

Three reasons why English is not considered relevant in some Brazilian classrooms: survey, historical research and reflections.

Fernando Bruno Antonelli Molina Benites¹

¹(Teaching, UNESPAR – State University of Paraná, Campus Apucarana/Brazil)
Corresponding Author: Fernando Bruno Antonelli Molina Benites

Abstract: Resulting from a survey that involved 207 students from three different schools in Apucarana / PR, Brazil, this work aims to compile the obtained responses and foster the understanding of the importance given by students to English language classes. Contaminated at the same time by a rather utilitarian view of its teaching - as denounced by Alfredo Bosi in his work “*Dialética da colonização*” (1979) -, enthusiastic for the possibility to disregard it, choosing Spanish in the selective processes - vestibular, ENEM and others – they are about to participate, and taking part in a deep-rooted culture that claims to only learn the language the one who attends some of the numerous open courses available in the market, most of the students end up considering English less important than other subjects in the curriculum. Based on the report “*O ensino de inglês na educação pública brasileira*” (2015), drawn up by the British Council, I can affirm that this students’ way of thinking is echoed and supported in the very outline of the current standardization and evaluation policies in my country; considering historical data on the English language teaching in Brazil, I can look at the answers and analyze their motivation and effects; doing it, I intend to collaborate with some reflections that may be useful for the teaching practice and learning process.

Keywords: Culture. English Language. Lack of standardization. Teaching and learning. Utilitarianism.

Date of Submission: 03-02-2019

Date of acceptance: 18-02-2019

I. Introduction

As an English language teacher with large experience in regular and language schools, I manage to notice that the students of the first, most of the time, seem to behave as if the subject I teach is not relevant to them. A little puzzled by this perception, I once decided to investigate the reasons for their attitude. Hence, I outlined a survey to be carried in the high school, and the analysis of the results, as well as of some possible causes for the obtained responses, are the aim of this work.

So, in the first heading, “Survey and its results”, I come up with the questions I made, graphs showing students’ answers and brief comments about each interaction. These questions and answers met my former perception, allowing me to point out three different reasons for students’ lack of interest, namely: a cultural reason, arisen from the historical context in Brazil – analyzed in the heading “A historical look”; a pragmatic motivation, result of the possibility of choosing between English and Spanish for future selective processes – a problem that I talk about in the heading “A pragmatical look” -; and, finally, a structural concern, consequence of some historical and contemporary problems regarding teaching in regular schools and its comparison with what happens in open courses available in the market – my views regarding these are in the heading “A contemporary look”.

After all these and a little reflection, in the “Conclusion”, I bring some suggestions not for solving, but for relieving the issue of the lack of interest and consequent irrelevance of the subject, aiming to let more scholars know about my country scenario and contribute both with future studies in the area and with teachers that face the same situations I seldom face in regular school classrooms.

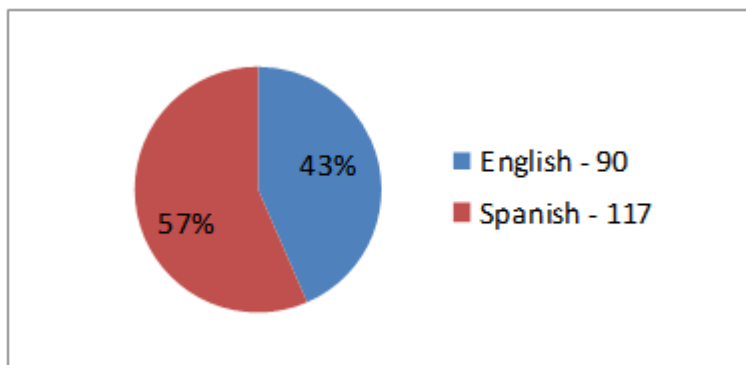
II. Survey and its results

In November, 2017, certain of the issues here revealed, namely, the lack of interest shown by students during English language classes and regarding the subject in specific, I outlined the following questions, answered by 207 high school students, being 134 of them from two different public schools and 73 from two distinct private schools in Apucarana, Paraná, Brazil:

1. Which foreign language do you intend to choose for your vestibular and other eventual university entrance examinations?
2. Knowing that these kinds of tests usually involve reading and comprehension, why do you believe you will succeed in the language you chose?

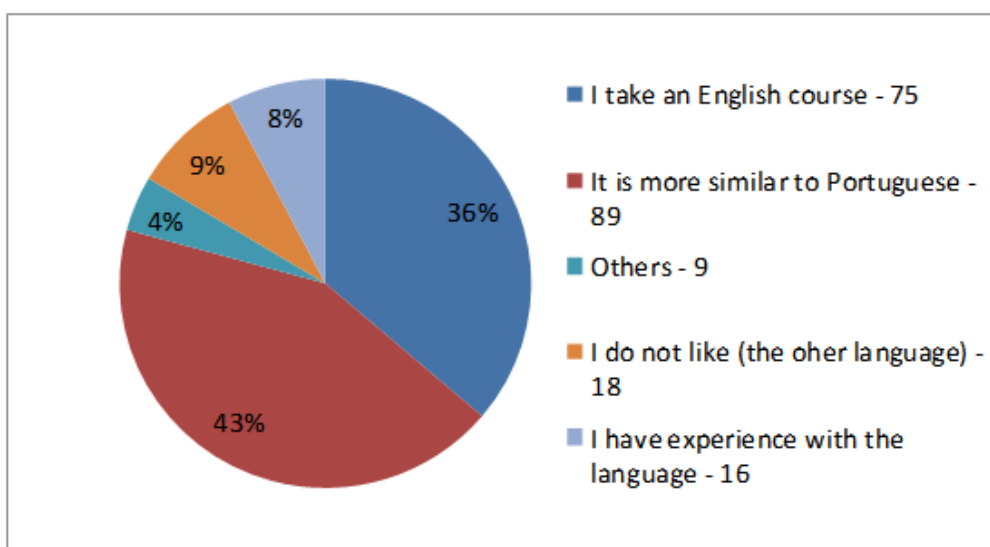
3. In a 0-5 scale, in which “zero” means “not at all” and “five” stands for “very interested”, how do you grade yourself regarding your behavior in the English language classes?
 4. Do you take an English course in any Languages school?
 5. If possible, which suggestions would you give to make English language classes more appealing to you?
- For a better appreciation, I will present the questions once more, this time with the responses portrayed in graphs and followed by appropriate comments when needed:

Graph 1: Which foreign language do you intend to choose for your vestibular and other eventual university entrance examinations?



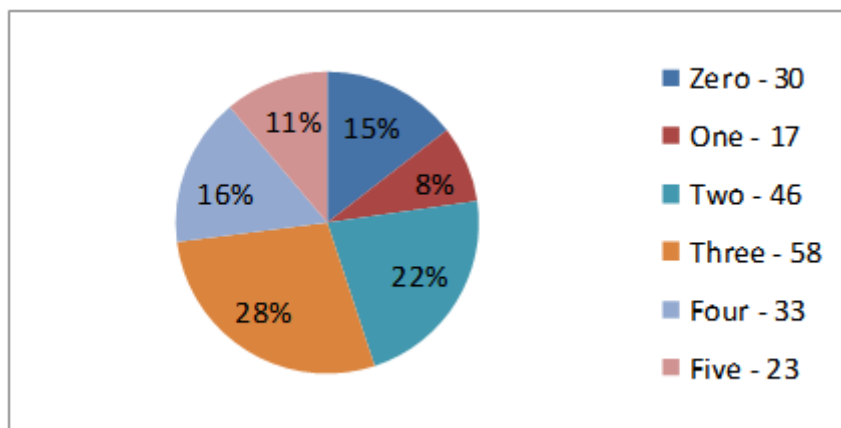
Graph 2: Knowing that these kinds of tests usually involve reading and comprehension, why do you believe you will succeed in the language you chose?

To make it possible putting the obtained responses in a graph, I had to outline a criteria that could encompass distinct answers. Therefore, students that said they were used to watching movies or series in English or Spanish, for instance, or the ones who affirmed they liked to listen to songs, sing, play games or related activities, were put in “I have experience with the language”. The few surveys that were not answered or brought answers I could not fit in the criteria, were grouped in the tag “Others”.

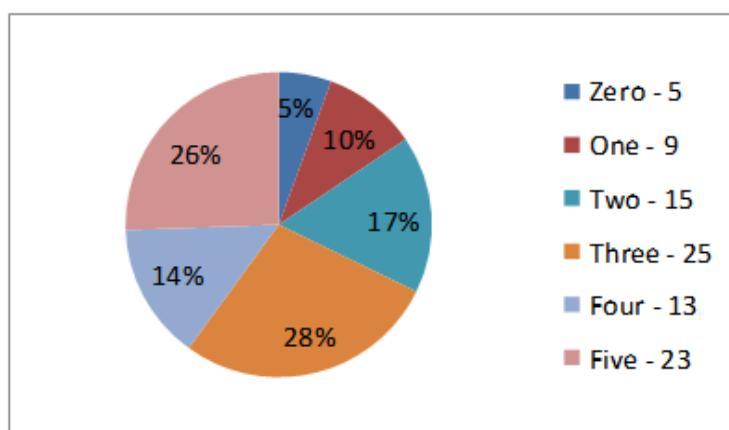


Graph 3: In a 0-5 scale, in which “zero” means “not at all” and “five” stands for “very interested”, how do you grade yourself regarding your behavior in the English language classes?

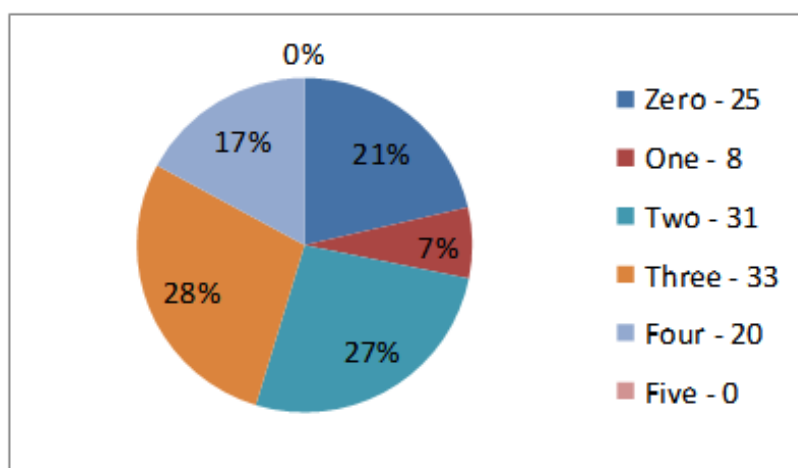
Firstly, all the 207 answers are presented in the same graph; after, I divide these responses in two groups: the 90 students that have chosen English and the 107 that preferred Spanish. I cannot overlook the fact that, among the ones who attend English language courses or intend to choose this language for their selective tests, there is a great amount saying they are “a little interested” or “have no interest” in the classes.



Graph 4: In a 0-5 scale, in which “zero” means “not at all” and “five” stands for “very interested”, how do you grade yourself regarding your behavior in the English language classes?
Students who have chosen English language (90)

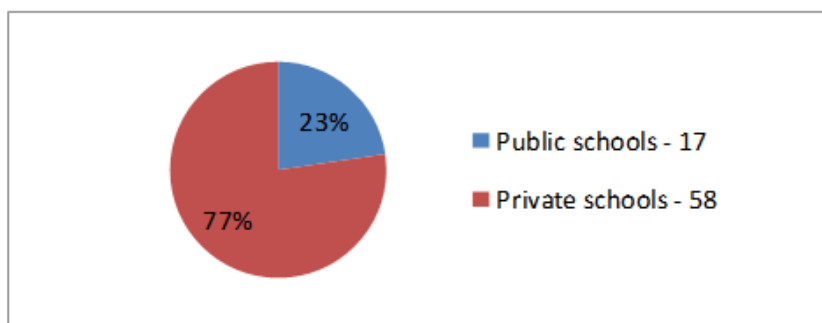


Graph 5: In a 0-5 scale, in which “zero” means “not at all” and “five” stands for “very interested”, how do you grade yourself regarding your behavior in the English language classes?
Students who have chosen Spanish (107)



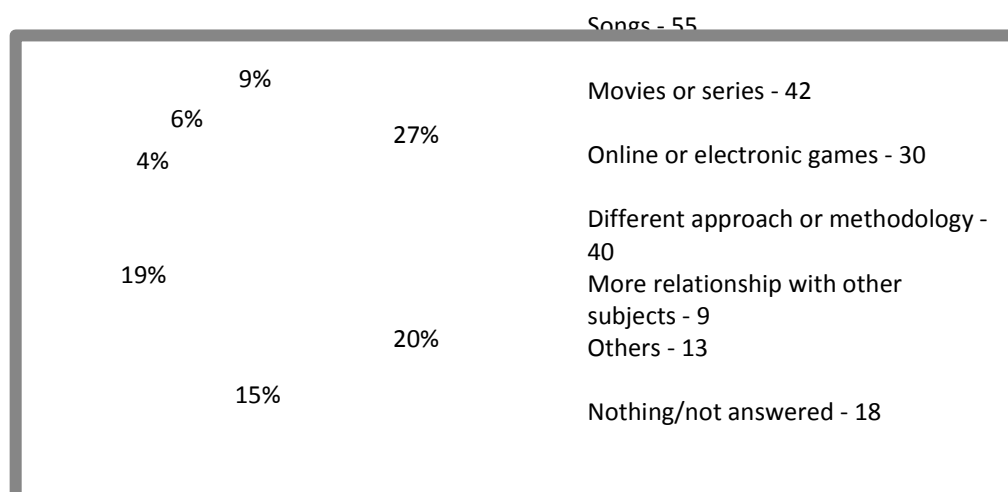
Graph 6: Do you take an English course in any Languages school?

From the 75 students who answered affirmatively, 58 come from the private and 17 from the public schools.



Graph 7: *If possible, which suggestions would you give to make English language classes more appealing to you?*

To correctly represent what the students replied, it is necessary to group some similar answers. Several students suggested the usage of songs, and many others mentioned movies or series. There are the ones who talked about games or interactive activities, for instance, while others preferred to use digital technologies or recommended a distinct approach to be used by the teachers. To summarize, many different answers were grouped according to their main idea, aiming to leave the smallest number of responses without representation.



The survey results came, on the one hand, to meet some convictions that I had outlined, bearing in mind my experience in different classrooms; on the other, I was surprised to find that students seem to take a stance that cares for the least of their efforts: those who have the opportunity to study English in a language school are extremely disinterested in their classes at the regular school, despite methodological differences, approach, content, and even level between them. Many students make their decisions based on personal taste – what is true for the two foreign languages under issue - with the possibility of choosing one of these languages in the selective processes they are about to take part in. And, last but not least, what is perhaps the most overwhelming is that many students make their choices and guide their behavior and interest based on the lack of linguistic confrontation: many of them, considering the Spanish language more similar to Portuguese, end up preferring it, disregarding basic knowledge of the Spanish language, for example, the very high incidence of false cognates with Portuguese or the existence of intricate verbal conjugations and rules for the usage of articles, aspects that easily overturn the alleged similarity and the success they believe they will have in the tests due to it.

Moreover, what will be delineated from now on certainly contributes to the perception that prestige is missing to English language in regular schools, since it counts with few weekly classes – one or, at most, two -, its results (or lack of them) are constantly compared to the ones obtained by students in open courses and it is undoubtedly overshadowed by other subjects, such as Math or Science, considered more important by students, parents and even by the schools. To finish, something of utmost importance must be said here: the students hardly ever stop to think and consider English essential for a broader formation, due to the fact that it is a provider of general culture. Using the words presented in the report *O ensino de inglês na educação pública brasileira* (2015) – that will be deeply analyzed in the upcoming headings -, it seems that English is a "luxury"

because "it does not have a clear function [...] nor does it be considered relevant within the curricular basis" [1]. To start with, I will critically present a little of the history of English teaching in Brazil.

III. A historical look

Talking about the history of English teaching in Brazil is to return, at first, to the distant year of 1809, when the first French and English teachers were appointed in the country [2]. Despite the fact that, at that time, there was no clear methodology, language classes did not pay much attention to orality, focusing on the usage of literary texts followed by translation and grammatical analysis [3]. Still obfuscated by the French language, English language teaching had to go through the years and the educational reforms having its weekly working hours changed, its compulsory requirement (or not) regulated and, mainly, its teaching method, seen as too close to that of the so called "dead languages" (Latin) and not to value communicative situations, questioned and constantly criticized.

As time went by, English language teaching started to be influenced by traits of methodologies that aimed more immediate results. Thus, it entered the 1930s with the conviction that the definitive answer to students' poor oral performance had finally been found: *the direct method*. Delineated from the acquisition of the mother tongue, it proposed that students, in order to excel at the language they were learning, should move from *listening* and *speaking* to *reading* and *writing* without going through their native language. Hence, such methodology "[...] had as its main guidelines: 1. the teaching of foreign words without passing through the intermediary of their equivalents in the students' mother tongue; 2. the teaching of oral language without passing through the intermediary of its written form; 3. the teaching of grammar without passing through its explicit rule" [4].

Certainly, the adoption of such a method stood for a turning point for the teaching of foreign languages in Brazil. Its success - comprehended by students' fast assimilation of structures for communication - coupled with the events of the postwar period, when English began to present itself no longer as a modern language, but as an imperative for the insertion in a world that was economically, politically and culturally influenced by the United States of America and that moved towards the overthrow of all borders, made the need to know how to communicate in English grew as the interest in the language was taking off Brazilian youngsters, who listened and sang Elvis Presley's and The Beatles' songs and watched the Hollywood movies. English was required, and the youth wanted it quickly; they wanted to talk, to sing, to dress, to dream the moment and the future, they wanted it on the hour and not in the long run.

This way, another methodology, *the audio-oral*, started to become more and more popular. "Developed in the United States during World War II, it was based on what was the most modern in linguistics and in the psychology of learning [...] through the notions of structure and automatism, it promised to ensure a rapid and efficient learning. As in direct methodology, the exercises were elaborated from real situations, prioritizing oral dialogues instead of translation and written language, practically banned from this type of teaching. The acquisition of a language was seen not as the capacity to learn something, but rather to learn to do something, and could be considered a mechanical process of habit formation, routines and automatisms" [5].

Thus, in the currentness, English teaching is fragmented, being available in public and private regular schools and open courses - where the pragmatic, practical and functional essence embraced by the teaching and learning of the language leads, day after day, to new and distinct marketing strategies; however, these ones are not always accompanied by the achievement, satisfaction, and especially, students' proficiency. I will not, in the present work, analyze in detail what happens in these courses; nevertheless, the existence of this market is undeniably one of the prominent factors in the atmosphere of disinterest that pervades regular school classrooms. As I said before, marketing is intense and "the teaching of English in regular schools produces results that seem not to reach those expected and anticipated by the legislation. On the other hand, open courses are those that maintain the best level of English teaching. Yet some of them may, as well as official ones, offer questionable quality education, mainly by adopting fads and solutions suggested by the market to attract costumers (e.g.: sleep-learning, subliminal method, neurolinguistics, etc.). Only a minority of these schools is an exception in the production of rich contexts and facilitators of understanding for language learning for the purpose of social and professional use" [6].

So, this is the current scenario, shaped by these historical events and their outcomes. To add to them and with the same importance, there are cultural and structural issues as well. The first I will analyze in the next heading.

IV. A pragmatism look

As remarkable as the fragmentation and lack of standardization carried through its history, English language teaching in Brazil has also had impressed upon itself a utilitarian character, responsible for making the perception of language acquisition derive merely from the repetition of simple communicative structures. Being used to seeing methodologies that expect the student to reproduce straightforward inputs in a short time, the

ones who are interested in starting to learn the language usually ask themselves and their teachers “how long does it take for me to speak English” – a question that the languages schools market requires to be answered with a very small number. Moreover, this is accompanied by a dangerous conviction stating that the mere presence in a classroom will ensure showy and virtually immediate results.

Alfredo Bosi, in his work *Dialética da Colonização* (1979), warned of this utilitarianism, or the “doing this for that” that had been taking over teaching in Brazil, in a comprehensive compilation of the aspects of our culture from the first days of the arrival of the Portuguese to our territory to the publication of his book, given in a clearly technicist, biased and pragmatic epoch. Mentioning the great losses that have been being accumulated in Brazil, he pointed out: “[...] the rapid and perhaps irreversible decline of traditional humanistic studies (Greek, Latin, Philology, French), now quartered in one or another curriculum of Languages or Literature. The result of this restriction and the disappearance of a certain type of classical literate formation, which had, some forty years ago, a prestigious presence in high school, besides constituting the common fund of the clergy and magistracy, two strata whose position in society was preeminent. The intimate relationship between classical culture and social status has disappeared in contemporary society. And the University, coherently, started to progressively abandon the teaching of those disciplines [...] The learning of Greek, Latin, Classical and Vernacular Philology, French, Roman Law and related subjects had its key position taken away in the formation of secondary teachers, priests and lawyers, becoming specializations and being taught without the aura that once surrounded them, and therefore dispossessed of the power that then invested them. A notable consequence of this emptying was during the 1960s, above all, a tendency to consider linguistic, literary, juridical and even religious culture structurally and acronically” [7].

Obviously, the lack of attention and importance devoted to a more classic and comprehensive formation process takes its toll on all careers, given that, with the introduction of a thought that implements teaching in order to serve the most immediate interests, the constant process of simplifying the transmission of knowledge is a tonic from which it is not possible to break free so soon: the formation cycle goes on, giving new and new twists in a downward spiral in which dehumanized and pragmatic professionals are responsible for the formation of the next generation of professionals, therefore, hardened, practical and, above all, functional. English language, in this scenario, is thought, taught, learned and used superficially, prioritizing the ability to do something in a very short amount of time.

“The teaching of modern languages, including English, has been done in general by pragmatic techniques of command of the basic conversation, like *Yazigi* or *Programmed Teaching*, through behaviorist schemes. These techniques take a little advantage to the old methods of translation, once they allow students to create certain audiolingualistic automatisms soon, but they do not let the student, for a very long time, have access to the literature and culture conveyed by the language they are learning. The instrument becomes an end in itself, which is the definition of technocracy. The worry with mastering some (a few) sound phonetic and syntactic structures, while valid, sets aside learning the vocabulary, an arduous task that cannot be postponed under penalty of the student leaving the course without having had the opportunity to read the important authors who expressed themselves in the language under issue. In fact, it is what has happened in a systematic way” [8].

This is what must be pointed when it comes to pragmatism: there has been a shift in Brazil, and the learning of something is being understood as “learning to do something”, as well as the knowledge of the most straightforward and simple part of this is understood as exceling at it. This view pervades regular classrooms, where, most of the time, reading and translation are emphasized: students compare what they see there to the results they or their peers have in open English courses, and, then, the damage is done: “To learn English, you must enroll in an open course” – people claim. This issue will be broadened in the next heading.

V. A contemporary look

Finally, I must carry out a brief analysis of the currentness, an imperative to correctly read between the lines of the results obtained in the survey and of the classrooms daily routine. Quantifying the traces of the established scenario, I turn to some of the conclusions of the report *O ensino de inglês na educação pública brasileira* (2015), outlined by the British Council: “many of the problems faced by the teaching of English are common to all subjects, since they refer to difficulties of the public school system itself, whether at the federal, state or municipal level. [...] Improvement of the public system requires joint actions by the various actors that are part of the system, especially the integration between state and municipal offices and school principals and teachers. It is necessary to conduct a broad discussion about the role of teaching English in the formation of young Brazilians - data indicate a context in which English does not have a clear function, since there is no common strategic plan for the language learning; furthermore, it is clear that English is not considered relevant within the curriculum. As long as it is seen as a complementary discipline, English will not be adequately developed in public schools, which impedes the insertion of Brazil into a globalized context. [...] It is possible to perceive the lack of a greater integration between the policy makers and the real demands and needs of the actors that are ‘in the front line’ of the offering of public services of basic education, at least when it comes to

foreign languages classes, and teachers want to be heard and integrated into the formulation of these policies. [...] In many cases, [English teachers] are teachers from other areas who teach English for lack of specialized teachers. With little institutional support, the planning and execution of classes depend excessively on the individual decisions and capacities of each teacher, who must seek in their personal networks new materials and teaching methodologies. To finish, the overload of work and the greater demand around the other disciplines (for which, unlike what happens with the foreign language, there are official assessments, for instance) make the time to dedicate to English language smaller, compromising, thus, the quality of the classes and the formation of the students” [9].

The boundaries set by such research can easily be broadened and fitted for private education as well, in which, although school administration and teachers are closer, English language still finds itself under the range of the same public policies, that is, it is a complementary subject, thus counting with reduced working hours, and perhaps even more affected by two cultural aspects with a very high voice regarding its teaching and learning: the widespread idea that one does not learn English in school, but in an open course - given the higher percentage of students enrolled in one - and the utilitarian view of the school itself, linked to and dependent on the results obtained in the vestibular exams, often an imperative to take enrollments that ends up making it soon clear to students that they are given the opportunity to leave English language out of the list of disciplines that will figure in upcoming selective processes.

My experience in the three distinct classrooms – public and private schools, besides open courses - supports, without a doubt, that the teachers who work in the first two are victims of this series of factors, conjugated or not. If public education has a structure that makes it difficult to carry out some actions, private one comes up against not only the beliefs already aligned, but also the functionality that is required of the language, which often prevents the student from obtaining good results in activities that demand further knowledge as a prerequisite, e.g. text comprehension and production. Finally, in open courses, marketing, students’ enrollment aims, retention goals, and “short-term results” are other antagonists of a kind of work that carries a more complex, humanistic and enlightened background as a priority.

All this came to be in the fifth edition of the *EF EPI (English proficiency index)* survey - the most widespread English language proficiency index - conducted by *English First* in 2015 and available at www.ef.com/epi. Made up of grammar, vocabulary, reading and comprehension with 910,000 adults in 72 countries and territories that do not have English as their native language, its results gave Brazil the 41st place, with a grade of 51.05, which means that we reach a low proficiency index. Such placement leaves us far behind our neighbors Argentina (19th place, high proficiency), Uruguay (36th, low proficiency) and slightly ahead of Peru (45th, also low proficiency). We are behind countries like India, the Dominican Republic, Bosnia and Herzegovina and Vietnam, and we divide our track - of low proficiency - with Russia, Japan, Uruguay, Macau, Costa Rica, China, Ukraine, Chile, Mexico, Morocco, Peru, United Arab Emirates United States, Ecuador, and Pakistan, countries that either have an official language that is very different from English, such as Japan, China, Ukraine, the United Arab Emirates and Russia, or have a worse socioeconomic reality than Brazil, case in which we can easily enumerate nearly all the others listed.

The PCN – Parâmetros curriculares nacionais (National curriculum parameters) -, official document that aims, if not to regulate the teaching-learning processes in Brazil, at least to help doing it, reveals itself not to be so useful for the English teachers who decide to turn to it: checking the two distinct issues, respectively for middle and high schools, we manage to find different realities being described, a case that rather than solving the problem, makes it harder to be dealt with. The first document, for instance, states that “the emphasis on reading may be justified by the social function of foreign languages in the country and also by achievable objectives in view of the existing conditions [...] only a small percentage of the population has the opportunity to use foreign languages as an instrument of oral communication, in their own country or abroad, and conditions in the classroom of most Brazilian schools (reduced working hours, overcrowded classes, poor mastery of oral skills by most teachers, lack of didactic materials etc.) may make the teaching of the four communicative abilities unfeasible” [10].

In other words, the PCN for middle school is clearly saying that it is not possible in our country, due to a series of reasons, to teach the four abilities in regular schools. It would not be an issue if the PCN for high school did not state that “the student must master grammatical, sociolinguistic, discursive and strategic competence. These constitute, to our understanding, the major purposes of teaching Foreign Languages in High School” [11]. Getting aware of this, we realize that the official documents see one scenario as totally distinct to the other, what derives, undoubtedly, from misunderstanding the real events in a daily basis. “Comparing the two texts gives us the impression that they deal with the teaching of foreign languages in two different countries: one with conditions to enable a communicative teaching of foreign languages, in which the communicative competence is relevant, and another one where conditions are exactly the opposite” [12].

To finish, still taking into consideration the case of a teacher who turns to the PCN, this one will find themselves as the only responsible for managing subjects to be taught and the methodology to be used, that is to

say, rather than giving orientation, the documents give simple advice for teachers, as it is possible to see in this excerpt: “The teaching of foreign languages in school cannot overlook the essential contents of the discipline; however, it must associate them with structuring concepts and pedagogical practices that mobilize skills and abilities in which such contents and concepts can be realized as a product not only academic, but also sociocultural. It is necessary to make a deep reflection on the methodological choices so that the work from the mobilization of skills and abilities can be implemented in an effective and meaningful way for the student, in the sense of what has already been learned and what is to be learned. The practice has shown that good theoretical contributions have ceased to have an impact on this level of education, due to the way they are appropriated by discourse and didactic practice. Our commitment as teachers should be to reduce the intrinsic gaps in the fragmentation of disciplines, bringing concepts and skills related to more than one discipline” [13].

When it comes to the contemporaneity, this is the background in front of which teaching English in regular schools happen. Coupled with the other issues here presented, I believe it is able to bring a good idea of English language teaching in Brazil, as well as enlighten what I read in the surveys formerly carried out. Reflecting about all this is what will be done next.

VI. Conclusion

I can thus reaffirm the notions mentioned in the beginning and state that, in the context in which we are, it is not possible to require students to take seriously the role played by English in their formation and therefore in the classrooms where they study. Contemporaneity is forged historically, as seen in previous headings, so what is thought about English nowadays is the materialization of a formerly framed culture. Being the target audience of constant marketing campaigns of open courses and those attending, students take as reference the immediate results they manage to reach through these, comparing them with the ones from school classrooms - that often have as priority the reading and interpretation of texts, grammar, links to Portuguese language and little orality. Based on the speaking competence, they certainly choose the first ones when asked in which of the contexts they learn more and better. Furthermore, it is part of the culture of Brazilian families to “make investments” in their children, enrolling them in some sport activity and in an English course, since the English language learned in regular school is rarely considered good or enough by parents.

Of course, the best English-speaking students are usually those who attend an open course and, at the same time, are serious about what they learn in regular school; however, at this point we stumble upon the already mentioned culture of the “least effort” and, sadly, see few students understand that they must dedicate themselves entirely on the two fronts: school and course. Thus, what usually happens is the “switch” of English from school for that learned somewhere else.

Another element of utmost importance, as I observed before, is the possibility of choosing a foreign language, trait that is often emphasized by schools, aggravated by the apparent similarity between Portuguese and Spanish. To add to this, students’ pragmatism in their way of comprehending their results is also worsened by the following perception: if English does not have the same importance of Math and Portuguese, for example, better grades in the latter two will certainly guarantee not to fail the year because of the first. So, utilitarianism, the notion of always doing the least, and a pretended natural ease arising from the similarity between Portuguese and Spanish close the cycle and unite the tips: “The only ones who study English at school are those who really have not yet realized that they can avoid it without causing any trouble”, seems to quote the predominating understanding.

This is the background for the act of English teachers nowadays: given the number of those who are not interested in our classes, I can even say that we, the teachers, seem to be shadows in a picture of living colors that is quite unfavorable to us. Nevertheless, the survey brought some answers from those who have helped with suggestions to make classes more interesting, and we must definitely take what was said into consideration. Being able to make feasible what students like in accordance with what is to be taught and learned, we can imagine that the current scenario may be modified in a near future. Aware that we must work from the secondary role we play, we can gradually achieve greater space, greater standardization, greater importance and finally a school that asserts the importance of our discipline in equality with all others.

For now, we must keep the reflections that were aroused and the deep analysis of the issues. Between the top and bottom, it became evident that there is still room for maneuver for the medium - the teachers - to begin to change the colors of the painting; and to believe that the whole drawing will soon be different.

References

- [1]. BRITISH COUNCIL, *O ensino de inglês na educação pública brasileira* (São Paulo, British Council, 2015), p. 37.
- [2]. OLIVEIRA, Luiz Eduardo; OLIVEIRA, Kate Constantino, A institucionalização do ensino de Francês no Brasil, *Historia do ensino de línguas no Brasil*, Brasília/DF, 2014, v. 8, n. 8.
- [3]. LEFFA, Vilson J, *O ensino de línguas estrangeiras no contexto nacional* (Pelotas, Contexturas, 1998).
- [4]. PIETRARÓIA, Cristina Moerbeck Casadei; DELLATORE, Sahsha Kiyoko Watanabe, O ensino do Francês no Brasil, *Odisseia*, Natal/RN, 2012, n. 9, p. 106.
- [5]. PIETRARÓIA, Cristina Moerbeck Casadei; DELLATORE, Sahsha Kiyoko Watanabe, O ensino do Francês no Brasil, *Odisseia*, Natal/RN, 2012, n. 9, p. 112-113.

- [6]. NAVES, Rozana Reigota; VIGNA, Dalva Del, Os Parâmetros Curriculares Nacionais e o ensino de inglês no Brasil, *Revista de Letras*, Brasília/DF, 2008, v. 1, n. 1.
- [7]. BOSI, Alfredo, *Dialética da Colonização* (São Paulo, Companhia das Letras, 1992), p. 310-311.
- [8]. BOSI, Alfredo, *Dialética da Colonização* (São Paulo, Companhia das Letras, 1992), p. 314-315.
- [9]. BRITISH COUNCIL, *O ensino de inglês na educação pública brasileira* (São Paulo, British Council, 2015), p. 38.
- [10]. BRASIL, Ministério da Educação, Secretaria da Educação Média e Tecnológica, *Parâmetros curriculares nacionais* (Brasília, MEC, 1998), p. 18.
- [11]. BRASIL, Ministério da Educação, Secretaria da Educação Média e Tecnológica, *Parâmetros curriculares nacionais* (Brasília, MEC, 1998), p. 30.
- [12]. SANTOS, Eliana Santos de Souza e, O ensino da língua inglesa no Brasil, *Babel: Revista eletrônica de línguas e literatura estrangeira*, Salvador/BA, 2011, n. 1, p. 167.
- [13]. BRASIL, Ministério da Educação, Secretaria de Educação Média e Tecnológica, *Parâmetros Curriculares Nacionais - Ensino Médio* (Brasília, MEC, 2000), p. 112.

Fernando Bruno Antonelli Molina Benites. "Three reasons why English is not considered relevant in some Brazilian classrooms: survey, historical research and reflections.". *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 9, no. 1, 2019, pp. 75-83.