

COURSE:
LANGUAGE AND CULTURE OF
PORTUGUESE SPEAKING COUNTRIES
(A LANGUAGE-CONTENT COURSE)

Roberval TEIXEIRA E SILVA

FAH – DP

UNESCO CHAIR on “Language Policies for Multilingualism”

MY COURSES/ MY RESEARCHES

- The educational environment (like other social encounters) **is not centred:**
 - in the teacher - conservative/traditional pedagogy;
 - in the content - conservative/traditional pedagogy;
 - in the learner - modern approach.
- But **centred in the interaction** (post-method/post-modern/post-colonial approach)
 - The base is: knowledge is produced
 - **by the experience of living with others...**
 - **by human interactions...**

TWO METHODOLOGICAL PRINCIPLES

PEDAGOGY OF PROJECTS
TASK BASED ACTIVITIES

(speaking/listening/writing/reading... are **social practices**,
not simply classroom exercises)

“LANGUAGE-CONTENT COURSE”: FOR THE DEVELOPMENT OF COMPETENCES

- **LINGUISTIC SKILLS:**

- The student will be able to:
 - In written production:
 - Write argumentative texts (introduction/development/conclusion) in order to show a cohesive and coherent point of view (**dissertation/argumentation**).
 - In oral production:
 - Produce expositive oral presentations (**seminar**);
 - Produce oral argumentative texts in order to discuss themes and issues (**debate**).
 - In oral/written comprehension:
 - Identifying different textual **genders and its social functions** (the chain of ideas and the structure of the logic applied in texts);
 - Identifying the **structure of texts** and the contents/senses constructed by them.

- **SOCIAL and CULTURAL SKILLS:**

- **LANGUAGE AND GENDER:** the **life stories** of women from Portuguese-speaking countries and regions:
 - Angola ; Brazil; Cape Verde; Guinea Bissau; Mozambique; Portugal; Sao Tome and Principe; East Timor; Goa ; Macao; Diu ... and diaspora communities.
- From the stories of life , we will discuss topics such as:
 - Linguistic varieties ;
 - Socio-cultural Realities: economy, society, culture etc.
 - Ethnic groups : constitution of the communities;
 - General History;
 - Emigration, Immigration and migration;
 - Gender (s) and identity(ies) in countries and regions marked by the Portuguese language ;
 - Languages : music, painting, novel, films, body language etc.

PROJECT:
*WOMEN'S LIFE STORIES IN PORTUGUESE
SPEAKING COUNTRIES*

- **UNITY 01:** social construction of the world / denaturalization of social believes, values and concepts to discuss inequalities (gender inequality in especial)

- **TASKS BEFORE CLASS INTERACTION:**
- A- Video I - social inequality
 - <https://www.youtube.com/watch?v=sYSpJKZKCyk>
 - (oral comprehension)



TASKS

BEFORE CLASSROOM INTERACTION

- B- Transcribe the question raised by the boy.
 - (“QUESTION:“Social Inequalities are something natural?”)
 - (oral comprehension)
- C- Identify the sociologists quoted in the video and indicate their contribution to the study of the society. Make a short research and write a paragraph of 50 words about one of them.
 - (oral comprehension/ written production)
- D- In relation to Portuguese speaking countries, which main social inequality is mentioned about Brazil? How is it viewed there? Do you think the same inequality can be found in in your city? How?
 - (oral comprehension)
- E- Take a look at the pictures and cartoons.



NÃO TENHO NADA
CONTRA OS POBRES, PELO
CONTRÁRIO

ACHO QUE PRECISAM DE
AJUDA E COMPREENSÃO

E TEM MAIS!

ESTOU CONVENCIDA DE QUE A MAIORIA
DAS PESSOAS POBRES NÃO FAZ ISSO
POR MALDADE



- F - Write a list of 3 or more main social inequalities you can identify in your community. What kind of inequality?
 - Based on Economic?
 - Based on Ethnicity?
 - Based on Gender?
 - Based on Geography?
 - Mixt?
 - (written production)

TASKS IN CLASS

- Production of different types of gender of texts...
 - Presentations (sociologists that contributed to the development of concepts)
 - Group/pair discussion (definition of **nature X social construction**)
 - Debates (causes and consequences of different kinds of inequality)
 - Group competition
 - **MAIN GOAL: gender as a social construction – the base for our course**

QUIZ IN CLASS

- [Who defines gendered expectations?](#)
 - A. One's Parents
 - B. Academic Institutions
 - C. Doctors
 - D. Society

Poll everywhere:

- Results on the board
- Group discussion



GENERAL COMMENTS: LANGUAGE COURSE

- Most of the time I used the the online part for introducing new topic.They should work on **oral and written comprehension**:
 - watching videos,
 - listening to audios,
 - making researches
 - having contact to different gender of texts and languages such as cartoons or jokes
- Class interaction were mostly use for **oral production**
 - for discussions/ presentations/ debates in pair, groups or individually
- And for organizing/preparing **written/oral productions - texts structures**
- Home tasks - at home - for **written texts**.

GENERAL COMMENTS: LANGUAGE COURSE

- I opened a WeChat channel - they were very participative in this platform and, then, the quantity of interactions were huge. WeChat was very useful for us. Some times it worked much better than Moodle. It is dynamic and pluri-task. We used to post texts and pics, cartoons and so on...
- At home or whatever, they had more time to handle audio and videos materials without the pression of the classroom time. This was good for the development of their comprehension skills.
- My course had more or less 25 percent of online work (7 classes/28 total). Th students felt they had to go deeper in each material they had to deal with. It is a sense of commitment and responsibility.