

An overview of Bilingualism and Bilingual Education in Brazil (versão para envio por e-mail)

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An overview of Bilingualism and Bilingual Education in Brazil

In the contemporary world, we have come to realize that languages and cultures happen to mingle in social life and shape individual's identities, knowledge and practices. We started to recognize that bilinguals aren't "the odd ones out" anymore. Migration, tourism, media and technology have started to bring together different languages and visions of the world. In this scenario, bilingualism is the norm, since many people are able to understand, speak read or write in more than one language. As a result, one of the effects of this paradigm shift is the growth of bilingual education and language teaching in Brazil.

While bilingual education – in the way we acknowledge it today - is a recent phenomenon worldwide, in Brazil it's just beginning. In the last 30 years, bilingual programs have started to take place . Indigenous peoples, bilingual border , special education for the deaf are just some of the settings that have been implementing bilingual education in Portuguese and an additional language. Considering this wide range of language education settings, how can we define what bilingual education is in Brazil? How is it organized? What kind of teachers and students happen to be in bilingual schools? How is the curriculum organized? How are students assessed? What are the policies for bilingual education in Brazil? These are some of the questions addressed in this talk, which aims to picture the state-of-art in bilingual education in Brazil, for teachers, students and interested people in general.

Bilingual education theoretical framework – MONOGLOSSIC IDEOLOGIES

	SUBTRACTIVE	ADDITIVE
LINGUISTIC GOAL	MONOLINGUALISM	BILINGUALISM
LINGUISTIC ECOLOGY	LANGUAGE SHIFT	LANGUAGE ADDITION LANGUAGE MAINTENANCE
BILINGUALISM ORIENTATION	BILINGUALISM AS A PROBLEM	BILINGUALISM AS ENRICHMENT

(GARCIA, 2009, p. 120)

Bilingual education theoretical framework

HETEROGLOSSIC IDEOLOGIES

	RECURSIVE	DYNAMIC
LINGUISTIC GOAL	BILINGUALISM	BILINGUALISM
LINGUISTIC ECOLOGY	LANGUAGE REVITALIZATION	PLURILINGUALISM
BILINGUALISM ORIENTATION	BILINGUALISM AS A RIGHT	BILINGUALISM AS RESOURCE

(GARCIA, 2009, p. 120)

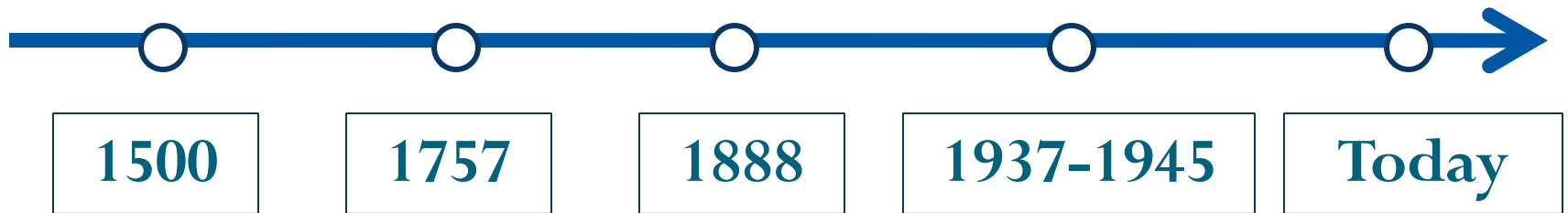
Contents



Languages

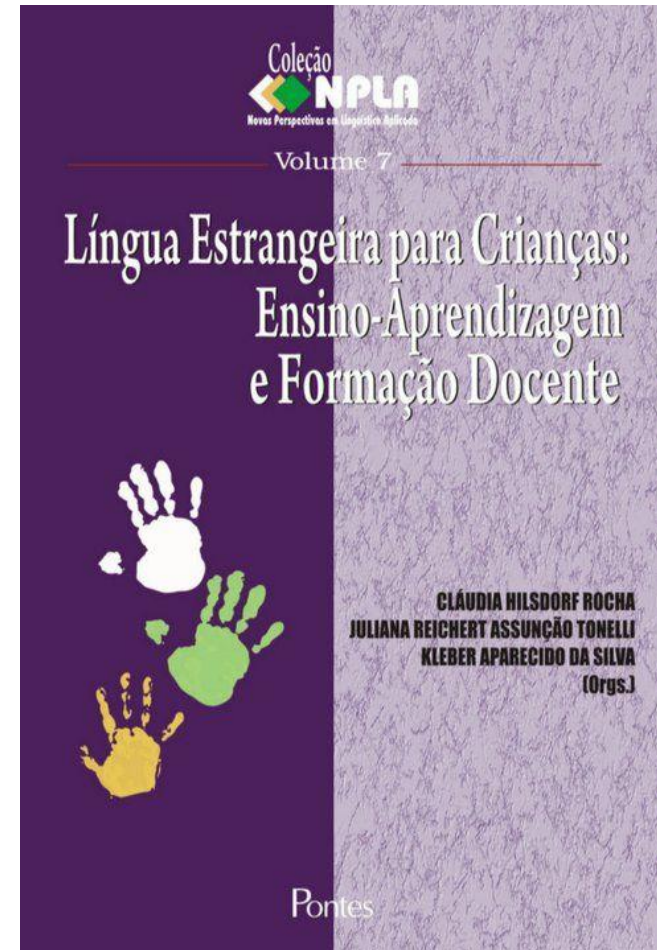
Learning skills and abilities

Language policy in Brazil



Elementary Schools: English from grade 1 to 9

- Law establishes grade 5 for EFL teaching to start
- Some schools and even municipalities are starting EFL programs in grade 1
- Young learners and very young learners are being targeted



Private Bilingual Schools

- More than 100 bilingual schools
- More Brazilian students in International Schools
- Bilingual programs in regular schools

Challenges for Bilingual Education

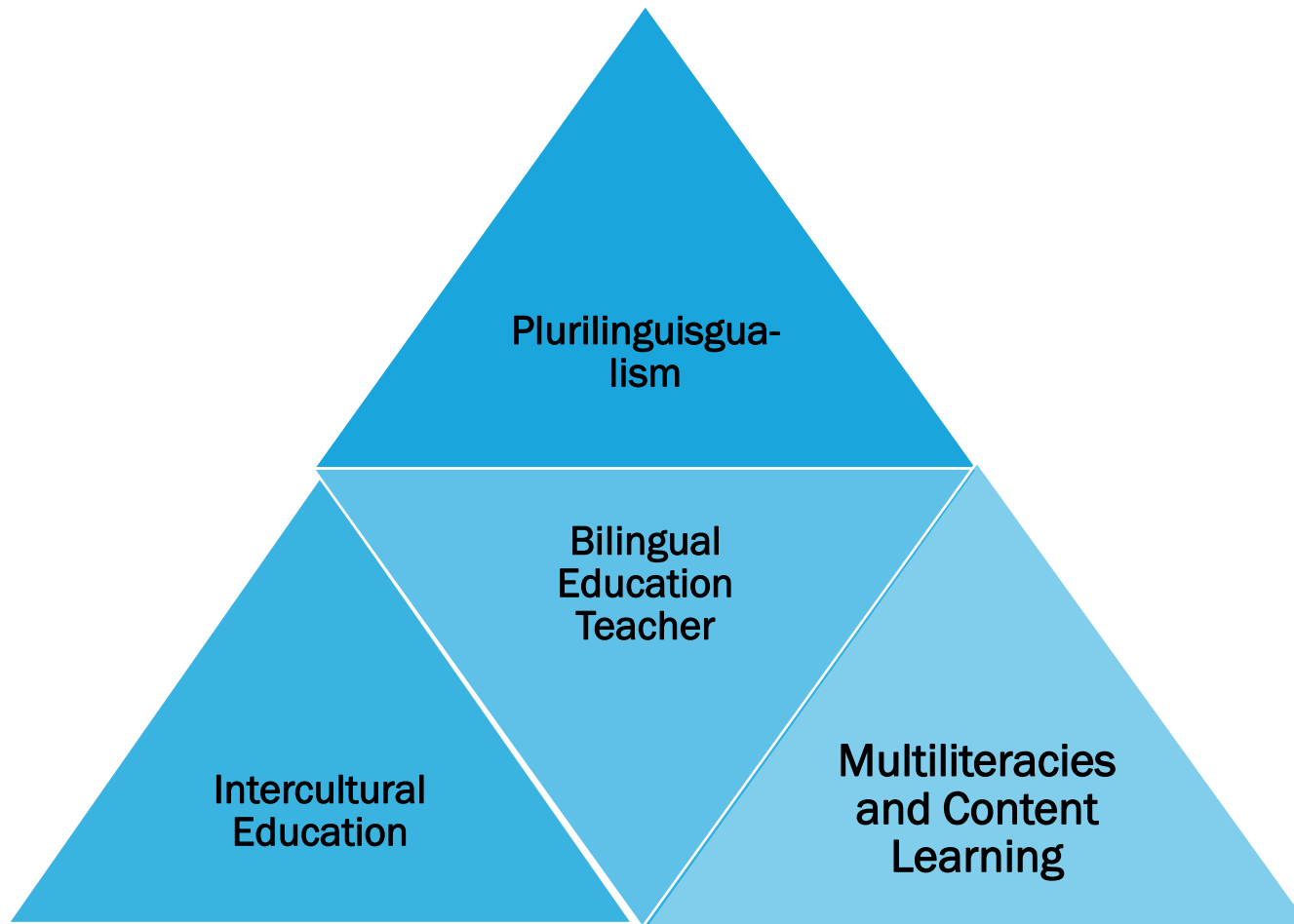
- Most teachers were educated monolingually
- There's a strict separation of languages, teachers and curriculum in B.E.
- Teachers have to produce new knowledge and practices based on their personal skills and the schools' support

Bilingual education vs. language education

	BILINGUAL ED	LANGUAGE ED
ACADEMIC GOAL	EDUCATE BILINGUALLY + FUNCTION ACROSS CULTURES	COMPETENCE IN ADDITIONAL LANGUAGE + BECOME FAMILIAR WITH ADDITIONAL CULTURE
LANGUAGE USE	MEDIA OF INSTRUCTION	SUBJECT
PEDAGOGICAL EMPHASIS	LANGUAGE + CONTENT	LANGUAGE INSTRUCTION

(GARCIA, 2009, p. 7)

Multiple Challenges



What can we do?

- Respect children's bilingualism and build on it
- Provide quality language instruction to all students
- Give access to bilingual education to more (or all?) children
- Provide teacher education towards bilingualism and bilingual education
- Create politics, curriculum, methodology and materials for bilingual education

LEARN – TEACH – SHARE

PRODUCE AND SPREAD NEW KNOWLEDGE

“Language and the human spirit are inextricably intertwined. We interpret the world through language. We express ourselves through language. Language is powerful. Language can bring us together or set us apart. It can be used to include - to bridge barriers between cultures, religions, and worldviews - at the same time as it can be used to exclude by inflaming xenophobia and racism.”
(Jim Cummins)