

**O Ensino e a Aprendizagem de Línguas Estrangeiras Modernas:
o processo de internacionalização do conhecimento**

**La Enseñanza y el Aprendizaje de Lenguas Extranjeras Modernas:
el proceso de internacionalización del conocimiento**

**Teaching and Learning Modern Foreign Languages:
the process of internationalization of knowledge**

Odair Luiz Nadin¹
Nildicéia Aparecida Rocha²
Sandra Mari Kaneko Marques³

Tradução: Sandra Mari Kaneko Marques

Teaching and Learning Modern Foreign Languages have always played a relevant role in societies. In the modern, technological and globalized world in which we live, knowing different languages has become essential both culturally and professionally. This fact, coupled with the intense process of internationalization of knowledge present in modern society, especially in academic contexts, promotes the need to give greater visibility to language teaching, teacher education and scientific production resulting from these aspects. The main objective of the search for greater visibility is to share knowledge produced in such contexts, promoting and expanding teacher education and learners' preparation to join and act in a scenario of cultural diversity.

According to Schenker (2012), globalization has undertaken changes in various sectors of society, provoking a displacement and disappearance of borders for intercultural dialogue. This reality is favored by Information and Communication Technologies (ICT) with strong

¹ Universidade Estadual Paulista “Júlio de Mesquita Filho” (UNESP), Faculdade de Ciências e Letras, Araraquara – SP – Brasil. Professor Adjunto de Língua Espanhola. Departamento de Letras Modernas. ORCID <<https://orcid.org/0000-0002-4655-0724>>. E-mail: odair.nadin@unesp.br

² Universidade Estadual Paulista “Júlio de Mesquita Filho” (UNESP), Faculdade de Ciências e Letras, Araraquara – SP – Brasil. Departamento de Letras Modernas. Doutora em Linguística e Língua Portuguesa. ORCID <<https://orcid.org/0000-0003-3815-3785>>. E-mail: nildirocha@gmail.com

³ Universidade Estadual Paulista “Júlio de Mesquita Filho” (UNESP), Faculdade de Ciências e Letras, Araraquara – SP – Brasil. Docente de língua inglesa. Departamento de Letras Modernas. ORCID <<https://orcid.org/0000-0002-4755-5375>>. E-mail: sandra.kaneko@unesp.br

influence of foreign languages. Consequently, we witnessed an intense process of internationalization of Brazilian universities with the expansion of exchange programs and knowledge production in foreign languages.

Morosini and Ustárroz (2016: 36), state that "the last decades have been characterized by the expansion of higher education, a process marked by factors such as democratization, privatization and internationalization." According to the authors, because of these three factors, professional education in universities should not only conceive the development of local but also globalized knowledge, "given that, in the context of globalization, contemporary experiences - life and labor - outweigh local contours "(WÄCHTER, 2000 apud MOROSINI, USTÁRROZ, 2016, p.36).

Veiga (2011, p. 1), observing the European context, points out that "the concept of internationalization of higher education is no longer new, since higher education institutions have always been international institutions ". However, the author points out that "it was in the 1980s that internationalization became a strategic option for the development of HEIs". In Brazil, however, the most intense search for the internationalization processes of our Institutions has occurred more from the beginning of the 21st century. Currently, terms such as internationalization, academic mobility, exchange, agreement, have become key words for both the effective operation of undergraduate and graduate courses and for the evaluation of these courses and institutions by the competent bodies.

Although there is, currently, intense concern and a search for internationalization, this concept is still something to be understood and assimilated by many. In the Aulete Dictionary one has to say that "internationalization is the 1. Action or result of internationalization" and that "internationalization is 1. becoming international and 2. spreading through various countries". Thus, we could say, in a general way, that the process of internationalization of an institution or of a language, or even of knowledge produced, basically goes through three aspects: (i) to be present, or rather circulate in different countries and (ii) to spread, thus giving visibility both to the knowledge produced, to the subject that produces it and to what place that subject produces (academic, political, commercial, cultural, etc.); (iii) to transpose academic, professional and institutional frontiers , in order to go beyond established geographical and political borders. To become effective, it is necessary to invest more in the development of quality research, in foreign language teacher education, and in the process of teaching and learning these languages so that

the knowledge produced in the academy can be accessed nationally and internationally, with greater investment and recognition for researchers in the area.

The present volume of the journal: Revista Linguagens, Revista de Letras, Artes e Comunicação proposes to gather researches that address both issues arising from processes of internationalization and those related to teaching and learning modern foreign languages that can give the community access to knowledge produced, giving visibility to the issues involving pedagogical practices, didactic materials and teacher education.

The articles that make up the present volume portray and ratify different perspectives (methodologies, processes and products) of internationalization of knowledge produced in the Brazilian Educational context, from Higher to Basic Education. The texts are organized into two groups: (i) reflections directed to / from internationalization; (ii) questions about teaching and learning foreign languages in different contexts.

In the first text, “Ethics and linguistic training for academic life: the IFA Project and the internationalization of UFPR”, Deise Cristina de Lima Picanço discusses the institutional process of internationalization at UFPR, about the IFA project (Training in Languages for Academic Purposes) and problematizes questions related to the Institutional Plan of Internationalization that, "privileges the English language, conflicting with the multilingual and multicultural perspective of the document".

Then, Livia dos Santos Marques and Cibele Cecilio de Faria Rozenfeld, in “Critical literacy and intercultural education as relevant practices in the internationalization context: focus on a German as a foreign language course planning, argue in the sense of defending "that critical literacy and the teaching of intercultural languages brings a new perspective on the notion of language, culture and education ". According to the authors, "this new vision can transform the way the teacher plans classes or courses of foreign language (LE)," [...] leading the teacher to "rethink their practice and execute projects that stimulate the student to act in favor of social change and citizenship. "

On internationalization, Thiago Augusto dos Santos de Jesus, approaches the issue of “The Spanish language at the Languages without Borders Programme of Federal University of Maranhão: an analysis experience of teaching Spanish for academic internationalization”, analyzing the recent experience of the implementation of Spanish in the LwB at UFMA. To that end, according to the author, "as a methodology, a situational case study was used, through the

analysis of the participants' perspectives in the course "Welcome to Spanish: International language, from the didactic proposal used by the Language Center of Federal University of Maranhão and the material produced to the development of A1 level language skills".

In the sequence, the article "International tutoring: opening horizons to reach new seas", by Janaína Soares Alves and Ana Maria Díaz Ferrero, thematizes on the proposal of the communicative competence development of Brazilian and Spanish students; Spanish foreign language (SFL) and Portuguese Foreign Language (PFL), in the context of two international tutoring programs, known as International Tutors Program of the University of Brasília (UnB), Brazil and the MENTOR program of the University of Granada (UGR).

From the authors, Egisvanda Isys de Almeida Sandes, Ana María Díaz Ferrero e de Rosemeire Selma Monteiro, the article, "The expansion of the Portuguese language - some reflections from the Spanish context" - is focused on observing the expansion of the demand to study Portuguese as a consequence of the internationalization process and academic mobility in the current moment of globalization. The authors outline changes in Foreign Language teaching in the region that altered the routine of their practices and were led to promote Portuguese as a foreign language (PLE) teaching and learning, as well as to develop internationalization and mobility projects favoring not only students but also the immigrant public.

Nildicéia Aparecida Rocha, in "Portuguese as a Foreign Language (PFL) Teaching in Brazil: yesterday and today" traces a historical panorama of the last thirty years referring to teaching Portuguese which is spoken in Brazil. The author discusses "modern foreign languages teaching in Brazil, from a seemingly linear approach", in order to rescue "the history of teaching PFL in Brazil (...) and to develop reflections" on the present moment with emergence of PFL area is analyzed in the discursive perspective, perceiving Brazilian Portuguese as a transnational language (ZOPPI FONTANA, 2009).

To close contributions related to the internationalization of knowledge, Marina Ayumi Izaki Gómez and Nelson Viana, in "Reflective and collaborative knowledge in the teaching of Portuguese as a foreign language: the construction of meanings in the process of interaction between pre-service teachers and a more experienced peer", discuss about "the growing demand for PFL learning, especially in the last 30 years and, consequently, the greatest institutional and professional concern to prepare teachers in this area." The authors present and discuss meanings constructed in the interaction between a more experienced teacher with pre-service teachers.

The second part brings together texts that approach the foreign language teaching and learning in a broad sense, that is, they are not directly focused on internationalization issues. They indirectly do it, because they add central questions about foreign languages that certainly result in greater and better access to knowledge produced in different languages. In addition, it includes an account of experiences involving academic mobility with results from different authors that corroborate the discussions presented in this volume.

Ana Cristina Biondo Salomão discusses “The use of webcef for oral production assessment in English language in initial teacher education”, presenting a discussion about "the vision of undergraduate students in Language and Literature on the use of WebCEF tool, an online platform focused on the evaluation of oral production in a foreign language. " The author presents "the results of a qualitative study, in which the perspective of learners who studied the subjects in which this tool was used was analyzed".

Also, on teacher education, the text of Viviane Cristina Garcia de Stefani entitled “Continuing Education for Foreign Language Teachers from public schools: contribution of cinema and from the activity theory”. The author seeks to "verify the contributions that cinema and the activity theory promote in such context", aiming to give visibility to the results of a doctoral research, on the contributions of the use of cinema as a didactic instrument in a continuing education course for teachers (English and Spanish) from the public school system, considering that "cinema motivates the learner, helps the development of communicative skills and stimulates autonomous learning".

On the implications of the Spanish Law revocation on the motivation of Spanish teachers treats the text of Glauber Lima Moreira, Valdecy de Oliveira Pontes and Livya Lea de Oliveira Pereira. Entitled “The Spanish foreign language teachers’ professional motivation in the states of Ceará and Piauí: an analysis after the repeal of the 11.161/2005 law”, the text brings reflections on the "motivation of a teacher as a professional in the Spanish teaching area [...], considering the repeal of the mandatory law for teaching Spanish in Brazil ...".

The last three texts also consider methodological questions in the context of Spanish teaching. The first one, “The Pedagogical monolingual dictionary and the teaching of vocabulary: theoretical reflections and proposal of activities”, Renato Rodrigues Pereira develops reflections on the importance of monolingual pedagogic dictionaries as complementary didactic materials in Spanish as a foreign language teaching and learning. In addition, the author proposes a didactic

activity that involves dictionary use to illustrate his discussions or, in his words, to "demonstrate that lexicon, text and dictionary walk together".

“Corpus and Textual Genres as tools in translation teaching in Spanish / Portuguese Languages pair for professional purposes”, by Viviane Cristina Poletto Lugli, brings another look at teaching - the context of translation - and takes up, in a way, the central theme of this volume, that is, internationalization. The author presents "how textual genres and corpus can contribute to translation teaching in the Spanish / Portuguese language pair" considering Spanish for specific purposes teaching in the context of the Executive Secretariat courses.

The last text that composes this volume, therefore, is an account of an exchange experience carried out through Internationalization Programs as a proof of the benefits arising from these actions. Fábio Bertonha brings, in “Internationalization and Language Teaching: the report of an international academic cultural exchange”, his "learning experience when integrating a program of international academic mobility, during his undergraduate course (Bachelor of Arts with Translator Qualification)." The exchange, according to the author, "made it possible the acquisition of new scientific-cultural knowledge" and undoubtedly contributed to its theoretical-methodological maturation as a teacher and researcher.

Thus, the set of texts presented in this volume reinforces the affirmation that internationalization is a process, which means "a collective and continuous effort" (VEIGA, 2011). And, given the diversity of subjects, places, themes and languages brought here, this effort is guided (or should be guided) by multilingualism, respect for diversity and peaceful intercultural living. Thus, we can construct a more democratic concept of internationalization in which access to knowledge will be extended to all, by different routes and languages.