Contents

	Acknowledgments Contributors	vii ix
	Introduction Lía D. Kamhi-Stein, Gabriel Díaz Maggioli and Luciana C. de Oliveira	1
	Part 1: English Language Policy	11
1	English Language Teaching Expansion in South America: Challenges and Opportunities Cristina Banfi	13
2	Ideologies and Discourses in the Standards for Language Teachers in South America: A Corpus-Based Analysis Gabriel Díaz Maggioli	31
3	Language Policy and Language Practice in Uruguay: A Case of Innovation in English Language Teaching in Primary Schools Claudia A. Brovetto	54
4	Language Teaching in the Brazilian Changing Scenario of Language Education Policies Adriana Maria Tenuta, Míriam Jorge and Ricardo Augusto de Souza	75
	Part 2: English Language Teacher Preparation and Professional Development	93
5	Teacher Educational Reform: The Case in Ecuador Natalie Kuhlman and Elisabeth Serrano	95

6	What Happens with English in Chile? Challenges in Teacher Preparation Mary Jane Abrahams and Pablo Silva Ríos	109
7	Integrating Technology in Argentine Classrooms: The Case of a Buenos Aires Teacher Education School <i>Patricia Veciño</i>	123
	Part 3: School-Based Research and Innovative Practices	139
8	Examining Teacher Perspectives on Language Policy in the City of Buenos Aires, Argentina <i>Rebecca Pozzi</i>	141
9	Film as a Consciousness-Raising Tool in ELT <i>Carmen T. Chacón</i>	158
10	Students' Beliefs about Learning English as a Foreign Language at Secondary Schools in Argentina M. Inés Valsecchi, M. Celina Barbeito and M. Matilde Olivero	183
11	Toward a Multimodal Critical Approach to the Teaching of EFL in Brazil Danielle Barbosa Lins de Almeida and Veralúcia Guimarães de Souza	206
12	Seeking Information to Promote Effective Curriculum Renewal in a Colombian School Mónica Rodríguez-Bonces	219
	Epilogue Index	244 245