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# Perceptions of English teaching in private and public schools in Brazil

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**Abstract**

This research aims to investigate the perception middle and high school English teachers have about their own practice in regards of their capacity to apply what they have learned in their training programs into their classrooms. Previous linguistics studies done by theorists such as Swain (1980), Long (1983) and Krashen (1982) say that, in order to promote an effective learning environment in a classroom, teachers must be able to use the knowledge they acquired in their training, that is, the theory gathered throughout their undergraduate programs and certification, into their classrooms. The scenario of English teaching in schools in Brazil has carried increasing discredit and presented poor results in what students' language acquisition is concerned by the end of their school life. According to a research conducted by EF education first, an international language training company, only 5% of brazilian adults declare to be proficient in a second language and out of those, only about 3% in English. This scenario is disappointing, given the importance English has reached in almost every aspect of culture and work life in the globalized world we live in. The research consisted of a 10-question questionnaire, that was sent to public and private school teachers, gathering responses from 22 participants. For the analysis, the 22 responses were coded to verify what they think about their own practice as well as whether or not they believe theory is sucessfully applied in English teaching in schools. At this stage it was found that teachers are well aware of their own practice and the techniques they apply to reach success in their teaching. The pedagogical implication suggests that teachers are not to blame for the unsuccessful scenario of English teaching in schools. Therefore, with the help of the data collected, it is necessary to search for answers inside the frame in which English is taught to start paving our way towards a betterment of English teaching in schools.

**Keywords**: English Fluency; English teaching; English teacher

**Resumo**

Esta pesquisa intenciona investigar a percepção que professores de inglês do ensino fundamental e médio tem acerca de sua própria prática no que concerne sua capacidade de aplicar o que eles aprenderam em seus programas de treinamento, nas salas de aula. Estudos linguísticos prévios conduzidos por teóricos tais como, Swain ( 1980 ) . Long ( 1983 ) e Krashen ( 1982 ) dizem que para promover um ambiente de ensino de inglês eficiente em sala de aula, os professores precisam usar o conhecimento que foi adquirido em seus treinamentos, isso é, a teoria aprendida ao longo de seus cursos de graduação e certificação, em suas salas de aula. O cenário do ensino de inglês nas escolas no Brasil tem alcançado crescente descredito e apresentado pobres resultados no que concerne a aquisição da língua por parte dos estudantes até o fim de suas vidas escolares. De acordo com uma pesquisa conduzida pela EF education first, uma empresa internacional de treinamento de línguas, apenas 5% de adultos brasileiros declaram que são fluentes em uma segunda língua, e desses, apenas 3% em inglês. Este cenário é decepcionante, dada a importância que essa língua alcançou em quase todo aspecto cultural e laboral no mundo globalizado no qual vivemos. A pesquisa consistiu em um questionário de 10 perguntas, que foi enviado para professores de escolas públicas e particulares, conseguindo respostas de 22 participantes. Para a análise, as 22 respostas foram codificadas para verificar o que eles pensam de sua própria prática e também, se eles acreditam que teoria é inserida com sucesso na prática de sala de aula. Neste estágio, fica claro que os professores estão bem cientes de sua própria prática e das técnicas que eles utilizam para alcançar o sucesso no seu ensino. A implicação pedagógica sugere que os professores não são os culpados por esse cenário de insucesso do ensino de inglês nas escolas. Portanto, com a ajuda dos dados coletados, se faz necessário buscar respostas dentro da estrutura na qual o inglês é ensinado, para iniciar um caminho para o melhoramento do ensino de inglês nas escolas.

**Palavras-chave:** Fluência em Inglês; Ensino de inglês; Professor de inglês

## 1. Introduction

The teaching of the English language in middle and high school in Brazilian public and private schools carries a great discredit among students, parents and also teachers of this language. Studies show that the majority of concluding students do not learn the language by the end of their school life in Brazil. The teaching of English started losing its importance in schools specially after the educational resolution of 1961 that placed foreign language teaching as optional in the curriculum. Which led schools to leave the subject aside or even neglected. As said by Machado, Campos and Sanders (2007) "The lack of obligation to teach foreign languages in schools, formally made true by the new LDB of 1961, was a step backwards for the development of language teaching in Brazil. Despite the acknowledgement of the importance of foreign language teaching by all sectors of society, educational policies did not ensure a quality teaching of this subject at schools. In search of this quality, the economic privileged classes have always sought to guarantee their language learning in language schools or with private teachers, but the unpriviledged classes remained virtually excluded from this knowledge and similar abilities. "(MACHADO;CAMPOS;SANDERS,2007, my translation). [1]

Only in 1996 with a new set of educational laws (current LDB) did language teaching become mandatory again. Schools are obligated to add a foreign language to its curriculum starting at 5th grade, and from 6th grade on, English must be included, but the weekly hours have astonishingly diminished throughout time, from 8 hours a week in 1930 to 2 hours a week in current educational policy terms. Despite this neglect with English teaching, the population is constantly and increasingly bombarded with propaganda of the importance of learning English to both personal and professional life.

This apparent contradiction can be better understood when we take private teachers, language teaching courses and the most recent bilingual systems into consideration. The most privileged class has access to these alternatives and is not ultimately excluded from the demands of a globalized world.

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[1] [...]a falta de obrigatoriedade do ensino de línguas nas escolas, formalmente colocada na LDB de 1961, foi um retrocesso para o desenvolvimento do ensino de língua estrangeira no Brasil. Apesar de todos os seroes da sociedade reconhecerem a importância do ensino de língua estrangeira, as políticas educacionais não asseguram uma inserção de qualidade desse ensino em nossas escolas. Em busca dessa qualidade, as classes privilegiadas sempre procuraram garantir a aprendizagem de línguas nas escolas de idiomas ou com professores particulares, mas os menos favorecidos continuaram à margem desse conhecimento e habilidades de uso correspondentes ( MACHADO; CAMPOS; SANDERS, 2007, s/p).

As supported by Cox and Assis-Peterson (2008), in the years following the 1961 LDB, there was a huge increase in the amount of private language schools offer due to the demand coming from the upper classes, and the communicative method seemed to have worked well with homogeneous, small classes. However, the less privileged class who could not afford these services had to rely on a quality language teaching provided by their schools and teachers.

English teaching lack of success in schools is due to many factors according to a British Council study of 2015, Such as, little class time, lack of motivation from the teachers and the students, low payment, lack of support from the coordination and the school's planning. However, the focus here will be on the foreign teaching system and curriculum itself, which is decentralized and unregulated, as supported by a recent study (SILVA, QUEVEDO, 2017, v.1, n.2, p. 266) highlighting that "Dealing specifically with English, some recent advances in documentation and legislation have to be recognized. However, the decentralized structure of its teaching can be appointed as one of the responsible for the problem we have been facing for decades."

English teachers learn in college the most effective and modern methods to instruct the students and guide them successfully to language acquisition/learning. They are prepared to help language learners find their own way to develop and become world citizens at the same time. However, we want to investigate whether the teachers feel they are able to apply, on their practice, what they learn in the university.

## 2. Significance of study

**RANKINGS DO EF EPI**

| # | País | Pontuação | # | País | Pontuação |
|---|------|-----------|---|------|-----------|
| 27 | Argentina | 57,58 | 59 | Peru | 49,32 |
| 36 | Costa Rica | 55,01 | 60 | Colômbia | 48,90 |
| 37 | República Dominicana | 54,97 | 61 | Bolívia | 48,87 |
| 40 | Uruguai | 53,41 | 65 | Equador | 48,52 |
| 46 | Chile | 52,01 | 69 | Honduras | 47,80 |
| 53 | Brasil | 50,93 | 70 | El Salvador | 47,42 |
| 55 | Guatemala | 50,63 | 72 | Nicarágua | 47,26 |
| 56 | Panamá | 49,98 | 75 | Venezuela | 46,61 |
| 57 | México | 49,76 | | | |

By taking into account the number of years that English is taught in public and private schools in Brazil and comparing with the number of students that leave school with a good level of knowledge of English, we perceive an alarming reality of failure. According to a research conducted by EF - Education First published in 2018, in a ranking of 70 countries, Brazil occupies the 41st position, behind countries like Chile, Uruguay and Argentina. (www.ef.com/epi)

According to a research done by the British council, 2015. "The teaching of English is not properly regulated and its offer presents little consistency. This scenario makes it difficult to implement evaluation processes and a measurement of English teaching in a national level." The law leaves gaps and room for misunderstandings. In an official document that guides language teaching in Brazilian schools, the PCN (National curricular parameter) for middle school, is stated that oral production is not to be imposed on the students, whereas in the PCN for high school, it is stated the paramount importance of leaving school being able to communicate in the foreign language. It seems that we have come to the understanding, that according to the output theory, production of language is necessary for the students' development because through practice they will be able to test language hypotheses and correct their own mistakes and with that, acquire language more effectively as stated by Swain (1985):

> Production challenged learners to focus on the means of expression when they realize it is necessary to enhance and develop the target language level, and it is just then, when language output can contribute to language acquisition.

Teachers and teaching materials designers have to operate in these grey areas that the laws and guidelines leave for them.  (British council, São Paulo, 2015)

We also know that input needs to be clear, constant and challenging to an extent as to keep students motivated. According to Krashen (1982)

> "We acquire language when we understand messages, when we understand what people tell us and when we understand what we read"

 One more aspect worth mention is that social interaction is extremely relevant for intake as is noticeable when we take into consideration the ZPD (zone of proximal development). Its most accepted definition is (Vygostsky, 1978) "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". Another principle we have reached is that language has to be meaningful as said by Ausubel (1968) the new information to be easily assimilated has to connect to previous knowledge so the student can make relations faster and therefore learn faster.

All these theories and guidelines help us understand now as CLT (communicative language teaching) which takes all the mentioned aspects into consideration by aiming to promote an environment where students' will be able to produce and receive language in a meaningful and comprehensible way while interacting and making use of L2 in life-like contexts.

The constitution, through the LDB and the National Curricular Parameters (PCNS), delegates the responsibility of education to the states and City Halls and with that they have choice to some extent to teach the subjects as they see fit, as long as they comply with the requirements of LDB and PCNS. However, if the documents are not in line with one another, it diminishes the effectiveness of applied theory.

English teaching in Brazil has suffered many changes throughout the years since it was first institutionalized in 1855. Brazil's first LDB, from 1961 removed the obligation of schools to provide any kind of language teaching thus promoting a view of a second language as something unimportant despite its growing necessity due to the upcoming globalization. Only with the last LDB in

1996 has language teaching become a mandatory subject in schools and considered an important part of the formation of a citizen.

The most recent PCN+ (National Curricular Parameters of high school guidelines) adds to that concept of citizenship by reading: "There is no way of accepting an individual that, at present, by finishing high school, whether he/she pursues an academic career or not, is incapable of making use of the foreign language in contemporary life situations, in which the gathering of information is necessary. "(PCN+, 2006).

Given this scenario, the focus of this investigation is to discover what hinders language teaching success in schools. Our hypothesis is that teachers are being better and better prepared, and the theory that guides their teaching is becoming more and more effective and supported. However, schools' curriculums have not evolved alongside theories of language acquisition leaving a big gap between what is theorized in teaching courses and what can actually be applied in schools' contexts. Therefore, in order to promote a better language acquisition/learning process and a more complete citizen formation/education of our students, we need to adapt and overcome the obstacles that prevent theory from becoming practice.

## 3. Review of literature

The majority of articles that address English teaching in Brazilian schools, focus on public schools. However, aside from the recent phenomenon of "bilingual schools", that can only be reached by upper class families due to its high price, regular private schools face the same problems as public schools in what language teaching structure is concerned. The lack of fluent students by the end of high school is critical. There are of course different difficulties, but taking into consideration only the rate of students who leave school having acquired/learned a foreign language, the situation is similar.

The teaching of Modern Languages has come a long way in Brazil. Starting around 1855, the methodology was based on the translation of texts and grammatical analysis. Around that time, the lack of regulation of the teaching of foreign languages initiated the degradation of language teaching in Brazilian

schools. The amount of time dedicated to language teaching was constantly dropping. In 1925, there was a relative obligation to learn either English or German, however it was just counterfeit, for as said by (Chagas, 1957). "If before, languages that were optional weren't studied, at that point, not even the mandatory languages were learned, simply due to the anachronism of the methodologies added to the almost certain gratuitous approvals".

In 1931, Brazilian schools saw a change in methodology. The direct method, which aimed to teach the language by using the target language, finally came to Brazil. At that time, there was a visionary teacher called Carneiro Leão, who introduced a set of guidelines to teach modern languages more effectively. Such as, "Language learning must follow the sequence hearing, speaking, reading and writing.", "Language teaching must have a practical character and be taught in the target language, making use of the direct method since day one". This initiative promoted a greater relevance of foreign languages in schools.

Looking from a historical perspective, the decades of 40 and 50, under the Capanema reform were the golden years of foreign languages in Brazil. (LEFFA, 1999). With the LDB from 1961, represented the beginning of the decline of foreign languages because the hours dedicated to foreign languages was diminished by 2/3. The next LDB from 1971 had more emphasis on professional qualification and graduation in schools dropped from 12 to 11 years. The teaching of foreign languages suffered another loss in class time.

In 1996, with the new LDB, language teaching became mandatory, making schools add it to their curriculum. However, given the grey areas previously mentioned, the teachers have to make due with limited time to develop the interaction suggested by the PCNS and confusing mixed messages from the teaching regulations laws. As stated by the PCN for middle schools:
"One must consider average class conditions, with crowded rooms, reduced work time and lack of language fluency from the teachers. With that, focusing on reading, would be comprehensible." On the other hand, the PCN from high school suggests pluralism of ideas and pedagogic concepts. This contradiction and limitation is therefore, debatable, as education in general is becoming increasingly important and discussed in a world scale. Teachers have been blamed throughout this educational process that was documented, however, "We are just now discovering, that the teacher is not the problem, but the solution, and that there is a greater gain in investing on the teacher and their betterment, than in methodology" (LEFFA, 1999)

## 4. Methodology

In order to gather the data to study what are the obstacles that prevents theory from becoming practice, a questionnaire was crafted and sent to English teachers of private and public schools in November 2018. More answers were in order to have more data for the research. However, the study had to continue with the answers of the 22 participants that we were able to gather within 2 months. The idea was to gather the opinions and reflections of in-service teachers. The English teachers were asked whether they were able to perform in practice according to what they have learned in college and what they thought was in the way of successful teaching in schools.

This is a qualitative research that aims to open a discussion with the objective to ultimately influence positively the discredited scenario of English teaching in Brazilian regular schools.

We compared the teachers' answers with the methodology and principles taught in teachers' training courses for teaching English and checked for any impediment of applying theory in the classrooms by taking their opinions and reflections in consideration.

Since the study conducted will test if pedagogic theories are applied in practice, the subjects that answer the questionnaire have to be undergraduates or currently taking an undergraduation in any English teaching course. We also needed to ensure teachers had knowledge of their own practice and whether they made use of tools and theories required for an effective teaching. In order to achieve those goals the 10-question questionnaire went as follows: **1. How long have you been teaching English in schools?** The goal was to know whether they were experienced teachers. **2. What is your qualification in English language teaching?** The goal was to make sure that all respondents are currently studying or have already studied how to be an English teacher and are all familiarized with the theory behind the practice. **3.What is your proficiency level according to the Common European Framework?** The goal was to prove that one of the impediments of effective teaching would not be their language competence. **4. Where do you teach?** The goal was to have teachers from both sectors answering the questions. In that way we would be able to evaluate their teaching aside from the environment. **5. What is the methodology used?** The goal of the question was

to have the perceptions of teachers that used different approaches towards teaching, so that the approach itself would not be analyzed. **6. Which grades do you teach?** The goal was to have the knowledge that in fact we had a homogeneous group. **7. How would you evaluate your capacity to apply theory learned in college into practice?.** The goal was to have the teachers evaluate their own practice and reflect upon it. **8. What teaching strategies do you apply in your classes to promote praxis?** The goal was to study the answers and make sure teachers were aware of the theory they have learned and whether they applied them in their classroom. **9. In your opinion, which aspects interfere negatively in the way English is taught?** The goal was to learn what actually is in the way of effective teaching in a scenario where teachers know what they are doing and are aware of their own practice. **10. In your opinion, which aspects have a positive impact in the way English is taught?** The goal was to gather their opinions on how to change and improve the way English is taught.

## 5. Findings

Data collection comprised 22 participants. Questions will be analyzed holistically with a greater focus on the teachers' practice which was the goal of this research. All teachers studied, or were currently studying in an English teaching preparation course. 60% of the teachers who were interviewed already had a degree in English teaching. Therefore, allegedly they had theoretical knowledge about how to properly teach and assist their students' learning. It would be ideal to document the teachers' development in the classroom in practice, however, a questionnaire was more viable due to the lack of time to closely follow a vast number of teachers. An important characteristic of a good teacher that is constantly reminded in college is to have a reflexive attitude and promote constant improvement in one's own practice. Thus, for this study, answers will be considered as a valid self-evaluation. "As teachers, we will inevitably find ourselves telling our students that if you don't occasionally fail, you can't grow. The reality is that we need to take this advice to heart ourselves. If we as teachers don't evaluate our successes and failures, we can't grow as teaching professionals. If you don't self-evaluate, you fall in danger of falling into a rut in your teaching." ( Tustin, Rachel, Study.com, 2017).

Some capability testing answers were also important for us to be able to dismiss the incompetence factor for the lack of teaching success in schools.

We found for example that only 1 of the participants was level A in the Common European Framework. 13 were level B and 8 were C. So as we can see the vast majority were linguistically capable of teaching.

3. What is your proficiency level according to the Common European Framework? ( Qual seu nivel de fluência de acordo com o Quadro Comum Europeu?)

22 respostas
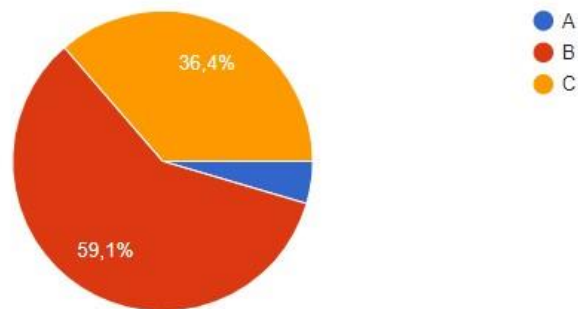


From 22 participants, 9 of them had finished their graduation course, 7 were half way through their graduation and 5 had specialization or master's degree. Again, the majority of teachers had at least some years of teaching experience, because by the end of the course students must teach in actual schools, under the guidance of an experienced teacher in order to graduate.

12 taught in private schools, and 10 in public schools. 7 of them taught in bilingual schools and 15 taught in a traditional environment. Since the group studied was heterogeneous, we were able to analyze different environments and opinions from people with varied background and work conditions and were surprised to know that even within such plural backgrounds, the difficulties were similar.

The teachers that answered the questionnaire, in general, showed an excellent knowledge of the theory behind teaching. They answered using terms and keywords that refer to theorists and theories learned in college.

2. What is your qualification in English language teaching? (Qual sua qualificação no ensino de lingua inglesa ?)

22 respostas

7. How would you evaluate your capacity to apply theory learned in college into practice? ( Como você avaliaria sua capacidade de aplicar a teoria que você aprendeu na faculdade na prática?

22 respostas



- Weak ( Fraca )
- Regular ( Regular )
- Good ( Boa )
- Excellent ( Excelente)

40,9%
18,2%
9,1%
31,8%
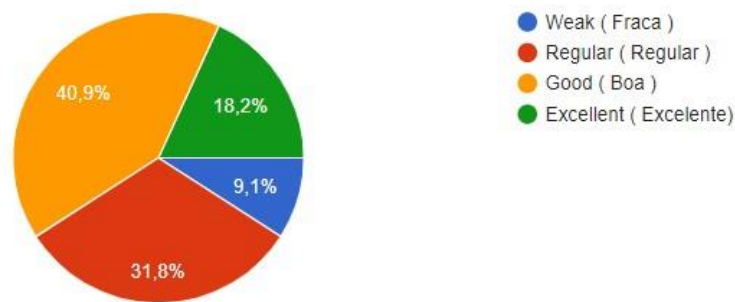
In numbers, 2 teachers deemed their Praxis weak and 9 teachers considered their praxis good. An interesting fact was that even the teachers who thought their praxis was weak were able to manifest considerable feedback on why that happens. One of them mentioned that he used the "ppp" approach to communicative language teaching which refers to the well-known presentation, practice and production, that is considered the most effective approach because it aims to make the language meaningful to the student.  The other teacher that answered he had a weak praxis, mentioned he tried to contextualize the content, in yet another reference to communicative language teaching which always atempts to focus on meaning and not form. The other teachers that considered their praxis to be regular, good or excellent, also made references to theories learned in college. Such as, ludic classes, pair-work, use of technology, peer correction, realia, TPR (total physical response), individual learning skills, providing meaningful input, drill, role play, speaking practice, and the practice of the four abilities ( speaking, writing, reading and listening).

All these concepts were mentioned when they answered question 8 of the questionnaire that read: "What teaching strategies do you apply in your classes to promote praxis?".

8. What teaching strategies do you apply in your classes to promote praxis ? ( Quais estratégias de ensino você aplica nas suas aulas para promover Práxis?)

22 respostas

No meu caso são aulas mais lúdicas, incentivando mais a participação dos alunos.

Principalmente a promoção das quatro habilidades comunicativas, mesmo que sejam empregadas técnicas de repetição e memorização.

Aplico as TIC usando o laboratório de informática, data show com vídeos, música. Anualmente, na escola fazemos um dia dedicado à cultura inglesa com apresentações musicais e teatrais

Levo músicas e projetos. Por exemplo: fiz uma "timeline" com eles. Eles tinham que me entregar um trabalho com fotos e frases em inglês abaixo das fotos, desde criança até os dias de hoje. Outro projeto foi o de criação de banners. Eles tinham que criar banners com tema livre e seria escrito em inglês. Eles adoram esses projetos.

Use of games to get students motivated to learn.

Speaking strategies and giving students input in the target language

As a follow up question, with the intention of understanding what goes wrong when theory is being applied in the classroom, question 9 reads: " In your opinion, which aspects interfere negatively in the way English is taught ?".The aspect that was mentioned the most was lack of time ( class time is limited) . Closely followed by the amount of students in a single classroom ( too many students per class). The third most mentioned aspect was the apparent unimportance the subject has to the students and the school. (English seems to have a dimished importance when compared to the other subjects).

9. In your opinion, which aspects interfere negatively in the way English is taught? (Na sua opinião, quais aspectos interferem negativamente na forma com que inglês é ensinado ?)

22 respostas

> Pra mim a pior coisa é o inglês ser visto como uma matéria não muito importante, tanto pela escola quanto pelos alunos.

> Estrutura física das escolas, pouca motivação dos alunos, tempo limitado de aula (este último principalmente).

> A carga horária é muito pouca por sala (50 minutos por semana), não há livros didáticos para todos, não há capacitações propostas pelo Estado do Ceará. Sou o único professor da disciplina e esse isolamento é negativo.

> No estudo apenas da gramática.

> Large number of students per classroom;
> English classes happen in ordinary classrooms (I mean, there's no a specific room with an "English environment" for teaching English)

> In public school, time is an issue. Also, illiterate students.

"The importance of English teaching is low. It never fails students and is considered complementary. In the same level as arts, religious studies, physical eduation and Spanish." ( British council, São Paulo, 2015).

With the 10th question we were aiming for solutions for the problems mentioned. In spite of the intention, the answers were satisfactory because they showed that the teachers are really aware of the limitations and obstacles English teaching in schools has to overcome.

10. In your opinion, which aspects have a positive impact in the way English is taught ? ( Na sua opinião, quais aspectos tem um impacto positivo na forma com que o Inglês é ensinado? )

22 respostas

> Um aspecto positivo na aula bilíngue é a quantidade de hora/aula por semana. Uma maior exposição a língua aumenta o aprendizado.

> O estágio antes do ingresso no mercado de trabalho é um bom início. Depois, um núcleo gestor comprometido com a aprendizagem dos alunos e um corpo docente que pratique a iterdiciplinaridade.

> A liberdade de utilizar a metodologia que eu quiser para conseguir os resultados. O interesse dos alunos em aprender um novo idioma.

> Quando ele é ensinado naturalmente

> Resources such as digital books and videos; use of ludic activities; use of L2 as much as possible.

> Possibility of interactive teaching strategies and also interacting with native speakers through social networks.

> Da a possibilidade de contato com a segunda língua e sua estrutura para muitos alunos que não teriam outra oportunidade. Mesmo ensinando em uma escola particular, é uma escola de periferia, os pais não teriam condições de pagar a escola e um curso para os filhos.

In the same chain of answers, we had the mentioning of more class time in a bilingual school as a positive aspect, and the importance of learning English in schools for less privileged classes, since they cannot afford bilingual schools nor private English courses. The mentioning of commitment from the school's management team was also something interesting, since as mentioned before, English tends to be an overlooked subject in regular schools. All these contributions corroborate what were considered problems with English teaching in schools.

## 6. Conclusion

The purpose of this study was to find whether teachers were able to use the theory learned in their training programs inside their classroom, and as was found, all 22 participants were able to pinpoint theoretical aspects about their own practice. They seemed to know what hinders their students' development as well, giving specific feedback on what they believe the problems were.

Giving solutions to an extremely complex and rooted issue is not easy and one cannot be naive as to think there is only one simple and unquestionable answer. However, acknowledging the problem, discussing possible solutions and moving towards an improvement is paramount and that was the initial intention of this research. It is clear that the amount of participants was not ideal, but it can be considered as a representation of the whole. The fact that the same problems (lack of class time, amount of students and the apparent little importance English has for the students and for the schools) were mentioned repeatedly may shed a light on understanding what the problem is.

It seems that in regular private schools, privileged classes have the option to enroll in private language courses. so they are not interested in learning a subject that they will already learn out of school. In public schools, English is too distant from their reality. According to a research done by The British Council in public schools, the second most mentioned problem in the public system was that English was seen as unnecessary and disconnected from their environment. Bilingual schools are showing positive results, but the price factor prevents them from being a viable solution. For Andreis – Witkosk (2013) "the teaching of bilingualism in middle school is important, for the

language contributes for an identity formation, being decisive for the cognitive development of children and their learning potential. Thus, in the context of schools, teachers make use of oral and written language, and listening to promote the teaching of bilingualism, searching to integrate all students in this process of learning." Taking this into consideration it is important to include every student possible, whether they are from private or public schools in the bilingual system, or at least offer viable solutions. The gap between privileged and less privileged classes will tend to increase in this scenario, and that cannot be allowed.

The LDB itself allows a simple and not so costly solution. According to section 24.IV, "Classes can be organized with students from distinct grades, with equivalent levels of development on a subject, for the teaching of foreign languages, arts, and other curricular components." Another solution that was set in motion in some states in Brazil are language centers that are available to students from the public system. Yet another solution that some private schools created was to have their own language course inside the school for the students to have English classes after their regular classes. Those students would not have to take regular English classes, diminishing the amount of students per class.

Regardless of one solution or another, the problem is there for all to see and the objective here was to show there is more than one side to the lack of success of English teaching in schools. The teachers, the students, the schools, the educational laws and culture all play important roles for the improvement of English fluency in Brazil. As shown, the scenario needs improvement. According to our research teachers seem to be aware of their role. But we need all parts of this mechanism to work properly, because as said by Finardi, Prebianca and Momm ( 2013) "In the age of information and in the globalized world we live in, where most of the information is available in English and online, it is necessary to promote literacy in these two languages ( English as an international and technological language) in order to guarantee access to information as a way of digital and social inclusion with the consequent exercise of a global citizenship."

Further repercussions of this studies will be to study the viability of the solutions presented in the conclusion as well as analyzing the possibility of insertion of bilingual systems in public schools.

## 7. References

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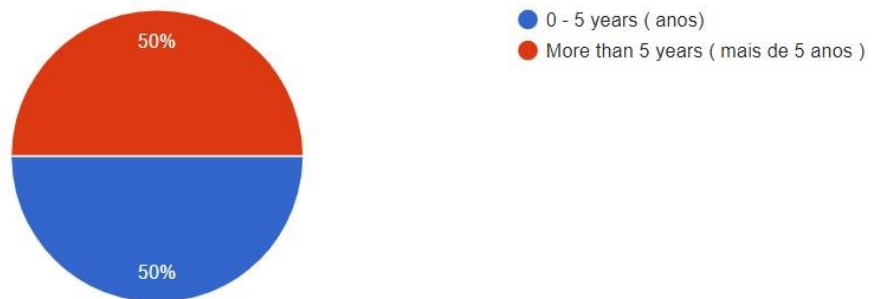
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## 8. Appendix

1. How long have you been teaching English in schools ? ( Há quanto tempo você ensina inglês em escolas?)
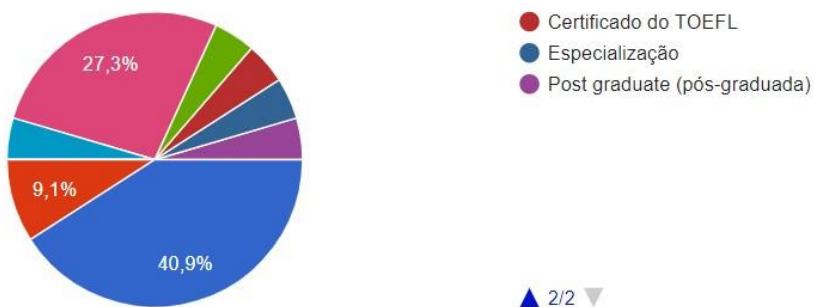
22 respostas



- 0 - 5 years ( anos)
- More than 5 years ( mais de 5 anos )

2. What is your qualification in English language teaching? (Qual sua qualificação no ensino de lingua inglesa ?)

22 respostas



- Undergraduate course ( Graduação)
- Masters degree ( Mestrado)
- Ph.D. ( Doutorado )
- Freshman ( Primeiro ano de graduação)
- Shopomore ( Segundo ano de gradua…
- Junior ( Terceiro ano de graduação )
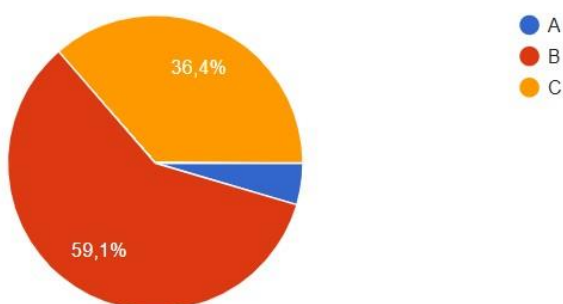- Senior ( Quarto ano de graduação )
- Especialização

▲ 1/2 ▼

## 2. What is your qualification in English language teaching? (Qual sua qualificação no ensino de lingua inglesa ?)

22 respostas



- Certificado do TOEFL
- Especialização
- Post graduate (pós-graduada)
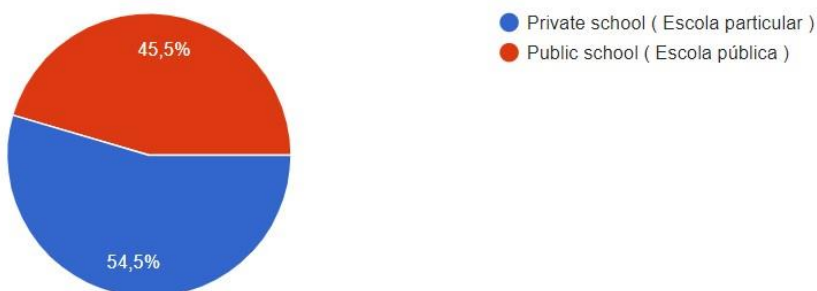
27,3%

9,1%

40,9%

▲ 2/2 ▼

## 3. What is your proficiency level according to the Common European Framework? ( Qual seu nível de fluência de acordo com o Quadro Comum Europeu?)
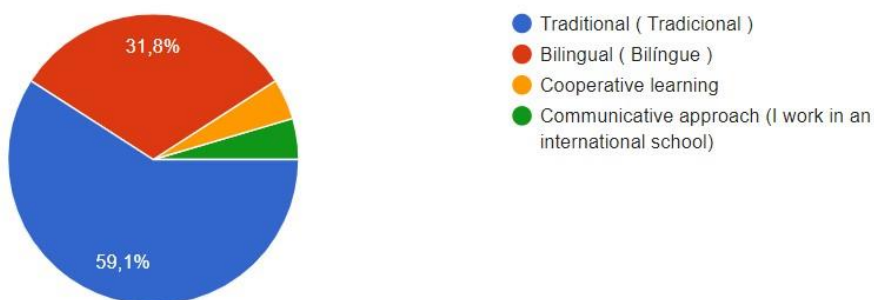
22 respostas



- A
- B
- C

36,4%

59,1%

## 4. Where do you teach? ( Onde você ensina?)

22 respostas



- Private school ( Escola particular )
- Public school ( Escola pública )

45,5%

54,5%

## 5. What is the methodology used ? ( Qual a metodologia utilizada? )

22 respostas



- Traditional ( Tradicional )
- Bilingual ( Bilíngue )
- Cooperative learning
- Communicative approach (I work in an international school)

31,8%

59,1%

6. Which grades do you teach ? ( Quais séries você ensina ? )

22 respostas



- Middle school ( Ensino fundamental )
- High school ( Ensino médio )
- Middle and high school ( Ensino fundamental e médio )

31,8%

13,6%

54,5%

7. How would you evaluate your capacity to apply theory learned in college into practice? ( Como você avaliaria sua capacidade de aplicar a teoria que você aprendeu na faculdade na prática?

22 respostas



- Weak ( Fraca )
- Regular ( Regular )
- Good ( Boa )
- Excellent ( Excelente)

40,9%

18,2%

9,1%

31,8%

8. What teaching strategies do you apply in your classes to promote praxis ? ( Quais estratégias de ensino você aplica nas suas aulas para promover Práxis?)

22 respostas

No meu caso são aulas mais lúdicas, incentivando mais a participação dos alunos.

Principalmente a promoção das quatro habilidades comunicativas, mesmo que sejam empregadas técnicas de repetição e memorização.

Aplico as TIC usando o laboratório de informática, data show com vídeos, música. Anualmente, na escola fazemos um dia dedicado à cultura inglesa com apresentações musicais e teatrais

Levo músicas e projetos. Por exemplo: fiz uma "timeline" com eles. Eles tinham que me entregar um trabalho com fotos e frases em inglês abaixo das fotos, desde criança até os dias de hoje. Outro projeto foi o de criação de banners. Eles tinham que criar banners com tema livre e seria escrito em inglês. Eles adoram esses projetos.

Use of games to get students motivated to learn.

Speaking strategies and giving students input in the target language

Uso da abordagem comunicativa, para fins de input da língua para os estudantes, somado ao método audiolingual para formação lexical. Ainda, tento utilizar da literatura como vetor de ganho lexical.

Interação com games e músicas

Communicatice language teaching

Usando novas ferramentas tecnológicas como aplicativos, video-aulas etc.

Pppq

Busco, sempre que possível, alinhar o uso das tecnologias ao ensino.

Lots of drill, roleplay and translations.

Eu trabalho com música. As atividades que trabalho são: Breve explicação gramatical, traduzir trechos da música, cantar o trecho traduzido. Ensinar a pronúncia de algumas palavras. Peço para os alunos encontrarem na letra da música o tópico que está sendo estudado (ex: se estão estudando adjetivos peço para procurarem adjetivos e produzirem sentenças com esses adjetivos).

Atividade em grupo, personal questions

Previewing, scaffolding, varying patterns of interaction, peer correction, realia, prompting and request, TPR.

CommunicativeApproching

I try to contextualize the content

Pensar nas possíveis dificuldades dos alunos e antecipar possíveis dúvidas para facilitar a compreensão do assunto.

games and dynamic activities to reinforce what is being taught

Think-pair-share / Role-play / games

Aula expositiva e dialogada, aulas lúdicas, estrategias afetivas, cognitiva e de compensação.

9. In your opinion, which aspects interfere negatively in the way English is taught? (Na sua opinião quais aspectos interferem negativamente na forma com que inglês é ensinado ?)
22 respostas

Pra mim a pior coisa é o inglês ser visto como uma matéria não muito importante, tanto pela escola quanto pelos alunos.

Estrutura física das escolas, pouca motivação dos alunos, tempo limitado de aula (este último principalmente).

A carga horária é muito pouca por sala (50 minutos por semana), não há livros didáticos para todos, não há capacitações propostas pelo Estado do Ceará. Sou o único professor da disciplina e esse isolamento é negativo.

No estudo apenas da gramática.

Large number of students per classroom;
English classes happen in ordinary classrooms (I mean, there's no a specific room with an "English environment" for teaching English)

In public school, time is an issue. Also, illiterate students.

Principalmente, o medo da língua estrangeira, e o não entendimento da necessidade de uma segunda língua no mundo atual. Outros pontos seriam o conteúdo relativamente engessado, além do pouco tempo de aula, que acaba nos fazendo focar muito em gramática mas em pouco uso real da língua. Muitos materiais, apesar de gerarem uma contextualização maior dos assuntos, a escola não disponibiliza de tempo suficiente para um foco maior na aquisição de uma LE como um resultado de estruturas gramaticais somadas a cultura e história em que se insere e escreve.

A base do inglês geralmente não é ensinada por profissionais formados na área, no ensino público

Pouco interesse dos alunos devido a forma tradicional de ensino da língua.

Falta de tempo (uma h/a semanal) e o método fora do contexto real dos estudantes, sem aplicação prática na vida futura.

Number of students in class + their behaviour

A falta de preparo e estrutura dos professores e escolas, respectivamente. Às vezes, nos falta apoio da gestão escolar.

Baixa carga horária, falta de empenho do estudante e falta de ambiente para praticar/falar.

O tempo da aula que é 50 minutos. Acho pouco tempo. Muitos alunos tem vergonha de falar inglês, isso também atrapalha nas atividades.
A falta de interesse de boa parte dos alunos que muitas vezes não querem participar das atividades propostas ou fazem a atividade de qualquer jeito. Faço o melhor que posso para preparar aulas dinâmicas

Gestão escolar

It seems that the methodological basis of bilingual education has not been fully integrated to the school organization as a whole. There is also a lack of adequate instruction for bilingualism during the undergraduate years.

Desnível

Time we have available to teach and prepare classes;

Número de alunos em classe.

To use the same methodology with students of different backgrounds

Use of Portuguese

Falta de interesse do aluno, indisciplina, curto período de tempo para as aulas de língua estrangeira.

10. In your opinion, which aspects have a positive impact in the way English is taught ? ( Na sua opinião, quais aspectos tem um impacto positivo na forma com que o Inglês é ensinado? )

22 respostas

Um aspecto positivo na aula bilíngue é a quantidade de hora/aula por semana. Uma maior exposição a língua aumenta o aprendizado.

O estágio antes do ingresso no mercado de trabalho é um bom início. Depois, um núcleo gestor comprometido com a aprendizagem dos alunos e um corpo docente que pratique a iterdiciplinaridade.

A liberdade de utilizar a metodologia que eu quiser para conseguir os resultados. O interesse dos alunos em aprender um novo idioma.

Quando ele é ensinado naturalmente

Resources such as digital books and videos; use of ludic activities; use of L2 as much as possible.

Possibility of interactive teaching strategies and also interacting with native speakers through social networks.

Da a possibilidade de contato com a segunda língua e sua estrutura para muitos alunos que não teriam outra oportunidade. Mesmo ensinando em uma escola particular, é uma escola de periferia, os pais não teriam condições de pagar a escola e um curso para os filhos.

A boa formação de um profissional na área, concursado de preferência

O uso de ferramentas tecnológicas ajudam no ensino da língua inglesa, variação da metodologia de ensino

Mostrar a correlação da comunicação global com o dia-a-dia das pessoas.

Não entendi bem essa questão

A boa vontade do professor de sempre trazer algo motivador pra sala de aula.

Eletronic devices, sites and applications and media in general.

Uma sala de aula bem estruturada e material adequado é muito importante. Acredito que colocar os alunos para trabalhar em duplas ou em grupos ajuda no aprendizado, desde de que o professor supervisione a atividade de perto e determinar o tempo para a execução das atividades isso evita que os alunos fiquem dispersos.

Tecnologia

The content based approach applied to bilingual education provides excellent opportunities to promote both learning the language and through the language.

Duversity of subjects

Students' family support.

Ensinar assuntos que sejam do interesse dos alunos.

the advance of technology and how we can use it to acess the english language

Immersion / Realistic and contextualized practice.

Acredito que a língua inglesa pode mostrar ao aprendiz novos horizontes para sua formação acadêmica e profissional. O aluno que aprende uma língua estrangeira tem mais oportunidades para se envolver em atividades que incluem a cultura estrangeira, a comunicação com pessoas de outros países e incentiva-o a conhecer profissões que são encontradas no exterior.