


FROM THE CLASSROOM TO THE WORLD: THE SUCCESS OF ALUMNI AND THE TRANSFORMATIVE ENTREPRENEURSHIP OF MICHELE FERNANDES' ENGLISH SCHOOL IN BOSTON <https://doi.org/10.63330/aurumpub.022-010>**Reinaldo da Silva Thomé¹****ABSTRACT**

This study analyzed the role of Michele Fernandes' English School, located in Boston, as a formative, entrepreneurial, and socially impactful space within the context of the Brazilian diaspora. The general objective was to understand how the school's pedagogical approach, entrepreneurial management, and institutional environment contributed to alumni success and their academic, professional, and cultural integration in the United States. The research adopted a qualitative approach, characterized as a case study, based on bibliographic and documentary research, as well as descriptive analysis of institutional practices, programs offered, and alumni trajectories. The results indicated that the school went beyond technical English language instruction, establishing itself as an educational ecosystem that integrated linguistic learning, socio-emotional skill development, institutional support, and the strengthening of community networks. Alumni demonstrated significant progress in entering the job market, accessing higher education, engaging in entrepreneurship, and achieving cultural integration, highlighting language as an instrument of social mobility. Michele Fernandes' entrepreneurial role stood out for its humanized management, pedagogical innovation, and sensitivity to the needs of Brazilian immigrants, consolidating the institution's reputation and expanding its social impact. It was concluded that the experience of the English School in Boston represents a relevant example of language education committed to community empowerment, contributing to studies on immigrant education, school management, and female entrepreneurship by demonstrating how educational initiatives can promote social transformation in migratory contexts.

Keywords: Language education; Educational entrepreneurship; Immigration; Alumni success; Community empowerment.

¹ Holds a degree in Public Management from the International University Center (2012), a degree in Occupational Safety Engineering Technology from Anhanguera University of São Paulo (2023), a specialization in Counseling and Pastoral Psychology from Iguaçu College (2024), and a specialization in Occupational Safety Engineering Postgraduate Studies from Anhanguera University of São Paulo (2025).
LATTES: <http://lattes.cnpq.br/8413778291707095>



INTRODUCTION

Language education in migratory contexts has been widely recognized as a strategic element for the social, academic, and professional integration of immigrants, especially in societies marked by cultural diversity and economic competitiveness. Mastery of the host country's language goes beyond the communicative dimension, constituting an instrument of social mobility, civic participation, and access to educational and labor opportunities, as highlighted by studies on language teaching and cultural integration (Council of Europe, 2001; Brown, 2007). In this scenario, language schools aimed at migrant communities play a central role by combining linguistic training, institutional support, and human development.

Within this context, Michele Fernandes' English School, located in Boston, stands out for its work with the Brazilian and multicultural community, combining a communicative pedagogical approach, entrepreneurial management, and social commitment. Literature on educational entrepreneurship and school management indicates that initiatives led by entrepreneurs sensitive to social demands tend to generate impacts that go beyond the classroom, consolidating themselves as expanded formative environments (Dornelas, 2018; Libâneo, 2017). Furthermore, research on female entrepreneurship highlights the role of women in creating educational projects aimed at inclusion and community empowerment, especially in migratory contexts (Machado; Gazola; Anez, 2013).

Given this, the general objective of this study was to analyze Michele Fernandes' English School as a formative and entrepreneurial ecosystem, investigating how its pedagogical approach, organizational culture, and management contributed to alumni success and the integration of the Brazilian community in Boston. Specifically, the study sought to contextualize the school's creation and operation, examine the founder's entrepreneurial profile, analyze alumni trajectories, and discuss the institution's social impact in light of academic literature.

The hypothesis was that the articulation between language education, educational entrepreneurship, and humanized management favored positive outcomes in student development, promoting not only English proficiency but also socio-emotional skills, professional insertion, and the strengthening of social capital. The study's justification lies in the relevance of expanding discussions on immigrant education, school management, and female entrepreneurship—areas still lacking integrated empirical studies. Methodologically, the work was characterized as a qualitative case study, supported by bibliographic and documentary research, as well as descriptive analysis of institutional practices and alumni experiences.

Structurally, the text was organized into sections addressing the school's contextualization, Michele Fernandes' entrepreneurial profile, alumni success, the school as a formative and entrepreneurial



ecosystem, discussion of results, and final considerations, offering an integrated view of the phenomenon investigated.

METHODOLOGY

This research adopted a qualitative approach, allowing for an in-depth understanding of social and educational phenomena within their specific contexts, considering meanings, practices, and relationships established in the environment studied. Regarding technical procedures, the study was characterized as a case study, as it analyzed in detail the experience of Michele Fernandes' English School in Boston, seeking to understand its particularities, institutional dynamics, and formative impacts within the Brazilian diaspora context.

The research was developed through a bibliographic survey, consulting books, scientific articles, and academic documents addressing language education, language teaching in migratory contexts, school management, educational entrepreneurship, and female entrepreneurship. This stage aimed to build the theoretical framework that supported the analyses and enabled dialogue between the case studied and specialized literature.

Additionally, documentary research was conducted through the analysis of institutional materials from the school, such as presentation documents, program descriptions, pedagogical proposals, activity records, informational content, and public reports on the institution's trajectory and its alumni. These documents allowed for an understanding of the organizational structure, teaching methodology adopted, programs offered, and community integration strategies developed by the school.

Data analysis was descriptive and interpretative, seeking to identify convergences between institutional practices, observed results in alumni trajectories, and theoretical assumptions discussed in the bibliographic framework. Data were organized into thematic axes, covering the school's contextualization, the manager's entrepreneurial profile, alumni success, the school as a formative and entrepreneurial ecosystem, and the institution's social impact.

Finally, the methodological procedures adopted enabled an integrated understanding of the object of study, respecting the ethical principles of academic research and ensuring coherence between objectives, theoretical framework, data analysis, and conclusions presented.

DEVELOPMENT

CONTEXTUALIZATION OF THE ENGLISH SCHOOL IN BOSTON

The English School in Boston emerged in response to the linguistic and social demands of an expanding multicultural community, particularly the Brazilian community present in the metropolitan region (Council of Europe, 2001). The history of its creation is often linked to local initiatives by teachers



and entrepreneurs who identified gaps in services for Portuguese speakers, transforming initial community projects into structured institutions offering both in-person and hybrid courses (Richards; Rodgers, 2001).

The mission of these schools generally emphasizes inclusion, the promotion of communicative competence, and preparation for academic and professional integration in English-speaking contexts, aligning pedagogical objectives with internationally recognized frameworks such as the CEFR (Council of Europe, 2001). Their values typically prioritize communicative practice, respect for cultural diversity, and the development of learner autonomy; the target audience ranges from immigrants undergoing integration to international students and professionals seeking specific qualifications (Brown, 2007). Pedagogical differentiators include conversation-focused classes, an emphasis on real-life tasks (task-based learning), and the adaptation of materials to students' socio-labor needs—practices consistent with the literature on language teaching methodologies (Richards; Rodgers, 2001; Brown, 2007).

The school's integration into Boston's Brazilian and multicultural community occurs through partnerships with community organizations, participation in cultural events, offering courses focused on employability, and extension programs that facilitate social integration—strategies that strengthen the link between language learning and local social networks (Council of Europe, 2001).

Institutional environments combine classrooms equipped for in-person lessons, spaces for conversation practice, and multimodal resources for hybrid teaching. Methodologically, communicative and interactive approaches prevail, with assessment aligned to CEFR proficiency levels and the use of authentic materials adapted to the target audience (Richards; Rodgers, 2001). Program offerings typically include intensive courses (full-time), conversation modules for oral fluency, Business English for professionals, exam preparation for proficiency tests, and customized packages for companies—composing a portfolio that balances academic efficiency and practical relevance (Brown, 2007).

ENTREPRENEURIAL PROFILE OF MICHELE FERNANDES

Michele Fernandes' entrepreneurial profile reveals a trajectory marked by the articulation of personal experience, professional training, and sensitivity to the educational demands of the Brazilian diaspora in Boston. Her journey fits within the context of women entrepreneurs who, drawing from migratory experiences, transform social and linguistic challenges into business opportunities and educational impact—a phenomenon widely discussed in the literature on female entrepreneurship and immigration (GEM, 2023; Machado; Gazola; Anez, 2013).

Michele Fernandes' personal and professional trajectory is characterized by the identification of a concrete gap: the need for an English school that engaged with the sociocultural reality of Brazilian immigrants, respecting their pace, experiences, and professional goals. This initiative aligns with the

Education and Knowledge: Past, Present and Future

FROM THE CLASSROOM TO THE WORLD: THE SUCCESS OF ALUMNI AND THE TRANSFORMATIVE ENTREPRENEURSHIP OF MICHELE FERNANDES' ENGLISH SCHOOL IN BOSTON



concept of opportunity-driven entrepreneurship, in which a business emerges from the perception of real demands in the market and the community served (Dornelas, 2018). In founding and expanding the school, Michele faced challenges common to entrepreneurs in the educational sector, such as initial financial limitations, building institutional credibility, adapting to legal requirements, and competing in the language teaching market of a global city like Boston (Chiavenato, 2020).

Michele Fernandes' entrepreneurial vision became a strategic pillar of the institution, integrating pedagogical innovation, humanized management, and constant adaptation to transformations in the educational market. Her approach demonstrates an understanding of entrepreneurship as a practice that goes beyond business creation, involving inspiring leadership, valuing people, and the ability to interpret social and economic contexts (Drucker, 2003). The human-centered management adopted by the school—focused on dialogue, continuous teacher training, and student support—contributes to more inclusive and effective learning environments, as advocated by studies on educational leadership and participatory management (Libâneo, 2017).

This entrepreneurial stance directly impacted the institution's pedagogical quality, reflected in the diversification of programs, adoption of communicative methodologies, and personalization of teaching for different student profiles. The consolidation of the school's reputation results from the combination of administrative efficiency and pedagogical commitment, reinforcing the notion that the sustainability of educational enterprises depends on balancing management and formative projects (Saviani, 2013; Dornelas, 2018).

Finally, Michele Fernandes' work highlights the close relationship between female entrepreneurship and education within the Brazilian diaspora context. Migrant women entrepreneurs often play a central role in creating educational initiatives that promote social integration, economic autonomy, and community strengthening, breaking gender barriers and expanding the social reach of education (Machado; Gazola; Anez, 2013; GEM, 2023). Thus, Michele Fernandes' trajectory not only drives the institutional success of the school but also symbolizes female leadership in transforming educational realities in migratory contexts.

ALUMNI SUCCESS: PATHS, ACHIEVEMENTS, AND IMPACTS

The success of alumni from the English School in Boston can be understood through the diversity of profiles served and the paths taken after completing their language training. Alumni generally include Brazilian immigrants in the process of social and professional integration, international students seeking access to U.S. higher education, and professionals who require English proficiency for career advancement or to launch new ventures. This heterogeneity reflects the role of language education as an



instrument of social mobility and cultural integration in migratory contexts (Council of Europe, 2001; Brown, 2007).

The success trajectories of alumni manifest in different dimensions. There are reports of former students who secured better positions in the job market, enrolled in universities and colleges, obtained professional certifications, or expanded their own businesses after developing communicative competence in English. These paths confirm studies that identify linguistic proficiency as a decisive factor for employability, academic continuity, and the strengthening of immigrant autonomy in English-speaking countries (Richards; Rodgers, 2001; Saviani, 2013). Even when presented as individual narratives or case studies, these accounts reveal concrete impacts of language training on alumni's personal and professional lives.

The training provided by the school significantly contributed to these outcomes by prioritizing the functional use of language in real-life situations, such as job interviews, academic presentations, workplace interactions, and entrepreneurial practices. Mastery of English enabled not only access to formal opportunities but also more effective cultural integration, reducing communication barriers and reinforcing a sense of belonging to local society, as advocated by communicative and sociocultural approaches to language teaching (Brown, 2007; Council of Europe, 2001).

Although quantitative indicators are not always systematized, qualitative results can be observed through testimonials, student retention and progression rates, increased demand for advanced courses, and alumni returning for complementary training. Such evidence aligns with studies that recognize the importance of mixed indicators—qualitative and quantitative—in evaluating educational impact, especially in non-formal and community contexts (Libâneo, 2017).

The role of the school environment, the methodology adopted, and institutional support proved central to student performance. Welcoming environments, communicative methodologies, small class sizes, and individualized follow-up fostered student engagement and confidence in using the language. Furthermore, institutional support—expressed through academic guidance, continuous encouragement, and appreciation of individual trajectories—contributed to alumni retention and success, reinforcing the understanding that educational quality results from the articulation between pedagogical design, management, and human relationships (Saviani, 2013; Libâneo, 2017).

THE SCHOOL AS A FORMATIVE AND ENTREPRENEURIAL ECOSYSTEM

The English School in Boston has consolidated itself as a true formative and entrepreneurial ecosystem, where the organizational culture envisioned by Michele Fernandes plays a central role in promoting the personal and professional growth of students, teachers, and staff. This culture is grounded in values such as inclusiveness, cooperation, innovation, and social commitment—elements that,



according to the literature on educational management, foster learning environments that are more engaging and conducive to holistic development (Libâneo, 2017; Chiavenato, 2020).

The school's internal organization includes projects and programs that go beyond traditional language teaching, incorporating initiatives such as academic and professional mentoring, thematic events, workshops, and networking meetings. These actions contribute to building support networks and spaces for experience exchange—an essential aspect for immigrants undergoing social and professional integration. Studies on educational entrepreneurship emphasize that formative environments that encourage interaction, collaboration, and student protagonism tend to generate greater engagement and better long-term outcomes (Dornelas, 2018; Drucker, 2003).

In this sense, the school's role as a bridge between the Brazilian community and opportunities in the United States emerges as a strategic and social differentiator. By guiding students on everyday communicative practices, labor market demands, U.S. organizational culture, and educational possibilities, the institution fulfills a mediating role that goes beyond the classroom. This mediation fosters cultural integration and expands students' social capital, as advocated by sociocultural approaches to education and language (Council of Europe, 2001; Saviani, 2013).

The integration of language teaching with the development of socio-emotional and professional competencies constitutes another structural axis of this ecosystem. The pedagogical practice adopted values skills such as effective communication, self-confidence, empathy, problem-solving, and teamwork—competencies increasingly demanded in the labor market and international academic contexts (Brown, 2007; Libâneo, 2017). By incorporating these dimensions into the language learning process, the school contributes to forming individuals who are more autonomous, critical, and prepared to face personal and professional challenges in a globalized context.

Thus, the English School in Boston affirms itself as an expanded formative space, where teaching, entrepreneurship, and social commitment converge to promote not only linguistic proficiency but also individual and collective empowerment of the community served, particularly within the Brazilian diaspora (Dornelas, 2018; Saviani, 2013).

DISCUSSION

The analysis of data related to the English School in Boston and the trajectories of its alumni reveals a strong convergence with the literature on language education, educational entrepreneurship, and migratory processes. The central role of language as an instrument of social integration, economic mobility, and civic participation—widely discussed in the field of language teaching in multicultural contexts—is confirmed in the experiences reported by alumni, who achieved professional insertion, academic continuity, and greater social autonomy through the development of communicative



competence in English (Council of Europe, 2001; Brown, 2007). In this sense, the observed results reinforce the conception of language education as a situated social practice, going beyond technical acquisition of the language and assuming a mediating function in cultural integration processes (Richards; Rodgers, 2001).

When relating these data to the literature on educational entrepreneurship, it becomes evident that the school is structured around a logic that integrates efficient management, pedagogical innovation, and social commitment—central characteristics of contemporary entrepreneurship in the educational field (Dornelas, 2018; Drucker, 2003). Michele Fernandes' entrepreneurial role, by combining quality teaching, humanized management, and a sensitive reading of migrant community needs, aligns with studies that point to entrepreneurship as a transformative practice when guided by ethical and social values (Chiavenato, 2020). Thus, the school does not limit itself to offering language courses but consolidates itself as a space for producing human and social capital.

In the context of migratory processes, the case of the Boston school proves exemplary by demonstrating how community-based educational initiatives can act as mechanisms of reception, belonging, and empowerment. Literature on immigrant education emphasizes that culturally responsive educational environments tend to foster retention, engagement, and learner success—especially when they recognize the identities, histories, and needs of migrant individuals (Saviani, 2013; Libâneo, 2017). The school analyzed confirms this perspective by building pedagogical and institutional practices aligned with the reality of the Brazilian diaspora.

From the perspective of social impact, the case in question highlights how language education can function as a vector of community empowerment, expanding individual opportunities and strengthening collective support networks. The creation of spaces for mentoring, networking, and professional guidance reinforces the school's role as an agent of social transformation, as indicated by studies associating education, community development, and social justice (Saviani, 2013).

Finally, the study offers relevant contributions to research on immigrant education, school management, and female entrepreneurship. By highlighting the leadership of a female entrepreneur at the head of an educational project with social impact, the case resonates with research emphasizing women's protagonism in creating educational initiatives in migratory contexts—challenging structural inequalities and expanding the social reach of education (Machado; Gazola; Anez, 2013; GEM, 2023). Thus, the experience of the English School in Boston broadens the academic debate by articulating language education, entrepreneurship, and migration under an integrated and socially committed perspective.



CONCLUSION

This study analyzed Michele Fernandes' English School, located in Boston, highlighting its role as a formative, entrepreneurial, and socially impactful space within the context of the Brazilian diaspora. Based on the analysis conducted, it was found that the institution went beyond the traditional function of language teaching by integrating linguistic education, entrepreneurial management, and community commitment, establishing itself as an educational ecosystem aimed at the social, academic, and professional integration of its students.

The results demonstrated that the pedagogical approach adopted—grounded in communicative and contextualized methodologies—significantly contributed to the development of students' linguistic competence, positively influencing alumni trajectories. It was observed that the training provided facilitated access to the job market, continued studies, entrepreneurship, and cultural adaptation, confirming language as an instrument of social mobility and empowerment for individuals in migratory contexts.

Furthermore, the central role of Michele Fernandes' entrepreneurial leadership—marked by social sensitivity and humanized management—proved decisive for the school's consolidation and for creating a welcoming and stimulating environment. Her trajectory reinforced the relevance of female entrepreneurship in the educational field, particularly when associated with projects committed to inclusion, community empowerment, and social transformation.

It was concluded that the experience of the English School in Boston constitutes a significant example of education tailored to immigrant needs, offering valuable contributions to studies on language education, school management, and educational entrepreneurship. Finally, the study highlighted the importance of future research that expands the analysis of similar initiatives, incorporating quantitative and comparative indicators to deepen the understanding of educational and social impacts of formative projects in migratory contexts.



REFERENCES

1. Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 3. ed. Pearson Education, 2007.
2. Chiavenato, Idalberto. *Empreendedorismo: dando asas ao espírito empreendedor* [Entrepreneurship: giving wings to the entrepreneurial spirit]. São Paulo: Manole, 2020.
3. Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Council of Europe, 2001.
4. Dornelas, José Carlos Assis. *Empreendedorismo: transformando ideias em negócios* [Entrepreneurship: turning ideas into business]. 7. ed. Rio de Janeiro: LTC, 2018.
5. Drucker, Peter F. *Inovação e espírito empreendedor* [Innovation and entrepreneurial spirit]. São Paulo: Cengage Learning, 2003.
6. GEM – Global Entrepreneurship Monitor. *Empreendedorismo feminino no mundo. Relatório global* [Female entrepreneurship worldwide. Global report]. 2023.
7. Libâneo, José Carlos. *Organização e gestão da escola: teoria e prática* [School organization and management: theory and practice]. 6. ed. Goiânia: Alternativa, 2017.
8. Machado, Hilka Pelizza Vier; Gazola, Silvana; Anez, Miguel Eduardo Moreno. *Empreendedorismo feminino: razões, desafios e oportunidades* [Female entrepreneurship: reasons, challenges and opportunities]. *Revista de Administração Contemporânea*, v. 17, n. 2, p. 215–235, 2013.
9. Richards, Jack C.; Rodgers, Theodore S. *Approaches and Methods in Language Teaching*. 2. ed. Cambridge: Cambridge University Press, 2001.
10. Saviani, Dermeval. *Pedagogia histórico-crítica: primeiras aproximações* [Historical-critical pedagogy: first approaches]. 11. ed. Campinas: Autores Associados, 2013.