

LITERARY TEXTS IN THE PFL CLASSROOM: STATE OF THE ISSUE

TEXTOS LITERÁRIOS NA AULA DE PLE: ESTADO DA QUESTÃO

TEXTOS LITERARIOS EN EL AULA DE PLE: ESTADO DE LA CUESTIÓN



Camila SOLINO-RODRIGUES¹
e-mail: camila.solino@usal.es

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¹ University of Salamanca (USAL), Salamanca - Spain. Doctoral degree candidate in Modern Languages, under the guidance of Professor Dr. Rocío Alonso Rey. Scholarship recipient from USAL/Santander.

ABSTRACT: The literary text is an artistically rich material with historical, cultural, stylistic, linguistic, and philosophical significance, which has been used as a didactic tool for language teaching from traditional to contemporary approaches. This work is part of an ongoing doctoral research on teaching Portuguese as a Foreign Language (PLE) mediated by literary texts. Twelve studies on this topic were retrieved through a search in academic repositories. The objective is to shed light on the developed proposals and the main issues raised regarding the use of texts from Lusophone literature in PLE classrooms. The results indicate that the studies proposed the development and/or implementation of didactic plans, application of questionnaires, and analysis of teaching materials. The issues addressed result from reflections and evaluations concerning didactic supports and what is exposed by specialized criticism and teachers.

KEYWORDS: Literary Text. Portuguese as a Foreign Language. Teaching.

RESUMO: *O texto literário é um material artístico de grande riqueza histórica, cultural, estilística, linguística, filosófica, que vem sendo empregado como ferramenta didática para o ensino de línguas desde abordagens tradicionais às mais contemporâneas. Este trabalho parte de uma pesquisa doutoral em andamento a respeito do ensino de Português como Língua Estrangeira (PLE) mediado por textos literários, que, através de uma busca em repositórios acadêmicos, recuperou doze trabalhos acerca desta temática. O objetivo é, portanto, trazer à luz as propostas desenvolvidas e os principais problemas apontados quanto ao uso de textos provenientes da literatura lusófona em sala de aula de PLE. Os resultados apontam que os trabalhos propuseram: elaboração e/ou prática de planos didáticos, aplicação de questionários e, análise de materiais didáticos; enquanto as problemáticas abordadas resultam de reflexões e avaliações acerca dos suportes didáticos e do exposto pela crítica especializada e docentes.*

PALAVRAS-CHAVE: *Texto literário. Português como Língua Estrangeira. Ensino.*

RESUMEN: *El texto literario es un material artístico de gran riqueza histórica, cultural, estilística, lingüística, filosófica que ha sido empleado como herramienta didáctica para la enseñanza de lenguas desde perspectivas tradicionales hasta más contemporáneas. Este trabajo forma parte de una investigación doctoral en curso acerca de la enseñanza del portugués como lengua extranjera (PLE) mediada por textos literarios, que, a través de una búsqueda en repositorios científicos, recuperó doce investigaciones en este tema. Así, el objetivo es difundir las propuestas desarrolladas y los principales problemas señalados con relación al uso de la literatura lusófona en el aula de PLE. Los resultados indican que los trabajos propusieron: elaboración y/o práctica de planes didáticos, aplicación de cuestionarios y análisis de materiales didáticos; mientras las dificultades planteadas resultan de reflexiones y valoraciones sobre los soportes didáticos y lo expuesto por críticos especializados y docentes.*

PALABRAS CLAVE: *Texto literario. Portugués como Lengua Extranjera. Enseñanza.*

Introduction

Using literary texts in language teaching is not a recent educational resource; on the contrary, it is one of the tools in traditional methodologies, alongside textbooks, grammar, and bilingual dictionaries, as pointed out by Martinez (p. 50, 2009). Moreover, according to the researcher, such traditional methodologies "[...] have existed since antiquity and persist to this day" (MARTINEZ, p.49, 2009, our translation). However, it can be argued that the application of such a resource is constantly reviewed for its applicability in literacy, in both native and foreign language classes, as well as in the Literature discipline, in line with the current educational process demands.

Regarding the teaching of Portuguese as a foreign language, in the last 20 years, there has been a growing body of academic research, as will be seen below, rethinking the use of such texts, applying them in contemporary methodological approaches associated with Information and Communication Technologies (ICTs), and in accordance with the current curriculum documents in both European and Brazilian standards.

Inserted in this context, the present work is part of ongoing academic research at the doctoral level, addressing the teaching of Portuguese as a Foreign Language (PLE) mediated by literary texts (LT). Its objective is to highlight the proposals developed and the issues pointed out by researchers regarding the use of texts from Lusophone literature in PLE classrooms.

The Research

This research addresses the presentation of the theme of the approach to literary texts (LT) in Portuguese language teaching in academic works, considering any non-native language context. We seek to analyze the number of works, defense dates, responsible authors, and the institutions where they were presented. To do so, the digital repositories "Theses and Dissertations Bank" (BDTD) and "Portuguese Open Access Scientific Repositories" (RCAAP) were used, considering only end-of-course works in postgraduate (master's and doctoral) studies and using as keywords combinations (through strategies and filtering, depending on the platform) between "Literary texts," "Teaching Portuguese as a Foreign Language," "Foreign Language," and "PLE".

The research reviewed fourteen works related to this theme: one doctoral thesis and thirteen master's thesis papers, distributed among reports and dissertative texts. Among the identified works, two dissertations are unavailable for consultation; therefore, only the files available for reading will be analyzed here. The results, organized from the most recent, can be seen in the table below, including titles, authors, year, country of publication, and associated academic degree.

Table 1 - Academic Works Data

#	Title	Author	Year	Country	Graduate
1	“Constituição de um corpus literário luso -brasileiro: uma proposta para o ensino de PLN”	Carolina da Silva Macedo Braz	2021	PT	M
2	“O texto literário na aula de PLE no Ensino Secundário em Macau”.	Pamela Yi Yun Liu Wu	2021	PT	M
3	“Adaptações do cânone literário em língua portuguesa: propostas didáticas apoiadas no ELBT para a inclusão de clássicos das literaturas brasileira e portuguesa na aula de PLE através das TIC”	Priscila Cristina dos Santos	2019	PT	M
4	“Ensino de Português Língua Estrangeira pelo viés literário: revisitando as representações do feminino”	Rosângela Pereira de Souza	2019	BR	M
5	“O uso de textos literários nas aulas de português língua estrangeira/língua segunda através de narrativas de Mia Couto: Ler é sonhar pela mão de outrém (Fernando Pessoa)”	Kinga Somogyi	2018	PT	M
6	“O ensino de Português em Timor - Leste: uma abordagem através da aprendizagem cooperativa com recurso a textos literários”	Maria Sameiro Salazar Dias	2017	PT	M
7	“Um lugar para o texto literário na aula de PLE”	Catarina Gomes Monteiro Magalhães	2016	PT	M
8	“O uso do texto literário no ensino de Português como Língua Estrangeira no nível A1”	Vera Lúcia Antunes Costa	2015	PT	M
9	“Leitura literária em português - língua estrangeira (PLE): representações, compreensão e produção textual”	Neide Tomiko Takahashi	2015	BR	D
10	“Textos literários em livros didáticos de Português Brasileiro como Língua Estrangeira: uma análise multimodal”	Camila Cynara Lima de Almeida	2014	BR	M
11	“Ensinar a literatura em contexto de português língua estrangeira a alunos universitários italianos”	Carolina Santos Oliveira	2011	PT	M
12	“Textos literários no ensino de português -língua estrangeira (PLE) no Brasil”	Neide Tomiko Takahashi	2008	BR	M

Source: Developed by the author.

Legend: BR - Brazil; PT - Portugal; M - Master's; D - Doctorate.

Among the data presented above, firstly, the prevalence of academic works at the master's level, with only one at the doctoral level, is observed. Another relevant point is that

the majority of publications originate from Portugal, totaling eight works, while Brazil contributed the remaining four. It is noteworthy to emphasize the exclusivity of female researchers as authors of these works. Regarding the year of publication, let's examine the details through the graph below.

Graph 1 - Year of publication of the works²



Source: Developed by the author.

As outlined, in the last ten years (2012-2022), there has been an explosion of publications, totaling ten, whereas there were only two before this period. The most recent ones, from 2018 onwards (the last five years), include five works indicating the current nature of this research field and an overall average of one published study per year.

For a more in-depth analysis of the found works, it is necessary to consider two fundamental aspects regarding the theme of the use of literary texts (LT) in research: 1. What are the main problems observed in practices and theoretical studies; 2. What investigative works have been conducted and what are their results.

Problems Identified

Among the examined works, whether during the analysis of the content of didactic materials, questionnaires, or reflection on applied proposals, it is possible to identify some problems or difficulties pointed out by the authors, whose main aspects will be highlighted

² Translation title: Year of Publication. Blue: until 2011; red: from 2012 to 2017; and green: from 2018 to 2022.

below. The first problem concerns the arrangement of texts in didactic materials; the second addresses criticisms from other researchers regarding the use of this tool, and finally, we have the opinions of teachers on this topic.

Didactic Materials

Regarding materials, according to Santos (2019, p. 22, our translation), "there is no didactic material designed for the teaching of Portuguese as a Foreign Language (PLE) whose main purpose is to primarily disseminate canonical literary texts in the Portuguese language," although the author clarifies the existence, in large quantities, of publications based on the use of these texts. Souza (2019, p. 51, our translation), after analyzing four didactic materials, emphasizes that "[...] music frequently appears in PLE teaching textbooks; however, there is little literary text with proposed activities".

Similarly, Magalhães (2016, p. 45, our translation) also based on seven didactic manuals, found that: "the presence of literary text is scarce or nonexistent in most didactic manuals. [...] It is also possible to observe that literary texts appear more frequently in manuals at the advanced level than at the threshold," concluding that "[...] in general, in the most commonly used didactic manuals in PLE teaching today, there is still no clearly defined place for literary text, nor how it should be explored" (MAGALHÃES, 2016, p. 48, our translation).

In turn, Almeida (2014, p. 126, our translation) analyzed seven textbooks and, based on this data, presents exciting numbers:

Of the 7 analyzed Language Textbooks (LDs), only 5 contained Literary Texts (TLs). Somewhat timidly, as only 50 TLs were found on 1785 verified pages. Thus, I understand that Literature still occupies an unusual place within PBLE (Portuguese as a Foreign Language) LDs. The inclusion still occurs predominantly in prose (80%), without adaptations (86%), and with TLs written by men.

As observed by Magalhães (2016), Takahashi (2008, p.85, our translation) points out that "[...] there is a greater concentration of literary texts in books that propose to work on a higher level of linguistic improvement." Regarding textual types, the researcher indicates that literary chronicles are the most recurring genre in published PLE materials "[...] either due to their brief and concise nature or because they express many language components, such as intercultural aspects" (TAKAHASHI, 2008, p. 67, our translation), while poetry is the least,

which may indicate a possible reluctance or problem faced by teachers in selecting these texts for the classroom:

[...] Perhaps there is a certain fear regarding the contribution of poetry in the PLE teaching process, either due to its structure and context, often subject to complex interpretation, or simply because the narrative schema of prose texts is valued (TAKAHASHI, 2008, p. 85, our translation).

Still, on the presence of Literary Texts (TL) in didactic materials, the researcher emphasizes that

[...] the textbook is a closed instrument in itself and needs complementary materials for certain elements to be deepened. Just check the use of literary texts: they do not meet students' expectations even if the quality of Brazilian literature texts is carefully selected because their nature as pedagogical support does not meet the representations of reading in a comprehensive work (TAKAHASHI, 2008, p. 124, our translation).

Based on the aspects highlighted by researchers regarding the analyzed Portuguese as a Foreign Language (PLE) materials, it is concluded, in summary, that there is a need not only to increase the quantity of TL in LD in this area but also to deepen aspects such as variety (textual type, authorship, literary school, geographic origin, etc.), distribution among different levels of knowledge, and to rethink proposals for activities related to these texts and how their application would be conducted.

Critiques

From the reading of the works, there is, in general, a positive and encouraging view of the approach to teaching PLE mediated by TL, despite the difficulties encountered during the investigative work. However, some of these studies sought to present arguments against the use of TL, followed by debates counter-arguing and reflecting on the theorists' statements. This article does not delve into the debate itself but brings to light the criticisms and how they interrelate.

Among such discussions, what stands out is what Almeida (2014) presents, based on the work of McKay (1999), in which:

[...] the first counter-argument consists of the gap between teachers' perspectives that LTs help them teach grammar and the factual contribution that LTs can make to this teaching. The second one relies on the premise that literature does not help the learner meet their academic or professional needs. The third argument indicates that understanding the cultural perspective demanded by the LT can create difficulties for the learner (ALMEIDA, 2014, p. 33, our translation).

Additionally, Magalhães (2016) also notes, based on Sell (2005), a possible cause for the discouragement of using LT in foreign language classes: "[...] relative to the fact that Literature is understood as an aesthetic object and is not related to 'real life.' Thus, it would not contribute to student learning" (MAGALHÃES, 2016, p. 24, our translation). This would be in line with the idea stated above, in the second argument, that the use of such texts would not meet the student's needs.

Related to the third argument, we have Dias (2017, p. 106), citing Pereira (2001), regarding the benefits of working with LT being pointed out by some as not very beneficial, given the difficulties students face in mastering the basic structures of the language in the face of the complexity of such texts. This thought can be observed reflected in the low presence of poems in didactic materials, for example, since, despite being a short text that could be published in its entirety, it is considered difficult and is preferred over other types of texts:

[...] poetic characteristics are mostly represented by song lyrics, generally from Brazilian popular songs, which seems to demonstrate a certain representation or fear about the difficulty of working with poems, remembering that these texts have varied languages, constructions, vocabularies, and therefore, cannot be generalized as difficult (TAKAHASHI, 2008, p. 67, our translation).

These criticisms can be summarized, in general, in the belief that literary texts, regardless of the textual type, would not constitute sufficient support for linguistic work in a foreign language class, especially when considering a moderate to high level of difficulty. It can be said that this thinking reflects teachers' apprehensions, as well as reveals some possible challenges that may be faced and precautions that must be taken when applying such a teaching proposal, which could ultimately justify or explain the difficulty of many didactic methods and teaching professionals in adopting this approach.

The teacher's perspective

In this final topic concerning the main issues presented by researchers, the perspectives of Portuguese as a Foreign Language (PLE) teachers regarding the discussed theme will be addressed through the questionnaires conducted in Braz's work (2021). The researcher examined, among other aspects, the use, purpose, and difficulties related to the presence of Literary Texts (LT) in Portuguese as a Non-Native Language (PLNM) classes. Regarding the first aspect, the results related to adaptation to teaching levels stand out:

[...] teachers prefer to introduce literary texts from intermediate levels. And, contrary to our beliefs that many teachers do not find the use of literary texts suitable at the initial levels, we can see that a considerable number of research participants who teach PLNM use literary texts already in the basic stages of teaching (BRAZ, 2021, p. 35, our translation).

Regarding the purpose, various reasons were cited, such as presenting the literary production of Portuguese-speaking countries, historical facts, and sociocultural aspects, and working on linguistic and/or grammatical elements, vocabulary, and textual interpretation skills. Among these, the most recurrent is working with vocabulary, according to the questionnaire by Braz (2021, p. 37).

Finally, the major difficulties mentioned by teachers include the impossibility stemming from the course structure, lack of acceptance by students, difficulty in didacticizing this content and its level of linguistic difficulty, as well as insufficient knowledge of authors and texts by teachers. Among the problems listed, it is mentioned that "[...] the level of difficulty of the language in literary texts is the major obstacle pointed out by teachers when working with literary works" (BRAZ, 2021, p. 37, our translation), a result that is directly related to what theorists have pointed out in the previous topic.

Proposals and developed perspectives

The twelve academic works studied aimed to investigate the use of Literary Texts (LT) in various Portuguese as a Foreign Language (PLE) teaching contexts. To do so, the works dedicated themselves to exploring one or more of the following points: A. Development of didactic proposals; B. Application of questionnaires with teachers or students; C. Didactic

practice; D. Analysis of didactic materials. Conceived for or applied in different continents, these researches also demonstrated a great diversity of literary genres, levels, teaching contexts, and other methods for activities associated with LT. In the table below, the works are once again grouped and described according to the main proposal(s), highlights regarding what was carried out (application), and the type of research based on Gil's classification (2002).

Table 2 - Highlights of Academic Works³

Nº	Work	Proposal	Application	Type
1	Braz (2021), UMinho/PT	Proposição de: um <i>corpus</i> literário luso-brasileiro e sua utilização em um clube de leitura.	Questionários com professores de PLNM quanto a sua relação com os textos literários luso-brasileiros. Proposição de um clube de leitura como atividade extracurricular.	Levantamento
2	Wu (2021), UCP/PT	Discussão sobre a mais-valia do uso do TL no contexto de ensino de PLE em Macau.	Prática letiva seguindo a proposta de Lazar (1993).	Estudo de caso
3	Santos (2019), UMinho/PT	Sugestões de abordagens didáticas e inclusão das TIC no ensino.	Trabalho com romances clássicos não contemporâneos na Universidade da Coruña, Galícia (Espanha) (maioria c/ L1 galega); produção de um curta-metragem; levantamento da opinião dos alunos quanto à experiência (questionário).	Estudo de caso
4	Souza (2019), UNESP/BR	Uso de TL para ensino de língua e representações culturais (herança patriarcal).	Proposta de tarefas para aula de PLE a partir de um romance.	Documental
5	Somogyi (2018), ULisboa/PT	Destaca os TL na aula de PLE como ferramenta para o contacto com realidades linguísticas e culturais autênticas	Exposição de unidades didáticas de PLE a partir de contos; tarefas envolvendo a Teoria das Inteligências Múltiplas. O público-alvo pensado é de alunos húngaros.	Documental
6	Dias (2017), UMinho/PT	Ensino de PLNM em Timor-Leste a partir de TL e de técnicas da aprendizagem cooperativa.	Elaboração de um cânone lusófono e de propostas didáticas.	Documental
7	Magalhães (2016), UPorto/PT	Explorar o uso do TL em classes de PLE.	Análise de material didático de PLE; uso do TL em sala de aula em turma de diferentes LM.	Estudo de caso
8	Costa (2015), UC/PT	Uso do TL em turmas A1 de PLE.	Dez propostas/hipóteses didáticas incluindo um <i>Puzzle</i> literário (jogo interativo).	Documental

Source: Developed by the author.

Legend: UMinho-University of Minho; UCP- Portuguese Catholic University; UNESP-São Paulo State University; ULisboa-University of Lisbon; UPorto-University of Porto; UC-University of Coimbra; USP-University of São Paulo; UNB-University of Brasília; UNL-New University of Lisbon; PLE-Portuguese as a Foreign Language; ICTs- Information and Communication Technologies; L1- First Language; L1- Mother Tongue; PBLE- Brazilian Portuguese as a Foreign Language.

³ Look Annex A

This stage of the analysis highlights: the proposal to use Literary Texts (TL) in A1 level classes, contrary to the preference for work at intermediate levels as mentioned earlier; the development of activities using different methodologies demonstrates the diversity of tools that can be combined with the text for teaching tasks; and finally, the variety of literary genres and nationalities of Lusophone authors selected in the research.

Regarding this last topic, highlighted (Table 3) for a better visualization of the works and/or authors present in each study, as well as the types of texts. Only two research projects did not use TL.

Table 3 - Works used in the research⁴

Work	Books	Type
Braz (2021)	“A Hora da Estrela ” (Clarice Lispector); “A Menina do Mar ” (Sophia de Mello Breyner Andresen); “Alguma Poesia ” (Carlos Drummond de Andrade); “Antologia Poética ” (Miguel Torga) e “Turma da Mônica : Laços ” (Vitor Cafaggi e Lu Caffagi).	Romance Conto Poesias Romance gráfico (HQ)
Wu (2021)	Bernardo Carvalho e António Cícero .	Crônica Poesia
Santos (2019)	“Vidas Secas ” (Graciliano Ramos) e “Os Lusíadas” (Luís de Camões).	Romance Poesia Épica
Souza (2019)	“As meninas ” (Lygia Fagundes Telles).	Romance
Somogyi (2018)	“O beijo da palavrinha”, “Na Berma de Nenhuma Estrada e outros contos” e “O Fio das Missangas” (Mia Couto)	Contos
Dias (2017)	“Timor 1930 : país de Sonho e de Encantamento ” (Paulo Braga); “Crônica de Uma Travessia ” e “Vésperas de Natal ” (Luís Cardoso); “À Janela de Timor ” (João Aparício); “Borja da Costa : selecção de poemas-Klibur Dadolin ” (Borja da Costa); “A Árvore” (Sophia de Mello Breyner Andresen); “Ou isto ou aquilo ” (Cecília Meireles); “Pensageiro Frequente ” (Mia Couto); “O Homem do País Azul ”(Manuel Alegre); “Longe do meu coração ” (Júlio Magalhães); “Uma aventura nas Férias do Natal ” (Ana Maria Magalhães e Isabel Alçada) ; “O mundo em que vivi ”(Ilse Losa) ; Fermando Sylvan e Alda do Espírito Santo	Romance Contos Poemas
Magalhães (2016)	“A Árvore das Histórias de Natal ” (José Jorge Letria); “Histórias de ver e andar ” (Teolinda Gersão); Valter Hugo Mãe e Luísa Costa Gomes.	Crônica Contos
Costa (2015)	“Obra Poética ” e “Liberdade” (Fernando Pessoa); “Poemas de Deus e do Diabo ” (José Régio); “Contos exemplares ” (Sophia de Mello Andresen); “Ensaio sobre a cegueira ” (José Saramago); “Poesia” (Eugénio de Andrade); “Poesias Completas ” (Alexandre O’Neil) e “Obra completa ” e “Obra” (Adília Lopes). No <i>puzzle</i> literário: Luís de Camões, Almeida Garrett, Fernando Pessoa, Alexandre O’Neil, Gonçalo M. Tavares e José Luís Peixoto.	Poemas Conto Romance
Takahashi (2015)	“Memórias Póstumas de Brás Cubas ” (Machado de Assis) ; “Felicidade Clandestina ” (Clarice Lispector); Seleção de contos: Machado de Assis, Clarice Lispector, Mario de	Romance Contos/Crônicas

Source: Developed by the author.

⁴ Types of Works present: Novel; Short stories; Poetry; Chronicle; Epic poetry; Poems.

Final considerations

Given that research on the use of Literary Texts (TL) in teaching Portuguese as a Foreign Language (PLE) is recent and growing, it is necessary to assess the current state of the issue in order to advance previous research. This involves proposing and applying methodologies, plans, and questionnaires that are sensitive to criticisms, concerns, and difficulties presented, while also exploring new aspects and possibilities.

Starting from the problems pointed out by the authors, it is evident that there are various aspects to analyze in the pedagogical practice of TL in the context of PLE. These aspects arise from the experiences and perspectives of teachers, specialized criticism, and the availability of the analyzed support materials. Defining the exact causes for the presence (or absence) of literature in this teaching context is a complex task that goes beyond the scope of this paper. However, some of the main points to consider regarding the application of this methodology can be summarized in the form of questions, with a view to reflecting on the feasibility of proposing TL-mediated teaching in the context of PLE:

- How could it be adapted to different levels of knowledge (A1, A2, B1, B2 e C1, C2)?
- How could the necessary support be provided to the teacher for this task?
- How could it help meet the demands of linguistic, historical, stylistic, and cultural content that texts require? That is, thinking in terms of necessary materials, specific activity applications, and required time.
- How do we adjust the time factor to make the methodology attractive to the pedagogical curriculum, considering the time required for proposal development and its implementation?

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Annex A

Nº	Work	Proposal	Application	Type
1	Braz (2021), UMinho/PT	Proposal of a Luso-Brazilian Literary Corpus and Its Use in a Reading Club.	Questionnaires with Portuguese as a Non-Native Language (PLNM) teachers regarding their relationship with Luso-Brazilian literary texts. Proposal of a reading club as an extracurricular activity.	Survey
2	Wu (2021), UCP/PT	Discussion about the added value of using Literary Texts (TL) in the context of teaching Portuguese as a Foreign Language (PLE) in Macau.	Teaching practice following Lazar's proposal (1993).	Case study
3	Santos (2019), UMinho/PT	Suggestions for Didactic Approaches and Inclusion of Information and Communication Technologies (ICTs) in Teaching.	Work with non-contemporary classic novels at the University of Coruña, Galicia (Spain) (mostly with Galician L1); production of a short film; survey of students' opinions regarding the experience (questionnaire).	Case study
4	Souza (2019), UNESP/BR	Use Literary Texts (TL) for language teaching and cultural representations (patriarchal heritage).	Proposal of tasks for Portuguese as a Foreign Language (PLE) class based on a novel.	Documentary
5	Somogyi (2018), ULisboa/PT	Highlights the use of Literary Texts (TL) in Portuguese as a Foreign Language (PLE) class as a tool for contact with authentic linguistic and cultural realities.	Presentation of PLE didactic units based on short stories; tasks involving the Theory of Multiple Intelligences. The target audience envisioned is Hungarian students.	Documentary
6	Dias (2017), UMinho/PT	Teaching Portuguese as a Second Language (PLNM) in Timor-Leste using Literary Texts (TL) and collective learning techniques.	Development of a Lusophone canon and didactic proposals.	Documentary
7	Magalhães (2016), UPorto/PT	Explore the use of Literary Texts (TL) in Portuguese as a Foreign Language (PLE) classes.	Analysis of PLE didactic material; use of Literary Texts (TL) in the classroom with students from different Mother Tongues (LM).	Case study
8	Costa (2015), UC/PT	Use of Literary Texts (TL) in A1 level of PLE.	Ten didactic proposals/hypotheses, including a Literary Puzzle (interactive game).	Documentary