

**PORTUGUESE AS A HOST LANGUAGE FOR VENEZUELANOS: TEACHING STRATEGIES AND PRACTICES IN TIMES OF PANDEMICS**

***PORTUGUÊS COMO LÍNGUA DE ACOLHIMENTO PARA VENEZUELANOS(AS): ESTRATÉGIAS E PRÁTICAS DE ENSINO EM TEMPOS DE PANDEMIA***

***PORTUGUÊS COMO LENGUA DE ACOGIDA PARA VENEZOLANOS(AS): ESTRATEGIAS Y PRÁCTICAS DE ENSEÑANZA EN TIEMPOS DE PANDEMIA***

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**ABSTRACT:** Due to the COVID-19 health crisis that afflicted the world in early 2020, language teaching and learning courses in Brazil have (re)created teaching strategies for online offer. In this text, we present the teaching-learning strategies developed, in 2020, by the project Portuguese as a Host Language for Venezuelans, offered by the Center for Languages and Teacher Development of the Faculty of Sciences and Letters of Unesp in Araraquara. The project aimed to offer, free of charge, emergency and remote teaching of Portuguese, Brazilian variant, to Venezuelan students, both for adults and children, who were living in the interior of São Paulo. This text is divided into three parts: in the first, we bring the trajectory of classroom teaching to online; in the second, we describe the teaching strategies and present the profile of the students; and in the third, the assessment they made about the teaching strategies.

**KEYWORDS:** Online teaching. Portuguese as a Host Language. Teaching Strategies.

**RESUMO:** Devido à crise sanitária da COVID-19 que afligiu o mundo no início de 2020, os cursos de ensino-aprendizagem de línguas no Brasil têm (re)criado estratégias de ensino para a sua oferta online. Neste texto, apresentamos as estratégias de ensino-aprendizagem desenvolvidas, em 2020, pelo projeto Português como Língua de Acolhimento para venezuelanos(as), ofertado pelo Centro de Línguas e Desenvolvimento de Professores da Faculdade de Ciências e Letras da Unesp de Araraquara. O projeto teve por objetivo oferecer, gratuitamente, o ensino emergencial e remoto de Português, variante brasileira, a estudantes venezuelanos(as), tanto para adultos quanto para crianças, que estavam instalados no interior de São Paulo. Este texto está dividido em três partes: na primeira, trazemos a trajetória do ensino presencial para o online; na segunda, descrevemos as

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*estratégias de ensino e apresentamos o perfil dos estudantes; e na terceira, apresentamos a avaliação que esses fizeram sobre as estratégias de ensino.*

**PALAVRAS-CHAVE:** *Ensino online. Português como Língua de Acolhimento. Estratégias de ensino.*

**RESUMEN:** *Debido a la crisis sanitaria de COVID-19 que afectó al mundo a principios de 2020, los cursos de enseñanza y aprendizaje de idiomas en Brasil han (re) creado estrategias de enseñanza para su oferta en línea. En este texto, presentamos las estrategias de enseñanza-aprendizaje desarrolladas, en 2020, por el proyecto Portugués como Lengua de Acogida para Venezolanos (as), ofrecido por el Centro de Idiomas y Desarrollo de profesores de la Facultad de Ciencias y Letras de Unesp en Araraquara. El proyecto tenía como objetivo ofrecer, de forma gratuita, la enseñanza remota y de emergencia de portugués, variante brasileña, a estudiantes venezolanos, tanto para adultos como para niños, que vivían en el interior de São Paulo. Este texto se divide en tres partes: en la primera, presentamos la trayectoria de las clases en el aula a clases en línea; en la segunda, describimos las estrategias de enseñanza y presentamos el perfil de los estudiantes; y en la tercera, la valoración que hicieron sobre las estrategias de enseñanza.*

**PALABRAS CLAVE:** *Enseñanza en línea. Portugués como lengua de acogida. Estrategias de enseñanza.*

## Introduction

This text was written to share the actions developed by the project team Portuguese as a welcoming language for Venezuelans in its online offer, receiving the name PLAc online for this version. The project is part of the Center for Languages and Teacher Development of the Faculty of Sciences and Letters of Unesp in Araraquara and aims to offer teaching and learning of the Portuguese language, a Brazilian variant, to people who are forced to move and live in the interior of the country from Sao Paulo.

The writing of this text is carried out by the current coordinators of the project. The data presented in this work were generated throughout 2020 through the application of two questionnaires. We emphasize that to treat, organize, and interpret the data generated by these documents, we appropriate a document analysis procedure which, according to Bardin (2016, p. 51) “aims to provide a convenient form and represent this information differently, through transformation procedures”. The purpose of this method is “the storage in a variable form and the facilitation of access to the observer, in such a way that he obtains as much information as possible (quantitative aspect), with maximum relevance (qualitative aspect)” (BARDIN, 2016, p. 51, our translation).

Regarding the teaching strategies presented here, we understand these as the selected, elaborated actions created by a teacher team, institution to achieve certain learning objectives. In this way, the teaching strategies presented in this text consist of the choices and actions that the project team carried out during the year 2020.

The pedagogical practices and teaching strategies of the project both in its presential and online offer were created and developed from the perspective of theories, research, and experiences resulting from the modality of Portuguese as a Host Language (PLAc). This teaching modality, in Brazil, has been commonly applied in the context of migration and, recently, in the context of indigenous students. The teaching of Portuguese from the PLAc perspective, according to Grosso (2010), Amado (2013), São Bernardo (2016), Barbosa and São Bernardo (2017), Sene (2017, 2019) aims, at first, to develop linguistic competence - communication of students along with literacy of sociocultural practices, so that they can move socially and culturally in the society in which they are living. To achieve these goals, it is necessary to create/select teaching strategies and pedagogical practices that are appropriate to the context and needs of students.

However, it is necessary to understand that each teaching context is different and thus demands specific dynamics, strategies, and pedagogical practices. PLAc's expertise has contributed to reinforcing the practice and need to look at the context and the needs of students to manage all teaching and its materialities (didactic material, procedures for experiencing the language, and assessment of proficiency). Another contribution of this teaching specialty, according to Lopez and Diniz (2018), is the transdisciplinarity with other areas that this modality enables and needs when built and conducted.

In this way, the teaching conducted by the project Portuguese as a Host Language for Venezuelans has been based on the proposals and research developed within the scope of PLAc to learn from the practices and strategies already carried out and, thus, update them or even to recreate them so that they serve in an appropriate, respectful and affectionate way, the context of online teaching of Portuguese to the students of the project.

Next, we discuss the teaching strategies developed in the project. For this, we bring a brief overview of the strategies in the face-to-face offer of the project and then we delve deeper into the description and analysis of the strategies in the online offer.

## The journey from face-to-face to online

The Portuguese project as a welcoming language for Venezuelans started in November 2018 in the city of Araraquara, in the interior of São Paulo. In partnership with the Center for Languages and Teacher Development of the Faculty of Sciences and Letters of Unesp of Araraquara, the Municipality of Araraquara, the Education Board and members of the Church of Jesus Christ of Latter-day Saints, the project was able to meet in its face-to-face offer (2018 to 2019) an average of 100 Venezuelan students.

Face-to-face Portuguese courses were offered, in the Brazilian variant, for the adult audience, basic level (AC1) and intermediate level (AC2), and children, PLAczinho Baby (illiterate children) and PLAczinho Maior (literate children).

The teaching strategies, pedagogical and didactic dynamics planned and executed by the project team were created from the available human and physical resources to better meet the teaching context, the age group of the students and the needs presented by them in learning Portuguese. In this way, thematic classes, intercultural activities and moments of encouragement, and access to books were organized.

Classes and activities were planned according to the topics chosen by the learners. Students, upon entering the course, filled out a questionnaire with 35 questions (closed and open). Based on the results of this questionnaire, we plan and elaborate the course dynamics and teaching materialities, such as lesson planning, teaching materials, experience procedures and assessment of target language learning.

For the children's audience of PLAczinho Baby and PLAczinho Maior in the face-to-face format, the planning, and elaboration of the classes were carried out to adequately serve the children's age group for the development of linguistic, social, affective, intercultural, and motor aspects. For this, the team of teachers composed of undergraduate and graduate students in Pedagogy and Letters used the creation of thematic projects whose main objective was to provide in the classes a reception and a space with favorable conditions for learning. both Portuguese and the children's mother tongue, which in this case was Spanish. Intercultural activities were also carried out with children, as well as offering books and encouraging reading in Portuguese, with texts suitable for each age.

To know in more detail the trajectory and strategies of face-to-face teaching of the project Portuguese as a Host Language for Venezuelans, see the article "Teaching Portuguese

as a Host Language (PLAc) for Venezuelans in the interior of São Paulo: trajectory and perspective” (FIORELLI *et al.*, 2021)<sup>4</sup>.

In March 2020, all of Brazil found itself trapped in the same situation: the COVID-19 pandemic arrived in the country and forced everyone to reconfigure their ways of life. This also happened in teaching environments. The 2020 school year could not start as we had planned.

During this period, the lack of linguistic support that students would have if classes stopped completely was a concern of the entire project team. Therefore, at the end of March 2020, the team got together to think about the strategies that could be taken at this time still so unknown to everyone. Thus, the idea of Portuguese as a welcoming language online - PLAc online was born.

Initially, two groups were opened in the WhatsApp chat application, thus creating a faster means of communication with students. One of them, aimed at adults and the other, aimed at children, represented by the figures of parents. The students were then notified of the new project action and invited to join the groups.

The first PLAc team meeting online took place on April 1st. At that time, the team had 20 volunteers, 14 of whom were professors (students of the undergraduate courses in Letters and Pedagogy and graduate students in Linguistics and Portuguese Language at Unesp in Araraquara), two coordinators (doctoral students in Linguistics and Portuguese Language) and two supervisors (teachers at the Faculty of Sciences and Letters of Unesp).

### **Online teaching strategies**

The online teaching strategies were created to continue to assist Venezuelan students with the teaching and learning of Portuguese and with information, knowledge and social literacies on matters related to caring, safety, and access to rights during the social isolation we are experiencing. as a result of the pandemic.

Among the teaching strategies initially designed to continue offering Portuguese teaching and learning for both adults and children, the team immediately ruled out the possibility of holding synchronous meetings, since, through experience and observation in the offer face-to-face with the project's group of students, it was a concern that students might not have access to internet packages and electronic devices necessary and available for this type of activity. Taking this into account, the production of short video lessons was thought.

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<sup>4</sup> This text is available in the references of this article Fiorelli *et al.* (2021)

Youtube was chosen as the platform to make the videos available, as it presents advantages that met the team's goals, such as the free platform; easy access; and its extensive knowledge and use. In this way, a YouTube channel was opened for the online PLAc project. At first, two playlists were created on the channel: one with content aimed at an adult audience (PLAc Adult) and another for children (PLAczinho).

Next, we will report in more detail how the process of adapting to the new teaching context was and the strategies are taken to ensure that teaching reached our audience with quality. Aiming at a chronological presentation of the actions of 2020 and specific for each group of students, we present the strategies developed in the PLAc Adult group (1st semester and 2nd semester) and PLAczinho (we will not present a division between PLAczinho Baby and PLAczinho Maior because there was no such separation in the teaching dynamics).

### **Adult PLAc online**

For the production of video lessons for adults, the team built some basic instructions so that it could maintain a pattern in the dynamics and arrangement of instructions for students. It was agreed that video lessons should be short, an average of 5 to 10 minutes, as long videos could be distracting and students' internet time could be limited. The description of each video class should include the subject of the class, a link that is directed to an activity related to the content presented, and the email contact of the teacher, who was responsible for answering questions and making corrections to the activities sent by students. The submission of activities accounted for two hours of student participation. At the end of the semester, according to the number of activities sent by students, they received certificates of participation in the course. The online PLAc certificate is issued by the Center for Languages and Teacher Development at the Faculty of Sciences and Letters-CLDP/FCLAr.

It is worth mentioning that CLDP was already a partner of the project in its face-to-face version, however, in the online format, it became the main and only partner, granting in August 2020 a grant to the project for the selection of a graduate student of Letters to contribute with project activities. In addition, CLDP hosted the project on its website, offering a space to disseminate information about the work carried out.

Returning to teaching strategies, in the first half of 2020 the team prepared a prior schedule for the production of video classes, which presented itself as a challenge, since in the face-to-face classes the project had classes divided by levels, which made it easier to select and develop appropriate and specific content for each level of proficiency and context. In the



online format, the challenge was to think of a content schedule that would encompass all classes with their different language levels and with different ways and paces of learning.

To overcome this initial obstacle, we decided to carry out classes with more general themes, seeking to bring content that highlighted the main difficulties of Spanish speakers when learning the Portuguese language. In addition, we also seek to bring the pandemic theme to classes, trying to bring not only an awareness of the need for social isolation but also a word of welcome to students.

The video lessons were initially available only through the YouTube channel, however, it was a demand from the students that they could be downloaded, as they wanted to have the opportunity to watch again even when they had no internet. As this is not possible on the YouTube platform, the solution found by the team was to also create a folder on the Google Drive platform, making the classes available in both online locations.

After the production of the initial video classes, the need for a person responsible for editing and posting the videos, given that some teachers still did not have the necessary knowledge to carry out these actions. Therefore, a new volunteer joined the team and brought a new visual identity to the project's video classes.

As mentioned, the first month included the posting of video classes focused on grammatical and phonetic content for the Spanish-speaking audience. However, the team of teachers felt the lack of sharing more diverse content that also covered the cultural aspects of the Portuguese language. To meet this need, two new categories of videos were created: Portuguese in 3 minutes, which had short videos, specific to vocabularies, and Respiro Cultural, in which cultural content from the city of Araraquara and from all over Brazil was posted. With these new formats, the channel was structured, therefore, in four playlists: PLAc Adult, PLAczinho, Respiro Cultural, and Português em 3 minutos.<sup>5</sup>

In June 2020, PLAc online gained a branch and grew even more. The project coordinators were contacted by a Pedagogy student at UNESP in Bauru, who learned about the group's work on YouTube and requested the use of video classes to welcome a group of migrants that she voluntarily assisted in the city. From this, a partnership between the two teaching centers began, in which the volunteer teacher from Bauru together with another volunteer teacher from the project organized the schedule of synchronous classes, which took place on Saturdays. The content was planned and delivered according to the themes of the video classes that were already available on the channel. The teachers used the content of the

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<sup>5</sup>Address of our Youtube channel <https://www.youtube.com/channel/UCsCak89JOFrflvHRNz0-TA>.

videos and prepared slides that would be worked on in the synchronous meetings. The students performed the activities provided in the videos and the responsible teachers performed the correction and return by e-mail. Through this partnership, 22 Venezuelan students were assisted.

Also in this first semester, the desire to have closer contact with the students arises among the project team, in addition to the interactions that took place in the WhatsApp group. In this way, we consulted the students if they would be interested in and have adequate conditions for accessing synchronous encounters. With the positive signal from most students, we proposed to the adult group synchronous meetings between teachers and students, via the Google Meet platform. It was chosen by the group because it was the easiest to access that was known until that moment, mainly because it did not take up so much space on the students' mobile devices, a concern at that time. Two meetings were held this semester with adults. In them, we resumed the contents worked in the video classes through interactive dynamics and the use of online applications, such as Padlet and Jamboard.

PLAc online certified a total of 28 students from April to July 2020 and a total of 43 videos were produced and made available on the channel: PLAc Adult (23 videos) PLAczinho (14 videos), Respiro Cultural (3 videos) Portuguese in 3 minutes (3 videos).

With the experience gained from the first semester, the project team met to take stock of the teaching strategies used and realized the need to expand them to meet the demands that we identified during the work carried out. In this way, the online PLAc underwent a reformulation to serve students during the second semester of 2020. To establish a schedule suited to the profile and needs of students, we applied a questionnaire to them, in July, with questions both in Portuguese, as well as in Spanish. We got 49 responses.

In the table below, we present the profile of students in the second semester of 2020. This mapping was important because, during the first semester, many new students started to follow the classes and joined the WhatsApp group through the dissemination and recommendation of the students themselves, so we needed to meet this new audience. With these data, we noticed that, despite these new students who started to follow the work developed by the project, the public remained restricted to Venezuelans. Below is a table that summarizes the profile of the project's students.



**Figure 1** – Profile table of PLAc students's online

<b>Assunto</b>	<b>Resultado</b>	
Gênero declarado	Feminino: 35	Masculino: 14
País de origem  * Questão aberta 49 responderam	Venezuela: 49	
Status migratório	Residência temporária: 45	Solicitação de refúgio: 4
Faixa etária	14 a 62 anos (a maior parte está entre 30 a 55)	
Tem filhos	Sim: 43	Não: 6
País que residem com seus filhos no Brasil	Sim 39	Não: 3
Tempo no Brasil	Recém-chegado: 1 1 a 6 meses: 8 7 meses a 1 ano: 28 1 ano a 2 anos: 11 Mais de 2 anos: 1	
Cidade em que estão residindo  * Questão aberta 40 responderam (essa questão foi inserida 1 dia após o envio)	Agudos 4; Américo Brasileiro 4; Araraquara 6; Bauru 8; Birigui 1; Cotia SP 1; Hortolândia 1; Pederneira: 9; São Carlos 2; São Paulo 3; Venâncio Aires 1	

Source: Authors' collection

It was also important to know each student's level of Portuguese and their greatest difficulties while learning it. For this, we asked the students at what level they considered their Portuguese to be and the data showed that the audience was mostly composed of beginners in the language, that is, basic level. As for difficulties, the speech appeared as the most challenging, followed closely by grammar. The table below presents these data.

**Figure 2** – Table about Portuguese level and greater difficulties in learning

<b>Assunto</b>	<b>Resultado</b>
Nível em que considera o seu Português	Básico: 31 Intermediário: 14 Zero: 4 Avançado: 0
Dificuldade na língua portuguesa  *Tinham a possibilidade de marcar todas as opções.	Falar – 33 Gramática- 32 Escrever- 21 Compreender- 9 Ler- 6

Fonte: Acervo das autoras

Another extremely important piece of data generated by the questionnaire and which was taken into account when planning the teaching strategies for the second semester were the objectives and needs expressed by students concerning learning Portuguese. The proposed question was open and, thus, the students had greater freedom to write what would be the main objective in learning Portuguese. For analysis, we did a thorough reading of the data and identified some main objectives, which were grouped into six categories. Below, we present in the graph the categories and the percentage related to each theme.

**Figure 3** – Chart: Students' main goals when taking the PLAc course online



Source: Authors' collection

Based on the experience we had in the face-to-face modality of the project and on the research already carried out in PLAc, we resorted to the teaching strategy of thematic studies for the activities of this second semester. Thus, we established the same theme to be worked on during the month in all areas offered - video classes and synchronous meetings. For the establishment of these themes, we made available to the students twelve options of themes so that they could indicate which of these they would like to learn in class. We propose that you choose up to five themes. The table below presents the data from this survey.

**Figure 4** – Table about themes chosen by the students

<b>Assunto</b>	<b>Resultado</b>
Temas que foram escolhidos pelos estudantes  * Os estudantes podiam selecionar até 5 dos 12 temas	Trabalho: 35 Acesso ao Ensino Superior e cursos de Formação: 32 Cotidiano: 26 Finanças: 26 Culinária: 23 Arte e cultura brasileiras: 21 Saúde: 20 Compras e serviços: 17 Sistema Educacional para as crianças: 15 História do Brasil: 12 Moradia: 11 Tempo livre e diversão: 7

Source: Authors' collection

Given the answers to this question and the other data presented here, we selected the themes to be worked on during the second semester, to know: housing and daily life (August); work and location (September); finance and purchasing (October); art, culture, and cuisine (November). It is worth noting that, so that most of the selected themes could be worked on satisfactorily, we chose to make some changes to the final order indicated by the questionnaire.

Thus, we grouped some themes that could be addressed together, such as “daily life”, the third option among students, and “housing”, one of the less mentioned options. In addition, the theme “Access to Higher Education and training courses”, chosen by the students in second place, was selected to be worked on at a later time, as we considered it a little more complex and unstable to present how it would develop in a pandemic moment. There was the instability of return and opening of courses and entrance exams and, therefore, we chose to wait and solve the doubts that arose in the group of students individually.

For the activities carried out from August to October, a sequence of video classes and synchronous meetings was established that was repeated every month, aiming at the complete work of language skills and greater coherence in the activities developed by mobilizing all the playlists available on the YouTube channel.

The month started with a video of the Portuguese playlist in 3 minutes, in which we presented the vocabularies that involved the theme and would provide inputs for the development of the contents of the first half of the month. Then, a video lesson was made available on PLAc Adult, with grammatical content. Then, a video on Respiro Cultural, discussing some Brazilian artistic production. This sequence had a 15-day cycle. The first synchronous meeting of the month was then held on Saturday, and the first half of the month was closed with a new video lesson for the PLAc Adult playlist with phonetic and

phonological content. The dynamic was repeated, only the content was changed, in the first part we focused on grammatical content and in the second part, we highlighted the phonetic and phonological content. To better visualize the strategies and organization, we present the following table with the established dynamics.

**Figure 5** – Planning Board and teaching dynamics for a group of adults

AULA	DATA	CONTEÚDO
Português em 3 minutos	Sexta-feira	Vocabulários que envolviam a temática do mês.
PLAc Adulto	Quarta-feira	Enfoque em gramática contextualizado com o tema.
Respiro Cultural	Sexta-feira	Produção artística brasileira relacionada ao tema.
Encontro síncrono	Sábado	Discussão sobre os conteúdos ofertados nos vídeos e momentos para tirar dúvidas e estar em contato com os estudantes.
PLAc Adulto	Quarta-feira	Específico para trabalhar com a compreensão e letramento de gêneros textuais escritos.
Português em 3 minutos	Sexta-feira	Vocabulários que envolviam a temática do mês.
PLAc Adulto	Quarta-feira	Vocabulário em contexto.
Respiro Cultural	Sexta-feira	Produção artística brasileira relacionada ao tema.
Encontro síncrono	Sábado	Discussão sobre os conteúdos ofertados nos vídeos e momentos para tirar dúvidas e estar em contato com os estudantes.
PLAc Adulto	Quarta-feira	Específico para fonética e fonologia do Português.

Source: Authors' collection

This strategy of establishing a standard for video classes and synchronous meetings every month was very advantageous both for the students, who were able to carry out their studies in a more structured way and for the teachers, who started to work even more collaboratively for the realization of video lessons.

We emphasize that November did not follow the structure detailed above. As it was the last month before the project's year-end vacation, the team decided to increase the number of synchronous meetings during this period, holding them every Saturday of the month. This decision was taken after observing the large participation of students in the meetings that took place every fortnight. The students showed great interest in these moments of live sharing and attended assiduously. In this way, November featured synchronous meetings every week and, on the YouTube channel, videos of Portuguese in 3 minutes and of Respiro Cultural were posted. All videos and meetings dealt with the same theme.

## **PLAczinho online**

The main objective of PLAczinho in its face-to-face offer, according to Sene and Batista (2019), was at first to provide a welcoming environment and a space with favorable conditions for learning, providing a collaborative and safe environment for teaching and learning to take place. of the Portuguese Language could be mediated according to the specificities of each age group, respecting the learning rhythm of each child. The construction and development of pedagogical practices were intended to instigate curiosity and creativity, as well as the child's self-confidence concerning the learning and acquisition of the new language (SENE; BATISTA, 2019).

These objectives were taken into account when building the strategies for the online format. At first, the PLAczinho team selected simpler Portuguese content, such as vocabulary related to the house and verbs of everyday use, and fundamental to understand actions and instructions for the context of prevention against COVID-19. The content was taught playfully and creatively by the teachers, through storytelling and games that encouraged students to get involved and do things together with their families.

However, we realized that only the posts of the videos were not allowing an adequate interaction with the children. Taking this into account, the team created a form so that the parents responsible for the children could respond and tell us how we could best help their children. We sent the questionnaire to the WhatsApp group we had at PLAczinho, a group that had the participation of four fathers and mothers. The purpose of the questionnaire was to find out how old the children were, what grade of school they were enrolled in, whether they were taking online classes and how we could help them learn Portuguese. The form was answered by only one mother, which did not contribute much to thinking about more specific strategies.

We decided to continue with the most playful videos and invited parents and children to a brief synchronous meeting. However, only one child and one mother were present in this first action. Attempts to dialogue with parents and be closer to children were not working. We tried to talk through the group and realized that parents had difficulty accompanying their children, due to lack of time and priorities at that time being different. Normally, it was a cell phone for each family and this made communication with the children difficult. The parents, however, said they would follow the content online.

In this way, we return to the strategy of posting video lessons, however, with a more defined theme. The PLAczinho teachers, to make that teaching pleasant, curious and suitable

for learning aspects of Portuguese, decided to lead the teaching by reading the book “Emília in the country of grammar”, by Monteiro Lobato. The dynamics worked as follows: in the WhatsApp group, the teachers sent audio with the reading of a chapter of the book and, on the YouTube channel, through short video lessons, the grammatical content of the chapter was explained.

These teaching strategies and dynamics lasted from June to November 2020, when the reading of the book was completed. We have seen from experience that the online offer of teaching Portuguese for children was a great challenge and that the strategies chosen and developed did not result in satisfactory feedback at that time due to the difficulty of interacting and contacting children and with the parents.

Next, we discuss the data generated by the questionnaire that we made available to students so that they could evaluate the teaching strategies developed in the project in 2020.

### **Assessment of teaching strategies by learners**

So that we could have feedback from students on how the teaching strategies developed by PLAc online were being adequate and relevant to our teaching context, we prepared a questionnaire with questions that aimed to directly investigate each action carried out during the year 2020. The questionnaire was made available in Portuguese, via Google Forms and sent in the WhatsApp group in which the students and teachers of the project participate. It was available from November 3rd to December 7th, 2020 and we had the return of 25 students.

We emphasize that not all questions were placed as mandatory to be answered and, therefore, there will be questions that were not answered by all participants. Thus, we highlight in the tables the number of participants who answered each question.

To bring a more complete view of the data generated in the assessment made by the students, we present the following tables that condense the results obtained.



Figure 6 – Online PLAc course evaluation table

Assunto	Resultado	Assunto	Resultado
Com que frequência você conseguiu acompanhar as videoaulas?	Semanalmente (18) A cada 15 dias (7) Mensalmente (0) Raramente(0) Não vejo os vídeos (0)	Como você avalia o conteúdo das videoaulas para sua aprendizagem no Português?	Úteis (9) Bastante úteis (15) Excelente (1) Pouco úteis (0) Nada úteis (0) Não sei dizer (0)
<b>*25 responderam</b>		<b>*24 responderam</b>	
Quais foram as suas maiores dificuldades para acompanhar as videoaulas? Você pode assinalar mais que uma opção:	Falta de tempo (14) Conteúdos desinteressantes (3) Não se adaptou a rotina online (3) Dificuldade com acesso à internet (8)	Como avalia as atividades das videoaulas para aprender o Português? Você pode marcar quantas alternativas quiser.	Útil (16) Agradável e/ou divertida (15) Inútil (1) Simple demais (1) Chata (0) Desafiadora (2) Não sei dizer (0) Difícil (0)
<b>*24 responderam</b>		<b>*25 responderam</b>	

Source: Authors' collection

The results regarding participation and evaluation of content for learning and the way of learning Portuguese show us that, in general, students participated/accessed weekly activities and evaluated the content and the way they learned to learn as very useful and pleasant. This perception was also observed in the WhatsApp group and synchronous meetings. The possibility for students to choose which subjects they would like to learn contributed a lot to the content becoming more adequate to the learners' needs. In the table presented, we can see that the difficulties selected by the participants were largely linked to "lack of time" and "difficulty with internet access". Difficulties that we had already glimpsed and that, as a result, we chose to make all the content of the video classes available both on YouTube and Google Drive, so that they could access them whenever and however they wished.

In the table below, we can observe the data on the participation of students in carrying out the activities that were made available in each video class.

Figure 7 – Online PLAc course evaluation table

Assunto	Resultado	Assunto	Resultado
Você realizou algumas das atividades das videoaulas?	Sim (23) Algumas (2) Não (0)	Como você recebeu as correções das atividades?	Fizemos as correções nos encontros do dia de sábado (14) Recebi todas por e-mail (5) Não recebi nenhuma correção (1)
<b>*25 responderam</b>		<b>*20 responderam</b>	

Source: Authors' collection



The engagement of these participants in carrying out the activities was very satisfactory, which indicates that the availability of activities to reinforce or even expand learning about the content exposed in the video classes was important so that they could practice the content and, thus, clear up any possible doubts. meetings or even by email. It was also through the activities received that we were able to understand whether the content or even the proposal of the activities was understandable to the students and contributed to the learning of the language.

In the table below, some data show the participation in the meetings and the evaluation that the students made about them.

**Figure 8 – Online PLAc course evaluation table**

<b>Assunto</b>	<b>Resultado</b>	<b>Assunto</b>	<b>Resultado</b>
<p><b>Com que frequência você participa dos encontros aos sábados?</b></p> <p style="text-align: right;">*24 responderam</p>	<p>Participei de todos (13) Participei de alguns (7) Participei de poucos (2) Não participei de nenhum (2)</p>	<p><b>Como você avalia os encontros aos sábados. Você pode marcar quantas alternativas quiser.</b></p>	<p><b>a- As aulas são interessantes e dinâmicas?</b> ( 18 ) muito ( 1 ) pouco ( 0 ) não</p> <p><b>b- Os conteúdos trabalhos foram úteis para aprender do Português?</b> (17 ) muito ( 2 ) pouco ( 0 ) não</p> <p><b>c- As dúvidas foram respondidas?</b> ( 18 ) muito ( 1 ) pouco ( 0 ) não</p> <p><b>d- Os/As professores explicaram bem o conteúdo?</b> ( 19 ) muito ( 0 ) pouco ( 0 ) não</p> <p><b>e- As aulas foram agradáveis?</b> ( 19 ) muito ( 0 ) pouco ( 1 ) não</p>

Source: Authors' collection

The frequency of the meetings was very unstable: there were meetings where we had the presence of a larger number of students and there were others where only two to three attended. In the questionnaire, we asked an open question about what were the difficulties to attend the synchronous meetings on Saturday and the data show us, for the most part, that the difficulties were linked to the following axes: “lack of time”; "Working"; “having a commitment to the family and home”; “not having enough memory on the cell phone”; “dislike synchronous encounters”. Regarding the evaluation of the meetings, this was positive in the data and was noticeable in the classes themselves. The students were very participative and were curious to learn and interact with the contents mediated in the meetings. These were pleasant moments and a lot of learning for students and teachers.

Finally, we bring the data that show how the course met the students' expectations and how it could contribute to living in Brazil.

**Figure 9 – Online PLAc Assessment Course**

<b>Assunto</b>	<b>Resultado</b>
<p>De modo geral, como você avalia o curso PLAC online quanto à suas expectativas?</p> <p style="text-align: right;">*21 responderam</p>	<p>Superou minhas expectativas (6)                      Atendeu minhas expectativas (14)                      Atendeu parcialmente (1)                      Esperava mais (0)                      Fiquei decepcionado (0)</p>

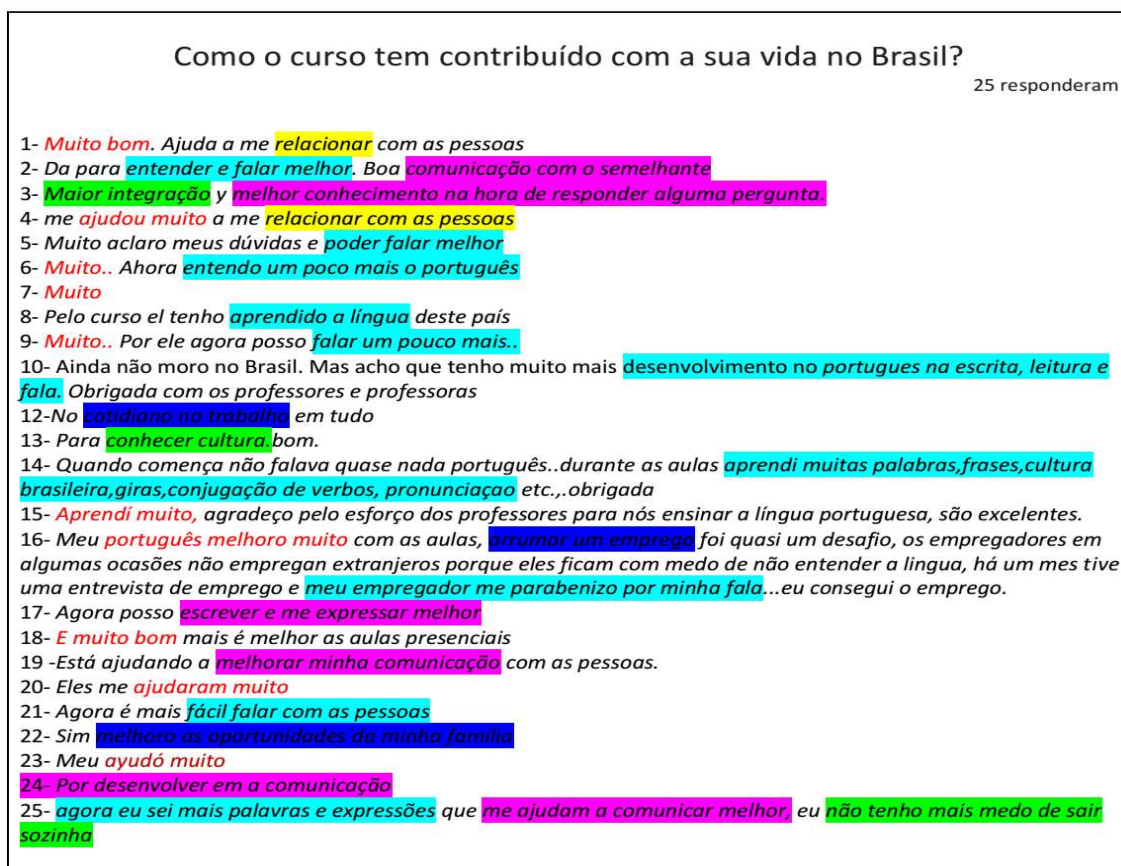
Source: Authors' collection

From the data generated by the questionnaire, we noticed that the actions developed in the project were well received, meeting the expectations of most of those who responded, but only these data are somewhat vulnerable and questionable since the students are so grateful to the project that they end up for marking the positive alternatives. However, the following data from the open question allow us to read and understand more fully how the project impacted the students' lives.

The data presented below, from the open question, are in full, we only highlight some parts of the speeches in different colors, to organize and establish thematic categories. Through our analysis, four categories have established that group together, in a broader and more condensed way, the contributions evidenced through the data on how the course impacted the lives of students. They are divided into the following themes:

- 1<sup>a</sup> Understand, write, and speak better; ■
- 2<sup>a</sup> Relate better with people; ■
- 3<sup>a</sup> To communicate and express yourself; ■
- 4<sup>a</sup> To enter into the job market and everyday socio-cultural practices. ■ ■

Figure 10 – Online PLAc course assessment



Source: Authors' collection

In addition to the identified themes, we can analyze that the speeches highlight, at the beginning of the sentences or along with them, the emphasis on the adverb “very” related to the intensity of how the course was able to contribute.

By analyzing the content of the messages written by the students, we were able to have a more concrete dimension of how the course impacted their lives and how it was able to meet the main objectives expressed in the questionnaire on the students' profiles. The graph presented in the previous section brings six categories that show the objectives and needs of the students, namely: 1st to improve daily speech/pronunciation/communication; 2nd have better opportunities for work and study; 3rd to better develop the ability to express yourself in Portuguese; 4th improve writing; 5th to know more about the culture of Brazil, and 6th learn grammar.

We consider that, satisfactorily, the data on the evaluation of the teaching and learning strategies that the students declared to have developed through the project met the objectives and needs that these students presented. Thus, the teaching, strategies, and pedagogical practices developed by PLAc online at this pandemic moment, even with all the challenges

and difficulties, made it possible to offer teaching that took into account, as far as possible and available, meet the demands of students in learning aspects of Portuguese and the literacies that involve this language-culture.

### **Final considerations**

In this text, we aimed to bring an overview of the strategies that the PLAc online project developed during the year 2020 and an evaluation of these from the perspective of students.

The contribution expressed by the students' speeches in the course evaluation questionnaire is in line with what we mentioned about the purposes of developing teaching from the perspective of the Host Language, which is related to teaching, at first, to develop the linguistic capacity- communication of students so that they have more autonomy and security to move, express themselves and defend themselves in Brazilian society. In addition, the development of linguistic-communicative competence, together with the social literacy of intercultural social practices, provided, for some students, means to enter the job market and the development of daily actions.

We emphasize that the teaching strategies selected and developed in the project were to meet the specific context of Venezuelan students at that initial moment of the pandemic. The project continues to develop its actions online and increasingly expands its offer and audience, so the strategies have also been expanded and modified. This leads us to understand that teaching is in PLAc or any other context, it must always take into account the teaching context, the human and physical resources available, and, above all, the need to learn expressed by the students. We hope that the experience and work reported in this text will contribute to inciting reflections and provide subsidies for the teaching modality of Portuguese as a Home Language in online offers.

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