

A Bilingual Didactic Sequence about Biological Control to Develop the Scientific Literacy on High School Students

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Abstract : The bilingual education has just started in Brazil's public schools. This paper is a didactic sequence of biology bilingual lessons about biological control in the Brazilian Savana. This sequence has been applied in the first year of a bilingual education program in the only public English and Portuguese bilingual high school in Brazil. The aim of this work is to develop and apply a didactic sequence capable of developing the scientific literacy through the bilingual education associated with Problem Based Learning. This didactic sequence was applied in a class of 30 students. It was divided in three lessons. In the first lesson the students were divided in groups and received a fiction Letter from a mayor explaining the problem and asking students for help. The organic soy plantation of the mayor's is been attacked by caterpillars. The students read the text then raised hypothesis of how they could solve the problem. In the second lesson the students searched online to verify if their hypothesis were correct and to find answers for the question proposed. In the third lesson the groups got together and discussed about their results and wrote a final essay with the answers for the problem proposed. The tools used to acquire information about the didactic sequence were: researcher's diary, survey, interview and essay developed by the students. Most of the initial hypothesis couldn't answer the problem properly. By the second lesson most of the students could answer properly. During the third lesson all the groups figured out suitable answers. The forms of biological control, birds habits and transgenic were deeply studied by the students. This methodology was successful for developing the scientific literacy with most of the students and also concluded that the quality of learning is directly associated with the effort of each student during the process. [ARAÚJO, Denise Lino de. O que é (e como se faz) sequência didática. *Entrepalavras*, Fortaleza, v. 3, n. 3, p.322-334, jul. 2013.] [FRANCO, Aline Aparecida et al. Preferência alimentar de *Anticarsia gemmatilis* Hübner (Lepidoptera: Noctuidae) por cultivares de soja. *Científica: Revista de Ciências Agrárias*, Jaboticabal, v. 1, n. 42, p.32-38, 29 jan. 2014.] [RIBEIRO, Luis Roberto de Camargo. *Aprendizagem baseada em problemas (PBL): Uma experiência no ensino superior*. São Carlos: Editora da Universidade Federal de São Carlos Ribeiro, 2008. 151 p.] [TRIVELATO, Sílvia L. Frateschi; TONIDANDEL, Sandra M. Rudella. *Ensino Por Investigação: Eixos Organizadores Para Sequências De Ensino De Biologia. Ensaio Pesquisa em Educação em Ciências*, Belo Horizonte, v. 17, n. especial, p.97-114, nov. 2015.].

Keywords : Bilingual Education, Environmental Education, Problem Based Learning, Science education

Conference Title : ICSERT 2020 : International Conference on Science Education and Research Training

Conference Location : Paris, France

Conference Dates : April 16-17, 2020