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Bilingual Education Models and Curricula in Bilingual
Immersion Primary Schools in Brazil.
A Comparative Study.

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CONTENTS

DECLARATION FORM	1
CONTENTS	2
ACKNOWLEDGEMENTS	7
ABSTRACT	8
ACRONYMS	9
LIST OF FIGURES.....	10
LIST OF TABLES	11
CHAPTER 1: INTRODUCTION.....	12
1.1 Background to the Study	12
1.2 Research Problem.....	14
1.3 Research Aims, Objectives and Questions.....	17
1.4 Significance	18
1.5 Limitations	19
1.6 Structural Outline.....	20
CHAPTER 2: LITERATURE REVIEW	22
2.1 Historical Context of Bilingual Education in Brazil.....	22
2.2 Bilingualism in Brazilian Education	25
2.3 Theoretical Foundations of Bilingualism	26

2.4 Overview of Bilingual Education Models	27
2.4.1 Monolingual Forms of Bilingualism.....	28
2.4.2 Weak Forms of Bilingualism.....	30
2.4.3 Strong Forms of Bilingualism	32
2.5 Pedagogical Aspects of Bilingual Instruction	36
2.5.1 Curricular Choices.....	36
2.5.2 CLIL and the Dual-Focus Classroom	38
2.5.3 Teacher training and professional development	39
CHAPTER 3: METHODOLOGY	42
3.1 Research Design and Methodology.....	42
3.2 Sample and Sampling Strategy	43
3.3 Questionnaires.....	45
3.4 Lesson Observations	45
3.5 Interviews	46
3.6 Procedure	46
3.7 Data Analysis	48
3.8 Data Triangulation and Limitations.....	49
3.9 Transferability	50
3.10 Ethics.....	51
CHAPTER 4: ANALYSIS OF DATA.....	52

4.1 Academic curricular choices	55
4.1.1 Time and subject allocation for L1 and L2	55
4.1.2 Second Language (L2) usage policy	56
4.1.3 L2 Language Support.....	59
4.2 Processes related to bilingual teaching	61
4.2.1 Bilingual models of instruction.....	61
4.2.2 Scope of teacher training and professional development.....	63
4.2.3 L2 proficiency level of teaching staff	65
4.3 Expectations of students' linguistic outcomes	66
4.3.1 Expectations to achieve balanced bilingualism	66
4.3.2 Anticipated time frame for bilingual outcomes	67
4.3.3 L2 proficiency compared to external benchmarks	70
CHAPTER 5: DISCUSSION.....	71
5.1 Academic curricular choices	71
5.1.1 Time and subject allocation for L1 and L2	71
5.1.2 Second Language (L2) usage policy	72
5.1.3 L2 Language Support.....	73
5.2 Processes related to bilingual teaching	74
5.2.1 Bilingual models of instruction.....	74
5.2.2 Scope of teacher training and professional development.....	75

5.2.3 L2 proficiency level of teaching staff	76
5.3 Expectations of students' linguistic outcomes	76
5.3.1 Expectations to achieve balanced bilingualism	76
5.3.2 Anticipated time frame for bilingual outcomes	77
5.3.3 L2 proficiency compared to external benchmarks	78
CHAPTER 6: CONCLUSION AND RECOMMENDATIONS	79
6.1 Contributions and Limitations	80
6.2 Recommendations	81
6.3 Conclusion	82
REFERENCES	84
APPENDICES	90
Appendix 1: Questionnaire guidelines - English version	90
Appendix 2: Electronic Informed Consent - English version	92
Appendix 3: Questionnaire Management - English version	93
Appendix 4: Questionnaire Teaching Staff - English version.....	100
Appendix 5: Questionnaire guidelines - German version	105
Appendix 6: Electronic Informed Consent - German version	107
Appendix 7: Questionnaire Management - German version	108
Appendix 8: Questionnaire Teaching Staff - German version	115
Appendix 9A: Classroom Observation Form – Front	120

Appendix 9B: Classroom Observation Form – Back..... 121

Appendix 10: Interview Guidelines - English version 122

Appendix 11: Informed Consent Interview - English version..... 124

Appendix 12: Themes with anchor quotes..... 125

Appendix 13: Ethics Form..... 126

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ABSTRACT

The present study explores the degree of consistency in the practical execution of bilingual immersion models at three bilingual primary schools in Brazil. Despite the recent proliferation of bilingual institutions, a persistent lack of regulations has allowed Brazilian schools great freedom in their choice of bilingual academic policies. This has given rise to a landscape of *ad hoc* curriculum customizations and increasingly dissonant language policies.

Incorporating evidence from questionnaires, lesson observations and interviews, this study reveals discrepancies in curricular choices, bilingual teaching practices, and expectations of linguistic outcomes, both across schools and within the same institution. While the study provides valuable insights into bilingual education practices within a select group of schools, its implications for the wider educational landscape of Brazil are restricted by its narrow scope. Therefore, additional research in the field is encouraged. The findings argue for the necessity to establish comprehensive operative standards for bilingual schools in Brazil, with a specific focus on curriculum construction and pedagogical methodologies. The study suggests the introduction of a system of external quality control for bilingualism. This would enable schools to benefit from an external assessment while constructing their academic bilingual curriculum and aid in monitoring its alignment with instructional strategies.

Keywords: bilingual immersion, academic language policies, curriculum construction, bilingual operative standards, quality control.

ACRONYMS

BICS	Basic Interpersonal Communication Skills
BNCC	Base Nacional Comum Curricular (National Common Core Curriculum)
CALP	Cognitive Academic Language Proficiency
CEB	Câmara de Educação Básica (Board of Basic Education)
CEE	Conselho Estadual de Educação (State Board of Education)
CNE	Conselho Nacional de Educação (National Board of Education)
CLIL	Content and Language Integrated Learning
EBE	Elite Bilingual Education
ImDL	Immersion and Dual Language
L1	First Language
L2	Second Language

LIST OF FIGURES

Figure 1 – Research Concept Map	21
Figure 2 – Research Design.....	43

LIST OF TABLES

Table 1- Profile of schools researched	53
Table 2 - Respondents' profile	54
Table 3 - Allocation pattern of instructional time for L1 versus L2.....	55
Table 4 - Distribution of academic disciplines for L1 versus L2	56
Table 5 - L2 instruction as a formal subject according to management.....	57
Table 6 - L2 instruction as a subject according to lesson observations in SCHOOL 1 ..	58
Table 7 - L2 language support according to management.....	60
Table 8 - Levels of satisfaction amongst teaching staff about school's L2 language support	61
Table 9 - Training for bilingual pedagogy offered by the school according to teachers..	64
Table 10 - Training for bilingual pedagogy offered by the school according to management	64
Table 11 - Incidence of teachers' L2 CEFR certification according to teachers	66
Table 12 - Distribution of teachers' L2 CEFR certification level across schools.....	66
Table 13 - Teachers' Perceptions of success of Teaching Method for Balanced Bilingualism	67
Table 14 - School's ability to educate children through L2 according to management ..	67
Table 15 - Management's attitudes towards time frame to reach balanced bilingualism	68

CHAPTER 1: INTRODUCTION

The last three decades have witnessed an exponential growth of bilingual schools in Brazil, a process gradually promoted by the sanctioning of the new Brazilian Constitution in 1988. This was the moment in history when the country began for the first time to develop an awareness of its own multilingual condition. Until the present day, however, a lack of clear guidelines to distinguish bilingual schools from other educational establishments has allowed ample freedom for institutions to bear the "bilingual" label. Consequently, the present academic panorama in Brazil features a vast number of academic institutions with distinct academic processes and policies, but all reunited under the umbrella term "bilingual". This research aims to examine, compare and evaluate the consistency of academic processes at three Brazilian bilingual immersion primary schools.

This chapter will provide an introduction to the study by first discussing the background and context, followed by the research problem, the research aims, objectives and questions, the significance and finally, the limitations. A structural outline of the dissertation is provided at the end of the chapter.

1.1 Background to the Study

Until the ratification of the new Constitution in 1988, Brazil had largely ignored the fact it was built by a multicultural and multi-ethnic society, conforming instead to the politically promoted discourse of a homogeneous nation united under the banner of the same language (Moura, 2021). Historically, a deeply ingrained myth of monolingualism had been cultivated within the country to advance various vested interests (Moura, 2009), among which suppressing linguistic diversity and marginalising indigenous

communities, immigrant populations as well as but speakers of non-standard Portuguese dialects (Cavalcanti, 1999). The constitutional reforms of 1988 established a clear distinction from the previous monolingual discourse and marked the first formal recognition of the nation's multicultural tapestry and linguistic diversity. This transformative period granted indigenous communities the right to educate their children in both their native languages and Portuguese, paving the way for bilingual education initiatives.

With plurilingualism officially recognized, Brazil finally began organising bilingual intercultural schools, granting indigenous communities the right to teach children both in Portuguese and in their native languages. Soon after, the first bilingual schools with additional languages were founded, inspired by successful bilingual educational models from abroad and teaching mainly in English and Portuguese. People from the growing middle class have since considered bilingual education as a door for their children to gain access to better economic opportunities and a better future. Parents began investing heavily in bilingual schools which, to this day, are mostly private and generally very expensive.

In spite of the rapidly growing popularity of bilingual schools, parents are often perplexed by, and increasingly concerned about the extensive and diverse academic offer of these bilingual institutions. Scepticism towards the bilingual discourse has continued to expand, due to a general lack of guidelines regarding the type of curriculum to be adopted by schools, the exact time allocation for instruction in the additional language, and the teachers' educational background. Persistent criticism recently brought the bilingual academic question under close scrutiny by the Brazilian

Ministry of Education, resulting in the National Bi/Plurilingual Schools Guidelines draft bill of 2020 (Ministério da Educação, 2020). Although still pending approval, the document proposes new and more exact specifications to define the nature of bilingual schools in Brazil, in an effort to guarantee a more consistent bilingual education model. The guidelines officially recognize bilingual schools as a growing phenomenon and outline key principles to help educators adapt curricula and assessments for both subject mastery and academic language development, while also assisting families in choosing quality bilingual schools for their children (Moura, 2021).

1.2 Research Problem

Despite the proliferation of bilingual institutions, until recently the Brazilian bilingual school system has been plagued by a fundamental lack of regulations, allowing schools great freedom to use the bilingual discourse as an easy marketing tool in an increasingly competitive market (Moura, 2021). The term 'bilingual school', in fact, is very broadly used in Brazil to refer to different models of education involving a second language, in a generalised effort to attract parents with the promise of bilingualism and biliteracy for their children, and the guarantee of high academic achievement and cross-cultural competence.

The National Bi / Plurilingual Schools Guidelines draft bill mentioned earlier represents an important step towards regularisation and standardisation of bilingual academic processes in Brazil, although earlier research had already approached the question of classifying Brazilian bilingual institutions in distinct categories (Liberali and Megale, 2016). Further studies have observed and documented how some schools designate themselves as "bilingual," although their primary focus is on English language

development through additional classes, rather than on nurturing students' bilingual skills in both Portuguese and English (De Oliveira and Höfling, 2021, p. 26). Additional literature has extensively illustrated the importance of distinguishing bilingual schools from other educational settings, so as to help educators adapt curricula and assessments for both subject mastery and academic language development, while also assisting families in choosing quality bilingual schools for their children (Moura, 2021). There is, however, a lack of literature focusing on academic processes at Brazilian bilingual schools, which would provide a necessary measure of consistency at the academic operational level. The absence of visible comparisons regarding internal academic operations in these institutions leaves uncertainty as to whether bilingual immersion schools in Brazil effectively apply the theoretical principles related to the bilingual education model they have chosen for their operational processes.

This study originates from the researcher's personal experience as both a school academic advisor and a teacher of English as a second language at bilingual immersion primary schools in Brazil. Observation has generally shown that young learners struggle with second-language acquisition throughout their grade-school years, and that they frequently use contingency strategies to bridge learning gaps, such as enduring forms of interlanguage. Routine exposure to the bilingual classroom has prompted reflection on the criteria used by schools to select their bilingual academic approach, as well as on the frequently neglected integration of L1 and L2 academic curricula.

Bilingual education models are manifestly different in nature and are best informed by a school's specific educational objectives and intended results, as illustrated in Baker's typology of bilingual education models (Baker and Wright, 2017, p. 200). It is, therefore,

critical that schools align their academic goals with the proposed outcomes of the chosen education model, and that they construct their bilingual academic curriculum in line with their identity as a school. This, however, has proven to be a challenge in the current Brazilian bilingual primary school context, possibly due to a general lack of know-how in assessing and adapting models of bilingual Education. At the national level, there remains a shortage of skilled multilingual academic curriculum specialists capable of effectively adapting and integrating L1 and L2 academic curricula. Bilingual primary schools often rely on internal professionals, whose background primarily consists of teaching experience, to handle this task. Consequently, the supervision and implementation of this delicate process are often influenced more by subjective language teaching experience than by comprehensive knowledge of models of bilingual teaching and their specific objectives.

As a result, academic objectives often become ambiguous, falling short of delivering on the promise of bilingualism and biliteracy.

Unquestionably, the task of designing, implementing and delivering an immersion bilingual education programme is complex and often daunting, which frequently results in schools adopting and attempting to customise a 'ready-made' bilingual model in order to streamline an otherwise highly articulated process. Inevitably, in Brazil this practice has resulted in a plethora of policies for L2 curriculum design, and a wide array of instructional approaches and expectations as to the target level of L2 proficiency outcomes, all loosely categorised under the label of 'bilingual curriculum'.

In consideration of this, the present research hopes to offer relevant insights regarding the coherence in the practical execution of bilingual immersion models at primary

schools in Brazil, aiming to support improved alignment of bilingual academic processes both within an institution and across schools. Simultaneously, it can help verify the correspondence between the adopted bilingual model and its actual implementation by drawing parallels to research-based models of bilingualism and bilingual instructional practices employed globally.

1.3 Research Aims, Objectives and Questions

This study aims to explore the consistency level of academic processes among three Brazilian bilingual immersion primary schools. Given that academic processes encompass manifold procedures and activities within an academic institution, a choice to restrict the scope was necessary. Consequently, alongside the main objective of comparing and contrasting academic processes between three bilingual immersion primary schools across two Brazilian cities, the following sub-objectives were selected to guide the investigation:

To identify the academic curricular choices adopted in each school.

To determine the processes relative to bilingual teaching present in each school.

To analyse the expectations relative to students' linguistic outcomes in each school.

Following the overarching question of this research, which is: "How do academic processes vary between three bilingual immersion primary schools across two Brazilian cities?", the academic processes observed in each school are subdivided into three distinct categories: curricular choices, bilingual teaching, and linguistic outcome expectations. For each category, a set of core questions and sub-questions is addressed:

- 1) What are the academic curricular choices observed in each school?
 - a) How are time and subjects allocated for L1 and L2?
 - b) What is the L2 usage policy?
 - c) Are L2 language support classes available?
- 2) What are the processes relative to bilingual teaching present in each school?
 - a) In what manner does the school execute its bilingual model of instruction, such as the utilisation of dual-focus techniques like CLIL?
 - b) What is the scope of training and professional development opportunities available for teaching staff?
 - c) What is the L2 proficiency level of teaching staff?
- 3) What are the expectations relative to students' linguistic outcomes observed in each school?
 - a) Are students expected to achieve balanced bilingualism?
 - b) What is the anticipated time frame for bilingual outcomes?
 - c) How do the school's internal expectations of L2 proficiency compare to external benchmarks?

1.4 Significance

As a result of free, *ad hoc* curriculum customizations, a panorama of dissonant language policies across bilingual immersion primary schools has recently emerged in Brazil, manifesting a need for better coordination at the bilingual curriculum level. By providing an indicative measure of consistency of bilingual academic curricula at selected immersion primary schools in Brazil, this research endeavours to highlight the necessity of a more homogeneous academic bilingual curriculum at national level, and

at the same time it aims to invite Brazilian bilingual immersion primary schools to careful reflection when selecting a bilingual program. The findings could ultimately serve as an inspiration to policy makers in developing more detailed directives to assist schools in their choice of bilingual curricula, and, hopefully, they can be conducive to the development of a common bilingual curriculum framework for uniformity and quality assurance at Brazilian immersion bilingual schools.

1.5 Limitations

The findings of this study have to be seen in light of some limitations.

Given the small number of schools considered in this research and the limitation to two particular cities, the outcomes of this study do not aspire to generalizability. However, the researcher believes that the results could be well relatable to the reality of bilingual primary schools in other Brazilian states and help determine how closely the models employed in Brazilian bilingual institutions are comparable to established bilingual frameworks already in place globally. Within its modest scope, this work will hopefully encourage further research in the field, particularly in Brazil, to identify significant differences among the bilingual curricula of immersion schools nationwide.

The researcher is also aware that the narrowly defined goal of the project restricts the scope of the analysis and thus eliminates the possibility to examine other important academic processes at bilingual immersion schools, such as curriculum design and policy development. Therefore, further research in the field with additional bilingual primary institutions throughout Brazil is both recommended and necessary.

1.6 Structural Outline

The primary objective of this study is to compare and contrast academic processes between three bilingual immersion primary schools, two in Rio de Janeiro and one in São Paulo. In Chapter One, the study's context has been introduced, outlining the research objectives, questions, and the significance of this investigation. Additionally, the study's limitations have been addressed.

Chapter Two will conduct an in-depth review of existing literature in relation to common bilingual curriculum frameworks and education models in place globally, which will serve as a base to draw a parallel with the selected institutions. Chapter Three will explore the methodological framework. In this chapter, the rationale behind employing a mixed-method approach will be explained, alongside a discussion of the broader research design, including its inherent limitations.

CONSISTENCY LEVEL OF ACADEMIC PROCESSES AMONG THREE BRAZILIAN BILINGUAL IMMERSION PRIMARY SCHOOLS

HOW DO ACADEMIC PROCESSES VARY BETWEEN THREE BILINGUAL IMMERSION PRIMARY SCHOOLS ACROSS TWO BRAZILIAN CITIES?

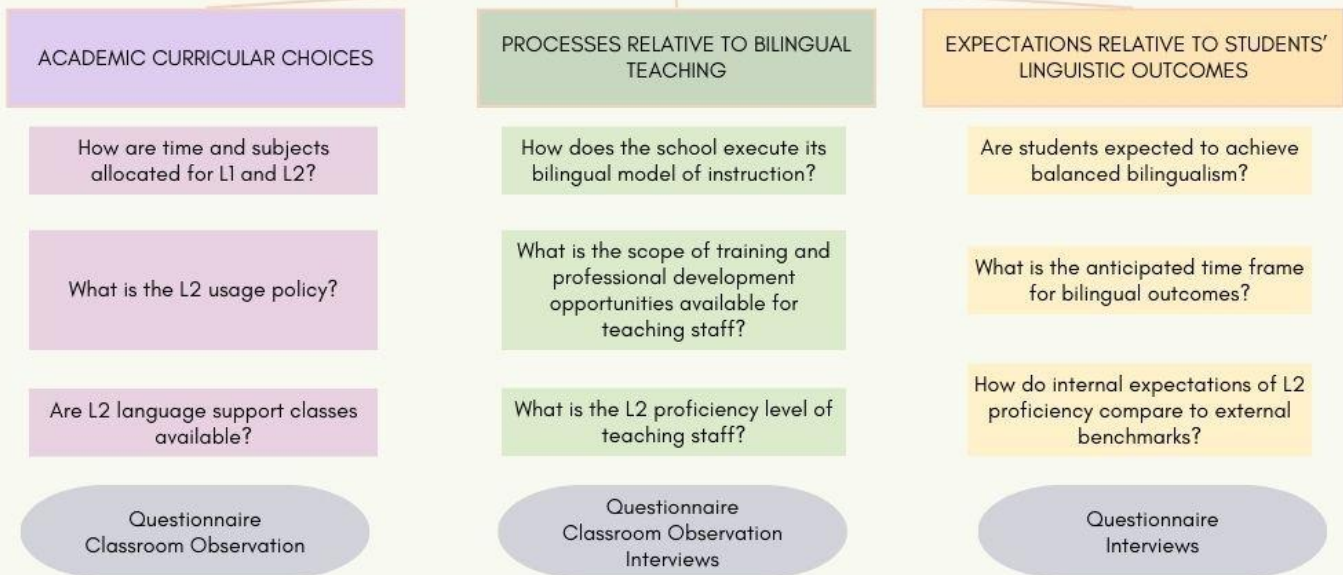


Figure 1 – Research Concept Map

CHAPTER 2: LITERATURE REVIEW

The analysis in this chapter aims to establish an effective context for this study by first examining the historical landscape of bilingualism in the Brazilian education system. It then explores common curriculum frameworks for bilingual instruction in place globally, with a specific focus on bilingual immersion education.

Far from being a uniform and all-encompassing phenomenon, bilingual education is heavily influenced by the socio-political context in which it is embedded, and its policies reflect deeply ingrained societal ideologies in many ways (Bourhis, 2001). In the specific context of this study, bilingual immersion primary education in Brazil identifies with an additive form of bilingual instruction (Baker and Wright, 2017), providing majority-language students with subject-matter instruction in a second language (Lyster and Tedick, 2019, p. 8).

2.1 Historical Context of Bilingual Education in Brazil

The historical evolution of bilingual education in Brazil is a narrative rich in transitions and transformations. From its origins to the present day, the landscape of bilingual education in the country has undergone significant changes driven by social, cultural and educational shifts. This complex journey reflects Brazil's dynamic efforts to address linguistic diversity, cultural preservation and the demands of a rapidly changing global context. By tracing the historical development and examining critical junctures, we can gain insights into how the nation's approach to bilingual education has evolved, adapted and responded to the diverse needs of its population. From indigenous language preservation to the rise of English-focused programs, these developments illuminate the

multifaceted nature of bilingual education in Brazil and its enduring impact on education and society.

Significant milestones, policy shifts and changing approaches have marked the evolution of bilingual education in Brazil, from its early roots in the colonial period to the modern-day context, shaping the country's current bilingual education landscape.

The foundation for linguistic homogenization was laid earlier on, during the Brazilian colonial period, spanning from 1500 to 1822, with Portuguese colonisation establishing Portuguese as the dominant language for education and administration and, thereby, reinforcing a monolingual educational paradigm, most significantly through the "Diretório dos Índios". This set of directives from 1755 promotes the teaching of the Portuguese language, customs and religion with the aim of assimilating indigenous populations into mainstream Portuguese culture, and it represents a crucial element in the process of erasure of indigenous languages (Mariani, 2017, p. 80). On May 3, 1757, the establishment of the Indian Directorate marked a pivotal shift in linguistic policy in Brazil, as the Portuguese Crown explicitly mandated Portuguese as the sole official language of the colony, effectively proscribing the indigenous Tupi language, or "*língua geral*" (the 'general language', as labelled by the Jesuits). This directive, aiming to consolidate colonial control, underscored a significant cultural and administrative transition within the governance of the captaincies (Mariani, 2020, p. 7). In this socio-political context, indigenous languages were systematically marginalised, contributing to the loss of linguistic and cultural diversity among indigenous communities, a trend continuing through the imperial period until the Early Republic in the 1930s. However, the mid-20th century witnessed a newly discovered appreciation of linguistic and cultural diversity.

Efforts to document and preserve indigenous languages emerged, indicative of a growing awareness of the importance of cultural heritage. Alongside indigenous communities beginning to adopt bilingual education programs, a different type of bilingual education model had already made its appearance almost a century earlier, catering to descendants of immigrants who had settled in various regions of Brazil. In the history of Brazilian education, in fact, a unique initiative of immigrant community schools can be observed (Kreutz, 2000, p. 159), an early example of which is Colégio Visconde de Porto Seguro in São Paulo, founded by German immigrants in 1878 (Porto Seguro, 2023). Such German-Portuguese Bilingual schools were established by immigrants with the objective to provide education to the children of the German communities in Brazil, while also maintaining their cultural and linguistic heritage. The bilingual education approach focused on maintaining German language instruction alongside Portuguese, fostering a sense of identity and connection to the German communities' cultural roots, and ultimately promoting the transmission of traditions from one generation to the next.

The Brazilian Constitution of 1988 further solidified the right to cultural and linguistic diversity within the country (Constituição, 1988). Significantly, the new Constitution recognized and enshrined the linguistic and cultural rights of indigenous populations in Brazil, with Article 210 emphasising the importance of preserving and valuing indigenous languages and knowledge. Regarding language instruction within indigenous schools, the later Resolution Nr. 3 of the Board of Basic Education (CEB), dated November 10, 1999 (Preuss and Álvares, 2014, p. 408) recognizes that these schools must be governed by their own regulations to ensure a bilingual and

intercultural education. While the Constitution does not explicitly detail bilingual education provisions for immigrants, Article 215 recognizes the cultural rights of all individuals and communities within Brazil, thus laying the groundwork for policies promoting respect for linguistic and cultural pluralism.

Concurrently, and of significant relevance to the present research, a new and different trajectory in bilingual education has evolved from the late 20th century to the present. This evolution, spurred by the forces of globalisation, technological advancements and the imperative of global communication, shows a distinct shift towards English language instruction within the Brazilian context. This transition finds expression in the proliferation of private bilingual schools offering second (additional) language immersion programs, mostly in English. Academic institutions are actively addressing the demands of an interconnected world, aiming to equip students with the linguistic tools necessary for international business, diplomacy and academia.

2.2 Bilingualism in Brazilian Education

In the 1990s, Brazil witnessed the emergence of a substantial number of Portuguese-English bilingual schools (Megale, 2018). This development gave rise to distinct bilingual education proposals which Liberali and Megale outline in four distinct categories: bilingual education featuring sign language, indigenous bilingual education, bilingual education in multilingual settings, and elite or prestigious bilingual education (Liberali and Megale, 2016, p. 99). The term *Elite Bilingual Education* (EBE) inherently indicates the affluent socio-economic backgrounds necessary for enrolment in Brazilian bilingual institutions. While this study centres on immersion bilingual primary schools in Brazil—most of which are associated with elite environments—the terminology of EBE

is deliberately avoided. This choice is driven by the recognition that EBE's emphasis on socio-economic conditions restricts the analysis to a specific demographic, shifting the focus away from academic processes. While originally coined within a specific socio-political framework, the term EBE should be approached with caution regarding its expanding usage as a definitive descriptor. By adopting it too rigidly, we risk overlooking specific educational landscapes, such as public institutions currently piloting bilingual programs. Essentially, this terminology fails to encompass the full spectrum of bilingual education initiatives in Brazil that employ similar academic frameworks. This research seeks to explore processes utilised by selected schools, independent of the economic status of the student body and, therefore, it better aligns with the definition 'Immersion and Dual Language' (ImDL) education, as interpreted by Lyster & Tedick:

Immersion and dual language education programs are forms of additive bilingual education serving minority- and majority-language students that provide subject-matter instruction in a second, foreign, heritage, or indigenous language for extended periods of time with intentional development of language, literacy, and academic skills in at least two languages (including the societal majority language) as well as cultural understanding. (2019, p. 8)

2.3 Theoretical Foundations of Bilingualism

As mentioned earlier, bilingual education encompasses a spectrum of approaches, each with its unique nuances and goals. It is generally interpreted as education provided in more than one language (Baker, 2011). Cummins (2013, p. 6) further defines it as using languages to teach academic subjects, not only the languages themselves. Bialystok (2018) expands this definition to encompass any program using two or more languages to teach non-language academic subjects in contexts where home/community language differs from the language of instruction. Bialystok's definition highlights diverse reasons,

specific languages, program structure, and the impact on educational outcomes originating from the relationship between language and community.

Baker & Wright (2017, p. 198) highlight that bilingual education intersects with political and economic realities, identifying four key perspectives: language planning, politics, economics, and pedagogy. This broader view emphasises the socio-cultural, economic, and political influences on bilingual policies, as categorised by Bourhis's (2001) political ideologies (Pluralist, Civic, Assimilation, and Ethnist) correlating with Wiley's (2002) language policy models: promotion-oriented, tolerance-oriented, restriction-oriented, and repression-oriented. These ideologies, complemented by Ruíz's (1984) political dimensions of bilingualism as a right, problem, or resource, ultimately shape the objectives of bilingual education. Notably, and contrary to common belief, not all models of bilingual education prioritise biliteracy or fostering bilingualism.

2.4 Overview of Bilingual Education Models

Baker & Wright (2017, p.197) distinguish between transitional and maintenance bilingual education and present a typology featuring eleven bilingual education models which are subdivided into monolingual, weak, and strong forms. Transitional education prioritises a complete shift to the majority language, neglecting the minority home language. At the opposite side of the spectrum, maintenance or enrichment bilingual education aims to foster the minority language, along with its associated culture and traditions. The dichotomy between subtractive and additive bilingual education highlights that merely having bilingual students in the classroom does not guarantee the actual promotion and implementation of bilingual education. Clearly, not all eleven models of 'bilingual' education prioritise biliteracy or fostering bilingual individuals,

defying the commonly widespread notion that the term bilingual education embodies a uniform and all-inclusive phenomenon. Baker & Wright's (2017) first seven models are predominantly not designed to produce proficient bilinguals, with four models categorised as subtractive Monolingual Forms, and three as Weak Forms of Bilingual Education for Bilinguals. Among these, the Mainstreaming with Foreign Language Teaching model is noteworthy because it aims to develop proficient bilingualism but frequently underperforms due to its ineffective methodologies. Only the last four models in the typology aim at bilingualism, biliteracy and biculturalism and are defined as additive, *Strong Forms of Bilingual Education* (2017, p. 215). While the classification has inherent limitations and cannot aspire at encompassing every single bilingual reality present in educational settings worldwide, it aids in facilitating comparisons and clarifying concepts (2017, p. 200). For the purpose of this study, the following section will briefly summarise monolingual and weak forms of bilingualism, focusing then on strong forms, particularly immersion bilingualism.

2.4.1 Monolingual Forms of Bilingualism

Models of bilingual education that are defined as *monolingual* represent a contradiction in terms and point at the conflicting nature of this type of educational provision.

Essentially, monolingual forms of bilingual education promote assimilation and monolingualism in the majority language.

Mainstreaming / Submersion Bilingual Education

The Mainstreaming / Submersion model prioritises monolingualism over biliteracy, aiming to assimilate language minority speakers into majority language monolinguals.

This model is labelled "bilingual" simply because students carry with them their native language which, however, typically remains passive and with minimal educational influence.

Mainstreaming / Submersion with Pull-out Majority Language Instruction Support

This model differs from the first only in that it integrates specialist instruction and pull-out support in the majority language. However, it still aims to assimilate language minority speakers into monolingualism. Despite positive intentions behind the support policy, Baker & Wright (2017) highlight that the model has been, in fact, criticised as the least effective.

Sheltered (Structured) Immersion model (SEI)

The SEI model, also known as Sheltered Content Instruction or Specially Designed Academic Instruction in English (SDAIE), removes minority language students from mainstream classes to provide tailored tutoring, blending language instruction (English as a Second Language) with curriculum content in English (L2) and occasional L1 language support. While SEI has evolved into a distinct pedagogical model, particularly in the United States, its primary political objective of assimilation disregards the maintenance of students' first language. This tendency is evident in the prevalent unrealistic expectation in the USA that L2 acquisition can happen within an immersion program of short duration, despite studies by Cummins (1979) and Hakuta et al. (2000) showing that developing cognitive academic language proficiency (CALP) typically requires four to seven years to meet the school curriculum demands.

Segregationist model

This *monolingual* form of bilingual education mandates instruction in the minority language, barring minority students from accessing education in the majority language, resembling linguistic segregation observed in colonial contexts. This model aligns with an ethnist ideology (Bourhis, 2001), hindering minority integration with the majority group and perpetuating separation through the lack of a "shared medium of communication and analysis" (Skutnabb-Kangas, 1981, p. 128).

2.4.2 Weak Forms of Bilingualism

Weak forms of bilingual education provide at least some instruction (a limited amount, and for a limited time) in students' native languages, although their primary goal is mostly assimilation of language minorities rather than maintaining the home languages and cultural pluralism of the students. As mentioned above, however, the Mainstreaming with Foreign Language Teaching model evades this definition, as it does aim at proficient bilingualism but often falls short due to its ineffective methods.

Transitional Bilingual Education (TBE)

Notably, this form of bilingual instruction took shape under the *Title VII Bilingual Education Act* following the 1974 *Lau vs. Nichols* landmark case (1974), in which The Supreme Court mandated that federally funded California school districts must provide English language instruction to non-English-speaking students, ensuring equitable education. This model employs a transitional phase within a generally short timeline to move students from their native minority language to the majority language, utilising their L1 as a scaffold. The ultimate aim, however, remains monolingual instruction in the

majority language, along with cultural assimilation, and its 'bilingual' characterization arises solely from the initial inclusion of both languages in this process.

Mainstream Education with Foreign Language Teaching

This educational approach integrates L2 as an independent subject within a majority language school curriculum, akin to conventional subjects. Students receive intermittent exposure to the language, and generally, this model is regarded as ineffective in achieving bilingual proficiency. A key distinction of Foreign Language Teaching lies in its focus on language analysis—grammar structures, pronunciation—setting it apart from educational approaches using a second language as a medium. It can be described as 'drip-feed,' providing a constant but minimal foreign language exposure.

In English-speaking countries like England or the US, where foreign language study can typically be limited to three years in high school, proficiency remains restricted. This contrasts with regions like Scandinavia, Asia and Africa, where foreign language teaching (FLT) fosters fluency in English, driven by personal motivation and English's global significance (Baker and Wright, 2017, p. 209). Consequently, assessing FLT's efficacy in English-speaking countries may be unreliable.

Separatist Bilingual Model

Akin to the Segregationist model, this approach employs the minority language for instruction, but does so voluntarily rather than forcibly. It emerges in situations where minority communities seek to protect their language and preserve its vitality (Williams, 1991) due to political, cultural, or religious motivations, rejecting both economic-structural and cultural integration (Skutnabb-Kangas, 1977). An illustrative example is the Amish community in Pennsylvania's Lancaster County, where descendants of

eighteenth-century European settlers still speak Pennsylvania German, rooted in a southern German dialect from the Palatinate (Pfalz) region (Louden, 2016). Schools adopting this model often emphasise the promotion of a specific culture or religion rather than self-identifying as 'separatist' (Baker and Wright, 2017, p. 209).

2.4.3 Strong Forms of Bilingualism

Strong forms of bilingual education aim for students to achieve bilingualism, biliteracy and biculturalism. Although the amount of time dedicated to L1 and L2 differs according to the bilingual education model, the expected outcome is always bilingualism and biliteracy (2017, p. 241).

Immersion Bilingual Education

The term *Immersion* initially found linguistic context as intensive language instruction for American troops before World War II, and it was first applied to education in the 1960s in Toronto, Canada. In this context, a French-immersion kindergarten class for 26 English-speaking students aimed at bilingualism and biculturalism without academic loss (2017, p. 230). Significantly, the Canadian *Bilingual Immersion* model aims at bilingualism, while the homonymous *Structured English Immersion* model from the US focuses solely on English immersion, ultimately leading to monolingualism. Baker, therefore, suggests reserving the term *immersion* for the bilingual / bicultural model, and referring instead to the American approach as *submersion* instead. Relevant to this study, immersion bilingual education is characterised by language majority children learning a substantial portion of the curriculum through the medium of a second language, with the extent varying. Immersion programmes typically serve a majority

group whose native language enjoys a high status and who are highly motivated, due to the optional nature of the programme (Baetens Beardsmore, 1986, p. 172).

Essentially, immersion bilingual education is an umbrella term (Baker and Wright, 2017, p. 230) which comprises different terms as far as the age at which children enter the programme and the amount of time they spend in immersion. Generally speaking, total immersion usually starts with 100% immersion in L2 for the first two to three years, with a decrease to 80% L2 instruction over the next three to four years, and finally a 50%-50% balance between L1 and L2 by the end of junior school. In the case of partial immersion, a 50%-50% ratio between L1 and L2 is constant from the early years until the end of junior schooling (2017, p. 231).

Research (Tucker and d'Anglejan, 1972) indicates the high success of the Canadian early total immersion programme, with pupils' level of English proficiency on par to that of peers acquiring the language "in the conventional manner". It was also observed that students from the immersion programme set themselves apart in that they are also empowered to "read, write, speak and understand French in a way that English students who follow a traditional program of French as a second language never do" (Tucker and d'Anglejan in Baker & Wright, 2017, p. 232). The Canadian model consistently produces students with high proficiency in both English and French, outperforming peers in traditional French as a second language programs, with English-French bilingualism and immersion education growing steadily together. As of 2020, 12% of the Canadian school population (excluding Quebec) was enrolled in a French (bilingual) immersion program (Canadian Parents for French, 2020), reflecting an expansion by 52% from 2003 to 2013 (Government of Canada, 2018 in Lyster and Tedick, 2019 p. 3). It is a

testimony of the significant governmental investment and belief in the model's success, serving as a global example of successful bilingual education.

Nevertheless, despite the undeniable benefits of immersion education, Baker & Wright (2017, p. 233) draw attention to instances where majority language students fail to achieve native-like proficiency even after up to thirteen years in an immersion program. He points to potential shortcomings in the teaching methodology. In immersion, there is a notable emphasis on message-oriented (communication-related) strategies, which sometimes takes precedence over medium-oriented (form-related) strategies in the realm of second language acquisition (Dodson, 1985). This prioritisation can potentially lead to a situation where students plateau after achieving basic communicative competence but struggle to progress further. In response to these observations, it is noteworthy that some L2 immersion programs have started re-evaluating the prohibition against using students' first language (L1). Cummins (2008) argues that employing bilingual instructional strategies, which may involve incorporating the use of L1 at specific stages in the production of dual language texts, can be instrumental in promoting cross-linguistic transfer and enhancing the overall proficiency of bilingual students.

Maintenance / Heritage Language

This model encompasses a range of "in-school" and out-of-school programs aimed at achieving proficiency in students' home or heritage languages (Baker & Wright, 2017, p. 224). When the heritage language serves as the medium of instruction, it constitutes a robust form of bilingual education, even though students often reach a *static maintenance level* without significant proficiency gains. Notable successes include New

Zealand's Te Kohanga Reo, a full-immersion Māori language preschool program, and Brazil's initiatives for the Guarani language, exemplified by the Djekupe Amba Arandy and Txeru Ba'e Kua-i Indigenous State Schools (Ghanem et al., 2022) focusing on enriching bilingual skills among young children.

Two Way / Dual Language

The Dual Language bilingual education model represents a heterogeneous version of the immersion program. It comprises a balanced mix of students from minority and majority language backgrounds, all receiving formal instruction in both languages. The objective is to cultivate balanced bilingualism (Baker and Wright, 2017, p. 215), with a strong emphasis on biliteracy. Most institutions employ English and Spanish as languages of instruction, although variations exist, invariably incorporating English, with instruction in each language for at least 50% of the time throughout primary education (Genesee & Gándara, 1999). The model emphasises grade-level literacy in both languages, academic achievement, and positive multicultural attitudes, striving to produce globally competent individuals.

Mainstream Bilingual

The Mainstream Bilingual education model, prevalent in already bilingual populations, integrates two or more majority languages into standard education to foster bi-/multilingualism, biliteracy, and cultural pluralism (Baker & Wright, 2017, p. 234). It incorporates languages like Arabic–English and Mandarin–English, dedicating 10%-50% of instruction to L2, both as a subject and instruction medium, under approaches like CLIL and Content-Based Instruction. This method aims at proficiency in academic and communicative skills, enhancing swift L2 acquisition.

2.5 Pedagogical Aspects of Bilingual Instruction

This section offers a concise overview of literature referring to pedagogical aspects of bilingual instruction key to this research. It addresses curricular choices, the dual-focus classroom and teacher training from the perspective of bilingual education in Brazil.

2.5.1 Curricular Choices

To the date of writing, Brazilian bilingual schools still have a significant leeway to decide how much time they allocate to developing knowledge in each language, as Brazil's National Common Core Curriculum (BNCC, 2017) only addresses foreign language teaching from Grade 6 onwards. Without the pressure of inspection by educational authorities (Storto, 2015), this has allowed early-education institutions of various nature to arbitrarily self-define as bilingual schools. Attempts to establish a normative system for bilingual education were undertaken at state level in Rio de Janeiro in 2013, and in Santa Catarina in 2016. In Rio de Janeiro State, the Board of Education (CEE) defines that bilingual and international schools must submit an academic curriculum featuring a workload of at least 800 class hours devoted to the compulsory subjects of the BNCC, taught in Portuguese and complemented by an additional workload in the second language (Conselho Estadual de Educação, 2013). As pertinently noted by Megale (Megale, 2018), the resolution highlights the need for additional L2-related requirements in the curriculum, but it lacks clarity in defining the nature of these requirements. In June 2020, however, the National Board of Education (CNE) and the Board for Basic Education (CEB) introduced preliminary National Bi/Plurilingual School Guidelines at Federal level (Ministério da Educação, 2020), releasing later that year a finalised version of the document with clearer curriculum recommendations for bilingual

education. Although the Government has yet to approve these new measures, they formally recognize bilingual schools and define them as institutions that promote an integrated curriculum delivered in two languages, with L2 serving as a means of instruction rather than just as a learning target:

Bilingual Schools are characterised by promoting a single, integrated curriculum taught in two languages of instruction, aimed at developing students' linguistic and academic skills and abilities in these languages. (Ministério da Educação, 2020, Art. 2º. Author's translation from the original)

The document clearly defines parameters regarding instructional time allocation in the additional language and significantly restricts bilingual schools to teaching no more than 50% of their curriculum in L2, effectively limiting them to partial immersion. It is specified that in Preschool, Elementary and Middle School, instructional time in L2 can range from 30% up to a maximum of 50% of the total teaching time, with a possible decrease to a minimum of 20% in High School (2020, Art. 7º). In addition, more specific criteria are defined regarding teachers' educational backgrounds, requiring a general teaching degree and postgraduate specialisation in bilingualism, as well as a minimum B2 proficiency in the additional language.

From a global perspective, a high success rate has been observed in the *early total immersion* bilingual model from Canada, as observed earlier. Research shows that high levels of biliteracy are promoted when students are exposed to intensive instruction encompassing literacy and content areas, both in L1 and L2. As noted by Lyster & Tedick (2019, p. 52), striking a balance between content and language development is crucial to the successful execution of Immersive Dual Language (ImDL) programs. While these programs are traditionally subject-matter-driven, as they carry the

responsibility of successfully delivering the standard academic curriculum, they must also attend intentionally and systematically to language development. Language objectives should constitute an integral part of curriculum planning, focusing on a curriculum that is "developmentally appropriate and challenging for learners both cognitively and linguistically" (2019, p. 52).

2.5.2 CLIL and the Dual-Focus Classroom

As an effective method for both delivering content and facilitating language development, the CLIL educational approach (Content and Language Integrated Learning) has been earning growing popularity among Brazilian bilingual immersion schools. An acronym coined by Marsh (Mehisto et al., 2008, p. 8), CLIL proposes the teaching of both subject content and language simultaneously through the medium of an additional language. Within CLIL, teachers focus on facilitating students' understanding of content while providing them with the linguistic tools to manipulate it (Vázquez, 2014, p. 118).

In educational settings where CLIL is embraced as a teaching approach, it becomes crucial to ensure that the school curriculum is thoughtfully designed as an interconnected framework right from the beginning. In other words, a truly integrated bilingual curriculum transcends the mere coexistence of L1 and L2 academic content, embodying a holistic bilingual educational philosophy (Banegas, 2022, p. 386). Despite the significant expansion of CLIL in South America, there remains a notable dearth of studies exploring how CLIL research effectively guides its application and practices in the region. Liberali & Megale (2016, p. 99) note that the implementation of CLIL varies significantly based on the educational system and socio-linguistic context in which it is

applied, although some may argue that such contextual variations are common to all educational areas and should not influence the theoretical underpinnings of this educational approach. This rationale provides a compelling basis for marketing, franchising and promoting the CLIL methodology as a universal solution in Brazil's bilingual education landscape, particularly by a newly emerged category of stakeholder, self-titled as 'Sistemas Educacionais' [educational systems]" (Banegas, 2022, p. 387). In the Brazilian education context, CLIL has transitioned into a symbol of prestige rather than a marker of quality. As indicated by a recent study, (Landau et al., 2021), CLIL is increasingly promoted as a prestigious solution for schools' educational requirements. However, the standardised nature of this approach raises concerns about its effectiveness. As noted by Liberali and Megale (2016), educational environments vary, necessitating tailored applications of CLIL to meet specific needs. To fully maximise its effectiveness, CLIL pedagogy should be ingrained as a fundamental component of the curriculum, rather than added as an afterthought.

2.5.3 Teacher training and professional development

The significance of teacher training and professional development in the Brazilian primary education context cannot be overstated. Almost a decade ago, Megale already evidenced the lack of professional programs aimed at equipping teachers with theoretical and practical tools for the bilingual classroom:

In response to the growing demand for qualified teachers in bilingual schools, extension and postgraduate courses are slowly emerging in Brazil to fill the existing gap in teacher training for bilingual education contexts, as undergraduate programs appear to overlook this need. (Megale, 2014, p. 4. Author's translation from the original)

Presently, there has been a significant increase in the number of extension and postgraduate courses in bilingual education in Brazil. In stark contrast to this trend, however, there continues to be a notable absence of specialised coursework in bilingual education within undergraduate programs, as well as a lack of academic offerings in literature and pedagogy curricula at the undergraduate level addressing this specific area of expertise. This contradiction exacerbates the growing disparity between the increasing demand for qualified professionals in the field and the insufficiency of relevant course offerings, as also noted by Megale & Liberali (2017, p. 14). The recently drafted bilingual education guidelines require an undergraduate degree in Languages or Education for in-service teachers at bilingual schools. Two further criteria will also apply to new teachers, once the bill is enacted: certification of L2 proficiency at B2 level, and training in bilingual education with a minimum of 120 hours.

In view of all this, it is essential that teachers participate in effective in-service professional development programs provided by their respective schools. Professional training for teachers in bilingual settings should be based on a set of guidelines that regulate both the objectives of the bilingual program and the organisational structure of the school. To align training with a school's bilingual education goals, a normative foundation reflecting its unique aspirations must guide internal professional development, ensuring consistency in content delivery and assessment practices. Solid professional training must help L2 content educators recognize that, aside from their language proficiency, the key factor ensuring the quality of their teaching lies in their use of "strategies to support comprehension and to activate production" (Wolff, 2012, p. 112), and so, facilitate content assimilation (Vázquez, 2014, p. 118).

With specific reference to the Brazilian context in early education, a recent study by Padinha & Goia (2021, p. 15). highlights the importance of including L1 teachers in professional training for the bilingual early childhood context, so as to support educators to adapt to the new profile of bilingual students. Regrettably, differences in Human Resources policies within Brazilian bilingual schools often result in better salaries, higher prestige, and increased professional competitiveness for L2 teachers compared to their L1 counterparts. These variations tend to drive a wedge among educators within the same institution, contradicting the principles of bilingual education and impeding meaningful curriculum integration. As noted by Megale (Megale, 2018, p. 221), L1 (Portuguese) teachers are often excluded from the discussion regarding bilingual teaching, instead of taking place at the centre of the debate along with their L2 colleagues.

CHAPTER 3: METHODOLOGY

This comparative, mixed-method study sought to investigate the degree of consistency in academic processes across three bilingual immersion primary schools situated in two Brazilian cities. The use of a mixed-method approach, combining both qualitative and quantitative methods, aimed to gather as rich and multifaceted an understanding as possible of the educational context in these schools. As academic processes encompass a wide array of procedures and activities within educational institutions, a decision was made to narrow the focus. Therefore, in addition to the primary goal of observing how academic processes vary between the three schools, the following secondary objectives were chosen to direct the inquiry:

1. To identify the academic curricular choices adopted in each school.
2. To determine the processes relative to bilingual teaching present in each school.
3. To analyse the expectations relative to students' linguistic outcomes in each school.

3.1 Research Design and Methodology

This study adopted a mixed-methods approach to explore academic processes and practices at three bilingual immersion primary schools. Creswell and Plano Clark (2011, p. 21) describe a mixed-methods approach as one that integrates quantitative data with qualitative data, allowing researchers to contextualise numerical findings with participants' narratives and to support participants' words with statistical evidence and trends. In recent years, the integration of qualitative and quantitative methodologies has gained prominence in research (Bryman, 2006), attributed to the fact that a mixed-methods design is capable of yielding detailed and comprehensive data, acknowledging

that this combination offers deeper insights than using either approach alone (Creswell and Plano Clark, 2011). This approach significantly contributes to fulfilling the objectives of the research and addressing the posed research questions effectively. By integrating quantitative and qualitative methods, the study aimed to provide a nuanced understanding of the educational landscape, with implications for policy, practice, and future research endeavours. The research design details for the current study are shown in Figure 2:

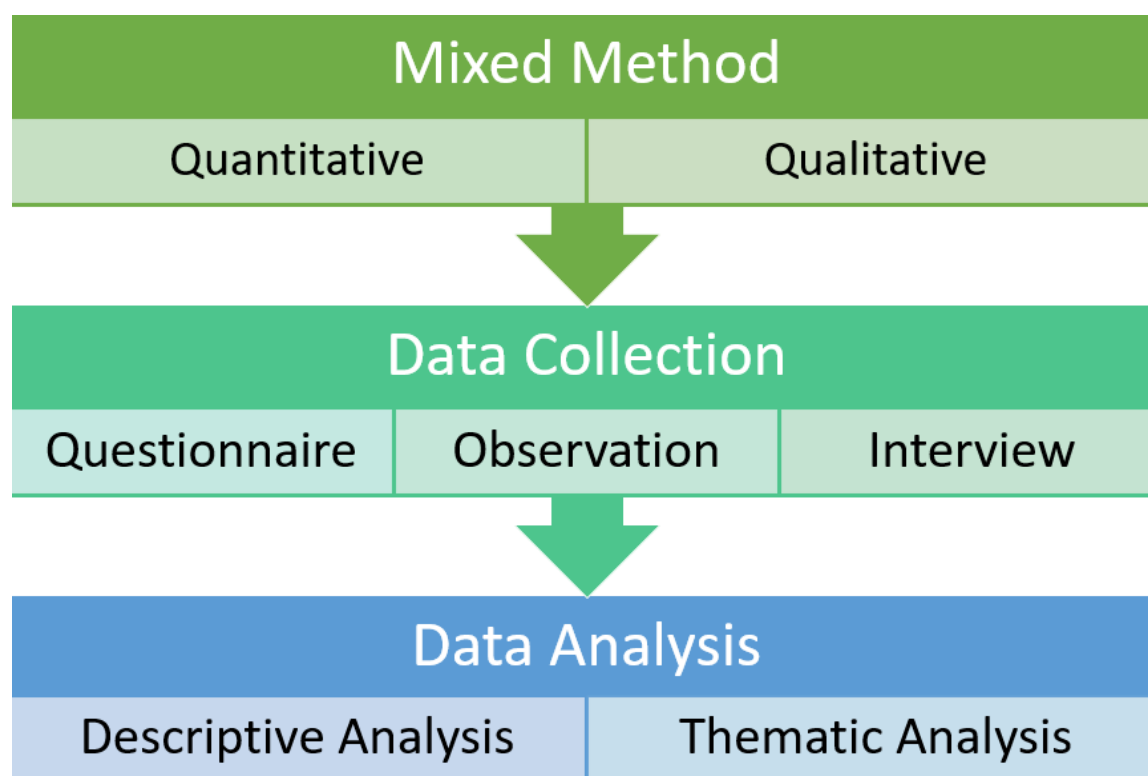


Figure 2 – Research Design

3.2 Sample and Sampling Strategy

The study involved a total of 60 participants, comprising 50 teachers, 2 school directors, 3 elementary school principals, 4 segment coordinators and 1 educational consultant drawn from two immersion bilingual primary schools in Rio de Janeiro (one Portuguese-

English, one Portuguese-German) and one immersion bilingual primary school in São Paulo (Portuguese-German). The purposive sampling strategy, as delineated by Creswell (2013), was specifically employed to select participants from the teaching and management staff at the primary level (1st through 4th grade) in their respective schools, aiming to ensure a well-represented cross-section of the managerial and teaching demographics at Brazilian immersion bilingual primary schools (Bell and Waters, 2018). This particular focus on the first through fourth grades was informed by the educational structure of the participating schools, where two out of the three institutions classify their elementary education to conclude at the 4th grade, while the remaining school extends to the 5th grade. The decision to standardise the sampling to the 4th grade across all schools was taken to harmonise the research framework, thereby enabling a more coherent comparison and analysis across the varying educational levels. While recognizing the distinctive motivations driving Portuguese-German and Portuguese-English education models in Brazil, it is essential to acknowledge that both models represent valuable examples of implementing and operating bilingual academic curricula within the Brazilian school environment. Despite their differing historical and cultural origins, these models offer insights into effective strategies for integrating bilingualism into the educational system, thus fulfilling the objective of this study to compare bilingual education models and curricula at bilingual immersion primary schools in Brazil. Focusing on processes, this study benefited from the juxtaposition of two bilingual academic models originating from distinct historical contexts that converged over time: The Portuguese-English model, directly addressing current global demands, and the Portuguese-German model, originally conceived as a

means for cultural preservation, and more recently evolved to encompass a response to contemporary global demands, owing to the competitive prominence of the German language on the global stage. By leveraging both quantitative data for statistical clarity and qualitative data for nuanced contexts, the research aimed to closely investigate the multifaceted dimensions that influence bilingual education practices in these Brazilian schools, with a specific focus on operation and processes.

3.3 Questionnaires

To accommodate the linguistic preferences of the sample population, which comprised L2 staff members at their respective schools, each questionnaire was made available in both English and German versions, reflecting the languages of instruction used by the participants. This approach was chosen deliberately to ensure clarity and precision in responses, avoiding Portuguese, the participants' first language (L1), to align closely with the linguistic environment of the study. Questionnaires included both close-ended questions, allowing for quantitative analysis, and open-ended questions, enabling qualitative insights. Participants were provided with written survey guidelines in respective languages which included an electronic informed consent (Appendices 1, 2, 5 and 6). The questionnaire focused on eliciting information regarding processes, bilingual practices, and policies within the schools, and its completion time was estimated at approximately 10 minutes per participant. The ethical procedures adopted in the study are discussed in the *Ethics* section of this chapter.

3.4 Lesson Observations

A second stage of data collection incorporated non-participant observation of lessons conducted at the participating schools. The author conducted systematic observations

of classroom activities, instructional methods, and language use during lessons in order to provide contextualised insights into the implementation of bilingual immersion practices and to complement the data obtained through the questionnaires. To ensure consistency and reliability, detailed observational protocols were developed based on the observation sheet created by the author (Appendices 9A and 9B).

3.5 Interviews

Following the completion of the questionnaires and lesson observations, selected participants were invited to participate in confidential, 3-question interviews, by means of online interview sessions. Interview participants were chosen from among the teachers, based on their questionnaire responses, to further explore specific topics and elucidate ambiguous or complex answers. Regrettably, due to prior commitments, the teaching staff from two of the three schools were unable to attend the interviews at the arranged times, limiting the breadth of insights obtained. The interviews were semi-structured, allowing for flexibility in exploring emergent themes while ensuring alignment with the research objectives. Data from interview transcripts were anonymized for participants' protection.

3.6 Procedure

The study was carried out between November 2021 and August 2023.

Data collection from two of the three schools was delayed several months due to the Covid-19 related health-safety measures still in place at the time, which impeded live class observation. Prior to completing the questionnaire, the 60 participants were instructed to review the survey guidelines and complete an electronic informed consent (referenced previously). This procedure ensured that individuals understood their

participation to be entirely voluntary, with the autonomy to withdraw their consent at any moment and request the deletion of any unprocessed data they had submitted.

Furthermore, participants were notified that all collected data would be anonymized and that they might be approached for potential follow-up inquiries through a confidential, brief interview at a subsequent stage. The answers to the survey were collected through Microsoft Forms.

Consent by the participating schools was obtained before lessons were observed. 37 non-participant lesson observations were carried out by the researcher during a period of 9 months at all three schools, more specifically: 11 observations in School 1, 15 in School 2 and 11 in School 3, with results recorded on the previously referenced observation form. As highlighted above, due to scheduling conflicts and other commitments, teachers from two of the three schools were unavailable for interviews at the scheduled time, thereby preventing their insights from being included in the final dataset. Consequently, this limitation in participation could potentially impact the study's reliability. Moreover, the absence of a broader range of teacher perspectives might skew the findings, as their insights could have provided a more comprehensive view of bilingual education practices across the schools. Hence, caution is warranted in interpreting the results and their broader applicability. All interviews were recorded in Mp4 format and transcribed verbatim (Cohen et al., 2018). Multiple research methods allow triangulation and reinforce the validity of the research (Hurmerinta-Peltomäki and Nummela, 2006), offering different perspectives on a phenomenon. In this specific study, triangulation was particularly interesting to double check data by examining data from the questionnaires against data collected by observation and through interviews.

The study aimed at paying strict attention to procedures in order to maximise the reliability of the findings, so that they could, hopefully, be replicated in future empirical research (Dawson, 2019, p. 98).

3.7 Data Analysis

A mixed-methods approach was employed in this study, utilising a questionnaire, classroom observation and semi-structured interviews as research instruments to gather quantitative and qualitative data. Quantitative data obtained from the questionnaire and observation forms were analysed using descriptive statistics, while qualitative data from the interviews and from the survey's open-ended questions were coded and examined by using thematic analysis (Braun and Clarke, 2006) to complement and enrich the insights derived from the quantitative analysis. Descriptive analysis is a statistical method utilised for portraying data through metrics such as sum, mean, standard deviation. According to (Loeb *et al.*, 2017), the goal of quantitative description is not deep understanding of personal perspectives of a phenomenon, but a more general understanding of patterns across a population of interest. Thematic analysis, on the other hand, stands out as a versatile method well-suited for qualitative research, presenting findings in a thematic framework. While its flexibility is a notable advantage, it can also pose challenges by potentially yielding a broad spectrum of themes (Braun and Clarke, 2006). In this study, a deductive approach was employed for analysis, focusing on themes that emerged from the research questions. Anchor quotes exemplifying emerging themes are provided in Appendix 12 at the end of this study.

3.8 Data Triangulation and Limitations

This study utilised three distinct methods of data collection to improve the reliability of its analysis: questionnaires, lesson observations, and a limited number of interviews. This approach allowed for methodological triangulation (Cohen et al., 2018) which, in turn, contributed to the study's validity (Denzin, 1970). It is essential to recognize the potential limitations and areas where the findings may not be applicable or significant in the broader Brazilian educational context. Specifically, methodological constraints such as researcher bias or Hawthorne effect could potentially impact the reliability and validity of the findings. Notably, at the time of data collection the researcher worked as an English as an Additional Language (EAL) support teacher at one of the schools included in the study, and this dual role may have influenced the observation of teachers who were also colleagues at the time. To reduce the risk of bias influencing the study's outcomes, a thematic analysis approach was adopted. This methodological choice allowed for an objective examination of the data, with the analysis strictly confined to themes that organically arose from the information gathered, ensuring that the interpretations remained grounded in the empirical evidence presented by the participants themselves (Bell and Waters, 2018). Considering the complexity of bilingual education, which unfolds over time and necessitates longitudinal studies to understand developmental trajectories and long-term outcomes, the findings from a single cross-sectional study may not entirely capture the dynamic nature of bilingual education in Brazil and its effects on student outcomes. Additionally, bilingual education policies and practices vary significantly among different states and municipalities in Brazil. Factors such as funding allocation for curriculum development and community engagement can

greatly influence the implementation and effectiveness of bilingual education programs. These variations might not be comprehensively reflected in the findings of this study, indicating a potential limitation in the study's scope and applicability across different regional contexts.

Given the scope of this research, limited to just a few schools in two specific cities and involving a small sample population, the outcomes of this study are not designed to be widely generalizable. It concentrates on a select group of three bilingual immersion primary schools, which may not fully capture the diversity of educational practices across Brazil. Nonetheless, the researcher posits that the findings could be relevant to the situation in bilingual primary schools in other Brazilian states. As Bassey (1981) suggests, the reliability of results in educational research can be more significant than their generalizability. Therefore, it is both recommended and necessary to conduct further research in this area with a broader range of bilingual primary institutions throughout Brazil.

3.9 Transferability

While the findings of this research are specific to the context of the selected bilingual immersion primary schools in Brazil, efforts will be made to enhance the transferability of the findings to similar educational settings. Detailed descriptions of the research methods, including the questionnaire design, observational procedures and interview protocols are provided to facilitate replication of the study in other contexts. Additionally, the inclusion of diverse perspectives through the involvement of multiple stakeholders (management, teaching staff) enhances the applicability of the findings to a broader range of educational contexts.

3.10 Ethics

The research adheres to ethical guidelines outlined by University of Wales Trinity Saint David's Code of Ethics and Research Integrity. Participants were informed about their voluntary participation and their right to withdraw consent at any time without repercussions. The confidentiality of participant responses was strictly maintained with identifying information stored securely and accessible only to the researcher. Electronic informed consent was obtained from all participants prior to their involvement in the study (Appendices 2 and 6).

CHAPTER 4: ANALYSIS OF DATA

This comparative, mixed-method study sought to investigate the degree of consistency in academic processes across three bilingual immersion primary schools situated in two Brazilian cities. The use of a mixed-method approach, combining both qualitative and quantitative methods, aimed to gather as rich and multifaceted an understanding as possible of the educational context in these schools. As academic processes encompass a wide array of procedures and activities within educational institutions, a decision was made to narrow the focus. Therefore, in addition to the primary goal, the following secondary objectives were chosen to direct the inquiry:

1. To identify the academic curricular choices adopted in each school.
2. To determine the processes in relative to bilingual teaching present in each school.
3. To analyse the expectations in relation to students' linguistic outcomes in each school.

The choice was made to present quantitative and qualitative data in an integrated manner to provide a comprehensive view of the findings. In this comparative analysis, integration was deemed essential for a holistic understanding of the data. By combining statistical evidence with insights from the experiences of the sample population, the study aimed to highlight the alignment or divergence between quantitative trends and the narratives provided by teachers and school managers. All data reported refer to the questionnaires and the observation form available in the appendices of this study, presented in the form of abbreviations (MQ for Management Questionnaire, TQ for Teachers' Questionnaire, OBS for Observation and INT for interview). This study

intentionally omitted the use of graphs and percentages in presenting its findings, due to the relatively small sample size involved. It was felt that in such contexts graphical representations and percentage-based analyses can be potentially misleading and obscure the clarity of the results.

Table 1 outlines the profile of the schools participating in the study. It includes three private, fee-paying institutions, where School 1 and School 3 are defined as Bilingual Schools, and School 2 as a Bilingual Bicultural School. These schools offer comprehensive education from early childhood education to high school. The variation in the number of participating teachers from each school—38 from School 1, and 7 and 5 from Schools 2 and 3, respectively—is attributable to the different organisational structures. School 1 utilises a larger faculty, with more specialist teachers responsible for subjects in L2, leading to their greater representation in the study. In contrast, Schools 2 and 3 employ fewer teachers, each covering multiple subjects, resulting in lower participation numbers in the study.

Table 1- Profile of schools researched

Identification	Type of school	Educational Levels
School 1	Bilingual School	Early Childhood Education until High School
School 2	Bilingual Bicultural School	Early Childhood Education until High School
School 3	Bilingual School	Early Childhood Education until High School

Source: Research data analysed by the author

Table 2 outlines the profiles of respondents from three schools who participated in the study. In School 1, the respondents included one school director, one school principal, one Teaching & Learning Coordinator, one Teaching & Learning Supervisor, one Learning Support Coordinator, and 38 teachers.

School 2's respondents comprised one school director, one school principal, one Second Language Coordinator, and seven teachers.

For School 3, the respondent profile included one school principal, one educational consultant, and five teachers. This distribution aimed to achieve a varied range of educational roles across the respective schools.

Table 2 - Respondents' profile

Identification	Participants	Total
School 1	<ul style="list-style-type: none"> ● School director ● School Principal ● Teaching & Learning Coordinator ● Teaching & Learning Supervisor ● Learning Support Coordinator ● Teachers 	1 1 1 1 1 38
School 2	<ul style="list-style-type: none"> ● School director ● School Principal ● Second Language Coordinator ● Teachers 	1 1 1 7
School 3	<ul style="list-style-type: none"> ● School Principal ● Educational Consultant ● Teachers 	1 1 5

Source: Research data analysed by the author

4.1 Academic curricular choices

4.1.1 Time and subject allocation for L1 and L2

The first aspect analysed within the curricular-choice domain concerned itself with the percentage split (in terms of time and academic subjects) allocated to each language within the curriculum, with data reported by the respective managers (MQ nr. 7 and 8). Table 3 illustrates the distribution of instructional time between L1 and L2 across the three schools. In School 1, there was a notable variation in reported allocations, with one manager indicating an emphasis on L1, while others (3) reported an equal split between L1 and L2. Conversely, another manager in School 1 presented a reverse allocation, with a greater emphasis on L2. School 2 displayed slightly divergent perspectives, with one manager reporting an equal split, another allocating more time to L2, and one manager being uncertain. Conversely, School 3 demonstrated consistency, with both managers agreeing on a balanced distribution of time between L1 and L2.

Table 3 - Allocation pattern of instructional time for L1 versus L2

Identification	ME1	ME2	ME3	ME4	ME5
School 1	L1 60-80% L2 40-20%	L1 50% L2 50%	L1 50% L2 50%	L1 50% L2 50%	L1 40-20% L2 60-80%
Identification	MGC6	MGC7	MGC8		
School 2	L1 50% L2 50%	L1 40-20% L2 60-80%	unsure		
Identification	MGH9	MGH10			
School 3	L1 50% L2 50%	L1 50% L2 50%			

Source: Research data analysed by the author

Following the examination of instructional time, Table 4 delves into the allocation of academic subjects across languages within the schools. In School 1, a significant variation in subject allocation between L1 and L2 was observed, mirroring the patterns seen in time allocation (L1 60-80% L2 40-20% versus L1 40-20% L2 60-80%). School 2 showed a slight divergence, with one manager indicating an equal distribution, another reporting a higher ratio for L1, and one manager remaining non-specific. In School 3, while one set of data indicated an equal division, another set suggested a greater emphasis on L2 over L1.

Table 4 - Distribution of academic disciplines for L1 versus L2

Identification	ME1	ME2	ME3	ME4	ME5
School 1	L1 60-80% L2 40-20%	L1 50% L2 50%	L1 50% L2 50%	L1 50% L2 50%	L1 40-20% L2 60-80%
Identification	MGC6	MGC7	MGC8		
School 2	L1 50% L2 50%	L1 60-80% L2 40-20%	unsure		
Identification	MGH9	MGH10			
School 3	L1 50% L2 50%	L1 40-20% L2 60-80%			

Source: Research data analysed by the author

4.1.2 Second Language (L2) usage policy

Question 13 in the questionnaire for management made further enquiries as to whether L2 was also taught *as a subject*. Management's perspectives on L2 instruction as a *formal subject* across the three schools are depicted in Table 5. School 1 displayed

notable divergence, with two managers (ME1 and ME3) asserting L2 as a distinct subject, while three negated its formal status. Conversely, School 2 and School 3 exhibited unanimity, with all managers confirming L2's status as a subject. Manager M1 and M5 at School 1 consistently showed misalignment across reports, while manager ME3 demonstrated initial misalignment, indicating potential uncertainty regarding the school's L2 policy.

Table 5 - L2 instruction as a formal subject according to management

Identification	ME1	ME2	ME3	ME4	ME5
School 1	YES	NO	YES	NO	NO
Identification	MGC6	MGC7	MGC8		
School 2	YES	YES	YES		
Identification	MGH9	MGH10			
School 3	YES	YES			

Source: Research data analysed by the author

Additional qualitative data collected from open-ended question 27 about management's satisfaction with the school's bilingual policy further explored the issue of L2 as a formal subject, offering additional insight into the topic: "Teaching English with Grammar and Spelling disciplines could also contribute for a better achievement of our bilingual system" (Language Support Coordinator ME4).

Teaching & Learning Supervisor ME5 commented along the same lines: "We should be teaching English as a subject". Further data were collected from teachers' suggestions for improvements to the school's pedagogical approach (QT 10), and some answers

appeared to corroborate the lack of L2 instruction as a formal subject: “I wish there were English (grammar) lessons in the school schedule” (Teacher TE14). Another teacher added significantly:

Since we still don't have a solid curriculum, my biggest concern is the lack of guidance and opportunities to improve and develop learners' four skills: listening, speaking, writing and reading. Our classroom environment doesn't promote language development. We have lots of subject specialists, but not really language specialists. (Teacher TE15)

Finally, eleven lesson observations at School 1, involving various L2 instructors, revealed a significant absence of formal L2 instruction, as detailed in OBS items 3 and 11. This issue is visually represented in Table 6, which includes criteria such as the ability to shift between content and language during lessons and the instructor’s expertise in content/language integration techniques. These criteria were selected to assess the consistent application of dual-focus techniques, which were almost entirely unobserved. Therefore, initial data triangulation seemed to confirm the managers' claims that L2 was not taught as a formal subject at School 1.

Table 6 - L2 instruction as a subject according to lesson observations in SCHOOL 1

	Teacher	TE 1	TE 2	TE 5	TE 5	TE 9	TE 9	TE 15	TE 15	TE 20	TE 21	TE 24
V A R I A B L E	Evidence of shift between content and language	YES	NO	NO	NO	NO	NO	YES	NO	YES	NO	NO
	Instructor’s knowledge of content / language integration techniques	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO

Source: Research data analysed by the author

4.1.3 L2 Language Support

All three schools confirmed the existence and execution of an L2 support program.

Table 7 outlines the various forms of L2 support offered in each school, as reported by management answering questions 15, 16, 17 and 18. In School 1, all managers reported providing support both inside and outside the classroom, with most mentioning both group and individual sessions. However, there was disagreement regarding session frequency, with five managers providing three different sets of data.

In School 2, slight discrepancies in session frequency and location were detected, along with minor variations in modality. School 3 demonstrated consensus about location, with slight differences in modality and frequency.

Table 7 - L2 language support according to management

Identification		ME1	ME2	ME3	ME4	ME5
School 1	LOCATION	Both inside and outside the class	Both inside and outside the class	Both inside and outside the class	Both inside and outside the class	Both inside and outside the class
	MODALITY	Both in group and individually	Both in group and individually	Both in group and individually	Both in group and individually	Both in group and individually
	WEEKLY FREQUENCY	Up to 2 hours	Between 2 and 3 hours	Up to 2 hours	3 hours or more	3 hours or more

Identification		MGC6	MGC7	MGC8
School 2	LOCATION	Both inside and outside the class	Inside the class (push-in)	Both inside and outside the class
	MODALITY	In a group	Both in group and individually	Both in group and individually
	WEEKLY FREQUENCY	Up to 2 hours	Up to 2 hours	Between 2 and 3 hours

Identification		MGH9	MGH10
School 3	LOCATION	Both inside and outside the class	Both inside and outside the class
	MODALITY	In a group	Both in group and individually
	WEEKLY FREQUENCY	Between 2 and 3 hours	3 hours or more

Source: Research data analysed by the author

Table 8 provides figures for respective schools regarding teachers' satisfaction with L2 language support. Levels of satisfaction exhibited a diverse range when analysing answers to question 15 in the teachers' questionnaire. In School 1, a plurality (13) felt

the support was only partially adequate, followed by a considerable number (9) expressing uncertainty and a close count (8) finding it mostly inadequate. Only five teachers regarded the support as fully adequate, and three as definitely inadequate, indicating a wide range of opinions within this larger faculty body. In contrast, School 2 and School 3 showed a more unanimous viewpoint, with a majority in both schools considering the support to be either partially adequate (four teachers respectively), or fully adequate (one teacher at each school). Notably, in School 3, all responses fell into these two categories, suggesting a more positive outlook on L2 support, although from a smaller sample size.

Table 8 - Levels of satisfaction amongst teaching staff about school's L2 language support

Identification	Fully adequate	Partially adequate	Unsure	Mostly inadequate	Definitely inadequate	Total
School 1	5	13	9	8	3	38
School 2	1	4	1	1	-	7
School 3	1	4	-	-	-	5

Source: Research data analysed by the author

4.2 Processes related to bilingual teaching

4.2.1 Bilingual models of instruction

A total of 37 lesson observations across the three schools revealed that L2 instruction was consistently delivered exclusively in L2, despite approximately half of the teachers at each institution reporting the use of both languages in the classroom, according to responses to Question 7 in the teachers' survey. The discrepancy observed between the teachers' reported language use and the exclusive use of L2 during lessons could

potentially be attributed to the Hawthorne effect, wherein teachers might have altered their natural instructional behaviours to conform to expected norms during observations. Teaching Assistants were present in all three schools during 24 observed lessons, yet they provided effective L2 support in only half of them, as they were occupied with non-L2 related tasks for the remainder of the time. Observations during lessons revealed a lack of dual-focus classroom techniques, such as CLIL, as indicated in Table 6 above. This observation also applies to both School 2 and School 3, although two lessons in each school displayed evidence of familiarity with CLIL.

Further qualitative data was obtained through open-ended questions posed to teachers regarding potential alterations they would make to the school's bilingual teaching methodology (QT 14), alongside open-ended interview inquiries (Appendix 11).

Teachers commented on the lack of training for dual-focus techniques: "I would say CLIL, uh, we need to work on that. And also, how do we work in the multilevel classroom" (INT. Q2, Teacher TE 14). A common theme detected through both survey and interviews concerned adjustments needed to the academic curriculum. For instance, to accord equal importance to language instruction in the classroom:

Uh, and also a curriculum that will allow room for correction of mistakes in the language, even if the class is not that language, but just to, uh, reinforce what, what a good structure is and what is supposed to be said (...) So, uh, allowing room for, of course, teaching vocabulary, basic vocabulary they need, but also feedback that will help them improve and actually fix those mistakes. (INT. Q3, Teacher TE 1)

Another teacher suggested reverting to a successful teaching method that the school has abandoned: "I would teach science-related subjects bilingually, as we already used to. We no longer have that because of the costs" (Teacher TGH48 - translated by author). Other common themes reflected increase in L2 support for pupils and the need

to develop standard guidelines for bilingual teaching: “I would create a standard on how to teach in English in the specialised classes (Music, Library, Creative Tech, PE, etc)” (Teacher TE6).

The above feedback from educators highlighted significant themes warranting deeper discussion. Teacher TGH48 noted the discontinuation of bilingual science education due to cost concerns, indicating a wish for adjustments in the academic curriculum to sustain bilingual teaching. Additionally, there was a consensus on increasing L2 support for pupils and establishing standardised guidelines for bilingual education to ensure consistency in teaching methods across different educators, as emphasised by Teacher TE6. Furthermore, the integration of L2 as a formal subject in the curriculum emerged repeatedly as a necessary development to reinforce bilingual education.

4.2.2 Scope of teacher training and professional development

The survey investigated the training and professional development opportunities provided to teaching staff, querying both teachers and managers. The findings reported in Table 9 revealed that the majority of teachers in School 1 (25) and all teachers in School 3 received some form of training, while School 2 notably had a majority (4) receiving extensive training. Alignment between managers' and teachers' responses was observed in School 3, whereas School 2 reported varying data across managers. In School 1, most managers were in agreement with the majority of teachers, as per Table 10.

Table 9 - Training for bilingual pedagogy offered by the school according to teachers

Identification	Extensive training	Some training	No training	Total
School 1	4	21	13	38
School 2	4	1	2	7
School 3	-	5	-	5

Source: Research data analysed by the author

Table 10 - Training for bilingual pedagogy offered by the school according to management

Identification	ME1	ME2	ME3	ME4	ME5
School 1	Extensive Training	Some training	Some training	Some training	Some training
Identification	MGC6	MGC7	MGC8		
School 2	Unsure	No training	Some training		
Identification	MGH9	MGH10			
School 3	Some training	Some training			

Source: Research data analysed by the author

Qualitative data collected through the teachers' questionnaire (Q 14) indicated some common themes relative to training and professional development. Essentially, teachers expressed a unified call for better preparation and specific training focused on bilingual education methodologies:

The teachers should be more prepared regarding the tools and concepts we need to teach through the language, the lessons would be more strategically planned, the objectives regarding vocabulary would be clearer (Teacher TE4).

Everyone should follow a base method of giving classes in a second language. Each one can use your (sic) own way, it doesn't have to be the same, but following a common denominator to work in a bilingual school (Teacher TE23).

The responses also indicated a need and desire for training in specific techniques for the bilingual classroom, such as CLIL and translanguaging, as previously observed:

“I would suggest more teacher training and also more solid procedures to ensure CLIL is applied correctly and with consistency” (Teacher TE13).

Sporadically, this was also reflected in management’s comments about the school’s bilingual policy: “We should be training teachers (especially specialist teachers) on how to teach through L2” (QM 27, Manager ME5).

4.2.3 L2 proficiency level of teaching staff

The survey highlighted the rate of L2 proficiency certification among teachers at the three schools. More than half (23) of the teachers at School 1 were certified in L2, five out of seven teachers at School 2 had certifications, and all teachers at School 3 were certified, as shown in Table 11. Table 12 details the CEFR levels for these certified teachers, revealing that the majority of teachers in each school were certified at the C2 level in L2. Regarding Teaching Assistants (TAs), L2 proficiency was not evident in 22 of the 37 lessons observed across the schools because TAs were either absent (9 lessons) or did not interact with students (13 lessons). However, in the 15 remaining lessons, TAs across all three schools demonstrated full L2 proficiency.

Table 11 - Incidence of teachers' L2 CEFR certification according to teachers

Identification	YES	NO	Total
School 1	23	15	38
School 2	5	2	7
School 3	5	-	5

Source: Research data analysed by the author

Table 12 - Distribution of teachers' L2 CEFR certification level across schools

Identification	A1	A2	B1	B2	C1	C2	Unsure	Total
School 1	1	1	0	4	7	9	1	23
School 2	-	-	-	-	1	3	1	5
School 3	-	-	-	1	1	2	1	5

Source: Research data analysed by the author

4.3 Expectations of students' linguistic outcomes

4.3.1 Expectations to achieve balanced bilingualism

To gauge each school's expectations for their students to achieve balanced bilingualism, teachers were surveyed regarding their views on the effectiveness of the school's bilingual teaching approach (QT 9). In School 1, teachers' opinions were evenly split between negative and positive perceptions, with a few remaining undecided. School 2 revealed a nearly even distribution of views, ranging from definite success to potential failure. In contrast, the majority at School 3 expressed moderate confidence in the program's success, as registered in Table 13.

Table 13 - Teachers' Perceptions of success of Teaching Method for Balanced Bilingualism

Identification	Definitely	Possibly	Unsure	Possibly	Definitely	Total
	YES	YES		NO	NO	
School 1	1	15	6	12	4	38
School 2	2	2	1	2	-	7
School 3	-	3	1	1	-	5

Source: Research data analysed by the author

Managers' assessments of their schools' capabilities to educate children using L2 are captured in Table 14. The majority of managers from all three schools rated their confidence in their bilingual programs as 4 on a Likert scale, where a score of 5 signified "perfectly able," thereby expressing strong confidence in their respective bilingual initiatives.

Table 14 - School's ability to educate children through L2 according to management

Identification	0	1	2	3	4	5	Total
School 1	-	-	1	2	2	-	5
School 2	-	-	-	-	2	1	3
School 3	-	-	-	-	2	-	2

Source: Research data analysed by the author

4.3.2 Anticipated time frame for bilingual outcomes

Management expectations regarding the time frame needed to achieve bilingualism varied slightly among the three schools, as illustrated in Table 15. Schools 1 and 3 leaned towards a 4–6-year period, whereas School 2 had a more conservative

expectation of 6-8 years. This variation underscores the complexity inherent in bilingual language acquisition. According to Cummins (2008), significant differences exist between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Cummins' research indicates that although students may acquire conversational fluency relatively quickly, attaining academic proficiency in a second language typically requires a more extended period. This distinction emphasises the importance of establishing realistic and well-informed expectations within bilingual education programs.

Table 15 - Management's attitudes towards time frame to reach balanced bilingualism

Identification	ME1	ME2	ME3	ME4	ME5
School 1	After 4-6 yrs	After 4-6 yrs	After 4-6 yrs	After 6-8 yrs	Unsure
Identification	MGC6	MGC7	MGC8		
School 2	Unsure	After 6-8 yrs	After 6-8 yrs		
Identification	MGH9	MGH10			
School 3	Unsure	After 4-6 yrs			

Source: Research data analysed by the author

The quantitative data reported a generally positive attitude from *management* regarding the schools' ability to facilitate children in achieving balanced bilingualism, as recorded in Table 15, whereas quantitative data indicated that *teachers* showed more divided opinions on the subject. This was highlighted in the analysis of teachers' narratives on strategies for achieving more balanced bilingualism (QT 10), which aimed to clarify the

schools' approach to bilingual education. Emerging recurring themes included the need for a scaffolded bilingual curriculum:

With the current class structure, we can only reach the average pupils. Those who are very good are not sufficiently supported and those who have greater difficulties are not properly stimulated. I believe that a true immersion approach should be adopted in the early years of kindergarten, and from a more advanced year, preschool or first grade, it would make sense to divide the children into different curricula so that everyone is supported according to their abilities
(Teacher TGH49 - translated by the author).

In addition to an improved curriculum to better cater for the varied abilities of students, a repeated request for increased L2 support became apparent, in consideration of pupils' different levels of proficiency:

Students present completely different levels of L2 in the same class, so I believe that those with more difficulty could work separately from the others, receiving an appropriate approach
(Teacher TE2).

A third interesting aspect brought up by teachers regarding an improved bilingual outcome concerned the strengthening of pupils' relationship to L2:

The pupils normally have little connection to the German language and culture at home. In Brazil, all-day schools are already very common. Perhaps it would be better (especially for young students) to stay at school a little longer so that they can work on their relationship with the language
(Teacher TGC50 - translated by the author).

The qualitative data provided additional insights into the ambivalent views of teachers regarding the schools' capacity to foster balanced bilingualism, enhancing our comprehension of the issue.

4.3.3 L2 proficiency compared to external benchmarks

Schools 1 and 2 responded affirmatively to the inquiry about testing students' L2 proficiency through external assessments (QM 20). School 1 mentioned AAPPL and Cambridge tests, while School 2 referred to the DSD (Deutsches Sprachdiplom). Conversely, School 3 does not engage in external testing in elementary school. This absence of assessments reflects a deliberate curricular choice to maintain a no-exam policy during the early educational stages, focusing instead on formative learning experiences.

CHAPTER 5: DISCUSSION

This comparative, mixed-method study sought to investigate the degree of consistency in academic processes across three bilingual immersion primary schools situated in two Brazilian cities. The results of this study provided insight into a range of variation in bilingual academic policies and processes relative to bilingual teaching and expectations of student language proficiency across the three schools. Overall findings revealed inconsistencies both *across* and, at times, *within* schools with reference to the use of L2 as a subject and the scope and effectiveness of teacher training. Conversely, analysis of the schools' models of bilingual instruction highlighted consistency across the institutions in the use of L2 by teachers during lessons, latent teaching assistant support, a generalised lack of CLIL in the classroom and the L2 proficiency level of the teaching body. Results repeatedly showed a lack of coherence between academic policies and the practical execution of bilingual immersion models, as hypothesised in the introduction of this study. Findings corroborated the notion that the effectiveness of the academic process, spanning from curriculum construction to syllabus production and, subsequently, lesson planning and execution, would be significantly enhanced by periodic assessment and thorough analysis (Heyworth, 2013, p. 289).

5.1 Academic curricular choices

5.1.1 Time and subject allocation for L1 and L2

The analysis of curricular choices across the three schools revealed notable differences in the allocation of instructional time and subjects between L1 and L2. Particularly, significant internal discrepancies were observed in School 1, with managers reporting

varying allocations ranging from a strong emphasis on L1 to a greater emphasis on L2, with an identical report pattern for time and subject allocation. This discrepancy within School 1 suggested a lack of uniformity in understanding the bilingual curriculum, and potential inconsistency in its implementation. Similar but less marked internal discrepancies were observed in School 2 and School 3, whereas the comparison of the three schools showed a prevalence of 50-50% time and subject allocation, with indication of a slight tendency towards a 60-80% ratio for L2.

From a perspective of global research, the average exposure to intensive L2 instruction in the observed schools contrasted with the recommended standard of the *early total immersion* bilingual model from Canada (Tucker and d'Anglejan, 1972), which is considered a reference for high success rates in biliteracy.

5.1.2 Second Language (L2) usage policy

The above data become more significant when analysed in the light of management perspectives on L2 instruction as a formal subject, where the comparison across the three schools significantly confirmed the differences in perception of curricular choices within School 1. While Schools 2 and 3 showed unanimous agreement among managers regarding L2's status as a subject, School 1 displayed important variation, with two managers considering L2 as a distinct subject and three denying its formal status. The absence of formal L2 instruction at School 1 was corroborated by qualitative data from teachers, reporting the lack of English grammar lessons and insufficient focus on language development in the classroom, as well as by observations in the classroom carried out by the researcher. The significant gap between managerial claims and classroom practices points at a preoccupying lack of clarity in language policies

amongst management and contradicts the principle that a balance between content and language development is crucial to the successful execution of Immersive Dual Language (ImDL) programs (Lyster and Tedick, 2019, p. 52).

5.1.3 L2 Language Support

A third aspect regarding curricular choices dealt with the analysis of L2 support programs across the three schools. The comparison revealed a nuanced landscape of bilingual education support, with both congruences and discrepancies. School 1 exhibited a varied approach to L2 support, with all managers acknowledging the existence of support programs but showing divergence in specifics, such as session frequency. This variation aligned with the pattern observed in the former topic of L2 as a formal subject, suggesting a possible misunderstanding of the school's policies by its management. The mixed levels of teacher satisfaction with the L2 support program within School 1, ranging from partial to complete inadequacy, further emphasised the varied perceptions of the program's effectiveness. Conversely, Schools 2 and 3 demonstrated more cohesion in their L2 support strategies, though slight discrepancies were noted in School 2. The general consensus on the adequacy of L2 support in these schools, particularly in School 3, indicated a potentially more standardised approach and, possibly, more consistent outcomes for students. The near-unanimous view of L2 support as either fully or partially adequate in these institutions suggested that their support programs might be more aligned with teachers' expectations and, presumably, with students' needs.

5.2 Processes related to bilingual teaching

5.2.1 Bilingual models of instruction

Processes related to bilingual teaching seemed mostly uniform among the three schools, revealing consistent use of L2 on part of the teachers throughout their lessons, as well as a scarce efficiency on part of the Teaching Assistants during lessons, with only half of the observed sessions benefiting from their L2 support. Additionally, the lack of dual-focus classroom techniques, such as CLIL, was evident across all schools, suggesting a need to train teaching staff for pedagogical strategies to integrate language learning with content instruction effectively. Qualitative data from teacher interviews further underscored the need for improvements in bilingual teaching methodologies, with a marked emphasis on the need for more and better training in dual-focus techniques, as well as adjustments to the academic curriculum to prioritise language instruction.

These findings gain a significant dimension when analysed through the lens of Fortune and Tedick (2008), who emphasise the importance of integrating language objectives into the curriculum in a way that is developmentally appropriate and challenging for learners, both cognitively and linguistically. In light of this, the lack of dual-focus classroom techniques such as Content and Language Integrated Learning (CLIL) across all schools points to a critical gap in the implementation of effective bilingual teaching methodologies.

This misalignment possibly suggests a deeper issue of unclear or inconsistent language policies at the managerial level, potentially affecting the effectiveness of the schools' bilingual education programs. These implications are connected to the earlier analysis

in section 4.1, particularly regarding contradictory reports on L2 as a formal subject in one of the schools, as well as to the significant consistency in teachers' dissatisfaction with their schools' bilingual teaching methodology. The qualitative data pointing to a need for improvements and adjustments in the academic curriculum to prioritise language instruction, align closely with the literature emphasising the necessity of a comprehensive approach to curriculum design in bilingual education. Banegas (2022) emphasises the necessity of developing a successful, CLIL-based integrated curriculum as a holistic framework from the outset, suggesting that failure to do so can result in ambiguous academic objectives and, consequently, substantial challenges in achieving bilingualism and biliteracy goals. This perspective is crucial for understanding the challenges and dissatisfaction expressed by the teachers in this study.

5.2.2 Scope of teacher training and professional development

While results referring to bilingual pedagogy unanimously expressed the need for more training in dual-focus techniques, this section of the survey's findings offer a detailed look at the alignment between teachers and management regarding the scope of professional training offered by schools.

In this respect, perceptions from management and teachers were juxtaposed, revealing a prevalence of teachers and managers reporting partial training in schools 1 and 3, while teachers in School 2 reported extensive training, in spite of management's mixed reports.

When comparing these findings to Megale & Liberali's (2017) observations, it appears that while there is some level of specialised training being provided, the variance in depth and extent of training across schools, as well as the varying degrees of alignment

between teachers and management, reflect the broader issue identified by the authors. They highlight a significant gap in the provision of specialised training for teachers in Brazilian bilingual education settings, suggesting that, while some schools may attempt to bridge this gap, inconsistencies and a lack of comprehensive, specialised training programs persist. As undergraduate programs still do not adequately address the specific needs of bilingual classroom instruction, in spite of the increasing demand for qualified professionals in the field, it is essential that schools bridge this gap by offering adequate training to their teaching staff.

5.2.3 L2 proficiency level of teaching staff

The survey highlighted that the majority of teachers in each school were certified at the C2 level in L2, surpassing the B2 proficiency required by Brazilian law (Ministério da Educação, 2020). Notably, these data revealed that the challenge with teaching staff qualifications lies not in insufficient proficiency, but rather in the absence of training for the bilingual classroom.

5.3 Expectations of students' linguistic outcomes

5.3.1 Expectations to achieve balanced bilingualism

In assessing the aspirations of each school for their students to achieve balanced bilingualism, both teachers and managers were surveyed regarding their perceptions of the effectiveness of the school's bilingual teaching approach. Among the teachers in School 1, opinions were split between positive and negative perceptions, with some remaining undecided. Similarly, in School 2, teachers expressed a range of views from definite success to potential failure, reflecting a nearly even distribution of perspectives.

In contrast, the majority of teachers at School 3 conveyed moderate confidence in the program's success. Meanwhile, managers from all three schools predominantly rated their confidence in their bilingual programs as 4 on a Likert scale of 5, indicating a strong belief in their schools' capacity to educate children using L2.

The varying perceptions among teachers regarding the effectiveness of the bilingual teaching approach across the three schools, juxtaposed with the consistent strong confidence expressed by managers in their schools' ability to educate children using L2, suggest a potential discrepancy in understanding and communication between frontline educators and school administrators regarding the efficacy of bilingual education initiatives.

5.3.2 Anticipated time frame for bilingual outcomes

In evaluating the time frame expectations for achieving bilingual outcomes, Schools 1 and 3 leaned towards a period of 4-6 years, while School 2 adopted a more conservative estimate of 6-8 years. Despite managers expressing strong confidence in their schools' bilingual programs, teachers' narratives highlighted concerns about the effectiveness of current strategies, particularly regarding the need for a scaffolded bilingual curriculum and increased L2 support to accommodate students' varying proficiency levels. These differences between anticipated time frames and concerns raised by teachers suggest again a potential misalignment between managerial confidence and frontline educators' perceptions of the efficacy of bilingual education strategies.

As highlighted in Baker's typology of bilingual education models (2017, p. 200), a school's specific educational objectives and intended results should guide the choice of

a particular education model. A discrepancy in expectations at managerial and teaching staff level corroborates this study's proposition that bilingual schools in Brazil face challenges in aligning their academic goals with the outcomes of the chosen education model. As proposed in the introduction of this study, the possible cause might lie in a widespread shortage of expertise in evaluating and tailoring bilingual education approaches to schools.

5.3.3 L2 proficiency compared to external benchmarks

Both Schools 1 and 2 affirmed their use of external assessments to test students' L2 proficiency, with School 1 citing AAPPL and Cambridge tests, and School 2 referring to the DSD (Deutsches Sprachdiplom). Conversely, School 3 indicated a conscious decision in their curriculum to maintain a no-external exam policy during the initial stages of education, prioritising instead formative learning experiences during the first four school years. It is important to note that these varied approaches to assessing L2 proficiency do not necessarily indicate discrepancies among the schools, but rather reflect different strategies and priorities in evaluating students' language skills.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

This chapter concludes the study by highlighting the main findings and how they relate to the goals and questions of the research. It discusses the meaning of the results and their implications. Additionally, research limitations and opportunities for further research will also be reviewed.

This research aimed to examine the consistency and effectiveness of bilingual education practices in selected immersion primary schools in Brazil, with a focus on academic curricular choices, processes relating to bilingual teaching and expectations of students' linguistic outcomes. It hoped to offer relevant insights regarding the coherence in the practical execution of bilingual immersion models at primary schools in Brazil, with the intention of promoting improved alignment of bilingual academic processes in the Brazilian context.

The comparison of the three schools revealed discrepancies in the implementation of bilingual policies, particularly regarding the formal status of L2 as a subject and the presence of L2 support programs. Furthermore, varying confidence levels among teachers and managers highlighted challenges in setting realistic expectations and measuring outcomes. Additionally, a reported gap between self-reported practices and observed classroom behaviours emphasised the need for continuous professional development, particularly in dual-focus techniques.

Significant internal inconsistencies were noted within School 1, where managers displayed divergent approaches in time and subject allocation between L1 and L2. This lack of consensus further extended to perceptions of L2's status as a formal subject.

The findings suggest a lack of uniform understanding of the bilingual curriculum, leading

to potential inconsistencies in its application. These managerial discrepancies likely stem from insufficient knowledge about the steps required to develop a bilingual curriculum, possibly coupled with inadequate collaborative management practices.

6.1 Contributions and Limitations

This research contributes to the field of bilingual education by shedding light on the challenges and opportunities in implementing effective bilingual education practices in Brazilian primary schools. The findings collectively shed light on the intricate balance required to implement successful bilingual immersion programs in Brazil, emphasising the need for targeted strategies in curriculum design and teacher training. They highlight the importance of context-specific considerations and the need for ongoing research and development in this area and, hopefully, offer practical observations for educators, policymakers and researchers in the field of bilingual education.

While the study provides valuable insights into bilingual education practices within a select group of schools, its implications for the wider, diverse educational landscape of Brazil might be limited. To achieve broader relevance and a more comprehensive understanding, future research should expand its scope to include a larger, more diverse sample. This should possibly incorporate public schools that are experimenting with bilingual programs, thereby enriching the study's applicability and expanding its socio-cultural scope. Specifically for this research, more thorough exploration of School 1 could clarify the underlying reasons behind the observed managerial discrepancies. Regrettably, due to constraints related to time and the allowed word count for this study, such an extended analysis was not feasible.

6.2 Recommendations

It is necessary and advisable to establish comprehensive standards for bilingual schools, delineating specific criteria such as curriculum construction, integration and implementation, as well as pedagogical methodologies. By clearly specifying these operational prerequisites, a more consistent and rigorous framework, fostering excellence in bilingual education across diverse academic institutions would be ensured.

Given the growth and expansion rate of bilingual schools in Brazil today, a system of external quality control, possibly affiliated with a well-established seal of quality for bilingualism, could help senior management in bilingual schools keep on track while building their bilingual pedagogical framework, and base their decision-making on factual information, particularly regarding bilingual policies. Inspiration could be drawn from successful bilingual models in other countries, such as the Netherlands. In 1994, the Netherlands set a precedent by introducing a comprehensive Standard for Bilingual Education to ensure quality within the growing trend of bilingual schools across Europe, endorsed by the Network of Dutch Bilingual Schools. This initiative, developed in collaboration between the European Platform and The Dutch Ministry of Education (European Platform, 2013), aimed to address standardisation, certification and challenges in the development of educational material. Today, *Nuffic*, the Dutch organisation for international education, oversees the network, ensuring schools meet the standards through regular evaluations and requiring them to have a documented bilingual education plan and curriculum (European Platform, 2012, p.5).

Undoubtedly, the educational landscape in Brazil differs significantly from that of Europe, as bilingual schools are predominantly private institutions with fee requirements, with only very few public schools currently piloting bilingual programs. These schools exhibit distinct characteristics, cater to specific audiences, and pursue unique objectives, as evidenced by the literature review conducted in this study. As a consequence, exercising excessive autonomy and fostering a trial-and-error culture in developing a bilingual curriculum has developed within schools, and has proven to be an unfavourable approach within the current landscape of bilingual pedagogy in Brazil. This practice, though initiated with the best of intentions, is ultimately proving detrimental to schools in both the medium and long term, as evidenced by the findings of this study.

Therefore, a customised version of the Dutch initiative seen above would be both imaginable and desirable in Brazil, possibly coupled with the creation of an association of Brazilian bilingual schools. The affiliation to a well-established and recognized seal of quality for bilingualism, such as Nuffic, would enable schools to be externally assessed in the construction of their academic bilingual curriculum and its alignment with instructional strategies, while still retaining the school's individuality and unique essence.

6.3 Conclusion

While immersion bilingual education in Brazil holds promise, the reported discrepancies at management level in implementing bilingual policies emphasise the necessity for coherent policy implementation and monitoring. This study aims to encourage management at Brazilian bilingual immersion primary schools to reflect on their bilingual

policies and introduces the suggestion of a partnership with an internationally recognized seal of quality for bilingualism. Regular external evaluations and assessments of curriculum design, instructional strategies and teacher quality could help identify areas for improvement and provide schools and educators with targeted support in the implementation of a research-based bilingual curriculum. This approach should also be extended to public schools with bilingual programs at a symbolic cost, to incentivize access to bilingual education at all social strata. This would ensure that bilingual education does not become a token label but is deeply embedded in the schools' pedagogical practices and ethos.

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APPENDICES

Appendix 1: Questionnaire guidelines - English version

Bilingual Immersion Primary Schools in Brazil - Management and Teaching Staff Survey

Dear Participant,

My name is Francesca Neroni from the Institute of Education and Humanities at the University of Wales Trinity Saint David. I am currently undertaking a nationwide research project as part of my master's studies under the supervision of Dr. Hywel Glyn Lewis. The aim of this research project is to provide a comprehensive review of common bilingual curriculum frameworks and education models in place globally, and then draw a parallel with the reality in Brazil. The data collected will serve as a base to establish the consistency level of the education models currently employed within the Brazilian bilingual primary school context, focusing specifically on three bilingual immersion primary schools in Brazil. I would like to invite you to participate in this research project, since you are currently working in a teaching and/or supervising capacity at one of these institutions. This would involve you completing a short online questionnaire about processes, bilingual practices and policies at your school. It is expected that the questionnaire will take about 10 minutes to complete. Possible follow-up questions may follow at a later point in the form of a confidential short interview.

Your participation in this research is voluntary and you are free to withdraw consent at any time and to withdraw any unprocessed data you have previously supplied.

Your responses will be confidential and identifying information such as your name and email address can be accessed only by the researcher.

This research is conducted in accordance with the University of Wales Code of Ethics and Research Integrity. The results of this study will be used for scholarly purposes only and may be shared with University of Wales Trinity Saint David representatives. Any personal information that could identify you will be removed or changed before files are shared with other researchers or results are made public. All data is stored in a password protected electronic format and upon completion of the research, all questionnaires will be securely stored.

If you have any questions regarding this project, feel free to contact me.

Your cooperation is greatly valued. Thank you for your time and consideration.

Francesca Neroni

Guidance notes for completing the form:

PLEASE NOTE THAT FOR THE PURPOSE OF THIS RESEARCH, PORTUGUESE WILL BE REFERRED TO AS L1 (FIRST LANGUAGE) AND ENGLISH AS L2 (SECOND LANGUAGE).

Appendix 2: Electronic Informed Consent - English version

Required

ELECTRONIC INFORMED CONSENT: Please select your choice below.

1.

Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate
- you are at least 18 years of age

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

- agree
- disagree

Appendix 3: Questionnaire Management - English version

2. Your name
3. Your preferred e-mail
4. Name of the school where you are currently employed
5. Your present position
6. Does your school teach ALL subjects through the medium of BOTH languages (all subjects are taught both in L1 and L2)?
 - Yes
 - No
 - Unsure
7. If you answered *NO* to question nr. 6, what is the percentage split (in terms of time) allocated to EACH LANGUAGE within the curriculum?
 - Approximately 50% L1 - 50% L2
 - Between 60-80% L1 - 40-20% L2
 - Above 80% L1 - Below 20% L2
 - Between 60-80% L2 - 40-20% L1
 - Above 80% L2 - Below 20% L1
 - Does not apply
 - Other

8. If you answered *NO* to question nr. 6, what is the percentage split of SUBJECTS taught in L1 and L2 (number of subjects designated to a specific language)?

- Approximately 50% of subjects in L1 - 50% of subjects in L2
- Between 60-80% of subjects in L1 - 40-20% of subjects in L2
- Above 80% of subjects in L1 - Below 20% of subjects in L2
- Between 60-80% of subjects in L2 - 40-20% of subjects in L1
- Above 80% of subjects in L2 - Below 20% of subjects in L1
- Does not apply

9. If you answered *NO* to question nr. 6, which subjects are taught through the medium of L1, and which are taught through the medium of L2?

(long answer)

10. If the time allocation between the two languages does not reflect a 50%-50% scenario, what is the reason for this imbalance? Please choose one of the options:

- L1 is priority because it is the main language at school
- L2 is priority because it is not the main language at school
- No imbalance
- Other *(short answer)*

11. Does the school make use of Teaching Assistants?

- Yes
- No

Unsure

12. Are all Teaching Assistants proficient bilinguals in both L1 and L2?

Yes

No

Unsure

13. Is L2 also taught as a subject, besides being used as a medium of instruction?

Yes

No

Unsure

14. Are L2 subject classes taught 100% through L2?

Yes

No

Unsure

15. Does the school offer L2 language support for students?

Yes

No

Unsure

16. Where is language support offered?

- Outside the classroom (pull-out)
- Inside the classroom (push-in)
- Both outside and inside the classroom
- Unsure
- Does not apply

17. In which modality is language support offered?

- To a group of students
- Individually
- Both in group and individually
- Unsure
- Does not apply

18. How much time is allocated to L2 language support in the weekly class schedule?

- Three hours or more
- Between two and three hours
- Up to two hours
- Unsure
- Does not apply

19. How often are students tested for L2 proficiency?

- More than once a year
- Once a year
- Every two years
- Never
- Unsure

20. Does the school test students' L2 proficiency also through external assessment?

- Yes
- No
- Unsure

21. If *YES*, through which particular external assessment(s)? Please write "*does not apply*" if no external assessment is used.

(long answer)

22. After how many years of bilingual instruction does the school expect the majority of students to be equally competent in both languages (balanced bilinguals)?

- After 2-4 years
- After 4-6 years

- After 6-8 years
- Unsure

23. Do all L2 teachers hold a language proficiency certification?

- Yes
- No
- Unsure

24. What is the minimum L2 proficiency level the school expects of teachers?

- A1
- A2
- B1
- B2
- C1
- C2
- Unsure

25. How much training does the school offer to teachers on how to deliver the school's bilingual pedagogy?

- Extensive training
- Some training
- No training
- Unsure

26. Is there anything you would change in the bilingual policy at your school?

- Yes
- No
- Unsure

27. Please briefly explain what you would change. If you do not seek any changes in the school's bilingual policy, please write "*does not apply*".

(long answer)

28. On a scale of 0 to 5, with 0 indicating "*absolutely unable*" and 5 indicating "*perfectly able*", to what extent do you believe the school is capable of educating children through L2?

School's ability to educate children through L2

0 1 2 3 4 5

Appendix 4: Questionnaire Teaching Staff - English version

2. Your name
3. Your preferred e-mail
4. Your present position
- Teacher
- Teaching Assistant
- L2 Support Teacher
- Other
5. Which grades do you teach in primary school? Please check all applicable fields.
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
6. What subject(s) do you teach in primary school?
- (long answer)*
7. Are your classes taught exclusively (100%) through L2?
- Yes
- No

Unsure

8. In terms of teaching, on a scale of 0 to 5 with 0 indicating "very unhappy" and 5 indicating "very happy", how satisfied are you with:

The school's current bilingual policy

0 1 2 3 4 5

The percentage split (proportion) between L1 and L2

0 1 2 3 4 5

The school's choice of subject in relation to the language in which it is taught
(subject/language allocation)

0 1 2 3 4 5

9. Do you believe that the school's current method of bilingual teaching is effective in building balanced bilingualism (equal competence in both languages) amongst children?

Definitely yes

Possibly yes

Unsure

Possibly not

Definitely not

10. What improvements would you suggest in the current pedagogical approach to achieve more balanced bilingualism? Explain briefly.

(long answer)

11. In terms of teaching, on a scale of 0 to 5, with 0 indicating “no success” and 5 indicating “maximum success”, to what extent does the current school’s bilingual pedagogy ensure success in the four basic skills?

Speaking	0	1	2	3	4	5
Listening / Understanding	0	1	2	3	4	5
Writing	0	1	2	3	4	5
Reading	0	1	2	3	4	5

12. Do you agree with the current choice of school subjects in relation to the language in which they are taught (subject/language allocation)?

- Definitely agree
- Mostly agree
- Unsure
- Mostly disagree
- Definitely disagree

13. If you answered the previous question with "*unsure / mostly disagree / definitely disagree*", please briefly explain why.

(long answer)

14. What would you change in the bilingual teaching method at your school? Explain briefly.

(long answer)

15. Do you believe the L2 language support offered by the school is adequate to meet students' needs?

- Fully adequate
- Partially adequate
- Unsure
- Mostly inadequate
- Definitely inadequate

16. If you answered the previous question with "*unsure / mostly inadequate / definitely inadequate*", please briefly explain why.

(long answer)

17. What level of training for bilingual teaching did you possess before being appointed to your present position?

- Extensive training
- Some training
- No training

18. How much training did you receive from the school on how to deliver its bilingual pedagogy?

- Extensive training
- Some training
- No training

19. On a scale of 0 to 5, with 0 indicating “absolutely unable” and 5 indicating “perfectly able”, to what extent do you believe the school is capable of educating children through L2?

School’s ability to educate children through L2

0 1 2 3 4 5

20. On a scale of 0 to 5, with 0 indicating “absolutely don’t believe” and 5 indicating “strongly believe”, to what extent do you believe students will be equally competent in both languages (balanced bilinguals)?

By the end of primary school 0 1 2 3 4 5

By the end of middle school 0 1 2 3 4 5

By the end of high school 0 1 2 3 4 5

21. Do you hold a L2 proficiency certification?

- Yes
- No

Appendix 5: Questionnaire guidelines - German version

Bilinguale Immersion Grundschulen in Brasilien - Management- und Lehrerbefragung

Sehr geehrte Teilnehmer*innen,

Mein Name ist Francesca Neroni vom *Institute of Education and Humanities* an der *University of Wales Trinity Saint David*. Derzeit führe ich im Rahmen meines Masterstudiums ein landesweites Forschungsprojekt unter der Leitung von Dr. Hywel Glyn Lewis durch. Das Ziel dieses Forschungsprojekts ist es, einen umfassenden Überblick über übliche zweisprachige Lehrplanrahmen und Unterrichtsmodelle zu geben, die weltweit vorhanden sind, und anhand dessen eine Parallele zur Realität in Brasilien zu ziehen. Die gesammelten Daten dienen als Grundlage für die Ermittlung des Konsistenzniveaus der Unterrichtsmodelle, die derzeit im brasilianischen bilingualen Grundschulkontext verwendet werden, wobei der Schwerpunkt speziell auf drei bilingualen immersiven Grundschulen in Brasilien liegt. Ich möchte Sie einladen, sich an diesem Forschungsprojekt zu beteiligen, da Sie derzeit an einer dieser Einrichtungen als Lehrkraft, bzw. Verwalter*in tätig sind. Dies würde beinhalten, dass Sie einen kurzen Online-Fragebogen zu Prozessen, zweisprachigen Praktiken und Richtlinien an Ihrer Schule ausfüllen. Das Bearbeiten des Fragebogens wird voraussichtlich etwa 10 Minuten in Anspruch nehmen. Mögliche Anschlussfragen können zu einem späteren Zeitpunkt in Form eines vertraulichen Kurzinterviews folgen.

Ihre Teilnahme an dieser Studie ist freiwillig und es steht Ihnen frei, Ihre Einwilligung jederzeit zu widerrufen, sowie alle unverarbeiteten Daten, die Sie zuvor bereitgestellt haben, zurückzuziehen.

Ihre Antworten werden vertraulich behandelt und identifizierende Informationen wie Ihr Name und Ihre E-Mail-Adresse sind nur für den Forscher zugänglich.

Diese Erhebung wird in Übereinstimmung mit dem *University of Wales Code of Ethics and Research Integrity* (Ethik- und Integritätskodex) durchgeführt. Die Ergebnisse dieser Studie werden nur für wissenschaftliche Zwecke verwendet und können mit Vertretern der *University of Wales Trinity Saint David* geteilt werden. Alle personenbezogenen Daten, die Sie identifizieren können, werden entfernt oder geändert, bevor Dateien mit anderen Forschenden geteilt oder Ergebnisse veröffentlicht werden. Alle Daten werden in einem passwortgeschützten elektronischen Format gespeichert und nach Abschluss der Forschung werden alle Fragebögen sicher gespeichert.

Wenn Sie Fragen zu diesem Projekt haben, können Sie mich gerne unter kontaktieren.

Ihre Kollaboration wird sehr geschätzt. Vielen Dank für Ihre Zeit und Rücksicht.

Francesca Neroni

Hinweise zum Ausfüllen des Formulars:

BITTE BEACHTEN SIE, DASS FÜR DIE ZWECKE DIESER RECHERCHE PORTUGIESISCH ALS L1 (ERSTSPRACHE) UND DEUTSCH ALS L2 (ZWEITSPRACHE) BEZEICHNET WIRD.

Appendix 6: Electronic Informed Consent - German version

Erforderlich

ELEKTRONISCHE INFORMIERTE EINWILLIGUNG: Bitte treffen Sie unten Ihre Wahl.

1.

Wenn Sie unten auf die Schaltfläche „Zustimmen“ klicken, wird Folgendes angezeigt:

- Sie haben die obigen Informationen gelesen
- Sie stimmen der Teilnahme freiwillig zu
- Sie sind mindestens 18 Jahre alt

Wenn Sie nicht an der Forschungsstudie teilnehmen möchten, lehnen Sie die Teilnahme bitte ab, indem Sie auf die Schaltfläche „Ablehnen“ klicken.

- Zustimmung
- Ablehnen

Appendix 7: Questionnaire Management - German version

2. Ihr Name
3. Ihre bevorzugte E-Mail
4. Name der Schule, an der Sie derzeit beschäftigt sind
5. Ihre aktuelle Position
6. Unterrichtet Ihre Schule ALLE Fächer in BEIDEN Sprachen (alle Fächer werden sowohl in L1 als auch in L2 unterrichtet)?
 - Ja
 - Nein
 - Unsicher
7. Wenn Sie Frage Nr. 6 mit "NEIN" beantwortet haben, wie hoch ist die prozentuale Aufteilung (bezogen auf Zeit) für JEDE SPRACHE innerhalb des Lehrplans?
 - Ungefähr 50% L1 – 50% L2
 - Zwischen 60-80% L1 - 40-20% L2
 - Über 80% L1 - Unter 20% L2
 - Zwischen 60-80% L2 - 40-20% L1
 - Über 80% L2 - Unter 20% L1
 - Trifft nicht zu
 - Anderer Grund

8. Wenn Sie Frage Nr. 6 mit "NEIN" beantwortet haben, wie hoch ist die prozentuale Aufteilung der FÄCHER, die in L1 und L2 unterrichtet werden (Anzahl der Fächer, die einer bestimmten Sprache zugeordnet sind)?

- Ungefähr 50% der Fächer in L1 - 50% der Fächer in L2
- Zwischen 60-80% der Fächer in L1 - 40-20% der Fächer in L2
- Über 80% der Fächer in L1 - Unter 20% der Fächer in L2
- Zwischen 60-80% der Fächer in L2 - 40-20% der Fächer in L1
- Über 80% der Fächer in L2 - Unter 20% der Fächer in L1
- Trifft nicht zu

9. Wenn Sie Frage Nr. 6 mit "NEIN" beantwortet haben, welche Fächer werden in L1 und welche in L2 unterrichtet?

(long answer)

10. Wenn die Zeiteinteilung zwischen den beiden Sprachen kein 50%-50%-Szenario widerspiegelt, was ist der Grund für diese Abweichung? Bitte wählen Sie eine der

Optionen:

- L1 hat Vorrang, da sie die Hauptsprache in der Schule ist
- L2 hat Vorrang, da sie nicht die Hauptsprache in der Schule ist
- Keine Abweichung
- Anderer Grund *(short answer)*

11. Setzt die Schule Lehrassistent*innen ein?

- Ja
- Nein
- Unsicher

12. Sind alle Lehrassistent*innen kompetent zweisprachig in L1 und L2?

- Ja
- Nein
- Unsicher
- Trifft nicht zu

13. Wird L2 sowohl als Unterrichtssprache benutzt wie auch als Unterrichtsfach gelehrt?

- Ja
- Nein
- Unsicher

14. Werden L2-Fachklassen ausschließlich (100%) auf L2 unterrichtet?

- Ja
- Nein
- Unsicher

15. Bietet die Schule L2-Sprachunterstützung für Schüler an?

- Ja

- Nein
- Unsicher

16. Wo wird L2-Sprachunterstützung angeboten?

- Außerhalb des Klassenzimmers (pull-out)
- Im Klassenzimmer (push-in)
- Sowohl außerhalb als auch innerhalb des Klassenzimmers
- Unsicher
- Trifft nicht zu

17. In welcher Modalität wird L2-Sprachunterstützung angeboten?

- In einer Gruppe von Schülern
- Einzeln
- Sowohl in der Gruppe als auch einzeln
- Unsicher
- Trifft nicht zu

18. Wie viel Zeit ist im wöchentlichen Stundenplan für die L2 Sprachunterstützung eingeplant?

- Drei Stunden oder mehr
- Zwischen zwei und drei Stunden
- Bis zu zwei Stunden
- Unsicher

Trifft nicht zu

19. Wie oft werden die Schüler auf L2-Kenntnisse getestet?

Mehr als einmal im Jahr

Einmal im Jahr

Alle zwei Jahre

Nie

Unsicher

20. Testet die Schule die L2-Kenntnisse der Schüler auch durch externe Prüfungen?

Ja

Nein

Unsicher

21. Wenn JA, durch welche besondere(n) externe(n) Prüfung(en)? Bitte schreiben Sie „trifft nicht zu“, falls keine externen Prüfungen verwendet werden.

(long answer)

22. Nach wie vielen Jahren zweisprachigen Unterrichts erwartet die Schule, dass die Mehrheit der Schüler in beiden Sprachen gleich kompetent (ausgewogen zweisprachig) ist?

Nach 2-4 Jahren

Nach 4-6 Jahren

- Nach 6-8 Jahren
- Unsicher

23. Besitzen alle L2-Lehrkräfte ein Sprachzertifikat?

- Ja
- Nein
- Unsicher

24. Was ist das Mindestniveau der L2-Kompetenz, das die Schule von Lehrer*innen erwartet?

- A1
- A2
- B1
- B2
- C1
- C2

25. Wie viel Ausbildung bietet die Schule Lehrern an, über die Vermittlungsart der schulischen zweisprachigen Pädagogik?

- Umfangreiche Ausbildung
- Teilausbildung
- Keine Ausbildung
- Unsicher

26. Gibt es etwas, das Sie an der Zweisprachigkeitspolitik Ihrer Schule ändern würden?

- Ja
- Nein
- Unsicher

27. Bitte erläutern Sie kurz, was Sie ändern würden. Wenn Sie keine Änderungen in der Zweisprachigkeitspolitik der Schule wünschen, schreiben Sie bitte „trifft nicht zu“.
(long answer)

28. Auf einer Skala von 0 bis 5, wobei 0 „absolut unfähig“ und 5 „vollkommen fähig“ bedeutet, inwieweit glauben Sie, dass die Schule in der Lage ist, Kinder durch L2 auszubilden?

Fähigkeit der Schule, Kinder durch L2 auszubilden

0 1 2 3 4 5

Appendix 8: Questionnaire Teaching Staff - German version

2. Ihr Name
3. Ihre bevorzugte E-Mail
4. Ihre aktuelle Position
- Lehrkraft
- Lehrassistent*in
- L2 Unterstützung Lehrkraft
- Andere Position
5. Welche Klassen unterrichten Sie in der Grundschule? Bitte kreuzen Sie alle zutreffenden Felder an.
1. Stufe
2. Stufe
3. Stufe
4. Stufe
6. Welche Fächer unterrichten Sie in der Grundschule?
(long answer)
7. Werden Ihre Klassen ausschließlich (100 %) auf L2 unterrichtet?
- Ja
- Nein

Unsicher

8. In Bezug auf den Unterricht, wie zufrieden sind Sie auf einer Skala von 0 bis 5, wobei 0 „sehr unzufrieden“ und 5 „sehr zufrieden“ bedeutet:

Die aktuelle Zweisprachigkeitspolitik der Schule

0 1 2 3 4 5

Die prozentuale Aufteilung zwischen L1 und L2

0 1 2 3 4 5

Die Fächerwahl der Schule in Bezug auf die Unterrichtssprache (Fach-/Sprachzuordnung)

0 1 2 3 4 5

9. Glauben Sie, dass die aktuelle Methode des zweisprachigen Unterrichts der Schule effektiv ist, um eine ausgewogene Zweisprachigkeit (gleiche Kompetenz in beiden Sprachen) bei Kindern aufzubauen?

Definitiv ja

Möglicherweise ja

Unsicher

Möglicherweise nicht

Definitiv nicht

10. Welche Verbesserungen würden Sie im derzeitigen pädagogischen Ansatz vorschlagen, um eine ausgewogene Zweisprachigkeit zu erreichen? Bitte kurz erklären.

(long answer)

11. Bezogen auf den Unterricht, auf einer Skala von 0 bis 5, wobei 0 „*kein Erfolg*“ und 5 „*maximaler Erfolg*“ bedeutet, inwieweit gewährleistet die aktuelle bilinguale Pädagogik an der Schule den Erfolg in den vier Grundfertigkeiten?

Sprechen	0	1	2	3	4	5
Hören / Verstehen	0	1	2	3	4	5
Schreiben	0	1	2	3	4	5
Lesen	0	1	2	3	4	5

12. Sind Sie mit der aktuellen Wahl der Schulfächer in Bezug auf die Unterrichtssprache einverstanden (Fach-/Sprachzuordnung)?

- Definitiv einverstanden
- Möglicherweise einverstanden
- Unsicher
- Möglicherweise nicht einverstanden
- Definitiv nicht einverstanden

13. Wenn Sie die vorherige Frage mit „*unsicher / meistens nicht einverstanden / definitiv nicht einverstanden*“ beantwortet haben, begründen Sie bitte kurz warum.

(long answer)

14. Was würden Sie an der bilingualen Unterrichtsmethode an Ihrer Schule ändern?

Bitte kurz erklären.

(long answer)

15. Glauben Sie, dass die von der Schule angebotene L2-Sprachunterstützung angemessen ist, um die Bedürfnisse der Schüler zu erfüllen?

- Völlig ausreichend
- Teilweise ausreichend
- Unsicher
- Meist unzureichend
- Definitiv unzureichend

16. Falls Sie die vorherige Frage mit „*unsicher / meist unzureichend / definitiv unzureichend*“ beantwortet haben, begründen Sie bitte kurz warum.

(long answer)

17. Welchen Ausbildungsstand für bilingualen Unterricht hatten Sie vor Ihrer Berufung in Ihre jetzige Position?

- Umfangreiche Ausbildung
- Teilausbildung
- Keine Ausbildung

18. Wie viel Ausbildung haben Sie von der Schule darüber erhalten, wie Sie ihre zweisprachige Pädagogik vermitteln sollen?

- Umfangreiche Ausbildung
- Teilausbildung
- Keine Ausbildung

19. Auf einer Skala von 0 bis 5, wobei 0 „*absolut unfähig*“ und 5 „*vollkommen fähig*“ bedeutet, inwieweit glauben Sie, dass die Schule in der Lage ist, Kinder durch L2 auszubilden?

Fähigkeit der Schule, Kinder durch L2 auszubilden

0 1 2 3 4 5

20. Auf einer Skala von 0 bis 5, wobei 0 „*ich glaube absolut nicht*“ und 5 „*ich glaube stark*“ bedeutet, inwieweit glauben Sie, dass die Schüler in beiden Sprachen gleich kompetent (bzw. ausgewogen zweisprachig) sein werden?

Bis zum Ende der Grundschule 0 1 2 3 4 5

Bis zum Ende der Mittelschule 0 1 2 3 4 5

Bis zum Ende des Gymnasiums 0 1 2 3 4 5

21. Besitzen Sie ein L2-Sprachzertifikat?

- Ja
- Nein

Appendix 9A: Classroom Observation Form – Front

Classroom Observation Form

School: _____
 Instructor: _____
 Class: _____
 No. of students present: _____

Observation Date: _____
 Subject: _____
 Start: _____
 End: _____

INSTRUCTIONAL METHOD				
Criteria	Y	N	N/A	Notes
Teacher uses L2 to deliver lesson				
TA / Support teacher uses L2 to scaffold lesson				
Evidence of CLIL and / or dual-focus techniques (shift between content and language)				
Evidence of code-switching by teacher as part of translanguaging strategies				

LESSON ORGANIZATION				
Criteria	Y	N	N/A	Notes
Presence of TA / Support teacher				
Evidence of L1 / L2 specific moments				
Evidence of routines in L2				
Evidence of clear content and language learning goals				

KNOWLEDGE				
Criteria	Y	N	N/A	Notes
Teacher is proficient in L2				
TA / Support teacher is proficient in L2				
Instructors display knowledge of content / language integration techniques				

END-OF-LESSON REMARKS										
Criteria	Y	N	N/A	Notes						
Lesson taught entirely in L2				<table border="1"> <tr> <td>Only L1</td> <td>Only L2</td> <td></td> </tr> <tr> <td>Only L1</td> <td>Only L2</td> <td></td> </tr> </table>	Only L1	Only L2		Only L1	Only L2	
Only L1	Only L2									
Only L1	Only L2									
Evidence of students' interaction in both L1 and L2 with teacher										
Evidence of students' interaction in both L1 and L2 with other students										
Evidence of students' use of all four skills in L2				<table border="1"> <tr> <td>Listening</td> <td>Speaking</td> <td>Reading</td> <td>Writing</td> </tr> </table>	Listening	Speaking	Reading	Writing		
Listening	Speaking	Reading	Writing							
Evidence of code-mixing / code-switching by students										
Evidence of (fossilized) interlanguage by students										

Appendix 9B: Classroom Observation Form – Back

Classroom Observation Form - Breakdown

Time	Procedure:	Points to consider

Appendix 10: Interview Guidelines - English version

Dear research participant,

The following confidential short interview, consisting of three questions in total, aims to follow up on the responses provided in the research questionnaire. The purpose is to delve more deeply into specific topics, providing a more thorough understanding of the collected data. As outlined in the questionnaire guidelines, the gathered information will serve as a foundation for assessing the consistency of the education models currently implemented in the Brazilian bilingual primary school context, with a specific focus on bilingual immersion primary schools.

Your participation in this research is voluntary and you are free to withdraw consent at any time and to withdraw any unprocessed data you have previously supplied. Your responses will be confidential and identifying information such as your name and email address can be accessed only by the researcher.

This research is conducted in accordance with the University of Wales Code of Ethics and Research Integrity. The results of this study will be used for scholarly purposes only and may be shared with University of Wales Trinity Saint David representatives. Any personal information that could identify you will be removed or changed before files are shared with other researchers or results are made public. All data is stored in a password protected electronic format and upon completion of the research, all interviews will be securely stored.

If you have any questions regarding this project, feel free to contact me at +55 21 98316-4484 or francescamariaemilia@gmail.com

Your cooperation is greatly valued. Thank you for your time and consideration.

Francesca Neroni

Appendix 11: Informed Consent Interview - English version

Required

INFORMED CONSENT: Please select your choice below.

Marking the "agree" box below indicates that:

- you have read the above information
- you voluntarily agree to participate to the interview session
- you are at least 18 years of age

If you do not wish to participate in this part of the research study, please decline participation by marking the "disagree" box.

- agree
- disagree

Questions:

- In your opinion, what are the most significant challenges faced by L2 teachers in bilingual education?
- In your opinion, what content should be included in teacher training programs for bilingual education?
- What, in your opinion, are the key characteristics of a strong bilingual academic curriculum?

Appendix 12: Themes with anchor quotes

Theme	Code	Anchor example
Bilingual Teaching	Need for L2 as a subject	I would include more grammar activities, more conversation moments, more listening comprehension activities, and for sure more support to low L2 students. (Teacher TE2)
		I would add language-oriented lessons in the student's schedule so that students not only would be exposed to language through content but also be able to work on it independently...(Teacher TE10)
	Create standard guidelines	I would create a standard on how to teach in English in the specialised classes (Music, Library, Creative Tech, PE, etc) (Teacher TE6)
	Increased L2 support	I would work more with weekly plans so that you can differentiate and support students more individually.(Teacher TGH45 - translated by author)
	Modify bilingual pedagogy	I would teach Sachkunde (science-related subjects) bilingually, as we already used to. We no longer have that because of the costs.(Teacher TGH48 - translated by author)
Training and professional development	Training for bilingual pedagogy	We should be training teachers (especially specialist teachers) on how to teach through L2.... (Manager ME5)
		The teachers should be more prepared regarding the tools and concepts we need to teach through the language, the lessons would be more strategically planned, the objectives regarding vocabulary would be clearer. (Teacher TE4)
		Everyone should follow a base method of giving classes in a second language. Each one can use your own way, it doesn't have to be the same, but following a common denominator to work in a bilingual school..(Teacher TE23)
	Training for specific bilingual techniques	Working with translanguaging, alternating the use of English and Portuguese for input and output in the same lesson. (Teacher TE12)
		I would train teachers and students to properly use translanguaging and revisit the L1 curriculum so it would allow for more correspondence between languages. (Teacher TE1)
		I would suggest more teacher training and also school more solid procedures to ensure CLIL is applied correctly and with consistency. (Teacher TE13)

Appendix 13: Ethics Form

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity.

Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

1	Full Name:	Francesca Neroni				
2	Tick all boxes which apply:	Member of staff:	<input type="checkbox"/>	Honorary research fellow:	<input type="checkbox"/>	
3	Undergraduate Student	<input type="checkbox"/>	Taught Postgraduate Student	<input checked="" type="checkbox"/>	Postgraduate Research Student	<input type="checkbox"/>

4	Institute/Academic Discipline/Centre:	Institute of Education and Humanities			
5	Campus:	Carmarthen			
6	E-mail address:	1910890@student.uwtsd.ac.uk			
7	Contact Telephone Number:				
<i>For students:</i>					
8	Student Number:	1910890			
9	Programme of Study:	MA Bilingualism and Multilingualism			
10	Director of Studies/Supervisor:	Dr Hywel Glyn Lewis			

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
					<i>Date</i>
2	If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	<input type="checkbox"/>		
3		Institute Research Committee	<input type="checkbox"/>		
4	<i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Other (write in): Dr Christine Jones, Interim Dean of the Institute of Education and Humanities	<input checked="" type="checkbox"/>	18th August, 2021	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.		
1	<u>UWTSD Research Ethics & Integrity Code of Practice</u>		<input checked="" type="checkbox"/>
2	UWTSD Research Data Management Policy		<input checked="" type="checkbox"/>
3	BERA Ethical Guidelines for Educational Research (2018)		<input checked="" type="checkbox"/>

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.				
3	Institution				
4	Contact person name				
5	Contact person e-mail address				

6	Has this individual consented to sharing their details on this form?		YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
7	Are you in receipt of a KESS scholarship?		YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
8	Is your research externally funded		YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
9	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
10		Employed	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
11	Is the research being undertaken within an existing UWTSO Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Where research activity is carried out in collaboration with an external organisation

13	Does this organisation have its own ethics approval system?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
14	If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

1	Indicative title:	A Comparative Study of Bilingual Teaching Models and Curricula at Bilingual Immersion Primary Schools in Brazil.		
2	Proposed start date:	01/10/2021	Proposed end date:	01/04/2022
3	<p>Introduction to the Research (maximum 300 words)</p> <p>Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below:</p> <ul style="list-style-type: none"> • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> <p>Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain</p> <ul style="list-style-type: none"> • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i> 			
4	<p>Purpose of Research Activity</p> <p>The purpose of this research is to examine and compare the bilingual teaching models and curricula employed at three Brazilian bilingual immersion primary schools: a Portuguese-English and a Portuguese-German school, both in Rio de Janeiro, and a Portuguese-German school in São Paulo. All are private institutions. The results from this comparison will serve as a base to draw a parallel with other bilingual curriculum frameworks and teaching models already in place globally and, ultimately, to establish to what degree the models used at Brazilian bilingual immersion primary schools are comparatively consistent.</p> <p>To date, the term ‘bilingual school’ is very broadly used in Brazil to refer to different models of bilingual education. The fact that virtually all of Brazil’s bilingual immersion schools are private fee-</p>			

	<p>paying institutions has allowed great freedom over the years in setting individual, <i>Ad Hoc</i> policies for L2 curriculum design, content teaching and goals for language outcome. New specifications were sanctioned in 2020 in the form of the <i>National Bi / Plurilingual Schools Guidelines</i> (Ministério da Educação, 2020), with the aim of defining guidelines to differentiate bilingual schools from other types of school. However, there is still a great need for better coordination at bilingual curriculum level to guarantee more uniform language outcomes throughout bilingual immersion schools, especially with reference to grade-appropriate proficiency in L2.</p> <p>The result of this study will be conducive to the development of a common bilingual curriculum framework for language immersion programs at Brazilian bilingual immersion primary schools. Additionally, the study will, conceivably, encourage further research in this field, especially in Brazil, to help establish major discrepancies among the bilingual curricula of immersion schools nationwide.</p>
5	<p>Research Question</p> <p>How consistent are the curricula and teaching models of the so-called 'bilingual' immersion primary schools in Brazil?</p>
6	<p>Aims of Research Activity</p> <p>The objective of this comparative study is to examine the consistency level of bilingual teaching models and curricula at three bilingual immersion primary schools in Rio de Janeiro and São Paulo. The research proposes to provide a comprehensive review of literature in relation to common bilingual curriculum frameworks and teaching models in place globally, and then draw a parallel with the selected institutions.</p>
7	<p>Objectives of Research Activity</p>

	<ol style="list-style-type: none"> 1. To provide a comprehensive review of literature in relation to common curriculum frameworks for bilingual instruction globally; 2. To assess the teaching models of the three participating schools through the observation of L2 lessons; 3. To verify any correspondence between the curriculum model and the lessons taught; 4. To provide recommendations for the development of a common bilingual curriculum framework for language immersion programs at Brazilian primary schools.
8	<p>Proposed methods (maximum 600 words)</p> <p>Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.</p>
9	<p>The following mixed-method approach to gather both quantitative and qualitative data will be used in this research activity:</p> <p>Data collection will include at first documentation analysis, then a semi-structured survey of the school leadership and a semi-structured survey of teachers, both in the form of a questionnaire. Semi-structured interviews will follow for both leadership and teachers, to delve more deeply into information collected from the questionnaire and to clarify possible ambiguities. The researcher chooses not to use structured interviews in order to minimize influence on the school personnel. The study aims at paying strict attention to procedures in order to maximize the reliability of the findings so that they can be, hopefully, replicated in future empirical research (Dawson, 2019, p. 98). The final data-collection method will be classroom non-participant observation. Through the use of multiple research methods the researcher aims at triangulation and at reinforcing the validity of the research (Hurmerinta-Peltomaki & Nummeia, 2006). In this specific study, triangulation is particularly necessary in order to double check data gathered from examining documents against data collected by observation; to compare the <i>formulation</i> of policies against their actual <i>implementation</i>.</p> <p>For class observation, a stratified sample from three bilingual immersion primary schools will consist of classes at each of the five grade levels (1, 2, 3, 4 and 5, one class per level). Participant teachers will be selected according to the grade they teach, and care will be taken in the selection of classes so that as many teachers as possible will be observed during teaching. The sample population for the survey will consist of the totality of the L2 teachers and the schools' leadership. Participants' names will be removed from interviews prior to data entry in order to ensure confidentiality, and the interviews will be identified only by a number code. Parents</p>

	and all others involved in the project will be told that no information will be released about individual participants.
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10	Location of research activity Identify all locations where research activity will take place.
11	Escola Eleva Barra, Rio de Janeiro, Brazil Escola Alemã Corcovado, Rio de Janeiro, Brazil Colégio Humboldt, São Paulo, Brazil
12	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
13	Research will be carried out in compliance with the Brazilian Research Ethics Committee <i>Comitê de Ética em Pesquisa (CEP)</i> , regulated by the National Research Ethics Council <i>CONEP (Conselho Nacional de Ética em Pesquisa)</i> .

14	Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	<input checked="" type="checkbox"/>
		YES	<input type="checkbox"/>

15	<p>If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.</p> <p>N/A</p> <p><i>(this box should expand as you type)</i></p>
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SECTION F: Scope of Research Activity

1	Will the research activity include:	YES	NO
2	Use of a questionnaire or similar research instrument?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Use of interviews?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Use of diaries?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Participant observation with their knowledge?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Participant observation without their knowledge?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Use of video or audio recording?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Access to personal or confidential information without the participants' specific consent?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Performance of any acts which may cause embarrassment or affect self-esteem?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	Investigation of participants involved in illegal activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Use of procedures that involve deception?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Administration of any substance, agent or placebo?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

7	Young offenders?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	People engaged in illegal activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
11	Other – please indicate here: N/A (this box should expand as you type)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

12	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
13	How many participants are expected?	Approximately 30 <i>(this box should expand as you type)</i>
14	Who will the participants be?	For each school: - Headmaster - Head / coordinator of bilingual teaching - Teachers of L2 (K1 to K5) <i>(this box should expand as you type)</i>
15	How will you identify the participants?	Headmaster / Head of bilingual teaching will be referred to as <i>Academic Management</i>

		Teachers will be referred to as <i>L2 Teaching Body</i> . <i>(this box should expand as you type)</i>
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16	Information for participants:	YES	NO	N/A
17	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Will you obtain written consent for participation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	If the research is observational, will you ask participants for their consent to being observed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	If NO to any of above questions, please give an explanation			
27	N/A <i>(this box should expand as you type)</i>			

28	Information for participants:	YES	NO	N/A
29	Will participants be paid?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
30	Is specialist electrical or other equipment to be used with participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
31	Are there any financial or other interests to the investigator or University arising from this study?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
33	If YES to any question, please provide full details			
34	<p data-bbox="277 869 331 898">N/A</p> <p data-bbox="277 1003 672 1033"><i>(this box should expand as you type)</i></p>			

SECTION H: Anticipated Risks

1	<p>Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.</p> <p>N/A</p> <p>If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.</p>		
2	Full risk assessment completed and appended?	Yes	<input type="checkbox"/>
		No	<input checked="" type="checkbox"/>
3	<p>Risks to participants</p> <p>For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information</p>		
4	<p>Risk to Participant:</p> <p>Emotional distress or anxiety when being observed during lessons.</p> <p><i>(this box should expand as you type)</i></p>	<p><i>How will you mitigate the Risk to Participant</i></p> <p>The researcher will sit discreetly at the bottom of the classroom and will limit note taking to an essential minimum, in order to minimize the teachers' emotional distress.</p>	
5	<p>If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures</p>		

	should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	N/A <i>(this box should expand as you type)</i>	
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	<p>Risk to Investigator:</p> <p>Circumstances may not allow the researcher to complete the research activity (class observations) due to health safety restrictions related to COVID.</p> <p>At the time of completion of this form, no restrictions are in place at the selected institutions. However, things might change according to recommendations of the Brazilian Ministry of Health.</p> <p><i>(this box should expand as you type)</i></p>	<p><i>How will you mitigate the Risk to Investigator:</i></p> <p>The researcher will mitigate this risk by carrying out observations immediately upon ethics clearance. If needed, some observations might be postponed to the beginning of 2022.</p>
7	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to University:	<i>How will you mitigate the Risk to University:</i>

	<p>If the researcher is unprofessional during the research activity, it can reflect poorly on the university.</p> <p><i>(this box should expand as you type)</i></p>	<p>The researcher will make sure to be well-prepared for each interview with participants and to act professionally at all times during the research activity.</p> <p><i>(this box should expand as you type)</i></p>
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8	Disclosure and Barring Service			
9	<p>If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.</p>	YES	NO	N/A
10	Does your research require you to hold a current DBS Certificate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? Upon completion of data analysis, the participating schools will be provided with a summary of research findings.
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. A research consent form will be distributed to the school teachers and leadership, informing them about the study in detail. Participants will be sent an information sheet and consent form by email, with the assurance that neither they nor the institution will be named in subsequent literature and / or material submitted for publication. Parents will be sent through the school an informed consent for their children to be observed during lessons. Documentation will be in accordance with the University policies and BERA regulations, as well as the Brazilian Research Ethics Committee <i>Comitê de Ética em Pesquisa (CEP)</i> .
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. The researcher will take all necessary steps to protect the privacy and ensure the anonymity and non-traceability of participants by using pseudonyms in her dissertation as well as any other written reports of the research.

SECTION J: Data Protection and Storage

In completing this section refer to the University’s Research Data Management Policy and the extensive resources on the University’s Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

1	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?	YES	NO
	<p>“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	If YES, provide a description of the data and explain why this data needs to be collected:		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO
	<p>“Special category data” means sensitive personal data consisting of information as to the data subjects’ –</p> <ul style="list-style-type: none"> (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes), 	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	<p>N/A</p> <p><i>(this box should expand as you type)</i></p>		

5	Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
6	Manual files (i.e. in paper form)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	University computers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Private company computers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Home or other personal computers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	“Cloud” storage or websites?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Other – specify:	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
	<p>The following measures will be in place to ensure the security of the collected data:</p> <ul style="list-style-type: none"> • All data generated by the research activity will be stored securely on an external hard drive until the completion of the researcher’s studies. The hard drive will be encrypted with a password that will be known only by the researcher. • The data will be used purely for the purposes of this research activity. • Real names of participants will not be stored. The participants’ identity will be protected through pseudonymization and full anonymization. • No one other than the researcher will have access to the collected data. 		
14	All Data Storage		
15	Will the research activity involve any of the following activities:	YES	NO
16	Electronic transfer of data in any form?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Sharing of data with others at the University?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18	Sharing of data with other organisations?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

19	Export of data outside the European Union or importing of data from outside the UK?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21	Publication of data that might allow identification of individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22	Use of data management system?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23	Data archiving?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
	<p>The participants will be asked for consent before data collection. The collected data will be transferred from the participants' questionnaires / interview forms onto the researcher's encrypted external hard drive.</p> <p><i>(this box should expand as you type)</i></p>		
25	List all who will have access to the data generated by the research activity:		
	<p>Only the researcher will have access to the data generated by the research activity, as well as the tutor (Dr Hywel Glyn Lewis) and External Examiner for assessment purposes only.</p> <p><i>(this box should expand as you type)</i></p>		
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	<p>Only the researcher will have control of the data generated by this activity.</p> <p><i>(this box should expand as you type)</i></p>		

27	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.						
	<p>The data will be stored on a password protected external hard drive, locked in a secure cupboard in the researcher’s home until the completion of her studies.</p> <p>Upon completion of her studies, the researcher will store the digital data on a password protected external hard drive to be kept indefinitely for statistical purposes.</p> <p><i>(this box should expand as you type)</i></p>						
28	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>						
	<p>No.</p> <p><i>(this box should expand as you type)</i></p>						
29	<table border="1"> <tr> <td data-bbox="264 1245 1312 1329">Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)</td> <td data-bbox="1312 1245 1430 1329">YES</td> <td data-bbox="1430 1245 1539 1329"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="264 1329 1312 1446"></td> <td data-bbox="1312 1329 1430 1446">NO</td> <td data-bbox="1430 1329 1539 1446"><input type="checkbox"/></td> </tr> </table>	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	<input checked="" type="checkbox"/>		NO	<input type="checkbox"/>
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	<input checked="" type="checkbox"/>					
	NO	<input type="checkbox"/>					
30	<table border="1"> <tr> <td data-bbox="264 1446 1312 1530">Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding</td> <td data-bbox="1312 1446 1430 1530">YES</td> <td data-bbox="1430 1446 1539 1530"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="264 1530 1312 1617"></td> <td data-bbox="1312 1530 1430 1617">NO</td> <td data-bbox="1430 1530 1539 1617"><input type="checkbox"/></td> </tr> </table>	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	<input checked="" type="checkbox"/>		NO	<input type="checkbox"/>
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	<input checked="" type="checkbox"/>					
	NO	<input type="checkbox"/>					

SECTION K: Declaration

31	<p>The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.</p> <p>In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/</p>		
	<p>Signature of applicant:</p>		<p>Date:</p> <p>01/09/21</p>

For STUDENT Submissions:

32	<p>Director of Studies/Supervisor:</p>	<p>Dr Hywel Glyn Lewis</p>	<p>Date:</p> <p>01/09/21</p>
33	<p>Signature:</p>		

For STAFF Submissions:

34	Academic Director/ Assistant Dean:		Date:
35	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

<input checked="" type="checkbox"/>	I have read the guidance notes supplied before completing the form.
<input checked="" type="checkbox"/>	I have completed ALL RELEVANT sections of the form in full.
<input checked="" type="checkbox"/>	I confirm that the research activity has received approval in principle
<input type="checkbox"/>	I have attached a copy of final/interim approval from external organisation (where appropriate)
<input type="checkbox"/>	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) <i>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</i>
<input checked="" type="checkbox"/>	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
<input checked="" type="checkbox"/>	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.
<input checked="" type="checkbox"/>	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore **it is important that you check your University and personal email accounts regularly.**

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.