

EDITORIAL

Teaching and learning strategies of Portuguese as an additional language

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It is with great pleasure that we announce the third edition of BELT+, Volume 7, Number 2. Its theme is Teaching and Learning Strategies of Portuguese as an Additional Language. The growth in this research area has been exponentially increasing in the last few years, as it was disclosed in the two previous editions on *Portuguese as an Additional Language* (PAL). That makes the Portuguese language more valuable in Brazil and abroad. In this current edition, we present 5 articles that deal with various themes, such as the teaching of oral comprehension, of grammatical items and of semantic-pragmatic items.

The first article, written by José Carlos Chaves da Cunha and Edinerlis Moraes dos Santos, both from *Universidade Federal do Pará*, presents data obtained by the *Grupo de Ensino-Aprendizagem de Linguas-Culturas* (GEALC). The authors introduce their research on *oral comprehension* teaching method (OC) in *foreign language* classes (FL) in heterogeneous groups, in a linguistic-cultural point of view. According to the authors, CO is one of the most neglected general competences in language teaching education. It is also the hardest one to be appropriated and it is the one that takes up the most communication time. They analyze the sound data and the CO activities developed in PAL classes at UFPA, according to Lhote's (1995, 2001) CO model, the Council of Europe's action perspective (2001) and the ethnographic method.

The second article, written by Graziela Andrighetti and Cristina Lopes Perna, both from *Grupo de Pesquisa Uso e Processamento da Língua Adicional* (UPLA), from *Pontifícia Universidade Católica do Rio Grande do Sul*,

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has as an objective to propose reflections on pedagogical practices in *PAL* regarding teaching pronouns. It assumes that learning a language is to learn how to use and to (inter)act with different purposes and interlocutors (Clark, 2000), and that language is an identity, built in every moment in many oral and written every-day practices (Marcuschi, 2008). The authors observe how *PAL* textbooks suggest the teaching of pronouns, and in which way such activities promote reflections regarding gender in pronouns and the relationship established among these uses and identity roles assumed by the speakers of a language in a specific context. Finally, the authors present a pedagogical task focused on teaching pronouns, searching to contribute to the teaching of *PAL*, coming from the concept of language being used.

Similar to the second article, the third article, whose authors are Letícia Grubert dos Santos, Laura Knijnik Baumvol and Cristina Pinheiro Gomes, from *Universidade Federal do Rio Grande do Sul*, also put forward a didactic proposal for Hispanic students, who are starting their *PAL* studies. Considering that both languages possess plenty of similarities, these students have specific needs which should be considered. This study brings significant contributions regarding teaching *PAL* relating to matters involved in lesson planning for students with similar languages.

The fourth article whose authors are Nanashara Behle e Ana Maria T. Ibaños, both from *Pontifícia Universidade Católica do Rio Grande do Sul*, presents a way of helping *PAL* students to comprehend the meaning of idiomatic expressions in Brazilian Portuguese. To do so, the authors adopt a semantic-pragmatic perspective with inferential bias proposed by the philosopher Paul Grice (1957, 1975) in his theories on meaning and conversation. The authors chose to work with expressions with the verb “cair” because it is a very frequent verb in informal language in Brazilian Portuguese. They work with expressions in which the idiom shows its literal meaning, as well as expressions assumed by Fernand (1996) as a part of the idiomaticity process.

In the fifth and last article by Nayara Salbego (*Instituto Federal de Santa Catarina*) and Denise M. Osborne (University at Albany, USA) the authors discuss how students’ schemata on proverbs can be activated through pre-reading activities by promoting text structure awareness and exploring cultural aspects embedded in proverbs in their first(s) language(s). Their study proposes a pre-reading activity for the teaching of proverbs in a Portuguese as a foreign language class in a multilingual context, in which minimal interference from the teacher is required and dialogical interaction among students is promoted. The activity was applied in an intermediate class of Portuguese learners in an American university. The pre-reading activity was designed in order to help students establish a well-grounded basis before they encounter proverbs in Portuguese, from both formal and content perspectives. This study also analyzes the students’ feedback, collected in an online survey.

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