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ENGLISH AND BILINGUAL EDUCATION

For Children



ENGLISH VERSION



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English and Bilingual Education for Children

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ABSTRACT

This paper aims to present the growth of the English language in early childhood in Brazil and the bilingual programs that are being offered in the Brazilian Bilingual Education nowadays. The main objective of this article is to discuss the processes of bilingualism in early childhood, especially in our country where English is the minority language, to assist professionals in the field, such as bilingual schools, English teachers and coordinators, also researchers and parents, offering a better understanding of the English language in early childhood.

Keywords: Early Childhood; Bilingualism; English; Second Language.

INTRODUCTION

Nowadays, the English language is being introduced in children's lives from an early age in Brazil and all over the world. This introduction to English in childhood can be offered by bilingual schools, bilingual programs, or even at home by bilingual parents. Raising a bilingual child is a parent's choice, however some parents do not know why English as a second language could be important to their children and why learning it from an early age can help a child to develop second language acquisition effectively.

In recent years, the number of bilingual schools has been increasing in Brazil. Bilingualism is an area that is growing quickly in Brazilian education, but it is also a new field discussed, especially in our country. There are few studies about it and the term bilingualism is confusing for many people in our country, once it is an area little explored and debated. People do not know who can be considered bilingual or not, they do not know whether exposing the children to a second language (L2) is positive or negative for their linguistic development or they are concerned if learning a second language can interfere negatively in the first language (L1) development. Each bilingual school offers a different type of bilingual program and there is no evidence which type of program is effective to develop English as a second language in childhood. For this reason, parents do not know what to expect from bilingual education, what type of bilingual program to choose, and how the process of acquiring a second language works.

The qualitative approach will be used in this article, in order to understand this new trend of English in early childhood and the phenomenon of bilingualism that is currently happening in Brazilian education through the contributions of studies such as *Educação Bilíngue no Brasil* (2019) by Antonieta Megale, *Bilinguismo no Brasil: significado e expectativas* (2009) by Marcelo Marcelino, *Early Childhood Education in English Speakers of Other Languages* (2016) by Victoria A Murphy and Maria Evangelou, *Children Learning Second Languages* (2011) by Annamaria Pinter, *Englis as Global Language* (2003) by David Crystal, *Second language Acquisition* (2016) by Roumyana Slabakova, among others. Initially, it was raised the question of why English as a

second language? Followed by the summary of English language history that will be presented, and finally, the topics: Bilingualism and Bilingual Individual; English in Early Childhood; Brazilian Bilingual Education; Brazilian Schools and their Bilingual Programs will be discussed.

Therefore, the present study comes to answer the main question: Due to globalization and the fact that English has become a global language, people are introducing the English language into children's lives at an early age so they can be prepared to live in a globalized world; thinking about it, is it good for a child to develop L2 from an early age, if so what are the benefits and advantages of starting to study English from childhood and what are the best practices and programs to develop L2 in a foreign country?

WHY ENGLISH AS A SECOND LANGUAGE?

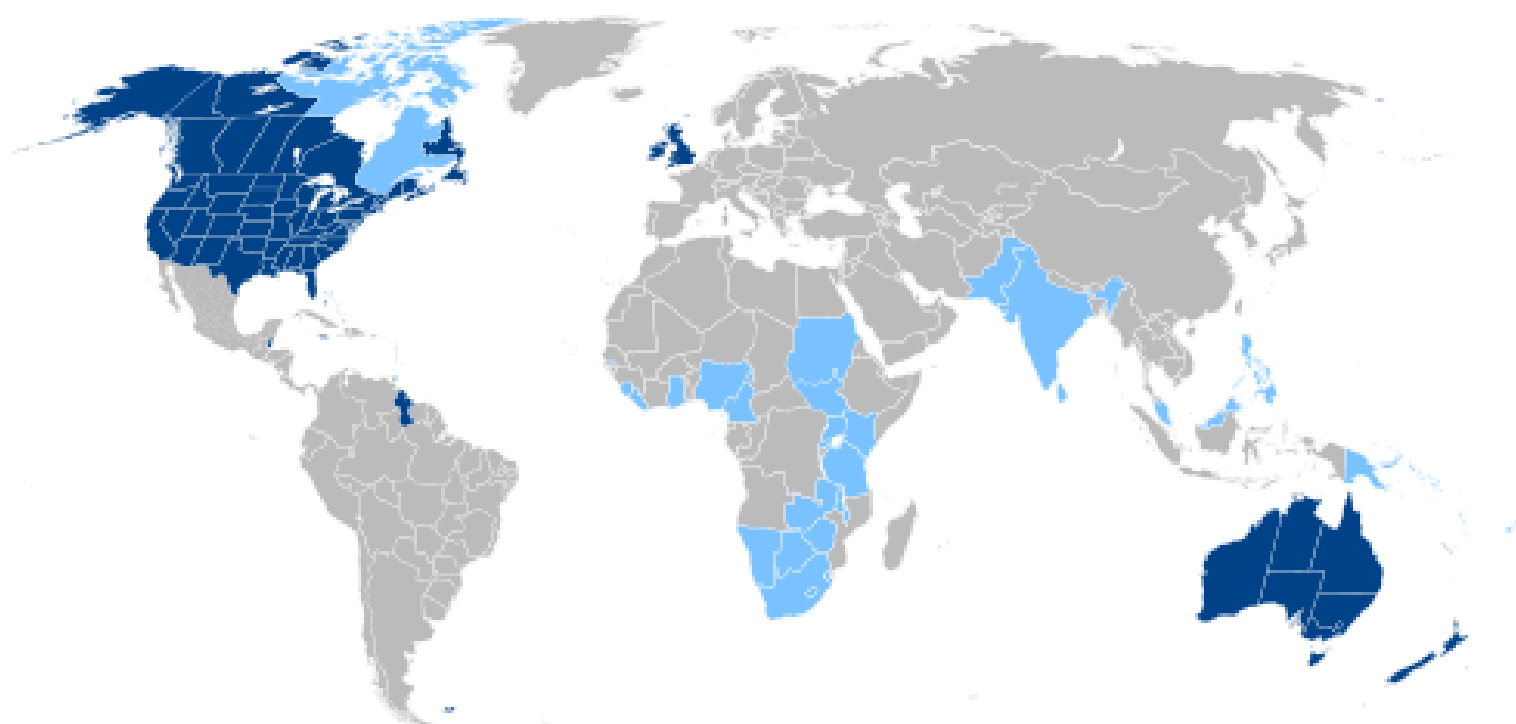
According to the British Council's research realized in 2016 "A number of research studies have identified a growing international phenomenon where different forms of education are offered through the medium of English to non-English speakers" (BRITISH COUNCIL, 2016, p.4), Crystal also shows this new event in his studies:

English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. (2003, p.5).

This phenomenon as mentioned by the authors is also happening in Brazil nowadays, the number of bilingual schools that offer education through the medium of English has been increasing. Bilingualism is an area that is growing quickly especially in early childhood education and care, and is also being a type of education that the parents are seeking for as Marcelino (2009, p.1, author's translation) reaffirms: "The growth of bilingualism in Brazil evidences a development in education and a market demand pressured by parents of regular schools".

We are completely free to choose the language we want to learn as a second language, but if we go to big cities, especially in the bigger ones like São Paulo, we will notice that nowadays we are surrounded by bilingual schools and international schools that offer education in both languages, Portuguese and English. There are also many English courses engaged to teach English as a foreign language for many people who wish to learn it and achieve a good level or good English proficiency. The English language is the most spoken in the world if we consider the numbers of English speakers as a mother tongue and as a foreign language as Murphy and Evangelou (2016, p.4) say: “More people (i.e. total number of speakers) speak English around the world than any other language (approximately one thousand five hundred million”.

The problem is when we ask “why English” for people who are involved with English as a second language somehow, even English teachers do not know what to say to their students when this issue is raised. The common answer among them is because the English language can provide a good career or a good future. They are not wrong, the English language can give us good opportunities in our professional and social life, but some of the non-English speakers as a mother tongue do not know what is behind the language and the real reasons that brought the English language to a global status.



SUMMARY OF ENGLISH LANGUAGE HISTORY

The English language was spread around the world initially because of British colonization and years later because of the economic power of the United States in the 20th century, as mentioned by Crystal (2003, p.59). The largest part of the British Empire started at the end 18th century, in a period of the industrial revolution. From 1750 to 1850, the empire brought over 20 territories under its rule. The British Empire controlled Canada, Australia, New Zealand, Tonga, Fiji, Western Samoa, India, Burma, Papua New Guinea, Malaya, Sarawak, Brunei, Oman, Iraq, Egypt, Libya, Sudan, Kenya, Uganda, Northern and Southern Rhodesia, Tanganyika, Zanzibar, Mauritius, the Maldives, South Africa, Swaziland, Nigeria, Gold Coast, and Sierra Leone. It has also held a portion of the United States and China. Those countries, due to colonization, were influenced by the English language, therefore English started to be spoken there.

Nowadays, we continue to experience the influence of the English language, as already mentioned before, because of the economic power of the United States, “such dominance, with its political/economic underpinnings, currently gives America a controlling interest in the way the language is likely to develop” (CRYSTAL, 2003, p.60). American English is particularly influential, due to the USA's industries' dominance in cinema, television, IT, etc.

Of course, English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. (CRYSTAL, 2003, p.2).

There are three ways we can recognize the English language around the world, first is when the English language is the mother tongue of the country, the second one is when the English language is one of the official languages in a country, and the third one when English is “made a priority in a country’s foreign-language teaching, even though this language has no official status” (CRYSTAL, 2003, p.4) that is exactly the case of Brazil nowadays. Crystal (2003, p.03) says that “A language achieves a genuinely global status when it develops a special role that is recognized in every country” and this is the status the English language achieved currently across the world due to its global recognition.

“O crescimento do bilinguismo no Brasil evidencia um desenvolvimento na educação e uma demanda mercadológica pressionada pelos pais de alunos de escolas regulares” (MARCELINO, 2009, p.1).



English and Bilingual Education for Children

BILINGUALISM AND
BILINGUAL INDIVIDUAL

Currently, there are many definitions of bilingualism, if we look for the meaning of bilingualism in the Cambridge Dictionary, we are going to find the following: “the fact of being able to use two languages equally well” (BILINGUALISM, 2020). The definition given by the dictionary is almost the same famous bilingualism definition: “In the cases where this perfect foreign-language learning is not accompanied by loss of the native language, it results in bilingualism, the native-like control of two languages” (BLOOMFIELD, 1933 apud MARCELINO, 2009). Grosjean (2008, p.10) in his research suggests that before we start to discuss it, we need to understand what the terms Bilingualism and Bilingual mean. According to the author “Bilingualism is the regular use of two or more languages (or dialects), and bilinguals are those people who use two or more languages (or dialects) in their everyday lives”. Some studies as we can see define bilingualism by language proficiency in both languages and others by language use (GROSJEAN; BYERS-HEINLEIN, 2018, p.5).

Marcelino (2009) brings other definitions in his studies by other authors about bilingual individual and then concludes that, seeing those ideas and definitions about bilingualism, we can understand how difficult is to bring a characterization about who is bilingual. Marcelino (2009) thinks that all the types of bilinguals can be classified by the acquisition of the language, for example, simultaneous acquisition or consecutive acquisition. For him, it is possible to classify all the possible bilinguals as a simultaneous or consecutive. The bilingualism definitions are really discussed and contested by the experts on this matter, because some bilingualism definitions exclude most of the speakers of another language that do not have a native competence in one of the languages. There are several definitions as mentioned before about bilinguals, and we must think about it clearly, because depending on what we consider as a parameter to be a bilingual, we can exclude the existence of all possible bilingual individuals.

The bilingual uses the two languages—separately or together—for different purposes, in different domains of life, with different people. Because the needs and uses of the two languages are usually quite different, the bilingual is rarely equally or completely fluent in the two languages. Levels of fluency in a language will depend on the need for that language and will be extremely domain specific, hence the “fossilized” competencies of many bilinguals in each of their two languages[...] (GROSJEAN, 2008, p.14).

Anyone who knows how to communicate in two languages can be considered bilingual, even if they do not have the same skills in both languages. Bilinguals may perform differently in different languages; for example, imagine an immigrant in a foreign country, that individual only uses L1 at home with parents or family, but outside that individual only uses L2 on the educational or professional life, this bilingual individual is likely to communicate better in L1 when the conversation comes to family or home, but when the subject changes to education or profession life, the individual will communicate much better using L2.

ENGLISH IN EARLY
CHILDHOOD

Children can become bilingual from birth or a few years later, for a variety of reasons. They can grow up in a bilingual family, their families can move to a foreign country or their parents want to offer them a bilingual education due to best opportunities they can have in the future, as we are living in a globalized world where the English language has become a global language (CRYSTAL, 2003). Another reason for children to learn L2 from early childhood according to Murphy's and Evangelou's (2016, p.10) research is the "widespread belief that 'younger is better' when it comes to language learning". Children who start to learn an L2 from birth are called as a bilingual simultaneous. The simultaneous acquisition is when the acquisition of language "A" occurs at the same time that the language "B". The bilingual consecutive is when the acquisition of the language "B" occurs after the language "A" be acquired (MARCELINO, 2009).

There is a discussion nowadays about the bilingualism in early childhood. Some studies that say that is not good for a child to be exposed to an L2 since childhood because this early bilingual process can make a confusion in the child's brain. On the other hand, there are many people who say that if we expose a child since the infancy to an L2 this child will become a native-like or will achieve a good level and proficiency in English. Murphy's and Evangelou's (2016, p.12) studies about early bilingualism say that "There is no inherent reason for why this should be problematic, as much research has shown that there are no cognitive impediments to learning more than one language in young children". Children are not confused with languages, "Like bilingual adults, bilingual children often mix words from their two languages in the same sentence or conversation." (GROSJEAN; BYERS-HEINLEIN, 2018, p.21). What happens to a bilingual person, even if it is a child or an adult, is that at the beginning of the L2 learning process it is normal to mix up the two languages in order to communicate. When the bilingual does not know the word in one language, they will try to speak in another one, this is what we call code mix or code switch, according to Byers-Heinlein and Lew-William (2013, p.97) "code mixing is a normal part of bilingual development, and bilingual children actually have good reasons to code mix" .

There is no doubt that as soon as better to introduce the second language to a child because as Byers-Heinlein and Lew-William (2013) say “our brains may be more receptive to language earlier in life” and we also have the contributions of the Critical Period Hypothesis (CPH) which shows that there is a critical period in our life in which the acquisition of L1 and L2 is possible, this period occurs from 2 years until puberty according to Lenneberg's theory. Researchers show that if a child, for some reason, does not have a good language development since birth and begins to learn it after puberty, that child will have difficulties in achieving a good proficiency in L1 (PINTER, 2011, p.50) and the same can happen with L2 according to Birdsong (1999 apud PINTER, 2011, p.66) “In its most succinct and theory-neutral formulation, the CPH states that there is a limited developmental period during which it is possible to acquire a language, be it L1 or L2, to normal, native-like levels”. When people start learning an L2 after puberty, or better saying, after the critical period to learn it, the language acquisition processes are likely to be difficult. There is another point to be discussed about early bilingualism, which is when a child is introduced to a new language, this child needs to continue being exposed to L1. Otherwise, this child may lose one of the languages, it may be L1 or L2, the one that is not constantly heard, it is what we call as language attrition. Because of this loss of development in one of the languages, it is important to value both (GROSJEAN; BYERS-HEINLEIN, 2018, p.14). It is important to mention that it is not impossible to learn a second language as an adult, and after the critical period; however the path to acquire the L2 will probably be harder than during childhood, especially when it comes to the pronunciation of words. An adult receives input from L1 for a long time in life and the L1 will certainly influence in the L2 as Slabakova (2016, p.90) in his studies reaffirms: “In a nutshell, the idea is that the more the native language grammar is established (entrenched) in the learner's mind/brain, the more difficult comparable acquisition of a second language becomes.”.

When we talk about second language acquisition (SLA) in early childhood, there is something else that we cannot forget to discuss: the time that children are exposed to the target language. The exposure time in the language target is what we call as input. In the book *Second Language Acquisition*, the author Slabakova defends the idea that the input is much more important than the age at which we start to learn an L2. “Maintaining full and diverse linguistic input in the L2 through constant contact and varied usage of that language can be an equally important factor” (SLABAKOVA, 2016, p.96). It means, to achieve a good proficiency in the language target the children need to be exposed to L2 as much as they can and the input must be good in both quality and quantity. When the children receive a good input earlier in life, they have more chances to become a nativelike, mainly when we talk about pronunciation, those who start the contact with the L2 from 0 to 6 years old will show better results in the L2 development as Slabakova (2016, p.96) says: “Nativelike morphology and syntax are most likely if the L2 was acquired between the ages of 0 and 6, but highly unlikely after the mid-teens”. Still according to Slabakova (2016, p.103): “Age of acquisition is certainly of great importance, but the linguistic input may override its importance in the achievement and maintenance of nativelike linguistic competence”. The exposure time in the target language is something that must be considered as an important aspect as well as the age of acquisition for L2 development.



BRAZILIAN BILINGUAL
EDUCATION

At schools, English was treated just as a regular subject, starting in the Elementary Education, as the Common Base National Curriculum (BNCC, initials in Portuguese) determines: “In relation to bilingualism, the BNCC establishes English as the only mandatory foreign language in the area of Languages in the final years of Elementary School and in High School” (CNE, 2020, p.08, author’s translation). Some private schools started to outsource English institutions to teach the English classes and years later many bilingual schools started to appear, seeking to improve the teaching of English and to integrate the quality and efficiency of regular education as Marcelino (2009, p.2, author’s translation) says: “This trend seems to have been a moment of transition, an attempt by regular schools to improve the teaching of the language until then considered inefficient for several reasons [...]”. Today we experience a large growth in Brazil related to bilingual education. This bilingual educational growth is happening especially among the private schools according to the National Education Council (2020), known in Brazil as CNE, and it needs to be seriously debated because we need to offer the same opportunities in both sectors, private and public, considering that “[...] 80% of Brazilian students in basic education are enrolled in public schools” (CNE, 2020, p.8, author’s translation) . As this quick growth is being seen just in the private schools and “...Bilingual Education aimed at students of the dominant classes, it is understood that Education is almost always an elitist character” (MEGALE, 2019, p.15, author’s translation) , there is a need to be careful that bilingual education will not become an education that excludes those who cannot access it, increasing more inequality in our country.

This new trend has been seen as positive for parents, especially for the bilingual ones who want to grow a bilingual child as Byers-Heinlein and Lew-William (2013, p.95) mentions: “bilingual parents are vocal in their desire to raise proficient, dynamic bilingual children”. The parents see good opportunities for their children studying in a bilingual environment, where they can develop the L2 earlier and at the same time to receive a quality education.

² “Em relação ao bilinguismo, a BNCC consagra a língua inglesa como única língua estrangeira obrigatória na área de Linguagens nos anos finais do Ensino Fundamental II e no Ensino Médio” (CNE, 2020, p.08).

³ “Essa tendência parece ter sido um momento de transição, uma tentativa de escolas regulares melhorarem o ensino do idioma, até então considerado ineficiente por motivos diversos [...]” (MARCELINO, 2009, p.2).

That is the reason why many bilingual schools are being opened or existing schools are introducing a bilingual system in their educational programs. These new bilingual schools have the proposal to make children bilingual from an early age, seeking to meet this new expectation from parents, but according to Megale (2019, p.07, author's translation) this "... local growth in the field has resulted in poorly managed bilingual schools, without the necessary understanding of the theory and practice of bilingualism and Bilingual Education".

Early childhood education and care (ECEC) emerges intending to develop the English language in early childhood. Each ECEC offers a different bilingual program, but each one ensures that children will speak English faster, sooner and better than an adult who learns it later. But the way these programs develop the English language in early childhood education is what will make a bilingual process successful or not. A few months ago, there was nothing that regulated the bilingual programs in Brazil, what resulted in many types of bilingual schools which provides education through the medium of English language, but in different ways and without any parameter. In this year, The National Council of Education published the new Draft Resolution 2020 that defines the national curriculum guidelines for bilingual education due to the growth of bilingual schools, as themselves mention: "Due to the exponential growth of bilingual schools across the country, the CNE started to receive repeated requests about the need for standardization" (CNE, 2020, p.03, author's translation) . This is a historical moment for Brazilian bilingual education and this new document is a major advance for professionals and researchers in the area. There are many professionals currently discussing it, but we need to recognize this is a step forward in the field because until now, there was nothing related to it. This recent document brings some basic requirements with a proposal to normalize bilingual and international schools.

⁴ "[...]80% dos estudantes brasileiros da educação básica estão matriculados em escolas públicas." (CNE, 2020, p.8).

⁵ "Por Educação Bilingue voltada para alunos das classes dominantes, entende-se uma Educação quase sempre de caráter elitista[...]" (MEGALE, 2019, p.15).

⁶ "O crescimento local no campo de ação resultou em escolas bilíngues mal geridas, sem a compreensão necessária da teoria e da prática do bilinguismo e da Educação Bilingue" (MEGALE, 2019, p.07).

The first clause of the draft brings some rules for international schools. To be an international school, it must follow the international curriculum from the country of origin, and also follow and respect the Brazilian guidelines (CNE, 2020). Few schools have followed those guidelines, some schools call themselves as an international institution, but do not use a curriculum from abroad. Those schools usually do this to increase their prices in the market to reach an upper class population as Megale (2009, p.15, author's translation) also says: "[...] regular monolingual education institutions have modified their curricular proposal to become bilingual schools and reach a larger portion of the Brazilian high-income population.". In the second clause there are the guidelines for bilingual schools. They start saying that "Bilingual schools are characterized by promoting cultural and linguistic immersion routines in the second language" (CNE, 2020, p.18, author's translation) . There is a suggestion about how long a child needs to be exposed to the second language, for example, in early childhood it should be at least ¾ hour (CNE, 2020). It is also mentioned that the second language should be used as a way of teaching of subjects and not just the linguistic structure of the language, the same aspect that Megale (2019, p.22, author's translation) discusses in her studies:

It is important to emphasize that, from this perspective, programs in which the additional language is taught as a subject and not used for academic purposes are not understood as Bilingual Education, that is, for the construction of knowledge in different areas.

⁷ "Em razão do crescimento exponencial de escolas bilíngues pelo país, o CNE passou a receber reiteradas solicitações sobre a necessidade de normatização" (CNE, 2020, p.03).

⁸ "[...]Instituições de ensino monolíngues regulares modificaram sua proposta curricular para que fossem nomeadas escolas bilíngues e, com isso, atingissem maior parcela da população brasileira de alta renda" (MEGALE, 2009, p.15).

The bilingual schools' clause ends by saying that the type of bilingualism used by schools cannot promote and enrich only one language, once it may lose the development of another language. Those determinations for bilingual schools are really important, because some schools just add the English language to their curriculum one hour per day, teaching just the language structure with traditional methodologies, without the real use of the L2, which should be used in different contexts for the children, adding new knowledge and cultural aspects through the L2 as Marcelo Marcelino (2009, p.10, author's translation) shows in his ideas: "the bilingual school always be seen essentially as a school, with the objectives of a school, focused on education, not as an enlarged language institute.". Megale (2019, p.23, author's translation) also defends the idea that bilingual education needs to be understood as the "the multidimensional development of the two or more languages involved, the promotion of knowledge between them and the appreciation of translingual as a way to build an understanding of the world of bilingual subjects".

⁹ "Escolas bilíngues se caracterizam por promover rotinas de imersão cultural e linguística na segunda língua, observando" (CNE, 2020, p.18).

¹⁰ "É importante ressaltar que, dessa perspectiva, não se compreendem como Educação Bilíngue programas nos quais a língua adicional é ensinada como matéria e não utilizada para fins acadêmicos, ou seja, para a construção de conhecimentos em áreas diversas" (MEGALE, 2019, p.22).

¹¹ "A escola bilíngue deveria ser sempre vista essencialmente como uma escola, com objetivos de uma escola, focada na educação, não como um instituto de idiomas aumentado" (MARCELINO, 2009, p.10).

¹² "Desenvolvimento multidimensional das duas ou mais línguas envolvidas, a promoção de saberes entre elas e a valorização do translinguar como forma de construção da compreensão de mundo de sujeitos bilíngues" (MEGALE, 2019, p.23).



BRAZILIAN SCHOOLS AND
THEIR BILINGUAL PROGRAMS

We can find some bilingual schools that have an integrated curriculum of Portuguese and English language and these schools choose which subjects will be taught in English or Portuguese. Some bilingual schools have an additional curriculum, which is usually provided by an English system or institution that offers bilingual programs in regular schools. There are also Bilingual schools that have an optative curriculum where the students can choose to complement their studies through the English language in another period, as an extra class (MEGALE, 2019).

Two bilingual programs are generally used by bilingual schools to develop their L2 teaching systems, which are Content and Integrated Language Learning (CLIL) or Content-Based Instruction (CBI). CLIL is a program that uses L2 as a means of instruction, where L2 is taught not only as a language but it is also used as a mean to teach other subjects that bring different knowledge to students, it means “[...] when CLIL is applied, the class must cover not only the teaching of L2 but also the content of other curricular components (mathematics, history, etc.) through this L2.” (SOUZA, 2019, p.48, author’s translation) . The CBI is a Communicative approach, where the focus is the use of a language. This approach is mostly used by English institutions. The CBI system believes that we learn a language when we use it as a means of information, so the CBI organizes teaching based on the contents to be learned and do not focus on the grammatical structure of the language (SOUZA, 2019).

¹³ “[...]quando CLIL é aplicado, a aula deve abranger não só o ensino da L2, como também o de conteúdo de outros componentes curriculares (matemática, história etc.) por meio dessa L2 (SOUZA, 2019, p.48).



CONCLUSION

We can conclude that English is currently the most widely spoken language in the world. Nowadays, English is present everywhere and throughout history, we can understand why the English language has achieved the status of a global language. People are interested in learning English because when we communicate through the English language we can be in touch with many people and different cultures around the world, and also receive good opportunities in our professional and social life.

We need to be clear that the area of bilingualism is something relatively new, with few researches about it and it is also a topic little discussed and studied, especially in our country. There is no definition yet to describe exactly which individual can be considered bilingual. We believe that the bilingual person can have different performances in different languages and does not need to be equally well in both. There are many types of bilingual individuals that cannot be excluded because we know that an individual can show different skills in different languages.

The development of the second language since childhood is beneficial for children not only because of the biological processes of language acquisition but also because L2 can be learned naturally as L1 is acquired. Children do not pay attention in their language development and do not make efforts to acquire it, they develop their L1 unconsciously and this is what happens when we introduce the L2 earlier in their life, they will learn it in the same way that they learn the L1. English in early childhood has been an opportunity for children to grow up in contact with two different languages and cultures. Learning a second language early in life is an advance for children, as they are at an age of linguistic development. As mentioned before children acquire an L2 in the same way that they learn an L1, they learn it while playing, interacting with the environment, with teachers, friends, and family. Children have more chances to become a native-like than adults if the L2 be maintained and used during their whole life.

Bilingual schools started to appear due to the need to offer a new way of teaching English, improving the quality and efficiency of English education. To be considered as a bilingual school it needs at least to provide knowledge in two or more languages. Bilingual schools can integrate regular education with the teach of English in different contexts. Schools that offer more time or the same amount of input in both languages could be better for children who want to become a nativelike, but of course, the contact with the English language needs to be maintained not only at school but whenever possible because the more contact with L2, the better. If a child is exposed to the target language in an appropriate bilingual program, they will achieve good results, but if the child is exposed to inappropriate bilingual programs, where the child is exposed to the target language only for short periods of time during the day, that child will have poor input both in quality and quantity and, consequently, poor development of L2. It does not mean that the programs or projects that develop the L2 in a short time are not good, since any contact with a second language from an early age helps children with their linguistic development. But we need to be clear that if the child is exposed for a short period to the target language, this child is unlikely to achieve the same proficiency as a nativelike, which is what parents aspire to when choosing a bilingual education.

Some bilingual and international schools make great efforts since they opened to maintain a bilingual or international curriculum, respecting Brazilian standards and the compromise with bilingual education. On the other hand, we have some schools that are still trying to adapt their curriculum to this new trend. Currently, many types of bilingual programs are being offered by schools and parents need to know the possible programs they can find so they can identify which one should be better for raising a bilingual child with good L1 and L2 development.

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