

A INSERÇÃO DA LÍNGUA INGLESA NO CURRÍCULO DAS SÉRIES INICIAIS DAS ESCOLAS BRASILEIRAS

LA INSERCIÓN DE LA LENGUA INGLESA EN EL CURRÍCULO DE LOS AÑOS PRIMARIOS DE LAS ESCUELAS BRASILEÑAS

THE INSERTION OF ENGLISH LANGUAGE IN THE CURRICULUM OF THE INITIAL GRADES IN BRAZILIAN SCHOOLS

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RESUMO: O aprendizado da língua inglesa não deve ser reservado a uma pequena parcela da sociedade, mas precisa ser um direito assegurado a todos pelo Estado, considerando a ampliação das possibilidades de comunicação e trabalho. Frente à relevância dessa temática, o presente estudo objetivou analisar os estudos que discutem a inserção da língua inglesa no currículo das séries iniciais do Ensino Fundamental, no período de 1996 a 2018, disponíveis na Biblioteca Digital de Teses e Dissertações (BDTD). Foi possível concluir que, desde 1808 até o século XX, o inglês tem sido um idioma elitizado, já que politicamente não era considerado necessário à formação de trabalhadores. Embora mudanças educacionais garantam, atualmente, o ensino dessa língua nas escolas públicas, há evidências da necessidade de maiores investimentos em educação e na formação de professores para a garantia de acesso e ensino de qualidade desse idioma.

PALAVRAS-CHAVE: Língua Inglesa. Currículo. Séries Iniciais.

RESUMEN: *El aprendizaje del idioma inglés no debe reservarse a una pequeña parte de la sociedad, sino que debe ser un derecho garantizado para todos por el Estado, considerando la expansión de las posibilidades de comunicación y trabajo. Dada la relevancia de este tema, el presente trabajo ha tenido como objetivo analizar los estudios que discuten la inserción del idioma inglés en el plan de estudios de los grados iniciales de la Escuela Primaria de 1996 a 2018 disponible en la Biblioteca Digital de Tesis y Disertaciones (BDTD). Se concluyó que desde 1808 hasta el siglo XX, el inglés ha sido*

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un idioma elitizado, ya que políticamente no se consideró necesario para la capacitación de los trabajadores. Aunque los cambios educativos, actualmente, garantizan la enseñanza de este idioma en las escuelas públicas, existen evidencias de la necesidad de mayores inversiones en educación y capacitación docente para garantizar el acceso y la enseñanza de calidad de ese idioma.

PALABRAS CLAVE: *Lengua inglesa. Curriculum. Años primarios.*

ABSTRACT: *English language learning should not be reserved only for a small part of society, but it must be a guaranteed right to all and provided by the State, considering the expansion of communication and work possibilities. Given the relevance of this theme, the present study aimed to analyze the studies that discussed the insertion of the English language in the curriculum of the initial grades of Elementary School from 1996 to 2018 available in the Digital Library of Theses and Dissertations (BDTD). It reached the conclusion that from 1808 until the twentieth century, English has been a language for the elite and politically the language was not considered necessary for the training of workers. Although educational changes currently guarantee the teaching of this language in public schools, there is evidence of the necessity for greater investments in education and teacher training to ensure access and quality teaching of this language.*

KEYWORDS: *English language. Curriculum. Initial grades.*

Introduction

For a long period, public education was focused on Brazilian elites. In the first decades of the twentieth century, there were movements aimed at literacy and, later, a long period in which education turned to the professionalization of workers. In this context, the English Language (EL) remained for almost two centuries as a privilege of a small portion of the Brazilian population.

The changes in Brazilian education came from the new educational policies and the post-promulgation period of the 1988 Constitution (BRASIL, 1988) and with the establishment of the Law of Directives and Bases of National Education (LDBEN, Portuguese initials) (BRASIL, 1996). As elucidated by Ferreira (2014, p. 147). "[...] the changes experienced in the last two decades in Brazilian education are involved in the evolution of LDBs and, especially, in the use of Public Educational Policies aimed at building an inclusive, citizen and quality education".

Brzezinski (2008) states that, although there have been years of discussions about Brazilian education, there are still great advances capable of leading to quality public education. However, the reorganization of educational systems that is registered in LDBEN (BRASIL, 1996) may create contexts of structural relationships of

transformation, reform and educational innovation, reducing the distance between the formulated law and the real.

The recognition of the need to learn a foreign language, was established in LDBEN (BRASIL, 1996) since its original text and it is stated in its Article 36 that “A modern foreign language will be included, as a mandatory subject, chosen by the school community, and a second, on an optional basis, within the institution's availability”. We consider that the interest and need for learning a language has been increasing more and more by the Brazilian population, envisaged by the possibility of achieving better working conditions inside and outside the country and ensuring good communication and exchange of knowledge. Costa (1987, p. 2) adds that “[...] the growing interest in modern languages, as school subjects, became clear exactly at a time when education ceased to be a monopoly of the rich and came to be considered essential for social ascension”.

We believe that English cannot be thought of as a language that should be accessed just by the elites and learning for a small portion of the population, but understood as a right guaranteed by the State to all. Based on this premise, we seek to answer the following questions: what do the theses and dissertations say about the inclusion of English teaching in the curriculum of the early years of elementary school in Brazilian schools? What are the legal guarantees for continuing English teaching in public schools?

In order to contribute to the expansion of discussions on this topic, considering, then, the importance of English in the curriculum and the guarantee of quality education in Brazilian public schools, this study aimed to analyze the studies that discuss the insertion of the English language in the curriculum of the initial grades of Elementary School, from 1996 to 2018, available at the Digital Library of Theses and Dissertations (BDTD, Portuguese initials).

Methodology

In order to demonstrate the relevance of the theme, a bibliographic review was carried out at the Digital Library of Theses and Dissertations (BDTD) for significantly cover the set of Brazilian theses and dissertations. To this end, we proceeded with the search for the theses and dissertations published from 1996, the year of the promulgation of LDBEN (BRASIL, 1996) until 2018, when the gathering of the data considered here took place. Based on this search, the theses and dissertations were analyzed based on three axes: "History of public policies of a foreign language", "Public policies and English

language", and "The English language in the school curriculum". The design of the investigative corpus was carried out using the expressions: "History of public policies of a foreign language", "Public policies and English language", "The English language and the school curriculum".

The search carried out using the expression "History of Public Policies for a Foreign Language" resulted in 139 works, with only six studies selected for working with the teaching of the English language and their respective public policies. It is noteworthy that among these, the majority opted for a more specific historical period, the 19th century, the Vargas Era, or the 21st century. First, the selection was made by the titles of the works that converged to what it was intended to investigate, later on the reading of these abstracts and summaries, to confirm the pertinence to the research. The expression "Public policies and the English language" brought 239 papers, but only 13 new papers were relevant, since they addressed the teaching of English in the curriculum, its public policies, with an emphasis on analyzes on the historical perspective of English language teaching in the Brazil. In turn, the use of the expression "The English language and the school curriculum" resulted in 252 works, with only ten being considered relevant for this study.

The analysis of these data occurred from reading, in full, this set of theses and dissertations considered relevant to the objective of the present study. For the purposes of presentation and discussion, the data were organized into three axes, whose name was given based on the search expressions used: 1) "History of Public Policies for Foreign Languages"; 2) "Public policies and the English language"; and 3) "The English language in the school curriculum", considering the researches that worked with the alterations of the EL legislation in the school's curriculum and also the works that analyzed the documents that involve the EL study, that demonstrated implicit or explicit relevance with the theme addressed in this study.

Results and discussions

Axis 1 - "History of Public Policies for Foreign Language" included two doctoral theses and four dissertations, totaling six productions that were related to the research questions and/or the objective of this study.

Souza (2005), in his doctoral thesis defended at Unicamp, "The moving notion of foreign language in Brazil: discourse, history and education" (*O movimento dos sentidos*

sobre línguas estrangeiras no Brasil: discurso, história e educação) sought to understand the course of the meanings of foreign languages in Brazil, from the theoretical perspective of Speech Analysis. He carried out an analysis of the history of foreign languages in the country from 1500 until the Fernando Henrique Cardoso government in 2002, using the Brazilian educational legislation for this analysis. He concluded that it was necessary to propagate public language centers to improve language teaching in Brazil, as a process of subjective identification.

Costa's thesis (2007): “Can it be in English? No. In Portuguese first. Teaching of English language for children in new contexts: a study of case” (*Pode ser em inglês? Não. Em português primeiro. Ensino de língua inglesa para crianças em contextos emergentes no país: um estudo de caso*) addressed the analysis of foreign language teaching for children in elementary school and the continued training of language teachers. A case study and interviews with teachers were carried out.

Carvalho (2010), in the dissertation “English Language in Basic School: an identification process in the context of a public school” (*A Língua Inglesa no Ensino Básico: processo de identificação no contexto de uma escola pública*) aimed to verify the different effects of meaning produced by speeches and to investigate their interference in the identification process. A transdisciplinary approach was adopted, supported by assumptions of Discourse Analysis, Psychoanalysis, Philosophy and Cultural Studies. In addition, a historical analysis of foreign language teaching in Brazil was carried out, but the analysis of language teaching methods and the discussion of language teaching in the 19th century predominated. He also discussed the representations of language teaching in the country and interviews with English teachers. It concluded that the subject learning English, in the context of a public school, is identified with the representation of the place occupied by the English speaker.

Costa (2014), in the dissertation defended at UFAM and entitled “Linguistic Policies: the teaching of foreign languages in public schools in the state of Amazonas” (*Políticas Linguísticas: o ensino de línguas estrangeiras em escolas públicas do estado do Amazonas*) aimed to understand how the linguistic policies proposed for the state network in the state of Amazonas are configured and how, in the practice, take place in public schools in Manaus/AM. She carried out a historical analysis of foreign language teaching in Brazil, in addition to an analysis of the effects of globalization on the new configuration of society, defending the democratization of knowledge and the education of citizens, subsidized by Discourse Analysis. It was also presented the influence of the

study of the EL and of the federal laws, mainly the PCN and its implications in the state policies in Amazonas. She concluded that there is a great importance in the participation of the teacher and the community as actors in the educational process in the elaboration of educational policies.

Rocha (2016), in her dissertation “Foreign language teaching in Niterói: A Political-Linguistic Look” (*O ensino de língua estrangeira em Niterói: Um Olhar Político-Linguístico*), aimed to outline an overview of the actions carried out by the municipality of Niterói and the state of Rio de Janeiro in the policies for teaching foreign languages. She made a historical analysis on the teaching of foreign languages, mainly in the state of Rio de Janeiro and, among her conclusions, highlighted the privilege of elites during the last two centuries in Brazil in relation to the learning of the English language. The author worked mainly with LDBEN (BRASIL, 1996), but the analysis of schools and bilingual education in Niterói/RJ predominated in the dissertation. In addition, she presented as the main teaching problems the inefficient teacher training and violence in schools and as a proposition the need for a linguistic policy with more effective planning.

Santos' thesis (2017), entitled “Between tradition and innovation: 19th century English teachers and textbooks” (*Entre a tradição e a inovação: professores e compêndios de inglês do século XIX*), presented a very striking analysis of English language teaching in 19th century Brazil. It aimed to identify, in the educational scenario of 19th century Brazil, the struggles for a space for teaching English. To this end, the author examined the legislation for language teaching or related to subjects related to English, aiming to follow the path traced by the English language in search of conquering space. She also emphasized the importance of Pedro II High School for education in the 19th century. The sources used were 19th century legislation, some 19th century compendiums and newspapers of the period, justifying the combination of these three sources as they were important for comparing and contrasting information, since they involved teachers or teaching English in the country and its importance in society. She concluded that the teaching of languages was predominantly focused on grammar and translation and that there were few innovations verified in the published materials, even though they were involved in a speech by more inductive practices, recurring since the 16th century.

In axis 2 “Public policies and English language”, five doctoral theses and eight dissertations were considered, totaling 13 productions.

Oliveira's thesis (2006), "The institution of the teaching of modern languages in Brazil: the English language case (1809-1890)" (*A instituição do ensino das Línguas Vivas no Brasil: o caso da Língua Inglesa (1809-1890)*), addressed the institutionalization of the teaching of modern languages in Brazil and its configuration as a school discipline, specifically the EL. The main documentary source used was national educational legislation, but the author also used Study Plans and Teaching Programs, as well as minutes of parliamentary sessions and meetings of the Congregation of Pedro II High School. He highlighted the importance of the Pedro II High School; dividing teaching in this period into three phases, the first (1809-1837), when foreign language teaching was predominantly instrumental; the second (1837-1870) when there was learning for literary purposes, qualifying students for the preparatory exams and the third (1870-1890), which had a practical purpose, when foreign languages were used as a means of communication for the development of oral skills of students. He highlighted the elitist knowledge of foreign languages and, in the case of the English language, its importance for trade negotiations in the 19th century.

Vidotti (2012), with the thesis "Language policies for foreign language teaching in Brazil in the nineteenth century, with an emphasis on English language" (*Políticas linguísticas para o ensino de língua estrangeira no Brasil do século XIX, com ênfase na língua inglesa*), had as object of study the political-educational discourse on foreign language teaching in Brazil. The corpus mainly covered the analysis of laws, decrees, parliamentary debates and public policies that focused on teaching English, also French. The historical focus came from the study of foreign languages from the 18th century on Brazilian soil. She concluded that foreign languages were useful knowledge to the State, since languages were necessary for public instruction; in addition, she highlighted the European influence in Brazilian culture and politics.

Maciel (2013) defended the thesis "Negotiating and reconstructing knowledge and local practices: formation English language teachers and official documents" (*Negociando e reconstruindo conhecimentos e práticas locais: a formação de professores de língua inglesa e os documentos oficiais*), highlighting the relationship between official documents and the training of EL teachers for high school, discussing, with the English teachers, the curricular guidelines in the state of Mato Grosso do Sul defined by the MEC, in addition to having globalized society and the relevant role of EL as one of the main focuses. The research was qualitative in nature with collaborative and ethnographic characteristics, as well as subsidized by national educational legislation.

Jucá (2017), in his thesis “Re-thinking the histories that inhabit us: towards a Brazilian oriented English language teacher education program” (*Das histórias que nos habitam: por uma formação de professores de inglês para o Brasil*), discussed the training of English teachers in Brazil and the lack of interest in the profession. The study was based on postmodern theories, using post-structuralist and colonial concepts related to the conceptions of language, discourse, epistemology and identity, for a better understanding of modern influences on the historical construction of teaching and teacher identity. She reaffirmed the need for teacher training based on legal literacy to promote changes in elitizing the learning of that language.

Correa (2018), in the thesis “The policy of formation of English language teachers and the challenges of everyday practice in public schools” (*A política de formação de professores de língua inglesa e os desafios da prática cotidiana na escola pública*), discussed the analysis of teaching and forming English language teachers graduated at the Federal University of Amazonas, in the period of 2004 to 2010. She verified the main aspects of the educational policy aimed at teaching the English language in Brazil, having worked, with the official documents, the LDBEN (BRASIL, 1996) and the PCNs (BRASIL, 1997). The conducting axis of the research was the teaching and learning of Foreign Languages in the Public Network of the city of Manaus/AM. The qualitative research was anchored in the descriptive textual analysis.

Oliveira (2003), in the dissertation “Policies for Teaching Foreign Languages in Public Schools in the State of São Paulo” (*Políticas de Ensino de Línguas Estrangeiras em Escolas Públicas do Estado de São Paulo*), aimed to elaborate a study that talked about the configuring factors of foreign language teaching policies in a public school in the state of São Paulo and to determine the process of constituting the speech of the English teacher. The study presented a brief history on the teaching of foreign languages in Brazil and the teaching policy. However, the focus of the dissertation was the subject and the imaginary formations in the learning of a foreign language.

In Sousa's dissertation (2006), “English Teachers from the Public School: investigations about their identities in a conflict network” (*Professores de Inglês da Escola Pública: investigações sobre suas identidades numa rede de conflitos*), the objective was to analyze the construction of the identities of English teachers in public education, however, there are analyzes on education under the neoliberal model and the importance of English in the globalized world. A qualitative research was carried out, of

an ethnographic nature, through interviews and questionnaires answered by teachers from public schools in the city of São Paulo.

Oliveira (2006), with the dissertation “The student's imaginary about the English language in the constitution of his subjectivity”, addressed the teaching of English in public schools, the lack of motivation for learning EL and the insufficiency of teaching in school for that the student learns a foreign language. For this author, the student praises a language, English, but it is a contradiction, since he has practically no contact with it. Performed an interpretive and descriptive analysis of the investigative corpus, through semi-structured interviews with English teachers and students from public schools. He concluded by emphasizing the importance of the foreign language teacher as a great mediator between the student and the new language.

Emilio's dissertation (2008), entitled “English language teaching in elementary school: approximation to the social representations of teachers on the curricular component” (*Ensino de língua inglesa no ensino fundamental: aproximação às representações sociais de professores sobre o componente curricular*), used the Theory of Social Representations and the studies on Teaching Work as the theoretical framework of analysis, adopting as methodological procedure the theory of the Central Nucleus of Social Representations and content analysis. The analyzes covered the history of the English language and its importance in the curriculum, classes focused on teaching instrumental English and the importance and contradictions of LDBEN (BRASIL, 1996) and PCN (BRASIL, 1997) during the Republic. She concluded by reporting that the meanings that teachers attribute to their practice derive from their professional formation, teaching practice, their life experiences and through their relationships with each other. She proposed to write a new story that erases the thought that English is not learned in the regular school. For this, he highlighted the need for actions aimed at the articulation between public policies, the school organizational context and the formation of teachers.

Nascimento (2010), in his dissertation “The training of the English language teacher and the legislation: the case of the Letters course - Portuguese-English qualification at UFS” (*A formação do professor de língua inglesa e a legislação: o caso do curso de letras – habilitação português-inglês da UFS*) addressed, as main focus, the initial formation of teachers in Letters. Conducted qualitative, critical-descriptive research. He used the dialectical method and the theoretical deepening through bibliographical and documentary research. He presented an analysis of neoliberalism and current society and highlighted public policies and official documents, mainly LDBEN

(BRASIL, 1996), on the teaching of English and its relationship with the Letters course and the importance of PCN (BRASIL, 1997) in Brazilian education in a globalized world. One of his conclusions is that the university, especially the teacher formation course in English, has acted through the logic of simple service provision and not as a producer of knowledge; besides the problem of offering a reduced and insufficient workload for teaching English.

In Vicentin's dissertation (2013), "English language in early years of public Basic Education : from teachers' representations to language policies" (*Inglês nos anos iniciais do Ensino Fundamental público: de representações de professores a políticas linguísticas*), the author's concern rested on the learning of EL in elementary school, by working with the curriculum guidelines and with the public school teachers in Campinas, facing language policies and their efficiency in the classroom. Qualitative interpretive research falls within the field of Applied Linguistics. She emphasized the importance of English in the contemporary world and its constant expansion. Was assumed that teachers have their role as policy makers. The results indicated, among other issues, that, although the English language teachers interviewed acted as policy makers for an upward linguistic policy model, they do not recognize themselves, or seem to be unaware of their role in establishing these policies. She concluded that, in order to be able to effectively implement the teaching of the English language in the official curriculum of the initial years of elementary school, it is necessary to have a specific linguistic policy model for the teaching of a Foreign Language to Children.

In her dissertation, "The teaching of English in public schools: A possible dialogue" (*O ensino de língua inglesa em escolas públicas: Um diálogo possível*), Andrade (2015) started from the question about the lack of effectiveness of teaching English in Brazilian public schools. The author started from the principle that LDBEN (BRASIL, 1996) guarantees the mandatory teaching of English from the 5th grade of High School, supporting by law the teaching of foreign language, therefore, it should receive more incentives, public policies, mechanisms and structures that would make it more effective so that it presented the expected results in the classroom. She carried out an analysis of how public policies have worked in practice, in addition to working with the English teacher as a subject, as the author believes that the starting point for effective English language learning in our country is the teacher; besides highlighting formation problems for language teaching.

Miranda (2015), in her dissertation “Teaching English in Brazil, educational policies and the formation of basic education subjects” (*Ensino de língua inglesa no Brasil, políticas educacionais e a formação do sujeito da educação básica*), sought to relate national public policies to international ones, through a bibliographic and documentary study, to this end, the statements of the official texts were analyzed, showed the direct relationship of international policies with the internal aspects of the functioning of schools in the country. The work addressed the relationship between the historical context of the English language and politics during the 19th and 20th centuries; worked with the main official documents, with emphasis on LDBEN (BRASIL, 1996) and PCN (BRASIL, 1997). She related knowledge of the language to the world of work, globalization and the importance of education. She concludes that the English language, especially, had, in its trajectory, a close relationship with the changes in production relations and emphasized the importance of understanding the social function of a foreign language in public schools.

Axis 3 “The English language and the school curriculum” comprised a doctoral thesis and nine dissertations, totaling 10 productions that showed an implicit or explicit relationship with the research questions and/or the objective of this study.

Pucci (2017), in her thesis “The teaching of the English language in public schools: a look at the meanings constructed by their teachers about where, for whom, why and how they teach” (*O ensino da língua inglesa na escola pública: um olhar para os sentidos construídos por seus professores acerca de onde, para quem, por que e como ensinam*) conducted interviews with seven public school teachers, starting the thesis that the discourses that (de)value the English language and teaching in public schools participate in the construction of the meanings that teachers develop about the teaching and learning process. The author made a historical analysis of the English language and the public policies involved, considering the period from 1808 to the present. Conducted analysis of LDBEN (BRASIL, 1996) and PCN (BRASIL, 1997). She concluded that, currently, it is difficult to recognize and make recognized the English language as a formative school knowledge and to show its relevance to students, one of the factors is the fact that the public school is an environment characterized as specifically inappropriate for teaching and learning of the English language.

Lima (2005) sought, in the dissertation “PCN-LE and teaching practice: reality or utopia”, to relate teaching practice with the PCN (BRASIL, 1997). She conducted interviews with English teachers from private schools in Brasília, in search of whether

the guidelines of the PCN (BRASIL, 1997) were being used in practice. A qualitative investigation through the documentary research method was promoted. She concluded that there was no reading, or there was little knowledge of the PCN (BRASIL, 1997), so, in practice, these official documents did not change the teaching in the classroom at all.

Menegazzo (2006), in the dissertation: “The foreign language PCNEM and PCN+: applicable suggestions” (*Os PCNEM e PCN+ de língua estrangeira: sugestões aplicáveis*), directed the research on how to read English texts in classrooms, in a public school and in a private school, using the quantitative and ethnographic research. The author worked with interviews through questionnaires with English teachers and with the observation of classes. As a theoretical framework, she used reading concepts and strategies. The conclusion was that only a few items of the Parameters are used in practice, because, in their elaboration, the real situation of the school in Brazil was disregarded and that the biggest problems faced in the classroom are the large number of students and indiscipline.

Rocha's dissertation (2006), whose title is “Provisions for teaching FL in elementary education from 1st to 4th grades: of the official parameters and objectives of the agents, of a qualitative nature and ethnographic basis” (*Provisões para ensinar LE no ensino fundamental de 1ª a 4ª séries: dos Parâmetros oficiais e objetivos dos agentes, de natureza qualitativa e base etnográfica*), focused on the process of teaching and learning a foreign language in the first two cycles of Elementary Education subsidized by the analysis of the PCN-LE. A documentary analysis was carried out, as well as working with the agents of the teaching-learning process directly and indirectly and listening to principals, coordinators, teachers, students and parents. She concluded that there is a need for further investigation into the beliefs and goals of students and teachers to resize language teaching in mainstream schools.

Covino (2006) analyzed the teaching practice expressed in the PCN (BRASIL, 1997) in the dissertation “The national curricular parameters and the teaching of the English language: harmony between theory and practice”, she stressed that in theory teaching became more complex, but in practice the teacher assumes the role of transmitting knowledge. The objective was to verify to what extent the teaching practice of EL teachers, in the elementary schools of Greater São Paulo comes close to that recommended by this document. She made a brief retrospective of education in Brazil, from the changes in the legislation related to the English language, in the historical section of 1808 until the LDBEN of 1996. One of the conclusions emphasized that this document

presents the requirement of a deep theoretical knowledge of the teaching and learning process, which is considered by the author as inadequate for the reality of Brazilian education, since the teacher is expected to have multiple competences and skills, defending the improvement of the formation of English teachers.

In Santos's dissertation (2014) entitled "The teaching of English language in two public schools in Cuiabá: with the word, the teachers", the conceptions of English language teachers from public schools about the current teaching situation, the methodology and also the official documents. Data were collected through a semi-open questionnaire applied to four elementary school teachers in two schools in Cuiabá. The author worked with the analysis of LDBEN (BRASIL, 1996) and PCN (BRASIL, 1997) and concluded that students are placed as recipients of content, in addition to not giving priority to citizen education, as it is not possible to continue their studies or progress in work, factors that differ from the design of these official documents.

Santos (2015) sought to study, in the dissertation "Curricular proposal of the State of São Paulo: the relationship between the beliefs and the practice of two English teachers" (*Proposta curricular do Estado de São Paulo: a relação entre as crenças e a prática de dois professores de inglês*), the application of the Curricular Proposal of the State of São Paulo, which changed in the classroom based on the theoretical assumptions present in the curriculum, the differences between beliefs and practices in the classroom. The investigation was of a qualitative nature, of an ethnographic imprint, being characterized as a case study, since the author worked with the beliefs and actions of two EL teachers in a public school, conducted class observation, with field notes and recordings in audio and also worked with a questionnaire and an interview with each teacher. Educational policies were used as an instrument of mediation between teaching and learning, from a socio-cultural perspective. She concluded that, for a real curricular reform to occur in the State, it is not enough that documents and prescriptions are created in an attempt to implement top-down reform, as an educational reform must have the teacher as the central figure. She stressed the need for teachers to have the opportunity to reflect on their beliefs, in order to internalize the theoretical assumptions that underlie the Curricular Proposal.

In the dissertation "Linguistic policies and representations of teaching practice in elementary education: English language in focus" (*Políticas linguísticas e as representações da prática docente no ensino fundamental: Língua inglesa em foco*), Seccato (2016) reported that there are few studies that have emphasized EL and public

policies in Brazil, in addition to highlighting the greater importance language in the globalized world, a general analysis of the most recent policies in the country was made, mainly the PCN (BRASIL, 1997). A case study of a Londrina - PR project for teaching English right at the beginning of schooling was carried out, that is, in elementary school 1 and worked with linguistics studies and interviews with teachers. The conclusion was that access to EL still continues to exclude most children at school and that a major flaw is having access to national legislation that does not offer this opportunity to everyone, as it defines English as optional, to be offered in the way that institutions educational institutions want or can materialize this content in the curriculum.

Tomasel (2017), in the dissertation ““To be or not to be”: The production of English language teaching in legal documents” (*“To be or not to be”: A produção da docência de Língua Inglesa em documentos legais*), emphasized post-structuralism and the analysis of documents related to the foreign language, these being the PCN (BRASIL, 1997) and the National Common Curricular Base (BNCC) (2017), through the concept of discourse as a theoretical-methodological tool, seeking to show how these documents describe, guide and institute the way of being and doing of EL teachers. She concluded that the legal documents provide an overview that places EL in public schools in a disadvantaged place in the curriculum, which reinforces the difference between teaching in a regular school and teaching in a language school. Was also emphasized the process of reducing content in the teaching/learning relationship.

Fonseca (2018), in her doctoral research entitled “The imposition of English as a linguistic policy: against the plurilingualism” (*A imposição do inglês como política linguística: na contramão do plurilinguismo*), aimed to investigate the first effects caused by Law 13,415 (BRASIL, 2017), which deals with the mandatory offer of English in the elementary school curriculum, from the sixth year onwards, and its mandatory nature in the high school curricula. The author also worked with the analysis of the documents LDBEN (BRASIL, 1996), PCN (BRASIL, 1997) and BNCC (BRASIL, 2017) and made an assessment of the importance of English in modern times and its mandatory nature in the curricula. The thesis was based on historiography and works in the field of History of Language Teaching. In the case of LDBEN (BRASIL, 1996), the author has worked with the changes since 1961 and the sources were educational legislation and historiography. She argued that there is no exclusivity of English in the curriculum, as educational legislation has been going, but that a multilingual curriculum be offered. She concluded that it is necessary to subsidize actions that lead to the creation of articulated linguistic

policies, so that the massive teaching of English gives rise to the construction of multilingual curricula.

In general, most of the theses and dissertations addressed, with regard to official documents, the LDBEN (BRASIL, 1996) and the PCN (BRASIL, 1997), mainly because they are the main documents that touch teaching and the English language in the curriculum, as they provide support for the continued study of English, in addition to providing guidelines for teachers to work in the classroom and for teaching to be improved. However, research also showed the main problems faced by English teachers, such as: indiscipline in the classroom; students' lack of interest; the lack of knowledge of official documents or even how to apply them in the classroom; in addition to teacher formation problems; difficulties that need to be changed together in order to change the context of English language teaching in the classroom.

The concern or solution found, in the works researched here, for improving the teaching and learning of English in public schools was, predominantly, in teacher education and in continuing education. It is important to note that few studies have addressed the history of the English language in our society and in the school curriculum, as in more than 200 years of legislation and English teaching in Brazil, few researchers have dedicated themselves to this subject.

Studies, in general, denounced the elitization of English as a language, from the first public policies aimed at teaching that language in the country, with the arrival of King João VI in Brazil, in 1808, until practically throughout the 20th century. It was possible to verify the influence of educational public policies that, in practice, ensured that only the elite held knowledge of English, either during the 19th century, with the predominance of slavery and a tasteless middle class, or in the 20th century, with policies aimed at the training of workers for industries in Brazil because, in the view of the government, there was no need to guarantee the learning of a foreign language to a large part of the population; whoever wanted such knowledge, should pay for teaching in private institutions.

Through the history of the English language in our country, since the initial landmark in 1808, as previously established, the search for its hegemony can be seen, especially in the last decades, since, in just over 200 years, the complex range of foreign languages that was offered to students who attended schools, was reduced, in our official documents, to the predominance of the English language and its mandatory nature in the school curriculum. During the twentieth century, it is important to highlight the concern

that education was given as training for workers, that is, education aimed at professional education, to be able to offer to companies labor, a situation that had been aggravated during the Military Dictatorship (1964 -1985). Therefore, in general, in the 20th century, access to culture and the possibility of social ascension were also not guaranteed for the vast majority of the Brazilian population. English, as a second language, ascends to the position of main foreign language, but remains the privilege of a few, public education does not allow, in the vast majority of schools, that the student learns to speak English. It is also worth mentioning the small number of studies with explicit relevance to the teaching of EL in the initial grades of elementary school, which demonstrates the need for research and publications that specifically address this theme.

Final considerations

After the analyzes and discussions presented, we understand that we have to form citizens who can fit into the society of the 21st century, since the globalized world demands English as a second language, however, what has been noticed in Brazilian public policies since 1808 and that, it remains today, it is the lack of concern with quality, lack of teacher education to become qualified to teach, as many normal schools did not even include English in the curriculum, making it impossible for the teacher to teach something he never learned. We had two centuries of neglect with the population as a whole, there was prejudice and elitism, because, indirectly, public policies until 1988 would have the precept of not seeing any need for a poor citizen or a poor citizen to learn a foreign language.

The neglect of public education for more than two centuries, as well as the lack of real application of public policies in classrooms, is also refracted in the poor quality teaching of the English language and, unfortunately, not only in this discipline. With the high competitiveness of the labor market, English is often not even optional, but mandatory for the most diverse positions, even those offering average salaries.

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