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# **ENGLISH IN THE SECONDARY PUBLIC SCHOOL SYSTEM**

# **THE EDUCATIONAL SYSTEM**

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- **National Education Guidelines and Framework Law no. 9.394, approved in December 1996:**
  - Decentralisation and autonomy of schools and universities, which are responsible for drafting and implementing their pedagogical proposals and managing their personnel, materials and financial resources.
  - School systems to be organized in a collaborative way by the Union, the states and the municipalities, according to their respective administrative responsibilities.

# THE EDUCATIONAL SYSTEM

- **National Plan for Education – PNE (2014/2024)**

- 20 goals. Monitoring by Observatory of PNE

<http://www.observatoriodopne.org.br/metaspne>

#3 Upper Secondary School

Universalize school enrollment for young people  
(15 to 17)

Porcentagem de jovens de 15 a 17 anos  
matriculados no Ensino Médio



Atual 2015  
**62,7 %**

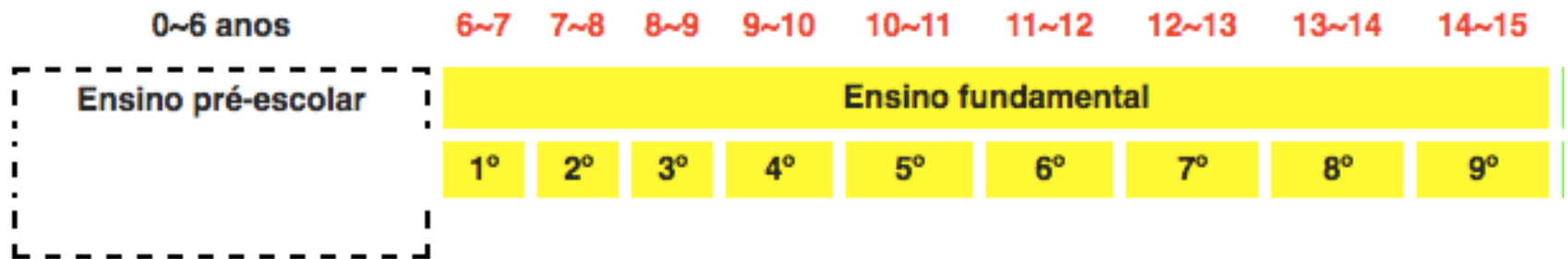
Meta 2024  
**85 %**

Fonte: IBGE/Pnad

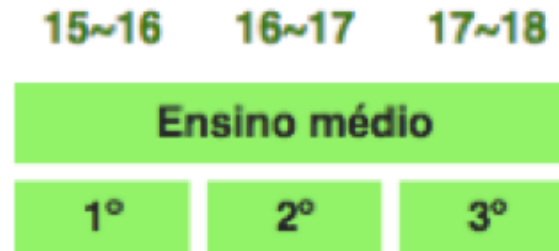
Elaboração: Todos Pela Educação

# EDUCATION IN BRAZIL

## Pre-school, Primary and Lower Secondary Levels

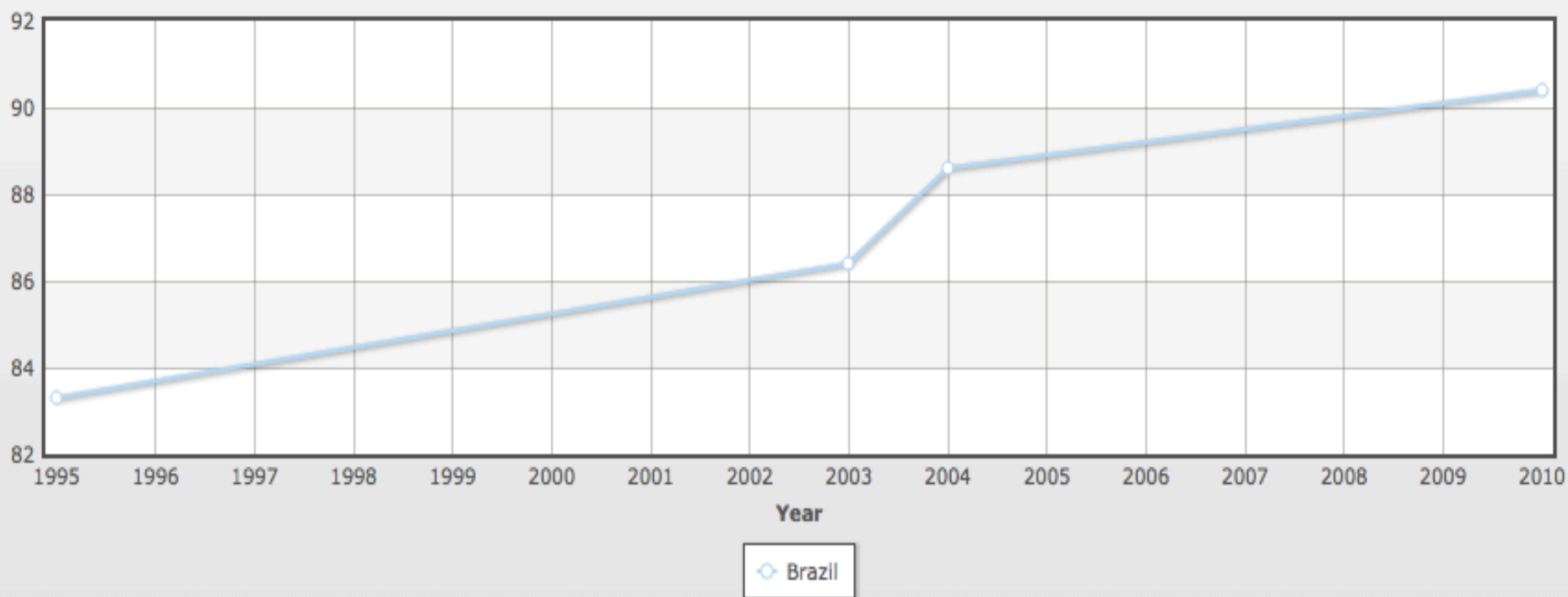


## Secondary School



# LITERACY RATES

Literacy (%)



Country	1995	2003	2004	2010
Brazil	83.3	86.4	88.6	90.4

# UPPER SECONDARY EDUCATION

- The age-grade distortion rate of secondary education is 28.2%, mainly due to grade retention.
- 7.9% are full-time students (7 hours in school or longer)
- 92.1% are part-time students (~4-5 hours in schools)
- 91.3% of schools have internet access, but only 79.9% with wideband connections

# TEACHERS

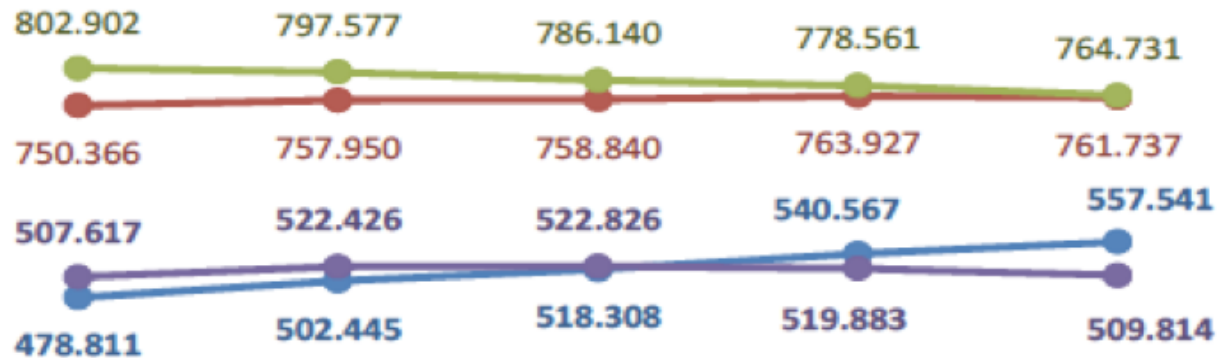


# HOW TO BECOME A SCHOOL TEACHER IN BRAZIL

- The National Education Guidelines and Framework Law of 1996 (Brasil, 1996) determines that teachers of all educational levels must have a higher-education teaching degree.
- Teaching degree to be an English teacher lasts from 4 to 4.5 years, depending on a number of factors (university choice, dual-degree, etc)
- Teaching degree Programs (for lower and upper secondary schools) are very specific from the start, i.e., you have to decide to be a teacher and also the discipline you will have to teach by the time you are 17/18

# NUMBER OF TEACHERS

- 2.2 million teachers
  - 80% female
- Pre-school 557,541
- 1<sup>st</sup> to 5<sup>th</sup> 761.737
- 6<sup>th</sup> to 9<sup>th</sup> 764.731
- Upper Secondary 509.814



# SECONDARY SCHOOL TEACHERS

- 52.9% are over 40
- 93.5% have a college degree being 86.8% with a teaching degree
- 73,305 English teachers
  - 35,553 primary
  - 37,752 secondary
    - 56.2% have a teaching degree in Languages/Literature
    - 2.2% have a degree in Languages/Literature
    - 34.1% have a college degree other than languages
    - 7.2% do not hold a college degree

# INSTITUTIONAL SCIENTIFIC INITIATION GRANT PROGRAM – (PIBID)

- ❑ The program aims to improve and upgrade training for primary/secondary school teachers by granting scholarships to undergraduate students who participate in teaching initiation projects offered by institutes of higher education in partnership with municipal and state public schools.
- ❑ PIBID first started in 2007 and a **new Call** has just been launched calling for universities to apply.

# INSTITUTIONAL SCIENTIFIC INITIATION GRANT PROGRAM – (PIBID)

- ❑ The new Call requires students from teaching degree programmes to be in their fresh of sophomore years.
- ❑ For third, fourth or fifth year students, a new Program has been put into place: “**Teaching Residency**” (controversial though)
- ❑ A great deal of research papers have been published about PIBID first 10 years, but no large scale (impact) study has been conducted yet.

# **ENGLISH IN THE CURRICULUM**

# FOREIGN LANGUAGES

- ❑ General belief – not to be learned in regular schools
- ❑ Growing number of bilingual and international schools
- ❑ Language/English private institutes – very successful business – shift over the years from independent to big multinational groups
  - 4<sup>th</sup> biggest market in the world
  - not regulated – different types of public (\$)
  - all ages
- ❑ There are no official monitoring of FL proficiency, but most people just speak Portuguese, specially in lower social classes

# ENGLISH IN SCHOOLS

- Government policy
- Preschool years (ages 0-6)
  - Not compulsory, but increasingly introduced at early stages by private schools or municipalities.
- Until 2017, a **foreign language** was compulsory in the curriculum.
- New BNCC (Basic National Curriculum Framework) for lower secondary schools was approved (December 2017)
- From 2019 on, **English will be compulsory** for lower and upper secondary levels.
- BNCC for upper secondary level under discussion.





# **BNCC: ENGLISH IN THE LOWER SECONDARY SCHOOL CURRICULUM**

- ❑ English as a lingua franca for international communication
- ❑ Curriculum organised in areas. English is part of the "language component" (Portuguese, Arts, Physical Education)
- ❑ Focus on communication
- ❑ Competence-based
- ❑ Syllabus: oral skills, reading, writing, linguistic and grammatical knowledge, intercultural dimension
- ❑ Intercultural awareness and literacies as curriculum pillars.

# **BNCC: ENGLISH IN THE HIGH SCHOOL CURRICULUM**

- ❑ English is part of the “Languages and their technologies”
- ❑ Portuguese and Maths compulsory during the 3 years
- ❑ States will organise their curricula in flexible ways to enable learning trajectories that meet the students's demands/aspirations.
- ❑ The purpose is to deepen and expand the learning by building on the skills developed earlier (lower secondary level)
- ❑ Focus on interdisciplinarity.

# **NATIONAL TEXTBOOK PROGRAM (PNLD)**

- ❑ The National Textbook Program (PNLD) is a public educational policy from the Brazilian federal government that aims at evaluating, purchasing and distributing textbooks to Brazilian public schools.
- ❑ IT has existed since 1929, but it was only in 2011 that foreign languages (English and Spanish) were included.
- ❑ It is funded by the National Fund for Educational Development (FNDE).
- ❑ A Cycle lasts for three (now four) years, meaning that every three years schools will receive new approved books.

## PNLD- APPROVAL RATE

- ❑ After going through the Evaluation process (each book series is analysed in a blind review), teachers can choose the most suitable among the approved books.
- ❑ The approval rate is 18.9%. This can be considered low, when compared, for example, to Portuguese language textbooks, which have an approval rate of 50%.
- ❑ The reason lies on the unsuitability of the traditional pedagogy in most English textbook series which do not conform to the PNLD Calls

## **SOME REQUIREMENTS ENGLISH TEXTBOOKS**

- ❑ Design that allows for students to overcome stereotypes and prejudices, creating a positive feeling towards difference and diversity
- ❑ Focus on critical reading, allowing access to different language usage situations linked to their social purposes
- ❑ Enhancement of the plurality of the Brazilian socio-cultural heritage, as well as sociocultural aspects of other peoples
- ❑ Presentation of a variety of discourse genres, achieved through verbal, non-verbal or verbal-visual communication, characterizing different forms of expression both in the foreign and in the national language.

# NATIONAL TEXTBOOK PROGRAM (PNLD)

- ❑ Qualitative research has shown they do not receive any kind of training to learn how to choose the best book or to learn how to work with the books.
- ❑ Total investment in 2017 - **260.564.098,55 GBP**
- ❑ Most studies published to date have focused on analysing the approved books, but the efficiency of PNLD as a whole is yet to be studied.

# CHALLENGES

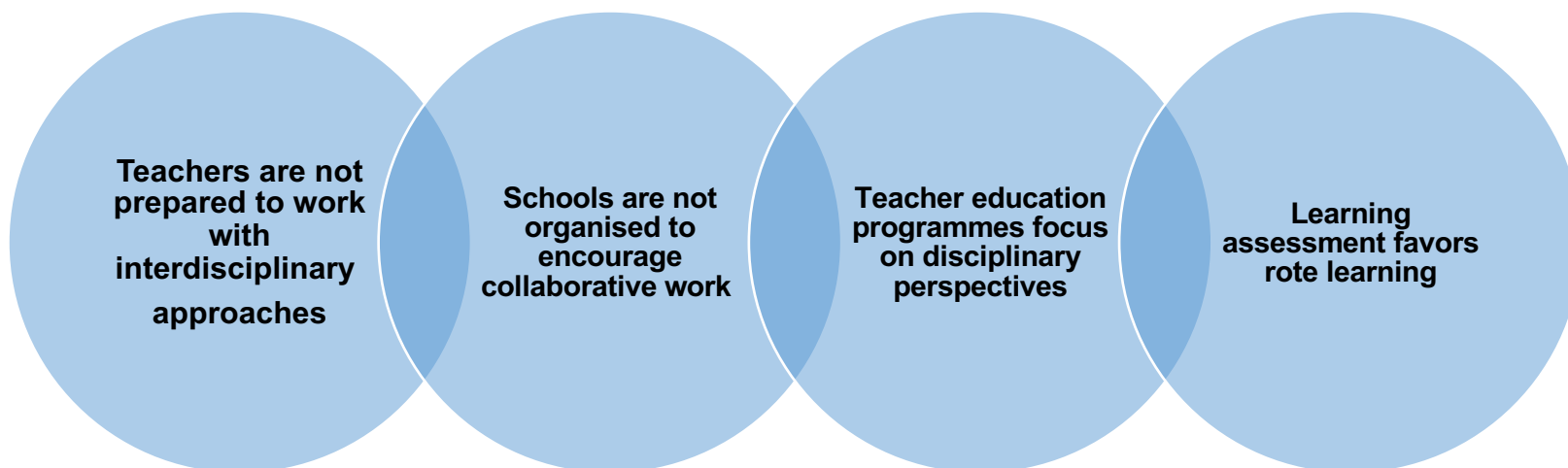
# ENGLISH IN SCHOOLS: CHALLENGES

- ❑ Factors such as the **limited number of hours allotted to the study of foreign languages**, coupled with a **lack of teachers with the linguistic and pedagogical background required** have accounted for the non-enforcement of the legislation.
- ❑ Therefore, instead of training the student to speak, read and write in a foreign language, classes at secondary level often ended up taking on a **repetitive character** which can deprive both students and teachers of motivation for learning.

Source: English in Brazil - An examination of policy, perceptions and influencing factors (2015).



# **BNCC CHALLENGE: INTERDISCIPLINARITY**

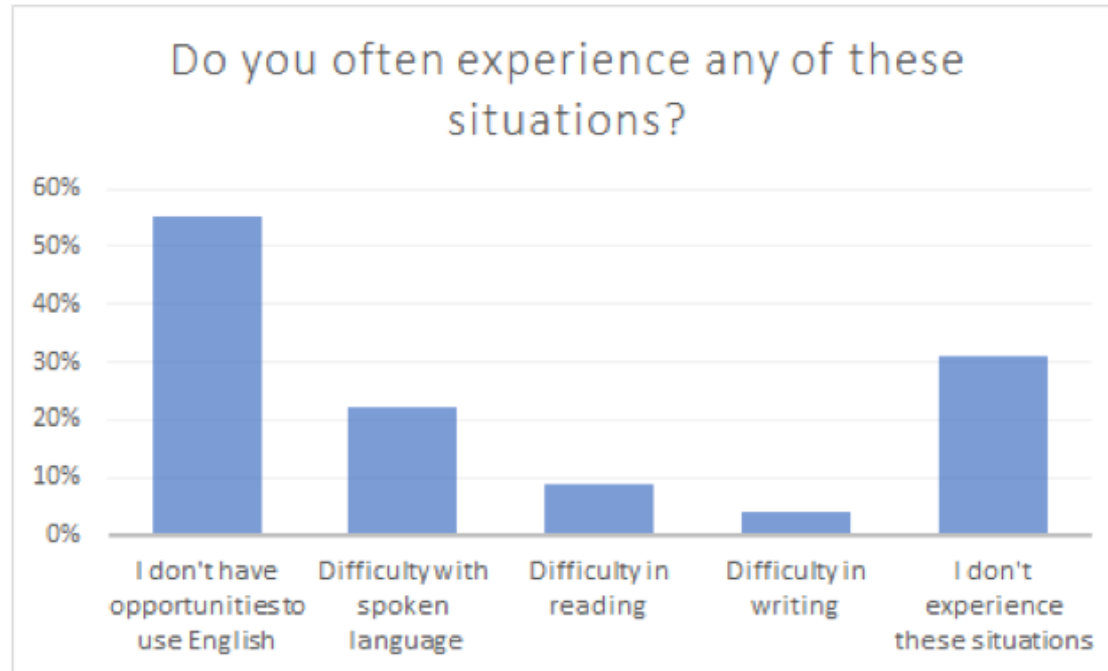


# CHALLENGES: STUDENTS' MOTIVATION TO LEARN

- ❑ English seen as unimportant for progression in school
- ❑ Few hours of study (2h/week)
- ❑ ENEM (upper secondary school leaving examination) has limited impact on teaching and English has minimal presence on the test (5 questions out of 180).  
Students can choose Spanish.
- ❑ Early entry into labour market



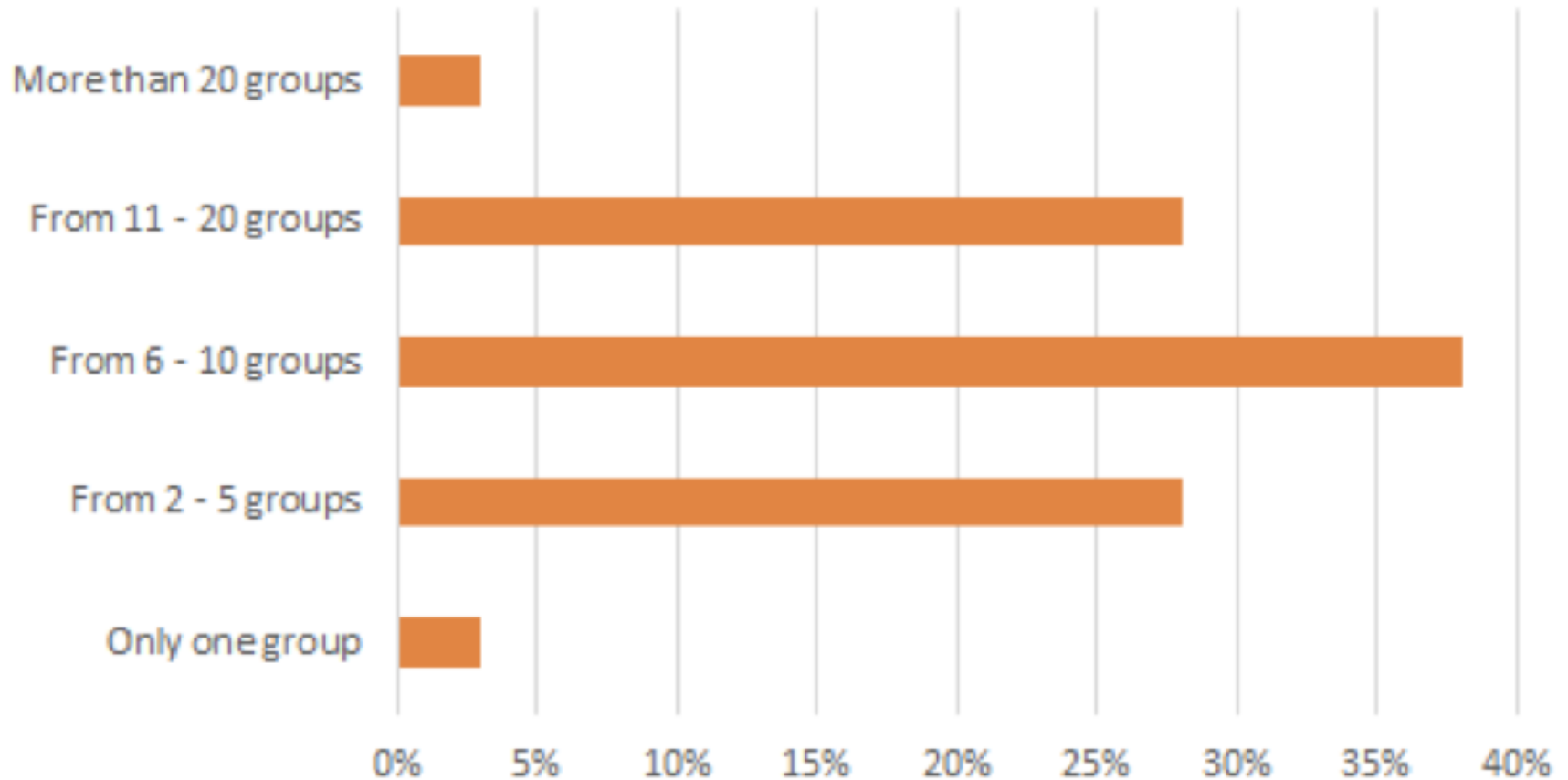
# CHALLENGE: TEACHER'S COMPETENCE IN ENGLISH



- Source: British Council/Education Intelligence. *English in Brazil - An examination of policy, perceptions and influencing factors* (2015).

# CHALLENGE: TEACHERS' WORKLOAD

Number of classes per teacher



Source: English in Brazil - An examination of policy, perceptions and influencing factors (2015).

# IN-SERVICE TEACHER EDUCATION



TeachingEnglish

ELT Research Papers 16.02

## A comparative study of English language teacher recruitment, in-service education and retention in Latin America and the Middle East

Amanda Howard, Nora M Basurto-Santos, Telma Gimenez, Adriana Gonzáles, Michael McMurray and Amira Traish

229  
respondents  
from Brazil

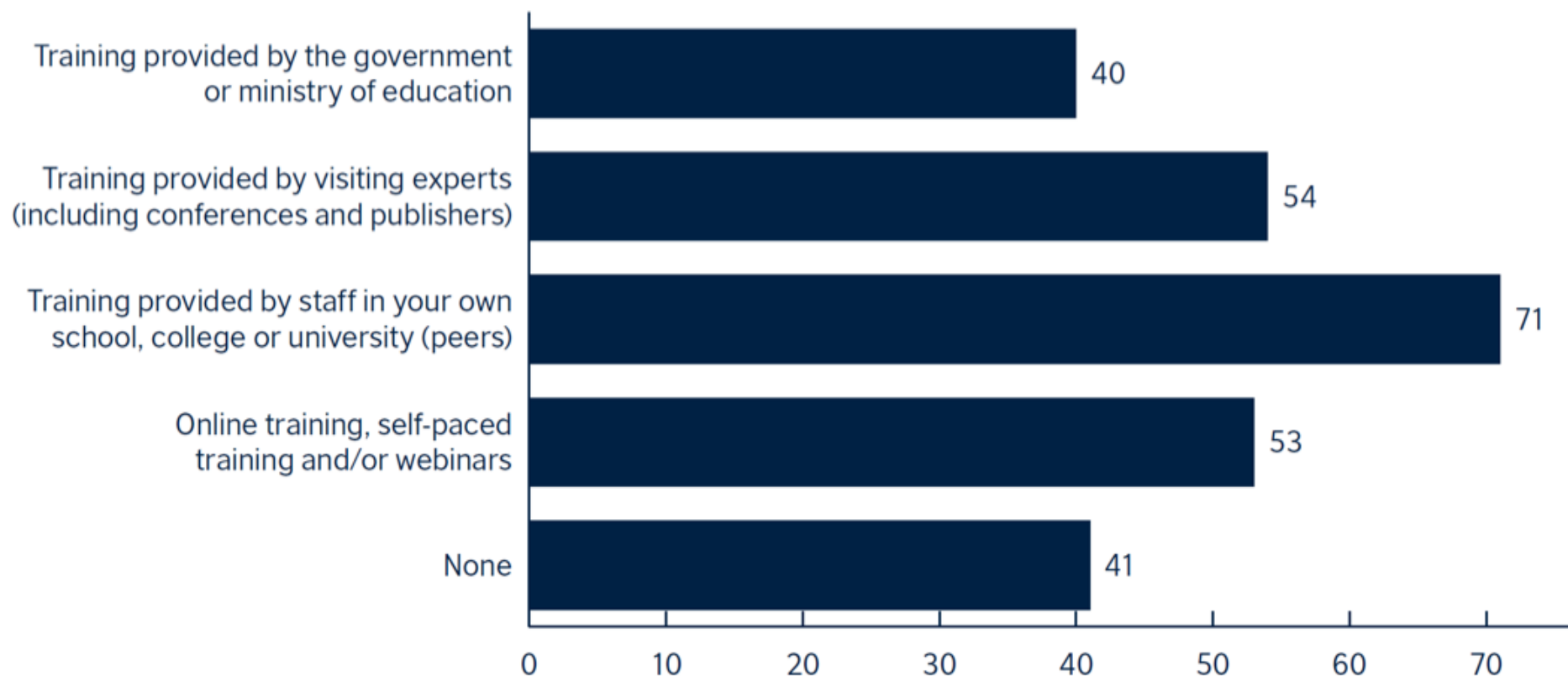


UNIVERSITY OF  
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# IN-SERVICE TEACHER EDUCATION

**Figure 5:** Courses attended since teachers started the job in Brazil



## POSSIBLE NEXT STEPS

- ☐ Design specific policies for English language teacher education (Base Nacional de Formação de Professores)
- ☐ Work towards one degree only (majority of teaching degrees in English grant dual qualification (Portuguese and English, with larger proportion of hours dedicated to Portuguese))
- ☐ Make the career more attractive by improving working conditions and salary
- ☐ Establish minimum proficiency levels for entry and exit profiles
- ☐ Take advantage of the expansion of practical hours to strengthen language learning (Pibid and Residency)
- ☐ Better articulation between universities and schools in order to prepare for the implementation of BNCC.
- ☐ Nurture interdisciplinarity and project-based learning with the use of technology
- ☐ Watch the political scene.

**THANK YOU!**

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