ENGLISH LANGUAGE ATTITUDES IN PRE-OLYMPIC BRAZIL

By

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I first became interested in the topic of English language globalization while studying abroad in Italy where I noticed many differing opinions regarding the emergence of popular English phrases into everyday Italian culture. While younger generations found this trend to be exciting and stylish, older generations feared a threat to their native Italian language and culture. I then began investigating more thoroughly how extensively global English overlaps with so many other issues culturally, politically, economically, socially, and educationally. Since the topic of English as a global language intersects with so many areas, I have found myself constantly returning to it, wanting to investigate and know more.

Now, as a teacher of English as a Foreign Language (EFL), I find this issue more important than ever. While recognizing the increasing need for English in other countries, EFL teachers cannot help but ask what larger forces they may be representing. Some non-native speakers view English as a language of opportunity while others see English as the language of colonization. As the English language makes itself a prominent and necessary instrument of communication on the global scene, the risk of native language and cultural change or loss must also be acknowledged (Bruthiaux, 2003; Burns, 2003; Crystal, 1997; Kachru & Smith, 2009; Massini-Cagliari, 2004; Parijs, 2000; Rajagopalan, 2003, 2008; Seidlhofer, 2001; Sonntag, 2003).
As a linguist and former elite-level competitive athlete, I have been interested in the language preparations for international sporting events such as the Olympic Games. When attending the 2009 FINA World Championships for aquatic sports in Rome, I encountered several English-speaking Italian volunteers who were assisting with the events, and many multi-lingual signs at the venues themselves, but otherwise encountered little English in other parts of the city.

Studies about pre-Olympic Beijing examined the attitudes and ideologies surrounding the English language in China, demonstrating how the perspectives of English language learners reflected the stance of the nation as a whole (Pan, 2011; Xu, Wang, & Case, 2010). On the other side of the world, Brazil is currently preparing for the 2014 World Cup and 2016 Olympic Games. Those preparations include an increasing demand for English language skills by Brazilians in order to accommodate athletes, spectators, tourists, vendors, and other participants. Thus, various opinions may exist among Brazilian people about the role and presence of English in Brazil. My objective is to uncover a sample of said observations, attitudes, perceptions, and opinions.

Guiding Questions

My research investigates a small sample of Brazilians’ observations and attitudes regarding the English language as Brazil prepares to host the 2014 World Cup and 2016 Olympic Games. Since the need for English language skills in Brazil has increased due to these forthcoming international events, the country is being forced to take on the task of increasing English language programming, a concept that Brazil has been highly
resistant to historically (Aquino, 2013; Bohn, 2003; Castro & Lenoir, 2013; Massini-Cagliari, 2004; Rajagopalan, 2008; Sarres, 2012).

This research study attempts to answer the following questions: (1) How have educated Brazilians over the age of 40 personally experienced the English language in their lives? (2) What changes have they observed in English language presence in their daily lives over the last five years? (3) How do they feel about the effect of English on Brazilian language (Portuguese) and culture? These personal accounts regarding the presence of English in Brazil may shed light on this specific moment in Brazil’s linguistic, cultural, and socioeconomic history.

Summary

This study takes a snapshot of views regarding the globalization of the English language by focusing on the observations and perceptions of a small sample of Brazilians in a pre-World Cup, pre-Olympic Brazil. The significance of this issue is addressed in terms of the greater political, cultural, and educational implications which are relevant to all global citizens, learners of English, and especially teachers of English as a foreign language.

Chapter Overviews

In Chapter One, I introduced and described my background, which influenced the direction of this study. I also stated my guiding questions. Chapter Two presents the relevant literature on the topics of English as a global language, language policy for international sporting events, language policy in Brazil, and other studies on attitudes
towards the English language. In Chapter Three, I describe the methodology and qualitative paradigm of my research. Chapter Four presents my results. Lastly, my major findings and their implications are discussed in Chapter Five.
CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to investigate the observations and attitudes of a small sample of Brazilians with regard to the English language as their country prepares for the major international events of the 2014 World Cup and 2016 Olympic Games. This chapter presents the issue of English language globalization in general. Next, an explanation of language policy for international sporting events is given. This is followed by a discussion of the English language in Brazil, including Brazilian government language policy and previous research regarding Brazilian attitudes towards English. Finally, research on English language attitudes in pre-Olympic Beijing is presented.

English as a Global Language

The trend of linguistic globalization can be effectively summarized with one word: English. As English spreads across the globe, more organizations become increasingly dependent on the language. This dependency strongly affects international relations, politics, tourism, and education. Both positive and negative attitudes arise within the topic of linguistic globalization. English is approached as a language of opportunity, especially in economics and communications, while at the same time others approach English with resistance, wishing to avoid hegemony (Crystal, 1997; Massini-Cagliari, 2004; Sonntag, 2003).
When it comes to globalization, language is the link between politics and culture (Sonntag, 2003). This implies that language has global implications as both a marker of cultural identity and as a means of efficient communication. The political repercussions of global English, therefore, occur on both cultural and economic fronts. English is thus approached by the international community with mixed feelings. While some see the globalization of the English language as a weapon of the hegemonic elite that threatens other languages and cultures, others view English as a tool and opportunity for accessing economic and technological resources that form a ticket to upward mobility (Pan, 2011; Sonntag, 2003).

Crystal (1997) brings another point of view to this issue, outlining several facets of linguistic globalization. To begin with, he defines a truly “global language” as one which “develops a special role that is recognized in every country” (p. 2). Thus a global language is one that is prominent across the world as a mother tongue, an official language, and a second language. Such is the case for English, a language in which at least a quarter of the world’s population is competent, if not fluent (Crystal, 1997). While examining the phenomenon of linguistic globalization, it is important to address matters of how and why a single language comes to be dominant over others. In this regard, Crystal illustrates that political, military, cultural, and economic power are heavily responsible for the establishment, maintenance, dominance, and expansion of a single global language. Examples of the phenomena range from colonization to modern global advertising.
There are strong political implications of linguistic globalization and the
hegemony of global English. All around the world, local political battles occur regarding
global English (Kachru & Smith, 2009; Massini-Cagliari, 2004; Rajagopalan, 2003,
2008; Rohter, 2001; Sonntag, 2003). Participants include politicians, activists, scholars,
and policymakers. The French even have a language academy that strictly monitors the
incorporation of English words into French culture and works to establish French-derived
alternatives in cases where a direct translation does not exist (Académie Française, n.d.).
Sonntag (2003) stresses that further globalization will lead to further politicization of
global English, thus creating mutually reinforcing trends.

English is becoming more and more prominent in the international domains of
politics, business, safety, communications, tourism, entertainment, media, and education.
When it comes to international relations and global politics, English is the primary
language (Crystal, 1997; Pan, 2011; Sonntag, 2003). In fact, most international relations
are operating with English as their official language. Crystal (1997) has pointed out that
the use of English as a lingua franca has aided in political communication. This is crucial
for international organizations such as the United Nations, the World Bank, UNICEF,
and the European Union, which assemble at single meeting places. Crystal (1997) attests
that “[t]here has never been a time when so many nations were needing to talk to each
other so much” (p. 12). It has been reported that the World Trade Organization spends a
quarter of its budget and staff on language services (Sonntag, 2003). Thus, it seems that
with the implementation of a single, focal language, great amounts of time and money
could be saved on interpretation and translation.
The tourism industry is one of the clearest sectors in which to see the impact of English as a global language. The English language appears in shop windows and restaurant menus worldwide. This is largely due to the position of the United States as a leading earner and spender when it comes to tourism (Crystal, 1997). However, as this global language has spread, “tourist English” has become important for speakers of other languages. In this way, English is also seen as an international language of directives: from road signs and emergency notifications, to flight safety. Moreover, English has become the language of international transport operations for both sea and air (Crystal, 1997). All in all, Crystal puts it best in his assertion that “a language’s future seems assured when so many organizations have come to have a vested interest in it” (p. 25).

The phenomenon of global English is further spread by systems of education. English is the language of many higher education institutions internationally, for it is legitimately viewed as essential in order to stay in touch with the latest research and thinking as well as to stay competitive in the workforce. Students who are native speakers of English are encouraged and often required by educational institutions to learn a second language, but not nearly to the extent that speakers of other languages are required to learn English (Crystal, 1997).

Not surprisingly, English language teaching continues to be a major growth industry (Bohn, 2003; Crystal, 1997; Siedlhoffer, 2001). To handle this outcome, Siedlhoffer (2001) has proposed that the teaching of English should be adapted to fit lingua franca purposes. She suggests adjustments in teacher education, curriculum
design, and textbooks to fit the aspects of the English language that are most central to
the learners of English as a global language, as opposed to a national language.

Attitudes towards the English Language

Several conflicting attitudes have emerged towards the English language and its
globalization. Critics of global English have labeled the phenomenon as classist linguistic
imperialism that reinforces social and power inequalities (Cook, 1988; Phillipson, 1992;
Skutnabb-Kangas, 1998). While this linguistic globalization may make for more efficient
international communication in the realms of business, politics, and tourism, certain
consequences must also be acknowledged. There is much to be gained from bringing
different cultures together, but according to Skutnabb-Kangas (1998), the
homogenization of cultures via globalization processes often eliminates differences in
favor of commonalities. Such is the case for language.

With the spread of English often comes stark alteration, even death, of other
languages. Crystal (2000) has found that there are approximately 1500 languages with
fewer than 1000 speakers each and he predicts that 3000 languages will be extinct in the
next 100 years. According to UNESCO, half of the world’s six thousand languages will
become extinct in the near future (as cited in Sonntag, 2003). It is predicted that increased
language death and disappearance will occur as a result of linguistic globalization.

Language endangerment happens mainly due to the assimilation of ethnic groups
into the larger, dominant society. Unfortunately, once a language becomes extinct it can
no longer be authentically recaptured. Consequentially, the loss of linguistic diversity
contributes to the loss of global cultural diversity, an all too common critique of the
consequences of globalization. The evolution of a language follows the evolution of a culture, thus affecting the very identity of a people. When it comes to the English language, it is feared that a key component of cultural identity may be jeopardized for the potential and real benefits of globalization (Bruthiaux, 2003; Burns, 2003; Crystal, 1997; Massini-Cagliari, 2004; Kachru & Smith, 2009; Parijs, 2000; Rajagopalan, 2003, 2008; Seidlhofer, 2001; Sonntag, 2003).

In contrast to negative stances towards the English language, a benefit of the use of English is that it may act as an empowering pathway to prestige and modernization (Kachru & Smith, 2009; McCrum, MacNeil, & Cran, 2002). From this point of view, the attitude is that English represents the opposite of oppression or hegemony since it opens doors and opportunities. Furthermore, Pennycook (2000) suggests that we should recognize the natural growth of English and that everyone is free to use and choose it for beneficial purposes. This is part of the greater belief that English can and should exist in a complementary manner alongside other languages.

It is important to consider that conflicting attitudes regarding English language globalization may coexist. Massive resources are needed both to maintain languages of identity as well as to make accessible the acquisition of a global language. Ultimately, major responsibility falls on the shoulders of government to find a solution (Crystal, 1997; Sonntag, 2003). The state is a critical actor in the relationship between globalization and the English language. After all, this global linguistic transformation occurs by means of the authorization and allocation of resources from the sovereign nation. The state actively participates in linguistic globalization by determining the
boundaries, status, and spread of global English (Rajagopalan, 2003, 2008; Rohter, 2001; Sonntag, 2003).

Alongside this current trend of the globalization of English is the population growth which the world is currently undergoing. Crystal (1997) predicts that English will soon be used more often as a second language than as a mother tongue. Sonntag (2003) confirms this prediction by noting that there are more speakers of English as a second language in China alone than native English speakers worldwide. Such “global ownership” of English opens the language to unpredictable linguistic change. It is likely that new varieties and dialects of English will emerge internationally across whole countries and regions. This is the inevitable consequence of the spread of English on a world scale (Crystal, 1997; Sonntag, 2003).

Language Planning for International Sporting Events

A prime example of English language dominance on a global scale can be observed in the language policy of international sporting events. According to International Olympic Committee (IOC) language expert Paulin Djite (2009), the strength of a candidate city’s bid lies partly in the city’s global image and capacity to “connect with the world through the cultural and linguistic resources within their population” (p. 223). Naturally, a by-product of these linguistic preparations is tourism support surrounding the events and the host city. For the 2016 Olympic Games the host city will be Rio de Janeiro, Brazil. The mayor of Rio stated that the Games will mark a pivotal new beginning for the city and country (Paes, as cited in Riding, 2003).
Since English is one of the official languages of the Olympic Games (along with French), linguistic preparations are crucial in the planning stages of the host country in conjunction with the Olympic Committee for the Organization of the Games (OCOG). Such is also the case for the Federation of International Football Association (FIFA), the governing body of international soccer which runs the World Cup every four years. These preparations involve interpretation, translation, signage, world media, transportation, security, advertisement, and more (Djite, 2009; Meân & Halone, 2010; Souza, 2013).

A large portion of the OCOG budget is dedicated to necessary language services early on in the process of Olympic preparation (Djite, 2009). For example, Djite highlighted that the Sydney 2000 Olympic Games budgeted 6.3 million dollars for language services. Of the 888 Language Specialists at the Games, 338 gained interpreting qualifications through the Sydney OCOG. In present-day Brazil, state representatives have objected to the amount of money being allocated to stadiums and infrastructure, arguing that more resources are need for signs and safety information (Souza, 2013).

Linguistic preparations for the 2014 World Cup and 2016 Olympic Games are already taking place, particularly with an increased number of English language programs in Brazil. One such English language school has called for teachers through the listserv at Hamline University, announcing “as Brazil is hosting mega events such as the World Cup 2014 and Olympic Games 2016, more and more Brazilians will have the need to learn and improve their English” (McDonough, 2010). These events have been a catalyst for demand of English language courses, which have been increasing 20% per year as
evidenced by an English program in Brazil called “Number One” which has opened 12 new schools in the last two years (Castro & Lenoir, 2013).

Additionally, the Brazilian Ministry of Tourism and National Business Learning Service have begun to offer free English classes in 12 event-hosting cities for workers in transportation, hospitality, commerce, and tourism. English is not only a preferred skill for World Cup hiring, but English-speaking waiters, receptionists, telemarketers, drug store workers, taxi drivers, and engineers can expect to earn up to 60% more than monolinguals (Aquino, 2013; Castro & Choucair, 2013; Castro & Lenoir, 2013; Sarres, 2012). Aquino (2013) reported that a security worker taking these classes is motivated by the thought that even though these sporting events will come and go, the knowledge of English will last for the rest of his life. Free English classes are also being offered by the Association of Prostitutes of Minas Gerais, for sex workers who wish to both communicate with tourists and develop a skill to use in the event of a career change (Agence France-Presse, 2013; de Holanda, 2012; Kiefer, 2013).

The need for more English in Brazil during this time is evidenced by an undercover reporter who acted as an English-speaking tourist in a large Brazilian city and was met by only with loud Portuguese and frantic gestures from taxi drivers, police, museum clerks, baristas, and retail workers (Canêdo & de Holanda, 2012). The occasional resistance to learning English is also evident, with taxi drivers in Belo Horizonte claiming that English classes would be a waste of time that could be spent working or with family (Giudice, 2012).
The English Language in Brazil

In a recent study that evaluated the English language proficiency of 1.7 million adults via an online exam that measured grammar, vocabulary, and reading comprehension, Brazil ranked 46th out of 54 countries, placing them into the category of “very low proficiency” (Oliveira, 2012). The top four Brazilian cities, still in the level of “low English proficiency”, were (1) Rio de Janeiro, (2) São Paulo, (3) Brasília, and (4) Belo Horizonte. Luciano Timm (as cited in Oliveira, 2012), director of an international English language education company, suggests the lack of English language education in the 1970s to be a factor in Brazil’s low ranking.

Language Policy in Brazil

Since the 1758 colonial mandate of Portuguese as the single official language of Brazil, the nation has been highly protective of its language, barring others from interfering with what is seen as a linguistic symbol of identity, unique in its own right (Massini-Cagliari, 2004; Rajagopalan, 2008). In the past and to a lesser degree the present, the English language has been highly politicized by anti-American governments in Brazil, often affecting access to English. In fact, for 20 years foreign language instruction was essentially banned in the public school system until its reintroduction in 1996 (Bohn, 2003). During this period, English was downgraded by law from being a classroom subject to an extracurricular activity in public schools as the language was viewed as a “vehicle of cultural imperialism” (Lopes, as cited in El-Dash & Busnardo, 2001). Today, English is offered as one of various foreign language options for credit in Brazilian public schools. However, English language education is taken more seriously at
private schools, creating an economically polarizing effect. For these reasons, this study is focused on generations of Brazilians over the age of 40, since they have been exposed to more of this language politicization than younger generations.

In 2001, Brazilian congressman Aldo Rebelo started a debate when he proposed a bill that would strictly prohibit the “intrusion” of foreign, mainly English, words in Brazil. The bill included harsh fines for English usage, especially in the business realms including advertising and signage whereas educational usage was considered an acceptable exception. While this act was interpreted by some Brazilians as a defense of the Portuguese language from threatening imperial hegemonic powers such as the United States, others protested the bill arguing that language is flexible and English in particular is a commodity that increases Brazil’s competitive stance, economically speaking (Massini-Cagliari, 2004; Rajagopalan, 2003, 2008; Rohter, 2001). In 2003, the Brazilian Association of Linguistics together with the Brazilian Association of Applied Linguistics collaborated to propose a revised version of Rebelo’s bill, which included bans on foreign words in official documents, the media, and elsewhere. Neither of the bills passed and today there remains no clear policy for the protection of standard Brazilian Portuguese (Massini-Cagliari, 2004). Nevertheless, these examples show the highly political nature of debate regarding the English language in Brazil as well as the conflicting opinions that exist on the issue.

Attitudes towards English in Brazil

The few studies that have been done on Brazilian attitudes towards English have shown mixed results. The focal point of previous research has been on attitudes towards
the English language and preference compared with Portuguese; most findings have concluded that there is a dichotomy of positive and negative attitudes (El-Dash & Busnardo, 2001; Friedrich, 2000; Rajagopalan, 2003). While some argue that the English language is widely recognized in Brazil as an international language and means of promotion (Friedrich, 2000; Rajagopalan, 2003, 2008), others assert that it is valued, not necessarily over Portuguese, for its trendy, ‘cool’ factor (El-Dash & Busnardo, 2001). Furthermore, this research has been largely quantitative in nature, making it difficult to gain a more full and multifaceted sense of Brazilian attitudes, attitude being a feature that can be difficult to quantify.

El-Dash and Busnardo (2001) and Friedrich (2000) each used questionnaires about English language attitudes to survey large groups of over 100 Brazilians. El-Dash and Busnardo focused on adolescents ages 12 to 19 with the objective of uncovering their attitudes towards English versus Portuguese in terms of perceived vitality, power, and importance. Participants completed a questionnaire about attitudes towards the language and speakers of English and Portuguese. The study found that about half of the participants favored English speakers in terms of status and solidarity while the other half preferred speakers of Portuguese. On the other hand, Friedrich surveyed adults about their experiences and attitudes as EFL learners. While her subjects largely agreed on the importance of English for international communication, some found studying English more enjoyable than others. Overall, 74% responded positively that they enjoy studying English while the 5% who did not were nearly all over the age of 31. Younger participants had begun the pursuit of English language studies out of a sense of desire and
thus generally enjoyed the study of English more than many older participants who began studying English out of a sense of necessity.

The English Language in Pre-Olympic Beijing

Research about attitudes towards the English language has been conducted in pre-Olympic Beijing (Pan, 2011; Xu, Wang, & Case, 2010; Yan Fong, 2009). Xu et al. (2010) conducted interviews and focus groups with over 100 Chinese college students in the research of attitudes towards varieties of English before the 2012 Olympic Games in Beijing. They found that these Chinese students strongly associate the English language with American and British culture, and therefore, rated speakers of these varieties—as opposed to Chinese English speakers—highest in most aspects such as perceived wealth, intelligence, and confidence. These positive associations are especially interesting considering that the majority of English speakers worldwide are now non-native speakers of English.

Pan (2011) researched Chinese perceptions of English language status as well as the perceived effect of English on Chinese language and culture. Through interviews and focus groups with his four adult participants, Pan found that they had a positive opinion of English and did not see it as a threat to Chinese culture in any way. These sentiments have been echoed by Yan Fong (2009), who concluded that the status of the English language in China underwent a significant change and increased popularity during the years leading up to the Beijing Olympics. Pan’s participants found English to be beneficial for the purposes of entertainment, career, social life, travel, and better understanding the world. These subjects were eager to participate in English programs
that emerged as a result of Olympic preparations in Beijing; furthermore, they all had plans to continue learning English after the Games. His model provides a good example of qualitative research used for the specific purpose of investigating English language perceptions in a pre-Olympic context.

The Gap

In light of previous research regarding English language globalization, language policy for international sporting events, historical accounts of Brazilian language policy, and research on attitudes towards English in Brazil as well as pre-Olympic Beijing, I chose to study the attitudes of English in pre-World Cup, pre-Olympic Brazil. Since Brazil has historically been resistant to the influence of other languages, especially English, I am interested to see how attitudes towards English may be changing as English language programs grow with the demands of the upcoming World Cup and Olympic Games. The research done in pre-Olympic Beijing provides a good model for investigating attitudes towards the English language in the particular context of the Olympics. As of yet, to my knowledge similar research has not been replicated for the case of Brazil.

Research Questions

This study aims to discover perceptions and attitudes of five Brazilians regarding the English language as Brazil prepares for the 2014 World Cup and 2016 Olympic Games. Specifically: (1) How have educated Brazilians over the age of 40 experienced the English language in their lives? (2) What changes have been observed in English
language presence and demand over the last five years in pre-World Cup/pre-Olympic Brazil? (3) How do participants feel about the English language as it relates to the future of Brazilian language (Portuguese) and culture?

Summary

This chapter framed the larger issue of language globalization and its implications for the English language in particular. From there, linguistic policies were addressed surrounding preparations for international sporting events such as the Olympic Games, especially the call for English language use. Next, the linguistic policies and attitudes regarding the English language in Brazil were presented. This was followed by a brief summary of research done in pre-Olympic Beijing regarding attitudes towards the English language. The combination of Brazil’s historical resistance to the English language, along with the global demands for English, as seen in the procedures for linguistic planning of the World Cup and Olympic Games in Brazil, led to the direction of research for this study. From there, research questions were stated in a similar framework as the studies done in China: What are Brazilian observations and attitudes regarding the English language as Brazil prepares for the 2014 World Cup and 2016 Olympic Games? Chapter Three discusses the methodology that was used for this research.
CHAPTER THREE: METHODOLOGY

This chapter presents the methodologies used for this study. The description of this qualitative research paradigm is given along with the specific method and rationale for it. Next, the methods for data collection, procedure, and analysis are outlined. This is followed by a discussion of the ethics related to this research.

The goal of this study was to examine the phenomena of increasing English language presence and need in Brazil as the country prepares to host the World Cup and Olympic Games in 2014 and 2016 respectively. This research aims to discover a small sample of observations and attitudes that Brazilians have about the English language, given this particular context by examining the following questions: (1) How have educated Brazilians over the age of 40 personally experienced the English language in their lives? (2) What changes have they observed in English language presence in their daily lives over the last five years? (3) How do participants feel about the effect of the English language on the future of Brazilian culture and language (Portuguese)?

Research Paradigm

In order to best address my inquiry of attitudes, qualitative research was employed. This paradigm is appropriate for my purposes given that it provides rich, in-depth, dynamic material (Dörnyei, 2007; Mckay, 2006; Merriam, 2009). Furthermore, qualitative research is ideal in a case that directly involves contextual conditions and
influences that are social, cultural, and situational (Dörnyei, 2007). Qualitative research also has the advantage of tailoring to the individual, in other words getting at the interpretations, experiences, actions, and perceptions of people from their own inside perspective (Dörnyei, 2007; Merriam, 2009).

Since feelings and opinions are not readily observable, interviews are a good means of gathering rich, authentic data (Merriam, 2009). Furthermore, interviewing offers the advantages of direct feedback and probing ability, especially when semi-structured with a general, but non-binding guide (Mckay, 2006; Perry, 2005), such as that used in this study. That said, there is a concern regarding standardization; thus, the quality of questions is a crucial element to the success of this method (Mckay, 2006; Merriam, 2009; Perry, 2005). Dörnyei (2010) provides a good model for the structure and organization of different types of questions. His suggestions along with the model of Pan’s (2011) study in pre-Olympic Beijing helped to guide the configuration of questions for this study.

Data Collection

Participants

The subjects of this study were five educated Brazilian individuals between the ages of 40 and 65. This particular age group was selected in order to capture the experiences of generations that were more exposed to past political controversies of the English language in Brazil. All native Brazilian citizens and current residents in Brazil, subjects differed in geographical location, gender, and level of English language
proficiency. Participants represented a sample of convenience, recruited through my network of family and friends. Their demographic details are presented in the following chapter.

**Interviews**

The interview questions that I developed, provided in the Appendix, aimed to reveal information about participants’ observations, perceptions, and attitudes regarding the presence of English language in Brazil leading up to the 2014 World Cup and 2016 Olympic Games. Specifically, the questions addressed participants’ relationship with English, observations of English in daily life, and reflections on English language presence in Brazil.

The questions were divided into three sections. The first section was demographic, including questions about participants’ city of residence, age, and educational background, as well as questions about their experiences with the English language and plans for involvement in the upcoming World Cup and/or Olympic events. The second section of questions asked participants to think of examples of where English language frequency has changed in the following areas of daily life: media, transportation, economy, education, and personal/professional/social life. The last section of questions presented participants with different stances on English language presence in Brazil and asked them to reflect and evaluate which of the stances aligned most closely with their own opinion and why. In conclusion, all participants were given the option to share any remaining thoughts that they had on the topic of English in pre-World Cup, pre-Olympic Brazil.
Procedure

Initially, potential participants—known contacts of the researcher—were listed by geographical location. Using a map of Brazil, known Brazilian friends and acquaintances were listed next to their city of residence. From there, individuals under the age of 40 were eliminated. The remaining six citizens, representing five different major Brazilian cities (Belo Horizonte, Brasília, Curitiba, Rio de Janeiro, and São Paulo), were contacted informally via email and notified that they were being considered for participation in a research project about the English language and Brazil. All six individuals expressed interest, and a pilot interview was conducted with one of two Belo Horizonte residents. After the Human Subjects review approval was obtained through Hamline, the remaining five individuals were emailed a formal letter of consent detailing the research project as well as the elective and anonymous nature of their involvement. In exchange for the return of their signed, scanned, and emailed consent forms, participants were sent both English and Portuguese copies of the interview questions in order to look and think over the subject matter in the days leading up to the interviews.

Data were collected by audio-recording sessions of one-on-one interviews with Brazilian participants via the videoconferencing tool Skype. The interviews, which lasted no more than 45 minutes each, were conducted one at a time over the course of a week. They were audio-recorded in a private room of my home using Callnote, an application for Skype, in order to insure the accuracy of participants’ responses during analysis. Since some interviews were conducted in English and others in Portuguese, a translator was used both to help facilitate the interviews and transcribe notes into English.
Participants were asked the same set of questions they had received prior to the interview, with some additional probing for detail when an answer was unclear or more information was desired. In the days following the interviews, two participants chose to provide additional information—photographs and news articles—via email.

Materials

During data collection, the following materials were used: a computer, internet access, a videoconferencing program (Skype), interview questions developed by myself, a Portuguese interpreter, and an audio recording mechanism integrated with the videoconferencing tool (Callnote).

Pilot Study

Before the participant interviews were conducted, interview questions were piloted with one Brazilian individual who was not part of the study in order to check the quality of questions as well as to test equipment. The subject of the pilot study was provided with interview questions in advance, and took part in a Skype interview. This pilot interview was recorded by Callnote, which was then checked afterward to confirm the quality of the audio-recording. Based on this pilot study, the reliability of technology was confirmed, the specificity of a few interview questions was adjusted, and techniques were learned to probe for additional information when necessary.

Analysis

The first step in the data analysis process consisted of listening to recorded interviews one at a time while taking detailed notes. For the two interviews that were
conducted in Portuguese, the same interpreter who translated during the time of the interviews assisted in the translation and note-taking process. After sufficient notes had been collected, they were read over separately. Similar ideas that were brought up at different points throughout the interview were grouped together.

Next, data were analyzed by comparing participant responses to one another and looking for common themes that emerged, thus using the constant comparison method (Merriam, 2009). Interview notes were put into an Excel spreadsheet in order to better visualize responses by each individual question. Responses for each question were examined and common themes were sorted by frequency of response and coded by color. For example, if all five participants had similar observations for a certain question, the parts of their responses that related to that particular observation would be highlighted in red. In some cases, specific quotes were selected that best reflected a common belief or theme. The interpreter, who was present for all five interviews, reviewed the analysis and results in order to establish that this study’s findings are consistent with the data.

Ethics

In order to respect the confidentiality rights of participants, written consent from participants was obtained as well as permission through Hamline’s Human Subjects review board. During this process, participants were informed of their right to withdraw from the study at any time. Interview notes were transcribed verbatim and pseudonyms have been used in all references to participants. Lastly, recorded data will be kept in a password protected file and deleted after seven years in accordance with federal rules.
Conclusion

In this chapter the methodology used in implementing this study was outlined. This included the qualitative research paradigm, data collection method of interviews, and procedure of audio-recording online Skype interviews with Brazilian participants. The constant comparison analysis method and ethical practices were also detailed. The next chapter presents the results of this study.
CHAPTER FOUR: RESULTS

In order to learn about English language presence and attitudes in pre-World Cup, pre-Olympic Brazil, five native Brazilian adults were interviewed. Through these interviews the following research questions were addressed: (1) How have educated Brazilians over the age of 40 personally experienced the English language in their lives? (2) What changes have they observed in English language presence in their daily lives over the last five years? (3) How do participants feel about the effect of English on the future of Brazilian language (Portuguese) and culture? This chapter presents the results of this study. First, basic demographics are outlined followed by an in-depth description of each participant’s relationship with the English language. Next, synthesized observations of changes in English language presence are presented. Lastly, the participants’ thoughts are shared on the English language as it relates to the future of Brazil.

Participant Demographics

Table 1

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>Age</th>
<th>Gender</th>
<th>Occupation</th>
<th>Interviewed in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alana</td>
<td>São Paulo</td>
<td>42</td>
<td>F</td>
<td>Business Administration</td>
<td>English</td>
</tr>
<tr>
<td>Bianca</td>
<td>Rio de Janeiro</td>
<td>61</td>
<td>F</td>
<td>Sports Confederation Delegate</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Claudio</td>
<td>Belo Horizonte</td>
<td>58</td>
<td>M</td>
<td>English Literature Professor</td>
<td>English</td>
</tr>
<tr>
<td>Danilo</td>
<td>Brasília</td>
<td>49</td>
<td>M</td>
<td>Civil Engineer</td>
<td>English</td>
</tr>
<tr>
<td>Elisa</td>
<td>Curitiba</td>
<td>57</td>
<td>F</td>
<td>Pharmacist</td>
<td>Portuguese</td>
</tr>
</tbody>
</table>
The first portion of the interviews focused on collecting demographic information for each participant including city of residence, age, relationship with the English language, and plans for participation in the coming international sporting events hosted by Brazil. Each of the five native Brazilian participants resides in a different major city in Brazil: Belo Horizonte, Brasília, Curitiba, Rio de Janeiro, and São Paulo. Of the three female and two male participants, ages ranged from 42 to 61 years and English language proficiency ranged from beginning to advanced levels. Two of the participants were interviewed in their native language of Portuguese, with the assistance of the interpreter who was present at each of the interviews. The other three participants chose to conduct their interviews in English. A summary of this basic demographic information is displayed in Table 1. Pseudonyms have been used in all references to participants.

Relationship with the English Language

When asked the question of how and why English is valuable to them, participants’ responses, presented verbatim in Table 2, were thoughtful and insightful.

Table 2

The Value of English

<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alana</td>
<td>I love to speak in English. It’s the best way to make yourself understood in the world today.</td>
</tr>
<tr>
<td>Bianca</td>
<td>English is important because it is all around you.</td>
</tr>
<tr>
<td>Claudio</td>
<td>It’s my work. I wouldn’t have the job I have today without it.</td>
</tr>
<tr>
<td>Danilo</td>
<td>English is the best language to learn. We can’t live without English today; it’s the way we have to talk to other countries.</td>
</tr>
<tr>
<td>Elisa</td>
<td>With globalization it’s important to know English. It is necessary to learn another language because Portuguese is not spoken in many parts of the world.</td>
</tr>
</tbody>
</table>
Through the first set of questions, the interviewer captured each participant’s relationship with English, which demonstrates how each individual experiences and values the English language. From their first English lessons, to the use of English in their personal and professional lives, as well as English language goals, the history of the participants’ connections to English provides an understanding of how the English language has had an impact on these five Brazilian individuals. This background information not only reveals the attitudes held by this small sample of Brazilians, but also gives a richer context to the responses in the following sections of the interviews.

Alana

Alana, a 42-year-old São Paulo resident, began studying at a private English language school in the fifth grade and continued there for seven years until traveling to the United States to spend a year at an American high school through an exchange program. Upon returning to Brazil, she discontinued her formal studies of the English language since her level of English had surpassed that of the expensive courses that were offered. After completing her bachelor’s degree in business administration and carrying out post-graduate work in finance, she obtained a job in Brazil at an American company where she used her English language skills on a daily basis. Her work included writing reports, emails, budgets, and presentations all in English as well as communicating regularly with her boss, who was from the United States. Though she has since changed fields and no longer uses English in her working life, Alana still uses English to keep in touch with her former boss and host family from her time in the United States.
Alana also continues to practice English with her son’s teachers, who are mostly native speakers of English. Since the first grade, her son has been attending an international English immersion school where all subject material is taught in English. She explained that he first learned to write in English and speaks English full-time so “it is like a first language for him.” He even has an American nickname that caught on when classmates struggled to pronounce his given Brazilian name. Alana wants her son to be prepared because she believes that “English is very important today.”

Though her level of English is high, and she feels comfortable in her ability to understand and read in English, Alana’s goals are oriented towards improving her spoken English so that she can feel more confident having conversations in English. Living in a big, diverse city, Alana makes efforts to communicate with her foreign neighbors through English. She also enjoys watching movies and reading books in their original English form. She would like to travel with her family and live in an English speaking country for six months.

Bianca

Sixty-one-year-old Bianca lives in Rio de Janeiro. She first began studying English in high school at the age of 14, supplemented by classes at private English language schools. Though she did not study English at the university while obtaining her degree and teaching license in biology, Bianca has always made efforts to maintain her English so as to not forget what she has learned. She lived in the United States for a year and a half during the time her husband was pursuing his master’s degree. While she was
there, Bianca took an English course, but struggled because she often had to miss class to tend to her newborn baby and only spent time with other Brazilians outside of class.

Bianca frequently used English in her ten years of volunteer work with the aquatic sports confederation. At international competitions and meetings she served as a delegate for Brazil and used English when interacting with members from other countries during her travels. Sometimes a Portuguese interpreter was provided for her, but most of the time meetings were conducted in English. These experiences inspired Bianca to send her daughter to an American university in the United States. Now, she uses English when her daughter’s American friends come to visit them in Rio de Janeiro.

Bianca intends to continue her English studies by attending a private class because she has more fun learning with other students and “the young teachers are so motivated!” She enjoys helping lost American tourists because she is grateful for those who helped her and her daughter whenever they were in the United States, and she wants to do whatever she can to be helpful to Americans in Brazil.

Claudio

Fifty-eight-year-old Claudio lives high in the mountains of southeastern Brazil in Belo Horizonte, the capital of Minos Gerais. At the age of 14 he began studying English while attending a U.S.-Brazilian bi-national institute. When his family relocated, he was self-taught for a period of time in high school during which he subscribed to TIME magazine, watched American movies without subtitles, and listened to music in English. He resumed his formal language studies in college where he majored in Portuguese and English. Afterward, he taught English at Cultura Inglesa, another bi-national institute,
before going back to school for a master’s degree in English. From there, Claudio went on to study comparative literature and traveled to the United States on separate occasions for two six-month-long sabbaticals.

In his working life, Claudio has taught English at the college and federal university levels, but now teaches British and American literature at a university in Belo Horizonte. He also translates novels from Portuguese to English and from English to Portuguese. In addition to his everyday professional life, Claudio also makes use of English when traveling for conferences and visiting friends in the United States every other year. Despite his high level of proficiency, Claudio keeps trying to learn more English little by little, attesting that “it’s never good enough.”

Danilo

Danilo is a 49-year-old civil engineer who lives in the capitol city of Brasília. He first began learning English upon switching from public to private school at the age of 11. He studied English throughout high school, then went to a university for civil engineering and continued on to obtain a master’s degree in energy planning. After this break in English language study, Danilo, at age 25, traveled to England for three months to improve his English and take language classes. This was the last time he formally studied English until many years later when the company he worked for sent him with a group to take a two-week English class in New York, where he found the informal speech of people he met on the streets difficult to understand.

In his civil engineering job, Danilo uses English when reading technical documents and when traveling. Since he works for a large international company, English
is used during informational meetings and conferences in other countries. Danilo once had to give a speech in English for 300 people, and prepared by working with a tutor. Throughout his career, Danilo has developed professional relationships with speakers of English. Now, his goals for English are to develop his reading skills so he can better understand the science fiction books that he reads for leisure in their original English.

**Elisa**

Elisa, 57, of Curitiba, first studied English at a private high school where grammar and written English were taught and little priority was placed on conversation practice. She took a break from English while attending the university for her degree in pharmacy. In her 30s, Elisa took private English classes for five years, but, without many opportunities to apply what she had learned, Elisa now feels she has lost most of her English skills. Although she does not use English at work when speaking with customers at the pharmacy, Elisa makes use of English when reading technical journals and conducting research over the Internet.

Elisa does not have much contact with native English speakers, though she does use some English when traveling in the United States and Europe. She admits, however, that her husband, who speaks more English, does the majority of the talking in these situations. Nevertheless, Elisa does her best to communicate in English with the children of her Brazilian friends who live in the United States and Germany. Realizing that she needs to study more English, Elisa sometimes watches television programs in English without subtitles to test her understanding of the language.
Plans for World Cup and Olympic Events

In order to gain further context for their responses, participants were asked about their plans to participate in World Cup and/or Olympic events that would be held in their cities. All five participants confirmed that there would be events in their city for either or both the 2014 World Cup and 2016 Olympic Games. Alana plans to watch the events on television because she believes that it will be too expensive, disorganized, and difficult for Brazilians to get tickets and go to the stadiums. Danilo also plans to participate via television despite one of the new World Cup stadiums being nearby his home. To avoid the “craziness,” Claudio plans to “take a plane and leave the city!” Meanwhile, Elisa is considering attending a live game for the first time now that the stadiums are being modernized, and Bianca would like to attend some events using tickets from her husband who works for a sponsor that will be providing security during the events.

Protests

The interviews for this study took place at a time when large protests about mismanaged and corrupt government spending were being held all across Brazil. Participants brought this up at certain points during their interviews, stating their positions of solidarity with protesters, who were angry about the large amounts of public funds being used by their government for the infrastructure of new sports stadiums at the expense of public services such as education, transportation, health care, and safety. Since some of the subject matter for the interviews and protests overlapped, it is possible that participant responses were influenced by the current events occurring in Brazil at the time.
English in Daily Life

For the second part of the interview, participants were asked to give examples of places and situations in their daily lives where they have noticed the frequency of English language presence changing over the last five years (the time since Brazil won the bids to host the 2014 World Cup and 2016 Olympic Games). They were specifically asked to think of examples in five categories: media, transportation, economy, education, and social life.

Media

All five participants have noticed changes in television, not regular Brazilian programming, but cable TV in particular. They have observed that more programs in English are offered and program titles are no longer translated into Portuguese as they used to be for American shows. Also, when streaming movies through TV, there is a newly available option for choosing between original English or dubbed Portuguese versions.

The next most frequently mentioned change was newspapers and magazines, where participants have noticed that English words and phrases are being incorporated into Portuguese text more regularly, as seen in Figure 1. Claudio indicated that these English words are provided without translations or quotations marks and thus embedded into writing “as if Portuguese.” Danilo had a different perspective, noting that italic translations into Portuguese are provided alongside many of these English terms, in response to resistance towards the increase of English use.
When it comes to radio, Danilo and Elisa came to the same conclusion that while many songs are played in English, the language is rarely used by deejays or during talk shows. On the other hand, Elisa and Alana agreed that noticeable changes are happening on the Internet. According to them, some Brazilian web sites now have sections in English and online shopping requires a knowledge of English.
Transportation

The most noticed change amongst participants in the category of transportation was signage. More Portuguese-English bilingual street signs like those shown in Figure 2 have been observed, especially around airports, hotels, tourist spots, and stadiums. Little change has been seen in bus stations and other areas of the cities. Bianca and Danilo have witnessed new signs with World Cup and Olympic logos on them being installed near the stadiums as recently as three months before the time of the interviews. In Brasília, some of the new signs were posted with errors in the English translations which had north and south mixed up. Danilo reported that this was a great embarrassment for the city, which had spent large amounts of public money on the misprints.

![Figure 2. Bilingual Directional Street Signs in Portuguese and English. Image provided by Danilo post-interview. Directional signs for police, national stadium, accredited vehicles, a public parking area, and city park are provided in Portuguese and English.](image)

Participants were also in agreement that taxi drivers possess little to no English. Claudio recalls hearing a sentiment from taxi drivers that when tourists arrive “it’s up to them to learn Portuguese.” Bianca also expressed concern that traffic police in Rio de
Janeiro are unable to speak much English. She believes that when it comes to navigating their way in Brazil, “tourists suffer a lot.”

**Economy**

When asked about the economic sector, all five participants had similar experiences with restaurants. The consensus among them was that menus are now being offered in English; however, it is still difficult to find an English-speaking waiter. Claudio once asked a waiter what he does when Americans come to the restaurant, to which the waiter replied in Portuguese “I speak louder.”

![Figure 3. English-titled Beauty Shop. Image provided by interview participant Danilo. The name of this shop, *Backstage Beauty*, is in English as seen in the storefront sign.](image)

Participants also had parallel observations about small business establishments, stores, and shopping centers. They have noticed that certain shops, like the one in Figure 3, have adopted English names. Furthermore, advertisements of price discounts have
switched to the English terms of *sale* and 25% *off*. Bianca has even detected more store clerks who are competent in English.

**Education**

Each interviewed participant identified that the number of English schools is growing in their city. Their responses also made it clear that these education options range in rigor and price. While the different cities seem to have varied practices of English language education in their public school systems, the business of private English schools seems to be booming everywhere. In São Paulo, exchange programs are becoming popular, with students as young as nine years old traveling to English-speaking countries for month-long cultural trips, according to Alana. Meanwhile, Claudio has witnessed the number of private English schools double from roughly 100 to 200 programs over the last 30 years in Belo Horizonte. Bianca argues that there are private English schools “on every corner” in Rio, but they are expensive and only accessible to the upper class. Meanwhile, lower class workers in the service industries who will need English the most have no options for free or affordable classes in Rio de Janeiro.

While free classes may be less available in Rio, interviews indicated that in São Paulo, Belo Horizonte, and Brasília, free English classes have recently begun to be offered for workers in the service and tourist industries, such as waiters, taxi drivers, and hotel receptionists. These special trainings provided by the government in preparation for the World Cup and Olympic Games are temporary and cover only very basic words and phrases. Alana commends those who take advantage of the classes, but believes the level
of English to be so rudimentary that “they will be frustrated when they try to use it.” In Belo Horizonte, free English classes are now even available to prostitutes.

Elisa claims that English is the most commonly taught foreign language in Brazil, while Spanish is only just appearing as an option. After years of advocating in Belo Horizonte, Claudio finally succeeded in convincing his University to offer a PhD program for English language studies. Going into its second year, the program has over 100 PhD candidates enrolled. However, Bianca strongly believes that Brazil needs to improve their availability of affordable English language classes for the long term.

**Personal, Professional, and Social Life**

Each of the participants interviewed has friends who are either learning and studying more English or have already achieved a high level of English proficiency. Some such friends practice English informally in their daily life and work. It is established by all five participants that English opens doors for better job opportunities in higher positions. Bianca and her husband sometimes entertain American businesspeople who travel for corporate meeting or events at his workplace in Brazil. English has also become important to the family members of participants, especially their spouses and children. For example, Alana’s family traveled to London recently because her husband wanted to improve and practice his English. This proved difficult however when they found the majority of people they encountered on the street were foreign tourists like themselves.
The English Language and Brazil

In the final section of the interview, participants were asked to reflect on their attitudes and predictions about the effect that the English language may have on Brazil in a more general sense. They were presented with opposing viewpoints and asked to explain why they would agree with one over the other(s). Specifically, they were asked to evaluate whether English is a language of opportunity or oppression, threatening or nonthreatening to Brazilian culture, and likely to increase, decrease, or stay the same in its presence after the 2016 Olympics. Overall, participants unanimously agreed that English in Brazil provides opportunities, is nonthreatening, and will continue to grow.

Opportunities

All five participants had strong positive responses to the question of whether they felt English to be a language of opportunity or oppression. They listed many ways in which they believe English provides opportunities, and their rationale for why they feel English is good for Brazil. The quotes listed in Table 3 demonstrate how participants see the benefits of English for economic and other purposes both within Brazil and abroad.

Table 3

<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alana</td>
<td>More people are getting involved [with English] and possibilities arise when desire grows. It is essential for the development of Brazil.</td>
</tr>
<tr>
<td>Bianca</td>
<td>English is a universal language. It would never be bad for Brazil.</td>
</tr>
<tr>
<td>Claudio</td>
<td>The Brazilian president is encouraging Brazilians to study abroad.</td>
</tr>
<tr>
<td>Danilo</td>
<td>Everything we need is in English. No doubt English is very good for Brazil.</td>
</tr>
<tr>
<td>Elisa</td>
<td>English speakers will have an advantage in getting a good job.</td>
</tr>
</tbody>
</table>

*Note. Excerpts are verbatim participant responses to interview question number 12.*
Nonthreatening

When presented with the question of whether or not English poses a threat to Brazilian language (Portuguese) and culture, most participants responded with laughter. As illustrated by their responses presented in Table 4, they warmly welcome English in Brazil and feel no threat whatsoever to their own culture. Some participants mentioned that there are “radical nationalists” and a few senators in Brazil who believe English to be dangerous and try to present resistance, but, according to these participants, such groups are an extreme minority and do not reflect the more widely-held positive opinions of the nation. They assert that such resistance is in the past, and is no longer an issue in Brazil.

Table 4

*The Effect of English on Portuguese Language and Brazilian Culture*

<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alana</td>
<td>English is part of our culture even if we don’t know how important it is yet.</td>
</tr>
<tr>
<td>Bianca</td>
<td>The two languages are different. English does not substitute for Portuguese, it just adds to it.</td>
</tr>
<tr>
<td>Claudio</td>
<td>Before English we had French, it’s symbolic of class status.</td>
</tr>
<tr>
<td>Danilo</td>
<td>They can live together. The majority of Brazilians don’t speak English; I think everybody should learn English here.</td>
</tr>
<tr>
<td>Elisa</td>
<td>It is better to learn another language. That does not take away your native language.</td>
</tr>
</tbody>
</table>

*Note.* Excerpts are verbatim participant responses to interview question number 13. All participants agreed that the English language does not pose a threat to Portuguese language or Brazilian culture.

Growing

Participants agree in their belief that the continued growth of English in Brazil is unstoppable. This is evident by their responses, which are listed in Table 5. All participants unanimously predict that the 2014 World Cup and 2016 Olympic Games will
motivate Brazilians to learn English. Young people, jobs, and international travel are among other factors that participants believe will contribute to the persistent growth of English in Brazil.

Table 5

*English After the 2016 Olympic Games*

<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alana</td>
<td>People will realize and feel its importance. English is <em>the</em> language; we are going to have to accept this.</td>
</tr>
<tr>
<td>Bianca</td>
<td>The Olympics will be a big motivation for people. Everyone who can study English will do so.</td>
</tr>
<tr>
<td>Claudio</td>
<td>There’s no way of going back…until China takes over the world and we all have to learn Mandarin.</td>
</tr>
<tr>
<td>Danilo</td>
<td>Now we have more contact with foreign people. We used to be like an island, but people are starting to realize they should learn and speak English.</td>
</tr>
<tr>
<td>Elisa</td>
<td>The world is so competitive, knowing another language will make you more competitive.</td>
</tr>
</tbody>
</table>

*Note.* Excerpts are verbatim participant responses to interview question number 14. Each participant agreed that English language presence and education would continue to increase. All interview questions are provided in the Appendix.

**Conclusion**

This chapter presented the results of interviews with five Brazilian participants. First, demographic information was provided along with each participant’s background of their relationship with the English language. Then, participant observations of changes in English language presence in daily life were presented. Lastly, opinions and predictions about Brazil’s future with the English language followed. Conclusions will be discussed in the final chapter.
CHAPTER FIVE: CONCLUSIONS

The goal of this study was to discover the experiences, observations, and attitudes that Brazilians have about the English language. The following research questions guided this study: (1) How have educated Brazilians over the age of 40 personally experienced the English language in their lives? (2) What changes have they observed in English language presence in their daily lives over the last five years in pre-World Cup/pre-Olympic Brazil? (3) How do they feel about the effect of English language on the future of Brazilian language (Portuguese) and culture? To answer these questions, five Brazilian individuals were interviewed. The results of these interviews were presented in Chapter Four. This chapter will address my major findings, implications, limitations, and suggestions for further research.

Major Findings

An individual’s pursuit of a language and a country’s development of language policies are ongoing, evolving practices that show up in many different ways. Through this research I learned a great deal about the history of English in Brazil as well as attitudes towards English from the perspective of five educated adult citizens of Brazil. I have three major findings: first, the overwhelmingly positive feeling towards English by these five participants, second, the apparent need and demand for more English preparedness as Brazil moves toward hosting the 2014 World Cup and 2016 Olympic
Games, especially in the service industries, and third, the classism of English language education in Brazil.

An Appreciation of English

All five participants in this study felt a strong affinity towards the English language. Even if they did not have a high proficiency in English, like in the cases of Bianca and Elisa, each participant still felt a personal connection to the language and expressed a robust recognition of its importance for them personally and for Brazil in general. Such a positive attraction to English by these participants is interesting considering Brazil’s longstanding, highly protective linguistic history which had at certain points forbidden the instruction of other languages in order to protect the “native” Portuguese (Bohn, 2003; Massini-Cagliarai, 2004; Rajagopala, 2008).

However, in comparison with previous research on attitudes towards English in Brazil, the positive responses of participants fall in line with those of El-Dash and Busnardo (2001) and Friedrich (2000) whose Brazilian participants also had positive attitudes towards the English language. Much like the subjects of this study, their participants similarly concluded that English is significant as a sophisticated status symbol and for international communications.

My participants’ warm feelings towards English in a pre-World Cup, pre-Olympic Brazil are also very similar to the positive opinions of Pan’s (2011) Chinese participants in pre-Olympic Beijing. Both pre-Olympic Brazilian and Chinese participants believed the English language to be beneficial for their economy, nonthreatening to their native culture, and all stated their plans to continue the pursuit of English after the Games.
A Need for English

All participants in this small study had experiences with English language education, and three of the five participants possessed quite advanced levels of English proficiency. However, in the perspective of Brazil as a whole, they are very much the minority. Oliveira (2012) reports that most Brazilians do not speak English, even as the language becomes more prominent in Brazil through television, restaurant menus, street signs, advertisements, storefronts, and private schools, according to participant observations. As Claudio put it, “Brazilians speak English very badly, if at all. It’s weird. Everything is in English, but people don’t speak the language. It’s schizophrenic.” The need for English in Brazil is demonstrated by both the observations of participants along with several Brazilian news articles which point to a “very low” proficiency rating and expose the country’s lack of and need for linguistic preparedness to host the upcoming international events (Canêdo & de Holanda, 2012; Giudice, 2012; Oliveira, 2012; Souza, 2013).

Further evidence of this need is apparent in the emerging English classes that are recently becoming available for free to Brazilian workers in the tourism industry as a result of government sponsorship in preparation for hosting the 2014 World Cup and 2016 Olympic Games (Aquino, 2013; Castro & Choucair, 2013; Castro & Lenoir, 2013; Sarres, 2012). Participants also reported the launch of such classes and expressed both their support of the option for these workers as well as their reservations about the quality and quantity of English that they would take away from these programs. According to the
responses of the participants in this study, these free English classes are especially needed to help elevate the levels of English for taxi drivers and restaurant waiters.

**Accessibility of English Language Education**

Participants argued that “everyone in Brazil should learn English.” Through my literature review and data from interviews, however, I learned a great deal about the classism of English language education in Brazil. A high-quality English language education has generally been accessible only to those who can afford expensive private classes. Participants and Bohn (2003) similarly reported a lack of emphasis and rigor on English language studies in the public school systems. Claudio and Elisa explained that public schools often offer English as an option amongst other foreign languages, and that it is not mandatory, but rather an elective taken for a semester or two. Meanwhile, those who are more serious about learning English enroll in private classes, as was the case for each participant in this study.

When it comes to English language education, it is my perception based on participant interviews that the hosting of the 2014 World Cup and 2016 Olympic Games in Brazil has not affected the upper classes as much as it has workers in the service industries who are now being offered free English lessons. This is a major finding because it is likely that these workers, whose need for English in the tourist industry has been established, would not find classes a financially viable option if it were not for the free government-sponsored courses that have arisen specifically because of the World Cup and Olympic Games (Aquino, 2013; Castro & Choucair, 2013; Sarres, 2012). Aquino (2013) reported that one waiter who enrolled in such a class surprised himself
with his progress as he expected only to increase his comprehension, but has found that he is now comfortable speaking in English as well and feels motivated to continue his studies and reach an advanced level of proficiency. Participant Bianca in particular advocated for the increased accessibility of English language education for the lower classes in Brazil. She hopes to see more American teachers come to Brazil and offer English classes at reduced rates.

Implications

An awareness of global trends, shifts, and attitudes towards the English language is especially important for teachers of English as a foreign language (EFL). With increasing international requests for EFL instructors, it is clear that there is a worldwide demand for English. However, it is important that EFL instructors ask why such a demand exists, and at what cost. I would recommend that TEFL programs include an educational component about why different cultures are learning English today, because this would give teachers a richer context and broader perspective of their EFL practices. Additionally, I would recommend the examination of educational policies and accessibility of English language education by institutions abroad.

Furthermore, the research presented here has broader implications for international sports organizations who must consider the linguistic planning that goes into hosting large-scale events. They must also be aware of the cultural shifts that host nations undergo before, during, and after such events. Based on my findings, I would recommend that the governing bodies of international sports organizations focus attention on the
multifaceted linguistic implications of events such as the World Cup and Olympic Games.

This research has been personally enlightening for me as an English language teacher, athletics coach, and family member of Brazilian citizens. Moreover, as someone with aspirations to teach English in Brazil one day, this study has provided me with a wealth of information about English language education systems and needs in Brazil. I have also learned a great deal about the larger and lasting effects of events such as the World Cup and Olympics. This information too, has been of particular interest to me because of another professional goal to coach national-level athletes and attend such international events.

Dissemination of Findings

Since this topic relates to both teachers of English and large governing bodies of sports administration, I plan to share this research with my colleagues in English language education as well as those in the world of athletics. I will present my findings at a local conference for Teachers of English to Speakers of Other Languages (TESOL). I also plan to share my research at a national United States Aquatic Sports (USAS) convention. In these ways, I hope to increase awareness of the multifaceted connections between the English language and athletics at an international level.

Limitations

The small scope of this study was a major limitation relative to the grander themes of Brazilian attitudes and English language globalization. The changes taking
place in Brazil, linguistic and otherwise, to prepare for the 2014 World Cup and 2016 Olympic Games affect all of their citizens in different ways. In order to address the broad goal of discovering Brazilian attitudes towards the English language during this period in time, I interviewed just five individuals. These five participants were chosen as a sample of convenience and were intended to provide not a generalized conclusion about Brazilian attitudes towards the English language, but a snapshot of their personal experiences and observations as they relate to this unique moment in the cultural and linguistic history of Brazil. The insights of these participants are not transferable and cannot account for the attitudes held by other individuals in Brazil.

Furthermore, limited amounts of data were collected from each participant. Interviews were conducted once and lasted no longer than 45 minutes apiece, though some additional data were voluntarily provided by certain participants via email after the time of their interviews. Thus, this study was limited by the length and number of interviews.

Further Research

In order to gain a broader, more comprehensive view of Brazilian attitudes towards the English language as Brazil prepares to host two large-scale international sporting events, further research is recommended. To expand upon this study, focus groups and follow-up interviews between and after the 2014 World Cup and 2016 Olympic Games could provide a richer and more thorough account of the five participants’ perspectives. An interesting parallel study would also be to interview a
sample of less educated, lower class Brazilian individuals who may have experienced less exposure to English in their lives.

However, a more complete picture might be achieved through a larger-scale study involving a greater sample size and a combination of data collection methods such as surveys, interviews, and focus groups before, between, and after these events. It would be interesting to discover whether similar positive attitudes and observations of English in daily life would be found across a greater sample size of participants. Even though my study was small, this topic is significant and historic and thus warrants further attention.

Conclusion

The purpose of this study was to investigate a small sample of Brazilians’ observations and attitudes regarding the English language as Brazil prepares to host the World Cup and Olympic Games. The research I conducted shed light on this subject, although the study was limited and deserves further exploration. Overall, the participants I interviewed felt strongly positive towards the English language and are excited about its future in Brazil. They have noticed some changes in English language presence in their daily lives, but do not sense that this threatens their own culture in any way. Rather, participants feel a need for more English as Brazil approaches the World Cup and Olympic Games that it will host in 2014 and 2016 respectively. This need is elevated for lower-class workers in the service and tourism industries who have experienced barriers to English language education prior to the free government-sponsored classes that are now available to them as a result of Brazil’s position to host these international events. Hopefully, others will find this information useful to their professional practice, as I have.
Interview Questions

Demographic Information and Relationship with English

1. Where in Brazil are you currently residing?
2. What is your age?
3. What is your educational background?
4. To what extent have you studied the English language?
5. To what extent do you use English for work?
6. What relationships, if any, do you have with native speakers of English?
7. Why/how is English valuable to you?
8. What are your goals for learning English?
9. Will there be any events in your city for the World Cup or Olympic Games?
10. In what way do you plan to participate in the World Cup or Olympic events?

Daily Life

11. Here are some examples of places/situations where English may be present in daily life; where have you noticed the frequency of English presence changing in the last five years?
   a. Media (print, radio, television, internet, politics)
   b. Transportation (signage, airports, tourism, public transport)
   c. Economy (retail, restaurants, online shopping)
   d. Education (schools, programs, courses, tutors, teachers)
   e. Personal, Social, & Professional life (family, friends, co-workers)
Reflection/Evaluation

12. Which of the following attitudes do you more closely identify with and why?
   a. “English is a language of opportunity, it is good for Brazil”
   b. “English is a language of oppression, it is harmful for Brazil”

13. The English language…
   a. does not pose a threat to the Portuguese language and/or Brazilian culture”
   b. does pose a threat to the Portuguese language and/or Brazilian culture”

14. After the 2016 Olympic Games, English language presence/education in Brazil will…
   a. continue to grow
   b. remain the same
   c. decrease

15. Please share any other thoughts you have on this topic.
REFERENCES


