ARTIGOS

Language policies for the teaching of foreign language in public basic education in the Distrito Federal

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Abstract: This paper, based on a qualitative documentary research, consists in presenting some reflections raised on the relationship between language policies and public basic education, translated into the experience of the construction of pedagogical practice in the public school environment for foreign language teaching (FLT) in the Distrito Federal. Teachers face the lack of theoretical and practical tools in the development of critical thinking to understand the language policies addressed to their field of activity. Thus, we try to answer the following question: What are the language policies that support the teaching of foreign language in public basic education in the Distrito Federal? Through this investigation, it is possible to consider some of the many aspects that involve the development of language policies aimed at teaching FL in the public basic education in the Distrito Federal.

Keywords: Language policies. Basic education. Foreign language. Distrito Federal.

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Políticas linguísticas para o ensino de língua estrangeira na educação básica pública no Distrito Federal

Resumo: Este artigo, elaborado a partir de uma pesquisa qualitativa documental, consiste em apresentar algumas reflexões suscitadas da relação entre políticas linguísticas e educação básica pública, traduzidas na experiência da construção do fazer pedagógico em ambiente escolar público para o ensino de língua estrangeira (LE) no Distrito Federal. Professores deparam-se com a falta de instrumentos teóricos e práticos no desenvolvimento do pensamento crítico para entenderem as políticas linguísticas voltadas para o seu campo de atuação. Assim, buscamos responder ao seguinte questionamento: que políticas linguísticas sustentam o ensino de língua estrangeira na educação básica pública do Distrito Federal? Por meio deste trabalho, é possível ponderar sobre alguns de muitos aspectos que envolvem o desenvolvimento de políticas linguísticas voltadas para o ensino de LE na educação básica pública do Distrito Federal.

Palavras-chave: Políticas linguísticas. Educação básica. Língua estrangeira. Distrito Federal.

Introduction

A research is always, somehow, a report of *constant moving* around the world of ideas undertaken by researchers whose perspective is to investigate places already been researched. Nothing completely original therefore, but a different way of looking at and (re)thinking certain reality from such experience and an appropriation of knowledge that is, by some means, quite personal.

According to Silva (2014a; 2014b; 2014c) and Justino (2013), the act of researching is an enriching instrument of the teacher's work, and, therefore, as a product of knowledge, the research will consequently reflect in the teaching and learning process since it is inserted in the daily activities of the context of the school environment.

Through researching, teachers and learners can learn about and discover different resources and materials to be used as motivators of language learning, encouraging the search for new knowledge in the educational field since, according to Leffa (2013, p. 10), "the languages are there to be understood and spoken, so as to facilitate tolerance and coexistence with others."

The attributions on the language policies for the teaching of Foreign Language (FL) in the public basic education of the Distrito Federal constituted as great social challenges of the contemporary world. Teachers, aware of this reality, face the lack of pedagogical and practical tools in developing strategies to better pursue such policies; after all, these professionals must present concrete and practical results with a scientific trait. They need, mainly, to take into account the levels of theoretical and practical appropriations reached to serve as indicatives and thus create new strategies, diversified resources and techniques for the evolution of the processes of teaching and learning languages, given that,

> [...] the knowledge society requires a permanent evaluation, in an interactive process, based on evaluation for improvement rather than punitive control. It stimulates a social-interactive connection that can enable social inclusion, valuing knowledge and 'rescuing social rights' (SILVA, 2015, p. 98)[1].

This investigation is part of the transdisciplinary tendency that has been marking researches in Linguistics and (Critical) Applied Linguistics[2] in recent years since, according to Vieira (2009, p. 8), "transdisciplinarity refers to the study of an object of the same and single discipline across multiple disciplines at the same time." In this way, the study of the object would be enriched by the cross through different disciplines. And the knowledge of this object in its own area would be deepened, including dialogue between (scientific) disciplinary knowledge and others, such as empirical

and religious ones, etc. - involving, still, to understand the different levels of reality while interacting with partners of contradictions.

One of the reasons that motivated us to research the theme is that we are language teachers in basic education in the Brazilian public school system and we realize that there are other teachers having similar difficulties, especially those related to the knowledge of language policies. In addition, we also perceive how the dissemination of knowledge about language policies can transform daily life into a pedagogical and practical tool for the outspread of skills and competences in teachers' pedagogical practices in the school environment.

The present study is characterized as a qualitative research, according to Bauer and Gaskell (2013), once it consists of the correct choice of methods and theories in the recognition and analysis of different perspectives in the researchers' reflections on their research as part of the process of knowledge production and in the variety of approaches and methods.

The qualitative approach is "indicated when one intends to focus on representations of the world, social relations, identities, opinions, attitudes, beliefs linked to a social environment" (RESENDE, 2009, p. 57). This approach has the natural environment as a direct source of data and the researcher as its main instrument, that is, it assumes direct and prolonged contact with the environment and the situation being investigated.

Furthermore, the act of researching requires the confrontation among data, evidence and information, collected on a given topic, as well as the accumulated theoretical knowledge about it, according to the view of Lüdke and André (1986). It implies therefore implicitly or explicitly, a methodology that assumes epistemological presuppositions and a conception of reality, even when the author does not declare or does not perceive it, as Silva (2014a; 2014c) elucidates.

The language teachers of public basic education in the Distrito Federal, as well as other teachers have a broad knowledge of the world, and it is up to the language policies to systematize this data with innovative pedagogical proposals that meet the specific needs in relation to the appropriation of knowledge in pedagogical practices. Thus, we aim to answer the following question: What are the language policies that support the teaching of the foreign language in public basic education in the Distrito Federal?

In the following section, we will make some considerations about the characteristics that involve the concept of language policy since, according to Rajagopalan (2013, p. 28, emphasis added),

> [...] the term *language policy* has multiple meanings and is subject to different interpretations. Confusions between different

meanings of the term and, worse still, the indiscriminate use of the term in varying senses within the same chain of reasoning provoke slips of argument, leading us to conclusions that are often misleading or totally misplaced[3].

In order to avoid misinterpretations, it is interesting to begin this research with some basic considerations and observations on the theme here once, from the etymological point of view, the word *policy* refers to *polis* (state-Greek-nation) and, throughout time, acquired new nuances beyond the etymological meaning.

Language policy: some considerations

One of the perspectives to study the relationship between language and policy is to consider that people are affected by the languages they practice, as elucidated by Jantuta (2010). According to this researcher, it occurs

> [...] because language and people are in imbricate relationship: people are born in places that have already been configured and delimited (in an imaginary way) as Nation, State, territory, region, etc. To speak a language, therefore, it supposes to associate with this network of institutions (of places of political power), which legislate on the languages to which the subjects can have access. Thus, people suffer the effects of the actions of language policies, through the languages they practice, through which the State imposes, subjugating and regulating them, since it has the legal authority to interfere through educational laws and through its education systems to promote the provision of some languages (foreign and national ones) (JANTUTA, 2010, p. 09).[4]

The concept of language policy is defined by Calvet ([1996] 2007, p.11) as "the determination of the great decisions concerning the relations between languages and society". Although comprehensive, the notion of language policy has at its core the configuration of a political practice, since it interferes in language situations, involving, therefore, subjects and languages, as emphasized by Vidotti (2012).

Wodak (2007, p. 170) also argues that a language policy "is all the influence of the State in communication between languages, the sum of all upward and downward political initiatives".

What, then, is language policy? According to Rajagopalan (2004), the first thing we need to understand and recognize is that it is a branch of politics and the ideal field for its study is the political science. According to this author, language policy,

> [...] despite its name and against what many people tend to believe, language policy has little or nothing to do with Linguistics, a science that was constituted in the middle of the nineteenth century with the publication of the book *Course*

in General Linguistics by Ferdinand Saussure. (RAJAGOPALAN, 2013, p. 20, emphasis added)[5].

The confusion surrounding the exact nature of what has become the language policy is due to its translation in some languages. For example, in Brazil, the term is translated as *Política linguística*. The Portuguese word *linguística* in this syntagmatic structure functions as an adjective which is relative to language(s). And, according to Rajagapolan (2013), it has nothing to do with the discipline that is conventionally called by the same name.

Rajagopalan (2013) also elucidates that the best proof to ratify it is when we translate the Portuguese words *política linguística* to a non-Romanic language, such as English. For example, the translation of the Portuguese word *linguística* into English results in *language,* thus the consequence is language policy or policy of language (and not linguistic politics). In an analogous way, the Portuguese syntagmatic structure *planejamento linguístico*[6] is translated into English as 'language planning'.

Calvet (1996, p. 11) distinguishes the concept of language policy from that of language planning. According to this researcher, "the former concerns the decisions of the State concerning languages and society, while the latter concerns the implementation of such decisions."

However, according to Souza and Ayres (2015, p. 238), "language policy and language planning are inseparable aspects. A policy without planning is inefficient; and planning without a policy that precedes it tends to fail."

Thus, language policy, according to Rajagopalan, is

> [...] before being anything else, a field of activity. In many cases, it is well thought over and planned, and sometimes also well executed; but there are also cases in which it "sprouts" from society as something "spontaneous" and develops in a somewhat "chaotic" or at least disorderly way (2013, p. 33, emphasis added).[7]

In recent years, language policy has been the object of study and research, as Oliveira ([1996] 2007, p. 7) highlights:

> [...] the term "language policy" has been circulating in a very systematic way in Brazil, in contrast to several other Andean countries. In the mid-80s, for example, I was a student of a bachelor's degree in linguistics at an important Brazilian university, with several areas of study, and had no contact with the term or discipline (OLIVEIRA, [1996] 2007, p. 7).[8]

Language policy is, in other words, a branch of policy and, as such, is comparable to other areas of political

action, such as economic policy, social policy, housing policy, immigration policy, and so on. The first appearances of Language Policy, according to Severo (2013, p. 452),

> [...] as disciplinary scientific field (USA and Europe) it was concomitant with the emergence of Sociolinguistics, both marked by an event organized by William Bright at the University of California in 1964, in which researchers such as Haugen, Labov, Gumperz, Hymes and Ferguson, names related to both Language Policy and Sociolinguistics, attended the event.[9]

In 1968, collaborating to the consolidation of the field, according to Severo (2013), the book entitled: 'Language Problems of Developing Nations', whose authors are Fishman, Ferguson and Dasgupta, was published.

According to some theorists such as Severo (2013), Rajagopalan (2004; 2005; 2013) and Nicolaides *et al*. (2013), the concept of language policy is complex, multifaceted and polysemic, the heterogeneity of this field of knowledge

> [...] varies between its targets and levels of intervention, as well as its relation to language planning, in which it is now understood as a mere application of language policy, sometimes as its core, generating an imbalance between theoretical-methodological priorities adopted. Moreover, in some cases, technical aspects are prioritized to the detriment of political ones, acting on language issues, a practice that has been the subject of repeated criticisms, such as the position of Rajagopalan (2005) cited earlier (SEVERO, 2013, p. 453).[10]

So, in this section, our objective was to shed some light on some key issues due to the difficult activity of separating political field issues related to languages from those issues whose domain is of science, or of language science such as (Applied) (Critical) Linguistics, since they are, at first, only provisional reflections. As Guimarães Rosa said once: "I almost have known nothing. But I have suspected a lot of things" (ROSA, 1986, p. 8, our translation), because, according to this writer, "by living, one learns; but more, what one learns is only to ask other more questions "(ROSA, 1986, p. 363, our translation).

In the next topic, we will make some considerations about the issues surrounding the concept of language in which we are affiliated with. We share the same view of Galembeck (1999, p. 114) when he states that "a language is an instrument of interaction and communication among users, valuing, as a consequence, an ability for users to use a language to interact with other users."

For this study, we differentiate Mother Language (ML) from Foreign Language (FL), even knowing that they "walk together in this double meaning effect

because they are like a crossroad where time, space and the subject meet by/in the language [...] "(SCHERER; MORALES; LECLERQ, 2003, p. 33).

The matter of language

Nowadays, any study of language is, in some way, a tribute to Saussure (2006), either taking him as a starting point, assuming his theoretical postulations or rejecting them.

In our case, the reference to Saussure (2006) is mainly due to his famous dichotomous conception between *langue* and *parole* (language and speech). Although recognizing the value of the linguistic revolution provoked by him, the limits of this dichotomy were soon perceived by the consequences of the exclusion of speech from the field of linguistic studies, according to Brandão (2012).

Still, according to Brandão (2012), among those researchers who felt the restraint ties that placed language only as the object of linguistics (that conceives of language as something abstract and ideal to build a synchronous and homogeneous system) stands out Bakhtin (VOLOCHINOV, [1929] 1992) and his Circle who, with his rigorous studies on language, advances very much the orientations of what we understand as Modern Linguistics.

Following the path pioneered by Saussure (2006), Bakhtin also starts from the perspective that language is a social fact whose existence originates in the needs of communication. In this sense, Damasco (2014, p. 32) understands that "language is capable of surpassing the reality of daily life, embracing different spheres of this reality." However, according to Brandão (2012, p. 8), Bakhtin "departs from the Genevan master by seeing the language as something concrete", originating from the individual manifestation of each speaker, and by doing this, Bakhtin increases the theoretical details on speech.

Bakhtin / Volochinov inaugurates, then, a new way of objectifying verbal interaction. According to Souza (2011, p. 34), Bakhtin, "in placing speech at work, opposes abstract subjectivism, denoting the materialistic character of language, known as a socio-interactionist conception of language."

Still, according to Souza (2011), the centrality of pedagogic practice must start from the real production of language, from concrete statements, with a purely social, contextual and historically marked structure:

> The real substance of the language is not constructed by an abstract system of linguistic forms, nor by the isolated monological enunciation, or by the psychophysiological act of its production, but by the social phenomenon of verbal interaction, accomplished through enunciation or enunciations. Verbal

interaction, thus, constitutes the fundamental reality of the language (BAKHTIN / VOLOCHINOV, [1929] 1992, p. 123).

> [...] As a whole, enunciation is only realized in the course of verbal communication, because the whole is determined by its limits, which are configured by the points of contact of a given enunciation with the extraverbal and verbal means (that is, the other utterances) (BAKHTIN / VOLOCHINOV, [1929] 1992, p. 125).

Coherent with the idea of language as a social factor, Silva, Santos and Justina (2011, p. 76-77) affirm that "language is what we live, it is our experience, it is not restricted to the linguistic system. Language is a much broader concept than linguistic structures. Language is our way of dealing with our circumstances, our society, and our insertion within society".

On the other hand, Silva and Nascimento (2015, p. 188) understand

> [...] language as a process of interaction between socio-historically situated subjects and no longer language isolated from a context in which it is produced [...], that is, language plays a primarily social role. In this way, the use of language is linked to the various fields of human activity and can be historically constructed in social interactions. Based on this assumption and to avoid teaching practices that focus merely on language accommodation, a practice of Applied Linguistics (AL) is favored, which seeks to contribute to a possibility of change in the teaching-learning context of an FL. [11]

In this way, the "domain of linguistic, sociocultural, situational and discursive knowledge, but, mainly, the ability to use this knowledge together in real communication situations" has become a goal pursued by language researchers who believe in the definition of language as something integrated, a system of reflection and communication (SCARAMUCCI, 2006, p. 59).

Souza and Ayres (2015, p. 236) state that "in Bakhtinian contributions, there are in the understanding of language as a process of verbal interaction, two forces: a) forces of unification and centralization of verbal ideologies (centripetal forces) and b) forces of decentralization (centrifugal forces)". Once language reflects values, a culture of our self and the difference, it is a cognitive, interactional and social action, historically constructed. According to Almeida Filho (2012, p. 12) language is "a social action for the construction of relations and for learning of knowledge".

In relation to the foreign language teaching, Damasco (2014, p. 41) proposes that

> [...] the area of the foreign language is linked to the field of language and the meanings of learning and teaching new languages. The teaching of foreign language provides a greater possibility of acquisition of schemes of classification, culture and ways of life. From classical studies on foreign language to

contemporary studies on the area, foreign language is regarded as synonymous with dealing with language[12].

That is why it is appropriate to place the analysis of foreign language teaching policies in the field of language policy, and, then "to revisit educational issues in the light of it; in this view, educational policy is an instrument of language policy" as argued by Grin (2005, p. 12). According to this researcher, a language policy can only be a diversity management policy (GRIN, 1999), since the acceptance of all diversity is the basic principle that should govern an educational policy and, therefore, linguistic.

However, according to Souza (2011), acceptance, conviviality, respect require more than simple tolerance, they are conceptions, attitudes and positive actions and of reparation, especially in public policies.

Researching on FL education policy would only make sense if it is supported by a diversity management policy. The same is true for policies implemented by the Brazilian government on issues of inclusion and diversity, according to Gimenez et al (2016). According to these researchers "[...] in the last fifteen years, Brazilian administrations have been trying to create a fairer and more democratic society through educational and language policies which have direct implications for the education of teachers [...]" (GIMENEZ *et al.*, 2016, p. 228).

When we consider diversity as an organizing concept of language policy, there are direct consequences on the (re) formulation of FL teaching practices and on the evaluation of different scenarios by which they can be fostered. Therefore, we have "the domain of foreign language (s) as a way of expanding possibilities of access to other people and to other cultures and information" (BRASIL- PCN, 2000, p. 19).

For Calvet (1996, p. 61), "once a State is concerned with managing its language situation, there is the problem of knowing what means it has to do so." Klinkenberg (2005) *apud* Tormena (2007, p. 20) suggests the division between explicit and implicit policy. For this researcher, the Explicit Language Policy, ELP, focuses on the language and the intention to modify, settle down or ban it, through an explicit action of the State, presented by legal documents such as constitution, laws, decrees, resolutions, etc.

In Implicit Linguistic Policy (ILP), on the other hand, language is part of policy, but it is not the central or final goal of it. ILP aims to expose and/or firm a language and intervene in its *status quo*.

For example, programs, parameters, guidelines and recommendations, etc., are used as a guide for the work and curriculum of the teacher and always carry the conception of mother language teaching [and/or foreign language teaching], which is transmitted to the target public."

Language policies for the teaching of foreign language in the public basic education of Distrito Federal

The world today is characterized by a period of rapid change in different social contexts. The various transformations have (re)defined new forms of relationship, work and social life, according to Cope and Kalantizis (2000; 2006). And, in this way, we understand that the public school environments of the Distrito Federal, among others, are places of instruction and socialization, expectations and contradictions, places of arrivals and departures and of encounters, that is, an environment in which various human dimensions are revealed, as elucidated by Silva (2015). So,

> The discussion about [...] Basic Education of the State Board of Education of the Distrito Federal [...] involved a diagnostic evaluation of the Experimental Curriculum (DISTRITO FEDERAL, 2010) with identification of its potentialities, weaknesses and suggestions for improvement in the first half of 2011; use of spaces and disponibility of the collective pedagogical coordination for study and discussion; discussions with experts; nomination of delegates for participation in regional sessions; accomplishment of seven regional plenary sessions in the second half of 2011; working groups set up in the second half of 2012 and in the first semester of 2013 to analyze and systematize the contributions of education professionals fulfilled in 2011 (DISTRITO FEDERAL, 2014a, p. 09).[13]

Thus, the Government of the Distrito Federal, through the State Board of Education, (re) affirming his commitment to a public education of quality for the population, understands basic education as

> [...] an indispensable right for the exercise of full citizenship, on which depends the possibility of conquering all other rights, as defined in the Federal Constitution, the Statute of the Child and Adolescent, ordinary legislation and other provisions which consecrate the prerogatives of the citizen. (BRASIL - DCNEB, 2013, p. 02) [14]

In relation to the access to public language teaching in specific FL schools, in the case of the DF, the Interscholastic Language Centers (Centros Interescolares de Línguas - CIL) provide an extension of FL study time, giving the students opportunities to speak, to understand and to produce meaning in a foreign language, as presented by Damasco[15] (2014). According to the guiding documents of the Distrito Federal (2014a, p. 12), "in the DF, besides grading groups, the cycles and semesters are school organizations proposed as policies that seek to guarantee students' learning in a process of educational inclusion."

Mesquita (2014, p. 23) emphasizes that,

> [...] the Distrito Federal has the privilege of having in the public school system eight Intercultural Language Centers, which offer free courses in German, Spanish, French, English and Japanese as foreign languages. Of these, two are located in Brasília and the others in the following administrative regions: Brazlândia, Ceilândia, Gama, Guará, Sobradinho and Taguatinga. In the CILs, students from public schools (from the 6th grade of fundamental school) attend classes, in addition to a small percentage of students from the community, usually those who have finished the average level, but have not yet completed their studies of FL in those Centers. The first CIL was created nearly 40 years ago (in 1975) by a government resolution, following a proposal from the then English coordinator of the already extinct Distrito Federal Educational Foundation (FEDF, in Portuguese). [16]

In this context, SEEDF proposes the *Moving Curriculum of Basic Education of the Distrito Federal* (2014a, 2014b) with the expectation that, from it, it can institute an educational movement focused on the integral formation of individuals in which the human being is perceived not only as the bearer of knowledge for industries and financial markets as regards knowing a foreign language, but, and more important, to be aware of his citizenship and his responsibility to his life and the life of the other since "the opportunities for the labor market arise in that the study of languages can facilitate the access and the deepening of other studies and even access to the labor market" (DAMASCO, 2014, p. 384).

In this way, "[…] the educational service is the act of producing, directly and intentionally, in each individual, the humanity that is produced historically and collectively by all men" (SAVIANI, 2003, p. 07), demanding it to be an intentional and planned practice by the State and, why not, by the school environments.

Final considerations

This study is an unfolding of an ongoing search. We know therefore that much could still be said as scientific writing, according to Souza and Ayres (2015). We tried to address the need for social phenomena, such as language policies, under the focus of the dialogue between FL education and public basic education in the Distrito Federal as a result of a practice that links social actors engaged in discursive situations marked by heterogeneous roles in the chain of discursive circulation. In this sense, according to Silva and Nascimento (2015, p. 188),

> [...] in understanding that language is socially constructed and produces changes in the participants in a given context, the relevance of the provision of a more critical view on the teaching of foreign languages is necessary. This is because [...] there is no meaningful use of language outside situated interrelationships. Thus, language becomes belonging to the community and not to individuals, conceived independently. It is by

considering such perspective that this research was developed, going beyond a conception that considers only the structural or systemic aspect. Rather, language is treated as a dynamic process of constructions. [17]

Finally, we recognize the relevance of the discussion related to social policies, currently present in several countries (including Brazil, focus of this research) that have identified the urgency of this topic in the face of social frameworks that reveal, mainly, the mismatch between FL teaching and the education practice, dealing with important questions that instigate the debate on language policies for the teaching of a FL.

As a conclusion, we realize that there is no specific document regarding the language policy for teaching FL in public basic education in the Distrito Federal. We observe that in the Distrito Federal there are some organizational and pedagogical guiding documents; however, general, since the document

> [...] define the political and formative intentionality, express pedagogical conceptions, assume a proposal for a reflexive and informed intervention, oriented to the organization of the practices in the school. When considering the relevance of the theoretical option, SEEDF elaborated its Curriculum from some assumptions of the Critical Theory when questioning what may seem natural in society, such as: social inequalities, hegemony of scientific knowledge in relation

to other forms of knowledge, curriculum and knowledge neutrality, search for an emancipatory rationality to escape instrumental rationality, search for an ethical commitment that links universal values to processes of social transformation (PUCCI, 1995; SILVA, 2003 *apud* DISTRITO FEDERAL 2014a, p. 21). [18]

Despite being a kaleidoscope of explicit and implicit language policies, focusing on the language and the intention to modify, and to establish it, through a State action, it should be mentioned in the documents that language policies for teaching FL in public basic education in the Distrito Federal need to be better organized and better systematized around a basic document to assist the public language teaching.

Language integrates policies, but it is not the central goal or the end of it. Language policy studies and their improvement for the public education in the Distrito Federal should meet a democratic society of rights, constituting, therefore, as a public policy of social inclusion and citizenship experience.

Language policies for teaching FL in public education in the Distrito Federal can therefore be part of an articulated set of actions by the State that advocates the importance of human development in all its dimensions, besides the need to guarantee rights and fundamental opportunities for the child and youth population in the most diverse school environments. ■

Notes

[1] In the original: [...] a sociedade do conhecimento exige uma avaliação permanente, em processo interativo, baseando-se na avaliação para a melhoria em vez dessa como controle punitivo. Ela estimula uma sócio-conexão interativa que pode viabilizar a inclusão social, valorizando o conhecimento e 'resgatando os direitos sociais' [...] (SILVA, 2015, p. 98).

[2] We will not discuss the delicate border definition between being a linguist or a (critical) applied linguist. Regardless of the affiliation in the field of language studies, we work with researches on various social issues or problems: identities, transculturality, linguistic border conflicts, linguistic and literary normalizations, teaching and learning of languages and literatures, literacy, teacher training, impacts of the new technologies on the teaching process and on the social interactions, among many others.

[3] In the original: [...] o termo política linguística tem múltiplas acepções e está sujeito a diferentes interpretações. Confusões entre diferentes sentidos do termo e, pior ainda, o uso indiscriminado do termo em sentidos variáveis no interior de uma mesma cadeia de raciocínio, provoca deslizes de argumento, conduzindo-nos a conclusões muitas vezes equivocadas ou totalmente descabidas.

[4] In the original: [...] porque língua e sujeito estão em relação imbricada: os sujeitos nascem em locais que já estão configurados e delimitados (de forma imaginária) como Nação, Estado, território, região etc. Falar uma língua, portanto, supõe associar-se a essa rede de instituições (de lugares de poder político), os quais legislam sobre as línguas a que os sujeitos podem ter acesso. Assim, os sujeitos sofrem os efeitos das ações das políticas linguísticas, pelas línguas que praticam, por meio das quais o Estado se impõe, os subjuga e os regula, pois este tem a autoridade legal para interferir por meio de leis educacionais e através de seus sistemas de ensino promover a oferta de algumas línguas (estrangeiras e nacionais) (JANTUTA, 2010, p. 09).

[5] In the original: [...] a despeito do seu nome e em contramão do que muitas pessoas tendem a acreditar, a política linguística pouco ou nada tem a ver com a Linguística, uma ciência que se constituiu, mais ou menos nos meados do século XIX, com a publicação do livro Curso de Linguística Geral, de Ferdinand Saussure. (RAJAGOPALAN, 2013, p. 20, grifos do autor).

[6] The concept of language planning was first used in an academic context by Einer Haugen (1961) in his work entitled Planning in modern Norway, in which he analyzed the situation of the Norwegian language in the independence phase of Norway. The author systematized four levels involved in the language planning of the Norwegian language: standard selection, coding / standardization of the norm, implementation / acceptance and elaboration / modernization of the language by the dissemination of new terms, according to Severo (2013).

[7] In the original: [...] antes de ser qualquer outra coisa, um campo de atividade. Em muitos casos ela é bem pensada e planejada, e às vezes também bem executada; mas há casos também em que ela "brota" no seio da sociedade como que de forma "espontânea" e se desenvolve de maneira um tanto "caótica" ou no mínimo desordenada (2013, p. 33, grifos do autor).

[8] In the original: [...] faz pouco tempo que o termo "política linguística" está circulando de maneira minimamente sistemática no Brasil, contrariamente ao que ocorre em vários outros países andinos. Na metade da década de 1980, por exemplo, fui aluno de um bacharelado em lingüística em uma importante universidade brasileira, com várias áreas de estudo, e não tive nenhum contato com o termo ou a disciplina (OLIVEIRA, [1996] 2007, p. 07).

[9] In the original: [...] como campo científico disciplinar (EUA e Europa) se deu concomitante à emergência da Sociolinguística, ambas tendo como marco um evento organizado por William Bright na Universidade da Califórnia, em 1964, onde estiveram presentes nomes vinculados tanto à Política Linguística como à Sociolinguística, entre os quais Haugen, Labov, Gumperz, Hymes e Ferguson.

[10] In the original: [...] varia entre os seus alvos e níveis de intervenção, além de sua relação com o planejamento linguístico, em que este ora é tido como mera aplicação da política linguística, ora é tido como o seu coração, gerando um desequilíbrio entre as prioridades teórico-metodológicas adotadas. Além disso, em alguns casos, priorizam-se aspectos técnicos em detrimento de políticos na atuação sobre questões linguísticas, prática que tem sido alvo de críticas reiteradas, como o posicionamento de Rajagopalan (2005) citado anteriormente. (SEVERO, 2013, p. 453).

[11] In the original: [...] a linguagem como um processo de interação entre sujeitos sócio-historicamente situados e não mais a língua isolada do contexto em que é produzida [...], ou seja, uma linguagem que desempenhe um papel primordialmente social. Dessa forma, o uso da linguagem está ligado aos diversos campos da atividade humana e pode ser historicamente construído em torno das trocas nas interações sociais. Alicerçado neste pressuposto e para evitar a prática de ensino que tenha como foco meramente as acomodações de trocas linguísticas, privilegia-se uma prática da Linguística Aplicada (LA) que busca contribuições para uma possibilidade de mudança no contexto de ensino-aprendizagem de uma LE.

[12] In the original: [...] o tema referente à língua estrangeira está atrelado ao campo da linguagem e aos sentidos de aprender e de ensinar novas línguas. O ensino de língua estrangeira propicia uma maior possibilidade de aquisição de esquemas de classificação, cultura e modos de vida. Dos estudos clássicos sobre língua estrangeira aos estudos contemporâneos sobre o tema, tratar de língua estrangeira é tratar de linguagem.

[13] In the original: A discussão em torno [...] da Educação Básica da Secretaria de Estado de Educação do Distrito Federal [...] envolveu uma avaliação diagnóstica do Currículo Experimental (DISTRITO FEDERAL, 2010) com identificação de suas potencialidades, fragilidades e sugestões para melhoria, no primeiro semestre de 2011; utilização de espaços e tempos das coordenações pedagógicas coletivas para estudo e discussão; debates com especialistas; indicação de delegados para participação nas plenárias regionais; realização de sete plenárias regionais no segundo semestre de 2011; grupos de trabalho constituídos no segundo semestre de 2012 e no primeiro semestre de 2013 para analisar e sistematizar as contribuições de profissionais da educação feitas em 2011 (DISTRITO FEDERAL, 2014a p. 09).

[14] In the original [...] direito indispensável para o exercício da cidadania em plenitude, da qual depende a possibilidade de conquistar todos os demais direitos, definidos na Constituição Federal, no Estatuto da Criança e do Adolescente (ECA), na legislação ordinária e nas demais disposições que consagram as prerrogativas do cidadão (DCNEB, 2013, p. 02).

[15] Damasco (2014), in her thesis, summarized the legal basis of the Interscholastic Language Centers, as well as its inaugural classes, acts of creation and documentation of recognition of CILs from 1974 to 2014, based on the understanding of the meanings of the study and the meanings of teaching of foreign language for young people from public teaching of the Distrito Federal (DF). Nowadays, the Distrito Federal has 17 CILs located in all administrative regions of DF.

[16] In the original: [...] o Distrito Federal tem o privilégio de contar na rede pública de ensino com oito Centros Interescolares de Línguas, que oferecem gratuitamente cursos de Alemão, Espanhol, Francês, Inglês e Japonês como línguas estrangeiras. Destes, dois estão localizados em Brasília e os demais nas seguintes regiões administrativas (RA): Brazlândia, Ceilândia, Gama, Guará, Sobradinho e Taguatinga. Nos CILs estudam alunos de escolas públicas (a partir do 6º ano do ensino fundamental), além de uma pequena porcentagem de discentes da comunidade, geralmente que já terminaram o nível médio, mas ainda não concluíram seus estudos de LE nos ditos Centros. O primeiro CIL foi criado há quase 40 anos (em 1975) por uma resolução do governo acatando uma proposta da então coordenadora de inglês da extinta Fundação Educacional do Distrito Federal (FEDF).

[17] In the original: [...] ao compreender que a língua é construída socialmente e produz mudanças nos participantes de um determinado contexto, constata-se a relevância da disposição de um olhar mais crítico sobre as práticas de ensino de línguas estrangeiras. Isso porque [...] não existe um uso significativo da língua fora das inter-relações situadas. Assim, a língua e a linguagem tornam-se pertencentes à comunidade e não a indivíduos concebidos isolada e independentemente. É considerando tal perspectiva que esta pesquisa foi desenvolvida, indo além de uma concepção que considere apenas o aspecto estrutural ou sistêmico. Antes, aborda-se a língua como um processo dinâmico de construções.

[18] In the original: [...] definem a intencionalidade política e formativa, expressam concepções pedagógicas, assumem uma proposta de intervenção refletida e fundamentada, orientada para a organização das práticas da e na escola. Ao considerar a relevância da opção teórica, a SEEDF elaborou seu Currículo a partir de alguns pressupostos da Teoria Crítica ao questionar o que pode parecer natural na sociedade, como: desigualdades sociais, hegemonia do conhecimento científico em relação a outras formas de conhecimento, neutralidade do currículo e dos conhecimentos, busca de uma racionalidade emancipatória para fugir da racionalidade instrumental, procura de um compromisso ético que liga valores universais a processos de transformação social (PUCCI, 1995; SILVA, 2003 apud DISTRITO FEDERAL 2014a, p. 21).

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