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Foreign language and literacy: rethinking English language learning from the textual genre recipes.

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Abstract

This study has the purpose of proposing the use in the classroom of the textual genre as a teaching and learning strategy of the English language. The theoretical part was based on Pinker (2002), Soares (1999) and Bagno, M and Rangel, E.O (2005). It can contribute positively and significantly as reference material to future educators who need theoretical pedagogical support to use the textual genre, as well as used by this researcher, who obtained great results.

Key words:

Textual genre, foreign language, literacy.

Introduction

This paper aims to work with literacy practices to enable students to interpret and, consequently, produce knowledge. Literacy mediates language and thought. From this relation is that the development of multiple literacies will effect and provide the necessary knowledge for social interaction.

Regarding the use of textual genres will be approached the question of the work done from a project developed in the classroom and what uses and contexts can be and/or be inserted, because the importance of inserting in English classes the language - working with real situations of the language in use - is that it will be an integral part of the learner's learning in the new language.

From this project developed in a language school, with students from 8 to 12 years, it was tried to develop a reflection about the food, and in the more specific case of recipes, stimulating them to read, speak, write and listen, In order to understand the situations of use of this genre in English language.

Results and Discussion

The concept of literacy has been discussed by Bagno and Rangel (2005) in the sense that literacy consists not only in the task of teaching of reading and writing, but also implies the creation of conditions to the practice of reading and writing to the real.

In this matter, textual genres are present everywhere, they are historical phenomena that bring back memories of cultures. The existence of multiple textual genres and their varieties is significant and fit into different contexts. The teaching-learning educational process must provide the student with the broad knowledge, part of which is the development of the integral and simultaneous skills.

In this way, it is proposed to use culinary recipes as a tool for teaching foreign language to children, and in doing so, it is based on assumptions that such activity is constituted in known and significant texts, contributing to the success of language learning; And it is a real act of language, that is, when reading and sharing a recipe there is the contribution in the construction of meanings.

The methodology that we will analyze here is qualitative of the exploratory type, and was divided into three stages.

The first stage was the creation of the didactic proposal of a culinary recipe, the didactic proposal was specially elaborated for the students in analysis (8 to 12 years). The second stage was the application and discussion of the results obtained with the class "Get Hands Dirty". And the third stage was the efficiency of the project, through a diagnostic questionnaire.

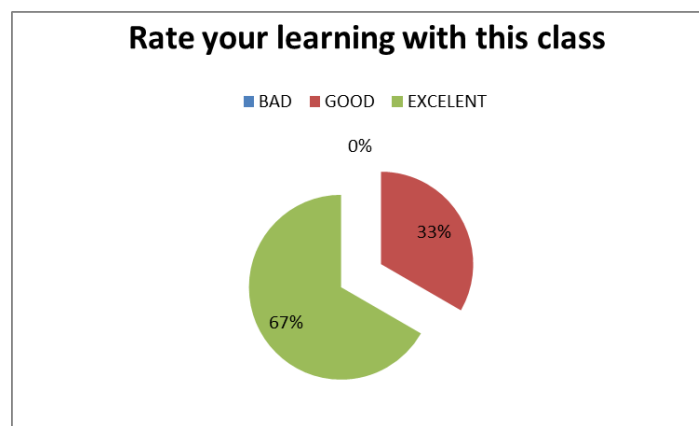


Image 1. Self-assessment of the "Get hands dirty".

Conclusions

This paper aimed to present a teaching approach that estimates the textual genre recipe as a perspective for English language teaching and learning. The real-life doing provides a wide range of references for the enhancement of modern foreign language learning. It is understood that the teaching of a foreign language should adequate all possible attractive resources that take into account students' background.

Creating stimuli throughout the target language in common and real contexts and then throughout the association with the native language. The student is bound to learn to think in the foreign language unconsciously, linking the context at the same time content is associated.

¹ Bagno, M.; Rangel, E.O. *Tarefas da educação linguística no Brasil. Revista Brasileira de Linguística Aplicada*, v. 5, n.1, 2005.

² Pinker, S. *Como a mente funciona*. São Paulo: Companhia das Letras, 2002.

³ Soares, M. *Português: uma proposta para o letramento. Livro do Professor*. São Paulo: Moderna, 1999.