

**SOCIOCULTURAL APPROACHES TO TEACHING VOCABULARY IN
HETEROGENEOUS PLA CLASSES: DIDACTIC STRATEGIES IN AN ACADEMIC
CONTEXT**

***ABORDAGENS SOCIOCULTURAIS PARA O ENSINO DE VOCABULÁRIO EM
TURMAS HETEROGÊNEAS DE PLA: ESTRATÉGIAS DIDÁTICAS EM CONTEXTO
ACADÊMICO***

***APROXIMACIONES SOCIOCULTURALES A LA ENSEÑANZA DE VOCABULARIO
EN CLASES HETEROGÉNEAS DE PLA: ESTRATEGIAS DIDÁCTICAS EN UN
CONTEXTO ACADÉMICO***



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ABSTRACT: This article aims to discuss didactic strategies for teaching vocabulary based on experiences in two groups of Portuguese as an Additional Language (PAL) in a university environment. It starts from the premise that, in multilingual and multicultural contexts, beyond the linguistic aspect, the approach to social and (inter)cultural elements is essential. In order to assist teachers and learners in the development of dynamic tasks that approach the use of language in authentic situations, activities that work on language and culture in an integrated manner are suggested. The mediation of these practices in the university context in Brazil aims to develop various themes focused on the communicative needs of students from different nationalities who are exposed to Portuguese in academic and social contexts. The results indicate that the suggested practices encourage the use of communicative strategies that require autonomy and critical thinking, aiding in overcoming linguistic challenges and enabling greater participation and motivation in the learning process.

KEYWORDS: Portuguese as an additional language. Communicative strategies. Didactic practices. Culture and society. Vocabulary.

RESUMO: Este artigo visa discutir estratégias didáticas para o ensino de vocabulário a partir de experiências em duas turmas de Português Língua Adicional (PLA) em ambiente universitário. Parte-se da premissa de que, em âmbitos multilíngues e pluriculturais, além do caráter linguístico, é essencial a abordagem de aspectos sociais e (inter)culturais. Com o intuito de auxiliar professoras e aprendizes no desenvolvimento de tarefas dinâmicas, que se aproximem ao uso da língua em situações autênticas, são sugeridas atividades que trabalham língua e cultura de forma integrada. A mediação destas práticas em contexto universitário no Brasil, objetiva desenvolver temas diversos, voltados às necessidades comunicativas de estudantes de diferentes nacionalidades, expostos ao português em contexto acadêmico e social. Os resultados indicam que práticas sugeridas incentivam o uso de estratégias comunicativas que requerem autonomia e pensamento crítico, auxiliando, não apenas na superação de desafios linguísticos, mas permitindo uma maior participação e motivação no processo de aprendizagem.

PALAVRAS-CHAVE: Português língua adicional. Estratégias comunicativas. Práticas didáticas. Cultura e sociedade. Léxico.

RESUMEN: Este artículo tiene como objetivo discutir estrategias didácticas para la enseñanza de vocabulario a partir de experiencias en dos grupos de Portugués Lengua Adicional (PLA) en un entorno universitario. Se parte de la premisa de que, en entornos multilingües y pluriculturales, además del carácter lingüístico, es esencial abordar aspectos sociales e (inter)culturales. Con el propósito de ayudar a profesores y estudiantes en el desarrollo de tareas dinámicas que se acerquen al uso del idioma en situaciones autênticas, se proponen actividades que trabajan la lengua y la cultura de manera integrada. La mediación de estas prácticas en el contexto universitario en Brasil tiene como objetivo desarrollar diversos temas orientados a las necesidades comunicativas de estudiantes de diferentes nacionalidades, expuestos al portugués en contextos académicos y sociales. Los resultados indican que las prácticas sugeridas fomentan el uso de estrategias comunicativas que requieren autonomía y pensamiento crítico, ayudando no solo a superar desafíos lingüísticos, sino también a permitir una mayor participación y motivación en el proceso de aprendizaje.

PALABRAS CLAVE: Portugués como Lengua Adicional. Estrategias comunicativas. Prácticas didácticas. Cultura y sociedad. Léxico.

Introduction

Research into teaching and learning Portuguese as an additional language (hereinafter PLA)² involves varied themes, such as linguistic and grammatical aspects, integration of different skills, and sociocultural contexts (ROTTAVA, 2008). In this work, we give particular importance to investigations aimed at questioning the teaching process, new materials, and the application of activities that guide socially contextualized needs related to language in use. Cultural and identity issues, which contemplate the context of learning an additional language, are especially relevant in multilingual classes, which bring different cultural and social contexts to the classroom (AQUINO, 2018).

In this sense, the activities carried out in these contexts need to take into account teaching with a social bias, reflecting the requirements of teachers and students in their local context, enabling an epistemological shift (AQUINO; FERREIRA, 2023). Linguistic-cultural differences and debates are generally topics of great interest for both PLA students and teachers³ since culture is an indispensable condition for communicative exchanges, especially in academic-social immersion environments, such as the case of Portuguese courses at the Federal University of Minas Gerais (UFMG).

Masetto (2013) explains that the act of learning arises in the interactive process between the informal and formal aspects of learning, in which the teacher positions herself as a mediator and facilitator of greater autonomy, participation, and solution of needs. In this sense, the importance of tasks that favor the metacognitive process stands out, encouraging interaction between students in a heterogeneous PLA class. It is then up to the teacher to mediate learning in a reflective way, debating activity proposals together with learners and adapting the tasks to consider the needs of each group, thus providing autonomous and collaborative learning.

From the perspective of the PLA learning context in a university environment in heterogeneous classes, it is necessary to develop communicative activities and strategies through interaction and collaboration. Consequently, interactions in the classroom, both between colleagues and with the teacher, become essential to the learning process (ELLIS,

²We chose the term additional language (LA) instead of foreign language (FL), because, while the designation FL indicates that learning was developed outside of social life, LA refers to the language as a relevant resource for participation in social practices (AQUINO; SCHMIDT; FEITOSA, 2022). Thus, the term LA is associated with using a language as a means of integration into everyday and social life.

³ For generic references, we use the feminine article, which also includes other genders, that is, people who study and people who teach classes.

1994). Therefore, the topics covered must be raised with students seeking answers to recurring questions in their daily lives.

Therefore, we aimed to present two proposals for teaching activities developed with multilingual students in an immersion situation, where the main needs were communication in the new language and intercultural reflection. The central purpose of the activities is related to learning the lexicon and new vocabulary, that is, the practice of communicative strategies in language situations in use in authentic contexts. Therefore, working with lexical aspects not only directly helped with students' daily difficulties and language learning but also sought to address cultural issues and linguistic reflections and offer strategies for solving problems. Thus, it made it possible for students to harmonize with the new culture and society in which they are inserted. Acquiring a language through this perspective demands greater autonomy and responsibility from learners in their learning process, aiming to understand and be understood effectively.

The lexicon reflects the repository of centuries-old experiences of speakers of a language, as it is constituted based on the need for use and interaction with individuals who share the sociocultural space. In this sense, the lexicon is the element that codifies the meanings and behaviors of each society's natural and imaginary world. Consequently, in research in the area of the lexicon, such as language teaching in general, it is essential to take into account the sociocultural aspects and contexts of the use of this language.

According to Carvalho (2008), the analysis of the elements of a language must be done through statements made by someone to someone in a specific cultural context (place, moment, etc.). This approach, therefore, demands classes oriented towards the students' needs, which are the central point of teaching practice and, therefore, need to be considered as (co)authors of their learning process (SCHNEIDER, 2010). Thus, the practice of using the lexicon and cultural issues must be covered through different didactic activities, serving as pedagogical instruments to reduce possible sociocultural obstacles and enabling the development of communicative competence in the language studied (FIGUEIREDO, 2004, p. 24).

To work on language and culture in an integrated way, in addition to answering students' frequently asked questions about practical issues regarding lexical uses, we developed interview activities and the survival guide (AQUINO, 2018) in the undergraduate subjects of Oral Production and Writing and Intensive Basic, offered by the Center for Teaching and Research in Portuguese as an Additional Language (NEPPLA), of the Faculty of Arts of the Federal University of Minas Gerais (UFMG). The students formed heterogeneous groups,

coming from different countries (Germany, Colombia, Cuba, Spain, United States, Iran, and Mexico), and were exposed to the Portuguese language in academic (undergraduate and postgraduate) and social (living in Brazil) contexts, and, of course, in the discipline offered by the university.

In the next section, we present the theoretical basis of this study, as well as the objectives of the proposed activities and the profile and learning context of the students on which this work is based. In the fourth section, we introduce the themes of the activities carried out, as well as some suggestions for their application in different learning environments. Finally, we critically analyze the results and discuss future perspectives in the conclusion section.

Lexicon, interculturality, and needs

The lexicon of a language reflects the repertoire of experiences arising from the communities that use that language. With this, the lexicon is constituted and reconstructed from units conceived of the needs, interactions, and information of social groups and their internal and external relationships. In this work, we seek solutions to make PLA learning more fruitful and relevant, where the learner must know how to understand and position herself. We, therefore, highlight the importance of understanding and opening space for critical reflection when learning vocabulary and communicative strategies.

From a cognitive perspective, the lexicon corresponds to the codification of the extralinguistic reality internalized in the knowledge of a given linguistic community and, from a communicative perspective, as a set of words used for communication (FIGUEIREDO, 2004). According to Willis (1990), the lexicon is a collection of words that a given language has and through which people express themselves. Thus, a language's lexical system reflects a society's cultural experience, and the teaching of the lexicon must be based on its daily use in different situations.

For Hymes (1972), lexical issues need to be taught in a way that is connected to their use, making the introduction of social factors into learning essential when considering language as a form of communication, a tool for thinking. Recognizing the growing need to help language learners reflect on the power relations that exist in the intercultural encounter provided in language teaching, as well as considering the various aspects involved in the individual learning process and the beliefs involved in it, we consider it essential to develop didactic activities that involved different communicative skills that imply social and intercultural competence. To this

end, it is necessary to consider knowledge and respect for the differences present in sociolinguistic behaviors, conceptions, and attitudes, as well as sociocultural values between the cultures in contact (AQUINO, 2018).

Many studies argue that learning an AL is favored through social interaction (FARIA, 2015; FIGUEIREDO, 2006; MITCHEL; MYLES; MARSDEN, 2013), since, through it, it is possible to create communicative strategies. In addition to the positive impact on learning a language, social and cultural contact is fundamental for the individual's personal development, promoting interaction between learners, as well as with people in the new society they are inserted in, therefore enabling the negotiation of meanings and reflection on the use of language and deeper socio-cultural issues.

Therefore, in this work, intercultural discussions related to vocabulary learning are considered essential to develop contextualized and relevant communicative language-in-use strategies for PLA classes. Brown (1994) states that cultural values are intrinsic to understanding the discourse of any language and that students must have creative and critical space to reflect on the society and culture in which they are inserted, as well as on their own. In this sense, due importance must be given to the choice of material mediated in the classroom so that it enables and encourages socio-cultural discussions and reflections and, at the same time, develops lexical and grammatical themes.

Weissenberg (2012) presents a teaching perspective that takes into account the learning needs of students through the following central question: "What should participants want to learn, why, and how?"⁴. Her work aims to discuss learning strategies in German as an additional language course aimed specifically at the job market (*berufsbezogene Deutschförderung*); however, it also discusses aspects relevant to all areas of teaching in LA. The author proposes lesson planning that strengthens skills, with the potential of students as its central point. In this sense, it is believed that the development of activities and projects aimed at the interests and demands of learners can be carried out through different perspectives in Portuguese as an Additional Language (PLA) classes, taking into account the specific experiences of each group and learning context.

In this work, we chose to mediate the learning of the lexicon with the didactic tool of interviews and the survival guide. These activities involved the application of all skills, encouraging the use and elaboration of communicative strategies. Furthermore, these practices

⁴ Author's translation for "Was sollten, können und wollen die Teilnehmenden warum und wie lernen?"

enabled socio-cultural discussions and more significant interaction between students and teachers. In this sense, we offer reports on teaching experiences developed jointly with teachers and students. Furthermore, these practices promote alternatives to teaching based solely on the textbook, giving space for students to take an active stance in learning and expressing their preferences in search of more efficient and authentic learning because it starts from real communication situations.

Learning context

In the next section, we will describe the experience of teaching practices in two undergraduate subjects: Oral and Written Production and the Basic Intensive course. In both disciplines, the groups were quite heterogeneous. The first was composed of students at intermediate and advanced levels, including two Germans, one North American, and three Spanish speakers (Colombia, Spain, and Mexico). The second course consisted of students at the primary level, with four speakers of Spanish (Colombia and Cuba) and four speakers of Persian.

The subjects are offered to students and researchers from UFMG partner institutions abroad and are aimed at those interested in improving their knowledge of the Portuguese language and Brazilian culture. Its aim was the linguistic development of the Portuguese language, focusing on written productions on different topics, as well as discussions, debates, and work presentations. However, the classes also covered grammatical, lexical, cultural, and social topics. It is essential to highlight that no defined teaching material was used in the Oral and Written Production discipline, with the teacher being responsible for preparing all the topics developed. The intensive basic course used the textbook *Terra Brasil: curso de língua e cultura* (DELL' ISOLA; ALMEIDA, 2008), and extra materials that were the responsibility of the teacher.

Suggested activities

In this section, we will present some tasks, activities, and teaching strategies adopted to work with vocabulary during the two PLA subjects mentioned above. The central themes of the activities were the Interview and the Survival Guide, each with its ramifications and description of the didactic experience.

Interview

This activity sought to reconcile the learning of multilingual groups through practices in pairs, seeking interaction in Portuguese to provide a creative, collaborative, and friendly teaching environment. After the students' interaction with the lexical and grammatical content proposed in each class's lesson, the structures acquired with the formulation of basic everyday questions (not pre-established, but created by the students) continued, for example, how to introduce yourself and ask for information about other people. These questions were expanded to specific questions about tastes, routine, and curiosities; that is, the apprentices were encouraged to create their questions, depending on what they would like to talk about with their colleagues and the people they interact with in their daily social context.

These questions were tested with colleagues in the classroom, and then we carried out the interview activity. The students chose at least seven questions, which they would present, in pairs, to people they met in the university corridors. The result of this interview task was quite positive in several ways, two of which can be highlighted: firstly, it established greater proximity and trust between learners, resulting in clear progress in the classroom environment and a reduction in the formation of groups by nationality. Secondly, learning the topic was achieved in a shared manner with the development of linguistic skills and communicative skills necessary for learning LA, resulting in better proficiency and more autonomous learning, as students felt more motivated and confident to interact inside and outside the classroom in Portuguese, expanding their linguistic repertoire and sociocultural possibilities of action.

Especially in the introductory course, this activity represented the first step for students with learning difficulties to feel more comfortable and confident with the Portuguese language and the course. Furthermore, Spanish-speaking students were invited to form pairs with students from Iran to assist and facilitate learning, acting as monitors. At the end of the activities, the apprentices approved the interaction in pairs and were satisfied with being able to use the knowledge acquired in different contexts, making their potential even more

accentuated. Lexical and grammatical learning, through partnerships and interviews (inside and outside the classroom), proved to be an appropriate solution, both for language teaching itself and for the evolution of interaction between students from linguistic and social contexts distinct.

Survival Guide

Both the discussion of the interview responses, as well as the gaps in vocabulary and sociocultural interest of the students in the two subjects, directly encouraged the development of the second activity named, by the students and the teacher, as Survival Guide (AQUINO, 2018). To resolve doubts regarding the lexicon and daily issues, such as example, meeting people, shopping, and revealing preferences, we have prepared a guide with some questions of interest and needs about everyday life in Brazil, brought by the students themselves during other classroom activities. The points selected collaboratively were:

- Meeting people;
- Small purchases;
- Outings and tours;
- Find accommodation;
- Travel;
- Useful services.

From the selection of the main topics of interest, it was possible to develop at each point the lexical and grammatical aspects, the social and cultural implications, reproduce typical dialogues and situations, provide reflections and debates on the cultural differences between Brazil and other countries, in addition to other issues that arose during classes, such as machismo, the political system, religions, and beliefs, among others.

As the students had recently moved to Brazil and would live here for some time (between 6 months and 4 years), the groups' main need was to acquire immediate communicative strategies for problem-solving and social interaction with Brazilians. The students pointed out that the lack of linguistic and cultural knowledge made daily interactions and even movement, such as travel, moving, etc., difficult. Therefore, we will quickly point out some examples of activities proposed within each of the themes selected above.

Meeting people

Firstly, we developed questions and answers aimed at solving everyday problems, as well as forms of personal presentation and kindness content, such as thanking and apologizing. The apprentices suggested phrases and words that were interesting and/or difficult to understand, and we worked on the themes together through different application scenarios for each phrase and communicative situation. After completing this scheme, we carried out tests with conversation in pairs, where students could test what they learned and come up with new doubts or complement what they already knew.

Secondly, we applied written activities, such as the development of individual texts on the topic of machismo and feminism in Brazil and its countries of origin, a topic that emerged as an agenda for discussion by the students when we discussed effective relationships. The questions addressed in the texts were intended to reflect and discuss social relations and adversities that needed to be modified.

The texts were completed as homework, but the results were discussed orally in the classroom. This activity highlights the importance of incorporating the debate on complex topics, even in initial classes, so that students feel represented and have something to say that relates to their actual experiences. This approach can be of great value in achieving autonomous and critical learning.

Small purchases

The theme of shopping, payments, and product choices is very common in grammar books and textbooks. Even with a vast amount of material at their disposal, the students asked specific questions, such as, for example, expressing a preference for color and size, promotions, and types of stores, explaining whether they liked something or not, and asking for more options and payment methods. In addition to linguistic issues, there were specific and logistical doubts about commercial locations in Brazil, such as: where to find clothing stores; where is the best place to buy food; and which bookstores to visit, depending on the specificity of the books and materials; relationship between product quality and prices, among others.

In this sense, it was also important to develop questions and answers about directions so that it was possible to navigate stores, shopping malls, and streets alone. As in the previous

activity, this theme was suggested by the students themselves, who demonstrated the need to delve deeper into the topic in the classroom, taking into account their demands for language use and intercultural interactions, as well as the solution to specific daily problems.

Departures and tours

One proposed activity with this theme would be a dialogue in pairs to arrange a meeting where dates, times, and activities are suggested. The students demonstrated, for example, having difficulty finding a date that is compatible for both, developing justifications for such incompatibility, and finding a solution or a middle ground. In this sense, different lexical aspects can be used for different social relationships, such as friendship, dating, professional meetings, and social meetings with Brazilians or foreigners, among others.

In the written activity, the students were tasked with preparing an invitation for some type of party or celebration, such as a birthday, farewell party, or end-of-year party, among other options. The oral activity included the presentation of invitations by each pair, followed by a discussion about the differences between celebrations and tours in Brazil and their respective countries of origin. Topics covered included the most popular festivals in their cities, typical times for these celebrations, the issue of punctuality, invitation methods, and the distinctions between music and food.

Finding accommodation

One of the suggested pair activities would be a dialogue in the search for an apartment to rent, presenting the location specifications, prices, payment methods, minimum stay, and the documents necessary for the rental. Regarding vacation stays or trips, students could present complaints regarding the service received, such as, for example, incorrect information offered by the hotel, the lack of special foods for vegetarians at breakfast, and the need to change rooms, among others.

For written activities, students could write informative texts addressing the university's student housing. These texts would have the purpose of explaining the process that foreign students should follow to request a room or apartment. Furthermore, students would have the opportunity to prepare explanatory pamphlets and present information orally during classes.

Travel

The first topic requested by the students involved working with vocabulary related to transportation, including buses and bus stations, planes and airports, trains and subways, taxis, and car rentals. The second theme addressed numbers and questions about amounts and payment methods. The third dealt with climate and seasons. The fourth aspect addressed was clothing, that is, guidance on what to include in your suitcase, considering the type of trip or location. Finally, the fifth theme explored the locations themselves, including the students' preferences, such as beach or countryside, places with a hot or cold climate, preference for traveling alone or with a travel agency, and the best time of year to travel.

As an oral task, we suggest presenting a tourist place of your choice. In the course, the students prepared a seminar with photos, videos, and texts as if they were travel agents trying to sell a tourist package anywhere in the world. In the end, we voted on which of the places presented we could take a trip with the whole class, taking into account the needs and preferences previously mentioned by the group.

Useful services

The discussions on this topic in the subjects were more practical and aimed at preparing students for the challenges of daily life in Brazil. So that students would gain greater confidence in communicating both in person and on the phone to resolve such issues. The classes focused on lexical and grammatical aspects, but we also discussed the differences and similarities of these services in Brazil and its country of origin, in addition to the general difficulty of moving to a new country and solving problems in an additional foreign language.

Results and reflections

In general, the interview and survival guide tasks and activities were considered very positive by the students, as they were able to develop linguistic skills and communicative skills necessary for learning LA and the use of the contextualized language, resulting in better proficiency and a more motivating, critical and, therefore, relevant learning. Consequently, the

content that initially presented difficulties for some ended up being well understood and explored in depth autonomously by both groups.

We therefore consider that the role of provocateur and critic about language and culture can be applied to address different (inter)cultural aspects in the classroom. If language is seen as a social practice inserted in a cultural context, teaching language is also discussing culture. In the PLA classroom, where cultures and languages meet, it is essential that learners are aware of the different realities involved in this space, which can be enabled through a consensual and critical approach (KRAMSCH, 1993).

In this sense, similar practices stimulate autonomy, providing greater student involvement in the learning process. When placed in real and dynamic situations in which they need to find a resourceful way of communicating in the language studied, the students were able to develop a deeper understanding of the language and the social context in which they are inserted. Furthermore, it was possible to notice a great improvement in motivation, participation, and collaboration between colleagues from different sociocultural contexts in the classroom. We also highlight the importance of taking into account the needs and experiences of the group of students during the preparation of classes and the materials used, thus seeking a broader and more critical view of the progression of the adopted textbook.

Thus, the distance between culture, society, and practice found in a PLA class can be counterbalanced through teaching that confronts linguistic teaching with a diversity of themes and approaches that reduce sociocultural obstacles, enabling the development of strategies and communicative skills relevant to a given group of students. The need to strengthen lexical knowledge for the consequent development of communicative competence requires establishing goals that involve learners' direct and active participation. In this sense, apprentices must have the opportunity to take responsibility and be aware of their role in the sociolinguistic and sociocultural community in which they are inserted (in Brazil and the world), enabling critical, sensitive, and borderless training.

Final considerations

The results of this research can offer relevant suggestions to overcome the challenges faced in a multilingual and pluricultural Portuguese as an Additional Language (PLA) classroom. The interview exercises and survival guides provided a creative and socially situated teaching approach. In addition to promoting interaction, collaboration, and greater participation, these students reached more advanced levels in lexical and grammatical skills, using learning strategies aimed at developing the ability to act critically and reflectively in their context.

It is crucial to highlight that working on lexical themes while considering the sociocultural aspect is essential since learning an additional language means expanding one's worldview. Communication is not limited to the verbal sphere, manifesting itself through various other means (SILVA; CASTRO; SABOTA, 2017, p. 139). In intercultural meetings like these, one can always reflect on one's culture and conception of the world, promoting more respectful and tolerant relationships. Thus, reflection on language and culture represents a self-learning exercise, allowing us to better understand ourselves through the eyes of others.

In the Portuguese as an Additional Language (PLA) classroom environment, while there is a continuous focus on grammar teaching and the practical application of its formal rules, it would be relevant to disseminate and invest significantly in the teaching-learning of lexicon. The objective would be to enable the student to acquire and develop relevant skills and strategies in the cultural and sociocultural dimensions, allowing them to use the language in different daily communication and interaction situations in the linguistic community they are inserted. Conducting a class dedicated to teaching lexis by the PLA teacher could, therefore, reflect on an epistemological proposal that selected appropriate lexical units for the development of each integral component of linguistic competence.

It is clear that the textbook represents a significant tool in PLA, however, it is not the only source of information about the mediated language and culture (CARVALHO, 2008; UPHOFF, 2009; AQUINO, FERREIRA, 2023). Through dynamic activities that involve lexical, social, and cultural aspects, it is possible to insert learning into a context of use corresponding to the specific needs of the students. Therefore, for PLA classes, where there is an encounter between different cultures and languages, it is essential that learners are aware of and reflect on existing sociocultural issues, whether through a consensual or critical approach (KRAMSCH, 1993; AQUINO, 2019).

Therefore, we aim for PLA teaching and learning that is not limited to language teaching alone but jointly involves cultural knowledge. This didactic and pedagogical choice results in not only formal linguistic improvement but also personal and cognitive development, with the exchange of languages and cultures (ALMEIDA, 2004, p. 2-3).

Finally, through the activities suggested in this study, we seek to offer some relevant suggestions and indications for PLA classes of different levels and learning needs, which aim for the conscious and dynamic mediation of lexical and sociocultural aspects. In addition to getting closer in class and greater confidence, these students reached more proficient levels of Portuguese through communicative strategies and autonomous learning aimed at developing the ability to act critically in their context. Thus, by actively participating in the distribution and development of items worked on in class, multilingual and pluricultural groups can benefit from teaching activities that address different themes, filling in the gaps and linguistic and cultural doubts that they wish and/or need to take knowledge.

When placed in real and dynamic language use situations, in which they need to find a creative and appropriate way to communicate, students are able to acquire a deeper understanding of the language and the social context in which they are inserted. We also believe that didactic interview and survival guide practices can be developed and expanded in the future to cover new and different Brazilian communicative and social themes. Thus, studies and practical and didactic applications can be carried out in order to develop authentic and relevant teaching materials for the PLA area, taking into account the specialties of each group and the learning environment.

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