

The Landmark Review of English language Teaching in Brazil

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Sara Walker

ELT Consultant for the British Council

Hangar 5

SHIS QI05 Area Especial Lote D

Lago Sul

Brasilia DF

CEP: 71515-040

Tel: + 61 3364 2331 Fax: +61 3364 2332 Home: +61 3365 3428

Cell: +61 9904 0406

Email sara@sarawalker.com.br

<http://www.sarawalker.com.br>

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1. The background: Education in Brazil

1.1 The legal framework

1.1.1 The Constitution

When Brazil returned to democracy in 1985, after 21 years of military rule, a Constituent Assembly was elected to draft a new Constitution. This comprehensive document, covering all aspects of Brazilian life, devotes Chapter III of Section VII on the Social Order to the question of Education.

Extracts from the Brazilian Constitution (1988)

Art 205 Education, which is the right of all and the duty of the State and of the family, shall be fostered with the co-operation of society, with a view to the full development of the person, his preparation for the exercise of citizenship and his qualification for work.

Art 206 Education shall be provided on the basis of the following principles: (...)

III - pluralism of pedagogic ideas and conceptions and coexistence of public and private teaching institutions

V - appreciation of the value of teaching professionals, guaranteeing in accordance with the law, career plans for public school teachers, with a professional minimum salary and admittance exclusively by means of public entrance examinations consisting of tests and presentation of academic and professional credentials, a single legal regime being maintained for all the institutions maintained by the Union;

VII- guarantee of standards of quality.

Art. 211 1- The Federal Government shall be responsible for organising and financing the federal system of education and the system in the Territories, and shall provide financial and technical support for the States, the Federal District of Brasília and the Municipalities, for the development of educational systems and for priority attention to compulsory schooling;

II- The Municipalities shall give priority to basic and pre-school education.

Art. 212 The Union shall apply, annually, never less than 18 percent, and the states, the Federal District and the municipalities, at least twenty-five percent of the tax revenues, including those resulting from transfers, in the maintenance and development of education. (...)

Art. 214 The law shall establish the pluriannual national education plan, with a view to the articulation and development teaching, at its various levels and to the integration of public acts leading to:

- I- eradication of illiteracy;
- II- universalization of school assistance;
- III- improvement of the quality of education;
- IV- professional training
- V- humanistic, scientific and technological advancement of the country

Brazil, Federal Senate: Constitution of the Federative Republic of Brazil (202)

1.1.2 The Educational Guidelines and Directives law (LDB)

The educational aspects of these broad constitutional provisions are regulated by the LDB (Educational Guidelines and Directives Law) of December 1996.

Some highlights of the 1996 Educational Guidelines Law

Terminology

a) Pre-school Education (*Educação Infantil*) for 0-6 year olds; this is not compulsory, but Municipal governments are encouraged to invest in nursery schooling.

b) Basic Education comprises *Ensino Fundamental* or Primary Education (1st-8th grades) and *Ensino Médio* or Senior Secondary Education, Primary Education is compulsory from 7-14.

c) Higher Education is called *Ensino Superior*.

Private schools

Private enterprise can operate at all levels of education, but private schools and universities are subject to norms set by the Federal, State and/or Municipal authorities.

The curriculum

a) All schools will have a common core curriculum consisting of Portuguese, mathematics, knowledge of the natural and physical world, and the social and political background, particularly of Brazil. The teaching of the History of Brazil must take account of the different cultural and ethnic groups which contribute to the formation of the Brazilian nation.

In addition, there is to be a diversified curriculum which may vary according to region and school.

b) Primary education must be taught in Portuguese, though indigenous peoples are guaranteed the right to use their own languages.

c) As part of the diversified curriculum, a foreign language must be taught from 5th grade upwards. The choice of language is left to the school and the local community "within the possibilities of the institution". A second foreign language should be taught in Secondary School wherever possible, and again the choice is up to the school and the community.

d) Secondary Education should include technological and/or vocational training.

Duration

The Primary and Secondary school year must contain 800 class hours (plus periods for testing) and at least 200 school days of not less than 4 hours per day.

The full Secondary course is 2,400 hours, of which 1,800 hours are core curriculum and 600 are diversified or vocational subjects. Foreign languages are included in these 600 hours.

Higher Education

a) Universities are guaranteed educational autonomy. They are free to decide on norms and criteria for admission of students, but should bear in mind the effects these criteria have on Secondary School teaching.

b) At least one third of university teachers must hold a Master's or a Doctorate.

c) Teachers in Federal universities must teach for at least eight hours per week.

d) Degrees gained abroad must be validated by a Brazilian public university with a course in the same area at the same level or higher.

Teaching qualifications

a) For Infant Education and the first 4 years of Primary school, teachers must have at least the "Normal School" Secondary Education. For 5th-8th grades of primary School and for Secondary School, teachers should hold a full Licentiate Degree from an Institute of Higher Education (i.e. a University).

b) Except in the case of Higher Education, teachers are expected to have done teaching practice as part of their training.

Distance Education

Distance education is to be encouraged, both for teacher training/development and for student education.

(bold type added)

1.2 Ministry of Education Priorities 2005

With the election of Brazil's first PT (Labour Party) President in late 2002, social considerations have become important priorities for education.

- The **Bolsa Familia** now administered by the Ministry of Social Development, has developed from the earlier *Bolsa Escola*. The programme involves conditional capital transfers to families that keep their children in school and follow basic health and hygiene programmes. *The Economist* reported on this programme in the article *New thinking about an old problem* in its issue of 15/9/05. The programme appears to be having some impact on Brazil's desperately unequal income distribution, particularly in poorer States and regions.
- **Social inclusion** policies including are being instituted, among others, affirmative action for Afro-descendants and poorer students in higher education. Affirmative action will require a percentage of places in Federal (free) Universities to be reserved for students from public-sector schools (as opposed to the present situation where the majority of places in Federal Universities are taken by students from privileged private-sector schools). **ProUni** is another programme designed to facilitate the access of poor students to higher education, through scholarships for courses in private universities. At primary and secondary school level, **Cidadania** (Citizenship) has become a vital issue, with the school as the centre of the community.
- **Adult literacy**, also in the general field of social inclusion, through the “**Brasil Alfabetizado**” campaign, receives high investment and is an important priority. 1.92 million people were trained in programmes lasting 8 months, giving access to **EJA**– the Education of Young People and Adults programme which allows those who have missed out on education at normal school age to re-enter the system on a more intensive timescale at a later date.
- **University Reform**: a new Bill, which should be approved by Congress in the near future, aims to define criteria for different types of higher education institutions, increase the total number of places available at Federal public (free) universities and guarantee democratic access to all sectors of the community, improve control and evaluation of the quality of education in private universities and set a deadline for the institution of career plans in higher education institutions.
- **FUNDEB** – the Fund for the Maintenance and Development of Basic Education is also the subject of a Bill to be approved by Congress, requiring a Constitutional Amendment, to re-organise the funding of education. The aim is to replace the present FUNDEF (which funds primary education) with a new, much larger fund, which will cover all levels of Basic Education from pre-school to the end of secondary schooling, including EJA. Popular demand suggests that crèches may also be covered by Fundeb. FUNDEB is expected to regulate investment by Municipal and State governments as well as administering the money raised by the *salário educação*, a tax of 2.5% levied on all company payrolls.
- **Fundeb** will also be used to extend the years of primary schooling from the current 8 years to 9, by including pre-schooling for 6-year-olds.

- **Debt for education swaps** The idea that some of the costs of servicing international debt repayments might be reduced or forgiven and converted into constructive investment in education programmes has recently been promoted by the Brazilian government in the context of international debt relief. The Ministry of Education website reports on a plan by the Brazilian government to convert Cape Verde's debt to Brazil into productive investment through the foundation of a public university in Cape Verde. The national press has also reported interest from the Spanish government in assisting Brazil under this programme. It is to be hoped that Britain will also become involved and will invest in public-sector education programmes including capacity-building for English teachers and possibly the provision of school books in Brazil. According to the UN Human development Report 2005, Brazil's debt service burden has grown sharply since 1990, when it was 1.8% of GDP to 11.5% of GDP in 2003.

1.3 The Administrative framework of education

The relationship between State and Municipal Secretariats of Education appears to vary considerably from one State to another. While distinctions are not always clear-cut, in general the Municipal authorities take more responsibility for Pre-school and Primary Education, State authorities for Secondary Education and the Federal authorities for Higher Education.

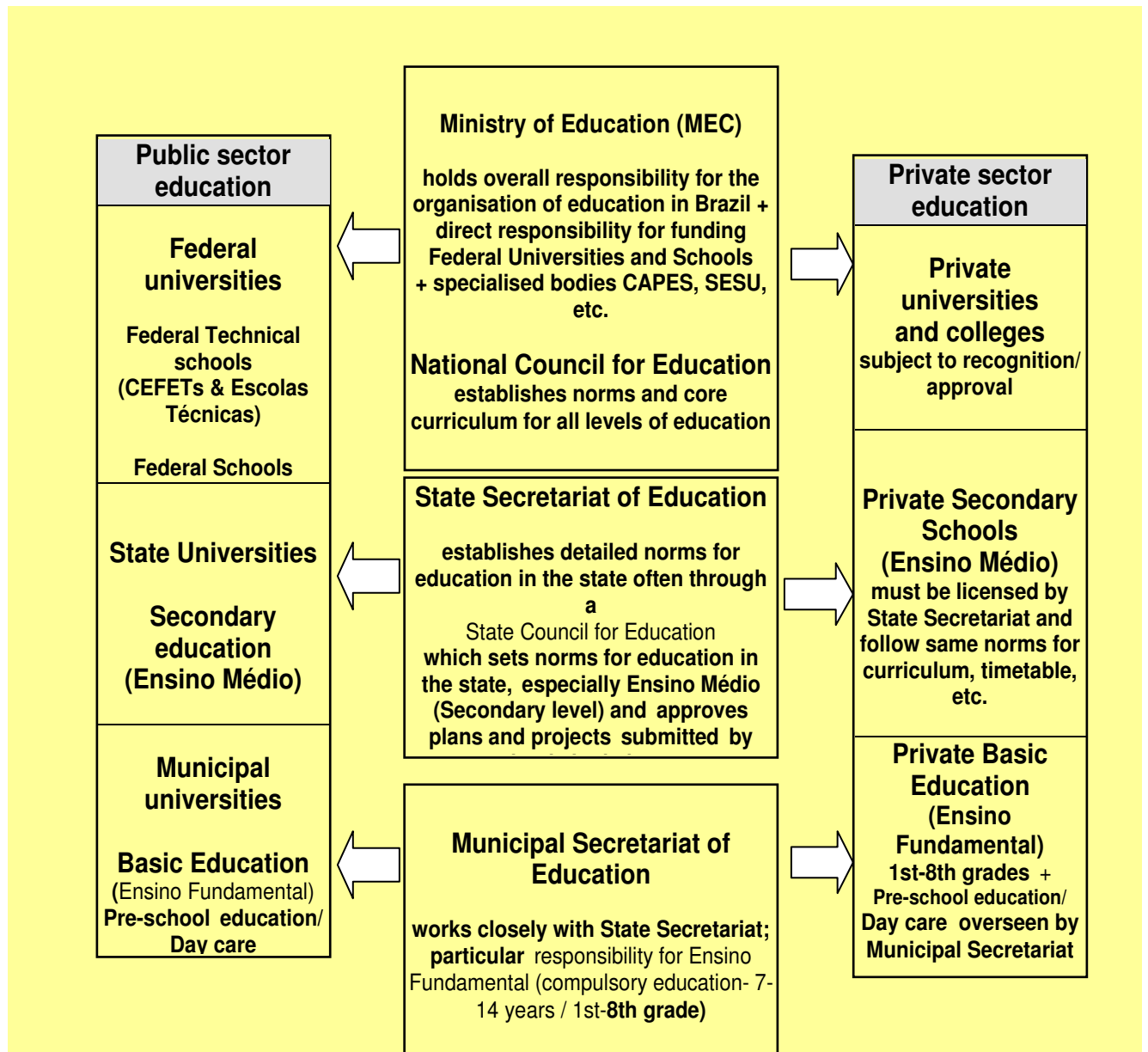


Figure 1

Proposals put forward by the Minister of Education are sent to the National Council for Education for discussion, refinement and regulation before being implanted. The National Council for Education is composed of two chambers- the Chamber of Basic Education and the Chamber of Higher Education.

In some cases (such as **FUNDEB** -1.2 above) a Constitutional amendment is required and in others a new Organic law has to be passed (see **University Reform** -1.2 above). In these cases a Bill is sent to Congress for detailed discussion. At the time of writing (December 2005) an on-going political crisis means that new legislation may take longer than usual to pass.

1.4 The school system

In an effort to use school buildings to the full, education is in three daily shifts of approximately 4 hours each. Children thus attend school for only half the day. Morning and afternoon classes are for two separate sets of school-age children, evening classes mainly for young people and adults (over 16) in the Education of Young people and Adults (EJA). This supplementary system is one of the strengths of Brazilian education, since it allows constant re-entry for those who did not attend or finish primary school at the appropriate age and offers older students a complete Primary education in two years.

The legal requirement for Portuguese as the medium of Primary education is not new, but it may help to account for the low number of English-medium and/or bilingual schools in comparison with other South American countries. In the private education sector, however, some interest is now being shown in the model of bilingual school common in Uruguay and Argentina. Where bilingual programmes are implanted, education will probably become whole-day instead of the present half day programme.

Virtually all schools in both state and private sectors, including the Military Schools administered by the Army, are co-educational. The last single-Sex Roman Catholic schools became co-educational some twenty years ago.

Similarly, there are very virtually no boarding schools, even though there is a tradition, in some parts of the country, for students to go from small towns to larger ones for their Senior Secondary schooling.

The structure of the educational system is shown in the diagram below.

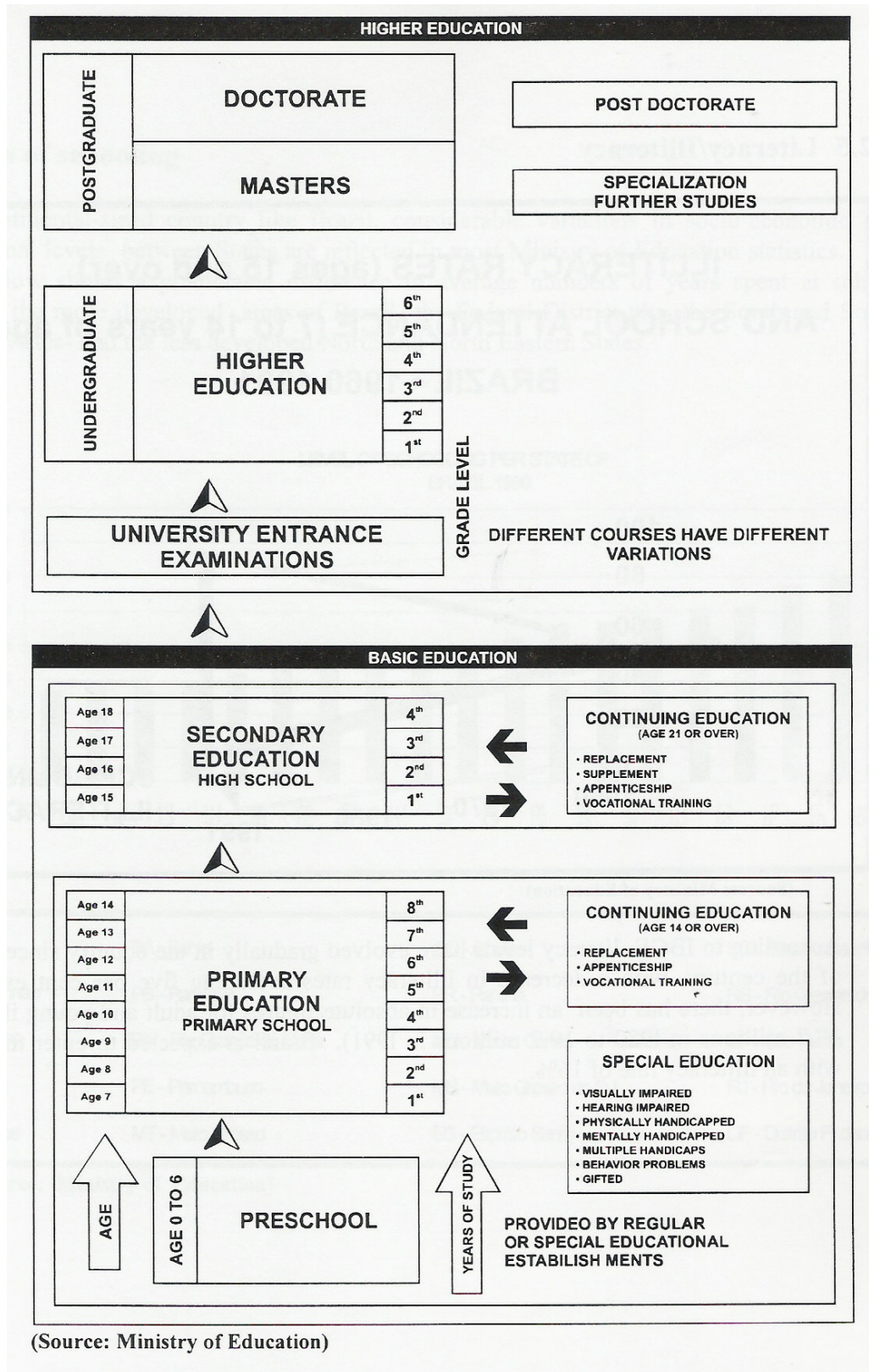


Figure 2 The Brazilian education system
 Secondary Education (Ensino Médio) normally lasts three years. The fourth year shown in the diagram applies vocational training in, for example, Normal School (which trains teachers for 1st-4th grade primary teaching) and the Federal Technical Schools, which offer technical courses as well as Secondary education.

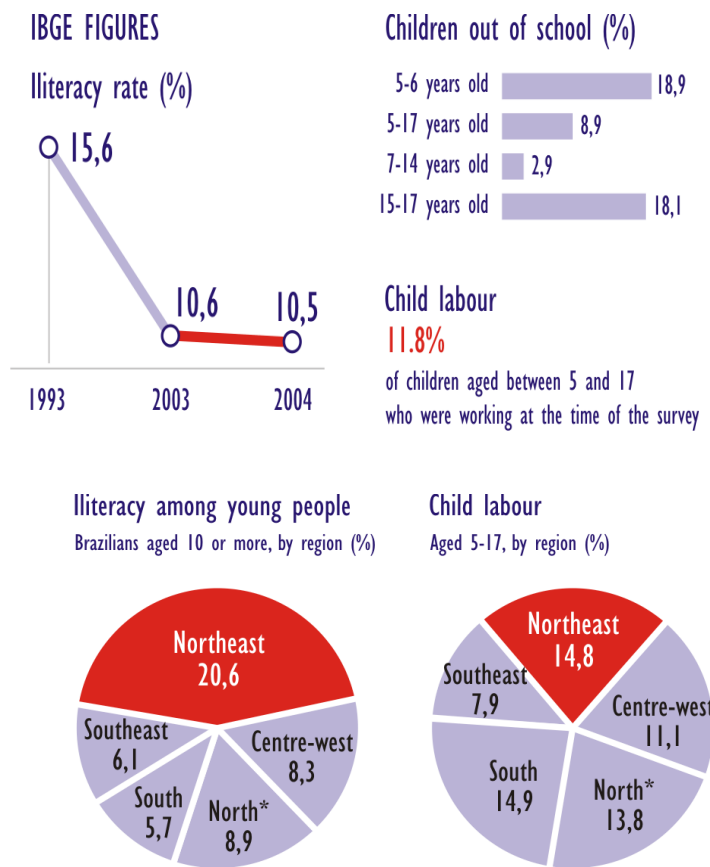
1.5 Basic education- Primary and Secondary schools
 1.5.1 Basic Education - Educational statistics

Basic Education (Primary and secondary)
 Total number of enrolments by administrative category

	Brazil	State	Federal	Municipal	Private
2003	55.265.848	23.513.901	105.469	24.711.657	6.934.821
2004	56.174.997	24.172.326	96.087	24.927.981	6.978.603
2005	55.768.890	23.391.705	98.737	25.262.431	7.011.017

Table 1 Source: www.inep.gov.br

While 97% of children aged 7-14 now attend primary school, secondary education (15-18) is not yet universally available. Child labour continues to be a serious problem in some regions, though the government is working to eradicate it and figures are improving.



From Correio Braziliense 26/11/05

Figure 3 (Correio Braziliense 26/11/05- translated) The problem of illiteracy and child labour in Brazil, by region The chart shows some improvement, probably due to the Bolsa Familia (see above)

**Pre-school school (0-6 year olds)
number of enrolments by administrative category**

	Total	State	Federal	Municipal	Private
2003	6.393.234	320.463	2.458	4.281.671	1.788.637
2004	6.903.737	292.581	2.358	4.620.981	1.987.817
2005	7.204.674	266.378	2.561	4.886.971	2.048.764

Table 1 source: MEC/INEP

Provision of public pre-school and day care can be expected to increase with the approval of FUNDEB. Inclusion of the final year of pre-school (6 year-olds) in regular primary schools is also a government aim.

**Primary education- 1st-8th grade
number of enrolments by administrative category**

	Total	State	Federal	Municipal	Private
2003	34.438.749	13.272.739	25.997	17.863.888	3.276.125
2004	34.021.245	12.695.732	24.633	17.960.400	3.331.480
2005	33.529.827	12.146.108	25.728	17.986.424	3.371.567

Table 2 source: MEC/INEP

The falling numbers in primary school in 2004 & 2005 are attributed by the Ministry of Education /INEP to fewer students failing their year and a fall in the birth rate.

The Brazilian education system used to reflect a structural model, in which it was essential to master one block of learning before going on to the next. Passing or failing the school year loomed large in the minds of students and the rhetoric of teachers. However, with the changes encouraged by the new Educational Guidelines Law of December 1996, this model is beginning to change. In São Paulo State, for example, the eight years of Primary schooling are divided into two cycles, 1st-4th grade and 5th-8th grade. Children only repeat at the end of the cycle, not at the end of each year.

**Secondary education (15-18 year olds)
number of enrolments by administrative category**

	Total	State	Federal	Municipal	Private
2003	9.072.942	7.667.713	74.344	203.368	1.127.517
2004	9.169.357	7.800.983	67.652	189.331	1.111.391
2005	9.032.320	7.686.545	68.651	182.067	1.095.057

Table 3 source: MEC/INEP www.inep.gov.br

**Professional education- Technical Level
number of enrolments by administrative category**

	Total	State	Federal	Municipal	Private
2003	589.383	165.266	79.484	19.648	324.985
2004	676.093	179.456	82.293	21.642	392.702
2005	705.628	187.621	83.610	23.545	410.852

Table 4 Source: MEC/INEP www.inep.gov.br
 (EJA) Education of Young people and adults (re-entry for those who missed school at the right age)
 number of enrolments by administrative category

	Total	State	Federal	Municipal	Private
2003	4.403.436	2.166.915	1.284	1.953.280	281.957
2004	4.576.763	2.304.839	697	2.025.617	245.610
2005	4.621.233	2.331.480	875	2.071.563	217.315

Table 5 Source: MEC/INEP www.inep.gov.br

1.5.2 Race and colour in basic education

The 2005 School Census was the first to collect information on race and colour for Basic Education and participation was significant, given that 82% of students agreed to declare this information. The figures show that 46.25% of students are Brown, 41.43% are white, 9.9% black, 1.55% yellow (Asiatic) and 0.87% indigenous (see table below).

The response was considered unusually high for a new item. The inclusion of the question originated from pressure from social movements in Brazil.

Race and colour in basic education

	Primary education	Pre-school education	Secondary and integrated secondary	Professional Education	Special needs education	EJA (re-entry)	Total
White	11.222.020	2.936.430	3.132.393	300.282	164.685	1.150.112	18.905.922
Black	2.643.490	513.182	754.204	42.665	31.530	532.750	4.517.821
Brown	13.260.194	2.494.774	3.164.413	137.604	112.812	1.933.114	21.102.911
Yellow	422.318	100.072	118.747	7.219	3.342	53.725	705.603
Indigenous	271.339	41.823	47.421	2.036	1.317	35.209	399.145
Not decl.	5.710.466	1.118.393	1.815.142	215.822	64.207	916.323	9.840.353
Total	33.529.827	7.204.674	9.032.320	705.628	377.893	4.621.233	55.471.755

Table 6 Source: MEC/INEP www.inep.gov.br

1.5.3 Basic Education (Primary and Secondary)- The curriculum

In 1998, the National Council for Education issued National Curriculum Guidelines (DCNs) for Primary, Secondary, Vocational and Higher Education. These outline the general ideological principles which should guide education at each level. The National Curriculum Parameters (PCNs) further define the approach to each subject.

The National Curriculum Guidelines (DCNs) require schools to observe the following guiding principles:

- ethical principles of autonomy, responsibility, solidarity and respect for the common good;
- political principles of the rights and duties of citizens, the exercise of critical thinking and respect for the democratic order;
- aesthetic principles of sensitivity, creativity and diversity of artistic and cultural

The National Curriculum Guidelines (DCNs) also divide Primary Education into a common basis and a diversified curriculum (which can vary from one school to another). they establish the following Fields of Knowledge to be taught:

Portuguese language
Mother tongue (for indigenous peoples and migrants)
Mathematics
Sciences
Geography
History
Foreign Language
Artistic Education
Physical Education
Religious Education (as defined in article 33 of the Educational Guidelines law-LDB).

The National Curriculum Guidelines (DCNs) also establish 8 cross-curricular topics (*temas transversais*) which are to be developed throughout Primary Education as education for Citizenship:

Health
Sexuality
Family and Social Life
the Environment
Work
Science and Technology
Culture
Languages.

In June 1998, the National Council for Education issued the National Curriculum Guidelines for Senior Secondary Education. These aim to make Secondary Education more effective in training students for the labour market, rather than just training students for the University entrance examination.

The National Curriculum Guidelines divide Secondary Education into three areas- Codes and Languages, Science and Technology and Society and Culture. The core curriculum occupies 1,800 hours, while optional subjects take up the other 600 hours of the 2,400-hour Secondary course. The optional subjects should include vocational courses, and it appears that students already taking courses such as English, Informatics or Music in private institutes may be able to gain credits for such courses for their leaving certificate.

1.5.4 Evaluation of Secondary Education - ENEM

ENEM (the National Secondary School Examination) now evaluates students at the end of Ensino Médio (Secondary school). The test is given to final-year Senior Secondary school student and to others who finished their schooling without taking the exam. The test lasts 4 hours and contains a composition and multiple-choice questions. It aims to test competencies and skills, rather than knowledge or information. Enem is the first national examination at school level. As such, it is gaining credibility and is now accepted as part of the entrance requirements by many Brazilian universities. It is also a requirement for candidates for government scholarships to private universities under the ProUni programme. However, at the moment it has no language component.

Region	Participants in the national Secondary School exam- ENEM 2005								Average performance	
	Type of school or former school				Secondary school situation				Objective test	Composition
	Total (2)	Public	Private	other (5)	Total (3)	Finishing school 2005	Finished school before 2005	Other situation		
Brazil	1.933.375	1.628.710	300.818	3.847	2.199.635	1.140.569	950.722	108.344	39,41	55,96
North	109.591	99.901	9.386	304	125.063	76.121	43.057	5.885	33,46	52,55
Northeast	461.615	398.960	61.828	827	522.499	247.665	248.618	26.216	35,32	54,12
Southeast	1.003.427	816.813	184.637	1.977	1.146.154	577.808	507.951	60.395	41,86	56,94
South	230.687	202.511	27.777	399	254.644	154.819	91.635	8.190	40,78	57,23
Centre-west	128.055	110.525	17.190	340	151.275	84.156	59.461	7.658	37,66	55,64

(1) Table produced by DTDIE/Inep

(2) figures refer to participants who filled in the socio economic questionnaire

(3) Of the 2.200.618 participants (present at the test), 983 did not specify their state.

Table 7 MEC/INEP www.inep.gov.br

1.6 Comparative statistics- Mercosur countries

Mercosur is the Southern Cone Common Market, which brings together Brazil, Argentina, Uruguay and Paraguay as full members, with Bolivia and Chile as associate members.

	HDR Rank	Education as % of GDP	GDP per capita	Total GDP in US\$	Population 2003	Projected population 2015
Brazil	63	4.2	7,790	492.3 bi	181,400,000	209,400,00
Argentina	34	4.0	3,524	129.6 bi	38,000,000	47,000,000
Uruguay	46	2.6	3,308	11.2 bi	3,400,000	3,7000,000
Paraguay	88	4.4	1,069	6.0 bi	5,900,000	7,600,000

Table 8 Source: UNDP Human Development Report statistics 2005

	Illiteracy - population over 15 yrs old 2003	Education as % of total govt expenditure 2000-2002	Percentage of education budget-primary	Percentage of education budget-secondary	Percentage of education budget-tertiary	% enrolment in primary school 2002-3	% enrolment secondary school 2002-3
Brazil	11.6	12.0	38.3	40.0	21.6	97	75
Argentina	2.8	13.8	43.3	39.2	17.5	n/a	81
Uruguay	2.3	15.9	37.5	34.4	21.5	90	73
Paraguay	8.4	11.4	55.1	28.3	16.5	89	51

Table 9 Source: UNDP Human Development Report statistics 2005

1.6.2 The new Spanish Language Law

It is in the context of Mercosur that a new law making it obligatory for schools to offer Spanish should be viewed. While the intention of the Ministry of Education was merely to make Spanish available to all students in Secondary School and some in Primary school (5th-8th grades) . the text of the law, published on August 8th 2005, is printed below.

<p>Law n^o 11.161 of 5 August 2005 <u>The teaching of the Spanish language</u></p> <p>Article 1 the teaching of the Spanish language, which must be offered by the school, but for which student registration is optional, will be gradually implanted in the full curriculums of senior secondary school (ensino médio).</p> <p>#1 This implantation should be concluded in the space of 5 years from the publication of this Law.</p> <p>#2 The Spanish Language may also be included, optionally, in the full curriculums of junior high school (ensino fundamental) 5th-8th grades</p> <p>Article 2 Spanish language must be offered by the regular school system during normal school hours.</p> <p>Article 3 Public education systems will implant Foreign Language Teaching Centres, whose programmes must necessarily include Spanish.</p> <p>Article 4 The private school network can make Spanish available through different strategies, which include anything from conventional classes in normal school hours to registration in courses in Modern Language Centres.</p> <p>Article 5 The Educational Councils for the States and for the Federal District shall issue the norms necessary for this law to be carried out, according to the conditions and peculiarities of each unit of the Federation.</p> <p>Article 6 The Union, in the ambit of the national education policy will stimulate and support the State and Federal District systems in the execution of this law.</p> <p>Article 7 This Law shall come into force on the date of its publication.</p> <p>Brasília, August 5 2005 184th year of Independence and 117th year of the Republic. Luiz Inácio Lula da Silva (President of the Republic) <i>Fernando Haddad</i> (Minister of Education)</p>
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While the intention of the law is to make Spanish an option or to add a second modern language to the curriculum (as suggested by the Educational Guidelines law- see #1.1 above), some schools have divided the two 45-minute periods a week formerly devoted to teaching English, so that students have 45 minutes of English and 45 minutes of Spanish a week. The Spanish government, through the Spanish Embassy, is investing substantially in training for new teachers of Spanish, and, according to the press, is actively negotiating-debt-for-education swaps.

1.7 Higher Education

In the colonial period of Brazil (1500-1821) and the Empire (1821-1889) Brazil did little to develop an educational system of its own. The elite sought higher education in Europe, while the ordinary people made do with rudimentary facilities, if any. Although some single subject schools of higher education were founded in the nineteenth century, Brazilian universities all date from the twentieth century. The Federal University of Paraná, for example, began as a private institution in 1913 and only became a public university some years later; the University of São Paulo (USP) was developed by the State of Sao Paulo in the 1930s. This contrasts sharply with Spanish-speaking Latin American countries such as Peru and Mexico, where universities were founded at the start of the colonial period.

Federal Universities are now being granted autonomy, which allows to administer government funds for themselves. The shortage of government money has also led universities to seek extra funding by offering services to the public.

Entrance to university is by competitive examination (known as Vestibular) , with tests in a wide range of subjects. These have a different weighting according to the proposed course of study at university. To enter university, students must have their Secondary School Leaving Certificate.

A foreign language (reading comprehension and grammar questions) is a requirement for all university courses. Most universities offer a choice of English, French or Spanish for this test. The language test contains multiple choice and/or True or False questions (and is marked by computer). This has enormous washback on the teaching of English at Secondary School (see xx below).

In some areas, particularly among the traditional social elites, there is parental pressure for their children to take Law, Medicine or Engineering at university. Throughout the country, these courses are among the most competitive, often having over 50 entrance exam candidates per place available.

1.7.1 Higher education- statistics

A new organic law – University Reform- is to be presented to Congress very soon, but may not be voted on till 2006 owing to the current political crisis which is delaying the pace of legislation. At the moment only 9% of young people in the age range 18-24 are at university and the government wants to double that number. The preamble to the new University Reform law provides some interesting statistics.

Number of Higher Education institutions, courses and enrolments by administrative category, 1998-2003

Year	Institutions			Courses			Enrolments		
	Total	Public	Private	Total	Public	Private	Total	Public	Private
1998	973	209	764	6.950	2.970	3.980	2.125.958	804.729	1.321.229
1999	1.097	192	905	8.878	3.494	5.384	2.369.945	832.022	1.537.923
2000	1.180	176	1.004	10.585	4.021	6.564	2.694.245	887.026	1.807.219
2001	1.391	183	1.208	12.155	4.401	7.754	3.030.754	939.225	2.091.529
2002	1.637	195	1.442	14.399	5.252	9.147	3.479.913	1.051.655	2.428.258
2003	1.859	207	1.652	16.453	5.662	10.791	3.887.771	1.137.119	2.750.652

Table 10 Source: MEC/INEP www.inep.gov.br

While the number of students in higher education has increased steadily in the period shown in Table 10, the lion's share of the growth is in private universities. A change in the law in the 1990s allowed private higher education institutions to be run for profit and led to a dramatic expansion in the number of private universities across the country. In 2003, only 11.1% of Brazil's 1,859 higher education institutions were public, while 88.9% were private. Standards are variable and one of the aims of the University Reform Bill is to tighten Ministry of Education control.

Interestingly, the University Reform Bill prohibits franchising in higher education. Franchising is common in the private language institute sector (see below #4) and CCAA – a franchise institute- has just set up a faculty to teach *Letras* (Modern Languages & Literatures) and Social communication. Meanwhile, Brazil's largest university with over 88,000 students, is UNIP- Universidade Paulista- with 35 campus sites, mainly in the state of Sao Paulo, but also including 3 state capitals- Manaus (Amazonas), Brasilia (Federal District) and Goiânia (Goiás). UNIP belongs to the Objetivo group, which also runs a large number of Basic Education and which branched into higher education in 1988.

Year	Total number of students	Public universities	%	Private universities	%
1994	1.661.034	690.450	(41,6)	970.584	(58,4)
1998	2.125.958	804.729	(37,9)	1.321.229	(62,1)
2002	3.482.069	1.053.811	(30,3)	2.428.258	(69,7)
2003	3.887.771	1.137.119	(29,2)	2.750.652	(70,8)

Table 11 Source: MEC/INEP www.inep.gov.br

1.7.2 University strikes – public sector

Public universities have been plagued by teachers' strikes, as the table below shows. One is in progress at the time of writing, but is expected to end soon. The disruption caused by these strikes is serious: when the strike ends an "anomalous semester" is created to make up for lost time: courses are shortened and compacted to fit into a revised crash calendar, with effects on the quality of teaching/learning.

Teachers' strikes at Federal Universities, 1980-2005			
Year	Days lost to strike	Teachers' demands	Results achieved
1980	26		
1981	20		
1982	32		
1984	84		
1985	45		
1987	44		
1989	66		
1991	107	Salary increase of 144%, incorporation of losses under Bresser, Verão and Collor economic plans (640%), public examinations for new teachers, direct election of university directors	General increase of 20%, increase in amount of bonus for post-graduate degrees, bonus for specialization course
1993	31		
1994	50		
1998	104	Salary increase of 48.65%, increase in the teaching staff, opening of public examination for new teachers	None of the demands were met
2000	87		
2001	108	Salary increase of 75,58%, opening of 8,000 new jobs, incorporation of bonuses into salary	Salary increase from 8%-15% Opening of 2,000 new posts.
2003	59		
2004	50		
2005*	101	incorporation of bonuses into salary, salary increase of 18% across the board on basic salary	What has been offered: increase of 50% in the increments paid for postgraduate degrees, which would produce an average increase of 9% on the payroll.

Table 11 Source: Correio Braziliense Translated and collated from an article published 7/12/2005

Teachers' strikes are virtually unknown in the private sector, where pay and working conditions are often better and job stability is lower. Students sometimes strike, however, in protest over the high fees charged.

1.7.3 Colour, race and university students

White students are predominant on campus: while only 52% of Brazilian society is recorded as white, in universities whites represent 72.9%, blacks represent 5.9% of society and 3.6% of students, brown (mixed race) are 41% and 20.5% of students. These figures justify the government's promotion of affirmative action programmes, in which quotas are being introduced for students from public-sector schools, on the assumption that such quotas will favour the less privileged non-white sectors of the community.

1.7.4 Evaluation of university education

Universities are inspected by SINAES/CONAES (subordinate to MEC) and are evaluated on a grading system from 1-5 (where 1 and 2 are poor and 4 and 5 are good to very good). In additions, there is self-assessment by each institution and the ENADE test, which examines students in their last year of their first degree course. A random sample of students is elected from each university and each course. Unfortunately, the system does not include testing of English, only of Portuguese for *Letras* students

1.8 Research and post-graduate studies - CAPES and CNPq

Brazil has two agencies CAPES and CNPq that deal with postgraduate courses. CAPES is responsible for a) the evaluation of post-graduate courses, b) access to and diffusion of scientific production, c) investment in the postgraduate training of human resources in Brazil and abroad and d) promotion of international scientific cooperation. CAPES is an organ of the Presidency of the Republic and is linked to the Ministry of Education. (see www.capes.gov.br). CNPq (the Science and Technology Research Council) is an agency linked to the Ministry of Science and Technology, with considerable responsibility for funding research (see www.cnpq.br), for scientific and technological development and for stimulating and supporting innovation. They also fund postgraduate training in Brazil and abroad and promote international and scientific cooperation.

Candidates for postgraduate scholarships in Brazil and abroad apply to either or both institutions for pre-selection, the final selection is coordinated between the two. Scholarships to study abroad have become more difficult over the last ten years or so and depend on a complicated selection and interview process. Scholarships are normally given only for doctorates and post-doctoral studies and principally in fields where there is no obvious equivalent in Brazil.

CNPq lists 108 scholars in Great Britain in 2005, CAPES another . (see # 7 study abroad)

CAPES - Distribution of scholars abroad, by level

Level	Quantity	%
Full doctorate	781	46,88%
Sandwich doctorate	452	27,13%
Post-doctoral	236	14,17%
Sandwich graduation	190	11,40%
Sandwich Masters	4	0,24%
Specialization	2	0,12%
Masters	1	0,06%
Total	1.666	100,00%

Table12 Source: CAPES/CBE/CGCI, 2004.

11.6% of scholarships abroad went to students studying in Britain (see # 7 below).

CNPq lists 108 scholars in Great Britain in 2005, CAPES another 188. (see # 7 study abroad)

<i>Área</i>	<i>Quantity.</i>	<i>%</i>
Engineering	298	17,89%
Applied Social Sciences	258	15,49%
Humanities	248	14,89%
Pure and Earth sciences	244	14,65%
Biological Sciences	172	10,32%
Health Sciences	151	9,06%
Linguistics, Languages&Arts	145	8,70%
Agrarian Sciences	132	7,92%
Others	18	1,08%
<i>Total</i>	<i>1.666</i>	<i>100,00%</i>

Table13 Source: CAPES/CBE/CGCI, 2004.

Chevening Awards

For study in Britain, there is normally one Hornby award for a teacher of English to take a one-year MA in one of 5 British institutions and there are currently 40 Chevening awards (“owned” by the British Embassy and administered by British Council), for one-year Masters programmes in other areas of study, generally for high flyers working in the public or private sectors or in civil societies. The Chevening awards began in 1983, rose to a peak of 80 scholarships in the 1990s and have now fallen back to 40 through government cuts and realignment of awards to Eastern Europe. In addition, there may be special Chevening fellowships for shorter programmes, with no fixed number of awards.

Degrees gained abroad must be recognized by in Brazil by a university with a course in the appropriate area at the same level or higher. (Educational Guidelines and Directives Law- LDB Article 48 #2). Since a Masters course normally takes two years in Brazil, some universities require British MA holders to take extra courses before recognizing their degree.

2. English Language Teaching in the Brazilian Education System

2.1 Introduction

Traditionally, Primary and Secondary English teaching has not been perceived as effective. There are now signs, however, that many private schools and some State Secretariats of Education are beginning to take action to improve school English programmes.

In the public sector, there is a widespread belief among Brazilian teachers and students that it is impossible to teach foreign language communication effectively to large classes. This has at least four important effects of major importance to the ELT scene in Brazil.

- a) Secondary School English is usually treated as English for the university entrance exam - (grammar and/or ESP/Reading skills).
- b) Universities and State Education Secretariats feel encouraged to set up their own language teaching institutes for public-sector students and/or for the community (see #2.4 below)
- c) The idea that the schools system cannot be expected to teach communication in English efficiently contributes to the extraordinary success of the private ELT institute sector (see # 4 below).
- d) The National Curriculum Parameters (PCNs), produced in 1998 to guide teachers of foreign languages in their planning, suggest that realistically teachers should concentrate on reading skills, since it is not generally possible to teach communicatively in the school classroom.

The Primary school English syllabus in a number of States comes close to admitting that teaching will not be fully effective: the curriculum often looks more like a philosophical statement than an outline of a teaching programme. The 5th Grade programme for the Federal District is printed below:

Competences	Skills	Procedures
<ul style="list-style-type: none"> ➤ Recognise the importance of socio-cultural interaction with different peoples and countries, offering a more critical and enriching vision of the process of developing citizenship ➤ Be capable of expressing (signalling) the existence of people and things around self ➤ Use the basic skills of understanding, reading speaking and writing the English language. 	<ul style="list-style-type: none"> ➤ Identify, associate and relate lexical items in the target language with the mother tongue, within the student's own socio economic and cultural universe, on the basis of world knowledge. ➤ Observe the place of English in the present linguistic context. ➤ Use simple everyday words and expressions in different situations. ➤ Ask for and give information on the location of people and things. 	<ul style="list-style-type: none"> ➤ Researching words in the English language used in Brazil, by means of newspaper cuttings, songs, texts, letters and others. ➤ Using dialogic expressions, in the present tense for greetings, introductions, thanks and leave taking. ➤ Giving the student a background of English by means of common vocabulary, such as: animals, food, numbers, toys, colours, family, nature, means of transport, technological resources and others.

Source: <http://www.se.df.gov.br/publicacoes/curriculo/ensinofunda5a8.pdf> (translated)

Until the new Educational Guidelines Law (LDB) was published in December 1996, States were free to decide where to introduce a foreign language (normally English) into the Primary School syllabus. While some States, such as Paraná, already taught English from 5th grade upwards, others, such as the Federal District, did not introduce it until the 7th grade.

In order to teach in the public sector school system at levels of 5th grade and above, teachers must have a university degree in the subject they intend to teach and must pass a competitive examination. The examination is written and, for modern languages, contains a language test and some questions on methods and teaching. There is not normally an oral test (except in States that run specialised language centres). Once admitted to the school system, teachers may be called on to teach a subject for which they are only remotely qualified. For example, when there is a shortage of English teachers, State Secretariats sometimes ask teachers who took a joint degree in Portuguese and English 20 years ago (and have had no further contact with English) to teach English instead of Portuguese. With only two 45-minute periods a week of English in the school timetable, unless the school is fairly large there may not be enough work for a specialised English teacher and, since English is not normally considered either important or effective, any teacher with spare hours may be asked to teach English.

2.2 English teachers in the public-sector school system: background and attitudes

Attitude to English in schools: from 1984-1998, students were usually able to pass from one grade to the next without passing the English (or foreign language) course. This created a feeling that English classes were unimportant, which in turn affected:

- a) student attitudes to English classes
- b) time-tabling and number of hours per week given to English: two hours per week is the maximum time given to English in most States and Municipalities, but these may be scheduled in a single block;
- c) the attitudes of school administrators, parents, and teachers of other subjects.

The attitude of the Federal and State education authorities to foreign language teaching is clearly very important. There are welcome signs that the authorities may be giving higher priority to language teaching in Some states, among them Paraná. Tocantins, Rio de Janeiro, Ceará and Pernambuco (see # 3 below).

Some English teaching in Secondary Schools has been significantly influenced by the type of English for Specific Purposes programme introduced into Universities and Federal Technical Education Centres (CEFETs) by the Brazilian ESP Project (see #2.6.1 below). While some CEFETs have set up communicative Language Teaching Centres, others at best reading skills are taught systematically; at worst, three years are wasted while students mark multiple-choice answers on mock university entrance tests without a systematic programme of study.

At two meetings held by APLITINS in Palmas and Araguaína in October & November 2005 Teachers recorded the following difficulties:

	State teachers	Municipal teachers	Private Schools/ institutes	1 The English language	2 Students lack of motivation	3 Lack of teaching materials	4 Few hours a week of teaching	Total number of questionnaires
Palmas took Tocantins English Project	27	3	1	3	23	27	22	35
Palmas didn't take Tocantins English Project	13	9	8	5	28	23	22	43
Araguaína took Tocantins English Project	20	1	0	2	13	23	23	27
Araguaína didn't take Tocantins English Project	19	0	9	5	20	14	14	55
Totals	79	13*	18*	15	84	87	81	160

write-in difficulties include:

- I haven't taken a private English course so I have problems with my English
- My English is weak so I intend to take an English course
- Difficulty of studying alone
- I need to learn more
- Few hours for study, little places to learn more (sic)
- Lack of time to prepare extra materials (4)
- Few opportunities to meet/speak English even with school colleagues (2)
- Teachers teaching too many hours per week
- The heat**
- Large classes (2)
- Uncomfortable classrooms
- Lack of support from the school and the staff (4)
- No Internet connection at school
- There should be at least 3 hours a week of classes (7)
- The State should provide books (2) since the students can't afford to buy them (1)

*Many teachers left some questions blank - including where they worked.
 **Tocantins often has temperatures of 40° and classrooms only have ceiling fans.

Table 14 Aplitins questionnaires October & November 2005

2.3 Coursebooks and materials

The Ministry of Education FNDE programme provides schools with free coursebooks for mainstream subjects, but English is not included. This has several results. Among more serious English teachers there may be massive photocopying either from a single source or from a variety, often at the teacher's own expense, sometimes passed on to the students, who buy a set of "notes". It was recently commented by the President of a State English Teachers' Association that some teachers moan about the lack of books, but use it as an excuse to do little or nothing in their classes. A text from a published course book is copied onto the blackboard to be worked on, a very small amount of work is done and the lesson ends. The intriguing suggestion of the TA

President is that this actually suits a large number of teachers, while the distribution of coursebooks would make them accountable to parents and the school system.

In connection with the new Spanish law (see section 1.6.2 above), FNDE will be distributing Spanish dictionaries, grammars and teachers' books to schools – a relatively small investment of R\$5m. There is no immediate plan to provide Spanish course books for the students. However, Spanish is achieving prominence partly through the work of the Spanish Embassy and the Instituto Cervantes. Even this low level investment in dictionaries and grammars would be most welcome for English. Urgent lobbying should be undertaken to try to ensure that English is not forgotten.

2.4 Public-sector Language Institutes – primary and secondary

2.4.1 CILS-Centros Interescolares de Línguas - Federal District

In some states, however, specialized language teaching institutes reverse the bleak picture of regular school English classes. It seems likely that the model will spread. Tocantins, for example has been actively observing the Federal District network of language centres and the Federal District has suddenly woken up to the fact that for 30 years it has had a system that really works. A presentation on the Brasilia CIL- system was given at the CONSED meeting in November 2005.

Brasilia's biggest group of language teaching institutes is the Centro Interescolar de Línguas (CIL) system which runs English, French and Spanish courses for public-sector Primary and Secondary students from 5th grade upwards and has a total of over 31,000 students. There are two institutes in Brasilia itself and six in the satellite towns. The CILs provide language courses for students from schools known as "tributary schools". In these schools, English classes are not given. Instead, students take 3 hours per week of English at the CIL during the half of the day when they are not at school.

Class size is normally 10-20 students. The CILs are allowed to offer any surplus capacity first to students from the public sector schools and subsequently to members of the general public. The places made available to the community in this way are highly sought after and a ballot takes place to allocate them.

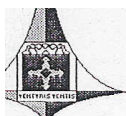
The CILs run a communicative language teaching programme lasting up to six years (though there are relatively few places for the 5th year and fewer still for the 6th year). Students finishing the 5th year have a good intermediate/upper intermediate oral level, in addition to reading and writing skills. They compare well with students at a similar level in private sector language teaching institutes. Imported coursebooks (and books written specially for Brazil by the Brazilian arm of international publishers).

Although the CIL system depends on the local education authority for its main costs, it has made good use of Parent-Teachers' Association contributions over the years to buy equipment (VCRs, cassette players, OHPs, etc.) for classroom use and computers for administration.

While some CILs show a growth of Spanish in relation to French in recent years, there is a serious problem (reflected in many states of Brazil) of not enough qualified Spanish teachers to meet potential demand.

Since the CILs offer a favourable teaching/working environment, with small classes, a good level of materials and equipment and well-organised co-ordination sessions and workshops, they tend to attract the best teachers. While there is no oral test in the competitive examinations for language teachers for the public sector school system, CILs use an oral interview in addition to a high classification in the examinations. This is controversial, however, and the local Secretariat of Education does not entirely approve of allowing the best teachers to work for the CIL system.

The breakdown of CIL students for 2004 is given below:



Governo do Distrito Federal
 Secretaria of Estado of Educação
 Subsecretaria of Planejamento e de Inspeção do Ensino Diretoria of Programação e Controle
 Gerência of Planos e Programas



CEILÂNDIA

Courses	N° of Classes	N° of students						TOTAL
		Tributary schools		Public School network		Community		
		N° de students	%	N° de students	%	N° de students	%	
English	177	1048	32.91 %	881	27.67%	1255	39.42%	3184
Spanish	29	3	0.68%	202	45.50%	239.	53.83%	444
French	57	1	0.12%	334	39.76%	505	60.12%	840
GENERAL	263	1052	23.55%	1417	31.71%	1999	44.74%	4468

TAGUATINGA

Courses	N° de Classes	N° of students						TOTAL
		Tributary schools		Public School network		Community		
		N° of students	%	N° of students	%	N° of students	%	
English	153	1380	41.49%	1187	35.69%	759	22.82%	3326
Spanish	35	266	39.23%	268	39.53%	144.	21.24%	678
French	26	69	15.03%	267	58.17%	123	26.80%	459
GENERAL	214	1715	38.43%	1722	38.58%	1026	22.99%	4463

SOBRADINHO

Courses	N° de Classes	N° of students						TOTAL
		Tributary schools		Public School network		Community		
		N° of students	%	N° of students	%	N° de students.	%	
English	67	548	48.28%	289	25.46%	298	26.26%	1135
Spanish	62	529	51.51%	315	30.67%	183:	17.82%	1027
French	34	182	32.38%	211	37.54%	169	30.07%	562
GENERAL	163	1259	46.22%	815	29.92%	650	23.86%	2724

CIL - BRASÍLIA

Courses	N° of classes	N° of students						TOTAL
		Tributary schools		Public School network		Community		
		N° of students	%	N° of students	%	N° of students	%	
English	257	2796	56.82%	341	6.93%	1784	36.25%	4921
Spanish	59	318	34.30%	45	4.85%	564	60.84%	927
French	77	492	35.40%	43	3.09%	855	61.51 %	1390
GENERAL	393	3606	49.82%	429	5.93%	3203	44.25%	7238

GAMA

Courses	N° de Classes	N° of students						TOTAL
		Tributary schools		Public School network		Community		
		N° of students	%	N° of students	%	N° of students	%	
InQlês	146	1564	57.06%	868	31.67%	309	111 ;27%	2741
Spanish	68	576	47.17%	332	27.19%	3.13	25.63%	1221
French	31	229	43.37%	170	32.20%	129	24.43%	528
GENERAL	245	2369	52.76%	1370	30.51 %	751	16.73%	4490

CII 02 - BRASÍLIA

Courses	N° of classes	N° of students						TOTAL
		Tributary schools		Public School network		Community		
		N° of students	%	N° de students	%	N° de students	%	
English	131	1412	65.55%	124	5.76%	618	28.69%	2154
Spanish	42	336	52.91%	26	4.09%	273	42.99%	635
French	27	97	27.25%	16	4.49%	243	68.26%	356
GENERAL	200	1845	58.66%	166	5.28%	1134	36.06%	3145

GUARÁ

Courses	N° of classes	N° of students						TOTAL
		Tributary schools		Public School network		Community		
		N° of students	%	N° of students	%	N° of students	%	
English	131	1589	67.50%	58	2.46%	707	30;03%	2354
Spanish	48	429	48.37%	63	7.10%	395	44.53%	887
French	16	123	48.05%	12	4.69%	121	47.27%	256
GENERAL	195	2141	61.22%	133	3.80%	1223	34.97%	3497

BRAZLÂNDIA

Courses	N° of classes	N° of students						TOTAL
		Tributary schools		Public School network		Community		
		N° de students	%	N° de students	%	N° of students	%	
English	54	676	70.12%	204	21.16%	84	8.71%	964
Spanish	3	0	0.00%	23	38.33%	37	61.67%	60
French	Observação: Não tem curso of French						0	
GENERAL	57	676	66.02%	227	22.17%	121	11.82%	1024

Table 15: Souces: CIL 1 Brasilia

2.4.2 CELS Centros de Estudo de Línguas- São Paulo

The Centros de Estudo de Línguas - CELs (Language Study Centres) in São Paulo State offer optional extra language courses for students in the public-sector school system. They were set up in 1987, to foster language study in pupils from 6th grade (around 12 years old) to the end of high school. The statutes specifically mention encouraging the study of Spanish, to promote regional integration.

In São Paulo State, however, most of the CELs are located in regular school buildings and may have to surrender space if the school needs it. The majority of CELs in Brasília, by contrast, have their own buildings- schools have been vacated to make room for language learning. English is not offered in the CELs because it is already taught in schools. Legislation of 2003

Further information from: Secretaria de Estado da Educação
Praça da Republica, 53,
01045-000 São Paulo SP

2.4.3 CELEMS – Paraná

English was not initially included in the languages taught in the Centros de Ensino de Línguas Estrangeiras Modernas because it is on the curriculum of all schools in the State. Some languages were those spoken by the descendants of immigrant communities, including Japanese, Polish and Ukrainian. Since the Paraná English Project, where the Coordinator of the CELEMs acted as counterpart to the British Council Project Manager, English has become more common in the system.

The CELEMs function in State school buildings in at least 51 municipalities, but there is a central co-ordination unit. Embassies, Consulates and other institutions provide scholarships and training courses for teachers, as well as extra materials, such as magazines, videos, posters, etc. for the courses.

2.5 Private Sector Schools

Private primary and secondary schools, particularly in the big cities, are in generally better resourced and able to provide a higher quality of education than public sector schools. Parents are often prepared to make considerable sacrifices to pay the monthly fees of private schools, which may be as high as US\$500 per month for half-day schooling. A good secondary education probably means a student will gain a (free) place at a Federal university and is thus a valuable investment.

Traditionally, private schools (and some excellent universities) were run by the Roman Catholic Church, with a significant contribution, on a smaller scale, from some other religious foundations, including the Lutherans, Presbyterians, Baptists and Seventh Day Adventists.

Among the Protestant foundations, Instituto Mackenzie (a Presbyterian foundation dating back to 1872) is significant. It runs Primary and Secondary Schools in São Paulo city and State and opened a new purpose-built Primary and Secondary school in Brasília in 1996. It also runs a University in São Paulo. The Mackenzie Institute claims a total of some 30,000 students between the schools and the university.

In recent decades, secular private schools have also flourished. An example is Objetivo, founded in 1965, which runs 370 primary and secondary schools throughout the country and a university - Universidade Paulista-UNIP- in São Paulo. Like the franchise Language Institutes (see #4.6 below), Objetivo produces and markets its own school materials.

In recent years, many private schools have begun outsourcing their English programmes by working with private ELT Institutes (see #4 below) or offered extra-curricular courses by setting up a branch of an ELT institute on school premises.

A profile of English and language teaching in Colégio Bandeirantes, one of São Paulo's most prestigious schools, is printed below.

Sample profile of English teaching in an important Brazilian private school Colégio Bandeirantes (São Paulo)

Colégio Bandeirantes is one of the most prestigious private schools in São Paulo. It was founded in 1934 and has a fine academic tradition, originally for sciences, but more recently also for humanities with a strong focus on languages. The school has 2,700 students in two shifts and covers seven years of education: grades 5-8 (ages 11-14) and the three years of senior secondary education (ages 15 -17).

In 1987, the Director of Colégio Bandeirantes decided to restructure the languages course and give higher priority to language (especially English) teaching. An ambitious project was then developed through which all the English teachers were re-trained in the University of California Riverside TESOL program, at the school's expense. In 1990, the school became a TESOL / BRAZ-TESOL member and more recently an IATEFL member. In this way, English instructors have attended international / national conferences, keeping pace with the latest trends in ELT and updated materials.

In addition to re-organising the English-teaching programme in the school, the restructuring project also aimed to make English a second language throughout the school by providing English courses (groups or private lessons) for teachers of other subjects. To help implement it, two American teachers were hired to work with the 7th and 8th grade students, having taught them for three years. The school library subscribes to a large number of international periodicals and specialised magazines covering different subjects of study.

A multimedia laboratory was also set up, where students can work intensively on listening and speaking. Bandeirantes students have two or three hours a week of regular English classes (in groups ranging from

30 students in 5th grade to 45 students in Senior Secondary School) plus one hour in smaller groups (half the class) in the multimedia laboratory. This scheme is costly, but effective. 25% of marks in periodic evaluation tests (four sessions per year) are given or listening and speaking, 75% for written tests.

Imported coursebooks are used throughout all levels, from starter up to advanced, and dictionary training is given or highly recommended. Among them, the Oxford Picture Dictionary, the Newbury House Dictionary with CD ROM, Macmillan English Dictionary and Oxford Advanced Learner's Dictionary.

There is an Advanced English Program (AEP) which creams off 40 students from each of the three Senior Secondary grades, for special teaching in two groups of 20 students per school grade. These students can take FCE, TOEFL or IELTS. Colégio Bandeirantes would be interested in setting up its own examination centre for international English tests. It is already a centre for the PSAT - Preliminary Scholastic Assessment Test -, a US examination designed to test general educational skills as well for the IELTS, administered by British Council examiners twice a year.

Teachers are very carefully selected: they must have a good degree in English and be registered with the Ministry of Education. They receive R\$34,16 per a 50-minute class plus all the legal benefits of paid holidays, medical insurance, etc. This hourly rate is above that paid by most private ELT institutes, and allows Colégio Bandeirantes to attract excellent teachers. New teachers often come from the cream of the trainees graduating from the Catholic University (PUC-SP). Novice teachers do a two-year period of experience before they are formally contracted by the school.

Colégio Bandeirantes used to send a number of students abroad on exchange programmes and cultural visits each year, but they were discontinued and are being re-discussed. As economic problems hit the middle and upper classes at the turn of the century, demand for these programmes fell slightly. Often the exchange agencies were intransigent about minimum numbers and arranging overseas visits became time-consuming and unrewarding.

Now Bandeirantes is seeking accreditation for the English language programmes.

José Olavo de Amorim
English Language Department / Department for International Affairs
direct line + fax: (55.11) 5087.3517
e-mail: jamorim@colband.com.br

Colégio Bandeirantes
Rua Estela, 268
04011-001 São Paulo, SP - Brazil
telephone number: (55.11) 5087.3500
school fax number: (55.11) 5579.9135
school website: www.colband.com.br

It should be mentioned that few private schools attain these high standards in English teaching/learning. Indeed, as mentioned in #1.8, some private schools are dividing the two Modern languages periods on their timetable, and giving one class a week in English and the other in Spanish, which is hardly likely to be effective.

2.6 English teaching in Brazilian Universities

As with school foreign language teaching, the Ministry of Education intended university teaching to change in line with the more flexible parameters of the new Educational Guidelines Law (LDB). The idea is that the University should train students in professionally useful skills and courses should be modular, allowing students considerably more freedom of choice- both within their area of specialisation and through taking modules from other subject areas. The National Curriculum Guidelines for the Modern languages course speak of training students in intercultural competencies and skills.

For a complete undergraduate course, a student will be required to take 40 common core credits, 40 credits for each language studied and 20 optional credits. Each class credit corresponds to 15

hours of classwork and each work credit to 30 hours of extra class studies. Degrees awarded are either the Bacharelado (BA) or the Licenciatura (Licentiate degree), which includes teacher training.

It may take time for the hopeful visions of the National Curriculum Guidelines to be fulfilled, but an excellent first step has recently been introduced.. While student previously has to take a joint degree in Portuguese and English, it is now possible to take a degree in English (or other foreign language) only. With more hours and credits for English, the standard of language proficiency can be expected to improve. Presumably the evaluation exam, ENADE, (see 1.7 above) will one day include English for the single subject degree students.

The University entrance examination foreign language test contains only multiple-choice questions and does not test productive skills or listening comprehension. As a result, there is often a wide divergence in level of communicative skills among students entering the first year. In some universities, special crash courses in English for communication are given to students whose oral/aural and productive skills are weak.

It is also common practice for Universities to allow well-qualified students to move ahead faster by giving credits (or the right to take credit tests) to students who hold certificates such as Cambridge FCE, CAE, CPE and CCSE 3 & 4; Oxford Higher; the Michigan Certificate (and possibly other certificates, with some variation between different Universities).

Until recently, a national resolution from the Ministry of Education (MEC) allowed holders of the more advanced certificates- Cambridge CAE & CPE, Oxford Higher and the Michigan- to apply to be exempted from all University English language requirements and register as special students at a University take only the pedagogical subjects (Complementação Pedagógica) in order to register with the Ministry of Education as qualified teachers. However, not all Universities welcomed such students. This resolution has now been revoked, and it is up to individual universities to accept or reject international EFL certificates for credit purposes.

In the university sector, as in the school sector, there are some signs of enterprise and dynamism in the private sector. The Catholic Universities in Rio, São Paulo and Minas Gerais are among Brazil's finest Modern Languages centres.

At the other end of the scale, however, there are some very poor departments in towns outside the main centres. Representatives of both the State and municipal School networks in São Paulo blame the school teachers' poor command of English on such universities. There is a vicious circle operating: until the university entrance exam demands communication in English, Languages departments will continue to receive entrants with a very poor command of English. And unless steps are taken to teach basic communication in the early semesters of the English course (which is not always the case), there is a strong probability that students will continue to graduate with weak English. It is commonly alleged that the worst private universities are more interested in receiving the students' fees than in teaching them efficiently. However, University Reform and the National Examination of Courses (ENADE- see #1.2 and 1.7.4 above) is likely to eliminate the worst courses.

Some universities attempt to solve this problem by running their own Language Centres, where the offer communicative language teaching both to Language students and to members of the community (see 2.6.3 below).

2.6.1 English for Specific Purposes- the Brazilian ESP Project and the position today

The widespread availability of ESP courses in universities is due to the highly successful Brazilian ESP Project carried out in the late seventies and throughout the eighties, co-ordinated by Professora Maria Antonieta Celani of PUC-SP (the Pontifical Catholic University of São Paulo). The Project was funded by CAPES, FAPESP and the ODA (now DFID- Department for International Development) via the British Council. Three British KELT Officers were attached to the Project from 1980-5 and two from 1985-9.

The Project arose from a perceived need to provide reading skills courses for students, and to train university teachers to prepare appropriate materials and to teach the courses. This was done through National and Regional ESP Seminars- (now reduced to the annual National Seminar only)- and through regional and local training courses.

Interestingly, the Brazilian ESP Project did not set out to write national coursebooks: the philosophy was that materials were too diverse to become permanent and should be constantly recycled. However, they should circulate freely. CEPRIL (Centro de Pesquisas, Recursos e Informação em Leitura- the Centre for Research, Resources and Information on Reading) at PUC-SP was established as the clearing house and library for national ESP materials and continues active in this role. It also produces a regular academic journal, The ESPecialist, now in its 26th year of publication.

At different points in its history, the Brazilian ESP Project was evaluated by an external assessor (Henry Widdowson in 1983) and an internal (participative) evaluation of the Project was carried out in 1986, after an advisory visit from Charles Alderson. Official support from the ODA was renewed in 1985 and two of the three KELT officers continued until 1989, while the Project was extended to include Federal Technical Schools (CEFETs).

CEPRIL, the resource centre set up for ESP, now has a link with the University of Liverpool - AELSU known as DIRECT- Development of International Research in English for Commerce and Technology. The Brazilian and British teams have published numerous papers in the field since 1993.

In 2005, the original KELT officers came back for the 25th anniversary seminar (with British Council help).

Further information:
CEPRIL-PUC-SP
Rua Monte Alegre,984
São Paulo, SP, Brazil
Tel/fax: +55 11 263 6297
E-mail: <ceprilsp@pucsp.br>

PUCSP, LAEL
Projeto DIRECT
(Catholic University of São Paulo)
Rua Monte Alegre 984
05014-001 São Paulo SP Brazil
Tel: (+55-11) 3670-8501 Fax: (+55-11) 3670-8503
<direct@pucsp.br <direct@pucsp.br>

2.6.2 Paraná NAPs (Núcleos de Assessoria Pedagógica / Teachers' Support Centres)

The Centres offer self-access for teachers, lesson-planning facilities (including stationery for visual aids) and development courses for local school English teachers. These centres, designed to offer courses, resources and advice to teachers and can be found in the Federal University in Curitiba and in the universities in Londrina, Maringá, Campo Mourão, Ponta Grossa, Cascavel, Guarapuava/Irati. Most of them played an important role in the Paraná ELT project (see #3.1.2 below), including the piloting of the Open University distance learning teacher training course. The Project also had the beneficial effect of bringing the NAPs together for frequent exchange. Paraná teacher educators also come together in ENFOPLI - Encontro de Formadores de Professores de Língua Inglesa do Estado do Paraná, which has held three seminars since 2003. <http://www.humanas.ufpr.br/orgaos/nap/>

2.6.3 University Language Centres

Many universities run Language Centres, often offering courses to the community as well as to the general public. Many of these Language Centres reach the same high standards as the private language institutes (see #4), but are able to charge substantially lower prices because they do not pay rent and or the taxes private language institutes are subject to.

In the 1990s, the local language institutes in Virória, Espírito Santo, came together to take legal action against the Federal University for unfair competition. They lost their case.

Sample Language Centre- CELIN UFPR

CELIN, the Centre for Languages and Interculturalism of the Federal University of Paraná offers a fine range of languages: Arabic, Chinese, English, German, Ancient Greek, Modern Greek, Guarani, Hebrew, Italian, Japanese, Latin, Polish, Ukrainian, Portuguese for Foreigners, Russian, Spanish, French, Yoruba and Esperanto. In all, it has over 3,000 students, 1300 of whom are studying English. A 60-hour course costs R\$360,00, which is a good deal lower than private institute prices. The Language Centre also operates as a teacher training centre, since the students taking teaching practice as part of their Licentiate degree in Modern Languages can observe and do teaching practice and research there. <http://www.humanas.ufpr.br/celin/> Director: Mariza Riva de Almeida
Director: Mariza Riva de Almeida

3. International support for ELT- Britain and the USA

3.1 The British Council and English Language Teaching in Brazil

After almost 20 years of running a Direct Teaching operation in Recife, Pernambuco and a shorter period of running a Teaching Centre in Ro de Janeiro, the British Council ceased direct teaching in Brazil in July 2003. The main reasons were financial, but there was also a long-standing difficulty over bringing Recife into line with the DTO model for other countries.

Both Recife and Rio de Janeiro BC offices now have active **Teachers' Resource Centres**, offering workshops- principally to public and private sector teachers- as well as good computer facilities and a substantial library of resource books and materials. São Paulo also offers regular teachers' workshops.

In 2004, the British Council's Online ELT Community was launched. Its first birthday was celebrated in September 2005 with live online chat sessions with Paul Seligson, Rod Bolitho and Susan Holden. The website offers a series of regular features (news, in the spotlight, teachers' associations, resources for teachers, etc.) and also has an active forum, which averages 3 postings a day – access is free. The website is updated regularly. As Internet use spreads among schools and teachers, this community can be expected to develop even further. Publicising it at Teachers' Association events is important, too.

The British Council has also been investing in a course in language development and methodology for teachers known as **English Teaching Portfolio (ETP)**. The materials, produced by Paul Seligson, will soon be available online, via the ELT Community, on CD, CD ROM and in hard copy free to teachers all over Brazil.

States with British Council ELT involvement

Population of Brazil by State, region and gender 2000

State	Region of Brazil	Total population	Male	Female
Ceará	Northeast	7 430 661	3 628 474	3 802 187
Mato Grosso	Centre West	2 504353	1 287387	1 216 966
Paraná	South	9 563 458	4 737 420	4 826 038
Pernambuco	Northeast	7 918 344	3 826 657	4 091 687
Rio de Janeiro	Southeast	14 391 282	6 900 335	7 490 947
Tocantins	North	1 157 098	591 807	565 291

Table 16 Source: IBGE

3.1.1 Public Sector Projects with the British Council

Over the last few years, the British Council has sought to cooperate closely with CONSED- Conselho Nacional de Secretários de Educação, which brings together the State Secretaries of Education from all Brazil's States. From this context, the British Council has been invited to take part in educational projects both in ELT and in School Leadership.

In the ELT field, 1999, the British Council was invited to help in consultancy and a baseline study in Paraná. Since then, the British Council has been actively involved in developing capacity-building projects for English teachers in public schools in a number of States. Some of these projects are described below.

3.1.2 The Paraná ELT Project 2000-2002

Paraná, in the South of Brazil, is a well-organized and administered State. In 1999, the then Secretary of Education, who had previously worked for the World Bank, planned capacity-building project for the English Teachers in the State. The Project was carried out by the Universidade do Professor and the Centros de Línguas Estrangeiras Modernas (CELEMs) with the British Council providing a full-time Project manager and handling the administration of the World Bank Funds. The training was carried out by the NAPs- Nucleos de Assessoria Pedagógica- in 7 public (State and Federal) universities in Paraná, with some help from private sector language institutes.

The Paraná ELT Project offered the following courses

- A distance teacher training course in collaboration with the Open University- 400 places in 2001 and 250 in 2002
- Language development in regular classes- 100 hours + 20 hours self-study- 600 places in 2001 and 750 in 2002
- Immersion courses for language development in the CETEPAR teacher development centre at Faixinal do Céu
- Internet English 1 and Internet English 2- total of 300 places in 2001 (Internet English 1 - 100 places per semester, and the continuation Internet English 2- 50 places per semester) and 300 places in 2002.
- Look ahead- BBC English by Radio- open to the general public, with a local presenter giving additional help and services- transmitted by public radio stations in Curitiba, Londrina and Maringá
- Immersion courses in England- course and accommodation in England funded by the Project, fares paid by the teachers- 45 places in 2001 and 30 places in 2002.
- Workshops on educational technology including Internet use
2002 (among others)
 - Preparation for First Certificate in English- 100 places offered
 - 2002- Textbook evaluation project
 - Curriculum design project
 - Resource centre project
 - Sustainable Community Project

It might be mentioned that the cost of British Council administration was controversial and some local universities felt that a fully Brazilian project on the lines of the one carried out by the Cultura Inglesa with PUCSP (see #4.2.4 below) would have been more appropriate.

To some extent, the activities begun by the Project are still being carried out through the teacher development work of the NAPs in the Paraná universities and Teachers' Associations (APLIEPAR and the BRAZ-TESOL Curitiba Chapter and TD SIG).

3.1.3 The Tocantins English Project 2003-4

Through personal contacts between the State Secretaries of Education for Paraná and Tocantins, the British Council was invited to administer another capacity building project in the northern State of Tocantins. The funding for this project was Brazilian, from Projeto Alvorada, a government financial line to develop secondary education in the North and Northeast of Brazil. Funding was much lower than for the Paraná ELT Project.

Tocantins is a new state, founded in 1988 by dividing the old state of Goiás into two. It has a comparatively small population of 1.2 million. The total number of English teachers was estimated at 374. The baseline study was carried out early in 2002 and established that the majority of the secondary school English teachers were at false beginner and elementary levels.

Totals		Elementary	Lower int	Upper int	
126 teachers tested	Beginner	66	9	2	Other
March 2002	48				1

Table 17: Source Tocantins baseline study 2002

This pattern was repeated in subsequent testing of more teachers.

There were bureaucratic delays in local government and it was not until the beginning of April 2003 that the programme began. The basic framework from Paraná was adopted with three aims/phases: **training** (language courses); **development** (methodology workshops) and **sustainability** (actions to create an autonomous community of English teachers in the state). The project finally provided training for 225 teachers in year 1 and 310 teachers in year 2.

The principal project activities were

- Language development classes, taught by local teachers identified and trained by the British Council in 5 towns across the State. (104 hours in 2003, 104 hours in 2004) on a timetable of 4 hours on Friday afternoon, 4 hours on Saturday morning.
- Immersion courses in Lagoa da Confusão, Araguaína and Palmas, in the State, with the regular tutors and invited guests, with a focus on methodology (approximately 100 hours per year). As the State of Tocantins has no residential training facilities, there was a large measure of improvisation in setting up facilities and accommodation for these courses. However, participant feedback was consistently excellent.
- The foundation of APLITINS (The Association of English Teachers of the State of Tocantins). At the time of writing (December 2005) there are State plans to involve the Teachers' Association in the official continuing education framework. Three two-day seminars were held in 2005 and 4 are planned for 2006, two in Palmas and two in Araguaína. The Teachers' Association is the main vehicle for the sustainability element in the Project framework.

The most significant innovation of the Tocantins English Project was the inclusion of a post-graduate (lato sensu) Specialization course for 30 participants, in a partnership with the Secretariat of Education for Tocantins and the Federal University of Tocantins. 30 students were selected on

the basis of written tests and an oral interview. 24 of these students wrote their final research monograph, 12 of them in English and 12 in Portuguese.

A year after the end of the Project, in a questionnaire at recent APLITINS meetings in Palmas and Araguaina 57 teachers who had taken the Project answered the Question "Do you think your English and/or teaching have improved (as a result of the Tocantins English project) with unanimously positive answers. Reasons given included increased confidence, improved English, better ideas on methodology and more dynamic classes. (see #2.2 above for more information from these questionnaires).

3.1.4 Mato Grosso (2005)

After the success of the Tocantins English Project, the Secretary of Education of the larger neighbouring State of Mato Grosso called the British Council and asked for help in setting up a similar capacity-building project. The baseline study was carried out, but the project ran into political difficulties and has not yet been approved by the office of the State Attorney General. As 2006 is an election year and the State Government could change, the project is very unlikely to go ahead in the foreseeable future. Expectations have been raised among English teachers, however, and it is to be hoped that they will one day be met.

3.1.5 Projeto Graciliano Ramos Pernambuco 2004-2005

In Recife, capital of the North Eastern State of Pernambuco, the British Council has a regional office and is on excellent terms with the Secretariat of Education. A Memorandum of Understanding was signed in 2004, and English capacity-building is part of a wider educational project which also includes informatics, history, geography and other subjects. Teachers are brought from the interior of the State to spend two weeks in Recife, when an 80-hour capacity building course is run for each subject. Each group of teachers attends two two-week sessions (160 hours of tuition). The British Council, Recife, organises the English programme and appoints the tutors, who are paid by the Secretariat of Education. Like the Tocantins English Project, the Projeto Graciliano Ramos is financed by the Federal Projeto Alvorada.

3.1.6 CEARÁ English Project (2005-2006)

The British Council, Recife maintains close contact with the State Government of Ceará and a Memorandum of Understanding is to be signed early in 2006.

The Ceará ELT Project aims to identify and train Tutors in ELT, for future training of public-sector teachers to public in the State of Ceará, contribute to the improvement of the standards and promote quality English Language Teaching in the public schools in the state of Ceará, while promoting the mobility and recognition of the educators.

Trainers have already been identified. They are being trained to train the tutors, who will disseminate their knowledge to the teachers. The Project fits within the boundaries of a World Bank Project for Education.

3.1.7 British Council / Secretariat of Education, RJ / APLIERJ - Projeto Allwright

An update on the first phase of the Rio ELT initiative (25 November, 2005)

On 18 July, 2005 an Memorandum of Understanding was signed between the British Council, APLIERJ (the Rio de Janeiro State English Teachers' Association) and the Secretariat of Education for the State of Rio de Janeiro.

Phase 1 Objectives:

- To establish quality relationships and networks with key players in the field of education at a state level
- To establish a group of 40 public sector 'teacher multipliers' and provide them with training in current ELT methodology and project planning. This is to impact on around 200 public sector teachers and 5,000 students of English in the public sector from 30 schools across the state.
- To have project participants present to SEE RJ (the State Secretariat of Education) and get approval for 5 academic project proposals.

Phase 1 will be evaluated and Phase 2 planned before the end of 2005.

3.2 Hornby Award

Each year since 2002 at least one Hornby award has been given to a Brazilian teacher to take a one-year MA programme in Britain. A regional reunion of Hornby award holders from Latin America was organised in Recife in January 2005 and a joint project on mentoring was planned.

3.3 Hornby Summer School January 2006

Brazil's first Hornby summer School will be held in Sorocaba, SP, from January 8th-18th 2006 on the theme **English as a Global Language: Implications for Innovation in Teaching and Learning**. The course will be Margit Szesztay, from Hungary. Participants are from Cuba, Venezuela, Peru, Chile, Argentina and Brazil.

3.4 Evaluation- PUCSp / Vitae

The Catholic University of Sao Paulo (PUC-SP), in collaboration with the Vitae Foundation, are delivering a two year ELT teacher education project across six Technical Education centres in Brazil which began in June 2004. The project aims to build up centres of excellence using locally established distance methodology and then to use these centres to cascade the training throughout the regions. The British Council has been invited to assist with the project monitoring and evaluation elements

3.5 The broader context of education: School Leadership- Headteacher to Headteacher

Through CONSED, the British Council has fostered head teacher to head teacher exchanges Brazil between Britain and Brazil. The project began in 2002 with a visit to Britain by a group of State Secretaries of Education. Subsequent exchange visits, under the DFES International Placement of Headteachers scheme, have involved 11 States of Brazil. Each group of Headteachers identifies more specific areas for links and interchange, for example, with Ceará

- An improved School inspection system
- A Policy for Computers in School
- Creating a stimulating environment.

3.6 Teachers' Associations The British Council also takes an active interest in the work of English Teachers' Associations in Brazil- see # 5.

3.7 United States support for English teaching

Like the British Council, most US support is now directed to public sector English teaching, though friendly relations and interest in the US Binational Centers (see 4.5 below)..

US English Language Programs and Projects

English Language Programs and Projects in the U.S. Embassy, Brasilia works with English language educators to improve the quality of English teaching in Brazil and to provide information about the United States – its culture and society. It offers the following:

English Language Programs

EL Specialists/Brazilian Presenters (3 month notice)
Materials (pedagogical and U.S. culture) conferences, seminars, and special events

Outreach Programs in Brazil

English Hour – topics on various subjects in English
Databases: “English Matters” (electronic newsletter)
ET Forum (subscriptions for individuals, institutions and resource centers) copies for conferences
Special projects: TOEFL Library Award (Oct.15; Feb.15)
Books in a Box – books for resource center or library

Partial Grants: Conference presenters

US English Language Fellow Program – 10 month (current fellow at PUC Campinas)

Special Worldwide Programs

Voluntary Visitors – 10 days in the US
Fulbright U.S. Studies Summer Institute – 6 weeks

Special Projects:

U.S. Studies Seminar with host institutions for university English professors teaching US literature and culture
Public School Teacher Training project
English language study scholarship project

Melvia A. Hasman, Attache, English Programs and Projects, hasmanma@state.gov

Maria Motta, Assessora Cultural, mottamg@state.gov

U.S. Embassy, Brasilia: www.embaixadaamericana.org.br

English Language Programs

4. Private ELT Institutes

Brazil is remarkable for its enormous and highly developed private language institute sector, which provides English teaching for perhaps 2 million students, outside the normal educational structure.

ELT institutes offer general English courses- on the basis of anything from 2 hours a week to intensive programmes of 12 or 15 hours a week. Many institutes offer a standard course of 3 hours per week. Class sizes range from very small groups (4-6 students) to larger groups of 20 or more students. Some institutes, such as Berlitz, specialise in individual or very small group tuition. Some specialise in in-company courses for the adult market.

However, young learners, both children and teenagers, represent the largest number of students. Middle-class parents have traditionally regarded English as a useful, perhaps essential, complement to regular school education. Since school classes occupy only half the day, sending young learners to ELT institutes is a useful way of keeping them occupied, and one that is likely to reap long-term rewards in terms of better job opportunities.

It is not unusual to hear the argument (quoted from a presentation by a publisher's representative at a meeting in the interior of Brazil): *"If you want to learn to speak English, you go to an ELT institute. What school English does is to give the students some contact with the culture of English-speaking countries and a few basic notions of the language."* The institute sector is thus partially responsible- indirectly and probably unwittingly- for the poor quality of English in many of the regular (public- and private-sector) schools- where many teachers themselves may believe school English is fated to be ineffectual and that in order to master the language their students need to attend an ELT institute.

At the same time, ELT institutes are increasingly offering their services to private-sector schools, either as part of the regular curriculum or as an extra-curricular activity. Some also offer specialised training to public-sector English teachers. Many also offer scholarships or special voluntary programmes for less privileged sections of the community.

Costs for group tuition vary from some R\$12 per hour at the cheaper end of the franchise sector, to over R\$40 per hour at one autonomous institute in Sao Paulo. Presumably teachers' qualifications, experience and hourly rates of pay vary in proportion.

4.1 Autonomous Institutes and franchise Institutes

Traditionally, the market could be divided into "quality" institutes and "franchise" institutes. "Quality" institutes used imported coursebooks and materials, invested substantial resources in teacher training and development, maintained a high level of educational autonomy and were often in advance of ELT providers in Britain or the USA. The "franchise" institutes, as the name implies, sold their franchise to people across the country interested in investing in ELT. They made a profit out of selling Brazilian-made teaching materials branded with their own name to all their students. Support offered by the central institution was often negligible and the standard of management and teaching depended heavily on the personality and skills of the franchisee.

Today the lines between the two types of institute are a little more blurred: some "quality" schools are developing and marketing their own materials. Meanwhile, a crisis in the sector from 2001-2003, with national economic causes, appears to have led, in some cases, to a contraction in training and development. Investment plans had to be curtailed as student numbers either fell or

(at best) did not increase as they had previously done. This trend appears to have been reversed in 2005, with a good recovery among autonomous schools.

Meanwhile, some “franchise” groups have revised their materials and are offering significant training and educational support to teachers in their institutes across the country. Although they produce most of their own materials, “franchise” schools can be good customers for British products such as dictionaries, supplementary readers, public examinations or courses abroad. So the distinction is not as neat as it was ten years ago. Many –if not most- “franchise” schools offer Spanish courses as well as English studies.

In this report, the somewhat invidious term “quality schools” (used in the Landmark Reviews of 1997 and 1999) will be dropped in favour of “autonomous schools”. At the top end of the scale, among Culturas Inglesas, the label “quality” institutes is still thoroughly deserved, but it also applies to the higher echelons of the franchise institutes.

4.2 Autonomous Institutes

4.2.1 The Culturas Inglesas

The British-oriented sector of institute ELT is led by the Cultura Inglesa network. The oldest Culturas are now 70 years old, but unlike the “franchise” schools, the Culturas did not develop as a single chain. The institutes, which were founded separately in different parts of Brazil, came together in the 1980s to share expertise within **ABCI** and **LABCI**. More recently, a new association, **ACINE** (Associação de Culturas Inglesas do Nordeste/ Association of Cultural Institutes of the North East) has been formed.

Although the first Culturas are older than the British Council presence in Brazil (which dates from 1945) relations have traditionally been cordial. The larger Culturas have a long tradition of working very closely with the British Council, often sharing a director in big cities like Rio, Sao Paulo and Curitiba, until the 1970s and 80s, when there were velvet divorces between the two organisations. Although they are now separate, the Culturas are substantial contributors to British Council arts and cultural programmes and also enjoy very close relations with other British or international organizations, such as Cambridge ESOL (see #5.1 below) and the English Speaking Union (see #6.4 below).

4.2.2 ABCI, ACINE and LABCI

ABCI, the Associação Brasileira de Culturas Inglesas (Association of Brazilian Cultural Institutes), brings together the Brazilian Culturas and represents a total of some 130,000 students and perhaps 2000 teachers.

ACINE represents the interests of the Culturas Inglesas in the North East of BRAZIL, which are not necessarily identical with those of other regions. **ACINE** has so far held two very successful academic conferences, where ideas and techniques are exchanged between teachers in the North Eastern Region and is felt to have fostered very beneficial friendship cooperation between Directors of Studies in different Culturas. **ACINE** now represents some 17,000 students, 9,500 of whom are in Pernambuco.

LABCI

LABCI is the Association of Latin American British Cultural Institutes. The “Culturas”- the British Cultural Institutes in Latin America- with the exception of Buenos Aires, founded in 1927- were all founded at about the same time, and for the same reasons. That is, in the 1930's and 40's as part of Great Britain's efforts to counter German influence in Latin America.

◦ There are “Culturas” in Argentina, Brazil, Chile, Mexico, Paraguay, Peru, and Uruguay. Together they have around 250,000 students. More than 50% of these are in Brazil.

◦ The Beginning: in the early 80's a British Council English Language Officer (since retired), Mike Potter brought together a small group of British Institutes in Latin America (including Mexico) to explore possibilities of co-operation.

◦ The First Congress: as a result of that meeting plans were laid for the first congress, which took place in Montevideo in 1985, and was a success.

◦ Consolidation and Growth: regular meetings between institute directors began to take place and the congresses became recognised as a major ELT event.

LABCI members are all Cambridge ESOL centres. Every two years LABCI holds an ELT congress in a member country. The congresses attract good numbers of teachers and academic co-coordinators. In the years when there is no congress, a directors' conference is held in the United Kingdom.

The most recent LABCI conference was held in Santiago de Chile in July 2005. The next one will be in Sao Paulo, Brazil, in 2007.

(Slightly adapted from information available at: <http://www.labci.cl/history.htm>)

4.2.3 Cultura Inglesa, Rio de Janeiro

The Rio de Janeiro Cultura (founded in 1934) began in the city of Rio de Janeiro, and has spread to numerous suburbs and to the rest of the State. It was also responsible for setting up the branch in Brasília when the new capital city was inaugurated in 1960.

There are now 30 branches and 6 joint ventures in its main catchment area, the State of Rio. The Rio Cultura also has 4 branches and 2 joint ventures in Brasilia as well as 2 branches in the southern State of Rio Grande do Sul and 1 joint venture in Vitoria in the state of Espírito Santo (making 45 units in all).

Today, the organisation is expanding again and it does this in two ways: by buying existing schools (e.g. IBI-Independent British Institute in Brasilia -1998 and Cultura Inglesa Porto Alegre - 2005) - or by setting up new branches or joint ventures. Not counting the joint ventures, the total number of Rio Cultura students is around 35,000 and there are some 600 teachers.

A concern for a more consistent corporate identity caused the Rio Cultura to introduce its own pack of very successful supplementary exercises (1998-9) and centralised lessons plans (2000). Both these trends, together with online materials development, fed into the materials writing project, which has been- and still is- a huge investment.

The Rio Cultura now produces its own materials - including coursebooks, activity books, CD ROM, audio CD and Teacher's Guide. It runs a separate company- Learning Factory- devoted to this project. The focus is on developing speaking skills effectively. The rationale is given as follows:

"Learning Factory's materials development takes into account the cultural characteristics of the target learner in the process of learning English as a foreign language by anticipating their specific linguistic difficulties and offering pedagogic alternatives to overcome them. The Learning Factory approach to materials development incorporates elements of contrastive and comparative analysis between the learner's first language - Portuguese - and the English language as a means of optimising and accelerating the learning process."
(www.learningfactory.net)

The multimedia materials have been developed both by professional writers and by teachers working part time as writers, readers and pilot class teachers. They are used by 28 other Culturas, outside the Rio Cultura group. On-going feedback from teachers is incorporated regularly into the support materials. Courses include Flash for 9-10 year olds, Action for 11-15 year-olds and Interlink for young adults and adults. As well as courses for younger children, intermediate and upper intermediate materials are now being developed. Constant feedback from teachers is incorporated. At the moment, the Learning Factory course materials are marketed in Brazil alone.

As regards Educational Technology, a system known as e-practice gives online back up to all the Rio Cultura courses, and these online materials are also used by other Culturas in Brazil and Cultura sister organisations in Chile, Mexico, Paraguay and Uruguay. Blended courses, with a mix of face-to-face and online classes, are being developed and could become a significant feature of Cultura Rio design.

Blended courses are already used for in-service teacher training and development, alongside a system of mentoring for less experienced teachers. Each branch has one mentor, larger branches have two. Considerable attention is given to teacher training and development. Cambridge CELTA examinations are offered for external clients, but some Cultura teachers also take the courses.

Both the Cultura itself and Learning Factory offer exciting and varied career prospects for teachers. For the last 15 years or so, the policy has been to give Brazilian teachers the best possible development opportunities. Teachers are no longer recruited abroad, as they were in the 1970s and 80s. In order to join the Cultura Rio staff as a teacher, both native speakers and Brazilian teachers must go through a selection process which takes into account their interpersonal skills, linguistic competence and pedagogical expertise.

4.2.4 Cultura Inglesa, São Paulo

The São Paulo Cultura Inglesa has 17 branches, 11 in the capital and 6 in other parts of the state (Granja Viana, Guarulhos, Santo André, Campinas, Santos e São José dos Campos). It also has 5 joint ventures in Alphaville, Bauru, Jundiaí, São Carlos and Rio Claro. It caters for some 50,000 students and has around 500 teachers. Further expansion in other parts of the State is also envisaged.

The head office and academic department are beautifully housed in the Centro Brasileiro Britânico, a complex purpose built by the Cultura Inglesa, which also contains the British Council São Paulo and Latin American offices, The British Consulate and the British Chamber of Commerce.

Over the last two years, the São Paulo Cultura has been investing heavily in technology and runs an e-Campus (on the Macmillan platform), which is available free to all its students. The e-

Campus offers a wide variety of Internet facilities, support materials, and extension activities for each course taught.

Substantial work has also been done in recent years on designing courses for the corporate sector. These include special agreements for in-company courses as well as specially-designed business courses in a branch called "The Club". The Cultura's market share has increased substantially in this sector.

The Sao Paulo Cultura also trains teachers specifically to work in regular public schools, both on the normal curricular English programme and on English as an extra-curricular activity. The Cultura is present in 28 schools and has a student body of around 3,000 in this sector, growing at the rate of some 38% per year.

The São Paulo Cultura also works seriously on training teachers from the public sector schools (both state and municipal networks). Six modular courses of language development are offered free, totalling 388 hours of tuition, currently using the Macmillan Skyline series. Those who successfully complete the whole programme can go on to do three further modules of professional development and applied linguistics at PUC-SP- the Pontifical Catholic University of São Paul- (228 hours). This is followed by monthly multiplier sessions in which teachers who have finished the programme give workshops to their colleagues. This impressive programme has an intake of 1,500 teachers per year, a retention rate of around 72% and full recognition from the State Secretariat of Education (Coordenadoria de Ensino da Grande São Paulo).

The Academic Department of the São Paulo Cultura has 11 permanent staff members and expertise is contracted from outside wherever necessary. Further training of the highest quality in both teaching and management are offered, in association with other institutions such as Cambridge ESOL and the Fundação Getulio Vargas.

4.2.5 Cultura Inglesa Recife and North Eastern Culturas

The Culturas Inglesas in the Northeast, led by the Recife Cultura, have been active in setting quality standards for the region. It is symbolic of their success that Steven Barlow, Director, Recife, is now the president of ABCI, the national association of Culturas.

The Recife Cultura, which covers the state of Pernambuco (including fast-growing branches in other towns such as Caruaru and Petrolina), has invested heavily in training in recent decades. It has its own 40-hour Basic Teacher Training course, now the model for other Culturas, and has been running successful CELTA courses, open to outside teachers as well as Cultura teaching staff, which have consistently attracted participants from the UK and the USA. The next step will be to run a DELTA course, including 3 Cultura-trained trainers who have achieved recognition from Cambridge ESOL.

A feature of Cultura corporate identity is that Culturas function as centres or sub-centres for the Cambridge ESOL main suite international examination. It would obviously be of interest if State and national authorities were to give more recognition to the certificates. TKT- the Teaching Knowledge Test is already in use, and may help in this aim. (see # 6 InternationalTests).

Through ACINE, work is also taking place on setting standards and producing "can do" statements which might one day lead to the Culturas producing their own examinations for the region.

While adult courses flourish, general English has proved more popular than Business English, for which demand has not been high. As with other Culturas, in the Northeast there are large and successful courses for children and teenagers, which tend to hold their customers for many years.

Cultura work features social and cultural events that allow students to make contact with British culture and ideas. Cultura teachers have also been active in BRAZ-TESOL, which held its National

Convention of around 1,000 teachers in Recife in 1998.

Other important Culturas groups can be found in Minas Gerais (Belo Horizonte), Paraná (Curitiba, Londrina and other cities), Mato Grosso do Sul (Campo Grande) and Mato Grosso (Cuiabá) and Santa Catarina (Blumenau, Florianópolis).

4.3 Other autonomous institutes - a sample

4.3.1 CEL-LEP (São Paulo)

CEL-LEP began life in 1967 inside the Liceu Eduardo Prado, after gaining special permission from the Conselho Federal de Educação to work on an experimental programme to make school English more efficient in this important private school. It subsequently moved out of the Liceu and became an effective ELT Institute, specializing in high-tech courses with a compulsory language lab or multi-media component. The founder and owner of CEL LEP, Dr Walter Toledo, is a well-known figure in the São Paulo educational field, well beyond the bounds of the ELT Institute sector.

Many of CEL LEP's 23 units, most of them in greater São Paulo, are jointly owned by people who have come from within the Institute's own staff. With 600 administrative staff members, around 350 teachers and a turnover of 25,000 students per year (12,000-13,000 at any one time) CEL LEP is a significant force in this sector of the market.

The Adult course is designed in eight 5 -hour stages 80 hours each (at a cost of R\$2.600 per stage). Students are encouraged to take public examinations, particularly Cambridge CELS and LCCI exams, for both of which CEL LEP is a centre. Since the 1990s, CEL-LEP has also been active in the adolescent/teen market and runs an important national conference known as "CEL LEP Invites", dedicated to sharing ideas on teenage learners.

Since 1998, CEL LEP has also been an Overseas Administration Centre for the University of Birmingham's post-graduate certificate, diploma and MA programmes in Applied Linguistics and TES/FL. Programmes begin in April and September each year, normally with around 5 new entrants in each group.

4.3.2 Britannia, Rio de Janeiro and Porto Alegre

Britannia has 4 units for teens, adults and executives in Rio de Janeiro and two for children, teens and adults in Porto Alegre. In Rio, children's courses are handled by Britannia Juniors, with another three units. The total number of students in-house and on company site is around 3,000, 25% of them in Porto Alegre.

Unlike the Culturas, Britannia does set store by having as many native speaker as possible, some recruited abroad, to maintain an international environment. Visas have been difficult to obtain in recent years, but are becoming slightly less so- although it is still a difficult process. Brazilian teachers who hold international qualifications and have experience of living in English-speaking countries are also very important. Teacher training is through CELTA, COTE and DELTA plus Britannia's own development programme and ongoing systems. MA programmes are encouraged and timetables facilitated and usually result in scale upgrades for the teachers concerned.

Britannia worked particularly hard to implant the Cambridge ESOL CCSE (later CELS) exams (see #6 International Tests). In Porto Alegre, the school is a main suite centre, having first introduce the exams over 25 years ago. With the demise of CELS, it is hoped that Britannia Rio will also be given main suite status. With 350 candidates a year, Britannia claims to have entered over 10,000 candidates for Cambridge exams over the years. TOEIC is also offered to the corporate sector, as requested.

Britannia also has a 90%+ success rate in international exams, despite the fact that specific exam courses are not offered except for CPE. Students at the right level, with 2 or 4 hours examination exposure/ preparation should be able to pass any exam targeted at their level. This is also a way of auditing Britannia levels.

Britannia prides itself on:

- flexibility- a capacity to meet any sector's needs at any time in groups or on a one-to-one basis, with high quality;
- meeting client and student needs and objectives in real time- setting time-frames and keeping to them;
- immersion courses on demand, for social-professional purposes;
- using the media lab as part of the classroom time in great number of courses run.

Britannia's owner-director, Susan Mace, has shown considerable vision, ability to innovate and managerial ability over more than 30 years.

4.4 Demise of LAURELS

In the period 1987-2001, a group of reputable independent private ELT institutes, with a British orientation, formed LAURELS, the Latin American Union of Registered English Language Schools. Between 1989 and 2001, LAURELS ran seven very successful international conferences in different Brazilian cities, regular national conferences dedicated to management training, a number of educational projects which enjoyed some British Council funding, and a Master's programme together with Chichester University. LAURELS faded into oblivion after 2001, partly because some of the larger organisations lost interest in the association as the economic crisis began to bite, partly because ageing directors had begun to sell their schools, and partly for internal reasons.

The demise of LAURELS is perhaps symptomatic of the sector: smaller autonomous institutes are tending to disappear or, in some cases, to be bought up by larger organisations, such as the Cultura Inglesa network.

4.5 The US Binational Centers (BNCs)

The website of the United States Embassy in Brasilia gives the following information:

Binational Centers are autonomous, foreign institutions dedicated to the promotion of mutual understanding between the host country and the United States. English teaching is usually a major component of their cultural, educational, and information activities. Binational Centers often work in close cooperation with American Embassies overseas but are independent in their financial and administrative management.

+ list of links to individual schools.

<http://www.embaixada-americana.org.br/index.php?itemmenu=106&submenu=13&action=bin.php>

Among Binational Centers, 18 are considered “official”: they each have an active Board of governors, a library and, in many cases, an educational advisory office. Direct help from US sources is limited to share cultural presentations and presentation of books for the institute libraries.

The Directory section (see p. xxx) lists 18 official Binational Centers and 40 “unofficial” ones.

Every year, in October, all the BNCs send representatives to the Binational Center symposium, held in a different city each year. There are presentations and exchanges on both education and management, with speakers from the US and from Brazil.

4.5.1 The Casa Thomas Jefferson, Brasília

The Casa Thomas Jefferson binational center shares premises with the Fulbright Commission, though the two organisations work independently. It also has an excellent cultural agenda with regular musical events, art exhibitions and theatrical performances. With over 9,000 students in 5 units, it is Brasilia’s largest ELT institute and one of its most prestigious.

4.5.2 Associação Alumni, São Paulo

ALUMNI São Paulo, a flagship U.S. Binational Center, was founded by a group of Brazilians returning from academic studies in the USA, to provide information for others who wished to study in the USA. It later moved into the provision of English courses for those wanting to go abroad and for the general public. Alumni will be celebrating its 45th anniversary in 2006. English teaching began in 1969. It now has some 5,600 students and 150 teachers, working in 5 branches.

- Among Alumni’s special features are:
- a serious two-year course to prepare professional translators and interpreters;
- in-company and online courses as an alternative to classroom-based work;
- courses for children, from the age of 5 to 9, supervised by young learners’ specialists, are offered in separate buildings from the adult courses.
- a training partnership with the Municipal Secretariat of Education to teach English and methodology to some 50 municipal teachers per year (four hours every Friday);
- classes for Afro descendants studying at the Zumbi dos Palmares Universidade da Cidadania- which claims to be South America's first black university;

- social action to channel individual volunteers into useful projects, such as the Casa de Zezinho, which provides out-of-school activities, including English, for poor children in the southern zone of São Paulo.

4.6 “Franchise” Institutes

4.6.1 YAZIGI Internexus

The oldest and most traditional of the franchise sector companies is Yazigi, founded in 1955 and franchising its own institutes since 1963. Yazigi has 350 units and around 150,000 students. To start a new institute requires a capital investment of R\$85,000-R\$150,000 (including the franchise fee, capital investment and floating capital). The franchisee receives extensive legal and technical support on the administrative side, as well as teaching and non-teaching staff training.

Yazigi has a team of 5 regional pedagogical coordinators who are responsible for the onsite orientation of the schools' academic coordinators. These regional coordinators are also responsible for the supervision of the quality of Yazigi schools. In addition, Yazigi monitors the profile of the teaching staff and the learning results of the students through the analysis of their performance throughout Brazil. To do so, there are special tests which are used and then students' proficiency level is analysed (statistically).

To become a teacher at Yazigi candidates go through a pre-service program designed to last 40 hours. There are also plenty of in-service opportunities: online courses, workshops, mini-courses and a teaching seminar. In 2005, it was held at PUC. Professor Robert Burden was the keynote speaker and about 650 teachers from all over Brazil came to São Paulo for the seminar. Teachers and academic coordinators from Yazigi schools submit papers and workshops which are carefully selected. In addition, Yazigi offers online courses for teachers of English from public schools and next year will offer an extension course (post graduate level) for teachers in general (not only for Yazigi teachers).

Yazigi has a team of 10 senior writers, coordinated by Francisco Ferreira. They are very experienced in producing English teaching materials, and write the major books (children from 8 to 9 years old, teens and, the basic and intermediate course books). Besides this, Yazigi staff and English language consultants proofread the materials. For the advanced and post-advanced courses imported materials are used. Imported materials are also used for the courses designed for very young learners.

Around 1000 Yazigi candidates are entered each year for international examinations: London University, TOEIC and TEOFL ITP (see international examinations).

Yazigi has always given strong support to BRAZ-TESOL (Brazil's largest English teachers' association- (see #6 below). Yazigi currently provides free office space for BRAZ-TESOL, and the current First Vice President (who automatically becomes president in 2007) belongs to the Yazigi central staff.

4.6.2 CNA

CNA was founded in 1973 and now has 390 units and around 350,000 students. Like other franchise institutes, CNA produces most of its own teaching materials, and they have recently been revised and made more attractive. CNA also uses Longman/Pearson simplified readers as an additional extra, with a specially printed cover that includes the CNA logo. Compared to some of the autonomous institutes, CNA prices are modest, at around R\$12,00 per class hour. Multi-media laboratory work and use of the library and other facilities are free.

Individual CNA institutes give basic pre-service teacher training, which is followed by a one-week intensive course with a regional coordinators. Successful candidates then become certificated CNA teachers.

The owner of 4 schools in Brasilia and Goiânia is a serious professional who is also the president of the Brasilia-Goiânia Regional chapter of BRAZ-TESOL. Under her management, CNA is also setting up extra curricular English courses in 3 large and reputable private secondary schools in Goiânia. She reports that the central hierarchy of CNA is pleasantly open to constructive criticism and suggestions from their franchisees.

4.6.3 CCAA

CCAA, one of the largest of the franchise sector English and Spanish institutes, founded in 1961, has 850 units and some 280,000 students. The president and CEO of the CCAA Group, Waldyr Lima has recently fulfilled a long-standing educational dream by opening an Institute of Higher Education "Faculdade CCAA", which will be offering BA and Licentiate courses in Modern Languages (Portuguese and English and Portuguese and Spanish) and in Social Communication (pending official approval from MEC), as well as a post-graduate specialization course in the field of Marketing and extension courses in Portuguese from early 2006 onwards. In the initial inspection by the Ministry of Education, a requirement to start a university or higher education department, CCAA scored full marks- for premises, equipment, pedagogical organization and institutional context.

Faculdade CCAA
Rua Marechal Rondon, nº 1460,
Bairro Riachuelo,
Rio de Janeiro, RJ
CEP 20950-202
www.ccaa.com.br

4.6.4 Fisk

During the Tocantins English Project, the British Council worked on the principle that tutors should be members of the local community in towns where classes were given. Five tutors (two of whom are American) were recruited from Escolas Fisk (3 in Araguaína and two in Guaraí) and one from CCAA. In both Tocantins and Mato Grosso States, it is noticeable that FISK, and CCAA, and to a lesser extent CNA and Wizard, have reached some fairly remote towns.

The Director of Fisk Araguaína reports that she ran a small autonomous school for 12 years and stayed at around 200 students. To take advantage of a national name, of

easy transfers when students moved to other towns and of ready made materials, she joined Fisk. The school was required to meet certain standards of physical premises and appearance/ corporate identity, and to pay to the central company 35% of the cost of all Fisk materials sold, but did not have to pay an initial fee to Fisk. She also benefited from professional help and advice. Her school is now running at full capacity (600 students) and she feels that joining the franchise chain was entirely beneficial.

4.7 From autonomous institute to franchise school- a teacher's view

A less rosy view of the franchise world is given by a teacher who worked for a Cultura Inglesa school in Minas Gerais, where was able to take the DELTA and become a trainer herself, before moving to a small town in Mato Grosso, when her husband was transferred. There, her only option was a franchise English institute. She writes:

“Nowadays the need that different people have of mastering a second language has been visibly increased. Consequently and understandably, franchising chains of language schools have being run in many parts of the country. This in turn provides the teachers with more and more job opportunities. Yet what are the advantages and constraints of working for such organization?

Firstly, when a teacher starts working for one of these schools, she - or he- is joining an organization which generally possesses a well-known brand name. Thus it might add value to their CV and motivate a future employer to include her or his name in the recruiting process. Secondly, due to the fact that the franchisee has to conform to specified standards required by the franchiser, the school is often well equipped and, what is more, it works with is exclusive and handy materials. The teachers' material, for instance, is believed to be teacher-friendly and therefore lesson preparation should not be time consuming.

In the light of my experience, however, I would say that the constraints far outweigh the advantages. One of the major problems is that many of these schools employ people with no teaching experience. The so-called 'teachers' do not have the relevant qualifications the profession demands. At the same time, once the employers do not insist on a minimum standard for teachers they consequently do not offer adequate salaries.

Another common constraint imposed on a large number of teachers of franchise schools is that of what to teach. Even though it is quite straightforward to deal with franchising teachers' materials, it seems to me that an essential skill to be mastered by a teacher is the ability to supplement and adapt material. In spite of this, in some franchise schools teachers are required to follow the coursebook strictly, no matter their obvious intentions to make it more suitable and effective for learners. Besides, there is the problem of how to teach. In my own case I can say that I absolutely disagree with the methodology adopted by the Institution. However, I am supposed to stick to it in order to fulfil the administrative requirements. (...)

5. International EFL examinations

Since the last edition of the Landmark Review (1999) international examinations have been through turbulent times. This is probably partly a reflection of a difficult period for the private language institutes- now hopefully improving. It may also be due to the fact that little official recognition is given to international certificates in Brazil either by private companies or by national, state and municipal education authorities.

In the last few years, both Trinity and Pitmans/ City and Guilds have left Brazil- presumably because the number of candidates for their certificates did not match their high expectations and high-cost operations. Pitmans came to Brazil in 2000-2001 and hired representatives in Rio, São Paulo and Curitiba to promote their examinations, These representatives were given a massive target for number of test centres to be set up, which proved unattainable. The high cost of the Trinity oral exams was partly due to the Board's insistence on bringing its examiners out from England rather than training examiners locally as done, with conspicuous success, by Cambridge ESOL. The import of Trinity examiners meant that, to be cost effective, there had to be a large number of candidates in any town or any test centre.

In contrast with a generalised low level of interest in international tests in companies, the Bank of Brazil (Banco do Brasil, SA) which makes funding of language study programmes for its staff conditional on gaining an international certificate indicative of an ALTE/Council of Europe level for each stage of their course. Since 1997, the Bank's training department has used consultancy services to produce a chart of levels and description of levels, not only for English, but for other languages as well. The bank has also maintained contact with the examining boards to keep up with developments and new tests. Working in cooperation with the local Cultura Inglesa, BEC (Business English Certificate) tests can be run on Bank premises. With 85,000 staff-members, and a programme covering partially-funded language training for middle and upper echelons from lower intermediate level upwards (the programme does not cover basic levels) Bank members are significant test consumers. Bank policy favours all international tests rather than any one Board or exam. The main beneficiaries of this policy, however, are Cambridge ESOL (Bulats, BEC and Main suite) LCCIEB (LCCI business English tests and ELSA) and TOEIC, with a number candidates taking TOEFL and IELTS..

5.1 Cambridge ESOL

Cambridge examinations are the oldest and most widely known EFL certificates for Brazil, and running a Cambridge ESOL centre is perceived as a status symbol by quality ELT institutes. The Culturas Inglesas make acting as Cambridge main suite examination centres into one of the pillars of their corporate identity. In the early 1990s negotiations brokered by the British Council led to an agreement whereby Centres for the main suite can only normally be run by Culturas, with a single examination centre per town. The then LAURELS Schools (see #4.4 above) could apply for closed centre status for the CCSE- later CELS- (Certificates in English Language Skills) and the now defunct CEELT (Cambridge Examinations in English for Language Teachers). Closed centre status allowed institutes to enter their own students for certain examinations, but not to advertise to the general public for candidates. LAURELS closed centre institutes worked hard, in the early days their existence, to achieve high targets for candidate numbers for CCSE/CELS.

Some very reputable independent institutes- mainly former LAURELS members- still function as centres for CELS. The forthcoming phasing out of these examinations creates a problem for Cambridge ESOL, given the historical background of competition for examination centres and the Culturas' claim to exclusivity with the main suite exams.

The Bank of Brazil (see above) complains that Bulats could usefully be more widely available. At the moment it is available in Curitiba, São Paulo, Rio de Janeiro, Belo Horizonte and Brasilia. The Bank training department says there would be Bank candidates in the Northeast (Recife and Salvador) and in Porto Alegre.

Recognition: some university departments allow students holding Cambridge certificates at FCE level and above to take credit tests to exempt them from some of the basic language courses involved in a Modern Languages degree. For some years, in the past, there was also a Ministry of Education norm allowing holders of Cambridge Proficiency or the Michigan Certificate plus BNC teacher training courses to take only the teacher training and psychology courses of a Licentiate degree in Modern Languages, as a special (fee-paying) student to receive a state registration as an English language teacher. More recently, candidates wanting to take advantage of this norm have had difficulty in gaining acceptance at universities.

5.1.1 Cambridge ESOL Teachers' qualifications

Cambridge teachers' qualifications are used mainly, but not exclusively, by Culturas. After a slight move away from the use of CELTA, ICELT and DELTA courses for pre- and in-service training, Culturas are moving back towards running accredited courses for these qualifications. If local education authorities could be persuaded to recognise them, numbers would certainly increase.

TKT- the Teaching Knowledge Test was successfully trialled in Brazil in 2004, and has received a good response from various sources in Brazil. This relatively simple modular examination is likely to be attractive to trainees in university departments as well as state and municipal teachers, and is perhaps the test most likely to achieve "official" recognition in Brazil in the short term.

Cambridge ESOL have a policy of not divulging country-specific statistics for their examinations, but it has been revealed that Brazil has entered teachers for more TKT modules than any other country.

5.2 IELTS

The British Council administers IELTS directly in Brasilia, Recife, Rio de Janeiro and São Paulo but has organised a series of recognised sub-centres in other places. The total number of candidates in Brazil in the financial year April 2004 to March 2005 was 1496 (up from 788 in 1996-7 and 1046 in 1999). Active marketing undertaken in the recent years should see the number increase still further. However, there is a shortage of oral and written test examiners in some areas, which tends to limit the capacity of the test centres.

A score of 6.0 in IELTS is accepted as proof of proficiency in English by CNPq and CAPES, the main Brazilian organisations providing funding for postgraduate studies. TOEFL is also recognised (score 213 on the new computer-based scale of 300, equivalent to 79-80 out of 120 on the new Internet-Based TOEFL).

5.3 LCCI- the London Chamber of Commerce and Industry Examinations Board

LCCI began work in Brazil in the late 1990s and now has over 70 registered Centres offering LCCI Business Qualifications including English Language Qualifications for Business and ELSA- the English Language Skills Assessment. The number of candidates and centres will increase sharply in 2006, under the terms of a new agreement for Yazigi institutes (see 4.6.1) to give ELSA assessments to members of the Bank of Brazil staff in all their 350 units (at present, only 5 schools in São Paulo are using ELSA for this purpose).

The continued existence of LCCI and ELSA (English language Skills Assessment) in Brazil owes a great deal to the persistence of the local representative. When LCCI considered pulling out of Brazil in 2003, she volunteered to absorb examination administration into a more general business consultancy programme and in this way to shoulder the costs of administration at local level in Brazil.

This policy has paid off: ELSA has proved a useful English language evaluation tool in companies. These include Brazil's Central Bank, which ran a special English immersion programme for senior staff for the supervision/ money-laundering areas with World Bank funding (Banco Central do Brasil Presidência- PROAT 1999-2001) and therefore needed external evaluation of the trainees. More recently, consultancies have taken place with important companies such as Bosch Roxreth, BASF, Bradesco and FM Global, where evaluation of the English level of all members of the company staff was requested and carried out using ELSA.

Sandra Monica Szwarc

Trends & Business Ltda representante no Brasil da

London Chamber of Commerce & Industry International Qualifications (LCCI)

Ed. Dacon

Av. Cidade Jardim 400 - 20th floor Suite 16

Sao Paulo - CEP 01454-902 Tel (55)11-3818-0922

fax (55)11-3818-0899 Email: monica@lcci.com.br

5.4 University of London Examinations

Yazigi Internexus (see 4.6.1) offers its students international certification through the EDCEL University of London Certificates in English as a Foreign Language and submits around 600 candidates per year.

United States examinations: TOEIC, Michigan and TOEFL

5.5 TOEIC

TOEIC tests are administered in Brazil by Genesis consulting, who list 72 centres on their website. Tests may be administered at the schools that act as centres, but open testing is also held on fixed dates in several parts of the country.

Genesis Consulting
Rua Crasso, 159 - Lapa
Sao Paulo - SP - CEP 05043-010 – Brazil
Phone:+55-11-3872-8820
Fax:+55-11-3871-0602
E-mail: TOEIC-brazil@genesisnet.com.br
www.genesisnet.com.br

5.6 Michigan

In November 2005, the number of candidates taking the Michigan ECPE exam was over 300 in Brasilia alone (figures for the whole country will be added later). Many Binational Centers are no longer offering the Michigan intermediate exam ECCE, as it has not achieved any recognition in Brazil.

5.7 TOEFL

The TOEFL is still much more widely used than its British equivalent, IELTS, for those planning to take university courses abroad. The total number of TOEFL candidates in the academic year July 2004-June 2005 was 6,735 for the computer based test (CBT) and 379 candidates for the paper-based test (PBT), down from 10,018 in the academic year July 1997-June 1998. TOEFL became fully computerised in July 1998. It is administered at 14 Technology Centers located in US Binational Centers around Brazil. Good availability of the computer-based test probably accounts for the low figure for paper-based tests.

The Internet based TOEFL test (IBT), which will routinely test all four skills for the first time, will be available in Brazil from March 2006 at the same 14 centres.

In the late 1990s, ETS, the producers of TOEFL sent out a consultation document about starting a Certificate for Teachers of English as an International Language (CTEIL). However, this examination is not yet available.

6. English Teachers' Associations in Brazil

An impressive attempt – **the Brazilian Connection**- was made in January 2005 to bring together a group of Teachers Association representatives for exchange and contact. The prime mover was Ana Falcão, last year's Brazil Hornby scholar, who did her MA thesis at Leeds on Teachers' Associations and hopes to pursue the topic in her PhD. Funding was from ELTeCs and Hornby sources and the meeting was held in Recife, in parallel with Hornby regional and BRAZ-TESOL activities.

The targets and current position are recorded in this statement:

The BRAZILIAN CONNECTION

1. Identify Brazilian teacher association officers, create a contact list. **DONE**
2. Write a draft of the project and present it at APIRS and BRAZ-TESOL July conferences in order to check out the acceptability of the idea. **DONE**
3. Set up a YahooGroup for the project and furnish it with available materials of interest to teacher associations; photos of members; and an introductory task where members are asked to introduce themselves and their associations. **DONE** (We have a forum on the BC ELT Online Community instead)
4. Send out invitations to the group, explaining the aims of the project. **DONE**
5. Start negotiations for face-to-face meeting in Recife in January 2005 and for the content and format of the online course. **DONE**
6. Hold face-to-face meeting. Draw up an action plan (with clear landmarks) for strengthening the links among the associations. Decide the content and format of online course. **DONE** (Members were paired off and designed an activity according to the goals of the project. They posted their action plans on the online forum. They decided to have three mini-courses, instead of a 4-week one. Topics will be: Presentation skills; Setting up an electronic newsletter; and Delegation. We are now designing the courses.)
7. Send 1st report to ELTeCS after Jan meeting. **DONE**
8. Implement action plan. (We are working on our activities. A formal evaluation will be carried out in June-July. Informal feedback so far: an open forum for people interested in TA work across the country has been set up on BC ELT Online Community; a TA PowerPoint presentation for advertising TA is available on the forum; an article to come out in June in a national TA newsletter; and a few more events being offered by some of the TAs represented.)
9. Make arrangements for online course. (Feb-Oct)
10. Online course begins. **(28 Nov-4 Dec)**
11. Carry out 1st Evaluation of the project based on the landmarks. (**DONE**)
12. Send 2nd report to ELTeCS. (July- **DONE**)
13. Start planning online meeting. (September)
14. Hold online meeting. Evaluate project and decide whether the network should continue and if so redefine/adjust aims. (December)
15. Produce a booklet and/or CD with materials for TAs. (We have collected a few materials already and need to decide on what format would be more appropriate)
16. Publish final report on ELTeCS. (Jan 2006)

6.1 State English Teachers' Associations

Association & State	President	Website	Forthcoming Events (2006)
APIRS Rio Grande do Sul	President Simone Sarmento simone_sarmento@terra.com.br	www.apirs.com.br	July 14-16 2006 APIRS 2006: <i>The Englishes of the World</i>
APLISC Santa Catarina	President: Josalba Vieira (CA-PGI/UFSC) josalba@ced.ufsc.br	www.cce.ufsc.br/~aplisc/menu.htm	
APLIEPAR Paraná	President: Samantha Gonçalves Mancini Ramos samantha.ramos@unopar.br	www.apliepar.com.br	
APLIESP São Paulo	President Sandra Regina Buttros Gattolin Website contact address: biagrodriques@yahoo.com.br	www.apliesp.org.br	
APLIERJ Rio de Janeiro	President:: Janaina Cardoso janaina_cardoso@rj.senac.br	www.aplierj.com.br	
APIES Espírito Santo	President: Neise da Cunha Rodrigues neise.cunha@terra.com.br	www.apies.com.br	
APLITINS Tocantins	President: Daniela Debacco danieladebacco@hotmail.com	<i>(under construction)</i>	4X 2 day events: Palmas March 10&11; August 18&19 Araguaína: May 5 & 6; Sept 15 & 16
APLIEMT Mato Grosso	Solange Barros Ibarra Papa solbip@yahoo.com.br	?	
APLIEMS Mato Grosso do Sul	Ruberval Franco Maciel (see below- I can contact José Carlos Almeida Fo)	?	

Table 18 State Teachers' Associations

6.1. State Teachers' Associations Independent organisations which tend to attract university and public and private sector school teachers and sometimes *Letras* students. Historically, most of them have started from a university base. The three southern associations come together every year for a joint conference, but otherwise there is little contact between different associations outside the Brazilian connection framework. In addition to academic discussions, pay, working conditions and national advocacy may be the subject of meetings.

6.2 BRAZ-TESOL and Regional Chapters

BRAZ-TESOL			
Association/ Chapter	President	website	Forthcoming events
BRAZ-TESOL	Bob Carrington bobcarrington@hotmail.com braztesol@braztesol.org.br Marcelo Barros <i>BRAZ-TESOL</i> Av. Nove de Julho, 3166 CEP: 01406-900 - Jardim Paulista - SP	www.braztesol.org.br	10th National BRAZ- TESOL Convention Brasilia July 8-11 2006

	<i>Phone/Fax: 55 11 3559 8782</i>		
BRAZ-TESOL Brasilia-Goiânia	Mariza Troncoso marizacna@terra.com.br Shaun Dowling sddowling@uol.com.br	www.braztesol.org.br	10th National BRAZ- TESOL Convention Brasilia July 8-11 2006
BRAZ-TESOL-PE	Roddy Kay roddy@nlink.com.br	www.braztesol.org.br	Monthly Sparklers- see ELT calendar
BRAZ-TESOL Fortaleza, Ceará	President: Fábio Delano Vidal Carneiro fdvc@c7s.com.br	www.braztesol.org.br	
BRAZ-TESOL Bahia	President Silvia Barbosa braztesolbahia@yhoo.com.br	www.braztesol.org.br	
BRAZ-TESOL Belém	Ana Paula Bitar btebel@yahoo.com.br	www.braztesol.org.br	
BRAZ-TESOL Curitiba	President: Izabel Corção Fajardo izacorcao@yahoo.com.br	www.braztesol.org.br	
BRAZ-TESOL Belo Horizonte	Presidente: Marlene Almeida mta@gcsnet.com.bbr	www.braztesol.org.br	
BRAZ-TESOL Rio de Janeiro	President: Vera Bradford vbradford@terra.com.br	www.braztesol.org.br	
BRAZ-TESOL Greater ABC (SP)	Sabrina Almeida Ribeiro sabrinaribeiro@yahoo.com.br	www.braztesol.org.br	
BRAZ-TESOL Bauru	President: Rogério Sanches cultbru@travelnet.com.br	www.braztesol.org.br	
BRAZ-TESOL Ribeirão Preto	Maria Ângela Pedroso mapedroso@netsite.com.br	www.braztesol.org.br	
BRAZ-TESOL Special Interest groups	Braztesol@braztesiol.org.br Pronunciation, Translation, Children, Culture, and Teacher Education (all based in São Paulo)	www.braztesol.org.br	<i>Half-day events on July 8th 2006 at the National Convention</i>

Table 19: BRAZ-TESOL & Regional Chapters: www.braztesol.org.br

6.2. BRAZ-TESOL and its Regional Chapters: here the model is of a single national association which holds a major National convention in alternate years. Apart from meetings at National conventions, only the Northeastern Chapters (Bahia, Pernambuco and Ceará) have made any real attempt to work together, outside the Brazilian Connection. So far, BRAZ-TESOL leaders have often (but not always) come from the private institute sector, with some representation of the ELT publishers at National Executive Board level.

The BRAZ-TESOL 10th national Convention- "Teaching, Learning, Leading will be held in Brasilia at the Convention Centre from Jul 8th-11th 2006. Information for speakers and exhibitors is available on the BRAZ-TESOL website at www.braztesol.org.br For further help, contact sara@sarawalker.com.br or Shaun Dowling sddowling@uol.com.br

6.3 National Academic Associations

Association	President	website	Events held
ABRAPUI Association of University English Teachers of Brazil	Abrapui Presidente: Gláucia R. Gonçalves (UFMG) Vice-Presidente: Heliana R. Mello (UFMG) Secretária: Adelaine LaGuardia Resende (UFSJ) Tesoureira: Deise P. Dutra (UFMG) ABRAPUI Av. Antônio Carlos, 6627 - Sala 4038 30270-901 Belo Horizonte - MG abrapui@yahoo.com	http://www.letas.ufmg.br/abrapui/	ENPULI- the National meeting of University English Language Teachers and SENAPULI- the National Seminar of University Teachers of Literatures in English are held in alternate years.
ALAB Associação de Linguística Apicada do Brasil	President Maximina M. Freire mmfreire@uol.com.br Vice-President Maria Helena Vieira-Abrão caroabra@osite.com.br	http://www.alab.org.br	Includes ANPOLL Associação Nacional de Pós-graduação em Linguística e Literatura
ABEA Associação Brasileira de Estudos Americanos	Presidente: Atônio Jorge Ramalho Rocha (Relações Internacionais, UnB) Vice-presidente: Paulo Knauss (História, UFF) Primeira Secretária: Sonia Torres (Letras, UFF) Segunda Secretária: Cristina Maria Stevens (Letras, UnB) Primeiro Tesoureiro: José Flávio Sombra Saraiva (Rel. Intern., UnB) Segunda Tesoureira: Cristina Inoue (Rel. Intern., UnB) gleabea@vm.uff.br	http://www.historia.uff.br/abea/aabea.htm	
Associação Brasileira de Estudos Irlandeses	Laura Izarra lizarra@usp.br (0XX11) 5666-8214 (0XX11) 3091-3548 Pró-Reitoria de Pesquisa da USP		
ABECAN Associação Brasileira de Estudos Canadenses	Nubia Jacques Hanciau Presidente – NEC/ FURG Humberto Luiz L. De Oliveira Vice-Presidente – NEC/ UEFS Departamento de Letras e Artes Av. Itália, Km 8 - Campus Carreiros Rio Grande/RS - Brasil CEP 96201-900 Tel: 55 (53) 3233-6563, Fax: 3235 1370 abecan@furg.br	http://www.abecan.com.br/	
Centro de Estudos Shakespeareanos	Aimara da Cunha Resende – aimara@terra.com.br	http://www.funedi.edu.br/cesh/index.php	

(CESh)	Telefone: 3287-3656 de Segunda a Quinta-Feira, das 8 às 16 horas Sextas-Feiras, das 16 às 22:00 horas e-mail: cesh@funedi.edu.br		
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Table 20 Academic Teachers'Associations**6.3 Academic Associations**

The university teachers' and research sector is ably represented by ABRAPUI. ENPULI- the National meeting of University English Language Teachers and SENAPULI- the National Seminar of University Teachers of Literatures in English are held together in alternate years.

ALAB- the Applied Linguistics Association of Brazil is actively involved in advocacy and has produced the Carta de Florianópolis (1996- on the subject of global English, student rights and teacher training) and the Carta de Pelotas (200) which relates directly to how English should be taught. This English version is taken from the ALAB website at www.alab.org.br

**SYNTHESIS DOCUMENT
SECOND NATIONAL MEETING ON FOREIGN LANGUAGE TEACHING POLICY
Pelotas, Brazil, September 4-6, 2000**

The participants of the Second National Meeting on Foreign Language Teaching Policy - held in Pelotas, Brazil, on September 4, 5 and 6, year 2000 - and including elementary, secondary and higher education levels, educational authorities and foreign language teachers' association representatives, after analyzing issues regarding foreign language teaching in Brazil in assembly on the last day of the meeting, reaffirm what was decided on the first meeting, held in Florianópolis in 1996, and take the following premises into consideration:

- All Brazilians have the right to be prepared for the multicultural and multilingual world through foreign language learning.
- Brazilian society desires to acquire the necessary linguistic knowledge to interact with the world inside and outside Brazil.
- Society does not desire the monopoly of any foreign language.
- Language learning cannot serve merely instrumental objectives, but must be part of the student's overall formation.
- The student wants and needs efficient language teaching.
- The schools have not been able to guarantee the right to foreign language learning, and this right has been taken over exclusively by the most affluent segment of the population.
- The lack of teachers and the lack of adequate training for those who are teaching at present, have not made it possible to meet the needs of the country in terms of efficient language teaching.
- There is a need for continuous recycling of teachers so that they may be able to reconstruct and reflect on their teaching actions.
- Applied linguistics should be conceived as a self-contained knowledge area centered on the social aspects of language in use (social relations through language, language teaching, translation, and lexicography/terminology).
- Educational and government authorities do not understand and recognize the complexity and importance of language teaching in education.
- There are professional and language teaching specialists in the country who are competent to design and implement regional and national projects in terms of curricular innovation and teacher training.

The following proposals were made:

- An emergency action plan is to be developed to guarantee to the student the access to foreign language study, provided by effective teaching.
- The study of a second foreign language should be encouraged.
- Foreign languages should have the same status as other subjects in the curriculum.

- Foreign language study is to be gradually introduced into the curriculum of the early years of elementary school.
 - The choice of foreign languages is to be defined according to the needs of the community where the school is located.
 - Language centers are to be created and maintained within the school, in addition to the languages regularly offered in the curriculum.
 - The college entrance examination is to offer a diversity of language choice.
 - Knowledge produced by Brazilians researchers should be considered when designing and executing regional and national teacher training projects.
 - Research and development in new technologies and distance learning should be encouraged.
 - The profile of a foreign language professional should be carefully defined through ample discussion within the Applied Linguistics Association of Brazil.
 - Applied linguistics and the teaching of Portuguese as a foreign language should be included in university foreign language courses.
 - Committees should be formed within the Applied Linguistics Association of Brazil to debate the foreign language exams at secondary and tertiary levels.
 - Brazilian authorities involved with Mercosur should demand reciprocity for the teaching of Portuguese as a foreign language on the same level as initiatives for the teaching of Spanish in Brazil.
 - Opportunities should be offered for bilingual education in communities whose members use languages other than Portuguese.
 - A continuous plan should be maintained for the qualification and training of new teachers at state and municipal levels.
 - Integration projects for the continued education of teachers are to be elaborated among the schools, State Departments of Education and universities.
 - Solutions are to be studied that make it possible for the teacher to leave the classroom temporarily for recycling, or ways are to be found for updating while remaining in the classroom.
 - Only qualified teachers are to be hired, including teachers in private language schools.
 - There is to be a specific test of language proficiency when hiring foreign language teachers.
 - State and municipal authorities should prevent the use of third-party agents in the teaching of foreign languages in regular public and private schools.
 - Teachers from different foreign languages should mobilize existing teacher associations and encourage new ones to be created at state level to represent their interests and promote continued training.
 - An improvement in salary conditions for the teacher is to be promoted.
- (Committee that worked on the preparation of the document: Maria Helena Vieira Abrahão, José Carlos Paes de Almeida Filho and Hilário I. Bohn.)

The information in Section 6 will be updated early in 2006, when the results of the 2005 questionnaire to TAs- sent out in late November 2005- are received and processed.

6.4 The English Speaking Union

While it is not an English teachers' association, the English speaking Union fosters the use of English in Brazil. It is closely linked to the Culturas Inglesas (see #4).

In Brazil, the English-Speaking was launched in March 1999. The President of E.S.U.- Brasil, Ms. Sandra Laucas, and a party of 12 E.S.U. international members - including Baroness Brigstoke, then President of E.S.U.- were received by Minister Luiz Felipe Lampreia, at Itamaraty Palace, in Brasília, for the official launching of the project in Brazil, on March 8th.

So far, there are 4 E.S.U.- Brasil Chapters: Rio de Janeiro, São Paulo, Belo Horizonte and Brasília. The Directors of Chapter are Rubens Vasconcelos (SBCI-RJ/DF), Lorraine de Mattos (SBCI-SP), Giuliano Laucas (SBCI-BH) and Junia Guimarães (SBCI-RJ/DF), respectively.

- Sandra Laucas is President of Honour, and Jorge Reis(SBCI-RJ/DF) is the current President.
- The E.S.U.- Brasil headquarters are at SBCI's Asa Sul branch, in Brasília.
- The main activity conducted by E.S.U. - Brasil is the **International Public Speaking Competition**.

Jorge Reis

Rua São Clemente, 258 - 4º andar, Botafogo, 22.260-000, Rio de Janeiro, RJ.

Phone: (21) 2528 8710 Fax: (21) 2528 1160

jorge.reis@culturainglesa.net

7. Study in Britain

7.1 English courses

Following extensive British Council promotion of the UK ELT sector, strategic partnership with Brazilian Educational Agents and English UK, and the improved economic situation in Brazil since the declining student statistics in 2002, the number of Brazilian students undertaking English language courses in the UK has increased dramatically, particularly those at British Council Accredited institutions.

English UK student statistics demonstrate that Brazil

- moved up from 11th to 5th position in terms of global market share in the UK from 2003 to 2004,
- is currently in 4th place according to 2005 statistics.
- In real terms, the student week figure increased by 83%, from 42,245 to 77,190 student weeks.

7.2 BELTA – the Brazilian Educational and Language Travel Association

BELTA – the Brazilian Educational and Language Travel Association held a major exhibition in October 2004. In the following statistics are from the analysis of visitors.

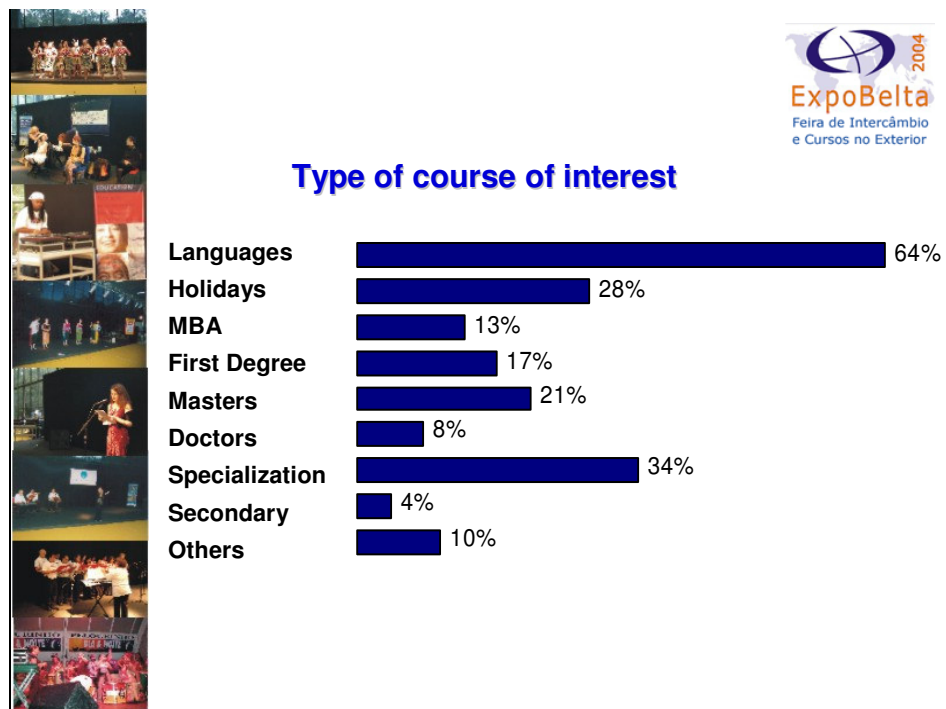
Av. Paulista, 2006 - cj. 507

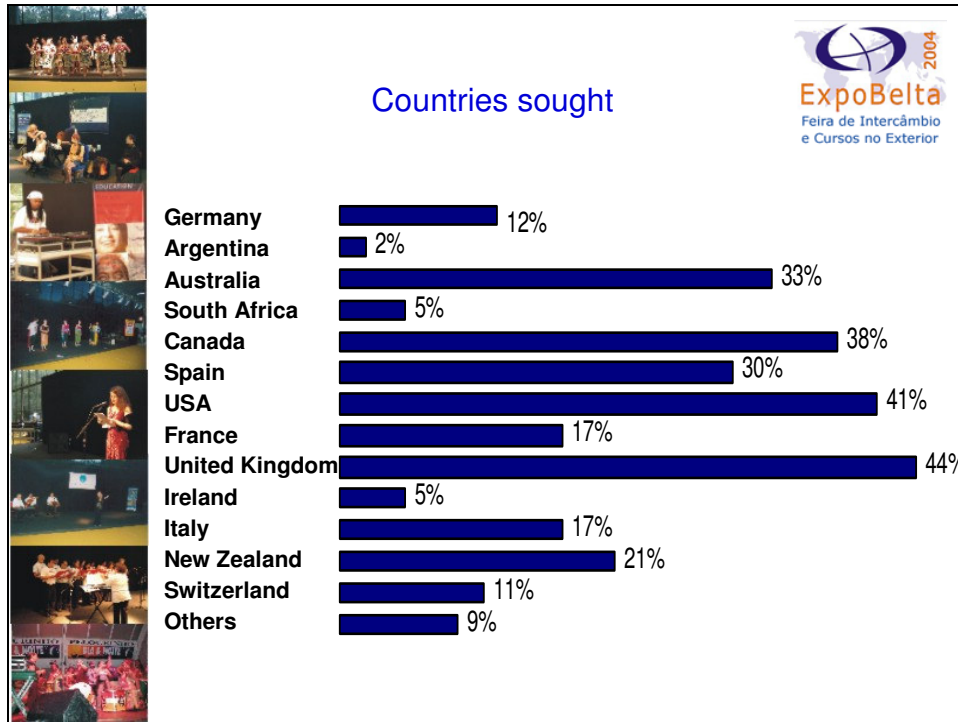
Cep.: 01310-200 - Sao Paulo, SP - Brazil

Tel: (5511)3254-4333 / Fax: (5511)3254-4335

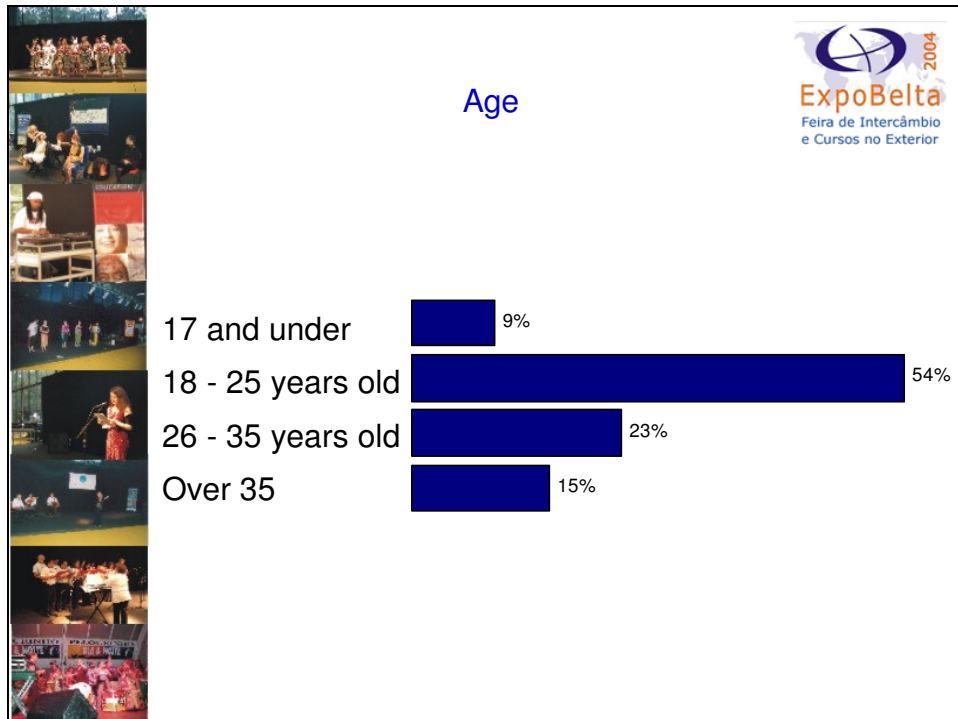
E-mail: info@belta.org.br

Visitors to Expo Belta 2004





Visitors to Expo Belta 2004



7.3 Postgraduate studies abroad: CAPES figures 2004-5

Destination	Number.	Percentage	Area	Number	percentage
USA	460	27,64%	Engineering	298	17,89%
France	365	21,92%	Applied Social Sciences	258	15,49%
Germany	206	12,34%	Human Sciences	248	14,89%
Great Britain	188	11,31%	Pure Sciences and Earth	244	14,65%
Spain	127	7,61%	Biological Sciences	172	10,32%
Portugal	96	5,73%	Health Sciences	151	9,06%
Canada	68	4,06%	Linguistics, Languages&Artes	145	8,70%
Australia	34	2,04%	Agrarian Sciences	132	7,92%
Italy	33	2,00%	Outras	18	1,08%
Holland	22	1,30%	Total	1.666	100,00%
Belgium	14	0,83%	Source: CAPES/CBE/CGCI, 2004.		
New Zealand	8	0,46%	Tabela 29 – Distribution of scholarships by level of studies		
Argentina	8	0,45%			
Switzerland	8	0,45%	Level	Quantity	%
Sweden	6	0,35%	Full doctorate	781	46,88%
Mexico	4	0,26%	Sandwich doctorate	452	27,13%
Austria	3	0,19%	Post-doctoral	236	14,17%
Ireland	3	0,17%	Sandwich graduation	190	11,40%
Scotland	2	0,14%	Sandwich Masters	4	0,24%
Denmark	2	0,14%	Specialization	2	0,12%
Chile	2	0,13%	Masters	1	0,06%
Israel	1	0,08%	Total	1.666	100,00%
Uruguay	1	0,06%	Fonte: CAPES/CBE/CGCI, 2004.		
Greece	1	0,06%			
South Africa	1	0,06%			
Mozambique	1	0,06%			
Finland	1	0,06%			
Czech Republic	1	0,06%			
Norway	1	0,04%			
Japan	1	0,04%			
Total	1.666	100,00%			

Table 21: Source: CAPES/CBE/CGCI, 2004 www.capes.gov.br

7.3 CNPq Scholarships abroad according to country of destination, 2004

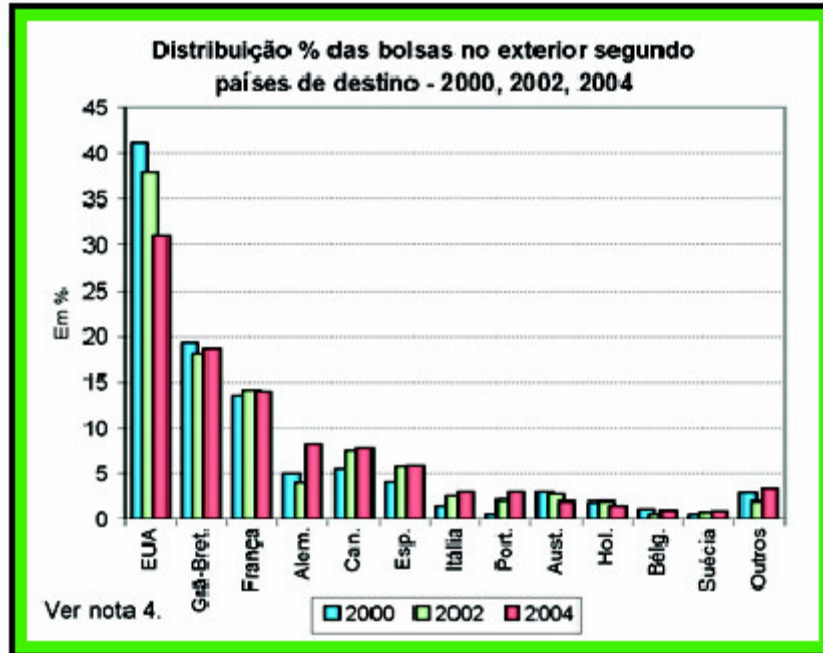


Table 22 The USA leads, followed by Great Britain, France, Germany, Canada, Spain, Italy, Portugal, Austria, Holland, Belgium, Sweden & others.

The CNPq website records 114 people involved in 137 projects in Great Britain with CNPq help.

There are also 40 Chevening award holders and one Hornby award holder doing one-year Masters' courses in Britain.

8. Technology and distance learning in Brazil

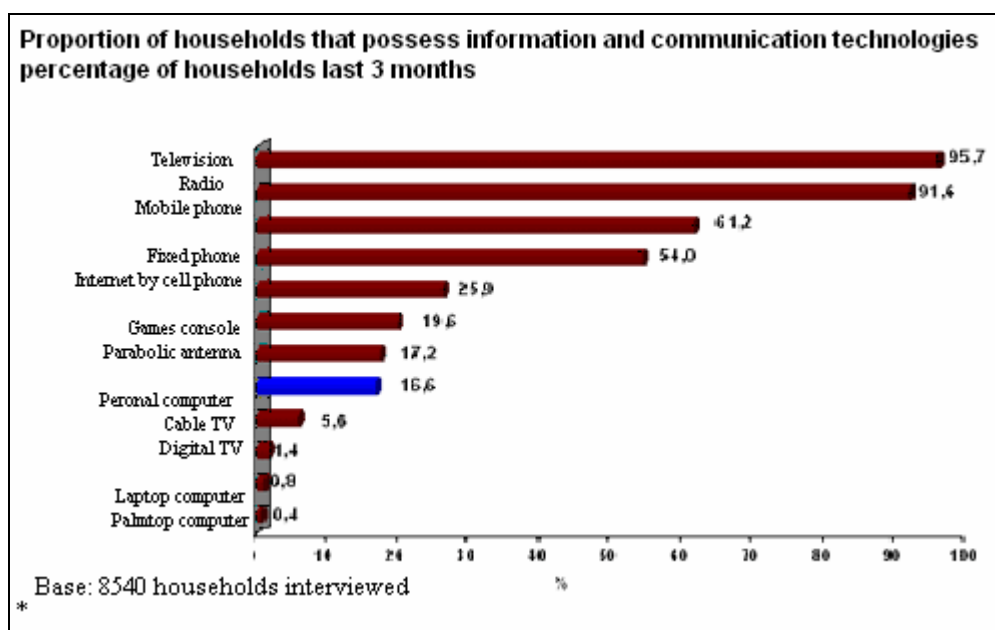


Table 24 Source <http://www.nic.br/indicadores/usuarios/rel-geral-01.htm> (translated)
Figures for September/ October 2005

Technology is spreading fast in Brazil. At a teachers' association meeting held in Araguaína, in the remote north of Tocantins State, 50% respondents (41 out of 82) were able to record an email address on the questionnaire. This was significantly higher than the figure in the Tocantins English Project baseline study of 2002, where fewer than 20% of teachers claimed to se email.

Distance education is still in its infancy, but can be expected to spread fast. The government is working hard on providing all schools with computers, as well as video for TV Escola programmes. TV Escola contains both series to be recorded for use in class for all levels of basic education and programmes aimed at teacher education, with discussion topics.

The TV series Telecurso 2000 Tecendo o Saber, produced by the Fundação Roberto Marinho and the Companhia Vale do Rio Doce is a series of primary and secondary level educational programmes for adults wanting to cover the basic education subjects and catch up on the education they missed (see also EJA- Education of Young People and Adults in - #1).

MEC (the Ministry of Education) has established norms for distance degree courses.

9. Contributors to the report (people interviewed or consulted and asked to check information) and sources of information

#1 Background to Education	
Alessandro Warley Candeas Assessor Internacional- MEC Ministry of Education	Alessandro.Candeas@mec.gov.br MEC- Ministério da Educação Esplanada dos Ministérios Bloco L 8º andar Sara 824 GM/AI 70047-900 Tel: +55 61 2104-8510 Fax: + 55 61 2104 9229
Vanessa Carneiro da Costa Assessoria Internaional-MEC	MEC- Ministério da Educação Esplanada dos Ministérios Bloco L 8º andar Sara 824 GM/AI 70047-900 VanessaCosta@mec.gov.br
Irene Taitson British Council Brasilia	The British Council Escritório de Brasília Ed. Centro Empresarial Varig SCN Quadra 04 Bloco B Torre Oeste Conjunto 202 Brasília DF 70710-926 Brasil Telephone +55 61 2106 7500 Fax +55 61 2106 7599 +55 61 326 8918 (DFID) Irene.Taitson@britishcouncil.org.br
#2 English Teaching in the Education System	
Denise Damasco Director CIL 1 Brasilia	Denise.damasco@bol.com.br SGAS 908 Md 25/26 - Bairro: Asa Sul - CEP: 70390- 075 Brasília-DF Tel: +55 61 3443 4723
José Olavo de Amorim English Language Department / Department for International Affairs Colégio Bandeirantes, São Paulo	direct line + fax: (55.11) 5087.3517 e-mail: jamorim@colband.com.br Colégio Bandeirantes Rua Estela, 268 04011-001 São Paulo, SP - Brazil telephone number: (55.11) 5087.3500 school fax number: (55.11) 5579.9135 school website: www.colband.com.br
Mariza Riva de Almeida	marizarivadealmeida@terra.com.br Director CELIN UFPR Reitoria, na rua Dr. Faivre, 405 , sala 400, 4º Andar Prédio Pedro II, Curitiba, PR Tel: (41) 3360-5101 http://www.humanas.ufpr.br/celin/
Paul Berry	Editora Richmond Moderna Rua Padre Adelino, 758 - Belenzinho São Paulo CEP 03303-904 Tel.: 0 XX (11) 6090-1500 Fax: 0 XX (11) 6090-1501 paul.richmond@moderna.com.br
#3 International Support for ELT	
Mike Thornton	The British Council Centro Brasileiro Britânico Rua Ferreira Araújo, 741 / 3º andar Pinheiros

	São Paulo SP 05428-002 Brasil Telephone +55 11 2126 7500 Fax +55 11 2126 7599 E-mail saopaulo@britishcouncil.org.br
Julian Wing	The British Council Rua Jardim Botânico, 518 / 1º. Andar Jardim Botânico (esquina com R. Abade Ramos) Rio de Janeiro – RJ CEP: 22461-000 Telephone +55 21 2105-7500 Fax +55 21 2105-7598 Julian.Wing@britishcouncil.org.br
Roberta Kacowicz	The British Council Empresarial Thomas Edison Av. Agamenon Magalhães, 4775, 8º andar Ilha do Leite Recife PE 50070-160 Brasil Telephone +55 81 2101-7500 Fax +55 81 2101-7501 Roberta.kacowicz@britishcouncil.org.br
Márcia Pomorski	The British Council Escritório de Brasília Ed. Centro Empresarial Varig SCN Quadra 04 Bloco B Torre Oeste Conjunto 202 Brasília DF 70710-926 Brasil Telephone +55 61 2106 7500 Fax +55 61 2106 7599 +55 61 326 8918 (DFID) E-mail marcia.pomorski@britishcouncil.org.br
Melvia A. Hasman, Attaché, English Programs and Projects,	hasmanma@state.gov U.S. Embassy, Brasilia: www.embaixadaamericana.org.br English Language Programs
Maria Motta, Assessora Cultural,	mottamg@state.gov

# 4 Private Language Institutes	
Patrícia Blower Academic Director	patricia.blower@culturainglesa.net Sociedade Brasileira de Cultura Inglesa Rio de Janeiro São Clemente 258 5º andar Botafogo Rio de Janeiro RJ 22260-000 Brazil
Virginia Garcia Director	virginiagarcia@learningfactory.net Learning Factory São Clemente 258 3º andar Botafogo Rio de Janeiro RJ 22260-000 Brazil Tel: +55 6121 2528 8749
Lorraine de Mattos	lorraine@culturainglesasp.com.br

Director	Sociedade Brasileira de Cultura Inglesa Centro Brasileiro Britânico Rua Ferreira Araújo, 741 / 3º andar Pinheiros São Paulo SP 05428-002 Brasil Telephone +55 11 2126 7500 Fax +55 11 2126 7599 E-mail saopaulo@britishcouncil.org.br
Steve Barlow Director	Sociedade Brasileira de Cultura Inglesa BOA VIAGEM Rua Mamanguape, 411 Boa Viagem - Recife - PE TEL/FAX: (081) 33271910 CEP: 51020-250 E-mail: falecom@cultura.inglesa.com.br URL: http://www.cultura.inglesa.com.br barlow@nlink.com.br
Roddy Kay	Sociedade Brasileira de Cultura Inglesa Recife rodody@nlink.com.br
Marie Adele Ryan	Associação Alumni Centro Cultural Alumni Rua Brasiliense, 65 CEP 04729-110 São Paulo - Capital
Walter Toledo	CEL LEP Av. dos Tajurás, 212 - São Paulo - SP Fones: 3812-6183/3815-1797 / Fax: 3032-0698
Nancy Lake	CEL LEP Av. dos Tajurás, 212 - São Paulo - SP Fones: 3812-6183/3815-1797 / Fax: 3032-0698 lake@uol.com.br
Susan Mace	Britannia Ipanema Rua Garcia D'Ávila, 58 Tel (21) 2511.0940 Fax (21) 2511.0893 Email sdmace@britannia.com.br
Katy Cox	Casa Thomas Jefferson SEPS 706/906 - Conj. B CEP: 70390-065 - Brasília, DF Tel.: 3443-6588 Fax: 3443-6927 (Coordenação Acadêmica)
Marcos Polifemi	Yazigi Internexus Av. Nove de Julho, 3166 01406-900 - São Paulo - SP mcpolifemi@yazigi.com
Márcia Cuder	CNA Marcia.cuder@cna.com.br
Mariza Troncoso	CNA Brasília Lago Norte SHIN - QI 3 - Cj. 1 - Casa 1 -Lago Norte 71500-250 - Brasília - DF - (61) 3368- 2559 /3368-2358 / 3368-2059 / 3347-2122 marizacna@terra.com.br
William McDavid	CCAA International Department gerin@grupoccaa.com.br Tel 55 21 2501 3802

Lo-Ann Marie Reichenbach Moreland	Rua Florêncio Machado, 481 Araguaína TOCANTINS CEP:77.803-020 Telephone: 63-414-1771 Mobile phone: 63-9981-4113 Email address: Philip_lo-ann@yahoo.com
Adriana Cruz Teixeira Carvalho	adrianatcarvalho@uol.com.br
#5 International examinations	
Rosana DiGenova	The British Council Centro Brasileiro Britânico Rua Ferreira Araújo, 741 / 3° andar Pinheiros São Paulo SP 05428-002 Brasil Telephone +55 11 2126 7500 Fax +55 11 2126 7599 E-mail saopaulo@britishcouncil.org.br
Kenneth Douglas Dean	Cambridge ESOL ken.dean@CambridgeESOL.org.br
Sandra Mônica Swarc	Trends & Business Ltda representante no Brasil da London Chamber of Commerce & Industry International Qualifications (LCCI) Ed. Dacon Av. Cidade Jardim 400 - 20th floor Suite 16 Sao Paulo - CEP 01454-902 Tel (55)11-3818-0922 fax (55)11-3818-0899 Email: monica@lcci.com.br
Ulisses Zago	Genesis Consulting Rua Crasso, 159 - Lapa Sao Paulo - SP - CEP 05043-010 – Brazil Phone:+55-11-3872-8820 Fax:+55-11-3871-0602 E-mail: TOEIC-brazil@genesisnet.com.br www.genesisnet.com.br
#6 Teachers' Associations	
Ana Falcão Free lance Consultant	venice@hotlink.com.br
Jorge Reis President English Speaking Union	Sociedade Brasileira de Cultura Inglesa Rua São Clemente, 258 - 4º andar, Botafogo, 22.260-000, Rio de Janeiro, RJ. Phone: (21) 2528 8710 Fax: (21) 2528 1160 jorge.reis@culturainglesa.net
Bob Carrington President of BRAZ-TESOL	Rua Barros Cassal, 620 / 403 90035-050 - Porto Alegre - RS bobcarrington@hotmail.com
#7 Visitors to Britain	
Isobel Oliveira	The British Council Centro Brasileiro Britânico Rua Ferreira Araújo, 741 / 3° andar Pinheiros São Paulo SP 05428-002 Brasil Telephone +55 11 2126 7500 Fax +55 11 2126 7599 isobel.oliveira@britishcouncil.org.br

<p>BELTA Executive Director Mariglan Gabarra BELTA – the Brazilian Educational and Language Travel Association</p>	<p>Av. Paulista, 2006 - cj. 507 Cep.: 01310-200 - Sao Paulo, SP - Brazil Tel: (5511)3254-4333 / Fax: (5511)3254-4335 [mgabarra@belta.org.br] phone 011 32544333</p>
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