Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

Teacher training in Portuguese as a foreign language: a critical-decolonial analysis of discourses in course pedagogical projects.

Portuguese language teacher education: a critical-decolonial analysis of discourses in pedagogical course projects

Sinara Bertholdo de Andrade

PhD in Linguistics (UnB), tenured professor at the Goiás State Department of Education (Seduc/GO).

sinarabertholdo@gmail.com

Summary

This article analyzes the discourses on teacher training present in the Pedagogical Course Projects (PPCs) of Portuguese Language and Literature, from a theoretical-methodological perspective anchored in Critical Discourse Analysis and decolonial approaches. It starts from the premise that the PPCs, as institutional discursive practices, not only organize the curriculum but also produce meanings about teacher training, legitimizing certain knowledge and marginalizing others. The corpus consists of two institutional documents: the PPC of the University of Brasília (2024) and the PPC of the Federal University of Goiás (2014). The analysis reveals the coexistence of a progressive discourse, centered on criticality and emancipation, with standardized curricular structures that reproduce logics of regulation and coloniality of knowledge. It concludes that teacher training, in these documents, constitutes a space of dispute between different epistemological projects, creating tension in the relationship between discourse and practice at the university.

Keywords: Teacher training; Critical Discourse Analysis; Course Pedagogical Project (CPP); Coloniality of knowledge; Portuguese Language Teaching.

Abstract

This article analyzes the discourses of teacher education present in Pedagogical Course Projects (PPCs) in Portuguese Language and Literature programs, from a theoretical-methodological perspective grounded in Critical Discourse Analysis and decolonial approaches. It assumes that PPCs, as institutional discursive practices, not only organize the curriculum but also produce meanings about teacher education, legitimizing certain forms of knowledge while marginalizing others. The corpus consists of two institutional documents: the PPC of the University of Brasília (2024) and the PPC of the Federal University of Goiás (2014). The analysis reveals the coexistence of a progressive discourse, centered on criticality and emancipation, alongside standardized curricular structures that reproduce logics of regulation and the coloniality of knowledge. It concludes that teacher education, as constructed in these documents, constitutes a space of dispute between different epistemological projects, thereby tensioning the relationship between discourse and practice within the university.

Keywords: Teacher Education; Critical Discourse Analysis; Pedagogical Course Projects (PPCs); Coloniality of Knowledge; Portuguese Language Teaching.

Introduction

In the process of my training and career as a teacher, reflection on the

Teacher training at my school (University of Brasília) and at the school where I did my internship.

The supervised program (Federal University of Goiás) put me in a contemplative state. I was

taken by the constant questioning of what could be understood as similar and different

in the training of Portuguese language teachers at two universities rated 5 by

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

Ministry of Education. In addition to excellent grades, the two universities are less than 200 points apart. They are kilometers apart from each other and have more similar cultural customs than they might admit.

In this context, I think that the training of Portuguese language teachers in Brazil has has historically been traversed by epistemological, political, and discursive disputes that These documents are materialized, among other spaces, in the Course Pedagogical Projects (CPPs). Far from being merely technical or administrative instruments, they operate as institutional discursive practices that organize, regulate, and legitimize certain modes of to understand language, teaching, and the teaching profession itself.

In this sense, analyzing the PPC (Pedagogical Project of the Course) implies understanding how the university produces meaning. about what it means to train teachers, what knowledge is considered legitimate and what perspectives are silenced or marginalized. This article aims to analyze, under a From a critical-decolonial perspective, the discourses on teacher training present in the curricula of teacher education courses. Letters: Portuguese Language, using as corpus documents from the University of Brasília and the Federal University of Goiás.

It is assumed that, although these documents mobilize statements that They value autonomy and critical thinking; such discourses coexist with curricular structures that They reproduce logics of regulation and coloniality of knowledge.

From a theoretical and methodological point of view, the analysis is anchored in Critical Discourse Analysis. as proposed by Norman Fairclough (2010), articulated with decolonial perspectives, especially from the contributions of Viviane de Melo Resende (2019), Lélia Gonzalez (1983, 2020), Ailton Krenak (2019) and Nego Bispo (2023), in order to understand the PPCs as Discursive materialities traversed by relations of power, ideology, and coloniality. Methodologically, this is a qualitative research, of a documentary and analytical nature. Interpretive, guided by the categories of CDA, such as evaluative lexicon, modalization and construction of discursive identities, as well as through the articulation between text, discursive practice and social practice.

1. Institutional discourse and the discursive practice of Portuguese language teaching.

From the perspective I subscribe to, discourse is studied as a social practice. Therefore, when By analyzing the institutional discourse in the PPCs (Pedagogical Project of the Course), we can understand the social practice of education. teaching, especially during supervised internships. For this, I use Norman's contributions. Fairclough (2010) and Michel Foucault (1976; 1987) argue that language is not neutral.

In Fairclough (2010), we understand that discourse is a social practice mediated by

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

Power relations and ideology. The term "order of discourse" refers to the semiotic dimension of social practices that constitute social, institutional, organizational fields, etc. (FAIRCLOUGH, 2010, p. 232). From this perspective, texts are not only institutional and curricular: they describe reality and actively construct it. With Foucault (1976), it is possible to conceive of the curriculum as a device of power. Thus, the school curriculum acts as a A mechanism that regulates practices, produces subjectivities, and establishes "regimes of truth" in the field. educational.

Understanding that, despite everything I can glean from the theory of these two authors, they These are still not sufficient from the perspective of the reality of the Global South; I include in the discussion the idea of The coloniality of knowledge, discussed by Viviane de Melo Resende (2019). The author challenges the ADC of Fairclough, in highlighting coloniality as a structuring dimension of discourses. Resende It questions the Eurocentric epistemological hegemony and highlights the importance of looking at the Critical discourse studies through theoretical lenses anchored in the reality of our analyses.

Authors such as Lélia Gonzalez (1983, 2020) and authors such as Ailton Krenak (2019) and Nego Bispo (2023) become central to critical decolonial studies, as they promote a shift essential epistemological. There is a claim for other forms of knowledge in relation to language, challenging the centrality of modern thought. Lélia Gonzalez, for example, discusses the social dimension of speaking Portuguese in an intersectional way by presenting the concept of "Pretuguês," highlighting that the linguistic variant spoken by Black populations, marked by African and indigenous influences constitute a historically marginalized linguistic richness. In this sense, Lélia Gonzalez (1983) introduces the concept of *"pretuguês"* to challenge hegemony. of the standard language and highlight the structuring presence of African languages in the formation of Portuguese. Brazilian. This notion destabilizes normative and colonial perspectives on language by revealing that historically marginalized linguistic practices are, in reality, constitutive of identity. Brazilian culture. Thus, " *pretuguês"* operates as a fundamental analytical category for a decolonial approach to language studies (CERQUEIRA, 2022).

In this sense, the concept of "pretuguês," formulated by Lélia Gonzalez, constitutes a key. Fundamental analytical tool for understanding language in Brazil from a decolonial perspective. By challenging the notions of consciousness and memory, the author highlights that the dominant discourse operates as a mechanism of historical erasure, while memory persists as an inscription of knowledge. silenced. As Gonzalez (1983, p. 228) states, “consciousness excludes what memory includes”, being The first is the place of concealment and alienation, and the second is the space where unwritten stories emerge, structured as truth in the form of fiction. It is in this dialectical game that the Portuguese language... It constitutes, not as a deviation from the norm, but as a linguistic marker of the African presence in the formation

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

from Brazilian Portuguese.

By problematizing stigmatized linguistic phenomena, such as the substitution of /l/ for /r/ in
In “Framengo”, Gonzalez (1983) explains that such forms are not “errors”, but rather features of systems.
African linguistic features, revealing that what the standard language rejects is, in fact, constitutive of
national language. In this way, "pretuguês" destabilizes the idea of a homogeneous language and highlights
Brazilian Portuguese is shaped by historical processes of contact, resistance, and re-existence.
This is therefore a category that not only denounces linguistic racism, but also
It reinstates historically marginalized subjects as legitimate producers of language.

From this perspective, Gonzalez's critique goes beyond the linguistic plane and reaches the field...
epistemological, by demonstrating that the erasure of these marks is directly related to
coloniality of knowledge. In stating that "the discourse of consciousness, the discourse of dominant power,
"They want us to believe that we are all Brazilian, and of European descent" (GONZALEZ,
(1983, p. 228), the author highlights that the standard norm functions as a device of
Symbolic whitening. Thus, "pretuguês" operates as a gesture of discursive resistance.
revealing that what has been historically marginalized is, in reality, the foundation of identity.
Brazilian linguistics and culture.

In this sense, one can question to what extent the BNCC (National Common Core Curriculum) addresses the diversity of...
speech patterns, considering that the centrality attributed to the standard norm tends to reinforce certain
regimes of linguistic legitimacy. The reflection that arises is that becoming a "cultured" speaker, in
standard of the Portuguese language, it can signify, to a certain extent, a process of whitening.
in the sense of speaking. In this sense, the BNCC can be understood not only as curricular guidance, but
also as a linguistic normalization device that reinforces certain regimes of
discursive legitimacy.

The institutional discourse on teaching Portuguese engages with fundamental principles.
Bakhtinians understood that the practice of linguistic analysis must transcend traditional norms.
The Bakhtin Circle (1920) teaches that linguistic form is inseparable from social use and dimensions.
historical and ideological. Contemporary discursive practice, however, is anchored in the perspective of
multiliteracies (ROJO; MOURA, 2012), incorporating the multiplicity of languages and semiotics
to teaching.

Linguistic analysis, therefore, starts from texts and discursive genres, enabling...
Students reflect on the effects of meaning made by linguistic choices in multimodal contexts.
Thus, grammar ceases to be an end in itself and becomes a resource, as proposed.
Bagno (2012) and Possenti (1996), who criticize the fragmentation between grammar and text and defend their
Use based on social appropriateness and critical understanding.

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

In this sense, the teacher's role is to integrate activities of reading, writing, and textual analysis. in a practical and meaningful approach. The PPCs exemplify these possibilities by proposing the The use of argumentative resources and markers of orality in digital genres. The aim is to train... Teachers who act as mediators in the construction of meaning.

However, the main obstacle to overcome lies within the context of schools, of pedagogical coordination and teaching materials, which still adopt traditional practices, centered in memorization and in a structuralist conception of teaching Portuguese.

The BNCC (Brazilian National Curriculum Base) mobilizes linguistic analysis as part of language practices, aiming to... The formation of critical individuals capable of interacting in different contexts. However, it does not problematize effectively the standard norm. As Bagno (2012) points out, the school continues to be seen as responsible for teaching this standard.

In this way, teachers trained at these top universities enter the job market. work marked by a paradox: on the one hand, it possesses a critical theoretical background and, many Sometimes, decolonial, which understands the importance of Black Portuguese and the power relations that permeate it. the language; on the other hand, it is embedded in a rigid education system that demands... Standardization as the central goal of the school.

2. Literacy and Teacher Training in Discourse

Literacy theories, especially under the tutelage of New Literacy Studies, They understand language as a social practice. The turning point of this perspective lies... in the distinction proposed by Brian Street (1984) between “social practices traversed by relations of power and ideologies”, according to the ideological model (STREET, 1984, p. 17).

In my master's research, I reflected on "the context of Educational Institutions." Formal, [considering] a perspective of written language as empowered, according to "autonomous literacy" (ANDRADE, 2013, p. 29). At the time, I was interested in how inclusion The presence of visually impaired students impacted teaching practices in mainstream schools. This is a continuous reflective exercise; I've adapted it for this study and reproduce here the chart I made in my own. Dissertation, differentiating the Autonomous Model from the Ideological Model. Let's see:

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

Figure 1 – Literacy model

MODELO DE LETRAMENTO AUTÔNOMO	MODELO DE LETRAMENTO IDEOLÓGICO
A escola é a única agência de letramento	A aquisição de escrita está relacionada com as estruturas sociais
O Fracasso escolar é atribuído aos/as alunos/a	Os significados dependem do contexto; as práticas de letramento são aspectos culturais e das estruturas de poder

Source: Andrade, 2013, p. 29.

In the autonomous literacy model, writing is treated as a neutral, technical skill.
and universal. In the ideological literacy model, writing is embedded in practices in a way that
situated, traversed by relations of power, culture and identity. “New Studies are used
Literacy (STREET, 1995, 2000; BARTON & HAMILTON, 1998; KLEIMAN, 1995, 2001; MAGALHÃES, 2012) as
social actions” (ANDRADE, 2013, p. 29) to understand how the
Literacy is applied in teacher training and in the discourse of the Pedagogical Project of the Course (PPCs). Despite the growing demand
Through studies based on the ideological model, we can still verify that literacy thinking...
The autonomous model prevails in formal educational institutions. However, scholars of the autonomous model...
They focus on literacy practices that occur in events as part of social practice. Thus, these
Literacy practices are understood as cultural patterns of reading and writing use.
From a perspective of social change, it is essential to understand culture as social action constructed in
social environment. The field of concretization lies within the realm of written language, of the text.
Furthermore, “writing is culturally used” (BARTON, HAMILTON and IVANIC, 2000, p. 242).

The concept of literacy as the cultural use of writing does not allow us to think of a
Stagnant or immutable literacy: literacies are formed by practices, events, and...
texts (BARTON & HAMILTON, 1998). In Brazil, authors such as Magda Soares (2003), Angela
Kleiman (1998) and Roxane Rojo (2009, 2012) consolidated this approach, expanding it to the
The field of multiliteracies. This perspective requires that the training of language teachers...
Portuguese surpasses working with traditional text, incorporating multiple semiotic systems and practices.
digital, as recommended by the BNCC (National Common Core Curriculum).

This investigation is characterized as qualitative research, of a qualitative nature.
The corpus is documentary and analytical-interpretative.
(PPC) of Letters – Portuguese Language of the University of Brasília (UnB, 2024) and the University

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

Federal University of Goiás (UFG, 2014). The analysis is based on the assumptions of Discourse Analysis. Critique (ADC), by Norman Fairclough (2010), articulated with decolonial contributions (RESENDE, 2019).

3. Teacher training, supervised internships, and the production of subjectivities: a reading discursive

Teacher training is a complex process that encompasses everything from the actions of from the teacher to the broader dynamics of schooling. In teaching practice, one is expected to... a critical-reflective perspective guided by a dialogical methodology of language, according to Bakhtin Circle (1920). In the context of schooling, in turn, it becomes essential to consider the political dimension, expressed in the National Curriculum Documents, especially in the BNCC, which It guides pedagogical planning and teaching practice.

In this context, the connection between theory and practice finds a way to connect theory and practice through supervised internships. a privileged space for its realization. It is a formative moment in which the student must be placed in a real-world work environment, not as a mere observer, but as an active participant. process of sociocultural transformation. The concept of "professor of wonder," proposed by Rubem Alves (1996) contributes to this understanding by emphasizing the teacher's role as a mediator of "The joy of thinking," shifting teaching from a transmissive logic to a constructive practice. of senses.

The training of Portuguese language teachers, in this sense, cannot be reduced to acquisition of linguistic or literary content. It implies the formation of a capable professional. to understand language as a social practice and to act critically within the educational context. As Libâneo (2012) argues, teacher training must articulate theoretical knowledge, expertise pedagogical and reflective practice, which converges with the Bakhtinian perspective of language as social interaction. Training teachers, therefore, means training individuals who interpret, mediate, and They transform realities through language.

This concept finds support in national curriculum documents, which indicate that need to develop skills that encompass content mastery, the ability Teaching methodology, promoting meaningful learning, and a commitment to diversity. Within this context In addition to the federal teaching profession, there is the requirement for integrated performance in teaching, research, and outreach. Therefore, the supervised internship should be linked to research on language teaching. Portuguese and its extension activities, especially in public schools, consolidating itself as space of praxis.

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

This articulation of the three pillars of teaching, research, and outreach is anchored in a conception socio-interactionist approach to language, influenced by both Bakhtin's dialogic perspective and through Norman Fairclough's critical approach (2010). From this perspective, language is understood such as: (1) a functional and social system, not neutral; (2) a space for contesting meanings; and (3) a A field permeated by power and identity relations. Training teachers from this perspective implies to prepare them to work with discursive genres, situated language practices, and critical analysis. of language usage.

The centrality of supervised internships as a field of practice is reinforced by Pimenta, who It argues that this space should enable future teachers to act in a critical and reflective manner. Understanding and intervening in the school environment. In the teaching of Portuguese, this is... This materializes in pedagogical practices that connect reading, text production, and linguistic analysis. such as working with genres in social circulation, contextualized productions, and critical reading of digital media.

However, teacher training is not limited to pedagogical and institutional dimensions. being also traversed by identity processes. The conception of identity as something fixed and The homogeneous concept is replaced by an understanding of identity as a multifaceted construct. fragmented and continuously (re)elaborated in social interactions. As Luna and Batista state. (2001), identity is constituted from self-image, perception of the other and the gaze of the other about oneself. Gatti (1996) adds to this by highlighting that teacher identity is constructed in everyday life. school life, marked by dimensions of class, gender, and race, and sustained by individual memories and collectives.

Along the same lines, Nóvoa (1992, 2019) proposes understanding teacher training from of three interdependent dimensions: personal, professional, and organizational development. The author emphasizes the need for formative practices that promote autonomy, critical reflection, and... Active participation of teachers in their own training processes, highlighting that training It implies a personal investment in building a professional identity.

The data presented by André (2009) reinforce the centrality of this theme in the field. educational, highlighting the growth of research on teacher training in the 2000s, especially in regions with a higher concentration of graduate programs. This scenario points to the importance of understanding teacher training as a strategic field of production of knowledge and educational intervention.

The analysis was guided by the following categories of Critical Discourse Analysis: (i) lexicon (i) evaluative, (ii) modalization, (iii) construction of discursive identities, and (iv) representation of practice teacher. These categories allow us to identify regularities, tensions, and effects of meaning in

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

institutional statements.

Within the context of the analyzed PPCs, a lexical-discursive regularity emerges that configures the Teacher training as a critical, autonomous, and socially committed process. In the PPC of UnB highlights the "development of critical thinking, emancipation, and social responsibility." essential for future graduates"; while in the UFG's PPC, the need for "to lead the student to reflect on theoretical knowledge and pedagogical practices [...] in order to act "critically."

From the perspective of Critical Discourse Analysis, according to Norman Fairclough (2001, 2010), These statements act as strategies of discursive legitimation, producing an effect of consensus around critical thinking. The recurrence of this lexicon contributes to the naturalization of an ideal model of a teacher—critical, reflective, and socially engaged—that becomes hegemonic in institutional discourse.

By contrasting this reading with the notion of power in Michel Foucault (1976, 1987), it is possible to understand the PPCs (Pedagogical Project of the Course) as devices that produce teaching subjectivities. This is a a technology of power that delimits which forms of criticism are recognized as legitimate. configuring a "desirable teaching subject" and, in Foucauldian terms, a disciplined body.

This dimension becomes even more evident when observing the curricular organization of courses. Despite the emancipatory discourse, the PPCs present highly standardized structures, organized into course hours, required subjects, and core learning areas. The curriculum, in this context, In this context, it operates as a disciplinary device that regulates time, knowledge, and practices, highlighting a tension between the discourse of autonomy and the practice of institutional regulation.

With regard to the conception of language, a disjunction is observed between the discursive plane and the curricular organization. Although the documents affirm language as a social practice, the matrix The curriculum maintains the fragmentation into disciplines such as phonology, morphology, syntax, and semantics. This contradiction highlights the gap between the theoretical concept and its practical application. pedagogical.

From a decolonial perspective, as suggested by authors such as Ailton Krenak (2019), This fragmentation can be problematized by considering language as an experience integrated into... life, territory, and cultural practices, and not as an isolated technical object.

For the analysis, categories from Critical Discourse Analysis were used, such as lexicon. evaluative, modalization and construction of discursive representation and teacher identity, in order to to understand how the meanings of education are structured in the documents analyzed.

Finally, although the PPCs mobilize an emancipatory vocabulary, it is necessary to question To what extent does this critical training effectively engage with the coloniality of knowledge, according to

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

proposed by Viviane de Melo Resende. The analysis points to possible silences in epistemologies.
non-Eurocentric, indicating that the stated criticality may still be anchored in matrices
modern Western theories, such as those explored by Lélia Gonzalez and Nego Bispo.

4. Theory and practice: between the promise of articulation and curricular fragmentation.

The PPC (Pedagogical Project of the Course) of the Federal University of Goiás explicitly states, in its discourse, the need to "overcome the theory/practice dichotomy. However, when observing the curricular organization, it becomes clear that theory and Practical training continues to be distributed across distinct components, such as theoretical subjects and internships. Supervised and Practical Training as a Curricular Component (PCC).

This configuration reveals a significant tension: the articulation between theory and practice is desired in discourse, but not fully realized in the curriculum structure. This refers to... therefore, from a structuring discursive contradiction, as pointed out by Discourse Analysis. Critique, in which the stated training project does not materialize coherently in practice. institutional.

In both documents analyzed, a lexical-discursive regularity emerges around the Teacher training as a process of autonomy and social commitment, as summarized in Table 1.

Table 1 – Language, supervised internship and teacher training

Themes	Course Pedagogical Project - UnB (2024)	Course Pedagogical Project - UFG (2014)
Concepts of Language	"Linguistic and literary studies should be based on the perception of **language and literature as social practices and as more elaborate forms** of cultural expression." It understands language as a "psychological, educational, social, historical, cultural, political, intercultural, and ideological" phenomenon .	"Language... must be understood as a complex capacity, unique to the human species... it implies, at the same time, cognitive processes and symbolic activities." It emphasizes **"language in use"** and its communicative function as paramount.
Internship Supervised	Conceived as a crucial stage of **"articulation between content and integration between theory and practice,"** it is the moment when the student teacher experiences themselves as a teacher and should be the **"beginning of the future commitment."**	Understood as **"a space for the construction of the teacher as a subject who has mastery over their own practice and their social role."** It aims at "knowledge of reality in a work situation" through "experience."

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

Themes	**Course Pedagogical Project - UnB (2024)**	**Course Pedagogical Project - UFG (2014)**
	"Teachers with education" and with the reality of classrooms.	"Progressive, systematic, intentional, and supervised professional development."
Training Teacher	Focused on developing **"critical thinking, empowerment, and social responsibility."** It aims to train a **"researcher-teacher"** through the unification of theory and practice, capable of reflecting on everyday problems and proposing original solutions.	The program aims to train professionals who **are "critical, reflective, and investigative."** The goal is to lead students to reflect on theoretical knowledge and pedagogical practices, so that they can **act critically** in different educational contexts.

The analysis of the excerpts reveals a recurring evaluative lexicon that reinforces the ideal of Critical thinking. In the UnB's PPC (Pedagogical Project of the Course), emphasis is placed on "the development of critical thinking, emancipation and..." "social responsibility"; in the UFG's PPC, there is an emphasis on the need for students to "reflect" about theoretical knowledge and pedagogical practices [...] to act critically."

Both documents treat language as a social practice, advocating for the articulation between They combine theory and practice, and conceive of teacher training from the perspective of the teacher as a mediator. This Convergence is not accidental, but the result of alignment with the guidelines of the BNCC (National Common Core Curriculum) and the Directives. National Curricular Guidelines, which structure the field of teacher training in Brazil.

The difference between the PPCs, however, is manifested in the discursive modalization. While the The UnB's PPC (Pedagogical Project of the Course) mobilizes a more critical, emancipatory, and politicized discourse, with decolonial traits. While still undergoing a process of development, the UFG's PPC outlines a more pedagogical and functional discourse. and geared towards applicability in the school context. In this sense, it can be stated that UnB [University of Brasília] creates tension. the discourse, whereas UFG tends to stabilize it.

However, this discursive tension does not occur outside the conditions that produce it. It It operates within a system that requires standardization — BNCC, standard norms, and models. evaluative—which places it in direct dialogue with the coloniality of knowledge. This condition highlights that, even when language is recognized as a social practice, mechanisms persist. institutional frameworks that operate to whiten speech. And, in this movement, by whitening In speaking, one's being also becomes whitened.

Furthermore, the recurrence of the terms "critical" and "reflective" contributes to the naturalization of an ideal teacher model. From the perspective of Critical Discourse Analysis, this consensus may to function as a mechanism for erasing the material and structural conditions of teaching practice,

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

by presenting "emancipation" as an almost guaranteed effect of the curriculum.

By contrasting this reading with the notion of power in Michel Foucault (1987), it becomes possible to understand PPCs as devices that produce a certain "desirable teaching subject", configuring a disciplined body or, in the author's terms, a "docile body." Thus, the discourse Institutional guidelines not only guide practices, but also define what can be recognized as a "Acceptable criticality", regulating the subjectivity of the future teacher within established norms. pre-established.

Although PPCs mobilize a seemingly emancipatory vocabulary, it is necessary to question to what extent this "critical education" actually engages with the coloniality of knowledge, as proposed by Viviane de Melo Resende (2019). The analysis points to possible silences. of non-Eurocentric knowledge, indicating that the stated criticality may still remain anchored in modern Western matrices, such as those explored by authors like Lélia Gonzalez (2020) and Nego Bispo (2023).

This discussion is directly linked to the notion of teacher identity. The concept of Identity as something fixed and homogeneous is replaced by an understanding of identity as A multifaceted, fragmented construction that is continuously (re)elaborated in social interactions. How As Clarke (2008) points out, identity formation processes are closely related to discourses and communities of practice are traversed by sociocultural dimensions and sociopolitical.

In this way, language assumes a central role as a meaningful and dialogical activity. a producer of meaning among historically situated subjects. The analysis of linguistic characteristics- Discursive patterns, such as lexical choices and types of discourse, allow us to understand how these identities... Teachers are developed and transformed within the framework of training processes.

5. Coloniality of knowledge and epistemological erasure

Although PPCs mobilize discourses of criticality and social responsibility, it is observed The centrality of traditional academic frameworks as the structuring axis of education. Other epistemologies, especially those linked to Afro-Brazilian, Indigenous and other forms of knowledge. Popular topics do not appear as a foundation of the curriculum, but when present, they occupy positions... secondary.

This inclusion occurs predominantly in a complementary, optional, or peripheral way, which This demonstrates that epistemological diversity does not constitute an organizing basis for the educational project. but rather an addendum. This configuration reveals the persistence of a Eurocentric matrix that defines

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

What types of knowledge are legitimized within the university?

This interpretation finds support in the UFG's own PPC (Pedagogical Project of the Course), which, while stating... Language as a social practice, recognizing its cultural and ideological dimensions, organizes the curriculum. based on a disciplinary division strongly structured into core areas and hierarchies of knowledge, prioritizing certain theoretical fields to the detriment of others.

From a decolonial perspective, this organization can be understood as an effect of coloniality of knowledge, which operates through the selection, hierarchization, and institutionalization of knowledge considered legitimate. In this sense, the critique of authors such as Lélia Gonzalez It becomes fundamental to highlight that the formative process is not neutral, but rather permeated by Historical power relations that define which voices are authorized to produce knowledge.

This discussion deepens when articulated with the thought of Ailton Krenak (2019), who It questions the very idea of humanity that underpins the modern Western project. According to According to the author, colonization was legitimized by the notion that there existed an "enlightened humanity". responsible for bringing to light those considered "obscured." This logic, far from being While restricting it to the past, it remains in operation in contemporary institutions, including universities and multilateral organizations, which continue to define what should be preserved, taught and recognized as valid knowledge.

In this regard, Krenak (2019, pp. 9-14) questions the universality of this civilizing project. by demonstrating that it produces systematic exclusions and disrupts forms of existence linked to memory, territory, and communities. In stating that a large part of the population was displaced from their original contexts to integrate a homogeneous model of humanity, the author denounces a a process of erasure that also manifests itself in the field of education.

Thus, by comparing Krenak's (2019) critique with the analyses developed here, it becomes evident that the coloniality of knowledge acts not only in the selection of content, but also in the very A definition of what counts as knowledge, who can produce it, and under what conditions it is produced. legitimized.

This discussion becomes more radical when linked to the thinking of Nego Bispo (2023, p. 44). for whom knowledge cannot be separated from experience, territory, and collective life. In his book "The land gives, the land wants," he states that "the quilombos were formed from the "Confluence between African and Indigenous knowledge." The author shifts the modern epistemological logic, based on the compartmentalization and universalization of knowledge, and proposes a relational understanding and situated within the framework of knowledge. Within this context, the university, by compartmentalizing knowledge into disciplines... and institutionalizing them as abstract contents distances itself from other forms of production of knowledge.

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS – Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

This critique allows us to question the role of the university as an institution that, at the same time in which it presents itself as a space for the production of universal knowledge, it can operate as epistemological homogenization mechanism. In the context of the analyzed PPCs, this translates into centrality of certain theoretical frameworks and the marginalization of other forms of knowledge that do not align with this. They fit within the disciplinary and normative logic of the curriculum.

This tension highlights that, in the analyzed PPCs, knowledge tends to be treated as a systematized and transmissible object, in contrast to perspectives that understand it as A living practice, situated and constructed in relation to the world. Thus, even when one proposes a Critical education, the epistemological model that underpins it, may continue to reproduce logics of exclusion.

Based on critical discourse studies, it is possible to understand that discourses Institutions not only reflect social reality, but also actively participate in its creation. production (FAIRCLOUGH, 2010; RESENDE, 2019). In this sense, PPCs can contribute to the reproduction of inequalities by making non-hegemonic knowledge invisible, even when it is presented as critical and socially committed educational projects.

6. Discursive regularities in teacher training

Comparative analysis of the documents allows us to identify discursive regularities that They structure the teacher training model proposed by the institutions. First of all, it is highlighted... The discourse on overcoming the theory-practice dichotomy is presented as the central axis of training. However, as already discussed, this coordination remains strained by the organization itself. curricular, which maintains the separation between theoretical and practical components.

Secondly, the recurring figure of the "critical subject" is observed, marked by... Repetition of terms such as "critical," "reflective," and "autonomous." This lexicon constructs an ideal of A professor who, although valued, can act as a regulatory norm, producing expectations. homogeneous views on the practice of teaching.

Another recurring element is the conception of language as a social practice. Even though with Distinct emphases — more ideological and political at UnB and more cognitive and communicative at UFG. —, Both documents converge on the understanding of language as a constitutive element of social and cultural experiences.

Finally, the supervised internship presents itself as a privileged space for insertion into educational reality. It is not just a technical activity, but a moment of commitment to the social context, in which the future teacher is constituted as a subject of their own

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google
RCMOS - Multidisciplinary Scientific Journal The Knowledge.
ISSN: 2675-9128. São Paulo-SP.

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

own practice. As evidenced by the UFG PPC (2014), the internship is conceived as “experience prolonged, systematic, intentional, and accompanied professional development, aimed at "knowledge of "Real in a work situation."

In this process, teaching is understood as a direct intervention in daily life. of the students. From the first contact with the school institution, a trajectory is established. formative experience marked by the construction of pedagogical relationships that permeate teaching and learning. learning. In this context, the teacher not only transmits content but also participates. actively involved in shaping students' educational pathways, being a fundamental part of building meaningful educational relationships.

Reflective considerations

The analysis of the Course Pedagogical Projects reveals the coexistence of two movements. that structure teacher training in Literature. On one hand, there is a discourse progressive, which emphasizes critical thinking, autonomy, and social responsibility as principles. guidelines for pedagogical practice. On the other hand, a regulatory formative structure is identified, responsible for organizing, defining, and prioritizing the knowledge considered legitimate in the curriculum.

This coexistence is not a simple contradiction, but a tension. constitutive of the educational field itself. At the same time that the documents project a an ideal of emancipatory education, supported by notions of critical subject and language as In social practice, they operate within an institutional logic that maintains specific forms of Organization of knowledge, often anchored in hegemonic epistemological frameworks.

In this sense, teacher training can be understood as a discursive space of A dispute in which different rationalities coexist: one, guided by criticism and transformation. social; another, marked by regulatory mechanisms that tend to reproduce structures. historically consolidated. This dynamic shows that the discourse of emancipation, although Powerful, however, is not, in itself, sufficient to promote effective shifts in epistemological foundations. from the training.

From a decolonial perspective, this tension reveals the persistence of the coloniality of knowledge. as an implicit organizing principle of curricula. Even when there is openness to diversity and to Including other forms of knowledge, this incorporation occurs, to a large extent, in a peripheral way, without to shift the epistemological center that underpins the formative model.

Therefore, it becomes necessary to move beyond the discursive recognition of diversity, promoting a deeper reconfiguration of the foundations that structure the curriculum.

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

This implies not only including new content, but also rethinking the very ways of doing it. production, validation and circulation of knowledge within the university environment.

It can therefore be concluded that teacher training in Portuguese, as outlined in The analyzed PPCs are discursively constructed as emancipatory, but institutionally operated within limits that still reproduce the coloniality of knowledge. The challenge that arises in this The goal is to challenge these structures, opening space for plural epistemologies that not only coexist, but also effectively reconfigure the formative horizon.

This opens up possibilities for future research that expands the corpus and deepen the analysis of the linguistic-discursive materialities of the PPCs, contributing to the advancing a truly decolonial teacher training program.

References

ANDRADE, Sinara Bertholdo de. **Discourses and literacies in the inclusion of people with disabilities. Visual arts in public education.** 2013. Dissertation (Master's in Linguistics) – University of Brasília, Brasilia, 2013.

ANDRÉ, Marli Eliza Dalmazo Afonso de. Research on teacher training in Brazil (1990-2000). **Brazilian Journal of Education,** Rio de Janeiro, no. 25, pp. 109–120, 2004.

BAGNO, Marcos. **Pedagogical Grammar of Brazilian Portuguese.** São Paulo: Parábola, 2011.

BARTON, David; HAMILTON, Mary. **Local literacies:** reading and writing in one community. London: Routledge, 1998.

BARTON, David; HAMILTON, Mary; IVANIÿ, Roz. **Situated literacies:** reading and writing in context. London: Routledge, 2000.

BISPO, Antônio (Nego Bispo). **The land gives, the land wants.** São Paulo: Ubu, 2023.

BRAZIL. **National Common Curricular Base (BNCC).** Brasília: MEC, 2018.

CERQUEIRA, Fernanda de O. Lélia Gonzalez and Pretuguês: from racism and sexism to epistemic. In: CARVALHO, Danniel da S.; LIMA, Pedro Eduardo de. **Language and Sexuality: A 21st-Century Perspective.** Salvador: EDUFBA, 2022, pp. 15–38.

CLARKE, Matthew. Language teacher identities: co-constructing discourse and community. **Multilingual Matters,** 2008.

CRISTOVÃO, Vera Lúcia Lopes. Textual genres and initial education of the language teacher. English. **Language in (Dis)course,** Palhoça, SC, v. 10, n. 3, p. 705–734, Sept./Dec. 2010.

FAIRCLOUGH, Norman. **Discourse and social change.** Brasília: University of Brasília, 2001.

FAIRCLOUGH, Norman. **Critical discourse analysis:** the critical study of language. 2nd ed.

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Machine Translated by Google

Year VII, v.1 2026 | Submission: April 10, 2026 | Accepted: April 18, 2026 | Publication: April 28, 2026

London: Longman, 2010.

FOUCAULT, Michel. **The Order of Discourse.** São Paulo: Loyola, 1976.

FOUCAULT, Michel. **Discipline and Punish:** The Birth of the Prison. Petrópolis: Vozes, 1987.

GATTI, Bernadete A. **Teacher training and career:** problems and movements of

Renovation. Campinas: Autores Associados, 1996.

GONZALEZ, Lélia. Racism and sexism in Brazilian culture. In: SILVA, Luiz Antonio Machado da

et al. (eds.). **Urban social movements, ethnic minorities and other studies.** Rio de Janeiro:

ANPOCS, 1983. p. 223–244.

GONZALEZ, Lélia. **For an Afro-Latin American Feminism.** Rio de Janeiro: Zahar, 2020.

KLEIMAN, Angela B. **The meanings of literacy: a new perspective on practice.**

The social nature of writing. Campinas: Mercado de Letras, 1995.

KRENAK, Ailton. **Ideas to Postpone the End of the World.** São Paulo: Companhia das Letras, 2019.

LIBÂNEO, José Carlos. **Didactics.** São Paulo: Cortez, 2012.

LUNA, Sergio Vasconcelos de; BATISTA, Sueli Soares dos Santos. **Identity and Formation**

Professor. São Paulo: Cortez, 2001.

NÓVOA, A. Teacher training and the teaching profession. In: NÓVOA, A. (Ed.). **Teachers**

and its formation. Lisbon: Nova Enciclopédia, 1992.

NÓVOA, António. **Teachers and their Training in a Time of Metamorphosis at School.**

Education & Reality, Porto Alegre, v. 44, n. 3, e84910, 2019. Available at:

http://dx.doi.org/10.1590/2175-623684910. Accessed on: April 26, 2025.

PIMENTA, Selma Garrido. **The internship in teacher training:** unity between theory and practice.

São Paulo: Cortez, 2012.

POSSENTI, S. **Why (not) teach grammar in school?** Campinas: Mercado de Letras, 1996.

RESENDE, Viviane de Melo (Ed.). **Decolonizing critical language studies.** Campinas:

Pontes, 2019. p. 47–62.

ROJO, Roxane. **Multiple literacies, school and social inclusion.** São Paulo: Parábola, 2009.

ROJO, Roxane; MOURA, Eduardo. **Multiliteracies in school.** São Paulo: Parábola, 2012.

STREET, BV **Literacy in theory and practice.** Cambridge: Cambridge University Press, 1984.

UNIVERSITY OF BRASILIA. **Pedagogical Project of the Letters – Language Course.**

Portuguese. Brasília: UnB, 2024. Available at: https://il.unb.br/lingua-portuguesa-e-respectiva-

Literature - Bachelor's Degree - Day and Night/. Accessed on: March 10, 2025.

Federal University of Goiás. **Pedagogical Project of the Letters - Language Course.**

Portuguese. Goiânia: UFG, 2014. Available at:

https://files.cercomp.ufg.br/weby/up/25/o/2014_PPC_port.pdf. Accessed on: March 10, 2025.

This is an open access article published under the Creative Commons Attribution license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.