



ARTIGO ORIGINAL

English teacher education and early childhood education: curricular strategies in Brazilian federal universities

Formação de professores de inglês para a Educação Infantil: estratégias curriculares em universidades federais do Brasil

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Como citar o artigo.

GALVÃO, A. S.; KAWACHI-FURLAN, C. J. English teacher education and early childhood education: curricular strategies in Brazilian federal universities. *Revista Horizontes de Linguística Aplicada*, ano 20, n. 2, p. AG5, 2021.

Abstract

Teaching English in Early Childhood Education is a reality in Brazil, despite its lack of requirement according to current legislations. There is a demand for professionals to teach, but English majors usually do not embrace this age group which would be the focus of Pedagogy. Therefore, a study was developed to comprehend how universities are preparing teachers for this scenario, considering there is no official requirement for curriculum organization. The aim of this paper is to reflect on teacher education and curriculum theories, focusing on how universities have changed their curriculums to deal with the “gap” found in teacher education for this context. The data collected included documents of all Federal Universities in Brazil, based on the Course Pedagogical Project (PPC) available on the website of each university. The results indicate that several Brazilian universities are developing strategies to deal with this scenario in their curriculums, using different approaches. Thus, this paper discusses the results found, specially focused on the curricular strategies adopted by some universities, and their benefits to student-teachers.

Keywords: Teacher education; Early Childhood Education; Curriculum.

Resumo

O ensino de língua inglesa na Educação Infantil é uma realidade no Brasil, apesar da não obrigatoriedade de acordo com diretrizes educacionais vigentes. Há demanda por profissionais, mas os cursos de Licenciatura em Letras-Ingês geralmente não contemplam essa faixa etária, que seria foco da Pedagogia. Diante deste contexto, um estudo foi desenvolvido para compreender como universidades estão preparando professores para este cenário, considerando que não há exigências formais acerca da organização curricular. O objetivo deste artigo é refletir sobre formação de professores e teorias de currículo, com foco nas mudanças curriculares realizadas pelas universidades para lidar com a “lacuna” encontrada na formação de professores para este contexto. Os dados coletados incluíram todas as Universidades Federais do Brasil, com base no Projeto Pedagógico de Curso (PPC) disponível no website da universidade. Os resultados indicam que diversas universidades brasileiras estão desenvolvendo estratégias para lidar com esse cenário em seus currículos, utilizando

Apoio financeiro: Nenhum.

Recebido em 20 Jul 2021. Aceito em 25 Out 2021.



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diferentes abordagens. Portanto, este artigo traz os resultados encontrados com foco nas estratégias curriculares adotadas por algumas universidades, e seus benefícios para alunos-professores.

Palavras-chave: Formação de professores; Educação Infantil; Currículo.

1 INTRODUÇÃO

The aim of this paper is to reflect on teacher education and curriculum theories, focusing on resources used by universities to deal with the “gap” found in teacher education regarding the preparation of English Teachers to work in early childhood education. This demand seems immediate as the number of schools that offer this discipline in the primary years of education has been increasing. Tonelli and Pádua (2017) reflect on this context and point out that the increasing offer “implies an urgency for research that, somehow, is concerned with issues directly related to teaching, learning and teacher education in the context of foreign language education for children” (TONELLI, PÁDUA, 2017, p. 17)¹.

It is well-known that there is an urgent demand for English learning and teaching nowadays. Thus, it is important to reflect on the reasons why this expanding demand has taken over the educational settings in Brazil (and many other countries), and the reason why Brazilian citizens focus on this need to learn the English language (RAJAGOPALAN, 2013, p. 159). Reflecting on those reasons, Ferraz (2019) points out the connection between neoliberalism and education in order to evoke effectiveness, competitiveness and instrumentality in language education in Brazil.

The criteria of competitiveness is one of the reasons why English has such an urgent demand in schools nowadays. This confusing idea of urgency requires learning to take place sooner, increasingly beginning in early childhood education. As Brazil presented some advances in the market and economy, it became clear the lack of skilled workforce (RAJAGOPALAN, 2013) and there was an increased focus on qualification of professionals. English teaching and learning is seen as a way of meeting this need, but it is necessary to discuss if this role should be assigned and the consequences of it.

On the other hand, to see English from this perspective also implies the idea of ‘success of English’, which consequently excludes people who are not connected to it. Focusing on English as a necessity, schools have been updating their curriculum to include this discipline since the beginning of school years. However, it is important to have a critical view regarding the possibility of failure or success through the language, as it places an extra pressure on students and teachers of English. Kawachi-Furlan and Rosa (2020) discuss the mythology involved in teaching English to very young learners, which implies revisiting language views and what teaching and learning represent. The idea of English as essential for the child's future needs to be questioned, as it places emphasis on language as a product and may limit unique opportunities to focus on language education with children (KAWACHI-FURLAN; ROSA, 2020).

In this scenario, it is essential to reflect on teacher education, since Teaching English to Young Learners (TEYL) is a reality in Brazil (TANACA, 2017). Tonelli and Pádua (2017) highlight its importance after collecting a state of the art in this field, emphasizing the need for theoretical background to assist teachers in their practice inside this scenario.

This theoretical background is the basis for teaching practices, and it is part of the initial education of teachers, which should be encouraged in the university, specifically in Languages and Literature undergraduate courses. Nevertheless, the curriculum of these courses is usually based on the current legislation and there is no formal requirement to prepare English teachers to work in early childhood education, because the law only requires it in Elementary Education (MALTA, 2019). As a general rule, there are no disciplines focused on preparation/qualification for the early years of education. Consequently, the

¹ Original text: “(...) “confere urgência às pesquisas que, de alguma forma, se ocupam de questões diretamente relacionadas ao ensino, à aprendizagem e à formação de professores para atuar no contexto de línguas estrangeiras para crianças”.

teacher lacks formal education on a specific methodological background to deal with young children and the particularities of teaching and learning considering their age (SANTOS, 2011, p. 227)

Therefore, it is relevant to investigate the current scenario in English and Literature majors, regarding the approaches to early childhood education in teacher education. For this purpose, based on the research conducted, a table with information collected from (63) sixty-three Federal Brazilian Universities concerning their approach in this topic was elaborated. The document used as reference was the Course Pedagogical Project (PPC). In the following sections, some of the results found and the reflection about teacher education and curriculum aspects will be presented. The goal to analyze majors in English concerns the idea that those professionals who wish to work as English teachers for children should not be required to take two undergraduate courses (Languages and Pedagogy). Although it is well-known that many teachers undertake this journey, it is unreal to indicate this as the most appropriate solution, since pursuing a college degree in Brazil, unfortunately, is not possible for everyone (imagine obtaining two degrees or a post-graduation course). Thus, we defend that undergraduate courses in Languages and Literature should offer the opportunity for student-teachers to become familiar with teaching English for children. As suggested in Tonelli and Cristovão (2010), English majors should address early childhood education focusing on constructing language teaching that is based on cultural plurality and multiliteracies.

2 TEACHER EDUCATION: RELEVANT ASPECTS IN THE SCENARIO

Teacher education is a growing area inside Applied Linguistics, which is widely influenced by globalization in the “recent modernity” and in which teachers are understood as products and producers of this modernity in research (MOITA LOPES, 2013, p. 19). According to Miller (2013), research in the field of teacher education under the view of Applied Linguistics is justified due to its contributions in issues related to social transformation, ethics and identity of the people involved in teacher education processes. Social transformation through education is connected to the concern of educating teachers to be critical-reflexive in their practices and investigate their education process (MILLER, 2013).

The emergence of this critical-reflexive view had an impact on research concerned with the understandings around daily experiences in teacher education and a reflexive investigation, instead of a “problem-solving” view (MILLER, 2013). Therefore, more important than trying to solve problems related to teacher education is to reflect on the practices and concerns that involve this professional development. Freire and Leffa (2013) add to this idea pointing out that teacher education requires a renewed conceptual view, one that is able to question and problematize the concepts involved in this field.

It is also essential to consider criticality inside the context of teacher education to work with children. English teaching cannot be restricted to linguistic aspects in this scenario, since children are in their development stage, therefore, linguistic, cognitive, physical, emotional and sociocultural aspects should be enhanced (TONELLI; MORENO, 2016). These factors are valuable for the growth and development into adulthood. Tonelli and Moreno (2016) go further and point out that the practices should involve the use of language with activities related to mental development, motor coordination, self-esteem, knowledge of the other, self-knowledge, social and emotional functioning.

In this sense, Mourão (2019) states the importance of creating a learning environment that is developmentally appropriate for children, including practices such as songs, nursery rhymes, stories, games and game-like activities, movement and hands-on interactive pursuits, “and an integrated approach to learning experiences which develop the whole child” (MOURÃO, 2019, p. 434). The author also points out the relevance of including free play activities and child-initiated play when teaching foreign language for children, in order to reduce formality and bring more autonomy to the process (MOURÃO, 2019).

Inside the proposal of a more critical view, Menezes de Souza (2019) discusses the importance of presenting to the children linguistic sensibility, going on a different path instead of focusing on neoliberal needs, such as market and production. Teacher education and the role of the teacher would be related to “showing to the children that people act, think, speak and express themselves in different ways when in different places” (MENEZES DE SOUZA, 2019, p. 253)².

In this sense, we defend that the field of TEYL should be more concerned with language education with children, as it represents possibilities for children to create different meanings and experience other possibilities of existing, as suggested by Tonelli and Kawachi-Furlan (2021). The authors emphasize that language education with children highlights the importance of local factors as well as the role of children and teachers in this process. Moreover, Mourão (2019) adds the importance of educating the whole child, which focuses on “learning and developing through a language, not learning a language for the sake of the language” (MOURÃO, 2019, p. 429). From this point of view, language education is not only aiming at the “final product” of proficiency and skills, but at everything that can be accomplished through language.

When considering the early childhood context, Merlo (2018) points out that teacher education is an essential element to promote the changes that are necessary in foreign language teaching for children. In order to challenge the traditional perspective of what it means to teach English for children, Language teacher education programs should approach this topic, providing specific preparation for this context. Several studies (TONELLI; PÁDUA, 2017; SANTOS, 2011; TONELLI; CRISTÓVÃO, 2010; SANTOS; BENEDETTI, 2009; ROCHA, 2007; MALTA, 2019, among others) have also defended the need to restructure undergraduate courses to focus on the specificities of teaching English with children and not for children, as suggested by Malta (2019).

Supporting this idea, Santos and Benedetti (2009) add that the most promising option would be the inclusion of discipline(s) that approach this specific area in English and Literature majors. The discussion should be wider and there is a need to enforce policies that assure this offer in order to prepare the professional and, consequently, contribute to his/her good performance in the classroom and benefits to the students themselves (SANTOS; BENEDETTI; 2009).

As contemporary society presents new demands, there is also the need to promote hybrid spaces that bring closer the initial education of teachers and their future possibilities of work, being closer to their reality (TONELLI; FERREIRA; BELO-CORDEIRO, 2017). In this sense, Darling-Hammond (2006) reflects on ways of bringing theory and practice together, engaging with schools and not only inside the university context.

Theory and practice should be together in teacher education programs in order to meet the experiences that teachers will encounter in the future, as professionals. Therefore, the programs should include a set of knowledge, skills and dispositions connected to what the teacher will actually do in the classroom (DARLING-HAMMOND, 2006). Regarding their practice, English teachers nowadays are inserted in early childhood contexts most of the time without the preparation to deal with the particular situations involved in teaching children. Tonelli, Ferreira and Belo-Cordeiro (2017) add that the gap in curriculums of English and Literature majors indicate that they should expand to new educational realities and local practices, in which teaching English in early childhood is one of them.

3 CURRICULAR STRATEGIES IN FEDERAL UNIVERSITIES AND THE BENEFITS OF VERSATILITY

Curriculum is a wide field since it involves several aspects of modern society, such as social divisions, competing interests and value systems (YOUNG, 2002). Therefore, the

² Original text: “(...) mostrar para criança que pessoas agem, pensam, falam e se expressam de formas diferentes em locais diferentes”.

curriculum of universities/schools reflects the views and priorities of the institution, as well as the views and demands of society.

Silva (2010) adds that the curriculum is a result of a selection, that is, from a wide range of knowledge only a part will effectively and objectively constitute the curriculum. According to the author, this selection is related to issues of knowledge, identity and power. Therefore, the organization of the curriculum is affected by many variables. One of those variables is the political one, related to the current legislation in the country. Brazil's National Education Guidelines and Frameworks Law (Lei de Diretrizes e Bases da Educação Nacional, LDB) points out in the article 26, §5º that "In the Curriculum of Primary Education, from the sixth year, the English language will be offered" (BRASIL, 1996). But there is no mention regarding early childhood education.

Furthermore, as Silva (2010) claims that the curriculum is influenced by issues of knowledge, identity and power, Veiga-Neto (2004) adds that culture and the changes in society itself are also reflected on the curriculum. The fast speed of contemporary society implies fast changes, and demands adaptation (VEIGA-NETO, 2004). This acceleration can be perceived in the area of TEYL that, in the face of an expanding demand, started to require professionals to work in this context. Considering this new demand, some programs searched for ways to embrace this new scenario and offer a possibility for student-teachers to develop knowledge in this area. It can be observed that many universities are taking this step despite the lack of legislation, which shows that the changes in society can reflect changes in the curriculum, even before this new reality is established in laws and regulations.

Considering the university scenario, the document chosen for the analysis in this study was the PPC of universities regarding the English Language and Literature undergraduate course. It is relevant to point out that since Language and Literature courses aim at preparing teachers to work with students from the final years of Elementary School and High School, these courses are not legally responsible for (early) childhood education. Clearly, it is not possible for any undergraduate course to prepare students to deal with all possibilities of their professions. What seems to be at stake here is the need to raise students' awareness of the context of TEYL in an attempt to help those who choose (or find job opportunities) in this area.

The research conducted considered all 63 Brazilian Federal Universities and each website was carefully investigated to prepare a table listing the universities and the information found. It is worth mentioning that the data collection was entirely based on information available on the websites. Thus, the PPC (available online) of these institutions was analyzed. From this investigation, a total of 10 universities presented information for further analysis, which implies that their curriculum mentioned, in some way, early childhood education. The analysis concentrated on reading the title of all disciplines and the complete syllabus of the ones that were related to early childhood education. The focus of each university is listed in the following table, presenting disciplines of internship, theory, some of them elective, others mandatory in the curriculum.

Considering the data previously presented, the choice for this paper was to investigate with more detail the universities that presented a more flexible curriculum and different strategies to include this discipline. It is important to point out that the curriculums were investigated according to their approach to early childhood education inside majors of English Language and Literature. Therefore, the flexibility shown here is related to this range and does not mean a full flexibility of the curriculum or a flexibility that reaches other courses.

When analyzing the PPC and course descriptions of the ten universities aforementioned, it was possible to notice that those English majors that focused on preparing teachers to work with early childhood education opted for a more flexible curriculum. In some cases, the discipline related to early childhood education was included as elective (UFES and UFBA), in other cases, it was mandatory (UFMG, UFS, UFV, UFVJM). It is worth mentioning that in some cases the discipline was mandatory but the choice for early childhood education was

up to the student-teachers since it was an Internship discipline, therefore, the discipline is mandatory in the curriculum, but the student can choose between early childhood education or other contexts.

Quadro 1. Simplified list of universities

University	What is the approach?
UFBA - Universidade Federal da Bahia (Salvador/BA)	<i>Elective Discipline:</i> Early Childhood Education
UFCG - Universidade Federal de Campina Grande (Campina Grande/PA)	<i>Supervised Internship</i> in Early Childhood Education
UFES - Universidade Federal do Espírito Santo (Vitória/ES)	<i>Elective Discipline:</i> English Teaching in Early Childhood Education
UFMG - Universidade Federal de Minas Gerais (Belo Horizonte/MG)	<i>Group of Disciplines:</i> option containing Early Childhood Education
UFS - Universidade Federal de Sergipe (São Cristóvão/SE)	<i>Supervised Internship III:</i> Option for Early Childhood Education
UFSJ - Universidade Federal de São João Del Rei (São João Del Rei/MG)	<i>"block" of Disciplines:</i> ELA - English Language Teaching for different Age Groups
UFV - Universidade Federal de Viçosa (Viçosa/MG)	<i>TWO Curricular Disciplines:</i> English Teaching Practice I and II
UFVJM - Universidade Federal dos Vales do Jequitinhonha e Mucuri (Diamantina/MG)	<i>TWO Curricular Disciplines:</i> English Language Supervised Internship I and II
UNIPAMPA - Fundação Universidade Federal do Pampa (Bagé/RS)	<i>Complementary Curricular Component:</i> English Teaching for Children
UTFPR - Universidade Tecnológica Federal do Paraná (Curitiba/PR)	<i>Elective Discipline:</i> English Teaching for Children

Source: own elaboration - adapted from the Course Final Paper (TCC) research

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There were two universities from this list (UFMG and UFSJ) that chose a different model, the discipline was neither elective nor mandatory, it was inside a group of disciplines that was offered for the student along with other groups, in which s/he could choose according to the preferences. This evidences a more flexible approach for the curriculum.

UFMG presents a proposal for this major which is organized in a different and much more flexible way. The student has to fulfil some common disciplines, that is, the required ones for the course, but 240 hours of the course are composed of complementary education. For

this part of the course, students can choose a group of disciplines according to their interests. According to the PPC, “the aim is to allow the student to aggregate disciplines to his/her education which are from other curricular routes, according to his/her interests” (UFMG, 2017).

This possibility for the student to aggregate disciplines from other curricular routes shows not only flexibility, but also autonomy for the student-teacher to adjust his/her path more accordingly to his/her interests and opportunities in the future. Concerning early childhood education, one of the groups of disciplines available is named “Complementary Education in Pedagogy: Early Childhood education and initial years of Elementary Education”. It is composed of six disciplines and shows a very complete approach to the topic.

From the list of disciplines, it can be noticed that the approach is specific and covers theory and practice, this is relevant since several scholars point out that both should be together to provide a complete education for teachers, related to what they will experience inside the classroom (DARLING-HAMMOND, 2006). Similarly to what Pessoa (2011) defends, it is fundamental to view theory and practice integrated in teacher education programs, focusing on producing and sharing knowledge in collaborative ways. When considering children, it seems that critical teacher education is appropriate to focus on the complete development of the child, embracing theory, practice, context and the child's characteristics.

The flexibility provided in this major shows an important movement of change in the curriculums, since the old traditional academic/vocational divisions are not enough to meet the changes in society (YOUNG, 2002). The current demand requires innovative ways.

From the point of view of the curriculum there are two key issues; increasing flexibility — the opportunity for individual students to make choices and combine different kinds of learning in new ways— and improving coherence —the sense of clarity that students need in order to know what they need to learn and where a particular course of study or cluster of modules will lead them (YOUNG, 2002, p. 74).

The author points out the importance of having “pathways” and routes inside the curriculum as a way of giving voice to the students. Therefore, the idea is to provide a general core of knowledge and different specialized opportunities that will be available for students to choose, and also to encourage a critical mind in order to make those choices. In this sense, the choices made by UFMG seem very appropriate, since they give certain freedom for the student after accomplishing a set of mandatory disciplines.

Another university that presented a similar model was UFSJ. It offers a single major in English and Literature in a system of “blocks” of disciplines. The course is divided into three cores. The first is focused on general education with basic knowledge of the area. The second core is related to specific content and specific education for different contexts. The third core is composed of complementary activities. This structure of cores highlights a curricular flexibility and, again, more autonomy for student-teachers to choose according to their needs and interests. This concern can be observed on the text of the PPC itself, which points out that students will make choices to compose their educational path according to their profile and personal interests (UFSJ, 2018, p. 14)

Regarding early childhood education, one of the proposals of the second core is the Module named Studies in Applied Linguistics (ELA - Estudos em Linguística Aplicada). The “Studies in Applied Linguistics” module has a total of 132 hours and one of the disciplines is “English Language Teaching for different age groups”. The focus here is not specifically on children, since it refers to “teaching and learning a foreign language in different age groups: childhood, adolescence, adulthood and third age” (UFSJ, 2018). However, important aspects are pointed out in the course description, regarding the objectives of the discipline such as the development of teaching materials focused on the age issue (UFSJ, 2018).

When dealing with preparation to work in early childhood education, another important factor must be considered: the presence of theory and practice, since the context is full of particularities. It is essential to connect theoretically based knowledge with experience-

based knowledge (DARLING-HAMMOND, 2006). There were some specificities regarding the content of the discipline offered by each of the ten universities, however, we cannot affirm that either theory or practice was the exclusive focus of the disciplines, mainly due to the fact that we only had access to documents and not to the reality inside each university. Moreover, theory and practice are not easily dissociated, and this is a positive aspect, since they should be considered as a whole in the process of teacher education.

With this in mind, in general terms, five universities presented a more theoretical focus (UFBA, UFES, UFS, UFSJ, UTFPR) displayed on their PPCs. The theoretical aspects approached were varied, and included: legislation; policies; philosophical, historical, sociological and historical bases; characteristics of the child as a learner; teacher education; critical approaches (topics such as ethics, health, sexuality, gender, race, technology); class observations; lesson planning; teaching materials; language acquisition; didactics; materials' development; among others. Those theoretical aspects are relevant and very important to give basis to the teacher that will work in the context of Early Childhood Education.

On the other hand, it seems that two universities (UFMG and UFS) focused mainly on the practice, since it appears inside a discipline of internship. In both courses the student can choose (or not) the context of Early Childhood Education. Three universities (UFMG, UFV and UFVJM) presented a more complete approach, mentioning theory and practice in the description presented on their PPC. The path chosen by these universities reveal that they seem to be more conscious of the needs of students in the process of becoming teachers.

A relevant aspect shown by some of these universities is the possibility of making choices. This can be noticed, for instance, in the curriculum of UFVJM. The discipline "Supervised Internship in English Language and Literature I" has the focus on theory, legislation, practices, class observations, critical analysis of lesson plans and analysis of teaching materials. The student/intern teacher will choose the context to conduct the observations. The options are: Early childhood education, elementary education, high school, language courses or teens and adults' education (EJA). Although it is not specific for the context of early childhood education, it is even more important, in this case, to give options to future teachers, so that they can choose which context is more connected to their career. With those options at hand, it is possible to choose something more related to teachers' realities.

Tonelli and Cristovão (2010) point out that teacher education to work with young learners has been reacting to society demands, which mainly include job opportunities. After 11 years, we still experience some reaction to this demand, but it is desirable to not only react, but reflect on these issues. As suggested by Kawachi-Furlan and Rosa (2020), English teachers need to be aware of the factors that involve TEYL, so that they are able to make choices and plan classes that may contribute to children's language education and complete development.

According to Larsen-Freeman (1983), the process of educating teachers in itself is a process of preparing people to make choices, moreover, "making informed choices is what teaching is all about" (1983, p. 266). The informed choices pointed out by the author are intrinsically related to the awareness of the teacher, but they need to have the means to make such choices, and the curriculum structure can play an important role in this process.

The preparation of teachers for this scenario highlights an important feature of flexibility, considering that this context is "located" between two different undergraduate courses (English Language and Literature and Pedagogy). Therefore, curricular flexibility can be an alternative to English teachers, so that they do not need to go through both majors in order to work in early childhood education. The reality of many professionals nowadays is to study both majors if they want to actually have a career in this field. Perhaps a well-structured Languages curriculum that enables flexibility and choices for the future teacher will facilitate this process, allowing student-teachers to have more independence over their own process of education, increasing their autonomy.

4 CONCLUSIONS

The aim of this paper is to reflect on teacher education and curriculum theories, focusing on how universities have changed their curriculums to deal with the “gap” found in teacher education in relation to TEYL. In order to have an overview of this matter, Languages and Literature undergraduate courses of 63 Brazilian Federal universities were investigated based on their PPC. From these, 10 universities focused on preparing English teachers to work with children by offering disciplines related to this topic. The findings point out that more and more universities are embracing this context of early childhood education and including it in teacher education programs. It is important, however, to point out the limitations of the research conducted. Since it was a documentary survey, it relied only on the information inside documents. It is worth mentioning that the main documents analyzed were the PPC and the course description of the discipline, but in some cases other documents such as regulations and norms were also considered. The purpose was to provide a general mapping of universities and reflect on the information found.

It was possible to notice that some universities presented a very flexible curriculum, with a wide range of options for students, including the choice for early childhood education contexts. Other universities opted to bring this topic inside their list of mandatory or elective disciplines, also showing a different kind of flexibility as it reveals a curriculum able to adapt to changes. The scenario of English teaching in early childhood education is a reality, and it can be inferred from the curriculums analyzed that many English majors are dealing with this scenario and bringing options for the professional who wishes to work in this context. Even though the research conducted was based only on universities’ documents, they represent the intent of the university to follow this path. In this sense, the purpose was to show a national view of the curricular scenario regarding this topic since many scholars have defended the need to reformulate Languages and Literature courses to focus on TEYL (TONELLI; CRISTÓVÃO, 2010, SANTOS, 2011, TONELLI, FERREIRA, BELO-CORDEIRO, 2017; and others).

It is essential to encourage the independence of student-teachers to make their own choices inside the course, for this reason flexible curriculums are useful. Moreover, Language and Literature courses are seeking alternatives to deal with this context, and finding ways to approach early childhood education, as observed in some curriculums. This is essential for the teacher, because it can eliminate the need to go through two different courses (English Language and Literature, and Pedagogy). Therefore, although Language courses are not legally responsible for the preparation of English teachers to work with children, some courses seem to be embracing this proposal. This scenario brings hope to those involved with teacher education and TEYL, as it emphasizes the need and the possibility to restructure Language and Literature courses in an attempt to consider teachers' realities and contexts.

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Contribuição dos autores

Este estudo foi produzido colaborativamente por Ana Sara Galvão e Cláudia Kawachi-Furlan, com participações equânimes de ambas as autoras. O estudo é resultado das reflexões construídas durante o processo de orientação e desenvolvimento do trabalho de conclusão de curso de graduação da primeira autora.