

A Senda nos

Estudos da

Língua Portuguesa 2

Fabiano Tadeu Grazioli
(organizador)

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Fabiano Tadeu Grazioli
(organizador)

A Senda nos Estudos da Língua Portuguesa 2

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APRESENTAÇÃO

A imagem do caleidoscópio pode representar de maneira satisfatória este segundo volume de *A senda nos estudos da Língua Portuguesa*, isso porque – sendo o referido aparelho óptico formado internamente por pequenos fragmentos de vidro colorido e espelhos inclinados, que, através do reflexo da luz exterior, apresentam combinações variadas a cada movimento – os trabalhos que compõem o volume partem de diferentes veredas do âmbito das linguagens para se unirem e oferecerem um panorama diverso e complexo de estudos que, dependendo do movimento e da perspectiva de quem olha/lê, pode apresentar múltiplos caminhos (ou sendas, como bem registramos no título) que, contemporaneamente, a Língua Portuguesa percorre no âmbito das pesquisas acadêmicas.

Do lugar de que olhamos para o caleidoscópio agora, como organizadores da obra – que é a experiência de quem olha para cada fragmento de vidro colorido, cada um por sua vez –, cabe fazer alusão à temática de cada capítulo-fragmento, na tentativa de transmitir a multiplicidade de enfoques que as linguagens recebem aqui. Assim, cabe listar como temáticas dos capítulos, na ordem que aqui aparecem: o lugar e o papel da linguagem oral nas relações de ensino-aprendizagem da língua, tomando como pontos de investigação as proposições didáticas em materiais selecionados pelo Plano Nacional do Livro Didático e a exploração e a sistematização da proficiência das habilidades relacionadas à linguagem oral, assim como fazem com a leitura e a escrita; os resultados da experiência de planejamentos e materiais visando a atender questões práticas do ensino da Língua Inglesa na Educação Básica, protagonizada pelo subprojeto PIBID Letras/Inglês da Universidade Estadual de Goiás (UEG), Campos Belos; os problemas concernentes à elaboração e codificação da norma padrão no Brasil, tendo em vista seu papel na consolidação da variedade nacional brasileira e, por conseguinte, no fortalecimento do discurso acerca do pluricentrismo do português; a futuridade no português brasileiro verificado na oralidade e a sua ocorrência em outra face da língua: a escrita; a literatura brasileira diaspórica e os hibridismos culturais e linguísticos.

Ainda no campo das trocas entre a Língua Portuguesa e a Literatura, são disponibilizados mais dois capítulos: um sobre a hibridização dos gêneros impulsionada pela modernidade, que propiciou aos autores uma nova estética dentro na criação literária, tendo como corpus de análise crônicas de Fabrício Carpinejar; e outro sobre o ensino da literatura à luz da complexidade e da transdisciplinaridade. Voltando ao campo da Língua Portuguesa, o capítulo seguinte trata do ensino de Português – Língua Estrangeira (PLE), na República Popular da China (RPC), e a abertura para o ensino do Espanhol no referido país. Os temas dos capítulos que vêm na sequência são: a maneira como o livro didático aborda questões relacionadas ao gênero textual/discursivo e como orienta os docentes à prática do ensino fundamentado neles, uma vez que tal compreensão é importante para a

avaliação de como as teorias de gênero vêm sendo transpostas didaticamente para a realidade escolar do Ensino Fundamental; a fala e a escrita, a partir da análise de duas situações discursivas produzidas por um sujeito político, quais sejam: um texto escrito, lido no Plenário do Senado Federal, em dezembro de 2012, por um Senador da República, filiado ao Partido Trabalhista Brasileiro (PTB), e um texto oral, mais precisamente uma entrevista radiofônica concedida pelo sujeito, em agosto de 2013, a uma estação de rádio de uma cidade do interior de Pernambuco; a avaliação do livro didático *Terra Brasil*, utilizado como instrumento de transmissão da língua e cultura brasileira inserido no curso e estratégia metodológica do Centro de Cultura Brasileiro em Telavive, enquanto material didático e instrumento adotado como “ponte” para a formação de um imaginário coletivo condutor à realidade brasileira em termos culturais e linguísticos, relevante no contexto sociolinguístico particularmente heterogêneo de um país de imigração recente como Israel.

À continuação, surgem como temas dos capítulos: uma reflexão no contexto da genealogia da ética de Michel Foucault a respeito de práticas do sujeito em relação a si mesmo, em termos de cuidados e estetizações do próprio corpo e da subjetividade; a escrita colaborativa *on-line*, intermediada pelo docente, e sua contribuição para a melhoria do processo de produção textual dos discentes, a partir de reflexões teóricas e de uma metodologia que propôs a produção textual do gênero crônica valendo-se do *Google Docs*, com uma turma de 1ª série do Curso Técnico de Agroindústria Integrado ao Ensino Médio do Instituto Federal do Norte de Minas de Gerais (IFNMG), *campus* Salinas; o discurso construído em um texto acerca da educação corporativa, entendida como pertencente ao pilar da Responsabilidade Social, que focou a situação enunciativa explicitada em uma produção textual veiculada no Relatório de Sustentabilidade 2014 de uma multinacional de capital aberto, a Marcopolo, a partir de três análises: a dos dados linguísticos, a dos argumentos e a das estratégias de comunicação empreendidas no texto selecionado para o estudo.

Os últimos capítulos da coletânea tratam: da educação bilíngue para surdos (a oportunidade de aprender a língua de sinais), bem como a compreensão dessa língua espaço-visual e o papel que ela exerce dentro da escola para o aluno surdo e nas relações entre professor-aluno, no momento das atividades pedagógicas; da elaboração de estratégias para a prática pedagógica do ensino de Língua Portuguesa para estrangeiros, como interação e cultura, no contexto nacional e local, considerando as perspectivas de aprendizagem dos alunos no Curso de Português para Estrangeiros, no âmbito da Universidade Estadual do Maranhão; da realização linguístico-textual das operações da interpelação do outro e da referência ao outro (re)conhecidas como formas de tratamento, em função da noção de gêneros de texto, perspectivada pelo Interacionismo Sociodiscursivo; da importância do léxico na compreensão da linguagem matemática e a relação que, efetivamente, se estabelece entre a língua portuguesa e a linguagem matemática, uma vez que o não entendimento da primeira poder-se-á associar, de forma direta, ao desconhecimento do vocabulário utilizado

e à incompreensão da segunda; da didática da linguagem escrita dos professores dos Anos Iniciais do Ensino Fundamental, tomando a alfabetização como processo discursivo e um processo de construção de sentidos – no qual se aprendem, pelo uso, as funções sociais da escrita, as características discursivas dos textos escritos, os gêneros utilizados para escrever e muitos outros conteúdos de diferentes áreas do conhecimento mediatizados pela interação, interlocução e interdiscursividade; dos critérios de identificação e análise de unidades fraseotermológicas da energia solar fotovoltaica.

Os estudos apresentados foram produzidos por pesquisadores de diversas instituições nacionais e estrangeiras, como o leitor poderá perceber na abertura de cada texto. As metodologias de pesquisa também são diversas, uma vez que a multiplicidade só pode ser a marca de uma coletânea que é organizada a partir de uma chamada com abertura para o diverso.

Agora, cabe ao leitor que chegou até a obra-caleidoscópio mirá-la a partir do seu enfoque e buscar no conjunto de perspectivas que a experiência da leitura que um artefato tão diverso pode oferecer, os textos que são do seu interesse. Que a experiência da leitura seja tão interessante quanto é olhar para um ponto fixo pelo enquadramento do caleidoscópio.

Fabiano Tadeu Grazioli

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AVALIAÇÃO DO LIVRO TERRA BRASIL – CURSO DE LINGUA E CULTURA ENSINO DE PORTUGUÊS COMO LINGUA ESTRANGEIRA

Irith Gabriela Freudenheim-Levy

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RESUMO: O presente artigo foca a avaliação do livro didático Terra Brasil (TB) utilizado como instrumento de transmissão da língua e cultura brasileira inserido no curso e estratégia metodológica do Centro de Cultura Brasileiro em Telavive (CCB). O objetivo deste estudo foi analisar o curso do CCB e, especificamente o papel do TB enquanto material didático e instrumento adotado como “ponte” para a formação de um imaginário coletivo condutor à realidade brasileira em termos culturais e linguísticos, relevante no contexto sociolinguístico particularmente heterogeneo de um país de imigração recente como Israel. Este estudo abarcou a observação de vários aspectos, nomeadamente, dinamica durante as aulas, utilização do livro, leitura de avaliações das professoras e alunos, e uma análise abrangente focando pratica ensino, abordagem multiregional e multifacetada da cultura brasileira. Metodologia incluiu entrevistas e discussões com a equipe pedagógica do CCB, feedback dos utilizadores quanto ao material didático e uma avaliação pormenorizada da experiencia intercultural oferecida pelo

espaço, aliada à realidade do terreno, contexto sociolinguístico heterogeneo e prática de ensino do português como língua de herança, L2, L3 ou L4 inseridos na mesma sala de aula. Como resultado preliminar, Contributo do livro TB - faculta possibilidade e desafio ao transcender um curso de PLE e oferecer, para além do ensino da língua portuguesa variante brasileira e cultura, um fio condutor a um processo de reflexão e autoquestionamento referente a questões de identidade e sentimento de pertença conjugados ao desenvolvimento de uma visão crítica da cultura brasileira.

PALAVRAS-CHAVE: Livro Terra Brasil; Centro cultural brasileiro; diversidade sociolinguística; Israel-Brasil

EVALUATION OF THE BOOK *TERRA BRASIL* – LANGUAGE AND CULTURE COURSE - BRAZILIAN CULTURAL CENTRE IN TEL AVIV

ABSTRACT: With the increasing interest in the Portuguese language worldwide and a complex process of cultural negotiation barely researched within the context of Portuguese teaching in Israel, this study focuses on the evaluation of the course book *Terra Brasil* (TB), used as a tool at the Brazilian Cultural Centre (BCC) in Tel Aviv to convey Culture and Language. As the Brazilian Cultural Network, funded by Ministry of Foreign

Affairs, does not compel BCCs throughout the world to follow strict and centralized guidelines, each BCC has room to establish its own policy concerning courses. Thus, precisely this autonomy, lead to further investigating the policy behind the selection of TB. To focus on the *rationale* “behind the scenes” *vis-a-vis* this selection, the article theorizes TB provides learners a linguistic thread for reflection about identity, linguistic awareness/belonging and imaginary boundaries between cultures. Aiming at exposing learners to diverse sociolinguistic contexts, as they coexist in Brazil, it serves as a tool to actively engage in target language & culture, rather than promote passive absorption. TB addresses Brazilian polemic issues, thus highlighting the role of analytical thinking skills, versus rote memorization in language acquisition. Despite failing to bring up Brazilian ethnic minorities’ linguistic rights, TB serves as a tool to facilitate the creation of a collective imagery of Brazil - a cultural bridge - with all what such an exercise may possibly encompass. TB’s linguistic policy reaches beyond L2/3/4 teaching, as it challenges learners to embark on cultural & sociolinguistic discussions while learning Portuguese.

KEYWORDS: Cultural Centre; *Terra Brasil*; linguistic policy; sociolinguistic diversity; Israel - Brazil

1 | INTRODUCTION

The present study addresses a dynamic and imaginative course which caught my attention for it challenges the traditional approach of language teaching.

Since the process of cultural negotiation is complex and barely researched within the context of Brazilian Portuguese courses in Israel, I considered it of utter importance to examine this tool, as a resource to teach the language, while conveying Culture.

Starting by the fact that there is no governmental centralized policy with set rules for Brazilian Cultural Centres throughout the world, which allows room for each Centre to create its own policy regarding courses, I decided to investigate the policy behind the program in Tel Aviv and selection of its course book.

Considering the subject of this paper, it is essential to provide a glimpse into the historical context of the Brazilian Portuguese Language Program.

BCCs are present in 44 countries, with 24 Cultural centers, 4 Lectureships and 5 Study Centers and are linked to the Brazilian embassies and their activities focus mainly on teaching Brazilian Portuguese, offering various levels and types of courses. Yet, special focus is given to the preparation for the Brazilian Portuguese Language Proficiency Test.

Increasing interest in the Portuguese language worldwide is evidenced by the growth of the number registrations to attain the *CELPE-Bras* (the Brazilian certificate of proficiency in “Portuguese as a foreign language” officially recognized by the Brazilian government).

The *CELPE-Bras* exam is also accepted by companies and universities as a proof of competence in the language and is a pre-condition for foreign students to take undergraduate and post-graduate courses in Brazil, and for Brazilian citizenship requests.

The exam takes place twice yearly at Brazilian Embassies/Consulates; to obtain a certificate, applicants have to reach C2 performance (CEFR framework).

1.1 Israeli Context

Located at 27, Chen Blvd. Tel Aviv, the BCC was founded in 2013 and is part of the Brazilian Cultural Network, a tool of the Ministry of Foreign Affairs. Its main goal is to strengthen cultural ties between both countries by promoting/publicizing the Brazilian Portuguese language and literature in Israel. It also supports the *Lusophone* community in Israel through a rich cultural agenda that includes art exhibitions, concerts, film screenings, lectures, cooking lessons and events specially designed for children.

The Centre in Tel Aviv offers a 6 year course for adults – from level A1 - C2 and its language program in Tel Aviv moved from a traditional, to an intercultural approach in teaching Brazilian Portuguese. The courses integrate culture into language teaching.

By introducing cultural materials from the beginning, before achieving language competence to a small number of learners, the program seeks to reproduce real life learning experience, where learners absorb grammatical rules within a specific cultural framework.

The choice of didactic material attests to its ultimate goal, namely, to encourage respect for other cultures, awareness and tolerance to similarities and differences between social groups. It embarks on a thorough examination of relevant cultural aspects of Brazilian society, at times with a critical perspective, breaking taboos and addressing polemic socio-political issues.

One intriguing aspect was that, upon observing a number of lessons, part of them seemed more like brainstorm sessions encouraged by the teacher, where it became clear that TB served to actively engage learners in target language.

An additional motive to write this paper was the possibility to discover a course, with a book and assessment system which serve as motivation to experiment and discover, giving space for curiosity and creativity, instead of teaching dry grammatical rules linguistic, and/or classifying learners according to levels under the traditional pressure, remarkably well known to teachers & learners.

2 | LITERATURE REVIEW

In order to introduce this subject, a glimpse through the literature on evaluation of instructional material helped attain a wider perspective and clearer direction to

write this paper, partly based on some key authors who produced significant ideas and theories relevant to the topic.

Yet, irrespective of this study, it is clear that every selection entails various different criteria, which play a distinctive role within the framework of a specific line of language policy.

Tok (2010) introduces his article about course books with a categorical statement of Grant (1987 apud TOK 2010, p.8) who claims “the perfect course book does not exist”, and to continue on the same line of reasoning, Tok (2010, p. 517) maintains that “no course book is suitable for all kinds of groups, but if the learner likes the course book, he/she will enjoy the course and become active participants”.

This last assertion was endorsed by the team at the BCC.

In order to obtain a clear picture of the process that lead to the selection of *Terra Brasil*, the issue was raised during the interviews, to find out what lied behind the inclination to prioritize this specific book.

In parallel, for a better understanding of the diverse background and context which ultimately lead to the complex course of action “behind the scenes”, the analysis of Tok (2010) shed significant light into this issue by establishing several decisive factors in his research TEFL textbook evaluation: from teachers’ perspective.

In tangible and objective terms, as for teaching materials, Tok started by distinguishing between *printed and non-printed*.

In his study, the course book was evaluated in terms of “layout and design, activities and tasks, language type, subjects, content and skills and the whole aspect”. (ibidem, p.511)

As pointed out by Tok (2010), it is the view of Cunningsworth (1995 apud TOK) that text books serve various complementary roles such as “resource for self directed learning, source of ideas/activities/reference for learners’, definition of syllabus and support for less experienced teachers”. (CUNNINGSWORTH, 1995 apud TOK, 2010, p.508)

An entirely different approach can be recognized when Hycrot (1998 apud TOK, 2010, p.508) claims that “the psychological aspect is the primary advantage of a course book, giving learners the possibility to concretely measure their progress and achievements”.

Huchinson and Torres (1994) point out the relevance of course books in language teaching. Their claim highlights the fact that “far from being a problem, the good textbook, as some educationalists have concluded, properly used, can provide an excellent vehicle for effective and long-lasting change” (ibidem, p.323) and they emphasize the importance of course books even further claiming that “if we take a wide perspective on the role of the text book, we can see that it can and does satisfy a very wide range of needs” (ibidem, p.324).

Cathcart (1989) proponent of authentic material, admit that “published material will soon begin to include language models and activities developed through principled

selection and analysis of real interactions” (p.124) which could certainly apply to course books written to convey authentic Culture, referred here as “real interactions”.

The work of Lee (1995, p. 325) places the learner at the centre, as he points out that “a careful and wise selection of materials focused on learners is a “must” if we want to obtain a positive response from them”.

An additional facet of this paper was to observe the different stages prior to the final decision to publish and select a course book.

Viewed from an economic perspective, and reading several papers and discussions made it clear that, as expected in a free market, economic vested interests of parties can collide, where goals of course designers, publishers, teachers, learners, instructional material industry and the Ministry of Education, will necessarily diverge, as different “actors” on the same play with conflicting goals.

In practical terms, according to Roberts (1996), Ministries of Education, as a rule, provide a shortlist of materials and course books to schools and courses, without prior consultation with the key stakeholders, *i.e.*, teachers and learners. Lack of funds, not usually *ear marked* for education in the public sector, does not allow for earnest assessment of didactic material and a thorough analysis of context in which these ought to be utilized.

From a different point of view, Allwright (1981) has drawn attention to the fact that course books are too inflexible and generally reflect pedagogic, psychological and linguistic preferences and biases of authors. His work advocates the idea of “learning material instead of teaching material” (ibidem, p. 16) which is explicit in the question “What do we need teaching materials for? “ (ibidem, p.5).

Highlighting the focus of this specific study, namely, the evaluation of how culture is conveyed in the course book Terra Brasil, one shall start by defining culture. Nevertheless, according to Kilickaya (2004), culture does not always mean the same to different actors.

In short, culture shapes our view of the world and language is a significant representative element in any culture.

As for Culture, Kramsch (2013, p.61) points out that learners “cannot understand the Other if they don’t understand the historical and subjective experiences that have made them who they are”.

To support this assumption, a major aspect may be considered in favour of this specific course book, owing to its clear potential to create a close bond between learner and target culture, in the psychological, linguistic and social arenas.

The above mentioned different approaches were rather intriguing, and created a polemic internal debate as to the role of course books in general, and TB in specific.

3 | RESEARCH QUESTION

In spite of extensive literature about Education, Bilingualism, Immigration and Identity, there is practically no research on Brazilian Portuguese courses in Israel.

This research aimed to verify how BCC's instructors, simultaneously immersed in the Brazilian context and aware of pupils' goals, used a course book to open doors and convey a new culture, whilst teaching a language.

In short, the Research Question focused on the **role of the course book *Terra Brasil* in the process of teaching culture through language at the BCC in Tel Aviv.**

This focus served as a medium for auto-reflection and examination of how Terra Brasil provides learners the opportunity to, consciously or unconsciously, re-visit their own culture while embracing a new one during a Brazilian Portuguese Course.

The team in Tel Aviv claimed that course books used for the general public were incompatible with the target groups of learners in Israel, and upon careful examination of the key issues in selecting a course book for Tel Aviv, the main criterion, as stressed by the team at the BCC, **was to find the best possible book to convey Brazilian culture through a language course for specific target groups.**

To point out the decisive factors which lead to choosing TB:

- It follows the program/curriculum of the Brazilian Cultural Network;
- Suits context of the particular target population in Israel;
- Matches teachers' approach;
- Great tool to communicate in target language;
- Brings authentic and contemporary Brazilian culture into life;

A noteworthy characteristic concerning the groups I had the opportunity to observe at the BCC, was the fact that they were exceptionally heterogeneous. This configuration is rather expectable in Israel, in view of the historical and social circumstances that lead to its creation 71 years ago by immigrants from dozens of different cultural and linguistic backgrounds.

In my view it is also vital to stress that, as a consequence of the aforementioned, teaching Brazilian Portuguese to learners in Tel Aviv may differ from the same activity in other countries. In Israel learners will hardly ever all be Israeli, will most probably not share the same culture, L1 or L2, or come from a similar path in life.

4 | METHODOLOGY

In order to have a qualitative assessment, a qualitative approach was used in this research. The present external evaluation comprised:

- Interviews with team – allowing a qualitative assessment of information;

- Observation of classes;
- Comprehensive analysis of the 12 units of the course book;
- Reading questionnaires - examination of the various internal evaluation questionnaires/feedback and reports carried out and supplied by the BCC;
- Practical aspects that contributed for this study:
- Excellent organization of the documentation supplied, which facilitated its consultation and analysis;
- Easiness and preparedness of the staff to get involved and expose the rationale behind the program, their personal involvement and enthusiasm;
- Overall support of the Embassy of Brazil concerning this evaluation paper.

5 | FINDINGS

5.1 Brazilian Cultural Centre

As findings were concerned, the following aspects were easily discernible:

Program goals were being met well, especially due to the advantage of learning in small groups, enabling a close *rapport* with the teacher. Learners' ages as a rule range from 18 – 65.

The bulk of learners approach the BCC to learn the language due to a positive association with Brazil, a pleasant experience during a visit to the country, personal relation with Brazilian(s), love for Brazilian music and even *capoeira*.

During the interviews, it became clear that learners many times are in search of this special imaginary (or real) experience of the spirit “being in Brazil”.

In addition to the above, the following aspects are worth mentioning:

- Centre's pleasant space fosters good interpersonal relationship among administration staff, teacher, learners and Brazilian community;
- Adequate and appropriate teaching and learning resources;
- Extra course activities are perceived as interesting by participants of the language course and relevant for the Brazilian community in Tel Aviv and surroundings;
- Teacher and Director indicated that the program is successful and demand is growing, an additional language teacher was admitted in 2016 and new groups were formed;

Teaching staff is encouraged to reflect on adequacy, satisfaction, efficiency and innovation in teaching and creating a quality culture with regard to teaching activity.

5.2 Course book *Terra Brasil*

In terms of linguistics - Grammar and Vocabulary

- Units/activities are well organized and offer progression;

- The book is fairly easily adaptable to fit different teaching situations;
- The vocabulary is functional, thematic, authentic and practical;
- The number of vocabulary words is manageable;
- There is sufficient oral and written practice of the grammar concepts that lead from controlled to meaningful communicative use of the language;
- Grammar is clearly presented and easy to understand.

Learners are invited to cross-check their own language and compare it to target language; nevertheless, for *Hebrew speakers only*, there are complex and unfamiliar structures and concepts to grasp in Portuguese (as an example, the verb *TO BE*, inexistent in Hebrew in its present tense).

In terms of culture - the layout of the book, graphics, photos are updated and attractive, providing a realistic picture of Brazil, its different regions, climate and economy. Units address social, cultural, economical and political aspects of Brazilian current reality, shedding light onto its heterogeneity and polemic issues within Brazilian culture.

6 | DISCUSSION

This book's standing is not a declaration primacy or ownership of the Brazilian Portuguese language and culture, but rather transmits the notion of several different cultural communities overlapping within one country (5th largest in the world), where Brazilian Portuguese language and culture continuously interact and thrive.

In general, traditional methods of conveying culture in foreign language courses are usually based on a static and passive approach. As a contrast, during the lessons at the BCC, I had the chance to observe how learners yearn to feel, touch, smell, hear and see Brazilians and their "spirit", not merely hear the language, receive geographical, historical and linguistic perspectives, **they seek to deeply understand contemporary behavioural patterns of the Brazilian people**. This finding can easily be confirmed by the teacher's remark during the interview "if we provide learners merely with a list of facts of Brazilian history or geography and a list of lexical items, we have not provided them with an intimate view of what life is really like in the Brazilian culture".

Upon a careful analysis of the social context and authentic documents included in this course book, I can affirm that TB opens a wide door into Brazil's social, cultural, economic, and political realities.

Its focus on multicultural practices and discussions about polemic issues of Brazil's contemporary reality, as soccer, popular medicine, violation of women's rights, domestic violence, educational system, social inequality, criminality, censoring of torture (direct allusion to ruling military dictatorship prior to 1984) leads to animated

debates.

Factor Humour – An additional finding of this evaluation worth pointing out is the use of **humour throughout the course book**. A quote by Krause (2014, p. 6) confirms the theory and effectiveness of this assumption

Humour can be understood to serve both as an important learning tool and memory aid. The use of humour can assist in the creation of a more positive and relaxed classroom atmosphere, which in turn helps with the reduction of student anxiety and dissolution of emotionally stressful classroom situations and thus eliminates decisive factors which are counterproductive to learning.

Examples of self-explanatory exercises that concretely illustrate the process of transmitting social awareness through a critical analysis and humour, while introducing grammatical units:

“*Exercises* - Reply:

- Did you already come to the conclusion that there is no real justice in our world? (Dell’Isola e Almeida, 2008, p. 184)
- What did you use to do before robbing people? *I used to steal cars* (Dell’Isola e Almeida, 2008, p. 209)
- Do you usually date through the net? (Dell’Isola e Almeida, 2008, p. 257)
- Did you ever have an ugly fight with your sister? If so, why?” (Dell’Isola e Almeida, 2008, p. 194)

“Put these sentences into the feminine:

- The Ambassador is pretentious and considers himself an intellectual” (Dell’Isola e Almeida, 2008, p. 194) (blunt criticism to the Diplomatic Corps)

Teaching target culture at BCC encourages learners to explore Brazilian culture while bringing their own to the centre of discussion (at times through heated discussions).

As Wilson (2013, p. 300) argues in her article, at the BCC it becomes evident that “discovering or accessing new aspects of oneself may indeed be the motivation for some language learners”, thus learners are invited to embark on a journey aiming at discovering familiar and new cultural concepts and contexts.

As coordinator and teacher Marcia Pileggi Vinha claims in the interview,

Studying a language requires motivation, a diversity of approaches and work on part of the learner. Our approach is interactive and engaging and the emphasis is on language creation rather than on memorization, aiming at fluency in every day conversation, as well as acquisition of formal speech.

At the Centre in Tel Aviv teachers and learners are encouraged to view culture as dynamic, variable across regions, beyond strict notions of borders, SES and generations. This dynamic view of culture leads learners to delve into their own, thus leading to an intimate discussion to understand the overlapping of their own identities.

7 | CONCLUSION

The language program at the BCC in Tel Aviv is designed to integrate cultural and linguistic units as a mean to convey cross-cultural understanding, and the selection of TB is a clear indicator of the policy in action. Based upon this evaluation, I dare to confirm that the selection of this specific course book attests to it that **Brazilian culture is as much a target as language at the BCC.**

Transmission of codes of behaviour of Brazilian people is a crucial point of teaching at the BCC, and TB focuses on the “big picture” of Brazilian contemporary reality and learners turn to the Centre because it gives them access to an imaginary lifestyle and culture they admire.

Terra Brasil certainly serves as a guide line and tool for teachers; it suggests in its 12 different units, when and how diversity within Brazilian culture can be incorporated into the curriculum of a language course and transmitted to its learners.

This course book is a tool with its own language, within the Portuguese language. TB provides simultaneously a cognitive and linguistic space for a creative learning experience for teachers and learners.

A final key aspect of this book is humour, even though it addresses a multifaceted and complex cultural reality, it brings up Brazilian humour at its best, making it one of its dominant traits.

Nevertheless, for some learners TB may pose a few difficulties due to its special approach, an open call to address a different culture by analyzing it as a dynamic process, and in this course of action, sensitive and polemic issues come to life, where learners use their own cultural universe as a reference.

In concrete, I would like to refer to a few constraints on the ground, versus the wide array of pluses previously presented:

- While being an interesting and honest course book that brings up complex issues, a number of learners may prefer to leave outside the classroom;
- For a very small fraction of learners, TB’s analytical approach could, in theory, indirectly affect learner’s idealized image of Brazil and its culture, and if taken to the extreme, generate a factor of discouragement;
- Traditional values of the learner could be challenged by exposure to polemic discussions in class brought up by topics analyzed in TB, thus causing and adverse impact in the learning process;
- The educator who teaches language and culture via TB has to be permanently open to feedback of the class as a whole, and particularly attentive to the cultural background of each and every learner during the learning process.

To conclude, it is easily noticeable that Terra Brasil is an exceptional tool to facilitate the creation of an **imaginary miniature replica of Brazil**, with all what such an exercise can possibly encompass, serving as a **cultural bridge** where the learner is offered the space to explore a wide spectrum of Brazilian culture, as well as his/her

own, while learning the target language.

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