

AVANCA 2011

**Conferência Internacional de Cinema: Arte, Tecnologia Comunicação
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**Animation and teaching/learning the
mother tongue**

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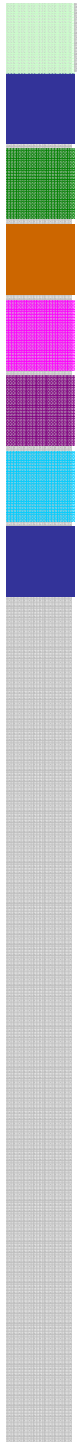
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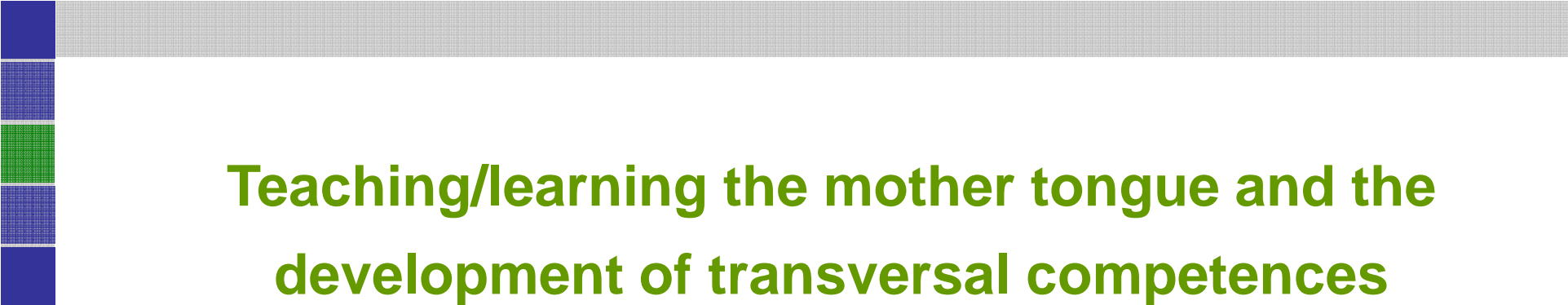


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Teaching/learning the mother tongue and the development of transversal competences

Life in modern society requires a new model of education:

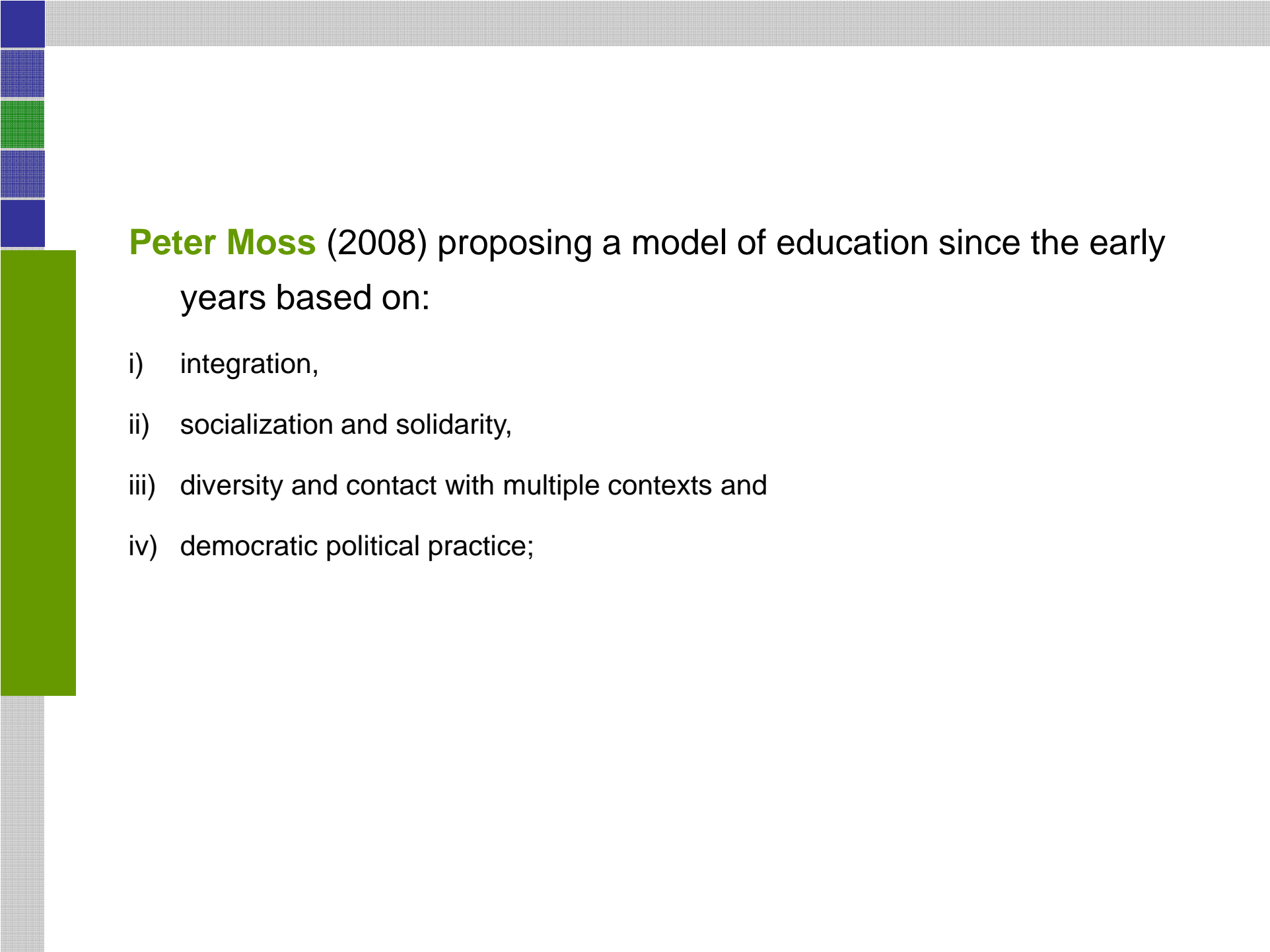
- centred in the development of competences;
- depending on the identification and definition of competences essential to life in an ever changing world.



This shift in education is supported by experienced researchers:

- **Philippe Perrenoud** (1999) and his 10 competences for teachers intending to prepare their pupils for a new society, promoting:

- i) the ability to cope with heterogeneity,
- ii) team work,
- iii) active citizenship.



Peter Moss (2008) proposing a model of education since the early years based on:

- i) integration,
- ii) socialization and solidarity,
- iii) diversity and contact with multiple contexts and
- iv) democratic political practice;



Ferre Laevers (2008) defending competences such as:


- i) openness to the world,
- ii) self-confidence and
- iii) exploring one's entourage using all one's capacities.



International organizations also support a new model of education:

- developing competences adapted to modern society and its everchanging status (European Commission, 2007: 5-13), including:



- i) some related to traditional scientific areas (*Communication in the mother tongue and foreign languages, Mathematical literacy and basic competences in science and technology, ICT skills*)
- ii) some more directly related to life in a modern society (*Learning to learn, Entrepreneurship, Interpersonal, intercultural and social competences, Civic competences and Cultural awareness*).



The Portuguese educational system follows these trends, as seen in the *National Curriculum for Basic Education* (Ministério da Educação, 2001), which promotes the development of competences related to:

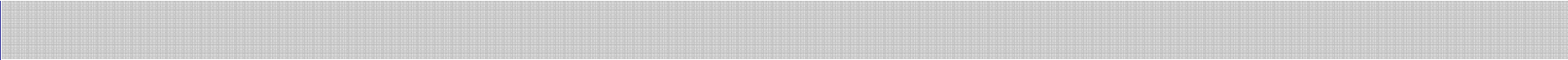

- **knowledge** (scientific, technological and cultural) and its use;
- **language** (mother tongue and foreign languages);
- **methods and techniques centred in problem solving** (looking for information and organizing it, selecting strategies adapted to a specific goal, taking decisions, being autonomous and capable of involvement in team work);
- **the ability to perceive life in an ecological way.**

(Sá *et al.* , 2008: 5)



Another document (Ministério da Educação, 1999), presented a set of transversal competences useful at school and in everyday life:

- **Methods for study and work;**
- **Processing information;**
- **Communication** (verbal and non-verbal);
- **Cognitive strategies;**
- **Interpersonal and team relations.**



The teaching of Portuguese as a mother tongue plays an important role in this context:

- it contributes to the development of such transversal competences;
- it also contributes to the development of attitudes and values;
- it is essential for the acquisition of knowledge.

(Sá, 2009)




It must be approached in a transversal way:

1) In interaction with other subjects at school (→ making the students use their competences in oral and written communication in other contexts besides the mother tongue classroom);

2) Taking into account its social function (→ involving the students in meaningful learning situations and collaborative work supervised by the teacher and allowing them to play a more active role in the whole process).

Consequently, it will contribute to success at school and better preparation for professional contexts and the exercise of a more active and reflective citizenship.



Project work is a rather interesting strategy in this context, because it supposes:

- i) The identification of a problem,
- ii) The definition of aims,
- iii) The selection of strategies and means to solve the problem and achieve the aims,
- iv) The implementation of those strategies,
- v) The evaluation of their success,
- vi) The reformulation of the adopted strategies or the selection of other ones more adequate to our purposes.

Thus, it implies both autonomous and team work.

The importance of the competences in communication

Communication:

- Is generally related to verbal communication (oral and written);
- In some forms, relies on non verbal elements (giving origin to the arts);
- Can mix verbal and non verbal elements;
- Is a very important issue in today's society and education.



Image:

- Plays a central role in today's communication (generally combined with text in several ways);
- Is often related to the childhood, and thus perceived as easy to read;
- In fact, is not easily decoded by adults;
- Must be the object of some sort of teaching/learning process (as verbal communication, based on words).

Animation in the teaching/learning of the mother tongue

It may be perceived as:

1) A resource

- Used to present a topic and promote the discussion around it;
- Based on the assumption that it is easier to read images than text;
- Seen as a great pedagogical innovation.

(Cf. Sá, 1995)



2) A content/topic

- To be learned;
- Used as the basis to accede to a better knowledge of types of discourse that are also present in verbal communication;
- Requiring the teachers to prepare for the occasion using manuals on this form of communication and its pedagogical use.

(Cf. Sá, 1996, 2000; Sá *et al.*, 2006)



3) The basis for project work

- Becoming the core of team projects intended to thin the distance between school and social life;
- Contributing to the development of all sorts of competences (including verbal and non verbal communication, either in comprehension or expression).

Cooperation between schools and cultural institutions concerning animation

The cultural institutions may:

- Provide knowledge and training in this field;
- Support projects on animation or using this form of expression developed in the schools;
- Support research on this field (in partnership with institutions in Higher Education).



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