

**BILINGUAL EDUCATION AND THE CHALLENGES OF THE  
INTERNATIONALIZATION OF BASIC EDUCATION: A LOOK AT THE  
PEDAGOGICAL GUIDELINES**

***EDUCAÇÃO BILÍNGUE E OS DESAFIOS DA INTERNACIONALIZAÇÃO DA  
EDUCAÇÃO BÁSICA: UM OLHAR PARA AS DIRETRIZES PEDAGÓGICAS***

***LA EDUCACIÓN BILINGÜE Y LOS RETOS DE LA INTERNACIONALIZACIÓN DE  
LA EDUCACIÓN BÁSICA: UNA MIRADA A LAS DIRECTRICES PEDAGÓGICAS***



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**How to reference this article:**

FISTAROL, C. F. da S.; BARBOSA, I. V.; HEINZLE, M. R. S. Bilingual education and the challenges of the internationalization of basic education: A look at the pedagogical guidelines. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 18, n. 00, e023099, 2023. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v18i00.17902>



| **Submitted:** 24/03/2023  
| **Revisions required:** 30/03/2023  
| **Approved:** 16/07/2023  
| **Published:** 26/10/2023



ARTICLE SUBMITTED TO THE SIMILARITY SYSTEM

**Editor:** Prof. Dr. José Luís Bizelli  
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**ABSTRACT:** When approaching the teaching of a second language, few studies focus on the initial training of teachers who work in sociolinguistically complex contexts. Thus, the present article aims to analyze the pedagogical guidelines that govern the Brazilian national curriculum for the education of Pedagogy and English Language Arts teachers. We assume that the pedagogue and the additional language teacher are the appropriate professionals to teach in the early years in bilingual schools. The methodological procedures are based on document analysis and have as data the Resolutions that govern the Brazilian national curriculum and that have repercussions in the formation of Pedagogy and English Language Arts teachers. It is concluded that there is a superficiality of the courses in relation to multicultural aspects, which allow thinking the teaching and learning subjects as social and historically situated subjects.

**KEYWORDS:** Teacher education. Curriculum. Additional language. Bilingual schools. Internationalization of basic education.

**RESUMO:** Ao abordarmos o ensino de uma segunda língua, poucos estudos se voltam para a formação inicial de professores que atuam em contextos sociolinguisticamente complexos. Assim, o presente artigo tem como objetivo analisar as diretrizes pedagógicas que regem o currículo nacional brasileiro para formação de professores de Pedagogia e do curso de Letras - Inglês. Partimos do pressuposto de que o pedagogo e o professor de língua adicional são os profissionais adequados para lecionar nos anos iniciais em escolas bilíngues. Os procedimentos metodológicos se baseiam na análise documental e têm como dados as Resoluções que regem o currículo nacional brasileiro e que repercutem na formação de professores de Pedagogia e do curso de Letras - Inglês. Conclui-se que há superficialidade dos cursos em relação a aspectos multiculturais, que permitam pensar os sujeitos docentes e de aprendizagem como sujeitos sociais e historicamente situados.

**PALAVRAS-CHAVE:** Formação de professores. Currículo. Língua adicional. Escolas Bilíngues. Internacionalização da educação básica.

**RESUMEN:** Cuando abordamos la enseñanza de una segunda lengua, pocos estudios se centran en la formación inicial de profesores que trabajan en contextos sociolingüísticamente complejos. Este artículo tiene como objetivo analizar las directrices pedagógicas que rigen el currículo nacional brasileño para la formación de profesores en Pedagogía y en el curso de Letras - Inglés. Partimos de la base de que el pedagogo y el profesor de idioma adicional son los profesionales adecuados para enseñar en los primeros años en escuelas bilingües. Los procedimientos metodológicos se basan en el análisis documental y tienen como datos las Resoluciones que rigen el currículo nacional brasileño y que repercuten en la formación de estos profesores. Se concluye que hay superficialidad de los cursos con relación a los aspectos multiculturales, que permiten pensar las asignaturas de enseñanza y aprendizaje como sujetos sociales e históricamente situados.

**PALABRAS CLAVE:** Formación de profesores. Currículo. Idioma adicional. Escuelas bilingües. Internacionalización de la educación básica.

## Introduction

In recent years, there has been a growth in bilingual schools in Brazil, with a view to including other languages in basic education, including English (MATEUS, 2021). This fact can be explained in light of the international political and economic perspective, which favors the position of dominant countries on the world stage. In fact, all over the world “people believe that, to be successful economically and socially, they need to speak English, and this, in a way, puts people who master this language in a prominent position [...]” (PASCHOAL; TAKAMURA; KRUBINIKI, 2017, p. 2, our translation). With regard to the Brazilian context, regarding Bilingual Education, the words of Costa (2018) can be mentioned, which highlights the growth of bilingual schools in the country:

On Maple Bear school website, visited in April 2018, we found the number of 111 schools operating in Brazil, on the Systemic website Bilingual, we found the presence of this education system that develops material for teaching English through subjects for schoolchildren in 52 Brazilian schools, a text according to the company's website, also visited in April 2018. This data highlights the accelerated growth of this teaching model. We also found data that surprised us, such as the Learning Fun school, present in nine Brazilian states, which offers places for children from 8 months of age, [...] Given the data exposed, it is important to understand and discuss bilingualism (COSTA, 2018, p. 81, our translation).

Thinking about the breadth of the debate, the internationalization of education presents itself as a topic that needs to be considered in more detail. In this sense, the concept of Bilingual Education itself is not a consensus and needs to be thought about, as “without a critical perspective, intercultural language teaching will only continue modern/colonial interests” (RODRIGUES; SILVESTRE, 2020, p. 408, our translation).

Therefore, talking about internationalization in teaching and learning spaces is an increasingly urgent and necessary topic. In this sense, the internationalization of the curriculum “has emerged in recent years not only as an administrative process of restructuring and reformulating universities, but as a path of possibilities for undergraduate students” (BARBOSA; HEINZLE, 2020, p. 6, our translation).

Addressing this issue in the context of teacher training becomes increasingly emerging, because, with regard to globalization as a process of shattering borders, for example, “if on the one hand, the presence of English as a world language is accelerating the process of globalization, on the other hand, globalization is accelerating the use of English” (GRADDOL, 2006, p. 22, our translation). Talking, then, about internationalization, requires that there be

attention focused on linguistically complex situations, involving the use of more than one language. This is where we can place bilingual education. So, “[...] the internationalization of the curriculum can offer a curriculum of international knowledge and skills that can prepare teachers for teaching performance, developing other aspects of the social and emotional fields in international and multicultural contexts” (BARBOSA; HEINZLE, 2020, p. 7, our translation).

With regard to continued training, we assume that it is not an extension of initial training, nor a compensation for studies, as, from the perspective adopted in this article, it is “a set of observations, analyzes and practices that must be worked on, thought about and reflected on in everyday actions” (WINKLER; BAILER; FISTAROL, 2022, p. 7, our translation). When referring to sociolinguistically complex contexts (CAVALCANTI, 2011), we are referring to ways of thinking about coexistence and impasses in the classroom (and contexts outside it) in relation to the uses of more than one language. Thus, we turn to issues such as “the distance between initial training and reality, the needs that are raised throughout teaching in the face of everyday changes” (WINKLER; BAILER; FISTAROL, 2022, p. 7). Therefore, in this text, we focus on the context of national bilingual schools.

## Methodology

This research, of a qualitative nature, aims **to analyze the pedagogical guidelines that govern the Brazilian national curriculum for training teachers of Pedagogy and the Literature - English course** who work in bilingual and/or international schools.

To do this, we propose to turn to local and tangible initiatives in the immediate everyday reality. Furthermore, as in economically developed countries there is a wide dissemination of public policies, this research is urgent to bring to the fore the lenses of national experiences.

Bibliographic and documentary research, based on a qualitative analysis, can be of great contribution in this sense, as it focuses on the analysis of effective actions taken at the national level. The aim is, then, to investigate the proposals for national government documents that direct their attention to the curriculum and teacher training.

In this sense, the data that is part of the *corpus* of this research are two opinions from the National Education Council that establish the guidelines for Bachelor's degree courses in Brazil. More specifically, these are the guidelines that regulate Pedagogy and Literature - English courses.

The choice for these two degrees is justified for two reasons: firstly, due to the fact that this research is part of a larger project, which seeks to analyze internationalization actions in basic education and international curricula. For this reason, we chose to analyze only the performance of teachers who work in Elementary Education/Early Years, in this case, pedagogues. However, it is understood that, due to the linguistic challenges of working and teaching an additional language, in several schools, this curricular component is often taught by a Literature professional, and not just by the pedagogue. Therefore, secondly, we chose to analyze the English Literature curriculum. However, as we will explore throughout this text, both training courses also leave gaps for the professional to perform properly in Elementary Education/Early Years. Next, we present the analyzes of the aforementioned documents.

### **The pedagogical guidelines of the Brazilian national curriculum**

Pedagogical guidelines are responsible for the guidance and curriculum planning of schools and higher education institutions. In this section, we will not delve into the guidelines for Literature and Pedagogy courses, but we will use them to present an overview of the objectives of each course and their respective recommendations.

With regard to themes such as school community, processes of establishment and implementation of laws (within the scope of the internationalization of education), we are also referring to types of schools and modes of existence of subjects who transit and occupy such spaces, constituting the school based on actions and dialogues promoted there.

In this sense, Megale (2019, p. 9, our translation) alerts us to “[t]he demand for legal parameters that guide and regulate these institutions becomes increasingly pressing given the increase in their number and the need to train teachers who work in this field”. Thus, it is necessary to think, then, that there are theoretical-methodological conceptions, linked to ways of doing things and processes of choice in the materialization of curricula in school spaces. If education is involved, interested and not neutral (FREIRE, 1996, p. 13), then there is a need for frequent problematization. As such curricula go beyond the dimension of the classroom and teaching work, this approach also goes beyond homogeneous conceptions of school and education, because heterogeneous subjects are also working there. Therefore, the importance of observing such documents is anchored in the understanding that teachers, in addition to their personal experiences, form and constitute themselves as teachers based on the experiences of their training process.

## **The Literature course**

Opinion no. 492, issued by the National Education Council on April 3, 2001, establishes the National Curricular Guidelines for courses in Philosophy, History, Geography, Social Service, Social Communication, Social Sciences, Literature, Librarianship, Archival Science and Museology. Over 38 pages, the opinion discusses some essential aspects of training courses. Regarding the training of Literature professionals, it is discussed in the opinion on pages 29 to 34.

In CNE/CES Opinion no. 492 (BRASIL, 2001, p. 30), The objective of training Literature professionals “is to train interculturally competent professionals, capable of dealing critically with languages, especially verbal, in oral and written contexts, and aware of their insertion in society and relationships with others”. Thus, we observe that the CNE guidelines are aimed at training teachers whose object of study is multiple languages and the relationships of subjects with and through these languages.

The document complements, explaining that “regardless of the chosen modality, the Literature professional must have mastery of the use of the language or languages that are the object of their studies, in terms of their structure, functioning and cultural manifestations” (BRASIL, 2001, p 30). As we can see, the training of Literature professionals requires that they have linguistic and cultural mastery over the language, and over the different artistic-cultural manifestations related to the language studied.

Still regarding teacher training, the Opinion reinforces that the Literature professional:

[d] must be able to reflect theoretically on language, make use of new technologies and understand their professional training as a continuous, autonomous and permanent process. Research and extension, in addition to teaching, must be combined in this process. The professional must also have the ability to critically reflect on themes and issues **relating to linguistic and literary knowledge** (BRASIL, 2001, p. 30, emphasis added, our translation).

Again, we can observe that the focus of training is anchored in linguistic and cultural aspects. To this end, the opinion lists, among the skills and abilities necessary for this professional, fluency and proficiency in the language(s) of training; awareness and critical analysis of language and its respective phenomena (psychological, social, educational, historical, cultural, political and ideological); knowledge and critical analysis of the contents and theories of the linguistic and literary fields; continuing training; mastery of digital technologies; “mastery of the basic contents that are the object of teaching and learning

processes in **elementary and secondary education**” (BRASIL, 2001, p. 30, emphasis added, our translation); and knowledge of pedagogical methodologies that allow the transfer of knowledge to different stages of teaching.

The CNE opinion does not specify which stages of primary education, but mentions that the training of Literature teachers will focus on 9-year primary education and secondary education, although, in some courses, this training will only focus on the Final Years of elementary education. Furthermore, regarding the curricular contents to be worked on throughout teacher training, the CNE specifies that: “[c]onsidering the different professionals that the Literature course can train, the basic characterizing contents must be linked **to the area of Linguistic Studies and Literary**, contemplating the development of specific skills and abilities” (BRASIL, 2001, p. 31, emphasis added, our translation).

The need for specific skills for the training of teaching professionals focuses on a perspective that needs to be based on local emergencies. This is because thinking from cultural aspects and the complexity of bilingual contexts, for example, requires turning to subjects located in particular instances, which cannot be standardized or homogenized.

### **The Pedagogy course**

Unlike the Opinion that establishes the Guidelines for the Literature course, CNE/CP Opinion nº. 05/2005, issued by the National Education Council on December 13, 2005 (BRASIL, 2005), establishes the National Curricular Guidelines for the Pedagogy course. This opinion is presented in a single file, dedicated only to the Pedagogy course (BRASIL, 2005).

In this sense, the document states that

The Curricular Guidelines for the Pedagogy Course apply to initial training for teaching in Early Childhood Education and in the initial years of Elementary School, in Normal High School courses and in Professional Education courses, in the area of services and school support, as well as in other areas in which pedagogical knowledge is provided. The training offered will cover, integrated with teaching, participation in the management and evaluation of educational systems and institutions in general, the preparation, execution, monitoring of programs and educational activities (BRASIL, 2005, p. 6, our translation).

We can observe, in the description of the objective of the degree in the Pedagogy course, the first distinction between the courses: the teaching stages. The Literature course provides for teacher training to work in Elementary and High School, while the pedagogical degree allows

the teacher to work in Early Childhood Education and in the early years of Elementary School, and also places restrictions on their work in High School.

Although the Opinion explains that graduates in Literature can work in other areas, the document does not specify which fields of activity these are. In CNE/CP Opinion n°. 05/2005, however, the different fields of activity of the pedagogue are specified, inside and outside the school environment and, also, within the school environment in functions other than teaching.

Regarding the profile of the pedagogue, the opinion goes into more depth in a more explicit way by listing skills that the graduate needs to be capable of, such as: “acting with ethics and commitment with a view to building a fair, equitable, egalitarian society” (BRASIL, 2005, p. 8-9, our translation), demonstrating that, from the CNE's perspective, the pedagogical function goes beyond pedagogical and methodological content, as focused on the training of Literature teachers.

The document explores the need for the pedagogue to act in a way that understands, cares for and educates children, young people and adults; promote the physical, psychological, intellectual, social, cultural development, among others, of students; promote evaluation, planning, execution and different schooling opportunities according to students' needs and learning conditions. Thus, the document highlights the teacher's role of “applying ways of teaching different languages, Portuguese, Mathematics, Science, History, Geography, Arts, Physical Education, in an interdisciplinary way and appropriate to the different stages of human development, particularly children” (BRASIL, 2005, p. 8-9, our translation), in addition to using different languages, methodologies and didactic-pedagogical theories; promote partnerships between schools, families and communities, acting as intercultural agents, among many other elements that are no less important for this discussion.

Again, the Pedagogy opinion differs from the Literature opinion, in accordance with the CNE guidelines. This is because, while in the Literature course there is a clear introduction of the central object of study, the fields of linguistics and literature, in the Pedagogy course specific contents are listed to be worked on throughout the course.

In this sense, the CNE (BRASIL, 2005) lists 12 essential topics for the composition of the Pedagogy course: 1) Principles and concepts that contribute to people's development; 2) Democratic management; 3) Observation, analysis, planning, implementation and evaluation of educational processes; 4) Knowledge about learning and the human being; 5) Development processes; 6) Diagnosis and planning of pedagogical activities; 7) Planning, execution and evaluation; 8) Didactics and pedagogical theories; 9) Languages and contents of Elementary



School I: Portuguese Language, Mathematics, Science, History and Geography, Arts, Physical Education; 10) Study of the relationships between education and work, cultural diversity, citizenship, sustainability, among other central issues of contemporary society; 11) Ethics, aesthetics and playfulness; 12) Legal guidelines.

From the guidelines, we observed that the teacher training course demonstrates gaps for acting within a bilingual and/or international curriculum. It is worth highlighting, then, that the Pedagogy course has no linguistic requirements or subjects that seek to develop proficiency in an additional language. On the other hand, we also observed that Literature courses have requirements that reinforce literary and linguistic studies to the detriment of other areas of knowledge, essential for the role of the teacher in Early Years.

### **The Common National Base for the Initial Training of Basic Education Teachers**

Based on the different demands arising regarding initial teacher training, in 2019 two new resolutions were published: Resolution CNE/CP n°. 2, of December 20, 2019, which defines the National Curricular Guidelines for the Initial Training of Teachers for Basic Education and establishes the Common National Base for the Initial Training of Teachers for Basic Education (BNC-Formação), and the CNE Opinion /CP no. 22/2019, approved on November 7, 2019, which aims to review and update previous resolutions and opinions.

The relevance of initial training impacts the objectives of the National Education Plan 2014-2024. What does CNE/CP Resolution no. 2, of December 20, 2019, defines National Curricular Guidelines for the Initial Training of Teachers in Basic Education, establishing the BNCC in relation to this type of training (BNCC Training). According to the resolution, the teacher's role now requires specific professional training. This has a direct impact on additional training after initial pedagogical training.

The aforementioned resolution also addresses the needs for ongoing training and updating of teaching professionals, not ending at graduation. There is also recognition of practice as part of teaching training. It is also important to mention the relationship between the resolutions. This is because CNE/CP Opinion n°. 22/2019 supports Resolution CNE/CP no. 2/2019. It is no surprise that the first one sticks, considering the scope of teacher development, for example, for the observance and fulfillment of goals 17 and 18 of the PNE:

The achievement of goals 17 and 18 of the PNE, which deal, respectively, with salary equivalence between teaching professionals and other professionals with the same title, and the teaching career plan, is absolutely necessary for teachers in Basic Education schools to be duly valued. Delays

in these goals are directly reflected in the delay in improving student learning and in reducing educational inequalities (BRASIL, 2019a, p. 8, our translation).

It is important to mention, in relation to Resolution CNE/CP no. 2/2019, that one of the document's strengths is the relationship between higher education and basic education, as a pillar for improving teacher training. The BNCC is taken as a reference:

Art. 3 Based on the same principles as the general competencies established by the BNCC, the graduate is required to develop the corresponding general teaching competencies.

The curricular organization of courses intended for Initial Teacher Training for Basic Education, in line with the learning prescribed in the BNCC for Basic Education, has the following guiding principles: I - commitment to equality and educational equity, with the founding principles of BNCC (BRASIL, 2019b, p. 2-4, our translation).

We bring these considerations because it is necessary to know these documents, as they are normative regulations associated with basic education. However, if on the one hand teachers must know the official regulations, they must also be wary of teaching based solely on skills, for example. This is because we are in the realm of scientific knowledge and these are not terms without axiology or devoid of methodological-practical implications. The UFRGS Degree Coordination, for example, signaled the risk of neglecting the fact that BNCC-Basic Education does not, in fact, understand the possibilities and scope of basic education based on the necessary foundations for thinking about teacher training. The following can then be read:

The centrality of BNCC-Educação Básica for the organization of initial teacher training course curricula may represent a risk of reducing the role of the University, reducing study topics and training requirements. The implementation of these guidelines may establish a lower level than that understood as higher education (COORLICEN, 2020, p. 25, our translation).

Furthermore, it can be mentioned that Resolution 2/2019, more specifically in Art. 29, suggests that general teaching competencies must change each time the basic education regulation guidelines change. More specifically, regarding this, these are the words of the aforementioned document:

The general teaching competencies, specific competencies and respective skills of the Common National Base for the Initial Training of Basic Education Teachers, provided for in this Resolution, must be reviewed by the CNE, whenever there is a review of the National Common Curricular Base (BRASIL, 2019b, p. 12, our translation).

According to the aforementioned resolution, with each change in basic education guidelines, therefore, general teaching skills must *change*. It should be noted that development based on skills is not a new proposal. This is because CNE/CP Resolution no. 1/2002, based on CNE/CP Opinion nº. 9/2001, had already approached training from this perspective, as the last document had mentioned the following:

[t]he skills always deal with some form of action, they only exist “in situation” and, therefore, they cannot be learned only on a theoretical or strictly practical level. Competency-based learning allows the articulation between theory and practice and overcomes the traditional dichotomy between these two dimensions, being defined by the ability to mobilize multiple resources in the same situation, including the knowledge acquired in reflection on pedagogical issues and those constructed in the professional and personal life, to respond to the different demands of work situations (BRASIL, 2001, p. 30, our translation).

However, although it sometimes seems the opposite, the word *skills* is not a unilateral and “obvious” term, such as a set of knowledge to be learned for a certain purpose, for example. This is because the term is ambiguous and, at times, polysemic. Diaz-Barriga (2011) is definitive in this sense, stating that:

In the short time that this focus has been in the field of education, two themes stand out that are worth examining: on the one hand, the issue of skills demands a century-old struggle in the educational arena: eliminating encyclopedism from school practice, preventing the meaning of what is taught at school it is the school itself, and therefore recognizes the need for school work to be oriented towards solving problems surrounding each subject, that is, developing skills. On the other hand, it is important to recognize the different schools of thought that underlie the construction of the competency proposal, as some claim products, with a labor focus or the conduct model, while others aim to recognize that a competency is a development, a process, a quality, with developments made in socio-constructivism and pedagogical-didactic thinking. This recognition has implications for those who formulate curricular proposals, but it also has broad significance in the way in which teachers can interpret what they do in the classroom (DIAZ-BARRIGA, 2011, p. 1, our translation).

Applying resources and methods to develop BNCC assumptions in the classroom is a possible task. However, such regulations do not address the issue that, even if the class is innovative, this is not a guarantee that teaching and learning actually occur. There is an effect of blaming the teacher when it comes to ongoing training.

The success of teaching-learning processes does not depend only on the teacher, but the structure of the educational institution, for example, can also be decisive in making decisions

regarding the transformations of the pedagogical activities to be carried out, in addition to the context of the students, which cannot be neglected.

What we observed is that, even if more updated, these documents still irregularly and discreetly point to the training of teachers to work in bilingual contexts. In Resolution CNE/CP no. 2, for example, the text brings the “adoption of an **intercultural** perspective of valuing national history, culture and arts, as well as the contributions of the ethnicities that constitute Brazilian nationality” (BRASIL, 2019b, p. 5, emphasis added). However, as we observed in the text excerpt, the document is restricted to understanding the national culture, not making clear the guidelines, for bilingual contexts that use immigration or Frankish languages, how this interculturality should be explored. Add to this the fact that CNE/CP Opinion no. 22/2019 begins its first section by discussing the policies of teacher training and development. In this sense, the document provides a historical review showing the importance and main challenges of teaching. It then explores several challenging aspects of education in Brazil. To this end, he points out aspects to be improved and research that reinforces the scientific perspective to understand the main needs of education in the country.

Thus, the document highlights that “[t]he initial teacher training is, without a doubt, still a major challenge to be overcome. In this context, it is important to know more closely what other countries, located at the top of global education, are doing to improve the initial training of their teachers” (BRASIL, 2019a, p. 9, our translation). However, the document itself highlights the importance that “the references point out different paths towards the same objective and consider the diverse needs of students and the educational and sociocultural contexts, allowing, for this purpose, the diversity of pedagogies” (BRASIL, 2019a, p. 9, our translation).

Next, the document focuses on the BNCC. It is important to note that the opinion may have been redone with the aim of adapting to new demands from the BNCC. Given this, it results in the fact that aspects such as Bilingual Education have not been explored as much, for example. In this sense, the new curricular organization of initial training courses in the country is divided into three main dimensions:

- Group I: 800 (eight hundred) hours for the common base that comprises scientific, educational and pedagogical knowledge and underpins education and its articulations with educational systems, schools and practices.
- Group II: 1,600 (one thousand and six hundred) hours for learning the specific content of the areas, components, thematic units and objects of knowledge of the BNCC and for the pedagogical mastery of these contents.

- Group III: 800 (eight hundred) hours for pedagogical practice with the following distribution: 400 (four hundred) hours of internship and 400 (four hundred) hours for the curricular components of Groups I and II, of which: - 400 (four hundred) hours supervised internship, in a real work situation at a school, according to the Pedagogical Course Project (PPC) of the training institution; - 400 (four hundred) hours of practice in the curricular components of Groups I and II, distributed throughout the course, since its beginning, according to the PPC of the training institution (BRASIL, 2019b, p. 23, our translation).

As we can see, CNE/CP Resolution no. 2/2019 and CNE/CP Opinion no. 22/2019 bring new understandings regarding teacher training in Brazil. In this sense, the two documents focus on the skills and abilities to be developed during initial training for those who will work in Brazilian basic education.

However, we note a look at the contents to be explored throughout the degree, focusing on theoretical and practical knowledge, and with specific and relational skills and abilities. Some aspects, such as culture, identity and languages, are scored in a generic way and without specifying the different Brazilian linguistic contexts.

We observed, then, that, while there is progress in the understanding of teaching valorization and an adaptation to the National Common Curricular Base, other aspects such as multilingualism and interculturality still present themselves in an insipid way, as in previous documents. In this sense, in the next section we will endeavor to understand a little more about the specific guidelines for bilingual education.

### **Guidelines for Bilingual Education**

The origin of bilingual and international schools in Brazil, as previously presented, has a long history in practice, but, in terms of legal guidelines, it is still taking its first steps. Regulations, however, are scarce, and various guidelines, opinions and laws are only found in state or municipal contexts.

Considering the objective of understanding in a broader sense the guidelines for teaching from a multilingual perspective, we briefly point out in this section only the federal level guidelines. Among them we highlight CNE/CEB Opinion no. 1/2020, which regulates the inclusion and enrollment of migrant children and adolescents, refugees, stateless people and asylum seekers in the Brazilian public education system, and CNE/CEB Opinion nº. 2/2020, which outlines the National Curricular Guidelines for offering plurilingual education.

The opinions respectively highlight the following as their main objectives:

*Guarantee the right to enroll migrant children and adolescents, refugees, stateless people and asylum seekers in public education networks. Without the requirement for documentation and discrimination based on migratory nationality* (BRASIL, 2020a, emphasis in the original, our translation).

*Ensure the creation of the commission to analyze standards for the provision of Plurilingual and International Education in Brazil* (BRASIL, 2020b, emphasis in the original, our translation).

Regarding teacher training, the guidelines for bilingual education in Brazil include:

Art. 10 In the training courses for teachers who will work in Bilingual Schools, the following requirements will be required for teachers trained or in training starting by the year 2021:

I - to act as an additional language teacher in Early Childhood Education and Elementary Education - Early years:

- a) have a degree in Pedagogy or Literature;
- b) have proof of proficiency at minimum level B2 in the Common European Framework for Languages (CEFR); It is
- c) have additional training in Bilingual Education (extension course with at least 120 (one hundred and twenty) hours; lato sensu postgraduate degree; master's or doctorate recognized by the MEC) (BRASIL, 2020b, p. 25-26, our translation).

We note that, by the year 2021, teachers who work in the initial years of Brazilian Elementary Education should have a degree in Pedagogy or Literature. However, the challenges for Literature teachers, with the current curricular configuration, to adapt to the requirements of the Initial Years are visible. In the same sense, it is observed that the Brazilian national curriculum for training pedagogues does little – or nothing – contemplate linguistic competence in an additional language, so that the pedagogue can prove the minimum proficiency in this language to adapt to bilingual education.

The guidelines for action in bilingual education, from 2022, go in the same direction:

Art. 11 In the training courses for teachers who will work in Bilingual Schools, the following requirements will be required for teachers with training starting from 2022:

I - to act as a teacher in additional language in Early Childhood Education and Elementary Education - Early Years:

- a) have training in Pedagogy for Bilingual Education and/or Literature for Bilingual Education; It is
- b) have proof of proficiency at minimum level B2 in the Common European Framework for Languages (CEFR) (BRASIL, 2020b, p. 25-26, our translation).

In this new version of the CNE opinion, we observe the inclusion of Pedagogy for Bilingual Education or the Literature course as the appropriate initial training. However, in a search at the main Brazilian universities, it is not easy to find the offer of these courses. Even at a specialization level, Bilingual Education is still a field with few offers for professional qualifications.

We then noticed, once again, a gap between the growth of bilingual and international schools in Brazil, and the offer of courses at undergraduate or specialization level for teachers who work or seek to work in this area.

### **Final remarks**

When reflecting on bilingual education based on official curricular documents for Literature and Pedagogy courses, we observe the superficiality of the courses in relation to multicultural aspects, which consider teaching and learning subjects as socially and historically situated subjects. There is still talk of specificities, but there is still a homogenization of practices, which requires each professional to focus on the particularity of the linguistically and socially complex contexts in which they are involved in their daily lives.

There is a need to develop the child's cognitive and learning aspects in the Pedagogy course, for example, regarding the teaching of an additional language, as this approach generally focuses only on teaching the Portuguese language. Given this, it is not difficult to note that the development of language learning must also consider the specificities of the foreign language, especially with regard to the training of teachers in the Pedagogy course.

It is not difficult to notice an attachment to structural issues of the English language and literature in the curriculum, which leads to a lack of pedagogical aspects regarding child development, development stages, methodologies and knowledge appropriation that lead to the implementation of bilingual education. It is worth highlighting the need to offer Bilingual Pedagogy or Bilingual Literature courses that satisfy the demand for specificities of the aforementioned field, in order to enable solid training and favorable to a multicultural service for students. As language teaching professionals, we also think about the need for proof of linguistic competence of the bilingual education teacher, as, for example, if we think about the difficulty of acquiring the minimum level B2 in the Common European Framework of

Reference for Languages (*Common European Framework of Reference for Languages – CEFR*)<sup>4</sup>.

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<sup>4</sup> It is an international framework for describing language skills.



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### ***CRediT Author Statement***

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**Recognitions:** Capes and Fapesc.

**Funding:** This article is part of the Observatory Project supported by the Foundation for Support to Scientific and Technological Research of the State of Santa Catarina (FAPESC).

**Conflicts of interest:** There are no conflicts of interest.

**Ethical approval:** Considering the documentary perspective of the research, it did not go through the ethics committee, but throughout its collection, analysis and textual production, there was great concern with research ethics.

**Availability of data and material:** The data used is of documentary origin and is available on the internet for access.

**Author contributions:** Caique Fernando da Silva Fistarol contributed through data collection, analysis and interpretation of data. Isabela Vieira Barbosa contributed to the analysis and interpretation of the data, in addition to writing the text. Marcia Regina Selpa Heinzle contributed to writing the text and final review.

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**Processing and publishing: Editora Ibero-Americana de Educação.**  
Proofreading, formatting, standardization, and translation.

