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**CURRICULUM AND
INTERCULTURALISM
IN PORTUGUESE
LANGUAGE TEACHING
AS A FOREIGN/
ADDITIONAL
LANGUAGE**

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Abstract: This study is part of the research project approved by the Ethics Committee of PUCPR, with the title “Internationalization of the Portuguese language curriculum: the concept of interculturality in the teaching of PFL (Portuguese as a Foreign/Additional Language), CAAE: 45577221.8.0000.0020, PARECER number 4.830.917. In parallel the study is tied to the Research Group Theories and Analysis of Language and Applied Linguistics (CNPQ - PUCPR). This article presents one of the stages of the research, which refers to the historical and social contextualization of the theme, in addition to the didactic presentation of the theoretical assumption that it is based upon. This is a topic of extreme relevance for literacy studies, since the target audience are foreigners in the process of learning the Portuguese language as a foreign/additional language. We present the results of this stage that involves theoretical and methodological investigations on literacy (reading and production of oral and written texts) in PFL, on the Portuguese language discipline and on the valorization of the culture of the immigrants. In language teaching, it is important not to disassociate language and culture, because in the production of meaning there is a relationship with the context and interpretation of the immigrant, which is based on cultural, economic, social, ideological and historical issues. When one learns a language, new perspectives of the world and ourselves are acquired due to contact with new cultures.

Keywords: 1. PFL Teaching (Portuguese as Foreign/Additional Language) 2. Immigrants and refugees 3. Appreciation of culture 4. Linguistic identity 5. Curriculum

INTRODUCTION

The teaching of Portuguese as a foreign language (PFL) is a subject that is gaining increasing prominence in the current Brazilian scenario. This is due to the increased

flow of immigrants and refugees arriving in Brazil. When it comes to this people, the change of country occurs mainly for reasons related to survival, due to conflicts and natural disasters in their countries of origin. For these individuals, understanding Portuguese becomes a necessity, since language is the means that enables their social inclusion.

In view of this subject, new social challenges related to teaching are generated, especially with regard to teaching methodology and didactic material used for the learning process. In this perspective, it is necessary to reflect, study and research on the teaching materials that are currently used in the teaching of Portuguese as a foreign language (PFL), aiming to analyze whether these materials provide a teaching that values the students’ previous, linguistic and cultural knowledge, facilitating their social integration and rights as citizens, through critical and intercultural training.

According to Agar (1994, p. 21 *apud* HANNA, 2016, p. 119), “culture is knowledge, consciousness, something that reveals the hidden self and paves the way for other ways of being. “ Culture happens when you learn to use a second language. Therefore, language and culture are inseparable and PFL didactic material must recognize and include the ethnic and cultural diversity of immigrants and refugees, reflecting a perspective that articulates different knowledge and practices.

For Mendes (2011), language goes beyond being an object of teaching, it becomes a kind of bridge in mediation between subjects and cultural worlds, focusing on dialogue, interaction with the other and their culture.

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This article presents one of the stages of the research, which refers to the historical and social contextualization of the theme, in addition to the didactic presentation of the theoretical assumption that underpins it. We believe that it is a topic of extreme relevance for literacy studies, since the target audience are foreigners in the process of learning the Portuguese language as a foreign/additional language. We will present the results of this stage that involves theoretical and methodological investigations on literacy (reading and production of oral and written texts) in PLE, on the curriculum of the Portuguese language discipline and on the valorization of the culture of the peoples welcomed.

IMMIGRATION AND REFUGE IN BRAZIL

In Brazil, the immigration and refuge mechanism are governed by Law 9.474 of 1997, which establishes all the necessary procedures for the definition, suspension and abandonment of refugee status, in addition to determining the rights and duties of individuals seeking refuge and refugees and presenting some lasting solutions for this population.

The refuge is an institute of legal protection present in the sphere of international law, as provided for by the 1951 Convention of the Statute of Refugees of the United Nations. The Brazilian Law of Refuge considers as refugee all those who leave their country of origin, either because of justified fears of persecution for reasons of race, nationality, religion, social group or controversial political opinions, either because of situations of serious nature,

such as widespread violation of human rights in their country of origin. It is also considered that an individual is persecuted when there is a violation or risk of violation of his or her human rights —which occurs when his life, physical integrity, or freedom is at risk of loss.

Any and all requests for immigration and refuge in Brazil are evaluated and determined by the Conare (National Committee for Refugees), which is a body linked to the Ministry of Justice and composed of members of the Ministries of Justice, Foreign Affairs, Labor, Health, Education; and the Federal Police Department.

After 24 years of the promulgation of Law 9,474, new dynamics and migratory flows have also emerged, therefore, different challenges arise for the integration of these individuals into society, which includes the teaching of the Portuguese language as a secondary language (for the entry of refugees into the labor market), an important point for the referrals of this study.

To present a brief history of immigration and refuge movements in Brazil, it is important to realize that the *movement* is characterized not only by the entry of foreign people into Brazilian territory, but also by the internal dynamics that is established after its entry.

According to Silva and Santos (2019, p.101), since 2016 there has been a great increase in the occurrence of asylum requests by people of Venezuelan nationality, who since the outbreak of the political, economic and humanitarian crisis in Venezuela in 2016, have sought entry into Brazilian territory. There is also, according to Silva and Santos (2019, p. 109), an increase in the number of Haitian applicants from the first quarter of 2019, but the percentages still show Venezuelans as the nationality that contributes the largest volume of this population.

According to data from the official platform of THE UNHCR - United Nations High

Commissioner for Refugees (Report 2020), in 2019, there were 82,520 asylum applications in Brazil, of which 31,966 were recognized. Data from “Refuge in Numbers” (report released in 2019 by the Government and UNHCR on recognition of refugee status in Brazil) show that between 2011 and 2019, 239,706 people applied for refuge in the country and that, during this period, the status of refuge was concentrated in the following nationalities: Venezuelan (20,935 requests); (3,768 requests) and Congolese (1,209 requests).

INTERCULTURAL EDUCATION OF PLE AND APPRECIATION OF CULTURE

In the context addressed in this research, mendes’ work stands out (2011), because the author stresses the approach of intercultural teaching, in which the dialogue between the cultures of the speakers of the target language (Portuguese of Brazil) and those of the language of the learner people is promoted. A Intercultural Communicative Embroidery can be summarized as the potential force that aims to guide the actions of teachers, students and others involved in the teaching/learning process of a new language and culture, the planning of courses, the production of materials and the evaluation of learning, with the objective of promoting the joint construction of meanings for a dialogue between cultures.

To this end, it is necessary that those involved in teaching and learning are always open to the other and to their experiences, thus exchanging knowledge and information. Thus, one of the main components of culture is language, since it is through it that there is interaction between people and with the world, since culture is what gives life to language, the arachnitis of the Intercultural Approach. This approach eases cultural and linguistic tensions, since it has as its proposal “a form

of cultural mediation in which the learner participates, while reflecting on his culture of origin and on the culture in which he wishes to participate” (HANNA, 2016, p. 49).

From the examples above, we can evidence that cultural knowledge is not only expressed by verbal content, but can also be expressed through “specific gestures, expressions and noises, physical approximation, tone and height of voice, into-national contours of oral utterances, use of laughter or smile” (ALMEIDA FILHO, 2002, p. 210-211).

In a way, in the teaching of Portuguese as a foreign language, culture should not be treated as a mere curiosity, since this can lead to a view of the other for what is different, such as fun or something that is considered strange, which culminates in the strengthening of ethnic superiority or the payment of one’s own cultural values. The cultures involved in the teaching process should be valued, establishing relationships based on respect for the other.

CURRICULUM, PLE TEACHING AND TEACHING MATERIALS

Discussions about the curriculum began in the 20th century. With the reconceptualization of the curriculum, an intellectual phenomenon, the neo-Marxist transition to the reconceptualization of the curriculum began in a more comprehensive and complex way. With the modernization of the curriculum, it begins to be discussed from the interests in the dominant power relations. According to Lopes and Macedo (2015, p.123), the curriculum in Brazil presented post-structuralist aspects, because:

“post-structuralist thinking, by centralizing issues of interest and power, would not be limited to economic issues, but would broaden the debate to issues of gender, ethnicity and sexuality, as well as to criticize ideas of reason, progress and science.”

The concept of curriculum went through several definitions as an intellectual field, sociopolitical conceptions, which influences the content and methods of pedagogical practices. The subject begins to be seen as an individual within multiple contexts and with its subjectivities. At the end of the 1990s, studies on the curriculum began to consider teacher education and interpersonal relationships, bringing discussions about pedagogical practice and educational policies. The curriculum in Brazil is marked by what Lopes and Macedo (2015) place as a hybrid, bringing several post-structuralist and postmodernist tendencies, in relation to the subject, educator, educational policies, social reality and power relations, with this discussion of theory and practice, based on social and cultural issues. Language is related to culture and social aspects, because by learning new languages we are knowing peoples, cultures and evolving our own perception of the world, of our identity and, according to Hanna (2016), minimizing cultural shock. By adopting certain pedagogical practices, we must reflect on the transnational speaker developed from a cultural/intercultural pedagogy, which was emerging from modernization, globalization and the ease, through social networks, of communicating with other cultures of the target language. For this reason it is important to “relate the teaching of languages with social movements that sought a better world –movement for peace, ecological and human rights” (HANNA, 2016, p. 115).

The Textbook (LD) is an essential material to expand the relationship between teacher and student through content. However, there are teachers who consider him as the only source of his training and performance in the classroom. In relation to the content taught, LD has a great influence on how the teacher will act in the teaching of the foreign language. It is important that the government develop

educational policies for the analysis of ple's textbook, through experts.

According to Dias (2009), while teachers of mathematics, history and Portuguese, of the disciplines of regular education (Basic Education), receive the reviews made by the specialists, the teachers of PLE need to look for the materials accessible according to the market, so the lack, until then, of a government policy directed to the process of evaluation and distribution of the LD of LE left the teacher of the foreign language dependent on the offers of the mercado.

When analyzing the material, it is important that the teacher takes care in the elaboration of activities that stimulate the development of the four discursive practices - reading, writing, orality and oral comprehension of the student - which are inserted in real contexts of interaction, a practice that is based on the conception of socio-interactionist language. When analyzing the activities of the didactic material (MD) the teacher should be attentive to the conception of language adopted by the material, if the activity is in accordance with the aspects of daily life and the communication/interaction processes. The activities of the DM should motivate the group work, because there is interaction not only with the teacher, but with colleagues, being in person or online. When proposing an activity to the student, the teacher should think about how that student will develop their language skills. Dias (2009) presents three capacities that the student must work to understand and produce oral and written texts. The textual genres are inserted in our daily life, for this reason, we were able to identify the characteristics that make up these genera.

The PLE student is gradually being inserted into the culture of the country, so it presents more difficulty in identifying each textual genre, for this reason the discursive capacity must be worked for the student to

be able to recognize general aspects such as linguistics, layout, communicative purpose and compositional structure. In relation to linguistic-discursive abilities, according to DIAS (2009, p.214), the student must:

“make use/recognize the mechanisms of textualization: cohesive resources (pronouns, articulators of ideas, discourse markers, characteristics of oral discourse), lexical links (hyperonyms, synonyms/antonyms, related words, etc.) and grammatical structures relevant to gender”

In relation to the capacity for action, the teacher realizes if the student was able to acquire these skills by elaborating activities for the student to use the language in his written and oral productions, of various genres in varied social spheres, focused on the attribution of meaning, promoting understanding and interaction between individuals. Oral production should not be mechanical, such as the repetition of ready-made sentences, the student should discuss and be inserted in everyday social discussions. Working with oral comprehension is important due to the language-culture relationship. Each culture has unique aspects in its speech, due to the influence of other cultures in the country, forming, according to Dias (2009), the segmental traits, related to the different phonemes, and the suprasegmental ones (intonation, rhythm, tonicity variations).

Each textual genre has a communicative purpose inserted in the daily life of the citizen, in the spheres of circulation, such as, for example, in the domestic sphere we have the genres recipe, supermarket list etc. Linguistic aspects such as lexicon and grammar can be worked from these textual genres, because the student has contact with the language in use, from an authentic communicative purpose. The importance of textual genres in pedagogical practice makes the student have an “broadening of horizons, the (re)signification of world representations,

legitimacy in social interactions in distinct discursive communities, finally empowering him” (MATIELO, MORITZ AND DELLAGNELO, 2015, p. 36). The elaboration of the textual genre includes the study of strategies that contribute to the production of meaning, aimed at a target audience, centered on a given social situation, reinforcing sociointeractionism.

The work with the textual genres, in the teaching of PLE, contributes to social relations, because the interaction between author-text-context-reader occurs. Each textual genre presents different structures and language, which allows the student to make use of the language in different contexts and textual organization. In the teaching of PLE, the work with the textual genres ends up being scarce; although there is a certain diversity of genres in the current teaching works of LE, “the approach that promotes the exploration of multidimensional aspects of the texts is still incipient, that is, aspects that involve language, culture, communication and language awareness” (DELLISOLA, 2009, p. 100). The student can develop and interpret not only the proposal of a text inserted in a textual genre, but the culture of the target language, identifying verbal and non-verbal language, explicit and implicit experiences and ideas.

Working with various textual genres contributes to the student being able to understand the language in use, in his sociocommunicative roles, but the teacher must plan the activities and objectives that are related to the immigrant’s culture. When elaborating an activity, the teacher should think about the context of use, its cultural and social meanings keeping in mind the conception of adopted language.

The study only of the content addressed in gender does not contribute efficiently to the immigrant’s learning, because when

performing written or oral textual production, the immigrant will use formal aspects for the production of meaning. The linguistic and discursive studies studied through textual genres contributes to the communicative process of the immigrant.

With the creation of the Internet, the use of social networks and globalization, knowledge of new cultures has grown. According to Hanna and Bastos (2012), in the USA, due to English becoming worldwide, with the mixing of languages, President Clinton asked that school curricula include proficiency in the English language and the choice in learning a foreign language, which prepares the student for the contrasts in each culture, because we should not disassociate language and culture. With the teaching of PLE and the creation of the International Society of Portuguese Foreign Language (SIPLE) and the Creation of CELPE-Bras (Certificate of Proficiency in Portuguese Language for Foreigners), the language as a communicative process was recognized in Brazil.

In language teaching, it is important not to disassociate language and culture, because in the production of meaning we have the relationship with the context and interpretation of the immigrant, which is based on cultural, economic, social, ideological and historical issues. When we are learning a language, according to Almeida Filho (2013), we acquire new perspectives of the world and ourselves due to contact with new cultures.

Each didactic material is produced by different authors, and each author has a specific language conception that may or may not suit the conception of the teacher's language that will use this material. The teacher can, for example, produce material according to the needs of students, or use the textbook, but with some adaptations according to his proposal. It is important to prepare teachers for the task of

evaluating and selecting the material for use in the classroom.

FINAL CONSIDERATIONS

Sharing with the academic community the studies of historical and social contextualization on the teaching and learning of PLE (Portuguese as a Foreign/Additional Language) in Brazil is very significant for the current stage of research. We believe that it is a topic of extreme relevance for literacy studies, since the target audience are foreigners, many in situations of social and identity vulnerability in our country.

The theoretical and methodological investigations on literacy (reading and production of oral and written texts) in PLE, on curriculum and didactic material of the Portuguese language discipline and also on the valorization of the culture of the welcomed peoples, immigrants and refugees, are objectives achieved, and that underpin the next stages of the research.

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