

**The education of teachers of Portuguese for foreigners in the contemporaneity: scenarios, challenges and possibilities / *Formação de Professores de Português para Estrangeiros na contemporaneidade: cenários, desafios e possibilidades***

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**ABSTRACT**

*The education of teachers of Portuguese for foreigners (PF) is part of a recent academic agenda triggered by the effects of the arrival of the internationalization in Brazil. The demand for PF teachers has been increasing, both in Brazil and abroad, either to work in language courses or to work in formal education environments such as schools and universities. It is important to emphasize that this is an area of teaching activity that has emerged in the contemporary world and that it has a few teachers trained and/or prepared to practice it, a factor that still makes the teaching of PF an enigmatic work. In this article we intend to expose some reflections about the teaching and practice of PF teacher as well as to evaluate contemporary historical contexts that gave rise to this new modality of language teacher in the Brazilian context. Nevertheless, we intend to point out some knowledge that became fundamental for the teaching practice of PF teachers and to problematize the necessity to create courses in higher education that regulate the professionalization of PF teachers.*

**KEYWORDS:** *Portuguese for foreigners; Teacher education; PF Teaching; Internationalization.*

**RESUMO**

A formação de professores de Português para Estrangeiros (PE) faz parte de uma agenda acadêmica recente desencadeada pelos efeitos da chegada da internacionalização no contexto brasileiro. Tanto no Brasil quanto no exterior, a demanda por professores de PE tem sido crescente, seja para atuar em cursos de idioma, seja para atuar em ambientes formais de educação como escolas e universidades. É importante ressaltar que essa é uma área de atuação docente que emergiu na contemporaneidade e que tem poucos professores formados e/ou preparados para exercê-la, fator que faz com que a atuação docente professores de PE seja, ainda, um trabalho enigmático. Neste artigo, pretendemos trazer à tona algumas reflexões a respeito da prática docente professor de PE bem como avaliar contextos históricos contemporâneos que deram origem a essa modalidade de professor de línguas. Não obstante, pretendemos apontar alguns saberes que têm se tornado fundamentais para a prática docente do professor de PE e problematizar a necessidade de criar cursos no Ensino Superior que formalizem a profissionalização do docente de PE.

**PALAVRAS-CHAVE:** Português para Estrangeiros; Formação de Professores; Ensino-aprendizagem de PE; Internacionalização.

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## 1 Introduction

The education of teachers of Portuguese for foreigners (PF) is part of a contemporary academic agenda triggered by the effects of internationalization in the Brazilian context. Having academically prepared and qualified PF teachers has also been a strategic issue, as PF teachers can collaborate with the construction of language policies that can add value to the Brazilian Portuguese, as well as collaborate with the internationalization agenda of the country.

The fact that most PF teachers come from foreign language teaching-learning areas such as English, French, Spanish, German, among others, leaves us with the challenge of (re)thinking what we call initial and continued teaching education. Since the PF teacher is already a teacher of another language - foreign or mother tongue - it seems that we would not then have an academic matter of initial education. Similarly, if the PF teacher will act as a teacher of different language from the one he was trained to teach, we would not have a continued education issue either.

In order to take forward new issues about PF teaching in contemporaneity, perhaps our work would be to think about the formation of PF teachers as a *reeducation*<sup>2</sup> or even as an *action-education*<sup>3</sup>. So, as we are in a contemporary time, any attempt to give certainty to what should be part of the education of a PF teacher is risky, however, it is necessary to build a reflective and dynamic look at the teaching practices that PF teachers have been living. As Caldeira and Souza (2003, p.167) suggest, “the study of the teacher as a historical subject is of fundamental importance for a better understanding of the pedagogical practice developed in higher education”, whether by teachers educators or the teachers in education.

Talking about teacher education in the context of PF teaching-learning through an academic perspective is challenging, as we do not have national policies that lay down who this teacher is and what is required of him as a teacher. In this article we propose to

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<sup>2</sup> I use the prefix *re* to say that the teacher who will be a PF teacher needs new knowledge, teaching practices and language skills that are not developed in teacher's undergraduate courses. It is as if he needs to “educate again”.

<sup>3</sup> *action-education* gives us the opportunity to think in a “new way of acting” that is different from the “way of acting” developed during the initial education that the teacher obtained to become a language teacher.

extrapolate the *already said* (DUCROT, 1987) on teacher education so that we can move towards the solidification of policies on PF teacher education.

Thinking about the education of PF teachers in contemporaneity it is essential for the advance of the researches in this field, especially in what is regarded to the creation of methods, approaches and pedagogical practices that could improve the teaching and learning of PF. In this regard, it is necessary to have research glances that go beyond the “elegantly abstract theorizing that ignores practice” (MOITA-LOPES, 2006, p. 101). As Moita-Lopes (2006, p. 101) suggests, doing contemporary research requires a theorizing in which “theory and practice are jointly considered in a formulation of knowledge in which theorizing can be more a bricolage work”, taking into account the multiplicity of social and historical contexts of those who live the knowledge in practice.

Being it a teaching area still under construction, the education of PF teachers requires broad eyes, since this is a teaching area that had its first theoretical elaborations motivated by the performance of language teachers who, in demand, began to teach PF. Thus, looking at the theorization of PF teacher education as a “bricolage” work, as suggested by Moita-Lopes (2006, p. 101) is a perspective that will guide the construction of this text.

In this article, we also intend to bring to light some reflections about the teaching practice of PF teachers as well as to evaluate contemporary historical contexts that gave rise to this new modality of language teacher in the Brazilian context. Nevertheless, we want to point out some knowledge that have become fundamental for the teaching-learning of PF and also to problematize the need to create bachelor’s degree courses to educate PF teachers.

## **2 Internationalization and higher education in Brazil: scenarios and reflections**

The internationalization of higher education has intensified in recent decades. In the Brazilian context, it is not possible to accurately establish precedents that peaked in the creation of public and educational policies that fostered internationalization in higher education since this movement has taken place singly in the different institutions engaged. Therefore, it is considered that the economic and social advances that the country obtained between 1995 and 2012 were, perhaps, the main trigger to start thinking about a

university education connected with the politics of globalization (CHAGAS, 2016; DIAS, 2004/2; MOROSINI, 2006).

According to Qiang (2003), higher education has become part of the global policies of globalization, consequently higher education can no longer be conceived strictly in national contexts of education and professional training. Still according to the author, there are two strengths that support this thesis: the first is that the academic and professional education offered by higher education institutions have increasingly reflected the professional demands of globalized societies, especially with regard to the training of skilled and multilingual workforce to act in the global context. Secondly, the current level of competitiveness imposed by the impacts of neoliberalism requires a high investment, both in knowledge and capital, to develop research, training of skilled labor and new technologies, and these things require collaborative work and international cooperation, especially within the educational and research institutions.

The concept of internationalization of higher education is not as contemporary as it seems to be. It can be said that it is as old as the consolidation of universities in the Western World, however, at that time the internationalization of higher education was seen more in terms of exchanges between professors and college students than in breadth of educational collaboration. Dias (2004, p. 2) highlights that,

In the Middle Ages, as in the Renaissance, the mobility of students, teachers and researchers in Europe was very common. During the nineteenth and much of the twentieth centuries, it concerned mainly to members of the local elites of developing countries who sought their formation in the colonizing countries. This was the case of Brazilians moving to Coimbra, Latin Americans in general to Salamanca, and some to Sorbonne in Paris.

Dias (2004, p. 2) also points out that the claims of “professional training” or “preparing for market demands” have always been somehow linked to the assumptions of higher education. For Dias (2004, p. 2) and Qiang (2003), talking about internationalization of higher education demands talking about the preparation of professionals to work in globalized societies. Thus, it is necessary to think of higher Education as a multiple space that deals with both the construction of knowledge and the professional formation of individuals.

When we analyze the internationalization of higher education in the Brazilian context, it is necessary to pay attention to some important historical factors that involve the consolidation of universities in Brazil. According to the “Final Report for the Promotion of the internationalization of higher education in Brazil” of the International Institute for higher education in Latin America and the Caribbean (*Instituto Internacional para la Educación Superior em América latina y el Caribe - IESALC*), an UNESCO’s affiliated institution, “since the 1980s, the Brazilian higher education is facing a structural crisis ” and this is due to the lack of an university consolidation as an institution of social and educational promotion (MARTIN; BRASIL, 2004, p. 10).

The report from IESLAC also suggests that higher education in Brazil is the result of a “perverse logic” that is composed by two sides: in one hand, the high competitiveness to “access public and free universities, which have high levels of teaching quality, are extremely competitive and select the highest-income students, usually deriving from private schools”; on the other hand, we have the formation of a market of educational services organized by the private sectors that is hostage of the purchasing power of the “lower middle class, which constitutes its main clientele,” and a market that makes the Brazilian higher education a trade and not an aim. In addition, it produces a higher education of questionable quality (MARTIN; BRAZIL, 2004, p. 10).

The issues raised by the “Final Report for the Promotion of the internationalization of higher education in Brazil” (MARTIN; BRAZIL, 2004) become more symbolic when the agenda refers to teacher education. According to the 2016 higher education Sense conducted by the Brazilian Ministry of Education (MEC) in partnership with the National Institute for Educational Studies and Research Anísio Teixeira (INEP), between all the enrollments in teaching education undergraduate courses registered in the quadrennium of 2016, 38.1% were in public and 61.9% in private institutions.

The contradiction that exists between public and private higher education in Brazil highlights the socioeconomic inequalities that the country faces. This is more remarkable when we look at the disparity of opportunities that students from private and public universities face. In economic and educational sectors, when we speak of vocational education, it is recurrent to use the catchphrase “public” or “private” in attempt to justify the qualified or unskilled “working force” that may be developed by the graduates. An example of this discrimination also occurs in many masters and doctorate courses at

Brazilian public universities that, during the selection processes, discard candidates from private universities, implying that these candidates are disqualified. Apart from that, outside the Brazilian universities walls, we still find job advertisements that highlight that will only accept applicants from public universities.

Martin and Brasil (2004, p. 11) point out that the inequality between public and private higher education in Brazil poses a dangerous game. According to the authors, talking about quality higher education in Brazil seems to bring out that only public institutions, especially federal ones, have their value, and therefore, can enjoy the benefits offered by the Government for the development of research, teaching, university extension and internationalization. For Martin and Brasil (2004, p. 11),

This debate is recurring and on it we have the bases for the questions about the democratization of educational opportunities, the development of research, teaching, extension, cultural production, the quality of teaching and the relationship between society and higher education institutes. The plurality of views can't deny that federal universities, as well as other public institutions, constitute an important reference and occupy a significant space in the academic technical-scientific field in Brazil.

It must be said that federal universities perform a multitude of functions that are essential for Brazilian society, since they are not restricted to the provision of teaching and research. They also offer training and improvement courses; advanced education in graduate level; cooperation with companies for the production of technology; offer advisory services for public and private bodies; through their application schools, they create mechanisms for the improvement of Brazilian basic education; provide health services, especially through university clinics and hospitals; promote cultural development through university museums, orchestras, newspapers, TV channels and artistic presentations; in short, as institutions of higher education, Brazilian federal universities are very relevant for the generation of human capital in Brazil (DURHAM, 1993, p. 6).

To a certain extent, we can attest that federal universities are able, through their structural complex, to stimulate the consolidation of the Brazilian university as an instrument of social promotion and education of professionals that add to the society the knowledge undertaken throughout the studies and extension produced by them

(MARTIN; BRASIL, 2004). In contrast, the Brazilian private university does not undertake much in relation to the federal universities and this cooperates even more so that those who are qualified in the private institutions of higher education have no dimension of the knowledge as an instrument of improvement of the society in which they live.

The Brazilian higher education, as a result of its heterogeneity, seems to create two fronts of professional education: the one that educates professionals following the paradigms and obstacles that society lives and is prepared to build solutions for the everyday problems - federal universities; and the one that trains professionals at the expense of what they can afford, in order to be trained to serve those who will best sustain their livelihood and with the ambition to improve their own economic reality, which often deprives them of having space in the society that they live - private university.

When we talk about internationalization of higher education in the Brazilian context, we must be aware that the heterogeneities between the public and private higher education offered in the country must be considered. Furthermore, it is necessary to discuss assumptions that may use internationalization to foster equity between the country's public and private higher education, since this narrowing is fundamental for Brazil to move economically and socially towards global policies for socioeconomic development (DURHAM, 1993).

Martin and Brazil (2004, p. 11) emphasize that “the modernization of Brazilian society is associated with the qualification of human resources and that higher education is important for the improvement of secondary and elementary education”. When there is a movement of educational reordering in the country, there is also the generation of new social and economic policies, because at a global level education serves the development of human and economic capital. Nowadays, however, we can no longer talk about Brazilian education and professional education without thinking about this issue.

According to Hudzik (2015), the internationalization of higher education is a necessary evil, as it brings to light a process of organizational changes, curricular innovation and professional development of the academic body in order to strive for the excellence in the activities that are part of the role of universities in the social context. For the author, the internationalization of higher education is a mechanism that uses the

university to improve the quality of education and research and consequently for the improvement and achievement of a society (HUDZIK, 2015).

The process of internationalization of higher education, aligned with the economic development that Brazil attained in the last decades, seems to allow the country to see it as a possible alternative to reduce inequalities, as the internationalization of higher education appears as a kind of reinforcement for the curricular organization in undergraduate courses that enable students to produce activities that generate social impacts. Thus, internationalization is, to some extent, a cursor to stimulate public and private higher education institutions to improve their curricula, as they can also promote equity among Brazilian undergraduate professionals.

Combining education with the demands of internationalization seems to be a longstanding strategy of educating professionals who interact with the global logic of capital production, as well as an approach to insert future professionals in the networks of knowledge and citizenship production in order to make them prepared to face and understand the neoliberal logics that currently govern the Western World (LIMA; FREITAS, 2013).

As Martin and Brasil (2004, p. 13) suggest, in the first decades of the 21st century, new issues about the trends of Brazilian higher education gained debate, including the internationalization processes. Thus, the internationalization of higher education is no longer something idealized, but contemporary and, therefore, requires studies, especially in relation to the role of higher education in the education of qualified “labor” to deal with the contingencies of the neoliberal world. Therefore, these issues should be considered in the academic debates about the education of language teachers in Brazil, especially regarding to the education of teachers of Portuguese for foreigners.

### **3 Internationalization and its reflexes in the education of teachers of Portuguese for foreigners in Brazil: in search of a background**

The education of teachers of Portuguese for foreigners is part of a recent academic agenda, which, in a certain way, emerges along with assumptions of higher education internationalization. Although the education of teachers of Portuguese for foreigners is a

contemporary issue, we know that it brings with it historical matters reinforced by the arrival of foreigners and refugees that came to Brazil to populate, to serve slavery, to replace slave labor, to work and to take refuge during the First and Second World War. It is important to emphasize that in the Brazilian history some issues about the teaching of Portuguese for foreigners are fuzzy. If foreigners are arriving in the country for centuries, who has met the demand of these foreigners to learn Brazilian Portuguese when they arrived in the country? Why are there no reports about the concern to educate teachers of Portuguese for foreigners, or even about the existence of this professional?

It is not our goal to answer these questions, however, raising them helps us to ensure the education of teachers of Portuguese for foreigners as a contemporary demand. As internationalization enters into the commercial purposes of Brazilians, there is a movement of demand for skilled labor to meet the purposes of the cross-border economy. This movement has direct impacts on higher education, as it is in this educational space that professionals are prepared for the new market demands.

Brazil has been receiving foreigners or even sending Brazilians to study abroad since its foundation as a country. Amado (2011, sp.) emphasizes that:

Although Brazil is a country of immigrants that has received foreigners from various parts of the globe for the past 500 years, researchers and teachers of Portuguese as a Second Language (PL2) have recently realized that this is a specific area to which they should turn the eyes.

Though the education of teachers of Portuguese for foreigners is a recent area, it is resulted of a series of historical facts that involve the improvement of higher education in Brazil and that culminates in the proposal of the Brazilian academic internationalization. According to Almeida Filho and Lombello (1992), it was only after the 1960s that the education of teachers of Portuguese for foreigners began to be considered and this was motivated, in a certain extent, by the creation of the Brazilian program *Programa de Estudante de Convênio de Graduação* (PEC-G) which attracted hundreds of foreign students who could not speak Portuguese to the Brazilian universities.

Another reason that contributed to the emergence of the professionalization of Portuguese for foreigners was when, in 1966, the dean of the State University of Campinas (Unicamp) decided to hire several foreign professors to work at the institution. In turn, foreign teachers who came to Brazil should learn Brazilian Portuguese to work at

Unicamp. To provide conditions for professors to learn Portuguese the Professors Linda El-Dash, Maria do Amparo B. De Azevedo and Daniele Rodrigues were invited by the dean of the institution to organize the first Portuguese course for foreigners officially taught at a Brazilian university. Besides that, this course gave rise for many didactic materials and a series of academic works that, to some extent, addressed the education of the teacher of Portuguese for foreigners. This course made Unicamp a reference in the teaching of Portuguese for foreigners (ROTTA, 2016, p. 122).

Parallel to the initiative of Unicamp it was created by Professor Rosa Marina de Brito Meyer a course of Portuguese as a Second Language at the Pontifical Catholic University of Rio de Janeiro (PUC-RJ) for several foreign students who settled in the city of Rio de Janeiro - RJ. The courses of Portuguese for foreigners developed at Unicamp and PUC-RJ academically contributed so that, in 1979, it was held at the Institute of Language Studies (IEL - Unicamp), the first Seminar of Portuguese Teaching for foreigners in Brazil. The event marked the debut of the studies upon Portuguese for foreigners in the Brazilian academy.

Albeit these initial actions were important for the first thought about the identity of the teacher of Portuguese for foreigners, and, in a way, contributed to research in this direction, Almeida Filho (1997), by analyzing the teaching of Portuguese for foreigners in Brazil in the 1990s, exposed a number of shortcomings and challenges that hindered the implementation of courses of Portuguese for foreigners in Brazil. Among the shortcomings, Almeida Filho (1997) reports that the lack of standardization for an assessment of language proficiency, the lack of professionals with the appropriate education to act as teachers of Portuguese for foreigners, and the lack of interest of the Brazilian university departments of language studies were, perhaps, the biggest impasse to consolidate the teaching of Portuguese for foreigners in Brazil, as well as the education of teachers to work in this branch.

It is noticed that the education of teachers of Portuguese for foreigners had evolved little hitherto, however, Almeida Filho (1997), by proposing these findings, raised challenges and directions for the education of teachers and for the teaching of Portuguese for foreigners. In face of the shortcomings posed by Almeida Filho (1997), the research could go ahead in order to try to reach a resolution for these issues. In addition, Brazil's economic and global rise from the 2000s onwards increased the

country's visibility around the world, a factor that had attracted a high number of foreigners to Brazil. This event was of great importance, since now we would have a kind of laboratory to evaluate what Almeida Filho (1997) had proposed as barriers to the improvement of the teaching of Portuguese for foreigners. Vasconcelos (2017, p. 116) points out that:

In the following decades, researches on the teaching of PLE were intensified, leveraged by the accelerated process of globalization that expanded the circulation of people, processes, commodities, a process especially driven by the economic relations of the new internationalized capitalist model and by the digital technologies.

Brazil's economic resourcefulness coupled with the implementation of the Southern Common Market Treaty (MERCOSUR), and the formation of the BRICS, foreigners started to demand the learning of Brazilian Portuguese intending to visit, study or even work in the country. Vasconcelos (2017) highlights that internationalization, motivated by the processes of trade liberalization arising from globalization, has generated opportunities and crises for the country, but in a certain way it has been a backdrop for the immigration movements of various peoples and especially Brazilians around the world since the 1990s, a phenomenon that is much more felt in the later decades.

The movement of Brazilians abroad, also contributed to the emergence of teachers of Portuguese for foreigners since communities of Brazilians were set in other countries such as in the city of Tokyo (Japan), Luxembourg (Luxembourg), Paris (France), New York (United States), among others, started to demand the teaching of Brazilian Portuguese for their children. After this phenomenon, the consolidation of the role of the teacher of the Portuguese for foreigners began to be debated more intensely as it generated a greater interest in the spread of Brazilian Portuguese, as well as the maintenance of cultural laces between Brazilian descendants and Brazil.

The demand for teachers and for the teaching of Portuguese for foreigners abroad led the Brazilian Government, allied with Itamarati and the Ministry of Education, to create lectureship programs to send teachers of Portuguese for foreigners from Brazil to other countries, as well as give incentive to the creation of Brazilian Portuguese Language Teaching Centers abroad since the 1990s.

Forte (1998) reported that by the end of the 1990s there were 21 Brazilian Cultural Centers (CCBs), also known as Centers of Brazilian Studies (FUNCEBs) distributed across the America (12), Europe (3) and Africa (6). Today, according to the Cultural Department of the Ministry of foreign Affairs (MRE) this number has risen to 24, and are now in Africa (6), America (13), Europe (3) and the Middle East (2).

Parallel to the creation of CCBs, there is an upsurge of the Certificate of Proficiency in Brazilian Portuguese for foreigners (Celpe-Bras), an exam that helped to formulate the first language policies for the teaching of Portuguese for foreigners. Due to its importance as a political and educational instrument for the consolidation of the Portuguese for foreigners around the world, in 1993 the Ministry of Education and Culture (MEC) in partnership with the Ministry of Foreign Relations (MRE) recognized Celpe-Bras as the official exam to validates the proficiency of foreigners in Portuguese as well as opened several application offices in other countries.

With the spread of the Portuguese for foreigners around the world, various terminologies appear to nominate it, which somehow began to create political and academic debates in the field of the teaching of Portuguese for foreigners in various countries. The debates gradually build specificities and contexts that started to bring to the academy subsidies to think about the complexity of the education of teachers of Portuguese for foreigners. In order to make room for understanding how much the academic debate on the teaching of Portuguese for foreigners has generated specificities, we listed in a table a series of terms that have been used to address the learning of Portuguese for foreigners.

**Table 1: Terminologies used to nominate learning contexts of Portuguese for foreigners**

TERM	ACRONYM
<b>Português Língua de Herança</b> <i>Portuguese Inheritance Language</i>	<b>PLH</b> <i>PIL</i>
<b>Português Como Segunda Língua</b> <i>Portuguese as a Second Language</i>	<b>PSL/P2L</b> <i>PSL</i>
<b>Português Língua Segunda</b> <i>Portuguese Second Language</i>	<b>PL2</b> <i>PSL</i>
<b>Português Como Segunda Língua Para Estrangeiros</b> <i>Portuguese as a Second Language for foreigners</i>	<b>PSLS</b> <i>PSLF</i>
<b>Português Brasileiro como Segunda Língua</b> <i>Brazilian Portuguese as a Second Language</i>	<b>PBSL</b> <i>BPSL</i>

<b>Português Como Terceira Língua</b> <i>Portuguese as a Third Language</i>	<b>PTL</b> <i>PTL</i>
<b>Português Língua Não Materna</b> <i>Portuguese Non-Mother Tongue</i>	<b>PLNM</b> <i>PNMT</i>
<b>Português Para Falantes de Outras Línguas</b> <i>Portuguese for Speakers of Other Languages</i>	<b>PFOL</b> <i>PSOL</i>
<b>Português Língua Adicional</b> <i>Portuguese Additional Language</i>	<b>PLA</b> <i>PAL</i>
<b>Português para Imigrantes</b> <i>Portuguese for Immigrants</i>	<b>PI</b> <i>PI</i>
<b>Português Brasileiro como Língua Adicional</b> <i>Brazilian Portuguese as an Additional Language</i>	<b>PBLA</b> <i>BPAL</i>
<b>Português para as Profissões</b> <i>Portuguese for the Professions</i>	<b>PPP</b> <i>PP</i>
<b>Português como Língua de Acolhimento</b> <i>Portuguese as a Host Language</i>	<b>PLAc</b> <i>PHL</i>
<b>Português Língua Viva</b> <i>Portuguese Living Language</i>	<b>PLV</b> <i>PLL</i>
<b>Português para Fins Específicos</b> <i>Portuguese for Specific Purposes</i>	<b>PFE</b> <i>PSP</i>
<b>Português Instrumental</b> <i>Instrumental Portuguese</i>	<b>PI</b> <i>IP</i>
<b>Português Brasileiro para Estrangeiros</b> <i>Brazilian Portuguese for foreigners</i>	<b>PBE</b> <i>BPF</i>
<b>Português Língua Estrangeira</b> <i>Portuguese as a foreign Language</i>	<b>PLE</b> <i>PFL</i>
<b>Português para Estrangeiros</b> <i>Portuguese for foreigners</i>	<b>PE</b> <b>PF</b>
<b>Português para Refugiados</b> <i>Portuguese for Refugees</i>	<b>PR</b> <i>PR</i>
<b>Português para Refugiados no Brasil</b> <i>Portuguese for Refugees in Brazil</i>	<b>PRB</b> <i>PRB</i>

**Source:** stemmed from Chagas (2016) and Vasconcelos (2017).

As we can see, there is a long table of terms that are used to nominate the teaching of Portuguese for foreigners. These agglomeration and dispersion of terminologies are fundamental for the consolidation of a serious academic debate, which brings with it the settings for studies that propose the strengthening of policies for the teaching of Portuguese for foreigners (SHOFFEN; MARTINS, 2016).

It is true that there are different terminologies to nominate the teaching of Portuguese for foreigners and that each one deals with the teaching in a specific context.

In any case, it is difficult to be sure whether a language will be first, second, additional, among other denominations, for one who is willing to learn it. Thus, Chagas (2016) proposes the standardization of the term “Portuguese for foreigners (PF)” as an axis for the those scholars in academy who are interested in the theme, and suggests that when the area is better consolidated, branches will be created, as a strategy to unite the different specificities around the strengthening of the studies on the teaching and learning of Portuguese for foreigners. Thus, speaking about Portuguese for foreigners is a way of bringing together different terminologies around the same pillar, so that the teaching-learning of Portuguese for foreigners gains more visibility and support in the contemporaneity.

Being aware of the different contexts and variations of the axis that involves the teaching of Portuguese for foreigners is essential to think about the education of the teacher of Portuguese for foreigners. It cannot be overlooked that both in Brazil and abroad, the scenarios of performance of the teacher of Portuguese for foreigners are still rising. In Brazil, the demand for the teacher of Portuguese for foreigners has ceased to be only a higher education issue and has become a reality in border regions, bilingual schools and refugee’s support centers.

An example of this happens in the state of Roraima where hundreds of Venezuelans enter in Brazil in search of better life opportunities and see the learning of the Brazilian Portuguese as an opportunity to integrate into a new country and a new culture. Abroad, governments have created programs to attract teachers of Portuguese for foreigners to teach at universities and high schools, such as Fulbright's Foreign Language Teaching Assistant (FLTA) program and the *Programme D’échange D’assistants de Langue Vivante* (PEALV) program of the French Government. Thus, it is necessary to say that the teaching of Portuguese for foreigners is under the effects of internationalization, and because of this it transcends the educational character of language teaching and the policies of the Brazilian Government upon the official language of Brazil.

The teaching of Portuguese for foreigners is still a field of action-based studies and, at least for the time being, it tends to be in an open academic area. We use the term "*action-education*" to say that the area has still been consolidated as a field of study as new opportunities and contexts of the teaching of Portuguese for foreigners are being

proposed. In this scenario, it is through the action of teachers that we are going to be able to understand which approaches, methodologies and characteristics make the teaching of Portuguese for foreigners a singular practice. Similarly, as far as we discover the different fields of performance of teacher of Portuguese for foreigners, we will be able to list the different knowledge, skills and practices that can make up the education and the teaching practice of a teacher of Portuguese for foreigners.

Understanding and raising diverse issues that are beginning to compose a history of the teaching and learning of Portuguese for foreigners is crucial for us to cope with the growing demand for teachers of Portuguese for foreigners. Yet, this history will be crucial so that, now and in the future, we can formulate teacher education courses, so that Brazil, as a country, has qualified labor to play the highly relevant role that is the diffusion of the Portuguese language and of Brazilian culture throughout the world.

#### **4 Action-education of teachers of Portuguese for foreigners: challenges and possibilities**

Until now, we have proposed reflections on internationalization and how this movement from globalization processes culminated in the emergence of Brazilian Portuguese teaching-learning for foreigners. It is important to emphasize that, although this historical path is fundamental for the characterization of the teaching of Portuguese for foreigners as a field of study, there are other issues that require attention in terms of the education of teachers of Portuguese for foreigners.

Being a teacher of Portuguese for foreigners nowadays has been demanding multidisciplinary notions of knowledge as the teacher must be prepared to act in different contexts. Teaching Portuguese for foreigners in other countries, in other cultural contexts, for refugees, or even in prisons for international prisoners - as has been the case in Brazilian federal prisons - requires the teachers of Portuguese for foreigners a diverse knowledge that directly impacts their professional practice. Therefore, knowing the Portuguese language of Brazil, its grammar and literature is not enough to be a teacher of Portuguese for foreigners. We must go further.

In order to provoke reflections, in the teaching practice of a teacher of Portuguese for foreigners, we list below some knowledge that can be demanded in the different

contexts of teaching of Portuguese for foreigners. Nevertheless, the contact of the teachers of Portuguese for foreigners with this knowledge might help their students, as it may encourage foreign students to linguistically and culturally emancipate themselves in Brazilian Portuguese and in the different discourses that compose the Brazilian social practices (FREIRE, 2016). These are some types of knowledge:

**a) Knowledge about the language as an element of identity constitution;**

Conceiving language as an element of identity constitution helps the teacher of Portuguese for foreigners thinking about the different consequences that language learning can bring for one's own. Regarding the teaching and learning of Portuguese for foreigners in context of language immersion, this knowledge about the language is elementary, since in this context, learning a language is to occupy a place in the world, is to be able to use the Portuguese language to express, interact and to construct different discursive practices insofar as the foreigner is faced with a new way of saying and seeing himself/herself in the world; a perspective that can place him/her in the learned language and causes him/her the wish to learn it (CHAGAS, 2016).

**b) Knowledge in Linguistics and Applied Linguistics;**

Knowing the different studies in Linguistics and Applied Linguistics will allow the teacher of Portuguese for foreigners to choose different theoretical and methodological choices to build his/her teaching practice. Being Portuguese for foreigners an area still under construction and composed of different contexts, knowledge in Linguistics and Applied Linguistics will allow the teacher of Portuguese for foreigners to escape from “pre-established views and bring out what is not easily understood” or of what is not clearly into methodologies and approaches of language teaching courses (MOITA-LOPES, 2006, p. 19). What we have observed is that many teachers want to teach Portuguese for foreigners using the same methods that they use to teach Portuguese as a Mother Tongue, or even using the methods that they use to teach other foreign languages like English, French and Spanish. We must remember that teaching Portuguese for foreigners is different from teaching other foreign or mother tongues, so teaching

Portuguese for foreigners requires a different look from the one already outlined about teaching languages in Brazil.

**c) Knowledge in the different methodologies and approaches of language teaching;**

The way schools, universities or vocational courses work in Brazil is different from the way they work in other cultures and countries. What is being a “good student” in Brazil, is not being a “good student” in another country. Therefore, it is essential to study different didactics and methodological ways of language teaching, because, in the context of teaching-learning of Portuguese for foreigners, the teacher will have in a single classroom, foreigners from different cultures and different ways of leaning. In addition, since the Brazilian teacher of Portuguese for foreigners is in another country, he/she will be required to teach Portuguese according to the way it is performed in that country.

**d) Knowledge in entrepreneurship applied to contingency resolution and opportunity creation;**

Unfortunately, language courses go through many contingencies. The first one is that every semester the teacher deals with a target audience, since we never know for sure who will attend the course. Moreover, teaching of Portuguese for foreigners in immersion context always requires the construction of opportunities for foreigners to experience the Brazilian Portuguese outside the classroom. Having notions of entrepreneurship will help the teachers of Portuguese for foreigners develop inventiveness to create appropriate spaces for fostering the teaching of the language in different contexts in the face of different realities (CHAGAS, 2016).

**e) General notions of international law;**

There are many teachers of Portuguese for foreigners voluntarily teaching Portuguese for refugees in non-governmental organizations and churches. Many refugees don't have documents, fixed address and live in a parallel universe of the reality of the country in which they are. As a result, they place a great deal of trust in the teacher of Portuguese for foreigner, as the teacher becomes a kind of mediator between the world in which the refugee is located and the reality of the country in which he/she lives as a

refugee (AMADO, 2011). Having notions of international law applied to immigration turns out to be a key element for the teacher of Portuguese for foreigners, because as a mediator the teacher needs to protect himself/herself and also to be aware of the rights a refugee has, in order to help the refugee transposing parallel universe to the reality. There is much of language and identity involved in law and this knowledge can offer great support for the teaching of languages for refugees.

**f) Notions in psychology;**

Notions in psychology is already a prerequisite for teacher education courses in Brazil. In the Faculties of Letters, the discipline of Psychology Education is already an integral part of the university curriculum. Even so, in different contexts of the teaching of Portuguese for foreigners, many students develop learning difficulties motivated by a variety of personal tensions that end up impacting the classroom context. In addition, the difficulty to speak, the difficulty to express themselves through the Portuguese language in language classroom end up creating trauma in foreign students and they may drop out of the course. The language difficulties of the students may have a direct correlation with the contingencies that foreigners face in order to get work, to have medical care, to meet their personal needs, and to survive in the country in which they are located. The psychology that must be studied by the teachers of Portuguese for foreigners needs to go beyond schooling problems. They should be able to understand how psychological factors are involved in language learning and how it can avoid language traumas. Therefore, we must think of new disciplines of psychology to compose the teacher education courses of Portuguese for foreigners.

**g) Notions of Language Policy and the construction of language teaching curriculum;**

The Brazilian Portuguese is composed of a numerous language variant. The teacher of Portuguese for foreigners should be aware of this in the classroom, as the non-recognizing of these variants can affect language learning. Admitting that in the southeastern region of Brazil people use the personal pronoun “você” instead of “tu”, which is widely used in the northeastern region of the country is just one example to be

considered. In addition, the different discursive practices of daily life create particularities of use of a language that converge in Linguistic Policies. A foreigner who learns Portuguese should use this language not only in formal contexts of use. He/she will need the language to go out with friends, to express himself/herself with a family member or friend who is Brazilian, to make a phone call, among others. Having different notions of Language Policies can help the teachers of Portuguese for foreigners build curricula that are attentive to the different discursive practices of Brazilian Portuguese, which fortifies the learning of the language (FAUSTICH, 1998).

**h) Notions of geography and Brazilian history;**

Brazil is one of the biggest countries of the world in geographical and in historical terms. As a result, it has a vast history and geography. The way each Brazilian region conceives the history of the country is different and knowing this heterogeneity is important to address Brazilian culture in the classroom. Moreover, having knowledge of the different biomes and geopolitical behaviors of the different Brazilian regions of Brazil is essential. For many foreigners, traveling from one state to another in Brazil is like traveling from one country to another. The change in eating habits, clothing, climate, temperature and biome becomes language issues, as geographical variants generate changes in the way students make meaning of something. Yet, it also affects the sign-signifier-meaning relationship (SAUSSURE, 1997). The teacher of Portuguese for foreigners must have this knowledge to guide foreigners and to make them aware that Portuguese entails such variations. The “*pão de queijo*” eaten in Santa Catarina is not the same as the “*pão de queijo*” you eaten in Maranhão, just as “*saltar do ônibus*” in São Paulo is not the same as “*saltar do ônibus*” in Minas Gerais. Anyway, these are just an example that understanding and studying Brazilian history and geography will help the teacher of Portuguese for foreigners have a greater dimension of the linguistic and cultural variants that the country has and, better teach the knowledge content that will be available in the classroom.

**i) Notions of Art and Brazilian Culture;**

Given Brazil's territorial and geographical extent, the country is composed of different artistic, cultural and historical expressions that unfortunately, are often reduced to the culture of the large urban centers of the Southeast region. Studying Brazilian art and culture in its complexity is necessary to operationalize the creativity of the teacher of Portuguese for foreigners in a way that, when teaching, they can create learning spaces that promote experiences of the Brazilian language and culture without necessarily being in a museum, cultural party or tourist sight. Moreover, the teacher of Portuguese for foreigners, by knowing Brazilian art and culture more closely, can contribute to the deconstruction of stereotypes of Brazil, Brazilian culture and the Brazilian people. After all, a large part of the Brazilian population is still concentrated in the interior of the country and the lifestyles of the interior population cannot be disregarded when we talk about Brazilian art and culture.

**j) Notions of Literature, Music and Brazilian Cinema applied to the teaching of Portuguese for foreigners;**

The classroom of Portuguese for foreigners is constructed by different narratives which, in turn, are permeated by different language discourses and materiality. Texts, music and movies can be great resources for activating foreigners' backgrounds. Transcending activities that use text, music and movies just to analyze grammatical content application is important in this scenario, as the materiality of these elements can make students reflect upon their lives. Also, they can bring some reflection about the place Brazil hosts in their life and provide linguistic breadth for foreigners to access stories and memories portrayed in the Brazilian Portuguese. Anyway, there is no recipe for creating these stimuli. However, when the teacher of Portuguese for foreigner has notions of Brazilian literature, music and film(s), he/she can have a multitude of resources and teaching materials to make the class of Portuguese for foreigners more real and thus open doors so that living experiences in Portuguese compose foreigners' history, identity and memory of, bringing them closer to the studied language.

**k) Linguistic and Grammatical knowhow of the Brazilian Portuguese;**

During the class of Portuguese for foreigners it is very natural the students' demands for contrastive analyses between the functioning of their mother tongue and the functioning of the Portuguese language. It should be remembered that traditional language teaching is still present in most western countries, either for colonial reasons or for reasons of tradition. For many foreigners, there is the belief that knowing the language is knowing the grammar of the language (SHOFFEN; MARTINS, 2016). Thus, the teacher of Portuguese for foreigners should be prepared to elaborate grammar and contrastive explanations during the classroom. So, the teacher should also be able to explain certain grammar rules and why grammar differs in terms of context-to-context usage. The teacher should show foreigners other possibilities of language teaching classroom, making it clear that linguistic knowledge transposes grammar and that language policies that stablish what knowing Brazilian Portuguese is could be different from the ones used to stablish what knowing their mother tongue is.

**I) Knowing other languages.**

Studying and speaking other languages is a relevant ability to the teacher of Portuguese for foreigners as the experience of learning a foreign language can help the teacher in the work of teaching a language that is foreign to the foreigner. In addition, the knowledge of speaking other languages can contribute to contrastive analysis and to the student's situationality in the early stages of the course. Making usage of the mother tongue of the foreigner in the first moments of the course can generate ties and stimulation for the foreigner to feel more confident to learn Portuguese (CHAGAS, 2016). Finally, knowing other languages will also be important to broaden working horizons for the teacher of Portuguese for foreigners as he/she will be able to work in other countries.

We know that there is a multitude of other types of knowledge that can contribute to the education and preparation of teachers of Portuguese for foreigners. In general, we believe that this previous survey can help us reflect on the teaching and learning of Portuguese for foreigners in contemporary times and that the aspects presented here were proposed in order to enable researches to follow paths that allow teachers to deal with the increasing demands for the teaching and learning of Portuguese for foreigners, whether in Brazil or abroad.

## **Final considerations**

Talking about the education of teachers of Portuguese for foreigners in the present time demands dealing with the uncertainty, since this is a recent area of research and professional practice both in Brazil and abroad. There are still no government parameters or programs that regulate the education of teachers of Portuguese for foreigners neither solid initiatives to make this happen. Therefore, it is necessary to develop more union and engagement between teachers and researchers so that political initiatives emerge to distinguish the teaching and learning, as well as the teachers of Portuguese for foreigners receive representativeness and social appreciation.

It is noted, in a certain way, that the teaching of Portuguese for foreigners can also bring into debate the revision of Mother Language teaching practices in Brazilian regular schools in contemporary times. After all, as Brazil is part of an internationalization environment, the country has already started to receive foreigners in its primary schools, and they need to learn Portuguese. Once again, we need to reflect on the *action*-education of teachers, because contemporary language teaching and learning crosses the walls of the school and we need to pay attention to this.

In addition to the academic debates that aim to consolidate the teaching of Portuguese for foreigners, this field of study also causes a behavioral change in the strengthening of Brazilian identity, as the foreigners that learn the Brazilian language or come to Brazil, begin to see a country that may be invisible to eyes of Brazilians and, thus, bring to the Brazilian identity new issues. In this process, we highlight the movement of foreigners from Mercosur countries that have brought Brazil closer to its neighbors, as well as open its border regions to consolidate economic and cultural exchanges with South America. For Rotta (2016, p. 124):

It is undeniable that the border regions of Brazil have benefited from the political and economic actions resulting from Mercosur and through them the teaching and learning of PLE can be consolidated in those regions; It is undeniable that there has been an increase in demand for PLE courses within Brazilian universities, benefited by exchange programs. Investments were made in teacher education, in the development of teaching materials, in assessment systems and

equivalence certificates among the countries participating in the Treaty, among other actions.

Internationalization has brought direct effects on Brazil's identity as a country, which has required new elaborations regarding the linguistic, cultural and political practices that the country has had so far. We emphasize that thinking about the education of teachers of Portuguese for foreigners in contemporary times is very important, because these teachers are having a unique contribution to the set of a good performance of the internationalization processes in Brazil.

The demand for the learning of Portuguese for foreigners is requiring the performance of qualified teachers to teach, what, according to Qiang (2003, p. 1), is a result of “a cross-border correspondence between supply and demand”. In this sense, thinking about the education of PF teachers is an important task at this time, because we are facing the need to formalize the career of a professional who emerges to supply a contemporary demand of the educational market. So far, there is no clear definition regarding the teaching practice of the teacher of Portuguese for foreigner, however the wide range of academic debates about the Portuguese for foreigners that has taken place seems to be fundamental to reflect on what “To be a teacher of Portuguese for foreigners” means. In addition, this debate lead us to think about the knowledge that should be chosen to build the curriculum of a Teacher undergraduate Course in Portuguese for foreigners.

To talk about initial or continued education of teachers of Portuguese for foreigners, we must talk about teacher *action*-education. Integrating multidisciplinary amplitudes of knowledge is fundamental for us to have, in fact, a professional identity for the teacher of Portuguese for foreigners. We hope that the reflections proposed in this article can contribute to new perspectives on the education of teachers of Portuguese for foreigners.

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