

The Introduction of English Language Learning at Early Stages of Schooling: the experience of Londrina Global

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Abstract: *The teaching of English to young learners in Brazil is a recent initiative that has demanded efforts of educational authorities to introduce curriculum innovation, even in the absence of clear policies. In this paper we present some of the challenges of a project (Londrina Global) that promoted the inclusion of English in the municipal schools. According to the project planning cycle (Tribble, 2012), we will present the stages of formulation, implementation and evaluation of the project by the local pedagogical team and will discuss the following aspects: a) curriculum guidelines, b) evaluation, c) teaching materials, and d) in-service teacher education. Due to its characteristics as a project, the universal offer of the foreign language has not been achieved, a fact that exacerbates the heterogeneity in the classroom. It is imperative to implement the universal offer in all schools through the establishment of a public policy that promotes the teaching of English at this school level.*

Keywords: *Young learners. Teaching of English. Public policy.*

Introduction

Recent developments in the field of English language learning (ELL) have indicated that greater access to this language, as a consequence of economic globalization, is a worldwide trend that has pushed for the offer of this curriculum component at very early stages of schooling.

This trend has been experienced in many parts of the world. According to Graddol (2006), the increasing number

of schools which offer English to children is already a reality. Likewise, published reports by the British Council portray a growing interest in the teaching of English in primary schools. Initial studies have addressed this implementation. Garton *et al*, for instance, point out some recommendations in regard to the implementation of public policies for this level of education:

1. The preservice and inservice training provided to teachers of young learners needs to be considerably strengthened;
2. Greater opportunities need to be found for sharing ideas and experiences amongst primary school teachers of English both nationally and internationally;
3. For a large number of teachers, there is substantial need for English language development
4. An expanded range of materials for teaching young learners is needed;
5. Educational policy developers should be provided with advice, based on current research and good classroom practice, on effective curriculum development for young learners to enhance the learning experience of children.

(2011, p.2)

These recommendations emerged from the conclusion that there was a great variety in the teaching practices in different countries: in some places specific orientations for this level of teaching were scarce and offer was uneven, leading to situations that favor private schools and thus enhanced the asymmetry between upper and lower classes. It is our belief that in the absence of state interventions to provide English classes to everyone, negative consequences can be felt. Therefore it is imperative that democratic governments promote public policies to foster equality.

Enever (2011) has also led a group of researchers who gathered data on how many countries have reacted to the demand

of English. That document brings results of the studies which verified how efficient English teaching to children has been in some European countries. In the preface of the report, the representative of the British Council, that gave financial support to the research, points out:

The teaching of languages at younger ages in schools around the world has been a feature of the global education scene over recent years. The phenomenon has grown both as a result of parents' demands and expectations and of the desire of educational authorities to increase language skills and intercultural understanding. (ENEVER, 2011, p.1)

The issues raised by those two reports can be reflected also in the Brazilian context. Our country has joined the efforts to implement the teaching at this age level. Santos concluded that,

The offer of foreign Language (from now on FL) classes during the first years of the elementary public schools (e.g. Santos, 2009; Rocha, 2006, 2008; Marins, 2005) has grown considerably. In the case of Brazil, in many schools and in many cities, students attend regular FL learning classes and depend exclusively on this context to be exposed to the language.¹ (2011, p. 2)

However, the implementation of English classes to children by local governments is still a topic lacking in applied linguistics research. This work aims at contributing to minimize this paucity of studies by presenting the experience of Londrina, a medium-sized city in the North of Parana. Its municipal Department of Education sought to meet the community demand for English and, since 2008, has been offering English classes in some

¹ A oferta de ensino de Línguas Estrangeiras (doravante LE) em anos iniciais do Ensino Fundamental (EF) público (ver, por exemplo, Santos, 2009; Rocha, 2006, 2008; Marins, 2005) tem aumentado consideravelmente. No caso do Brasil, em muitas escolas, de vários municípios, os alunos estão inseridos em um contexto de aprendizagem regular de LE e dependem basicamente deste ambiente para estarem expostos à língua.

schools through a project² named “Londrina Global” (GIMENEZ, 2009).

The deadline for the project planning was quite short: during the second semester 2007, in which the recruitment and training of teachers, the purchase of didactic material, and evaluation of learning had to be scaled. Additionally, the team responsible had to take into consideration that the mayor’s mandate would come to an end in 2008, so there was no guarantee that the project would continue during the next administration.

In order to present this experience in the period between 2007 and 2012, this paper is structured as follows: first we introduce some elements of the project planning, as discussed by Tribble (2012), subsequently we present the “Projeto Londrina Global” and its follow-up.

Planning the project

Currently, around the world several projects for teaching English are being carried out with great variation as to management strategies. According to Tribble (2012), the evaluation of projects that aim at promoting a curriculum innovation such as this have to make explicit which theory of change is guiding it: what the proponents hope to achieve (in short, medium, and long term), how they intend to achieve these goals and the justification of the actions planned in order to reach the objectives.

In the case of “Londrina Global”, the theory of change guiding the actions were mainly related to economic issues, i.e. the need to showcase the city as a place where the population is connected to the world at large. The English language (as a tool to access the potential goods offered by globalization) was seen as a useful way to demonstrate this capability (GIMENEZ, 2009). Besides that, there was not much specification on how to

² As a Project there is no commitment to continuity. In other municipalities legal support has been granted in order to guarantee that a change in government will not result in discontinuity in the curriculum (MELLO, 2013).

achieve the goal of introducing English in primary schools, something that will be explained later on when we present some background information on the project.

Based on the Project Management Cycle, Tribble (2012) identifies the following phases: initial, policy development, and project framework, followed by the phases of design phase, implementation, and evaluation in a cycle that feeds back the development of the policy. It should be noted that projects are "a structured intervention and time-definite to effect change in an educational system" (Tribble, 2012, p. 7), but its dynamic nature involves constant reflection over its execution, so that the conditions for achieving the goals and the objectives themselves are subject to amendment whenever necessary.

In the case of "Londrina Global", in the following sections we will comment on the design and implementation phases, when the decision to introduce English in the school curriculum was already taken and the pedagogic team at the local Secretariat of Education was asked to ensure the decision was followed through.

Londrina global: first steps

As Gimenez (2009) explains, the project arose from the will of a group of businessmen and politicians interested in attracting companies to the city in the "outsourcing" perspective. As we have already informed, their arguments were based on the need to improve the city credentials for foreign investors. They thought that one of the potential attractors would be to have an English speaking workforce. However, there was little information as to how to guarantee the necessary proficiency or how to implement the project. Their suggestion was accepted by the mayor, who instructed the local Secretariat of Education personnel to put it into practice.

The overall goal was defined as "to introduce the English language in the syllabus of municipal public schools", and educational authorities were in charge of verifying how this could be done, considering the absence of a budgetary item and legal support through specific laws. At that moment, scholars

were requested to cooperate with the Secretariat of Education team in developing specific objectives for learning as well as to provide guidance for school teachers who would be in charge of the pedagogical activities.

The Project goals expressed at that time were:

- To have the children develop a taste for the English language;
- To provide an innovative experience of communication;
- To minimize the students' difficulties in learning English in the transitional period between the 4th and the 5th grades³.

There were major challenges faced by pedagogic team in charge of the project. One of them was the absence of specific budget (i.e. no funding). The other one was the professional expertise. Since it would not be possible to hire teachers, the solution was to identify those who already belonged to the network (were part of the staff), who could teach English classes. They were those who had a degree in Letras (English studies) and were willing to engage in the project. In other words, those teachers had to be "seduced" by the project, considering that they could not be forced to be involved as this was not in their initial contract.

This circumstance highlighted one of the key points of the introduction of English in the early years of primary schools. At one end, teachers licensed for this level usually have a Pedagogy degree (which does not include English in their syllabus) and at the other end, Letras graduates (who do study English) cannot teach at this level. There is a vacuum with regard to the professional education of teachers. According to the national guidelines for this level of education (Resolution CNE / CEB No. 11/2010, Article 31, Paragraph 1), schools that choose to include a foreign language in the early years of the elementary school must hire teachers with specific degrees, i.e. Letras, making sure

³ The learning of a foreign language (usually English) is compulsory starting at 5th grade.

that this curriculum component is integrated within the other contents developed by the class teacher.

Nevertheless, in 2007 these guidelines were not available yet. The local Secretariat of Education in Londrina was responsible for 68 schools in the urban area and 11 in the rural areas, totaling 79. The pedagogic team found out that would not be possible to implement the project universally, in all schools, so there was a call and invitation for municipal teachers, who were skilled in English, to teach a 50 minute class per week for students in the 4th grade, by working with many schools during the week (5-7 schools per teacher). This arrangement “killed two birds with one stone”, since the class teachers would then be able to enjoy the “preparation time” that they were entitled to by law, but which had not become effective because the schools had no substitute teachers to replace them.

In order to identify those potential teachers, the Secretariat of Education researched the database of staff to check those qualified teachers who had a degree in English. The search revealed 180 qualified teachers. Among those, only a few were available to take part in the project, since most were already in other roles, such as headteacher or supervisor in schools, with activities during their non-working time and story time⁴, or another job in state and private schools. The lack of availability was not the only problem; additionally, there were those who did not want to work as English teachers. In the end, 29 teachers accepted the invitation and participated in an "emergency training course".

Concurrently with the identification and selection of those professionals, the teaching materials had to be chosen. The pedagogic team opted for the commissioning of specific didactic materials that would be sensitive to the cultural heritage of Londrina. Two scholars with experience in teaching English to children in private schools were then selected by a public process (RAMOS, TONELLI, 2008). They attended meetings with the pedagogic team and designed 3 units which were sent to schools

⁴ Practice of storytelling for children developed in the school's library – “Palavras Andantes Project”

to be photocopied and distributed to students. These materials are still being used and supplemented by other materials, as we detail below.

This arrangement, introduced in 2008, continued to be adopted during the mandate of the new mayor, who was elected for the term 2009-2012. Table 1 shows the offer of English language classes in Londrina during this period.

Although the number of schools has decreased in 2012 compared to 2008, the number of students who benefited from the project has increased. This is a reflection of the expansion of the offer in other schooling years with the presence of qualified teachers. Table 1 shows that the number of teachers has remained relatively stable over this period.

Londrina Global: Where are we now?

The previous section presented a brief description of the implementation phase of the project as a way to provide a retrospective account which allows us to identify points to be redesigned in the upcoming years. In order to accomplish this objective, we will discuss aspects of the definition of syllabus guidelines, assessment of learning, didactic materials and in-service teacher education opportunities.

Curriculum guidance

The Secretariat of Education has issued guidelines for Early Childhood Education based on the national guidelines for childhood education, especially those that address the vision that children are subjects of the education process, which refer to the basic principles for developing the children's identity. Other documents, such as the national guidelines for basic education, were also consulted.

	2008	2009	2010	2011	2012
Extension of the Project	58 schools 5500 students Scope: 4 th grade	57 schools 7.494 students Scope: 4 th grade (6 schools – Early Childhood Education up to 4 th grade)	35 schools 13.500 students Scope: Early Childhood Education up to 4 th grade.	30 schools 8.881 students Scope: Early Childhood Education up to 4 th grade and full-period education workshops.	38 schools Approx. 10.000 students Scope: Early Childhood Education up to 4 th grade and full-period education workshops.
Human Resources	29 teachers Degree: Letras- Anglo	31 teachers Degree:Letras- Anglo	30 teachers Degree: Letras- Anglo	28 teachers Degree: Letras- Anglo	31 teachers Degree: Letras- Anglo
In-service teacher Education	Urgent learning 1 week plus 4 study groups, 36 hours.	1 workshop plus 5 study groups – 28 hours.	5 study groups Regular Education – 8 hours Full-time Education – 28 hours.	10 study groups, 2 meetings – 40 hours	10 study groups – 40 hours. Up to July. 4 study groups
Didactic Material	Material "Londrina Global" Unit -1 Unit -2 2 – Resource books: "Resources for teachers of young learners"	Material "Londrina Global" Unit -1 Unit -2 Unit -3 Children Literature: "The grasshopper and the ant"	Material "Londrina Global" Unit -1 Unit -2 Unit -3 Unit -4 Children Literature: "Little Red Riding Hood" and "Goldilocks and the three bears"	Material "Londrina Global" Unit -1 Unit -2 Unit -3 Children Literature: creation: "Little Red Riding Hood", "The Three Little Pigs", "Goldilocks and the three bears"	Material "Londrina Global" Unit -1 Unit -2 Unit -3 Children Literature: "The three Little Pigs", "Little Red Riding Hood", "The Very Hungry Caterpillar", "Goldilocks and the three bears"
Pedagogical Orientation	Orientation for implementation: planning, methodology, goals, resources, design of the first test.	Coordination of the study groups, reading assignments, workshops, orientation on the didactic material. Follow-up of the evaluation sheets.	Definition of contents with the participation of the teachers in order to design the pedagogical proposal.	Adequacy of the collective chart of contents. Feedbacks on the pedagogical proposal. Evaluation with students from the 5 th grade.	Adaptation of the activities: cooperative games, experience exchange among teachers, studies focused on the 4 th grade.
Management Structure	Distribution of 20 hours in class to each teacher, according to each school, and region, creation of an attendance list for the teachers.	Distribution of classes, teachers' with attendance list.	Distribution of classes. Follow-up of teachers and the introduction of new teachers from the 5 th to the 8 th grade.	Distribution of classes. Follow-up of teachers.	Distribution of classes. Follow-up of teachers from the 5 th to the 8 th grade. Extra hours in each class.

Table 1

In the Secretariat's document, the teaching of English during the early grades aims at the development of playful and entertaining practices, contextualized and meaningful activities that should blend in with the educational routines. The lesson-plans and teaching resources should be diversified, so that they can provide oral comprehension and production practices, especially in their first and second years, when students do not read and write yet. Later on, reading and writing practices are to be introduced. Storytelling for children is the educational strategy that provides the contextualization of the content. The construction of syllabus has been an ongoing process that includes the participation of all teachers involved in the project. The discussions take place during meetings of in-service workshops when positive and negative experiences are reported and become the object of reflections.

During the meetings, coordinated by the staff of the Secretariat of Education, teachers established a framework of contents for each school year. This document is organized around the following teaching axes: greetings, introduction, commands, alphabet, toys, colors, classroom, objects, places, shapes, family, animals/pets, numbers/ages, weather, time/calendar, body, clothes, food/drinks, sports, game, holiday and adjectives. Each content is developed in a spiraled syllabus throughout the school years. Each lesson begins with a review of what has been previously studied. Recommendations are made for the use of picture cards, DVDs, cooking classes, games, singing games, rhymes and songs in English. These are described in the Curriculum Guidelines as procedures that cannot be disregarded when teaching English to children. Considering a 50 minute class per week, there is no time available (nor need) to work with all topics: the selection of any procedure will depend on the goal of the teacher, content to be worked and profile of each class. The lesson-plans that include more than one of the topics above will make classes enjoyable, regardless of the children's grade or age. Ideally, once a sequence is established teachers will be able to link the contents from different classes.

Due to the uneven offer of English in schools, as seen in Table 1, some children have classes only in the final years, and others in all years. This situation makes it more difficult to ensure that the contents are developed in tandem to all children, thus creating heterogeneity in the classrooms, a point we will return to later.

Evaluation

Although it is not mandatory to record grades of English, teachers assess students continuously, both individually and in-group participation, as part of the pedagogical practices. These evaluative practices are taken as a way of monitoring the development of the lesson-plans: in case of children having difficulties changes and adaptations are introduced.

However, in 2010, the supervision of the school community and the teachers of the fourth graders came to an agreement that it was time to apply a systematic evaluation, through written activities, according to the contents covered in class. It was decided, by the coordination and the group of teachers that, for this evaluation, teachers would fill in a form using the following criteria: O – great (*ótimo* in Portuguese), MB – Very good (*muito bom* in Portuguese) and B – Good (*bom* in Portuguese) for the following items: listening, speaking, reading, writing, teacher-student relationship, cooperation and interaction with other children. The recording of the child's performance helps the comparison of progresses made in the semester and to satisfy the parents.

Teaching Materials

In addition to the material designed by Ramos and Tonelli (2008), the coordination of the project developed extra materials to expand the approach of the subjects referred in the syllabus, as requested by the teachers. Two sets of collected materials called "Resources for English Learners" (TANACA AND PERES, 2009) were made available with activities taken from internet sources and based on entertaining activities, songs, and games.

With the expansion of English classes to other grades, several workshops were designed: a) on storytelling in English, with the participation of guests from the State University of Londrina, b) the production of material using EVA (Ethylene vinyl acetate) for storytelling, also with professional guests, c) workshops on online resources for teachers of English facilitated by civil servants from the Educational Technology sector of the Secretariat of Education, d) workshops for the development of games, flashcards, posters, and a wide variety of resources with the coordination of the project, all of them aiming at creating tasks to encourage the meaningful use of English in class.

Between 2010 and 2012, still with a focus on storytelling, the project coordination provided three set of activities, based on the plot, characters and content of the following books: *Goldilocks and the three bears*, *Little Red Riding Hood*, *The Three Little Pigs*, *The Grasshopper and the Ant*, and *The Very Hungry Caterpillar*. The activities idealized by the coordination were diagrammed by web designers of the Secretariat of Education. They include puzzles, cutting and gluing words, images, vocabulary found in the glossaries of the stories which can be used in memory games, painting, gluing, finger puppets, masks for drama, cooking tips (recipes in English) that appear in the stories, construction of the houses of the three little pigs with models (wood house, brick house, straw house), process of making characters scraps etc.

The curriculum guidelines for the teaching of English issued by Secretariat of Education states that children may also use their own toys during the classes, whenever the teacher finds it appropriate, as well as resources that schools have available such as logic blocks, gold material, stamps, data show, DVDs, etc. The resources described should be part of the lesson-plans with clear objectives under the aegis of interdisciplinary learning, that is, with a memory game about colors, numbers can also be taught, for instance.

In-service Teacher Education

The training course for teachers takes place every month. During the meetings the focus is on teaching methodology, with the analysis of the classes and the children's production, and reflections on the difficulties encountered by the teachers. During these meetings, there are also workshops for building materials, as well as the identification and analysis of teaching resources (videos, songs, children's literature, etc.).

In 2011 the meetings focused on the adequacy of the contents to be covered by some teachers and, in 2012, the group prioritized the exchange of teaching experiences, with a presentation, by each teacher, of their pedagogical practices that had a positive effect on the children. This training strategy was necessary because a group of new teachers joined the project in that year and were insecure due to the lack of experience on teaching English to children. The meetings also provides moments for reading, study of texts in order to establish a relationship between practice and theory. The total number of hours for these activities is 40 hours per year, a very limited time for such a big need.

One of the goals to be achieved in the coming years is to establish a partnership with universities or private language institutes in order to help teachers improve their language skills. Such institutions have language laboratories that enable the development of written and oral comprehension and production.

Having covered descriptive aspects of the project, we will now discuss the relationship between the municipal and state schools, since one of the concerns of those involved is precisely the continuity of studies.

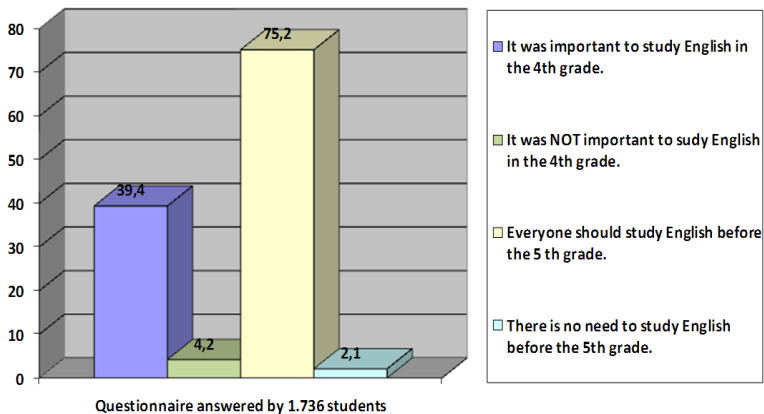
The transition to 5th grade and onwards

One of the many concerns with the introduction of English in the early years was 1) how the students would continue their studies of the foreign language as they moved to the next level, in schools under the jurisdiction of the state, and 2) how this initiative could cause greater heterogeneity in classrooms, since the classrooms would have students who had already studied the

language at various stages and those who were absolute beginners.

In order to analyze how teachers and 5th graders perceived the effects of “Londrina Global”, in 2010 we administered a questionnaire to teachers and students, so that we could capture those perceptions. This survey was conducted through a partnership formed by the State University of Londrina, the Paraná State Secretariat of Education District and the Londrina Secretariat of Education. Fourteen state schools from different regions of the city were selected; they were located nearby the municipal schools which had introduced English classes in the 4th grade. These questionnaires were applied and answered by 14 teachers and 1736 students, 1278 of whom had studied English in the 4th grade.

The following chart demonstrates the percentage of answers to the question: Was it important to study English during the 4th grade?



As one can clearly see, the great the majority of interviewees considered it important to have studied English, and claimed that everyone should have such opportunity. The reflection of such importance is due to the facilitation of the

learning process during the subsequent grade, as shown in chart 2:

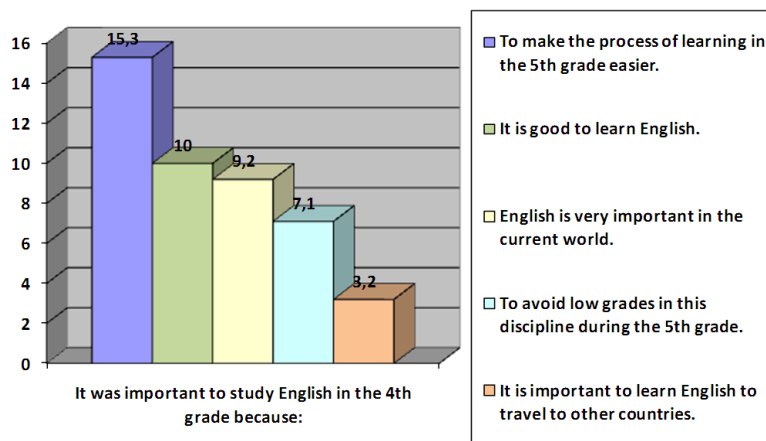
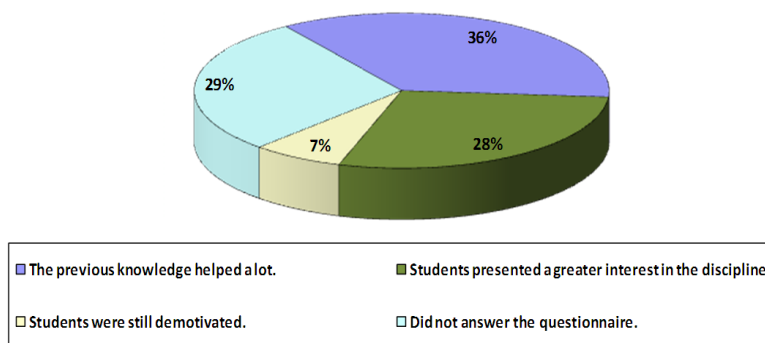


Chart 3 sums up 5th grade teachers opinion in relation to their students who had studied English in the 4th grade:

Questionário respondido por 14 professores:



These initial evaluations are evidence that the project has been well accepted and met the initial objectives of those who

had idealized it (see section 2 above). Nevertheless, it should be noted that these objectives were established by the teaching staff, reflecting a vision of the role of learning a foreign language at this stage of schooling. For us, to determine whether the experience led to the development of students' proficiency level and their communicative skills was less important than to ascertain that the experience contributed to the learners' better performance in the subsequent grades.

Future Steps

In 2013 only 39 schools (out of 80) have been offering English classes, totaling approximately 10,000 students (out of 29.171, of which 22,331 are elementary school students; the others are young adults returning to school, and children enrolled in early childhood education). Although the percentage is still under 50%, the project's scope is diverse, offering from Early Childhood Education to 4th grade. The teaching staff has been primarily concerned to ensure that teachers receive active support in planning and implementing lessons, and to provide adequate teaching materials, according to the local curriculum guidelines.

However, a great number of challenges remain. One of them is the infrastructure in schools. Given that the English classes are not officially included, the principle of universality cannot be guaranteed and, as a consequence, only part of the population has access to the foreign language. It is imperative to transform the initiative into a public policy, with legal support and budget allocation, so that it can cover the entire educational network (urban and rural), therefore, guaranteeing equal access to the English language.

The heterogeneity caused by the non-universal offer still deserves careful consideration. In this sense, the participation in the project "Building the curriculum for the public schools in Londrina," coordinated by UEL – State University of Londrina –, and involving both the State Secretariat of Education – Londrina Regional Office – as well as the municipal Secretariat of Education, has sought to promote discussions among the

different stakeholders in order to promote greater curriculum harmony.

Finally, one of the major issues to be solved as a result of word-wide offer of English is the expansion of the professional staff with the specific role of being teachers of English. It is estimated that, if English classes are introduced in all grades of Early Childhood Education, it would be necessary to hire approximately 30 teachers. Having in mind professionals with a degree in Letras, there would be the need for teacher training courses to meet the demands of students in the age range of 6-12. This will also have an impact on the budget and the issue of funding for education is not a minor concern.

The implementation of a project such as the “Londrina Global”, reaching all children enrolled in the system, demands the expansion of the existing structure. Therefore, it can only move forward with policy decisions that recognize the value of English language learning in Londrina and not just pay lip service to that idea.

From the perspective of the Planning Cycle, we can affirm that “Londrina Global”, in its initial implementation phase has tried to meet the challenges posed by an initiative that was mainly political in nature, thanks to the commitment of the teaching staff and the support of educational authorities. After 5 years of existence, it is high time the project became a public policy, supported by local school communities.

Final remarks

In this paper we sought to present our experience with the design process of “Londrina Global – Teaching English to children in Londrina”, within the period between 2007 and 2012. The study presented not only shows that the project has achieved its initial goals, but also that new borders must be drawn so that the principle of equality is met, as determined by the laws cited that discuss the offer of Early Childhood Education and Elementary Education.

The current offer of English classes is heterogeneous, though all students have the right to learn it. The main challenge is to establish a public educational policy to allocate resources for hiring teachers of English and that consequently, its teaching is included in the Political Pedagogical Project in the schools as an area of knowledge, and not just as a project managed according to whether or not a school has access to a qualified teacher in each school. This situation does not guarantee the continuity of learning and neither does it ensure that the trained teachers remain in their roles as teachers of English, since they may be called to play other roles in the school. The pedagogical investment in the education of teachers to work with children cannot be wasted if they are taken away from this role. Likewise, investments in didactic material, such as DVDs, and children literature, cannot be without a purpose. But, most of all, the frustration of the learners who cannot have their right to learn a foreign language guaranteed can never be assessed in numbers and can damage their motivation to pursue further studies in this area.

The experience of other places has shown that the challenges we have faced are not very different. Many cities in Brazil have begun to implement English classes and we hope that by learning more about “Londrina Global” they can identify similar challenges. That alone may reinforce the need to make this subject more salient to the authorities responsible for public policies.

In this paper our desire was to present the various stages of “Londrina Global”, as outlined by Tribble (2012): its formulation , implementation , evaluation , and reformulation needed . As previously noted, although successful actions have taken place, much still remains to be done to achieve an effective public commitment to language learning in public schools.

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Título: *Introdução do Ensino da Língua Inglesa em Fases Iniciais do Ensino Escolar: a experiência do Londrina Global*

Resumo: *O ensino de inglês para crianças no Brasil é uma iniciativa recente que tem demandado esforços de gestores públicos para promover mudanças curriculares, mesmo diante da ausência de políticas claras sobre como gerilas. Neste artigo apresentamos alguns dos desafios do projeto “Londrina Global”, que promoveu a inserção da língua inglesa em escolas municipais. De acordo com o ciclo de planejamento de projetos (Tribble, 2012), abordaremos as etapas de formulação, implementação e avaliação do projeto pela equipe da Secretaria Municipal da Educação e discutiremos os seguintes aspectos: a) orientações curriculares; b) avaliação da aprendizagem; c) materiais didáticos; d) formação de professores. Em virtude de sua característica de projeto, este ainda não alcançou a universalização da oferta, fato que acirra a heterogeneidade nas salas de aula. Faz-se necessário estabelecer essa universalização por meio da adoção do projeto como política pública.*

Palavras-chave: *Inglês para crianças. Ensino de inglês. Política pública.*