

DECOLONIALITY AND LANGUAGE TEACHER TRAINING: PROPOSAL FOR A CURRICULAR MODEL¹



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ABSTRACT

We start from the idea that the curriculum is constituted from different ideological perspectives (FREIRE, [1991]2001) that imprint, in teacher training, relations of power and knowledge. The objective of this study was to analyze the curriculum of the Letters course at the Vale do Acaraú State University in order to understand how the relationship between the agents of the teaching-learning process and the articulations between knowledge and know-how occurs. Methodologically, this is a qualitative research, which is anchored in the interpretative paradigm (BORTONI-RICARDO, 2008), in order to analyze the current curriculum, discussing it in the light of decolonial studies (QUIJANO, 2000). Next, we present a curriculum proposal that considers the theory/practice interaction essential for the training of teachers capable of proposing positive actions for Basic Education. We conclude that the curricular models built from the traditional perspective are no longer satisfactory to contemporary educational demands, in addition to negatively influencing the social and educational practices of language teachers.

Keywords: Curricular violence. Curricular reform. Teacher training.

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INTRODUCTION

In a post for the blog of the publisher Parábola, in 2017, the Brazilian linguist and professor at the University of Brasília, Marcos Bagno, begins the text by categorically stating that "the situation of the Letters courses is catastrophic". However, his discussion on the subject is much earlier, since the article is the result of a lecture given by the author in 2012, that is, we have already passed a decade of this observation and the reality of training in Languages in Brazil has not changed.

There were certainly discussions in the collegiate bodies and university departments of the Teaching Degree courses, after Resolution No. 2 of the National Council of Education (BRASIL, 2015), which defines the guidelines for the initial and continuing training of Basic Education teachers, and the BNC-Formação (BRASIL, 2019), which defines the guidelines for the initial training of Basic Education (EB) teachers based on the demands of the National Common Curricular Base (BRASIL, 2018). However, among the documents and discussions raised in the Letters courses, specifically in the Letters course at the Vale do Acaraú State University (hereinafter UEVA),³ there is an abyssal quality gap in two spheres: the first, in the order of public policies, since, in many cases, the investments for the proposed actions to be made feasible are not offered; the second, of a professional nature, reflects large gaps between the training of teacher trainers in teaching degree courses – some of them with a bachelor's degree, or without the proper experience in EB – and the expectations that these teachers place on students, prioritizing theory over practice.

In this study, we will focus on the second sphere, aiming to present and discuss the implications of a teacher training curriculum that is inconsistent with the function of the Teaching Degree in Letters: *to train teachers for EB*.⁴ The concept of curriculum that we use considers the pragmatic view of the philosopher William James (1907, p. 30), for whom truth is what we are satisfied with believing in order to direct towards a better life, and the critical perspective, which understands it as a form of power (APPLE, 2006) and

³ Currently, the official acronym of the institution is UVA, but, as it is one of the three state universities in Ceará, and as the other two have, in their acronyms, a reference to the public institution, I adopt the letter "E" for this political purpose, in addition to differentiating it from the Veiga de Almeida University, also UVA, in Rio de Janeiro.

⁴ It is necessary to emphasize that our position is not that teacher training should be confined only to initial training, but that the training of linguists and literary scholars should be left to master's and doctoral students, especially because we defend, in this proposal, the training of teachers who are researchers *of their work environments, thus consolidating the partnership between the university and the school*, and, consequently, the deconfinement of studies on language from the almost indestructible and inaccessible walls of academia.

transformation (ARROYO, 2013), because "it manifests itself, is realized and concretized in all policies, in declared intentions and practices" (GIOVEDI, 2016, p. 121). Or, as Freire ([1991]2001) reminds us, the curriculum is not only explicit, through a discourse that exposes curricular components and educational demands, but also hidden, because

The understanding of the curriculum encompasses the very life of the school, what is done or not done in it, the relationships between all those who make up the school. It encompasses the strength of ideology and its representation not only as ideas, but as concrete practice. In the hidden curriculum, the "speech of the body", the features of the face, the gestures are stronger than orality. Concrete authoritarian practice undermines the democratic discourse said and resaid (FREIRE, [1991]2001, p. 123).

Thus, curriculum is not only a prescription, but also its realization and the contextualizations necessary for knowledge-discernment to happen (SAVIANI, 1984), which, today, we consider essential for meaningful learning (AUSUBEL, 2003; MOREIRA, 2012), and that should not be limited to information "transmitted" to future EB teachers, but also experienced during their training.

For the reasons exposed, we corroborate Bagno's (2017) statement about the failure of Language courses in their attempt to train language teachers, taking as a starting point data from previous research (LINS JR., 2019; 2023 LINS JR.; MORAES, 2022), in which the lack of knowledge and objectivity to deal with topics about language and language demonstrated by the students of the Letters course at UEVA is less due to the presentation text of the Pedagogical Project of the Course (PPC), than to its curricular components and their achievement, that is, the teaching practices of the teacher trainers. Then, we discuss the concepts of decoloniality, associating it with curricular perspectives, to analyze the Pedagogical Project of the Letters course at the Vale do Acaraú State University. Methodologically, it is a study with a qualitative approach and interpretative nature, since "there is no way to observe the world independently of current social practices and meanings. Furthermore, [...] the observer's ability to understand is rooted in his own meanings, as he is not a passive reporter, but an active agent (BORTONI-RICARDO, 2008, p. 32). And, in the end, we propose an alternative curriculum that is more adequate to contemporary educational demands, and that considers the teacher-know-how as an artifact appropriated by its creator, the teacher, an active subject in the teaching-learning process, capable of changing or enabling changes based on his interventions, which has proven to be almost impossible in the teacher training that represents the majority of Letters courses in the country.

DISCUSSING DECOLONIALITY: CURRICULAR VIOLENCE AND "INSURGENCIAS"

There are several models of formal instruction, when we talk about education; from the models of learning by example and the functions performed in tribal societies to the foundation of the first school institutions, in the nineteenth century (BRANDÃO, 2003). From this perspective and analyzing teaching practices, both in schools and in academic training (of technicians, bachelors and licentiates), we realize that, currently, these places are configured as an outdated technology of the time, as it ignores the previous knowledge of students and prioritizes theoretical knowledge over practical experiences – with the justification that what is already consecrated is superior to what can be built in real experience –, reaffirming the banking education model that still persists in Brazilian education:

[...] The school regime was invented some time ago in a well-defined culture, that is, in a concrete and identifiable space-time confluence, we would even say too recent to have taken root to the point of becoming unquestionable. In fact, this institution was conceived with the objective of meeting a set of specific demands of the historical project that planned it and sought to put it into practice: modernity (SIBILIA, 2012, p. 16-17).

In the case of language teacher training, theoretical knowledge is most often contributed to curricular components and practices that: (i) do not dialogue with schools, (ii) do not consider the *background* of the licentiate students for the requirements of an academic education, and, therefore, (iii) do not recognize the agency of the licentiate students in the teaching-learning process. It is a curricular model that is developed from the perspective of training for repetitive practice and maintenance of the established order, in which teachers are the holders of knowledge, with a limited possibility of discussing divergent ideas in their area of knowledge, and students are subjected to this information⁵, often mismatched or even contradictory, being unable to formulate their own conceptions about what they study.

For education, the result of the neoliberal project, instituted in Brazil from the 1980s onwards, was a cycle of learning lag, which it seems not possible to identify where to start an attempt at repairs: with the excessive production of documents aimed at the quality of

⁵ In this educational perspective, teachers are not able to "pass on" knowledge, since for it to be built, the learner needs to have autonomy to produce knowledge, and not to reproduce information (CASTRO; AMORIM, 2011).

EB (pedagogies), or with the necessary distinct requirements and constant modifications in the training of teachers (andragogias) to meet the training of qualified teachers.

The word "Andragogy" was initially used by Alexander Kapp (1833), a German professor, to describe elements of Plato's Theory of Education. It was used again by Rosenstock (1921) to signify the set of philosophies, methods and special teachers necessary for adult education. In the 1970s, the term was commonly used in France (Pierre Furter), Yugoslavia (Susan Savecevic) and the Netherlands to designate the science of adult education. The name of Malcolm Knowles emerged in the United States of America, from 1973, as one of the most dedicated authors to study the subject. Pierre Furter (1973, p.23) defined Andragogy as the philosophy, science and technique of adult education (CAVALCANTI; GAYO, 2004/2005, p. 45 *apud* CASTRO; AMORIM, 2011, p. 25).

It is in the critical perspective of the neoliberal project that Quijano (2000) becomes one of the voices of the South, a pioneer in the studies of decoloniality. For the Peruvian sociologist, "globalization is the culmination of a process that began with the constitution of America and Eurocentric colonial/modern capitalism as a new global power" (QUIJANO, 2000, p. 533), that is, a historical structure constituted, according to the author, by four foundations: (i) a historical theory of capitalism, in which the extraction and transfer of value takes place through the control and subordination of all existing forms of labor capital; (ii) a historical theory of social classification, which is based on the relationship between race and racial division of labor, where the category of *race* becomes a central point in its studies; (iii) a historical theory of modernity and Eurocentrism, interpreted as a form of knowledge that begins to demand a new global intersubjectivity (this is the cut that we will establish in this study); and (iv) a historical theory of the modern nation-state, in which the control of the means of production and the state are relatively democratized (QUIJANO, 2000, p. 534-561).

Thus, the current model of global power is unique and non-linear in human existence, however, even allowing the interdependence between the different spheres of social existence, the hegemonic institutions of European modernity (the nation-state, the bourgeois family, the capitalist enterprise and Eurocentric rationality) have simply become universalized (QUIJANO, 2000, p. 548). That is, the control of authority is still established by the nation-state, and Eurocentrism has become a complex process that "has involved a long period of colonization of cognitive perspectives [...] the results of material existence, the imaginary, the universe of intersubjective relations with the world: in short, culture" (QUIJANO, 2000, p. 541). This process constituted the scientific-technological foundations during the eighteenth and nineteenth centuries, but it also influenced the critical social

sciences, which fragmented Eurocentrism, to the point of making it possible to question its *modus operandi* (QUIJANO, 2000, p. 553). It is on the possibility of intersubjectivity that we will base our criticism of the curricular violence⁶ of the Letters course at UEVA, because it is not appropriate, after so many reforms – at least four in the last decade – to just change the names of curricular components, or to update the bibliography in the document, or even to make new allocations in semesters different from the existing curricular components, without acting in accordance with the ethical, epistemological and philosophical principles expressed in the PPC presentation text. Insisting on these postures will not change the catastrophic state of our Letters course.

Quijano's reflections establish a dialogue with those of Boaventura de Sousa Santos (2006), who, although representing the North, with regard to academic training, argues, in the fourth chapter of his work, that universities can, but with great difficulty, produce ecologies of knowledge⁷. This has happened, for example, in new types of extension projects⁸ that are aligned with this new form of knowledge(s), placing students, for example, as protagonists of professional knowledge. The difficulty pointed out by the author is due to the production of non-existence, or absence (SANTOS, 2006, p. 102-105), through five logics, which tend to make our courses catastrophic: (i) monoculture of knowledge and rigor of knowledge, consecrated by academic canons, which considers what does not belong to it as ignorance or lack of culture; (ii) monoculture of linear time, which, by considering history with a single direction, leads the central countries of the world (economic) system to move ahead, defining as backwardness or primitiveness the countries that do not follow its development; (iii) social classification, that is, the naturalization of differences through the superior-inferior dichotomy; (iv) dominant scale, also generating another dichotomy, in which globalization plays a role of universal in relation to the local/particular; and, finally, (v) the productivist logic, which resides in the

⁶ We take the concept of Giovedi (2013, p. 127-128), which is based on the work of Enrique Dussel, for whom there are three ethical principles necessary for the safety and integrity of human life: the ethical-material principle, the formal moral principle and the principle of ethical feasibility.

⁷ New perceptions for the production of knowledge that develop dialogical and participatory strategies based on the interactions between the various subjectivities and insurgent social movements. In the case of the decolonial curriculum, it means giving students a voice.

⁸ We highlight here the creation of the UEVA Family Health Nursing League (LESF), in 2015, which aims to strengthen the course curriculum, inserting students in the municipality's health system, so that they understand the area of activity in professional practice. The League is coordinated by teachers, but the entire structure and organization is the responsibility of the students. Today, there are also the Child Health Nursing League (LESC) and the Oncology Nursing League, which shows the recognition of new fields for the production of knowledge, beyond the walls of academia.

potential for economic growth and considers laziness or disqualification any individual who does not fit the criteria imposed by this logic. The catastrophe occurs, then, because the curricula of the Letters courses are violent:

Violence can be understood in a very broad sense, as being any denial (on the part of norms, actions, microstructures, institutions and systems of ethics) of the ethical-material, formal moral and ethical feasibility principles. [...] From this perspective, hunger is violence, homelessness is violence, lack of schools is violence, *lack of autonomy is violence, the impossibility of participating in political decisions (whether on a macro or micro scale) is violence* (GIOVEDI, 2013, p. 124, emphasis added).

For the sake of time, we consider here only the first logic: the absence of student protagonism in the Letters courses of the Letters course at UEVA is a form of curricular violence. There is no continuous extension program or project that relates professional and specific knowledge (TARDIF, [2002]2014) with the community and the school, as in the Nursing course (cf. Footnote 12). The Academic Center (CA) of Letters at UVA has already been very active and productive (between 2013-2017), proposing courses, conversation circles and inserting social movements in the course activities. However, some initiatives at this time caused complaints from the Rectory of the University, which considered removing some equipment from the place to expand the circulation space and color the water of a fountain red, during a *Gothic Journey*, as "disrespectful acts and vandalism". Behold, the logic of the dominant scale ended up conquering its purpose: currently the CA is an almost unknown entity and even the *Semana de Letras* ceased to exist. The logic of the monoculture of knowledge and the rigor of knowledge justify the power that the Coordination of the course exercises in relation to the choice of themes and suggestions of guests; The only possibility of practicing student insurgencies⁹ was castrated in the very genesis of the event, which should be an event of and for the students, with the help of the coordination and other bodies of the university for the realization, only, and not decided by the professors for the students, since this is already done in the curricular components.

The problems of the Letters courses are not a recent issue. According to the professor at the University of Lisbon, Inês Duarte (2006, p. 27), when she uses a fragment of the *Letter to the Minister of the Kingdom*, written by Ramalho Ortigão in 1875: "in high schools and colleges [...] The student does not acquire an idea. [...] One learns everything,

⁹ Santos (2006, p. 116) uses the term emergency to talk about what is Not Yet (BLOCH [1974]1995) is; it differs from the no because it exists, even if in a latent form, that is, "the Yet-Not is the way in which the future is inscribed in the present and expands it".

except to discuss, to discover, to think, to feel consciously, analyzing, criticizing, mastering sensation." For the author, among several factors that contribute to the failure of the educational system with regard to the teaching of LPB – and which we extend here to languages in general, and specifically to language teacher training courses, four are worthy of attention: (i) "*the strong curricular centralization*", (ii) "the consequences of the massification of teaching"; (iii) "the rapid economic, social and political transformations that have been reconfiguring contemporary societies"; and (iv) the "*two scientific paradigms for the study of language and languages – cognitive sciences and social sciences*" (DUARTE, 2006, p. 29-31, emphasis added). Again, due to the time we have for this study, we will focus on only two factors highlighted, relating them to the conception of language in the curricula of language teacher training courses.

The first factor analyzed concerns curricular centralization, which, in none of the reforms, had student representation in decision-making powers and in discussions about what is important to teach – so much so that the name of the group that proposes the changes is Núcleo Docente Estruturante (NED). For Giovedi (2013, p. 127) the absence of symmetry in the construction of the PCC characterizes a type of formal moral violence in the decision-making processes of the course, as only the voice of the teacher trainers is heard. We understand, therefore, that the curriculum is built solely by teachers, with their ideologies about disciplinary knowledge (TARDIF, [2002]2014) in the area, according to their own perspectives, without consulting the students or even the school institutions for which these teachers will be trained, which results in another type of formal moral violence, the ideological discursive (GIOVEDI, 2013, p. 128). This leads us to the traditional theory of the curriculum, which is already quite outdated today – even if we analyze the National Common Curricular Base, hereinafter BNCC (BRASIL, 2018), on which teaching degree courses should¹⁰ be based. Thus, the PPC of Letters at UEVA expresses the classic view of scientific neutrality, more concerned with the selection of knowledge than with the reasons and needs of these choices, that is,

The curriculum is simply a mechanic. The supposedly scientific activity of the curriculum specialist is nothing more than a bureaucratic activity. [...] The curriculum comes down to a question of development, a technical question. The establishment of standards is as important in education as, say, in a steel manufacturing plant,

¹⁰ And, for this reason, the creation of the BNC-Formação and the various changes that higher education, especially in Licentiate, has been undergoing, such as the curricularization of Extension, the anticipation of interns in schools, even before Supervised Internships are offered, etc.

because, according to Bobbitt, "education, like the steel manufacturing plant, is a molding process" (SILVA, 2004, p. 24).

The second factor concerns the scientific paradigms on language, in which curricular violence is also given by the hegemonic tradition that considers grammar "an *instrument* with a double purpose: to regulate the linguistic behavior of speakers and to allow them to access the understanding of literary texts", based on an "instrumental, conservative and *normative* conception of grammar" (DUARTE, 2000, p. 41-42, emphasis added), which does not contribute to a libertarian curriculum that opposes the Eurocentric tradition:

if our goal is to provide grammatical descriptions that contribute to the full linguistic development of children and young people, attention to the specificities of oral and written modes and their genres, research on language acquisition and development, and the search for correlations between grammatical properties and mode and context variables are essential (DUARTE, 2010, p. 27).

What the author advocates for the teaching of Portuguese Language in Portugal is also part of the skills and competencies defined by the BNCC. In the following sections, we present: (i) an analysis of what we consider curricular violence in the curriculum of Letters at the Vale do Acaraú State University, and then (ii) a proposal of resistance/insurgency to this castrating and ineffective model to Brazilian educational demands.

THE (NEW) CURRICULUM OF THE UEVA LANGUAGE COURSE AND ITS OLD PARADIGMS

The Letters course at the State University of Vale do Acaraú, in Sobral/CE, currently offers two qualifications: Portuguese Language and its respective literatures and English Language and its respective literatures, and has 10 teachers in the Portuguese Language Qualification, 8 of whom have PhDs (3 with Post-Doctoral Internship) and 2 have Masters. Of the teachers of the PL qualification, three are assigned to the components of Literature, six to the components of Linguistics and Teaching Practices and Supervised Internship, and only one to Linguistics specifically. We did not identify experience in EB in the curriculum of one of the professors. The English Language (LI) qualification has 8 professors, 7 of whom are PhDs (1 with a Postdoctoral Internship) and 1 specialist. In this qualification, only one teacher is assigned exclusively to curricular components of Literature, the others teach components of three core groups that will be presented later. All have experience in EB and/or language courses. Although it recognizes the shortage of English teachers, as shown in the text of the PPC: "[t]he should highlight that there is an

imminent need for a Public Competition for Tests and Titles for Effective Teacher of this qualification, since the demands of the course require a larger number of teachers" (SOBRAL, 2022b, p. 14), the collegiate still adopts a semester offer of vacancies exclusively through its own entrance exam system, in their shifts, namely, morning and evening. The course has 4 substitute teachers, three from PL and one from LI, also responsible for some curricular components of Literature. Presenting the profile of the teaching staff and their capacity becomes essential for this study, in order to understand the curricular choices and decisions of the course.

The constant supply of the two qualifications is justified by the need for professionals to meet this demand, in the profile of its graduates. However, the PPC does not differentiate particularities between one language or another, including the lack of two collegiate bodies, which, in our view, already undermines the actions necessary for the specificities of each language, given the nature of its relevance and policies in the organization of the curricular components of EB. If we compare studies that analyzed the previous PPC (LINS JR, 2019), in force between 2015 and 2018, we see that the current PPC is now composed of two volumes, one for each Habilitation – even though there is only one collegiate for both dwellings, which could justify greater attention to the demands of teacher training. For example, about the justification and existence of the course:

meet the demand of the entire northern region of the State of Ceará. There are numerous private education establishments that request teachers of Portuguese and also of Spanish from the Coordination of the Language Course. In addition, the lack of public basic education schools stands out, as demonstrated by the latest public exams, promoted by the state and municipal governments of Ceará, for teachers with a degree in Languages (SOBRAL, 2018a, p. 19);
meet the demand of the entire northern region of the State of Ceará. There are numerous private educational establishments that request English teachers from the Coordination of the Language Course. In addition, the lack of public basic education schools is highlighted, as demonstrated by the latest public exams, promoted by the state and municipal governments of Ceará, for teachers with a degree in Languages (SOBRAL, 2018b, p. 19);

the same fragments are found in Sobral (2022a, p. 10) and Sobral (2022b, p. 10), respectively, insisting on not considering some specific realities of the two curricular components, in addition to the fact that the inclusion of another additional language – Spanish – appears in the document referring to the Portuguese Language and not to the English Language – philological issues aside, these are Additional Languages.

About the guiding principles of the course, namely,

The Portuguese Language and Literature Course, in the elaboration of its curricular reform, continues to adopt the guiding principle of the set of competencies contemplated in the previous project, and expressed here later. The project is guided by the principle of coherence between the training offered and the expected practice of the future teacher, in view of the concepts of inverted symmetry; of learning; of contents, as a means and support for the constitution of competences; and of evaluation, as an integral part of the training process. It is also guided by the concept of research focused on the process of teacher training (SOBRAL, 2018b, p. 20, emphasis added);

The English Language and Literature Course, in the elaboration of its curricular reform, continues to adopt the guiding principle of the set of competencies contemplated in the previous project, and expressed here later. The project is guided by the principle of coherence between the training offered and the expected practice of the future teacher, in view of the concepts of inverted symmetry; of learning; of contents, as a means and support for the constitution of competences; and of evaluation, as an integral part of the training process. It is also guided by the concept of research focused on the teacher training process (SOBRAL, 2018b, p. 20, emphasis added),

again, the same fragments are found in Sobral (2022a, p. 12-13) and Sobral (2022b, p. 12-13), respectively. What, then, would make this version not just a new look at an old paradigm?

To seek an answer, we initially searched for the term "resolution" throughout the reference document¹¹ (SOBRAL, 2022a), in order to identify the requirements of the documents that update teacher training to the BNCC and the Secondary Education Reform. The term appears 43 times, with 10 occurrences referring to Resolution No. 02, of December 20, 2019, and only one occurrence for Resolution No. 02, of July 1, 2015. The other 32 occurrences are distributed in other resolutions within the university and other state and federal instances, in the pre-textual (front and back cover of the document), post-textual (references) and textual elements. The only occurrence for the Resolution that instructs on the guidelines for the initial and continuing training of EB teachers (BRASIL, 2015) is "a differential that was the Extension Curriculum" (SOBRAL, 2022a, p. 7), but it does not discuss the subject.

The current, and fifth curricular (re)formation of the UEVA Letters course (SOBRAL, 2022a; 2022b), is guided by the Resolution (BRASIL, 2019) that instructs the BNC-Formation, as a guiding document for the initial training of EB teachers based on the guiding principles of the BNCC (BRASIL, 2018). The document provides for three

¹¹ We identified that the base text is the same for both qualifications, changing only with regard to the elaboration of the specific curricular components.

organizing groups for the initial training of teachers, namely: one group for "scientific, educational and pedagogical knowledge and the basis of education and its articulations with educational systems, schools and practices" (Group 1), another for "learning the specific contents of the areas, components, thematic units and objects of knowledge of the BNCC, and [...] the pedagogical mastery of these contents" (SOBRAL, 2022a, p. 20-21), called Group 2, and a third group that is intended for 400 hours of Supervised Internship and 400 hours of Teaching Practices of the curricular components of the other groups (Group III).

Thus, figure 1 indicates what Tardif ([2002]2014) calls professional knowledge¹², and which not only in the text of the document, but in the discourses of the professors and students of the course are called "pedagogical disciplines", which is worrying if we consider three factors: (i) the specificity of the teaching degree courses in relation to the pedagogy course, (ii) a necessary discussion between pedagogy and andragogy¹³, which requires some particularities¹⁴ in relation to the learning of children and adolescents (KNOWLES *apud* JARVIS, [1987]2001), and (iii) the dialogicity necessary for a meaningful and historically situated learning, in which the self-awareness of higher education students must be focused not only on a citizenship and ethically committed education, but also politically active.

To begin the discussion, we must remember that, according to Tardif ([2002]2014, p. 32), studies on teachers' knowledge can sometimes be shown to be inaccurate because the term is used "indifferently from the various types of knowledge incorporated into teaching practice". In the organization of the curricular components of the Letters course at UEVA, this imprecision is already shown when the axis that presents the components of the educational sciences is called "general pedagogical training" and not professional training; after all, professional knowledge includes, as the text of the project proposes, "scientific, educational, and pedagogical knowledge and underpins education and its articulations with educational systems, schools, and practices" (SOBRAL, 2022a). Thus,

¹² To identify the organizing groups, we used the concept of teaching knowledge, according to the classification of Tardif ([2002]2014).

¹³ The term is attributed to Knowles, due to its diffusion in the United States in the 1960s, but it was already known since the nineteenth century and had already been used in Germany to describe the Platonic method, although without adhesion by the academic community (Cf. JARVIS, [1987]2001).

¹⁴ Although we disagree with the way the author positions the child/adolescent in the teaching-learning process, a characteristic of andragogy deserves to be highlighted and we defend it in this study: the view that it is necessary to replace the idea of "teaching something" with "helping someone to learn something", or, as I will propose in the model to be presented, to overcome "teaching through research" to "teach to research" – a theme that supports the decolonial model to which we propose.

the other three axes that make up this group could be included in this more comprehensive and less fragmenting nomenclature. Let's see below:

Figure 1: Organization of Group I – professional knowledge.

| GRUPO I: LÍNGUA PORTUGUESA | | | | |
|--|---|-----|------------|----------|
| Eixo | Componente | CH | CH do Eixo | CH total |
| Formação Pedagógica Geral | Fundamentos Históricos, Filosóficos e Sociológicos da Educação I | 60 | 280 | 800 |
| | Fundamentos Psicológicos da Educação I | 60 | | |
| | Fundamentos Históricos, Filosóficos e Sociológicos da Educação II | 60 | | |
| | Fundamentos Psicológicos da Educação II | 60 | | |
| | Gestão dos Processos e Modalidades Educativas | 40 | | |
| TCC | Metodologia do Trabalho Científico | 60 | 120 | |
| | Trabalho de Conclusão de Curso – TCC | 60 | | |
| | Atividades Complementares | 200 | | |
| Socialização | Atividades Complementares | 200 | 200 | |
| Componentes Curriculares Integrados | Ensino de Libras | 60 | 120 | |
| | Inglês Instrumental | 60 | | |
| Extensão | Atividades Curriculares de Extensão (ACE) | 80 | 80 | |

| GRUPO I: LÍNGUA INGLESA | | | | |
|--|--|-----|------------|----------|
| Eixo | Componente | CH | CH do Eixo | CH total |
| Formação Pedagógica Geral | Fundamentos Históricos, Filosóficos e Sociológicos da Educação I | 60 | 280 | 800 |
| | Fundamentos Psicológicos da Educação I | 60 | | |
| | Fundamentos Históricos, Filosóficos, Sociológicos da Educação II | 60 | | |
| | Fundamentos Psicológicos da Educação II | 60 | | |
| | Gestão dos Processos e Modalidades Educativas | 40 | | |
| TCC | Metodologia do Trabalho Científico | 60 | 120 | |
| | Trabalho de Conclusão de Curso – TCC | 60 | | |
| | Atividades Complementares | 200 | | |
| Socialização | Atividades Complementares | 200 | 200 | |
| Componentes Curriculares Integrados | Ensino de Libras | 60 | 120 | |
| | Língua Portuguesa: Introdução | 60 | | |
| Extensão | Atividades Curriculares de Extensão (ACE) | 80 | 80 | |

Source: Sobral (2022a, p. 20; 2022b, p. 19-20).

According to this perspective, the axis "general pedagogical training", in the curricular organization of the Letters course at UEVA, is not in line with the training of language teachers aware of the articulations between language education and educational practices, as proposed in the text of the PPC, because it does not deal with the relationship of language in the educational context, leaving the specific discussions of the area decontextualized, As we can see, below:

- (a) Historical Foundations [...] of Education I: "Education and History; Philosophy of Education; Political Assumptions of Education; Conceptions of Education; Development of Brazilian Educational Policy" (SOBRAL, 2022a, p. 90);
- (b) Historical Foundations [...] of Education II: "Education in the current Brazilian reality: globalization, neoliberalism, informational society and education; Category: Work and its achievements with education; Neoliberalism and Brazilian Public Education; New productive technologies and education for work" (SOBRAL, 2022a, p. 98);
- (c) Psychological Foundations of Education I: "Psychology and pedagogy - psychological knowledge and the pedagogical process: history of psychology, psychology and pedagogy, epistemological axes of learning development. Epistemological bases of the development process - childhood, adolescence, youth,

adulthood, old age. Human, physical and psychomotor, language, cognitive, personality, social and moral development" (SOBRAL, 2022a, p. 93);
 (d) Psychological Foundations of Education II: "Psychological processes for the acquisition of knowledge, Basic processes and principles to explain learning. Behavioral, maturational, and interactionist theories" (SOBRAL, 2022a, p. 99);
 (e) Management of Educational Processes and Modalities: "Political and structural foundations of elementary and secondary education; School management and educational processes; Special education, youth and adult education, popular education" (SOBRAL, 2022a, p. 104).

We did not identify an articulation between pedagogical knowledge and language teaching. The two Historical, Philosophical and Sociological Foundations of Education could be more useful and effective in teacher training if they were replaced: (i) by the curricular component *Epistemological Foundations of Language Teaching in Brazil*, which would address not only the history of language teaching in the country, but also what underlies this history in its various moments, from the Empire to the Republic, focusing, specifically, on the teaching of LPB and those considered, at the time, foreign languages. For example, the models of language teaching, the evolution of pedagogical ideas and the public policies¹⁵ established for language teaching and teacher training, and (ii) one or two curricular components in which students were directed to the school environment, in order to identify what is discussed in the proposed component, while providing feedback to the learning objects of the component. Note that, in this proposal, students are directed to field practice, long before the Supervised Internships, which only start in the penultimate year of the course.

In the same way, the Psychological Foundations of Education I and II could focus on the relationship between psychological studies and language teaching, aiming at a more concrete and meaningful learning for teachers in training, including a breadth in the concept of Applied Linguistics. This, in addition to creating an interdisciplinary relationship with other areas of knowledge, would enable two other advantages for the course: (i) the non-need for a psychologist for these disciplines, which could be much more consistent with the teacher training course, in addition to strengthening the identity of the faculty, and, (ii) the understanding of the extension curriculum beyond "curricular components", as it is currently offered by the course.

¹⁵ At this point, in particular, to deal with the importance of the third Law Guidelines and Bases of National Education (LDBEN 9.394/96) as the first that effectively deals with the training of teachers for Basic Education, including not only the specificities of Pedagogy courses and other Teaching Degrees, but also the documents that guide Basic Education and how they should be treated in teacher training. Ignoring these issues implies the catastrophic situation presented by Bagno (2017).

Finally, the Management of Educational Processes and Modalities could add, in the title, *to Language Teaching in the Sociolinguistic Perspective*¹⁶, in order to introduce, from the beginning of the course, the vision of language that is contemplated by the documents that guide EB. But how are teacher trainers prepared for this radical change¹⁷? The adjective radical is applied because it will require these teachers to abandon curricular fragmentation and decontextualized teaching, based on teaching through research and the adoption of practices that consider the training of language teachers from their *locus operandi*, that is, teaching students to research. Replace the mechanicality of teaching for research with the practice of teaching research

It should radically change Brazilian basic education over the first two or three decades of the third millennium. To manage it competently, I need all those involved to build a long-term vision and negotiate priorities (MELLO, 2009, p. 99).

It is a long-term project, but not utopian. Therefore, the need to discuss the naturalized discourses of the document that reflect the identity of the course so that it can then be inserted (or not) in the catastrophic situation already presented. The primary function of professional knowledge (or Group I, in the PPC analyzed) would be not to be limited to "(re)producing knowledge, but [...] also incorporate them into the teacher's practice" (TARDIF ([2002]2014, p. 37), which is the basis for our proposal for a decolonial curriculum that we will present at the end of this section.

Group II (figure 2), which we call disciplinary knowledge (TARDIF, [2002]2014, p. 38, emphasis added), consists of curricular components that "are *transmitted* in university courses and departments [and] *emerge from the cultural tradition and the social groups that produce knowledge*". The Canadian professor's statement explains the colonizing nature that these components tend to exert in the initial training of language teachers and how they contribute to the inseparability between theory and practice, functioning as a comfort zone, in which the teachers, stuck with the idea that teaching through existing and established research or, through the repetition of existing research procedures, they believe it to be the ideal academic training.

¹⁶ We are not detracting from other perspectives of the study of language/language, but are only coherent with a training of teachers capable of not only identifying, but making decisions based on the epistemology that guides the documents on language teaching in Basic Education.

¹⁷ For further discussion of the proposal, see Mello (2000).

What these teachers seem to forget is that times change and new forms of subjectivities appear, as is typical of the evolutionary process. Thus, proposing a metaphor between evolutionary theory and teaching practice,

for the teachers, [the class] is a special moment to propose new situations of researched learning and, through them, to provoke reflections, awaken arguments, stimulate skills and abilities; for the teachers¹⁸, nothing more than the repetitiveness of information that is in the books and handouts and the request for an acute effort of the memories to welcome what is transmitted, even if without any meaning and power of contextualization to the world in which one lives (ANTUNES, 2008, p. 14).

Figure 2: Organization of Group II – disciplinary knowledge.

| GRUPO II: LINGUA PORTUGUESA | | | | |
|-------------------------------------|--|-----|------------|----------|
| Eixo | Componente Curricular | CH | CH do Eixo | CH total |
| Linguística/Lingua Portuguesa | Lingua Portuguesa: Introdução | 60 | 660 | 1600 |
| | Leitura e Produção de Textos Acadêmicos | 60 | | |
| | Introdução aos Estudos Linguísticos | 60 | | |
| | Aquisição da Linguagem | 60 | | |
| | Fonética e Fonologia do Português | 60 | | |
| | História e Variação Linguística | 60 | | |
| | Morfologia do Português | 60 | | |
| | Sintaxe do Português | 60 | | |
| | Linguística Textual | 60 | | |
| | Semântica e Pragmática | 60 | | |
| | Análise do Discurso | 60 | | |
| Teoria da Literatura/Literatura | Teoria da Literatura I | 60 | 580 | 1600 |
| | Teoria da Literatura II | 60 | | |
| | Literatura Luso-Brasileira | 60 | | |
| | Literatura Brasileira do Romantismo ao Simbolismo | 60 | | |
| | Literatura Portuguesa do Romantismo ao Simbolismo | 60 | | |
| | Literatura Brasileira do Pré-Modernismo à Geração de 30 | 60 | | |
| | Literatura Portuguesa do Saudosismo à Contemporaneidade | 60 | | |
| | Literatura Brasileira da Geração de 45 à Contemporaneidade | 60 | | |
| | Literatura Cearense | 60 | | |
| Cultura, Literatura e Africanidades | 40 | | | |
| Línguas Clássicas | Lingua Latina I | 60 | 120 | 1600 |
| | Lingua Latina II | 60 | | |
| Extensão | Prática Extensionista I-IV | 240 | 240 | 1600 |

| GRUPO II: LINGUA INGLESA | | | | |
|---|---|-----|------------|----------|
| Eixo | Componente | CH | CH do Eixo | CH total |
| Lingua Inglesa | Lingua Inglesa I-V | 300 | 360 | 1.600 |
| | Produção de Textos Acadêmicos em Lingua Inglesa | 60 | | |
| Linguística | Introdução aos Estudos Linguísticos | 60 | 480 | 1.600 |
| | Análise do Discurso | 60 | | |
| | Aquisição de Segunda Língua | 60 | | |
| | Fonética e Fonologia da Língua Inglesa | 60 | | |
| | Morfologia da Língua Inglesa | 60 | | |
| | Sintaxe da Língua Inglesa | 60 | | |
| | Semântica da Língua Inglesa | 60 | | |
| | Aquisição da Linguagem | 60 | | |
| Literatura e Cultura | Cultura e Civilização de Língua Inglesa | 60 | 460 | 1.600 |
| | Teoria da Literatura I | 60 | | |
| | Teoria da Literatura II | 60 | | |
| | Literatura Inglesa I (Poesia) | 60 | | |
| | Literatura Inglesa II (Drama) | 60 | | |
| | Literatura Inglesa III (Prosa) | 60 | | |
| | Literatura Inglesa IV (Prosa II) | 60 | | |
| Tópicos de Literatura e Cultura Contemporânea (8) | 40 | | | |
| Optativas | Optativa I | 30 | 60 | 1.600 |
| | Optativa II | 30 | | |
| Extensão | Práticas Extensionistas | 240 | 240 | 1.600 |

Source: Sobral (2022a, p. 21; 2022b, p. 20-21).

¹⁸ The term, far from being pejorative, is intended to show the lack of adaptability of the technician teacher to the new times and new educational demands. We could think about replacing it with fossilized ones, for example, but still, I believe that it would not achieve the intention, because fossils can serve as fuel in later times, which is not the case in question. It is only "the desire to show that in education times have changed and many have not yet realized it" (ANTUNES, 2008, p. 64).

Let us analyze how the two disciplinary axes of language studies (Linguistics and Literature) are mostly concentrated in the formalist and multidisciplinary tradition. The axis of linguistic studies is similar in both qualifications, in the sense of prioritizing the aspects of normative grammar, bringing only a curricular component that pays attention to the pragmatic aspects in Portuguese, but without equivalent for the English language. According to the syllabus of *the Semantic and Pragmatic* component, it is the "study of semantic and pragmatic approaches and theories on the processes of production and reception of meaning and meaning", and its syllabus makes no mention of the practical application of epilinguistic exercises, for example.

Considering that the skills and competencies of the LPB in the BNCC want EB students to "understand that languages are dynamic, and that everyone participates in this process of constant transformation" (BRASIL, 2018, p. 63), the posture based on the decontextualized grammatical tradition of the PPC under analysis does not prioritize the training of critical-reflective professionals.

In the axis of literary studies, we see two advances in the English Language Qualification in relation to the LPB: (i) the thematic division of literature into genres and not into schools/periods and (ii) the inclusion of the cultural element in the nomenclature. These apparently simple aspects reflect ideologies that are very relevant to understanding which educational model is established in training. However, we limit ourselves here to talking about the discourse of the document, since, in order to identify this in the practices, a more extensive research would be necessary, which would take into account what students and teachers say about the realization of these curricular components.

The point we question, in this organizational group, is directed to how these curricular components (disciplinary knowledge) enable future teachers to elaborate learning objects (curricular knowledge) of EB. This training could characterize, then, a teacher with well-developed teaching knowledge, that is, "someone who must know his subject [...], in addition to having certain knowledge related to the sciences of education and pedagogy and developing practical knowledge based on his daily experience with students" (TARDIF, [2002]2014, p. 39).

Finally, we arrive at group III, which attend to part of the experiential knowledge, because, according to Tardif ([2002]2014, p. 49), they are not systematized or theorized; These are constantly updated knowledge and situated in the teaching action itself. It is this knowledge that creates the representations and the professional identity of the teacher,

since it is through them that teachers identify themselves, recognize their profession and guide their practices, and that imply reflection on their experiences as students, as well.

Figure 3: Organization of Group III – pedagogical knowledge.

GRUPO III: LÍNGUA PORTUGUESA

| (Eixo) | Componente Curricular | CH | CH do Eixo | CH total |
|--------------------|---|-----|------------|----------|
| Prática de Ensino | Prática de Ensino I: Currículos, Saberes e Ação Docente do Profissional de Letras | 80 | 400 | 800 |
| | Prática de Ensino II: Novas Tecnologias e Ensino de Línguas | 80 | | |
| | Prática de Ensino III: Metodologia de Ensino de Língua Portuguesa | 80 | | |
| | Prática de Ensino IV: Metodologia do Ensino de Literatura | 80 | | |
| | Prática de Ensino V: Metodologia de Ensino de Leitura e Escrita | 80 | | |
| Estágio Curricular | Estágio Curricular Supervisionado I | 100 | 400 | |
| | Estágio Curricular Supervisionado II | 100 | | |
| | Estágio Curricular Supervisionado III | 100 | | |
| | Estágio Curricular Supervisionado IV | 100 | | |

GRUPO III: LÍNGUA INGLESA

| Eixo | Componente | CH | CH do Eixo | CH total |
|--------------------|--|-----|------------|----------|
| Prática de Ensino | Prática de Ensino I: Formação Docente do Profissional de Letras | 80 | 400 | 800 |
| | Prática de Ensino II: Novas Tecnologias e Ensino de Línguas | 80 | | |
| | Prática de Ensino III: Metodologia, Projeto de Ensino e Habilidades Linguísticas de Língua Inglesa | 80 | | |
| | Prática de Ensino IV: Princípios e Abordagens do Ensino de Línguas | 80 | | |
| | Prática de Ensino V: Planejamento e Elaboração de Material Didático | 80 | | |
| Estágio Curricular | Estágio Curricular Supervisionado I | 100 | 400 | |
| | Estágio Curricular Supervisionado II | 100 | | |
| | Estágio Curricular Supervisionado III | 100 | | |
| | Estágio Curricular Supervisionado IV | 100 | | |

Source: Sobral (2022a, p. 22; 2022b, p. 21).

We will not expand on the discussion of the components or propose a comparison between the choices of these components by each of the qualifications. The point that we highlight in this axis is what constitutes and sediments a practice of curricular violence that does not contribute to teacher training, since it limits the *locus operandi* of the licentiate students for the second half of initial training. In other words, it is proof that the course prioritizes theory over practice, or, at least, that they do not recognize them as of similar importance in initial training, under the pretext that students cannot go to school from the first semester because they have not yet gone through the disciplines of linguistics and literature. as if passing these disciplines necessarily implied learning or the ability to carry out didactic transpositions.

Statements or questions of this type seem to justify choices made in the last reform of the UEVA Language and Literature curriculum, such as, for example, relocating the

Teaching Practices to the initial semesters, or crediting¹⁹ *the Extension Practices* as a curricular component and not as projects and actions that can be exercised in any other curricular components. In other words, the option of including this legal requirement in the form of a curricular component, offered during the enrollment periods, in the period after the course taken, and taught as a class, in a calendar week, replacing regular classes, is a way of not recognizing other actions that can be promoted within the curricular components and that enable experiences in which theory and practice are not dichotomized. Also because some teachers already carried out extension curricularization (and why not research, too?) in their curricular components, even before this requirement, which was not taken as a starting point for the implementation of these credits, and which may represent a form of resistance to change and another form of curricular violence.

The Supervised Internship is a curricular component that depends on the previous ones and must follow the sequence numbered in I, II, III and IV, according to the stage experienced in EB. At the same time that we defend the non-requirement of prerequisites, which would mean a more fluid and integrated education, we show that, if the PPC were built from the perspective of pedagogical residency²⁰, teaching knowledge would be better developed in the course, which would characterize more qualified professionals. For example, what would we understand about the Fundamentals of Education from the experiences at school, and how would we bring new discussions to the components of the Fundamentals of Education from these experiences? How could Morphology questions be transformed into learning objects about word formation? In what way could the study of Syntax lead to epilinguistic activities that would allow the understanding of the semantic relations of subordinate clauses in LPB or relative *clauses* in IL? With this, we do not ignore or question the importance of knowledge of the standard norm and theories in the training of language teachers; only the fact that these elements are the only form considered and accepted – which ends up leading "teachers" and students to exalt the non-dialogical and formalist teaching of the language.

¹⁹ Usually known as extension curricularization, activity(ies) required by Resolution No. 07/2018, with the objective of ensuring a minimum percentage of extension activities that must be guaranteed in the PPC of the courses.

²⁰ Although it appears in the text as part of the proposal for curricular decoloniality, it is a CAPES project, subsequent to PIBID, with the purpose of inserting students from the initial semesters of the teaching degree courses in school activities (Cf. <https://www.gov.br/capes/pt-br/centrais-de-conteudo/28022018-portaria-n-38-institui-rp-pdf>). The program is based on the practice of medical residency, already practiced in the Bachelor of Medicine.

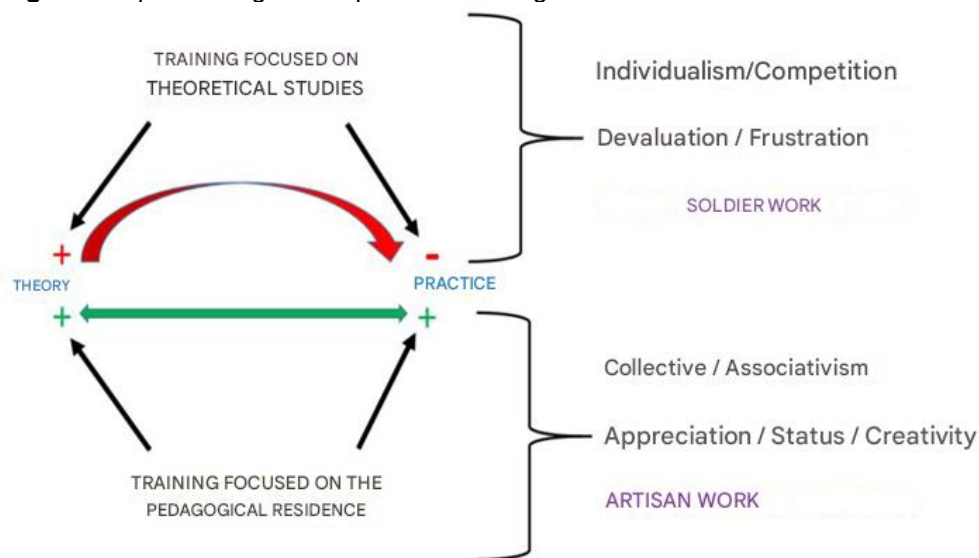
DECOLONIAL CURRICULUM: FOR A NEW TEACHER TRAINING

We have seen that in little way the PPC analyzed above, in its fifth version, differs from the one analyzed in Lins Jr. (2019, p. 152), and that it was configured in the dynamics of Repetition Training → , which is inconsistent with the concepts of (i) inverted symmetry, (ii) evaluation [procedural and meaningful] and (iii) [aimed at the training of a] research teacher, expressed in the document. We can perform different activities from different linguistic perspectives, but this should not characterize a language teacher training course disconnected from the demands of EB. It is about the need to unlearn and relearn, in order to apprehend the new order, that is,

The new education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories when necessary, how to move from the concrete to the abstract and vice versa, how to look at problems from a new direction – how to teach oneself. The illiterate of tomorrow will not be the man who cannot read; it will be the man who has not learned to learn (GERJUOY, n.d. *apud* TOFFLER, 1970, p. 414).

In other words, teaching professionalism is a process that must accompany the teacher's daily practice, and not a product completed in professionalization (training courses). The questions and proposals offered to each of the organizing groups lead us to the proposal of a new curricular organization (figure 4), which thinks of a spiral education (and not sequenced through prerequisites), in order to articulate the knowledge developed in academic training with the knowledge experienced outside it. It is, therefore, a model that needs to be discussed among the professors of the courses in order to materialize in a document; But, which needs to start from the collective commitment that (i) changing the name of disciplines, (ii) relocating teaching practices from the fifth to the second semester and (iii) continuing to teach classes as *has always been* done is no longer allowed.

Figure 4: Epistemological Proposal for the organization of a Decolonial Curriculum.



Source: Prepared by the author as a result of the Postdoctoral Internship in Portuguese Studies, at the Open University of Portugal, in Lisbon).

After understanding the structure of the PPC of Letters at UEVA, it is evident that the acceptance of the model presented requires a radical (re)vision (MELLO, 2000) in the posture and interest of the course teachers, in the knowledge of the demands of the course and the macro region in which the university is inserted and in the relationship with the course with school institutions and with society in general.

[T]he Brazilians will define the purposes of the school in Brazil and, consequently, train its teachers. The question is whether they will do so in a democratic way or whether education will continue to be, as in most countries, an instrument for the reproduction of inequalities and the subjection of the masses to the dominant thought. Unfortunately, we have no reason to be optimistic. This does not prevent us from reflecting on the ideal training of teachers for an ideal school, but we are not so naïve as to believe that simple ideas can destroy the relations of power (PERRENOUD, 2002, p. 13-14).

The above proposal is based on studies on language policies, by Shohamy (2006), and teacher training, by Alliaud (2004; 2014). For Shohamy, every action, from the selection to the implementation of actions or even practices in the classroom are elements that establish language policies; And these policies can happen in two orders: *top-down*, when they come from institutional bodies until they reach the teachers, who would be mere soldiers, repeaters of these decisions, or *bottom-up*, when they start from decisions made by the teachers themselves, to the point of demanding adjustments and/or changes at higher hierarchical levels. In the latter case, a convergence with the work of artisans is

perceived, as opposed to that of soldiers, as the teaching practice becomes an artifact that has meaning for those who produce it, who are not (or prefer to be) alienated from the production processes, and, therefore, it is based on the conception that teachers are artisans of their teaching practices.

The training of artisan teachers implies the constitution of pedagogical subjects moved by different principles, among them, the knowledge/understanding of their social universe, the mastery of multiple and heterogeneous knowledge, the theory/practice dialectic, the posture of the research teacher, the cooperative and collaborative work, the of competence regulated by professional autonomy and that of disciplining for critical and transformative reflection. In other words,

Specifically, we are referring to what teachers learned "in situation", in all the years they were students. It is what is experienced and experienced in certain circumstances in which the learning of the formalized content occurs. This is what I learned "informally" or "implicitly" in the prolonged stay that is made in educational institutions (ALLIAUD, 2004, p. 1-2).

Thus, the proposal we think of for a Literature course that wants to stop being part of Bagno's (2017) criticisms would need to be willing to rethink its curriculum (document and practices carried out), based on: (1) the demands of Brazilian education in contemporary times, and (2) the needs of licentiate students with regard to the appropriation of plural knowledge (TARDIF, [2002]2014) that need to be stimulated through processes that place them in the position of agents who make decisions in their training itinerary, instead of simply being *subjected* to practices that are decontextualized with the profession and evaluative instruments that do not consider the creative and scientific instances necessary for those who produce knowledge.

For the curriculum we have just analyzed, it means that the constitution of the three groups presented needs to be radically reformulated, whether in the name of the curricular components, in their syllabus and syllabus, or in the way they are taught and evaluated.

A radical reformulation is not an easy task, we know, but it will never be possible as long as we maintain a posture of disciplinary militancy, which is very far from the activist posture we want, that is, thinking from the need, the context and the reflection. In the curriculum model that we defend, theory and practice are aligned in the same proportion of importance for professional training, generating not only greater criticality about and creativity in their teaching practice, but a politically constituted action, hence its decolonial nature.

FEW FINAL WORDS...

The problems faced by Brazilian teachers in training permeate issues of Basic Education, especially for undergraduates from public education. Among them, the difficulties in reading and textual production seem to corroborate the failure to reconcile the "theoretical" disciplines (disciplinary knowledge) and the "practical" disciplines (experiential knowledge).

Professional training at higher education is established as a political, economic and cultural issue of the first order in the field of Education, demanding actions that contribute to its strengthening, renewal and social valorization, and the discourses produced by teacher trainers and teachers in training have significant importance in this process. Therefore, the inclusion of these issues in the curriculum of teaching degree courses can contribute to the solidification of a professional category aware of the new educational demands. On the other hand, by ignoring them, we are strengthening – even if unintentionally (perhaps!) – the beliefs that reinforce the merely reproductive character of the academic environment, preventing social changes that aim at a more just society.

The curricular proposal that we present proposes an overcoming of the methodological formalism of Cartesian certainties, with the intention of collectively constructing a proposal for the issue that has afflicted undergraduate courses for a long time: because they are not familiar with the construction of knowledge (under the belief that classical theories are superior to the knowledge produced in the teaching practice), newly graduated teachers do not seem to be able to propose innovations in teaching in EB, which stimulates their disinterest and lack of productivity, favoring the devaluation of the profession.

Opting for a decolonial curriculum implies considering the need to understand the "changes related to the sociocultural, political and historical life" of those involved in the research, that is, it is expected that the subjects involved understand the importance "of appropriating the research and learning to reformulate their own individual or collective discourses, perspectives, interests and needs in languages susceptible to a certain objectification" (TARDIF, 2014, p. 239). Thus, the objective of this study is to bring possibilities to remove the Letters courses from the chaotic situation in which they find themselves.

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