

Multiple Languages and the process of the Teacher Formation in Early Childhood Education

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Abstract

The formation of the Early Childhood Education teacher is a recurring theme in many studies, showing the concern for the quality of the activities carried out with early childhood children. In pedagogy courses, in which future teachers are qualified, there is a concern with training strategies for the appropriation of multiple languages, a theme also studied due to proposals related to Childhood Pedagogy. This research aims to investigate and analyze how teachers of the pedagogy course of a private university in the city of São Paulo, in their educational practices, consider the multiple languages in the formation of teachers of early childhood education. A qualitative approach was chosen. to carry out the research, and as a methodological procedure, we have interviewed ten teachers from the pedagogy course and thirteen students from the sixth semester. The theoretical background adopted is based on the conceptions of children and early childhood education from the perspective of multiple languages. The results showed that teachers use different strategies when working with multiple languages in their disciplines. Nevertheless, such practices or strategies are aimed much more at preschool children than at daycare children.

Keywords: Multiple languages, Early Childhood Education, Teacher training.

Introduction

The work with multiple languages in early childhood education has been deeply studied recently. Thinking about multiple languages (ML) in the context of early childhood education means to be sensitive to the movement of children, their visual, gestural, musical, and artistic body language, having children's playtime as the main axis.

The present study, based on qualitative research, aimed at answering the following question: which are the training strategies that collaborate for the formation of early childhood education professional in the appropriation of multiple languages in pedagogy course? The article is structured presenting, first, the concept of multiple languages, seeking to relate it to the education of early childhood teachers. In the sequence, we present generated and analyzed data from the field research, which were primarily the speeches of the teachers about what they think of the multiple languages and how this content is taught. Then, the speeches of the students of pedagogy trying to highlight how they conceptualize such languages and how they learned their concept. Finally, we present some considerations about the study.

1. The multiple languages and the formation of the teacher of early childhood education

Before presenting the concept of multiplicity we emphasize our understanding that language is the means people express themselves, interact with one another verbally or non-verbally. CITELLI (2006), referring to verbal language, systematizes the concept, stating that in the constitution of the senses some developments give it a peculiar role in the communication processes.

FRIEDMANN (2005), in her text "The symbolic universe of children", uses the term "symbolic language", before deepening into the subject, stating that "language is a means through which human beings communicate, or try to communicate, expressing themselves". She states that the most direct language is the word, the verbal language and that this is not always the most authentic. The author says that, in addition to verbal language, there are other languages, the "symbolic" ones, which are non-verbal, permeated with symbols that are not always understandable, presented by images. Thus, man can "enter the world of the human being with depth" (FRIEDMANN, 2005, p.36). The author goes on: "Among them, we can mention the language of sounds, of touch, of speech, and writing, of smells, of flavors, of art, of play, of gestures, of dreams" (P. 36), stating that children have several symbolic languages.

JUNQUEIRA FILHO (2006) brings a new meaning to the concept of language as "programmatic content". The "content-languages" to which the author refers could be, among others, "oral language, space-time language, plastic-visual language, sound-musical language, sign-body language, symbolic game language, visual and verbal language, logical-mathematical language" (2006, p.18). Other languages can appear in children's universe, such as:

crying, biting, disputes over objects or places to sit, verbal or physical aggression for several reasons, laughter, singing, running, refusals from situations proposed by the teacher, children who refuse to speak, the noise of seeking organization, falls, injuries, escapes from the classroom, destruction of collective materials, etc. (ibid., p. 18).

In his study “Multiple, different and conflicting languages: a study on language and work organization in early childhood education”, JUNQUEIRA FILHO (2011), analyzing two publications in the area of early childhood education which bring the concept of language as a central theme - National Curricular Reference for Early Childhood Education (1998) and *The hundred languages of children: Reggio Emilia's approach to early childhood education* (1999) - concludes that, although both publications imply language as human expression and communication, the theoretical reference of both of them are ambiguous. He argues that the consequences of this conception of language concerning work organization are antagonistic and conflicting, that is, as we assume the importance of working with multiple languages in the context of early childhood education, some care is necessary. It is not our intention to discuss working strategies with children in this article but to analyze how multiple languages are treated in the pedagogy course.

In a contemporary approach to childhood pedagogy, FOCHI (2015) presents a proposal on the role of children in institutionalized spaces, specifically babies, as a self-constructed and constituted being in socio-cultural relations and questioning the world as active and curious agents. According to him, teachers should specialize in another language "that is not the word" to deal with babies. Body language is used by the researcher to propose an approach that reflects the baby as the protagonist, for without a word, without a sound, they establish communication that teachers usually cannot understand. They would, then, need to be trained to do so.

We consider it of fundamental importance, to recognize in language the element that constitutes children allowing the construction of their history. Through social and physical interactions, children will build their knowledge of the world, which will enable new actions, expanding their language for communication with a global function.

The children concept that we adopted for this reflection is based on seeing children not only as a subject who has rights granted to them by official documents but above all as real human beings who are also in a real-world, in a given context; as we know, there are several types of childhood, due to the economic-cultural diversity and territorial immensity in which we live in. That is why it is of singular importance to reflect on who this child is, what are his peculiarities, his age, his cultural background, his experiences, his relationships, etc.

We support the idea that the early childhood teacher is trained to be involved with multiple languages and that sensitivity and perception are guides to his practices in institutionalized environments so that they meet the needs of children. Therefore, as teachers, we need to understand the bodily character and behavior of our children, experienced in the social dimension, in the relational sphere, understanding that language is

related to the expressive movement. In this expressive phenomenon, it is possible to have an openness to ourselves with the world and with everything that surrounds us. According to FURLAN AND BOCCHI,

The body is the expression of conduct and, at the same time, the creator of its meaning from an intention that is outlined and demands its complementation. Before the expression, there is only a determined absence that the gesture or language seeks to fill and complete. (2003, p. 449).

It is possible to say that through these gestures and bodily movements we dance life while communicating with beings in the world, living in a dimension of human relationships, the way art is lived and perceived: in a state of happiness that involves feelings and perceptions capable of captivating, as well as changing perspectives and worldviews. Therefore, we believe that specific training is required for teachers who will work with young children - a sensitive training, which considers the individual needs of each one, an activating training of that look that understands what they express through their bodies, their gestures, their airs, their cries... Hence, the uniqueness and particularity of children in early childhood education require the experience of different languages.

2. Field research

The objective of the field research was to investigate how the pedagogy course teachers in their educational practice work the multiple languages in the formation of the teacher of early childhood education. The target-audience taking part in the research were ten teachers and thirteen students from the pedagogy course at university X. Our option was semi-structured interviews as they provide interaction with the investigated subject, which are teachers and students from university X pedagogy course, thus favoring the approach, and the apprehension of what they live, know, think, do, feel and represent.

The interview was conducted from the recording of the teachers' statements which were later transcribed in full. To collect data with the students, we also used a semi-structured interview with closed and open questions. We believed that, through the interview, we would achieve the objective of investigating how students identify in the studied subjects, the apprehension of the importance of working with multiple languages in the school context.

2.1 The students

After collecting the research subjects' data, it was necessary to delimit the information for the organization of categories, focusing on the central question of the research. The transcription of the interviews carried out with the teachers and students was a movement that required great care in order not to miss any speech. To transcribe them, we listened to the recordings several times, stopping and writing, resuming, listening again, to be faithful to the voice of each one. That done, we created large tables to analyze the responses. From this writing, we pondered the categories, as the interviewee does not always answer what was asked. To study such interviews, we have used content analysis which is a widely employed investigative

technique in qualitative research. Its purpose is to describe, objectively and systematically, the content manifested by the subject.

The class chosen for the semi-structured interview was the sixth semester's, class A, Barra Funda unit, morning period – graduated in 2017, because it is a more accessible class, as such students have already been through with all the subjects of the course which made them able to participate in the research more appropriately than the students from previous semesters. Thirteen were those who cooperated with the research. Most of the students are more mature being between 30 and 39 years old as they concluded their first graduation later than the average. Most of them have come from public schools, both elementary and high school. Most of them have also completed their studies in regular high school; only one of them has a teaching profession, one has completed supplementary education and two of them have the Youth and Adult Experience (EJA).

The data present a target-public that reads little, half of which are used to reading scientific articles; they rarely read the newspaper - only two of them do it daily - and the Internet is used by most of them to be updated on events. Regarding the use of the library, six have stated that they use it fairly and five of them have stated that they seldom use it. All of them use the computer frequently and one of them said she rarely uses it. Regarding cultural-artistic activities, eight students declared that they prefer to go to the cinema, and only one is a theater and museum-goer. Such information made us consider the outdated cultural formation of teachers and how to foster it in Pedagogy courses so that young children may have access to different cultural events. Regarding contact with multiple languages, most students have stated that the course provided knowledge of multiple languages. Only one of them has disagreed. On the inquiry if all subjects were essential for training, the majority fully agreed; one disagreed. On the inquiry if all the teachers provided contact with the different languages, seven students fully agreed, three agreed, two disagreed and one totally disagreed. On the question, if the course has expanded the knowledge of arts and culture, all of them agreed. The last question was whether the course has provided contact with elements of arts and culture, eight students fully agreed, four agreed and one student disagreed.

Observing the collected data related to multiple languages we have found that in the responses of the students there is an understanding that the Pedagogy course has contributed to the training, providing contact with the understanding of such languages.

2.2 Work with multiple languages in the context of initial training

After a thorough reading of the generated data, we organized them as follows: In the first part we present the teachers' speeches about what they think on the multiple languages and how this content is taught; in the second part, we present the students' speeches, trying to highlight how they conceptualize the multiple languages and how they have learned this concept.

2.2.1 Conceptions of multiple languages: the teachers' speech

To deal with this category, we believed it was necessary to know the conceptions that teachers had about what multiple languages are and what they think about their contribution to the training of their students. After checking the teachers' speeches, we did the same with the students' speeches. The question we have asked the teachers was: what do you understand by multiple languages? Of the interviewed teachers, 60% has answered that multiple languages are “the different forms of communication and expression of the human being”, and also, “they are different ways for the human being to communicate, to express himself”, “ways of communicating, of being and feeling, not only through orality”. The remaining 40% did not respond clearly. The teachers' speeches below exemplify this statement:

They are already part of the human being's life because they are inserted in several contexts. (T1).

It is when there is a diversity of opportunities for stimulation, interaction, and mediation of cognitive capacities within a person's conjunction or circumstances of efficiency. (T6).

The teacher T7 understands that they refer to different approaches, as we can see in her speech:

the interaction in different approaches, expanding the perception and conception in communication and the whole development. When several means are offered, different approaches broaden the person's perception. (T7).

The last teacher interviewed conceives the multiple languages as “resources”:

I understand by multiple languages the different resources or ways to express a certain subject/theme. (T10)

Despite not defining, some interviewees exemplified what it could be:

Oral and written language, mathematical language, nature, and society. (T1).

I think it is when we offer several means, you know? Different approaches will broaden the person's perception. I understand that it is it! (Laughs). (T7).

As an example: film, painting/image, theater, music, dance, body expression, poetry, etc. (T10).

In the speech of the teachers who did not define the multiple languages, but gave some examples of it, we can see that there is a mixture of “things” apparently some specific areas, called “different means or approaches” or also understood as “differentiated resources” that can promote the expression or communication of a certain subject, making classes more interesting and dynamic. As we observed with T6:

For the daycare teacher, working with multiple languages is essential, in addition to knowledge, mastery of content, interaction with students, the relationship between theory and practice, use of didactic and technological resources, are just some of the strategies that will facilitate the teaching and learning process (It seems that she is not referring to children from zero to three years old.) (T.6)

If we have found in those speeches an uncertainty about what was asked, this work would not be clear in their practices as we understand it, since the multiple languages are neither “approaches” nor “resources”. They are all the personal dimensions that we use for our communication with the world in their different contexts, and all the human possibilities that we find to express our wishes, needs, wants, longings, feelings ...

Regarding the conception that most of the interviewees have, even the teachers who understand multiple languages as “the possible ways of expressing themselves and communicating which did not limit the areas or actions of the teacher”, we have realized that some showed the axes of knowledge proposed in the National Curriculum Reference for Early Childhood Education (RCNEI in Portuguese). Thus:

Oral and written language, mathematical language, nature, and society, that is, all of these are present in our lives and what we have to do is to interconnect them in the educational context so that they can be developed in all aspects. (T1).

Multiple languages are the different languages that exist, specific to the development of the subject, for example, the child will develop such multiple languages in early childhood education through axes like music, oral and written language, movement, art, so I think the multiple languages in this way. (T2).

So, I understand that multiple languages are all expressions of the child and they can be visual, musical, artistic, oral, written, so it is necessary to see the child as an integral being who has all the languages ready to be developed. (T3).

Based on the responses of the teachers, we have realized that they understand multiple languages as pedagogical activities, as resources and ways of learning whose purpose is to know, learn ways to represent, and transform. Concerning the importance of working with multiple languages for the training of early childhood education teachers, especially in daycare, the teachers understand how important is for the students of the pedagogy course to have good training with multiple languages to attend the development of the child as a whole, as we have seen in their statements above. However, it should be observed that only teachers T4 and T8 have highlighted this importance, referring specifically to early childhood children.

[...], but the child is hardly able to express, verbalize, what he is actually feeling [...] He expresses himself much more by the body, the drawing, the movement, so for the teacher who goes to work in the daycare it is very important to understand these multiple languages. Picture a baby, a nursery

teacher, the baby doesn't speak. How is the teacher going to interpret that baby, talk to him, stimulate him, the crying, the tantrums, so it's necessary the body contact, the bond? It is to pay attention to everything, the crying, the bite, the tantrum, in short, affectivity as a whole. It is fundamental. A baby does not speak, so the teacher will read through these other languages and then sees a little of the child's playfulness in playing, the child reveals himself, he is telling you about him, [...] it is up to you to know how to read it. (T4).

[...] because it is important to value the multiple languages of this small child, this baby that we work with so much in early childhood education. Before working with these children, I need to work with these future teachers, right? So that they can experience, so that they can understand that it is not just the verbalization, it is not just the writing, that brings an expression, that brings a communication in form of an image, of a message. So I think it is totally relevant for this adult, this future teacher to know, to use his own multiple languages, as well as he can explore it well with children. (P8).

We emphasize as well that teachers of this modality would need to have a keen sensitivity and perception so that they were able to know the forms of communication of young children. The response of a teacher who had the experience of running a public school reveals her concern with offering multiple languages in her work as a teacher. While managing the school she identified the absence of artistic and linguistic repertoire in her staff of teachers. Her discomfort reveals that:

This deficient situation in the training of early childhood teachers experienced as a manager has constantly led me to seek and offer different possibilities in my classes in teacher training. In any allocated subject, I always look for music, an image, a canvas, something that can contribute culturally to these students. (T5).

We understand that this concern is plausible, as it shows the interest of the teacher in providing a cultural immersion to her students with the intention of awakening in them the aesthetic look - which may favor a greater perception and sensitivity while increasing the interest in other ways of expressing such languages - and awakening the reflection on them, thus contributing to the teacher's formative work. We understand that the invitation to immerse in the cultural world requires efforts and willingness to "think", because, as we have already said, "when our eyes are opened to new looks, they transform us and provide us with a reflection on our actions and pedagogical practices".

Although T7 talks about the "manipulation" of different materials and does not clarify the term. We can infer that they are materials that mobilize expression, such as paints, clay, ceramics, collages, colored pens, crayons. Yet, those examples are far from the possibility of babies making themselves understood with their multiple languages.

"[...] dance, music, drawing, writing, handling different materials, playing, among others." (T7).

In short, there seems to be some difficulty in understanding what multiple languages are, as they are explained only from what the older child is capable of doing, “artistic, musical, bodily languages”, that is, the visible means that enable communication.

2.2.2 Multiple languages in the pedagogy course: the practices carried out by the teachers

To handle this category, we have sought to understand and identify the training strategies used by teachers at work with multiple languages in the school context. To this end, they answered two questions: in the disciplines offered by you, throughout your experience, what strategies do you use to offer multiple languages to your students, and in which disciplines? Could you exemplify how they are worked on in your classes?

Only one teacher out of ten interviewed did not refer to a specific subject; the others mentioned and exemplified their strategies. Among the responses, we highlight:

[...] I work with many reports, I work with a lot of written production in the classroom, I even work with the issue of interpretation because they often have to make representations in the classroom. I love to bring music because the analysis of music also makes them understand that the child is musical by nature, so having this understanding, they are able to offer it to children, recognizing and valuing everything they have of personal production. In this regard, that they bring experience, so in the classroom, I have used many strategies, including in the anthropology discipline, which is a very different discipline from what I was used to working with. I have done this and one of the things I have used that comes out even a little bit of what is normally done in the classroom is ... meetings. We have small picnics inside the classroom as a moment of interaction among them, so that they get to know each other better and they see the teacher as someone who is an ally to them, who is helping in this process. (T1).

I asked an interview with an early childhood teacher to find out he works on the tripod of early childhood education, which is to educate, care and play, and on how he worked it, in early childhood education and specifically with the educational angles. They interviewed the teachers and then had to elaborate the pedagogical angles and then we have made an exhibition. (T2).

[...] we did a survey at the beginning and we used several languages, then the visuals. I highlighted all possible answers, we put them on the wall, and then the students should answer those questions by going to the wall, visualizing, going to the wall, so they were also expressing themselves, walking, moving. We took pictures, these pictures were exposed and shown to students. So we also used this dynamic [...] we did, the dynamics of candies; so they moved around, they interacted with each other, and they could, I don't even remember what the strategy was specifically, not the strategy, the objective. Oh it was to form groups so that they would know each other, and nothing is cooler than this interaction and when the student puts himself in the child's shoes, it is more interesting for him to understand how the child thinks, how the child acts [...] (T3).

I form groups, I ask them to choose people who are not in that group, people from another group and try to represent these people by drawing, they have to talk about how they see this person, both by appearance and by physical and personal characteristics. Thus, so-and-so is shy, outgoing, so she has the opportunity to present how she sees the other physically and how she feels about that person, what does that person say to her, if she is a shy person if she is an extrovert one if she is a calm person if he is a person who communicates well. Then they have this opportunity to speak, to draw and then those who are portrayed end up liking it too because they often do not see themselves that way and they receive this kind of affection too. (T4).

Verbal and written language, for example, are two fundamental parameters in the work of multiple languages. The observations, possibilities, and criteria that are chosen make all and any difference when we seek interaction and mediation starting from contents that will take the skills and competencies of the students' learning. (T6)

Well, to exemplify the multiple languages that worked in class, I will take some recent ones. For example, when I was working in the areas of knowledge in early childhood education, where, as the main axis I highlighted the arts. So I gave some images that were acquired at the Pinacoteca de São Paulo, distributed them to the groups, worked on the oral exhibition first, you know, asking questions about the works they knew. After that they read the files, you know, shared what they had understood of the files with, you know, information inside them, then we worked with photography, you know, where the students positioned themselves, produced those positions, you know, they reproduced those works of art from their own images and they photograph I also photographed, and from there, we started to make a painting, oh, it would be an idea to re-read the works, but then, not in the sense of copying, you know, as many of them understood that way, it was their idea to recreate those works of art from their authorship. Then I worked with ink, I worked with charcoal, I worked with different materials so that they could better understand the work for early childhood education. I can also exemplify, based on games, as when, for example, the issue of movement with children is worked on, I always try to bring those languages to the adult, you know, to the teachers, future teachers who are in training. And the idea is for them to move, to make games. It is the idea of the video. Recently I also worked with them on the idea of making resources, that is, pedagogical resources for daycare, right, for children from zero to three years old. And then the idea was not just that they make those resources, those pedagogical resources, as objects for children to move around, using those toys, mobile, that we normally use a lot in early childhood education. (T8).

It is necessary to highlight the concern and reflection of a teacher about her pedagogical practice:

I think my classes need to be even more dynamic, I will have to explore this further, I intend on other meetings, you know, now we have the National References for Early Childhood Education, we have meetings to do, to understand the axes of the referential, so see the society, mathematics, music, to art, everything that has in the referential that helps us to understand this child and these

languages. And we, and I intend, in each one to bring this language for them, forming groups, working the axes, instead of talking about music, working on music, instead of talking about mathematics, working on practical math language for them to understand that. (T3).

We have observed that, among the teachers interviewed, two of them, T1 and T4, mention their subjective actions as strategies that are not listed in the teaching plan, but are part of their pedagogical action, as they see this as a possibility of ML.

T1 mentions “meetings or picnics” within the classroom, as he understands that this provides “moments of interaction between the students so that they get to know each other better and they see the teacher as someone who is an ally who is helping in this process.”. And T4 said that he performs “empathy exercises”, going around the class and talking to the students:

Do you have children? An example, “So, how are the kids doing”? “ Say why are you late today?”, “ I think you’re in this or in that way” and then I’m going to show them how much they say things without actually verbalizing, and how important that look of the teacher is, actually an exercise in empathic ability, empathy ... and many times we don’t notice that in children. The children come to class tired, they don’t say anything, they’re sleepy. Just come to them and ask “what happened?”, “Did you sleep late?”, “Did you have a nightmare?”, “Are you sad?” The child doesn't say anything, but you see it because you read multiple languages. In a drawing made by the child, you can see that. (T4)

Only one teacher, despite speaking in verbal and written language, did not exemplify how she works, did not make this clear despite being asked to give an example, as we can see in her speech:

Verbal and written language, for example, are two fundamental parameters in the work of multiple languages. The observations, possibilities, and criteria that are chosen make all and any difference whatsoever when we seek interaction and mediation starting from contents that will lead to the student's learning skills and competencies. (T6).

Two teachers, T7 and T10, gave examples of their strategies, but did not details, as we can see:

with readings of articles, movies, huh ... internet searches, huh ... use of images, you know, I use a variety of resources to make this happen ... that's it ... in my routine, I use games with rules a lot when I can. I promote different activities, among others. (T7).

a theater/dramatization, a song, or another form of artistic presentation helps the student to translate the content into other languages, facilitating the understanding of the subjects worked on in the classroom. (T10).

Seven out of the ten teachers supported their strategies taking advantage of the studied contents or themes, especially those related to multiple languages in early childhood education, as we can see in some of the statements recorded:

For example, in the nursery and daycare discipline, I have asked the students to do field research. They had to visit an early childhood education institution, basically, the daycare center, to observe how to work with the children was done and how they could identify the axes of early childhood education, in this case, the multiple languages. (T2).

[...] we have meetings to understand the axes of the references, then to see nature and society, to see the mathematics, to see the music, the art, everything that has in the references that work there, that help us to understand this child and these languages. And we, and I intend, in each one to bring one, this language for them, dividing the groups, working the axes, instead of talking about music, working on music, instead of talking about mathematics, working on the practical language of mathematics so that they understand this (P3).

Well, I remember that when I worked with the discipline of early childhood education: nursery and daycare, I worked on the issue of psychomotricity contributions, which I talk about in all areas of psychomotricity, I talk about the formation of the self, of self-image, of body image, and then I say that we constitute this image, not only the look we have about ourselves but what the other also tells us, so I form groups [...] (T4).

When I taught a certain discipline, I have always used works of art as reflection triggers. I selected very specific works related to the themes that I would like to debate, shock, disturb. (T5).

As we can see, the teachers talked about the most diverse strategies and exemplified their practices showing how they offer multiple languages in their disciplines throughout the semester. Thus, we have observed that they follow a good part of the methodological indicators of the teaching plans, showing rigor in considering the indications exposed in them. The teachers work the multiple languages in the pedagogy course. It is noteworthy that all of them dominate the concept according to the proposal in the official documents: multimodality activities, use of documentary, diverse textual genres, readings, theater, scientific dissemination magazines, use of images, and other documents point out that they are verbal, artistic, plastic, musical, bodily languages, among others. For this reason, all teachers try to promote those languages in the offer of their subjects.

2.2.3 The conception of multiple languages and teacher education: the students' speech

When studying the responses of the students, we understand that this category is for both teachers and students, as both groups answered the same questions, which were: what do you understand by multiple languages, and what is their importance for a teacher education daycare center?

Only two out of thirteen students interviewed - despite giving examples - did not respond explicitly:

The multiple languages come from our birth, the language about crying, then we go on talking about body language, then the speech comes, asking for things until we reach adulthood and it always keeps going. (S11)

So, the written language, the written language, art, which is included music, dance, visual art, verblivity as well. (S12)

We could observe that four students out of thirteen refer to multiple languages as "the various ways of teaching a certain content", "ways of approaching a subject", or the possibility of "presenting a subject in different ways". In their speeches, we can see that they relate to the teacher's didactic work, because their examples name resources, strategies, or used proposals:

Ah, that's when, huh, the teacher works like this, works theater, works music, works dance, all kinds of language, I believe that is it? (S6).

It can be through videos, music, different ways of expressing. (S1)

You can work on a subject through books, through music, through theater, so it would be an approach in many ways. (S2)

[...] video, theater, music and continue on that subject in different ways so that the undergraduate or student understands that there are several ways for you to explain the same content. (S3)

Only four students did not refer to multiple languages in the strict sense of the school environment as we see respectively below:

a means of interacting, understanding (S4).

it is a form of expression that you are not tied to a single language, where everyone has been intermingling, they are always in a new creation (S8).

ways to represent what one thinks (S7)

different forms of communication, of expression. (S9)

What differentiates their responses from the others is that they did not link what they understand by multiple languages to the school environment, as the students below also did when they answered:

they are the forms that are used to represent what is thought, then, inside the classroom. (S7)

to be able to expand the student's knowledge through those multiple languages, to present several languages, not only to be stuck with only one type of language, so to make available to the child this multiplicity of languages of different learning. (S10)

they are the different ways of learning, not only that expository class but the practical class, the classes in loco, the coexistence with the object of study, the different ways of applying a discipline. ” (S13).

It is interesting to note that student S7 refers to multiple languages as a possibility of “emancipation” from language. She says:

the teacher uses, from the written language, that we are moving from - how can I say – archaic, which would be a blackboard, to technology, using slides, using videos, in addition to the teacher's own speech. ” (S7).

Student S5 seems to have a confused understanding, but at the end of her speech she says that the teacher should use multiple languages, "for the more languages, the better the use of them". She says that:

For me, multiple languages mean the way you can relate one thing to another, of knowledge, which the goal is to arrive at a synthesis of what you want to achieve, those languages talking to each other, you, for example, writing, reading, or interconnected with art, that is, you know how to internalize that part, you can absorb and pass on this larger content. So, the more languages, the better the use of them (S5).

S4, on the other hand, makes an effort to explain what it means by multiple languages, relating them to the contents worked in disciplines such as reading and writing skills and literacy. She refers to the disciplines of Brazilian Sign Language (LIBRAS) and braille. She sees the internet as multiple languages:

Well, multiple languages, I think that in addition to the Portuguese language, that we learn, in college we learn with the acquisition of writing and also the reading and writing skills, there are other languages such as Braille or also Brazilian Sign Language (LIBRAS). I think that in addition to being written, it can be the oral part, the visual part, it can be storytelling, as I learned in college, I believe it can be the internet, which is another language, another way to interact, to understand. I think that's it! (S4).

In short, it has been clear that some students are unable to define multiple languages, and that most of them see ML as didactic resources or pedagogical strategies, which must be quite varied in the classroom. The students understand the multiple languages as means to teach content, as they mention: expository class, practical class, videos, dance, music, books, slides, theater, approaching a subject by the oral part, the visual, the storytelling, written language, art. It is clear that when they talk about ML, few students approach them

as forms of communication and expression, and this is always linked to the resources they understood as training facilitators, which should be used when they are working in their classrooms, which is still true, but the resources and strategies pointed out are always to assist more experienced children.

We have realized that only one student referred to multiple languages as something natural that develop independently of the use of pedagogical and didactic resources or strategies as we are referring to early childhood, that is, children who neither use verbalization nor visual, artistic, theatrical techniques to express themselves. She stated that

“the language of crying, then we go on talking about body language, then the speech comes, asking for things until we reach adulthood and it always keeps going.” (S11).

Regarding the importance of multiple languages for the training of the daycare teacher, two students said that children need to be seen in full and that if the teacher uses multiple languages in the daycare, it will lead to the children’s development as a whole. The first student, S1, points to the practice of the teacher who should use resources (seen as ML) to teach the contents; the second student, S4, on the other hand, recalls the phases of child development and Piaget's contribution, since she recollected the sensory-motor phase, suggesting that the senses promote the expansion of multiple languages; the third student, S2, emphasizes the importance of promoting the teaching in different ways.

The importance is that using those multiple languages you can develop the child in a more integral way, he can express himself in different ways than the ones you can achieve, as we also realized in the study of sciences that the more ways you use to attend a certain content, the easier it can internalize that learning. So, if you teach them colors, for example, if you teach colors visually, show, speak, sing a song, it will make it easier for them to develop and learn it. (S1)

Essential, why? I think that, as the child is still in training, she is still very little, and when she is in this sensory, motor phase, in short, in which point of the senses he will start learning when you show a great variety of language, that is, through visual, auditive, through tactile, in short, yes, you can expand the development of this child a little more, this is how I imagine it. So, it’s like you tell a story to the child, or you make a dynamic with some food that he can handle, or feel or smell, or pass a drawing that has something didactic, according to his age, I think that is extremely beneficial for her cognitive development. (S4)

Well, I believe that when the teacher encourages what the student learns in different ways, he is preparing for his performance in the daycare center, because just reading about the theorists, about research, is just theory. I think it remains a very vague thing, even considering the internships, I think that if you worked with activities that you would do with children, it would make all the difference for when you graduate and act with this target public, you can develop it better. (S2).

When the students say that children should be seen in full, they are perfectly correct; when they say that they must learn in different and stimulating ways, they are equally correct. However, it seems that they speak only of the teacher's role as the protagonist while children are being placed as passive beings, who receive “teaching” through the multiple languages triggered by the teacher.

One student has presented a different view on the formative importance in the dimension of multiple languages, perhaps seeing as the possibility of establishing links and approximation.

I think it's very important because, in addition to learning the theory, this part of multiple languages gives you room to get closer to the child. I think it makes you more comfortable with the child. It gives you the greatest coziness. Because the multiple languages give you other ways to work with, you will understand the theory of what is happening to children at this stage, but you will also know how to work with them if you get closer. Multiple languages make it possible for you, to be more comfortable with the child, to work in different ways.”(S3)

Two students, S5 and S6, commented reflexively on their training, one of them referred to interdisciplinarity, giving an example of this type of work that the teacher must do at the daycare center; and the other recalled the question of the construction of the child and how the multiple languages favor this construction, adding how she intends to work it in the future.

Daycare center? ... it is working with the interdisciplinarity of what the child brings from his home, this makes it much easier if working for example with music. Music represents several parts where the child can ... the professional can work with music in several areas, and it will introduce mathematics, it will introduce reading, even if the child is not suitable for that, but it starts to make sense because he brings that part from home, from other languages which will become one there, music works. So, these areas bring a lot of meaning to this learning as well, to my training. For my training, I will work in different contexts, I will not simplify a single context. What I can bring is, in my training, something that adds and that makes my student move from one stage to another, things that will mean something to him, [...] It has to make sense so that in the future he can add other things on top of what he has learned. Children's education is super important. It is a basis even to add other content, so if the teacher is aware of that, he will help in this area, collaborate. (S5).

“So, I am currently working on my undergraduate thesis on the importance of playfulness. Despite being in elementary school, I believe that this importance has to be a continuous cycle. It is important for the teacher to understand that those languages favor the construction. I believe that there is no teaching-learning for children without those languages, I am defending this in my pre-project, and for me, in the future, I want to be this teacher, who will take all this language, all this knowledge to inside the classroom. (S6).

Two students, S8 and S11, talked about the child's expression. The first said that it is important because the teacher can deepen and develop a work focused on expression as an art; the second, referred to the importance of better understanding how the child expresses and communicates through the body:

Ah, it is extremely important, for it is through those multiple languages that he can deepen, develop a work of importance with children, focused on an expression. I would say that of an invisible art. (S8).

It is important for the child to develop and we understand the child because that child does not often speak, her body also speaks, if he is bad he will not say that he is bad, but his body will say that he is bad, then it is a way of language, and it is essential for the teacher to know all of this, to develop the student and also for him to develop himself. (S11).

Two other students, S7 and S10, referred to the creation of materials and other means: the first said that it is important as the multiple languages allow the teacher to create material to use with the children to develop their learning; the second student spoke of the importance of working with multiple languages for the daycare teacher, as it can provide other means than just play.

The nursery teacher is very plastered in the fact that he only works with the care of children, so the multiple languages will allow him to create material, to promote this freedom in the classroom, to enjoy what already comes with the child daily to be able to develop some need in the classroom, to develop their learning. ”(S7)

I see it as very important because sometimes we get too attached to some situations at school. The daycare center not so much because it is more the tripod to play, care for and educate, so he is supported in the playfulness, in the ludic, but presenting to the children, sometimes the teacher gets really stuck only in games thinking that sometimes children are not capable. So, presenting this to children, works of art, even the construction of mathematics, with blocks, logical blocks, then presenting this diversity to the child at all times. (S10).

In summary, we have found that most students realize that multiple languages are present in the course and that they are important for their training. They have talked about the possibility of multiple languages being deepened to develop a work that is focused on expression. They also have discussed the need for us to understand the child who does not speak yet, since her body speaks, understanding his attitude as a language of fundamental importance. The teacher “must know this to develop the student and to develop himself.” (S11).

2.2.4 Multiple languages in the pedagogy course: practices performed by teachers

In this category, we have sought to investigate how the students identify, in the studied subjects, the work with multiple languages. To this end, they answered two questions: “Point out the disciplines/teachers who

work and have worked the multiple languages in the pedagogy course and how the teachers have worked them; what strategies were used, giving examples.

Of the thirteen students interviewed, five responded directly to the subjects, their respective teachers and gave examples, while the others responded, commented on the work done by at least one of the teachers; two students have expressed how important this work was for their education:

I remember that T has made the storytelling in literature. K has worked with reading and writing skills, showing us a lot, naming this area of languages a lot, the multiplicity of them. N has also worked with the literacy, with the acquisition of writing itself, making us prepare a portfolio, the activities, the look it must-have, the images, in short, the Braille in the execution of the exercises, and the tactile part[...] (S 1).

[...] with NL, I had the acquisition of writing and there was a lot of storytelling there, the inferences have made a lot of sense for me, things that we have never paid attention to, as showing the book, the illustration of the book. For the child, it has to have a meaning, the inferences, so that they can participate in this storytelling, what kind of material you take to better work is when it is time to rewrite this story, [...] reading and writing skills and literacy with KR. (T5).

Yes, teacher, he gave the art class, teacher K, with Literacy, N too, in the acquisition of oral and written language that has worked a lot this area of languages. L who taught LIBRAS - Brazilian Sign Language, G also who taught verballity, you can understand a lot. (T12).

[...], but, among them, there is Professor K, that in the disciplines we had with her, there were three, the curriculum was one of the most important [...] It is art, I also believe that she works the multiple languages in a very extensive way, oh, there were many others [...] (T9).

Hmm, I have in mind Professor K who gave us some work on AMORIM LIMA, who was a milestone in my training, as it made me understand a different way of teaching. I think if I hadn't been to Amorim Lima, if I hadn't researched about this school I would not have come with a different way of teaching, [...] Another way that also has helped me a lot was given by teacher J, for all the activities that she has proposed for us to do with our students, she has done with us, so we have worked together to do the activities, we know how it has to be done, because we have been through it, so it's interesting to know what the child goes through and we go through as well. So, it has happened with the activities and with the study. N's portfolio was also a very important influence in my training. (S11).

One student realized that throughout the course she had contact with the work with ML and was concerned to highlight the discipline Neuroscience with an emphasis on technologies:

I believe that throughout the pedagogy course, teachers have used those languages that I have just spoken, mainly the technological ones. So, what is more recent is the discipline of Neuroscience, which was very interconnected with video lessons, speech and writing, and image representation in the history teaching methodology class. (S7).

The student (S10) has realized that the work with ML appeared in all subjects, but did not pay attention to it while fulfilling the subjects of the curriculum:

Ah, literacy and reading and writing skills, reading acquisition, childhood studies also were important. Nursery and daycare, curriculum, have presented a little about something we were not used to, in a way it was multiple languages. I think that all the subjects that gave more emphasis to the child, the way children learn have shown those multiples. So, the child does not learn only in writing, he learns in different ways. (S10)

Considering how teachers have worked with ML and what strategies have been used, students talk about seminars and technical visits as strategies, others, activities that involve work with reading, theater, dance, puppet, logbook, portfolio, and storytelling, which sometimes appears as a strategy, sometimes as an activity. Three out of the thirteen students interviewed, have brought the theater with storytelling, as we can see in their speeches: S2, S3, and S5.

[...] He was not only in theory, so we did not present slides, we did not do written work. He has proposed to do the theater the same way we would with the children. So, I believe it made all the difference. (S2)

[...] the children's stories, we had to produce theater plays and present them in a classroom. Each group had the opportunity to present a different theater, in its own way, resulting in a super differentiated work, [...] we had to move our bodies, our emotions, our resourcefulness [...] (S3)

The acquisition of writing had the interpretation that I didn't even mention. There had been the storytelling. There had been a portfolio that had a lot [...]of sense to me, because we work more with sound, the way such letter is pronounced, so, I think it helps a lot to facilitate the literacy of this child in that language. (S5).

Four students have spoken about the seminar as a strategy; the student (S6) replied that it was a strategy. Within the seminar, multiple languages appeared with dance, theater, puppet, and storytelling. Student S13 mentioned the seminar and the technical visits. And four students understood the technical visits as strategies that favor multiple languages:

[...] I worked with lists, in a seminar. In that work, we had to explain how to teach children writing and reading using lists, [...] we were very restricted to that, literacy, writing and such and then she brought a song by Oswaldo Montenegro and we thought it was really cool to work with children as it brings a lot of reflection, as the song was to think about making a list about personal things like dreams, friends, not just as a segmented thing. (S 1)

[...] both the exposition of classes and the content were passed in the form of videos, which is a type of language, in storytelling, or allowing how this storytelling is done, [...] lectures, seminars, video, class, I believe that even the part of the disciplines in distance learning, they are another type of language and a language even in a current modality that you can, finally, another type of language, the distance learning. (S4)

Ah, at the seminar, we brought a lot of things like that, for example, we brought dance, we brought puppet theater, we worked storytelling in the educational corners, yeah, as I remember, I think that was it. (S6)

The strategies used were visits, you know, visits to the study sites of the class, seminar work, and the importance of living the activity as if you were the student. It is to know what the student goes through to be able to know what to expect from the student. So I think those strategies were essential for my learning. (S13).

[...] activity that we went to do at MASP, an activity that we did at the Memorial da América Latina, to visit an exhibition, that is, it was a different class, a class that was not just in the classroom, it was a class he taught us about arts, it was something new, so we had contact with a work of art. (S8).

[...] yes, not only working in the classroom, going out on visits, museums, this helped a lot. I believe we can do that with our pedagogy students, not only as they did with us, adults, but with children too. (S9).

Yes, with works, with drawings, with paintings, presentations of those works, did you visit the Memorial da América Latina, did you work a lot with slides? (S12).

The strategies used were visits, visits to the study sites of the class, [...] (S13).

The concern of a student was to tell that the teacher used audiovisual resources as learning facilitators. She did not respond by mentioning a strategy; however, she did refer to audiovisual resources as facilitators of multiple languages:

[...] when he used speech and the subject was not understood, he used video resource, or slide resource where he already had the subject, a little summarized, or a little more explanatory. (S7).

The logbook was pointed out by a student (S10), as being a job in which she checked multiple languages.

We did last semester something really cool for me, which was the logbook, so we presented both written language and photos. In our logbook, we had the intention of taking the children to visit the space, so in a way you learn too, for me, it was very interesting, because I had never done this in-depth, in the discipline of geography methodology. (S10).

As we have seen, the students identified that the teachers worked with multiple languages, during the pedagogy course, in different disciplines. They spoke about the subjects, teachers, and strategies or audiovisual resources and gave examples of how this happened. Through the students' speeches, it was possible to notice that the teachers promoted contact with the students, holding seminars, using dance, music, theater, storytelling, using puppets; videos in expository classes, slides in explanatory content classes. The video classroom of the virtual learning space was also indicated as a promoter of a distinguished language. The students were put in contact with an art exhibition, lectures worked with a portfolio and slides, and made several technical visits, including museums. They commented on the logbook as a strategy for recording through writing, and with photos, the work with drawings and paintings, that is, they were basically the same strategies that the teachers answered when they were asked about which strategies they use to offer ML in the pedagogy course.

In summary, we observed that both teachers and students have the same understanding of training in multiple languages. We emphasize here that if we have our didactic intention clear, some teaching strategies favor multiple languages. For example, we highlight the logbook as a resource that favors reflection and recording, and we understand that it is formative as long as the students understand and experience the proposals.

As we have observed, both in the student's and teachers' statements, the technical visits to art exhibitions and museums were significant for them. We know that they are aesthetic experiences for both groups. An exhibition where you are not allowed to touch anything will not be a good place for children. Given what has been mentioned, it is observed that, although teachers and students know multiple languages, when we focus on the public of the daycare center, babies, most of the interviewees respond to multiple language practices only for older children, preschool children. This may indicate how difficult it is to understand those languages aimed at children at the daycare center.

3. Final considerations

With the analysis of the data generated in the research, we have found that, although teachers and students know multiple languages, it is still a distant knowledge from the work to be performed in the daycare center. Most interviewees have answered that multiple language practices were only for older children, that is, with the preschool segment. This could indicate how difficult it is to understand multiple languages for children in the daycare center. By observing the analyzed aspects, we have found that the teacher training with babies is still a recent issue in Brazil, and somewhat difficult to understand, because even if the contents proposed by the course subjects are studied, and indicators of official documents are known, it

seems that it is not yet clear the fact that babies are thinking beings- they will not become thinkers only when they grow up - that they have desires and intentions and that they can initiate communication through the senses.

Besides, it is necessary to broaden the view of both teachers and students, to consider that children are different from one another. This implies providing an education based on learning conditions that respect such differences. The concepts of phenomenology by Merleau-Ponty (1964) favor the expansion of this whole being, since the look and attentive listening are constitutive elements in the training of teachers. In the answers given by the teachers regarding the strategies that contribute to a teacher education committed to a view that values multiple languages, they have pointed out that they perform a diversified work, contemplating the artistic, plastic, visual languages and activities performed in the classroom, such as drawings, use of images, games, making pedagogical resources for daycare children, diverse textual genres, theater with storytelling, music ... Thus, all teachers try to promote those languages on the offer of their disciplines. However, such work is still directed at the preschool segment. Furthermore, with the answers given, we have found that the strategies are still unaware of what could be accomplished with the child who is in the daycare center. It seems that ignorance of childhood pedagogy, more specifically, of children's early years, could create obstacles to a more qualified performance in this segment.

Provisionally, we consider that multiple languages are all the personal dimensions that we use for our communication with the world in its diverse contexts and all the human possibilities that we find to express our desires, needs, wants, longings, feelings, thoughts, ideas, without limiting the areas of knowledge nor numbers that categorize them. Depending on the child's age group, those multiple languages will have a degree of greater or lesser complexity. According to Merleau-Ponty (1964), there should be no division in the human being. Therefore, man is a totality, a body that is in direct contact with the world in its feeling, in its thinking, and its action. Hence, solid professional training in multiple languages would be necessary for contact with young children. Therefore, some subjects, in the pedagogy course, could promote the aesthetic training of teachers, articulating sensory and integral formative experiences, through experiences in workshops, whose syllabus contents were intertwined in the dimension of teacher training, for the development of observation, reflection, an attentive eye to communicative manifestations, as well as through exercises and awareness-raising practices. We suggest that those experiences in workshops could compose the 400 hours of practice - curricular component - that are distributed throughout the formative process of the pedagogy course.

It is worth mentioning that the performance of actions that promote children's autonomy, which value the multiple languages, is only possible when the institutional space provides teacher autonomy. It is essential to value the actions to care for babies: the teacher also creates conditions and bonds that educate from touch, direct look, face to face, conversation, and affection. In this sense, we propose that those actions are perceived and experienced in the pedagogy course.

It is important to highlight the uniqueness and particularity of the children at the daycare center. Teachers would need to acquire those views on these specificities when they are teaching their subjects. We recommend a very consistent training of teachers considering the rights of children: they must have experiences of expressing themselves, of experiencing the different possibilities of languages, especially babies. We reinforce the proposal to make efforts to the pedagogy courses consider listening, attentive look, perception, and sensitivity as constitutive elements in the teacher training of early childhood education, especially in daycare. Finally, the relevance of the present research is because we could have more studies related to multiple languages - mainly babies' - and how they could be inserted in teacher training courses.

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