

THE NEED OF LANGUAGE POLITICS FOR THE TEACHING
OF ENGLISH IN HIGHER EDUCATION IN BRAZIL:
A BRIEF REFLECTION UNDER THE LIGHT OF LOGISTIC FACTORS

*A Necessidade de Políticas Linguísticas para o Ensino de Inglês na Educação Superior no Brasil:
Uma breve reflexão à luz dos fatores logísticos*

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ABSTRACT: This paper is about the need to rethink the English language teaching in higher education. The objective is to show how the difficulty to learn this language may be diagnosed through educational research. Under the light of Applied Linguistics and Critical Pedagogy, it develops reasoning to understand that the offer of the English language *per se*, with the mere presumption of inclusion, may not bring the desired results. To offer the English language it is necessary to plan it, taking into account the logistic factors. When they are disregarded, learners react with negative attitudes, which may hinder learning. This, somehow, signals the need of language politics which redirect the English teaching/learning logistic. This paper aims at making a reflection in this sense, presenting outcomes of an ethnographic research, developed with some undergraduate students, in Brazil, whose data showed negative attitudes toward some logistic factors, in the English language classroom. Thus, this text is aligned with the tenets of language politics, taking into account the logistic factors to reach better results in the English language classroom.

KEYWORDS: English language. Teaching/learning. Logistic factors. Language politics.

RESUMO: Este texto versa sobre a necessidade de se repensar o ensino da língua inglesa na educação superior. O objetivo é mostrar como a dificuldade de aprendizagem dessa língua pode ser diagnosticada através de pesquisa educacional. À luz da Linguística Aplicada e da Pedagogia Crítica, este artigo desenvolve raciocínio no sentido de compreender que a simples oferta da língua inglesa, com a mera presunção de inclusão, pode não trazer os resultados desejados. Para ofertar a língua inglesa é preciso planejar, levando em consideração os fatores logísticos. Quando esses fatores não são levados em consideração, os aprendizes reagem por meio de atitudes negativas, que podem impedir a aprendizagem. Isso, de algum modo, sinaliza a necessidade de políticas linguísticas que reorientem a logística de ensinar/aprender inglês. Este artigo pretende fazer reflexão nesse sentido, apresentando resultados de uma pesquisa de cunho etnográfico, desenvolvida com alguns estudantes universitários, no Brasil, cujos dados evidenciaram atitudes negativas em relação a alguns fatores logísticos, no contexto de aprendizagem da língua inglesa. Assim, este texto está alinhado com os princípios da política linguística, levando em consideração os fatores logísticos para alcançar resultados melhores na sala de aula de língua inglesa.

PALAVRAS-CHAVE: Língua inglesa. Ensino/aprendizagem. Fatores logísticos. Política linguística.

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1 Introduction

This text is about the teaching of English in higher education. Under the light of Applied Linguistics and Critical Pedagogy, we intend to reflect about logistic factors of the English language classroom. We have incorporated to this reflection the data of an ethnographic research, that show how learners signal problems concerning the English teaching/learning setting. We start highlighting the relevance of English today, especially in the academic setting. After, we reflect on the logistic factors that hinder the learning of English. We also talk about the methodology and instruments used to collect the data that justify our ideas. We still talk about the problems concerning logistic factors in a higher educational system and we propose some solutions, drawing attention to the need of language politics to change the situation. At the end, we present our final considerations. We start with the role of English nowadays.

The so called “global” role the English language takes now is increasingly attracting different sectors of society to join it. The role it plays, in many spaces, strengthens the positive arguments concerning the benefits to learn it. This is related with the global world notion and with modern technology, what has guided these sectors in this direction. One of these sectors is the university, where English plays a major role in areas such as medicine, engineering, politics, economics and international relations (AL KHALIL, 2015). But English has also been offered as a subject in many higher educational settings, mainly as a way to promote their internationalization. This orientation is based on the premise that in order to be international, it is necessary to teach and publish in English, to live and breathe in this language (JORDÃO, 2016). Thus, many universities have adopted English as a medium of instruction to teach other subjects. About this, Kramer and Valcke (2014) argue that universities have adopted English as a language of instruction to serve to several goals, such as internationalization of students and staff; improvement of the English level of the students, etc. Also, many higher educational institutions put English in their curricula, following the “wave” that to get into the global world, it is necessary to master English. This politics is relevant as far as it opens the possibility to access a language that has been used as tool of communication by many people around the world, but it is also the language of science, tourism, diplomacy, marketing, internet, etc. Besides that, it seems clear that this inclusive action aligns with the notion of education for a scholar class to the development of society (GIROUX, 1997). However, the simple offer *per se*

of this language at the higher educational system does not guarantee its proper consolidation. The inclusion of English in the higher educational curriculum needs to be planned, otherwise, successful outcomes will not be reached. This might happen because both teachers and students may come across with difficulties concerning the teaching/learning logistic factors.

In this perspective, the objective of this article is to show how the difficulty to learn this language may be diagnosed through educational research, which goes beyond the limits of theoretical conformation, without making infallible considerations, since the research work becomes a way to build social life, upon investigating it and trying to understand it (MOITA LOPES, 2006). Under the light of Applied Linguistics and Critical Pedagogy, this paper develops reasoning in order to understand that the offer of the English language in the educational curricula, in higher education, with the mere presumption of inclusion or interdisciplinarity, may not bring the desired results. Thus, this text is aligned with the tenets of language politics, taking into account the logistic factors to reach better results in the English language classroom.

In this line of thought, when an institution decides to offer English in its curriculum, it also must think in the class logistic. Class logistic is about the factors related with the teaching/learning process. That is to say, the class load, the number of students per class, the heterogeneity of the group, the approaches and methodologies to be used etc. These factors are of extremely importance so that the class might happen properly. When these factors are ignored, the consequences appear in form of attitudes. Students may signal their dissatisfaction with the teaching/learning process because of an inadequate factor. The observation or attention to the students' reactions is relevant in the sense that, as we have both pointed out (SCHEYERL; ANJOS, 2018), their perceptions of the teaching/learning process may contribute to the decision taking that may improve the pedagogical praxis and favour an education aligned with the social demands. That is why it is indispensable to focus on students' attitudes. We understand attitude as it is defined by Gardner (1985), as an evaluative reaction toward a referent. In the educational setting, attitude is materialised when learners express what they think about the subject, the teacher, the book, the class load etc.

Thus, students' attitudes toward the learning of English have been motive of study in many parts of the world. These studies have shown how students react in the English language classroom, based on their evaluative reactions toward the logistic factors. Thus, what students

feel and think about the logistic factors should be taken into account, because they might signal some types of problems, which hinder teaching/learning. What follows are some of the researches we found out about attitudes toward learning English, in different parts of the world.

In Tokyo, Tsuda (2003) conducted a research with a group of undergraduate students, from Tokay Gakuen University, to understand the reasons why students did not like to study English. The data from a questionnaire showed that 2/3 of these students did not like to study English because they did not have a feeling of success in their learning experience. In other words, they did not have motivation to learn English. In Adana, Turkey, where English is intensely taught, Karaham (2007) did a research with 190 students. The data showed negative attitudes toward the English textbook. Abidin, Pour-Mohammadi and Alzwari (2012) also did a research with 180 students in order to investigate their attitudes toward learning English. Through a questionnaire, they verified that the great majority of the students had negative attitudes toward learning English.

These are only some of the researches which data signal, somehow, that students' negative attitudes may mean some type of problems which may lead to demotivation. Thus, when students are not satisfied with some of the English language classroom logistic factors, they may react negatively. This resistance to learn English happens when they have a feeling of dissatisfaction with the (improper) textbook, the (reduced) class load with which the subject is offered, the (inappropriate) methodology used to teach/learn, etc. In this perspective, Jorge (2009) says that students react in form of resistance, when the teaching practices are not interesting, when they are inadequate for a certain group of students. This inadequacy does not regard students' identities and their social realities. In this way is that Almeida Filho (1993) points out that the culture of learning a student has to learn a language might not be compatible with the teacher's specific teaching approach. This disagreement would be a basic source of problems, resistance, difficulties, failure and demotivation to learn a new language.

Thus, many other experts believe that problems concerning the logistic factors put a very negative image on the teaching/learning process and that students are key elements to signal them. Scheyerl (2009), for instance, highlights that several statements confirm the negative image related with the learning of English. For Gimenez (2009), teachers need to be prepared to teach. For her, their unpreparedness is one of the reasons why students do not

learn something. For Schmitz (2009), the English language has a very low class load at schools, which is limited and this compromises the learning process. About the English language class load, Jorge (2009, p. 166, our translation³) alerts:

A sustained complaint, on the part of the English teachers, is the low class load dedicated to the teaching of English at schools. This class load is fruit of a school culture that, during years, understands the language as a marginal amount content.

What these experts say is completely true, because, for instance, the research Anjos (2018) conducted with a group of undergraduate students, who studied English, compulsorily, indicated that 3 (three) logistic factors were hindering learning: 1. The heterogeneity of the group, 2. The reduced class load the English language is taught/learned and 3. The methodology used to teach/learn English. We will briefly comment each one of them. But before, we describe the methodology and instruments used to collect the data.

2 Methodology

This paper presents some data of the research conducted by Anjos (2018)⁴, guided by Scheyerl. This researcher describes the methodology he used as of ethnographic stamp. He followed the line that to understand a culture, it is necessary to describe it, and that is what he did. He took note of students' attitudes and also interviewed them with the objective to find out their reactions behind their speeches. To do that, Anjos (2018) based himself on Bortoni-Ricardo's (2008) inquiries, that researchers should answer: a) what is happening here?, b) what these actions stand for people who are involved with these actions and c) How these actions which have a place in a microcosm as the classroom are related with dimensions of macrosocial nature in several levels, starting from the local system where the school is inserted, the city and the national community? For this purpose, it was used three instruments to collect the

³ Original in Portuguese: Uma reclamação constante, por parte dos professores, é a baixa carga horária dedicada ao ensino da língua inglesa nas escolas. Essa carga horária é fruto de uma cultura escolar que, há anos, entende a língua como matéria de mérito marginal.

⁴ This research was properly protocolled at Plataforma Brasil, as the current academic formalities require, and it had approved opinion by the Ethic Committee, from the Federal University of Bahia (UFBA), which number of certification is (CAAE) é 59915516.7.0000.5531. The proceedings adopted in this research obey the ethic criteria concerning research with human beings, according to the resolution CNS N° 466/2012.

data: 1. Questionnaire, 2. Interview and 3. Field notes. The research took place in one of the centers of the Recôncavo of Bahia Federal University and 91 (ninety-one) learners took part in it. These learners studied English as a compulsory subject, in the interdisciplinary bachelorship in health, offered by mentioned university. To be aligned with the objectives of this paper, in the next lines, we comment the logistic factors found out in different instruments.

3 Problems concerning the English Teaching Logistic: A Higher Educational Case

It is a fact that in many spaces the teaching/learning English is not very productive. We can mention many problems related with this context, since the teachers' lack of proper formation until students' demotivation. This points to the fact that the teaching/learning of English has not had the importance it should have on the part of all who are involved in the process, teachers, students and the governor, since none of them, many times, does nothing to change the unproductive environment. In this line of thought is that Anjos (2019b [in press]) believes that the English teaching/learning process, in Brazil, should be analysed under the light of negligence: the teacher, who pretends to teach English, though he/she does not master it; the students, who do not learn the language, and keeps themselves disinterested, and the governor, that does nothing either. Thus, teachers, students and the governor follow the line of negligence. Two of them are affected by many problems, but they do not do anything to get rid of them, what compromises the image of the subject.

In this sense is that Dutra and Oliveira (2006) argue that the depreciation of a subject in the school setting may bring tensions for the teacher. These authors say that this language has been stood aside when compared to other subjects, what is clear in the reduced class load, what, by its turn, influences teachers' and learner's attitudes. They cite as an example of this devaluation the fact that many meetings be scheduled in the English class moment and these classes are always scheduled in the last timetable on Fridays, what makes many learners disinterested and infrequent, showing the little importance the school itself gives to this language. About this, Oliveira (2009) is emphatic when talking about the difficulties teachers face because of the negligence of these logistic factors:

The teaching reality presents varied difficulties for the accomplish of the pedagogical work, such as the reduced class load, the great number of

students per class, students with different levels of proficiency in the same classroom, the lack or absence of proper pedagogical sources to learn languages. (OLIVEIRA, 2009, p. 22, our translation)

As we have mentioned, students may communicate their dissatisfaction concerning the English class logistic factors. In the research Anjos (2018) did, with a group of 91 undergraduate students, he verified the occurrence of 3 (three) factors which were hindering the learning process, according to the learners. His objectives were to investigate learner's attitudes toward learning English, and what was causing motivation or demotivation in the English language classroom. In the data emerged logistic factors related with the teaching of English. These logistic factors were, actually, causing learners' demotivation to learn English, and, therefore, negative attitudes toward learning English in that context. It is important to realize that students' attitudes were just the tip of the iceberg. Because behind their attitudes there was demotivation, caused by a logistic factor. We will briefly comment about 1. The heterogeneity of the group, 2. The reduced class load the English language is taught/learned and 3. The methodology used to teach/learn English.

1. The heterogeneity of the group

In addition of being composed by a large number of students, many times 40 (forty) (legally it is possible to be enrolled 50 (fifty) students), the group configured itself with a heterogeneity of knowledge, with students from the basic, intermediate and advanced levels, within the same learning setting. This makes students feel demotivated, because they feel less prepared to take part in activities with students who are in more advanced levels and vice-versa. In the following statements, we show some data, from the questionnaire, where learners point to the fact that the differences of knowledge levels result in demotivation:

Question: Do you feel yourself motivated to learn English here at this university?

A25: No. Because I am never able to follow the group, for being part of a heterogeneous group in terms of fluency in English⁵.

⁵ Original in Portuguese: "Não. Pois nunca consigo acompanhar a turma, por fazer parte de uma turma heterogênea quanto à fluência na língua inglesa".

A73: Until now no! The group heterogeneity among speakers and non-speakers made the teacher follow a methodology that tried to contemplate the students with basic knowledge. This fact made the classes, for those who already had a moderate mastery, a bit tedious⁶.

In this respect it is reasonable to say that level differences may cause lack of interest for the studies, what according to Marchesi (2010) requires methodological adaptations in the courses offer as well as additional resources in order to get a greater learner's involvement to consolidate his/her progress.

2. The reduced class load the English language is taught/learned

The English language as a subject is the only one, at the university where this research took place, with an academic load of 1 (one) hour a week. This gives discredit to the subject, little interest and demotivation on the part of the learners, what ratifies Schmitz's (2009) idea on the fact that the limited class load compromises the learn of English, since it causes demotivation. Thus, learners' statements revealed that they devoted more time to other subjects, with higher load. Next, we share some learners' statements which signal demotivation because of the low class load the English language, as subject, is offered:

Question: Do you feel yourself motivated to learn English here at this university?

A13: No. The learning difficulty is related with the short time that the university gives to the subject.⁷

A26: No. Because of the short time allocated for the English language as a subject, what signals a lack of importance on the part of the university to improve students' education in this area, because in my case, the biological and human areas overcharge me, and the English and Portuguese languages are forgotten, which are very important for the better comprehension of other knowledge areas.⁸

⁶ Original in Portuguese: "Até o momento não. A heterogeneidade da turma entre falantes e não falantes "obrigou" os professores a seguir uma didática que tentasse acompanhar os alunos mais básicos no idioma. Esse fato tornava as aulas, para quem já possuía um domínio moderado, um pouco entediantes.

⁷ Original in Portuguese: "Não. A dificuldade do aprendizado está associada ao tempo mínimo que a Universidade dispõe para a disciplina."

⁸ Original in Portuguese: "Não. Pelo pouquíssimo tempo que é destinado ao componente Língua Inglesa, o que demonstra uma falta de importância por parte da Universidade para a melhor formação do estudante nessa área, pois no meu caso nos sobrecarregam das biológicas e humanas, e esquecem-se da Língua Portuguesa e da Língua Inglesa, que são importantíssimas para a melhor compreensão de outras áreas do conhecimento".

A57: No, in my opinion, unfortunately, the curriculum and the class load proposed by the university is insufficient for the English language learning, that is why I do not feel myself motivated to learn.⁹

A68: No. The class load is insufficient.¹⁰

A90: The class load of the subject is very short at the university, times goes quickly, many times I can't get to follow a simple activity, because I do not have almost any vocabulary in English.¹¹

It was also possible to verify in the interview the occurrence of demotivation to learn English because of the class load. Some learners signalled the difficulties to learn English, with the low class load that the subject has today in the course and they put that issue as a limiting factor of learning, as we could verify in the statements of A57 and A90. We have to say as well that when we cross the data, it was possible to verify the occurrence of learners' information in different moments of the data collection, such as the case of A57, whose information are clearly coherent with the ones given in the interview. We share A57 and A90 statements, in this perspective:

A57: So, I think that the sources we have, the time we have, is very short and perhaps if we had a longer time, greater availability, I think it would be more interesting for me. At the university, I think I don't have much motivation.¹²

A90: I don't feel myself motivated exactly because of the class load issue. The class load is short, we can't study very much, and to study English we need this time.¹³

⁹ Original in Portuguese: "Não, na minha opinião, infelizmente o currículo e a carga horária proposta pela universidade é insuficiente para o aprendizado da língua inglesa, por isso não me sinto motivado para o aprendizado".

¹⁰ Original in Portuguese: "Não. A carga horária da aula é insuficiente".

¹¹ Original in Portuguese: "A carga horária da disciplina é muito pequena na universidade, o horário passa rápido, muitas vezes não consigo acompanhar uma simples atividade, pois não tenho quase vocabulário nenhum de inglês".

¹² Original in Portuguese: "Então, eu acho que os recursos que a gente tem, o tempo que a gente tem... muito pouco, e... talvez se a gente tivesse um tempo maior, disponibilidade maior, acho que seria mais interessante pra mim. Na universidade, eu acho que eu não tenho muita motivação não."

¹³ Original in Portuguese: "Eu não me sinto motivada justamente pela questão da carga horária. A carga horária é pequena, a gente não consegue estudar muito, e o inglês precisa desse tempo pra gente estudar".

This allows us to say that the time allocated for English classes is a fact of utmost importance to the learning consolidation and that its shortage may cause anxiety, disinterest and waiver among those who doubt their own capacities (GUIMARÃES, 2001). And that is why, the teaching/learning agenda, inherent to the activities, should be planned, regarding the time that, effectively, may enable a favourable climate to the learning goal.

3. The methodology used to teach/learn English

It seems obvious that the teacher's methodological choices influence learning, because they might cause motivation or demotivation. The teaching/learning sources and methods ensure not only the studies continuity or waiver, but success or failure as well. As a proof of this, we share three statements, where it is clear that the teaching methodology, somehow, was causing demotivation.

Question: Do you feel yourself motivated to learn English here at this university?

A31: No. Because the university doesn't aim the teaching of English to embrace the deficiencies of all students, mainly those who didn't have contact with the language. The university "throw" the language as if all learners were fluent in it. Besides that, it teaches a "**mechanic**", **boring English**, the one which does not stimulate the learner to go deeper in the knowledge. When I studied the subject, at UFRB, I studied the verb to be the whole semester, what I studied my whole school life.¹⁴

A39: No. I believe that the university does not use attractive **methods** so that learners can have access to English. Conversation practice and courses continuity are lacked.¹⁵

A89: I don't feel myself motivated. During my academic life I took part in some courses offered by the university, but they didn't have a level parameter and I didn't get to follow the group, the **methodology** was not good and the tutor frightened who didn't have knowledge.¹⁶

¹⁴ Original in Portuguese: "Não. Pois a universidade não visa o ensino do inglês para abarcar as deficiências de todos os alunos, principalmente aqueles que não tiveram contato com a língua. A universidade "joga" a língua como se todos os discentes fossem fluentes. Além disso, ensina o **inglês mecânico, chato**, que não estimula o aluno a aprofundar o conhecimento. Quando fiz a disciplina, na UFRB, passei o semestre todo com o verbo *to be*, coisa que passei minha vida escolar toda".

¹⁵ Original in Portuguese: Não. Acredito que a universidade não utiliza de **métodos** atrativos para que os estudantes tenham acesso ao inglês. Faltam mais momentos de conversação e prosseguimento nas aulas dos cursos que não são contínuos.

¹⁶ Original in Portuguese: Não me sinto motivado. Durante a minha vida acadêmica participei de alguns cursos oferecidos pela universidade, mas os mesmo não tinha um nivelamento e não conseguia acompanhar as turmas, **não tinha uma metodologia boa** e o tutor já chegou intimidando quem não tinha conhecimento.

We highlight part of A31's statements, because though there are people who believe that this attitude ("I studied the verb to be the whole semester") is typical of the elementary education system, we can assure that it occurs in higher education as well. That is why it is necessary to rethink the teaching of English together with the university, its board, with professors and learners, in order to pursue alternatives that may make viable the English language learning consolidation, with methods and approaches sensitive to the learners' reality, what may extinguish from this setting a high number of beliefs and negative attitudes. These last statements signal, somehow, Almeida Filho's (1993) coherence, on the fact that the inconsistency between the learner's culture to learn and the teacher's culture to teach may cause resistance and demotivation to learn a new language.

We also verified data in this sense in the interview, because two learners, A37 e A82 signalled their demotivation to learn English because of the methodology used by the professor:

A37: Ah!... I think that the former teacher, I don't know if he took the process seriously, because even the students commented that the English class was a devalued thing, everybody said it was easy to get grades. And sometimes the professor, at least in my classroom, he divided into monitoring, so he divided into groups, so he kind of throws the contents to the tutors to pass them ahead, to develop them. Also, I think that he didn't progress, he didn't develop the content... eh... we had classes with him during two semesters and he only taught the verb TO BE. Here at the university, my motivation doesn't exist.¹⁷

A82: I didn't like the professor very much, he was able to speak English, but I think he didn't know how to share the content. It was a matter of methodology.¹⁸

¹⁷ Original in Portuguese: "Ah!... Eu acho que o antigo professor, eu não sei se ele levava a sério, porque eu achava que ele deixava muito solto, até mesmo os alunos comentavam que a aula de inglês era uma coisa assim...era desvalorizada, ninguém respeitava, todo mundo dizia que era fácil de ganhar nota. E, às vezes, o professor, pelo menos na minha turma, ele fez o seguinte, ele dividiu em monitorias, aí ele fez grupos, e aí meio que jogou os assuntos para os monitores passarem, desenvolver, e também eu achava que ele não andava, ele não desenvolvia o assunto, éh... a gente teve aula com ele dois semestres e ele só deu o verbo TO BE. [...] Aqui na universidade minha motivação não existe muito".

¹⁸ Original in Portuguese: "Eu não gostava muito do professor, ele sabia falar inglês, mas acho não sabia tanto passar. Era uma questão de didática".

Besides that, A82, A55 and A71 signalled that their demotivation were based on the methodology, when they said, respectively “[...] ehhh, the methodologies are not so efficient” and “[...] because of this, associated with a methodology that, perhaps, had not been so efficient and I also feel difficult to learn English”, showing, in this way, the relation, we run the risk to say, irrefutable between improper methodology for a group of learners and demotivation. Although one may believe that in this level of education resistance involving teaching approaches/methods does not occur, once again, we draw attention to the occurrence of attitudes concerning “mechanic” teaching of the verb to be, as we could realize in A37’s statement. This ratifies Paiva’s (2009) thought, on the fact that the repetitive English classes, about grammatical aspects, make learners feel tired and cause demotivation, in those who wish to learn. We finish here this data presentation and in the next section we reflect on some solutions to solve these logistic problems.

4 Possible Solutions Under the Light of Language Politics

Based on De Oliveira (2016), we understand language politics as an area of public policies, conceived and executed by institutions which have inference in society, such as the states, the governors, the churches, companies, non-governmental organisations, associations and even families. We add to this the schools, because they stand for the logic of the capital through ideological and material domination means which structure students’ lives of several classes, ethnic and genre groups (McLAREN 2000). Thus, as languages and their uses are connected with all men’s social act, language politics generate, continuously, demands for constant intervention on the languages. In the case of the study we undertook with a group of undergraduate students, our concern is that language politics work so that we can produce not only didactic planning more connected with our learners’ perceptions and positive attitudes, but as well as changes in the language we use to speak, understand, interpret and criticise the process and the goals of school, in the Freirean perspective.

Faced with this situation, we believe in the need of language politics in order to support the English language class in the higher education. In this perspective, we think that it is necessary guidelines that may remake the class logistic and, in this way, we share some of them:

- a) As negative data emerged in the mentioned research, it is necessary to rethink together with the university board, professors and learners, on the class load allocated to the English language, because the data showed that the reduced class load is affecting learners' motivation. Actually, contributing to demotivation. Because learners need time to consolidate learning (JORDÃO, 2016). Our recommendation is that the class load be of 2 (two) hours in classroom per week, in order to improve the teaching/learning process and, consequently, the extinction of demotivation and negative attitudes.
- b) Based on the ethnographic observation, we could realize that the group heterogeneity causes a demotivation atmosphere not only for those with a lower level of knowledge, but for those with a more advanced one as well. It was possible to verify, for instance, that learners with intermediate and advanced levels, when in the same classroom with learners with the basic level, kept themselves doing other things, which had nothing to do with the class. That is why we understand the need to create placement mechanism, in a selection session, in the beginning of the semesters, to form more homogeneous groups. Thus, everybody will be able to, equally, take part, without fearing to be rejected and, in that way, the group homogeneity, in a setting where the English language knowledge be properly measured, it will be possible atmosphere of motivation and, therefore, positive attitudes toward the English language.
- c) As we also realized that the improper methodology was causing learners' demotivation, we suggest the adoption of more dialogic and inclusive approaches, in the critical pedagogy perspective, that meet learners' needs. Next, we share a table with our main ideas concerning the problems with the logistic factors and possible solutions:

Table 1: Logistic factors and possible solutions.

ENGLISH CLASS LOGISTIC FACTORS	POSSIBLE SOLUTIONS
1. Group heterogeneity	Placement text always before the semester beginning.
2. Reduced class load	Increase the class load for, at least, 2 (two) hours.
3. Learning/teaching methodology	Reflection with professors and learners. The adoption of more inclusive and dialogic methodologies, in the critical pedagogy perspective, which meet learners' need.

Source: the authors.

Made these points clear, next we share our final considerations, drawing attention to the need to align language politics with the logistic factors, in order to have a more inclusive and productive linguistic education, in the English language classroom.

5 Final remarks

This paper pointed the global role the English language reaches in the contemporaneity, especially in the setting we researched, and it also reflected on the importance of language politics when planning this language offer. We, then, observed that the English language inclusion success in the curriculum of an educational institution or even in an organisation, which aims a citizen formation, will depend, greatly, on aligning the objectives with the logistic factors, because, as we verified, when disregarding these factors, problems may hinder the learning process, even if teaching takes place. It is important as well to observe and understand students' attitudes toward the learning process, which are related with many factors in the English language classroom, because they may signal problems which hinder progress, and, thus, changes can be done, since the pedagogical space is a text to be constantly read, interpreted, written and rewritten (FREIRE, 1996). Thus, upon analysing a set of statements, some learners provided us with, we put a light on their reactions, which help us to understand their demotivation to learn English as well as the causes behind their demotivation. But it happens, for instance, that almost never teachers ask students about their reasons to learn English, they do not pay attention in their students' reactions, what should guide the choice of contents, approaches and curricula (RAJAGOPALAN, 2003). And this can be done through researches, teachers may conduct in their own classrooms.

Therefore, for instance, when we announce an ethnographic research, with 91 undergraduate students, we showed that their attitudes and perceptions denote learning problems and, consequently, teaching as well, quite common in educational institutions in several parts of the world and related, mainly, with that learning motivation issue. In this perspective, the research conducted shows us how logistic factors, such as the group heterogeneity, the reduced class load and the lack of a proper teaching\learning methodology and interculturally context-sensitive are reflected on the negative attitudes and, certainly, on the demotivation learners' have.

Regarding, then, the demands presented in the ethnographic research conducted, in the sense of aligning language politics with the logistic factors, we have suggested possible solutions which point to a better adequacy of the English language inclusion in the linguistic education. We believe that such suggestions, in a critical pedagogy setting, that try to get a more critical and consciousness space, make a struggle place, of continuously articulation with the learning route history itself, its determination and effects (GROSSBERG, 1986). That is why we emphasize the relevance of language politics based on the logistic factors to overcome problems that have hindered success in learning a new language. Much attention should be paid to the logistic factors if we want the process to be successful. The plan should primarily take into account the factors related with the class logistic before and after the teaching and learning process starts. We believe that this is how higher education institutions, that offer the English language for their students, will reach more positive outcomes. This is our desire!

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