

Arts, Linguistics, Literature and Language Research Journal

THE IMPORTANCE OF BILINGUAL EDUCATION FOR PUBLIC EDUCATION

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Abstract: Public educational practices need constant updating, directed studies and actions based on the new needs of communities, always with the aim of promoting equity. In this purpose, language teaching is also included, which, when combined with innovations in multilingual policies, is capable of narrowing cultural boundaries, enhancing qualification for work, for possible international relations and literacy based on effective fluency in foreign languages. or additional, and in this context bilingual education emerges as an effective pedagogical proposal. This research seeks to emphasize the importance of bilingual education for public education, instigating coordinators and teachers in the adoption and execution of conscious bilingual practices in accordance with realities. For this purpose, this investigation used a bibliographic review of other articles, books, official education documents, and collected data from the available literature that evidence the benefits of bilingual education for the public educational scenario, focusing on the English language. This way, it can be concluded that the Laws of Guidelines and Bases of Education carry a resolution of the year 2021 aimed at the bilingual teaching of the deaf, and that these expanded practices in public policies for other languages promote increased social interaction, accessibility to texts in the original version of the non-native language, sharpening attention, patience, sensory-motor skills and increasing school interdisciplinarity. and collected data from the available literature that evidence the benefits of bilingual education for the public educational setting, focusing on the English language. This way, it can be concluded that the Laws of Guidelines and Bases of Education carry a resolution of the year 2021 aimed at the bilingual teaching of the deaf, and that these expanded practices in public policies for other languages promote increased social

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INTRODUCTION

It is common to find in the representations of the media in soap operas, series or in the biography of great figures of humanity, the presence and prestige of the multilingual practice (polyglotism, fluency in more than one foreign language, etc.) as a privilege and social ascension. A comparison of this reality in the Brazilian educational context was possible, since the website Terra (2021) states that: “between 2014 and 2019 there was a rise between 6% and 10% in the bilingual school sector, as indicated by Abebi (Associação Brasileira of Bilingual Education). Therefore, it is necessary that studies of educational management, as well as those of language teaching and learning, focus on this theme in order to follow this evolution.

One of the examples of multilingual practices most targeted by schools and families in investing in the future of students is bilingual education, and for it to be effective and satisfying to the futuristic expectations that it carries, there must be legislative policies and civil mobilization in the educational contexts

that the demand and need it. However, Abreu and Vasconcelos (2020, page 7) point out that:

The lack of regulation and/or legislation that oversees bilingual schools is equivalent to saying that each school proposes its program according to its own concepts of bilingualism, meeting demands from corporate, economic and/or ideological issues.

In the authors' thinking, it is possible to consider the lack of guidelines in establishments and programs Bilingual in nature, and that schools, by adhering to this pedagogical proposal, lead to training in subjective concepts of bilingualism based on the political and economic ideologies of the school institution. Certainly, there are great challenges in building bilingual pedagogical practices for equitable public education with the absence of regulations that lead to them, and in this high emergence of schools with bilingual education, the relevance of studies that aim to understand its importance for public education grows. as is the case with this article.

The present investigation seeks to demonstrate the importance of bilingual teaching practices for public education, encourage educational managers and teachers to consciously adhere to education aimed at bilingualism and interrelate the data collected from the literature review on the subject. The idea came up with the hypothesis that the importance of bilingualism in schools is not only high in the implementation, but also in the updates of legislation, scientific articles on education and its needs in interior cities. In addition, that this bilingual practice is being neglected in the political actions of public education of language teaching, and that they are not approaching in walking according to the latest existing legislative updates. According to Marcellino (2009, page 11):

The bilingual school must be the new conception of school, based on a more

globalized world, the place where the exchange of knowledge and the breaking of borders takes place. This alone justifies the need for another language as a vehicle of instruction.

With this, it can be observed that the schools that intend to jointo the proposal of bilingual learning, acquire adequacy in the formation of students to their needs and the current world, which brings the student even closer to their literacy, qualification for work and reduction of inequalities sometimes marked with between the opportunities and pedagogical actions present in non-public educational environments.

Therefore, this investigation used empirical observations of the social needs of language learning in a city in the interior of Pará, Goianésia, to raise knowledge and relations of the theme with the reality of public policies in the city.s that are not capitals or large urban centers. Additionally, this research cites sign language teaching only as a support to reach broader understandings, but its focus is on the English language. In addition, data collection is bibliographic on theories and literature available through keywords such as "Bilingual education", "Public policies" and also consulted official education documents most relevant to its development.

THE CONTEXT OF LANGUAGE TEACHING IN PUBLIC EDUCATION

The need to learn foreign and sign languages in most interior cities of Brazilian states is static and doomed to free language courses at private educational institutions, and in the case of sign languages, this is at the mercy of the interpreter or of loose and introductory gestures, disconnected from the broader communicative needs in school environments. In view of this, it is necessary that public education policies promote

language teaching in order to expand the construction of knowledge of foreign language and non-listening culture to the public educating who did not have access to language courses, in order to democratize the pedagogical practices and offer the right to basic training with social equity.

Language learning in public education must be guided in accordance with the Laws of Directives and Bases of Education (LDB) that establish (Brasil, 2017, page 20) the provision of English in the elementary school curriculum from the sixth year onwards. onwards in basic education. As a result, public education is configured as a multilingual environment, in which more than one language and culture are taught. Thus, ensuring this space in the curriculum, the teaching of foreign languages faces many challenges such as the reduced workload in the curriculum, the excessive use of traditional and not very dynamic methods in the teaching of the target language, the absence of professionals with qualification in the area, the didactic materials inefficient and insufficient for the number of students, among others. On the other hand,

However, the achievement of communicating in more than one language most of the time ends up being neglected by public policies due to the exacerbated attention given to literacy needs in the majority language, which in the case of Brazil, is Portuguese. According to the LDB (Brazil, page 19) the curricula of early childhood education, elementary and secondary education must have a common national basis, in which the teaching of the Portuguese language is mandatory. Therefore, with this language having its majority value and nationalist character, its space in school curricula becomes essential, but public education policies are always hoping to eradicate illiteracy in order to think about the development of teaching an additional

language in the public network,

From this perspective, from the innovation of public policies, in a way of understanding the reality of language teaching and learning as multilingual, globalized, democratic and egalitarian in offering opportunities to the less favored, that the practices of bilingual education appear in Brazilian public education networks. For example, Law No. 14,191, of August 3, 2021, was approved, which modifies Law No. 9,394, of December 20, 1996 - LDB, to provide for the modality of bilingual education for the deaf, which is now treated among other measures as a practice of school teaching starting at zero grade in early childhood education, extending throughout life and offered in Brazilian Sign Language (LIBRAS) as a first language, and in written Portuguese as a second language, in bilingual schools for the deaf, bilingual classes of deaf,

Therefore, regarding this term, Bilingualism refers to the use of two languages, for example, books in bilingual versions, which carry their textual contents in two languages. However, bilingual education is far from being limited to these simple empirical definitions, so it is necessary to understand the difference between bilingual education and Bilingualism according to Baker's (2001, page 15) thought that the fundamental distinction is between the bilingual ability and bilingual use, considering the domain and context in which the individual uses both languages. That is, bilingual education is aimed at the development of bilingual ability in languages, thus providing communicative opportunities and improving language skills, and Bilingualism is the use of two languages by the same individual, whether or not he has had regular bilingual educational instruction, if not, it usually occurs when the children have relatives from different countries, or reside in communities that preserve ethnic linguistic cultures. Therefore, Bilingualism

encompasses bilingual education, and works as a starting point and arrival point for these pedagogical practices, as Baker (2001, page 15) explains that the creation of an elaborate and multidimensional structure of bilingual proficiency can generate sensitivity and precision. However, ease of conceptualization requires simplicity rather than complexity. This way, bilingual education must be faced with serious elaboration, based on the various skills of proficiency, reading, writing, speaking and listening, as simplifiers of full mastery of the second language, as explicit in Law No.

By extension of this reality, it is plausible that public policies of bilingual education are also renewed in the field of foreign languages, considering English that gained status as a lingua franca by the document of the National Common Curricular Base (BNCC) that guides (2018, page 241) the construction of knowledge in English in character training that forces us to review the relationship between language, territory and culture, so that English speakers are no longer found only in countries where English is the official language. Therefore, the English taught in schools must advocate this language as a significant practice of learning through a public education policy that aims to overcome borders and achieve mastery of communication in English in Brazilian bilingual school contexts.

With regard to institutions Brazilian bilingual educational institutions, Marcellino (2009, page 10) considers that the bilingual school must always be seen in essence as a school not as an amplified language institution, but with a focus on the objective of education that takes place in a second language with different formats and possibilities of combination, being an educational unit with the differential that school contents and interactions also take place in English, with Brazilian cultural aspects present, and the English language is not treated as a simple

representation of culture, values and beliefs. In this sense, bilingual Brazilian schools with English as a foreign language must consider this language as a repertoire of the teaching culture, highlighting the interactions in communication in their spaces,

METHODOLOGY

Because it is an investigation that used scientific articles, laws and official documents of the available on electronic addresses, books found on the internet and physical books from the researcher's collection, it is valid to consider that this type of basic research has its relevance and that according to Lakatos and Markoni (1990, page 66):

“Bibliographical research is not a mere repetition of what has already been said or written on a certain subject, but allows the examination of a theme under a new focus or approach, reaching innovative conclusions.”

Thus, the data collected here allow for innovation in decision-making or in the continuity of work in bilingual teaching of teachers and managers who perform it. pay attention to the organization of updated information in accordance with official education documents.

To direct theorizations about the data collected, Lakatos and Markoni (1990, p. 202) designate:

“The literature review as the analysis of data collected from secondary sources, which refer to the information related to the study and the summary of the most important conclusions.”

Therefore, the relationships of different sources of information in this study provide new propositions about the importance of bilingual education for public policies.

RESULTS AND DISCUSSION

According to Baker (2001, page 242) assessments of bilingual education through

immersion and maintenance of the structuring of communicative development tend to favor bilingualism and biliteracy, but also tend to increase performance across the curriculum. This way, it is noticeable that the results of bilingual education are satisfactory and dynamic for the entire school community, as they favor bilingualism as a social practice of both languages, and linked to public education policies, it stimulates biliteracy and brings interdisciplinarity in favor of curricular integration.

In this perspective, other contributions of bilingual education are highlighted by Marcellino (2009, page 11) in the communicative sphere, the bilingual speaker can establish differentiated and intimate bonds with family members, friends, partners or clients who speak different languages and for children and young people access to drawings, movies, comics and books in their original versions. Having linguistic sensitivity a differential, because of the constant monitoring of the two languages, the bilingual individual becomes more attentive, patient and sensitive to different linguistic situations than monolinguals. In this bias, it is essential to take bilingual teaching as an ally in public education practices, in order to raise the possibilities of socialization, access to content and sensory-motor coordination in attention to other horizons,

Regarding the planned adherence of bilingual education, this becomes a challenging task for managers and teachers, who usually accommodate themselves to the simple increase in the workload, the overload of contents and a selection of didactic material that is too advanced for the level of proficiency of most students, measures that usually occur without the supervision and guidance of a qualified professional in the area of the foreign or additional language. According to Abreu and Vasconcelos (2020, page 10) it is favorable

for the English language to be inserted together as the mother tongue in schools during basic and elementary education, as it comprises a period of greater assimilation by children, it increases the probability of success in learning, enabling them and making them fit for full and equitable social participation. Thus, it is up to educators to continue to resignify their actions of coordination and regency in bilingual education constantly,

Finally, another fact that is increasingly common is the migratory process of Brazilians from inland cities to other countries with the aim of professional success. However, in addition to the bureaucratic difficulties of legalization and documentation, upon arriving in the country of destination, the immigrant faces the low appreciation of the Brazilian workforce, submitting to informal and less prestigious work positions abroad, a reality that can be changed with the fluency in the English language, which connects different cultures in the globalized world, and brings more appreciation and an increased range of possibilities to Brazilian workers. In this scenario, the LDB (Brasil, pag.8, 2017) establishes that education has “as its purpose the full development of the student, his preparation for the exercise of citizenship and his qualification for work.”

CONCLUSIONS

From the arguments mentioned above, it is concluded that bilingual education is important in the curricular area because it privileges interdisciplinary relationships, it can increase the fulfillment of the contents of more than one discipline, in the area of the psychological socio, since it promotes an increase in interaction, improvement in sensory-motor skills, attention, linguistic sensitivity and socialization through the multiplication of communicative possibilities in both languages, being able to establish

relationships with friends, clients, partners and family members from other countries without interference in the mother tongue, but with bilingualism guidance at school to life.

Within the scope of public policies, bilingual education favors literacy practices and training both in the mother tongue and in a foreign or additional language. However, even with the 2021 resolution of the LDB that provides bilingual education for the deaf, educational realities do not expand and do not follow these legislative guidelines to apply school practices of bilingualism to foreign languages, as Abreu and Vasconcelos (2020) state follow their own parameters of bilingual education based on political and economic ideologies. Furthermore, in this context, the possibilities and needs of reinventing the practices of managers and teachers grow in a certain constant.

In short, last but not least, in the cultural area, bilingual education enhances the students' sociocultural repertoire, contact with original texts written in the target language, in addition to contemplating the proposal of submersion that is common in this scenario, stimulates references, autonomy and students' engagement in building bilingual experiences.

FINAL CONSIDERATIONS

The present study was dedicated to emphasizing the importance of bilingual education for the realities of public schools, but it does not exclude the possibility that the theories coined here can be successfully applied to different contexts, or even in practices multi or bilingual outside of conventional school environments.

The focus here was on the English, with other languages cited as theoretical foundations, but which in practice may come to share sociopolitical support and actions of the same ideologies proposed here. Another

important point to delimit is that this article brings introductory notions of bilingualism, mentions literacy in several languages, but the investigation is not centered on these objects, which may become starting points for future research.

Finally, this study is the result of studies in Educational Management and the researcher's experiences as an English teacher in Bilingual Education, who intends to continue investigations on adherence, models, effectiveness and Bilingual teaching practices in Brazilian education.

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