



Associação dos Professores de Língua Inglesa de Santa Catarina

APLISC Newsletter, volume 15, issue 2



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Message from the President

Dear APLISC members,



Rosane Silveira

We have had a pretty busy year, with several events taking place. Inside this issue you will find a brief retrospective of the APLISC Seminars that took place in June and September.

In the **Spotting the Problem** section we offer you an article by Ron Martinez, who makes a case for the importance of teaching and learning pronunciation.

If you work with children, you will enjoy reading the **Classroom Focus** section, which brings a list of links selected by Melissa Bettoni-Techio, which might help you spice up your lessons.

The **Special Section** brings two articles. The first one, written by Marimar da Silva, discusses government policy regarding foreign language teaching in Brazil, with a special focus on the teaching of English. The second article also discusses governmental policies and was written by Graeme Hodgson, English Language Director of the British Council Brazil.

We hope you enjoy reading the 2007.2 issue. Remember that you can also read the newsletter on our website (www.cce.ufsc.br/~aplisc). Stay tuned to get updated information about what the APLISC Board has been doing to promote the teaching of English in Santa Catarina.

Florianópolis Seminar - June 23rd, 2007

On June 23, APLISC promoted the **FLORIANÓPOLIS SEMINAR**.

The event took place at Auditório Henrique Fontes CCE-B/UFSC Florianópolis and gathered 140 participants from all over the state. The event started with a round table addressing the teaching of English and Spanish in public schools, having as guest speakers Marimar da Silva (APLISC representative) and Maria José Damiani Costa (representative of Spanish teachers).

The participants could also attend 5 workshops with varied topics: Spicing up lessons (Mariza Fatureto), Translation (Lincoln Fernandes), Reading activities (Denise de Mesquita Corrêa), Critical reading (Viviane M. Heberle), and Teaching grammar (Raquel C. D'Ely). The organizing committee wants to thank all the English professionals who joined us on that wonderful Saturday and our sponsors: Departamento de Língua e Literatura Estrangeiras (UFSC), Centro de Comunicação e Expressão (UFSC), and Cambridge University Press.



Raquel D'Ely's workshop



Viviane Heberle's workshop



Lincoln Fernandes' workshop



Denise Corrêa's workshop

APLISC and Cambridge Seminar - September 15th, 2007

The second event promoted by APLISC Florianópolis in 2007 was the **APLISC/Cambridge Seminar**. The venue for this event was Auditório da FECOMERCIO, located at Rua Felipe Schmidt, 785, Fpolis, SC. In the morning the participants attended the workshop ***How does grammar help us manage our conversations?***, presented by Jeanne McCarten, co-author of the Touchstone series (Cambridge University Press). The afternoon guest speaker was Lucy Crichton, who dazzled the audience with her presentation ***Stories from the heart***, which emphasized the importance of storytelling in the classroom. In the afternoon the participants could also learn about some projects developed by APLISC members, which were presented during the Poster Session.



Our audience



Cambridge and SENAC representatives



Lucy Crichton and Rosane Silveira



APLISC team: Fernanda, Kyria, Luciany and Bruna

APLISC has revised its charter. The main changes are related to the organization of the APLISC Chapters, which currently are located in Chapecó, Criciúma, Joaçaba, Joinville, and Tubarão. The new charter was submitted to the approval of the APLISC members during the events promoted in June and September, 2007. You can read this important document by accessing our website:

<http://www.cce.ufsc.br/~aplisc/>, and the link "Quem Somos".

Teacher Development Projects

New Eyes Teacher Development Group was founded in 2005 by Kyria Finardi and Lucy Crichton.

Teacher of all walks of life, New Eyes Teacher Development Group in Floripa invites you to be part of this reflective group, check us out at <http://www.neweyes.carcasa.com.br>



On June 30th APLISC Criciúma organized its 2007 event.

Congrats to the coordinators Maria Cristina Keller Frutuoso and Zue Save.



PECPISC Projeto de Formação Continuada de Professores de Inglês

A idéia de trabalhar com um projeto deste tipo nasceu das dificuldades que o professor da Rede Pública encontra: falta de material, falta de espaço para discussão e outros fatores. Por isso, a partir do projeto, espera-se poder criar espaços de discussão e reflexão sobre a prática pedagógica que possam contribuir para a melhoria do ensino e aprendizagem na sala de aula.

O projeto é direcionado à formação continuada para professores de inglês e busca viabilizar a formação de grupos de estudos, a discussão do currículo, a organização de seminários, oficinas, trabalhos com as escolas públicas de Santa Catarina, além de outras atividades, todas garantindo a ponte entre teoria e prática.

O projeto de Formação Continuada realiza-se através de encontros mensais (períodos matutino e vespertino) onde são discutidos métodos, técnicas e estratégias a serem utilizadas dentro da sala de aula, de modo a garantir um aprendizado mais eficaz, tendo por base os PCNs e a Proposta Curricular de Santa Catarina.

Os encontros são elaborados pelo articulador e pelo professor consultor. Juntos, elaboram um cronograma de atividades de acordo com o tema a ser tratado no encontro.

Visite nosso site: <http://www.cce.ufsc.br/~pecpisc/>

PRONUNCIATION HOW AND WHY?

By Ron Martinez

WHY SHOULD WE TEACH/LEARN PRONUNCIATION?

It's a shame that pronunciation is so often neglected in the classroom. People learn the verb *to be* until they can't see straight, but so many teachers undervalue this crucial area of language. After all, it's pointless to be "correct" if people have trouble understanding you.

It reminds me of a documentary I watched once on the Discovery Channel about seismic retrofitting (making buildings safe for earthquakes). In one segment, they interviewed a Japanese engineer in Kobe. The Japanese man was giving the interview in English, but the Discovery Channel had **subtitled** it! His English, though grammatically and lexically accurate and even impressive, was so phonetically inaccurate that most people native or non-native wouldn't have understood the majority of what he was saying. And it was a real pity, because I listened carefully and could tell that this guy had really done his homework! I mean, I could just imagine him poring over vocabulary lists, dictionaries and working hard to get the grammar perfect to prepare for his moment in the spotlight. Imagine his disappointment and even embarrassment after he gathered all his friends around the TV to watch his television debut only to find that all his work had been in vain. It is, in fact, all in vain, if you can't be easily understood.

Pronunciation is important. When you as a learner of a foreign language have good, clear pronunciation, these good things often happen:

1. The person who is listening immediately feels more comfortable talking to you. The interlocutor won't perceive the encounter as difficult or tiresome.

2. The interlocutor assumes you're more intelligent. Unfortunately, many people look down on individuals who have "heavy" accents, often equating poor pronunciation with being inarticulate or even "slow". This is particular true in native to non-native interactions. Ignorant, I know, but still often true.

3. The interlocutor is more likely to speak to you as an equal. This also means that the person won't artificially grade their language, which also means that you're more likely to be exposed to more natural speech which, in turn, provides opportunities for you to maybe pick up some new words and expressions

4. The hearer perceives fewer mistakes. When I speak English and say something inaccurate like "**He should've went**" (very common native-speaker mistake), people never think "Oh, he must be lower intermediate level." Instead, they assume it is a "performance error" but never question the fact that I'm a fluent speaker of English. On the other hand, when someone is speaking with heavily (foreign) accented English, the interlocutor is much more likely to (unintentionally) listen for mistakes.

WHO CAN ACHIEVE NEAR NATIVE-LIKE PRONUNCIATION?

I believe that one's accent in a language can be tied to one's self-esteem, and linked to issues of identity.

Many studies have been conducted on language students who manage to reach what's called "**ultimate attainment**" the ability to pass as native speakers of the language they studied as non-natives. These people are sometimes called "**passers**", and when they are seen as natives of a language it's called "**passing**". There are many variables involved in why and how these passers reach ultimate attainment, but there are a few things they all seem to have in common:

1. What ultimately causes them to "pass" is their native-like accent. In other words, although they make a few mistakes here or there, they are considered "slip ups" and not really noticed because their accent is so native-like.

2. They all have strong intrinsic motivation. Although some of them may have started learning English because of job, family or school demands (i.e. *extrinsic* motivators), at some point they felt a strong internal compulsion to learn English and learn it well. In some cases it's because they come to love the language, in other cases it starts out of a passion for pop music or Hollywood movies, but, whatever the case, no one ever reaches ultimate attainment without some level of intrinsic motivation.

3. They often want to “fit in”. This is also called **integrative** motivation. These passers very often reach such a native-like level of proficiency because they want to sound just like the people who belong to that language community. Though this is most often the case for people who are living in the country in which the target language is spoken, there are cases wherein students living in their home countries are also driven by integrative motivation. This is becoming more and more common as world gets smaller and smaller.

4. Passers are almost never able to pass 100% of the time. What studies have found is that passers like to set up little tests for themselves, which boost their self-esteem when they pass them. For example, a passer might order a meal at a restaurant, and really rehearse in his head how he's going to say it, so it comes out “just perfect”. When the waiter arrives, that's the beginning of his “test”. If he can order the meal without the waiter “looking at him funny”, then that passer will feel he's been successful, and his self-esteem will be boosted. Most passers reach ultimate attainment especially in these service-encounters (e.g. at a restaurant, shopping, etc.). Rarely are passers able to “fool” natives for more than a few minutes of casual conversation. But they know that. They're usually happy enough if the native says something like, “Wow. You're Brazilian? You sound just like an American!” Something like that usually makes their day.

I, myself, can “pass” in certain situations: at the bakery, for example. Even before I walk through the doors of the bakery, I'm rehearsing in my head what I'm going to say. I'm thinking about how it's going to come out. I feel prepared. So when I get to the counter, it's like a performance. I even try to “act” Brazilian. I can tell if the person has noticed that I sound a little “funny”, but almost every time in these kinds of situations, I'm able to pass. And it feels great.

But one of the reasons I'm able to pass so well in that particular situation is that I've actually been through it hundreds of times now, and I know what to expect, and I've rehearsed my “lines” so many times:

- “Bom dia.”
- “Meia dúzia de pão francês, por favor.”
- “200 gramas de queijo prato.”
- “Tem pão integral?”
- “Não, só isso. Obrigado.”
- ...and so on.

:And because I know that situation so well and know well what to expect and what to say, and because it really matters to me to not sound like a gringo, I make a real effort in that situation to pass for a native speaker – one of “them”. And so, really, at no point did I ever really try to exclusively “improve my pronunciation” in general, rather, it was through the constant effort of trying to perfect certain words and expressions that I wanted to say that I was able to improve my overall pronunciation. Specific to general, not the other way around.

So, I think it comes down to basically this formula:

A: PREPAREDNESS FOR SITUATION + B: FAMILIARITY WITH WORDS/EXPRESSIONS IN THAT SITUATION + C: STRONG DESIRE TO NOT HAVE AN ACCENT = LIKELIHOOD OF ULTIMATE ATTAINMENT

So I can consider myself a passer now because I can “fool” some people some of the time, but not all the people all of the time. Every time I call for food delivery, every time I meet a neighbor in the elevator, every time I tell the taxi driver where I'm going – each time is a little “test” I set up for myself and hope to pass. And I usually do. But then I'll get together with friends, and after two minutes of conversation I hear the dreaded “Peraí...você não é daqui, né?” And that's OK. My self-esteem remains intact.

The reason I wrote at such length about the phenomenon of “passing” is that we can learn a thing or two from the formula for their success:

1. They recognized that pronunciation is important. And not only important, but the key to getting people to stop listening to how they were saying things but, finally, what they were saying.
2. They were motivated. In order to really improve your pronunciation, you have to really want to.
3. They wanted to sound like other people. To really improve your pronunciation, you have to forget about “sounding silly”. You have to really want to listen and imitate sounds, no matter how awkward it feels. You also have to not have any shortcomings about sounding less “Brazilian”. The more you sound like an American, Briton, Australian, etc., the less you're sounding like a Brazilian. Some students feel that that's a “threat” to their identity.
4. They set benchmarks for themselves Passers know they can't pass all of the time, which is why they're happy with the little “tests” they set up for themselves.

So if you don't have most of those ingredients, it's unlikely you'll make a lot of progress. You need to have the drive, the need, the motivation to really improve. The most important one is to recognize that pronunciation is important.

WHY ARE TEACHERS AND STUDENTS AFRAID OF PRONUNCIATION?

Far too many students, teachers, textbooks and schools spend lots of time on reading, writing, listening, grammar, vocabulary etc. and not nearly enough time on pronunciation. This happens for a number of reasons:

1. The teacher herself doesn't feel confident about her own pronunciation. They sometimes avoid or under-work this area out of their own insecurities. Native teachers sometimes over-work pronunciation because their students' accents "bother" them.

2. The students don't see it as important. Many students will say something like *Hobo Cop* (instead of *Robo Cop*) and think it's no big deal. The teachers don't know how to make it seem important (or they themselves don't see it as a big deal), so pronunciation is given little priority. What they need the most, of course, is "more practice on the present perfect." Sigh.

3. Teachers who don't know how to improve pronunciation. Most teachers only work on **segmentals** (i.e. individual sounds), and rarely on suprasegmental phonology, such as word and sentence stress, which is often more important in terms of making pronunciation more understandable.

HOW CAN SOMEONE ACHIEVE IT?

So, how do you do it? Here are some suggestions:

1. Study phonetics. If you study and know the phonetic chart and its symbols, you can look up any word in any dictionary and know its correct pronunciation.

2. Forget what you see. One of the biggest problems is thinking about how a word is spelled.

3. Believe what you hear. My wife is constantly correcting my pronunciation of **eggs** in Portuguese: "It's *óvos* not '*oovos*!'" And I get so frustrated. I mean, it's not written with an accent over the 'o'...it's not fair!

But, that's the way they say it, so I have to believe it and accept it if I want my pronunciation to improve

4. Pay attention. This is a skill that is hard to teach, but comes naturally to people who have a strong integrative motivation in learning a language. They really pay attention to how other people are saying things. When I was living in São Paulo, I paid attention and noticed that *boa noite* is not /boa noite/ but /boa noitchi/, and not that I'm living in the Northeast it's /boa noiti/. And now I say this latter version because I want to sound just like them, which leads me to...

5. Imitate. Don't be afraid to sound like a native or expert user of English. The students who go far in English first identify words and expressions **they** want to say, can imagine themselves saying, or for whatever reason find particularly useful, then they really try to make that word or expression sound just perfect. You see, as I mentioned earlier, it's actually through the improvement, rehearsal (see below) and eventual perfecting of certain language items you personally find meaningful and useful that you will be able to improve your overall pronunciation, not just vaguely trying to improve your pronunciation in general.

6. Practice. Learners who wind up with crystal-clear pronunciation don't just rely on the teacher to improve their pronunciation. They practice singing songs, they practice in front of the mirror, they rehearse while doing the dishes, and even while on the bus or walking alone down the street.

So, I guess I could summarize this article by saying that you should "do your English justice". So many non-native speakers and teachers I know could run grammatical circles around their native counterparts. But instead of shining like the language stars they are, they are too often dismissed as being "hard to understand" and therefore less likely to be shown equal treatment by native and other expert users of the language. Just the other day I heard a Brazilian teacher complain that she didn't like talking to Chinese people in English because they had a "terrible accent." I asked her how many Chinese people she had spoken to in English. "One," she responded after some thought. Unfortunately, in the world of English as an International Language, there is a lot of pronunciation prejudice, and you deserve the chance to be proud of your English in all circles.

Ron Martinez, a native of San Francisco, California, is a well-known author and teacher trainer. Along with the very popular Como Dizer Tudo em Inglês series (Editora Campus), he is also the author and co-author of nearly 20 other English-language titles, including Conversation Lessons and Taboos and Issues (Thomson Learning). When he's not writing or CELTA training, Ron spends much of his time researching, particularly the areas of discourse analysis and lexis. He is currently based in Oxford where he is completing his postgraduate studies.



LINKS FOR TEACHING CHILDREN

Melissa Bettoni-Techio

All English teachers are aware that teaching children is not an easy task. The classes have to be dynamic in order to keep the students motivated and focused. The internet is packed with tips and ideas that can help teachers to promote engaging lessons. A good idea is to google for websites; however, this can take teachers' some precious time. In order to optimize the search for good material on the internet, I present a list with useful links for English teachers who work with children. On the listed websites, you will find fairy tales, lesson plans, exercises, and much more. Enjoy!

<http://www.canalkids.com.br/cultura/idiomas/intro.htm>

<http://www.eltnotebook.blogspot.com/>

<http://www.kizclub.com/>

<http://www.infostuff.com/kids/a.htm>

<http://www.banph.com/>

<http://www.the-office.com/bedtime-story/>

http://www.logosdictionary.org/pls/dictionary/new_dictionary.kdic.elenco_dizio_project3?lang=EN&l=65

<http://www.geocities.com/TheTropics/Resort/4382/clipart.html>

<http://www.coloring-page.com/disney-2.html>

<http://www.enchantedlearning.com/Home.html>

<http://www.childrenstory.com/>

<http://www.lib.umd.edu/ETC/ReadingRoom/Fiction/FairyTales/>

http://www.fln.vcu.edu//grimm/grimm_menu.html

<http://hca.gilead.org.il/>

<http://www.surlalunefairytales.com/>

<http://www.lib.umd.edu/ETC/ReadingRoom/Fiction/FairyTales/>

<http://funschool.kaboose.com/>

<http://www.didak.com.br/gogo.htm>

<http://www.kidscom.com/>

<http://www.kidskorner.net/main.html>

<http://www.monica.com.br/ingles/index.htm>

<http://www.msn.com.br/kids/ingles/>

<http://pbskids.org/>

<http://www.pdictionary.com/>

<http://www.primarygames.com/>

<http://www.learningplanet.com/parents/alphabet/>

<http://www.sesameworkshop.org/sesamestreet/coloringpages/>

<http://www.squiglyplayhouse.com/>

<http://yahooligans.yahoo.com/>

Melissa Bettoni-Techio has been an English teacher for more than ten years. Currently, she is a PhD candidate at PPGI/UFSC. Her research interests are computer-assisted language learning and pronunciation Training.

O ENSINO DE INGLÊS E DE ESPANHOL NAS ESCOLAS PÚBLICAS DE SANTA CATARINA: POLÍTICAS E REALIDADES

by Marimar da Silva

O presente texto resulta da articulação e síntese do conteúdo das palestras apresentadas em 2007, numa mesa-redonda na qual participaram as professoras Rosane Silveira, presidente da APLISC, gestão 2006-2008, como moderadora, *Maria José Damiani Costa*, representante dos professores de espanhol e *Marimar da Silva*, representante dos professores de inglês, realizada no auditório Henrique Fontes no prédio do Centro de Comunicação e Expressão, bloco B, na Universidade federal de Santa Catarina, durante o evento “Florianópolis Seminar” realizado no dia 23 de junho de 2007, promovido pela **APLISC Associação dos Professores de Língua Inglesa de Santa Catarina e UFSC Universidade Federal de Santa Catarina**, e que teve por tema “O ensino de inglês e de espanhol nas escolas públicas de Santa Catarina: políticas e realidades”.

Tentando dar conta dos aspectos mais gerais do tema da mesa-redonda, o presente texto foi dividido em três partes. Primeiramente será introduzido o contexto de ensino de inglês e de espanhol nas escolas públicas brasileiras, usando o termo Línguas Estrangeiras Modernas, no sentido de abarcar as duas línguas estrangeiras em questão. Na segunda parte da exposição, adentramos brevemente na discussão sobre o ensino de inglês, e, a terceira parte, é dedicada a observações sobre o ensino de espanhol. Esses três aspectos, quando vistos articuladamente, são fundamentais para a discussão em relação à possibilidade (ou não) de um ensino de Línguas Estrangeiras Modernas espanhol e inglês como disciplinas obrigatórias em todo o ensino básico nas escolas públicas de Santa Catarina entendido pelas palestrantes como indissociáveis devido ao caráter sócio político e econômico destas duas línguas estrangeiras no contexto catarinense.

A tradição brasileira é de ênfase ao ensino de línguas estrangeiras, tanto as clássicas, grego e latim, quanto às modernas, alemão, francês, italiano, inglês, e mais recentemente, o espanhol. Entretanto, esta ênfase vem num processo descendente desde o início da primeira república.

De acordo com estudos (Chagas, 1976; Leffa, 1999; Paiva, 2003; entre outros), alguns fatores podem ter contribuído para este processo. A abordagem de ensino de línguas estrangeiras modernas adotada nas escolas públicas e as políticas públicas educacionais, ou a falta delas em certos períodos de nossa história, podem ter sido alguns destes fatores.

A abordagem metodológica para o ensino de línguas estrangeiras modernas nas escolas públicas brasileiras vem sendo a mesma desde o período colonial: o método de gramática e tradução adotado para o ensino das línguas clássicas. Em outras palavras, o foco do ensino das línguas estrangeiras modernas é na tradução de textos e na análise gramatical. Esta concepção de ensino de língua estrangeira moderna dissociada de seu uso intensifica a crença de que não se aprende línguas estrangeiras nas escolas públicas e se agrava pela falta de políticas públicas educacionais coerentes com a necessidade histórico-social local e mundial.

Depois da segunda guerra mundial, enquanto a grande maioria dos países intensificou o ensino de línguas estrangeiras, principalmente o ensino de inglês devido à supremacia político-econômica dos Estados Unidos, o Brasil, numa marcha-ré histórica, promulga a Lei de Diretrizes e Bases da Educação (LDB) de 1961, extinguindo a obrigatoriedade do ensino de línguas estrangeiras do ensino médio, ficando a critério dos Estados a inclusão das mesmas na grade curricular.

Ainda na mesma linha de percepção sobre a importância da educação de forma geral e do ensino de línguas estrangeiras nas escolas públicas de forma específica, a LDB de 1971, Lei 5692, reduz o ensino de 12 para 11 anos, e recomenda, a título de acréscimo, que se inclua uma língua estrangeira no currículo, se o estabelecimento de ensino tiver condições para ministrá-la com eficiência, sem esclarecer, no entanto, o que os especialistas educacionais devem entender pelo termo condições. Seriam condições humanas? Materiais? Ou ambas? Perguntas estas que ficaram sem respostas no texto da lei.

A diminuição da carga horária e a não obrigatoriedade do ensino de língua estrangeira respaldada pela LDB/61 e ratificada pela LDB/71, não causou impacto algum nas classes mais privilegiadas, que recorreram a outros mecanismos para continuarem a ter acesso a este tipo de conhecimento. Em contrapartida, as classes menos privilegiadas ficaram sem este tipo de conhecimento, alargando-se a distância entre essas duas classes sociais.



A não obrigatoriedade do ensino de língua estrangeira na grade curricular das escolas públicas, durante o período de vigência da LDB de 61 e de 71, causou outros impactos. O primeiro, foi a ausência de políticas educacionais para o ensino de língua estrangeira. O segundo, foi a percepção de menos valia atribuída implícita ou explicitamente à língua estrangeira em relação às disciplinas obrigatórias. E o terceiro, reforçou a crença de que não se aprende a língua estrangeira na escola, contribuindo para a cristalização da mesma.

A resolução número 58 de 1976 torna obrigatório o ensino de línguas estrangeiras para o segundo grau. Assim sendo, a língua estrangeira passa a fazer parte do núcleo comum, introduzido pela LDB/71, e recomendada a sua inclusão nos currículos de primeiro grau onde as condições indiquem.

Novamente, porém, o ensino de línguas estrangeiras está condicionado às condições e às conveniências do momento sócio-histórico do local e a manutenção da distância entre a educação das classes sociais menos privilegiadas e a das classes mais privilegiadas.

Finalmente, a LDBEN de 1996 (Lei 9394) restabelece a obrigatoriedade do ensino de pelo menos uma língua estrangeira moderna. Na parte diversificada do currículo será incluído, obrigatoriamente, a partir da quinta série, o ensino de pelo menos uma língua estrangeira, cuja escolha ficará a cargo da comunidade escolar, dentro das possibilidades da instituição. O ensino será ministrado com base “no pluralismo de idéias e de concepções pedagógicas” (Art. 3, inciso III previsto no Art. 23 corroborado no inciso IV, Art. 24). A partir da 5ª. Série do ensino fundamental, destacando que, para o ensino médio, deverá ser ofertada uma língua estrangeira de caráter obrigatório e uma segunda, de caráter opcional.

Em relação ao ensino de inglês nas escolas públicas do Estado de Santa Catarina, a nossa história não difere do cenário nacional, como apontam algumas pesquisas (Moreira, 2005; Silva, 2003). Podemos afirmar que o ensino de inglês nas escolas públicas, na sua grande maioria, ainda guarda o ranço do ensino das línguas estrangeiras clássicas: ensinar inglês é ensinar o sistema de regras gramaticais da língua e traduzir textos.

Além disso, o fato de a LDB de 61 e de 71 ter minimizado a importância e o valor da língua estrangeira inglês, reduzindo drasticamente a carga horária e o status da disciplina, ainda repercute atualmente. Perdura, em nossas escolas de ensino público, a crença de que inglês não é uma disciplina de igual valor à matemática ou ao português. Portanto, a língua estrangeira inglês não pode reprovar o aluno com aprendizagem insuficiente. Agrega-se a esta crença, a crença de que não se aprende inglês nas escolas públicas o que aumenta a falta de perspectiva de ascensão social dos jovens que frequentam as escolas públicas de nosso Estado, principalmente os de ensino médio.

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Fundación Universitaria Iberoamericana (FUNIBER) brasil@funiber.org

Documento da Diretoria de Ensino Grande Florianópolis nº. 038/2005 para as Diretoras das Unidades Escolares Assunto: Orientações sobre Línguas Estrangeiras

<http://www.abrelivros.org.br>

<http://www.sed.sc.gov.br>

<http://www.leffa.pro.br/ensinole>

<http://portal.mec.gov.br>

<http://www.mec.gov.br>

LDB Lei 9.394 de 20/12/96

Paiva, V.L.M.O. A LDB e a Legislação vigente sobre o ensino e a formação de professor de língua inglesa. In: Stevens, C.M.T. e Cunha, M.J. *Caminhos e Colheitas: o ensino de pesquisa na área de inglês no Brasil*. Brasília: UnB, 2003, pp. 53-84 Projeto de Lei nº 3.987, de 2000 Dispõe sobre o ensino de língua espanhola.

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Marimar da Silva has been an English teacher since 1980 in private and regular schools in Florianópolis. She is a PhD candidate at PPGI/UFSC and her main research interest is in EFL teacher education. She is one of the members of the PECPISC Project, which was created with the purpose of providing continuing education to teachers of English who work in public schools.

(<http://www.cce.ufsc.br/~pecpisc/>).

EXCHANGING IDEAS ON POLICY REFORM IN ENGLISH IN LATIN AMERICA AND THE CARIBBEAN.

by Graeme Hodgson

During the 8th ABCI Conference (*Associação Brasileira de Culturas Inglesas*) and 11th LABCI Conference (Latin American British Cultural Institutes) at the World Trade Center Hotel in São Paulo, the British Council held its Latin America and Caribbean ELT Policy Forum. British Council personnel and government decision makers from Argentina, Brazil, Chile, Colombia, Cuba, Mexico and Venezuela came together to share experiences and policies aimed at reinforcing the region's presence in the global economy through actions promoting improvement in policies, English language learning/ teaching methodology and networking. In addition, the British Council sponsored the participation in the LABCI/ABCI event of two highly distinguished speakers from the global ELT community: David Graddol, author of two British Council publications: "The Future of English" (1999) and "English Next" (2006) and Professor Zhang Lianzhong, Executive Vice-President of the China Basic Foreign Language Education Research and Training Centre at Beijing Foreign Studies University. A further plenary session at LABCI/ABCI was given by the Council's Education and Language Manager in Colombia, Jan van de Putte. Country presentations and plenaries were broadcast live to British Council offices throughout Latin America (including regional offices in Brazil) and visitors to the British Council Brazil ELT online community were also able to follow talks, watch videos, read reports and see photos from the event, all made available online in real time during the event itself.

At the Policy Forum, there were important lessons to be learned from countries in the region about how governments can prioritise and support the teaching and learning of English in both state and private schools, through partnerships, political will and a vision for the future. On Thursday afternoon, participants heard of the experiences of Chile, Colombia and Mexico. On Friday it was the turn of Argentina, Venezuela, Brazil and Cuba. On the last morning of the forum, country representatives joined in a session to summarise the lessons learned.

(...)

[In the following paragraphs you will find a summary of the talk given by the Brazilian representative Lúcia Helena Lodi (Departamento de Políticas do Ensino Médio do MEC), as well as an interview given by her.]

Organisation of the Brazilian Educational System

Basic Education comprises Early Childhood Education, Primary Education and Secondary Education, whilst Higher Education encompasses undergraduate and graduate studies. The first stage ranges from age 0 to 5 (crèche and pre-school), then primary education goes from 6 years of age to 14. The inclusion of 6-year-olds is a recent measure to extend the number of school years to 9 years to include literacy training in compulsory schooling. Secondary Education ranges from 15 to 18 years of age. At this point, Ss opt for university education or professional vocational training. The school curriculum is being reviewed in 200 schools and there are already 80 thousand Ss enrolled in the new curriculum for secondary education (reflecting 4 years of study, as opposed to the previous 3 year period). Both in Primary and Secondary education, there are options for special education (special needs Ss being integrated in the regular school system, as well as in separate programmes where necessary) as well as adult and youth education (minimum age of 15) for those who need to catch up on education later in life.

The supply and demand for education is divided between the public and private sector as follows: Early Childhood Education is 70% public and 30% private; Primary Education is 89.2% public and 10.8% private. At secondary level, 70.7% of schools are public and 29.3% private. In terms of school enrolments, 88% of secondary school students are in public schools and only 12% in private schools. There are 34 million students in public education in Brazil.

At Federal level, there are policies for equal opportunities and minimum quality standards. There is technical and financial support for states and municipalities. The states (including the Federal District around Brasília) are responsible for primary and secondary education, whilst municipalities are accountable for early childhood and primary education.

The curricular guidelines adopt a multicultural approach to linguistic plurality, including knowledge of communities using languages, in relation to the world in general and the Brazilian context. Schools are required to offer Spanish, but Ss are not obliged to choose Spanish over English. It is very difficult for schools to offer two foreign languages, so some offer only Spanish, as this is a compulsory language, whilst English does not have to be offered by schools.

The Ministry of Education is responsible for providing guidelines (*Orientações Curriculares para o Ensino Médio*) at Secondary School Level. However, there is a difference between theory (legislation) and practice in classrooms. We are aware of the importance of competence of one or two foreign languages for entry to the job market. Over the past two years, government funds have been made available for the purchase of teaching materials for the 34 million students in public schools. It was necessary to change the Brazilian constitution in order to generate funds for pre-school education through secondary education. In 2004, 80% of federal funds available for secondary education came from a loan from a foreign bank. If it is necessary to borrow more money to implement policies, then there is a problem with the policy! An important challenge is that of increasing teachers' salaries as well as providing training for them. There are 17 thousand public secondary schools in Brazil and a shortage of teachers.

Interview:

Do you think a solution to the gap between the reality and the theory could lie in municipal policies based on federal guidelines?

In terms of primary education, it is important to involve the municipalities, but the states are responsible for secondary education. There is a forum of coordinators of secondary education throughout Brazil. There is a proposal for development of secondary education entitled "*Universalização e Qualidade*". But monitoring of actions and policies is a major challenge. This monitoring should be undertaken by the state and municipal authorities.

Considering the experiences of neighbouring Latin American countries, is it not contradictory for Brazil to have made Spanish compulsory, at the cost of ELT?

believe we should offer two foreign languages. In Brazil, the school has the role of promoting citizenship, guaranteeing greater equality in terms of opportunities. The main challenge is to expand the time students remain in school. Spending only 2 or 3 hours per day in secondary school is insufficient, as is one or two classes per week of foreign language. So we have to make do with what is available. Students can still choose to study English, even if the school is obliged to offer Spanish. The Brazilian constitution states that we must improve relations with our neighbouring Spanish-speaking countries.

Does the fact that neither English nor Spanish books are made available under the National Teaching Material Programme for primary and secondary schools not suggest that Foreign Languages are not a priority?

Until 2004, there were no books available for any subject at secondary level... Only by around 2010 will it be possible to include English or Spanish books. The cost of producing teaching materials is very high and there are no funds available for covering all the required subjects at once. Using multi-media, it will be possible to produce language materials which are cheaper than books.

How is it possible that Brazil gives greater importance to Spanish than English, considering the economic importance of English for tomorrow's world (a small global community)?

There is an obvious need for competence in English, and less so in Spanish. How does MEC intend to improve the quality of teaching in Brazil?

We recognise English is important for professional inclusion of youths. The quantity of private language schools demonstrates this. But Spanish is also important. So we must offer both English and Spanish, especially as some regions have a greater need for Spanish than for English. Regarding quality, there is a lack of teachers and the universities that prepare teachers do not consider the reality in which their students will teach. The government must guarantee the conditions for teaching of English, especially using a more communicative approach, reflecting cultural diversity.

July 13, 2007

Graeme Hodgson, English Language Director of the British Council - Brazil

Full text available at

<http://www.britishcouncil.org.br/elt/novidades.asp?mes=07&index=6&panos=2007>

APLISC and Macmillan Seminar
October 20th, 2007
Auditório Henrique Fontes
CCE-B – UFSC – Florianópolis

The PCNs and their implications in our day-to-day teaching
Speaker: Marcelo Bacarin

Shaping the Way We Teach English

Speaker: Joëlle Uzarski, Regional English Language Officer for the Southern Cone - US Embassy
Successful Practices Around the World

Target Audience: English Teacher Educators

October 31, 2007 – from 9 to 12am

Place: Universidade Federal de Santa Catarina UFSC - CCE-B, room 306b

WHAT'S IN STORE FOR 2008?

APLISC Board of Directors would like to invite you to join one of the two projects below:

PROATUALI: Continuing Education Project for English Teachers (three-year development course, focusing on the development of the linguistic-communicative and the methodological-reflective competences) – Target Audience: Public school teachers, weekly meetings.

Team: Marimar da Silva, Kyria Finardi, Raquel D'Ely, and Rosane Silveira

For further information: <http://www.cce.ufsc.br/~aplisic/> or aplisic@gmail.com

REFLECT - Reflecting about English Language Teaching (informal meetings to discuss teaching methodology and classroom experiences) twice a month.

Team: Fernanda Delatorre, Gisele Luz Cardoso, Kyria Finardi, Regina Seabra, and Rosane Silveira

For further information: <http://www.cce.ufsc.br/~aplisic/> or aplisic@gmail.com

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