

## Review

### "*Educação Linguística em Línguas Estrangeiras*".

Organizers: Daniel de Mello Ferraz  
and Claudia Jotto Kawachi-Furlan.

Ana Paula de LIMA\*

Patrícia Helena da Silva COSTA\*\*

\* PhD in Education from the Universidade Estadual Paulista "Júlio de Mesquita Filho" - Unesp, Campus Rio Claro, São Paulo (2019). Additional Languages Coordinator at Colégio Johann Gauss, São Paulo, São Paulo. Contact: [anapl.letras@yahoo.com.br](mailto:anapl.letras@yahoo.com.br)

\*\* PhD in Applied Linguistics from the Universidade Federal do Rio de Janeiro - UFRJ, Rio de Janeiro, Rio de Janeiro (2020). Adjunct Professor PhD I at Universidade do Estado do Rio de Janeiro - Uerj, Rio de Janeiro, Rio de Janeiro. Contact: [patricia.costa@uerj.br](mailto:patricia.costa@uerj.br)

#### REVIEW

FERRAZ, D. DE M.; KAWACHI-FURLAN, C. J. (org.). *Educação linguística em línguas estrangeiras*. Campinas, SP: Pontes Editores, 2018. 342 p.

The work "*Educação linguística em línguas estrangeiras*" is composed of works developed by members of the Study Group on Critical Education in Foreign Languages (GEEC-LE), linked to the Universidade Federal do Espírito Santo.

The book begins with an introduction in which the organizers discuss the similarities and differences between language teaching-learning studies and language education. Although both focus on teaching through language, include structural linguistic practices and conceive language as a social practice, the concepts arising from these studies point to different views of teacher and student education. The organizers also present the 13 texts that make up the collection, organized into four parts.

In the first part of the book there are works related to language education. In the first text, Daniel de Mello Ferraz advocates the need to problematize the term "critical", even though he agrees that it is saturated. The author presents three perspectives of "criticism": 1) as a suspension of the truths and discourses that surround us, bearing in mind that these are contextual interpretations and not absolute truths; 2) as rupture, which occurs when we perceive changes in our perceptions of the world by meeting the other (subject or object); and 3) as a construction of meanings, when we develop our criticality. Based on the analysis of pedagogical

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practices developed in a context of teacher education, the author concludes that it is important to discuss the criticality of the entire curriculum, as well as to listen to students, who yearn for a meaningful education.

Next, Thalita Rezende, Daniela Ferreira and Rossana Furtado present and discuss the results of a project developed in English language classes with ninth graders, in a municipal school located within a university campus. The project, based on theories arising from critical, visual and multicultural literacy, aimed to problematize the concept of freedom of expression based on the analysis of graffiti found around the school. After discussing the theme of the project and the students' views on graffiti and graffiti as forms of artistic expression, the students photographed graffiti around the campus. According to the authors, after the photographic record, the students, who initially understood graffiti as an act of vandalism and depredation of public property, came to understand it as a form of struggle. To finalize the project, a wheat-paste workshop was offered, and the students produced posters with messages they considered pertinent to be discussed at school. This was considered the most interesting moment of the project since they could make themselves heard. The critical approach adopted by the teacher allowed the students to understand graffiti as an act of subversion and manifestation of popular culture, as well as making teaching more meaningful for the students, thus representing a transforming educational practice.

In the text by Barbra Sabota, Hermindo Elizeu da Silva and Ricardo Regis de Almeida, the authors discuss critical linguistic education from the choice of topics for debate in English language classes as a possibility of agency for the participants of an extension course. Opposing traditionalist views of teaching, which focus on linguistic structures, the authors suggest that students select topics to be discussed in the meetings, as well as decide who will mediate the discussion and how it will be led, decentralizing actions and making students co-responsible for their learning. When interviewed, students said they felt free to express their opinions and to position themselves on the issues in an ethical and respectful way, highlighting the potential of the work developed and the need for further studies on how critical language education can take place in educational contexts.

In the last work that makes up the first part of the book, Macson de Pontes Pereira and Marcia de Oliveira Rocha, based on the theoretical conception of critical education and its literacies, report their experiences with the film "Babel" in English language classes taught in public elementary and high schools in the state of Espírito Santo. In the ninth-grade classes of elementary school, students watched the film and discussed the linguistic and cultural differences and the difficulty of understanding between people to later produce a text. High school students, in addition to the debate, examined synopses and comments about the film to write a summary and, with the support of a questionnaire, produce a text. The proposed activity goes beyond the structural teaching of the English language, allowing students to develop critical awareness when they come into contact with different cultural situations.

The second part of the book presents epistemological reflections on language education and is composed of five works. The first, by Zaira Bomfante dos Santos and Eliane Gonçalves da Costa, analyzes racism in two texts posted on a social network based on precepts of social semiotics. The authors recall that the history and culture of blacks and indigenous were erased in the process of construction and development of Brazilian society and that it is urgent to decolonize minds. Thus, considering the different cultures and semiosis that mark the discourses that circulate in the media and the dialogic interaction occurring in virtual environments, the authors understand that analyzing the way these discourses circulate can contribute to the deconstruction of stereotypes and to the development of counter-hegemonic discourses.

Then, Marianna Cardoso Reis Merlo and Camila Oliveira Fonseca present a reflection on the education of English language teachers in times of globalization. In this scenario, it is important that educators resignify their conceptions of language and knowledge, opposing imperialist discourses that can lead to cultural homogenization. Therefore, teacher education must occur throughout life, allowing teachers to develop practices that are increasingly adequate to the needs of their students.

Aligned with the critical bias and in favor of interculturality, Guilherme Jotto Kawachi discusses the relationship between language and culture in the teaching and learning of English in the context of the Higher

Interdisciplinary Education Program (ProfFIS) at the Universidade Estadual de Campinas, through the analysis of language, culture and worldviews constructed by student-participants throughout the didactic sequences elaborated for the classes of one of the subjects of the referred Program. When faced with stereotyped discourses and stabilized conceptions of culture, the author concludes that critical education, without intending to be an easy path or to provide certain or unique answers, is configured as a proposal for reflection, capable of provoking strangeness in relation to pedagogical practices.

In the following chapter, Ana Carolina Justiano invites us to rethink our ways of seeing public schools, especially with regard to research on foreign language teaching. The author proposes that we redirect our studies in order to understand school individuals as thinking practitioners and the school as a producer of knowledge. It is, therefore, about sharpening the senses, learning to see, hear/listen and, thus, to know, in fact, the school floor. Not through what they say *about* this space, but through what can be built *with* it. Thus, the author understands language teaching as a social practice and the school as an epistemologically potent context for knowledge production, as a way of combating the reproduction of approaches that silence subjects and legitimize social gaps.

In the last chapter of the second part, Nara Hiroko Takaki discusses the role of WhatsApp as an environment for the construction of other knowledge, intersubjectivities and negotiation of knowledge in language teaching-learning contexts. By analyzing the conversations of a WhatsApp group formed by high school students, the author highlights the moments of collective agency built by participants from different points of view around the themes discussed. In this way, WhatsApp presents itself as a tool that can facilitate horizontal and collaborative teaching and learning of language, in the sense of directing the gaze of teachers, students and authorities towards proposals that aim at agency, creativity and criticality.

Composing the third part of the book, which deals with the textbook in additional language education, the chapter by Dörthe Uphoff reflects on the place of criticality in the initial education of German language teachers, based on the analysis of some activities developed in one of the subjects' degrees in German offered by the Department of Modern Letters at USP. Through the identification and problematization of pre-established categories in the area of German as a foreign language, the author proposes that teachers in initial education position themselves no longer as students, but as teachers, in order to assume a critical and reflexive posture towards the language teaching and learning processes.

In the second and last chapter of the third part of the book, Carlos Tito de Sá Cunha questions the shortage of English textbooks for adults, written by Brazilian authors. For this, the author problematizes the strong presence of imported materials, the result of the great influence of Anglo-American governmental agencies in the context of English language teaching. The author also discusses the absence of dialogue between the existing critical perspectives in English teaching in the world and in Brazil and imported textbooks, a gap that entails materials that do not respond to the complexity of social practices in which teachers, students and the context of teaching are involved. The author concludes the chapter hoping for the production of teaching materials that meet the diversities and differences typical of social interactions built in/through language.

The fourth and last part of the book is also made up of two chapters addressing the contributions of the Junior Scientific Initiation Project to language education. The first of these is the text by Lorena José Corteletti, in which the author addresses the challenges, lessons learned and expectations of those responsible for developing the project. In order to discuss the role of foreign languages in the education of elementary and high school students in public schools, the project provides the first contact of public high school students in the state of Espírito Santo with academic research, from a critical and investigative perspective that supports the activities carried out with the students in question. In addition to providing basic education students with the opportunity to build new knowledge about scientific research, the project also enables the other participants (coordinator, tutor and monitors) to create intelligibility regarding the teaching of foreign languages in the context of a public school.

Closing the book, the second chapter of the fourth part brings the text by Ana Luíza Henriques Coan. In her chapter, the author discusses the importance of affectivity, when investigating whether a good

relationship with the teacher and with the subject taught influences the teaching and learning process. In order to understand both sides of this process, the author addresses the issue of affectivity through the experiences of students and professors of UFES English Literature program. The analysis of the research participants' answers point to the fact that teaching and learning processes guided by affection and lovingness can be fundamental for the construction of teaching practices that increasingly distance themselves from purely instrumental views of teaching, for the creation of environments that allow the critical engagement of students.

The work "*Educação linguística em línguas estrangeiras*" brings important contributions and reflections on the critical teaching of additional languages. The chapters, besides discussing theoretical aspects related to the term "critical" and to multiliteracies, for example, report experiences developed in different educational contexts, emphasizing the importance and viability of such practices in school and in the education of language teachers.