

PORTUGUÊS de Viva Voz
PORTUGUESE

Course Guidelines



Aprendizagem
ao Longo da Vida

PORTUGUÊS de VivaVoz

PORTUGUESE

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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)¹.

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 (...)".

¹ These data that were collected at <https://infoeuropa.euroid.pt/files/database/000057001-000058000/000057636.pdf> prove the economic potential of the Portuguese language.

Paragraph h) of the same article also adds to this purpose the imperative of the institution “*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-Native Language / Portuguese as Second Language was developed, generically entitled ***Português de Viva Voz / Portuguese Live***.

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 communicative situation presented in video or audio, the learner has direct access to information structured into several components: Vocabulary, Communication, Grammar, Oral marks / Pronunciation and Spelling, and Cultural Notes.

A central concept in defining the communicative objectives of the course is that of Task. Throughout each level, the learners’ 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 Receptive 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 consists in 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 device with broadband internet connection (also including the possibility to listen/watch and record audio/video files) and to 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*.

At the beginners' level (A1) it is necessary that the learners 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.

The learners who have studied Portuguese previously have to choose the most appropriate course level for themselves. In order to do that, they can take into consideration the certificates of Portuguese they have already earned or consult the information at <https://europa.eu/europass/en/common-european-framework-reference-language-skills> to identify the most appropriate course level for them. The learners alone are responsible for the choice of their course level.

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 several levels defined according to the Common European Framework of Reference for Languages.

Each level is structured in 12 or 16 weeks, corresponding to a certain number of topics. Each topic represents specific daily life scenarios selected according to the learners' linguistic and communicative needs when interacting with native speakers of European Portuguese. Levels A1.1 and A1.2 involve 78 hours of online work, while the other levels demand 104 hours of work.

2.3.2. Specific goals

The specific goals of the course are:

- To familiarise the learners 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 learners to apply the acquired knowledge and facilitate its consolidation.
- To involve the learners in Communicative Tasks appropriate to their level and linked to the Scenarios worked on during the learning module they have attended.
- To offer learners the opportunity to obtain certification of the knowledge acquired throughout the modules attended.

3. COURSE

The teaching-learning activities proposed for each of the levels function 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 each level, learners attend an 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 learner 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 learner and teacher, between learners or between learner and learning resources.
- Integration of the learner in a virtual class, to which the course teachers and the other learners have access.

The learning activities take place in the virtual environment created for each training module and are carried out exclusively online, using mainly communication devices of two types: learner moderated forums and teacher 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 teacher are mainly used to clarify doubts and overcome difficulties that have not been overcome through discussion among learners. 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 teacher 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 learners at the beginning of their training.

4. ONLINE TRAINING

In a first block of work lasting around one week, learners 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 – learners and teachers – 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, the learners 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 components of communicative competence provided by the Common European Framework of Reference for Languages.

Table 1 lists the level modules associated with the respective communication contexts.

TABLE 1 – LEVELS

Levels		Communication contexts	Duration (hours)
A1	A1.1. Arrival in Lisbon	At the airport At the hotel	78
	A1.2. In the city	Having meals with friends Seeing the doctor Traveling	78
A2	A2 Daily life in a new town	Using services and at the doctor Sharing experiences with family and friends At school and workplace Discovering culture and history	104
B1	B1. Challenges and possibilities of contemporary life	Developing education and work experiences Travelling and dealing with mobility Using ICT Reflecting on society, environment, and lifestyles Discussing art, culture, and history	104
B2	B2. Recognition of different social, economic, and cultural contexts	Discussing everyday topics with different interlocutors Reflecting on the social and economic situation of a country Deepening the knowledge of cultural and historical facts of Lusophony	104

5.2. Course topics, vocabulary and communicative competences

Tables 2, 3, 4, 5 and 6 show the course topics and main contents of vocabulary and communicative competences to be developed in each level.

TABLE 2 – LEVEL: A1.1. ARRIVAL IN LISBON

COURSE TOPICS	VOCABULARY (main contents)	COMPETENCES (main contents)
1. Let's start 2. Waiting at the airport 3. To greet 4. Introductions 5. Arriving at the reception 6. Completing check-in 7. Saying goodbye and thanking	Cardinal and ordinal numbers Name and age Address Nationalities and birthplace Professions and occupations Marital status Airport and hotel Days of the week, months, and seasons Meals Activities Parts of the day and hours Everyday objects	Introducing (oneself) and reacting to introduction Greeting and reacting to greeting Saying goodbye Thanking and reacting to thanking Apologizing Asking to wait Asking for and giving personal details (name, nationality, birthplace, residence, telephone) indicating location Asking for and giving information about time and weather Expressing opinion, satisfaction, agreement, need, likes and preferences, wishes Justifying

TABLE 3 – LEVEL: A1.2. IN THE CITY

COURSE TOPICS	VOCABULARY (main contents)	COMPETENCES (main contents)
1. Meeting people 2. Physical activities 3. At the doctor 4. In the cafe 5. Traveling around the country 6. Arrival in Cascais	Personal data (nationalities, jobs, family...) Physical and psychological description Parts of the house and furniture School and school material Sports Daily activities and hobbies Human body, health, and health services Means of transportation Food and drink Money and payments Clothing and packing Weather Parts of the town and services Travelling and tourism Shopping and using mail services Parties, feasts, and traditions	Introducing people and giving personal information Describing people, houses, places, and itineraries Talking about daily routines and hobbies, in the past, present and future Talking about health and symptoms of a disease Interacting in a cafe, restaurant, health centre, shop, post office Preparing a trip Expressing admiration, (dis)agreement, opinion, (dis)likes, compliment, wishes, and congratulations Complaining Asking, giving, and thanking advice and suggestions Narrating events Inviting Speaking on the phone Looking for basic information online Understanding and producing oral and written texts of different genres (invitations, letters, postal cards, receipt and invoices, menus...)

TABLE 4 – LEVEL: A2. DAILY LIFE IN A NEW TOWN

COURSE TOPICS	VOCABULARY (main contents)	COMPETENCES (main contents)
<ol style="list-style-type: none"> 1. Finding your way around the city and university 2. Describing the new house 3. Getting services 4. Shopping and cooking 5. Taking care of health 6. Comparing weather and habits 7. Getting to know other colleagues and countries 8. Enjoying your free time 9. Following the news 10. Looking for a job 11. Working at an art school 12. Relating the weekend 13. Scheduling vacations 14. Discovering the history of Portugal 15. Getting to know a little corner of Brazil 	<p>Transport, town, and orientation in space</p> <p>Home, furniture, and appliances</p> <p>Services (bank, pharmacy, post office, shopping, health centres)</p> <p>Clothing and physical and psychological description</p> <p>Food and health</p> <p>Weather</p> <p>Habits, free time, and sport</p> <p>Media</p> <p>Professions and the world of work and university</p> <p>Travel and tourism, culture, and history</p>	<p>Asking, giving, and confirming information (directions, locations...)</p> <p>Following instructions</p> <p>Describing spaces, people, and physical states</p> <p>Interacting in public services and seeing the doctor</p> <p>Interacting in educational establishments and workplaces</p> <p>Talking about past and present habits and making predictions for the future</p> <p>Reporting events and reproducing someone's speech</p> <p>Expressing opinion, (dis)agreement, admiration, thanks, advice, obligation, need, tastes and preferences, ability or aptitude, invitations, comparisons, plans for the future</p> <p>Sharing knowledge and experiences (about culture, history, everyday events...)</p> <p>Understanding and producing oral and written texts of different genres (ads, news, cooking recipes, weather reports, legends...)</p>

TABLE 5 – LEVEL: B1. CHALLENGES AND POSSIBILITIES OF CONTEMPORARY LIFE

COURSE TOPICS	VOCABULARY (main contents)	COMPETENCES (main contents)
<ol style="list-style-type: none"> 1. Education and languages 2. Searching the first job 3. Relationships at work 4. Travel planning 5. Migration and mobility 6. Geography of Lusophony 7. Buying technology 8. Advantages of ICT 9. Problems created by technologies 10. Family and demography 11. City life 12. Pollution and ecology 13. Culture and art 14. Literature in Lusophony 15. History of Portuguese-speaking countries 	<p>School, university and foreign languages</p> <p>World of work and job search</p> <p>Transport, travel, and tourism</p> <p>Migration and mobility</p> <p>Communication and information technologies</p> <p>Family and demography</p> <p>Town and housing</p> <p>Ecology, environment, and pollution</p> <p>Culture (cinema, music, literature...)</p> <p>Geography and history</p>	<p>Asking and giving advice, instructions, information, directions, word meaning, confirmation, opinion, permission</p> <p>Expressing danger, surprise, hypothesis, probability, prohibition, obligation, recommendation, opinion, comments</p> <p>Inviting, accepting, and declining invitations</p> <p>Reporting past events and making plans for the future</p> <p>Interacting in stores, at workplaces, in videoconferences</p> <p>Communicating in situations such as a job interview, a discussion on the phone, a search for help</p> <p>Producing written and oral texts on topics such as family, people's description, cultural objects</p> <p>Understanding different genres (expository text, argumentative text, cover letter, curriculum vitae, opinion article, report, news, interview, film synopsis, short story, advertisement)</p>

TABLE 6 – LEVEL: B2. RECOGNITION OF DIFFERENT SOCIAL, ECONOMIC, AND CULTURAL CONTEXTS

COURSE TOPICS	VOCABULARY (main contents)	COMPETENCES (main contents)
1. Social movements 2. Formal and informal education 3. Environment 4. Media and social networks 5. Leisure in the digital world 6. Automation and employment 7. Traditional and electronic commerce 8. National industry 9. Imports and exports 10. Tourism in Portugal 11. Figures of Portuguese culture 12. Gastronomy, religion, and traditions 13. Lusophony 14. Guinea-Bissau 15. São Tomé and Príncipe	Social movements and society Education (formal and informal) and educational system Ecology Hobbies ICT, social networks, and media New and old professions Economy, industries, commerce (traditional and electronic), imports and exports Tourism Biographies and history Gastronomy, traditions, and religion	Expressing satisfaction, compassion, anxiety/fear/concern, irritation, nervousness, hope and desire, intention, obligation, doubt, orders, opinion, agreement and disagreement, suggestion, probability, probability in the past, improbability, supposition, action in an eventual or imprecise future, hypotheses, comparisons, time, cause, consequence, goal, opposition Interrupting a conversation Arguing and offering counterarguments Asking for and giving instructions Asking permission Confirming understanding Congratulating and toasting Commenting on facts (economics...), news, reports Understanding media reports, dramatic texts, expository texts, argumentative texts, biographies, excerpts from novels, requests, complaints, reports Writing formal emails, formal letters, complaints, informal opinion texts, summaries of narrative texts, reports

6. ASSESSMENT

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

Thus, for assessment purposes, the tutor will consider:

- the learners 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 teachers consider necessary to evaluate the learners' performance at a given level. These assessment elements will be specified at the beginning of the level.

To pass the level attended, the student must obtain a minimum classification of 10 out of 20 possible points and submit at least the number of assessment tasks defined initially as the minimum number.

7. CERTIFICATION

Learners 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 learner's work is based on ICTs and on the interaction with digital learning resources, specifically designed for online learning of Portuguese as a non-native language.

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 or audio, 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, vocabulary, communication, grammar and pronunciation aspects. Innovative technologies for language learning have been used for their construction. For example, to practice the pronunciation of Portuguese, the learners can listen to a sentence pronounced by a

Portuguese speaker, record their own voice, and compare their production with that of the native speaker or even interact in a forum with their own voice, because the Moodle platform allows them 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 learner (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. LEVELS

Levels A1.1, A1.2, A2, B1 and B2 will be available directly at the Universidade Aberta website. The C1 level results from a cooperation with Universidade de Coimbra, being the enrolment possible at <https://ed.uc.pt/ucd/cursos/cursos-com-candidaturas-abertas/plec1/>.

10. REGISTRATION

Applications must be made online at:

<https://portal.uab.pt/alv/programasalv/extensao-universitaria-e-cultural/>

At each moment, please check which are the course levels accepting registrations.

11. COSTS

The cost of each level is 200 euros (A1.1 and A1.2) or 270 euros (A2, B1, and B2) per student, paid at the time of enrolment.

12. COURSE COORDINATION

The course is coordinated by Professors Adelina Castelo and Ana Braz.

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 Lecturer 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

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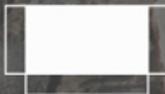
15. INFORMATIONS

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

<https://portal.uab.pt/alv/>



* Calçada portuguesa em calcário branco e negro



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