



## **English teaching in contemporary neoliberal framework: narratives that merge or split?**

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### **Symposium format:**

- **Symposium Multimodal**

### **Symposium mode:**

- **Hybrid**

### **Sub-themes:**

- **LANGUAGE TEACHING AND LEARNING:** teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods

### **Short abstract in English:**

As the costs of private English courses do not come close to the reality of the great mass of the Brazilian population, the abyssal gap resulting from linguistic exile, regarding the languages of the globalized world, gains even greater proportions. It's widely known that the contemporary neoliberal framework mitigates the condition of participatory citizens from their full rights in modern times. Only the well-off can afford good quality education. In this direction, the aim of this symposium is to discuss more collective, equitable, transformative, and emancipatory (Freire, 1970) ways to teach English. It discusses and promotes reflections based on clippings of educational practices in English teaching, whether in the state and/or private school environment, with a view to fostering possibilities of more democratic English teaching practices. In addition to that, educational English language activities grounded in media tools, which embrace, amongst other benefits, social inclusion, will be most welcoming. The present symposium also thrives on the construction of funds of *perezhivanie* (Megale and Liberali, 2019), as well as on linguistic repertoires, so that English teaching can be achieved by a more robust contingent, aiming to new ways of being and acting more democratically and inclusively in the contemporary world.

### **Argument:**

"English contents of ENEM (Brazil National High School Exam) are still drawbacks between state school students and college", was recently announced by the specialized press in Brazil. Even though it is a mandatory subject, determined by the National Common Curricular Base (BNCC) (Brasil, 2017), English teaching, especially in the public context, has faintly advanced in the country in recent years. A study by the British Council (2019) validates this predicament with evidence of gaps in the curriculum, students' weak achievement and the shaky training of English teachers. Although it is a paramount cultural commodity in the world of business and science, English is far from many Brazilian citizens because they are linguistically disadvantaged, due to the precarious conditions of the English teaching scenario.



Brasil. Ministério da Educação. (2017). Base Nacional Comum Curricular. Brasília, DF.

Freire, P. (1970). A pedagogia do oprimido. Rio de Janeiro, RJ: Paz e Terra.

Megale, A. H. and Liberali, F. C. (2020). As implicações do conceito de patrimônio vivencial como uma alternativa para a educação multilíngue. Revista X, v.15, n.1, p. 55-74.