

# Teaching Portuguese as a foreign / non-native language through a pluricentric and intercultural point of view

**Luana Moreira Reis**

*University of Pittsburgh*

## Abstract

The needs generated by the current context of the Portuguese projection have not been accompanied by a scientific production that expands at the same rate. The publishing of textbooks for Portuguese language teaching as a foreign and/or second language (PFL-PSL) has a gap concerning supplying the needs of learners to develop multiple competencies to establish meaningful relationships with people from other languages-cultures. Among the initiatives that have been developed to help teachers and learners of PFL-PSL, the online platform Portal do Professor de Português Língua Estrangeira/ Língua Não Materna (PPPLE) has a distinctive feature by offering teaching lessons that take into account the linguistic and cultural varieties of the Lusophone world. The Portal offers teaching units from five Portuguese-speaking countries so far: Angola, Brazil, East Timor, Mozambique and Portugal, reinforcing a view of Portuguese as a pluricentric language, shared by different countries and communities with specific rules for each context. This paper presents how teaching lessons are developed and discusses the articulation with theoretical and methodological principles that served as the foundation for the platform.

*Keywords:* Portuguese. Pluricentric language. Intercultural. Teaching and learning.

## 1 Introduction

No one can be in the world, with the world and with others in a neutral way. I cannot be in the world wearing gloves, and just wondering. Convenience in me is just a way for the inclusion, which implies on decision, choice, and intervention in reality. There are questions to be asked repeatedly by all of us that make us see the impossibility of studying for studying. Studying uncompromisingly as if mysteriously, suddenly, we had nothing to do with the world, one outside and distant world, unfamiliar to us and we from it. [...] In favor of what do I study? In favor of whom? Against what do I study? Against whom?

Paulo Freire

Freire's words are a motivation to recognize the need for a further discussion about language conceptions and the role of teachers in the contemporary world. Revisiting such concepts and reflecting on the theoretical-methodological principles that guide the teaching-learning process can contribute to inspiring new ideas and teaching practices. Such discussion may promote the development of pedagogical proposals that encourage a critical reading of the world in educational practices.

Different ways of thinking about language imply the use of different methodologies in studies and teaching. Thus, I seek to emphasize the importance of recognizing the implications of a perception of Portuguese as a pluricentric language in teacher education and the development of teaching materials. In consequence, it will be possible to envision new directions and avoid following a chain of generalizations and homogenization, which sees the Portuguese language as a monolithic block, when in fact we are dealing with a multiple and complex language experienced by individuals also multiple and complex.

Despite numerous current discussions about the dimension of the concept of language, we can clearly notice a language perspective still ruled by the idea of language as an abstract construct and as a set

of structures in the development of curricula, course plans, teaching materials, models of assessment and in classroom practice. Textbooks contain too many exercises that aim only to fix grammatical structures and an artificial way of dealing with language, inconsistent with the intercultural intentions that many authors describe in their prefaces. Paiva's Master's Thesis (2010), entitled *Perspectivas (inter) culturais em séries didáticas de Português Língua Estrangeira*, analyzes activities from four textbooks for teaching PFL (Avenida Brasil 1 e 2, Diálogo Brasil and Estação Brasil). The author undertook an investigation into the dissonance between the affirmation of the adoption of an intercultural perspective and activities presented in the materials. According to the researcher, despite the recurring discourse on interculturalism, activities promoting cultural sensitivity were the least frequent. Learning expectations proposed, contradicted by the practice, have become a constant, not only in textbooks, but also in the teaching-learning process as a whole. There is a significant shortage of teaching materials an intercultural perspective to work with. According to Mendes (2010, p. 59)

As for teaching materials produced according to a cultural/intercultural perspective, besides not being available in the market, they are also not well received by the publishers. They do not dare to publish materials that escape the traditional recipe for success of the foreign language book industry, which are focused on formal aspects of the language and in samples of decontextualized language, with few exceptions.

The Portal for the Teacher of Portuguese as a Foreign/ Non-Native Language (PPPLE)<sup>1</sup> emerges as an important space for discussion and understanding of the concept of Portuguese as a pluricentric language. In this sense, to understand the importance of the PPPLE for Portuguese teachers' education - as it becomes a sharing environment for articulation of language teaching concepts -

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<sup>1</sup> Available at: <http://ppple.org>. Accessed in August 2015.

is relevant. Teaching and learning Portuguese through an intercultural perspective means recognizing the specifics of use and linguistic-cultural production in their different environments and their constant interrelationships. It involves providing the approximation with cultural, economic, social, and ideological diversity and, consequently, minimize or even overcome prejudices and stereotypes. The PPPLE allows the teacher to choose the materials that are best suited to their needs, promoting adaptations and additions according to their teaching objectives. Teachers will find at their disposal a variety of teaching resources from various contexts.

The PPPLE was first presented on October 29<sup>th</sup>, 2013, at the Second Conference on the Future of the Portuguese Language in the World System, Lisbon, and officially launched at the Community of Portuguese-Speaking Countries (CPLP) Heads of State Summit in Dili on July 23<sup>rd</sup>, 2014. The Portal was created under the coordination of the International Portuguese Language Institute (IILP), in accordance with the mandate of the Brasilia Action Plan (PAB 2010), formulated during the First Conference on the Future of the Portuguese Language in the World System, held in March / April 2010 in the Brazilian capital.

A cooperation agreement was established with the International Society of Portuguese as a Foreign Language (SIPLÉ) for identifying experts from various countries of the CPLP community and for the planning and development of the Portal. Until now, it includes teaching units from five countries (Angola, Brazil, East Timor, Mozambique, and Portugal). The work carried out by multinational teams seeks to consolidate a pluricentric and collaborative management of the Portuguese language and to include new actors in the promotion and dissemination of the Portuguese language. The Portal creates an environment for the development of joint actions among the CPLP member states, enhancing the participation of African Portuguese-speaking countries (PALOP) and East Timor in the production of teaching resources and other educational initiatives. It is an opportunity to expose students to a greater variety of cultural products, practices, and perspectives from Lusophone countries. Different countries work with the same

methodology, but each expresses its variety of Portuguese and their linguistic and cultural specificities. However, it is still common to think about the Portuguese language separated in two centres: Brazilian Portuguese and European Portuguese. This is a reflexion of what Oliveira (2013, p.54) describes as a divergent standardization of Portuguese, “it is based on the establishment of two language management bodies: Portugal and Brazil, each one of them autonomous in relation to the other, a model that does not include the new Portuguese-speaking National States in Africa or East Timor, that continue to be tributaries of the European Portuguese norm.”

In this sense, when we think about Portuguese language teaching, it is important to promote opportunities for students to function in multilingual communities developing skills to act/interact with people who live, work and socialize, build and rebuild experiences day by day in that language. The sociolinguistic complexities of the Portuguese-speaking countries should not and cannot be neglected. The Portuguese language is part of the history, culture, and identity of these countries in a diversified manner. It is of great importance that the Portuguese language teaching professionals are open to the recognition of different varieties and thus integrate them into their instructional activities.

## **2. Portal for the Teacher of Portuguese as a Foreign/ Non-Native Language (PPPLE): Guidelines and Theoretical-Methodological Principles**

The PPPLE states that the teaching units shared in the platform were developed in accordance with contemporary principles that guide the teaching and learning of foreign languages. Given this context, an investigation is relevant on how language and culture conceptions are understood, and the implications of this understanding for the process of teaching and learning PFL-PSL. It will be considered the theoretical and methodological principles that guide the development of teaching units as well as the procedures for the preparation of the units.

The PPPLE works as a linguistic-cultural cooperation space between the State members of the CPLP. Thus, it has the potential to establish an internationalized and participatory Portuguese management, which reinforces a view of Portuguese as a pluricentric language, shared by different countries and communities with specific standards for each context. According to Muhr (2016, p.20):

A pluricentric language is a language that is used in at least two nations where it has an official status as state language, co-state language, or regional language with its own (codified) norms that usually contribute to the national/personal identity, making the nation a norm-setting centre by the deliberate use of the norms native to this specific nation.

Portuguese is a pluricentric language because besides the two established and internationally recognized standards, European and Brazilian, there are other norms still under construction in countries where it is an official language. I consider the pluricentrism of Portuguese mainly in opposition to a monocentric view of language. “The linguistic concept of monocentric languages which is often shared by dominant varieties is strongly linked to the idea that their language is ‘pure’ and ‘exclusive’ to one specification” (Muhr, 2012, p. 26). Portuguese is a pluricentric language because it has equally valid varieties, with their respective histories and functions in each nation. So, considering Portuguese as a pluricentric language is an attempt to dispel the widespread notion that the varieties are considered dialects, and are therefore inferior.

This text brings up some concepts underlying theoretical and methodological guidelines and guiding principles for the development of teaching units for the PPPLE. To this end, we take as a basis the *Portal for the Teacher of Portuguese as a Foreign/ Non-Native Language (PPPLE): Guidance Manual for the Development of Teaching Materials* from October 2012. Initially, I am going to describe the conception of language and learning. Following, I present the concept of proficiency in foreign and/or second language.

The Portal adopts the concept of language as a social activity and defends the idea that to learn a language we need to use it in various communicative situations. Consequently, the activities proposed aim to provide the opportunity to teach and learn PFL-PSL through experiences with the language in use. The goal is to provide meaningful experiences to participants in the teaching-learning process, which involves living in a different language-culture.

The Portal emphasizes the importance of the language contexts for the production and interpretation of meaning by the participants in interaction. The important thing is to promote opportunities for language use in various contexts in order to foster the development of linguistic-cultural competencies. Authentic texts are prioritized, that is, texts of social circulation present in real situations which use the Portuguese language.

The authentic sources of information from different backgrounds and involving different perspectives contribute to the critical understanding and analysis of materials by the students. The use of texts with different points of view encourages reflection in order to ensure that students advance a mere acquisition of facts and information towards the development of skills and abilities to analyze texts, situations, and contexts of use of the language. Activities should, therefore, provide the means for discussion, production, and critical-reflexive positioning in Portuguese. Such procedure will foster reflection and encourage the autonomy of students, drawing on the principle that they are responsible for developing their skills. It is expected that students can go beyond the pursuit and sharing of information. They can consult a variety of instructional supplies, other students, and the teacher-and, through a critical and reflective process, relate them to the experiences of their everyday world.

The Portal highlights the importance of understanding the notion of proficiency because the way this concept is understood influences the goals and expectations of the classes. Among the effects of a structuralist view, for example, we can mention the perception that being proficient in a language means mastering their formal elements, resulting in the emphasis of the teaching of

grammar and vocabulary. The PPPE, however, proposes a differentiated concept of proficiency by presenting a description of levels with a flexible character, allowing local committees to select topics and situations of language use in accordance with the interests and needs of each context.

From a conception of language in use, the concept of proficiency that underlies the PPPE presupposes that to be proficient is to be able to use the language properly with social purposes (Clark, 1996; Council of Europe, 2001) or to be able to use “the language to perform actions in the world” (BRASIL, 2011, p. 4). In this case, therefore, we do not talk about a single proficiency, but “proficiencies” or different proficiency levels, defined from the reflection on the nature of language in various situations of language use.<sup>2</sup>

The proficiency levels suggested by the PPPE are intended to guide the selection of materials for the preparation of teaching units and, above all, to specify the parameters to the development of proficiency in learners. The descriptions of levels, which continue to be refined, is the result of an attempt of a dialogue between the Common European Framework of Reference (CEFR) and the Certificate of Proficiency in Portuguese for Foreigners (Celpe-Bras).

At Level 1, the student shows a limited operational knowledge of Portuguese, proving to be able to understand and produce texts of limited topics and genres in familiar contexts.

This is someone who uses simple structures and reduced vocabulary, interacting in limited situations and in restricted sociocultural contexts.

At Level 2, the student shows a partial operational knowledge of Portuguese, proving to be able to understand and produce different genres and relatively various topics in familiar

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<sup>2</sup> Available at: <http://ppple.org/conversa>. Accessed in August 2015.



contexts and some unknown contexts, in simple and some relatively complex situations.

This is someone who uses simple and some complex structures, and appropriate vocabulary for familiar contexts and some unknown contexts, interacting in different sociocultural contexts.

At Level 3, the student demonstrates broad operational knowledge of Portuguese, proving to be able to understand and produce, fluently, texts of various genres and topics, in known and unknown situations, simple and complex. This is someone, who uses complex structures of the language and appropriate and broad vocabulary, interacting comfortably in different situations that require mastery of the target language and in different sociocultural contexts.<sup>3</sup>

The theoretical framework for teaching and learning languages proposed by the Portal involves:

- a) Language as a social activity inseparable from the culture;
- b) Teaching and learning as actions performed in context, to develop competencies;
- c) Proficiency as the ability to use language for social purposes.

### **3. The Process of Preparation of Teaching Materials for PFL/ PSL through an Intercultural Perspective**

In this section, I discuss the importance of an intercultural and pluricentric approach for the language teaching and learning process as well as for the production of teaching materials in the contemporary world. I present the process of developing teaching units for the PPPL and describe the stages of production of the activities, the principles that guide the choice of topics and the search for relevant authentic materials appropriate to the proficiency levels.

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<sup>3</sup> Available at: <http://ppple.org/conversa>. Accessed in August 2015.

A growing interest in learning Portuguese requires specialized vocational training to meet such demand and a production of teaching materials that reflect the trends of a world marked by constant interrelation between peoples and cultures. The needs generated by the current context of the Portuguese projection, unfortunately, have not been accompanied by a scientific production that expands at the same rate. The publishing of textbooks for Portuguese language teaching as a foreign and/or second language (PFL-PSL) has a gap concerning supplying the needs of learners to develop multiple competencies in order to establish meaningful relationships with people from other languages and cultures. As stated by Bateman (2014, p.3), the publication of the *Standards for Foreign Language Learning in the 21st Century* in 1996 in the United States had a deep effect on language teaching profession by encouraging teachers “to go beyond the traditional four skills and think about how language is used for interpersonal, interpretive, and presentational communication.” Despite these innovations, however, according to the author (p.4), “a cursory examination of current textbooks in the more commonly taught languages – French, German, and Spanish – suggests that nearly all of these books purport to address the *Standards*, the same cannot be said for textbooks in less-commonly taught languages such as Portuguese.”

Few textbooks have been available to teach Portuguese as a foreign/second language. *Ponto de Encontro*, a Portuguese-language textbook widely used in the US, allows the instructor to choose to teach either Brazilian or European Portuguese. Although it can be considered a first step in the direction of a pluricentric approach to teaching Portuguese, the side by side presentation of Brazilian and European Portuguese gives the impression that we are talking about two different languages and does not take into consideration the varieties in Lusophone Africa and Asia. Among the initiatives that have been developed to help teachers and learners of PFL-PSL, the online platform PPPL has a distinctive feature by offering teaching lessons that take into account the linguistic and cultural varieties of the Lusophone world. The Portal offers teaching units from five Portuguese-speaking countries so far: Angola, Brazil, East Timor, Mozambique, and Portugal, reinforcing a view of Portuguese as a

pluricentric language, shared by different countries and communities with specific rules for each context. Although it is not expected that the Portal explicitly target the *Standards*, which were designed for a U.S context, the principles that guide the development of activities for the platform are aligned to the idea of considering language teaching beyond the traditional four skills.

Thus, the supply of materials produced by each of the different CPLP countries will allow the teacher to access the Teaching Units of the same variety, contextualized in a particular geographical, historical and cultural space, and emphasizing their particularities, or otherwise, select units of different national contexts, enhancing the different possibilities of use of the language in an international perspective.<sup>4</sup>

The PPPLE can also contribute to teacher education by proposing a space for interaction and dialogue between teachers from all over the world. Through contact with contemporary guidelines for language teaching, teachers can be compelled to review their own approaches to teaching. However, the Portal's discussion forum, a significant environment to promote discussions and sharing ideas, is still inactive.

The procedures for preparation of teaching units of PPPLE<sup>5</sup> according to the description of the *Portal for the Teacher of Portuguese as a Foreign/ Non-Native Language (PPPLE): Guidance Manual for the Development of Teaching Materials* from October 2012, involve the choice of the *Situação de Uso* (Use Situation), defined as follows:

A Use Situation is seen here as a language action that provides a range of opportunities to work with the language, and that can be explored in different contexts, with different purposes of communication and interaction with different interlocutors. The use situation should not be seen as the means to perform the language action, but is the very action itself.

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<sup>4</sup> Available at: <http://ppple.org/conversa>. Accessed in August 2015.

<sup>5</sup> See Appendix for an example of a teaching unit.

*Expectativas de Aprendizagem* (Learning Expectations) are defined as paths and strategies adopted for the realization of the Use Situation. The purpose of the Learning Expectations is to work with the skills (reading, writing, speaking, and listening) in an integrated manner, considering that the actions of language are not mutually exclusive but complementary. The Learning Expectations define and guide the development of the activities.

Soon after, we have the *Atividade de Preparação* (Activity of Preparation), including “the moment of awareness of the student to the development of the planned language actions, as well as the activation of their prior knowledge and experiences.” (Manual 2012, p. 11-12)

*Bloco de Atividades* (Activity Pack) consists of a set of actions and experiences of language use in order to meet the learning expectations proposed. Teaching and learning languages are understood as a collaborative action. Thus, the activities need to involve an integrated work, providing both individual work and the collective. The teacher works together with the students to stimulate experiences of language use. The aim of the *Extensão da Unidade* (Extent of the Unit) is to keep the balance and consistency with the previous activities. Finally, the *Atividade de Avaliação* (Evaluation Activity) systematizes the previous experiences to verify that the learning expectations were met.

Preparing teaching materials involves an important process of self-recognition of the teacher as a researcher and a critical, independent and creative agent in the teaching-learning process. The production, and the choice of teaching materials do not constitute an easy task, especially when we think of language as social practice with all its complexity and dynamism. It is a continuous effort that involves putting aside theoretical constructs consolidated along the academic and professional life of language teachers. The process of elaborating activities in an intercultural and pluricentric perspective is, therefore, an invitation to think differently, under a different logic. It means to go beyond the teaching of language structures, by

expanding opportunities for sharing and mutual understanding what can contribute to a better understanding of oneself and others.

The possibility of discussing the meanings of the Portuguese language in its diversity of sociolinguistic and cultural contexts is a way to serve more pleasant and engaging activities. An intercultural and pluricentric teaching-learning approach seeks to elaborate materials in such a way that the proposed themes and the type of activity instigate the students to mobilize their knowledge, beliefs, experiences and skills to act effectively in and through the Portuguese language. “The dimension of a language in this way, and here Portuguese, is the place of interaction, the very instance in which we produce meanings by living in the world and with others.” (Mendes, 2011, p. 144).

Therefore, the goal of teaching materials with an intercultural perspective is to promote a teaching and learning environment that engages learners in situations of interaction as complex social subjects, with their diversity of emotions, ideas, and opinions. Neutrality and the mere sharing of information do not trigger the development of skills needed to move around within the various contexts of the language’s use. It becomes imperative to provide opportunities for discussion of ideas and opinions in the classroom context for joint and meaningful construction of knowledge. This includes, therefore, to ask students to make inferences, draw conclusions, articulate their prior knowledge and their worldly wisdom with the various texts used for interaction, and raise the objectives/author’s intentions, or those that are developed in the text.

The use of authentic texts is crucial as they circulate in real contexts of communication and carry with them the idea that it is possible to understand oral and written messages even with structures that go beyond the linguistic knowledge already learned. There is no need to try to protect the students from the language that circulates in the world around them. An intercultural approach requires that students explore linguistic and cultural diversity. As opposed to a traditional approach that focuses on grammar and vocabulary acquisition, the intercultural approach is content-based. Allen (2014,

p.27) proposes that “content-based instruction (CBI) can help foster the integration of language and culture. CBI refers to organizing curriculum and instruction by theme or topic with vocabulary and grammar grafted onto exploration of artifacts or texts pertaining to the theme.”

To consider language as culture emphasizes the importance of the students’ interaction to create the multiplicity of possible expressions and materialization of the language. In view of this, the development of intercultural competence is essential to developing a better understanding of themselves and of their cultural reality, and to raise awareness of the culture other than one’s own, even one within the students’ home country.

In the specific case of the process of teaching and learning Portuguese, it implies a greater familiarity with the various areas of circulation of Portuguese and the languages that interact with it in these spaces. Through an intercultural dialogue, it becomes possible to develop a more positive attitude in the face of variations and the dissipation of a homogeneous (mis)representation of Portuguese. By promoting intercultural dialogue, students may appreciate and understand the linguistic and cultural diversity of Portuguese.

The PPPLE can also be an important contribution to a professional development policy as it encourages investment in the formation of critical-reflective teachers who know how to develop, use, and maximize the potential of educational materials available. In such manner, teachers can act as managers and promoters of the language they teach.

#### **4. Final considerations**

Much has been discussed about theories and contemporary trends in the teaching-learning language process. Conferences and academic symposia feature a variety of research on inconsistencies between teachers’ practices and the conceptions of an intercultural approach, the discrepancies of the didactic intentions explicit in

introductions of teaching materials that claim to be intercultural, and how authors of textbooks have failed in the development of activities according to the current context of language teaching. What is needed in the Portuguese teaching-learning language area, however, is a more active participation by teachers in preparing proposals and strategies for the creation of materials that meet the needs of its different teaching contexts.

Teaching and learning Portuguese through an intercultural perspective means to provide opportunities for the students to position themselves critically on a variety of subjects, helping them to develop the awareness of their own culture and the culture of others. The diversity of peoples and cultures who speak Portuguese requires joint construction of mutual learning that takes into account the reality, culture, and local history. A pluricentric and intercultural approach to teaching and learning PFL-PSL promotes the development of a better understanding of oneself and one's cultural reality and awareness of other cultures. Thus, it favors the appreciation of different cultural identities of Portuguese, promoting dialogue and familiarity that can encourage attitudes of solidarity and tolerance. The PPPLE, as it enables free access to teaching units produced in different countries of the CPLP, becomes a potential environment for the implementation of an intercultural and pluricentric perspective of education. Students and teachers have the opportunity to produce knowledge about different perspectives of Portuguese, and thus move without difficulty between varieties.

The creation of common tools to promote the Portuguese language and the integration of linguistic and cultural diversity in educational activities can help to foster plurilingualism. The contribution of teaching materials goes beyond learning the language they present. They have a huge social impact and can facilitate mutual understanding, tolerance, and respect for linguistic and cultural differences. In this way, collaborative teaching materials production can encourage collective voices and allow students to explore multiple perspectives.

A pluricentric and intercultural teaching-learning approach may seem like a daunting task at first. Some teachers may claim the lack of adequate material to work with different varieties of Portuguese and insufficient time to cover them. Others may feel apprehensive of not having enough knowledge of the different varieties or believe that exposure to a diversity of varieties may confuse students. The proposal, however, is to promote acceptance of diversity and the understanding that, in this perspective, the teacher's role is redefined: the know-it-all gives way to the cultural mediator, one that arouses the interest of learners to seek information through research and individual projects. Consequently, teachers do not need to be an expert on all countries and cultures, they just need to be open to learn in a space where they traditionally teach and then promote collaborative learning spaces where they work with students as co-constructors of knowledge. It is also important to recognize that there are plenty of cultures within a single country, and that cultural production continues throughout life.

We recognize the limitations to a meticulous approach to multiple varieties of Portuguese, but it is important to ensure that the PFL-PSL classroom is a place of ongoing process of recognition of the multiplicity of possibilities of linguistic-cultural expressions in Portuguese. Even more important is to motivate students to learn outside the classroom and to share what they have learned, so that they can be agents of their own learning process and, in a way, the learning process of their classmates. The teacher is not the only and main source of information for students but an engaged facilitator of learning. The internet, for example, offers a variety of authentic materials that students can integrate to their process of acquisition/learning. The world is beyond the classroom walls with a multitude of teachings.

In the current global scenario, we cannot shy away from participating in the process of formation of critical and conscious students so they can engage in social activities with Portuguese speakers of all kinds and in any context. The more exposed students are to national and regional differences they may reflect more critically on certain clichés and stereotypes they may have, and move



towards the development of tolerant attitudes towards many languages and cultures. The more students take responsibility and get involved with their own education process more consciously they will mobilize knowledge, skills, attitudes, beliefs and thoughts to act properly in a variety of contexts.

An intercultural and pluricentric approach promotes awareness and understanding of national and regional varieties of Portuguese. In addition, it favors the idea that individuals produce knowledge and create meaning through their interactions with each other. It also fosters the understanding that the language classroom is not only a place to learn language structures; it is a space of socio-political and cultural relations. Therefore, foreign language education should prepare students to do more than create sentences; it should empower students and teachers in the process of making a better society, where people respect linguistic and cultural differences and engage more meaningfully with the world.

The PPPL is a space for the promotion of a pluralistic and multilateral policy of the Portuguese language that is still under construction. It is a new way of thinking about the future of the Portuguese language by gathering in one place its different varieties. Through contact with contemporary guidelines for language teaching, teachers have the opportunity to discuss and review their own approaches to teaching. The opportunity of discussing the possible meanings of Portuguese language in its diversity of sociolinguistic and cultural contexts is a way for the development of intercultural competence.

The Portal is an initiative that needs monitoring, evaluation, and constant review in order to improve it. The PPPL is still under development, and it has accepted contributions of its users in order to promote a pluricentric perception that considers Portuguese-speaking countries as complex societies, heterogeneous, culturally, and linguistically plural.

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## Appendix: Teaching Unit from Mozambique for level 3 students



Nível 3


<b>UNIDADE:</b> Férias em Moçambique / Moçambique
<b>SITUAÇÃO DE USO</b>
Planificação de uma viagem.
<b>MARCADORES</b>
Lazer; Viagem; Turismo.
<b>EXPECTATIVAS DE APRENDIZAGEM</b>
<ul style="list-style-type: none"> <li>- Compreender enunciados orais e escritos.</li> <li>- Expressar as suas opiniões oralmente e por escrito.</li> <li>- Conhecer algumas das riquezas naturais e culturais de Moçambique.</li> <li>- Fazer marcações de alojamento e de atividades.</li> <li>- Solicitar informações sobre aspetos logísticos associados a uma viagem.</li> <li>- Dar a conhecer Moçambique.</li> </ul>
<b>ATIVIDADE DE PREPARAÇÃO</b>
<p>Analise a imagem e o texto que se seguem e responda oralmente às questões:</p>

# MOÇAMBIQUE

*O país da marrabenta e da capulana*



*Moçambique é um autêntico paraíso, um país fantástico onde a vasta diversidade paisagística oferece um sem-fim de opções de destinos, onde pode conjugar sol, praia, Natureza, aventura, exotismo e muito mais numas férias únicas e, acima de tudo, inesquecíveis.*

 Gosto 86 pessoas gostam disto.

Fonte: [http://www.aproximaviagem.pt/n4/06\\_mocambique.html](http://www.aproximaviagem.pt/n4/06_mocambique.html).

- a) Quando pensa em Moçambique, pensa em imagens como a proposta acima? Que outras imagens associa a este país? Porquê?
- b) Sabe o que é a **capulana**? E a **marrabenta**? Escreva cada uma dessas palavras na linha correspondente às suas definições, propostas pela *Wikipédia* (<http://pt.wikipedia.org>):

_____	“é uma forma de música-dança típica de <a href="#">Moçamb</a> nome foi derivado da palavra <a href="#">portuguesa</a> : Incorporou vários ritmos folclóricos como <a href="#">Xingombela</a> e <a href="#">Zukuta</a> , sendo também sujeita ocidental. Foi desenvolvida em <a href="#">Maputo</a> , a Moçambique, que até à independência daque conhecida como <a href="#">Lourenço Marques</a> .”
_____	“(origem <a href="#">tsonga</a> ) é o nome que se dá, em <a href="#">Moçan</a> pano que, tradicionalmente, é usado pelas mulheres corpo, fazendo as vezes de <a href="#">saia</a> , podendo ainda cob a cabeça.”

- c) De acordo com o texto, por que é que “Moçambique é um autêntico paraíso, um país fantástico”?
- d) Gostaria de passar férias em Moçambique? Porquê? O que mais lhe interessa conhecer em Moçambique?

## BLOCO DE ATIVIDADES

### Atividade 1: Escolhendo o destino...

Leia o texto abaixo e responda, por escrito, às questões:

#### Porquê Moçambique?

Se ainda se está a perguntar por que deve visitar Moçambique, aqui estão as nossas 5 razões principais para visitar este País:



#### *1. É um destino turístico de eleição*

Amantes da aventura e viajantes que privilegiam o luxo e o conforto, de todas as partes do mundo, estão rapidamente a descobrir Moçambique. Tem sido um segredo turístico bem guardado, durante alguns anos e agora está a vir ao de

cima, como um destino 'obrigatório'. É fácil de ver porquê. Moçambique tem 2.500 quilómetros de costa em estado virgem à espera de ser descoberta e tem alguns dos mais selvagens locais para safari em África. [...]

Para ter uma verdadeira experiência de Moçambique, terá que planear uma combinação de praia e safari. Descontraia-se nas praias de areia branca em destinos de luxo, como Vilanculos, Pemba, Tofo ou Quirimbas. Faça safaris fotográficos nas selvas naturais do Parque Nacional da Gorongosa, do Parque Nacional do Limpopo, ou da Reserva do Niassa, onde os animais que irá encontrar ainda vivem num verdadeiro estado selvagem.

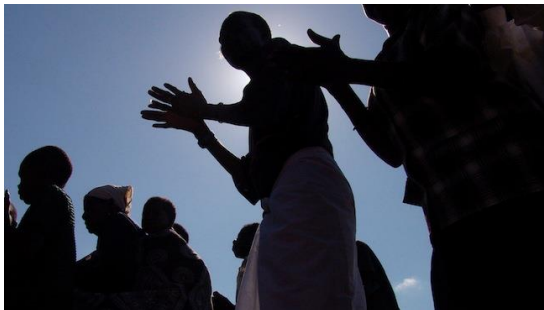
### *2. A comida é excelente*



Moçambique tem duas vantagens principais na área da comida. Sendo um país com uma extensa costa possui alguns dos mariscos mais deliciosos do mundo. E o estilo de preparação, uma mistura de influências Africanas, Portuguesas e Indianas, é verdadeiramente único, e eleva a cozinha de

Moçambique a uma classe de nível mundial. Imagine só isto - está a jantar na praia, e à medida que sol se põe no horizonte, apresentam-lhe um prato de camarões tigre gigantes apanhados por um pescador local nessa mesma manhã. A acompanhar vem um prato típico de Moçambique, “matapa” - um caril de mandioca e amendoim. Fica ao seu critério temperar com quanto piri-piri conseguir aguentar (um molho picante de pimenta vermelha). Saboreie esta delícia com um pouco de vinho enquanto desfruta da brisa marítima. [...]

### *3. Moçambique tem uma arte, música e cultura verdadeiramente únicas*



Moçambique tem uma vibrante cultura artística que é evidente onde quer que vá - cores brilhantes, música ritmada e esculturas habilmente trabalhadas compõem a paisagem cultural. Dois dos mais influentes artistas modernos moçambicanos são

Malangatana Ngwenya (pintor) e Alberto Chissano (escultor).

A música tradicional [...] centra-se à volta do ritmo de instrumentos feitos à mão - o tambor de mão, a marimba e o lupembe, um instrumento de sopro feito de chifre de animais. As mulheres reúnem-se em grupos, vestindo as suas capulanas tradicionais (um pano envolvente, de cores vibrantes) para cantar, bater palmas e dançar ao ritmo da música. A música moderna moçambicana tem as suas raízes no jazz tradicional e de fusão, pop, reggae e hip-hop e é uma música que o vai fazer dançar.

#### *4. Moçambique é a “Terra da Boa Gente”*

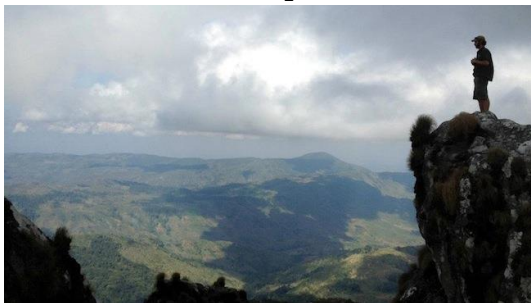


Quando Vasco da Gama desembarcou em Moçambique, no século XV, ele foi recebido tão calorosamente que chamou este lugar "Terra da Boa Gente".

Um sentimento retumbante que os visitantes de Moçambique ainda hoje usam

para expressar quão amigáveis e convidativas as gentes locais são. Quando visitar Moçambique será recebido com faces sorridentes, risos e uma receção calorosa. Moçambique é considerado um dos países mais seguros da África para visitar e é fácil perceber porquê. As pessoas locais de Moçambique rapidamente irão recebê-lo em sua casa, convidá-lo para uma refeição e fazê-lo conhecer a sua família. E não se surpreenda quando estiver a andar numa aldeia e todas as crianças por perto venham a correr para se reunir ao seu redor e dizer “Olá”. Esta é uma típica boa vinda moçambicana.

#### **5. É onde fica o Parque Nacional da Gorongosa!**



Não há melhor razão para viajar para Moçambique do que para visitar o principal Parque Nacional do país. O Parque Nacional da Gorongosa tem uma beleza natural, uma cultura rica e uma história própria. Poderá visitar para se tornar uma parte do esforço de conservação da

Gorongosa, testemunhando a sua abundante vida selvagem. Ou poderá ser

atraído para a Gorongosa por ser um lugar "obrigatório" na lista dos observadores de aves. Ou poderá vir para mergulhar na cultura das pessoas sorridentes da Gorongosa, saborear a sua comida e ouvir a sua música. Ou pura e simplesmente por querer estar num lugar em que se sente que nenhum outro ser humano aqui esteve antes - um lugar no coração de África, que é tão selvagem, tão distante, que vai poder esquecer tudo o resto. Esta é a África.

Fonte: <http://www.gorongosa.org/pt/planifique-sua-aventura/coisas-saber/primeira-viagem-mo%C3%A7ambique>

- a) Quais são os cinco argumentos de base apresentados no texto para se visitar Moçambique?
- b) Qual a sugestão dos autores do texto para se ter uma “verdadeira experiência de Moçambique”? Concorda com esta sugestão?
- c) O que faz da gastronomia moçambicana uma gastronomia única no mundo?
- d) O ritmo da música moçambicana é uma das características culturais mais marcantes deste país. Caracterize, por palavras suas, a música tradicional moçambicana e a música moderna.
- e) Por que motivo, ainda hoje se utiliza o epíteto “Terra da Boa Gente”, utilizado pela primeira vez por Vasco da Gama, no século XVI, para caracterizar Moçambique?
- f) Identifique as quatro razões que podem levar um turista a visitar o Parque Nacional da Gorongosa.
- g) Após a leitura deste texto, visitaria Moçambique? Justifique.

## Atividade 2: Uma aventura em Moçambique

Veja atentamente o programa “Txopela Moçambique”, disponível em <http://www.rtp.pt/play/p932/e98490/txopela-mocambique>, e responda, por escrito, às questões que se seguem:

*Até aos 8'10”*

- a) Qual o destino desta aventura?
- b) Quando chegaram ao destino, não puderam entrar. Porquê?



- c) Qual foi a alternativa de alojamento que lhes foi apresentada?
- d) Stewart Sukuma, o apresentador do programa, diz que está cansado. Porquê?

*Entre os 8'10" e os 16'12"*

- e) Identifique os principais destinatários do Centro de Educação Comunitária.
- f) Stewart Sukuma é convidado para participar numa operação do Parque Nacional da Gorongosa. Em que consiste essa operação?
- g) O que é o Santuário do Parque Nacional da Gorongosa?
- h) O que fazem aos búfalos antes de os transportar para o novo destino?
- i) Quanto tempo dura esta operação?
- j) Quantos búfalos serão entregues ao Parque Nacional do Gilé?

*Entre os 16'13" até ao fim*

- k) A caminho do hotel onde deveriam ter ficado, já veem vários animais. Enumere-os.
- l) Quando iniciou a construção deste alojamento?
- m) Quais são as possibilidades de alojamento oferecidas?
- n) Stewart Sukuma entrevista duas personalidades.
  - Quem são?
  - Para que instituição trabalham?
  - O que é que estão a fazer no Parque Nacional da Gorongosa?
- o) Quais são as regras que o guia impõe para a participação no safari?
- p) O guia partilhou com Stewart Sukuma uma aventura. Reconte-a por palavras suas.
- q) No final, Stewart Sukuma faz um convite. Qual é? Aceitá-lo-ia? Porquê?

## EXTENSÃO DA UNIDADE

### Planeando uma viagem ao Parque Nacional da Gorongosa

Tendo em conta as informações abaixo, prepare um texto para enviar por e-mail para a agência de viagens com a marcação de alojamento e atividades para passar, com a sua família, umas férias no Parque Nacional da Gorongosa.



#### Girassol Gorongosa Lodge & Safari – Alojamento

Tipo de alojamento (inclui pequeno almoço)	01 Nov 2012 a 31 Out 2013
	Preço por quarto/noite
Bungalows Standard duplo	4.400.00 meticais
Bungalows Standard individual	3.500.00 meticais
Bungalows Standard familiar (2 quartos - max. 4 pax)	7.200.00 meticais
Garden Rooms duplo	3.500.00 meticais
Garden Rooms individual	2.600.00 meticais
Bungalows Premium duplo	5.250.00 meticais
Bungalows Premium individual	4.250.00 meticais
Tendas Equipadas duplo	2.100.00 meticais
Suplemento meia pensão (por pessoa)	700 meticais
Suplemento pensão completa (por pessoa)	1.350 meticais
Tendas Equipadas individual	1.480.00 meticais
Camping e Caravanas (sem pequeno almoço)	Consulte-nos
Transfers Beira / Chitengo	Consulte-nos

#### Deve indicar:

- data de entrada;
- data de saída;
- tipo de alojamento (e número de tendas/quartos);
- opções para alimentação (só pequeno-almoço / meia pensão / pensão completa);
- atividades que pretende fazer.

#### Deve solicitar:

- informações sobre os transfers entre a cidade da Beira (a cidade mais próxima) e o Parque Nacional da Gorongosa (preços, horários).

## Parque Nacional da Gorongosa – Actividades



Safari em jipe com guia (min. 2 pessoas, max. 10 pessoas)	980 mts / pax
Pôr do Sol em Bué Maria (mín. 2 pessoas)	600 mts / pax
Visita à Comunidade de Vinho (mín. 2 pessoas)	400 mts / pax
Caminhada às Cascatas da Serra da Gorongosa (mín. 2 pessoas)	2.100 mts / pax

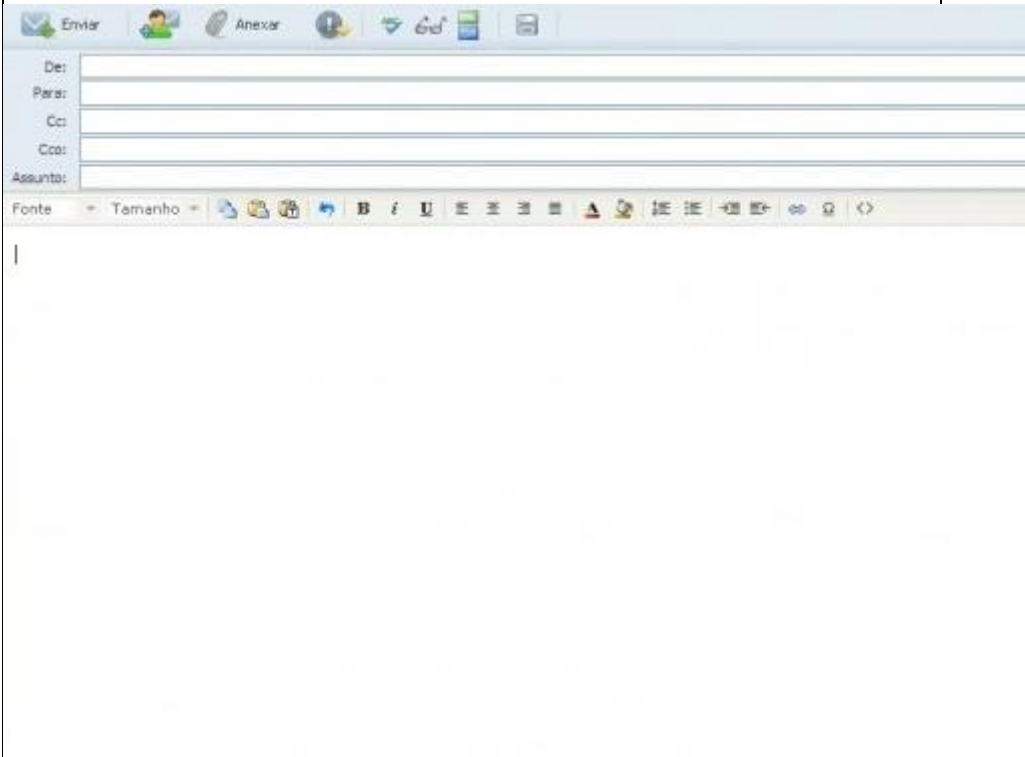
Consulte-nos sobre as especificações e as recomendações de segurança de cada actividade.

Edifício CPMZ Pipeline – Macuti – Beira Tel. 00258.821325290 – 00258.843000322  
 mocambique.beira.services@gmail.com Siga-nos no Facebook (Mocambique Beira Services)

Fonte: <http://macua.blogs.com/files/catalogoturismo2013.pdf>.

## ATIVIDADE DE AVALIAÇÃO

Imagine que recebia um e-mail de um amigo a pedir informações sobre o que visitar em Moçambique. Escreva um e-mail a esse seu amigo, partilhando o que viu e aprendeu sobre este país ao longo destas atividades.



The image shows a screenshot of an email composition window. At the top, there are icons for 'Enviar' (Send), 'Anexar' (Attach), and other standard email functions. Below this is the header area with fields for 'De:' (From), 'Para:' (To), 'Cc:' (Carbon Copy), 'Cco:' (Blind Carbon Copy), and 'Assunto:' (Subject). The main body of the email is a large, empty white area with a vertical cursor at the top left. Above the main body is a rich text editor toolbar with various icons for text formatting (bold, italic, underline, strikethrough, text color, background color), alignment, and other editing tools. The toolbar is labeled 'Fonte' (Font) and 'Tamanho' (Size).