

**TRAINING FOR TEACHERS OF PORTUGUESE FOREIGN LANGUAGE AND  
SPANISH FOREIGN LANGUAGE: NEARBY LANGUAGE APPROACHES**

**FORMAÇÃO DE PROFESSORES DE PORTUGUÊS LÍNGUA ESTRANGEIRA E  
ESPAÑOL LÍNGUA ESTRANGEIRA: ABORDAGENS DE LÍNGUAS PRÓXIMAS**

**FORMACIÓN DE PROFESORES DE PORTUGUÉS LENGUA EXTRANJERA Y  
ESPAÑOL LENGUA EXTRANJERA: ABORDAJES DE LENGUAS CERCANAS**



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**ABSTRACT:** In the current context of internationalizing national languages, the teaching of Portuguese as a Foreign Language (PLE) and Spanish as a Foreign Language (ELE) has experienced significant growth. This text presents the results of a study that identifies and analyzes the different and varied approaches (or teaching methodologies) to teaching and learning (VEZ, 2000) carried out in PLE classroom practices based on their proximity (ELIZAINCÍN, 1992) to the Spanish language, in Teacher Training Courses. Through discursive studies, a possible interpretative reading of the use of approaches is observed in the discursive memory(ies) materialized in the corpus, which is composed of lesson plans and interviews with the teacher trainers of the courses. The analysis reveals a significant didactic-methodological treatment regarding the issues of teaching approaches to Portuguese and Spanish and their proximity, as well as indications of the sociodiscursive interactionist perspective.

**KEYWORDS:** Approaches. Spanish as a Foreign language (ELE). Portuguese as a Foreign language (PLE). Close languages. Teacher training.

**RESUMO:** Na atualidade de internacionalização das línguas nacionais, o ensino de Português Língua Estrangeira (PLE) e de Espanhol Língua Estrangeira (ELE) têm tido um importante crescimento. Este texto apresenta resultados de um estudo que identifica e analisa as diferentes e variadas abordagens (ou metodologias de ensino) de ensino e aprendizagem (VEZ, 2000), realizadas nas práticas de sala de aula de PLE segundo sua proximidade (ELIZAINCÍN, 1992) com a língua espanhola, em Cursos de Formação Docente. A partir dos estudos discursivos, verifica-se na(s) memória(s) discursiva(s) materializada(s) no corpus uma possível leitura interpretativa sobre o emprego das abordagens, com corpus composto de planos de ensino e entrevistas aos professores formadores. A análise mostra expressivo tratamento didático-metodológico com relação às questões de abordagens de ensino de português e espanhol e sua proximidade e também indícios da perspectiva interacionista sociodiscursiva.

**PALAVRAS-CHAVE:** Abordagens. Espanhol Língua Estrangeira (ELE). Português Língua Estrangeira (PLE). Línguas próximas. Formação de professores.

**RESUMEN:** En la actualidad de la internacionalización de las lenguas nacionales, la enseñanza de Portugués Lengua Extranjera (PLE) y de Español Lengua Extranjera (ELE) ha tenido un importante crecimiento. Este texto presenta resultados de un estudio que identifica y analiza las diferentes y variados abordajes (o metodologías de enseñanza) de enseñanza y aprendizaje (VEZ, 2000) realizadas en las prácticas de sala de clase de PLE según su proximidad (ELIZAINCÍN, 1992) con la lengua española, en Cursos de Formación Docente. A partir de los estudios discursivos se verifica en la(s) memoria(s) discursiva(s) materializada(s) en el corpus una posible lectura interpretativa sobre el empleo de los abordajes, con corpus compuesto de planes de enseñanza y entrevistas a profesores formadores. El análisis muestra expresivo tratamiento didáctico-metodológico con relación a las cuestiones de abordajes de enseñanza de portugués y español y su proximidad y también indicios de una perspectiva interacionista socio-discursiva.

**PALABRAS CLAVE:** Abordajes. Español Lengua Extranjera (ELE). Portugués Lengua Extranjera (PLE). Lenguas próximas. Formación de profesores.

## Introduction

This study arises from the need to develop research on the teaching and training of teachers of Portuguese as a foreign language (hereinafter PLE) in the current political, historical, linguistic, and discursive context, in which the Portuguese language gains the status of a transnational language (ZOPPI FONTANA, 2009) and international (MEYER; ALBUQUERQUE, 2015), especially on the relationship of linguistic and methodological proximity.

The expansion of the ELE area was promoted in 2005 by Law No. 11,161, which deals with the mandatory provision of Spanish, even though it was revoked in 2017, there have been important movements of resistance and continuity in the teaching of this language throughout the Brazilian context. Therefore, we have a context in which the teaching of these languages as foreign languages (hereinafter LE), PLE, and ELE is encouraged. It is essential to focus on their teaching as close languages, PLE and ELE, questioning how the future teacher is being trained in teacher training courses, specifically with regard to the teaching and learning approaches that are made available throughout the student's academic training, in the context of the 21st century.

The objective is to verify the different teaching and learning approaches implemented in the teaching of Portuguese as a Foreign Language (PLE) in teacher training courses, covering two contexts in South America (interior of the State of São Paulo, Brazil, and interior of the Province of Córdoba, Argentina) and the Iberian Peninsula (Seville, Spain). The focus is, in particular, on training PLE teachers as part of a more comprehensive post-doctoral research, which focuses on the two languages ELE and PLE. This research was carried out from October 2014 to July 2015, and financial support was received from FAPESP (Process 2014/11052-4) from January to July 2015.

Thus, this study aims to contribute to the training of PLE teachers, highlighting the observation of their training process, especially in relation to the approach(es) that are transposed didactically. On the other hand, it constitutes a relevant contribution when focusing on teacher training courses since this study can provide visibility to discursive practices related to the approaches used in teaching and learning PLE.

The concern with language policy issues that legitimize different approaches to teaching foreign languages throughout the historical process is evident. This includes, for example, the Audiolingual Method, adopted as an educational policy in the Brazilian context in the 1970s. This analysis constitutes a relevant contribution to studies on teaching and training PLE

teachers in the context of the internationalization of languages and nations. From this perspective, the research returns to the theoretical framework that supports it.

### Theoretical positioning

In the context of close languages, Portuguese and Spanish have a kinship relationship, that is, the same Latin origin and historical moment. Thus, there are linguistic-communicative and discursive approximations, and also socio-historical and geographically constructed distances (FANJUL, 2002; MEDINA, 1997; ELIZAINCÍN, 1996), which promoted each language to develop its status as a national language and become representative of several countries and cultures in the Iberian Peninsula and Latin America<sup>2</sup>.

From the perspective of linguistic-discursive and historical similarities and differences, the consolidation of Portuguese and Spanish as official languages, initially in Portugal and Spain during the tremendous maritime navigations and subsequent conquests, resulted in the significant expansion of the speaking territories of these languages. This process continued to contribute to the linguistic expansion of Portuguese and Spanish in different territories, incorporating specific particularities according to each geographic location and historical period. These incorporations often occurred through impositions and conflicts, reflecting the languages and cultures present in the conquered territories.

Elizaincín (1996, p. 417) considers Portuguese and Spanish as languages “*muy cercanas desde el punto de vista genético y estructural*<sup>3</sup>”, taking into account the historical contact that allows the construction of a theory. This author considers that languages are related since their origins, and it seems that they do not have very clear borders, as he says: “*nunca, frente a un fenómeno concreto puede el hablante (ni el lingüista) saber si es lusitano o hispánico*<sup>4</sup>” (ELIAZANCÍN, 1996, p. 417).

Regarding teaching and learning PLE and ELE as close languages, Zuchelli and Jacumasso (2005) consider that, in the Brazilian context of learning the Spanish language, it initially appears to be easy learning for the learner without rigorous study. In the same direction, for Almeida Filho (1996, p. 14-15, our translation) “the canonical order of prayer in the two languages is highly coincident”, even sharing cultural bases. Fanjul (2002) in his studies states

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<sup>2</sup> The Portuguese language and the Spanish language are present in other regions, such as Africa. However, these regions will not be focused on in this present study and may be focused on in future proposals.

<sup>3</sup> “Very close from the genetic and structural point of view”.

<sup>4</sup> “Never, in front of a concrete phenomenon can the speaker (ni the linguist) know if he is Portuguese or Hispanic”.

that with the proximity between Portuguese and Spanish, the presence of a “legitimate” and “enriching” aspect in claiming to be Brazilian and Argentine is highlighted.

In this same paradigm, Kulikowski and González (1999, p. 15, emphasis added, our translation) postulate that

*This mentality of surroundings facilitates presuppositions that are later not confirmed but are very resistant (everyone understands everything); in short, it creates or allows misleading transparency that lends itself to innumerable mistakes and impoverishes reading, understanding, interpretation, and production. Behind what seems “equal” or “similar,” there are different ways of organizing in Spanish and Portuguese that are not only syntactic, morphological, or semantic.*

The consensus with Kulikowski and González (1999) about the false symmetry between Portuguese and Spanish is shared, highlighting that, although these languages are remarkably similar, this similarity can represent a challenge in the teaching and learning process. This difficulty arises from the lack of adequate consideration of the need for a more in-depth study of the differences that exist between them.

In studies carried out on teaching and learning PLE in Argentina and ELE in Brazil, it is observed that at more fundamental levels, there is a stage of coincidence between the Portuguese and Spanish linguistic systems, but at more advanced levels, the gap is progressively more accentuated.

According to Fialho (2005, online, our translation), in a study on the acquisition of Spanish by native speakers of Brazilian Portuguese, he considers that Contrastive Analysis performs a

[...] contrast made between two linguistic systems (that of the mother tongue and that of a learner’s target language) was able to determine the differences and similarities between the two languages and also resulted in the prediction of problems that the learner could face suffer in the acquisition process, serving as a basis for the preparation of specific teaching material for each language pair involved in the acquisition process, as well as in the teacher’s choice of methodologies and approaches.

From this perspective, Fialho (2005, online, our translation) adds that the contributions of Contrastive Analysis to the teaching of foreign languages within the Audiolingual Method, were:

a) comparing LM with FL can help planning foreign language courses; b) comparison allows us to make hypotheses about critical learning points or predict “errors” that a student may make; c) the comparison also allows the

planning made for textbooks or subjects to consider the difficulties and facilities that the student may have between LM and FL; d) these difficulties that the student may have between LM and LE can be overcome depending on the gradation of the difficulties; e) the teacher can identify the causes of problems and develop strategies for his student to overcome them, as long as he knows the data collected through comparison, and f) based on Contrastive Analysis, the teacher can evaluate textbooks, prepare complementary exercises, etc.

Fialho (2005, online, our translation) reports that there is a belief in the need for a “differentiated methodology for teaching Spanish to native Portuguese speakers, it is necessary to have specific materials for this Spanish teaching-learning context”.

In turn, Boésio (2001) considers that the Grammar and Translation Approach (AGT) can be an alternative that facilitates the teaching-learning process of nearby languages, which can linguistically and didactically privilege the teaching of the second language through the first. However, for Fialho (2005, online, our translation), in his final considerations, he states that one should

[...] think about a new methodology for teaching similar languages. We believe that the best solution for teaching and learning co-sister languages such as Portuguese and Spanish is a methodology centered on contrast and awareness. [...] The similarity caused by the proximity between languages leads students to more easily understand what is similar versus what is different. This generates the well-known *Portunhol*, a mixture of Portuguese and Spanish, which, due to these characteristics, lacks specific approaches, methods, and techniques to reduce the time learners spend in interlanguages.

Thus, through this brief review of studies on the teaching and learning of PLE and ELE as close languages, it is observed that these have been the object of investigation both by researchers in language science and by those dedicated to teacher training. Applied Linguistics studies have analyzed the use of different approaches in language teaching.

From the 16th century, from the perspective of the Grammar Translation Approach (LEFFA, 1988), to the present day, from the perspective of the Communicative Approach (ALMEIDA FILHO, 1996; SÁNCHEZ, 2009), going through several others, such as the Audiolingual Approach (LEFFA, 1988). Including focusing on the task approach and the intercultural approach (MENDES, 2011), more recently. In this study, the close relationship between PLE and ELE will be considered as a starting point for the verification and analysis of possible recurring approaches in teaching PLE in teacher training courses.

Regarding the concept of approach, we base ourselves on the considerations proposed by Almeida Filho (1999), who defines it as the involvement of various factors or “forces”: affectivity, the culture of teaching and learning, teaching and learning approaches, beliefs about teaching and learning; components that constitute the approach and that compose both the teacher’s practice and the student’s acquisition/learning. Moreover, these “forces” manifest and operate in the process of teaching and learning a foreign or second language.

On the other hand, Almeida Filho (1998, p. 18, our translation) views the concept of approach as “a philosophy, a focus, an approach, a treatment, an approach. The direct object of the approach is precisely the process or construction of learning and teaching a new language.” For Almeida Filho (1999, p. 12, our translation), the teaching approach “imprinted on a teaching process manifests itself from three of its constituent components, namely, the conceptions of language/language/foreign language, of teaching and of learning a new language”.

Leffa (1998, p. 211-212, our translation) considers the approach as “the most comprehensive term [than method] to encompass theoretical assumptions about language and learning”. According to Leffa, “approaches vary as these assumptions vary”.

Based on these assumptions about the approach, specifically regarding the linguistic-discursive component in teaching EFL, in line with Celada (2002, 2009, 2010), Serrani (1997, 2005), Zoppi Fontana (2009), Fanjul (2008, 2017), among others, and in the dialogue with Arnoux (2010, p. 19-20, emphasis added, our translation) it appears that:

*The construction of the “European identity” imposes plurilingual linguistic policies supported by media and school policies that make it possible for future citizens to understand others, to be able to express themselves in the language of others, and to be able to develop learning strategies for other languages.*

*In the case of Mercosur, this process is facilitated because it coexists with the majority languages, Spanish and Portuguese, which are intertwined with Amerindian languages that, in many cases, speak on one and the other side of state borders.*

*[...] the conviction that our regional integration, whose geographic limits depend on progressive agreements, must build an identity framework that has possible forms of political participation, where learning of another’s language (Arnoux, 2008) fulfills one decisive function on the ground because it allows to expand communicative networks as well as through the game of cultural resonances with which each language is associated and which the utterances activate differently.*

In this sense, we agree with Arnoux (2010) regarding the idea that learning other languages, as in the case of PLE and ELE, represents a way of participating in games that

configure and reconfigure subjectivity in “*tensión y acuerdo*”<sup>5</sup> with the language and culture of each person. Thus, such dynamics will make it possible to develop a South American space to “*pensar en la conformación de un imaginario colectivo que sostenga el ejercicio de una nueva ciudadanía*”<sup>6</sup> (ARNOUX, 2010, p. 20).

Articulating the theoretical issues of teaching and learning similar languages in Spanish and Portuguese, discursively, the discursive memory category is taken as the basis of analysis (ORLANDI, 2001), understood as the way in which these languages, ELE and PLE, come to be (re)signified as a place for learning and teaching in the focused contexts.

According to Orlandi (2001), discursive memory is related to interdiscourse, as it brings words said before, pre-constructed words that affect the subject's constitution in his speech. The observation of interdiscourse allows us to refer to the saying as a “filiation of sayings, to a memory and to identify it in its historicity, in its significance, showing its political and ideological commitments” (ORLANDI, 2001, p. 30-32, our translation).

For Eckert-Hoff (2008), interdiscourse can be understood as discursive memory, which for Courtine (1981, p. 53 apud ECKERT-HOFF, 2008, p. 44, our translation) is what “to the historical existence of the utterance within practices discursive structures determined by ideological apparatuses”. Thus, intercourse

[...] as the discursive knowledge that makes all saying possible and returns in the form of the already-said that is at the base of what is sayable, supporting each word taken. [...] Interdiscourse is seen as the discursive memory of saying, which is expressed in the socio-historical fabric of discursive traces external to and prior to the production of the utterance (PECHEUX apud ECKERT-HOFF, 2008, p. 44, our translation).

Thus, the present study is based on the principles of Discourse Analysis as theoretical and methodological support, in addition to incorporating the contributions of Applied Linguistics studies, emphasizing the concern with teaching and learning foreign languages, considering PLE and ELE as nearby languages. In this way, this research is established in a discursive in-between place.

After exposing the theoretical position, the objective of this research is to verify which teaching and learning approach(es) are used in initial training courses (degree and professorship, in Argentina) of ELE teachers in two specific contexts in America from the

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<sup>5</sup> “Tension and agreement”.

<sup>6</sup> “Think about the formation of a collective imagination that supports the exercise of a new citizenry”.



South: in the interior of the State of São Paulo, at the *Universidade Estadual Paulista “Júlio de Mesquita Filho”*, in Brazil, and in the interior of the Province of Córdoba, at the Faculty of Languages of the National University of Córdoba, in Argentina. Furthermore, a context in the Iberian Peninsula is included, more precisely in Seville, at the University of Seville, Spain. The aim is to provide visibility to the practices adopted in these teacher training courses, contributing to the improvement of the teaching activity of the teacher-trainer and to the future performance of the teacher in training.

The analysis of the collected data, consisting of teaching plans and interviews, will be presented below, being approached from the concept of discursive memory. Subsequently, interpretations will be outlined, with a special focus on data related to the PLE.

### Data discussion: teaching plans

In order to investigate PLE teaching approaches in the specified contexts, considering the discursive memory present in the set of documents that reflect the didactic-pedagogical and linguistic perspective used, the analysis focuses on the corpus composed of the Teaching Plans. These are interpreted in light of the socio-historical context of each country’s educational policies, including Curricular Parameters and Laws. The courses examined are located in the interior of the State of São Paulo, Brazil, in the interior of the Province of Córdoba, Argentina, and the Province of Seville, in the Capital, Spain. Next, the analyzed data regarding the teaching plans are presented.

#### *- Course in the interior of the State of São Paulo - Brazil*

The Literature course at the Faculty of Sciences and Letters (FCLAr) at the *Universidade Estadual Paulista Júlio de Mesquita Filho* (Unesp) is curricularly structured to qualify teachers in Portuguese and a foreign language, namely: German, French, Spanish, English and Italian (link: <http://www.fclar.unesp.br/#!/graduacao/cursos-de-graduacao/letras/> e <http://www.fclar.unesp.br/Home/Graduacao/programasdisciplinasobrigatorias-letras-2012.pdf>). There is no teacher training course in the PLE area. There is an optional subject on teaching Portuguese as a foreign language, which is located in the Department of Linguistics and has been taught (since 2017) by substitute teachers and non-specialists in the area.

From 2012 to 2017, this faculty had an extension project entitled “Teaching Portuguese as a foreign language (PLE)”, which aimed, on the one hand, to promote the learning of PLE

for foreign students in a communicative and discursive way in Portuguese and, on the other, start training students on the Literature course in the PLE area, according to Rocha, Gileno, and Evangelista (2016). Since 2013, activities in Portuguese as a Foreign Language have been conducted in association with the Language Center of the aforementioned university.

Therefore, as the college does not offer PLE teacher training courses at the undergraduate level, during the research, information on PLE teacher training was analyzed, which generally shows that:

- In the first two years, Spanish Language I (120h) and Spanish Language II (120h), and in the third and fourth years, Spanish Language III (60h) and Spanish Language: focus on writing (semester, 30h), Spanish Language IV (60h) and Spanish language: focus on orality (semester, 30h), respectively. In these subjects, there is no reference to the treatment of the Portuguese language with the Spanish language; Spanish language content is taught without promoting any articulation or reflection with the Portuguese language. It can be seen that the contents are distributed in: Linguistic-discursive practices and Grammatical-textual notions, therefore, without promoting any relationship between the Spanish language and the Portuguese language in the teaching plans.

- In the subject of Foreign Language Teaching Practice, taught in the third year of the Literature course, content related to the role of the future teacher is covered. The subject focuses on themes that concern the theory and history of teaching Foreign Languages (FL), promoting reflections on the interrelationship between language, literature, and culture from the perspective of interdisciplinarity. Furthermore, the analysis of the articulation between lexicon and grammar, the selection and elaboration of teaching materials stands out, together with a critical evaluation of the teaching of FL in contemporary schools.

- In the subject of Foreign Language Teaching Practice, covering Spanish, Italian, and French, there is an emphasis on interdisciplinarity, linguistic variation, and comparison between mother tongue and foreign language:

License the Foreign Language teacher: French, Italian, and Spanish, so that he sees, in his teaching practice, the language not only as an instrument of communication or as an expression of thought but as a constitutive part of the student's development; contrast instrumental and interdisciplinary approach; overcome the absolute/relative polarization present in reflection on languages in general and in language teaching in particular. Such polarization constitutes, on the one hand, the defense of the existence of formal and static invariants that would support the organization of languages and, on the other, the defense that each language contains a worldview and that it must, therefore, be studied

without confrontations, for example, with the mother tongue; defend the interdisciplinary approach in which cognitive-experiential processes must be exercised (compare, approximate, distance, reassemble, discriminate [...] values, readings, meanings). This exercise allows the student, on the one hand, to become aware of the extreme diversity of experience and linguistic expression and, on the other, of the universal dimension of a dynamic nature (invariance) that sustains such variation (UNESP, 2017, online, our translation).

In this context, the PLE area is relatively new and still needs institutionalization, as there is no specialist hired specifically for this area. An interdiscourse is observed that suggests a certain silence in relation to the PLE area, as if its presence were not essential, despite the emergence of this area to meet the pressing needs of the institution. Furthermore, the fact that PLE actions are linked to extension projects reinforces the perspective of considering it as a complementary area.

*- Course in the interior of Spain – University of Sevilla*

In the region of Seville, specifically at the Faculty of Philology of the University of Seville, there is a University Course in *Filología Hispánica*, which trains teachers of Spanish as their mother tongue, and in which the student must demonstrate knowledge of a foreign language, be it German, Arabic, Chinese, Spanish, French, Greek, English, Italian, Japanese, Portuguese or Russian. Courses in these foreign languages are offered in accordance with the Common European Framework of Reference, therefore levels A1, A2, B1, B2, and C1.

It is worth mentioning that a Spanish foreign language course is also offered to Erasmus students and foreigners from other exchanges. However, no record of the methodology used in these ELE courses exists. On the other hand, the link associated with the Portuguese as a Foreign Language course shows a methodological approach centered on tasks based on grammatical rules, communicative functions, and communicative skills. Additionally, the emphasis on sociocultural and intercultural reflection stands out, as well as work in groups and pairs, aiming to promote autonomy, as can be seen in the following excerpt:

*The teaching of this assignment will be carried out through theoretical-practical classes that will involve both the teacher and the student in the teaching and learning process.*

*Activities and tasks that allow the observation of language phenomena and the recognition of grammatical rules and communicative functions that act in them are proposed. These will be combined with controlled and semi-controlled activities to facilitate the student's acquisition of language structures and functions and free activities to encourage fluidity*

*in linguistic expression. Her work in the classroom will be based on the practice of different skills: productive (oral and written expression) and receptive (oral and written comprehension and interpretation of non-verbal codes), and it will be based on interaction and mediation. Reflection on language, sociocultural, and intercultural aspects will be fundamental parts of the course content. Working in groups and couples will be essential tools for our teaching system. These dynamics are intended to stimulate interaction and fluidity in oral expression, support among peers for common learning, and strengthen confidence in their capacity for expression. Asimismo, autonomous learning will be promoted and directed by the teacher after being established with these needs and objectives of the different activities to be carried out (UNIVERSIDAD DE SEVILLA, [21--], emphasis added, our translation).*

Specifically regarding the training of teachers in Spanish as a Foreign Language, the University of Seville offers a “*Master’s Degree in Teaching Spanish as a Foreign Language and Other Modern Languages*” (R.D.1393/07), which is structured into 60 credits, making it possible to specialize in one of the following foreign languages: Spanish as a foreign language, English, German, Arabic, French, and Italian. This initiative began in the 2010-2011 academic year. A student profile is defined as someone who has training in:

*Graduates/Licentiatees in Hispanic Philology, English Philology, Classical Philology, French Philology, German Philology, Slavic Philology, Italian Philology, Romantic Philology, Arabic Philology, Hebrew Philology, Translation and Interpretation, Geography and History and, in general, all those titles that in which the necessary lessons are taken to be able to properly follow the contents of the Master [...] (UNIVERSIDAD DE SEVILLA, [21--], emphasis added, our translation).*

From the above, it is possible to observe that the student can choose one of two fronts: Front A in Spanish, being native or demonstrating knowledge at level C1 of Spanish, or Front B, therefore, in one of the other foreign languages mentioned above, proving knowledge at level B2. The objectives of this Master’s degree materialize the focus on a skills approach in the training of the future Master, and also an approach that focuses on the development of autonomy, cultural and intercultural aspects, as well as focusing on communication activities in accordance with the CEFR and the “*Nuevo Curricular Plan of the Instituto Cervantes*”.

Therefore, it appears that the University of Seville does not offer an undergraduate course in Spanish as a foreign language (ELE) nor in PLE, only a university master’s course in ELE, which was implemented in 2011. This may have been a result of the new educational policies on linguistic internationalization by current governments to qualify their students/professionals in foreign

languages, as can be corroborated in the objectives of the “*Plan de estudios*” of the aforementioned Master:

*The Master's in Teaching Spanish as a Foreign Language and Other Modern Languages has two fundamental objectives. The first is to train professionals who can face guarantees of success in their work as E/FL teachers and scientists, and in this sense, who can train competent Spanish speakers. This involves ensuring that students achieve the knowledge and skills (knowledge and know-how) necessary for practice in Spanish classes as a foreign language of communicative teaching, this is an action-oriented, dynamic, and participatory, based on the needs of the student, favoring the development of strategies, learning autonomy, promoting multicultural and intercultural knowledge and centered on communication activities (MCER) and in accordance with the New Curricular Plan of the Cervantes Institute. The second is to train professionals capable of managing the previously mentioned aspects in the case of L2 teaching, acquiring skills that allow them to perform their socio-labor future with guarantees of efficiency and satisfaction. Everything will be developed through planning and management of teaching that allows for achieving objectives and skills that are detailed in the continuation (UNIVERSIDAD DE SEVILLA, [21--], emphasis added, our translation).*

It is also noted that at the Spanish university, PLE teacher training is not offered in the aforementioned Master's, possibly due to the lack of interest on the part of students and the absence of a specialized teaching staff. In this way, an erasure of the PLE area is explicitly evident.

- *Course in the interior of Argentina – National University of Córdoba*

At the National University of Córdoba, Province of Córdoba in Argentina, the *Facultad de Lenguas* offers training courses for PLE and ELE teachers, also in Spanish as a mother tongue or as a foreign language.

Focusing on the PLE teacher training course, it can be seen that it began its activities in 2000, therefore 20 years ago, with a curricular structure in which it offers subjects ranging from Portuguese to Brazilian literature, among others. Specifically, with regard to content relating to teacher training, the didactic-pedagogical training subjects of the future PLE teacher were selected, as Portuguese language subjects focus on aspects of language structure and literature historicity, without establishing a relationship with the Spanish language, at least not stated in the teaching plans. However, the interviews provide other data.

The subjects are: *General Didactics*, which deals with general concepts in didactics, that is, *Epistemology and University Didactics*, *The Instructive System*, *Instructional Design*, *Didactic Resources*, and *Instructional Evaluation*. In turn, the subject *Didáctica de la lengua I*

focuses specifically on the object of interest, that is, the approach taught in teacher training that will serve as the basis for the actions in the classroom of the future PLE teacher. In this discipline, it is observed that the contents carry out a diachronic rescue of foreign language teaching approaches, as presented in Unit 1: *El Campo disciplinario de la didáctica de las lenguas extranjeras, Enfoques y Methods en la enseñanza de lenguas* focus on issues of Planning and management. In Unit 2: *Planificación, gestión, organización de la clase de lengua-cultura extranjera*, thematization of linguistic-communicative skills. In Unit 3: *El desarrollo de las habilidades receptivas y de producción oral y escrita en el aula de portugués-cultura extranjera*. Unit 4 proposes more formal aspects: *La enseñanza de aspectos formales: el léxico y la gramática*, focuses on the interrelationship between language and culture. Finally, Unit 5: *La enseñanza de la cultura y la competencia intercultural en la clase de lengua-cultura extranjera*.

There is, therefore, a concern with the history of approaches to teaching foreign languages, addressing both their historical and contemporary aspects, such as, for example, the inseparable articulation between language and culture and intercultural competence, without neglecting the more formal aspects of the language.

In the subject *Didáctica de la lengua II*, it is observed that the focus is on the specific issues of foreign language teaching, covering the following specifications, as presented in Unit 1: *La enseñanza del portugués lengua extranjera* for audiences of particular areas. In Unit 2: *La evaluación de los aprendizajes*, focusing on the issue of the PLE proficiency exam, CELPE-Bras. Unit 3: *Recursos tecnológicos para al enseñanza / aprendizaje del PLE*, thus placing emphasis on the use of new communication technologies in the FL classroom. And finally, Unit 4: *Entornos virtuales en la enseñanza-aprendizaje*, which focuses on the Moodle platform.

It is important to highlight that in the structure of this PLE teacher training course in Argentina, more precisely in Córdoba, located in the center of the country, a broad approach is observed, which ranges from revisiting the first methodologies used in teaching foreign languages to the most contemporary, with an emphasis on intercultural competence and the integration between language and culture. Additionally, the focus on incorporating New Information and Communication Technologies (ICTs)<sup>7</sup>, into the foreign language learning environment stands out.

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<sup>7</sup>Available at: [http://www.lenguas.unc.edu.ar/carrerasdegrado/profesorado\\_portugues.html](http://www.lenguas.unc.edu.ar/carrerasdegrado/profesorado_portugues.html). 3.2.

Regarding the ELE teacher training course at the *Facultad de Lenguas* of the University of Córdoba, the course includes qualifications in Spanish as a mother tongue and in Spanish as a foreign language, starting in 2002. Therefore, it socio-historically registers a reference in courses of this magnitude.

Specifically, this document focuses on subjects that address FL teaching strategies in academic training aimed at future FL teachers. In the first year of this course, the subject stands out: *Adquisición de la lengua materna y extranjera*, which covers content related to the review of studies on the acquisition of languages, both mother tongue and foreign, as well as interlanguage and research methods in the acquisition of languages in learning contexts.

As with PLE training, the *General Didactics* subject is part of this curriculum in the second year. In the third year, the subject *Didáctica del español como lengua materna y como lengua extranjera*, which covers the following contents: *Contenidos del sistema* (among them the Common European Framework of Reference for languages – CEFR), *Enfoques y marcos metodológicos*, *Estudio de la comprensión del texto escrito*, *Estudio de la comprensión del texto oral*, *Estudio de la producción del texto escrito*, *Estudio del sistema: gramática y ortografía*; in this discipline, a closer perspective of language is observed as a structure of the text and word and not necessarily in its discursive and cultural perspective, as there is no presence of sociocultural or intercultural aspects, therefore there is no relationship between language, culture and its history. In the bibliography, there are two books by Pilar García García (2005 and 2009) that address the theme of interculturality.

What stands out at the *Taller “Aprendizaje lingüístico com apoyo informático”* is the offering of knowledge and experience in a relatively recent area in the field of teaching, especially in the teaching of foreign languages, with a focus on technology and teaching. Additionally, the *Taller de Pragmática Intercultural Lingüística* deserves emphasis, which, from the perspectives of Pragmatics, Sociopragmatics, Theory of Enunciation, and Theory of Relevance, addresses aspects of interculturality, transculturality, courtesy and conversation through collaborative work, integrating the platform Moodle. The availability of these two Talleres reflects a theoretical-methodological advance in the training of Spanish teachers, both for native speakers and for learners of Spanish as a foreign language. These details can be consulted on the website: [http://www.fl.unc.edu.ar/carrerasdegrado/profesorado\\_espanol.html](http://www.fl.unc.edu.ar/carrerasdegrado/profesorado_espanol.html).

Another course offered is *Taller de producción de materiales para la enseñanza del Español como lengua maternal (ELM) y para extranjeros*. This course focuses on providing theoretical-practical tools to resolve specific issues in the classroom, such as lesson planning

and the selection or production of materials for ELM or ELE. The contents covered include: *Theoretical approaches in the E/LE and LM classroom*, *The narrative text in the E/FL and LM classroom*, *The lyrical text in the E/FL and LM classroom*, and *The cinema and literature in the E/FL and LM classroom*. The offer of these *Talleres* provides a differentiated approach to the training of future ELE teachers, moving away from strictly structural training to cover a wide variety of possibilities and perspectives.

In the speeches of the analyzed documents, specifically in the Teaching Plans, it is observed, through the category of discursive memory, that the majority of PLE and ELE teacher training courses have carried out a diachronic review of foreign language teaching approaches, focusing on the most contemporary ones, such as interculturality and the integration of new technologies in the classroom. This focus is notable in the courses at the University of Córdoba, with a very emphasized approach and in a more discreet way in the Faculty of Philology, particularly in its *Máster Universitario en ELE*. However, such an emphasis is not perceived in the Literature course at Unesp (in ELE), where attention focuses on interdisciplinarity and reflection on the teaching role in the context of current educational policies.

### Data discussion: the interviews

Given the advantages provided by access to information technology in times of globalization, data were collected through semi-structured interviews sent to the email addresses of all teachers responsible for training PLE and ELE teachers in educational institutions higher education participants: Faculty of Sciences and Letters, Unesp Araraquara Campus, *Faculty of Philology of the University of Sevilla* in Spain and the *Faculty of Languages of the National University of Córdoba*, Argentina.

However, the supposed advantage did not prove to be effective, since at the *Facultad de Filología*, only one professor responded and sent the interview; at the *Facultad de Lenguas*, only three teachers, two from ELE and one from PLE; and in the Faculty of Sciences and Letters, only three, all from ELE. Thus, the project corpus consists of seven interviews. However, given that the main focus is the PLE course, below are the observations of the only PLE teacher who participated in the research and the two ELE teachers from the Faculty of Languages of Argentina.

The structure of the interview follows the following sequence: a first section aimed at recognizing the profile of the participants; a second section addressing the teacher's personal



perspective on close language teaching methodologies and activities that can or could be used to promote reflections on closeness; and finally, a third section focused on policy implications, especially on laws that promote the teaching of PLE and ELE.

Below are excerpts from the interviews that best represent the interdiscourse observed in the responses.

*- PLE and ELE teachers in Argentina*

In the first part of the interview:

- PLE Professor: trained at the University of Córdoba, has worked in the PLE area since 1999; in postgraduate studies, he had training in contrastive linguistics; has training in the theoretical-methodological concepts of socio-discursive interactionism of the Geneva school;
- ELE teachers: one has a degree in Spanish as a mother tongue, a Literature course at the University of Córdoba, and has worked with ELE since 1996; the other, also studied Literature and has a Master's degree in ELE, from the University of Córdoba, is studying a doctorate in Literature and the English Literature course, and has been working in ELE since 2004.

In the second part of the interview about methodologies, it was found:

- PLE teacher: "I work with didactic sequences, along the lines of Dolz and Pasquier (2003)"; "Teaching PLE to the general public focuses on communicative methodology. In teaching the development of language skills around the mastery of text genres. In some extension sectors, the focus still remains on grammar."; "I consider it more than evident the need to work from a plural approach to language teaching, especially those proposed in MAREP and always around the development of language skills to master text genres".
- ELE teachers: a teacher comments, "As I said before, I use the contrast, I try to sensitize students so that they notice the similarities that facilitate their learning, and that concentrate on the differences in lexicon, grammar, and pronunciation."; they also say: "it depends on the group and type of student", the other: "a teacher who applies conscious strategies to favor the learning of that group".

Regarding the use of activities that promote learning and the relationship between Portuguese and Spanish proximity, we have to:

- PLE teacher on activities: "I don't think that activities should constantly prioritize the contrast or comparison between the two languages, but rather an integration of knowledge that encompasses the linguistic and the cultural. My activities have always brought, due to my training in the field of intercomprehension in Romance languages, a vision of neighboring languages, close languages, and languages from the same family. This has very positive effects."

-PLE teacher on which approach to use: “Always when it is not structuralist, mechanistic or conductivist. It must be constructivist, formative, humanizing”.

- ELE teachers: one did not respond, and the other said “I have given good results in translation efforts, dictation, and games to highlight contrasts. Repeat and read aloud, in addition to conversation, to work on pronunciation. Special attention to the use of you, yours, and usted”.

In the third part, the comments were:

-PLE teacher on the law in Argentina: “It’s in the drawer”.

-ELE Teachers 1 and 2 on implications of the Law: did not answer the question.

After the brief presentation of the interviews, an interpretative reading gesture follows.

As for the documents analyzed, specifically the teaching plans, it is possible to observe that, in the speech presented, the teaching of PLE at the University of Córdoba has addressed a variety of focuses, ranging from the history of teaching approaches, ranging from the traditional to the most contemporary, such as intercultural and new technologies. Furthermore, emphasis is placed on PLE proficiency exams, such as *Celpe-Bras*, organized by Brazil as a policy measure to promote the Portuguese language, especially the Brazilian variety, in the context of internationalization. In this way, there is an enunciative presence that emphasizes the relevance of diversified approaches in the training of future PLE teachers at that university.

Regarding the interview with the PLE teacher, it is observed, based on what was verbalized discursively and interpreted in his interdiscourse, that there is, on the one hand, a concern on the part of the teacher in relation to a “plural approach”, starting with a communicative approach and meeting students’ needs and interests. On the other hand, a perspective linked to the “theoretical-methodological concepts of socio-discursive interactionism of the Geneva school” emerges, centered on “the development of language capabilities for mastering text genres”, mainly through “didactic sequences, in models of Dolz and Pasquier”, which appears to promote the criticality of the future teacher.

The interviewee also highlights the formation of “critical citizens, reflective and autonomous teachers, creators, freedmen”, according to the interviewee. In this way, it is possible to infer that the teacher is based on a plural and contemporary approach, indicative of a discursive memory that encompasses both linguistic and methodological theories, expressed in the terms “in the mold of Dolz and Pasquier” and “being constructivist, formative, humanizing”.

Also noteworthy is the presence of a contrastive legacy in the training of the second teacher, belonging to the ELE area, who considers the approach to be plural, but contradictorily mentions that “especially those proposed in MAREP and always around the development of language skills for the domain of text genres”, that is, it appears to be plural, but it has a “preference”: “MAREP” (therefore European) and “domain of text genres”.

With regard to the treatment of nearby languages, the PLE teacher observes that, in fact, he is directing the focus not toward comparison but rather towards integration between Romance languages. This focus is the result of his training in intercomprehension in Romance languages and is considered a positive point in his work in training PLE teachers in the classroom.

Regarding the interviewee’s perspective on what the approach to PLE teacher training should be, he highlights that it must be “constructivist, formative, humanizing”, promoting creative and differentiated alternatives in the future performance of PLE teachers. Furthermore, he highlights the possibility of promoting integration with Romance languages, such as Portuguese, French, Italian, and Spanish, emphasizing the interrelationship between language and culture.

Asked about the laws to promote the teaching of Portuguese in Argentina, Brazil and the world, the professor considers that these are still “shelved”, notably, there is silence regarding the law, nothing is said about the subject despite the existence of the law.

### Final considerations

Regarding what is being carried out regarding the most recurring approaches in the specified contexts, taking into account the current globalization and communicative-discursive, political, and social integration, data considered representative of a reality in the training of teachers of PLE and ELE were collected and analyzed. In the scope of PLE teacher training, an integration between Romance languages is being suggested as an articulation between language and culture and a plural approach aimed at promoting the criticality and creativity of future PLE teachers, as evidenced in the documents and interviews presented.

By conducting a critical reading, it can be inferred that there is an adherence to the currently prevailing approach models without contemplating the proposition of a specific and differentiated methodological practice for teaching PLE in its relationship with the Spanish

language. To support such a statement, observing some classes of the interviewed person would be necessary, enabling a more in-depth analysis.

In general, in the conducted research, it is found that, regarding teaching Portuguese as a language close to Spanish, the relevance attributed to teaching these languages as close emerges from a contrastive approach. This approach is understood as the teaching of linguistic structures, specifically covering phonetic-phonological, syntactic, and morphological aspects, and, more contemporarily, cultural and discursive elements, in the case of PLE teaching. However, in the context of ELE teaching, a reminiscence of traditional contrastive linguistics is observed, focusing on the contrast of structures and possibly associated with a concept of language understood as a "set of structures to be taught."

Additionally, in the mentioned PLE course, there is a significant enunciation about the teaching and learning of Foreign Languages (FL), aligned with contemporary linguistic-discursive studies, teaching methodologies, and scientific dissemination. This approach is articulated to an intercultural and interdisciplinary stance, incorporating the teaching of new technologies and promoting the critical and linguistic awareness of the learner. In the process of training PLE teachers, especially in Argentina, there is an evident concern with the training of future teachers, as expressed in the responses of the interviewed professor, who reports a posture of constant observation and analysis of the Latin American context, along with linguistic-discursive theories.

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