

DEALING WITH ANXIETY: DISCOURSES ON ANXIETY IN A NEW HIGH SCHOOL ENGLISH LANGUAGE TEXTBOOK

DEALING WITH ANXIETY: DISCURSOS SOBRE A ANSIEDADE NUM LIVRO DIDÁTICO DE LÍNGUA INGLESA DO NOVO ENSINO MÉDIO

DEALING WITH ANXIETY: DISCURSOS SOBRE LA ANSIEDAD EN UN NUEVO LIBRO DE TEXTO EN LENGUA INGLESA DE ESCUELA SECUNDARIA

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ABSTRACT: The objective of this study is to analyze speeches about anxiety in an English language textbook for the new high school. The theoretical apparatus that guides the reflections is anchored in Michel Foucault's notes, especially the concepts of discourse, utterance, discursive practice, truth, modes of objectification and subjectivation, as well as authors who discuss the problem of anxiety disorder, such as such as the DSM-V (2014). The corpus of analysis is made up of a high school English textbook, English vibes for Brazilian learners, more specifically the unit called Dealing with anxiety, whose focus lies on starting from the theme of anxiety, especially among young people, to work on skills teaching English as a foreign language. Methodologically, this work is characterized as a documentary research, of a qualitative nature. The analyzes show that the selection of anxiety as a theme for a unit of the studied didactic material is sensitively articulated with the amplitude of this problem on a global scale. Furthermore, it was possible to verify that the position enunciated in the textbook, in addition to bringing discursive materialities marked by the emphasis on information about anxiety, center technologies of the self, through which the student subject can subjectify himself.

KEYWORDS: Speech. Anxiety. Textbook. English language teaching.

RESUMO: *O objetivo deste estudo consiste em analisar discursos acerca da ansiedade num livro didático de Língua Inglesa do novo ensino médio. O aparato teórico que norteia as reflexões ancora-se nos apontamentos de Michel Foucault, especialmente os conceitos de discurso, enunciado, prática discursiva, verdade, modos de objetivação e de subjetivação, bem como de autores que discutem a problemática do transtorno de ansiedade, tais como o DSM-V (2014). O corpus de análise é formado por um livro didático de Língua Inglesa do ensino médio, English vibes for Brazilian learners mais especificamente a unidade denominada*

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Dealing with anxiety, cujo foco reside em partir da temática da ansiedade, especialmente entre os jovens, para trabalhar as habilidades do ensino de língua inglesa como língua estrangeira. Metodologicamente, este trabalho é caracterizado como uma pesquisa documental, de natureza qualitativa. As análises denotam que a seleção da ansiedade como um tema para uma unidade do material didático estudado está sensivelmente articulada com a amplitude desse problema em escala mundial. Ademais, foi possível constatar que a posição que enuncia no livro didático, além de trazer materialidades discursivas marcadas pela ênfase na informação acerca da ansiedade, encenam tecnologias de si, por meio das quais o sujeito discente pode subjetivar-se.

PALAVRAS-CHAVE: *Discurso. Ansiedade. Livro didático. Ensino de língua inglesa.*

RESUMEN: *El objetivo de este estudio es analizar los discursos sobre la ansiedad en un libro de texto de lengua inglesa para la nueva escuela secundaria. El aparato teórico que orienta las reflexiones está anclado en los apuntes de Michel Foucault, especialmente los conceptos de discurso, enunciación, práctica discursiva, verdad, modos de objetivación y subjetivación, así como de autores que discuten el problema del trastorno de ansiedad, como el DSM-V (2014). El corpus de análisis está compuesto por un libro de texto de inglés de secundaria, English vibes for Brazilian learners, más específicamente la unidad denominada Lidiando con la ansiedad, cuyo foco está en partir del tema de la ansiedad, especialmente entre los jóvenes, para trabajar la enseñanza de habilidades. Inglés como lengua extranjera. Metodológicamente, este trabajo se caracteriza por ser una investigación documental, de carácter cualitativo. Los análisis muestran que la selección de la angustia como tema para una unidad del material didáctico estudiado se articula sensiblemente con la amplitud de esa problemática a escala global. Además, fue posible verificar que la posición enunciada en el libro de texto, además de traer materialidades discursivas marcadas por el énfasis en informaciones sobre la angustia, centran tecnologías del yo, a través de las cuales el sujeto estudiante puede subjetivarse.*

PALABRAS CLAVE: *Habla. Ansiedad. Libro de texto. Enseñanza de lengua inglesa.*

Introduction

For a long time, the education systems in Brazil have turned to the preparation of the student for the labor market, leaving aside the preparation for life, that is, not emphasizing emotional skills. As a consequence, Nunes-Valente and Monteiro (2016) point out that this implied the formation of subjects who learn a profession, but are emotionally incompetent to deal with labor demands, as well as with the various events of life and even with their own feelings in a healthy way. Such factors make them potentially predisposed to develop various

psychopathologies, such as anxiety, one of the most developed disorders in statistics in recent years, both in Brazil and in the world.⁴

In a similar way, there was also a kind of "demonization" of negative emotions, such as sadness, anguish, anxiety, due to the imperative of constant happiness, and these feelings are pejoratively associated with "fragility". Thus, the union of these issues allowed the emergence and tightening of taboos regarding the acceptance of mental health care, as well as the non-understanding of the management of emotions as a public health issue.

Due to the new socioeconomic dynamics of the 21st century, whose demands around the productivity and performance of subjects have become one of the main concerns, and also taking into account the high statistics of psychological illness revealed in studies conducted by the World Health Organization – WHO in recent years, developing emotional intelligence⁵ is one of the main extensions of control societies⁶. Aiming at more positive socioeconomic results, the articulations of knowledge and medical-psychiatric powers began to be claimed also in school environments. Thus, the school institution increasingly presents diverse pedagogical proposals/practices that, as biopolitical strategies⁷, act in favor of a pedagogization of subjects that favors sentimental education in all phases of student life.

It is based on this principle that we identify, today, the increasing emergence of education systems and teaching materials that address the theme of affectations and promote dialogue about the management of emotions, as is the case of the proposal of the New High School, which is being implemented gradually already in the year 2022. In this, already aligned with the curricular structure Common National Curriculum Base - BNCC, in addition to the formative concerns both with regard to basic knowledge (basic *general education* pillar) and for the labor market (*Formative Itineraries*), also considers this concern with the management of physical, cognitive and socio-emotional health of students (*Pillar Life Project*). These proposals are intrinsically articulated in the teaching materials.

⁴ According to the Diagnostic and Statistical Manual of Mental Disorders - DSMV (2014), anxiety is a natural emotion of the human being. However, when anxiety disorders end up bringing some kind of injury or suffering to the subject, it becomes part of the hall of pathologies.

⁵ Emotional intelligence is understood as a set of cognitive skills and competences, seen as self-awareness, self-mastery, social awareness and relationship management, which allow subjects to develop and articulate relationships and healthy actions, whether with you or with others, in various social situations (VALENTE; MONTEIRO, 2016).

⁶ The Control Society, for the Hardt and Negri (2001), is characterized by specific forms of control and government to the subject. With the contribution of various technologies, the powers articulated in this type of society are established on the subjects in a sneaky but effective way, because there is a kind of false autonomy to the extent that the responsibility for life falls on the subject himself.

⁷ Biopolitics is understood as the set of strategies derived from what Foucault (2018) called biopower, a power over life that seeks to control and intervene in the population whenever necessary. Therefore, its main premise is to make live, but to let those subjects who offer danger to the species die.

Understanding that adolescence – the target audience of New High School – is a phase marked by susceptibility to psychopathologies due to the biopsychosocial triad⁸, such as anxiety disorder, as well as considering that the psychopathology mentioned above is also one of the themes of interest of this new teaching system due to the high involvement of subjects at this stage of life⁹, there is an interest in this study in investigating how the discourses surrounding pathological anxiety constitute an English language textbook of high school, more specifically the *English vibes for Brazilian learners*, one of the collections that is already in line with the guidelines of the New High School, according to Law No. 13,451/2017.

To this end, we focus on the theoretical-methodological framework of the French approach of Discourse Analysis – AD, more specifically in the archaeological studies undertaken by the French philosopher Michel Foucault, given the possibilities of articulating the investigation of discourses to Psychology, in addition to other authors who discuss, in a specific way, the problem of anxiety disorder in adolescence and emotional intelligence, such as Nunes-Valente and Monteiro (2017), Germain and Mascotte (2016), among others. In this sense, we listed the following categories of analysis: discourse, utterance, discursive practice, truth, modes of objectification and subjectivation.

As for *the corpus* of analysis, the *Dealing with anxiety* unit of the *English vibes for Brazilian learners*, an English language textbook, was selected. Written by Claudio de Paiva Franco, approved in the National Program of Book and Didactic Material (PNLD), edition of 2021 and published by FTD, the focus of this unit, within the collection, part of the theme of anxiety, especially among young people, to work on the four skills of English language teaching: *listening, speaking, reading* and *writing*. For this reason, we situate this work within documentary research of qualitative approach.

⁸ According to Germain and Marcotte (2016), because it comprises a phase of transition between childhood and adulthood, adolescence is marked by a great physical, cognitive and psychosocial change, often tied to synonymous with sadness, misunderstanding and rebellion given the mood swings provided by the phase. As an explanation, the authors point out that this results from biological factors, since hormones meet in constant production for sexual maturation, as well as brain structure in intense development, especially with regard to the processing of emotions. Parallel to this, in the social sphere, adolescents go through a whole process of rediscovery and positioning of themselves, of building their own identity before the world, besides having to choose the professional careers and other burdens that the beginning of adulthood imposes, factors that considerably influence the ways of being and existing in the world. Therefore, it is due to all these psychophysiological changes caused by mental disorders are more recurrent. Some of the most important, according to WHO data (2005), are anxiety and depression, including, according to Germain and Mascotte (2016), these also stand out in the three years of high school.

⁹ According to the latest studies conducted by the WHO (2005), anxiety disorder is the pathology that most affects the world population, so that in children, it reaches 4.6% of the population, while 5.8% are adolescents and 9.3% concerns the adult public.

For a better reading experience, this study is structured from two theoretical topics, in which (a) **Discourse, biopolitics and subjectivity in the school institution: Foucaultian reflections**, seeks to discuss about the Foucaultian theoretical notes that guide the study; as well as (b) **Learning to manage emotions at school: a look at the discourses of anxiety in the English vibes for Brazilian learners textbook**, the analytical topic entitled (c) **Learning to manage emotions at school: a look at anxiety discourses in the English vibes for Brazilian learner textbook**, followed by conclusions and references.

Discourse, biopolitics and subjectivity in the School Institution: Foucaultian reflections

Michel Foucault was a thinker who did not allow himself to fit into specific areas, because he walked through psychology, history, philosophy, social sciences, among others, always questioning the disciplinary limits and construction of epistemologies. In his theory, some concepts are based, such as discourse. According to Foucault (2020), it is a practice that constitutes an object that is spoken of and a set of utterances derived from the same discursive formation. Tied to this concept we highlight the enunciation, considered as the atom of speech, the grain, the elemental unit of analysis. In Foucault's words (2020, p. 105), the utterance "[...] it is a function of existence that belongs exclusively to signs, and from which it can be decided, then by analysis or intuition, whether they "make sense" or not, according to which rules are followed [...]".

Thinking the discourse and the utterance requires reflecting on the functioning of discursive practices and their rules, which do not define the changing existence of a reality or the canonical use of a word or expression, but are associated with the regime of objects. From this perspective, it is necessary to consider that discursive practices represent a set of anonymous, historical rules, determined by time and space considering the enunciative functions for a given social field, whether economic, geographical, linguistic, among others (FOUCAULT, 2020).

As pointed out by Foucault (2014), throughout society there is a process of control that orbits the production of discourse, responsible for controlling, selecting, organizing and distributing through procedures whose objective is to conjure the powers and dominate the random event of which the discourse is the fruit. From this measure, the discourse is tied to desire and power and, as an extension, to the construction of truth, which, in turn, is anchored in specific objectives, centered on the form of scientific discourse and the institutions that produce it. Thus, truth is predominantly produced and transmitted by political and economic

bodies, linked to the effects of power that produce and support it and related to the effects of power that are induced and reproduced by it. Truth is characterized, therefore, as actions for the production, partition, circulation and functioning of utterances (FOUCAULT, 2021).

Seeking the understanding of the subjects in power relations implies understanding that the word subject can receive two meanings: the first is associated with the process of subjection to the other, and the second to an identity process. Both connotations are configured as a form of power that subjugates and subjects. To study the mechanisms of subjection, it is necessary to consider the relationship with the mechanisms of domination and exploitation. Anchored by Foucaultian studies, Baracuhy and Pereira (2013) discuss that the reflection of power relations crosses the body, pointing it as a target of control exercised daily in the subjects' lives, being attributed prohibitions, obligations, conducts related to ways to act and be in society.

In this sense, the term "conduct" represents power relations, in the sense that it is related to the act of conducting others, as well as the way of behaving and acting, because the exercise of power is effective in the sense of conducting conducts (FOUCAULT, 2009).

Thinking about these aspects, the power relations cross the subjects' bodies, no longer only within a disciplinary perspective, but, rather, based on the improvement of quality of life, in order to exercise power around the population. Considering these objectives, discipline and biopolitics act at all social levels present in institutions such as the family, school, medicine, army, among others (MARTINHAGO; ROMANÍ, 2019).

The political technologies that acted in the control of bodies conditioning the functioning of Western society, as well as their institutions, of which we can mention the school, have changed to a new mode of power, which is presented not within a perspective of death, but on the lives of the subjects (BARROS, 2013). As pointed out by Martinhago and Romaní (2019, p. 59, our translation) "Biopower contributed to the development of capitalism, since the techniques of power exercised the control of bodies in favor of production, as well as the regulation of population phenomena was linked to economic processes", in order to also promote the expansion of political technologies that fall on the body, health and life.

Learning to manage emotions at school: A look at anxiety discourses in the *English vibes for Brazilian learners' textbook*

We live in the century of anxieties and, as the various psychopathologies decrease the productivity of subjects, including learning capacity¹⁰, articulate biopolitical strategies of awareness and intervention with regard to the management of emotions still in the school environment, such as lectures, debates, among others, are preventive attitudes that, together with the follow-up with a qualified professional (psychologist and psychiatrist, for example), contribute to the maintenance of the mental health of these adolescents. This implies not only short-term prevention, but also contributes to the "manufacture" of (future) adults who will act in the labor market and other social activities much more efficiently and with more positive results.

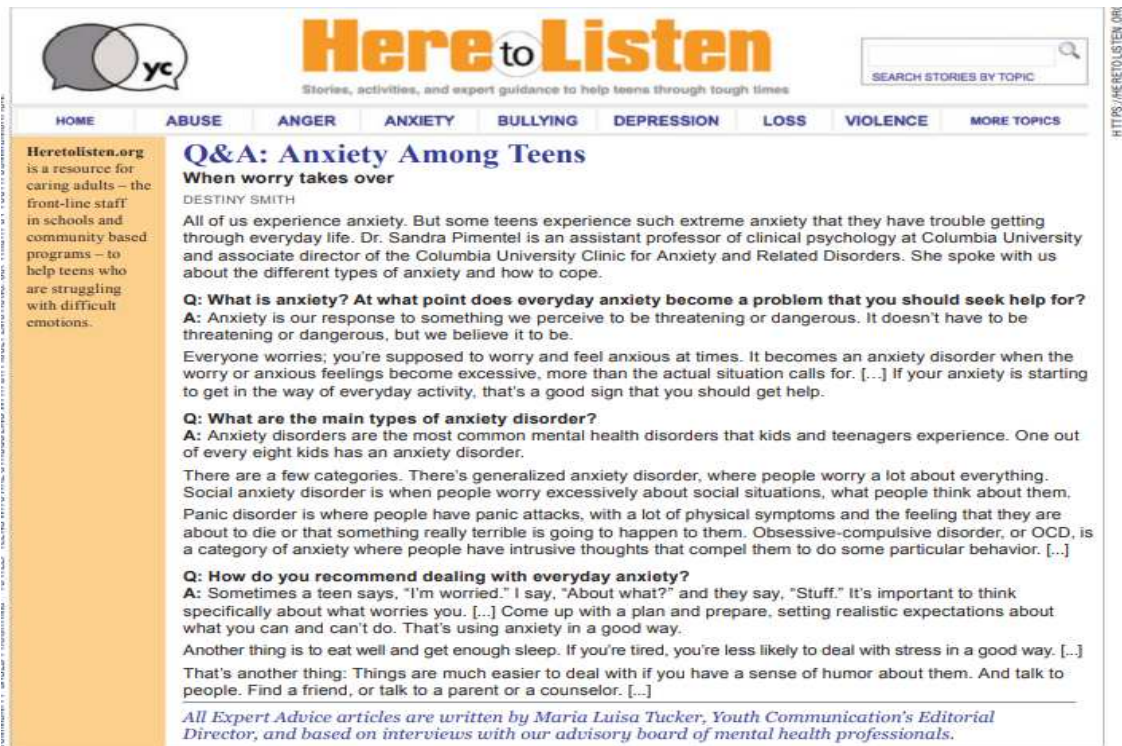
It is based on the premises of improving the performance of the subjects from the neoliberal perspective, that the proposal of the New High School is based, whose implementation (gradual) was already started in the year 2022 in some Brazilian schools. It is noteworthy that these proposals (which are structured in the pillars Basic General Formation and Formative Itineraries) are closely articulated and contextualized to the theme of emotions in books and other didactic materials through work with different textual genres and diverse activities. This is the case with the discussion about the management of emotions, the agenda of the so-called Life Project, a curricular component that resonates from the new curricular arrangements. Moreover, it is pressing to bring up the didactic materials elaborated with this bias, such as the English language collections of high school, such as *English vibes for Brazilian learners*, which constitutes the *corpus* of analysis and, therefore, the focus of investigation of this article.

In this, there is the Unit *Dealing with anxiety*, which part of the problem of anxiety - one of the psychopathologies that most plagues the young population, as punctuated by the WHO (2005) - to work on the following contents: adjectives ending in *-ed/-ing*, modal verbs *should*, *must* and *have to*, in addition to understanding/answering various questions, always articulating the four skills of English language teaching: *listening*, *speaking*, *reading* and *writing*.

¹⁰ In the meantime, it is worth mentioning that all learning has the contribution of cognitive/emotional baggage, because without it "there is no curiosity, there is no attention, there is no learning and there is no memory" (VALENTE; MONTEIRO, 2016, p. 3), an issue that makes the special attention of cognitive processes of emotion management for better school results even more important.

Inserted in the theoretical framework of Foucaultian AD, which elects discourses as the main category of investigation, it is appropriate to understand, from the discursive bias, how anxiety is constituted in the didactic unit in question, to start with Figure 1:

Figure 1 - Clipping the motivational text of the activity



Source: Franco e Tavares (2020, p. 199)

Given the above, we visualized the anxiety disorder being expressed in the article of the blog *Here to Listen*. In view of these notes and basing the interpretations from Foucault's discursive perspective (2020), the above-mentioned materiality is permeated by a discursive formation that brings together psychiatric and educational discourses, since, for pedagogical purposes of the English language discipline, they articulate knowledge of the medical-psychiatric institution concerning the mapping of the main causes of problems in adolescence, including anxiety disorder.

By identifying that anxiety disorders are the major causes of teenager illness, some actions are articulated around this group. Thus, the option to involve such discussions in the educational context, more specifically in the high school textbook, is transfigured in a new dismemberment of biopolitical actions around prevention and intervention in pathological anxious conditions with regard to the adolescent population, given that they start from the following assumptions: (a) the high school is the place that encompasses a large number of the focused group, since this school phase covers the age group from 14 to 18 years; (b) because

it is a teaching environment, it is possible to mass pedagogize these adolescents, in order to teach them how to deal with the various emotions and other events raised in this specific period of life from the pillars of emotional intelligence. It is, therefore, by the union of these factors that psychiatric intervention, by inserting emotional education also into the school environment, is more rapid, accurate, effective and more likely to succeed.

In general, as an enunciative singularity of the materiality of Figure 1, this disorder is objectified from the voice of a professional in the *psi* area, Dr. Sandra Pimentel, assistant professor at the Psychology Clinic of the University of Colombia, as well as associate director of the Anxiety Clinic and other Disorders, from the same university. The respective article, inscribed as a motivating text for the practice of activities, aims to assist and guide adolescents in various issues, as it was scored in the blog's own *subtitle and description*: "Stories, activities and specialized guidance to help adolescents in difficult times" and "It is a resource for caring adults - the frontline team at school and community programs - to help teenagers who are struggling with difficult emotions" (FRANCO; TAVARES, 2020, p. 199, our translation), respectively.

To proceed, therefore, in the orientation process, the position of the journalist (Maria Luiza Tucker) plays a series of questions related to anxiety to a *psi* professional, whose voice is authorized and intensifies the content of veracity of the matter, since it is based on the premises of the psychiatric institution, corroborating, then, the propositions of Foucault (2011). The passage "All specialized consulting articles are written by Maria Luisa Tucker, editorial director of *Youth Communication 's*, and based on interviews with our advisory board of mental health professionals" (FRANCO; TAVARES, 2020, p. 199, our translation), located at the end of the article, also corroborates this idea as it not only emphasizes that the information is based on the statements of mental health counselors, but also reaffirms the authority itself as a journalist (since the position it enunciates occupies the position of editorial director *Youth Communication 's*), authorized to articulate and disseminate such information.

In any case, the subject position of the journalist begins the article explaining that we all experience anxiety. However, some adolescents have intense experiences with this emotion, which even bring problems in their day to day. Mentioning this, he asks three questions for the position of Dr. Sandra Pimentel: "a. What is anxiety? At what point does anxiety become a problem where the subject needs to seek help?", as well as "b. What are the most common types of pathological anxiety?" and "c. What do you recommend to deal with anxiety every day?" (FRANCO; TAVARES, 2020, p. 199, our translation). Bringing these notes to the Foucaultian scope, we can perceive the articulation of knowledge and powers of the institutions of the *psi*

area, in which questions a and b more emphasize the knowledge-power games of the medical-psychiatric institution, while the last question outlines specific governmentality (FOUCAULT, 2009), consequent to the respective performance.

This is because, by delimiting that anxiety is a natural symptom of the human being and only reaches pathological levels when some type of suffering appears, the professional is part of the knowledge specified by the medical-psychiatric institution, which, when starting from scientific criteria, make to see and announce pathological anxiety as, in the words of the professional, "the most common psychopathology among children and adolescents" and which can be classified as: a) generalized anxiety ("when the person cares about everything, social anxiety when the person excessively worries about situation and social, about how people think about it"), b) panic disorder ("when the person has panic attacks with many physical symptoms"), c) obsessive-compulsive disorder (OCD, or TOC in Portuguese) ("when the person has intrusive thoughts that define particular behaviors"), among others (FRANCO; TAVARES, 2020, p. 199, our translation).

As for the last question, "What do you recommend to deal with anxiety every day?" (FRANCO; TAVARES, 2020, p. 199, our translation), we can identify the crossing of specific powers, since they outline the norms of existence and behavior from the specification of what to do and how to act to deal with emotions and, thus, control anxious pictures. This ideal of conduct for the anxious subject assumes that the subjects have to be healthy for the various socioeconomic activities, because, otherwise, it will be excluded from social relations. To be accepted, these tend to follow the indications: plan with real expectations, have a good night's sleep, talk to a friend, relative, etc. who can offer comfort and welcome.

All these indications incorporate the biopolitical and ascetic principles outlined by Foucault (2018), because they value the maintenance of life through the vigilant stoning of oneself regarding behaviors and thoughts in an autonomous and active way. Thus, from the moment they apply self-care to themselves, they mobilize the strategies of control, discipline and governance of behaviors and the existence delimited by the medical-psychiatric institution, a fact that makes these subjects increasingly healthy and, consequently, fit and useful for coexistence and production in society.

Thinking, then, that the action of medical-psychiatric knowledge-power also implies in the modulation of forms of existence of the subjects, it is interesting to turn the eyes to the materiality of Figure 3, which discusses which modes of existence are invoked by the applications of biopolitical techniques:

Figure 2 - Clipping the activity based on the motivational text of the blog Here to Listen

8 Based on the definitions in the box, try to infer the meaning of the multi-word verbs in **bold**. Write the answers in your notebook.

I. take action in order to solve a problem	III. suggest or think of an idea or plan
II. need or deserve a particular action	IV. deal with a difficult experience

a. "[...] they have trouble **getting through** everyday life."
 b. "[...] more than the actual situation **calls for**."
 c. "How do you recommend **dealing with** everyday anxiety?"
 d. "**Come up with** a plan and prepare [...]"

TIP

Observe o contexto de uso para inferir o significado de palavras e expressões desconhecidas.

THINK ABOUT IT!

Seus colegas costumam se preocupar de maneira excessiva com as dificuldades do dia a dia? Para você, qual é a importância de se informar sobre os tipos de transtornos de ansiedade e as melhores formas de lidar com eles na adolescência?

POST-READING

9 Discuss the questions below with your classmates. The **Useful Language** section on page 273 can help you.

a. Dr. Sandra Pimentel presents a strategy that helps deal with anxiety using it in a good way. What is it? Do you have the habit of doing it when you have to deal with a problem?
 b. According to the text, it's good to talk to a friend, a parent or a counselor. Who do you usually talk to when you are feeling worried or anxious? How do you feel after talking to them?

LEARNING ON THE WEB

Para saber mais sobre formas de lidar com a ansiedade/estresse, visite: <<https://adaa.org/tips/>> (Acesso em: 13 abr. 2020).

Source: Franco e Tavares (2020, p. 200)

In this section of the activity related to previous motivational *reading*, *Q&A: Anxiety among teens*, we confirm once again that the didactic contents of English language, such as the use and applications of *-ing* (question 8), are contextualized to the selected base texts (which, in turn, transform into discourse pathological anxiety), since they seek to encourage the student to make associations of meanings (meanings and expressions) between the alternatives I, II, III and IV to the verbs highlighted in the alternatives a, b, c and d (which are constituted from clippings of the basic text worked), through the "context of use" of each one.

In addition, we identified in the topics *Post-reading* and *Think about it* that the student is led to constantly reflect on the theme of anxiety. That said, in question 9, the student starts from the social understanding of this problem on a global scale/ in his community, and begins to reflect on the affective/emotional dynamics from the perspective of himself, as well as we can identify in the alternatives to, "Dr. Sandra Pimentel presents strategies of how to learn how to deal with anxiety in the best way. What are they? Do you have a habit of doing this when you are dealing with a problem?"; and in b, "Who do you talk to when you're feeling bad or anxious? How do you feel after talking to them?", or even in the topic *Think about it*, "For you, what is the importance of informing yourself about the types of anxiety disorders and the best ways to deal with them in adolescence?" (FRANCO; TAVARES, 2020, p. 200, our translation).

Both questions are strategically constituted as self-techniques, more specifically ascetical techniques, because they lead the student to a self-analysis of thoughts and behaviors when facing difficulties and problems, mainly involving anxiety, and, from this, forward new forms of governance in which this subject, based on the tips of the professional in the *psi* area,

takes responsibility for the care of one's own psychic health through the identification of symptoms and control of possible psychological illness.

In this sense, the other is also summoned, because it is from this that, in a mutual way, it is possible to build a support network for the reception and psychological assistance of the subject in suffering, as well as to support for himself. This thought can be confirmed as we look at some excerpts from question b, "Who do you talk to when you're feeling bad or anxious? How do you feel after talking to them?", in which the subject is referred to reflect that establishing this support network and listening to the other helps in the process of symptom relief itself; as well as in the *space reserved for think about it*, in which the subject is invited to reflect and possibly identify mental suffering pictures of the subject-other, since he is asked: "do your colleagues tend to worry excessively about the difficulties of everyday life?" (FRANCO; TAVARES, 2020, p. 200, our translation). If so, this subject tends to care for the other as an extension of self-care, as Foucault (2009) points out.

In response to the provocations, the topic *Learning on the web is brought to the end*, which directs young people to deepen their knowledge about what it is and about "ways to deal with anxiety/stress" (FRANCO; TAVARES, 2020, p. 200, our translation) from the website of ADAA, acronym for the Anxiety & Depression Association of America." It is worth mentioning that, once again, another material that departs from the psychiatric institution is triggered, because only this is authorized to enunciate the discourses around anxiety, as well as to outline specific and acceptable forms of behavior and governance, thus becoming a safe and reliable source since the information is based on knowledge supported by the system of truth of today's times: science.

In any case, we noticed that such questions, reflections and reading referrals modulate the subjectivities of these adolescents, since, mediated by themselves technologies, they allow the subject to reflect on himself and the other (MARTINHIAGO; ROMANÍ, 2019) and, in case of a tendency to develop anxiety conditions, take the behaviors considered appropriate - outlined by the discourses delivered by the psychiatric institution - and seek help. If not identified, the subject is brought to know and deal in advance with possible symptoms when they happen. Such questions help in the development of emotional intelligence, a term conceptualized by Valente and Monteiro (2017), which transform these subjects from emotionally unprepared adolescents susceptible to the development of various psychopathologies to subjects able and educated to deal with the various demands of life.

Final considerations

Psychic diseases, such as anxiety disorders, have currently been the subject of discussions both in the health and educational space, since they present themselves as one of the major problems that affect the subjects, especially when we think of children and adolescents. In order to intervene in these frameworks, some biopolitical strategies - which start *a priori* from psychiatric institutions - are articulated and strategically developed in the school environment to teach/stimulate the healthy management of emotions. As an example, we can mention chapter 10 of the English language textbook of high school, *English vibes for Brazilian learners*, corpus of this research, which was used as a pedagogical tool that allowed access to information and discussions around anxiety.

By discussing (and thus transforming into discourse) the global problem of anxiety in an articulated way to the basic contents of English language (adjectives finalized in *-ed/-ing*, modal verbs *should*, *must* and *have to* from the practice of *listening*, *speaking*, *reading* and *writing*) in various texts, the aforementioned textbook is questioned by the unfolding of the knowledge and biopolitical powers of the medical-psychiatric area as it informs and guides which conducts adolescents should appropriate in order to better pursue the care of themselves and the other with regard to the prevention and maintenance of their psychic health.

As a consequence of this process, subjectivities are also modulated, so that by stimulating/teaching the healthy management of emotions around anxiety through self-techniques through reading, reflection and discussion, the subjects start to see themselves as educated not only to deal with the various linguistic, sociocultural and economic demands that comprise the learning of a second language, but they also become emotionally fit for the countless situations imposed by life. That said, and considering the recent and gradual implementation of the New High School proposal, as well as the various teaching materials from other disciplines that are permeated by this cross-sectional problem, it is appropriate to expand investigations at other times, not restricted to the teaching of English as a foreign language.

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