



TEACHING PORTUGUESE: NATIVE, FOREIGN AND HERITAGE LANGUAGE¹

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ABSTRACT

In a multilingual and multicultural world, it is important to emphasize Portuguese as a pluricentric language in its different aspects. Learning a language and its new literacies has consequences for the identity of its students. Therefore, it is vital to reinstate the importance of updated theoretical and pedagogical study materials for teachers and educators respecting the linguistic and cultural identities of its students in a constructive dialogue utilizing different learning contexts. Thus, this issue of *Diadorim* hosts theoretical papers that discuss and problematize the teaching of the Portuguese Language, from the perspective of native, foreign or heritage language. The target audience for the material includes students, professors, and researchers from Graduate, Undergraduate, and Basic Education Programs.

KEYWORDS: Portuguese; Teaching; native language; foreign language; heritage language.

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Education today requires that teachers, in addition to imparting knowledge, overcome challenges to motivate students and approach content in an innovative way. The instruction of argumentation in the Portuguese language class was a topic addressed in three articles which attest to the need to diversify strategies and to develop critical thinking skills. This is the primary value in education, which includes the practice of some of the assumptions contained in the well-known “Education report: A treasure to discover” (DELORS, 1996, p. 63): “Education in general, from childhood and throughout life, must forge in the student the critical capacity which allows him to have free thought and autonomous action”.

In this sense, the article “Semantic-argumentative study in high school: Possibilities of working with meaning and argumentation in Portuguese language classes” (Lauro Gomes and Bruna Luiz dos Santos) first identifies the theoretical-methodological approach of argumentation adopted by Portuguese textbooks for High School. Then, the study focuses on semantic-argumentative analysis of words, statements, and brief speech activities, using a social-political cartoon as an example.

The teaching of argumentative texts is also addressed in the article “A metacognitive teaching proposal for planning argumentative texts” (Caio Mieiro Mendonça). It is a presentation of a case study, in which the researcher highlights the importance of applying a didactic methodology for planning argumentative texts. Adopting the theoretical assumptions of metacognition studies, the author endorses the use of brainstorming as a procedure for selecting ideas for writing.

A third article on argumentation presents, under the evocative title “The argumentation and the teacher’s locus in Portuguese language teaching material” (Janayna Bertollo Cozer Casotti, Zilda Gaspar de Oliveira Aquino and Renata Palumbo), the scope of the reflection undertaken. The article analyzes the didactic material made available to public schools in the state of São Paulo in 2021 to underline the need to consider the specificities of students and the constitutive heterogeneity of the school context, as well as the need for teacher training in the sense of mastering skills and abilities concerning argumentation.

The second group of articles addresses didactic sequences and books used in the classroom. The Portuguese language textbook is the tool teachers use the most in the organization and development of activities in a teaching-learning context. The article “What veils and reveals the textbook: A semiolinguistic analysis of student representation in the ‘presentation’ section” (Ana Carolina Santos) is anchored in the assumptions of Patrick Charaudeau’s Semiolinguistic theory. The author analyzes two textbooks, attempting to explain the sociodiscursive imaginaries that underlie the “Presentation” section. She concludes that students from public and private institutions have different perceptions of their identity and build relationship with the language distinctly.

Another study on the approach of content in textbooks, of a more specific nature, is presented in “The conflict between linguistic descriptions and teaching: 2SG complement pronouns in Portuguese language textbooks”. (Márcia Cristina de Brito Rumeu and Júlia Maria Mendes Santos). After analyzing qualitatively fifteen Portuguese Language books approved by the National Book and Teaching Material Program (PNLD 2018 and 2021), the authors conclude that the books are disconnected from teaching the diversity of second person singular complement pronouns that are effectively productive in Brazilian Portuguese.

Contributing to the discussion on textbooks, “Linguistic-semiotic analysis in textbooks and its relationship with the BNCC (Common Core Curriculum)” (Júlia Lourenço de Jesus and Vanessa Pereira Nogueira) observes the treatment given to the practice of semiotic analysis regarding the clause term ‘subject’. The authors point out that the work in question is confined to grammatical description, to the detriment of a textual and discursive approach that would open other meanings.

In turn, the article “The speech act of ‘refusing an invitation’ in foreign language textbooks: Brazilian Portuguese and Italian” (Adriana Mendes Porcellato and Yedda Alves de Oliveira Caggiano Blanco) presents an innovative analysis, linking the domains of foreign language instruction (Portuguese and Italian), with the field of pragmatic analysis. The authors analyze the speech act “refusing an invitation” in teaching manuals, in order to observe the extent to which textbooks promote pragmatic competence.

According to Dolz and Schneuwly (2004, p. 34), two of the main theorists about didactic sequence, this strategy should be understood as “a set of school activities organized in a systematic way, around an oral or written text genre, whose purpose is to work with genres not dominated or partially dominated by the student”. This assumption is the basis of the article “Teaching literature in contexts of multiliteracies and digital resources: Challenges and scope of the application of a didactic sequence” (Anderson Luiz Teixeira Pereira, Elisa Bragança Curi Magalhães de Souza and Gabriele Cristine Carvalho). The authors describe a field experience of the production and application of a didactic sequence to propose new ways for the insertion of literature in 8th grade, concluding that the methods to teach literature become more efficient, contextualized, and meaningful, when guided through the pedagogy of multiliteracies and digital resources.

The article “Multiliteracy in remote teaching: Report of residents’ experiences at Colégio Estadual Professor Gonçalo Rollemberg Leite” (Alexandre Silva da Paixão, Elislane de Goes Nascimento, Franciele Vieira Francisco, Wesley Cleiton Aquino Almeida, Guaraci de Santana Marques Andrade, and Antônio Félix de Souza Neto) presents application examples of didactic sequences in basic education. The title of the project – “1, 2, 3, textando” – refers to the expression commonly used when starting a film recording or testing electronic devices, alluding to the desire to make students protagonists in the process of producing text genres

to encompass social and digital practices in the school environment and to promote critical thinking about contemporary issues under debate.

There are several texts in the current edition of *Diadorim* which promote research and critical reflection on the development of competences in teaching, learning and assessment of Portuguese as a Foreign Language.

Teaching Portuguese as a pluricentric language embodies specific policies with the aim of increasing awareness of teaching Portuguese as a Foreign Language (PFL) and the initiatives for the development of this specific area. The article “Social and learning projects in Portuguese as a foreign language course” (Davi Albuquerque) presents a proposal for PFL courses with a focus on teaching through social and learning projects. The author confirms that, with this strategy, students achieve better performance and develop more skills in PFL since there is motivation to learn. This result stems from the fact that learners start to perceive the Lusophone language, cultures, and teachers in a positive way due to the impact that projects have inside and outside the classroom.

“Thinking the academic domain in the teaching of Portuguese for foreigners: A proposal for a didactic module for PEG-G students” (Maria Clara da Cunha Machado), presents a theoretical perspective for the approach of didactic modules, anchored in text genres, and describes an experience with the ‘summary’ genre, in the teaching of reading and textual production, in a Portuguese course for foreign learners in Brazil.

The article “Carl Jansen and the teaching of Portuguese as a foreign language” (Patrícia Maria Campos de Almeida, Andrea Lima Belfort-Duarte and Júlia Fernandes da Silva) revisits the didactic character of Carl Jansen’s work and the importance of this German immigrant’s contribution for the history of Portuguese language teaching in Brazil. The study is anchored in the reflection of Linguistic Historiography, namely in the historiography of foreign language teaching, revealing the pioneering character of the work and the 19th Century author.

The article “Community-school connection: school newspaper as a potentiality for building knowledge” (Cristiane Dall’Cortivo Lebler) testifies to a work of didactic planning for the production of a school newspaper as part of the Portuguese course curricular internship at the Federal University of Santa Catarina. The article considers that social practices should guide the teaching of the mother tongue in the school context, facing the socio-historical conception of language based on Bakhtin (2003[1929]). Given the nature and social function of the newspaper, this practice is assumed as a privileged pedagogical resource for the reflection on languages. This activity also allows for the reflection and questioning of social and ideological aspects, strengthening critical thinking skills and students’ commitment. Thus, this activity promotes the repercussion of the experience both in the training of future Portuguese Language and Literature teachers and in the instruction of Primary and Secondary Education students.

In teaching Portuguese, reading and writing constitute language activities that encourage students in the process of creating meaning. Starting from the assumption of the text as a multifaceted entity, in which social and cultural aspects and cognitive processes are underlying and inseparable from the social actions of the subjects (cf. KOCH; ELIAS, 2006), “Multimodality and Portuguese language teaching in basic education” (Cássia Mariane de Lima Pereira and Vanda Maria da Silva Elias) investigates multimodality as a relevant didactic resource and component of teaching content in a Portuguese language video class aimed at Primary and Secondary students. After the selection of a video class and its analysis, the authors surveyed the semiotic modes and resources that assume significant importance in the exposition, division, emphasis of information, and motivation.

Using mainly bibliographical research, the article “Interpretation of statistical-mathematical graphs in Portuguese language classes: A challenge to be overcome” (Felipe Alves dos Santos and Maria Aparecida Garcia Lopes-Rossi) addresses a little-known topic in Portuguese language teaching: the statistical-mathematical graph. The authors emphasize, in a pioneering way, the importance of bringing this genre to the classroom, due to its interdisciplinary character and the need to work on the comprehension and production skills proposed in the Common Core Curriculum (BNCC) associated with similar texts.

The teaching of Portuguese as a mother tongue unequivocally underlies a policy of use and teaching which is governed by ethical and ideological issues, addressed in the article “Ethical and ideological issues for policies of using and teaching Portuguese language in Brazil” (Pedro Simões). The author reflects on the discourse used on the Common Core (BNCC), and his analysis is supported by the concepts of ethics of singularity (Bakhtin) and materialist-historical foundation of language (Volóchinov).

The article “From the uga uga to the protest song or from prejudice to the social visibility of indigenous people in the construction of a more ethical and egalitarian Brazilian society – a study from the perspective of recategorization” (Sílvia Adélia Henrique Guimarães) contemplates the linguistic discursive phenomena in which texts are instruments for reflection. The choice of a protest song and authors who are representative for black and indigenous causes favors a discursive shift against racism and text-discourse bias.

“To teach punctuation marks” (Lou-Ann Kleppa) is an exploratory study based on a diversified comparative analysis of grammars, textbooks, and punctuation guides, as well as theoretical studies by authors who, in fictional literature, created their style through punctuation marks. In studies developed in the field of Linguistics, besides the syntactic function, the enunciative-discursive role of punctuation marks is explored, thus privileging the sender and the creative use of punctuation marks.

In the article “Academic abstracts: Perceptions of undergraduates and professors in the Arts” (Marília de Carvalho Caetano Oliveira), the author devotes her study to a reflection on the perceptions expressed by students and professors about the process of writing academic abstracts, anchored in the theoretical assumptions of Sociodiscursive Interactionism. From her data collection, the author concludes that learners demonstrate difficulties not only in structuring summaries, but also in reading the original text. These difficulties can be minimized by greater role of the teacher as a mediator in this process and more dedication on the part of the student.

As the Portuguese didacticist Araújo e Sá (2013, p. 80) argues, “In the last two decades, intercomprehension has become one of the most dynamic concepts in Language Didactics”. From this perspective, the article “The learning of Linguistic-discursive knowledge in Portuguese, French and English in a university intercomprehension course” (Damián Diaz and Lucía Campanella) proves that the learning of languages in intercomprehension enhances the development of linguistic awareness, favors the learning of linguistic-discursive knowledge and – what is more important – helps to overcome the difficulties of students who need more support.

In the university context, the purpose of writing is to produce academic texts, so the reflection on this process of appropriation of different genres appears to be relevant in the bachelor’s degree in Letters, as it prepares the undergraduates for the teaching role. The article “Academic writing and teacher education: The case of notes” (Sandoval Nonato) reflects on the genre “written notes” as a pensive activity where theoretical contributions, discussions, student and teacher participation and comments about their own practices in the classroom and those of others are recorded.

In the present volume, only one article focuses on Portuguese as an additional language: “Feminist songs in Portuguese as an additional language: A proposal of teaching material” (Ana Paula Parisotto and Margarete Schlatter). The authors present a didactic unit on the feminist song, designed for the teaching of Brazilian song to students of Portuguese as an Additional Language (PLA) in the Portuguese for Foreigners Program at UFRGS. In this approach, they privilege the understanding of possible meaning effects of the verbal and musical materiality of the songs, considering the social practices in which they occur.

The reflection present in the article “Memory and renewal of meanings while teaching writing in Portuguese in East Timor” (Joice Eloi Guimarães) proves the need to think of Portuguese as a pluricentric language, in line with what so many linguists have defended. Pires de Brito (2021), talking precisely about Portuguese as a pluricentric language, recalls the words of the great Portuguese thinker Eduardo Lourenço (2001, p. 123) who maintains that “A language has no other subject than those who speak it. No one owns it, for it is not an object, but each speaker is its guardian.” In this article about Timor-Leste, the author precisely discusses the role of memory in the constitution of teaching acts in the teaching of writing in Portuguese,

based on an analysis of statements produced by Timorese teachers with experience of teaching Portuguese in a school environment. The objective is to prove that memory is fundamental in the constitution of the acts of the teacher subject, both in the recovery of meanings built in the relationship of alterity with the other, and in the manifestation of practices carried out in the school, configuring a methodological resource in the development of the writing teaching.

The Eastern context of Portuguese language teaching, more precisely in Macau, appears unequivocally as a “platform” for China’s commercial cooperation with Portuguese-speaking countries. In this sense, in the article “A more ‘sustainable’ intercultural approach to the teaching/learning Portuguese ‘Língua(s)’ in Macau” (Liliana Gonçalves), the author reflects on some basic concepts – such as “intercultural speaker” and “intercultural communicative competence” – to later highlight some critical positions, namely the Eurocentric position and the tendency to separate linguistic/communicative competence from intercultural. For this, the author proceeds to an analysis of existing online teaching materials, prepared by teachers of different origins, to highlight the need for an intercultural approach in the teaching of Portuguese in this small territory, where many communities of different origins live, including from different countries. and Portuguese-speaking regions, exemplifying with some good practices available to teachers.

“Educational dialethology and sociolinguistics in interface: A proposal for Portuguese language teaching based on data from the linguistic atlas of Brazil” (Fábio Ronne de Santana Lima and Daniela de Souza Silva Costa) presents a study that brings together theoretical assumptions from various linguistic approaches and an interesting didactic proposal for the teaching of Portuguese. The objective of this article is to think about the teaching of lexical variation under the bias of diatopy, based on the analysis of the lexical letter “slingshot”, which is part of the Linguistic Atlas of Brazil Project.

“Black masculinities on magazine covers: Critical and multimodal reading in Portuguese language” (Carolina Duarte Garcia, Carlos Henrique Rodrigues Valadares and Samuel de Sá Ribeiro) proposes a study based on a multimodal reading class. The authors reflect on critical and multimodal literacy in the classroom and conduct a critical analysis of three covers of the magazine *Raça*, showing the asymmetrical power relations between different masculinities.

Another article that addresses multimodality in the classroom is “Multimodal didactic sequence for the teaching of Portuguese as heritage language” (Ana Luiza Oliveira de Souza). The author starts from a multicultural teaching context focusing on Portuguese as a heritage language-culture, in contact with the Italian language and culture. The researcher proves that the semiotic domain of language appears as a powerful didactic resource when combined with the use of technological tools with digital games, because it triggers and encourages interaction in Portuguese and the real need to interact in the heritage language.

With this edition of *Diadorim*, we hope to contribute and collaborate to the discussions on important topics about the teaching and learning of Portuguese around the world with significant impact in our classroom practices.

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