



O ensino-aprendizagem de outras línguas na escola pós BNCC: Enfoque nos dissensos políticos de gestão in vivo e in vitro para o pomerano [

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Analítica

This paper aims to discuss linguistic education (immigration languages), with a focus on teaching Pomeranian language, and problematizing the question of the democratization of multilingual teaching in Brazilian public schools. We intend to identify future problems that may arise from Law No. 13,415 of 2017, which reformulated high school, and therefore eliminates the right to choose other languages at school from immigrant communities, previously guaranteed by the National Law of Guidelines and Bases of Education (LDB) 9394/1996. This is a descriptive work with a qualitative approach. As a theoretical basis we rely on the political studies of Calvet (2002, 2004, 2007) and others. As a result, we indicate the models of educational linguistic policies that resist monolingual guidelines and promote school multilingualism, taking as an example the measures to promote Pomeranian language managed by the communities themselves (in vivo management) and by local governments (in vitro).

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