

THE TEACHING OF PORTUGUESE AS A FOREIGN LANGUAGE IN THE
CONTEXT OF BRAZILIAN PUBLIC SCHOOLS: PERSPECTIVES FROM THE
ANALYSIS OF ACADEMIC STUDIES

*O ENSINO DO PORTUGUÊS COMO LÍNGUA ESTRANGEIRA NO CONTEXTO DAS
ESCOLAS PÚBLICAS BRASILEIRAS: PERSPECTIVAS A PARTIR DA ANÁLISE DE
ESTUDOS ACADÊMICOS*

*LA ENSEÑANZA DEL PORTUGUÉS COMO LENGUA EXTRANJERA EM EL
CONTEXTO DE LAS ESCUELAS PÚBLICAS BRASILEÑAS: PERSPECTIVAS A
PARTIR DEL ANÁLISIS DE ESTUDIOS ACADÉMICOS*



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How to reference this paper:

SILVA DE OLIVEIRA, F.; MOREIRA PACHECO DE SOUZA, J. The teaching of Portuguese as a foreign language in the context of Brazilian public schools: Perspectives from the analysis of academic studies. **Rev. EntreLinguas**, Araraquara, v. 9, n. esp. 1, e023022, 2023. e-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v9iesp.1.18493>



| Submitted: 10/07/2023
| Revisions required: 22/09/2023
| Approved: 16/10/2023
| Published: 20/11/2023

Editor: Prof. Dr. Rosangela Sanches da Silveira Gileno
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

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ABSTRACT: The article is based on official research available regarding refugee immigration and, through them, seeks to comprehend the existing challenges in the process of including refugee children in public schools in Brazil. For this understanding, a literature review research format was chosen, encompassing theses and dissertations published between the years 2010 and 2023. The research results demonstrated the lack of comprehensive access for these children, as, in general, schools have not yet prepared to accommodate them in Basic Education. The urgency in implementing formative actions that subsidize educational practices involving the education of these students, enabling their Portuguese language learning, is evident. Furthermore, research is necessary to consider the process of learning the Portuguese language in the context of migratory flows, directed explicitly toward the literacy process.

KEYWORDS: Literacy. Basic Education. Portuguese Teaching. Refugee. Literature Review.

RESUMO: *O artigo fundamenta-se em pesquisas oficiais disponíveis a respeito da imigração de refúgio e, por meio delas, busca-se compreender os desafios existentes no processo de inclusão de crianças refugiadas nas escolas públicas no Brasil. Para essa compreensão, optou-se pela pesquisa em formato de revisão de literatura, que abrange teses e dissertações publicadas entre os anos 2010 e 2023. Os resultados das pesquisas demonstraram ausência de acesso integral dessas crianças, pois, de forma geral, as escolas ainda não se prepararam para acolhê-las na Educação Básica. Nota-se a urgência na implementação de ações formativas que subsidiem as práticas educativas envolvendo a educação desses alunos, possibilitando-lhes o aprendizado da língua portuguesa. Além disso, são necessárias pesquisas que considerem o processo de aprendizagem da língua portuguesa no contexto dos fluxos migratórios, direcionadas ao processo de alfabetização.*

PALAVRAS-CHAVE: *Alfabetização. Educação Básica. Ensino do Português. Refúgio. Revisão de Literatura.*

RESUMEN: *El artículo se basa en investigaciones oficiales disponibles sobre la inmigración de refugiados y, a través de ellas, busca comprender los desafíos existentes en el proceso de inclusión de niños refugiados en las escuelas públicas en Brasil. Para esta comprensión, se optó por la investigación en formato de revisión de literatura, que abarca tesis y disertaciones publicadas entre los años 2010 y 2023. Los resultados de las investigaciones demostraron la falta de acceso integral de estos niños, ya que, en general, las escuelas aún no se han preparado para acogerlos en la Educación Básica. Se nota la urgencia en la implementación de acciones formativas que subvencionen las prácticas educativas que involucran la educación de estos alumnos, posibilitándoles el aprendizaje del idioma portugués. Además, se requieren investigaciones que consideren el proceso de aprendizaje del idioma portugués en el contexto de los flujos migratorios, enfocadas en el proceso de alfabetización.*

PALABRAS CLAVE: *Alfabetización. Educación Básica. Enseñanza del Portugués. Refugio. Revisión de Literatura.*

Introduction

Migrations are historical phenomena that gain even more prominence in the globalized world, encompassing complex economic, social, cultural, and legal aspects. According to data from the Observatory of International Migrations (CAVALCANTI; OLIVEIRA.; SILVA, 2021, p. 12)³, Brazil is inserted into this context with approximately 1.3 million immigrants residing in the country, experiencing the practical impacts of the significant growth in human mobility across international borders.

As indicated by research (SOUZA, 2019; OLIVEIRA; SOUZA, 2022), this number is expected to increase. In the realm of asylum alone, the total number of requests for recognition of refugee status counted between the periods of 2015 and 2020 jumped from 15,906 to 28,899 requests (op.cit.). Until June 2022, Brazil (through the National Committee for Refugees – CONARE)⁴, had examined 71,389 requests. Currently, in terms of recognized refugees, the most recent data points to 61,731 individuals from 121 nationalities until August 2022⁵.

Significant numbers like these often trigger some form of mobilization by public authorities to respond to the phenomenon, and many of these interventions are facilitated by multilateral international organizations, such as the United Nations High Commissioner for Refugees (UNHCR) and the International Organization for Migration (IOM). However, such coordinated movements seem to find little resonance in the development of "welcoming" refugee public policies in Brazil.

Even considering the progress in Brazilian legislation regarding the reception of forcibly displaced immigrants (Lopez; Diniz, 2018), it is evident that civil society, with the support of Non-Governmental Organizations (NGOs) and religious entities, predominantly assumes the commitment to the humanitarian reception of people in situations of immigration or refuge (Amado, 2013; Bizon; Camargo, 2018; Lopez, 2016). These institutions play a substantial role, providing initial housing and food, legal guidance, and medical and labor assistance to these immigrants (Amado, 2013).

³Available at: https://portaldeimigracao.mj.gov.br/images/Obmigra_2020/Relat%C3%B3rio_Anuual/Retratos_da_De%CC%81cada.pdf. Accessed in: 3 July 2022.

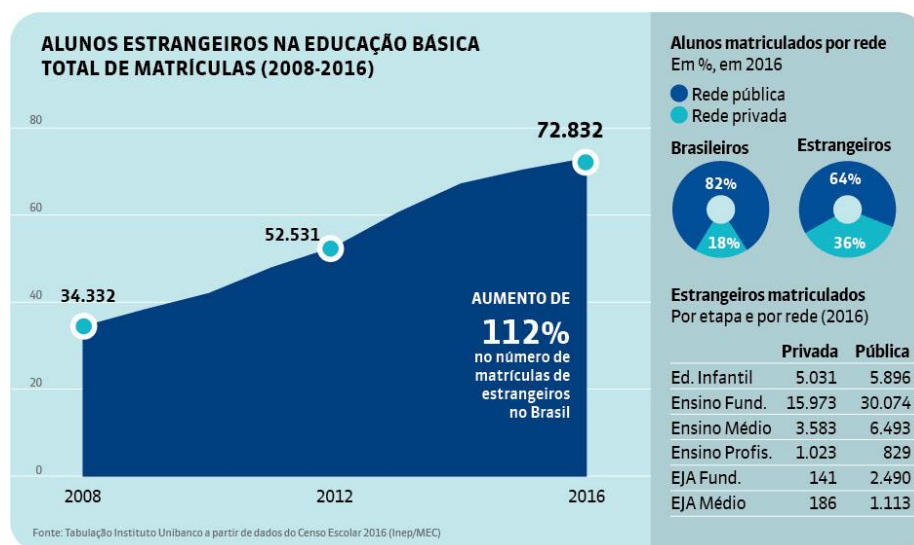
⁴ CONARE; ACNUR. Interactive Decision Platform on Refugee Status Requests in Brazil. Online resource, s.d. Available at: <https://app.powerbi.com/view?r=eyJrIjoiZTk3OTdiZjctNGQwOC00Y2FhLTgxYTctNDNIN2ZkNjZmMwVlliwidCI6ImU1YzZMOTgxLTY2NjQtNDZlZmM0YTBjLTY1NDNkMmFmODBiZSIsImMiOiJh9&pageName=ReportSection>. Accessed in 15 Aug. 2022.

⁵ CONARE; ACNUR. Op. cit.

As an essential part of this welcoming process, actions related to the teaching and learning of the Portuguese language are also prominent. These activities are generally carried out in a volunteer system, where professionals often lack the necessary qualifications for such a role (AMADO, 2013; LOPEZ, 2016). It is evident, therefore, that the role played by these institutions goes far beyond providing essential and temporary guidance to these immigrants, ultimately offering the assistance that should be the responsibility of the State.

In this context of unpreparedness and uncertainties, there is also a parallel increase in the number of immigrant students enrolled in regular Brazilian schools (UNIBANCO, 2018). According to Oliveira and Souza (2022), between 2008 and 2016, this increase was 112%, rising from 34 thousand to almost 73 thousand, according to the survey conducted by Instituto Unibanco (2018) based on the 2016 School Census (BRASIL, 2017). Of these students, 64%, in 2016, were enrolled in the public education system (ibidem), as shown in the following figure:

Figure 1 - Total school enrollments from 2008 to 2016



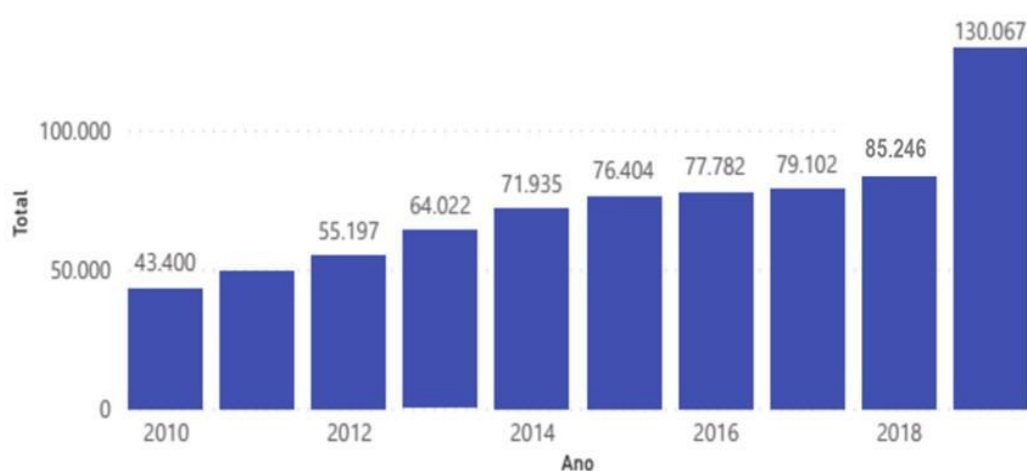
Source: Instituto Unibanco (2018).

According to data released by the Interactive Bank of the Observatory of Migrations in São Paulo, organized by the Elza Berquó Population Studies Center (NEPO)⁶, at the State

⁶ Cf. NEPO. *Estudantes imigrantes internacionais no Brasil matriculados no ensino básico* (International immigrant students in Brazil enrolled in primary education). 2019. Available at: <https://bit.ly/3CueizX>. Accessed in: 28 Feb. 2022.

University of Campinas (Unicamp), it is estimated that the number of migrant students in Brazil enrolled in basic education in 2019 (the most recent available data) is around 130 thousand. In other words, over the course of three years, there has been an approximately 78% growth in this rate, an index that, as demonstrated by censuses, has been increasing annually (RODRIGUES, 2021, p. 101).

Figure 2 - Evolution of school enrollments of immigrant students in Brazil between 2010-2019



Source: NEPO (2019).

In this outlined context, supported by the data presented in Figures 1 and 2, one can observe how the reception and inclusion of children and adolescents in immigration situations in Brazilian education systems emerge as an urgent need, facing various challenges. On the one hand, attention must be paid to aspects related to the acceptance of cultural, linguistic, and ethnic differences and overcoming acts of intolerance and discrimination. On the other hand, it is essential to give relevance to aspects directly involving the school context, such as issues of access, retention, and learning conditions, which directly interfere with the fulfillment of the full right to education for those seeking Brazil to rebuild their history (OLIVEIRA; SOUZA, 2022).

Therefore, given the broad and complex scenario developing in various ways across Brazil, this work focuses on presenting some studies related to the theme, with the intention of (re)acknowledging the importance of previous work on teaching the Portuguese language as a

foreign language. The emphasis is mainly on the literacy process of immigrant and refugee children who do not have Portuguese as their mother tongue.

The survey conducted, in addition to presenting the number of studies on this topic, allows for a deeper understanding of aspects that still need further investigation in scientific research, especially in the field of education. Thus, we started with the premise that the Portuguese language plays a fundamental role in the integration of the most vulnerable immigrants into Brazilian society since, being the official and majority language in Brazil, it constitutes a mediating component in the process of appropriating the new territory.

The reflection on teaching the Portuguese language as a mother tongue is addressed in various official documents governing Brazilian education. However, there is a gap in this perspective when the focus is on teaching Portuguese as a foreign language⁷ (Oliveira; Souza, 2022). This allows for the following considerations: Are our teachers academically prepared to receive children from other nationalities who speak another language? Is there room in the school environment for training that addresses this new pedagogical challenge? These questions are gradually becoming the subject of debate in schools and, therefore, deserve more attention from educational leaders, teachers, and researchers.

Thus, the proposed study is justified by the need to expand the debate on teaching Portuguese to immigrants in refugee situations. Currently, this debate is almost exclusively confined to academic circles, reaching few fields and audiences in Brazilian territory. Furthermore, research on diversity in the school environment needs to be continuously studied and updated since the cultural and historical context is constantly changing. In the current scenario of globalization, such changes have been occurring, including at a pace never seen before. It is, therefore, essential for teachers to be able to deal with the different scenarios that arise in the contemporary classroom.

Given that the intended investigation is of fundamental importance, as it will contribute to the reception, inclusion, and integration of children in refugee and immigration situations into the public education system, we seek to understand, through a survey of conducted research, how this new educational reality has been presented, especially in the context of literacy.

⁷ In this article, we use the term Portuguese as a Foreign Language (PLE) to refer to all possibilities of teaching and learning the Portuguese language for speakers of other languages, encompassing other designations such as Portuguese as a Host Language (PLAc), as an additional language (PLA), and as a heritage language (PLH), among other specialties.

What the research indicates about teaching Portuguese to students in refugee situations in the context of public schools

To compose the bibliographic collection supporting the reflections of this article, the "Google Scholar" search tool and the journal portal of the Coordination for the Improvement of Higher Education Personnel (CAPES) were consulted. The search was limited to works published in the form of dissertations and theses in the period between 2010 and 2023. Different combinations of keywords related to the topic were used, such as "literacy," "immigrant/refugee children," "Portuguese as a foreign language," "basic education," and "public school". Although works related to the theme were identified in various knowledge areas such as Anthropology, Sociology, and International Relations, priority was given specifically to those developed in the fields of Education, Linguistics, and Letters.

As a crucial part of this process, the researched material was read, and based on that, the selection of works that mainly corresponded to the terms "immigrant/refugee children" and/or "teaching Portuguese as a foreign language" was made. In a subsequent stage, the term "public school" was added along with the previous terms. Works that did not specifically address the subject were excluded.

With the bibliographic survey, it was possible to verify that there are few studies and academic works on the theme addressed in this study. Some of the research is related to the final years of Elementary and High School or contexts of non-formal education for teenagers and adult immigrants. A significant portion of the work focuses on Portuguese language courses for adults, which, in addition to offering language learning, have other duties such as helping understand laws and policies for immigrant social inclusion, facilitating obtaining documentation or work, and providing knowledge of Brazilian culture.

Conversely, studies related to the early years are less numerous. There are few studies that associate literacy with the teaching of Portuguese as a foreign language, and even fewer are conducted in Basic Education contexts.

Therefore, an exploratory qualitative research approach, characterized as a state of knowledge, was adopted to map works related to teaching Portuguese to immigrant children in the context of public schools. Thus, with the intention of understanding what has been done in the scientific community on the subject, the choice of a literature review proves to be a valuable tool because it enables the researcher to identify gaps in research and highlight common points addressed over a given time frame. However, it is essential to note that, unlike studies referred to as "state of the art," which cover an entire field of knowledge, "state of knowledge" studies

encompass a specific category of publications on the investigated theme (Romanowski; Ens, 2006), which, in this work, were theses and dissertations.

Selected, in this manner, were seventeen works that have a closer connection to the present study, even though some of them were conducted in different contexts. For better organization, the works were subdivided into two groups, and Tables 1 and 2 were created. In the first group, dissertations were gathered, while in the second group, theses were grouped—works defended in some of the country's most prominent linguistic and educational research centers. The table below presents some of these works.

Table 1 - Master's Dissertations

	Author	Title	Year	Area	Institution	Region
1.	Ana Paula Silva	<i>No hablamos español!</i> Crianças bolivianas na educação infantil paulistana	2014	Education	UNIFESP	Southeast
2.	Neusa Teresinha Rocha Dos Santos	Práticas de alfabetização e letramento com alunos estrangeiros em contextos de migração	2017	Modern Languages	UNIR	North
3.	Naiara Siqueira Silva	“Eu falo boliviano e brasileiro”: a educação linguística de filhos de imigrantes brasileiros em uma instituição de educação infantil da rede pública do município de Carapicuíba, região metropolitana de São Paulo	2018	Modern Languages	UNICAMP	Southeast
4.	Amélia de Oliveira Neves	A política linguística de acolhimento a crianças imigrantes no Ensino Fundamental brasileiro: um estudo de caso	2018	Applied Linguistics	UFMG	Southeast
5.	Giseli Pimentel Soares	Alfabetização e letramento de crianças haitianas no contexto escolar: desafios da prática docente	2020	Education	USCS	Southeast

6.	Renata Ramos Rodrigues	“CONSTRUINDO PONTES EM VEZ DE MUROS”: Acolhimento de estudantes refugiados e migrantes forçados na Educação Básica	2021	Modern Languages	Mackenzie - SP	Southeast
7.	Maria Aparecida Neves da Silva	Análise de ações para implementação do ensino de português para falantes de outras línguas na rede pública de ensino do Distrito Federal	2021	Applied Linguistics	UNB	Midwest
8.	Rafael Masson Furtado	O direito à educação e à inclusão de alunos refugiados em uma Escola Estadual de Cuiabá-MT	2021	Education	URI	South
9.	Mônica Elvira Paiva da Silva Pereira	No meio do caminho tinha muitas pedras: o processo de inclusão de crianças em situação de imigração e/ou de refúgio na escola pública de Duque de Caxias	2021	Education	UERJ	Southeast
10.	Maiara Frida Elsing	Crianças migrantes e refugiadas: o acesso à educação infantil	2022	Education	Mackenzie - SP	Southeast
11.	Eliani de Moraes Santos	Acolhimento de imigrantes no ensino público do Distrito Federal sob a perspectiva de professores de Português	2022	Applied Linguistics	UNB	Midwest
12.	Lara Andréia Sant’ana Cardoso	Análise da escolarização e inclusão social de estudantes migrantes venezuelanos(as) na escola pública do Distrito Federal	2022	Education	UNB	Midwest
13.	Francisco Leandro de Oliveira	Acolhimento e integração de crianças refugiadas em escolas públicas da região de fronteira trinacional: um estudo de caso	2022	Latin American Studies	UNILA	South

14.	Kelin Regina Bergamini do Nascimento	“Na escola sou brasileiro e lá em casa sou árabe”: a escola pública iguaçuense nos interstícios das línguas e culturas	2023	Education	Unioeste	South
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Source: Authors' Compilation.

Silva's work (2014), titled "*No hablamos español! Crianças bolivianas na educação infantil paulistana (No Hablamos español! Bolivian children in São Paulo's early childhood education)*", investigated the forms of reception and socialization offered to second-generation Bolivian immigrant children. In other words, it focused on the children of immigrants who were born or arrived in the country at a young age and are integrated into the early childhood education schools in the city of São Paulo. Employing an interdisciplinary perspective, coupled with bibliographic and ethnographic research, including interviews and observations, the author seeks to answer the following question: "Are Bolivian immigrant children treated equitably?"

Throughout the work, the author demonstrates the existence of prejudiced and discriminatory attitudes that hinder the construction of a democratic school. This realization leads her to recognize and emphasize the need for the implementation of formative actions that support educational practices related to the education of immigrants.

Santos's dissertation (2017), titled "*Práticas de alfabetização e letramento com alunos estrangeiros em contextos de migração (Literacy Practices with Foreign Students in Migration Contexts)*", analyzed teaching practices regarding the literacy of foreigners in a state elementary school in Porto Velho (RO). The study participants were Portuguese language teachers and a total of 31 foreign students from Bolivia, the Dominican Republic, and Haiti, distributed across grades 1 to 5. The methodology used was based on a case study research design, exploratory in nature, with a qualitative approach.

The results obtained from the data revealed a lack of language proficiency among the surveyed teachers to teach literacy to foreign students and the absence of specific training to address this audience. Through her work, the researcher calls on education departments to develop teacher training initiatives focused on the context of teaching Portuguese to children of other nationalities.

The study titled "*Eu falo boliviano e brasileiro”: a educação linguística de filhos de imigrantes brasileiros em uma instituição de educação infantil da rede pública do município de Carapicuíba, região metropolitana de São Paulo (I Speak Bolivian and Brazilian)*":

Linguistic Education of Children of Brazilian Immigrants in an Early Childhood Education Institution in the Public Network of Carapicuíba Municipality, metropolitan region of São Paulo), by Silva (2018), addresses, through a case study, some implications of integrating Bolivian children into the Brazilian public school system. The study observes cultural aspects, discursive behaviors, and translanguaging practices. This qualitative and interpretative study was conducted with five children, daughters of Bolivian immigrants, enrolled in Pre-II at a school in the Municipal Network of Carapicuíba (SP). Data analysis revealed that the sociolinguistic configuration of the observed children, as well as their families, is characterized by multilingualism involving three languages: Portuguese, Spanish, and either Quechua or Aymara.

By examining the discourses of these children's parents through interviews, a significant investment in their children's education was noted, considered crucial for the success of their families' immigration projects in the receiving country. However, despite the value placed on multilingualism within the family, it was observed that teachers need to give more recognition to this aspect in their pedagogical practices in the school environment. Therefore, Silva (2018) aims to provide reflective content to support teacher training programs in immigration contexts.

In her dissertation titled "*Política linguística de acolhimento a crianças imigrantes no Ensino Fundamental brasileiro: um estudo de caso* (Linguistic Policy for Welcoming Immigrant Children in Brazilian Elementary Education: A Case Study)," Neves (2018) presents the case of Nina (a fictitious name), an 8-year-old Syrian girl studying in the 3rd year of Elementary Education at a public school in Belo Horizonte, Minas Gerais. The research focuses on Portuguese as an Additional Language (PLAc) instruction in the early years of Elementary Education. The researcher reflects on the linguistic and social development policies and actions used to facilitate Nina's interaction with peers, educators, and school community members. Additionally, the study reflects on how these policies and actions could contribute more broadly to other immigrant children in Brazilian Basic Education schools.

The work "*Alfabetização e letramento de crianças haitianas no contexto escolar: desafios da prática docente* (Literacy of Haitian Children in the School Context: challenges of Teaching Practice)" by Soares (2020) originated after the researcher, a teacher in the municipal network of Santo André (SP), noticed that schools are increasingly receiving Haitian children who do not speak Portuguese. These children often face difficulties in their learning process, especially in Portuguese literacy. With the aim of understanding how the school has addressed this new challenge, the author sought to investigate the pedagogical practices of teachers in the

literacy and literacy of Haitian children who have recently arrived in Brazil and do not yet understand Portuguese.

Therefore, she concludes that it is essential for schools receiving immigrants to consider the training of these teachers, a training that builds on their experiences and practices in the classroom and allows them to reflect on them. As a result of the research, educational material was developed with activity suggestions for the literacy teacher who receives foreign children in their classes who have not yet mastered the Portuguese language.

In the dissertation "*Construindo pontes em vez de muros*": *Acolhimento de estudantes refugiados e migrantes forçados na Educação Básica* ("Building Bridges instead of Walls": Welcoming Refugee and forcibly migrant students in Basic Education), Rodrigues (2021) presents accounts of experiences from Portuguese Language teachers in the Municipal Education Network of São Paulo and volunteer teachers from the NGO IKMR. The goal is to list proposals for pedagogical activities from an intercultural and dialogical education perspective for the reception of refugee and forcibly migrant students. The research aimed to highlight the urgent need to reflect on actions that promote the inclusion of students who are not native Portuguese speakers in Brazilian schools from the perspective of interculturality, especially in the area of Portuguese as an Additional Language (PLAc) teaching for these children and young people.

The dissertation by Silva (2021a), "*Análise de ações para implementação do ensino de Português para falantes de outras línguas na rede pública de ensino do Distrito Federal* (Analysis of Actions for the Implementation of Portuguese Teaching for Speakers of Other Languages in the Public Education System of the Federal District)," sought to understand the aspects that make the implementation of Portuguese for speakers of other languages (PFOL) necessary in public education institutions in the Federal District (DF). This was done through a research modality known as documentary analysis. My interest in the subject arises from participation in the *ProAcolher* project, coordinated by the University of Brasília (UnB), where the researcher voluntarily taught Portuguese to international learners.

The growing demand from immigrants and refugees seeking this type of education made her realize that there were other members of their families not enrolled in the course but in need of appropriate assistance. These family members represented a significant number of children and young people enrolled in the education networks of the Federal District (DF). Therefore, Silva (2021a) perceived the need to assess the actions aimed at serving this segment of immigrants and refugees in the public education system. Thus, the conducted research aimed

to broaden discussions on this topic, contribute to affirmative actions, and provide effective guiding documents for the implementation of Portuguese for speakers of other languages in the Federal District.

The dissertation “*O direito à educação e à inclusão de alunos refugiados em uma Escola Estadual de Cuiabá-MT* (The Right to Education and Inclusion of Refugee Students in a State School in Cuiabá-MT),” by Furtado (2021), is the result of qualitative and field research conducted with school management and teachers who had contact with refugee students in their classes at a State School in Cuiabá (MT). The goal of the work was to investigate the effectiveness of Resolution No. 002/2019 of the State Council of Education of Mato Grosso and the legislation governing education for refugee students in Brazil from the perspective of teachers and administrators. According to Furtado (2021), the motivation to study the theme of education for refugees arose from his own work experience in public education, specifically in school administration.

Throughout 2018, he noticed the emergence of some enrollments of foreign students, which raised concerns related to both documentation and the inclusion of students in the school environment. Through the research, the researcher concluded that, regarding Brazilian legislation and the right to education for refugee students, admission to schools is being guaranteed. However, access to learning still faces various obstacles that can only be overcome through public investment in teacher training.

Pereira (2021), in her dissertation titled “*No meio do caminho tinha muitas pedras: o processo de inclusão de crianças em situação de imigração e/ou de refúgio na escola pública de Duque de Caxias* (In the Middle of the Road, There Were Many Stones: The Inclusion Process of Children in immigration and/or Refugee Situations in Public Schools in Duque de Caxias),” analyzes, based on the field diaries of the participating observers in the research, the process of inclusion of immigrant children in a municipal public school in the Baixada Fluminense region, Rio de Janeiro. The case study, conducted in 2019 through pedagogical workshops, involved children in refugee/immigration situations (from Congo and Angola) as well as Brazilian children. The workshops aimed to observe how foreign students perceived their relationship with different school subjects and the context in which they lived.

The research development demonstrated the persistence of racism in daily school life and the existence of prejudiced attitudes towards the cultural aspects of African children, highlighting how a European standard remains the ideal in the school imagination. On the other hand, the research also pointed out that the presence of children in immigration situations in the

school affected and sensitized the school staff, who sought to involve both Brazilian and foreign families in the discussion about the school's role in welcoming these children. Therefore, the researcher emphasized the importance of courses that discuss the critical intercultural perspective in the initial and ongoing training of teachers, enabling them to feel more prepared to deal critically, creatively, and sensitively with the cultural diversity present in the classroom.

The work of Elsing (2022), titled "*Crianças migrantes e refugiadas: acesso à educação infantil* (Migrant and refugee children: access to early childhood education)," sought to investigate how the reception of migrant and refugee children occurs in a municipal Early Childhood Education school located in Brás, downtown São Paulo (SP). The case study focused on the following problem: "How does the reception of migrant and refugee children occur in the public education system of the city of São Paulo?" To answer this question, the researcher observed immigrant students and the class they were part of, interviewed teachers and the coordinator, and analyzed the school's official documents to understand how children are received and welcomed in this school environment.

The study revealed that the actions developed by the school for the welcoming of these children are much more oriented towards the practices of the teachers than the school itself. Although there was an institutional project in which the theme was considered and developed, and ongoing training on the subject took place, it was observed, through the two interviewed teachers, that each one developed distinct welcoming actions, showing that practices occurred individually. In conclusion, the researcher hopes that the experience lived with the classes of EMEI João Mendonça Falcão may trigger other questions related to the theme, as well as motivate new research on migration and refuge in Early Childhood Education.

Santos (2022), in her dissertation "*Acolhimento de imigrantes no ensino público do Distrito Federal sob a perspectiva de professoras de Português* (Welcoming Immigrants in Public Education in the Federal District from the Perspective of Portuguese Teachers)," analyzed the teaching performance regarding the teaching of Portuguese as a non-native language to foreigners in a public school in an administrative region of the Federal District (DF). For the study, three Portuguese teachers were chosen to teach classes composed of students who speak Portuguese as their native language and students who speak other native languages. Santos (2022) highlights that the initial motivation for the study arose because teachers from the State Secretariat of Education of the Federal District (SEEDF) reported, in informal conversations during the period when she participated in coordinating the Portuguese

Welcoming Program at the school where she worked, about difficulties in managing a class with students of different native languages.

This difficulty led to adverse situations, such as the non-utilization of the teaching program, the limited use of activities, and the low performance of students with low proficiency in the Portuguese language. Thus, through a qualitative research methodology, the dissertation aimed to answer (a) what possible difficulties were identified by the participating teachers regarding pedagogical practices?; and (b) whether the State Secretariat of Education of the Federal District provides any suitable training for the reception and the specificities presented by immigrant students?

With the results, the urgency of appropriate public language policies for the reception of immigrants in the school context and pedagogical support in Portuguese as an Additional Language (PLAc) for school teachers was noted. Faced with the data generated through the study, the researcher aims to contribute to the teaching of Portuguese in classrooms in the public education system of the Federal District (DF) and hopes that her research serves as a foundation for future work to bring improvements to public schools.

The dissertation "*Análise da escolarização e inclusão social de estudantes migrantes venezuelanos(as) na Escola Pública do Distrito Federal* (Analysis of Schooling and Social Inclusion of Venezuelan migrant students in the Public School of the Federal District)," by Cardoso (2022), analyzed educational public policies and the process of schooling and social inclusion of Venezuelan migrant students at the Centro de Ensino Fundamental 01 (CEF 01) in Varjão (Federal District), the only local public school to serve the entire community and migrants living in the region, including a considerable group of Venezuelans (in larger numbers), Haitians, and others not specified.

Given this situation, the researcher sought to understand how the public schools in the DF address the schooling and social inclusion of Venezuelan immigrants. Additionally, she investigated the school, its subjects, and its process of emancipation for social life. The methodology used was qualitative, based on Participatory Research with the use of direct observation, semi-structured interviews, and group discussions. Faced with this finding, the author hopes, through this study, to seek better actions to ensure that pedagogical practices of plurality, formal schooling, interculturalism, and emancipation are guaranteed in this school space.

The work of Oliveira (2022), titled "*Acolhimento e Integração de Crianças Refugiadas em Escolas Públicas da Região da Tríplice Fronteira: um Estudo de Caso* (Welcoming and

Integration of Refugee Children in Public Schools in the Triple Frontier Region: a Case Study),” investigated welcoming actions, as well as their absences, for refugee children in the primary education schools of Foz do Iguaçu and the trinational region. The study falls within the field of qualitative and interpretative research, using a case study involving a family from Venezuela, whose child is enrolled in a public school in the municipality of Santa Terezinha de Itaipu (PR).

The research was conducted from 2020 to 2022, during the COVID-19 pandemic, marked by the need for social distancing. Due to this condition, the researcher highlights that there were challenges in maintaining closer follow-up with those involved, impacting data collection and analysis. This scenario was further complicated because a significant portion of the classes occurred in the remote learning modality during this period. Data were generated from statements made by the school staff.

Thus, the initially proposed questions in the early stages of the research underwent changes, redirecting the focus also to the issue of the pandemic. The author sought to answer the following question: What are the welcoming policies for refugee children offered by the Brazilian municipality of Santa Terezinha (PR) in the tri-national border area between Brazil, Argentina, and Paraguay, and what were the main impacts they faced with the COVID-19 pandemic and the changes made to ensure that education could proceed during this period?

From the obtained answers, the absence of comprehensive welcoming policies for refugee and migrant children in crisis situations was evident, with a specific focus on intercultural education and linguistic support. The researcher emphasizes the importance of approaching welcoming in a way that does not negate subjectivities, including linguistic ones, promoting a bilateral approach between migrant individuals and the receiving community.

Nascimento (2023), in her dissertation titled “*Na escola sou brasileiro e lá em casa sou árabe*”: *a escola pública iguaçuense nos interstícios das línguas e culturas* (In school, I am Brazilian, and at home, I am Arab: the Iguaçu public school in the interstices of languages and cultures),” addresses the theme of schools situated in specific multicultural and multilingual contexts. The research, based on a case study, discusses the increase in enrollment of Arab students, migrants, or descendants at the Municipal School Professora Elenice Milhoração in the city of Foz do Iguaçu (PR) following the closure of the Brazilian Arab College in 2019, which intensified with the economic and social aftermath of the pandemic period.

As approximately 8% of the Iguaçu population is composed of Arabs and their descendants, the author justifies the research with the need to integrate students from these communities into municipal public schools and develop strategies or mechanisms to better

serve them. The study, of a qualitative and interdisciplinary nature, was conducted with four Arab students or descendants, their respective guardians, and the school team, consisting of teachers, pedagogical coordination, and a school secretary.

Data-generating instruments included semi-structured interviews, a structured questionnaire applied to the selected class, and participant observations recorded in a field diary. The data analysis undertaken revealed that migrant students face more difficulties interacting with teachers and peers, preferring the company of other peers of Arab descent, while descendants appear more integrated into the group.

It was also noted the absence of a specific educational policy for the multilingual/multicultural context in Foz do Iguaçu and the need to drive new academic studies that bring visibility to the issue so that its inclusion in the agendas of Iguaçu public policies becomes a reality.

Next, we will examine doctoral theses focused on Portuguese language instruction for refugee students integrated into regular Basic Education in formal teaching contexts.

Table 2 - Doctoral theses

	Author	Title	Year	Area	Institution	Region
1.	Simone Garbi Santana Molinari	Imigração e alfabetização: alunos bolivianos no município de Guarulhos	2016	Education	PUC-SP	Southeast
2.	Cristiene Oliveira Ribeiro	Aprendendo a ser: socialização e letramento de uma estudante venezuelana em uma escola pública de Dourados-MS	2021	Linguistics	UFGD	Midwest
3.	Antônio José da Silva	“Vamos falando no caminho”: o ensino de português com estrangeiros nas escolas públicas municipais em Manaus	2021	Language Studies	UERJ	Southeast

Source: Authors' elaboration.

The thesis "*Imigração e alfabetização: alunos bolivianos no município de Guarulhos* (Immigration and Literacy: Bolivian Students in the Municipality of Guarulhos)," by Molinari (2016), analyzed the schooling and literacy of Bolivian immigrant children enrolled in schools in Guarulhos, a municipality located in Greater São Paulo. The research focused on the

pedagogical work carried out with these children whose native language is not Portuguese. The empirical research was conducted in two municipal public schools in two different regions with a significant concentration of Bolivian immigrant students enrolled in the network.

The research instruments used were interviews, observation of school activities, and consultation of students' records and notebooks. For the interviews, two managers and six literacy teachers were selected in each school: with the former, the school context could be characterized, while with the group of teachers, the interview was divided into three categories, covering the following aspects: what they say, what they do, and how they ensure the literacy of immigrant children in their classrooms. According to the researcher, through observations, it was possible to assemble "scenes" from the school's daily life that were transcribed and analyzed. The consultation of records served to verify the family's city of origin and the nationality of each of them.

Finally, consulting the students' notebooks allowed checking their development in the activities proposed by the teacher. Based on the results obtained from the data, it was possible to perceive the significant gap between public education policy and the school regarding the schooling and literacy of non-Portuguese-speaking immigrants. In light of this, the researcher hopes that investments will be made in programs and teacher training aimed at immigrants' literacy so that realities like these can change.

Ribeiro (2021), in the thesis titled "*Aprendendo a ser: socialização e letramento de uma estudante venezuelana em uma escola pública de Dourados-MS* (Learning to Be: Socialization and Literacy of a Venezuelan Student in a Public School in Dourados-MS)," problematizes the socialization trajectory and literacy practices of a Venezuelan student enrolled in the fifth grade of elementary school in a public school in the city of Dourados (MS). The study originated from a conversation between the researcher and the director of a public education school in Dourados, who reported the difficulties faced by the city's schools in including and welcoming newly arrived immigrant students.

Her complaint was directed at the difficulties that the school management and teachers faced in communicating in Spanish with the parents of students and with the students themselves in the classroom. Besides, there was little information regarding the school life of these children and adolescents in their home country. Such situations led to the case of a Venezuelan student, in particular, who was newly enrolled in the municipal school where the mentioned director works and, according to her, was facing adaptation and integration issues in

the classroom context. Ethnographically based, the research took the methodological path of participant observation throughout the 2019 school year.

The data were generated through immersion in the teaching context, considering the interrelationships between the student in focus, two teachers (of Portuguese language discipline), and classmates. The results obtained from the data showed that the socialization trajectory of the Venezuelan student, a participant in the research, was marked by negative identifications, such as being a resistant student, problematic, and illiterate in her native language, among others. These identifications led to a type of exclusionary literacy that permeated the interactional practices in which she was involved in the school, along with other factors.

Therefore, Ribeiro (2021) reinforces the need and urgency for more inclusive literacy practices, combating the false premise of monolingualism. It also suggests that within universities, especially UFGD, changes should occur in the curriculum of the Portuguese Language courses and, consequently, in the syllabi of the disciplines so that the training of Portuguese Language teachers in the region truly prepares them for work in multilingual and multicultural contexts.

Silva (2021b), in his thesis titled "*Vamos falando no caminho*": *o ensino de português com estrangeiros nas escolas públicas municipais em Manaus* (Let's Talk on the Way": The Teaching of Portuguese to Foreigners in Municipal Public Schools in Manaus), addresses how the teaching of Portuguese occurs in the scenario of municipal public schools in Manaus with the presence of foreigners. Drawing from theories in the field of Portuguese as a Non-Native Language (PLNM), the researcher aimed to discuss: what actions have been developed in the mentioned school environment in the field of PLNM teaching, what challenges teachers face, especially regarding training for performance, and what teaching strategies could be adopted to deal with the reality of the presence of foreigners in the municipal schools of the capital of Amazonas.

The study began with conducting a diagnostic survey on teachers' perceptions regarding teaching Portuguese in the presence of foreigners in the classroom. Information provided by the Municipal Department of Education and the City Hall of Manaus, including official documents, was also utilized. Based on the collected data, in partnership with the Municipal Department of Education and under the coordination of the Research and Teaching Center for Portuguese as a Foreign Language/Second Language of the State University of Rio de Janeiro

(NUPPLES/UERJ), an extension course on teaching Portuguese as a non-native language was organized.

The course aimed to meet the demands of the teachers from the Public School System of Manaus who participated in the process, and it produced data that contributed to the discussion of the issues proposed for the thesis. Through the research, the researcher concluded that the results point to the need to expand teacher training opportunities in this field, as pedagogical practice still appears to be modest. However, the positive impact on teaching practices resulting from the offered course was emphasized. The work conducted in the thesis led to concrete changes in the Municipal Education System of Manaus, such as the creation of an Interinstitutional Working Group to address Portuguese language teaching for and with the presence of foreigners in regular classes.

From the analysis conducted, it is observable that the 17 (seventeen) examined works are concentrated in four Brazilian regions: 1) Midwest, covering the Federal District and Mato Grosso do Sul; 2) Southeast, in the states of Minas Gerais, São Paulo, and Rio de Janeiro; 3) North, specifically in Rondônia; and 4) South, encompassing Rio Grande do Sul and Paraná. Among these regions, the Southeast stands out as the most prominent in research on the teaching of Portuguese as a foreign language, with an emphasis on the context of public schools.

In the set of analyzed works, it is noted that a significant portion of publications was developed by researchers from Brazil's Southeast and Midwest regions, with studies specifically focused on their realities. This analysis of dissertations and theses highlights the absence of academic productions directed toward the North and Northeast regions. This situation, in turn, affects the realization of advances in ensuring rights and humanitarian assistance to foreigners in these regions.

In the North, for example, specifically in Roraima, a state with a high incidence of Venezuelan immigration due to its geographical location as a border state with Venezuela, there is a productive area for expanding studies and research on public policies involving the school education of individuals in refugee situations. However, despite this, no academic studies addressing this situation were located during the search.

Among the selected works, a convergence of certain topics was also noted, addressing and/or justifying the researcher's choice of the theme. These topics include discussions on legislation and rights of individuals in refugee situations, analyses of reception and socialization norms for children/adolescents in immigration situations, discourse analyses produced by administrators and educators regarding the reception of these children in the public education

system, as well as studies aiming to discuss teachers' practices when dealing with immigrants in the classroom context.

In this trajectory, it is evident that the majority of the research employed a qualitative approach, emphasizing participant observation, interviews with education professionals (teachers, pedagogical coordinators, or public officials), or representatives of civil society organizations involved in the inclusion process of immigrant children in the studied societies. In addition to these works, studies were identified that sought to discuss the use and production of teaching materials for Portuguese instruction and different foreign languages offered in the school curriculum of public education systems. However, these studies did not emphasize the specificities related to the learning of individuals in immigration situations.

Another selected work opted for a documentary perspective of analysis based on laws concerning the right to education for children coming from other countries. A research study and a bibliographic survey were conducted to explore what has been said about the topics of immigration, refuge, and education (but it is a general thematic review aimed at extracting some insights for pedagogical practice).

One aspect addressed by almost all the works is the importance of an intercultural approach in schools to promote awareness and dialogue among the cultures of different individuals coexisting in the same space. Understanding the phenomenon of migration in schools emphasizes the existence of differences, values diversity as something very positive, and contributes, above all, to cultural exchanges between students and teachers. In conjunction with this, reception proves essential in this process, as these students arrive with low self-esteem due to being in a completely unfamiliar environment, causing difficulties in learning a new language.

Furthermore, in this literature review, linguistic barriers faced by some students who struggle to learn the host country's language were highlighted. These students are placed in classrooms without any support, lacking mediators in their educational process. Additionally, the lack of teacher preparedness to deal with immigrants, as they have not received adequate training to handle students who speak other languages, and the lack of knowledge about migration, bilingualism, or the experiences of families and students in immigration situations were pointed out.

Many times, these individuals are not even aware of their nationalities. Therefore, overall, researchers indicate the need for teacher training in Portuguese as a foreign language, both in initial education, Pedagogy and Literature courses, and ongoing education through

actions undertaken, especially in public Basic Education networks. The frequent presence of immigrant students in Brazilian public schools is considered a reality that requires attention and inclusion in the country's educational public policies.

Final considerations

This article aimed to map and analyze academic research, dissertations, and theses published between 2010 and 2023 that addressed the theme of immigration in Brazil. It sought to identify which of these specifically addressed the process of schooling for children and adolescents in refugee situations within the context of public schools.

In the researched time frame, it is observed that studies focused on this theme are still in their early stages, considering the increasing growth of migratory movements in Brazil in recent years. There is a gap when it comes to teaching Portuguese to immigrants in the early years of public-school systems throughout the country. This absence was evident during the search for academic research to compose this work, given that many studies related to the theme are connected to the final years of Elementary and High School or contexts of non-formal education for adult immigrants.

Furthermore, the data indicated the absence of public policies aimed at the educational inclusion of immigrant/refugee students, which ends up favoring the exacerbation of differences, reinforcing discrimination and prejudice in the school environment. The lack of public policies focused on teaching the Portuguese language to those immersed in Brazilian school classrooms contributes to the amplification of these stigmas. In this way, educational institutions are understood to be an essential part of transforming mindsets, and therefore, they need support from civil society, academia, and public bodies to combat and propose alternatives for welcoming and integrating immigrants, as well as facilitating their integration into school and society.

In this perspective, the literature review and its analyses brought an understanding that there is a need for a political-educational restructuring in the teaching and learning of the Portuguese language for speakers of other mother tongues, given the considerable growth in the migrant population in the country. For this reason, studies in this area need more investigation and encouragement from those who officially govern education in our country. It is necessary to take on this challenge now, as the projects developed, as we have seen, are

mostly carried out by isolated actions of teachers and administrators, without the support of higher education institutions and NGOs specialized in serving the migrant population.

Finally, it is believed that the construction of a plural and democratic school is possible but will depend on reflections and actions that result in new perspectives, new dialogues, and educational practices of welcoming and social inclusion for all students enrolled in Brazilian schools.

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CRediT Author Statement

Acknowledgements: None.

Funding: No funding was received.

Conflicts of interest: There were no conflicts of interest.

Ethical approval: The work did not go through the ethics committee.

Data and material availability: Yes. The works and materials cited in the article can be found in the database of the Brazilian Digital Library of Theses and Dissertations (BDTD), the portal of journals of the Coordination for the Improvement of Higher Education Personnel (CAPES), Google Scholar, and the virtual library of Brazilian scientific journals in electronic format (Scielo).

Authors' contributions: The article authored by Fernanda Silva de Oliveira, a Ph.D. student in Education at UERJ and a master's degree holder in Language Studies from PUC-Rio, and Janáina Moreira Pacheco de Souza, associate professor at the Department of Applied Studies in Education at the State University of Rio de Janeiro and in the Graduate Program in Education (PROPED), is the result of research conducted by the authors throughout their practices and training. In this way, they seek to understand, through official studies available regarding refugee immigration, the challenges in the process of including refugee children in public schools in Brazil. They also aim to provide an overview of how research in the academic field with analytical or intervention projects based on pedagogical practices can open new paths for teaching Portuguese as a non-native language and stimulate the search for different experiences for those dedicated to this field of educational action.

Processing and editing: Editora Ibero-Americana de Educação.

Proofreading, formatting, normalization and translation.

