

*Building a multilingual language  
policy framework: the case of*  
**LANGUAGES WITHOUT  
BORDERS**



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# **Abstract**

*This presentation will discuss some of the challenges and experiences involving the process of internalization of the Brazilian Higher Educational System and the decision to design a language policy to be implemented in academic environments, within the boundaries of an officially monolingual society. Although English is the center of the debate as the main language of instruction in academic settings, the Brazilian Minister of Education and federal universities are in the process of developing a policy which is plurilingual in nature.*

# Contextualizing. Brazil is ...



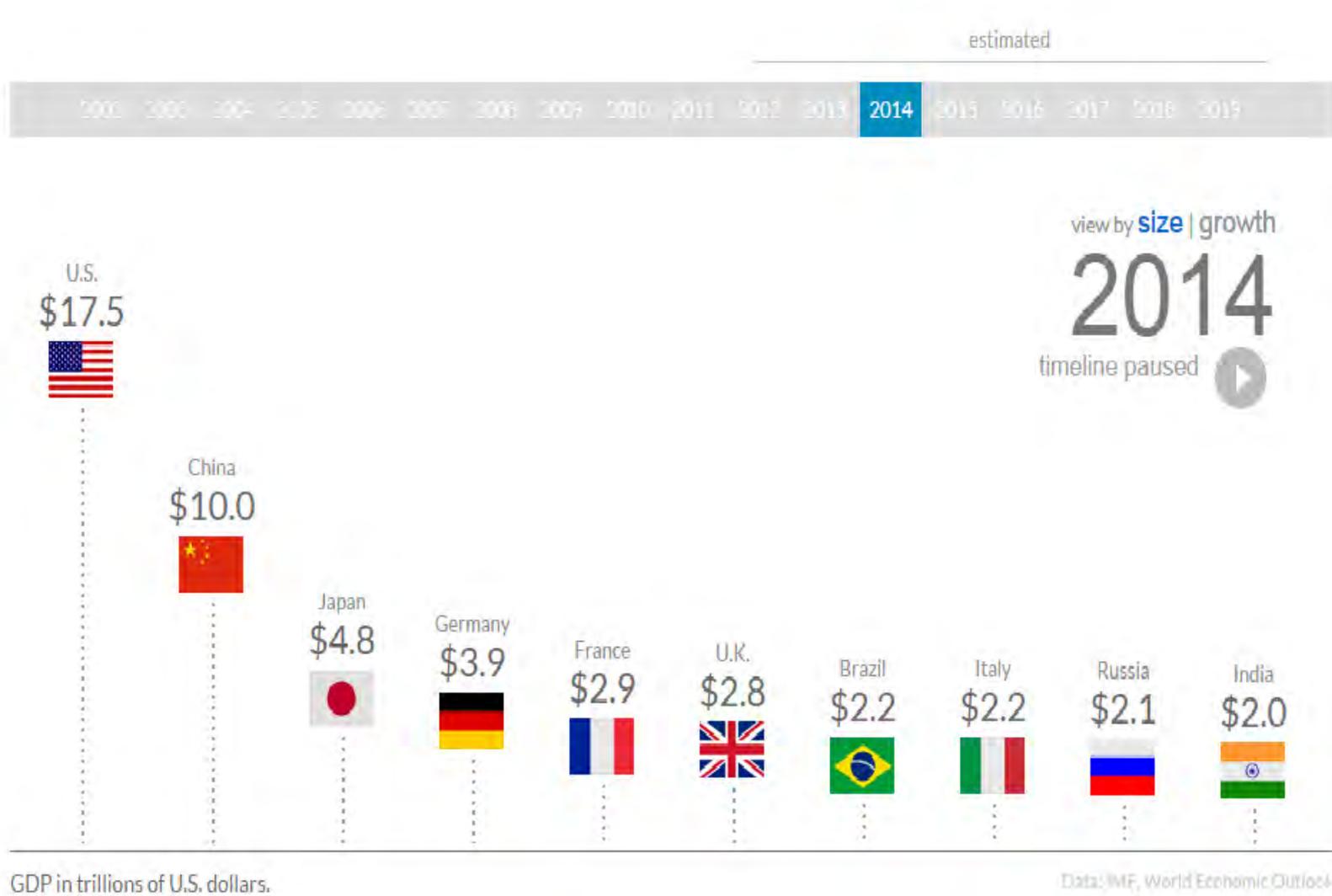
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- AM - Amazonas
- BA - Bahia
- CE - Ceará
- DF - Distrito Federal (Brasília)
- ES - Espírito Santo
- GO - Goiás
- MA - Maranhão
- PI - Piauí
- RN - Rio Grande do Norte
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- RJ - Rio de Janeiro
- SP - São Paulo
- PR - Paraná
- RJ - Rio de Janeiro
- SC - Santa Catarina
- RS - Rio Grande do Sul

**Brasil**

# Size compared to other countries

Number	Country	Area (km <sup>2</sup> )	Area (miles <sup>2</sup> )
1.	Russia	17098242	6601668
<b>2.</b>	<b>Canada</b>	<b>9984670</b>	<b>3855100</b>
3.	China	9706961	3747879
4.	USA	9629091	3705407
<b>5.</b>	<b>Brazil</b>	<b>8514877</b>	<b>3287612</b>
6.	Australia	7692024	2969907
7.	India	3166414	1222559
8.	Argentina	2780400	1073500
9.	Kazakhstan	2724900	1052100
10.	Algeria	2381741	919595

# Economical ranking and the BRICS block



# Size of the population

## TOP TEN COUNTRIES WITH THE HIGHEST POPULATION

#	Country	2014 Population	2050 Estimated Population
1	<a href="#">China</a>	1,355,692,576	1,303,723,332
2	<a href="#">India</a>	1,236,344,631	1,656,553,632
3	<a href="#">United States</a>	318,892,103	439,010,253
4	<a href="#">Indonesia</a>	253,609,643	313,020,847
<b>5</b>	<b><a href="#">Brazil</a></b>	<b>202,656,788</b>	<b>260,692,493</b>
6	<a href="#">Pakistan</a>	196,174,380	276,428,758
7	<a href="#">Nigeria</a>	177,155,754	264,262,405
8	<a href="#">Bangladesh</a>	166,280,712	233,587,279
9	<a href="#">Russia</a>	142,470,272	109,187,353
10	<a href="#">Japan</a>	127,103,388	93,673,826
TOP TEN Countries		4,176,380,247	4,950,140,178
Rest of the World		3,005,478,372	4,306,202,522
<b><u>TOTAL World Population</u></b>		<b>7,181,858,619</b>	<b>9,256,342,700</b>

# ***Ethnicity***

## **Ethnic groups in Brazilian population (2010 Census, IBGE)**

***Percentage***

***Ethnicity***

47,51%

White

43,42%

Brown-skinned (*multiracial background*)

7,52%

Afro-Brazilians

1,1%

Asians

0,42%

Native nations

0,02%

undeclared

# *And ...*

- was a colony and then became home to the Portuguese Crown
- had a dark and long period of slavery and reduction of native populations due to contact with European settlers (diseases, food habits, land, resources, etc.)
- waves of immigration in 1800`s and early 1900`s
- population multiplied by 10 times last century: in 1940`s about 70% of the population lived in the countryside and now about 80% live in or around cities
- underwent two long dictatorships: one under military intervention
- became a democracy again in the 1980 and overthrew a president
- undergoing (some) political unrest: fight against corruption scandals
- self-sufficient in oil (13th largest reserves)
- sees itself as a tolerant and integrating society
- widely catholic, but growing evangelicals

## *And also ...*

- strong agriculture due to research and long-term investment and a growing industrial power: aeronautics
- low PISA standards but has many measures in place (PDE, LDB, etc.)
- the oldest university is only 100 years old: 7 million students in HE – 2 in public universities; do not take part in international rankings
- strong use of social media
- recent, but consistent affirmative actions
- large private education system and strong public system
- wealth and (decreasing) poverty in extremes
- beautiful nature (countryside, mountains, rivers, forests and beaches), rich culture and friendly people

**In sum:** full of great opportunities and challenges

# *A bit of history and language*

- ✓ colonized by the Portuguese but invaded by the English, the Dutch and the French (French and Dutch settlements in the northeast)
- ✓ is the only Portuguese-speaking country in the Americas, strongly influenced by our African tradition (brought as slaves)
- ✓ waves of immigration: Portuguese, Spanish and Latin Americans, Jews, Polish, Japanese and other Asians, Ukrainians, Armenians, Lebanese and other Arabs

# *A bit of history and language*

is **officially monolingual**, **BUT**

- ✓ there are 274 native languages spoken by 305 different ethnic groups: 6.000 speak more than two languages; Portuguese is NOT spoken by 130.000 people (about 17.5% of the total native population) (IBGE, 2010)
- ✓ over a 1.000 languages are estimated to have been spoken before colonization
- ✓ *Nheengatu* ("general language"), a branch of *tupi-guarani* spoken since XIX century; used as a lingua franca by the natives and by the Portuguese colonizers; it was spoken more widely than Portuguese until 1877. A variety is still spoken by around 6000 people
- ✓ some communities in the south still speak a variety of German (*Hunsrückisch*) and Italian dialect *Talian* (*Brazilian Venetian*)
- ✓ Japanese is still spoken; about 1.500.000 Japanese descendents – the largest Japanese community outside Japan

# *About Portuguese*

- is the third most spoken European language in the world with around 220 millions speakers
- is an official, administrative or working language of 27 international organizations
- is the fifth most used language on the internet. Its use on the web has registered an astonishing expansion of 990% in the last decade
- **official language** in: Portugal; Brazil; Mozambique; Angola; Guinea-Bissau; Equatorial Guinea; East Timor; Macau; Cape Verde; São Tomé and Príncipe
- **also spoken** in: Goa, Daman and Diu (India)

# *A bit of History and Language*

- From late 1800 to early 1900 schools would offer courses in Latin, Greek, French, English, Italian and German
- During World War II only Portuguese could be spoken in schools and teaching in German and Italian were forbidden. Schools were forced to change their names and school principals had to be Brazilian-born

# *A bit of history and language*

- late 1960's and early 1970's private language centers started to bloom alongside with strong US influence in the economy and in social customs (*over 40 national franchised schools + binational centers + local schools*)
- slowly moved away from the tradition of teaching several languages (Spanish, English, French, Latin) and north American English became a common practice

# *Ministry of Education*

Brazil has a **single federal Ministry of Education**, organized in Secretariats (basic education, literacy, technical and vocational education, higher education, inclusion, legislation)

- provides technical and financial assistance to states and municipalities
- funds and manages universities, other higher education institutes, as well as technical and vocational institutions
- drafts national education plans
- regulates curricula, certification, accreditation and evaluation of HE

# ***LDB*** (Federal Act 9.394, Dec. 20, 1996) ***National Education Guidelines and Framework***

- ✓ reintroduced foreign languages in the national curriculum; **at least a first FL is compulsory from fifth grade on**; establishes that the choice of language and pedagogical implementation are a responsibility of the local education authority and local school communities (Section 26, subsection 5).
- ✓ a **second FL has to be introduced (mandatorily) at secondary school** and continued for the last three years of basic compulsory education. A second FL can be introduced as an option according to local possibilities (Section 36, paragraph III).
- ✓ basic education will be **taught in Portuguese, but native nations are entitled to having bilingual education**; they have the right to learn in their own language and their learning processes should be respected (Section 32, subsection 3).

## ***BUT the PCN (National Standards for Curriculum Development) for FL in **primary education*****

- focus their rationale on the **development of reading skills** based on some the following arguments:
  - only a small portion of the population will have the opportunity to use FL for oral communication
  - reading skill will entitle students to use FL in their immediate social context
  - large classes and inadequate settings for FL learning
  - limited number of teaching hours
  - lack of oral proficiency of teachers
  - teaching materials, etc.

**In sum:** they build arguments which add to a **conformist view, limited to the development of reading skills**

## *While the PCN for FL in secondary education argues in favor of the development of the four basic skills*

- It states that learning a FL implies being able to understand language, to extract information, to **interpret and to discuss it**.
- It also recognizes the learning of a FL as a right and as a form of social integration which allows access to: knowledge in different fields of science; **human interactions with people from different nationalities** and communication technologies for social interactions
- According to these PCN, the high school FL classroom should, among other aspects, focus on:
  - the fact that the learner is part of a **multilingual world**;
  - **meanings expressed**, rather than on correction of form;
  - development of learner´s ability to perceive the FL as an **opportunity for communication and participation**;
  - the recognition that the development of FL competence will allow learners to **access cultural values**; to **share the values of a plural world**; to share goods and products from different parts of the world; and identify their role in such a world;
  - developing learners' communicative capacities to **prepare them for diverse and multicomunicative situations** and to develop critical awareness of language use and language variation.

## *Regular school practices*

Although English is widely taught in regular (public and private) schools **students do not necessarily learn how to communicate in English**. And some of the reasons are:

- Teachers do not feel confident in their proficiency to teach oral skills
- Lack of infrastructure for language learning
- Large classes
- Students may not show interest
- Limited resources (many still react against using technological tools)
- lack of “permanent” continuing education programs for FL teachers

## *And some beliefs*

- learning English leads to better-paying jobs
- Brazilians have a hard time learning Portuguese, why study a FL?
- it is easier to learn Spanish (*Portunhol flourishes*)
- students in public schools are not going to travel abroad anyway, then why bother?
- you can not learn a FL in regular schools
- materials are too expensive or not available
- students are not motivated to learn a FL
- teachers are underpaid
- classes are too large

## *British Council's proficiency survey 2014*

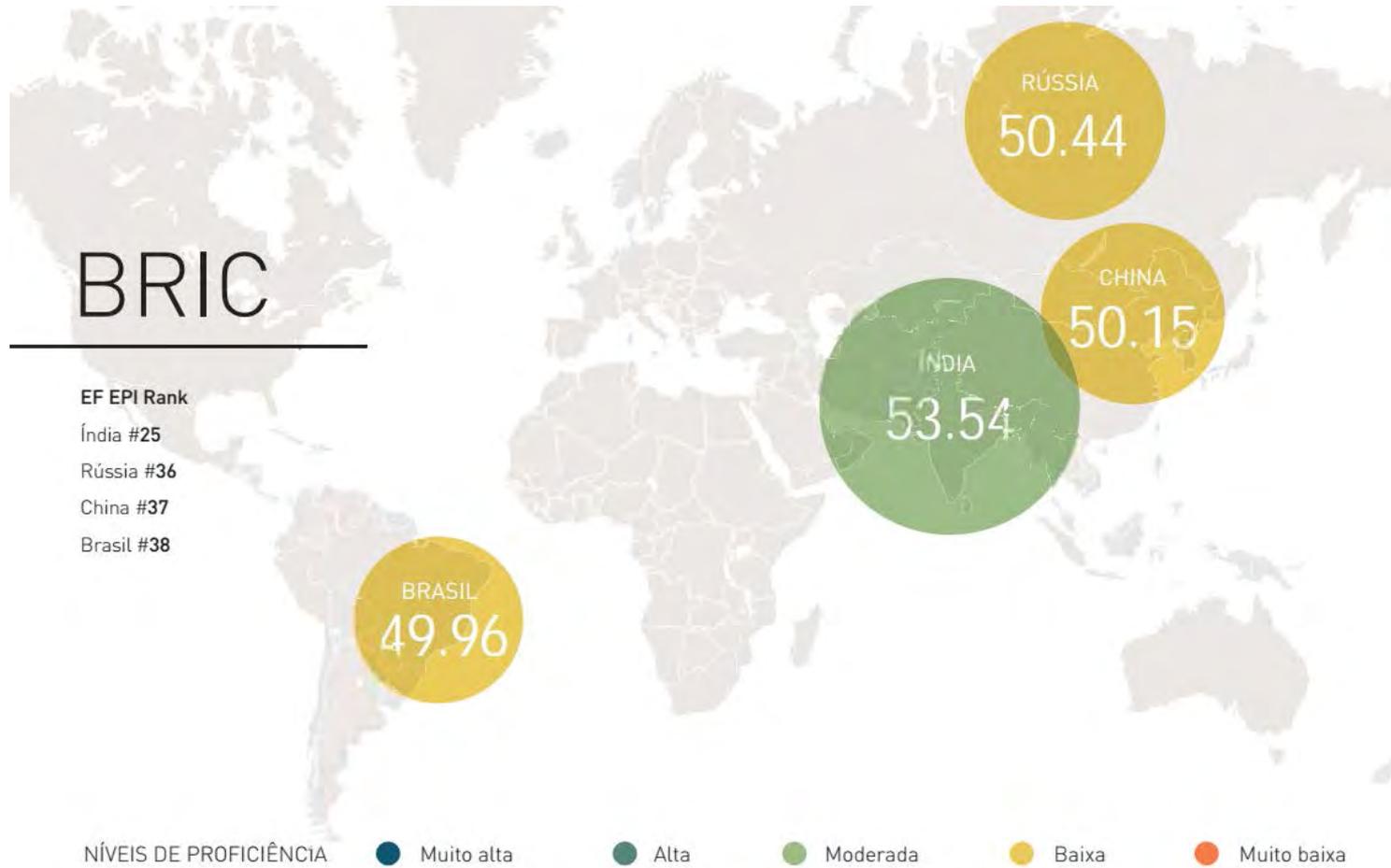
### POPULAÇÃO QUE FALA INGLÊS POR FAIXA ETÁRIA E CLASSE

Faixa etária



**What about scientific validity?**

# EF English Proficiency Index



**38.02 lowest in Irak and 69.30 highest in Denmark. (What is the scientific validity?)**

# **ALAB**

## ***ENPLE (2000): Carta de Pelotas***

### **Propose, among other actions:**

- FL should have the **same status as other subjects** in the main core of the curriculum;
- FL should be taught throughout **all years of basic education**
- The definition of a **professional profile** for the FL teacher
- Professional development and continuing education programs should be **permanent** and sponsored by local governments and closely articulated with universities
- **Proficiency exams** should be mandatory in hiring of FL teachers
- Investment in the teaching career should consider **better salaries** and working conditions
- Other suggestions have been totally or partially implemented through different Acts and practices, but demand further actions, such as: **FL Centers** should be created and maintained by the states alongside regular FL classes in schools; technology and **distance learning programs** as additional tools

# *The case of Spanish*

- although surrounded by Spanish-speaking countries the offering of Spanish classes by secondary schools **became mandatory only in 2005** (Federal Act n. 11.161)
- states that public school systems will **implement FL Centers** which will necessarily include Spanish as an option for high school students (*Section 3*)
- **But** ... implementation will be decided by state governments **based on their specific realities, limitations and possibilities** (*Section 5*)

*Public Foreign Language Centers have been implemented in several states, but not universally*

- **Acre** - (English, Spanish, French and Italian – from basic to advanced levels)
- **Espírito Santo** - offers English in 6 Centers and Spanish in other 4
- **Distrito Federal** – maintains 8 Language Centers (English, French, Spanish and German are taught from basic to advanced levels)
- **São Paulo** - over 200 Centers (English, Spanish, French, German, Italian, Japanese, Mandarin)

## *The first public bilingual schools*

**Rio de Janeiro** has taken further steps and has created **Bilingual Schools** (or bilingual projects within regular schools):

- ***Portuguese and French*** (Escola Estadual Affonso Penna, Andaraí)
- ***Portuguese and Spanish*** (Colégio Estadual Hispano-Brasileiro João Cabral de Melo Neto, Méier)
- ***Portuguese and English*** (Ciep Glauber Rocha, Pavuna; EM Professora Dyla Sylvy de Sá, Jacarepaguá; Ciep Francisco Pontes, Campo Grande; EM Affonso Várzea, Complexo do Alemão)

# ***New scenario?***

- **Globalization of the economy** and pressure from the job market
- The National Plan for Education (**PNE**: 2014-2024)
- Tendency towards advancement of **internationalization of Higher Education**
- **Science without Borders** → EwB → LwB
- UNESCO´s provisional agenda regarding language teaching in education systems
- BRICS-UNESCO agreements regarding priorities for National Development and International Cooperation
- Growing **impact of Applied Linguistics**, research and publishing of position papers by associations
- The generalized use of the **Internet and other ICT** in world-wide connections
- Reduction of poverty rates and a **growing middle class**: people are more aware of their rights and demand better education

# ***PNE 2014-2024***

## ***Federal Act n. 13.005/2014: National Plan for Education***

### **The 20 goals include:**

- raising the enrolment rate in secondary education to 85%
- increasing the university enrolment rate for 18-24 year olds to 33%
- At least 50% of teachers with post-graduate degrees
- increasing investment in public education to 7% of GDP by 2018 and to 10% by 2020
- full-time schooling in at least 50% of all public schools reaching at least 25% of all students in basic education
- developing programs for continuing education for professionals in education
- improving career plans and salaries
- bilingual education for native nations

# ***PNE 2014-2024***

## ***Federal Act n. 13.005/2014: National Plan for Education***

**Some goals refer to **internationalization** and include:**

- consolidating and increasing levels of national and **international mobility** of undergraduate and graduate students
- consolidating programs, projects and actions aiming at the **internationalization of research and of graduate** programs through the strengthening of networks and research groups
- promoting scientific and technological national and **international exchanges** among universities and research centers
- a scholarship program [*already piloted*] aiming at sending FL teachers [*in regular schools*] **abroad for cultural and linguistic immersions**
- setting a target of 60,000 Master's and 25,000 PhD enrolments annually (aiming at 4 PhD per 1000 people) – [*which certainly involves sending students abroad*]

## **ANDIFES/2012**

### ***National Program for the expansion, excellence and internationalization of Federal Institutions***

#### **Some general directives:**

- foster **mobility programs** (outbound)
- invest in additional programs aiming at **hosting students, researchers and professors** from universities and institutions abroad
- Promote deeper (long-lasting) internationalization of research and graduate programs through **cooperation and bilateral agreements**
- Improve **interaction with top-ranking universities** and research institutes in different countries and continents since we now live in a world in which science has no borders

## ***Why internationalize? And how?***

- collaboration in teaching and research
- joint publications
- targeting for standards for high quality teaching
- development of intercultural understanding and more international curricula
- development of networks (as partners, NOT as a targeted market)
- international mobility and exchange programs involving students, professors and staff (in both directions)
- sabbatical exchanges and field works
- joint degrees (double certification)
- **the role of language**

## ***Internationalization at home first homework needs to be done***

- internationalization must begin from within, by developing **internal capacity** and involving the academic community as a whole
- building vehicles for the development of **intercultural communication competencies** (including but not limited to language) [Brewer, 2004]
- it is more inclusive and involves political and strategic definitions and **professional and linguistic education** of the academic community

## *Internationalization and FL UNESCO documents*

Member States therefore agree to promote the **teaching of at least two languages in addition to the main language of instruction within their national education system,** including in vocational education.

## *And regarding teacher education*

Member States shall endeavour to ensure the quality of the **linguistic, educational and intercultural training** of language teachers. They shall strive to promote **exchanges between the education systems** of the various States at all levels. They shall encourage the **use of digital technologies** in the training of language teachers and students.

## *The underlying rationale is ...*

- Linguistic diversity is a **common good of humankind** and the knowledge of several languages is a source of enrichment for individuals and societies
- Multilingualism promotes dialogue and mutual understanding, the spirit of tolerance and respect for identities. It **enables international exchanges** and opens access to other cultural, economic, scientific and academic systems
- Multilingualism fosters **development through cooperation** among nations

**ENGLISH WITHOUT BORDERS**  
**FRENCH WITHOUT BORDERS**  
**ITALIAN WITHOUT BORDERS**  
**JAPANESE WITHOUT BORDERS**  
MANDARIN WITHOUT BORDERS  
**SPANISH WITHOUT BORDERS**  
German without Borders



**PORTUGUESE WITHOUT BORDERS**

**INTERNATIONALIZATION AT HOME**

**Strengthening of Brazilian Portuguese Language and Brazilian Culture**

## *underlying MOTIVATION for LwB*

**SwB:** over 100.000 students abroad in the last 4 years and 100.000 more in the coming 4)



### **BUT ALSO**

- ❖ Andifes' internationalization plan
- ❖ The need for a more articulate national language policy
- ❖ National Plan for Education
- ❖ International agreements

# ***REGULATORY ORDINANCE N. 973/2014***

*establishes the Languages without Borders Program and decides on other measures*

Section 1. The LwB Program is hereby instituted with the objective of providing improvement in language learning and teaching to students, professors, technical and administrative staff of public and private institutions of higher education, as well as language teachers pertaining to public elementary and secondary schools. A further objective of the Program is to offer Portuguese language education to foreigners.

# **REGULATORY ORDINANCE N. 973/2014**

*establishes the Languages without Borders Program and decides on other measures*

## Section 2. Specific objectives of the LwB Program:

- I – to promote, by way of improvement in different languages, through both face-to-face classes and distance learning for students, professors and the technical and administrative staff pertaining to institutions of higher education, **as well as primary and secondary public school language teachers**, opportunities for new educational and professional experiences focused on quality, entrepreneurship, competitiveness and innovation;
- II – to expand participation and international mobility so as to achieve the development of research and study projects, as well as professional and educational training in foreign institutions of excellence;
- III – to contribute to the internationalization process of institutions of higher education and research centers;
- IV – to contribute to the linguistic improvement of students pertaining to institutions of higher learning;
- V – to contribute to the **creation, development and institutionalization of language centers in institutions of higher learning**, which expands the number of seats available in foreign language classes; and
- VI – to strengthen the **teaching of languages in Brazil**, including Portuguese, and the teaching of Portuguese and Brazilian culture abroad.

# ***REGULATORY ORDINANCE N. 973/2014***

*establishes the Languages without Borders Program and decides on other measures*

Section 5. In order for the LwB Program to be implemented, cooperation agreements, documents of understanding, or other similar legal instruments, may be signed with federal bodies, as well as with public institutions pertaining to the states, the Federal District, municipalities and private institutions. In the same way, partnerships already established through Science without Borders Program and other programs pertaining to policies related to the internationalization of Brazilian higher education may be used in order to carry out the actions planned by the Program.

# **REGULATORY ORDINANCE N. 973/2014**

*establishes the Languages without Borders Program and decides on other measures*

Section 6. Cooperation agreements or other similar legal instruments must necessarily:

- I - include **specialists from the language departments** of Brazil's institutions of higher learning in their proposed processes of planning and implementation;
- II - strengthen investment in the language teaching field, especially in institutions of higher education that do not have faculty members who are language teaching specialists; and
- III - strengthen **undergraduate language teaching education and language teacher development** in institutions of higher education accredited through the Program.

**§ 1. Partnerships between foreign and Brazilian institutions of higher learning should be encouraged, allowing for the exchange of students, teachers, technical and administrative staff, with a focus on foreign language teaching in Brazil and Portuguese language and Brazilian culture abroad.**

# **REGULATORY ORDINANCE N. 973/2014**

*establishes the Languages without Borders Program and decides on other measures*

Section 11. It is of the competence of the institutions of HE:

- I – to promote and **encourage the participation of students, professors, and technical-administrative staff** in the program;
- IV – to **apply placement and language proficiency tests** to potential participants in international academic mobility programs, in conjunction with SESu;
- V – to **offer face-to-face classes in different languages to the academic community**, whose students will be selected among potential participants in academic mobility programs, by the language centers of institutions of higher education or similar agencies;
- VI – to promote and support language development for students by means of **distance education courses** offered by the Program;
- VIII – to **implement a language learning policy in its specific context**, which will enhance the actions of the Languages without Borders Program [**local language planning and management**]

## ***LANGUAGE WITHOUT BORDERS in a nutshell***

- 1** Public universities and colleges certified as **Testing Centers**, increasing the ability to meet the demand SwB; 500,000 TOEFL ITP as a diagnostic test for students who fit the profile for the program.
- 2** Student participation in **online language courses**
- 3** Intensive, **face-to-face courses** for students with higher levels of proficiency, but whose proficiency scores do not qualify them for SwB.

# IDIOMAS SEM FRONTEIRAS



Desenvolvido pelo Ministério da Educação (MEC) por intermédio da Secretaria de Educação Superior (SESu) em conjunto com a Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), o programa **Idiomas sem Fronteiras (IsF)** tem como principal objetivo incentivar o aprendizado de línguas, além de propiciar uma mudança abrangente e estruturante no ensino de idiomas estrangeiros nas universidades do País.

## O Programa

O **IsF** foi elaborado com o objetivo de proporcionar oportunidades de acesso, através do programa Ciência sem Fronteiras e de outros programas de mobilidade estudantil, a universidades de países onde a educação superior é conduzida em sua totalidade ou em parte por meio de línguas estrangeiras. Neste sentido, suas ações também atendem a comunidades universitárias brasileiras que passam a receber um número cada vez maior de professores e alunos estrangeiros em seus câmpus. Para atender tal demanda, suas ações incluem a oferta de cursos a distância e cursos presenciais, além da aplicação de testes de proficiência.

## Acesse

Atualmente o **Idiomas sem Fronteiras** mantém ações para o ensino e aprendizagem das línguas inglesa e francesa. Todas as informações sobre essas línguas podem ser acessadas através deste portal, que em breve também será a porta de entrada para outros idiomas.

**IsF - FRANCÊS**

**IsF - INGLÊS**

# ONLINE ENVIRONMENT

## Guiding coordinators via Moodle

Moodle ISF - Inglês sem Fronteiras

Sejam bem-vindos ao ambiente de gerenciamento do Programa INGLÊS SEM FRONTEIRAS!

O Programa INGLÊS SEM FRONTEIRAS (ISF) é uma iniciativa do Ministério da Educação que tem como objetivo principal incentivar o aprendizado do idioma inglês, bem como providenciar uma mudança abrangente e estruturante no ensino de idiomas estrangeiros nas universidades do País.

**Orientações Gerais - COMECE POR AQUI!**

Conheça a equipe do Núcleo Gestor!

Acesse abaixo os dois vídeos de orientações iniciais sobre o ambiente de gestão e o Programa ISF.

**Video 1** Orientações de navegação no ambiente virtual Moodle

Video 1: Navegando no Ambiente Inglês Sem Fronteiras - APRENDA A NAVEGAR NO AMBIENTE MOODLE!

**Video 2** Informações gerais sobre o Programa ISF

Over 300 representatives from Brazilian public institutions of HE from all states in Brazil

# National Application System

BRASIL



Prezad@ alun@.

Por meio deste sistema de inscrição você poderá se cadastrar para participar dos cursos presenciais de língua inglesa oferecidos pelos Núcleos de Línguas das universidades federais credenciadas ao Programa Inglês sem Fronteiras.

Se você é aluno de graduação, mestrado ou doutorado de alguma dessas universidades federais, e atender os critérios definidos pelo Programa, você poderá se inscrever e concorrer a uma vaga para os cursos de língua inglesa oferecidos pelo NuLi de sua instituição.

Clique no botão abaixo para realizar sua inscrição para o próximo curso a ser ofertado e boa sorte!

Inscrição Núcleos de Línguas

Prezad@ candidat@.

Este é o Sistema de Inscrição do Programa Inglês sem Fronteiras em que você poderá se cadastrar para participar de aplicações de testes de nivelamento e exames de proficiência em línguas estrangeiras.

As aplicações são realizadas gratuitamente pelos Centros Aplicadores credenciados ao Programa Inglês sem Fronteiras em atendimento a demandas governamentais.

Clique no botão abaixo para realizar sua inscrição para a próxima aplicação do teste TOEFL ITP em atendimento aos editais do Programa Ciência sem Fronteiras. Boa sorte!

Inscrição Centros Aplicadores

# LMS SCREEN - COORDINATOR



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## Oferta de Aplicação de Exames

**Listagem de Ofertas**

Oferta:

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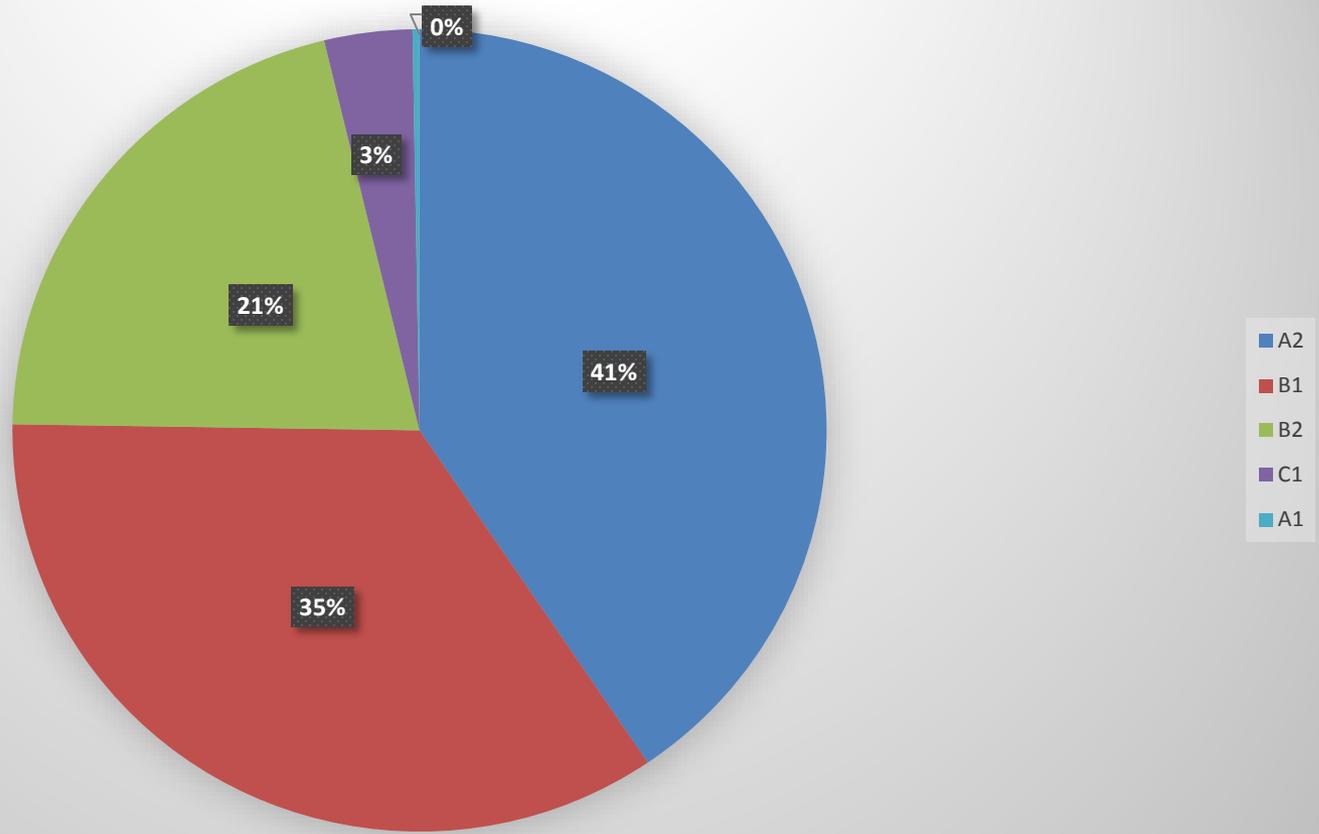
Oferta	Exame	Data/Hora Aplicação	Vagas	Situação	Ações
TOEFL ITP - CsF - Dez/13	TOEFL ITP	sábado, 07 de dezembro de 2013 às 14:00:00	20	Deferido	  
TOEFL ITP - CsF - Dez/13	TOEFL ITP	sábado, 07 de dezembro de 2013 às 14:00:00	30	Deferido	  
TOEFL ITP - CsF - Dez/13	TOEFL ITP	sábado, 07 de dezembro de 2013 às 14:00:00	20	Deferido	  
TOEFL ITP - CsF - Dez/13	TOEFL ITP	sábado, 07 de dezembro de 2013 às 14:00:00	20	Deferido	  
TOEFL ITP - CsF - Dez/13	TOEFL ITP	domingo, 08 de dezembro de 2013 às 09:00:00	30	Deferido	  
TOEFL ITP - CsF - Dez/13	TOEFL ITP	domingo, 08 de dezembro de 2013 às 14:00:00	20	Deferido	  
TOEFL ITP - CsF - Dez/13	TOEFL ITP	domingo, 08 de dezembro de 2013 às 14:00:00	30	Deferido	  
TOEFL ITP - CsF - Dez/13	TOEFL ITP	domingo, 08 de dezembro de 2013 às 14:00:00	20	Deferido	  

# ***1 Test Centers***

- 162 certified Test Centers
- at least 50.000 seats/month
- 206.000 TOEFL ITP tests have been applied since 2014

# *Proficiency profile in 203.909 tests*

Níveis QCE



## **2 *My English online***

Level 1 (A1)	- 196.638
Level 2 (A1/A2)	- 165.270
Level 3 (A2)	- 58.846
Level 4 (B1)	- 56.453
Level 5 (B2)	- 43.206

**517.413 students learning English online and the French course started with 3000**

# 3 *Face-to-face courses in LC*

**FOCUS:** academic skills, oral skills, test prep, cultural topics: preferably move students up to B1/B2 levels

- **63 Federal Universities:** 20.000 students; 278 preservice teachers; over 100 supervisors; 49.058 students (out of 61.903 candidates) have taken different courses/modules in a 12-month period
- about 1000 different groups simultaneously
- 1 teacher = 3 groups of 15 students each (+ 8 hours/week for study groups, guidance, etc.)
- students attend 4 hours weekly (face-to-face) + 3 hours of online learning

***English Teaching Assistants***  
*CAPES/Fulbright partnership*

Over 100 ETAs at our 63 Nucli across the country working with/as:

- conversation groups
- writing centers
- cultural consultants
- TOEFL ITP proctors
- ambassadors to their university/country/language/culture

## *Some partial impacts*

- **political visibility** (constant in the news and in the president´s speeches regarding SwB)
- strengthening of English teaching and learning on a national scale;
- increase in number and/or improvement of the infrastructure of Language Centers in public universities
- creation of language learning labs (with focus on language testing and proficiency exams (public/private cooperation with +UNIDOS))

## *Some partial impacts*

- development of language awareness and its role in internationalization
- interaction within MEC and with different governments and agencies in different Ministries (CAPES, CNPq)
- stimulating local practices and language management in colleges and universities
- use of TOEFL ITP as proficiency and entrance test in graduate courses
- involvement of applied linguists from around the country

# *Some partial impacts*

- use of technology in the management of national programs
- budget for the program articulated with internationalization efforts
- Growing public/private national and international partnerships

# *Where are we heading?*

- English (or other?) as language of instruction in content-based learning situations in higher education?
- universally-implemented public Language Centers in secondary school systems?
- improvement of FL teaching inside the regular school system?
- an official formally explicated FL policy?
- proficiency standards for teachers and students?
- growing international partnerships regarding language training of teachers in immersion programs?

# **UNESCO BRICS**

## ***Building Education for the Future***

- BRICS education systems have the challenge to provide quality education to over 40% of the world's population
- in November 2013, BRICS Ministers of Educations agreed to establish a BRICS-UNESCO Group on Education to identify opportunities for international collaboration
- in 2014, BRICS met in Brazil and drafted a set of priorities for national development and international cooperation and have thus agreed to:
  - create a joint fund/program to support education in Africa
  - establish a hub to share information and data on development cooperation in education

# ***UNESCO BRICS***

## ***Building Education for the Future***

### **AND THEY HAVE ALSO:**

- agreed to facilitate the mobility of students and teaching personnel, in particular among BRICS
- decided to make bilateral and multilateral efforts to increase student mobility
- agreed to scale up exchanges of students, teachers and trainers by creating networks of BRICS universities and training institutions
- envisaged the establishment of the BRICS Network University to enable teachers and trainers to jointly develop and/or deliver courses and facilitate the mutual recognition of qualifications and the transfer of credits between participating institutions

## *Some challenges to LwB*

- assist universities in language management strategies reaching students, teachers and staff
- participate actively in the process of implementation of CLIL programs
- contribute to the development of teacher education programs with focus on internationalization of the HE system
- become institutionalized locally as part of the university permanent structure and policies vs. a nationally-run program
- expand budget for growing demands
- develop and maintain an active network of partners for all 8 languages

# *Some challenges to LWB*

- trigger, coordinate, articulate the design and official approval of a national policy for the FL including specific goals to be achieved and corresponding budget
- encourage students, teachers, researchers and staff to incorporate language and cultural knowledge into discipline-specific research (LxC)
- foster, maintain and enrich the language abilities of students, teachers, researchers and staff (LxC)
- extend intercultural information and international perspectives on course subject matter (LxC)

“The ultimate mandate of a university is to make the world a better place through research, teaching, learning, innovation, and civic engagement.”

(BRANDENBURG, 2011)

**THANK YOU!**

**LwB - Secretariat of Higher Education**  
**Ministry of Education**

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