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Título do trabalho: **EROS IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE.**

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Abstract

The present study establishes a Transdisciplinary dialogue among the Analytical Psychology, Anthropology, Phenomenology and the learning-teaching process of English as a foreign language in Brasil. As a problem I emphasize the lack of Eros in Education: imagination, creativity, meaning – bringing up racionalization in detriment to poetry. So, I look in the myth of King Arthur and the Knights of the Round Table this lost Eros, trying to get back the mediation function of the symbol, bringing “meaning” to the classroom.

I begin with a symbolic analysis of the British culture having as basis Gilbert Durand’s Structures of Sensibility through which I point out some myths that design the culture. It is important to touch the students to the symbolic and mythical characteristics of the culture to be studied.

In order to reach my objectives, I try to a) involve the students in this mythical journey, putting them in touch with the British culture and observing its eco in the language; b) dramatizing the myth, their language production becomes more poetical and meaningful; c) the teacher can also transform her teaching attitude.

Oral and written production were proposed.

This study constitutes a new paradigm towards what it is called *Education of Sensibility* through which language is considered a symbolic mediator - what means facing language as a process, not as a final product of grammatical structures; an education with Eros, a movement towards the unconscious, to the soul that can be able to express itself in a simple English class.

Key-words – education of sensibility; imagination; myth; culture; English class