FORMAÇÃO DE PROFESSORES E INTERNACIONALIZAÇÃO DA EDUCAÇÃO BÁSICA: REPENSANDO O ENSINO DE LÍNGUAS E A NOÇÃO DE FRONTEIRA GEOPOLÍTICA

Dra. Fabiana Diniz Kurtz 🔵 0000-0001-8946-7480
Dra. Maria Cristina Pansera de Araújo 🔵 0000-0002-2380-6934
Me. Janaína Mattos Bernardi 🔵 0009-0003-3722-0402
Universidade Regional do Noroeste do Estado do Rio Grande do Sul
Dra. Tamara Rosa 🔵 0000-0003-3359-3909
Instituto Federal Farroupilha

RESUMO: Neste artigo, investigamos as interseções entre educação e linguística aplicada, examinando a interligação entre a internacionalização da educação e conceitos como translinguagem, decolonialidade e fronteira linguística no Sul Global. Advogamos por uma abordagem pedagógica translíngue para enfrentar desigualdades, considerando a diversidade linguística como um vetor de justiça social. A partir de mapeamento e análise textual discursiva (Moraes; Galiazzi, 2020) junto à BNCC e entrevistas com estudantes, professores e gestores de um curso de idiomas, sublinhamos a importância da formação continuada docente para promover uma pedagogia sensível à diversidade linguística e cultural, desafiando fronteiras geopolíticas e ideológicas. A partir da legislação vigente, especialmente das Diretrizes Curriculares Nacionais para Internacionalização da Educação Básica (Brasil, 2023), parece possível verificar uma incipiente incorporação da translinguagem nas políticas educacionais, enquanto a Base Nacional Comum Curricular (BNCC) carece de perspectivas translinguísticas explícitas. A pesquisa de campo realizada sugere uma visão de fronteira linguística enraizada em perspectivas coloniais que influencia a busca do ensino de língua inglesa para comunicação global e crescimento pessoal, amplificando dinâmicas de poder colonial. Argumentamos pela necessidade de uma abordagem pedagógica decolonial translíngue que respeite a diversidade linguística e cultural, questionando fronteiras geopolíticas e ideológicas mesmo em contextos de cursos de idiomas.
PALAVRAS-CHAVE: Educação; Decolonialidade; Translinguagem.

TEACHER EDUCATION AND THE INTERNATIONALIZATION OF BASIC EDUCATION: RETHINKING LANGUAGE TEACHING AND THE NOTION OF GEOPOLITICAL BORDER

ABSTRACT: In this article, we investigate the intersections between education and applied linguistics, examining the interconnection between the internationalization of education and concepts such as translanguage, decoloniality, and language boundary in the Global South. We advocate a translingual pedagogical approach to face inequalities, considering linguistic diversity as a vector of social justice. Based on mapping and BNCC discourse textual analysis (Moraes; Galiazzi, 2020) as well as interviews with students, teachers and managers of a language course, we underline the importance of continuing teacher education to promote a pedagogy sensitive to linguistic and cultural diversity, challenging geopolitical and ideological boundaries. From the current legislation, especially the National Curriculum Guidelines for the Internationalization of Basic Education (Brasil, 2023), it seems possible to verify an incipient incorporation of translanguaging in educational policies, while the National Common Curricular Base (BNCC) lacks explicit translinguistic perspectives. The field research carried out suggests a view of the linguistic frontier rooted in colonial perspectives that influences the pursuit of English language teaching for global communication and personal growth, amplifying colonial power dynamics. We argue for the need for a translingual decolonial pedagogical approach that respects linguistic and cultural diversity, questioning geopolitical and ideological boundaries even in contexts of language courses.
KEYWORDS: Education; Decoloniality; Translanguaging.

1 INTRODUCTION

In the educational field, studies in Applied Linguistics and Critical Applied Linguistics highlight several nuances and consequences of scientific and linguistic literacy in society. In the academic sphere, Portuguese language teaching in Brazil, also called mother tongue teaching, has historically been conceived as a means of instructing learners to adhere to a linguistic standard in order to become "useful citizens", as Lopes et al. (2018) point out. From the imperial period until the Republic, the Portuguese language was promoted as a tool to civilize the colonized and promote linguistic uniformity, suppressing indigenous and African languages.

In the republican period, this search for linguistic homogeneity was influenced by the Enlightenment ideal of educating the ignorant in the language, although this neglected, in a way, natural heterogeneity of the spoken language, which contributed to the exclusion of peripheral groups. This context is important to the study reported here, in the sense that it helps to understand and situate language teaching associated with the colonial movement and its political motivations in Brazil.

Therefore, following studies and aspects of the educational and linguistic field, it is crucial to encourage discussion involving principles around the internationalization movement of higher education and, more recently, of basic education, aligned with linguistic ideologies, which permeate the conflict and experience of translingual teaching in specific contexts, such as preservice teacher education and language study.

If linguistic ideologies are intrinsically linked to political and moral issues, and reflect the social interests of those who hold these beliefs, it is important to deepen the debate to the point of contributing to language policies and the development of teacher training curricula consistent with such challenges, conceiving the linguistic diversity as a factor of social justice. Thus, in this article, we corroborate the National Parameters for the Internationalization of Basic Education (Brazil, 2023, p. 9-10), which postulate that "Internationalization can be cross-border, when it crosses borders, or at home, when it

takes place at school, and it must be conceived for everyone, for all children and adolescents, young people and adults who participate in educational processes." (Brazil, 2023, p. 9-10).

However, Brazil does not seem to have developed language education that effectively conveys an ideologically democratic stance. Lopes et al (2018) emphasize this scenario based on what the National Curriculum Parameters (PCN) represented, which guided education before the implementation of the National Common Curricular Base (BNCC) (Brazil, 2018).

According to these authors, even though the pragmatic turn in teaching the mother tongue emphasizes a view of language as enunciation related to its social and historical context of use, the PCN, along with schools and literary academies, ended up playing a homogenizing role, as discussed by Lopes et al (2018). These documents reinforced the idea of a monolingual Brazil, standardizing knowledge through adherence to a monoglot ideology of the language. These guidelines disseminated linguistic ideologies that support the "monoglot culture of the standard language".

However, Silva and Xavier (2021), when discussing the internationalization of higher education, point out that the actions recently developed in higher education directly affect the "geopolitical plane", focusing not only on the "search for knowledge in countries more advances", but also in "solidarity cooperation with friendly nations" in support of the development of their scientific and technological frameworks" (Brazil, 2017, p. 26, apud Silva; Xavier, 2021, p. 5589).

There is, therefore, a considerable change in initiatives to place Brazil in a strategic position in international geopolitics, with cooperation also in language policies, especially in postgraduate programs in Linguistics and Education, particularly with countries on the African continent (Silva; Xavier, 2021).

In this way, although we have movements and actions with a view to rethinking such policies in favor of a linguistic education that considers the multilingual society in many aspects, the nation-states still constantly seek to constitute themselves as officially

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unified societies, using the standard language as an index of prestige, values and identities. This creates a standard language ideology that is considered morally good and desirable, even today.

In precisely this sense, we aim to revisit the concepts of the "Global South" and "geopolitical border" as they are interrelated, especially when considering the uneven distribution of power, resources, and economic development worldwide. Geopolitical borders often reflect global inequalities, with territorial divisions shaped by political and economic interests. Therefore, borders can be instruments that reinforce the disparity between the Global North and the Global South, determining access to resources, economic opportunities, and political power. They can effectively mirror legacies of colonialism, with divisions that may not take into account local ethnic, cultural, or historical identities, creating tensions and challenges for countries in the Global South.

Thus, the concepts of the "Global South" and "geopolitical border" are interconnected through power dynamics, historical inequalities, and geopolitical structures that shape relations between different regions of the world. Understanding this interconnection is crucial for analyzing and addressing global issues such as sustainability, social justice, and international relations from an emancipatory perspective.

In this context, the proposed discussion, through literature research and data analysis, to contribute to the dossier "Borders, Education, and Languages: Practices, Policies, and Linguistic Phenomena," aims to position language education within a translanguaging pedagogy. The goal is to denaturalize linguistic inequality towards the political, ideological, and cultural spheres by revisiting the concept of the "Global South" and "geopolitical border." This involves recognizing that linguistic inequality is not inherent but is produced by political and social processes, historically and socially constituted, within the Vygotskian and Bakhtinian understanding.

We also associate ourselves with the Kramsch studies (2009), when we conceive that the language teacher is a political and social actor and, therefore, must emphasize intercultural colonial differences that constitute language teaching and, consequently,

cognitive development of his/her students. It is essential, for this, to transcend epistemological and ideological boundaries that constitute ways of thinking and not location or geographic boundaries in order to (re)build postmodernist epistemological bases, that is, that convey a look from the Glocal South and not the modernist one with a global north view.

In this study, we assume a post-modernist perspective in which ways of representing the world are non-linear and closely linked to the most varied contexts, in an ecological relationship of time, space and environment that constitute ecologies of knowledge from of a holistic vision of community (Kramsch, 2023). It is, therefore, an epistemological and ideological frontier that encompasses, in many cases, neoliberal propaganda, especially when dealing with a so-called cybercultural context "without borders or geographic barriers", greatly enhanced by the strength of Information and Communication Technologies (ICT), as we have highlighted in previous studies (Kurtz, et al., 2021; 2022).

We seek, therefore, to transcend this immediate view, in order to reiterate that our worldview, as humans, depends on our position and locus of negotiation throughout the historical-cultural constitution, especially in a scenario where algorithms bombard us with information as they collect many others without our authorization, making the so-called non-existent borders, therefore, visible and reflect conceptions and ideologies. This is, in our view, a crucial point in initial and continuing teacher education.

In this regard, beyond this Introduction, we have organized the discussion into two sections: the first, where we articulate insights and recent studies conducted by the research groups at Unijuí/CNPq, namely "Mongaba: Education, Languages, and Technology" and the "Interdepartmental Research Group on Science Education/Gipec," regarding translanguaging policies and the internationalization of education. The second section presents preliminary data from a study within a specific language teaching context that allows for a reconsideration of geopolitical borders. This becomes possible as the relationship between the concept of geopolitical borders and language teaching can be

explored in various dimensions, considering how borders influence language, communication, and education, as articulated in the following sections.
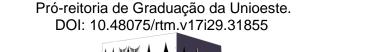
Methodologically, it involves a documentary analysis followed by a case study report. The first dimension (section 1) employed a qualitative interpretative approach through Textual Discourse Analysis (Moraes and Galiazzi, 2020) applied to the National Common Curricular Base (BNCC) using the qualitative analysis software Atlas.ti. The analysis focused on the terms "language" and "linguistics," mapping recurrence and formative conception in this field, with an epistemological approach to translanguaging.

In the second dimension (section 2), we problematize, through a case study in the city of Lucas do Rio Verde (Mato Grosso, Brazil), the extent to which social practices involving motivations for seeking and dropping language courses are associated with conceptions and myths surrounding the goal of studying a foreign language. Additionally, we consider that the notion of linguistic border underlies these motivations, aligning with a colonial view of the global north, especially regarding the learning objectives of a foreign language, predominantly English.

2 TRANSLINGUAL POLICY AND INTERNACIONALIZATION OF HIGHER AND BASIC EDUCATION

Borders are often employed to define and delineate cultural and linguistic identities. They play a crucial role in shaping cultural and linguistic identities, with language policies frequently reflecting and shaping these boundaries. Consequently, language policies may differ on either side of an external or internal border, in terms of delineating and privileging language teaching and the linguistic choices of communities. It is asserted, therefore, that certain regions in Brazil focus on the English language to ensure communication with the world, reaffirming both internal boundaries and translingual practices.

Welp and García (2022) contribute to this discussion by involving the concept of linguistic repertoire and what is conceived as translanguaging practice. Initially defined

by Gumperz (1964) as a relatively stable set of linguistic resources (languages, dialects, and registers) for everyday interactions, the concept of linguistic repertoire has evolved due to contemporary changes brought about by globalization, technology, and migration.

According to these authors, initially introduced by Cen Williams, in Wales, when describing language switching in bilingual classrooms, the term "translanguage" has gained popularity in studies on bilingual education. This education, according to the Parameters of Internationalization of Basic Education (Hereinafter PIBE; Brazil, 2023), is considered as "any system of school education in which, at a given moment and period, simultaneously or consecutively, instruction is planned and provided in at least least two languages" (Brazil, 2023, p. 119). Thus, bilingual teaching is associated with the use of the second language as a way of expanding the knowledge acquired in the first language in schools for these purposes. This conception also represents a significant change in the way of approaching bilingualism in research and language teaching.

In these terms, the separation of languages in bilingual individuals is a Western social construction imposed by institutions of power to consolidate imperialist and colonial norms. In contrast, translanguaging challenges this monolithic view of language, highlighting the dynamics of linguistic practices with significant implications for language teaching and learning. Thus, translanguage, based on the idea of language as a repertoire, adopts a heteroglossic view of language. This implies that languages are multiple and co-existing, rejecting the notion of a single "standard" language that does not take varieties into account.

In defense of a translingual pedagogy, it is crucial that internationalization policies, both in higher education and basic education, start encouraging students to recognize their expressive potential and the power of choice in relation to language (Welp; García, 2022), allowing students to use all the characteristics of their linguistic repertoire, including vocabulary, grammar and more elaborate structures to make connections, comparisons, deep questions and explore the language in different ways, promoting an

expected "liberation" of communication systems restricted by language sociopolitical domination, giving everyone a voice and correcting power imbalances among speakers.
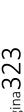
Thus, according to the PIBE (Brazil, 2023, p. 91), it is the competence of educational managers to recognize linguistic plurality of communities, valuing the diversity of each social group, "enhancing the development of border languages in indigenous language teaching networks, Brazilian sign language, languages of international communication" besides establishing relationships between "the local, regional, the national and the international" (Brazil, 2023, p. 91).

Related to this, the internationalization of Higher Education has been configuring new spaces, representations and praxeologies as they have been developed in order to overcome the frontier of physical mobility to emphasize international dimensions in curricular activities integrated to campus life, aiming at the restructuring of Education through the curricula of institutions, involving aspects of the local and international context, as well as their cultural practices.

Like the studies by Welp and García (2019) and Gomes and Costa (2021), the important study by Makalela and Silva (2023) shows that multilingual education practices and policies in most countries in the Global South often follow the Western-based epistemologies and pedagogies, including exogenous notions of plurality that are not aligned with the modes of knowledge and cultural competence of local people, which, according to Ndlovu (2017 apud Makalela; Silva, 2023) amounts to an "epistemicide", with extremely negative consequences for sustainable development in the Global South.

It is within this scope that we understand the debate around the theme proposed in this dossier to be relevant and crucial, since, according to Pennycook and Makoni (2020, p. 2), the Global South is a term that refers to "[...] people , places and ideas that were left out of the great narrative of modernity", as a space for struggles and confrontations in favor of social change in the face of social inequalities. The idea that the Global South is not confined to the geographic South is questioned, as it is metaphorical and epistemological, since aspects of the geographic region and geopolitical inequalities

are intertwined. Pennycook and Makoni (2020, p. 5) point out that "it is a more complex matter to decide what constitutes a southern context or perspective, once it is recognized that the South can also be in the North" and that "the geographic South in no way guarantees a southern point of view".

Thus, Makalela and Silva (2023) question the validity of using Global North perspectives to describe local ways of constructing meaning and, therefore, use the cultural competence of ubuntu - a humanist approach to complex coexistence (I am because you are and you are because I am) - and apply the principles of an "ubuntu translanguage" as an alternative conceptual framework to understand the disruption of order and the simultaneous creation of new linguistic practices among most citizens of the Global South.

Precisely in this sense we believe that the PIBE (Brazil, 2023) needs to be an initial movement that also produces effects on educational policies in initial training and education as a whole. There is no reference to the term or concept of translanguage in the BNCC. Building on this observation, we conducted a documentary analysis using a qualitative interpretative approach in this document. To achieve this, we employed Discourse Textual Analysis (DTA) (Moraes and Galiazzi, 2020) with the assistance of the qualitative analysis software Atlas.ti, focusing on the terms "language" and "linguistics." We mapped recurrence and formative conception in this field, exploring the epistemological approach to translanguaging. Following the steps of DTA - unitarization, categorization, and the production of a metatext - we identified a total of 555 occurrences of "language" and "linguistics" and were able to discern 18 units of meaning, as illustrated in Table 1.

Chart 1: Semantic units (BNCC)

expression/sharing of feelings/experiences	language as a curriculum component	media literacy and social action
human, historical and social construction	textual composition	multisemiotic and multimediatic

cultural diversity	object of school knowledge	digital culture
intercultural development	meaning construction	digital world
constitutive of the subject		
linguistic rights		
social interaction		
identity		
variations		
discourse practice		

Source: Authors' archive.

Based on this analysis, we could see that, although it does not explicitly consider the field of Critical Applied Linguistics, the document addresses aspects related to this approach in several ways: there are elements that point to the appreciation of linguistic and cultural diversity, the development of critical awareness, emphasis on the importance of developing skills in critical reading and analysis of different types of texts/text genres from an interdisciplinary perspective.

Of the 18 meaning units identified among the 555 references to "língua" and "linguagem", we organized 3 dimensions, colored in green, orange and blue, in an attempt to organize the units for later categorization and construction of a metatext.

The 10 semantic units in green represent dimensions linked to the role of language as a human construction, constitutive of the subject in a historical and social perspective and from which identity, linguistic-discursive aspects are derived that directly interfere with the intercultural development of students, from early childhood education to high school.

The 4 meaning units in orange are more internal aspects of language study, in which references to the Portuguese language and foreign languages emerge as a structure or curricular component from which specific skills and abilities derive, in comprehension and production. We did not detail at this stage of the analysis the entire

scope inherent to these dimensions, but in which "primary categories" of the TDA it would be possible to organize the document in its references to the terms considered.

Finally, the 4 units in blue relate to another dimension explicitly associated with the terms investigated, namely in the cybercultural sphere, such as media, technological or digital literacy, and countless aspects associated with the digital world and culture, whether from the perspective of understanding the texts conveyed in this sphere, whether in ethical aspects of production and creation from different linguistic manifestations.

Therefore, it is possible to apprehend a possible final categorization that "Despite considering constitutive and identity aspects of the language dimension, there are no references or support for a translingual decolonial understanding in the BNCC". The perspective of translanguage could enrich the understanding of the dimensions addressed in the document. The software used in the analysis (Atlas.ti) also allows checking the network layout of the most recurrent nouns in the analyzed document whose units were associated:

Figure 1: Network of nouns associated with the meaning units/BNCC

Source: Authors' archive.

From Table 1, the analysis suggests enhancing the units in green dimension, focused on appreciating linguistic and cultural diversity, by integrating the concept of translanguage, thereby acknowledging how diverse languages and resources can contribute to expressing identity and discourse. Similarly, the units in blue dimension, centered on the intersection of cyberculture and language, could be broadened to explore translanguage within the digital sphere, investigating the utilization of different languages and modes of expression during online interactions. By incorporating translanguage, a more comprehensive comprehension of the examined dimensions is achieved, affording insights into the intricate relationships among language, culture, identity, and their historical, social, and digital dynamics.

Figure 1 suggests that the nouns "Language", "child", "interaction", "culture", "body", "movement", "school", "practical", "relationship", "world", "genres", "development", among other more recurrent nouns, obviously draw attention to the semantic field, in addition to being able to be associated with the perspective of translanguage, reiterating the need to deepen this discussion and the possible creation of public policies that incorporate it into basic education and preservice teacher education. Therefore, although the document does not explicitly address translanguaging, these associations help to highlight the relevance of the concept in educational contexts and to enrich the understanding of linguistic and communicative interactions of children and young people in a school context.

Thus, in addition to the concepts of language and language, it is important that undergraduate and continuing education curricula in the field of language studies include what various authors have historically discussed and, more recently, sustained the approach of Critical Applied Linguistics and the perspective accurate for issues of power, inequality and social change in/through language, in the sense of conceiving language as a social practice, used to reproduce and resist power relations.

Language education, therefore, is, above all, a practice of freedom and connects with the idea of empowerment through language. It is in this scenario that different ways

of conveying meaning - multimodality - and discourse structures reflect and shape social and political issues, having in language, therefore, an instrument for constructing meanings and identities in different situational and cultural contexts with which subjects interact.

2 LINGUISTIC VERSUS GEOGRAPHIC BORDER

Geopolitical borders have significant implications for language education, impacting everything from linguistic diversity to educational policies and pedagogical practices. A sensitivity to geopolitical realities can enhance language teaching, fostering intercultural understanding and effective communication in diverse contexts. A linguistic border refers to the division between areas where different languages are predominant. This division can be abrupt or gradual, and changes in spoken languages may be marked by linguistic borders.

Linguistic borders are more abstract and based on cultural and linguistic characteristics, reflecting diversity and indicating shifts in traditions, cultural identities, and social practices, while borders are physical and visual. However, both types of borders play significant roles in understanding the complexity of human interactions, whether influenced by physical features of the environment or cultural and linguistic aspects.

Therefore, we conducted a case study in the city of Lucas do Rio Verde, located in the heart of the state of Mato Grosso, characterized by rapid growth and high demand for agribusiness companies. It accounts for 1% of the entire Brazilian grain production and is one of the most important agribusiness hubs in Brazil. The city is home to large agricultural input companies, farms, and livestock operations, as well as corn ethanol and biofuel industries, some of which are composed of multinational companies and/or produce export commodities. This specific work context creates a need for individuals with a high level of proficiency in the English language. With the arrival of the railway junction, the city will become strategically logistic, attracting more companies (Lucas Do

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Rio Verde, 2023). This reality makes it an internal linguistic border, as the study of the English language is essential for the local community.

In this context, we question the extent to which social practices involving motivations for seeking and dropping out of language courses, on the part of university students and professionals from different areas, would be associated with conceptions and myths involving the objective of studying a foreign language and abandoning their path in the first year of study. The hypothesis is that the notion of linguistic border is at the basis of this process, in line with a colonial vision of the global north, especially regarding the objectives of learning a foreign language, mostly English.

A total of 53 participants were requested to respond to questionnaires via Google Forms, organized according to their profiles: current students, recently dropped-out students, as well as teachers and administrators from the language school under investigation. The research involved adult students (21 years or older) in an English course, including both current participants and recent dropouts. Teachers and administrators from the language school were also interviewed. Out of the 25 current students, the majority are between 21 and 25 years old, 56% are women, and diverse educational backgrounds are represented. Among the 18 dropout students, the age range is similar, with a variety of educational backgrounds and fields of work. It is noteworthy that none of the teachers/administrators has specific training in English Language/Letters. Only one of them holds a degree - in Philosophy, while the majority has only completed high school.

Data analysis followed the methodology of DTA, involving the fragmentation of texts into meaning units, categorization to establish relationships, and the capture of new emergent themes. The process was self-organized, culminating in the construction of metatexts expressing emerging understandings. The analytical cycle involved interpreting the implicit meaning in the texts. The production of the metatext began with describing the research universe, progressing to deeper interpretations and understandings. The process was iterative, continually seeking more refined output.

Thus, the analysis of the units of meaning enabled the development of two final categories: "According to enrolled students, studying a foreign language represents personal and professional enrichment"; "For dropouts from the language course, studying a foreign language represents personal and professional development, as well as a powerful communication tool." The discrepancy lies in the reasons for enrolling in the language course, as while enrolled and dropout students indicated recommendations from others, as well as "freedom" and "culture," administrators attributed the main reason for seeking the course to its methodology.

In this context, we observed that the motivation of the inhabitants of Lucas do Rio Verde to learn English is rooted in the need to "communicate effectively in a multicultural and globalized environment", taking advantage of the economic and personal development opportunities that arise from the strategic geographic position of the city and the growth of the agribusiness. Faced with this scenario of demand from companies for trained professionals with a high level of fluency in English, the demand for the course by adults, probably motivated by better jobs and wages, is high.

In this sense, Costa e Silva (2022) analyzed the relationship between the BNCC and the concept of internationalization, revealing that, when seeking to meet international standards, without due care, in reality, one ends up promoting profit and power, in addition to weakening the local culture. It is essential to educate students to become global citizens, but with care to avoid reproducing power relations and violence similar to those of colonial times.

The research conducted in a language course in Lucas do Rio Verde-MT illustrates that teachers and administrators consider the course methodology and recommendations as the primary factors influencing school choice. However, this perception does not align with the actual reasons stated by dropout students, with many of them indicating that they chose the school based on recommendations. The challenges faced by adult students who dropped out of the course include time management, motivation, learning difficulties, and balancing work, studies, and personal responsibilities.

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Thus, the dropout of adult students is associated, according to the mapping carried out, with time management problems, financial difficulties, lack of motivation and learning problems, in addition to lack of motivation and commitment, as well as learning difficulties. The teaching methodologies, on the other hand, influence the students' motivation and permanence, especially when related to their applicability in everyday life and the perception of progress. Practical approaches that relate the content to the students' daily lives are also considered motivating, according to the students participating in this preliminary research.

The case study indicates that the choice of school and the pedagogical approach play a significant role in the motivation and retention of adult students. However, the analysis also seems to suggest a relative emphasis on the search for the study of languages with a colonial perspective, with a focus on a professional career, linked to the influence of colonial structures that still shape Brazilian society. Social, economic and cultural pressures, influenced by Brazil's geographic location in the Global South, impact students' linguistic and educational choices, reiterating, in a way, colonial beliefs and conceptions.

As for the students who remain linked to the course, when interviewed about the reasons for seeking to study languages, they present a view associated with translingualism and communicative freedom, since their reports about the reasons for studying another language, mostly English, involve what they refer to as "freedom". We associate these understandings with the concept of translanguage because they apparently have a conception that, when learning a new language, they will transcend linguistic barriers, allowing an authentic communicative expansion, as the literature referenced in the previous section of this article suggests.

Results suggests a strong connection between the personal and cultural development mentioned by the participants in a decolonial perspective because, by learning new languages, individuals can engage with different cultures, question hegemonic narratives and value marginalized cultural perspectives. This aligns with the

search for an education that respects diversity and promotes the decolonization of knowledge structures, resonating with decolonial approaches.

The notion of "linguistic border" is identified as a crucial element in the process of seeking and dropping language courses. The research suggests that the perception of this linguistic border, especially concerning English, is at the core of participants' decision-making processes. The established hypothesis was confirmed, as indeed the linguistic border is a perceived barrier, linked to a colonial view of the global north, influencing the learning objectives of a foreign language.

In addition to this, the concept of the "Global South" and colonial influences are associated with the study, indicating historical, social, and economic influences that shape the language and educational choices of the participants. There is a connection between the social, economic, and cultural pressures mentioned in the research and Brazil's position in the Global South. The analysis suggests that colonial structures still have strong influence on Brazilian society, affecting students' choices regarding language learning, especially with a career-centric colonial perspective.

These results indicate, in our view, that the perception of the linguistic border, particularly concerning English, is intertwined with global dynamics, including the geographical position in the Global South. The pursuit of language learning, student motivations, and influences in the decision to drop out seem to be shaped by a complex intersection of historical, cultural, and economic factors, reflecting the dynamics of linguistic borders and the influences of the Global South in the Brazilian context.

3 FINAL REMARKS

We consider the perspectives of studies from the Global South crucially relevant, in the sense of problematizing the logic embedded in the relations of/with/to the language in accordance with non-elitist cooperation, shifting thought to other possibilities of its use and learning interacting with internationalization of Brazilian public education, idealizing

alternatives and perspectives disconnected from the colonial and passive perspective guided by a market orientation of education.

Many countries in the Global South were colonized in the past, resulting in lasting consequences such as resource exploitation, the establishment of arbitrary borders, and the imposition of unfavorable economic systems. Borders often reflect legacies of colonialism, with divisions that may not consider local ethnic, cultural, or historical identities. This can create tensions and challenges for countries in the Global South.
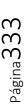
In our view, it is crucial to develop, based on instances of study, exchange, and debate within the university-school perspective, a decolonial translanguaging pedagogical approach that respects linguistic and cultural diversity and questions colonial power relations in the global south. Geopolitical borders often reflect global inequalities, with territorial divisions shaped by political and economic interests. Borders can be instruments that reinforce the disparity between the Global North and the Global South, determining access to resources, economic opportunities, and political power.

Therefore, the presence of linguistic borders can pose a challenge in the internationalization of education, especially when there are multiple official or predominant languages in a particular region. Policies that promote multilingualism or the choice of specific languages for basic education can shape how educational institutions address internationalization.

From movements already started with the PIBE (Brazil, 2023), we may be effectively starting to disseminate a process that emphasizes the importance of rethinking relations with language and learning in contexts of non-elitist cooperation and unrelated to the colonial perspective so that we have sufficient conditions and knowledge to prepare students to be "global citizens", and not just to meet the demands of the labor market, with an effective paradigm shift towards more inclusive, culturally sensitive and critical approaches to structures of power that shape linguistic and educational relationships.

In summary, language policies, linguistic borders, and the internationalization of basic education are interconnected in a complex manner. Decisions regarding languages,

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instruction, curricula, and multilingual approaches can influence how linguistic borders are defined and how basic education is internationalized in specific contexts. The internationalization of education can either challenge or reinforce existing linguistic borders and language policies, demanding alternative perspectives on the issue. The choice of instructional languages, the acceptance of international curricula, and the promotion of exchanges can have implications for local and national linguistic borders and language policies.

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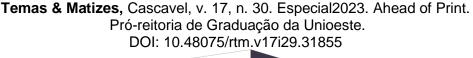
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