

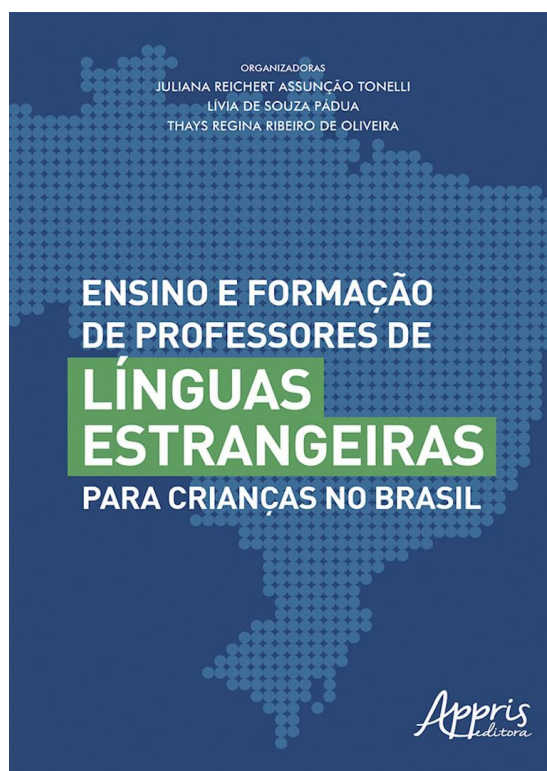
Review

TONELLI, J. R. A; PÁDUA, L. S.; OLIVEIRA, T. R. R. (Org.).
Ensino e formação de professores de línguas estrangeiras para crianças no Brasil.
Curitiba: Appris, 2017. 319p.

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Signum: Estudos da Linguagem, Londrina, v. 21, n. 2, p. 189-193, Aug. 2018

Recebido em: 05/01/2018

Aceito em: 08/25/2018

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The book *Teaching and Training of Teachers of Foreign Languages for Children in Brazil*, organized by Juliana Reichert Assunção Tonelli, a professor and researcher at the State University of Londrina (UEL), Lívia de Souza Pádua, PhD student in the Language Studies program at UEL, , and Thays Regina Ribeiro de Oliveira, a master's degree student from the same university, brings together articles from different authors / researchers to the public discussed here. The work is organized in 11 chapters according to the five Brazilian macro-regions proposed by IBGE. At first, it is important to highlight, as the organizers point out, the growing number of children from 0 to 12 years of age learning a foreign language, resulting in the increase of dissertations and theses focusing on this theme. In view of that, the work seeks to: 1) present an overview of the researches carried out in the subject in question; 2) provide a research source for teachers and researchers, undergraduate and graduate students interested in teaching and training foreign language teachers for children (LEC); 3) to promote research in the field mentioned above; and 4) raise the debate about children learning foreign languages in order to become “critical citizens and knowledgeable of their role in the globalized world” (TONELLI, J. A., PADUA, L. S., OLIVEIRA, T. R. R., 2017).

In *The Elective Bilingual Education in Brazil: Challenges and Prospects of Bilingualism*, Chediak traces a brief history of bilingual education and the notion of bile-trapping, focusing on the challenges and perspectives emerging in the context of bilingualism in childhood. Regarding the notion of bilingualism in two languages or more, Chediak (2017, p. 52) proposes that “biletraining is a condition acquired by an individual from the appropriation of reading and writing in two or more languages for different purposes in different social practices “. Teachers, according to the researcher, must be attentive to the social, linguistic and cultural plurality that permeates the school environment, promoting a bilingual education critical, forming critical citizens who value other cultures and languages. Finally, the author observed during the collection of practical data about the use of different genres by children even before the writing domain, that is, the process of literacy is initiated even before the process of schooling and “accumulated experiences of interaction social and language and language exposure are the basis of the process of bilingualism “(CHEDIAK, 2017, p.60), expanding the possibilities of social practices.

In *The introduction of the English language in the public EFI in the light of multilevels: possibilities and reflections*, Batiga and Ifa appropriate the theoretical foundations of critical literacy by transposing them to a case study carried out with children from the 4th year of elementary school. The authors point out the importance of multilevel studies, especially critical literacy, for children's citizenship education, since they found from the context investigated that the children were involved in the classes, participating actively, reflecting on the differences between their world and the other's. throughout the use of the language. They thus advocate the insertion of the English Language (EL) Curriculum component in EFI for the possibility of forming critical and ethical citizens "who can effectively reflect on their world contexts and eventually modify them from their agency" (BATIGA, IFA, 2017, p.91). The authors view EL as a subject-forming perspective. Proposals present in the National Curricular Parameters of Foreign Language (PCN-LE), language design, multiletrations, critical literacy are themes addressed throughout the work.

In *The English-language workshop for children: a didactic sequence with a textual genre in action*, Buose and Santos present partial results of an action research in which they propose a work through EL workshops in a school in Mato Grosso (from textual genres by means of a didactic sequence). The research highlights that learning a new language gives the child "greater possibilities of communication and to engage discursively in the world in which one lives", becoming "a citizen of the world to act critically in society, because it is through language that communication occurs" (RAJAGOPALAN, 2005 apud BUOSE e SANTOS, 2017, pp. 95-96). The textual genres, in this sense, enable the children to engage in the activities, providing a contextualized teaching and the development of different skills in real communication situations. The results presented reveal the collaborative work and the interaction among the children, the interest in the genre, besides having made possible the development of language abilities.

In *Foreign Language Literacy in Elementary Education: expanding the exercise of citizenship of Brazilian children*, written by Andrade and Conceição, presents results of an investigation conducted (through an interpretative study on the beliefs of 15 students in the 5th year of a public school of the West) on English language learning in early childhood. Having a vision of teaching the language as a social practice, the authors discuss Literature (varieties of literate practices) and multiletramentos (cultural multiplicity, semiotics of the constitution of texts, ethical pluralities). Andrade and Conceição emphasize the importance of considering the opinion of the children in the context of learning, for defending a student-centered teaching. The results point to beliefs that EL is a difficult language, whose learning would only be possible by memorizing isolated phrases, serving only to become a teacher or to interact with a native in possible trips abroad.

In the chapter *Critical teacher education and its reflection in critical teaching of English for children: transformative experiences*, written by Lemes, presents the possibility of promoting changes in the practice of a teacher from the critical formation developed in the context investigated. The results indicate that the problematizing practice of the teacher investigated

by the integration between the teacher's thought, desire and action (PENNYCOOK, 2001 apud LEMES, 2017) enabled the deconstruction of hegemonic discourses among 5-year-olds in English classes, whose objectives were more than language teaching. The process of continuous formation, proposed and developed by the author in the investigated school, promoted theoretical background and collaborative reflections essential to the development of English language critical teaching.

In the chapter *Multimodality and graphic design: educational websites in English for children aged 6 to 10 years*, Frade, Bambirra and Dias analyze the compositional structure of the educational website genre, written in English and directed to children, considering its multimodal and design aspects of websites. Through the analysis of the PBS Kids website, the authors conclude that the main multimodal characteristics of the website genre are configured by combining the semiotic modes of representation (linguistic, auditory, visual, gestural and spatial). In addition, other semiotic features give the website a structured layout, helping to build meaning in it. The authors also present a checklist, including 4 categories, for the creation and / or evaluation of educational websites for children aged 6 to 10 years, contemplating the use of this tool to provide interdisciplinarity in English language teaching for children (ELC)

In *The teaching of English as a foreign language for children: the quality of the oral input*, Colombo and Consolo present results and reflections of SCI teachers in an investigation of the quality of the oral linguistic input produced by children with mean age of 8 years in three contexts public, private and language schools. The investigation revealed that the classes were taught through a traditionalist model of language teaching, with a greater presence of the mother tongue, and that orality in the EL was established through written input, offered by the didactic material, in lexical items taught in isolation and practiced by repetition, translation, and substitution. The authors assert that the educational context of ELC offer is in development, defending the need for more constant use of the target language in the classes, pointing to a reformulation in the courses of Literature, providing teacher training that meets the communicative needs of the children.

In the chapter *Public Policy for the implementation of English language teaching in the initial years of elementary education: the example of Rolândia, PR*, Bento de Mello problematizes political and ideological aspects of the implementation of ELC teaching in the curriculum of the municipal network presenting the challenges and articulating links between local and global issues in curricular decisions. The author presents a discussion based on the questioning of the importance of EL in detriment of other languages, such as the German language, which is part of the local characteristic of the region, inquiring about the idea that LIC teaching can maintain the social and economic order, the creation of equalities or the reinforcement of the inequalities promoted by the curriculum and public educational policies.

A special discussion about multilingual teaching contexts in which the Hunsruckisch is spoken in Rio Grande do Sul and considerations about standard German teaching for children in this context is presented by Borges and Spinassé in the chapter *The*

directions of German teaching in early childhood education: to practice or practice the theory? The authors discuss questions about bilingualism and present research that points out the advantages and disadvantages of such teaching in childhood. The authors provide important reflections on the condition of German teaching in the initial grades, emphasizing the problem that, like teaching English, it is not ensured by education guidelines, it is up to the teachers, from the practice in the classroom, formulate the curriculum, prepare and choose of didactic materials.

In the last chapter, *The Crazy Car Story: an English-language project in Early Childhood Education*, Selbach and Sarmento report on the experience of flexibilization of pedagogical practices taking into account the concepts of citizenship, playfulness and enjoyment, enabling a meaningful learning experience for students. The authors present the analysis of the concepts mentioned in the official documents of the area for Early Childhood Education, subsidizing a dialogue between the National Curriculum Framework for Early Childhood Education and National Curriculum Guidelines for Early Childhood Education, the Rio Grande do Sul Curricular Framework, as well as the National Curricular Parameters, based on the theoretical assumptions of language and language, learning in childhood and pedagogy of projects. At the end of the project *The Crazy Car Story*, an intervention was carried out that involved the use of language from a humanistic perspective, guaranteeing students the exercise of citizenship and the development and expansion of their experiences.

The work brings important contributions and reflections for the field of teacher training of foreign languages for children, fomenting discussions about what has been done in the area until then, revealing practices of teachers / researchers working in the above mentioned field. The work, in general, raises the debate on an important issue when thinking about the direction of language teaching for children: the absence of disciplines in the degree courses that guide the training of language teachers to work with children since their education process and the need for a specific didactic to deal with this audience, promoting interaction and linguistic development.