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