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# PORTUGUÊS de Viva Voz

Guia de Curso

# PORTUGUÊS de VivaVoz

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## INDEX

- 1.** Framework
- 2.** Course description and characterization
  - 2.1.** Target audience
  - 2.2.** Admission requirements
  - 2.3.** Goals
    - 2.3.1.** General Goals
    - 2.3.2.** Specific Goals
- 3.** Course
- 4.** *Online* training
- 5.** Course plan
  - 5.1.** Course structure
  - 5.2.** Syllabus, lexical areas and communicative competences
- 6.** Assessment
- 7.** Certification
- 8.** Pedagogical and technical learning resources
- 9.** Levels and sub-levels
- 10.** Registration
- 11.** Costs
- 12.** Course coordination
- 13.** Authors/Biographic notes
- 14.** Contacts
- 15.** Informations

## 1. FRAMEWORK

In the context of a unified Europe and with the increasing globalisation, the knowledge of several languages and the cultures they convey becomes decisive for the promotion of citizens' mobility and for the peaceful and sustainable development of today's world. Today, languages are not only passports and vehicles of circulation, but also privileged ways of (re)knowing and valuing the cultural diversity that surrounds us. Their learning corresponds to an individual process of identification and gradual appropriation of discursive behaviours linked to different enunciation situations, often conventionally established and culturally marked.

As far as the Portuguese language and culture are concerned, it is increasingly recognized and pointed out the role it plays in this globalisation process. Their projection are the result of a multiplicity of factors of which the most important are:

- the approximately 250 million native speakers of Portuguese (which represents approximately 3.7% of the world population and corresponds to 4% of global wealth);
- the 8 Portuguese-speaking countries (covering an area of 10.8 million square kilometres, about 7.25% of the Earth's continental surface);
- the fact of being the fourth most widely spoken language in the world (present on all five continents) and the most widely spoken in the southern hemisphere;
- the highest growth rate registered in the internet (fifth most used language), in social networks (third most used Facebook and Twitter), in the production of scientific articles/journals and in learning as a foreign language;
- the establishment as a vehicular language of many diplomatic and commercial treaties;
- the highest growth rate recorded between 2005 and 2012 in trade between the European Union and the Portuguese-speaking world (161% growth rate)<sup>1</sup>.

As stated in Article 3 e), "Assignments", of Universidade Aberta's Statutes (Normative Dispatch no. 65-B/2008), one of the priority spheres of action of this Portuguese public distance education university is "To conceive, produce and disseminate mediated and networked educational resources, that can be used through information and communication technologies, aimed at (...) the defence and promotion of the Portuguese language and culture, in Portugal and abroad (...)".

Paragraph h) of the same article also adds to this purpose the imperative of the institution

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<sup>1</sup> These data that were collected at

<https://infoeuropa.euroid.pt/files/database/000057001-000058000/000057636.pdf> prove the economic potential of the Portuguese language.

*“To contribute, within its sphere of activity, to international cooperation and to bringing peoples closer together, with special emphasis on Portuguese-speaking countries and European countries”.*

With the aim of contributing to the fulfilment of this strategic desideratum and in line with the above-mentioned statutory mission, the present course of Portuguese as a Non-Mother Tongue was developed, generically entitled **Português de Viva Voz**.

## **2. COURSE DESCRIPTION AND CHARACTERIZATION**

**Português de Viva Voz** course is structured in its own learning environment, which combines the advantages of e-learning technologies with a concept of plural communicative competence, in which the different aspects that compose it - linguistic, socio-cultural and pragmatic-discursive - are integrated.

Priority is given to the spoken language and its use in everyday situations, linking its learning to the situational context in which it is used. Thus, the learning path is developed from the exploration of a set of Everyday Scenarios performed by native speakers, which can be attested to a high degree of authenticity.

On the basis of selected communicative events, step by step, the student is invited to discover specific verbal and non-verbal uses of a given communicative situation (lexical, grammatical, pragmatic-discursive) which he/she will have to apply in targeted exercises for training and learning, and then use in solving more complex communicative tasks.

In this way, the Scenarios appear as the starting point for the presentation of the course contents and allow the observation of the different components of the communicative act - linguistic, sociocultural and communicational - within authentic contexts. Based on certain uses considered relevant to the communication situation visualised, the learner has direct access to information structured into the following thematic glossaries: Vocabulary, Communication, Grammar, Oral marks and Cultural notes. The entries that compose them resulted from the exploration of the Scenarios selected for each sub-level of the course.

A central concept in defining the communicative objectives of the course is that of Task. Throughout each sub-level, the trainees' work is conducted in such a way as to prepare them to solve certain communicative tasks with precise goals.

The focus is primarily on the meaning of the communicative act in question, and the approach to the verbal and non-verbal elements involved in it is viewed in functional terms, i.e. from the linguistic needs of the learners at the moment they are trying to solve the task they are involved in.

Finally, in the proposed didactic work a distinction is made between Recursive and Productive Activities. In relation to the former, it is considered that learners should have access to written and/or spoken materials with a high degree of authenticity. In the activities developed to explore these materials, a distinction is also made between global, detailed and selective comprehension, which is in line with the reading/listening processes we use in everyday life in the context of our mother tongue.

The Productive Activities result from Tasks to be developed in the framework of specific interaction situations and may be oral or written (using innovative tools available on the platform).

### **2.1. Target audience**

The course's target audience is adults with or without an academic background who wish to acquire, develop or consolidate communication skills in Portuguese.

### **2.2. Admission requirements**

A fundamental requirement to attend the different course modules is to have access to a computer with broadband internet connection and an updated email address. After enrolment, Universidade Aberta will provide the learner with an institutional email account, which should be used in all communication with the University.

The exploration of multimedia resources and the full use of learning tools require the use of the *browser Google Chrome*.

To listen and record the learner must use a headset USB (phones e microphone).

At the beginners' level (A1) it is necessary that the trainees have an intermediate level of competence in the English language, since the environment for working online uses English as the language of communication. Moreover, all the instructions for the execution of the activities, as well as the correct exploitation of the learning resources are, at level A1, given in both Portuguese and English.

## 2.3. Goals

### 2.3.1. General goals

**Português de Viva Voz** course aims to provide learners with the opportunity to acquire or consolidate knowledge in Portuguese and develop their communicative competence in everyday situations.

The course is divided into two sub-levels - A1.1 and A1.2 - defined according to the Common European Framework of Reference for Languages.

Each sub-level is structured in 12 weeks, corresponding to 7 themes and 6 subjects respectively. Each theme represents specific daily life scenarios selected according to the learners' linguistic and communicative needs when interacting with native speakers of European Portuguese. Both levels involve 78 hours of online work.

Each sub-level deals with various themes covering specific Everyday Life Scenarios and requires 78 hours of online work. The selection of these topics was made taking into account the learners' linguistic and communicative needs when interacting with native speakers of European Portuguese. adquirir ou consolidar conhecimentos em português e desenvolver a sua competência comunicativa em situações do quotidiano.

### 2.3.2. Specific goals

The specific goals of the course are:

- To familiarise the trainees with the linguistic and communicational mechanisms needed to act in the Scenarios selected for each learning level.
- To promote a growing awareness of the functioning of the target language through the observation of its use by native speakers in different contexts of verbal interaction.
- To highlight the confluence of linguistic, sociocultural and interactional aspects in the selected communicative events.
- To provide working materials which enable the trainees to apply the acquired knowledge and facilitate its consolidation.
- To involve the trainees in Communicative Tasks appropriate to their level and linked to the Scenarios worked on during the learning module they have attended.
- To offer trainees the opportunity to obtain certification of the knowledge acquired throughout the modules attended.

### 3. COURSE

The teaching-learning activities proposed for each of the sub-levels work at a distance using the UAb's e-learning platform (Moodle platform, duly customized according to the requirements of Universidade Aberta's Virtual Pedagogical Model, in which innovative technological tools specifically designed for online language learning have been integrated).

At the beginning of the first sub-level, trainees attend a one-week Online Familiarization Block, in order to become familiar with the virtual learning environment and with the particularities of pedagogical interaction in this context.

This course follows the guiding principles of the pedagogical model designed for virtual education at Universidade Aberta, applying its most important premises:

- Teaching centred on the trainee and their needs and objectives, actively involving them in the process of building their knowledge.
- Flexibility of access to content and learning activities, allowing the learner to manage their work schedule according to their personal availability. This principle is materialised in the primacy of asynchronous communication, creating time intervals of greater or lesser duration for viewing, reading, processing information and solving activities in interaction spaces. Nevertheless, such primacy does not prevent the occasional synchronous sessions, duly scheduled and agreed with groups of students, taking into account their geographical location and respective time zone.
- Promotion of a diversified interaction between trainee and tutor, between trainees or between trainee and learning resources.
- Integration of the trainee in a virtual class, to which the course tutors and the other trainees have access.

The learning activities take place in the virtual environment created for each training module and are carried out exclusively online, using communication devices of two types: trainee moderated forums and tutor moderated forums.

The student moderated forums function as class dialogue spaces. In them the sharing of ideas about the Scenarios under study and their main contextual, textual, discursive, functional, grammatical, lexical and socio-cultural features should take place.

The forums moderated by the tutor are mainly used to clarify doubts and overcome difficulties that have not been overcome through discussion among trainees. These forums will be open at times determined by the teacher and with a previously established duration. There will also be work forums indexed to a specific topic where learning activities will take place and where the tutor will be able to introduce more input material concerning the communicative strategies and linguistic structures worked on. The different phases of the above mentioned work should be previously defined in a Learning Contract negotiated with the trainees at the beginning of their training.

#### **4. ONLINE TRAINING**

In a first block of work lasting one week, trainees should familiarize themselves with the modes of communication and online behavior, as well as with the technological tools allocated to the virtual environment in which the teaching and learning activities will take place.

During this period, the course participants - trainees and tutors - are invited to establish socio-affective relationships in informal interaction spaces, leading to the creation of a learning community, which will facilitate later communication and collaborative performance of online activities.

The online training block is of a practical nature, with an orientation centred on know-how. At the end of this block, trainees should be able to

- Establish contact with the other course participants in the different spaces and methods of communication available, demonstrating communication and coexistence skills in a virtual learning environment;
- Apply general competences of Internet use (communication, research, consultation and evaluation of information) in the virtual environment of the course (effective use of e-mail, online group work, collection of information on the Web).
- Move within the different course environments, recognizing the specificities and potentialities of each;
- Use the technological tools available, in particular the specific tools for practising pronunciation/prosody and carrying out oral production activities;
- Act effectively in the work spaces provided.

## 5. COURSE PLAN

### 5.1. Course structure

**Português de Viva Voz** course is structured in independent learning modules/sections, whose sequence seeks to cover the different levels of communicative competence provided by the Common Reference Framework for Languages.

Table 1 lists the A1 level modules indexed to the respective communication contexts.

TABLE 1 - SUB-LEVELS

Level	Sub-levels	Communication contexts	Duration (hours)
A1	A1.1. Arrival in Lisbon	At the airport At the hotel	78
	A1.2. In the city	In Lisbon with friends and at the doctor In travel	78

### 5.2. Syllabus, lexical areas and communicative competences

Tables 2 and 3 show the respective syllabuses, lexical areas and communicative competences to be developed.

TABLE 2 - SUB-LEVEL A1.1. ARRIVAL IN LISBON

Syllabus	Lexical areas	Competences
Personal identification	Nationality	Introduce yourself and others
Waiting at the airport	Place of birth	Reacting to an introduction
Greeting	Address	Greeting and reacting to greetings
Forms of address	At the airport	Saying goodbye
Introductions	Professions	Giving personal information (name, nationality, place of residence, telephone )
Arriving at the hotel reception	Occupations	Request information
Finish check-in	Cardinal and ordinal numbers	Indicate location
Say goodbye and thank you	Name	Asking for and giving information about the time
	Age	Locating time
	Marital status	
	At the hotel	
	Days of the week	
	Months	

	Seasons Meals Activities Part of the day Hours Everyday objects	Express opinion Express satisfaction Expressing agreement Expressing need Saying thank you and responding to a thank you Asking to wait Apologising Justify Expressing wishes
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TABLE 3 - SUB-LEVEL A1.2. In the city

Syllabus	Lexical areas	Competences
Meeting people Physical activities At the doctor At the café Travelling around the country Arriving in Cascais	Meals Invitations Telephone Type of accommodation Partitions of the house and school Furniture School supplies Family Physical and psychological description Festivals and traditions Sports activities Routines and hobbies Gymnasium Human body Symptoms and illnesses Medical specialities Means of transport Portuguese gastronomy Means of payment Clothing and footwear Hygiene products	Talking on the phone Inviting Praise/congratulate Expressing admiration Reading and writing invitations, notes and messages Describing a space Identifying school material Expressing satisfaction Introducing the family Describing people physically and mentally Saying goodbye Justify yourself Apologising Writing a letter Making plans Describing routine and talking about habits Fill in application forms Read regulations Writing emails Searching for basic information on the Internet

	Food Weather Tourism and travel Rail journeys Orientation in space (directions) Monuments City places Commercial establishments and services	Describing symptoms Reading and explaining routes Narrating events Giving advice Making wishes Reading simple notices Ordering in a café/pastry shop Reading menus Expressing preferences Booking a table in a restaurant Reading receipts and/or invoices Describing someone's clothes Complaining and protesting Agreeing and disagreeing Expressing admiration and enthusiasm Asking for and giving thanks for advice Writing letters and postcards
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## 6. ASSESSMENT

Due to the particular nature of the virtual learning context, a continuous assessment system is adopted, which requires an active participation from trainees in all activities and tasks designed for each of the sub-levels.

Thus, for assessment purposes, the tutor will consider:

- the trainee's follow-up of the learning activities provided;
- their interventions in the various working forums
- their involvement in group projects and tasks;
- the completion of individual tasks with an oral and/or written output;
- the production of other elements that the course leaders consider necessary to evaluate the learners' performance at a given sub-level. These assessment elements will be specified at the beginning of the sub-level.

To pass the sub-level attended, the student must obtain a minimum classification of 10 out of a possible 20.

## 7. CERTIFICATION

Trainees who successfully complete a learning module will receive a Certificate of Attendance and Success, indicating the number of credits obtained (3 ECTS) and the level of the Common European Framework of Reference for Languages (CEFR). The certificate will also detail the syllabus and the communicative skills developed during the module attended.

If students wish to certify their proficiency in Portuguese Language they can apply for the CAPLE (Centro de Avaliação de Português Língua Estrangeira) exams, to obtain the CIPLE (Certificado Inicial de Português Língua Estrangeira).

For more information: <http://caple.lettras.ulisboa.pt>.

## 8. PEDAGOGICAL AND TECHNICAL LEARNING RESOURCES

The learning, pedagogical and technical resources of this course are available on or easily accessible from the e-learning platform where the training takes place. The trainee's work is based on ICTs and on the interaction with digital learning resources, specifically designed for online learning of PLNM.

Regarding the latter, the relevance assumed by multimedia is particularly relevant, as it is a particularly potentiator of language learning. In fact, by representing with great efficiency and in a contextualized way communicative situations in presence, multimedia facilitates the understanding and internalization of verbal and non-verbal uses of language, as well as the integrated apprehension of linguistic, sociocultural and pragmatic-discursive aspects inherent to communicative action.

Thus, the Scenarios, the starting point of all the work, are initially presented in video, and then unfolded through the association of text, image, audio or avatars and animations, in order to diversify the input of the target language. These resources enrich and facilitate the implementation of receptive activities.

Games and interactive exercises, of diverse types and with immediate and automatic feedback, will also allow for the systematic and playful training of comprehension, lexicon/communication, grammar and pronunciation/prosody aspects. Innovative technologies for language learning have been used for their construction. For example, the learner can exercise the pronunciation and prosody of Portuguese (listening to a statement made by a Portuguese speaker record your own voice, and compare your realisation with that of the native speaker or even respond in a forum with your own voice, because the Moodle platform allows you to easily record directly online.

You can also, by the same process, record and broadcast podcasts in the virtual classroom.

Thus, in addition to reception activities, the environment also provides asynchronous oral production activities. Specific synchronous moments, of chat and videoconference, may also be scheduled, making use of the appropriate tools. Several of the proposed activities are designed as games and challenges for the trainee (incorporating playful elements such as automatic feedback, progression bars, accumulation of points and virtual rewards).

The basic learning, pedagogical and technical resources will be available on the e-learning platform where the training takes place. However, other resources available in non-digital format may be recommended.

## **9. SUB-LEVELS**

Sub-levels A1.1 and A1.2 will run in sequence.

## **10. REGISTRATION**

Applications must be made online at:

<http://www.uab.pt/web/guest/estudar-na-uab/oferta-pedagogica/alv/candidaturas/extensao-universitaria-cultural>

## **11. COSTS**

The cost of each training sub-level is 200 euros per trainee, paid at the time of enrolment.

## **12. COURSE COORDINATION**

The course is coordinated by the Director of the Humanities Department, Professor Isabel Falé, and by Professors Ana Braz and Adelina Castelo.

### 13. AUTHORS/BIOGRAPHIC NOTES

**Helena Bárbara** – She was an assistant teacher at Universidade Aberta. She has a PhD in Portuguese Studies from the same university and has developed research in the area of language teaching associated with technologies and task-based learning of L2 Portuguese. She was responsible for the teaching and coordination of Portuguese as a non-native language at the Department of Portuguese Language and Culture of the Faculty of Letters of the University of Lisbon until 2000 and has participated in distance courses, by videoconference, for pedagogical training in Portuguese for Timorese teachers and between the Open University and the Centre for Distance Learning in Dili. She is the author and co-author of several didactic materials for the teaching of Portuguese as a non-native language.

**Helena Manuelito** – She holds an MA in Linguistics from Universidade Nova de Lisboa, where she also completed the seminars of the PhD course in Language and Communication Sciences. She was a guest lecturer at the former Department of Portuguese Language and Culture of the Universidade Aberta (until 2007) and a collaborating lecturer at the current Department of Humanities (until 2009). She taught, among other subjects, Portuguese as a Second Language and was the author and co-author of the first online courses of Portuguese as a Non-Mother Tongue at Universidade Aberta and the first Portuguese course for television/RTP: *Falamos Português* (We Speak Portuguese). She has conducted seminars and training courses for primary and secondary school teachers on the use of the dictionary in language teaching/learning. She has participated in international research projects on the virtual teaching of Portuguese.

**Armindo de Moraes** – He was a visiting assistant professor at Universidade Aberta. He has a PhD in Linguistics from the same university and has developed research mainly in the areas of Oral Portuguese and Portuguese as a Non-Mother Tongue (PLNM and Second Language). For years he has been a teacher of PLNM in different learning contexts. He has coordinated the elaboration of the curricula and tests of Portuguese at level A2 and B1 of the European Language Certificates and, as trainer at the German Institute for Adult Education, he has been responsible for training actions for PLNM teachers in the framework of the European programme Leonardo. He is the author of several scientific papers on orality genres and Portuguese teaching. He has also published several textbooks and other materials for teaching and learning PLNM.

Ana Braz – She is currently a visiting assistant professor at Universidade Aberta. Between 2006 and 2019 she taught at several Parisian universities subjects in the area of linguistics, Portuguese literature and civilization, and especially Portuguese as a non-native language. She has a degree in Modern Languages and Literature - Portuguese and French Studies from the University of Coimbra (2002), institution where she also obtained a Master's in General Linguistics (2006). In 2017, she completed her PhD in Portuguese, Brazilian and Lusophone African Studies at the University of Paris 8 (France) and in Language Sciences at the University of Minho (in cotutela). She is the author of scientific publications in the field of semantics, pragmatics and discourse analysis and didactic materials in the context of Portuguese as a Foreign Language.

**Adelina Castelo** – She is currently an Assistant Professor at Universidade Aberta, having previously worked as an Adjunct Professor at Instituto Politécnico de Macau, Visiting Assistant Professor and Assistant Professor at Escola Superior de Educação de Viseu, as well as visiting lecturer at other higher education institutions in the Lisbon area. She obtained all her academic degrees at the University of Lisbon: PhD in Educational Linguistics (2012), MA in Portuguese Linguistics (2004), professionalization in Education (2001) and degree in Modern Languages and Literature - Portuguese and French Studies (1999). Her teaching experience and research activities include Linguistics (especially Portuguese Phonology), Didactics of Portuguese as a Mother Tongue and as a Foreign Language. She is author and co-author of scientific publications and didactic materials on the teaching of Portuguese as a non-native language.

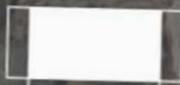
## 14. CONTACTS

Departamento de Humanidades – D. Margarida Quadrado ([Margarida.Quadrado@uab.pt](mailto:Margarida.Quadrado@uab.pt)).

## 15. INFORMATIONS

For more information about the Courses / Training Courses, please consult the website of the Unit for Lifelong Learning (UALV):

<http://www.uab.pt/web/guest/estudar-na-uab/oferta-pedagógica/alv>



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