Teaching Portuguese to speakers of other languages: multiple realities, multiple needs

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Introduction

To talk about the teaching of Portuguese Language (PL) to speakers of other languages of origin - under various denominations and circumstances - such as "heritage language" (PLH), "host language" (PLAc), "foreign language" (PLE), "additional language" (PLA), among others, is to talk about a complex network of interrelated aspects. The effects of such conditioning factors originate, in a macro vision, from language policies (thought and adopted in the wake of other economic and cultural policies), the effects of which reach the microenvironment of the classrooms - whether face-to-face or virtual - where speakers of other languages are concretely attended to, both in Portuguese-speaking countries - and more closely in Brazil - and in others, where this language is the target of interest as a language of integration, interaction, business, science, and many other possibilities of pluricultural dialogue.

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In the contemporary context of rapid and intense globalization (including viral diseases, as this pandemic context shows us), the interest in (or need for) learning another language becomes a requirement for better performance in the professional field and, sometimes, in domestic life. In certain situations (such as forced migration due to natural factors, like environmental catastrophes, or political ones, like wars or civil conflicts), feeling part of a new culture goes through readaptations in several aspects, but, without a doubt, the first one is learning the language spoken in the target country (whether to work, live or study, etc.). It is the intercomprehension provided by the language that will speed up - or, on the other hand, restrict - the adaptation process of this individual to this "new homeland".

Regarding the learning of the standard language for speakers of a native language, the ethnolinguist Gnerre (1991, p.5), bringing in the voice also of Bourdieu (1977), states that

> Language is not used only to convey information, that is, the denotative referential function of language is but one among others; among these, **the function of communicating to the listener the position that the speaker actually occupies or believes he occupies in the society in which he lives holds a central position.** People speak to be "heard", sometimes to be respected, and also to exert an influence on the environment in which they perform linguistic acts. The power of the word is the power to mobilize the authority accumulated by the speaker and concentrate it in a linguistic act (BOURDIEU, 1977).

If, for speakers who learn the standard norm, a modality different from the everyday one (the vernacular), a huge cognitive and experiential work is already expected, to "make oneself heard" (understood) in another language is quite a

complex task - especially if the languages (source and target) do not share traits or similarities - thus, learning Portuguese with Spanish as a source language would be easier than with German as a native language. However, this is not so categorical (deterministic); often, some kind of previous experience, the contact with learning other languages, or even the existence of a favorable attitude towards the target language can be factors that promote learning.

Bondia (2002), in an extended text about the value of experience and, by extension, the perspective to be adopted by teachers for meaningful learning, states that:

> Education is usually thought of from the point of view of the relationship between science and technique, or sometimes from the point of view of the relationship between theory and practice. If the pair science/technology refers to a positive and rectifying perspective, the pair theory/practice refers mainly to a political and critical perspective. If in the first alternative, people who work in education are conceived as technical subjects who apply with greater or lesser efficiency the various pedagogical technologies produced by scientists, technicians, and experts, in the second alternative, these same people appear as critical subjects who, armed with different reflexive strategies, commit themselves, with greater or lesser success, to educational practices conceived, most of the time, from a political perspective. (BONDIA, 2002, p. 19).

Thus, this Spanish educator reminds us that if, on the one hand, it is essential that teachers are technically trained (epistemologically master that content) to teach a language - whether L1, L2, L3 -on the other hand, to restrict oneself to the technical dimension (considering students as individuals whose learning depends merely on a correct methodology) will result in a reductionist teaching and learning relationship, since it will

not take place in a relationship between subjects - endowed with culture, beliefs, representations, etc.

Bakhtin, pioneeringly, pointed out that language learning is only accomplished through dialogical practices, since

> Every understanding of the living speech, of the living statement, is of an actively responsive nature (although the degree of this activism is quite diverse); every understanding is full of response, and in this or that form it necessarily generates it: the listener becomes the speaker. The passive understanding of the meaning of the overheard speech is only an abstract moment of the real and full active responsive understanding, which is actualized in the subsequent real out-loud response. (BAKHTIN, 2003, p. 27).

Thus, intercomprehension is the goal to achieve in language teaching, the possibility for the speaker to "say himself", "to say about the space he occupies", as pointed out by Gnerre (1991). Every linguistic relation takes place in a "social territory", either in the strictest scope (of the mental activity and the "inner word", the comprehension and its internal response), or in a broader one (the elaboration and enunciation of a "content to be expressed"), in the most diverse ambiences, among which the face-to-face or virtual classroom is just one.

Furthermore, Bakhtin assures us that we do not enunciate or understand on the basis of segments disconnected from a context (which structural exercises, very much in vogue in the 1970s, made us assume), but that we construct texts, by means of which we make our points of view explicit:

> When we construct our discourse, we always bring the whole of our utterance beforehand, in the form of both a certain genre schema and an individual discourse project. We do not string the words together, we do not go from one word to another, but it is as if we complete

the whole with the proper words. (BAKHTIN, 2003, p. 292).

In a distanced, "technologized" language teaching relationship, the intersubjective character crucial to a positive view of the target language is lost. Taken in this hierarchical relationship, the relations between interlocutors become distant, losing their dialogical outline.

In our " native language", words and statements resonate familiarly: the "native word is 'from home', and it is perceived as habitual clothing, or better still, as that customary atmosphere in which we live and breathe." (VOLÓCHINOV, 2018, p. 188); a foreign language, on the other hand, can bring great embarrassment and obstacles to adapting to a new reality.

Thinking about teaching this language to speakers of other languages demands that the surrounding reality - cultural, work, interpersonal relations, etc. - become the starting, reflection and ending points. In the conception of Almeida (2004), this means working in a perspective of "language culture", since "the insertion of the learner in the cultural universe of the language [...] should be considered as an indispensable factor in learning a new language code". (ALMEIDA, 2004, p. 2). It is relevant to think about the current perspective in which the methodologies of teaching Portuguese for Speakers of Other Languages (henceforth PFOL) are conceived, because

> The conceptions of language-culture and culture of the language(Almeida, 2004) refer to the idea of thinking of language as both instituting and instituted in the cultural learning process, since**, at the same time that language is a vehicle for the transmission of cultural values, beliefs, representations, etc., it is influenced by the very content it helps to convey; language is alive, plastic, dynamic - thus it reflects culture**

> **and is transformed by cultural, political, economic changes that occur in the communities of speakers**. It is through language that one is able to know people's thinking as well as to change it. And such movement is only possible because of the language's capacity to be mobile, constantly updated by new speakers, in new contexts and social practices. (BARROS; ASSIS, 2018, p. 64, emphasis added).

The greater or lesser clarity in relation to aspects that concern PL and its culture (as the result of a historical process of constitution; as an object of study, teaching and learning; as a language that represents a cultural and linguistic value, among the modern human languages with the largest number of speakers, etc.) will allow the understanding that meaningful relations with the contents to be taught/learned go through, first of all, the definition of epistemological (Why and why teach it?) and methodological conceptions (How to facilitate the learning of this language? Which strategies prove to be the most effective and efficient? What materials should be used, etc.).

Thus, seeking new paths for training and professional updating has been placed as an emerging demand for the area of PFOL. Corroborating the words of Mendes (2016), we have been "forced to review old course schemes and methods that are not very flexible and open to change" (MENDES, 2016, p. 298) to reflect "on important and relevant issues for the contemporary teacher" (MENDES, 2016, p. 298-299). Among the aspects highlighted by the author, which should be at the core of this reflection of the contemporary teacher, are: less systemic and more culturally sensitive views of language, materials as sources of learning and not as an end, and also classroom practices as situated experiences of PL use that consider it a language of global scope and not only as a reflection of a country or nation.

(MENDES, 2016).

With the purpose of contributing to the reflection of the professionals working in the area of PFOL and, consequently, to a meaningful learning of Portuguese language - considering aspects such as the learner's needs and the perspectives and possibilities of PFOL teaching -, we have organized this essay as follows: after this introduction, we will discuss, in section 2 and following sections, issues concerning the needs of learning Portuguese in different contexts, the methodological expedients related to the learners' needs, the teacher's training and his/her pedagogical practice, as well as the language policies and their actors. By addressing these themes, we will provide the texts that make up this volume of Scripta, concluding this essay with an invitation to read the texts in their entirety.

2 Learner profiles, methodological expedients, teacher training and language policies

Fernando Pessoa, a great Portuguese poet, is the author of an aphorism: "I don't write in Portuguese. I write myself". Such intensity in showing, viscerally, his linguistic identity reveals to us that the individual's relationship with his mother tongue can take on quite radical dimensions, because it concerns a certain way of being and behaving in the world, of (inter) acting with other subjects and with the surrounding reality. This choice (or injunction, sometimes) covers political and economic dimensions - not only linguistic and cultural ones (in view of the struggle of certain peoples - such as the Basques and the Catalans, for example - not to give up their L1; in the same way, the decision of the Timorese people, once East Timor gained

political freedom, to reiterate their choice of Portuguese, in detriment to other possible options, such as English).

According to Bronckart (1999, p. 30), arguing that we act in and through language, an approach to language needs to consider its interactionist character, since human actions, in general, and language (or semiotic) actions take place in a socio-historical contextuality. For him, integrating the discursive dimension of language involves

> [...] try to identify how the language activity works in human groups (the communicative action, according to Habermas), **at the same time that is constitutive of the social, contributes to delimit the actions attributable to particular agents** and, therefore, to shape the human person in the set of their capabilities properly psychological. (BRONCKART, 1999, p. 30, emphasis added).

Learning about language practices takes place in the context of other daily actions, socio-historically situated actions, which make us subjects of certain processes (or subjected by certain circumstances). The process of interaction in which we constitute ourselves intersubjectively (which differentiates us from other species) is based on the possibility of thinking through words, of reflecting, metacognitively, through discourse, through dialogue with the other (or with ourselves, in what is called "inner discourse"). Either way, effectively learning language is crucial to our humanity - mastering one, or sometimes two or more languages, depending on the context in which we find ourselves - is what defines us as a species. In this sense, Bondia states that

> Words determine our thinking because we don't think with thoughts, but with words, we don't think from a supposed genius or intelligence, but from our words. And thinking is not just "reasoning" or "calculating" or

"arguing", as we have sometimes been taught, but it is above all about making sense of what we are and what happens to us. And this, meaning or meaninglessness, is something that has to do with words. And, therefore, the way we place ourselves before ourselves, before others and before the world in which we live also has to do with words. And the way we act towards all of this. Everyone knows that Aristotle defined man as zôon lógon échon. The translation of this expression, however, is much more "living being endowed with speech" than "animal endowed with reason" or "rational animal". If there is a translation that really betrays, in the worst sense of the word, it is precisely this one of translating logos by ratio. And the transformation of zôon, living, into animal. Man is a living being with words. And this does not mean that man has the word or language as a thing, or a faculty, or a tool, but that man is word, that man is as word, that every human has to do with the word, is in the word, is knitted together with words, that the way of living of this living being, which is man, is in the word and as word. (BONDIA, 2002, p. 21, emphasis added).

In this excerpt, the Spanish educator emphasizes not only the importance of learning the first language, but also the importance of learning other languages by those who need it to survive (as in the case of immigrants or refugees) or who wish to maintain it for reasons of identity (as a "heritage language," for example) or to access it as a language of integration, science, business, as highlighted earlier in this essay. In any situation, we are language beings - both those who teach and those who learn - and, depending on the different conjunctures, the pressure to learn will be different.

In this sense, Leurquin incites us to reflect that

Thinking about teaching generates (or should generate) a questioning such as - to whom are we going to teach? Allied to this, the learner, his needs, and the space where he learns the Portuguese language would certainly be at

> stake; after all, he is a socially and historically situated being. Teaching and learning a foreign language in an exolanguage context is different from teaching and learning a language in an endolanguage context. Being outside the country of the target language, the use of the foreign language is usually limited to the course load. In this case, the language is spoken only in a teaching and learning situation. By being immersed in everyday situations in the country, the learner is required to have the language skills necessary to communicate in real life situations because he studies the foreign language immersed in the language and culture of the native speaker. Such teaching and learning conditions demand much more from the learner because he needs to use the foreign language for living and for survival. (LEURQUIN, 2014, p. 172-174).

Certainly, learning a language, after going through a traumatic exile (generated by natural, political or humanitarian reasons) and being expropriated from the country, is a very different circumstance, emotionally and cognitively, than learning that same language by choice, for pleasure or even to achieve social, professional or other ascension.

Thus, we will present, in the next subsections, the texts that make up this issue of **Scripta**, organized in such a way as to weave a large web of theoretical and methodological assumptions for the area of PFOL.

2.1 Diversities and adversities: different countries (out-bound, inbound), different circumstances and learning needs of PFOL

It is necessary to clarify that we will not discuss, in this essay, the different terminologies found today in the literature of the area of PFOL: these are left to the authors of the papers that

make up this issue of Scripta. What is important to emphasize, however, is that the diversity of terms can be understood in the light of the learning needs of the groups who are assisted in the LFAP courses, either in Brazil or abroad.

A set of articles in this issue of Scripta is dedicated to investigating these groups and may help to map learning specificities and ways to address them in the classroom by the teacher. According to Furtoso,

> [...] interest in Portuguese language learning by speakers of other languages, and consequently the demand for teaching, has increased considerably. Along with the need and/or interest for the Portuguese language are the motivations that have characterized different contexts of PFOL learning-evaluation-teaching. **The variety of terms present in the texts can be understood as a reflection of an expanding area with increasingly diversified demands.** (FURTOSO, 2015, p. 156, emphasis added).

Although not focused on the classroom, the text by Rosana Daza de Garcia is well suited to open the discussion about the groups attended under the umbrella of Portuguese as a Host Language (PLAc). In her text, she relates her own experience as a Venezuelan immigrant and PL learner in Brazil, pointing out that the construction of meaning - true understanding of the language -, without depending entirely on formal instruction, allows continued citizen formation in the host language. As an immigrant, she emphasizes the importance of the subject's own initiative of socialization and creativity in the country in which she has taken up residence.

On the other hand, the acquisition of PL without access to formal instruction can be a difficulty faced by immigrants in proficiency assessment situations. In this sense, Anna Smirnova

Henriques describes the main difficulties in writing in PL of Russian-speaking migrants, fluent in spoken Portuguese (who structure the text well and have an easy time acquiring a large vocabulary), identified in written texts produced during a preparatory course for the Celpe-Bras Exam. They include difficulties with spelling, accentuation, articles use, gender agreement, verb use (conjugation, verb tenses, subjunctive mood) and word order in sentences. In studying the acquisition of Portuguese by these migrants in Brazil, the author points out that they bring with them two languages from the Indo-European linguistic group that are rarely confronted in studies of L2 acquisition: Russian, a Slavic language, and Portuguese, a Romance language.

Regardless of formal education (or not), what studies in the area of PLAc have supported can be made explicit in the text by Pietra Da Ros, Lovani Volmer and Rosemari Lorenz Martins. They discuss activities carried out with migrants and refugees in a university extension project, contemplating the importance of language as a welcoming environment and the construction of identity. For the communication of migrants and refugees who arrive in Brazil, PL is the basis for their acceptance and participation in the community; thus, it is essential that they learn to speak this language in order to be recognized as subjects in this new context in which they are inserted. The authors present examples of activities carried out under the project "The world in a room: refugees and migrants - a question of human rights", in classroom times, before the pandemic. They conclude that the workshops offer the possibility for these individuals to exercise their citizenship, integrate into society, the labor market, and finally, as one of the migrants put it, "get out of the bubble and

finally exist" in this new place.

If, on the one hand, the area of PFOL has had as its research agenda to investigate the learning needs of those who migrate from their countries of origin to Brazil, or to other countries where Portuguese is the official language, the needs of those who migrate from Portuguese-speaking countries to other countries and continents have also received attention.

As Maíra Candian and Denise Barros Weiss note, the Brazilian diaspora - despite the difficult and conflicting decision to leave one's country of origin - occurs all the time throughout the world and has been accelerated by economic crises, driven by dreams of a better life. In their text, the authors present a picture based on data from 28 families of Brazilian expatriates who have children. Personal and linguistic information regarding the constitution and interaction of members of diasporic families formed by at least one Brazilian adult was obtained through a form developed in the Google Forms platform. The languages used by these families were investigated to understand whether Portuguese as a heritage language is being established in these homes, analyzing the efforts made by the Brazilian father or mother for their children who are born and/or growing up abroad to learn the PL. The results of the study show that in families composed of both parents of the same nationality, the conditions are much more favorable for the maintenance and use of the parents' native language and the children's heritage language.

Later on, we will address specific issues about language policies - however, when dealing with the learning needs of PL in the university context (next block of discussion), these policies are already underlying: in the current scenario, the internationalization of higher education institutions (HEI) is

part of language policies - decisions taken elsewhere have direct effects on aspects related to the managers' and teachers' view of the teaching of PFOL.

Dener Martins Oliveira explains how the teaching of PFOL in Brazil has expanded in universities: due to the increase in the number of mobility students enrolled, the demand for PFOL courses in Brazilian HEIs is also growing. As a contribution, Oliveira's text presents and describes the didactic material entitled "Portuguese - Universities", with the purpose of elucidating the theoretical principles that support the proposed activities and highlighting how they meet the needs of the use of Portuguese by foreigners in this context, in order to promote their integration into the academic community. The didactic material took as a starting point the theoretical and methodological guidelines of the Portal for the Teacher of Portuguese as a Foreign/ Non Native Language (PPPLE), and the author's desire is to make it available on the same platform for open and free circulation, for being flexible (allowing adaptations), without transgressing copyright rules. All of this is relevant, because, in a macro vision, meeting so many and such different demands from foreign communities is a great challenge for all of us.

Tânia Maria Moreira and Guilherme Barbat Barros propose a "systemic study" of Portuguese as a Foreign Language (PFL), based on a diagnosis (survey of the profile and learning demands of students enrolled in undergraduate and graduate courses at a Brazilian HEI), and, in the sequence, by planning and offering "customized" courses for them, in the scope of the Languages without Borders Program. Approximating the demands presented to the theoretical-methodological proposal that underlies the teaching of PLE at the university - the pedagogy based on text

genres (in a perspective of situated literacies) - they state that
the results suggest a wide possibility of achieving proficiency
and continuity of studies by the learners. Based on reading and
writing practices, the application of the Teaching and Learning
Cycle, in a PLE context, enables a full understanding of the
characteristics of the genres studied and provides the conscious
and autonomous use of language.

Moving forward in the relationship of two (or more)
systems for sociocultural uses of languages by Portuguese
learners, Ana Laura dos Santos Marques discusses, through an
analysis of explanatory texts of Hispanic speakers of Portuguese
as an additional language (PLA), in the context of university
education, aspects of their productions that represent challenges
for the work with academic writing, regarding the teaching and
parallel development of L1 and target language, and evaluation.
Considering the proximities between PL and Spanish, in addition
to the requirements of this learning, Marques discusses the
concept of bilingualism, assuming that users of more than one
language articulate their repertoire of linguistic systems with a
double function: to move between one language and another and
integrate them in the various production situations in which they
are inserted. In the case of academic writing in two languages,
the complexity of this integration can be recognized at the
discursive level, noting that this is in a context where evaluations
take place from a monolingual standpoint. The methodology of
exploratory analysis of this case study considered the theoretical-
methodological guidelines of the genre approach of Systemic-
Functional Linguistics. According to the author, the results
are not generalizable and reveal the challenges that academic
writing and the process of advanced bilingualism represent for

PLA studies in terms of description, parameters and teaching.

The descriptive study presented by Diocleciano Nhatuve underlines, from a language contact perspective, the role of the mother tongues of 10 different groups of late PLE learners and of long-term memory subsystems in the learning of PL, in general, and of Nominal Concordance (NC) mechanisms in particular. The study was conducted based on the principles of primacy of meaning in input processing and late language learning. The empirical basis is constituted by deviant syntactic structures of 10 Portuguese learners from African, Asian and European universities, in texts compiled in the framework of PLE and L2 corpus building projects by researchers from the Centro de Linguística da Universidade de Lisboa (CLUL) and from the Centro de Estudos de Linguística Geral e Aplicada (CELGA-ILTEC) of the Universidade de Coimbra, with the exception of the texts of Shona mother tongue learners, which were collected at the University of Zimbabwe. In order to attest to the transversality of the behaviors of PLE learners in the establishment of the CN and to demonstrate to what extent the characteristics of the LM interfere, the author performs qualitative and quantitative analyses. These analyses indicate that, in most groups, deviations occur in nominal phrases with the functions of direct object, in complements of prepositions and in subject predicatives. However, according to the author, the different behavior of Korean and German learners leads to consider, among other things, the word order of each language as one of the determining factors for the occurrence of deviations in certain contexts.

2.2 Multifaceted teacher education for teaching PFOL

Teacher training itself is a multifaceted and complex process; training teachers to deal with PFOL brings additional ingredients, given the heterogeneity of languages and cultures from which they start, aiming, as an arrival point, at the proficiency of the learners - often, what seems obvious to the teacher (especially if it is their mother tongue), is not so to the learners. It is not restricted to methodology, that is, it is not just a matter of choosing the best expedients - face-to-face, remote, etc. - or resources. So, as we pointed out, there is an urgency to (re)think some issues for the performance of the teacher of PFOL in contemporary times. In this sense, two articles in this volume of Scripta take teacher education as an object of study.

Sara Oliveira da Cruz's work directs the spotlight on teacher training by proposing a blog as a favorable environment for teaching PLE and PL2, from a perspective that is culturally sensitive to the individuals involved in this teaching-learning process. Starting from the analysis of the records of the beginning of her own teaching practice, in training, in the investigated context, she seeks to identify which conceptions of language guided her practice and how she used the blog "Living in Brazil" during that experience. The records that emerge as autoethnographic clippings along the way demonstrate the reflexivity in the researched object. In the sequence, it discusses data generated from class observations and interviews conducted with eight teachers in PLE training, in order to highlight the importance of a more active, symmetrical (and more meaningful) theoretical-pedagogical orientation for teachers in training, capable of forming critical-reflective (and culturally sensitive)

teachers.

As we have stated before, learning a language implies, naturally, the insertion of the learner in the cultural universe of the language. There is no way to consider this in the classroom if the teacher is not firstly open to this intercultural experience, that is, it is necessary to train culturally sensitive teachers as well, if we want to provide environments for a PFOL teaching that dialogues with language(s)-culture(s) that the learner brings to the classroom. As Mendes' study highlights, only such a stance

> [...] may provide us with elements for the development of new strategies and procedures for the performance of the teacher in the classroom, for the planning of courses and for the construction of materials that enhance teachers and students as cultural subjects that they are, which, when interacting in pursuit of the goal of teaching and learning a new language-culture, put into a situation of comparison, exchange and negotiation diversified cultural and symbolic worlds. (MENDES, 2004, p. 17).

In the scope of this vision of the immersion of language and culture, Flávia Azambuja, Clara Dorneles, and Everton Vargas da Costa investigate how the practice of linguistic analysis happens from an intercultural perspective in a PLAc teacher training event, in which linguistic analysis becomes relevant, during a synchronous class via Google Meet. The results show that practices involving intercultural linguistic analysis are characterized by collaborative reflection on strangenesses caused by linguistic usages, which significantly impact students' and teachers' learning.

In the process of moving towards a less systemic and more culturally sensitive conception of language, we cannot fail to bring to the discussion the importance of broadening our

horizons as teachers, to understand Portuguese as a pluricentric language. This implies understanding how the varieties of Portuguese relate to each other, whether regional (within an official PL country, such as Brazil) or national varieties among official PL countries, such as those that make up the Community of Portuguese Language Countries (CPLP)[1].

Two other articles in this issue of Scripta are concerned with this discussion in guiding documents for PFOL teaching and, consequently, for teachers' performance.

The research of Claudia Andrea Rost Snichelotto and Ana Paula Reis, which falls within the scope of Educational Sociolinguistics, focuses on teaching, from the analysis of treatment of the external dimension of linguistic variation in a textbook (student edition) for the teaching of PLE. To meet the objective of the study, the authors proposed two questions about the external dimension of linguistic variation, mapping how such aspects were presented: a) to students in the analyzed textbook; b) to students learning PLE. The results of the analysis showed the treatment of this topic in the textbook, but not in the teacher's support material and in some proposed activities. It can be inferred that it is necessary to explore other extralinguistic particularities of the Brazilian variant of the Portuguese language.

The text by Mercedes Sebold and Ana Carolina Monteiro Freitas Henriques presents an analysis of the representation of the varieties of Portuguese Language (PL) in guiding documents for the teaching/learning of PLE in countries where Portuguese is the official language. Four documents were analyzed for the systematization of content for the teaching/learning of PLE, as follows: the base document of the Celpe-Bras exam and three

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1   CPLP member countries in May 2021: Angola, Brazil, Cape Verde, Guinea-Bissau, Equatorial Guinea, Mozambique, Portugal, São Tomé and Príncipe, and East Timor.

curricular proposals from Itamaraty for the teaching of PL abroad (for Spanish-speaking countries; Portuguese as a heritage language; and Portuguese as an intercultural language for Portuguese-speaking countries). The authors acknowledge that the documents analyzed allow us to celebrate small advances towards a more active language policy regarding the teaching-learning of PLE. However, there are still many gaps, especially with regard to the representation of Brazilian Portuguese (BP) and its varieties.

2.3 Linguistics policies: point of departure, point of arrival for understanding the complexity of teacher education and PFOL teaching

The analysis of documents that provide guidelines for teaching is an important starting point for bringing language policies to the center of our discussion. However, based on the Policy Cycle Approach (BALL, 1994), "a policy develops in a continuous cycle, composed of three main contexts: the context of influence, the context of text production, and the context of practice" (GIMENEZ; PASSONI, 2016, p. 117). The authors further help us understand that:

> The context of influence is configured as the dimension in which various social groups construct their discourses and act to influence the definition of policies according to their interests. [...] In the context of text production, as the name indicates, the texts that indicate and regulate the intended policy are elaborated, figuring as the examples of explicit formulations of PL (Schiffman, 1996, 2003; Shohamy, 2006)**. The practice context is the one in which policies are interpreted and recreated. That is, the subjects**

that deal with the reading and implementation of policy texts interpret and assign meanings according to their worldviews and also produce other texts. In general, it should be emphasized that these three contexts are not independent, therefore, they do not represent linear stages of elaboration and analysis. These dimensions complement each other in the search for the understanding of a given policy. (GIMENEZ; PASSONI, 2016, p. 117-118, emphasis added).

This way, we recognize how important it is to look at these three contexts in a complementary way, understanding that policy implementation is something complex and that it always needs to be analyzed through several lenses, considering, also, the local specificities of students and teachers.

In this issue of Scripta, Cynthia Israelly Barbalho Dionísio and Socorro Cláudia Tavares de Souza discuss how the proficiency exam, the Celpe-Bras, acts as a language policy mechanism for three professors of a Portuguese course for candidates to the Program for Undergraduate Students - Agreement (PEC-G). The data for the study were generated through semi-structured interviews with the teachers, scholarship holders linked to a PFOL teaching extension program offered by a Brazilian federal university. As a result, the study shows that the exam acts on three axes of teaching practice: in lesson planning, teaching methodology, and in the evaluation of students' textual productions. Despite this directionality, the syllabuses and teachers have a great deal of freedom to create local solutions to address the points not covered by official or higher regulations. However, they must deal with a possible atmosphere of emerging conflict between various ideologies and practices regarding examination, resulting from the freedom to create local language policies responsive to the context itself.

The dialogue with local specificities is also corroborated in the text by Karen Kennia Couto Silva, since the aim of the study is to present the Intervenant en Langue Maternelle (ILM) linguistic policy device, as a possibility of PLH teaching integrated to the French education system, in favor of students who have PL as their mother tongue - L1 - or heritage language (HL) in the northern border of Brazil (in Amapá) with French Guiana, where contact between Portuguese and French is registered. Based on the discussion of the "Curricular proposal for the teaching of Portuguese as a heritage language", from the Brazilian Ministry of Foreign Relations, the author points out how the referred proposal can be used as a reference document to subsidize the work of teachers in ILM classes, suggesting observation and improvement points for the teaching-learning of PLH also in Guyana.

Investigating this relationship between two (or more) languages is also extremely important in Portuguese-speaking countries, where Portuguese has often been assigned the role of the language of writing in society.

In the text by Renata Tironi de Camargo and Joice Eloi Guimarães, we find a discussion on reading practices in teaching PL in Timor-Leste. After many conflicts, in 2002, PL was established as the official and instructional language, together with Tetum language, which has the largest number of speakers in the country. This decision has led to a series of impasses, especially in school environments. The study data, generated by means of a questionnaire applied virtually to 14 teachers working in basic education in East Timor, graduates of the Basic Education Teacher Training course at the Timor Lorosa'e National University (UNTL), were analyzed based on Bakhtin

and his Circle's theory of dialogism. The results indicate that the importance given to the practice of reading in Portuguese in the classrooms of Timor-Leste is linked precisely to the relationship historically established in the country between the Portuguese language and the written word. In the methodological field, what teachers value positively falls either on practices traditionally used in the teaching of reading, or on practices sensitive to the context of teaching Portuguese as a non-native language and that take into account the dialogue between texts.

From the point of view of language policies, it is urgent that the language not only be taught to people who wish to move to a country where the target language is official. We have been following the internationalization of language management (OLIVEIRA, 2013), and the distance learning can help the internationalization process.

2.4 At the center of today's teaching, the TDICs: internationalization and new perspectives for language teaching

We chose to have our own subsection to address digital information and communication technologies, the DTICs, since, at the time of editing this issue of Scripta, it is impossible not to give special emphasis to this theme that has been so important to teachers and students.

In this pandemic context, many changes were required in the planning, reconfiguration (on digital platforms), and execution of classes in all subjects, including Portuguese - as a mother tongue or not. This scenario has unveiled a series of complexities (such as the demand for quality equipment and internet, the transformation of the home environment - which

for many people has suddenly become the place where they work, study and live together - with profound changes in the "space-time" relationships dedicated to each of these spheres of life) and inequalities (if, for Brazilians from less favored socioeconomic strata, the opportunities for work and income have worsened a lot, imagine the bottleneck for migrants and refugees demanding social services, documentation and, above all, language proficiency).

The use of digital tools has imposed itself abruptly - although this incorporation of new TDICs had long been desired for PFOL teaching, especially in university mobility contexts, where learning Portuguese even before traveling to Portuguese-speaking countries such as Brazil is seen as a goal to be achieved.

Furtoso and Ferreira (2016) already pointed out that the linguistic-cultural exchanges expand in diversity with the increase of TDICs. "This has resized the presence of several languages in cyberspace [...] As an example, we can highlight the Portuguese language, which has been gaining recognized visibility on the world stage from the promotion of interaction that the internet has optimized [...]." (FURTOSO; FERREIRA, 2016, p. 525-526). Still, the authors state,

> As far as language learning is concerned, the spaces available on the Internet have become (in-between) places for the construction of linguistic-cultural knowledge that break the barriers of 'here or there'. Thus, expanding the scope of the process of learning-evaluating-teaching Portuguese beyond the classroom and, consequently, in the unfoldings of this process, is an increasingly emerging challenge. (FURTOSO; FERREIRA, 2016, p. 526).

Thus, the perspective of teaching language-culture, that is, of appropriation of situated language, in its context and with the

distinct nuances that the job offers (situated literacy), teachers had to review their methodologies, learn to deal with new tools, new didactic approaches, new "representations" of class, of evaluation, of teaching. For Fluckiger,

> With the development of digital, the idea has spread that new modes of communication are actually developing, whose construction and dissemination processes, as well as their effects, can be learned with the same theoretical apparatus as the transition from oral to written societies (especially LANKSHEAR; KNOBEL, 2011). Digital and literacy share, in fact, numerous points in common: communication technologies, both take the form of a set of practices, representations, tools, works, social norms, etc.; both make it possible to fix and make visible ideas and change the conditions of their conservation, storage and reproduction in relation to previous technologies. It is in this sense that the term digital literacy has begun to be used. But the term literacy itself is not free of ambiguities. (FLUCKIGER, 2020, p. 37).

It is interesting to note that, even before the coronavirus pandemic, experiences of inserting activities mediated by TDICs were already present in PFOL classrooms.

The text by Vanessa Freitas da Silva, in this volume of Scripta, presents the results of a case study that aimed to investigate the potential of four online forums, consisting of posts by learners of different nationalities enrolled in a face-to-face PL2 course. However, despite showing that participants exchanged cultural information, used appropriate vocabulary, used linguistic structures and conversations strategies previously studied, and contributed to knowledge construction, the results point out that participation depends on the learner's personality and learning-related preferences.

As a complementary resource to the classroom, we even had the possibility to analyze the profile of the learners and propose (or not) such activities. But what to do when faced with the reality that face-to-face teaching has become unfeasible? And what can we learn from this accumulated experience?

Manuel Pires, in his text, analyzes the consequences of the emergencial remote modality in Chinese higher education, which began weeks before Covid-19 was declared a pandemic by the World Health Organization, and its impact on student learning. To this intent, questionnaires, designed on the Survey Monkey online platform, were applied, and distance interviews were conducted with 12 Portuguese university students who took the online classes and expressed their perspectives on the setbacks and strengths of the experience. The pandemic demonstrated that, despite the flexibility and accessibility that technologies allow, online teaching is complex and highly demanding for students and teachers. Perhaps for this reason the students stated in the interview, convergingly and conclusively, that face-to-face can never be replaced by online.

These are unique times of reinvention and creation of new models of social, educational, and professional organization; thus, according to Pires, once this crisis is over, universities will not dispense the efforts and investments made. He reiterates that society, and education in particular, needs technology as a transformative and inclusive means that represents an ally in favor of education, solidarity, interaction, and human connection, values that are particularly important and crucial nowadays.

2.5 Moving away from teaching PFOL, but still looking at related themes

Integrating this volume, in the "Free Section", which usually constitutes Scripta, are four articles of great thematic relevance and focused on contemporary linguistic studies, in some of its facets.

In the first one, Ana Larissa Adorno Marciotto de Oliveira, Marisa Mendonça de Oliveira and Gustavo Ximenes Cunha present an analysis of interactionist practices on (im)politeness on Twitter. Starting from the qualitative analysis of corpus (400 tweets) with Brazilian hashtags related to the theme #O que os pobres fazem para sobreviver, which include #coisasquepobrefaz and three other variants, #pobreza éissoaí, #pobreza e #pobre, they identify, as motivations of the demonstrations of impoliteness and sarcasm, the intention of reinforcing valid social norms and, in parallel, of promoting a mocking debate about classism and ideology in Brazil.

Next, Professor Sandoval Nonato discusses the status of grammar as a curricular component of the subject of PL, starting with an overview of the ways in which it emerges in the historical path of the constitution of the teaching of the subject. Following that, he discusses a teaching project of a Language student, according to his internship report, in which he discusses some of the challenges that grammar teaching represents for teaching practices and for PL teacher education.

In the same field, Mirian Santos Cerqueira and Leosmar Aparecido Silva analyze aspects related to clitic in BP (employment and teaching). They propose a methodology whose objective is to "move beyond the prescriptive grammatical rules,

to value different manifestations of language use and integrate the facets of the Portuguese language", with the purpose of developing students' reading and writing skills.

Professors Luiz Renato de Souza Pinto and José Vinicius da Costa Filho ask what can be expected from textbooks, as far as literature is concerned, in the pandemic context. Highlighting the need to improve "the rates of interpretation of sources and discursive production, arising from improvements in teacher/discourse relations in our country," the authors indicate a role for this relevant area - literary reading - as an auxiliary tool for critical understanding of the post-pandemic Brazilian reality, sadly so marked by post-truths and fake news.

Finally, Rubens Fernando de Souza Lopes presents innovative possibilities for English language teaching through the study of the oral genre "video project". Adopting a Bakhtinian socio-interactionist analysis, the author emphasizes the relevance of adapting the teaching plan and methodology in order to incorporate possibilities such as dramatization (performance) by the students.

2.6 In addition to articles, in this issue of Scripta: interviews and summaries

In addition to the articles - which outline a broad spectrum for language studies, especially for PFOL teaching, this volume consists of three highly relevant interviews.

The Portuguese professor Micaela Ramon, coordinator of the Master Degree in Portuguese as a Non-Mother Tongue and Adjunct Director of the Center for Humanistic Studies at the University of Minho, Braga/Portugal, with vast experience in

the area of PFOL, was interviewed by Viviane Bagio Furtoso and Ev'Ângela B. R. Barros. The professor highlights the scope and relevance of PL not only for the CPLP countries, but also for the contemporary world, where there is a great interest in learning this language.

Next, Rafaela Pascoal Coelho, a doctoral student at Cefet-MG, interviews Professor Idalena Oliveira Chaves, from the Federal University of Viçosa. In a fluid and instigating discussion, they address the teaching of Portuguese as a Heritage Language (PLH): the scenarios, challenges and achievements, especially in the last decade.Creator of the Portal Tremelengueplh, the professor tells about the production and free availability of materials for teaching this modality of PFOL.

In the third interview, Heitor Pereira Lima talks, by videoconference, with Professor Elisangela Baptista de Godoy Sartin (USP), in whose doctorate he did a sandwich period at the University of Évora in Portugal. Her thesis **Heritage Portuguese in a border territory**: **LH in Olivenza** as a tool for preserving a minority group highlights the challenges of maintaining a minority language (PLH) in a border territory (Olivenza, Spain).

All instigating and with themes highly relevant to the understanding of the multiple nuances of contemporary PL teaching. Unmissable, indeed.

Closing the volume are two summaries. In the first, teachers Nildiceia Aparecida Rocha and Jéssica Chagas de Almeida introduce to us the work **Initial and continuing education for teachers of Portuguese as a foreign/second language in Brazil (2020),** a collection of articles organized by Matilde Scaramucci and Ana Cecília Bizon. The work provides an overview of initial and continuing education for teachers of Portuguese as a Foreign

Language (PLE) and Portuguese as a Second Language (PSL or PL2), involving the four undergraduate programs already institutionalized in Brazil and other important programs that have teacher training initiatives. It includes texts by authors who are consolidated in the area of PLE/PL2 in Brazil and internationally.

Last but not the least, doctoral student Heloísa Queiroz presents to us the work Writing, today: word, image, and digital technologies in education (2018), by renowned researcher Ana Elisa Ribeiro. It highlights the changes in the way of teaching reading and writing today, stressing the need to review educational practices, welcoming, in the school sphere, multimodality and the demand to work new skills in writing and reading with students. Very appropriate, the discussion leads us to the theme, treated here, of TDICs in education, especially at this socio-historical moment, when the pandemic has brought new urgencies, new contexts and several new questions to teachers and school managers.

3 Ending this essay and leaving you with the delight of reading the texts in their entirety...

Hard work - certainly - but equally rewarding, the organization of this volume made us dive into the complexities and achievements of PFOL teaching in recent times. Starting from the assumption of inseparability between the linguistic dimensions and those coming from the cultural insertion of the learning individual - a theme that guided us -, we received academic-scientific works from the most diverse countries, as well as from several Brazilian states, focused on the teaching

and learning process of non-native speakers, under the different denominations it receives in the literature: PFOL (Portuguese for Speakers of Other Languages), PL2/PSL (Portuguese as a Second Language), PLE (Portuguese as a Foreign Language), PLAc (Portuguese as a Host Language), PLH (Portuguese as a Heritage Language).

Our goal was to contribute to making research and good teaching practices in this area visible. We believe we have achieved our purpose - and, therefore, we invite you, the reader, to read, in full, the texts about which we have provided a "pinch" of information. May this reading be fruitful and dialogical, and may it be productive in this important area of language studies!

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