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TEACHING AND PEDAGOGICAL PRACTICES IN TEACHING A MODERN FOREIGN LANGUAGE - ENGLISH

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ABSTRACT

The teaching of foreign languages in the global context, and also in the Brazilian context, is an ancient practice that was outlined as if the structure of societies. Throughout the history of language teaching have emerged many approaches, methods and teaching techniques in order to develop student mastery of a new language. Every historical moment, the teaching of a foreign language had a goal that led to the development of approaches that might meet the best that goal. So, we come up to the current scenario with various approaches still in use, although not always this approach meets the current educational assumptions. But for a better understanding of how has set the didactic and pedagogical practices of foreign language teaching, it is necessary to first understand what happens to be the language and the language, two concepts that have developed in parallel and are often mistakenly used interchangeably, since both are focused on communication and interaction among human beings, aiming to impart knowledge and ownership of greater cultural diversity. Throughout the study presented here, it was found that the first methods and approaches are also used, alone or together, stand out: the method of the traditional approach, the direct approach or direct method, the US Army Approach Method ALM and the Communicative Approach. Each of them received advocates and critics due to the fact they have different focuses when very refer the question of teaching (methods and techniques) and, mostly, for ignoring the student as an active subject in the teaching-learning process. The criticisms of a particular approach favored the emergence of new approaches. In Brazil, the teaching of foreign languages does not have the value it should have, because foreign languages are still seen as complementary disciplines and not as essential, even recognizing the LDB and PCNs that the student needs to take ownership of a second language to broaden their culture and their communication skills. One of the important points to consider when it comes to foreign language teaching is the issue of teacher education that, as verified, must be able to master the language that will teach, in addition to knowledge and mastery over the teaching and teaching and learning processes to be able to develop the skills and language skills of the student. It is considered therefore that in addition to laws, guidelines and parameters that define how it should be the teaching of foreign languages, it is necessary to continuously form the teacher so that it can act as a mediator in the process of teaching foreign language learning and contribute for positive student education in acquiring a language.

Keywords: Foreign Languages. Approach. Education. Learning. Teacher.