PUCRS

ESCOLA DE HUMANIDADES
PROGRAMA DE PÓS-GRADUAÇÃO EM LETRAS
MESTRADO EM LETRAS
ÁREA DE CONCENTRAÇÃO: LINGUÍSTICA

ALINE JÉSSICA ANTUNES

TEACHING BRAZILIAN PORTUGUESE AS AN ADDITIONAL LANGUAGE FOR ACADEMIC PURPOSES IN COMPUTER-ASSISTED LANGUAGE LEARNING:
THE PORTUGUESE360'S CURRICULUM DESIGN

Porto Alegre
2020

PÓS-GRADUAÇÃO - STRICTO SENSU

Pontifícia Universidade Católica
do Rio Grande do Sul

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> Master's thesis presented as a partial requirement for obtaining a master's degree from the Graduate Program in Letters at the School of Humanities of the Pontifical Catholic University of Rio Grande do Sul.
>
> Advisor: Prof. Dr. Cristina Becker Lopes Perna

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Ficha Catalográfica

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Approved in February 28th, 2020.

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Porto Alegre

2020

To all the people who believed in me, even when I did not.

ACKNOWLEDGMENTS

The last two years have been difficult but also delightful. Many people supported me since I have decided to attend a Master's Degree. So now the time has come to demonstrate my gratitude to the ones who stood by my side since the beginning of this journey, back in 2017-2018.

Firstly, I thank my parents, Fátima Antunes and José Otacílio Antunes, for all the love, patience and caring. I also thank my brother, Anderson Luís Antunes, and my sister-in-law, Natália Koch, for understanding the moments I was not there for them, and for the moments they had got my back. I thank my boyfriend, Leonardo Marcel Kuhn, for his unconditional love and support, and for always being by my side, no matter what.

Huge and special thanks to my advisor, Professor Cristina Perna, for always believing in me, in my studies, in my academic and personal choices, and also for inspiring me to become a better teacher and researcher.

Further appreciation goes to Rafael Ferreira, Leticia Presotto, Anderson Smirdale, and Vanessa Collet, for academically walking by my side and for sharing with me some of the craziest and funniest moments I have ever had; and to my friends from UPLA, who received me in their homes and cared about me since the first day, and whose friendship I really enjoy. Moreover, I thank some of the best friends I have ever had: Caroline Turatti, Luciana Sartori, Diana Dorst, and Gabriel Diehl, for always supporting me and motivating me not to give up before even starting this academic journey.

I am also very thankful for Professors Alexandre Guilherme, Gabriela Bulla, Heloisa Delgado, Lilian Hübner, and Michele Carilo careful reading and invaluable contributions to this thesis. Finally, I thank the Coordination for the Improvement of Higher Education Personnel (Capes) for funding my Master's studies[1], and the Pontifical Catholic University of Rio Grande do Sul for the opportunity and guidance through this path, mainly to the Office of International Cooperation for the partnership and encouragement.

ABSTRACT

Isolated discussions about internationalization policies, curriculum, teaching and learning Portuguese as an Additional Language, especially concerning the Brazilian variation, computer-assisted language learning, and online courses are certainly not new. Based on that, this research aims at presenting the union of these themes in a single curriculum, that is, in a pedagogical plan that guides future research with the objectives, contents, and strategies to be used as basic assumptions. The studies that support this thesis focus on topics such as teaching pragmatics (CORSETTI, 2015; BARDOVI-HARLIG, 2013; O'KEEFFE; CLANCY; ADOLPHS, 2011, COHEN, 2010; CORSETTI, 2009; KASPER; ROSE, 2002) in contexts that prime for teaching via sociopragmatic and pragmalinguistic aspects (LEECH, 1983; THOMAS, 1983), and speech acts (ROLLSING, 2018; CULPEPER; HAUGH, 2014; SEARLE, 1979; AUSTIN, [1962] 1975). Moreover, fundamental for this thesis are the concepts of teaching for academic purposes (FERREIRA; ROLLSING, 2018; MOTTA-ROTH; HENDGES, 2010; HYLAND, 2006; BIBER, 2006), of using technologies in the classroom (OTTO, 2017; GONZÁLEZ-LLORET; ORTEGA, 2014; HEIFT; CHAPELLE, 2012; BEATTY, 2010; CHAPELLE, 2008), and of teaching Portuguese as an Additional Language in face-to-face or online classroom (TIMBONI, 2018; KRAEMER, 2012), in addition, of course, to the concepts that underlie the practice of curriculum design for language learning (NATION; MACALISTER, 2010; KNIGHT, 2004; RICHARDS, 2001). In order to answer the questions that guide this research, a need analysis questionnaire (cf. GONZÁLEZ-LLORET, 2014) was developed and applied. With this instrument, it was possible to identify lacks, desires, and teaching needs, as well as the best methods, content sequencing, teaching modality, among others. This thesis presents, therefore, how these concepts come together in a single curriculum of an online course of Brazilian Portuguese for Academic Purposes, that is, in the curriculum of Portuguese360.

Key words: Brazilian Portuguese as an Additional Language; Pragmatics; Speech acts; Curriculum design for online courses; Computer-assisted language learning.

RESUMO

Não são novas as discussões isoladas sobre políticas de internacionalização, currículo, ensino e aprendizagem de Português como Língua Adicional, principalmente a variação brasileira, aprendizagem de línguas assistida por computadores e sobre os cursos on-line. Baseada nisto, esta pesquisa objetiva a união destes temas em um único currículo, ou seja, em um plano pedagógico que guie futuras pesquisas com os objetivos, os conteúdos e as estratégias a serem usadas como pressupostos basilares. Os estudos que fundamentam esta dissertação se concentram em temas como o ensino de pragmática (CORSETTI, 2015; BARDOVI-HARLIG, 2013; O'KEEFFE; CLANCY; ADOLPHS, 2011, COHEN, 2010; CORSETTI, 2009; KASPER; ROSE, 2002) em contextos que primem pelo ensino via aspectos sociopragmáticos e pragmalinguísticos (LEECH, 1983; THOMAS, 1983) e de atos de fala (ROLLSING, 2018; CULPEPER; HAUGH, 2014; SEARLE, 1979; AUSTIN, [1962] 1975). Ainda, são fundamentais a esta dissertação os contextos de ensino para fins acadêmicos (FERREIRA; ROLLSING, 2018; MOTTA-ROTH; HENDGES, 2010; HYLAND, 2006; BIBER, 2006), de uso de tecnologias em sala de aula (OTTO, 2017; GONZÁLEZ-LLORET; ORTEGA, 2014; HEIFT; CHAPELLE, 2012; BEATTY, 2010; CHAPELLE, 2008) e de ensino de Português como Língua Adicional em sala de aula face a face ou on-line (TIMBONI, 2018; KRAEMER, 2012), além, é claro, dos conceitos que fundamentam a prática de design de currículo para a aprendizagem de línguas (NATION; MACALISTER, 2010; KNIGHT, 2004; RICHARDS, 2001). A fim de responder as questões que guiam a presente pesquisa, um questionário de análise de necessidade (cf. GONZÁLEZ-LLORET, 2014) foi desenvolvido e aplicado. Com este instrumento, foi possível identificar as falhas, os desejos e as necessidades de ensino, bem como os melhores métodos, sequência de conteúdos, modalidade de ensino, entre outros. Esta dissertação apresenta, portanto, como estes conceitos se unem em um só currículo de um curso online de Português Brasileiro para Fins Acadêmicos, isto é, no currículo do Portuguese360.

Palavras-chave: Português Brasileiro como Língua Adicional; Pragmática; Atos de Fala; Planejamento de currículo de cursos on-line; Aprendizagem de línguas mediada por computadores.

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

ACTFL – American Council on the Teaching of Foreign Language

BP – Brazilian Portuguese

CALL – Computer-assisted language learning

CAPES – Coordination for the Improvement of Higher Education Personnel

CAPI – Curso Autoformativo de Português para Intercâmbio

CEFR – Common European Framework of Reference for Languages

CNPq – National Council for Scientific and Technological Development

EAP – English for Academic Purposes

EMI – English as a Medium of Instruction

FURB – Regional University of Blumenau

HEI – Higher Education Institutions

IBGE – Brazilian Institute of Geography and Statistics

IFRS – Federal Institute of Rio Grande do Sul

MCTI – Ministry of Science, Technology and Innovation

MEC – Ministry of Education

PAL – Portuguese as Additional Language

PAP – Portuguese for Academic Purposes

PEC-G – Programa de Estudantes-Convênio de Graduação

PEC-PG – Programa de Estudantes-Convênio de Pós-graduação

PLATO – Programmed Logic for Automated Teaching Operations

PMI – Portuguese as a Medium of Instruction

PUCRS – Pontifical Catholic University of Rio Grande do Sul

SAT – Speech Act Theory

UFCSPA – Federal University of Health Sciences of Porto Alegre

UFRGS – Federal University of Rio Grande do Sul

UNICAMP – Universidade Estadual de Campinas | State University of Campinas

UPLA – Grupo de pesquisa de Uso e Processamento de Línguas Adicionais | Use and Processing of Additional Languages

TABLE OF CONTENTS

1 INTRODUCTION

The present thesis is part of the studies developed by the research group of Use and Processing of Additional Languages (UPLA), from the Graduate Program in Letters at the Pontifical Catholic University of Rio Grande do Sul (PUCRS). As part of the Linguistics domain and of the scientific research on Language Theories and Use, UPLA has its main – but not only – objective centered on the study of Portuguese for Academic Purposes, that is, the teaching of Portuguese to international and native students who have the need to improve this specific use of the language. As examples, we may indicate the study of BP metaphors (PRESOTTO, 2016), of production and transfer of hedges (YUQI, 2011; YUQI, 2015; SCHEPERS, 2016), discourse markers, whether they are positioning (SANTOS, 2015) or pragmatic (QUADROS, 2019), acts and concepts based on the Speech Acts Theory (ROLLSING, 2018), and classroom discourse (FERREIRA, 2019).

UPLA's studies are also related to PUCRS' internationalization policies, because it promotes institutional and local internationalization through partnerships with the academic community and universities abroad. One of these activities created by PUCRS' Office of International Cooperation and UPLA is the offering of Portuguese courses to international students[2]. The first modality is a face-to-face two-week course about Portuguese language and Brazilian culture; the international students are invited to attend this short-term course as soon as they arrive in Porto Alegre to their academic mobility period. The second opportunity is an online five-module course focused on academic Brazilian Portuguese (BP), whose development is the focus of the present thesis.

This thesis aims, therefore, at designing the curriculum of the online five-module course to be offered to international students. The purpose is to develop activities based on the connectivity of a globalised world, combining pragmatics, computer-assisted language learning (CALL), and academic texts, in order to prepare - before their arrival in Porto Alegre - international students to their semester

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[2] An international student is someone who comes from a university abroad and who is currently or has been in Brazil to attend a period of academic mobility (mobility IN), regardless of their native language or having previous knowledge of Portuguese. This nomenclature covers anyone, of any nationality, as long as they are a student of higher education, that is, one who is enrolled in an undergraduate or (post)graduate course as an exchange program.

in academic mobility. According to that, this thesis is justified by the need for improvement in the current intercultural teaching strategies.

In the next five chapters, this thesis addresses the central themes of this research. Chapter two, "Portuguese, internalization and curriculum: background information" is divided into two sections, which aims at defining what internationalization in Higher Education means and what implications it causes in the curriculum, whether in undergraduate, (post)graduate or language courses. Moreover, it is the Chapter that presents the role of Brazilian Portuguese facing an academic and intercultural context embedded in the intended interconnected world.

Chapter three, named "Synergy among pragmatics, CALL, and teaching L2 academic texts: a theoretical framework", as the title suggests, presents the linguistic theories in which this thesis is based on, considering concepts such as sociopragmatics, pragmalinguistics, and speech acts. This Chapter also brings light to a discussion on how to integrate teaching for academic purposes, digital resources and pragmatics in a single curriculum. In order to do so, some methodological issues had to be solved before designing the course.

Chapter four is, therefore, dedicated to describing the methodology adopted to conduct this thesis. To better delineate the study the research questions that guided the research, the objectives to be achieved, and the needs analysis performed in order to gather data about a profile from international students and the professors who had been working at PUCRS at the moment the questionnaires were applied were added to this chapter.

Chapter five encompasses the profiles of international students who went to PUCRS in mobility IN, and of the professors who have received international students in their courses. From the data gathered through the questionnaire, we could extract imperative responses about the positive features and the aspects to be improved concerning the BP courses available at PUCRS. The crucial factor that motivated the data collection was to understand the process of teaching additional languages at PUCRS as a means not to overlap activities already carried out or not to propose activities that do not suit the context and the teaching practices adopted by the Institution.

Lastly, Chapter six presents the curriculum of Portuguese360, the online BP course proposed on this thesis. The course apparently is an unprecedented course, due to the scope of its classes and modules. Throughout the sections of Chapter six,

the curricular and pragmatic progression of themes and content is unveiled. Portuguese360 is, therefore, the name chosen to the course which, as PUC360 project predicts, may generate a great impact in a specific population, such as the one represented by non-Brazilian students.

2 BRAZILIAN PORTUGUESE, INTERNATIONALIZATION AND CURRICULUM: BACKGROUND INFORMATION

Chapter two is divided into two sections. The first one is named "Internationalization and curriculum" and it aims at defining what internationalization in Higher Education means and what implications it causes in the curriculum, whether in undergraduate, graduate or language courses. Section two, "The role of Portuguese language", is dedicated to describing how and why Portuguese, mainly Brazilian Portuguese (henceforth BP), became an international language, in an attempt to clarify the motivations and the programs needed to enlarge the process of internationalization of BP.

2.1 INTERNATIONALIZATION AND CURRICULUM

Internationalization is a process which is constantly changing. Its meanings, strategies and approaches vary among institutions and the assumed theoretical framework. According to Ramos (2018), Science without Borders, a Brazilian internationalization program launched in 2011 and reformulated in 2017, was the first step to give Brazilian institutions the chance and the path to start the internationalization of their undergraduate and graduate programs. However, as we will present in section 2.2, there were other programs responsible for disseminating BP abroad.

Although varying among different universities, internationalization has some unchangeable presuppositions. The particularities are shaped for the challenges, policies, goals and administrative management within the university (RAMOS, 2018; MOROSINI; NASCIMENTO, 2015). On the contrary, the generality has to do with the transversal commonness of the process: to establish partnerships for international studies.

The mentioned partnerships were divided by Ramos (2018) into the following categories: (i) strategies, concerning faculty and students' mobility, cooperation, network, and curriculum; (ii) academic output, that is, the intellectual production – international publications, coauthorships, meetings, and conferences –; (iii) enabling factors, represented by the institutional structure and by the administrative offices involved in the process; (iv) resources, comprising the technologies and facilities

regarding research and funding; and (v) the outcomes desired by the university as scientific goals in a long term. In addition to the categories mentioned above, there are others indicated by Ramos (2018) as essential but not always accomplished by the university, such as the stimuli for communicating with foreign academic partners, participation in editorial boards of journals from universities abroad, and also the internationalization at home, that is, adapting the curriculum to a globalised world, and enhancing the teaching and learning processes.

Concerning Brazilian Higher Education Institutions (HEI), more specifically PUCRS, we can easily see the commitment of the institution by its official documents. One in special combines the institutional view on language teaching and internationalization: the Reference Document for Internationalization and Interculturality in Undergraduate Curriculum, which integrates the University's Strategic Plan from 2016 to 2022 (PUCRS, 2017). This document provides institutional initiatives to foster internationalization practices in the curriculum already in place or in the process of revision/adaptation, in order to stimulate the teaching of BP and other additional languages, such as English and Spanish. For the Institution, internationalization and interculturality are the bases for the collaboration of visiting professors, international internships, double or joint diplomacy, technical missions, summer courses, courses taught in English, and agreements for facilitating the transfer of credits.

Although PUCRS provides this document, which aims to establish internationalization standards between its courses and institutional sectors, each program and each curriculum is responsible for implementing these strategies to promote internationalized practices. Through the curricular progression of each course/program, whether undergraduate or graduate, it is expected that themes and possibilities of Institutional internationalization ("individual process", cf. KNIGHT, 2004, p. 6) and local/sector internationalization ("the international dimension of higher education through policies, funding, programs, and regulatory frameworks", cf. KNIGHT, 2004, p. 6) will be contemplated.

Regarding curriculum, it is imperative to clarify the assumptions that are aligned with this concept and why it became so interesting for internationalization to the point that they are a key concept for its realization. According to Kraemer (2012), the first appearance of this term in literature occurred in 1633, in the Oxford dictionary, in order to conceptualize a study plan. As a curricular proposal, the term

was initially indicated by Pythagoras, who based *Trivium* and *Quadrivium*[3] on a curricular perspective to outline them. From that moment until the Middle Ages, a curriculum was planned just to organize the contents and methods used in classrooms, and it only became what it is today after this period, when it started to present more qualified characteristics than those used until then (KRAEMER, 2012).

Among the current definitions available, the common sense had divided "curriculum" into two main concepts: formal and informal. The former is used to describe a solid and closed curriculum (with predefined themes and areas of study, even without previous contact with students), while the latter is dedicated to more flexible and dependent on parallel plans (a conglomerate of successful practices without a rigid structure). The fact is that both of them focus their efforts in contributing to classroom practices, especially in the directions that guide professors, teachers and instructors in the best way to achieve the goals proposed in the official curriculum. Both definitions presented here lead to a formal or informal educational context, which, at the same time, is and is not the same as the online[4] BP course proposed by this thesis. The course outlined here corroborates Kraemer (2012) when the author states that, in addition to common sense, there is a third definition of a plausible curriculum: it has to be a pedagogical plan, with goals, content and assessment criteria, but it must also be flexible and adaptable to every group involved, thus promoting meaningful learning.

Richards (2001) stated that "[c]urriculum development in language teaching as we know it today began in the 1960s, though issues of syllabus design emerged as a major factor in the language teaching much earlier" (p. 2). It corroborates, therefore, Kraemer's assumptions on the theme. For Richards (2001), the main purpose of a curriculum design is the "selection": selection of themes, of activities, of materials, of texts, of any aspect involved in the future course to be delivered. According to this author, there are some assertions that underlie the process described here:

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[3] Two curricular sets whose focus was the exact sciences, according to Kraemer (2012).

[4] We chose the terms online learning (e-learning) at the expense of distance learning because of the pedagogical factor that differs them. The latter presupposes (and works based on) distance between learners and teacher, and also between content and learners. The former, on the contrary, delimits online classrooms in which teachers and students interact at the same level, being both responsible for a synchronous or asynchronous learning process. These concepts are also different from face-to-face classroom, because this one is the responsible for characterizing educational spaces where presence is mandatory for both teacher and students in a simultaneous interaction among all participants. Choosing to define Portuguese360 an *online PAL course* is a way to put teacher and learners in charge of the process of learning BP, with no distance between them and the content to be taught.

vocabulary and grammar are not always basic units; however, they must be somehow studied in order to learn an L2; students are not equal to each other although there is a similar profile among them; learners' needs are not always focused on language needs; and a process of learning an L2 might not be guided by a commercial textbook.

As a means to solve these problems and to respond to assumptions like the ones aforementioned, Nation & Macalister (2010) developed inner circles that represent what a curriculum must contain in order to achieve its own proposed goals:

Figure 1 - Nation's & Macalister's model of a curriculum design
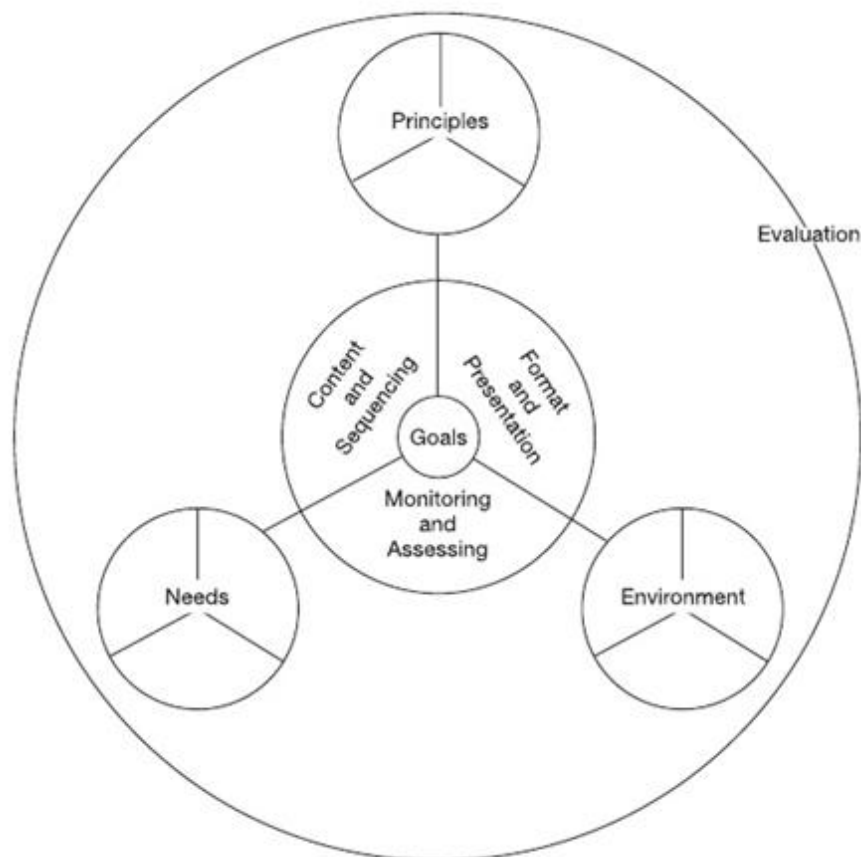
Source: Nation & Macalister (2010).

Firstly, the authors stated that it is essential to discover what the needs involved in the process are. These needs are both from the students and the professors/teachers/instructors that are members of an academic community affected by the curriculum under development. At the same time, it is important to follow principles based on the materials, on the assumed theories, on the individual

differences, and on motivation factors in order to guide the curricular practices. The environment is another decisive factor for the conducts/practices to be taken into account. Lastly, the goals to be achieved are the reason for all the designing process. That is why the authors place it in the middle of the circles. It is the purpose that orientates the content, the sequencing, the assessments, the format, and the presentation of a certain course.

In the case of the curriculum presented in this thesis, a needs analysis was performed in order to gather data about a representative sample of the people who will be involved in the online BP course whose curriculum is designed here. The principles assumed by this research rely on pragmatics, mainly on sociopragmatics and pragmalinguistics perspectives. The environment was also chosen and analyzed through the needs analysis mentioned earlier (overall presented in Chapter 5), which gave us responses on how the format may work and which materials may be used in order to guide the students to the common goal of the course. Also based on these aspects is the evaluation proposed for each module of the BP course, as set out in Chapter 6. The needs analysis presented in Chapter 5 is, among other things, an attempt to answer questions related to what Nation & Macalister (2010) indicated as mandatory background information in a process of designing a language curriculum, as presented in Table 01.

Table 1 – Factors involved in a language curriculum

Inner circle	Essential factors
Needs analysis	Lacks, wants, and necessities
Principles	Methods and its direct effect on content and sequencing, on format and presentation, and on monitoring and assessing
Environment	Learners, teachers/professors/instructors, and situation

Source: adapted from Nation & Macalister (2010).

The other features (goals and evaluation) are closely related to questions that a curriculum must answer: What should be taught? When should it be taught? How should content be taught? What, how and when to evaluate and assess these contents? It is the answers to these questions that Chapter 6 seeks to respond in a practical way. Following our reasoning presented here, the following section will address issues pertinent to the role of BP in the internationalization process, that is,

how the two primary components of the object of study of this thesis relate between themselves.

2.2 BRAZILIAN PORTUGUESE AS AN ADDITIONAL LANGUAGE

Brazilian Portuguese (BP) has been taught outside South America since the 1940s, when the Brazilian government decided to support the United States of America during the Second World War. After that decade, and motivated by the war, the American government extended the number of languages in the courses on foreign language offered to the military servants (LUNA, 2016). Although choosing BP was an economic tactic at that time, it has opened the doors to the internationalization of BP.

Even though BP at that time was named a foreign or second language, in this thesis we will always refer to it as an additional language, according to the description made by Schlatter and Garcez (2012). The authors argue that an additional language is related to the communicative situation between natives from different languages, which may be close to the beliefs of pragmatics since it considers, in its scope, issues related to language, culture and interaction. Besides, the chosen terminology has to do with my linguistic belief: an additional language considers that the language that is being learned is more than its lexicon and its rules; learning a language is, therefore, dealing with purposes, choices, identities, and cultures (ANDRIGHETTI; PERNA, 2016).

In fact, the internationalization of BP began with the creation of programs such as the *Programa de Estudantes-Convênio de Graduação* (PEC-G)[5] and the *Programa de Estudantes-Convênio de Pós-graduação* (PEC-PG)[6]. The basis of these programs is the same: they offer opportunities to students from developing countries through educational agreements. The first program mentioned is intended for undergraduate students, while the second is exclusive for graduate students. Applying to these programs requires that students present personal documents such as educational records, proof of economic capacity, and proficiency certificates. Nowadays, these programs are managed by the Division of Educational Themes of the Ministry of Foreign Affairs; the Coordination for the Improvement of Higher

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[5] More information available in: http://portal.mec.gov.br/pec-g.
[6] More information available in: http://www.dce.mre.gov.br/PEC/PECPG.php.

Education Personnel (Capes), representing the Ministry of Education (MEC); and by the National Council for Scientific and Technological Development (CNPq), representing the Ministry of Science, Technology and Innovation (MCTI).

In addition to that, Pimentel (2016) affirmed that the teaching of Portuguese as an additional language (PAL) was enhanced since the implementation of the Science without Borders, a Brazilian program of academic mobility that was responsible for a considerable number of scholarships since its foundation. The program itself did not fulfill the need for linguistic resources, that is, for language learning, so the government also created the Languages without Borders program, through which the undergraduate and graduate students were able to learn French, Spanish, BP (in case they are not native speakers), among others. This intense academic mobility was a deciding factor for HEIs: the more they set partnerships, the more their students went abroad, and also the more they received international students in their campuses.

There are several positive impacts related to the aforementioned programs and international academic partnerships. Firstly, the Portuguese language position had changed; it became widespread worldwide, which helped the language (not only the Brazilian variation) to be in the top ten most spoken languages of the world. It also has to do with the Brazilian population which, as was to be expected, is growing year by year: the Resolution number 02, from the Brazilian Institute of Geography and Statistics (IBGE)[7], dated on August 28th, 2018, registered 208.494.900 people in the country. Ethnologue[8] has more accurate data; they registered in 2015 almost 221 million people speaking Portuguese as a native language in countries in which it is the official or working language, while more than 13 million people have it as their additional language (as second, third or more in their linguistic repertoire).

A second great reverberation was the status Portuguese acquired in 2018, when the language was chosen as one of the critical languages in the United States of America. It confers Portuguese a position in the Critical Language Scholarship

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[7] Current data is available at IBGE website, through news published by the National Press, based on *Diário Oficial da União*. The information presented here was accessed on May 28th, 2019, in the following link: http://pesquisa.in.gov.br/imprensa/jsp/visualiza/index.jsp?data=29/08/2018&jornal=515&pagina=55.

[8] "Ethnologue: languages of the world" is a platform provided by SIL International (also known as Summer Institute of Linguistics, its original name), a non-profit organization focused on linguistic research. In their database, there are descriptions about more than 1700 languages. The information about Portuguese was gathered in May 28th, 2019, through the following link: https://www.ethnologue.com/language/por.

Program, whose purpose is to select students from Higher Education to travel abroad in order to study one of their 15 critical languages, in intensive and cultural courses given by another HEIs. Regarding Portuguese, although indicating it as a language spoken in Europe, Africa and the Americas, the main focus on the scholarship description is BP. The American Councils for International Education use the Portuguese page from Critical Language Scholarship Program website to offer an overview about Brazil's continental size, emerging economic power, natural resources and biological diversity, and literature – Portugal is included here when they use the names of renowned writers such as José Saramago and Fernando Pessoa.

Among others, these two reasons boost the number of PAL students worldwide, turning this language into a new research and teaching subject in a large number of HEIs. Because of the increase of international students searching for Portuguese classes, since the beginning of Portuguese internationalization some HEI are investing in study centers for programs and courses aiming at this specific language. There are Portuguese centers spread across many continents: the University of Hawai'i at Manoa, in the United States of America, has a department of Languages and Literature of Europe and the Americas[9], whose focus is on the teaching of Portuguese – mainly BP, through a teletandem[10] partnership with *Universidade Estadual Paulista* – and Spanish as additional languages; the University of Macau, in China, has a Department of Portuguese[11] with a large faculty; and the University of Newcastle, in England, has, in their School of Modern Languages, a course on Spanish, Portuguese and Latin American Studies[12], in which the curriculum contains a "year abroad", which is a period dedicated to immersion in HEIs from countries in which Portuguese or Spanish are the official languages.

The same concerns of international institutions are easily identified in Brazilian HEIs. Being more specific, at PUCRS there is growing interest with the internationalization of BP and also with the teaching of English as a Medium of Instruction (EMI) in the courses the institution offers to its students. Focusing on the PAL teaching, this theme is latent but not recent. Studies in the field have been made since early 1950, when Professor Mercedes Marchant published, in 1954, the

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[9] More information at: https://manoa.hawaii.edu/llea/spanish/portuguese/. Access in: 05 Jun. 2019.
[10] More information at: https://teletandem.org/. Access in: 05 Jun. 2019.
[11] More information at: https://fah.um.edu.mo/portuguese/. Access in: 05 Jun. 2019.
[12] More information at: https://www.ncl.ac.uk/sml/areas/splas/#teaching. Access in: 05 Jun. 2019.

textbook *Português para Estrangeiros* (in English, Portuguese to Foreigners), which later will be recognized as the first PAL textbook adopting BP as its learning objective (LIMA E SILVA LOBO, 2017). Since then, PUCRS has always been improving the delivered courses and classes, in extension activities, undergraduate or graduate studies, mainly with the aforementioned practices described previously in this chapter.

Although the number of classes delivered in English is constantly growing, the main language of the classes delivered in the Institution is Portuguese (the Brazilian variation of Portuguese), as it is to be expected. According to data provided by PUCRS' Office of International Cooperation, almost 80 percent of the international students who come to the university through academic mobility are not enrolled in courses delivered in their native language, although they are not proficient in Portuguese – most of them have basic or no knowledge about the language itself evidenced by their lack of proficiency certificates or by their school records that have no Portuguese.

In order to help them in their period at PUCRS, the students have the opportunity to attend a free short course on Portuguese and the academic environment before the semester begins. During the academic semester of mobility, the students are also invited to attend a specific course on BP for international students, but it does not address academic BP. The online course on BP for academic purposes proposed in this thesis is an attempt to benefit mainly the students who will then have more resources to prepare themselves for the exchange period.

3 SYNERGY AMONG PRAGMATICS, CALL, AND TEACHING L2 ACADEMIC TEXTS: A THEORETICAL FRAMEWORK

Chapter 3 is divided into three sections. Section 3.1 is entitled "Pragmatics and teaching" and it is composed of two subsections, named, "sociopragmatics and pragmalinguistics", and "speech acts". The aim of the first subsection is to present the linguistic theory in which this thesis relies on. Section 3.2 is called "Teaching for Academic Purposes" and its focus is on the texts produced in academic environments. Section 3.3, "Teaching for Computer-Assisted Language Learning (CALL)", presents studies about e-learning language, mainly about the history of CALL and the current status of this area. 3.4 is the last section of this chapter, and it is named "A curriculum that merges pragmatics, academic texts and CALL: partial conclusions"; it is in this specific subsection that all theories are brought together in order to clarify how a curriculum based on the theoretical framework presented in this chapter works.

3.1 PRAGMATICS AND TEACHING

Pragmatics is one of the newest fields in linguistics. Although its first studies were written by Charles Morris in 1938 (DOMINGOS, 2019), pragmatics growth dates back to the 1960s. In that decade, many philosophers of language published their theories concerning language as a means of interaction and, therefore, a way of acting. Two of the pioneers in the studies of pragmatics were among those authors: John Austin and John Searle, whose research encompassed the Speech Act Theory, which will be presented in the following sections. For now, we will focus on conceptualizing what pragmatics is, what its area of research is and how it affects additional language teaching strategies.

Due to its scope, defining pragmatics may be a difficult and controversial task (CORSETTI, 2015; COHEN, 2010; CORSETTI, 2009; KASPER; ROSE, 2002). Cohen (2010) assigned this complexity to the processes that emerge in pragmatics: from reference to presupposition; from deixis to implicatures. According to O'Keeffe, Clancy & Adolphs (2011), in order to define this linguistics field, we must consider some research conducted in the past decades: Fasold (1990) claimed that the core of pragmatics was on using context to help with the inferences needed to

comprehend the utterances; Mey (1991) believed that pragmatics was responsible for analyzing the intended meaning, mainly with the non-verbalized information; after that, Romero-Trillo (2008) used a metaphor to suggest that pragmatics navigates among meanings, both implicit and explicit; and, lastly, the authors themselves tried to clarify the definition by saying that "pragmatics can be defined as the study of the relationship between context and meaning" (O'KEEFFE; CLANCY; ADOLPHS, 2011, p. 3).

Despite using different words and sentences to express their beliefs, the authors mentioned by O'Keeffe, Clancy & Adolphs (2011) choose similar terminology to indicate pragmatics' key-words: meaning, context, and utterances. There are also other researchers that have made use of these terms in an attempt to put the definition into their own words. In *Pragmatics*, Levinson (1983, p. 21) indicated pragmatics as "the study of the relations between language and context that are basic to an account of language understanding" (LEVINSON, 1983, p. 21). Some years later, Yule (1996) tried to clarify what pragmatics is by offering two distinctive definitions: the first explanation encompasses the study of meaning in a communication between at least two people – a speaker and a listener or a writer and a reader –, which has "more to do with the analysis of what people mean by their utterances than what the words or phrases in these utterances might mean by themselves" (p. 3); and the second emphasizes the study of how linguistic forms are used in a communicative event, focusing specifically on the choices people make in order to make sense linguistically.

Close to Yule's second definition of pragmatics, Crystal (1997) described it as the study of linguistic choices needed in social interaction and the effects produced by these options in a certain act of communication. Yule (1996) highlighted these studies were and still are possible because pragmatics exists and, therefore, "allows humans into the analysis" (p. 4). According to Kasper & Rose (2002), all these definitions carry the view of the authors regarding their objects of study, but they are also the ones that allow us to say that the emphasis of pragmatics is on social interaction promoted by actions performed via language. Not only do we produce acts, texts and utterances, but, as participants in a given interaction, we also have the need to understand and interpret these actions. It is from this context that the link between pragmatics and Speech Act Theory (initially a product from the philosophy

of language) emerges, and also between them and the social context implied by the production of academic texts and the teaching of additional languages.

Because of the themes encompassed by pragmatics, that is, the topics studied in the realm of pragmatics, many authors advocate in favor of pragmatics as the common thread in second language teaching and research. Concerning research, Bardovi-Harlig (2013) has specified five fields that may bring significant contributions to second language research:

> [...] the design and evaluation of pragmatic tasks as simulations of conversation; task design for the study of implicit and explicit knowledge; the measurement of pragmatics development; the interface of the development of grammar and lexicon with pragmatics; and the effect of environment on pragmatic development. (BARDOVI-HARLIG, 2013, p. 68)

These topics are also important for the teaching of an additional language and especially for the teaching of L2 pragmatics[13], an essential issue of this research, because, according to Bardovi-Harlig (2013), L2 pragmatics deals with the participants characteristics, such as their native language, the languages they learned before the target one, their proficiency, and the type length of exposure to each language.

More than presenting a new language, L2 pragmatics aims at teaching how to choose appropriate language when performing given speech acts, which means its main goal is achieved when students become aware of their pragmatic ability to interpret utterances beyond what is being said or written. In order to do it, learners should follow some pragmatic norms (COHEN, 2010), which is only possible when they are aware of the social conventions and the linguistic tendencies of an L2 community. These concepts are also known as sociopragmatics and pragmalinguistics, as described in the subsection below.

3.1.1 Sociopragmatics and pragmalinguistics

In the early 1980s, Geoffrey Leech and Jenny Thomas, both linguistic researchers at the University of Lancaster, coined the terms "sociopragmatics" and

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[13] According to Bardovi-Harlig (2013, p. 80), L2 pragmatics is "an aspect of language acquisition and use that is particularly sensitive to linguistic and nonlinguistic context including users and place". So, by using the term L2, we do not mean literally only the second language, but any language other than their native language, that is, the target one.

"pragmalinguistics". Leech was the first to differ one from another by relating them to a general pragmatics, in his *Principles of Pragmatics*. In his book, Leech (1983) established that <u>general pragmatics</u> is responsible for the analysis of general communicative language use, <u>sociopragmatics</u>[14] is in charge of analyzing the specific use of language through sociolinguistic aspects mainly aligned to politeness and culture, and <u>pragmalinguistics</u> deals with the linguistic resources required by the speech acts. In other words, general pragmatics is the one which connects to the pragmatics theory while the two others are pronged: sociopragmatics is the pragmatics-sociology interface and pragmalinguistics is pragmatics-grammar interface.

Thomas (1983) complements Leech's view when she describes the failures in sociopragmatics and pragmalinguistics. The author defines pragmalinguistic failure[15] as the inappropriate transfer between native and target language, as a consequence of systematic different utterances. As sociopragmatic failure[16], Thomas (1983) indicates the need for contextual adequacy, which means it is based on the knowledge about proper linguistic competence conveyed to specific speech event. Sociopragmatics is, therefore, related to the social conventions, in the same way that pragmalinguistics is connected to the linguistic resources necessary for these agreements.

In order to prevent general pragmatic failures, it is imperative that learners get in touch with activities that focus on sociopragmatics and pragmalinguistics. For instance, Vellenga (2004), through a deep analysis of eight English textbooks, found a lack of information about politeness, appropriacy, register, cultural information, and speech act information. According to O'Keeffe, Clancy & Adolphs (2011), this may be solved if the textbooks provide specific input or interpretation of language in use, via corpus, speech acts samples or any pragmatic resource/method, because it should be focused on pragmatic awareness rising.

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[14] Leech (1983), in the book *Principles of Pragmatics*, has used the term "socio-pragmatics". In this thesis, we will use the current nomenclature "sociopragmatics" to define the same study object.

[15] Corsetti (2009, p. 60-61) states that a pragmalinguistic failure may occur, for example, when a learner does not intensify of soften the speech acts through his/her chosen linguistic forms, conveying, therefore, "different degrees of directness or of indirectness".

[16] Sociopragmatic failure is related mainly to not being aware of instances such as relative power and distance in a certain culture. Corsetti (2009, p. 61) affirmed that it may happen when the "intended illocutionary force [is] wrongly interpreted by addressees due to cultural differences and, as a consequence, trigger an undesired perlocutionary effect".

In this thesis, we suggest this pragmatic awareness raising should be done with the teaching of speech acts. All together, they play an essential role in terms of politeness and appropriateness, mainly when it comes to the teaching of additional languages, as it occurs in PAL teaching and learning. In accordance with González-Lloret's & Ortega's (2018) research, we are committed to distinguish sociopragmatics and pragmalinguistics of BP to teaching purposes since it may facilitate the learning of "the norms and principles that affect the behavior of the participants" and "the choices [needed] in the language use to realize those norms" (GONZÁLEZ-LLORET; ORTEGA, 2018, p. 199).

Trying to clarify how it works in the classroom, Table 02 presents information about L2 pragmatic tasks considering a non-academic environment, which is a different view than the one adopted by this thesis since here it is expected that, more than performing trivial activities, the learners may be immersed in an academic context. It is important to highlight that the example below is from an online L2 pragmatic activity, therefore it is suitable to the comparison proposed here as it joins pragmatics, additional languages, and technological resources.

Table 2 – Example of components to teach and learn L2 pragmatics through sociopragmatic and pragmalinguistic features

	Components	Objective: to find out...	An example: purchasing a mobile phone
Actions	Actions	What needs to be done in order to successfully complete the task - participants' behavior	- Greet the sales person - Request information about one or more mobile phone(s) - Express the desire to buy (or not to buy) the phone - Complete the payment transaction
	Sociopragmatic features	What are the interactional norms surrounding the task - cultural norms - contextual norms - relationship among participants - background knowledge - mediating artifacts	- What is the body language permitted/appropriate in that context - Who initiates/ends the interaction - Do we bargain or not? - Are there any mediating artifacts (business card, credit card)
Language	Target language	What language elements are essential to successfully complete the task - lexical choices - structures - routines	- Ask questions - Respond to questions - Understand and use specific vocabulary - Display agreement and disagreement

Table 02 – Example of components to teach and learn L2 pragmatics through sociopragmatic and pragmalinguistic features (continued)

	Components	Objective: to find out...	An example: purchasing a mobile phone
Language	Pragmalinguistic features	What language is essential to appropriately accomplish the task according to cultural and contextual norms	- Formulaic greetings and farewells in a service context - Formulas to express wants - Language for accepting/rejecting offers - Ways to initiate and change topic - Politeness strategies - Turn-taking norms
Technology	Technologies	What technologies are needed, Whether the learners have access to them, What is the learners' level of expertise with these technologies, What are the sociopragmatic norms of the context (the netiquette)	- How to navigate the site - Ask questions to an online representative - Use the online payment system - Save/print proof of purchase - Appropriate norms of interaction in the medium

Source: González-Lloret & Ortega (2018, p. 204) [sic].

Table 02 is a sample of activity involving sociopragmatics, pragmalinguistics, and the teaching of additional languages. According to the work proposal defined for this thesis, tables like this one can be used during the planning of the curriculum and future activities of the Portuguese360 course so that the objectives and needs of each module become clear, especially regarding the necessary speech acts for the production of academic texts. So, as to address the concept of speech acts, the next subsection will describe the theory *per se* and its application to a curriculum and to activities whose aim is to promote L2 pragmatic competence.

3.1.2 Speech acts

It is a fact that people use language to communicate. It is also a fact people mean more than they say in a communicative situation. This was the principle of John Austin's *How to Do Things with Words* ([1962] 1975). In his seminal work, Austin (1975) analyzed the occurrence of the constatives and the performatives. The former was the most studied by philosophers of language in the form of sentences that could be described as true or false statements (CULPEPER; HAUGH, 2014, p. 155). The latter, however, showed up to complement this theory about the truth value attributed to most sentences. Austin suggested at that time that people act via

language; for instance, when someone says "I hereby certify that the contract is valid", the person is saying more than the truth, he/she is really declaring the authenticity of a document. Since these acts not only occur with declarations, the so-called Speech Act Theory (SAT) had to be reformulated to cover new studies and categorizations.

During his lectures at Harvard University, Austin (1975) reshaped the definition of "performatives", which remains the topic most addressed in his research. In the second version of SAT, Austin divided the performatives in three categories: locutionary, illocutionary and perlocutionary acts. According to the author, locutionary acts are the basic acts of the utterance, that is, the utterance itself, "the act of saying something" (AUSTIN, 1975, p. 94). An illocutionary act is performed via the communicative force, the speech act itself, uttered as an apology, a request, among others. Illocutionary acts are then related to "the performance of an act in saying something" (AUSTIN, 1975, p. 99), which means they are the intended meaning. By using a perlocutionary act, we show the intention to have an effect or an answer to the illocutionary act. In Austin's words (1975, p. 109), a perlocutionary act is "what we bring about or achieve by saying something".

Austin's speech act theory was, years later, improved by John Searle. In Domingos' (2019) perception, Searle's version of SAT came to fill the gaps left by previous studies. According to Culpeper and Haugh (2014), besides addressing Austin's work, Searle included notions of illocutionary point of an act (the purpose), expressed psychological state, degree of strength, and the direction of fit, that is, the relation between word and world. The modifications proposed by Searle seemed to support an imperative factor of current studies about SAT: two utterances may have the same illocutionary objective, but different forces; also, the same utterance may be performed into different purposes or actions. For example, by saying "The door is open", depending on the context and on the prosody, the utterance may be related to distinct acts. The door can be really unlocked and wide open, or it can be a way to finish a discussion by telling someone to withdraw from some environment.

In order to distinguish the possible acts performed by an utterance, Searle proposed the felicity conditions, that is, four categories of a speech act realization. In Culpeper's & Haugh's (2014) words, the felicity conditions are:

> Propositional content: what the utterance is about (what the utterance predicates). Preparatory: real-world prerequisites (the interlocutors' beliefs about ability to perform the act, the act's costs or benefits, its norms of occurrence, etc.). Sincerity: the beliefs, feelings and intentions of the speaker. Essential: what is needed for the act to be performed (i.e. the mutual recognition that the speaker intends an utterance to count as a certain act). (CULPEPER; HAUGH, 2014, p. 162, emphasis added)

Searle's propositional content is related to the language used in a certain context. Depending on the understanding of the participants, an utterance can fail in the first felicity condition. This means language adequacy is essential to be felicitous in a given speech act. Preparatory is a condition that deals with the authority needed to perform a speech act in a specific situation. A step ahead, sincerity condition has to do with the place of speech, with the seriousness applied to the performance (getting a degree in a movie scene, for example, will never represent the reality; the condition is not sincere enough to allow the act itself). Lastly, not to be infelicitous in the essential condition a speech act must be recognized by the addressee.

Felicity conditions seem to have the need for comprehensible input, just as it is required by the learning of additional languages. According to Krashen's (1985) Input Hypothesis, a learner will only master a language in which the affordances are provided in the form of i+1, that is, by the form of inputs that can be understood only if it is challenging but also already known by the students. Felicity conditions appear to be influenced by the same idea: propositional content will be effective if the language use is already on learners' personal linguistic repertoire, preparatory will make sense if the interactant recognizes the hierarchy involved in the situation, sincerity condition will be felicitous if the participants know the cultural norms related to that speech act performance, and the essential condition will be successfully achieved if the intention is attended by the other participants.

It was based on this condition that speech act classification categories were forged. The categories created by Searle (1979) for SAT concerning the felicity conditions are: (i) declaratives (e.g. sentencing); (ii) representatives/assertives (e.g. describing); (iii) expressives (e.g. apologizing); (iv) commissives (e.g. promising); (v) directives/rogatives (e.g. requesting).

Notwithstanding the vast literature about the speech acts production and performance, no studies related to speech act teaching in academic environment were found. The descriptions below are, therefore, an endeavor to approximate the speech acts from the theory itself (from language use in oral communicative patterns)

to the speech acts required in the university. So, concerning Searle's categories, these are the descriptions of each grouping:

    I.   <u>Declaratives</u>: they evoke a non-linguistic institution supporting the speaker. In academic texts, it may be represented by the acts of sentencing (with a compelling theory in the background) and declaring controversial statements;

    II.   <u>Representatives or assertives</u>: they ensure the truth condition and commit the participants to the same positioning, such as in describing an experiment, asserting results, concluding a reasoning line;

    III.   <u>Expressives</u>: they are responsible for conferring psychological or emotional states to the speech acts. They appear in academic texts when the author thanks the reviewers of a journal, when someone uses his/her place of speech to congratulate the HEI for a recent achievement, or when there is a need for apologizing in any text produced;

    IV.   <u>Commissives</u>: they are a way to express commitment to a future action, such as in promising new publications and in offering partnership opportunities;

    V.   <u>Directives or rogatives</u>: they aim at making another participant commit to doing some future action. Requesting, inviting, challenging, allowing, questioning, and advising are some of the directive speech acts.

To educational purposes, Cohen (2010) states that there are three decisive factors involved when the interactants have to perform a speech act: (i) the relative social status of the speaker (or writer) and listener (or reader); (ii) the level of social distance and psychological distance; (iii) the intensity or severity of the act. These three elements are closely related to sociopragmatic and pragmalinguistic knowledge. The more the learners get in touch with it, the better for the communication and for the learning process.

In the academic context, the speech acts and the sociopragmatic and pragmalinguistic knowledge are also important, because of the texts the international students should produce, both orally and written. In the section below, there is a description of what is expected to compound an academic text.

3.2 TEACHING FOR ACADEMIC PURPOSES

Since the 1980s, there is an increase in the published studies about language for academic purposes, as a subarea of the specific purpose of the language teaching. Swales & Feak (1994), with their *Academic writing for graduate students*, provided one of the first and most important guides to English for Academic Purposes (EAP), but it is in Hyland (2006) that we find some clear and didactical explanations about EAP that may be a reference to other languages.

For the linguist, "academic purposes" is a term used to describe the language and the texts used in the academy, in the university, at all levels of proficiency and education (language or (under)graduate courses). The purposes of academic texts, according to Hyland (2006, p. 1), are: (i) teaching, concerning the design of materials, lectures and classroom tasks; (ii) classroom interaction, with the functions of giving feedback to students or conducting seminar discussions; (iii) research genres, including journal articles, conference papers and grant proposals; (iv) student writing, the main issue of the academic texts, since it is compounded by essays, exams, and theses; and (v) administrative practices, which encompass the oral defense and the other routines involved in the process.

In the Brazilian scenario, language for academic purposes, mainly BP for academic purposes, is focused on students and faculty writing rather than any other category listed by Hyland. Motta-Roth & Hendges (2010) suggested this practice is based on the belief that academic productivity and publishing are synonyms. From this context emerge the main academic texts with different functions, but with high incidence in the universities. These texts are easily characterized by their themes, objectives and organization, which impacts directly in their writing.

Based in Swales' and Hyland's studies, Motta-Roth and Hendges (2010) created seven guiding items to the writing of academic texts:

1. Topic: the authors suggested that defining the topic is a task motivated by the reading of different texts from several sources. While reading, therefore, we find the gaps to be completed by our studies;

2. Audience: knowing the target public of our texts may facilitate their writing, because it becomes easier to find the most suitable tone to predict our expectations about the readers;

3. Presentation strategies: the author of an academic text should choose ways of articulating his own text and others already published in the form of books or articles (in journals) in order to validate or corroborate their results and discussions;

4. Organization: the reader anticipates patterns of textual organization, consequently, clear and concise writing helps him to obtain the necessary information from the text;

5. Style: the academic texts require formality in their writing; therefore, it is necessary to choose vocabulary consistent with the work proposal;

6. Information development: the authors have to use elements of cohesion and coherence and anaphoric references to facilitate the reading;

7. Final presentation of the text: at this stage, it is suggested academic texts to be revised by the author(s) and by his peers, to ensure that all previous items are considered, in order to produce standard texts that will be later consulted by the academic community.

It should be noted that these phases and conditions must occur concurrently with the choice of the genre to be developed, since they directly influence its composition.

The information presented above made the statements provided by Ferreira & Rollsing (2018) concerning academic texts produced by PAL learners even clearer. According to them, the acculturation process of international students to the Brazilian universities tends to be rough due to cultural and educational issues. This inherent difficulty endorses the need for a teaching practice that fosters critical thinking and autonomous learning beyond the decoding patterns and memorizing structures.

Ferreira & Rollsing (2018), using Bronckart's (1999) words, stated that socialization in the university sphere depends on students' discourse genres knowledge, and vice-versa. Biber (2006) corroborated this view of academic texts when he claimed that what differs one academic text from another is its purpose and its interactivity with the addressees.

One strategy to teach and therefore to produce these texts is related to the digital context in which the students (international or not) are immersed. Chapelle (2008) clearly states that teachers must be prepared to use technology in their classes because the more the learners use it outside the classroom, the more they expect to find it inside the educational environment. This is the purpose of Computer-Assisted Language Learning, a field in which researchers analyze and suggest the

use of some technological tools in order to improve the learning of additional languages.

3.3 TEACHING AND COMPUTER-ASSISTED LANGUAGE-LEARNING (CALL)

Computer-assisted language learning (CALL) is the field in applied linguistics that is responsible for the "study of applications of the computer in the language teaching and learning" (LEVY, 1997, p. 1). Beatty (2010) expanded this definition when he categorized CALL as any process of second language teaching and learning which involves computers or technological resources[17], since it encompasses the material design and pedagogical theories, among other themes. Beatty (2010) also stated that CALL is an environment that is constantly changing because of the innovations in the technological domain, which allows teachers and researchers to improve old techniques and methodologies.

In an attempt to clarify the concept of CALL, Beatty (2010) presented a list of other computer-based theories that are different from CALL and, at the same time, complementary:

1. Teacher-centered approaches:

    a. Computer-aided instruction (CAI): learning at the computer, but not with a language focus;

    b. Computer-assisted language teaching (CALT): CALL, but with emphasis on the teacher;

    c. Computer-mediated instruction (CMI): teaching instructions.

2. Learner-centered approaches:

    a. Computer-assisted language instruction (CAL): using a computer to learn any subject, including language, through a computer;

    b. Computer-assisted language instruction (CALI): term commonly used in North America;

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[17] Technology is a process through which people intend to improve quality of life by creating new instruments and processes in order to better interact with nature and other people. Brito and Purificação (2015) suggest technology may be divided into three groups: physical (i.e. pens, books, smartphones, satellites, among others); organizer (the way people interact with the world and with the productive systems); and symbolic (human communication, mainly regarding language structure). In the scope of CALL, technology is considered an imperative issue, since innovations are mandatory to the development and the improvement of interactive and well-designed curriculums, activities and tasks.

c. Computer-assisted language testing or Computer-adaptive learning testing (CALT): computer assesses the answer to each question and raises or lowers the level of difficulty accordingly;

d. Computer-adaptive testing (CAT): use the computer, but not necessarily in the realm of language acquisition;

e. Computer-based training (CBT): corporate training with short-term instruction;

f. Computer-mediated communication (CMC): without necessarily involving learning; negotiation with peers (native or non-native speakers of a given language);

g. Intelligent computer-assisted language learning (ICALL): software to customize feedback;

h. Technology-enhanced language learning (TELL): classroom technologies, such as video, listening labs, among others;

i. Web-enhanced language learning (WELL): CALL that focuses on the web as a medium of instruction.

For instance, being CALL a wider term, it is common to see it combined with CMC, TELL or WELL, because of the resources each field provides to teaching purposes. Chapelle (2008) assigned this combination to the extensive use of some technologies outside the classroom, which directly affects the expectations and the need of using it throughout the classes.

CALL acquired a different status when it extrapolated the activity-context and became an environment of learning strategies: the online courses. According to Chapelle (2008, p. 586), CALL "provides a means for connecting language learners in different parts of the world to practice their language and learn about their peers beyond their own classrooms". It means the environment itself may facilitate the learning of linguistic aspects and also the communication with other participants, through "controlled opportunities for linguistic input for the learner (i.e., texts to read or videos to watch and listen to) and interaction with the computer" (idem, ibidem).

Using CALL for distance learning, as in the case of the course proposed in this thesis, is an endeavor to provide the learners the needed support for autonomous learning, because it adapts the content of a language course to the future needs at the university. In order to do it,

> [...] teachers need to have some depth to their understanding of why they are using technology. Issues in applied linguistics that these questions entail include the varieties of languages found in Internet language (Herring, 1996; Crystal, 2001; Posteguillo, 2003), strategies for learning language through technology (Hubbard, 2004), and assessment of language through technology (Chapelle & Douglas, 2006). Teacher education in these and other technology-related areas is one of the driving forces behind research on CALL. (CHAPELLE, 2008, p. 589)

The occurrence of two of these themes – strategies for learning language and assessment of language through technologies – will be discussed later, in Chapter six, since they will influence our proposal of lesson planning. The varieties of language found on the Internet will be replaced by the varieties of language found on the academic context, because of the scope of the course proposed.

In the subsection below, there is an overview of the history of CALL, with relevant information about its creation and its first impacts. There is also a description of how and when technology started to be used in language classrooms, mainly in additional language learning contexts.

3.3.1 CALL history and current scope

The first CALL records date from 1918, when Charles Clarke published an article about the use of talking machines in an additional language classroom (OTTO, 2017). Since then, teachers and researchers are still improving their teaching process, through new methodologies, new technologies, and new perspectives on other languages and cultures. It occurs because the teaching topics are always enhanced according to the demands presented by the students, by society and by the changes language goes through overtime.

In her chapter *From past to present: a hundred years of technology for L2 learning*, published in the *Handbook of Technology and Second Language Teaching and Learning*, Sue Otto (2017) described the articles, books, and software developed for CALL purposes; the description originated the timeline below:

- 1918: The Modern Language Journal published the article *The phonograph in modern language teaching*[18], by Charles C. Clarke. This is the first article about the use of technology in second language teaching;

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[18] The full article is available at: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-4781.1918.tb03384.x.

- 1950s: influenced by Skinner's behaviorism and by the Audio Lingual Method, the first language laboratories were created to stimulate the repetition, mostly with audio tapes. Until the 1970s, this was the main technique used in additional language teaching, aiming to provide samples of native speaker's pronunciation;

- 1960s – 1970s: computers evolved enough to support multiple terminals, allowing interaction. This was the starting point for CALL, as it is nowadays;

- 1960: the University of Illinois introduced the first computer-based education system, the Programmed Logic for Automated Teaching Operations (PLATO). PLATO was redesigned four times till the early 1970s, including new tools (such as tutorials, testing, email, multiplayer games, and forums, among others) and subjects according to the students and faculty demands. The languages learning through PLATO included Chinese, English as a second language, French, German, Hebrew, Hindi, Latin, Russian, Spanish, Swahili, and Swedish;

- 1968: MITRE Corporation developed the Time-shared Interactive Computer Controlled Information Television (TICCIT). In 1971, TICCIT was redesigned to be a CAI, in a partnership among MITRE, the University of Texas and Brigham Young University;

- 1960s – 1980s: the emergence of the communicative approach, mainly with Krashen's Natural Approach (KRASHEN, 1985). CALL at this moment provided more sophisticated software for communication and teaching of vocabulary, grammar, and any other linguistic aspect;

- The 1990s: this decade was dedicated to the reinforcement of communicative competence, turning CALL an open field to an uncountable number of software, activities, websites and other tools. The aim was to offer students the greatest amount of effective and appropriate inputs considering authentic samples of the target language.

The practices adopted in the 1990s were the trigger for the creation of two landmarks to second language teaching and learning: in 1996, the American Council on the Teaching of Foreign Languages (ACTFL) released the Standards for Foreign Language Learning: Preparing for the 21st century; and in 2001, the Council of Europe declassified the Common European Framework of Reference for Languages

(CEFR). Both of these official standards prioritized the use of realia, focusing on capacity building in terms of communication and intercultural skills.

Also, in this decade, there was a revolutionary creation: the Web.

> As the Web developed, so too did a number of Learning Management Systems (LMCs) or Course Management Systems (CMSs), such as WebCT, Blackboard, and Moodle, for management of e-learning. These systems combined tools to distribute course materials, administer quizzes, manage grades, and host asynchronous threaded discussion and synchronous chats. At first, the only CMS to provide adequate support for foreign languages was Moodle. (OTTO, 2017, p. 18)

This new instrument expanded almost immediately across the world and became a repository of realia for both students and teacher. Nowadays, CALL encompasses more than isolated activities to autonomous learners: it is a complex online environment with multiple activities, including quizzes, gap-filling exercises, sequencing, writing, concordancing, online communication, among other CALL tools.

Concerning the present thesis, we believe that providing online BP classes to international students through CALL may be an effective way for them to scaffold learning levels among activities of increasing complexity. In order to do so, the educational designers (people in charge of creating a curriculum) have to be aware of what Leow et al (2019) called CALL's caveats. Firstly, a good curriculum only comes from "an adequate understanding of the L2 learning process" (LEOW et al, 2019, p. 175) of each student involved or at least of the profile of a representative group from the target public. This is the basis that allows researchers to select the most suitable teaching materials. As second and last point, the same authors stated that a technology-based platform, mainly for CALL purposes, will only achieve teaching and learning goals if there is a good programming involved. By programming we understand the layout and the graphic design required in order to better display the texts, activities, resources and tools of an online course.

These requisites for a curriculum that promotes CALL allow for the designing of "interactive CALL materials", in which, for example, "learners who are reading online can move back and forth between the text and an online dictionary to get help with word meaning" (HEIFT; CHAPELLE, 2012, p. 557). The indication of resources external to the course can be fundamental to stimulate the students' metalinguistic reflection. Thus, for a course of the type proposed by this thesis to be truly meaningful, it is necessary to join efforts with applications and tools that are used for

consultation and are often not directly linked to the interaction between course participants. An example of this is the case exposed by Heift & Chapelle (2012) regarding the use of online dictionaries. Other resources that can assist in activities and, consequently, in BP learning, are: online corpus, collaborative text editors, online repositories, among others.

In addition to the contributions set out in this section, it is important for the course under development that the other theories described and analyzed in this chapter are brought together in order to clarify why and how they will be applied. Section 3.4 appears, therefore, as a partial conclusion of this chapter and, therefore, as a synergy between pragmatics, academic texts and CALL.

3.4 A CURRICULUM THAT MERGES PRAGMATICS, ACADEMIC TEXTS AND CALL: PARTIAL CONCLUSIONS

According to González-Lloret & Ortega (2018), there is a vast literature concerning English as an L2, pragmatics, technologies and lesson planning among its scope. Examples of research conducted in this area, and also mentioned by the authors, are: (i) telecollaboration and addressivity (KINGINGER; BELZ, 2005; GONZÁLEZ-LLORET, 2008); (ii) telecollaboration and development of intercultural competence for cultural habits (BELZ, 2005); (iii) learning objectives, such as speech acts and task design (SYKES, 2014); (iv) explicit and implicit pragmatics instruction (ROSE, 2005); and (v) incidental pragmatics learning (CUNNINGHAM, 2016). However, no literature was found when these same topics - pragmatics, technologies, and lesson planning or curriculum design - were searched with a focus on Portuguese as an additional language (PAL). Also, no literature was found concerning pragmatics, technologies and academic texts or academic discourse genres.

For this reason, we believe that this research is innovative in its theme. More than teaching PAL, the proposal here is to create a curriculum for an online course that develops L2 pragmatic competence with a focus on specific cultural and academic demands. This is due to the fact that

> [i]f a non-native speaker appears to speak fluently (i.e. is grammatically competent), a native speaker is likely to attribute his/her apparent impoliteness or unfriendliness, not to any linguistic deficiency, but to boorishness or ill-will. While grammatical errors may reveal a speaker to be a less than proficient language-user, pragmatic failure reflects badly on him/her as a *person*. Misunderstandings of this nature are almost certainly at the root of unhelpful and offensive national stereotyping. (THOMAS, 1983, pp. 96-97, italics in original)

Thomas (1983) clearly addresses the difference between a pragmatic error and a linguistic error. Her view on this issue reiterates the need for sociopragmatic and pragmalinguistic scope in the teaching of L2 since, in this context, pragmatics, grammar, and the social context are inseparable.

Back to the discussion presented at the end of section 3.3.1, we must also take into account the interference of technologies in the context presented above. According to González-Lloret & Ortega (2018), the adaptation of pedagogical material[19] for online contexts does not only go through topics inherent to the pragmatics and structure of the target language. As the authors claimed, it is imperative to consider "the transformative nature of technologies" (p. 193), because it alters the proposed activity in a given module as much as linguistics does, since examples of digital language do not always fit the same formal or academic language. Thus, the line on technologies presented in table 01 becomes as important as the actions (both actions and sociopragmatic features) and the language (target language and pragmalinguistic features) to be addressed in a module or in the whole course.

Going into the topic of academic language, it is important to highlight that the tasks, activities and texts to be used in the Portuguese360 course are the result of years of research by UPLA/PUCRS, the research group to which this thesis is linked. One of the key research that assists the creation of the course in question was conducted by Rollsing (2018). In his thesis, the author addressed the production of speech acts in the texts produced by students from the Graduate Program in Letters at PUCRS, through a corpus that intended to represent one of the possible specificities of writing in the academic environment (other possibilities would be texts

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[19] Pedagogical material is understood to be the set of objects and teaching-learning contexts necessary for promoting literacy – academic, digital, or from any other areas. Pedagogical materials include - but are not limited to - teaching materials (didactic materials, teaching aids). Teaching materials can be defined as the instructional tools used for specific purposes in the formal classroom. While the teaching materials are intended exclusively to teach or experience isolated contents, pedagogical materials tend to influence the learners' thoughts, criticality and their interaction processes, thus promoting acculturation with the theme and its applicability in the world.

of areas such as Medicine or Engineering, for example, where performative verbs and illocutionary forces could be different from the results presented by Rollsing's thesis). The fact reinforced here is that the intention of the UPLA researchers is to promote research-based language education (cf. HYLAND, 2006), which justifies basing a curriculum on studies such as Rollsing's, whose results are described in Table 03 below.

Table 3 – Examples of BP performative verbs collected from theses and dissertations of a Graduate Program in Letters, with the respective illocutionary force, description and explicit intention of the act performed

Force of the act	Example of the mentioned performative verb	Description of the act	Explicit intention of the use
Representative/ assertive	*Refratar* LEV[20]: to refract	I claim/postulate/deduce/ argue that	To affirm and argue
Representative/ assertive	*Rimar* LEV: to rhyme	I report/analyze that	To establish positive positioning
Representative/ assertive	*Frequentar* LEV: to attend	I report/analyze that	To report habits and facts
Commissive	*Reiterar* LEV: to reiterate	I commit to I claim/mention/report that	To quote an argument again
Commissive	*Depreender* LEV: to surmise	I agree with	To continue the analysis
Representative/ assertive		I mention that	
Representative/ assertive	*Botar* LEV: to put	I report/quote that	To place something
Representative/ assertive	*Beber* LEV: to drink	I claim that I claim/agree that	To ingest something liquid and/or elucidate a previous statement
Representative/ assertive	*Recontar* LEV: to retell	I interpret that I deduce that	To interpret data and provide explanations
Representative/ assertive	*Perpassar* LEV: to go through	I warn/inform you that	To proceed with an argument
Commissive		I commit to that	To commit to a research line
Representative/ assertive	*Proferir* LEV: to say/to utter	I claim that I claim/mention that	To expose opinions and describe/expose/conduct reflections
Representative	*Subjazer* LEV: to underlie	I claim that / I agree with	To clarify argument(s)
Commissive		I exemplify / explain that	To commit to a research line

[20] LEV stands for "literal English version", a literal translation of the term with no analysis involved.

Table 03 – Examples of BP performative verbs collected from theses and dissertations of a Graduate Program in Letters, with the respective illocutionary force, description and explicit intention of the act performed (continued)

Force of the act	Example of the mentioned performative verb	Description of the act	Explicit intention of the use
Representative/ assertive	*Rechaçar* LEV: to reject	I explain that I defend/understand that	To develop argument(s)
Representative/ assertive	*Engendrar* LEV: to engender	I explain that I claim that	To analyze data
Representative/ assertive	*Evocar* LEV: to evoke	I explain/warn that	Theoretically elucidate research
Representative/ assertive	*Articular* LEV: to articulate	I report that I explain that	Theoretically elucidate research
Representative/ assertive	*Incitar* LEV: to incite/to stimulate	I report that I interpret that	To support the theoretical framework
Representative/ assertive	*Ser veicular* LEV: to be conveyed	I describe/report that I explain that	To describe and contextualize research object
Representative/ assertive	*Opor* LEV: to oppose	I claim that	To support the theoretical framework
Commissive		I join to	To assume theoretical positioning
Representative/ assertive	*Seduzir* LEV: to seduce	I interpret/analyze that I describe/acknowledge that	To discuss and explain reasons
Representative/ assertive	*Devorar* LEV: to devour	I interpret/analyze that	To discuss and explain reasons
Representative	*Ressoar* LEV: to resound/to resonate	I explain/exemplify that	To support argumentation
Commissive		I join to/agree with	To commit to a research line
Representative/ assertive	*Adorar* LEV: to worship	I claim that I exemplify that	To elucidate a topic
Representative/ assertive	*Instaurar* LEV: to establish	I start with I conclude with	To clarify position
Representative/ assertive	*Parafrasear* LEV: to paraphrase	I explain that	To explain analysis segments
Representative/ assertive	*Chutar* LEV: to kick	I conjecture that I exemplify/explain that	To continue the argument
Representative/ assertive	*Desvendar* LEV: to unravel/to uncover	I observe that I claim that	To create conditions to report a fact
Commissive		I commit to	To explain a reason

Table 03 – Examples of BP performative verbs collected from theses and dissertations of a Graduate Program in Letters, with the respective illocutionary force, description and explicit intention of the act performed (continued)

Force of the act	Example of the mentioned performative verb	Description of the act	Explicit intention of the use
Representative/ assertive	*Passear* LEV: to stroll	I conjecture that	To exemplify reasoning
Representative/ assertive	*Reelaborar* LEV: to rework	I claim that	To analyze the object of study
Declarative		I interpret that	To clarify exposure
Representative/ assertive	*Matar* LEV: to kill	I affirm/emphasize/ highlight that	To exemplify reasoning
Representative/ assertive	*Subcategorizar* LEV: to categorize	I exemplify that	To reflect upon an example

Source: adapted from Rollsing (2018).

In accordance with Rollsing's (2018) research, there is a certain tendency to use speech acts of representative/assertive, declaratives or commissive illocutionary force among the analyzed texts and, probably, among academic texts in general. This is due to the fact that while developing our writings we corroborate, refute, analyze, describe, and create lines of reasoning. For the same reason, there is little or no record of speech acts of expressive or directive/rogative illocutionary force, as academic texts are usually not a space for performing acts of this type, unless this is done in special sections at the beginning or at the end of it.

Finally, it is worth noting that the classification of an act is not definitive, that is, the illocutionary forces are interchangeable according to the intention of the writer/speaker. However, categorizations such as those presented by Rollsing (2018), who based his studies in Austin ([1962] 1975), serve as a support for a clearer view of how and why we use language to produce speech acts both in writing and in oral interactions. The data presented in Table 02 gives directions to what the authors cited above highlighted as a fundamental topic for the development of L2 pragmatic competence, as they encompass pragmatic constituents of the target language, in this case, PAL.

4 METHODOLOGY

Chapter four is dedicated to describing the methodology adopted to conduct this thesis. To better delineate the research, the chapter was divided into four sections. Subsection 4.1, named "Research questions", presents the queries we intend to answer with the research. Based on these questions, we have stipulated the objectives of the thesis, describing them in subsection 4.2 and dividing them into general and specific objectives. In subsection 4.3, we indicate the hypotheses of the research, which are based on the theoretical framework and on the background information presented in the previous chapters. Subsection 4.4, entitled "Gathering data through needs analysis", introduces the research instrument and how it was built considering the literature available. Item 4.4 is divided into four new subsections about the sampling subjects, the questionnaire itself, its application and its analysis; through them, we intend to show the instrument, how it was validated and applied, who the target public is, and how data was analyzed in order to get the answers we need to develop a course on PAL.

4.1 RESEARCH QUESTIONS

Guiding this thesis, there were two research questions:

(RQ1) What are the most relevant aspects to the teaching of PAL when it occurs in CALL and in the academic context?
(RQ2) How may sociopragmatics and pragmalinguistics contribute to the design of an online course of PAL for academic purposes?

4.2 OBJECTIVES

4.2.1 General objective

To design a computer-assisted language learning course of Brazilian Portuguese as an additional language for academic purposes.

4.2.2 Specific objectives

- To investigate the aspects considered positive and the ones to be improved on the teaching of Portuguese as Additional Language at PUCRS;
- To develop the curriculum of a course of BP for academic purposes concerning sociopragmatic and pragmalinguistic aspects;
- To propose linguistic and pedagogical strategies regarding PAL teaching in digital platforms.

4.3 GATHERING DATA THROUGH NEEDS ANALYSIS

When talking about the teaching of additional languages, it is impossible to avoid the curriculum issue. There is a large number of researchers who point out the need for students' information in order to design the activities and the materials which will be used in the classroom – both face-to-face or e-learning (for examples of research developed in a Brazilian context of PAL curriculum design, see TIMBONI, 2018; BULLA, 2014; LEMOS, 2014; KRAEMER, 2012; CARILO, 2012; ANDRIGHETTI, 2009; BULLA, 2007). However, the number of authors who present possibilities to guide a researcher on how to do this needs analysis is not equal to the variety of articles about classroom design materials (GONZÁLEZ-LLORET, 2014; GRIFFEE, 2012).

Needs analysis (NA henceforth) is not a new trend. West (1994), in a state-of-the-art article, assigns the first use of the "analysis of needs" to Michael West, who, in the 1920s, had used this terminology to explain what secondary-level students would have to learn in foreign language classes. In the same article, West (1994) presents some examples of studies concerning NA for English for Specific Purposes (ESP), such as Richterich (1971), McKay (1978), Allwright (1982), and Jones (1991).

The boost in the field occurred between the 1970s and the 1980s, at the same time when second language studies became notorious (WEST, 1994; GONZÁLEZ-LLORET, 2014). The reason for this expansion was the urge for understanding, from the students' point of view, the language input required for the completion of activities inside and outside the classroom and, from the teachers' side, the adequacy that should be made in order to reach such necessities.

Knowing where NA came from, it became easier to define its purpose. González-Lloret (2014) goes beyond the classical definition and establishes that

> [...] the NA should address not just the language necessities (linguistic and pragmatic) to complete the tasks, but also the informational and multimodal digital skills needed to effectively engage with the technology. In addition, a NA should help us gather information about what innovations and technological tools are most appropriate for the curriculum, as well as inform us about the necessary training for students and teachers to be able to use them successfully. (GONZÁLEZ-LLORET, 2014, p. 23)

While developing a NA, the researcher or teacher has to have in mind the activities he/she will propose in the curriculum – which may or may not be in the designing process – in order to be able to figure out some necessities. It means that, according to Richterich (1983), a NA is a way to face "unavoidable questions" by assessing students' comprehension about various themes applied to the curriculum under development.

A needs analysis is, therefore, a valuable tool, since the context in which we intend to create an e-learning curriculum of Portuguese as an additional language may be portrayed by a multicultural and multilingual group of international students enrolled in undergraduate or graduate courses. As the objective of a NA is to guide the process of designing activities, by choosing materials and assessing knowledge, becoming aware of the students' authentic needs is certainly helpful.

4.3.1 The questionnaire

The questionnaire created for gathering data about international students was based on González-Lloret's *The need for needs analysis in technology-mediated TBLT*, published in 2014. This chapter is part of the book *Technology-mediated TBLT: Researching Technology and Tasks*, edited by Marta González-Lloret and Lourdes Ortega. The NAs analyzed by the author were designed for task-based language learning, which is not the case of the present thesis. Although this methodology is not approached here, the topics related to the process of building a new NA were detailed and clear, and, therefore, showed the best way to develop a NA consistent with the objectives set for this thesis and for the course under development.

With the information provided in the aforementioned chapter, two questionnaires were developed in a Google Forms template, one for the students' needs analysis and one for the faculty's needs analysis. This tool was chosen because it is a free platform, with an easy interface to create the questions and also to gather the necessary information from the participants. The complete version of the NA questionnaires is available in this thesis, being the students' NA in appendix 01 and faculty's NA in appendix 02.

A first review of the questionnaires had been made by the research group of Use and Processing of Additional Languages (UPLA). In a meeting, the questions were carefully read and some changes were made concerning language adequacy, punctuation, display of questions, and technical terms (an adaptation of research-based language to not so formal statements). After that, the questionnaires were sent to three faculty members from PUCRS' School of Humanities, one from the Education Graduate Program, one from the Letters Graduate Program and one from the Letters Undergraduate Program. The latter also worked at PUCRS' Office for International Cooperation. The three professors read the questionnaires as judges, and also suggested some improvements.

An informed consent[21] was added to the first section of the NA. The consent was approved by PUCRS' Ethics Committee. By accepting this consent, the participants declared themselves aware of the research objectives and were informed that they could ask for new information about the tool anytime; they also agreed in participating in the process.

4.3.2 Sampling criteria

After describing the process of creating and validating the questionnaires used to perform the needs analysis proposed in this work's methodology, it is now up to us to describe who the subjects involved in this research are. Two different groups, although complementary within an academic environment, make up the sample: international students and professors from a HEI.

International students are, as a general rule, from foreign countries, and they are at PUCRS to carry out a short period of an exchange program. This period varies

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[21] In Portuguese, *Termo de Consentimento Livre e Esclarecido* - TCLE.

between four and twelve months, depending on the agreement between the Brazilian HEI and the students' home university, and also on the students' study and research interests. Students with this profile were chosen to receive the students' questionnaire (appendix 001) after their length of stay at PUCRS. This is due to the fact that they should have already completed their exchange program to be able to list – clearly and somehow far – the positive points and the aspects to improve considering the courses they attended at the Institution, especially those focused on BP. By "far", we mean there is a need for an analytical look at the experiences, which may be different from the view of those who are still taking the course and may, due to some classroom practice, underrate or overestimate their perceptions.

The used mailing list from PUCRS' international students included the contacts of all foreign students who were at the Institution between the academic semester of 2016-1 and 2019-1. All of these students, therefore, received the disclosure of the research presented here and the questionnaire to be answered. As expected, the percentage of respondents did not reach the total.

The same disclosure criterion was used with the professors: via the mailing list, PUCRS' faculty (all members) received information about the research and the invitation to complete the questionnaire (appendix 002). This second group was chosen to address a requirement highlighted in the literature on NA. According to the authors previously mentioned, it is necessary to draw a profile of the professors involved with face-to-face teaching in order not to overlap activities already carried out in the institution. In addition, it is essential to identify the methodologies and technological resources used by the faculty as a means to ensure the online course will not be a completely new trend in that educational context.

All information gathered through the responses are described and analyzed in chapter five of the present thesis. The profile of PUCRS' academic community provided some crucial information on resources and tools that may be used in the online BP course, as well as some evidence concerning the subjects already taught in face-to-face classes and also the subjects that could be approached more extensively during BP classes.

4.3.3 Applying the questionnaire

Before applying the NA with the sample of this research, the questionnaires were sent to three English instructors[22]. They were English L1 speakers (US Citizens), but proficient in Portuguese. They have also read the questions carefully, answered them, and evaluated them in order to check if they were clear and objective.

Since the questionnaires were evaluated by faculty members – native and with expertise in research, PAL and internationalization – and English instructors – therefore, non-native speakers and also with work and study connection with PUCRS –, the forms were sent by the Office for International Cooperation to all international students enrolled any time in undergraduate and graduate courses at PUCRS; the faculty's questionnaires were sent by the Communication and Marketing Advisory to all professors who were currently working at the university. The aim of this process was to gather the most information we could through an online form.

The international students' form was divided into six sections, 25 mandatory questions, and six optional questions. Part one was dedicated to the informed consent to online studies – which was not counted as a question. In this part, students had to decide if they continued to answer the questionnaire based on information provided by the researcher, according to PUCRS' Ethics Committee approved documents. The page also offered details about the research group, its leader and the e-mail address the students might use in case they needed further information about the research; about the Institution in which the research was being carried out; about the objectives, estimated time to answer it, and the confidentiality with which the provided data was treated. Part two had the aim of gathering general information about the participants, such as name, age, country of origin, period in which he or she was at PUCRS, among others. Part three was named "learning additional languages", because it aimed at collecting some notes about the process of language learning: the participants listed the languages they knew according to the order they had learned them, and, after that, they informed where they had learned every language they listed in the first question of the section. The indicated place gave us a hint of how old they were when they started learning BP, for example. Part

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[22] Fulbright scholarship holders who worked at PUCRS as English Teaching Assistants (ETAs).

four was entitled "Portuguese Language" and it investigated how the participants dealt with Portuguese, mainly BP, considering the periods before, during and after the academic mobility. Part five considered technology issues, such as the operational tasks the participants were expected to perform if they were enrolled in an online course. To finish the form, part six invited the participants to describe the positive and negative aspects they faced during their mobility program at PUCRS.

The faculty's questionnaire is shorter: it has four sections, 14 mandatory questions, and four optional questions. Part one was also dedicated to the informed consent, in the same characteristics of the international students' form. Part two intended to gather personal information about the participant professors, such as name, School in which they taught, and the time they had been teaching at PUCRS, and elsewhere until the moment of the data collection. Part three was called "academic genre", since its goal is to investigate which texts were produced in the (under)graduate courses, mainly in the classes in which international students were enrolled. Part four, as it occurs in part five of the students' forms, asked the participants about the technology issues related to online courses; in this questionnaire, however, the theme was expanded to the use and/or mediation needed when the faculty chose to add technological resources to classroom activities.

4.3.4 Data analysis

Data gathered through the questionnaires were analyzed both qualitatively and quantitatively. Answers were grouped in simple compilation tables and their results are described in chapter five of this thesis. Questions that allowed analysis by means of percentages were presented mainly in tables, as they facilitate the visualization of the data in question. In addition, questions whose answers were essentially descriptive (in short and long texts) were discussed and analyzed through qualitative analysis. Thus, the answers of the participants were assessed concerning their particularities, and also by the frequency some issues appear in the results.

Since it is not the objective of the NA, responses will not be compared between groups of respondents. As indicated in section 4.3.1 of this chapter, each target public and each questionnaire had different purposes and goals to be

achieved. However, the analysis of this data is an imperative factor to the online course of PAL presented in chapter six.

5 NEEDS ANALYSIS TO E-LEARNING: PROFILING THE ACADEMIC COMMUNITY

Profiling the academic community somehow involved in an online course is essential for the curriculum design of any language course (MAGNAN; LAFFORD, 2012; GONZÁLEZ-LLORET, 2014). It is based on this information that the curriculum will address the necessary input and the most adequate materials for effective learning. Gathering data on the profile of the international students and the faculty of PUCRS was the solution chosen in this thesis to polish the online BP course under development in order to meet students' expectations and not to diverge from the teaching standards adopted by the institution and its professors.

This chapter is the result of the needs analysis proposed in chapter three (methodology). Presenting and discussing patterns and behaviors adopted in an academic environment is its main goal. For this reason, the present stage of this thesis is divided into three parts, in order to accomplish all steps previously proposed. Section 5.1, "The students in mobility in", presents general information about the students, their processes of learning additional languages, mainly BP, the technologies and the digital platforms they are used to concerning e-learning themes, and their perceptions about PUCRS' teaching and learning of additional languages. Section 5.2, namely "The faculty", presents and analyzes general information about PUCRS' faculty, their practices on teaching academic texts in different courses, and their expertise in using technologies and digital platforms as teaching aids. The ultimate section, 5.3, "Transforming research in improvements to language teaching", can be considered a summary of the topics analyzed so far. In order to conclude this chapter, the topics that stood out during the analysis and that will be implemented in the online BP course are presented.

5.1 THE STUDENTS IN MOBILITY IN

Data described below were gathered in 2019, between July 10th and October 15th. Two hundred students received the questionnaire three times in the aforementioned period, but just 35 answered the questions. Moreover, only 33 forms contained valid answers because two of the subjects filled it in duplicate. The following discussion is, therefore, based on students' personal information, the

additional languages they had learnt until the current year, their knowledge about Brazilian Portuguese, mainly when they were at PUCRS, the technologies and digital platforms they used to interact with or through, their perceptions about the teaching of BP as an additional language, and, at last, BP courses' positive and negative aspects.

5.1.1 General information about the students

The first information required in the students' questionnaire (see Appendix 01) was the full name of the participant. The answers to this question will not be indicated in the present thesis, because it was an endeavor to control which students have effectively filled in the form and also to anonymize the data. The form was sent once and, after three weeks, the first reminder was sent to the remaining participants; a last reminder was sent approximately two months after the original invitation. In each new email sent, people who previously answered the question were removed from the email list.

The second question was related to the participants' age. Analyzing the data, we found an average of 26±5 years old. In terms of percentage, when students answered the questionnaire, four (12.12%) of them were 21 years old, seven (21.21%) were 22 years old, nine (27.28%) were 23 years old, four (12.12%) were 24 years old, four (12.12%) were 25 years old, one (3.03%) was 26 years old, one (3.03%) was 27 years old, one (3.03%) was 28 years old, and two (6.06%) of them were 31 years old. However, considering only how old students were when they were at PUCRS, this average decreases to 24.5±5.5 years old, that is, one year and a half less than their average current age at the time of collection. Among the participants, two (6.06%) of them were at PUCRS when they were 19 years old, four (12.12%) when they were 20, nine (27.27%) when they were 21, ten (30.30%) when they were 22, three (9.1%) when they were 23, one (3.03%) when he/she was 24, two (6.06%) when they were 26, and two (6.06%) when they were 30 years old.

This data is not only related to the individual differences of each student, but also to an age range pattern. Researchers suggest that age is an imperative factor to language learning and state that young learners tend to acquire an L2 faster and with more proficiency in terms of fluency; on the other hand, they also state that adolescents and adults tend to have a better grammar, since the regular process to

teaching adults starts from syntax and morphology rather than pronunciation in an attempt to establish correspondences between target and native language (HU, 2016; KRASHEN; LONG; SCARCELLA, 1979). However, according to DeKeyser (2012), it does not mean that more explicit instruction is more efficient for the learners. In fact, the author explains, teachers tend to provide more activities on oral production to younger learners instead of grammar focused ones. This inverted pattern probably occurs because interactions among adults usually demands complex language and, therefore, need more explicit instruction and maturity while facing their own learning processes.

Another intersection with studies on individual differences has to do with the purposes of learning a new language. As shown in the data collected in the aforementioned questionnaire, the subjects have the specific goal of learning BP as a means to improve skills on academic and/or professional domains, for either current or further achievements. Based on the goals set by the students, it is possible to say that their success in the process of learning an L2 is also a matter of social impact, since such an opportunity is a synonym to meeting cultures.

When the topic came to the international students' country of origin, their answers to the questionnaire generated a list of 11 countries from South and North America, Asia, and Europe. The nations are: Argentina (3.03%), Belgium (3.03%), Colombia (18.18%), England (9.1%), France (6.06%), Germany (6.06%), Italy (3.03%), Mexico (36.36%), South Korea (3.03%), Spain (6.06%), and the United States of America (6.06%). Although a great variety of native languages must be considered in the background scenario of the curriculum under development, Spanish is the most spoken L1 among the respondents. It suggests that a course based on the particularities of Spanish as L1 and Portuguese as L2, also considering other L1s, when necessary, should be the most appropriate path to design the curriculum under discussion.

Considering the activities during their period at PUCRS, most students (about 97% of them) were enrolled in undergraduate courses and only one of them was enrolled in certificate/diploma programs (in Brazil, it is known by *especialização* or *pós-graduação lato sensu*). The respondents indicate they accomplished their academic mobility between the second semester of 2016 and the first of 2019, which means they were at the university sometime between the months of August 2016 and June 2019. Another relevant information about them is focused on the length of stay:

most students (84.8%) stayed in Porto Alegre for an academic semester, that is, between four and six months. However, there are students with special periods of academic mobility. Four students (around 12%) stayed for an academic year, and one of them was at PUCRS for an academic year plus a period of eight weeks (around two months) for gathering data for his/her final paper.

Based on the data exposed above and concerning their search for improving language and professional skills, it is possible to deduce that this group of international students spent their short period of time at PUCRS dealing with social interactions and with academic demands, as they stated in their answers. These students were enrolled in a variety of undergraduate courses, from different fields of knowledge, at their original universities, but not all of them were enrolled in those original courses while at PUCRS, because not only the curriculum of each school was different, but also the undergraduate courses offered by foreign universities were not offered at PUCRS.

The Knowledge/Assessment Areas Table[23], provided by the Coordination for the Improvement of Higher Education Personnel (Capes), shows the grouping of undergraduate courses the international students were enrolled at their home university. Table 04 presents, therefore, in its first column, Capes' Knowledge Areas, that is, four of the five big areas that encompass the assessment areas and their respective (under)graduate courses (column two). Column three presents the courses studied in the students' home universities in correspondence to the areas delimited by Capes.

Table 4 – Correspondence between Capes' Knowledge Areas and the (under)graduate courses

Capes' Knowledge Area	Capes' Assessment Areas	Courses on student's country of origin
Exact and Earth Sciences	Biological Sciences III	Biology
	Chemistry	Pharmaceutical Chemistry
	Engineering II	Industrial Engineering Unmanned Aircraft Systems Science (Drones)

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[23] Available at: https://www.capes.gov.br/avaliacao/instrumentos-de-apoio/tabela-de-areas-do-conhecimento-avaliacao. Access in: 10 Dec. 2019.

Table 04 – Correspondence between Capes' Knowledge Areas and the (under)graduate courses (continued)

Capes' Knowledge Area	Capes' Assessment Areas	Courses on student's country of origin
Exact and Earth Sciences	Engineering III	Production Engineering Engineering of Business Management
Health Sciences	Medicine I	Medicine
	Physical Education	Technology of Sports Training
Applied Social Sciences	Law	Law
	Public and Business Administration, Accounting and Tourism	International Trade
	Economy	Economy
	Architecture, Urbanism and Design	Architecture
	Communication	Public Relations and Advertising
Human Sciences	Education	Psychology (licentiate) Physical Education and Sports (licentiate)
	Political Science and International Relationship	Political Sciences International Studies about Global Management International Relations
	Linguistics, Letters and Arts	Letters [Castilian, Portuguese and English Languages, Modern Languages and Applied Foreign Languages] Studies about Spanish, Portuguese and Latin American
	Multidisciplinary	Brazilian Studies

Source: the author.

While at PUCRS, students were registered in the same Assessment Area, but sometimes in different courses than in their home universities. So, as Table 01 shows, students from Applied Social Sciences are the majority among the target group, but there were also students from the areas of Exact and Earth Sciences, Health Sciences, and Human Sciences. For instance, a student from Public Relations may be enrolled in Journalism, which is from the same Assessment Area, what allows him/her to participate in a more flexible curriculum according to his/her interests. This suppleness is what makes it possible for students to get in touch with a variety of other students, contents and cultures.

Based on the Knowledge Areas that the students were enrolled in both in their home university or at PUCRS, it is possible to infer that language classes were not mandatory for them. However, being an international student means they had an obvious desire to learn additional languages, which may have guided them to non-formal learning spaces. Regardless of the way they learned new languages, their choice certainly spanned around opportunities to interact – one way or another – with native or fluent speakers. Rather than formal classrooms, there are many ways and places that provide affordances through implicit or explicit knowledge. In order to understand the choices these students made concerning their learning processes, section 5.1.2 presents data about the additional languages they learned until the moment they answered the questionnaire.

5.1.2 The process of learning an additional language

Following our analysis of the students' questionnaire, the respondents were invited to answer some questions about what languages they knew until that moment, where they learned it, and what was their confidence level considering each one of them. For this section, we only ponder the full and valid answers, that is why we had 33 lines in Table 05, representing each international student already presented in section 5.1.1, and 31 respondents in Table 06.

Table 5 – Languages spoken by the international students

	LANGUAGE 01	LANGUAGE 02	LANGUAGE 03	LANGUAGE 04	LANGUAGE 05
01	Spanish	English	French	Portuguese	--
02	Spanish	English	Portuguese	--	--
03	English	Spanish	Portuguese	--	--
04	English	Spanish	Portuguese	--	--
05	Spanish	English	Portuguese	--	--
06	Spanish	English	Portuguese	--	--
07	Spanish	English	Portuguese	--	--
08	Spanish	English	French	Portuguese	--
09	French	English	Spanish	Portuguese	--

Table 05 – Languages spoken by the international students (continued)

	LANGUAGE 01	LANGUAGE 02	LANGUAGE 03	LANGUAGE 04	LANGUAGE 05
10	Spanish	Portuguese	English	--	--
11	Spanish	Portuguese	English	--	--
12	Spanish	English	Portuguese	--	--
13	Spanish	Portuguese	English	German	Italian
14	Spanish	Galician	English	Portuguese	--
15	English	Spanish	Portuguese	--	--
16	German	French	English	Portuguese	--
17	English	Spanish	French	Portuguese	--
18	Spanish	English	Portuguese	--	--
19	German	English	French	Portuguese	Spanish
20	English	French	Japanese	Portuguese	--
21	Spanish	English	Portuguese	--	--
22	Spanish	English	Portuguese	--	--
23	Italian	English	Portuguese	--	--
24	Spanish	Portuguese	--	--	--
25	French	English	Portuguese	Spanish	--
26	German	English	French	Spanish	Portuguese
27	Spanish	English	Portuguese	--	--
28	Spanish	Portuguese	English	--	--
29	Spanish	English	Portuguese	--	--
30	Spanish	English	Portuguese	--	--
31	English	Portuguese	German	--	--
32	Spanish	English	Portuguese	--	--
33	Korean	English	Portuguese	--	--

Source: the author.

Information presented in Table 05 indicates that Portuguese is the second (around 18%), the third (around 55%), the fourth (around 24%), and the fifth (around 3%) additional language learned by the group. More than 80% of the international students had learned two or more languages before Portuguese. The place or

situations where they started learning Portuguese are quite impressive: four students (12%) affirmed they learned Portuguese at home, probably stimulated by a relative or even their parents; eight students (24%) informed they learned Portuguese in language courses; nine students (27%) reported to be self-taught, that is, they learned by themselves; 13 students (39%) learned Portuguese in educational environments (school or university); and, lastly, almost 73% (24) of the respondents revealed to learn Portuguese during their exchange program, as part of their undergraduate courses.

Data aforementioned suggests there are students who come to Brazil without knowing BP, whether because they have Spanish as their L1 or because they lived in a border region with Brazil. As citizens of neighboring countries, they may have found some facility for comprehending BP, since this is not a completely unknown language. Moreover, students from distant countries but also Spanish speakers may have noticed the similarities between their L1 (or, in some cases, L2) and BP, and, therefore, they assumed to know the language, even if they had never studied it before their arrival in Brazil.

Knowing BP was also a variable in this case. Formal education not always provided opportunities for using real language in context. In this sense, students may have boosted their confidence in using the L2 while immersed in environments in which BP is used as an L1. Thus, applying for academic mobility was a way to develop or improve their skill on the language. After participating in exchange programs, besides not knowing BP previously, rates of confidence in using the language were high, as Table 06 shows, based on the answers taken from the questionnaire.

Table 6 – Confidence level (%) in using Portuguese as an additional language

	Reading	*Writing*	*Speaking*	*Listening*
Little or not confidente	09.68	19.35	29.03	9.68
Fairly confidente	22.58	51.62	12.90	25.80
Very or totally confidente	67.74	29.03	58.07	64.52
	100%	100%	100%	100%

Source: the author.

5.1.3 Learning Brazilian Portuguese at PUCRS

As section 5.1.2 was focused on the process of learning additional languages, section 5.1.3 presents and discusses students' experience in studying BP at PUCRS in specific language classes or in the courses not related to language but delivered in BP. It is important to highlight that not all of them had attended BP specific classes. In fact, 18.2% of them only joined classes on specific and more technical areas, which suggests that learning BP was in the background compared to learning specificities of the undergraduate course to which the student was committed.

When invited to appraise their experience on the BP course, 81.8% of the respondents who attended it expressed their opinions using all the alternatives of a Likert Scale. Among the five alternatives, they rated the course distinctively: 3.7% as completely unsatisfactory, 7.4% as unsatisfactory, 11.1% as neither satisfactory nor unsatisfactory, 48.2% as satisfactory, and 29.6% as completely satisfactory. It means that almost 78% of this group enjoyed and was pleased with the course delivered. Despite the high level of satisfaction, all students made constructive criticisms about the content and the methodology of the BP.

Among the positive comments about the classes, it is not possible to highlight any specific topic. Respondents were generic in their answers, only reporting classes were good in general terms, with engaging tasks or fair enough to help them in the other courses they were taking. Some students assigned their success in BP classes to their L1, namely Spanish, since it seemed to be very similar, however resemblances did not facilitate writing academic texts, as stated by two students. Grammar and vocabulary activities were the most mentioned. Lastly, personal interactions were also indicated as an encouraging stimulus, both with professors and with the other international students who were attending the course.

On the other hand, there were also negative points under discussion: faculty's additional languages, and students' proficiency level. The former was mentioned by students whose L1 was English or German. According to the responses, they would have liked to receive some instructions in English in order to establish more meaningful correspondences. Nonetheless, they seem to have solved this inconvenience by interacting with classmates, since they reported to have learned with them too. The latter, as expected, was not related to students but to organization per se. Respondents indicated their desire to learn academic language – that is, the

appropriate language to academic texts –, however, they realized that classes consisted in a casual vocabulary due to the mixed proficiency levels among the students.

As this group of international students rated the BP course as basic, we investigated which resources were used for them in order to improve their knowledge about language. Table 07 presents, therefore, their evaluation about the impact of trivial activities in the learning process while they were in Brazil.

Table 7 – Rates of influence (%) in the process of learning BP

	Low or very low	*Fair*	*High or very high*
Interaction with friends	0	6.1	93.9
General readings	9.1	30.3	60.6
Television, series and movies	21.2	33.3	45.5
Music	9.1	21.2	69.7
Internet and apps	21.2	33.3	45.5
Games	54.5	27.3	18.2
Language courses	9.1	27.3	63.6

Source: the author.

From the data above, we can tell games did not play an important role in this case, since most students indicated it as having little influence. Internet/apps and television/series/movies were also categorized as less important to the process, even though both had been used as catalysts to language learning for almost half of the group. General readings stood as the fourth most common tool used to improve language skills (reading, speaking and listening), mainly concerning vocabulary and grammar, among the students at hand. Although these activities provided different kinds and levels of interaction, it is through human face-to-face interactions that these learners seemed to place themselves more actively and autonomously in the environments in which they were immersed in.

In this sense, the exposed data corroborate with individual differences research on intrinsic motivation to learn new languages. The three main influencers to their learning of BP, besides attending the BP course at PUCRS, were interaction with friends, music, and language courses, with rates high or very high to 93.9%, 69.7% and 63.6% of the students, respectively. Human behavior in a specific society, that is, its culture, is the responsible for an imperative role in motivation

(NICHOLSON, 2013; DÖRNYEI, 2005; DÖRNYEI, 2003; KASPER & ROSE, 2002). These factors were the source from one or multiple appreciated facets (mostly culture-related features) of Brazilian culture, depending on the content used by students.

Still dealing with the factors that influenced them and ratifying the intrinsic motivations aforementioned, international students described other crucial features of learning BP: attending classes; going to parties; interacting with strangers in public places (fostering the need to speak and understand the language); living with a group of international students; making Brazilian friends; playing sports; producing oral and written academic texts; previously knowing Spanish; previously living near countries where Portuguese was the official language; self-studying; talking to classmates; and travelling around the country.

Besides answering questions about their learning process, this group of international students evaluated the activities they used to perform in BP before their arrival, and the ones they still do after their departure. Table 05 presents the responses with percentages corresponding to the referrals.

Table 8 – Frequency (%) of using BP to perform daily activities

ACTIVITY	FREQUENCY (%)						
	Never	Once a year	Once a month	Sometimes a month	Once a week	More than once a week	Daily
Listening to music							
Before the exchange program							
24.24	3.03	15.15	21.21	15.15	9.09	12.12
After the exchange program							
6.06	0	0	0	9.09	15.15	69.70
Playing (video)games							
Before the exchange program							
78.79	0	12.12	6.06	0	3.03	0
After the exchange program							
63.64	6.06	6.06	3.03	9.09	3.03	9.09

Table 08 – Frequency (%) of using BP to perform daily activities (continued)

ACTIVITY	FREQUENCY (%)						
	Never	Once a year	Once a month	Sometimes a month	Once a week	More than once a week	Daily
Reading at the university							
Before the exchange program							
	60.61	3.03	3.03	9.09	15.15	3.03	6.06
After the exchange program							
	15.15	6.06	0	3.03	6.06	15.15	54.55
Reading in social networks							
Before the exchange program							
	36.36	3.03	18.18	21.21	9.09	9.09	3.03
After the exchange program							
	3.03	0	0	3.03	12.12	24.24	57.58
Reading texts from different genres							
Before the exchange program							
	39.39	12.12	9.09	18.18	12.12	9.09	0
After the exchange program							
	3.03	6.06	3.03	6.06	9.09	33.33	39.39
Speaking at the university							
Before the exchange program							
	60.61	0	6.06	12.12	9.09	6.06	6.06
After the exchange program							
	12.12	9.09	0	6.06	6.06	12.12	54.55
Talking to friends							
Before the exchange program							
	54.55	12.12	3.03	12.12	9.09	6.06	3.03
After the exchange program							
	3.03	3.03	3.03	0	15.15	21.21	54.55

Table 08 – Frequency (%) of using BP to perform daily activities (continued)

ACTIVITY	FREQUENCY (%)						
	Never	*Once a year*	*Once a month*	*Sometimes a month*	*Once a week*	*More than once a week*	*Daily*
Using apps							
Before the exchange program							
	51.52	15.15	0	15.15	3.03	9.09	6.06
After the exchange program							
	21.21	3.03	18.18	9.09	18.18	15.15	15.15
Watching television, series or movies							
Before the exchange program							
	57.58	9.09	6.06	18.18	6.06	3.03	0
After the exchange program							
	9.09	3.03	3.03	15.15	21.21	21.21	27.27
Writing at the university							
Before the exchange program							
	63.64	0	6.06	12.12	9.09	3.03	6.06
After the exchange program							
	12.12	6.06	3.03	6.06	6.06	21.21	45.45
Writing in social networks							
Before the exchange program							
	66.67	0	6.06	15.15	6.06	3.03	3.03
After the exchange program							
	9.09	3.03	6.06	9.09	9.09	24.24	39.39
Writing texts from different genres							
Before the exchange program							
	60.61	6.06	9.09	6.06	12.12	3.03	3.03
After the exchange program							
	6.06	9.09	6.06	12.12	15.15	18.18	33.33

Source: the author.

Table 08 presents data inversely proportional among the indicated timescales. Only two activities had not increased significantly their frequency, namely "playing games or video games" and "using apps"; however, both had been incorporated to the students' routine. There are two possible speculations to this slow progress: (i) there are a few Brazilian applications (apps) raising the curiosity or the interest of this audience; and (ii) it is more convenient for them not to use an additional language in apps instead of using it as realia.

The use of BP in daily and academic routines had been enhanced since students experienced living and studying in Brazil. It is safe to say that Table 03 may have presented similar increase about confidence level in using BP if we had considered two timescales; for instance, in their arrival and in their departure, but this measurement would have made the current research impracticable, since it consisted of only one moment of data collection and of a mixed group of participants in terms of period of academic mobility.

The other activities listed in Table 08 involve human interaction and, therefore, higher levels of confidence in the use of a particular language. The mentioned "confidence level" had to do with proficiency but also with the autonomy and the efficiency to perform speech acts in a given language. The more these students were immersed and consuming BP materials[24], the more they used native-like language. It means that their autonomy and confidence in using BP was growing at the same time they expanded the genres of the texts they had to read and write, the number and type of music they listened to, the amount of opportunities they had to use and comprehend the language.

Most of these accomplishments were promoted within university gates, that is, in cafeterias, university libraries, living spaces, even in informal conversations in the hallways. Nonetheless, it is inside the classroom that their new or developed skills became more evident while producing academic texts, in writing or orally. This specific theme, that directly affects the curriculum planning intended in this thesis, was also part of the students' questionnaire. In two opportunities, they were questioned about the genres of written and oral academic texts they used to produce while at PUCRS. Their answers are expressed in Table 09.

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[24] BP materials, in this case, are a broad term to encompass inputs in the form of textbooks, grammar, readers, songs, among others.

General assessments/evaluations were not a category listed in the questionnaire, which means it was added by the research subjects. It is possible that the topic corresponds to the classical checkbox tests applied in order to verify students' comprehension about a certain issue and, consequently, attribute a grade to a school report. This practice is worldwide spread and also questioned in the same proportion. However, nowadays the production of academic texts is more accepted than any other parameter, since it allows the students to express their knowledge about the courses they are taking and also enables professors to confirm and analyze students' comprehension and interpretation of the topics discussed during the classes.

The other items selected by the researcher to compound the questionnaire were gathered from multiple sources: the practice of teaching additional languages, the schedule of Portuguese as an additional language classes for international students, the book "*Produção textual na universidade*" (MOTTA-ROTH; HENDGES, 2010), and the manual "Academic writing for graduate students: essential tasks and skills" (SWALES; FEAK, 1994). These two guides were chosen due to their clear and objective content. According to these sources, abstracts, reviews and articles are the most produced texts in the university, since they are the most common means of disseminating scientific content.

Table 9 – Written and oral texts indicated by international students as produced while at PUCRS

	Text produced	Indications (%)
	Abstract	63.63
	Expanded abstract	21.21
	General assessments/evaluations	03.03
Written academic texts	Note taking	66.66
	Review	39.39
	Review article	24.24
	Research project	39.39
	Scientific article	12.12

Table 9 – Written and oral texts indicated by international students as produced while at PUCRS (continued)

	Text produced	Indications (%)
Oral academic texts	Presentation of papers in classroom	81.81
	Presentation of papers in events	18.18
	Final paper/thesis presentation	09.09
	Conferences	30.30
	Poster[25]	12.12

Source: the author.

Even though most of these students indicated note taking, writing abstracts and presenting papers in classroom or in conferences as the most frequently produced texts at the university, two of them reported they had never written any of the texts listed above, and four of them suggested they had never produced an oral academic text. The reasons for it are not clear: maybe they really did not produce an academic text or perhaps they just did not know how to name it. It is worth mentioning, though, there is one possible cause for it. There are many cases in which orality is not taken into account in studies on discourse genres. Although classroom interaction is the most widespread means of communication in the academic context, that is, one of the most used oral genres in this context, professors and students do not recognize it as such (FERREIRA, 2019).

As previously mentioned, knowing which academic texts international students are used to produce and all the information about their knowledge on BP and other languages is certainly helpful for the design of the curriculum to which this thesis is dedicated. However, there is another area of expertise required by the questionnaire, and by the course under development: technological tools. Section 5.1.4 presents international students' answers concerning the theme and analyzes the needs to be incorporated to the BP online course in order to meet their expectations and skills.

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[25] A poster is an academic text that may be produced in oral or written form. In the questionnaire, it was indicated as an oral text, just as a means to point it as a text from the academic sphere. However, students did not include it as a written academic text. This is the reason why the poster does not appear in the first list.

5.1.4 Technology and digital platforms to e-learning

In chapter 3, in which the methodology of this thesis is presented, González-Lloret (2014) and her research about needs analysis were addressed. According to the author, it is imperative to investigate not only the linguistic needs of L2 learners, but also their technological demands, that is, the support they need in order to perform some specific activities in technological equipment and software. Table 10 shows us the international students' answers about this theme.

Table 10 – Students' confidence level (%) to perform activities in technological resources

	Little or not confident	Fairly confident	Very confident	Totally confidente
Open and close tabs in the Internet browser	0	6.06	9.09	84.85
Find icons	0	6.06	12.12	81.82
Access videos, photos and links	0	3.03	15.15	81.82
Read online texts	0	6.06	12.12	81.82
Answer quizzes and other online activities	3.03	3.03	24.24	69.70
Write online texts	3.03	15.15	18.18	63.64
Log in and log out pages	0	3.03	9.09	87.88
Search certified websites for academic research	3.03	12.12	18.18	66.67

Source: the author.

Besides the fact that the vast majority declared themselves totally confident in working with technological resources, there was a significant percentage of the students who were not sure about how to do so. Also, there were international students who believed their mastering of technology was just fair or absent, as in the cases of answering quizzes and online tasks, using proper tools to writing online texts, or even searching for certified websites in order to do academic research. These three topics were the most relevant information to the course under development, since they forewarned the need to provide tutorials to the target public about how to successfully complete the tasks in the course on academic BP. Moreover, these answers reveal another essential information: the difficulty in

performing online activities may be caused by overloaded pages with unnecessary contents and icons. Designing clear and modern layouts, with only the required information, can be an alternative to attract and to engage as many participants as possible.

When asked whether and why they took any completely online course, international students were straight to the point, making their perceptions clear: 63.64% of them had never done it, 24.24% had already participated in an online course, and 12.12% of them had started it, but have not completed the course. Their motivations were also indicated:

- *Reasons for them to participate in an online course*: motivation in this issue was both intrinsic and extrinsic. On the one hand, it was intrinsic because it was a self-desire, such as when they referred to choose an online course in order to have the opportunity to study any content, anytime, anywhere. On the other hand, it was extrinsic because it appeared as a requirement to something, that is, completing an online course seemed to offer rewards in different fields, but mainly in the academic and professional environments.

- *Reasons why they never started an online course*: preference for face-to-face classrooms was the main topic mentioned by this group of international students. High costs in some knowledge areas also prevented them from pursuing this type of continuing education. Causes less stated, but still present in the list of answers, were: there was no course that made them feel interested and there was no evident need.

- *Reasons that led them to drop out of an online course halfway*: time was the decisive factor in this matter. Most of the respondents reported that they were working students, which did not allow them enough free time between activities to make them able to dedicate themselves to an intensive online course.

However, when these students were questioned about participating in an online course of academic BP offered by PUCRS, 84.85% of them indicated they would certainly enroll. The credibility of PUCRS teaching was ensured while this group was part of the active students of this HEI, so the main reason mentioned as motivation was the fact that the course was promoted by this institution. Students

from Spanish-speaking countries recommended this opportunity to every international student who speaks their native language because, according to them, there is a mindset suggesting Spanish and Portuguese are the same language since they share the same linguistic background; their perception changed when they arrived in Brazil and realized they must learn BP particularities. Among the students who already knew BP before arriving in Brazil, the discussed topics were the following: the course may boost their confidence in using the language; the course may have prepared them for the Brazilian academic scenario; and the course may help them keep improving their skills after their exchange program.

Concerning Brazilian universities, the last section on the student's questionnaire consisted of two open inquiries focused on PUCRS. In each of them, international students were invited to describe positive and negative aspects of BP classes and BP general teaching at the university. The following section continues this needs analysis by discussing some perceptions about teaching and learning additional languages in this specific context.

5.1.5 Teaching and learning additional languages at PUCRS

Becoming aware of the positive aspects and issues to be improved is more important than it seems to be. It is not an easy task though. In the educational system, it means revising teaching methods and techniques, setting new goals, accepting personal and team faults, leaving the comfort zone, planning new lessons, and reconsidering subjects in an endeavor to meet the expectations of the entire academic community. Nonetheless, it is a process in which the participants recognize the projects, lessons, content and moments that must happen to lead to good results.

The last section of the students' questionnaire was dedicated to the free writing skill, to short or long answers through which the international students could express their satisfactions and discontent with the experiences they had while at PUCRS. Answers were divided into two moments, highlighting the content of their comments and not the responses per se. In the following pages, there is an analysis of the potentialities and the issues that should be improved in the BP course they took, according to students' perception.

Concerning positive aspects about the BP course at PUCRS, the pointed items are:

(a) Faculty: interaction and flexibility

Students reported getting along well with professors as a motivating factor to learning BP. This good relationship was justified by faculties' sympathy and knowledge about Portuguese. Also, students described the syllabus' flexibility as positive, since they were able to learn more about Brazilian's and gaucho's cultures and history. Lastly, grammatical aspects were related as good lesson content.

(b) More than students, learners: empathy and discoveries

Exchanging experiences with other international students was mentioned by a great number of respondents. Also, interacting face-to-face with their "international buddies"[26] was indicated as better than participating in BP classes: meaning negotiation seems to be easier and more effective within small groups or between two people rather than in large groups of students, with only one professor mediating it.

(c) University beyond the academic environment

Producing written or oral academic texts is challenging to all undergraduate students, but for international learners the activity is even more difficult. To this group of respondents, having the opportunity and the support to complete academic demands was an imperative factor to improve their skills on BP. However, it was beyond the classroom that they had to lose shyness in order to talk to other people. Students reported the need for communicating about themes not related to classes, which made them get in touch in a deeper way with the informal BP used outside classroom, as in the cafeterias and the restaurants, and cultures different from the ones they were exposed to until the beginning of their period of academic mobility.

When describing the aspects to be improved, international students presented more details than in the first part of the section. Their answers were gathered in four items, and a complete response is presented at the end of the following scenario.

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[26] See more information in: http://www.pucrs.br/internacional/mobilidade-academica/amigo-universitario/.

(a) Schedule and workload

Criticism was made concerning the day of the BP classes. Students suggested more flexible schedules, since their classes occurred only on Tuesdays and Thursdays. According to them, class time was another issue. In this sense, however, it is not always possible to make adjustments. General schedule of classes is finished months before starting the academic semester, and it conciliates different variables (teachers' schedule, programs' schedule, the need of specific courses, among others). Offering an online course on academic BP – which is the main purpose of the present thesis – may be the most adequate solution, considering that it will promote autonomous and asynchronous learning strategies.

(b) Subjects and engagement

Some students judged classes as boring and not really planned. This statement had been justified by their perceptions on the required proficiency level, because part of the students did not know BP and the other part was already classified as intermediate or advanced. Classes were, therefore, planned to support more the students with low proficiency level, which did not appraise most part of the group. Students reported having few tasks about more complex grammar and even fewer activities concerning the production of academic texts, mainly written texts.

(c) Student's proficiency level

Another complaint was related to the slow progression of the classes. According to the respondents, there were three main reasons: (i) fewer students spoke in Portuguese during the classes because part of them was not proficient; (ii) great part of the students did not feel challenged by the tasks, so they constantly finished the lessons before the others, which intensified the notion of having more free time than real classes; (iii) teacher cancelled some classes and some of them were substituted by conferences and other Institutional events. The solution proposed by them was offering different courses to different proficiency levels.

(d) Faculty' adequacy: proficiency in additional languages and classroom practices

Lastly, the final topic addressed students' dissatisfaction with the languages by which professors interacted with them. Students said professors were not

proficient in English, therefore they were not able to communicate and to explain Portuguese concepts to non-Spanish-speakers. Also, students' comprehension about language was affected by professors' pronunciation: the undertone and the faster they delivered the classes, the fewer students understood the contents and subjects. This is a key point for the selection of teaching materials, so it must be considered by the professors and tutors who will design the activities for the course proposed here. During the selection and/or recording of audio and visual resources, the tone and speed of speech have to be carefully controlled to avoid misunderstandings.

In Table 11, there is a sample of comments[27] about negative topics pointed out by the students. Unlike positive descriptions, in these questions, students developed longer and more cohesive responses.

Table 11 - Complete comment [sic] about aspects to be improved

It was very unstructured and scattered. We didn't had clear learning objectives or goals to complete by each lesson/week/month. I think this made the class too casual, I would had preferred a more rigorous and focused plans. The classes had too many levels of proficiency, some people didn't know anything while others knew some so there was no definition of levels where we could improve. There wasn't enough guided speaking, one of the hardest things in any language is gaining the confidence to talk, this is something the teacher should had done once a week by correcting the words we got wrong and teaching the right way to say words. The only project that was assigned was divided by country, and I was the only American which meant I worked alone which didn't allow any room for interactive learning. I was very unhappy with the classes I took at PUCRS for Portuguese, especially the professor, I expected more than what I experienced.

Source: answer #17 to question #34 of the Students' Questionnaire (Appendix 001).

The recurrence of themes guided us to understand that these complaints were not the case for a single student. Great part of this answer is also related to the topics analyzed above. However, answer #17 presented more specific situations and descriptions about the classes, and that is the reason why it has been chosen for this analysis.

International student #17 (henceforth IS17) started the statement by indicating a lack of clear objectives or goals. When it comes to the study of pragmatics and speech acts, it is imperative that every involved person should be aware of the needed achievements, unless the goal is promoting pragmatic awareness, which does not have to do with the learning of the speech act per se but with the sensitivity

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[27] The response was not modified despite the possible spelling mistakes.

to notice their use as a previous step (AUSTIN, 1975; SEARLE, 1979; CULPEPER; HAUGH, 2014). The focus here is on sociopragmatics and to make them aware that some of the speech acts are performed one way or another (illocutionary act) in order to obtain different responses (perlocutionary acts). To sum up, this statement reinforces the need for students to have information about the purposes of the course they take. In the case of the online BP course proposed in this thesis, it cannot be different.

Moving into the field of pragmalinguistics, we can reflect upon the second part of the IS17 response: "There wasn't enough guided speaking, one of the hardest things in any language is gaining the confidence to talk, this is something the teacher should had done once a week by correcting the words we got wrong and teaching the right way to say words" (sic). One more time, basing the discussion on the study of speech acts, according to the authors studied here, it is essential that students immerse themselves in the target language, especially in its structural issues, so they can learn more effectively how to communicate in an additional language, in this case, BP.

The last part of the comment allows us to paraphrase Culpeper (2009), when the author asks how local is "local"[28], considering Leech's theory of general pragmatics, sociopragmatics and pragmalinguistics. In the present thesis, the question stills the same, and it is closely tied to what IS17 commented in the third and last part of their answer. According to my own teaching experience and observations of PAL classes, aiming to welcome students in class more quickly, there is a tendency to make it possible for a student to get closer to a colleague from the same country of origin, in an attempt to facilitate learning of languages through negotiation of meanings. However, how much are we promoting learning by not making the classroom challenges bigger? How social do we make the teaching context by focusing on the interaction between cultures already known to students? Should we not be promoting activities that are more flexible and that make meaning negotiation really meaningful rather than convenient?

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[28] According to Culpeper (2009, p. 2), "[h]ow local is local? Perhaps the way out of this problem is to remember that Leech refers to "specific" local conditions. With this in mind, one could say that sociopragmatics concerns itself with any aspect of the social context that is specific to the pragmatic meanings of particular language use".

5.2 THE FACULTY

Data presented in this section were also gathered in 2019, but between October 09th and 23rd. This questionnaire was only sent once to the mailing list of professors. According to information provided by PUCRS' Communication Office, 1041 faculty received the email with the questionnaire, which represents 98.02% of the faculty, 632 (60.71% of faculty) opened the received message, 131 (20.72% of faculty) opened the link with the questionnaire, but only 64 of them (6.14% of the total, approximately 48.9% of the ones who opened the link) completed all questions and sent the answers back.

It is important to highlight that the professors who teach BP course to international students, although receiving the questionnaire, did not answer it, which means we could only present students' point of view about the classes they took at PUCRS. With the gathered data, as expected, we can present and analyze a general view about the classes at PUCRS, aiming at designing the course under development within teaching boundaries at the Institution, adopting the same patterns and rules already used by professors and programs/courses. The following discussion is, therefore, based on faculties' professional information, the additional languages they used to perform as medium of instruction, their knowledge about BP academic texts, and technologies and digital platforms they used to interact with or through in the classes they deliver.

5.2.1 General information about PUCRS' faculty

One more time considering Capes' Knowledge Areas table, the respondents came from the exact same areas as students did: representing Exact and Earth Sciences, there were 12 (18.75%) professors from Polytechnic School; from Health Sciences area, there were 15 (23.44%) from School of Health and Life Sciences, and 7 (10.94%) from the Medical School; Applied Social Sciences encompassed the greatest amount of professors, being 6 (9.37%) from the School of Communication, Arts and Design, 2 (3.12%) from the Law School, and 12 (18.75%) from the Business School; and, lastly, depicting Human Sciences, 10 (15.63%) professors were from the School of Humanities.

Considering teaching time, professors informed the general average of 18.9 years, being 14.5 years the average for teaching time at PUCRS. In a scale for periods of five years, teaching time may be classified as data presented in Table 12.

Table 12 – Faculties' teaching time

	Teaching time at HEIs (%)	Teaching time at PUCRS (%)
From 0 to 5 years	06.25	15.63
From 6 to 10 years	18.75	26.56
From 11 to 15 years	12.50	07.81
From 16 to 20 years	21.87	26.56
More than 20 years	40.63	23.44
	100%	100%

Source: the author.

At the same time, most professors reported to work as HEI' professor for more than 20 years, most of which indicated working at PUCRS in two different measures of time: from six to ten years; and from 16 to 20 years. It means the faculty is not, in general, made up of professors who are not new at the institution. Practice in the classroom seems not to be an issue among them, therefore; according to the responses, there are consolidate methods and techniques being used to teach a large number of subjects, in different schools and areas.

Concerning the language through which these professors delivered classes, 75% of them only taught in Portuguese, 20.32% taught in Portuguese and English, 3.12% taught in Portuguese and Spanish, and only 1.56% had used Portuguese, English and Spanish as medium of instruction. This data suggests three main issues to debate: (i) faculty did not receive the opportunity to teach in additional languages; (ii) faculty did not feel confident about their skills concerning their additional languages; (iii) faculty did not present proficiency skills on additional languages. The former may start an institutional discussion about offer and demand: if students did not demonstrate interest in courses delivered in other languages – rather than in Portuguese –, the HEI do not have the need to offer courses like that. This interest or need may be expressed as a previous indication to the coordinator of the program or as effective registration in the offered courses within enrollment period. The second

and the last issues may be solved by continuing education. Promoting activities on language producing skills (mainly speaking and writing) may boost their confidence in teaching in other languages as a medium of instruction. Also, providing opportunities to professors to learn new languages may enhance the scope of additional languages in which the university offers classes[29,30].

In the same sense, continuing education may be a way to improve teaching techniques and activities. One of the most required tasks at HEIs is producing academic texts. But, is the faculty ready to deal with a subject that is often attributed to the School of Letters or "already known" by students? Next section is an attempt to answer this question.

5.2.2 Teaching academic texts at the university

Concerning the production of written texts, among the items from the list provided in the questionnaire, as a means to measure students' learning progress, 70.31% of the professors reported to request scientific articles, 45.31% research projects, 45.31% note taking, 45.31% reviews, 26.56% review articles, 15.62% expanded abstracts, and 15.62% abstracts. Since the question had an open space for inserts, professors complemented their response by adding written academic texts produced in/for their classes: basic or technical reports represented 7.81% of the total of responses; literary texts, such as short stories, poems, novels, chronicles, among others, represented 3.12%; descriptive memorials represented 1.56%; and journalistic texts were also indicated by 1.56% of the respondents.

Regarding oral academic texts, the exemplified answers (provided in the questionnaire) were the responsible for the highest percentages: participating in classroom activities (84.37%), presenting individual activities (75%), and delivering seminars (73.43%). This question also allowed faculty members to add other oral academic texts, which revealed students were also challenged by group presentations (3.12%), simulated juries (1.56%), and audio and video productions (1.56%).

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[29] The School of Letters has offered a 16 hours extension course on English as a Medium of Instruction (EMI) in semester 2019-2 for 12 faculty members. The same course will be offered in its second edition in 2020.

[30] Also, in terms of graduate courses, in addition to disseminating an L2, it could increase the number of published academic texts (articles, dissertations, thesis, among others) in other languages, which could help PUCRS' researchers and students to get into a circle of high impact journals.

These data suggest that the students were encouraged to produce different text genres within the classes they took in their undergraduate courses. Both written and oral academic texts were evaluated, so the students probably had the time and the support to accomplish the tasks. For the BP course under development, information like this expands the number of possible tasks to be outlined in future activities considering this specific audience.

When the topic came to assisting students in the process of text production, professors were questioned about the resources PUCRS provided in order to help the academic community to write and to orally communicate scientific contents. There were a wide range of courses, resources and tools indicated by the professors as a means to help students to better perform their academic texts in additional languages: (i) administrative sectors, via the formatting service provided by the library and the Learning Laboratory (Lapren); the former offers regular workshops on formatting standards and the latter is the responsible for mentoring programs to help students solve specific doubts on knowledge areas; (ii) courses of Portuguese to International Students offered by the School of Humanities, and other courses delivered in English; (iii) language courses promoted by Lexis, PUCRS' Language Center, as continuing education; (iv) meetings with the reference teacher, an advisor provided by some Schools in order to support students with their activities on campus; and (v) text editing guides, provided by software and International Associations, such as the Brazilian Association of Technical Directions (ABNT).

However, considering language adequacy, more than 70% of the professors said that there was no assistance provided by the institution to the student other than that given by them in the classroom. This statement allows us to reflect upon the duties assigned to a HEI' professor. On the one hand, higher education faculty is also engaged in research and in extension activities in a Knowledge Area and, more specifically, to one (or some) ramifications of this area. For example, among the possible Assessment Areas in Exact and Earth Sciences, there are Immunology and Chemical Engineering. Immunology courses and professionals, despite being in the same concentration area as a Chemical Engineer, have intrinsically different characteristics, besides, of course, competences and skills that differ from each other. The object of study in these areas is not the same and, obviously, professors in the same Knowledge Area are not expected to be experts in all aspects that compound it. Likewise, higher education students are expected to be proficient and

able to deal with the particularities, with which, between the lines, forms complex and multifaceted knowledge. Thus, in theory, a professor and a student of higher education should focus, in the academic texts produced in and for class, on the content rather than to the form. On the other hand, it is not possible to separate the conceptions of form and content from an academic text when, according to the faculty, there is no adequate support at the institutional level that assists students in writing while professors focus their time and attention on the content produced by students. The situation becomes a double-edged sword that, little by little, can decrease the quality of one of its sides.

5.2.3 Using technologies and digital platforms as teaching aids

After all questions about teaching, this section is dedicated to the technologies used in the classroom in order to facilitate or to complement the delivered classes. Section 5.2.3 aims at identifying how much the faculty is used to digital platforms, how much they apply them in the classroom, and what is their feedback concerning online courses, both experiencing it as a student or as a tutor. This section is, therefore, an endeavor to estimate what resources must and should be added to the online course under development, and also to detect the areas in which continuing education courses could be offered in order to qualify the teaching staff in the issues they suggested as little known. Lastly, this information reveals the current practices in order to avoid the designing of a course disconnected or overlaid to the activities currently conducted at the institution.

The first data collected by this section brought light to the confidence professors said they have while performing activities using technological resources and tools. The question presented a list of activities they have to do in order to succeed in accessing, completing tasks and finishing stages of a course or simple internet browsing activities. The answers are expressed in Table 13.

Table 13 – Professors' confidence level (%) to perform activities in technological resources

	Little or not confident	Fairly confident	Very or totally confident
Open and close tabs in the Internet browser	6.25	14.06	79.69
Find icons	6.25	12.50	81.25
Access videos, photos and links	9.37	17.19	73.44
Read online texts	7.81	9.38	82.81
Answer quizzes and other online activities	21.87	31.25	46.88
Write online texts	14.06	18.75	67.19
Log in and log out pages	9.37	10.94	79.69
Search certified sites for academic research	6.25	17.19	76.56

Source: the author.

Based on the information provided by Table 09, it is possible to say that professors had not struggled with technologies; however, they seemed to need more instruction on how to effectively accomplish tasks within innovative tools, mainly into those offered through internet browsers. Their responses to items "answer quizzes and other online activities" and "write online texts" were intriguing but not surprising: the issues that demand greater interaction between user and platform were those that obtained the highest scores of low or fair confidence. Perhaps it occurred due to the intuitive character of performing usual tasks, of repeatedly doing the same actions in order to achieve the typical responses (e.g. always clicking on the "x" icon to close websites).

As happened with Table 07, Table 09 presents more useful data to the planning of continuing education courses whose main goal is to improve some academic community skills. That is, both of them reinforce the urge for tutorials or workshops on reliable sources for academic research, on online and collaborative tools for text production, and on how to complete activities that are fundamentally part of online courses.

Searching for profiling information about faculty involvement on this specific training offer, part two of this section on the questionnaire, aimed at recognizing their motivations to participate in an online course. The responses were given considering two conditions: as a student and as a professor. The compiled answers for the former are shown in Table 10, and the latter is the main purpose of Table 11.

Table 14 – Data collection on the participation of the faculty in online courses as students

Reasons why they never started an online course	Lack of: (i) opportunities; (ii) time; (iii) interest; and (iv) hands-on (practical activities). Preference for: (i) using online contexts to perform research duties; and (ii) face-to-face classroom interactions.
Reasons that led them to give up an online course halfway	Difficulties: (i) staying motivated; and (ii) carrying all tasks proposed out. Perception: shallow course.
Reasons for them to participate in an online course	*When the course was said to be <u>unsatisfactory</u>:* Perception: shallow course. Difficulty: to accomplish the task performance agenda. *When the course was said to be <u>neither unsatisfactory nor satisfactory</u>:* Perceptions: (i) it is only convenient; and (ii) the platform is often used as a repository, making the course not interactive. Lacks of: (i) interaction with a teacher; and (ii) lesson planning. *When the course was said to be <u>satisfactory</u>:* General perception: its realization can be considered practical. Positive aspects: (i) schedule flexibility; (ii) quality of the lessons and available realia; and (iii) interaction with peers. *When the course was said to be <u>completely satisfactory</u>:* Perceptions: (i) it is quite simple to realize an online course in your own interests; and (ii) it is easy to do the required readings. Positive aspects: (i) time flexibility to accomplish tasks; (ii) autonomy to choose your own study plan; and (iii) feedback' agility and assertiveness.

Source: the author.

The evaluation of participating in an online course was made in a three-step question. First of all, faculty indicated the status of their participation. Almost 36% of this group of professors said to have never been enrolled in online courses, 14% of them said they dropped out of classes before finishing the course, and 50% of them said to have accomplished all tasks and activities proposed in the online courses they were enrolled in. In step two, as Table 10 shows, faculty members had to properly evaluate their experience in a scale of five possibilities, from completely unsatisfactory to completely satisfactory. Step two was not mandatory, so most professors skipped it and just answered step three (also not mandatory). The last step was responsible for collecting information about the "reasons why", which served as the basis for the creation of the framework above.

The perceptions and the aspects presented in Table 15 were subjective. However, the variable "time" was a constant element in the gathered data. It appeared as negative and also as a positive feature of an online course. In fact, the main issue pointed out is the difficulty in reconciling online and offline agenda, which is not an exclusive characteristic of the courses, but of the online environment as a whole. Another element constantly indicated was "personal interest". Motivation seemed to be a correlated theme to it, since the distance between the students' knowledge and the course' required background was mentioned as not always aligned. Thus, as Krashen (1985) predicted in the Input Hypothesis, the dropout of students along the way seems to be linked to the (lack of) relevance of the courses in which they are enrolled and to how challenging they are to develop activities. Lastly, as mentioned as the elements above, there was the "interaction" feature. Faculty elected this issue as motivational and also inherent to the learning process.

Table 15 – Data collection on the participation of the faculty in online courses as professor or tutor

| Reasons why they never delivered online courses | General perception: it is challenging to teach in a different format than usual. Reasons: (i) overwork on offline duties; (ii) fewer resources available; (iii) there is no assistance to develop teaching materials; (iv) convenience; (v) feeling of discomfort in developing digital content; and (vi) develop very specific contents that require continuous support from face-to-face interactions. |

Source: the author.

Table 15 – Data collection on the participation of the faculty in online courses as professor or tutor (continued)

| Reasons for them to deliver classes in online courses | *When the course was said to be <u>unsatisfactory</u>:* Difficulties: (i) developing teaching materials, mainly in additional languages; and (ii) making students to effectively engage in the proposed activities.

 When the course was said to be <u>neither unsatisfactory nor satisfactory</u>: Difficulties: (i) low rates of students' engagement; and (ii) monotonous (without interaction) platform.

 When the course was said to be <u>satisfactory</u>: General perceptions: it is a good experience, but it requires constant adaptations concerning teaching materials.

 When the course was said to be <u>completely satisfactory</u>: Perceptions: (i) it requires lots of individual discipline; and (ii) it is easier to teach to an immeasurable number of students. |

Source: the author.

Table 15 also presents subjective data, and the reason why to deliver classes in an online course only corresponds to a point of view of 31% of the group of respondents. 69% of them had never taught in online contexts and only half of their reasons might be changed through workshops and other training projects. Perhaps offering opportunities to improve their skills in teaching material design can be a way to support them into the other reasons that keep them away from this teaching context. It is not certain, however, that the target public will engage in the theme, since there are more personal features involved than this thesis can measure.

Developing teaching realia to digital contexts is an ambiguous issue among the answers. While some of the respondents suggested it was a negative aspect, part of them seemed to enjoy the process of creating activities according to their always-changeable students. Recognizing the profile of each group of students is what allows and, at the same time, helps the faculty to find the most enjoyable learning path for the group. In this journey, both professors and students may find the best digital resources to support or to guide all practices included in the course.

Based on all information presented in the profile above, section 5.3 of this chapter is an attempt to convert research data into improvements to the BP course under development. Throughout the topics presented below, there are essential issues to be considered while designing an online course mainly when the target public is international students who attend classes in which Portuguese is the medium of instruction. The course itself will be presented in Chapter 6 of this thesis.

5.3 TRANSFORMING RESEARCH IN IMPROVEMENTS FOR LANGUAGE TEACHING

Concerning the students' profiling data and the responses provided by PUCRS' faculty members, the following topics will be considered in the process of designing the Portuguese360' curriculum:

- Students' age range while at PUCRS was 24.5 years old, which means they were an adult public whose purposes of learning a new language were related to the improvement of academic and/or professional skills;
- The most common native language was Spanish, although great part of the students had strong influence of English in their additional languages' repertoire;

- Undergraduate students who spent an academic semester at PUCRS are the majority. In general, these students were not from language undergraduate courses, thus, they did not have previous Portuguese classes;

- These students were not used to interacting via technological resources using BP. In this sense, proposing games and the use of collaborative text production (oral or written) may be an effective way to engage them into using BP in addition to face-to-face interactions;

- Also, the development of tutorials to every module seems to be essential, in an endeavor to provide clear information on how to perform the activities. Another fundamental feature to be developed or incorporated to the course are the tools for interaction between teacher-student, student-student and, if possible, international buddy-student;

- According to the students' responses, they had the need to be in touch with more samples of formal language, mainly on writing activities. Moreover, based on the information provided by them, it is possible to infer that it is more appropriate to develop activities focused on the intermediate level, with some nuances of basic and advanced language tasks, in order to encompass most international students;

- Pragmalinguistics can be widely addressed, since students expressed their desire to do more activities on BP grammar;

- It is important to find a way to register the automatic feedbacks in Portuguese, but also in Spanish and English, in order to provide more clear information about the language to the international students;

- It is also essential to provide access (perhaps as an additional content through hyperlinks) to formatting standards and to learning objectives developed by PUCRS' Learning Laboratory (Lapren). These resources may support students in their process of producing academic texts;

- It is imperative to add applications, games, online repositories, tools for collaborative work, and other digital resources that may be helpful for the learning process;

- Lastly, as all lesson planning should do, all modules must present clear objectives at the beginning of the activities. Students must be aware of

what is being offered and where they should walk through among the activities.

These issues play a key role in the course under development. They are responsible for guiding the selection of teaching materials, texts and activities, and also for the adaptations concerning language inputs. Moreover, proposing challenging and technological activities can increase the rates of participation and permanence of students in the course, which may reflect positively on BP learning. The effects of the needs analysis presented in this chapter may be seen in Chapter 6, in which the Portuguese360's curricular progression is presented.

6 COURSE DESIGN

The course presented here differs from the others offered so far because of its intrinsic characteristics and objectives. Timboni (2018, p. 79-82), before presenting her curricular proposal, analyzed all the BP online courses found by her until that moment. The programs investigated by the author (namely, courses at the Regional University of Blumenau - FURB, the State University of Campinas - Unicamp, the Federal Institute of Rio Grande do Sul - IFRS, Duolingo, and the Federal University of Health Sciences of Porto Alegre - UFCSPA, in partnership with the Federal University of Rio Grande do Sul - UFRGS, through the platforms MiríadaX, Coursera, IFRS Moodle, Duolingo website and app, and UNA-SUS, respectively) focus on teaching BP discourse genres used in the participants' daily routines, as well as insights into Brazilian cultures. The *Curso Autoformativo de Português para Intercâmbio* (CAPI), presented by Timboni (2018), which had been in the development process for some years, has the same linguistic bias as the other courses mentioned above, despite having in its scope the study of the Lattes curriculum[31], abstracts, and scientific articles. The number of CAPI academic texts is greater than those explored by other PAL courses; however, it does not seem to offer an expansion for the international students' academic skills for the Brazilian university context.

In light of the description of courses mentioned before, Portuguese360 appears as an unprecedented course, for it is an innovative proposal that emerges from the intersection between L2 pragmatics in CALL, and the teaching and learning of BP and its academic texts, according to the studies previously mentioned in Chapters 2 and 3 of this thesis. Moreover, the needs analysis presented in Chapter 5 is essential for the design of a curriculum with the aforementioned scope. Next sections of this Chapter intend to answer the research questions of the thesis, and also to shed a light on which academic texts should be taught in order to better structure the curricular progression and to promote an increasing complexity of themes, which opportunities may be proposed in order to foster reflections about BP concerning the adequacy needed to avoid sociopragmatics or pragmalinguistics

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[31] Lattes' Platform is provided by CNPq; its main goal is to integrate information about researchers, research groups and educational institutions. It is a national database about academic register. More information available in: http://lattes.cnpq.br/.

failure, and the objectives and content that have to be studied by the participants throughout mandatory and optional activities.

6.1 GENERAL DESCRIPTION

Portuguese360 is an online BP course to be offered by the Pontifical Catholic University of Rio Grande do Sul (PUCRS), Brazil. Aiming to uncover all particularities of this specific context, a needs analysis was performed with international students and the current faculty in order to set a clear and objective portrait of what is expected by this target public concerning language classes, and also what is already done in terms of teaching through digital platforms, and, even most important for this research, teaching of academic BP.

As general objectives, Portuguese360 aims at (i) presenting PUCRS' academic environment to international students, and (ii) enhancing international students' knowledge about academic BP prior to their arrival at PUCRS. The scope of the course presented in the next sections is based on concepts of pragmatics (sociopragmatics, pragmalinguistics, speech acts) and on academic texts, due to the needs identified from the questionnaire already mentioned and discussed in previous chapters.

The curriculum of Portuguese360 was designed to be a course with thirty hours of online classes, divided into five modules of six hours, which is similar to most PAL courses available on the internet. At the end of classes, participants may require a certificate of participation in Portuguese360 if they have achieved at least 75% of attendance in the proposed activities, as a norm imposed by PUCRS, which is a practice also adopted by a great number of HEIs. As a regular register in CALL or any online activity, attendance is measured by an average of multiple sources: students have to accomplish all evaluative activities with grades higher than 7 (at least), to complete all readings, to listen to all podcasts and audio files, to watch all mandatory videos, to actively participate in all forums, seminars, and any other interactive task, according to the guidelines exposed below.

6.2 OBJECTIVES

Given the context in which Portuguese360 is planned to happen, it is possible to say that its first objective (presenting PUCRS' academic environment to international students) is the main generic purpose of the course. Moreover, it is the second objective (enhancing international students' knowledge about academic BP prior to their arrival at the Institution) the one that makes the connections between the content and the theoretical framework previously presented possible. Based on that, it is safe to affirm that the first objective is consolidated as a transversal axis that cuts across all modules, while the second objective unfolds in objectives of language learning and of L2 pragmatics. Table 16 shows, therefore, the objectives of the three segments that compound the basis of Portuguese360.

Table 16 – The objectives of Portuguese360

Module	General objectives	Language learning objectives	General pragmatics objectives
	At the end of the module, the participants will be able...		
1	(i) to recognize Porto Alegre and PUCRS as exponential places.	(i) to comprehend oral and written personal presentations; (ii) to efficiently write biodatas; (ii) to present themselves in academic environments eloquently.	(i) to be aware of the implicit and explicit social distance in personal presentations; (ii) to identify the representative or assertive speech acts.
2	(i) to know PUCRS' Schools and the campus.	(i) to organize notes they took in class; (ii) to analyze note taking from the others in order to mentally fix the contents.	(i) to identify the commissive speech acts.
3	(i) to recognize the research carried out in the institution.	(i) to write clear and succinct abstracts; (ii) to notice the difference between conference abstracts, article abstracts and classroom abstracts.	(i) to identify the declarative speech acts.
4	(i) to critically analyze the academic environment where they will be immersed.	(i) to produce a cohesively review in written or oral modalities.	(i) to identify the expressive speech acts.
5	(i) to reflect upon the opportunities they will have while at PUCRS.	(i) to be aware of the production of an article as a research outcome; (ii) to discuss articles from their knowledge areas.	(i) to identify the directive or rogative speech acts.

Source: the author.

The objectives settled above were built from students' needs and wants, therefore, they seem to be a reliable path to follow the content selection and the next stages of development of the Portuguese360 course. Thus, next section introduces the curricular progression of the five modules whose objectives are described above. The discussion below also encompasses the role of sociopragmatics and pragmalinguistics in the course in question and the expected evaluation.

6.3 MODULES' DESCRIPTION

Since the objectives of Portuguese360 were already described, it is time to find out which are the texts, the themes and the activities recommended for the curriculum of this course. It is imperative to highlight this thesis will not address the development of these trails, but will suggest the trail of knowledge on which future activities and tasks yet to be created will be based. We describe below the guidelines for the designing of the next steps of this process.

Each module presents different academics to be explored. All of them are related to the theme of the course and represent a set of texts already known but sometimes little used by the international students (represented here by the subjects who answered the need analysis). For this reason, listing them as protagonists of the modules developed here gives us a gap to align desires and needs, expectations and teaching reality in a context of L2 at the university.

6.3.1 Curricular progression of themes and content

The following pages introduce the basic concepts of the modules that will compound the Portuguese360 course. In each table, we answer the first research question that guides this research, namely: What are the most relevant aspects to the teaching of PAL when it occurs in CALL and in the academic context?

In order to better display the content, the topics were divided in 4 lines that represent the academic text whose understanding and production are the key point of the study in that unit, the necessary input, the tasks and activities suggested as a means to achieve the objectives of the unit, and the recommended applications

(apps) and websites that may help in the activities design and/or in the carrying out activities when the course is ready.

6.3.1.1 Themes and contents for Module 01

Academic text	Biodata
Input	(i) short videos, with transcription, of international students talking about themselves and the impact of being at PUCRS in their education; (ii) biodatas from academic or researchers' curricula; (iii) a variety of audios with interaction on the campus (in the cafeteria, in the classroom, and among friends); (iv) interviews from academic journals about research.
Activities and tasks	(i) a task to recognize the information provided in the video, paused from time to time: the students have to click on the utterances they have heard. Feedback included. It can mix information about Porto Alegre, PUCRS, and other students, always in a context of presentation, giving them a bunch of examples on how to perform acts with this goal; (ii) a tutorial in video on how to do a biodata, with samples of adequate text. Also, a tutorial video with tips on how to present themselves in a university (different contexts, different presentation skits); (iii) a forum dedicated to the writing of biodatas: the students should present their own texts and interact with the others; (iv) a quiz about the audio files: moving blocks in order to complete the profile of each interactant; (v) watching videos or listening to audios and carefully analysing the language used in order to perform acts in the academic context; (vi) reading biodatas as examples, mandatory and complementary material, in order to provide a great amount of input; (vii) to read presentations at PUCRS website, from the professors, from the institution itself, among others.

Apps and sites	(i) Lattes curriculum;
	Available at: http://lattes.cnpq.br/
	(ii) ORCID;
	Available at: orcid.org
	(iii) ResearchGate;
	Available at: https://www.researchgate.net/
	(iv) Academia;
	Available at: https://www.academia.edu/
	(v) Google Scholar;
	Available at: https://scholar.google.com.br/
	(vi) Porto Alegre City Hall;
	Available at: http://www2.portoalegre.rs.gov.br/
	(vii) H5P customizable learning objects;
	Available at: https://h5p.org/
	(viii) PUCRS website.
	Available at: http://www.pucrs.br/

6.3.1.2 Themes and contents for Module 02

Academic text	Note taking
Input	(i) disclosure videos about PUCRS Schools;
	(ii) videos about Open Campus, an event promoted by PUCRS to attract students for undergraduate courses;
	(iii) podcasts about note taking;
	(iv) tutorials on how to do an effective and successful note taking in classroom, with different techniques.
Activities and tasks	(i) a list of things to do, places to know and sector to visit when students arrive at PUCRS;
	(ii) developing questions about the academic language for discourse-completion tasks;
	(iii) interacting in online collaborative panels about students' personal and academic interest or about their research projects already developed in their home universities or about the future research interest. Production may be written or recorded as an audio or video.
Apps and sites	(i) Trello, for notes and panels;
	Available at: https://trello.com/
	(ii) Google Keep, for notes and panels;
	Available at: https://keep.google.com/
	(iii) Padlet, for notes and panels;
	Available at: https://pt-br.padlet.com/

(iv) Cmaptools, for conceptual map;
>Available at: https://cmap.ihmc.us/cmaptools/

(v) HEFLO, for flowchart;
>Available at: https://www.heflo.com/pt-br/

(vi) Socrative, for questionnaires.
>Available at: https://socrative.com/

6.3.1.3 Themes and contents for Module 03

Academic text	Abstract
Input	(i) videos about real BP classroom interaction (UPLA already have them in its database), mainly with research description; (ii) audio and posters about research at PUCRS; (iii) video tutorials about strategies for writing of abstracts with a variety of proposals (conferences, journals, summaries, among other types of abstracts).
Activities and tasks	(i) summarizing some research conducted at PUCRS; (ii) fulfilling discourse-completion tasks considering the classroom interaction presented in the video. (iii) applying rubrics in order to evaluate abstracts produced by other students; (iv) writing abstracts and sharing it in a forum of question and answer, that is, the forum only allow students to see other answers if they had already published their own.
Apps and sites	(i) Corpus of academic Portuguese language, for improving writing skills; Available at: https://www.corpusdoportugues.org/ Available at: https://www.sketchengine.eu/pttenten-portuguese-corpus/ Available at: https://www.sketchengine.eu/copep-corpus-of-portuguese-from-academic-journals/ (ii) Google Presentation, for poster design; Available at: https://docs.google.com/presentation/u/0/ (iii) Online proceedings of presented abstracts. Available at the Publishing Houses or universities websites. For instance, the *Anais do XX Encontro Estadual de Professores de Língua Inglesa, do XV Encontro Estadual de Professores de Língua Espanhola, do III Encontro Estadual de Professores de Língua Portuguesa como Língua Adicional e do I Encontro Estadual de Professores de Língua Brasileira de Sinais*, that occured in 2019; preceedings are available at: https://www.univates.br/editora-univates/publicacao/301.

6.3.1.4 Themes and contents for Module 04

Academic text	Review
Input	(i) review podcasts about academic themes - produced in the university for the academic community; (ii) videos of the Speak Outs, an event promoted twice in a year by PUCRS in order to present international students' concerns about their home and their current HEI; (iii) reading reviews published in journals; (iv) tutorials about the structure and the function of a review.
Tasks	(i) videos about perceptions concerning PUCRS opportunities known until module 4 (an oral review); (ii) questionnaires about the Institution; (iii) quizzes about the purposes of doing a review; (iv) writing a review about a university, sending it for the colleagues to evaluate it through a rubric developed specially for this activity.

Apps and sites	(i) Kahoot, for quizzes;
	    Available at: https://kahoot.com/
	(ii) Google Forms, for questionnaires;
	    Available at: https://www.google.com/forms/about/
	(iii) Survey Monkey, for questionnaires;
	    Available at: https://pt.surveymonkey.com/
	(iv) Google Docs, for collaborative writing;
	    Available at: https://www.google.com/docs/about/
	(v) Instagram, for video recording and editing;
	    Available at: https://www.instagram.com/
	(vi) Loom, for recording screens;
	    Available at: https://loom.com/
	(vii) OpenShot Editor, for editing videos;
	    Available at: https://www.openshot.org/
	(viii) Storyboard That, for creating animation and short videos.
	    Available at: https://www.storyboardthat.com/

6.3.1.5 Themes and contents for Module 05

Academic text	Article
Input	(i) reading review articles; (ii) reading scientific articles; (iii) tutorials about the structure and the function of an article; (iv) podcasts about dissemination of scientific content; (v) videos about research impact in the community
Tasks	(i) short podcast on the opportunities offered by PUCRS; (ii) discussing articles; (iii) evaluating the elements of an article through an analytical form; (iv) producing a sketch of an article, if there is interest and time.

Apps and sites	(i) Google Scholar;
	    Available at: https://scholar.google.com.br
	(ii) Academia;
	    Available at: https://www.academia.edu/
	(iii) Scielo;
	    Available at: https://www.scielo.org/
	(iv) Web of Science;
	    Available at: https://www.webofknowledge.org/
	(v) Wiley Online Library – PUCRS partner company;
	    Available at: https://onlinelibrary.wiley.com/
	(vi) Capes' List of Journals;
	    Available at: https://www.periodicos.capes.gov.br/
	(vii) Ebsco.
	    Available at: https://www.ebsco.com/

6.3.2 Sociopragmatic and pragmalinguistic progression

As a complementary view on the curriculum design, this research states that it is essential to include L2 pragmatics competences into a course of BP, mainly if it occurs in CALL. These characteristics permeated all discussions presented in this thesis because it plays a vital role in Portuguese360. In the research question RQ02 presented in the methodology of this work make it all clear when asks: How may

sociopragmatics and pragmalinguistics contribute to the design of an online course of PAL for academic purposes?

The answer is not simple though. More than involving instructional design issues, it also refers to the norms inherent to the teaching and learning of an L2. As Cohen (2010) stated, more than teaching, proposals such as the one carried out in this thesis encompasses three different norms and contexts. For students to acquire L2 competence, they must be aware of social norms, the "explicit or implicit statements or rules for when something should or could be said and the manner in which it would be expected to be said" (idem, p. 12), of cultural norms, that is, noticing differences about "traditions, customs, beliefs, values, and thought patterns" (idem, p. 12-13), and of pragmatic norms, which is "a range of tendencies or conventions for pragmatic language use that are not absolute or fixed but are typical or generally preferred in the L2 community" (idem p. 13).

In order to do it, Portuguese360 presents in this section an adaptation of the Table 02 created by González-Lloret & Ortega (2018). Since technology was an issue widely discussed in Chapter 5, here the focus will be on sociopragmatic and pragmalinguistic features. According to Corsetti (2009), these areas of study were since the beginning and remain intertwined because language use is settled in an invariable context, therefore, it is always involved in producing and comprehending intentions. Through the indications below, we hope that future activities can be outlined as proposals for true and efficient interaction that promote the conscious development and autonomy of pragmatic competence in academic PAL.

6.3.2.1 Sociopragmatic and pragmalinguistic features for Module 01

	Components	Objective: to find out...	Example: writing biodatas in a forum and interacting with the other participants
Actions	Actions	*What needs to be done in order to successfully complete the task:* - participants' behavior; - participants' effective responses; - participants' interaction in the forum.	- to greet the participants in the beginning of the post; - to present themselves through a biodata previously written; - to greet again in the final utterances.

	Components	Objective: to find out...	Example: developing questions about the academic language for discourse-completion tasks
Actions	Sociopragmatic features	*What the interactional norms surround the task are:* - cultural and contextual norms; - social distance among participants; - background knowledge; - meaning negotiation.	- when writing a biodata, how to decide where to position yourself in a comfortable zone of social distance; - to initiate/end the interaction; - not to overestimate or underestimate our own biodata; - to mention mediating artifacts.
Language	Target language	*What language elements are essential to successfully complete the task:* - lexical choices; - language structures; - texts' functions.	- do we ask questions in the text? - how do we select specific vocabulary for biodatas?
	Pragmalinguistic features	*What language is essential to appropriately accomplish the task according to cultural and contextual norms:* - pragmatics; - speech acts.	- formulaic greetings and farewells in educational context; - formulas to describe degrees; - language for asserting, concluding, describing speech acts; - politeness strategies.

6.3.2.2 Sociopragmatic and pragmalinguistic features for Module 02

	Components	Objective: to find out...	Example: developing questions about the academic language for discourse-completion tasks
Actions	Actions	*What needs to be done in order to successfully complete the task:* - participants' behavior; - participants' effective responses.	- to write clear and objective questions.
	Sociopragmatic features	*What the interactional norms surround the task are:* - cultural norms; - contextual norms; - social distance among participants; - background knowledge; - meaning negotiation.	- to initiate/end the interaction through a question; - to mediate artifacts; - to be polite in a text that may be read by people from any part of the world.
Language	Target language	*What language elements are essential to successfully complete the task:* - lexical choices; - language structures; - texts' functions.	- how do we select specific vocabulary for a question? - how to make a cohesively question for people from any knowledge area?
	Pragmalinguistic features	*What language is essential to appropriately accomplish the task according to cultural and contextual norms:* - pragmatics; - speech acts.	- formulaic commissive speech acts educational context; - formulas to offer partnerships - language for promising, thanking, and committing yourself in new tasks; - politeness strategies

6.3.2.3 Sociopragmatic and pragmalinguistic features for Module 03

Components		Objective: to find out...	Example: answering a discourse-completion task considering a classroom interaction
Actions	Actions	*What needs to be done in order to successfully complete the task:* - participants' behavior; - participants' effective responses; - participants' politeness strategies.	- to answer clearly and objectively questions; - not to dropout the content of the question.
	Sociopragmatic features	*What the interactional norms surround the task are:* - cultural norms; - contextual norms; - social distance among participants; - social distance the participant think he/she has from the situation described by the DCT.	- to initiate/end the interaction through a DCT's answer; - to negotiate meaning through a question/answer; - to be polite in a text that may be read by people from any part of the world; - to measure the length of the answer; - to chose between formal or informal speech.
Language	Target language	*What language elements are essential to successfully complete the task:* - lexical choices; - language structures; - texts' functions.	- how do we select specific vocabulary for the answer? - how to make a cohesively response? - how true to reality I must be in my answer?
	Pragmalinguistic features	*What language is essential to appropriately accomplish the task according to cultural and contextual norms:* - pragmatics; - speech acts.	- formulaic declarative speech acts; - formulas to offer partnerships; - language for sentencing a statement, declaring (somehow) official information.

6.3.2.4 Sociopragmatic and pragmalinguistic features for Module 04

Components		Objective: to find out...	Example: writing a review about a university
Actions	Actions	*What needs to be done in order to successfully complete the task:* - participants' behavior; - participants' politeness strategies.	- to write clearly and objectively; - to be fair in the judgments.
	Sociopragmatic features	*What the interactional norms surround the task are:* - cultural norms; - contextual norms; - social distance among participants.	- to initiate/end a review being polite to the topic and to the person involved; - to measure the length of the answer; - to choose formal or informal speech.

| Language | Target language | *What language elements are essential to successfully complete the task:*
- lexical choices;
- language structures;
- texts' function. | - how do we select specific vocabulary for the review?
- how to make a cohesively response? |
| | Pragmalinguistic features | *What language is essential to appropriately accomplish the task according to cultural and contextual norms:*
- pragmatics;
- speech acts. | - formulaic expressive speech acts;
- language/formulas for thanking reviewers, for congratulating the work or the author exposed in a review. |

6.3.2.5 Sociopragmatic and pragmalinguistic features for Module 05

	Components	**Objective: to find out...**	**Example: making a podcast about the opportunities offered by PUCRS**
Actions	Actions	*What needs to be done in order to successfully complete the task:* - participants' behavior; - participants' politeness strategies.	- to speak loudly and clearly; - to be fair in the judgments. - to be fair in overestimations.
	Sociopragmatic features	*What the interactional norms surround the task are:* - cultural and contextual norms; - social distance among participants.	- to initiate/end a podcast; - to measure the length of the audio; - to choose between formal or informal speech.
Language	Target language	*What language elements are essential to successfully complete the task:* - lexical choices; - language structures; - texts' function.	- how do we select specific vocabulary for the review? - how to make it efficient?
	Pragmalinguistic features	*What language is essential to appropriately accomplish the task according to cultural and contextual norms:* - pragmatics; - speech acts.	- formulaic directive speech acts; - language/formulas for requesting, inviting, challenging, allowing, questioning...

6.3.3 Evaluation

Portuguese360's evaluation process may be done throughout the activities proposed, since all of them allow feedback, rubrics and grading. However, it is only the designing of the activities and the modules step by step that will indicate which assessment will be more suitable to each pedagogical sequence concerning the

particularities of the tasks, the texts and the input selected, and also the expected outcomes.

7 FINAL CONSIDERATIONS

The research presented in this thesis was inspired by a desire to unite theories usually addressed separately. Pragmatics (sociopragmatics, pragmalinguistics, and speech acts) and studies about academic BP and CALL are definitely not a new trend, but when it comes to joining them in the same scenario, it seems to be innovative. Based on these assumptions, we outlined as research questions that were only answered in the last chapter presented here: (RQ1) What are the most relevant aspects to the teaching of PAL when it occurs in CALL and in the academic context?; and (RQ2) How may sociopragmatics and pragmalinguistics contribute to the design of an online course of PAL for academic purposes?

Moreover, what has guided this research was a set of objectives that encompassed the attempt to design of a computer-assisted language learning course of Brazilian Portuguese as an additional language for academic purposes, the investigation about aspects considered positive and the ones to be improved in BP classes at PUCRS, the development of a curriculum for a course of BP that addresses the teaching for academic purposes related to sociopragmatic and pragmalinguistic competences, and, lastly, some linguistic and pedagogical strategies regarding PAL teaching in digital platforms. Regarding all the content presented in the previous five chapters, we believe that all objectives and research questions were answered both through the data analysis and the curriculum itself.

The combination of the theoretical framework and the background information presented in chapters 2 and 3 gave us the chance to discuss some chapters later what may be the most adequate aspects to be taught in the context provided by the online academic BP course. Moreover, it gave us the chance to learn how these concepts intertwine and how they project the content throughout the modules and the expected activities. The discussions and the material design presented in this thesis are, therefore, an attempt to contribute not only to PUCRS frame of courses, but also to all HEIs interested in providing opportunities like this for their international students, with a limitation that the needs analysis performed in this research may not present the same profile in other HEIs and/or in other contexts. However, the instruments presented in appendix 001 and 002 may be used (given the credits) to discover what the needs of the focus group are.

The curriculum presented in chapter six is, based on the exposed above, flexible to change. This malleability is fostered by the content, by the theories that support the curriculum, and also by the opportunities of changing the activities in each offer. The last characteristic is due to the technologies involved in the course design, which are constantly changing and offering day after day innovations and new features and resources.

As hypothesis fostered by this research, we believe that sociopragmatics and pragmalinguistics may support the teaching of PAL through CALL, that is, without face-to-face interaction and without language and culture immersion. Also, we think that offering an online course of PAL may equip international students with linguistic skills in BP prior to arriving at Brazilian HEIs due to the asynchronous and assertive opportunity and theme. None of them can be measured or confirmed by the present thesis, but this hypothesis can foster curiosity for deeper research.

Other themes evoked by this thesis for future studies are strategies to: (a) promote digital literacy, mainly about CALL, among professors and students from higher education; (b) boost and foment research about PAL, especially in academic context; and (c) raise the culture of set scaffolding objectives and activities throughout the curricula offered by the HEIs in the different educational levels and modalities – for instance, in language courses, and graduate and undergraduate programs.

To conclude this thesis, it is worth mentioning that the biggest lesson from this experience is that, by challenging myself and UPLA's members, it was possible to join most of the theories we study, even when we seem to follow paths that do not cross. Despite the limitations of the context, of the platforms, and of resources, the curriculum Portuguese360 seems to be a good start for new and even more complex curricula that relies on pragmatics, PAL and technologies.

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APPENDIX

APPENDIX 001: STUDENTS' QUESTIONNAIRE

Português na PUCRS

REGISTRO DE CONSENTIMENTO PARA ESTUDOS ONLINE

Pesquisa: Uso e Processamento de Língua Adicional

Por favor, leia e, se achar adequado, manifeste o seu consentimento para participar desta pesquisa antes de iniciar, selecionando a opção "próxima" apresentada ao final deste termo. Por favor, se tiver qualquer dúvida antes, durante ou depois de sua participação, envie um e-mail para cperna@pucrs.br.

CONSENTIMENTO PARA PARTICIPAÇÃO NA PESQUISA

Você está sendo convidado(a) a participar da pesquisa sobre Uso e Processamento de Língua Adicional, desenvolvida pela Profa. Dra. Cristina Becker Lopes Perna, vinculada ao Programa de Pós-graduação em Letras da Escola de Humanidades da PUCRS.

O objetivo desta pesquisa é investigar os padrões de linguagem acadêmica no português brasileiro (PB), através do estudo de produções escritas e orais, realizadas por falantes nativos e não nativos do PB. No presente recorte do estudo, objetiva-se verificar as necessidades linguísticas do aluno em ambientes acadêmicos para fins de desenvolver e aprimorar materiais didáticos de português como língua acadêmica adicional.

Você deve ler as informações abaixo e se você não entender ou tiver mais alguma dúvida pode entrar em contato pelo e-mail cperna@pucrs.br, antes de decidir se irá ou não participar.

Para participar deste estudo você não terá nenhum custo, nem receberá qualquer vantagem financeira.

Você levará cerca de 10 minutos para concluir esta pesquisa.

O pesquisador irá tratar a sua identidade com padrões profissionais de sigilo. Os resultados da pesquisa estarão à sua disposição quando finalizada. Seu nome ou o material que indique sua participação não serão liberados sem a sua permissão. Você não será identificado em nenhuma publicação que possa resultar deste estudo.

Pretende-se que a coleta de informações para este projeto esteja concluída até o mês de dezembro de 2019. Todas as informações obtidas serão armazenadas de forma segura por um período de 05 anos após esta data ou até a conclusão do trabalho escrito.

Ao dar continuidade a esta pesquisa, você se declara ciente dos objetivos do estudo, e que, de maneira clara, esclareceu suas dúvidas. Além disso, declara saber que a qualquer momento poderá solicitar novas informações e modificar sua decisão de participar se assim o desejar. Declara, por fim, que concorda em participar deste estudo.

ATENÇÃO!
Todas as questões apresentam sua versão em Inglês.
Para a sua maior comodidade, você poderá responder este formulário em Espanhol, Inglês ou Português.

*Obrigatório

Informações gerais
General information:

1. **Nome completo:** *
   Full name:

   _____

2. **Idade atual:** *
   Current age:

   _____

3. **Idade que você tinha quando esteve na PUCRS:**
   *
   Age you had when you was studying at PUCRS:

   _____

4. **Qual é o seu país de origem?** *
   Country of origin:

   _____

5. **Quantas vezes você esteve na PUCRS? (considerando longos períodos de permanência, como intercâmbios de diferentes naturezas - por exemplo, intercâmbio na graduação e na pós-graduação)** *

How many times have you been at PUCRS? (considering residence periods - e.g. undergraduate exchange program, graduate exchange program)

6. **Em qual período você esteve na PUCRS? (por favor, indique mês e ano de chegada e de partida)** *

In which period have you been at PUCRS? (please, indicate month and year of your arrival and departure)

7. **Qual foi o nível de escolaridade cursado na PUCRS?** *

In which level of education were you enroll at?
Marque todas que se aplicam.

- ☐ Graduação (undergraduate)
- ☐ Especialização (certificate/diploma programs)
- ☐ Mestrado (master's degree)
- ☐ Doutorado (PhD/doctorate)
- ☐ Pós-doutorado (postdoctoral research)
- ☐ Professor visitante (visiting scholar/professor)

8. **Qual o seu curso na sua instituição de origem?** *

What was your course/program in the institution of your country of origin?

9. **Comentários sobre a seção "Informações Gerais"**

Any comments about the General Information section?

Aprendizagem de línguas adicionais
Learning additional languages

10. **Liste todas as línguas que você sabe na ordem em que foram aprendidas (1 sendo sua língua materna):** *

List all languages you know in the sequence they were learned (e.g. 1 - Portuguese; 2 - Spanish; 3 - English)

11. Qual seu nível de confiança quando você precisa LER em cada uma das línguas que você fala?

How confident do you feel when you have to READ in each language you speak?
Marcar apenas uma oval por linha.

	1 (nada confiante/not confident)	2 (pouco confiante/little confident)	3 (razoavelmente confiante/fairly confident)	4 (muito confiante/very confident)	5 (totalmente confiante/totally confident)
Língua 01 (language 01)	◯	◯	◯	◯	◯
Língua 02 (language 02)	◯	◯	◯	◯	◯
Língua 03 (language 03)	◯	◯	◯	◯	◯
Língua 04 (language 04)	◯	◯	◯	◯	◯

12. Qual seu nível de confiança quando você precisa ESCREVER em cada uma das línguas que você fala?

How confident do you feel when you have to WRITE in each language you speak?
Marcar apenas uma oval por linha.

	1 (nada confiante/not confident)	2 (pouco confiante/little confident)	3 (razoavelmente confiante/fairly confident)	4 (muito confiante/very confident)	5 (totalmente confiante/totally confident)
Língua 01 (language 01)	◯	◯	◯	◯	◯
Língua 02 (language 02)	◯	◯	◯	◯	◯
Língua 03 (language 03)	◯	◯	◯	◯	◯
Língua 04 (language 04)	◯	◯	◯	◯	◯

13. Qual seu nível de confiança quando você precisa FALAR (se comunicar) em cada uma das línguas que você fala?

How confident do you feel when you have to TALK in each language you speak?
Marcar apenas uma oval por linha.

	1 (nada confiante/not confident)	2 (pouco confiante/little confident)	3 (razoavelmente confiante/fairly confident)	4 (muito confiante/very confident)	5 (totalmente confiante/totally confident)
Língua 01 (language 01)	◯	◯	◯	◯	◯
Língua 02 (language 02)	◯	◯	◯	◯	◯
Língua 03 (language 03)	◯	◯	◯	◯	◯
Língua 04 (language 04)	◯	◯	◯	◯	◯

14. Qual seu nível de confiança quando você precisa COMPREENDER A FALA de outras pessoas em cada uma das línguas que você fala?

How confident do you feel when you have to COMPREHEND PEOPLE TALKING in each language you speak?
Marcar apenas uma oval por linha.

	1 (nada confiante/not confident)	2 (pouco confiante/little confident)	3 (razoavelmente confiante/fairly confident)	4 (muito confiante/very confident)	5 (totalmente confiante/totally confident)
Língua 01 (language 01)	◯	◯	◯	◯	◯
Língua 02 (language 02)	◯	◯	◯	◯	◯
Língua 03 (language 03)	◯	◯	◯	◯	◯
Língua 04 (language 04)	◯	◯	◯	◯	◯

15. **Indique onde você aprendeu cada uma das línguas que você fala. Marque quantas opções forem necessárias:**

Indicate where did you learn each language you speak. Mark all necessary options.
Marque todas que se aplicam.

	Casa (home)	Escola/Universidade (school/university)	Curso de línguas (language courses)	Sozinho (by yourself)	Mobilidade acadêmica/intercâmbio (exchange program)
Língua 01 (language 01)	☐	☐	☐	☐	☐
Língua 02 (language 02)	☐	☐	☐	☐	☐
Língua 03 (language 03)	☐	☐	☐	☐	☐
Língua 04 (language 04)	☐	☐	☐	☐	☐

16. **Comentários sobre a seção "Aprendizagem de Línguas Adicionais"**

Any comment about the Learning Additional Languages section?

_____

_____

_____

_____

_____

Língua Portuguesa

Portuguese

17. **Enquanto estudante da PUCRS, você cursou alguma disciplina sobre a língua portuguesa? (Diferentemente das disciplinas sobre outros conteúdos, mas ministradas em português, as disciplinas sobre a língua visam à aprendizagem de estruturas linguísticas e textos acadêmicos) ***

While you were at PUCRS, did you take courses about Portuguese? (Differently from courses about other contents, but taught in Portuguese, the courses about Portuguese are dedicatate to learning linguistic sujbects and academic texts).
Marcar apenas uma oval.

○ Sim (yes)

○ Não (no)

○ Outro: _____

18. **Caso a sua resposta anterior tenha sido "sim", como você avaliaria o seu aproveitamento?**

In case your previous answer was "yes", how did you evaluate your progress in it?
Marcar apenas uma oval.

○ Plenamente satisfatório (completely satisfactory)

○ Satisfatório (satisfactory)

○ Nem satisfatório nem insatisfatório (neither satisfactory nor unsatisfactory)

○ Insatisfatório (unsatisfactory)

○ Plenamente insatisfatório (completely unsatisfactory)

19. **Cite apenas um motivo que sustente a sua resposta anterior.**

Indicate one motive to justify your previous answer.

_____

20. **Indique, em uma escala de 1 a 5, qual foi o impacto - de forma geral - de cada um destes fatores para a sua aprendizagem de Português: ***

Indicate, on a scale of 1 to 5, what was the impact - in general - of each of these factors for your process of learning Portuguese:

Marcar apenas uma oval por linha.

	1 (muito baixo/very low)	2 (baixo/low)	3 (razoável/reasonable)	4 (alto/high)	5 (muito alto/very high)
Interação com os amigos (interaction with friends)	◯	◯	◯	◯	◯
Leitura geral (general readings)	◯	◯	◯	◯	◯
Televisão, séries e filmes (television, series, movies)	◯	◯	◯	◯	◯
Música (music)	◯	◯	◯	◯	◯
Internet e aplicativos (internet and apps)	◯	◯	◯	◯	◯
Jogos (games)	◯	◯	◯	◯	◯
Curso de idiomas (language courses)	◯	◯	◯	◯	◯

21. **Há outros fatores que também influenciaram sua aprendizagem de português? Se sim, qual(is)? ***

Are there other factors that have also influenced your learning of Portuguese? If so, which ones?

_____

_____

_____

_____

_____

22. **Com que frequência você realizava as atividades abaixo em língua portuguesa ANTES de chegar ao Brasil?** *

How often did you perform the following activities in Portuguese BEFORE your arrival in Brazil?
Marcar apenas uma oval por linha.

	0 (nunca/never)	1 (algumas vezes por ano/once a year)	2 (uma vez por mês/once a month)	3 (algumas vezes por mês/sometimes a month)	4 (uma vez por semana/once a week)	5 (mais de uma vez por semana/more than once a week)	6 (diariamente/daily)
Falar com amigos (talk to friends)	◯	◯	◯	◯	◯	◯	◯
Falar na universidade (talk at University)	◯	◯	◯	◯	◯	◯	◯
Ler na universidade (read at Univeristy)	◯	◯	◯	◯	◯	◯	◯
Escrever na universidade (write at University)	◯	◯	◯	◯	◯	◯	◯
Ler em redes sociais (read on social media)	◯	◯	◯	◯	◯	◯	◯
Escrever em redes sociais (write in social media)	◯	◯	◯	◯	◯	◯	◯
Ler textos variados (read varied texts)	◯	◯	◯	◯	◯	◯	◯
Escrever textos variados (write varied texts)	◯	◯	◯	◯	◯	◯	◯
Usar videogames/jogos (play videogames/games)	◯	◯	◯	◯	◯	◯	◯
Usar aplicativos (use apps)	◯	◯	◯	◯	◯	◯	◯
Assistir televisão, séries e filmes (watch television, series and movies)	◯	◯	◯	◯	◯	◯	◯
Ouvir música (listen to music)	◯	◯	◯	◯	◯	◯	◯

23. Com que frequência você realizava as atividades abaixo em língua portuguesa DEPOIS de chegar ao Brasil? *

How often did you perform the following activities in Portuguese AFTER your arrival in Brazil?
Marcar apenas uma oval por linha.

	0 (nunca/never)	1 (algumas vezes por ano/once a year)	2 (uma vez por mês/once a month)	3 (algumas vezes por mês/sometimes a month)	4 (uma vez por semana/once a week)	5 (mais de uma vez por semana/more than once a week)	6 (diariamente/daily)
Falar com amigos (talk to friends)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Falar na universidade (talk at University)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Ler na universidade (read at Univeristy)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Escrever na universidade (write at University)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Ler em redes sociais (read on social media)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Escrever em redes sociais (write in social media)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Ler textos variados (read varied texts)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Escrever textos variados (write varied texts)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Usar videogames/jogos (play videogames/games)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Usar aplicativos (use apps)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Assistir televisão, séries e filmes (watch television, series and movies)	⬭	⬭	⬭	⬭	⬭	⬭	⬭
Ouvir música (listen to music)	⬭	⬭	⬭	⬭	⬭	⬭	⬭

24. De acordo com a sua autoavaliação, indique o número que corresponde ao seu nível de proficiência em língua portuguesa: *

According to your self-assessment, indicate the number which correspond to your proficiency level in Portuguese.
Marcar apenas uma oval por linha.

	1 (muito baixo/very low)	2 (baixo/low)	3 (razoável/reasonable)	4 (alto/high)	5 (muito alto/very high)
Leitura (reading)	⬭	⬭	⬭	⬭	⬭
Escrita (writing)	⬭	⬭	⬭	⬭	⬭
Compreensão auditiva (listening comprehention)	⬭	⬭	⬭	⬭	⬭
Fala (speaking)	⬭	⬭	⬭	⬭	⬭

25. Você já precisou entregar trabalhos em um dos textos acadêmicos abaixo indicados? Se sim, quais? *

Have you ever had to submit papers in one of the academic texts listed below? If so, which ones?
Marque todas que se aplicam.

- [ ] Tomada de notas (note taking)
- [ ] Resenha (review)
- [ ] Resumo (abstract)
- [ ] Resumo expandido (expanded abstract)
- [ ] Artigo científico (cientific article)
- [ ] Artigo de revisão (review article)
- [ ] Projeto de pesquisa (research project)
- [ ] Outro: _____

26. Você já precisou apresentar algum dos trabalhos abaixo indicados? Se sim, quais? *

Have you ever had to present one of the works listed below? If so, which ones?
Marque todas que se aplicam.

- [ ] Apresentação de trabalho em aula (presenting papers in classroom)
- [ ] Palestra/conferência (conference)
- [ ] Comunicação em evento (presenting in events)
- [ ] Pôster (poster)
- [ ] Defesa de trabalhos de conclusão - TCC/dissertação/tese (final paper presentation - thesis)
- [ ] Outro: _____

27. Comentários sobre a seção "Língua Portuguesa"

Any comment about the Portuguese section?

_____

_____

_____

_____

_____

Tecnologias e plataformas digitais
Technologies and digital platforms

28. Qual o seu nível de confiança quando você precisa: *

How confident do you feel when you have to...
Marcar apenas uma oval por linha.

	1 (nada confiante/not confident)	2 (pouco confiante/little confident)	3 (razoavelmente confiante/fairly confident)	4 (muito confiante/very confident)	5 (totalmente confiante/totally confident)
Abrir e fechar janelas no navegador de internet (open and close tabs in the Internet browser)	○	○	○	○	○
Localizar ícones (find icons)	○	○	○	○	○
Acessar vídeos, fotografias e outros links da página (access videos, photos and links)	○	○	○	○	○
Ler textos online (read online texts)	○	○	○	○	○
Realizar quizzes e outras atividades online (answer quizzes and other online activities)	○	○	○	○	○
Escrever textos online (write online texts)	○	○	○	○	○
Acessar e sair de páginas (log in and log out pages)	○	○	○	○	○
Buscar por sites confiáveis para realizar pesquisas acadêmicas (search trusted sites to do academic research)	○	○	○	○	○

29. Você já realizou algum curso 100% online? *

Have you ever enroll yourself in a 100% online course?
Marcar apenas uma oval.

○ Sim (yes)

○ Não (no)

○ Iniciei, mas não o concluí (I have started, but not finished)

30. Indique os motivos que levaram você a cursar, não cursar ou não concluir um curso online. *

Indicate the reasons why you complete, not complete or not enroll yourself in online courses.

_____

_____

_____

_____

_____

31. **Se a PUCRS oferecesse um curso 100% online de Língua Portuguesa com foco em ambiente acadêmico antes da sua vinda, você participaria?** *

If before your arrival PUCRS has offered a 100% online course on Portuguese with focus on academic writing, would you participate?
Marcar apenas uma oval.

○ Sim (yes)

○ Não (no)

○ Talvez (maybe)

32. **Indique um motivo que sustente sua resposta anterior.** *

Indicate one reason to justify your previous answer.

_____

33. **Comentários sobre a seção "Tecnologias e Plataformas Digitais"**

Any comment about the Technology and Digital Platforms section?

_____

_____

_____

_____

_____

Para finalizar

Finishing the questionnaire....

34. **Quais são os pontos fortes do ensino de Língua Portuguesa na PUCRS?** *

What are the strenghts in the teaching of Portuguese at PUCRS?

_____

_____

_____

_____

_____

35. **Quais são os pontos fracos do ensino de Língua Portuguesa na PUCRS?** *

What are the weeknesses in the teaching of Portuguese at PUCRS?

_____

_____

_____

_____

_____

APPENDIX 002: FACULTY' QUESTIONNAIRE

Português na PUCRS

REGISTRO DE CONSENTIMENTO PARA ESTUDOS ONLINE

Pesquisa: Uso e Processamento de Língua Adicional

Por favor, leia e, se achar adequado, manifeste o seu consentimento para participar desta pesquisa antes de iniciar, selecionando a opção "próxima" apresentada ao final deste termo. Por favor, se tiver qualquer dúvida antes, durante ou depois de sua participação, envie um e-mail para cperna@pucrs.br.

CONSENTIMENTO PARA PARTICIPAÇÃO NA PESQUISA

Você está sendo convidado(a) a participar da pesquisa sobre Uso e Processamento de Língua Adicional, desenvolvida pela Profa. Dra. Cristina Becker Lopes Perna, vinculada ao Programa de Pós-graduação em Letras da Escola de Humanidades da PUCRS.

O objetivo desta pesquisa é investigar os padrões de linguagem acadêmica no português brasileiro (PB), através do estudo de produções escritas e orais, realizadas por falantes nativos e não nativos do PB. No presente recorte do estudo, objetiva-se verificar as necessidades linguísticas do aluno em ambientes acadêmicos para fins de desenvolver e aprimorar materiais didáticos de português como língua acadêmica adicional.

Você deve ler as informações abaixo e se você não entender ou tiver mais alguma dúvida pode entrar em contato pelo e-mail cperna@pucrs.br, antes de decidir se irá ou não participar.

Para participar deste estudo você não terá nenhum custo, nem receberá qualquer vantagem financeira.

Você levará cerca de 10 minutos para concluir esta pesquisa.

O pesquisador irá tratar a sua identidade com padrões profissionais de sigilo. Os resultados da pesquisa estarão à sua disposição quando finalizada. Seu nome ou o material que indique sua participação não serão liberados sem a sua permissão. Você não será identificado em nenhuma publicação que possa resultar deste estudo.

Pretende-se que a coleta de informações para este projeto esteja concluída até o mês de dezembro de 2019. Todas as informações obtidas serão armazenadas de forma segura por um período de 05 anos após esta data ou até a conclusão do trabalho escrito.

Ao dar continuidade a esta pesquisa, você se declara ciente dos objetivos do estudo, e que, de maneira clara, esclareceu suas dúvidas. Além disso, declara saber que a qualquer momento poderá solicitar novas informações e modificar sua decisão de participar se assim o desejar. Declara, por fim, que concorda em participar deste estudo.

*Obrigatório

Informações gerais

1. **Nome completo** *

_____

2. **Curso e Escola ao qual você é vinculado na PUCRS** *

_____

3. **Em quais idiomas você já ministrou aulas na PUCRS?** *

Marque todas que se aplicam.

- [ ] Português
- [ ] Inglês
- [ ] Espanhol
- [ ] Outro: _____

4. **Tempo de experiência como docente:** *

_____

5. **Tempo de atuação como docente na PUCRS:**
*

_____

6. **Comentários sobre a seção "Informações Gerais"**

_____

_____

_____

_____

_____

Gêneros acadêmicos

7. **Quais textos acadêmicos cuja escrita você solicita em suas aulas?** *

Marque todas que se aplicam.

- [ ] Tomada de notas
- [ ] Resenha
- [ ] Resumo/abstract
- [ ] Resumo expandido
- [ ] Artigo científico
- [ ] Artigo de revisão
- [ ] Projeto de pesquisa
- [ ] Outro: _____

8. **Quais textos acadêmicos cuja produção oral você solicita em suas aulas?** *

Marque todas que se aplicam.

- [ ] Apresentação individual
- [ ] Seminários
- [ ] Participação em aula
- [ ] Outro: _____

9. **Qual padrão de formatação é solicitado em suas aulas?** *

Marcar apenas uma oval.

- ◯ ABNT
- ◯ APA
- ◯ MLA
- ◯ Vancouver
- ◯ Outro: _____

10. **Você recebe ou já recebeu alunos internacionais nas disciplinas que leciona?** *

Marcar apenas uma oval.

- ◯ Sim
- ◯ Não

11. **Caso sua resposta à pergunta anterior tenha sido "sim", com qual frequência?**

Marcar apenas uma oval.

- ◯ Frequentemente
- ◯ Às vezes
- ◯ Ocasionalmente
- ◯ Quase nunca

12. **Você conhece algum recurso existente na PUCRS que possa auxiliar os estudantes, principalmente os internacionais, quanto à linguagem e à formatação dos textos adotados em ambiente acadêmico? Se sim, qual(is)?** *

_____

_____

_____

_____

_____

13. **Comentários sobre a seção "Gêneros Acadêmicos"**

_____

_____

_____

_____

_____

Tecnologias e plataformas digitais

14. Quão confiante você se sente quando precisa: *

Marcar apenas uma oval por linha.

	1 (nada confiante)	2 (pouco confiante)	3 (razoavelmente confiante)	4 (muito confiante)	5 (totalmente confiante)
Abrir e fechar janelas no navegador de internet	⬭	⬭	⬭	⬭	⬭
Localizar ícones	⬭	⬭	⬭	⬭	⬭
Acessar vídeos, fotografias e outros links da página	⬭	⬭	⬭	⬭	⬭
Ler textos online	⬭	⬭	⬭	⬭	⬭
Realizar quizzes e outras atividades online	⬭	⬭	⬭	⬭	⬭
Escrever textos online	⬭	⬭	⬭	⬭	⬭
Acessar (login) e sair (logout) de páginas	⬭	⬭	⬭	⬭	⬭
Buscar por sites confiáveis para realizar pesquisas acadêmicas	⬭	⬭	⬭	⬭	⬭

15. Você já realizou algum curso 100% online? *

Marcar apenas uma oval.

⬭ Sim

⬭ Não

⬭ Iniciei, mas não o concluí

16. Caso tenha respondido "sim" ou "iniciei, mas não o concluí" na pergunta anterior, como você julga esta experiência?

Marcar apenas uma oval.

⬭ Plenamente satisfatória

⬭ Satisfatória

⬭ Nem satisfatória nem insatisfatória

⬭ Insatisfatória

⬭ Plenamente insatisfatória

17. Indique apenas um dos motivos que sustentam a sua resposta sobre realizar, não realizar ou não concluir um curso online. *

_____

18. Você já ministrou algum curso 100% online? *

Marcar apenas uma oval.

⬭ Sim

⬭ Não

19. **Caso tenha respondido "sim" na pergunta anterior, como você julga esta experiência?**
    Marcar apenas uma oval.

    ( ) Plenamente satisfatória

    ( ) Satisfatória

    ( ) Nem satisfatória nem insatisfatória

    ( ) Insatisfatória

    ( ) Plenamente insatisfatória

20. **Indique apenas um dos motivos que sustentam a sua resposta anterior.**

    _____

21. **Você utiliza algum recurso digital em suas aulas? Qual(is)? ***

    _____
    _____
    _____
    _____
    _____

22. **Comentários sobre a seção "Tecnologias e Plataformas Digitais"**

    _____
    _____
    _____
    _____
    _____