

## REVISTA ENTRELÍNGUAS

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### CONCEPÇÕES TEÓRICO-METODOLÓGICAS PARA O ENSINO E A APRENDIZAGEM DE LÍNGUAS ESTRANGEIRAS: CONTEXTOS E PERSPECTIVAS

*CONCEPCIONES TEÓRICO-METODOLÓGICAS PARA LA ENSEÑANZA Y EL APRENDIZAJE DE LENGUAS EXTRANJERAS: CONTEXTOS Y PERSPECTIVAS*

*THEORETICAL-METHODOLOGICAL CONCEPTIONS FOR THE TEACHING AND LEARNING OF FOREIGN LANGUAGES: CONTEXTS AND PERSPECTIVES*<sup>1</sup>

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The journal *EntreLínguas: Teaching and Learning of Modern Foreign Languages*, linked to the Department of Modern Languages of the São Paulo State University *Júlio de Mesquita Filho* (Unesp) at Araraquara, has reached its 5 issue, number 1, with substantial achievements. In four years, *EntreLínguas* has proved to be of international interest. Its central scope, the teaching and learning of modern foreign languages (MFL) with the intention of promoting the debate about the theoretical and methodological processes of teaching MFL at all levels of education, has attracted the attention of researchers from different countries. In

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addition to accessing the Journal, many researchers have contributed as authors by submitting their contributions for evaluation and publication.

The visibility that *EntreLínguas* has been gaining in the context of MFL teaching and learning in Brazil and in different countries has been fundamental for its growth and acceptance both in the academic world and in the databases, directories and indexers. Its 5 issue, number 1, continues, therefore, disseminating knowledge about the teaching and learning of MFL, contributing to the expansion of the contexts of insertion of the Journal *EntreLínguas*. Entitled "Theoretical-methodological conceptions for the teaching and learning of foreign languages: contexts and perspectives", this thematic issue of *EntreLínguas* had as main objective to put together articles that brought contributions about the different theoretical-methodological conceptions for the teaching and learning of languages across different contexts. Divided into three blocks that are united in the axis of teaching and learning modern languages, the present volume presents seven articles of researchers of different Brazilian and foreign Universities.

A literature review article, written in English, about language, learning and development from a neuroscience perspective composes the first block. In "Language, learning, and development: perspectives on language acquisition and brain function", Mirela Ramacciotti and Christine Eccles, from John Hopkins University (USA) present a literature review about what makes us human, language. They discuss, from the perspective of brain functioning, language and thought, evolution, first and second language learning and implications for language acquisition and development.

The second block, in turn, is composed of three articles with themes related to language policies, of majority and minority languages, in bilingual contexts. The first, entitled "Language policies and the teaching of minority and majority languages in Brazil: the case of Pomeranian and English as foreign languages", investigates "the beliefs of two foreign-language teachers who work in public schools of a Pomeranian community in the State of Espírito Santo". The authors, Livia Melina Pinheiro, Kyria Rebeca Finardi and Maria Carolina Porcino of the Federal University of Espírito Santo (UFES), analyze the beliefs of these two teachers, one of English and one of Pomeranian. In general, the results suggest a revision of Brazilian linguistic policies to guarantee the teaching of minority and majority languages, stimulating multilingualism in Brazil.

In the second article of the second block, entitled "From nationalization to bilingual schools: reflections on language education in Blumenau/SC", authors Melissa Probst (Federal Institute of Santa Catarina), Caique Fernando da Silva Fistarol (Municipal Education Department of Blumenau) and Sandra Pottmeier (Federal University of Santa Catarina) review

the literature in order to “understand the new attempts to “rescue” the German language, as well as the ethnic-cultural maintenance in Blumenau (SC) from the implementation of a bilingual school”. Such inclusive language policy seeks to value the German language, language of inheritance, minority today in Blumenau. As challenges, the authors highlight the initial and continuing bilingual teacher education as well as the recognition of the German language in use by this community.

The third and last article of the second block, entitled “The Bilingual Intercultural Frontier School Project: a meta-analysis of the conceptions of bilingualism and bilingual education”, discusses “partial results of a research on conceptions of bilingualism and bilingual education adopted by researchers in scientific publications related to the areas of Education and Language”. Through searches on the ANPED (Brazilian Association of Graduate Research in Education) and BDTD (National Bank of Theses and Dissertations) research portals for 2010-2015 publications, the authors Isabela Vieira Barbosa (*Barão do Rio Branco School, Blumenau/SC*) and Cleide Beatriz Tambosi Pisetta (*São Paulo School, Ascurra/SC*) map the conceptions of research on bilingualism and bilingual education and the theoretical agreements that underpin such conceptions. The findings demonstrate an understanding of bilingualism and bilingual education as a social phenomenon that occurs within a specific socio-historical context.

The third block of this issue consists of three articles in the area of teacher education within the undergraduate courses of Letters in three Brazilian universities, one in Paraná, another in Santa Catarina, and another in Piauí. The first article, entitled “Pre-service English teachers’ perceptions about strategies used in the teaching-learning process”, written by Fabiana Vanessa Achy de Almeida and Andressa Brawerman-Albini, from the Technical Federal University of Paraná (UTFPR), describes the perception of thirty pre-service English teachers on strategies for teaching and learning languages. The data collected from a metacognitive questionnaire suggest that “participants have a broad awareness of their learning and the use of strategies” for teaching English.

In the second article of the third block, entitled “Academic literacy practices of undergraduate students in the Language Interdisciplinary project at Pibid-FURB”, authors Maria Daiana Dela Justina Starke and Cyntia Bailer, from the Regional University of Blumenau (FURB), report on a qualitative research initiation study that aimed at investigating academic literacy practices of three undergrad students of a Letters course at Pibid in 2017-2018. According to the authors, “Pibid consolidated itself as an opportunity for pre-service teacher education. In the partnership involving university and basic education school, through the

mediation of supervising teachers in both spaces, meanings about teaching are discussed and constructed”. The results reveal that “the development of academic literacy practices reflects positively in the formal and informal processes of pre-service teachers’ academic and professional performance”.

The third and last article of the third block, entitled “The impact of English teachers’ education performed at the Federal University of Piauí: an analysis of the professional choices of some graduated students from the English language major”, presents reports on the professional choices of graduated students from the English language major at the Federal University of Piauí. From the answers to a questionnaire, the author Beatriz Gama Rodrigues (UFPI) analyzes choices, challenges and joys of six graduated students who work at public and private schools. The results suggest that there is “a somewhat greater involvement in public schools and that the impact produced is somewhat more relevant in these places, even in view of the great need of students from poorer communities”.

This way, the present issue of *EntreLínguas* brings together important contributions to both language teaching and learning, its theoretical-methodological conceptions, contexts and perspectives. The issue provides the reader with reflections on various topics, such as (1) language in the brain functioning perspective; (2) language policies in bilingual contexts of majority and minority languages, such as English and Pomeranian in Espírito Santo, Portuguese and German in Santa Catarina, and the Bilingual Intercultural Frontier School Project; and (3) the teacher education of English pre-service teachers in Brazilian universities, with themes related to perceptions about strategies applied to teaching and learning, academic literacy practices at Pibid and the professional choices of graduated students. Therefore, *EntreLínguas* fulfills its role of promoting the debate on the theoretical-methodological processes of teaching languages.

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