

From the Classroom to Social Transformation: An Analysis of Sesc RJ (Social Service of Commerce) Additional Languages Project

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Abstract:

This research focuses on the impact of the Adicional Languages project for people in social vulnerability in Rio de Janeiro, Brazil, as a game changer in students' lives and their communities. The project, which has social impact as a main goal, the Immersion Course, pursues a critical and communicative approach, inspired by Freirian methodology, once it values the democratization of knowledge through dialogue and collective construction practices. This approach highlights Brazilian culture, students' life experience, collective and individual knowledge as a starting point of each practice, and the participants as a central figure of their own learning process, fostering the development of critical and self-aware individuals.

The relevance of this project for the organization is aligned with the mission to democratize additional language learning while promoting social inclusion. By integrating subjects such as territory, identity and social inequality, the methodology relates to Milton Santos' perspective, emphasizing the importance of understanding the lived space for the construction of full citizenship. The project contributes to the development of both linguistic and social competencies, expanding opportunities for student participation in several contexts, promoting social mobility.

Besides that, the purpose of the project ties with the Brazilian Linguistic Luiz Paulo Moita Lopes perspective that sees the language as a social practice and as an instrument of identity construction. The project aims, through affirmative policies and positive communication, the promotion of critical thinking, social values and discourses, allowing learners to use additional languages as a tool for empowerment, access to several speeches and deconstructing established stereotypes, encouraging them to become more conscious and engaged citizens.

Finally, the project seeks not only linguistic proficiency but also promotes autonomy, critical thinking, and community engagement. Following the principles of the educational area of SESC RJ organization, it ensures a commitment to the democratization of access to education and the promotion of social justice, becoming a vehicle for personal and social transformation.