

Contributions of the Brazilian National Curriculum Base, the Common European Framework of Reference for Languages, and the 5 Love Languages of Children to Teacher Education

Contribuições da Base Nacional Comum Curricular, do Quadro Europeu Comum de Referência para as Línguas e das 5 Linguagens do Amor para a formação docente

Contribuciones de la Base Curricular Nacional Común , del Marco Común Europeo de Referencia para las Lenguas y de Cinco Lenguas del Amor de los Niños la formación docente

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Abstract: This work is a bibliographic study that proposes dialogues between the Common European Framework of Reference for Languages (CEFR), the 5 Love Languages of Children (5LAC), and the Brazilian National Curriculum Base (BNCC). It aims to discuss the contributions of these two international references to the initial and continuing education of Brazilian English language teachers. Given that English is the European language taught in Brazilian basic education, the dialogue between the CEFR and the BNCC is justified. The 5LAC theory, in turn, engages with Contemporary Cross-Cutting Themes of the macro-area "Citizenship and Civics," as advocated by the BNCC. The texts were examined using Discursive Textual Analysis. The findings suggest that the inclusion of these two references in the training of English language teachers can contribute to the quality of teaching and learning processes in English and other languages, including Portuguese, since Portuguese is one of the languages referenced in the CEFR. The study revealed that both references can be applied and useful for teachers of Portuguese and other languages, when studied as foreign languages. It is hoped that this work will motivate a more in-depth reading of the references elucidated, leading to future studies continuing this theme.

Keywords: BNCC. Cross-cutting theme. CEFR. Love. Teacher training.

Resumo: Este trabalho é um estudo bibliográfico que propõe interlocuções entre o Quadro Europeu Comum de Referência para as Línguas (QEQR), as 5 linguagens do amor das crianças (5LAC) e a Base Nacional Comum Curricular (BNCC). Objetiva discutir quais as contribuições das duas referências internacionais na formação inicial e continuada de docentes brasileiros de língua inglesa. Em sendo a língua inglesa, o idioma europeu ensinado na educação básica brasileira, justifica-se a interlocução do QEQR com a BNCC. Já a teoria das 5LAC dialoga com Temas Contemporâneos Transversais da macroárea "Cidadania e Civismo", conforme preconiza a BNCC. Examinaram-se os textos por meio da Análise Textual Discursiva. Os achados sugerem que a inserção das duas referências na formação de docentes de LI pode contribuir para a qualidade dos processos de ensino e aprendizagem de inglês e de outros idiomas, incluindo a língua portuguesa, pois o português é uma das línguas referenciadas no QEQR. Do estudo emergiu que ambas as referências podem ser aplicadas e úteis para docentes de português e de outros idiomas, quando estudadas como línguas estrangeiras. Espera-se que este trabalho

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motive uma leitura aprofundada das referências elucidadas remetendo a futuros estudos de continuidade desta temática.

Palavras-chave: Amor. BNCC. Formação docente. QECR. Tema transversal.

Resumen: Este artículo presenta un estudio bibliográfico que propone interlocuciones entre el Marco Común Europeo de Referencia para las Lenguas (MECR), las Cinco Lenguas del Amor de los Niños (5LAC) y la Base Curricular Nacional Común (BNCC). Su objetivo es discutir las contribuciones de estos dos marcos internacionales a la formación inicial y continua del profesorado brasileño de inglés. Dado que el EL es la lengua europea que se enseña en la educación básica brasileña, se justifica la interlocución del MECR con la BNCC. La teoría de las 5LAC, a su vez, dialoga con los Temas Transversales Contemporáneos en el área macro "Ciudadanía y Formación Cívica", que deberían abordarse en clase, según lo recomendado por la BNCC. Los textos se analizaron mediante Análisis Textual Discursivo. Los hallazgos sugieren que la incorporación de estas dos referencias en la formación del profesorado de lenguas extranjeras puede contribuir a la calidad de los procesos de enseñanza y aprendizaje del inglés y otras lenguas, incluido el portugués, ya que este es una de las lenguas referenciadas en el MECR. Conclusiones: Este estudio sugiere que ambas referencias también pueden ser aplicables y útiles para el profesorado de portugués y otras lenguas cuando se estudian como lenguas extranjeras. Se espera que este trabajo fomente una lectura más profunda de las referencias y que conduzca a futuros estudios sobre este tema.

Palabras clave: Amor. BNCC. MCER. Formación del profesorado. Tema transversal.

1 INTRODUCTION

In Brazilian basic education, teaching Portuguese and modern foreign languages, specifically in the final years of elementary and high school, requires a university degree in education. Although this training is regulated by official documentation, it is believed that additional references could improve the quality of training for these educators.

In this regard, this study explores the contributions of two international references, the Common European Framework of Reference for Languages (CEFR) and The 5 Love Languages of Children (5LAC), in dialogue with the National Common Core Curriculum (BNCC). The CEFR establishes guidelines for teaching, learning, and evaluating modern European foreign languages, including English and Portuguese. The 5LAC, on the other hand, offers suggestions on how teachers can understand and meet their students' love needs in the classroom. Meanwhile, it is necessary to establish a dialogue between these texts and the BNCC because this Brazilian regulatory document guides the curricula of the different components of the contemporary basic education system in Brazil. Since teaching practice must align with the BNCC's assumptions,

the dialogue between this document and established references is considered to enrich teacher training.

Thus, this work is divided into three sections. The first section presents the theoretical framework, including points from the CEFR and the BNCC regarding English language teaching, as well as points from Bohn's (2022) dissertation on the 5LAC in the English language classroom against the backdrop of Contemporary Cross-Curricular Themes (TCTs). The second section presents the methodology, and the third section presents the results and discussion. Final considerations are followed by references.

2 THEORETICAL FRAMEWORK

As a professional activity, teaching raises a key question: What knowledge should underpin teachers' work? (Tardif, 2012; Rego, Fontoura, 2024). One answer is that "a teacher's knowledge is a social reality materialized through training" (Tardif, 2012, p. 16). Tardif and Lessard (2009) characterize teaching as a profession that is primarily mediated by human interactions.

In Brazil, Tardif's assumption is supported by Article 62 of the Law of Guidelines and Bases for National Education (Lei de Diretrizes e Bases- LDB) (Brazil, 1996), which states that

Teachers will be trained at the higher education level in a full degree course. This course will be considered the minimum training required to teach early childhood education and the first five years of elementary school. It will be offered at the secondary education level in the normal modality.

In other words, according to the excerpt, Brazilian teachers must have a bachelor's degree to teach in the past four years of elementary school (ES) and high school (HS). To work specifically as a language teacher in basic education, a degree in languages is necessary to teach Portuguese, the mother tongue, and specific training in a foreign language is required to teach it. According to the guidelines established in Resolution CNE/CP No. 1 of March 18, 2011, which went into effect on March 22, 2011, holders of a degree in Language and Literature applying for a second qualification in the same course must complete an additional 800 hours, including a supervised internship of at least 300 hours, to receive a second qualification in another language.

Regarding the curriculum, Article 62, paragraph 8, of the LDB (Brazil, 1996) states that "the curricula of teacher training courses shall refer to the National Common Core Curriculum" (Base Nacional Comum Curricular - BNCC), which has been in effect since 2018 (Brazil, 2018). The BNCC anchored the definition of the National Curriculum Guidelines (Diretrizes Curriculares Nacionais - DCN) for the initial training of teachers in basic education and established the National Common Base for the initial training of teachers in basic education (BNC-Formação) through Resolution CNE/CP No. 2 of December 20, 2019, published in the DOU on April 15, 2020 (Brazil, 2019). Next came the definition of the National Curriculum Guidelines for the Continuing Education of Teachers in Basic Education, along with the establishment of the National Common Core for the Continuing Education of Teachers in Basic Education (BNC-Continuing Education), as outlined in Resolution CNE/CP No. 1 of October 27, 2020, published in the DOU on October 29, 2020 (Brazil, 2020).

According to Article 3 of Resolution CNE/CP 2/2019 (Brazil, 2019), "based on the same principles of general competencies established by the BNCC," the licensee is required to develop the corresponding general teaching competencies. This requirement is corroborated by Article 2 of Resolution CNE/CP 1/2020 (Brazil, 2020).

Art. 2 These National Curriculum Guidelines, with the BNC-Continuing Education, refer to the implementation of the National Common Core Curriculum for Basic Education (Base Nacional Comum Curricular - BNCC), [...], and the National Common Core for Initial Training of Basic Education Teachers (BNC-Training), [...] of 2019.

After reading these excerpts, it's clear that both DCNs for undergraduate curricula linked teacher training to the BNCC. However, Resolution CNE/CP No. 4, dated May 29, 2024, recently revoked these two documents. This resolution established the National Curriculum Guidelines for Initial Training at the Higher Education Level for Basic School Education Teaching Professionals. These DCNs, comprising 23 articles, were published in the DOU on June 3, 2024, and came into force on July 1, 2024, for undergraduate courses, pedagogical training courses for non-licensed graduates, and second degree courses. According to Article 17 of the resolution, existing teacher training courses must adapt to the guidelines within two years of publication.

Reading this document reveals an opportunity to include academic curricular activities that train teachers in Brazilian basic school education, based on sources apart from the BNCC. According to item III of Article 7 of the DCN (Brazil, 2024), higher education institutions responsible for offering initial training courses and programs at the higher education level for basic school education teaching professionals must ensure that graduates have access to national and international research sources and teaching materials appropriate for curriculum development. In addition to this and other aspects, item "b" of subsection IV of Article 7 of the DCN (Brazil, 2024) stipulates that teacher education

students should be trained to “[...] recognize the different rhythms, times, and spaces of future students in basic education,” considering “[...] the psychosocial, historical-cultural, affective, relational, and interactive dimensions that permeate pedagogical action.”

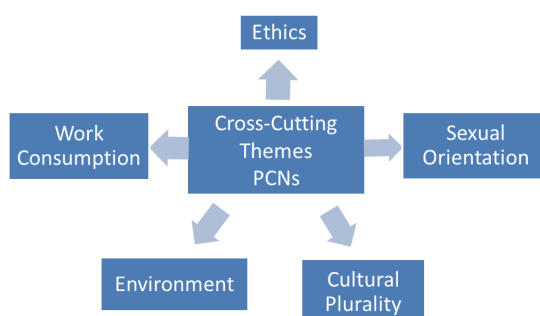
In this context, licensees must develop competencies and skills, as defined in the BNCC, at the cognitive and emotional levels, covering cultural and citizenship aspects, to fulfill their roles as educational professionals. Regarding the training of English language teachers specifically, the excerpts suggest combining BNCC studies with the Common Core Curriculum that guides English as a Second Language teaching in its native country — the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). The CEFR is not well known in Brazil in the context of training teachers for basic school education (Vilaça, 2006; Silva, 2016). However, the CEFR is one of the references in the National Parameters for Internationalization in Basic Education in Brazil. These parameters were developed by the Secretariat of Basic Education of the Ministry of Education (SEB/MEC) and are currently under review by the National Education Council.

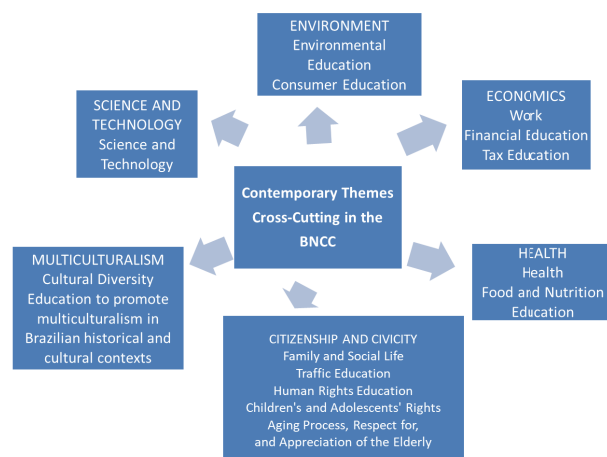
Additionally, according to the BNCC (Brazil, 2018, p. 19), managers must incorporate “[...] into curricula and pedagogical proposals an approach to contemporary issues affecting human life on local, regional, and global scales, preferably in a cross-cutting and integrative manner” — the Cross-Cutting Contemporary Issues (TCTs). The objective of this action is to ensure

that students recognize and learn about topics relevant to their role in society, in addition to studying abstract and decontextualized content (Brazil, 2019, p. 7). However, addressing relevant topics in formal education in a cross-cutting manner is not a new idea for the BNCC.

Before this normative document, there were six cross-cutting themes — ethics, health, sexual orientation, cultural plurality, environment, and work and consumption — which were merely recommended approaches in the National Curriculum Parameters (PCN) (Brazil, 1997). With the BNCC, there was a change in the nomenclature — they became known as Cross-Cutting Contemporary Themes (TCTs) — and in the quantity, with 15 themes distributed across six macro areas. The approach also changed, becoming mandatory (Brazil, 2019). Additionally, some TTs ceased to exist in isolation, merging with others; only “health” became a macro area. The 15 CTTs are children’s and adolescents’ rights; traffic education; environmental education; food and nutrition education; the aging process; respect and appreciation for the elderly; human rights education; ethnic-racial relations education; teaching Afro-Brazilian, African, and indigenous history and culture; health; family and social life; consumer education; financial and fiscal education; work; science and technology; and cultural diversity. The six macro areas are environment, economy, health, citizenship and civics, multiculturalism, and science and technology. Figure 1 illustrates the trajectory of the Cross-cutting Themes.

Figure 1- Trajectory of cross-cutting themes





Source: Adapted by the authors (Brasil, 2019, p. 8;13).

In other words, in light of Figure 1, it is understood that teachers should work on TCTs during their curricular activities, since the topics are mandatory and cross-cutting. Given this reality, it is clear that teachers need to prepare themselves for this task. In this sense, it is considered that the assumptions of the 5LAC theory (Chapman and Campbell, 2017) can assist teachers in addressing the themes included in the macro area "Citizenship and Civics."

According to the BNCC (Brazil, 2018), it is known that students in the final years of elementary school (EF-AF) are pre-adolescent children, while those in high school are already adolescents. These data indicate that these students are in phases of transition in physical, psychosocial, affective, relational, and interactive aspects. In addition, the transitions from the early years of elementary school to the final years and from there to high school are also critical transition phases for students. With all this in mind, it is worth noting that the English language is a new curricular component for sixth-grade students in EF-AF.

2.1 BNCC AND THE CEFR

This subsection presents an overview of the BNCC and the CEFR, with an emphasis on teaching English as a foreign language.

a) BRAZILIAN NATIONAL COMMON CORE CURRICULUM (BNCC):

Basic education in Brazil is regulated by Law 9394/96 (LDB, Brazil, 1996), among other

documents. According to the first paragraph of Article 1 of the LDB, "This law regulates school education, which is predominantly developed through teaching in specific institutions." The second paragraph of the same article states that "school education shall be linked to the world of work and social practice" (Brazil, 1996).

Article 21 further establishes the levels/stages of school education, dividing it into two categories: "I. Basic education, consisting of early childhood education, elementary education, and secondary education," and "II. Higher education" (Brazil, 1996).

Regarding the basic education curriculum, Article 26 of the LDB provides that

The curricula for early childhood education, elementary school, and high school must have a common national foundation. This foundation should be supplemented by a diverse component in each education system and school, according to the regional and local characteristics of society, culture, economy, and students.

Complementing the text of Article 26 of the LDB (Brazil, 1996), the fifth paragraph states that "In the elementary school curriculum, starting in the sixth grade, English will be offered." Thus, to comply with these legal requirements, the National Common Core Curriculum (BNCC) (Brazil, 2018, p. 7) was initially implemented in 2017 and supplemented in 2018 with the high school stage, which is

[...] a normative document that defines an organic and progressive set of essential learning objectives for all students throughout the stages and modalities of basic education, thereby guaranteeing their right to learn and develop.

The BNCC is anchored in ethical, political, aesthetic, democratic, and inclusive principles. It contains 600 pages divided into five chapters: introduction, structure, early childhood education, elementary school (early and late years), and high school. These aspects emphasize that the BNCC is an essential benchmark for quality education, with a view to the comprehensive education of students. As a “national reference for the formulation of curricula [...] of the states, the Federal District, and municipalities, and the pedagogical proposals of educational institutions” (Brazil, 2018, p. 8), the BNCC is a normative document for Brazilian basic education. In this sense, teacher training must align with the BNCC for greater effectiveness (Brazil, 2020; 2024).

Regarding the essential learning of students, it should serve the development of competencies — “[...] mobilization of knowledge, skills, attitudes, and values” — necessary for solving complex problems in everyday life, exercising citizenship, and the world of work (Brazil, 2018, p. 8). Of the ten general competencies for basic education, this study focuses on competencies four and eight.

Use different languages [...] to express yourself and share information, experiences, ideas, and feelings in different contexts and produce meanings that lead to mutual understanding. [...] 8. Know and appreciate oneself and take care of one's physical and emotional health, understanding oneself within human diversity and recognizing one's emotions and those of others, with self-criticism and the ability to deal with them (Brazil, 2018, pp. 9-10).

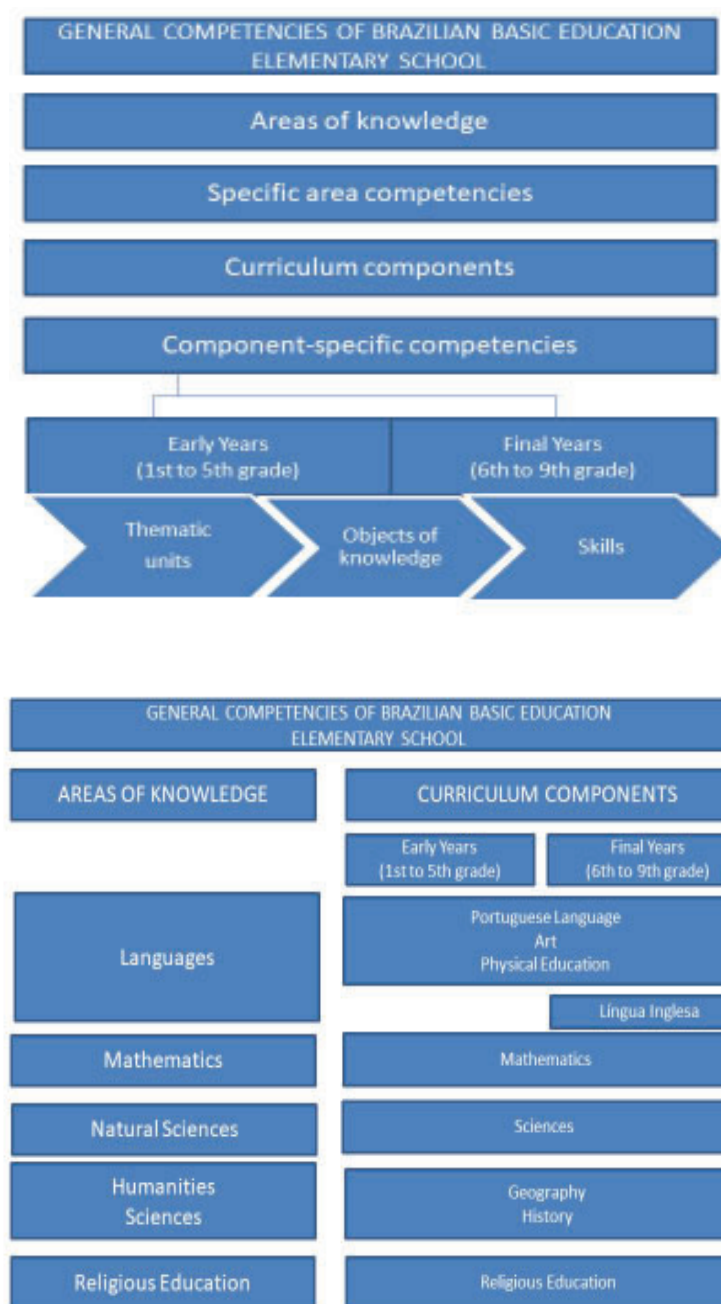
Other legal frameworks that support the BNCC include the 1988 Federal Constitution (Articles 205 and 210), the National Education Council (CNE), the National Education Plan (PNE), and Law 13,415/2017, which amended some provisions of the LDB. These two pillars form the pedagogical basis of the BNCC due to their focus on skills development — indicating what students need to “know” and “know how to do and commitment to comprehensive education, which involves training and developing learners in their cognitive, affective, and social dimensions. Regarding BNCC implementation, a Brazilian inter-federative pact was necessary due to the “[...] marked cultural diversity and profound social inequalities” (Brazil, 2018, p. 15). Therefore, when constructing curricula and pedagogical proposals, it is necessary to consider the linguistic, ethnic, and cultural needs, possibilities, interests, and identities of the students.

Regarding curriculum development, it is important to note the following freedoms:

- i) “[...] select and apply diverse teaching and learning methodologies and strategies, using different paces and complementary content”;
- ii) “[...] build and apply formative assessment procedures for processes or results”;
- iii) “[...] create and provide guidance materials for teachers that enable the continuous improvement of teaching and learning processes” (Brazil, 2018, p. 17). Additionally, curricula must address 15 contemporary cross-cutting themes, or TCTs, which are divided into six macro areas (Brazil, 2018, pp. 19–20; Brazil, 2019, p. 16).

Regarding the structure of the BNCC, this study focuses on sixth-grade EF-AF. Students begin their formal English language studies at this stage of basic education, which is an additional curricular component in the area of languages offered from sixth grade until the end of the third year of high school. Figure 2 illustrates the contemporary structure of Brazilian elementary education.

Figure 2- Contemporary structure of Brazilian elementary education



Source: BNCC (Brasil, 2018, p. 27-28).

Figure 2, Column A, shows the general structure of the EF. Column B details the “Areas of Knowledge” tab, which explains that “for the development of specific competencies, each curricular component presents a set of skills” that “are related to different objects of knowledge [...] organized into thematic units” (Brazil, 2018, p. 28). The structure of Column B is used to create alphanumeric codes for specific years or groups of years. For instance, the

code EF67EF01, read from right to left, indicates skill 01 for physical education in grades six and seven of elementary school. Note that the layout of the information changes slightly in the alphanumeric code for high school. For this work, however, it was decided to illustrate only how the EF code is translated. In the Brazilian context, EF is the longest stage of basic education. Lasting nine years, EF serves students aged six to fourteen who are undergoing

physical, cognitive, emotional, and affective changes. According to the BNCC,

[...] These changes pose challenges to the development of curricula for this stage of schooling. The goal is to overcome disruptions not only in the transition between stages of basic education but also between the two phases of elementary school (Early Years and Final Years, Brazil, 2018, p. 57). Early Years and Final Years (Brazil, 2018, p. 57).

Regarding the final years of elementary school, the BNCC itself notes that these factors often hinder daily coexistence and learning among students at this stage, leading to disinterest, alienation, aggression, and school failure (Brazil, 2018, p. 61). Additionally, it is necessary to consider the articulation of actions between the continuity of studies in high school and each student's personal aspirations regarding their professional future.

Regarding the area of languages specifically, the BNCC (Brazil, 2018, p. 63) states that its purpose is to enable students to participate in diverse language practices that expand their expressive capacities in social contexts, both local and global, as well as open new paths for knowledge building and continuity in studies (Brazil, 2018, p. 241). This promotes spaces and possibilities for exercising citizenship. These factors, combined with students' increased capacity for abstraction at this stage, justify including English language learning in the final years of elementary school.

According to the BNCC (2018, p. 241), English is conceptualized based on its status as a lingua franca. Therefore, its linguistic education takes place through multiliteracies anchored in interculturality.

[...] the uses made of it by speakers scattered throughout the world, with different linguistic and cultural repertoires, are welcomed and legitimized, which makes it possible, for example, to question the view that the only "correct" English—and the only one to be taught—is that spoken by Americans or British people.

In this scenario, the BNCC's approach to teaching English as a lingua franca shifts the focus "[...] from an ideal model of speech [...] seeking to break with aspects related to linguistic 'correctness,' 'accuracy,' and 'proficiency'" (Brazil, 2018, p. 242). These implications guide the five organizing axes interconnected in the social practices of language use: oral communication, reading, writing, linguistic knowledge, and the cultural dimension (Brazil, 2018). The BNCC proposes these axes for English learning situations in a school context. It should be noted that there is the possibility of different arrangements regarding the "[...] criteria for organizing skills in the BNCC," since "[...] the proposed groupings should not be taken as a mandatory model for curriculum design" (Brazil, 2018, p. 246).

In conclusion, the activities in the BNCC's English Language curriculum should allow students to develop six competencies. The first competency is "Identify one's place and that of others in a multilingual and multicultural world, reflecting [...] on how learning English contributes to individuals' insertion in the globalized world." The second competency is "Communicate in English, [...] recognizing it as a tool for accessing knowledge, [...] understanding other cultures, and exercising social leadership" (Brazil, 2018, p. 246).

b) Common European Framework of Reference for Languages – CEFR

The first edition of the Common European Framework of Reference for Languages – learning, teaching, assessment – CEFR is

[...] It provides a common basis for developing language programs, curriculum guidelines, exams, textbooks, and more in Europe. It describes what language learners need to learn to communicate effectively in a language. It also covers the cultural context of the language. It defines the levels of proficiency that allow learners' progress to be measured at all stages of learning (Council of Europe, 2001, p. 19).

According to the excerpt, the CEFR provides a comprehensive and detailed description of the knowledge and skills that language learn-

ers and teachers need to develop to achieve a level of communicative competence similar to that of native speakers. Written in English and French, the CEFR was developed to establish international standards for learning, teaching, and assessing modern European languages. The CEFR is the result of over 40 years of research and projects in language teaching. It is based on the concept of plurilingualism, which links language and culture. This approach promotes interculturality by considering “the cognitive, affective, and volitional resources, as well as the set of skills that the individual possesses and puts into practice as a social actor” (Council of Europe, 2001, p. 29). Note that an additional volume of the CEFR (Council of Europe, 2020) has been released. This update does not replace the 2001 publication.

The CEFR consists of nine chapters, a general bibliography, four appendices, and 279 pages. It has been translated into several languages, including Portuguese (from Portugal)—the edition used for this work. Although the term “European” refers to modern European languages, the CEFR has also been translated into non-European languages, such as Arabic and Japanese.

The Council of Europe is a European political organization founded in 1949. Since 1989, it has carried out special missions, including providing “know-how” in areas such as human rights, local democracy, education, culture, and the environment (Vilaça, 2006, p. 1). This mission led to the development of the Common European Framework, which aims to provide “know-how” in modern foreign language teaching. This framework can be adapted to a wide range of contexts and educational systems, both within and outside Europe. Vilaça (2006) emphasizes that the Council of Europe is not the same as the European Council and should not be confused with the European Union. It brings together 46 European countries and five observer states: the Holy See, the United States, Canada, Japan, and Mexico.

Maria Eduarda Boal, director of the Office of European Affairs and International Relations of Portugal, wrote the “Note to the Portuguese Edition” of the CEFR, stating that

This framework, together with the European Language Portfolio, is an essential linguistic tool for harmonizing the teaching and learning of modern languages in Europe and beyond. The presentation of this work in 2001 “provides an indispensable guide for teachers of foreign languages and Portuguese” (Council of Europe, 2001, p. 7).

Thirteen points are worth highlighting from the “Notes for Users” (Council of Europe, 2001, pp. 11–15). 1) The Notes are intended to help learners and any professionals involved in language teaching and assessment use the CEFR, which has two main objectives: a) “To encourage all those working in the field of modern languages, including learners, to reflect on” (Council of Europe, 2001, p. 11) some issues involving language teaching/learning; b) “To facilitate the exchange of information between those working in this field and learners, so that the latter can be informed about what is expected of them in terms of learning and how they can be helped” (Council of Europe, 2001, p. 12); 2) “The function of the CEFR is neither to formulate the objectives that users should achieve, nor the methods they should use”; 3) “[...] the Council is concerned with improving the quality of communication between Europeans from different linguistic and cultural backgrounds,” because “communication leads to greater mobility and exchange, promotes mutual understanding, and strengthens collaboration”; 4) the “Council of Europe supports [...] teaching and learning methods that help young people and [...] older learners to develop the attitudes, knowledge, and skills necessary to become more independent in their thinking and actions,” as well as “[...] more responsible and cooperative in their relationships with others. In this sense, the work contributes to promoting democratic citizenship”; 5) based on these principles, “[...] the Council will encourage all those involved in the organization of language learning to base their work on the needs, motivations, characteristics, and resources of learners”; 6) “[...] it is considered significant to define [...] the most valid and realistic objectives in terms of

learners' needs, from the point of view of their characteristics and resources"; 7) "To fulfill its function, the CEFR "[...] must meet certain criteria. It must be comprehensive, transparent, and coherent," that is, "[...] everything necessary to describe the objectives, methods, and products should be found in the Reference Framework"; 8) "[...] the purpose of language teaching is to make learners competent and proficient in the language in question"; 9) "The examples are only suggestions"; 10) the checklists presented "[...] in Chapters 4 and 5 of the Framework should not be considered a closed system, but rather as an open one, capable of evolving in the light of experience"; 11) "This principle also applies to the description of proficiency levels"; and 12) Chapter 6 asks "How does one acquire or learn a new language?", [...] inviting the user to reflect on their current practice.

Among the nine chapters, we highlight here chapter three of the CEFR, which presents the Common Reference Levels, which classify learners/users of a language as: A) basic user; B) independent user; and C) proficient user. These are divided into sub-levels (A1, A2, B1, B2, C1, C2), totaling six levels, arranged on a Global Scale. According to the CEFR,

The set of six levels is based on the current practices of public certification bodies. The descriptors are based on those considered transparent, useful, and relevant by teachers of native and non-native languages from various educational sectors with different training and teaching experience. However, these are recommendations. It is a "document for reflection, discussion, and planning." The examples are intended to open up new possibilities." A set of common reference levels is particularly well regarded by professionals who consider it an advantage to work with stable, recognized measures and standards. As a user, you should critically evaluate the scale system and descriptors. [...] We emphasize that the scales are given not only for overall proficiency but also for the parameters of language proficiency presented in detail (Council of Europe, 2001, p. 14).

The descriptors refer to what and how well each learner/user of the language should be able to do (can do) at a given level/sublevel. To conclude this subsection, it is worth highlighting the content of the eighth chapter of the CEFR, which deals with the curriculum, since

Chapter 8 examines the principles of curriculum development, particularly the differentiation of language learning objectives in the context of developing individuals' plurilingual and pluricultural competence. This enables them to cope with the communication challenges of living in a multilingual and multicultural Europe. (Council of Europe, 2001, p. 15).

In other words, the curriculum, in light of the CEFR, needs to be based on activities that develop multilingual skills to overcome communication barriers in a multilingual context.

The five love languages of children and education

Appendix A of Bohn's (2022) text provides a partial account of an educational activity involving the five love languages in a classroom setting. The activity took place on the first day of English class and consisted of administering a test to help each student discover their primary love language. Due to copyright restrictions, the test is not included in Appendix A but can be found on the [5lovelanguages.com](https://www.5lovelanguages.com) website under the title "Mystery Game for Children." This free resource can be downloaded and used in schools for non-profit purposes. Bohn's (2022) pedagogical activity, based on the five love languages (Chapman, 2006), was centered on the cross-cutting theme of "Ethics" (Brazil, 1997).

Grounded in the theory of the five love languages for children (Chapman, Campbell, 2017)—physical touch, gifts, words of affirmation, quality time, and acts of service—Bohn (2022) emphasizes the importance of teachers expressing love to their students through these five behaviors in a classroom setting. This creates an environment that facilitates teaching and learning English, which are primarily mediated by interactions between teacher and student, student and student, and

student and curriculum component (Tardif , Lessard, 2009). However, this idea is not originally Bohn's (2022).

In chapter nine of *The 5 Love Languages of Children*, entitled "Learning and the Love Languages," Chapman and Campbell (2017, p. 141) point out that children's anxiety about learning is most evident when they transition from elementary to middle school. The authors argue that teacher-student interactions conducted in light of the five love languages can reduce insecurities, increase confidence, and provide an environment that facilitates teaching, learning, and developing civic attitudes.

According to the BNCC (2018), this phenomenon also occurs in Brazil. Considering this, Bohn (2022) suggests applying Chapman and Campbell's (2017) recommendation to mitigate the effects of this transition in the sixth grade of elementary school, which corresponds to the transition described by Chapman and Campbell in American education.

Furthermore, Bohn (2022) presents peculiarities inherent to teaching English in Brazilian basic school education as further justification for this activity. However, these idiosyncrasies, which interfere with interactions in English classes, were not emphasized or explored in depth during undergraduate language studies. Three of the five peculiarities presented by Bohn (2022) stand out here: 1) All teachers in contemporary basic education must work on their curriculum component and TCTs (Brazil, 2018) in class; 2) Students only begin formal English studies in sixth grade (Brazil, 1996), so they will encounter a new, more complex literacy process in a foreign language that differs greatly from their native language. 3) Students in the final years of elementary school are preadolescents and adolescents who are experiencing many physical, hormonal, emotional, and cognitive changes. This may require teachers to be more psychologically prepared to interact with students at this stage of development (Brazil, 2018).

However, the activity proposed by Bohn (2022) is considered useful for training teachers at all stages and in all components of basic education, which targets children and ado-

lescents. Nevertheless, this work emphasizes English language teachers since English is a new curricular component in the final years of elementary school. This can cause additional anxiety for students beyond what has already been mentioned regarding the transition from EF-A1 to EF-AF.

3 METHODOLOGY

According to Gil (2008), this work is classified as bibliographic with a qualitative approach and an exploratory objective. Data collection was carried out according to the bibliographic research design using books and electronic databases.

This study's qualitative methodology is based on discursive textual analysis (DTA) (Moraes , Galiuzzi, 2016; Robayo, Felicetti, Veiga, 2014; Moraes, Morosini, Felicetti, 2025), which supports the analysis. The DTA-specific procedures of unitarization, categorization, description, and interpretation of data were observed. These procedures are especially useful in studies where the analytical approaches require referrals between the solutions proposed by content and discourse analyses (Moraes, 2003, p. 192).

Accordingly, the discussion of the results has a hermeneutic character from Gadamer's (2000; 2006) philosophical perspective — the hermeneutic circle expands based on the fusion of horizons between the reader and the authors. For this to occur, the reader must abandon their preconceptions and allow the text's truth to emerge. In other words, the reader's initial estrangement is overcome to make way for something new.

4 DISCUSSION

In light of what has been presented thus far, we will now discuss some key points. The first point in favor of studying the CEFR in the training of foreign language teachers stems from the question, "Why was the Portuguese edition of the CEFR used for an article that deals with the training of English teachers?" "Why was the Portuguese edition of the CEFR

used for an article about training English teachers?” Outside Portugal, Portuguese is a living European foreign language in Europe, and, when taught as a second language, it follows the CEFR’s proposals. The same is true for all other modern European languages, including English, Spanish, German, Italian, and French, which are living languages and the most widely studied foreign languages within and outside Europe. In this scenario, none of these languages has the status of a lingua franca, which would favor only one country and displease all the others. For this reason, the CEFR advocates multilingualism in foreign language teaching (Vilaça, 2006, p. 2). Therefore, what applies to teaching Portuguese as a foreign language also applies to English, Spanish, German, French, Italian, etc. Given these assertions, it can be inferred that the CEFR is an important document for training Brazilian teachers, as two living European languages are taught in Brazil: Portuguese (as a mother tongue) and English (as a second language).

A second point to be discussed regarding the CEFR is one of the competencies and skills that graduates need to develop during their language studies (Brazil, 2001, p. 30): “up-to-date professional preparation in line with the dynamics of the job market.” In the Brazilian context, professionals with degrees in language and literature and/or foreign languages can work as teachers, researchers, literary critics, translators, interpreters, proofreaders, screenwriters, secretaries, and cultural advisors. Studying the CEFR during academic training in language arts is relevant for future professional practice in both the Brazilian and international contexts, not only as a teacher in basic education.

A third point of discussion is that combining BNCC and CEFR studies during teacher training can improve the quality of English language teaching and learning. This idea is supported by the similarities between these documents, as shown in Table 1. This table compares some important points of these two references.

Chart 1- Comparison between some relevant points of the BNCC and the CEFR

BNCC (Brazil, 2018)	CEFR (Council of Europe, 2001)
Common national curriculum framework for the development of basic school education curricula and pedagogical proposals for educational institutions in Brazil.	Common basis for the development, initially in Europe, of language programs, curriculum guidelines, exams, manuals, textbooks, etc.
Mandatory	Optional
Normative character	Proactive nature
Interculturality	Interculturality
Prescriptive nature	Descriptive nature
English as a lingua franca	Multilingualism
Training for the exercise of democratic citizenship	Training for the exercise of democratic citizenship
English – focus on knowledge, skills, and abilities to develop communicative competence	Focus on knowledge, skills, and abilities to develop communicative competence
English – pursuit of communication	Seeks to develop proficient communication
Can be adapted to different Brazilian contexts	Pode ser adaptado a diferentes contextos no mundo
Students: “social subjects.”	Alunos e usuários das línguas: “agentes sociais”

Source: Prepared by the authors of this article (2025) based on the BNCC (Brazil, 2018) and CEFR (Council of Europe, 2001).

After reading Chart 1, four explicit convergences and one emerging convergence were observed between the BNCC and the CEFR. The analysis of these convergences suggests that the study of a foreign language should: 1) promote interculturality, 2) encourage democratic citizenship, 3) focus on developing communicative competence through knowledge, skills, and abilities, and 4) consider students/users of the target language as “social subjects/agents.” A fifth convergence emerged from analyzing a common feature of the BNCC and the CEFR: adaptability. Both can be adapted to a wide range of students, contexts, and realities, both in Brazil (BNCC) and worldwide (CEFR).

An analysis of the BNCC English Language curriculum for sixth grade (Brazil, 2018, pp. 248–251) and the CEFR Global Scale — Common Reference Levels (Council of Europe, 2001, p. 49) revealed that the BNCC’s expected level of English for sixth-grade students is close to the CEFR’s A1 level — elementary/basic user. Based on this finding, it can be inferred that using English language materials from the National Didactic Textbook Plan (PNLD) alongside an English book aligned with the CEFR can enrich the teaching and learning of English in Brazilian basic education.

The analysis of Bohn’s (2022) study suggests that the activity proposed by the author provides an initial idea of how to incorporate CTT into the macro area of “Civics and Citizenship” in English classes. English teachers can apply the suggestions from The 5 Love Languages of Children (Chapman, Campbell, 2017) to work on the themes “Family and Social Life,” “Human Rights Education,” and “Children’s and Adolescents’ Rights,” as recommended by the BNCC (Brazil, 2018). These themes form the basis of citizenship education.

Before the BNCC, the CTT approach was only recommended (Brazil, 2019). With the introduction of the BNCC, TCTs “became a mandatory national reference for the development or adaptation of curricula and pedagogical proposals, expanded as Transversal Contemporary Themes” (Brazil, 2019, p. 11). Clearly, teachers trained before the BNCC’s implementation

did not receive training to address TCTs in the classroom. However, it has been argued that language arts (LI) teachers, regardless of when they were trained, can benefit from the initial activity proposed by Bohn (2022) and the suggestions of Chapman and Campbell (2017) to comply with the BNCC (Brazil, 2018).

A common point of contact between the BNCC, the CEFR, and the five love languages of children is the “citizenship training” of students. Aspects such as ethics, respect for differences, and the rights of children and adolescents, although complex and difficult subjects to address in the classroom, are presented, in the application of Chapman and Campbell’s (2017) suggestions, as a possibility to contribute to the formation of student citizens, meeting this desire proposed by the BNCC and the CEFR.

Concluding this section, from the analyses and discussions carried out so far, although they do not exhaust the subject, it is considered that the suggestion of the CEFR study (Council of Europe, 2001; 2020) and the theory of the five love languages (Chapman and Campbell, 2017) are relevant for the training of language teachers, whether initial or continuing training, since both references are in line with the BNCC (Brazil, 2018). This is an indicator that the BNCC standard will not be set aside or replaced, but enriched with contributions from these two references.

5 CONCLUSION

This study aimed to contribute to the training of English language teachers working or preparing to work primarily in Brazilian basic education, based on dialogues between the Common European Framework of Reference for Languages (CEFR), The 5 Love Languages of Children (5LAC), and the BNCC.

While the subject is not fully explored, the study discusses relevant points and demonstrates that the CEFR and 5LAC can be combined with the BNCC. Five points of convergence were observed between the BNCC and the CEFR regarding the teaching of English. Thus, the BNCC/CEFR partnership to promote

quality English teaching and learning processes is a real possibility. Regarding Bohn's (2022) proposal, which is based on the five love languages and has "Ethics" as a cross-cutting theme, it was observed that this activity can serve as an example of how some CTTs in the "Citizenship and Civics" macro area can be addressed in English classes, aligning with the BNCC and CEFR. The BNCC, the CEFR, and "The 5 Love Languages of Children" (Chapman, Campbell, 2017) all share the common goal of forming citizens. This study indicates that both references can be useful for Portuguese and other language teachers when studying them as foreign languages. It is hoped that this work will encourage more in-depth reading of the provided references, which are available online, leading to future studies on this topic.

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