

**LINGUISTIC AND CULTURAL DIVERSITY IN EARLY CHILDHOOD EDUCATION:
THE ROLE OF PLAC IN THE INCLUSIVE CARE OF MIGRANT CHILDREN****DIVERSIDAD LINGÜÍSTICA Y CULTURAL EN LA EDUCACIÓN INFANTIL: EL
PAPEL DEL PLAC EN LA ATENCIÓN INCLUSIVA DE LOS NIÑOS MIGRANTES****DIVERSIDADE LINGUÍSTICA E CULTURAL NA EDUCAÇÃO INFANTIL: O PAPEL
DO PLAC NO CUIDADO INCLUSIVO DE CRIANÇAS MIGRANTES**

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ABSTRACT

This article proposes a critical and comparative analysis of English literature of the Gothic and horror traditions, through the works of Mary Shelley, Edgar Allan Poe, Robert Louis Stevenson and H.P. Lovecraft. The main objective is to understand how these authors constructed, transformed and influenced the main themes of the imaginary of fear, such as monstrosity, madness, the double and the unknown, from the 18th century to the present day. The methodology used is based on textual analysis, historical contextualization and an interdisciplinary perspective, supported by the theoretical framework of Botting (1996), Punter (1996), and Lovecraft (2006 [1927]), among others. The works analyzed include *Frankenstein* (1818), *The Tell-Tale Heart* (1845), *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886) and *The Call of Cthulhu* (1928), chosen for their aesthetic and ideological representativeness. The aim is to demonstrate that, despite being distant in time, these texts share structural elements that continue to influence contemporary literature, cinema and pop culture. Furthermore, the study seeks to highlight how notions of identity, science, morality and fear are represented in different sociocultural contexts, revealing the permanence and adaptability of the Gothic genre in the Anglophone literary tradition.

Keywords: Gothic literature. Psychological horror. Cosmic horror. Pop culture. Modernity.

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RESUMO

Este artigo propõe uma análise crítica e comparativa da literatura inglesa de tradição gótica e de horror, por meio das obras de Mary Shelley, Edgar Allan Poe, Robert Louis Stevenson e H.P. Lovecraft. O objetivo principal é compreender como esses autores construíram, transformaram e influenciaram os principais temas do imaginário do medo, tais como a monstrosidade, a loucura, o duplo e o desconhecido, desde o século XVIII até os dias atuais. A metodologia utilizada baseia-se na análise textual, na contextualização histórica e na perspectiva interdisciplinar, com apoio do referencial teórico de Botting (1996), Punter (1996), e Lovecraft (2006 [1927]), entre outros. As obras analisadas incluem Frankenstein (1818), O Coração Delator (1845), O Médico e o Monstro (1886) e O Chamado de Cthulhu (1928), escolhidas por sua representatividade estética e ideológica. Espera-se demonstrar que, apesar de distantes no tempo, tais textos compartilham elementos estruturais que continuam a influenciar a literatura contemporânea, o cinema e a cultura pop. Além disso, o estudo busca evidenciar como as noções de identidade, ciência, moralidade e medo são representadas em diferentes contextos socioculturais, revelando a perenidade e a adaptabilidade do gênero gótico na tradição literária anglófona.

Palavras-chave: Literatura gótica. Terror psicológico. Horror cósmico. Cultura pop. Modernidade.

RESUMEN

Este artículo propone un análisis crítico y comparativo de la literatura inglesa de las tradiciones gótica y de terror, a través de las obras de Mary Shelley, Edgar Allan Poe, Robert Louis Stevenson y H.P. Lovecraft. El objetivo principal es comprender cómo estos autores construyeron, transformaron e influyeron en los principales temas del imaginario del miedo, como la monstrosidad, la locura, el doble y lo desconocido, desde el siglo XVIII hasta la actualidad. La metodología empleada se basa en el análisis textual, la contextualización histórica y una perspectiva interdisciplinar, con el apoyo del marco teórico de Botting (1996), Punter (1996) y Lovecraft (2006 [1927]), entre otros. Las obras analizadas incluyen Frankenstein (1818), El corazón delator (1845), El extraño caso del Dr. Jekyll y Mr. Hyde (1886) y La llamada de Cthulhu (1928), seleccionadas por su representatividad estética e ideológica. El objetivo es demostrar que, a pesar de su distancia temporal, estos textos comparten elementos estructurales que siguen influyendo en la literatura, el cine y la cultura pop contemporáneos. Además, el estudio busca destacar cómo se representan las nociones de identidad, ciencia, moralidad y miedo en diferentes contextos socioculturales, revelando la permanencia y adaptabilidad del género gótico en la tradición literaria anglófona.

Palabras clave: Literatura gótica. Horror psicológico. Horror cósmico. Cultura pop. Modernidad.I.

INTRODUCTION

In recent years, Brazil has become the destination of a growing number of migrant and refugee families, directly impacting the educational scenario, especially in large cities. Kindergartens now receive children of different nationalities, with different mother tongues and unique cultural experiences. In this context, the teaching of Portuguese as a Host Language (PLAc) emerges as an essential tool for the linguistic reception of these children, enabling their access to the communicative, pedagogical and social processes of the school and its surroundings.

However, the challenge goes beyond language teaching, it is about welcoming the plurality of forms of

to be, to speak, to communicate and to express oneself in front of other people and organizations. How can Early Childhood Education, a fundamental stage of cognitive, bio-psychosocial development, respond to these transformations in an inclusive way? How to prepare teachers and pedagogical teams to deal with this linguistic and cultural diversity? How has the teaching of PLAc been implemented in Early Childhood Education schools with migrant children, and how do these pedagogical practices contribute (or have contributed/will contribute) to the construction of a truly inclusive, equitable and intercultural school environment?

After all, it is necessary to recognize that this contemporary migratory phenomenon has reconfigured the ways of being and existing in schools. According to Souza (2020), the increase in migrations in Brazil has intensified the presence of students who do not speak Portuguese, highlighting the importance of inclusive educational approaches. In this context, the teaching of PLAc emerges as a response to the linguistic and cultural inclusion needs of these students in the school environment (Silva; Santos, 2022).

The objective of this product was to investigate the challenges and potentialities of teaching Portuguese as a Host Language (PLAc) in the context of inclusive Early Childhood Education, considering the increase in migrations and the consequent linguistic and cultural diversity in Brazilian schools. The research seeks to understand how pedagogical practices have been adapted to ensure access to language and school culture by migrant and refugee children, as well as to identify strategies that promote an equitable and inclusive education, so that this student is the protagonist of the school pedagogical practice.

The studies were carried out through a qualitative approach, based on a literature review and documentary analysis. It is expected to contribute with pedagogical proposals that promote the appreciation of languages and cultures of origin, social

inclusion and adequate linguistic development in childhood, where sensitive and age-appropriate pedagogical practices are essential for the full development of these children. To this end, we will address the pedagogical and methodological challenges that involve the teaching of PLAc and its implications in inclusive education.

LINGUISTIC AND CULTURAL DIVERSITY IN THE BRAZILIAN SCHOOL CONTEXT

Linguistic and cultural diversity in Brazilian schools has intensified with the arrival of new migratory flows from countries such as Haiti, Venezuela, Bolivia and Syria to Brazil are marked by different causes and contexts, with emphasis on political, economic and humanitarian crises.

According to data obtained from the website of the Ministry of Justice and Public Security (MJSP), through the National Secretariat of Justice (Senajus), published in the Migration Bulletin, No. 4, of

From 2010 to August 2024, Brazil registered the entry of 1,700,686 migrants, among residents

permanent, temporary and border areas. In addition, the country recognized 146,109 people as refugees and received 450,752 requests for recognition of refugee status. Therefore, the migratory flow in this period was about 2.3 million people. (...)

(...) the largest migratory flow is of migrants from Venezuela (500,636), Haiti (183,102) and Bolivia (110,795). The recognized refugees are mostly from Venezuela (134,089), Syria (4,100) and the Democratic Republic of Congo (1,158). The main nationalities of asylum seekers are Venezuelan (257,186), Cuban (41,800) and Haitian (40,483) (MJSP /Senajus, 2024, s.p.).

It is important to note that migration is not limited to these countries, and that Brazil has been a destination for people from different countries in search of refuge and opportunities. The Brazilian government has made efforts to ensure the reception and protection of migrants and refugees, with the implementation of public policies and support programs.

However, this reality brings complexity to teaching, in particular, and reveals the need for pedagogical methods that dialogue with this plurality. As Diniz (2019) argues, the school must be able to welcome and respect these differences affectively, promoting an inclusive environment that guarantees all children, regardless of their language of origin, equal opportunities for learning, interaction, and socialization. Anyway

The relationship between affectivity and Early Childhood Education is a central theme in education. In addition to assuming an important pedagogical value, affection in teaching-learning relationships is fundamental for children to feel safe and welcomed in their first extra-family environment – school.

This reception helps in the development of the child's affective, cognitive and social aspects. In other words, it is essential for that human being to be happy and fully develop. To ensure that this aspect is worked on properly, it is necessary to keep in mind that affectivity in Early Childhood Education is not limited to esteem and affection towards students. These values are important, it is true, but it is necessary to go further.

In addition to strengthening the internalization of content, the affective approach facilitates learning. After all, new knowledge is learned through relationships that students make with previous content, in a process of intertwining.

In other words, in addition to increasing the quality of learning at the present time, affectivity in teaching has a future impact on student life (OPET, 2025, s.p.).

In the perspective of Bortoni-Ricardo (2005), contact with multiple languages in the school environment not only enriches the educational experience, but also contributes to the development of a vision.

3 THE TEACHING OF PORTUGUESE AS A HOST LANGUAGE (PLAC)

PLAc is a teaching modality aimed at speakers of other languages who need to learn Portuguese to integrate into Brazilian daily life, especially in the school environment. As pointed out by Gonçalves and Silva (2021), PLAc differs from the teaching of Portuguese as a Foreign Language (PLE) by its focus on providing linguistic immersion in the social and school context, promoting the development of basic and contextual language skills that facilitate the integration of students into the school environment.

In this sense, it is also highlighted that the PLAc considers the "dimension of cultural belonging, we must associate the dynamics of the migratory event, its potentially traumatic consequences and also the modes of secondary acculturation to this migration and the vicissitudes of any inscription in a new society and in a new language" (Moro, 2015, p.187).

Therefore, the implementation of PLAc in Early Childhood Education requires special attention to the child's linguistic development phases, prioritizing

methodologies that include games, narratives and playful activities that promote gradual familiarization with Portuguese (Santos; Oliveira, 2023). These practices are essential so that children can, little by little, feel safe and integrated into the new environment.

4 INCLUSIVE PEDAGOGICAL PRACTICES IN EARLY CHILDHOOD EDUCATION

To ensure the success of PLAc teaching, it is essential that the school and its professionals adopt pedagogical practices that value linguistic and cultural diversity. As Oliveira (2022) indicates, teacher training needs to contemplate the development of intercultural skills, in addition to training teachers to adopt inclusive pedagogical practices, such as the creation of bilingual materials, the use of digital technologies, and the promotion of integrative cultural activities.

An example of inclusive practice is the introduction of tales and songs originating from the students' countries of origin, facilitating a friendlier cultural transition and encouraging the exchange of knowledge among children, as suggested by Freitas and Almeida (2021). In addition, the use of active methodologies can contribute to the inclusion of children from different backgrounds, offering a space in which they feel welcomed and valued.

Educators should also consider the possibility:

(...) Better knowing the culture, history, habits, religions, language, and social problems of the country of migrants and refugees could contribute to improving teaching-learning practices and also help overcome prejudices, leading to a greater involvement of the entire school community in welcoming these students. (...), it is important to work with families, students, teachers and teachers beforehand.

all school workers, in order to sensitize them to the reception of these students and to promote reflection on prejudice, empathy and, equally, on cultural learning itself (Tonhati *et al*, 2024, p. 14).

5 CHALLENGES AND PERSPECTIVES FOR INCLUSIVE KINDERGARTEN

The implementation of PLAc teaching in Early Childhood Education presents challenges, such as the lack of specific training for teachers and the scarcity of appropriate teaching materials. Souza and Pereira (2020) emphasize that many teachers still face difficulties in adapting their pedagogical practice to the needs of

children who speak other languages, which highlights the importance of public policies that offer support to these professionals.

In this sense, the studies of researcher Julia Scalco Pereira, Coordinator of the Early Childhood Education Unit of the Municipal Department of Education of Porto Alegre (SMED/POA) suggest that,

(...) with regard to the training of teachers who work in Early Childhood Education, the literature emphasizes that there are strong indications that the more solid the knowledge about child development and linguistic processes, in addition to high-level academic training, the greater the chances that their practices can incorporate the oral and written language skills necessary to deal with the specificities of the age group (Piasta et al., 2020; Rohde, 2015; Seabra, 2018; Terrell; Watson, 2018). By promoting these skills, the teacher will also have the opportunity to observe early cognitive-linguistic indicators, which point to an increased risk for future difficulties, such as restricted vocabulary, poor understanding of sentences and spoken stories, low phonological refinement, among other examples (Azoni; Pereira, 2017). (p. 5)

(...) The systematic monitoring of each child's processes must be looked at carefully and recorded, to understand and support the paths of oral and written language development. By observing learning strategies, it is possible to prevent children from developing future difficulties, while at the same time creating new perspectives with them and motivating them more and more to unravel the mysteries of the literate world (Pereira, 2024, p.14)

Thus, there are also promising prospects, with initiatives that promote the creation of support and collaboration networks between schools, families and non-governmental organizations, aimed at the inclusion of migrants in the school environment (Costa; Martins, 2023). These actions indicate that, with adequate support, the teaching of PLAc can transform the school into an even more inclusive, equitable and welcoming environment.

6 PLAC TEACHING PRACTICES AND ATTENDANCE AT INCLUSIVE KINDERGARTEN

The teaching of Portuguese as a Host Language (PLAc) emerges as an essential strategy to ensure not only the learning of the Portuguese language, but also the affective, social and cultural reception of these children.

PLAc, more than a technical education, is a practice of listening, empathy and valuing diversity. Their approaches must respect the linguistic and cultural repertoires of the children

migrants and seek to create spaces for belonging, interaction and participation. Among the practices adopted, the use of visual and body resources, storytelling in multiple languages, the appreciation of the languages of origin and the development of activities that celebrate

different cultures. It is also necessary to:

(...) work on feelings. This occurs through various processes and activities in the school environment, such as:

- Interactions
- Games and games
- Physical and interactive activities
- Imitations and creative activities
- Readings and storytelling
- Sensory activities

All these practices boost children's brain activity and help them feel safe, welcomed and belong to that new educational environment (OPET, 2025, s.p.).

This is because in the inclusive early childhood education school, these actions become even more important. Inclusion goes beyond access: it is ensuring that all children are seen, heard, and respected in their uniqueness. However, there are still significant challenges, such as the lack of training of educators, the lack of adequate materials, and the need for clearer institutional policies.

Despite this, the teaching of PLAc proves to be a powerful tool for transformation. When well applied, it contributes to a fairer, plural education that is sensitive to the realities of migrant childhoods, promoting not only language, but also bonds, identity and citizenship.

7 FINAL CONSIDERATIONS

The present study reaffirms the importance of a pedagogical approach sensitive to migratory dynamics and linguistic-cultural diversity present in Early Childhood Education institutions. The teaching of Portuguese as a Host Language (PLAc) is a fundamental practice not only for access to the language of instruction, but, above all, as a tool for welcoming, listening and valuing the identities of migrant children.

By understanding language as a human right and the school as a space for intercultural mediation, it was evident that the effective inclusion of these children depends on integrated actions: continuous teacher training, public policies for linguistic support, production of intercultural teaching materials and, mainly, the recognition of linguistic plurality as an educational resource and not as an obstacle to teaching.

It is noteworthy that the PLAc, when well implemented, is not limited to the acquisition of Portuguese, but favors the strengthening of self-esteem, the sense of belonging and the integral development of the child in the migratory process. Thus, the construction of a fairer, more democratic and plural school



it necessarily involves valuing the multiple languages and cultures that make up the school routine.

Finally, this work invites educators, researchers and managers to rethink their practices and policies, promoting a pedagogical practice that welcomes, respects and dialogues with the diversity that reaches the classrooms every day.

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