

PORTUGUESE IS IN! FROM LESS COMMONLY TAUGHT TO CRITICAL TO WORLD LANGUAGE

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Abstract: This article describes how Portuguese Foreign Language evolved to World Language, concomitant to being classified critical language in United States. By presenting the K-12 background, evidence from authentic material use at STARTALK® Summer Camp shows world preparedness and interdisciplinary sustainability. Our sample shows content alignment for its sociocultural engagement and language learning transferable skills approach: the prospect to apply Portuguese language and culture skills across fields.

Keywords: Portuguese World Language. Critical language. STARTALK® Summer Camp.

HISTORICAL BACKGROUND

In the long run, foreign language teaching in the United States has gone through colonizing to catechizing to military expansion and defense approaches to the current trend of world-readiness through the use of authentic material. Authentic material is understood as that originally developed for native speakers without having in mind a second language learner as target audience (BENSON; NUNAN, 2005).

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In fact, each foreign language served one or more specific purposes as they were attributed different statuses based on major historical events shaping the national collective identity (BAKER, 2011). English was the first foreign language to be taught in the U.S., when the Puritans promoted doctrine narratives to native-Americans indigenous during colonization (BERBECO, 2016; DURANTI, 2009).

The European model of education had somewhat established what was the reference of quality and elite education in the eastern world, foreign language learning included. There, Latin and Greek were the languages of classical studies, whereas German, French, and Italian were some of the modern foreign languages (BERBECO, 2016). As for Portuguese as a Foreign Language (PFL), Bianconi (2012) attributes the settlement of a Dutch Jew Congregation with Spanish, Portuguese, and Hebrew in New York to have started a Portuguese community-based program, and then, the creation of university-based Portuguese language courses in northeastern U.S. institutions to have followed, all happening in a two-hundred-year timespan, between 17th and 18th centuries (BASTOS; HANNA, 2012).

The next century presented rocky roads to foreign languages teaching in American universities, let alone in kindergarten to senior grades (K-12). Schmid (2001) mentions the growing number of Germans in the Pennsylvanian area, and the purchase of the state of Louisiana from the French during Jefferson's presidency as two examples when efforts were rather turned into an English-only advocacy than any kind of incentive to foreign language teaching in U.S. Yet, at some point, things had a positive twist for PFL. The best publicity PFL could have enjoyed came from the focus on a positive image of Brazil reinforced by President Roosevelt's "Good Neighbor Policy" (BIANCONI, 2012, p. 29).

ACADEMIC DEBATE

Although foreign language education is older than human history itself, the contemporary focus of studying another language is usually more evident when related to global fields, such as, tourism, international relations, technology, media, defense, and science even today (DÖRNYEI; CSIZÉR; NÉMETH, 2006). Nonetheless, just as global is trade: the field many advocates would claim to have always been interrelated to globalization (CANCLINI, 1999, 2001; HIRST; THOMPSON; BROMLEY, 2015). After all, trade could be the door to broadening horizons inside out with resurgence of local identities in different cultural parts of the world (GIDDENS, 2011). Thus, at some point, foreign language teaching had to go world language communication teaching in order to keep up with this explicit trend of multiple nations integration globalization inherently fosters (BIANCONI, 2012; DÖRNYEI; CSIZÉR; NÉMETH, 2006).

That Modern Languages Departments at universities across U.S. offer Portuguese language classes is somewhat expected (THE BEST COLLEGES, 2018). After all, the course array within *soft sciences*, as opposed to *hard sciences*, looks at hundreds of different languages being offered today, not to mention the dozens of renowned minors and majors in Lusophone Literature studies, and transdisciplinary undergraduate fields (FERREIRA; GONTIJO, 2011; JOUËT-PASTRÉ, 2011).

What can be somewhat astonishing, and the focus of this study, is the fact that Portuguese is found as an elective subject from kindergarten to high school (K-12). For that, the need of genuine sources of various expressions of the Lusophone culture has been largely searched as they prepare students for their social lives in the foreign language by narrowing the language gap between classroom knowledge and real life (GUARIENTO; MORLEY, 2001). Schlatter (2009) says that authentic materials can situate language use to context and to different communication conditions. Several scholars define authenticity one that aims at communicative function, source of information, and examples of real linguistic expression. This type of materials, when in language classrooms, does not only have a pedagogical goal; they have a sociocultural communicative function of approaching learners to the target language realities, exposing learners to real language and its context of use (PONTE, 2013).

As far as Portuguese language is concerned, Rhode Island, Massachusetts, Utah, Florida, Georgia, and California are the states with the greatest number of children studying Portuguese currently (LIRA; SERPA, 2011). To some extent, the reason Portuguese is optional in K-12 curriculum is that the U.S. Constitution (U.S. DEPARTMENT OF JUSTICE; U.S. DEPARTMENT OF EDUCATION, 2015) guarantees that public school districts offer staff that speaks home languages so as to guarantee fair assessment (CURTAIN; DONATO; GILBERT, 2016). In practical terms, if there is significant percentage of Portuguese heritage speakers within the student population of a school, it is not allowed to fail students because of lack of English proficiency. In the end, the student assimilates the mainstream language.

This assimilationist view is the original nonconforming grassroots movement to the Bilingual Education Act (BEA), passed in late 1960's, which guaranteed that languages other than English were acknowledged in the U.S. schools, after the symbolic case of *Lau vs. Nichols*, a Chinese child who was performing unsatisfactorily due to English language limitations (BAKER, 2011; LUNA FREIRE, 2013). Pluralism, on the other hand, is the door through which the Portuguese, the Lusophone heritage maintenance, Portuguese World Language (PWL), and dual-language immersion (DLI) have found opportunity to grow in demand.

Portuguese as a World Language (PWL) came along when the American Council on the Teaching of Foreign Languages (ACTFL) reinstated its vision of nurturing not only indigenous and immigrant languages, but also world languages as interdisciplinary sources (ACTFL, 2016). The National Standards for Foreign Language Education[®] were first published in 1996 as a response to the U.S. Department of Education's mandate that all core subjects in the American educational system have a plausible set of standards (BATEMAN, 2014). Ten foreign language associations teamed up to design the national standards' tenet, as follows:

Language and communication are at the heart of human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic society and abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other language, modern or classical (Standards for Foreign Language Learning in the 21st Century, 2006, p. 7).

Just recently, and somewhat due to a possible shift in the language education paradigm (moving from a liberal focus to a more stem-focused reinstatement), ACTFL has felt the imminent urge to reinforce its mission. After all, ACTFL is currently the largest foreign language association, with hundreds of thousands of members representing all the various foreign languages taught in the country. ACTFL (2017) resumed world language as “a form of communication, essential to the culture of a community, with a system of sounds, letters, symbols, and/or signs recognized and utilized by humans” that fulfills the following five criteria:

Table 1 – List with the five criteria of a world language according to the American Council on the Teaching of Foreign Languages (ACTFL)

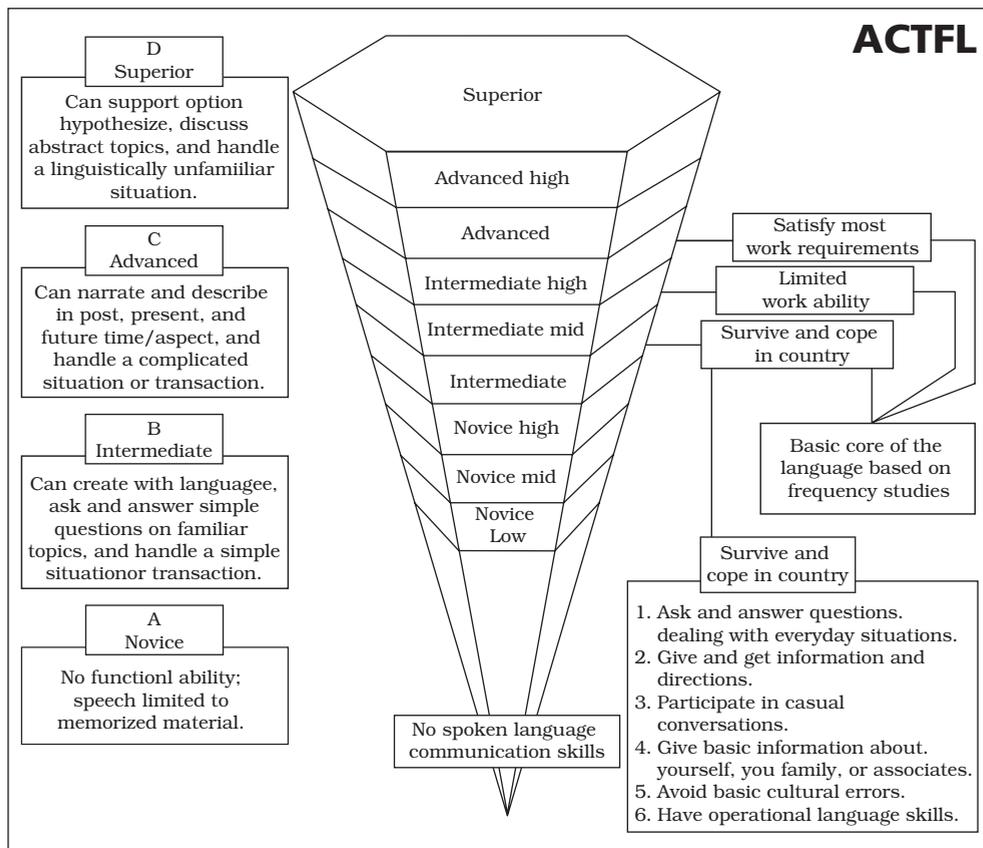
- A form of human communication used to interact and negotiate meaning with other people, to understand and analyze texts, and to create culturally-appropriate oral, written, or signed products and presentations for a specific audience and task.
- A form of human communication that allows user to investigate, explain, and reflect on the relationship between the products, practices, and perspectives of a particular culture through the language. When using a world language, people employ intercultural skills, insight, and perspectives to decide how and when to express what to whom.
- A form of human communication that allows people to exchange information about past, present, and future shared experiences, make arguments, empathize with other people, and creatively express themselves orally, visually, or in writing on a variety of topics.
- A means of human communication through which people can share stories relevant to the culture and community, whether ancient or modern.
- A vehicle of human communication through which people may be immersed in a specific language community, whether ancient or modern.

Source: ACTFL (2017).

Initially as NCSSFL 2009 *LinguaFolio*[®] and created by the National Council of State Supervisors for Languages, the NCSSFL-ACTFL *Can-Do Statements*[®] are language learners’ self-assessment checklists, and a national, state and local WL curriculum benchmark for goals, and evidence data. Aligning teaching practices with benchmarks to achieve world-readiness standards is the heart of interdisciplinary WL teaching, a content-language capacity building (BATEMAN, 2014; SOARES, 2014).

Global benchmark are references to the text type in each proficiency level, or the quality *and* consistency of the type of text a student is able to produce *and* sustain when communicating and interacting. The pyramid below presents each level and sublevel of ACTFL’s proposal of proficiency stages their corresponding text types.

Figure 1 – Activating communication: designing learning and creating meaningful assessments



Source: Theisen (2015).

World language teaching builds professionals to function in another language through a path of proficiency-driven targets from unrehearsed, real-life situations. Portuguese is fully eligible to be WL because it is considered a critical language in the U.S., what Baker (2011, p. 29) claims to be a “political subject in a political context”.

Portuguese language instruction boom is directly related to countries in Africa, Macau, and Brazil as these economies and their resources and biodiesel commodities reconfigure currencies and provide students the opportunity to locate themselves as native-like future professional speakers of the language by career preparedness (LUNA FREIRE; BEZERRA, 2013; SOARES, 2014). That is also why the David L. Boren National Security Education Program (NSEP), Boren Scholarship for short, a sustainable award program for students who respond to the needs of the U.S. Department of Defense, was added to Portuguese instruction (BIANCONI, 2012).

Boren Scholarship is a landmark for Portuguese instruction in the U.S. as it moved the language to the category of a critical language: when there is an *unsatisfactory* number of North Americans with native-like skills in a certain

language holding strategic positions in federal agencies, studies of that language and its region are massively promoted in basic, high school, undergraduate, and graduate levels with technological resources, teaching capital, immersion opportunities, exchange programs, and curriculum rigor all converging to the ultimate goal of increasing the State agencies applicants pool, such as jobs at the Departments of the Treasury, Defense, Homeland Security, and the Federal Bureau of Investigation (FBI) (BATEMAN; DE ALMEIDA OLIVEIRA, 2014; FERREIRA; GONTIJO, 2011).

Being categorized as a critical and a less commonly taught language in the U.S. territory today has elevated Portuguese language instruction to a whole new level of educational investments and grants, such as STARTALK®, a current initiative that claims to invest massive work in Portuguese at K-12 Summer Camp designed for critical-needs by the Office of the Director of National Intelligence (ODNI) in 2006 (ELLIS, 2016). Today, STARTALK® is implemented by University of Maryland, and overseen by the National Security Agency (NSA). National Security Language Initiatives (NSLI) recruit students all over the country for a 3-week intensive program of engaging language and culture classes with highly effective material and teachers (STARTALK, 2018).

Yu (2016) reports that the September 11, 2001 aftermath raised support for languages regarded as strategically important. However, when President George W. Bush announced STARTALK® in 2006, it did not include Portuguese. Moreover, despite that the numbers of students attending and teachers training for STARTALK® has quadrupled in ten years, general WL enrollments decreased for the first time in U.S. history (EGNATZ, 2016; GOLDBERG; LOONEY; LUSIN, 2015).

Both STARTALK® and ACTFL propose a backward design for differentiated instruction to diversified audiences (Spanish speakers or heritage speakers learning Portuguese, for instance) (LUNA FREIRE; BEZERRA, 2013). As a rule, backward design aligns assessment the instructional goals, referred to as the proficiency level desired. Backward designs assess proficiency, not only performance: a periodical formative assessment of skill, not only their class development. While ACTFL Standards for World-Readiness, known as the 5 C's (Communication, Cultures, Connections, Comparisons, and Communities) manifest Portuguese content, CLOCK informs both teaching instruction and language learning growth (CENTER FOR APPLIED LINGUISTICS, 2015).

The following part focuses on authentic material from the 7th Edition of 2016 Summer STARTALK® Program in Northern California to answer the question about how job market preparedness is embodied in these avant-garde foreign language instructional approaches.

METHODOLOGY

At STARTALK®, a course program and its respective activities are created to achieve pre-set *learning goals* according to each level of a target language. The report below is an integrating part of the paradidactic data analyzed during fieldwork. They describe skills of the Intermediate-low level of Portuguese speakers, ranging from 9-11 graders, although they are meant to accommodate as much difference in the level of the heritage speaker's ability to communicate only in Portuguese as possible. An Intermediate-low global benchmark at ACTFL's proficiency scale:

Table 2 – ACTFL Global benchmarks for Intermediate-low proficiency level

Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can present information on most familiar topics using a series of simple sentences.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.	I can understand the main idea of short and simple texts when the topic is familiar.

Source: ACTFL (2017).

A daily plan usually comprehends morning and afternoon. Our version was divided into 5-hour instructional periods (from 8:00am to 1:00pm), two short breaks, in-class instruction, outdoor practice of folkloric Lusophone singing and dancing, as well as patriotic activities (such as the National Anthem of Portugal, Star Spangled Banner, and the Pledge of Allegiance of the United States), and it involved all the program students – a little over one hundred learners in the Summer of 2016.

Usually, the preparation starts with *learning plans* that used throughout the course that are meant to organize and provide instructors with an overview of the day, the week, and the whole program as well (BOYLE; LUNDGAARD, 2016). One can follow the entire programming of all different levels when learning plans are observed side by side. *Learning plans* also include *learning goals*, an *opening activity* as an icebreaker, and *stages 1, 2, and 3*, which consist of the following questions, respectively: what learners will be able to do with their acquired ability at the end of the suggested activity, how they will be able to demonstrate it and, finally, what will prepare learners to demonstrate what they can do with the new ability. On the charts below, the actual plan for the STARTALK® Summer Camp in Northern California, in the summer of 2016, and corresponds to day #07 of the course:

Table 3 – Student Program Learning Plan – individual activity diagram

Student Program Learning Plan		STARTALK®	
Date:	June 22	Grade Range of Learners:	9th -11th graders
Total Number of Minutes:	190	Targeted Performance Level:	Intermediate low
Learning Goals			
<i>What Can-Do statement(s) from the curriculum template does this lesson address?</i>			
2. I can express my likes and dislikes regarding foods, celebrations and pastimes. 5. I can have simple conversations on a number of everyday topics using simple sentences. 12. I can understand presentations about everyday life and Portugal, Brazil and the Azores. 13. I can understand the main idea of a short YouTube clip. 16. I can understand short written directions related to everyday life. 17. I can understand short texts describing familiar foods and their ingredients. 21. I can write briefly about family, friends, interests and foods using simple sentences.			
Opening Activity			
<i>How will you capture the students' energy and commitment for this lesson?</i>			
Campus visit debriefing.			

Source: Adapted version designed and filled by its author. STARTALK (2018).

The *open activity* above was planned based on an interdisciplinary activity developed the day before, when students of 3 different classes went on a guided campus tour to a university. This group received a questionnaire suggesting observing items for a conversation to compare buildings, facilities, college daily life, and projecting thoughts on positive and negative aspects, their plans to college, and their interest in the visit. Such items were selected because they contextualized this specific group of students: this student population is likely to become first-generation college students in their families. Some had mentioned they have never been to a campus before. This was the first time a link between STARTALK® and the university was established. Thus, a strong sense of community and belonging were part of both the host university and STARTALK®, a great opportunity to start bonding at state level.

Each proposed activity is an *episode*. *Episodes* include a *learning target* (*can-do* statement with specific language achievements) as part of either an interpersonal encounter or an ongoing process of self-assessment. Under this category, an instructor enters a single ability per planned activity, projecting the amount of time it will take, followed by the content involved in the activity, and the way both instructor and learners will be able to meet this *learning target*. As learners

progress, they have the opportunity to include the *can-dos*, one by one, in a dynamic self-checking process.

Table 4 – Student Program Learning Plan – Episode 1: stages with learning targets, culture and language content, and outcome verification

<p>Stage 1 What will learners be able to do with what they know by the end of this episode?</p>	<p>Stage 2 How will learners demonstrate what they can do with what they know by the end of this episode?</p>
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Episode 1 (8:20am -8:45am)

<p>Learning Targets <i>What specific can-do addresses this episode?</i></p>	<p>Culture, Content & Language <i>What do learners need to know to meet the can-do?</i></p>	<p>Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i></p>
<ul style="list-style-type: none"> • I can have simple conversations on a number of everyday topics using simple sentences and series of sentences. 	<ul style="list-style-type: none"> • Vocabulary on parts of school and daily activities. 	<ul style="list-style-type: none"> • Learners will express their likes and dislikes on daily routines of college vs. middle-school students. <p>Interpersonal Communication</p>

Source: Adapted version designed and filled by its author. STARTALK (2018).

This first activity is a continuation of the *opening activity*. After talking briefly about their first impressions on the campus tour the day before, students made comments on the items suggested on the questionnaire. The visit was guided by a university student ambassador (a volunteer student trained to guide tours) and had a follow-up session of questions and answers for 45 minutes. The Q&A session provided information about campus life and student’s daily routine, which enriched the experience of knowing what it is to become a college student – for most of these students something very vague and obscure until then. Students were informed that their experience learning and practicing Portuguese in this Summer Camp, for example, has a connection to their future as professionals, and that the sample university offers Portuguese courses and even a minor (Portuguese Studies) – a concept not known by students at that point either.

Contextualizing experiences allow students to build awareness through self-reflection about their current moment, and to help them to start drafting plans for the future and to establish strategies to achieve goals in life. It also helps them to identify and strategize priorities, transferable skills that transpose language instruction. As a result of a constant process of awareness from the exposition to a variety of learning situations (and here, we refer to formal education as the venue to promote such situations) different degrees of maturity can be

achieved as students are progressing in their academic life. Thus, thinking about their career is reinforced by a higher education opportunity, as much as it sets link and purpose for their current studies.

As a transition, the conversation about future studies and the importance of celebrating Lusophone cultures, *episode 2* is a video that introduced some musical instruments and rhythms associated to the Lusophone world. A YouTube® video was presented with some musical instruments been played. Students had the chance to listen to, to identify, to write, to read, and to talk about musical instruments they know. The point of this activity is to promote both a review for some and a new experience for others. They were asked to write down (spelling should not be a concern at this point) the names of the musical instruments they identified in the video.

The video on musical instruments was the first step to identify rhythms and celebrations (the learning plan major goal) from the reference of authentic realia. That allowed student to deal with their knowledge of the language and make inferences. Having the word-search activity towards the end of the class wrapped up vocabulary, spelling and short-sentence producing, allied to cultural aspects of the Lusophone world, and tied *can-dos* from different activities together.

Table 5 – Student Program Learning Plan – Episode 2: stages with learning targets, culture and language content, and outcome verification

Episode 2 (8:45-9:05)

Learning Targets <i>What specific can-do addresses this episode?</i>	Culture, Content & Language <i>What do learners need to know to meet the can-do?</i>	Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i>
<ul style="list-style-type: none"> I can understand the main idea of a short YouTube® clip. 	<ul style="list-style-type: none"> Understand front-loaded vocabulary related to the clip. Use images to make inferences about the story and/or message. 	<ul style="list-style-type: none"> Learners view short YouTube® videos shown by the instructor and then do a “quick draw” of the main idea, vocabulary on musical instruments. <p>Interpretive Listening</p>

Source: Adapted version designed and filled by its author. STARTALK (2018).

Next steps, *episodes 3, 4 and 5* introduced some popular rhythms, and celebrations in Brazil and Portugal. They included *carnaval, São João, Semana Santa, Natal, and Ano Novo*. Amongst those, *carnaval* and *São João* focused on Brazil. In fact, one of the reasons a Brazilian instructor was invited was to bring diversity to this program and to allow students to be exposed to a different variety of the target language, since it is mostly taught by Azoreans. *Episode 6* was the preparation of a typical food in the celebration of *São João*. Students received the recipe and, in two groups, they identified ingredients and followed instructions to prepare the dish.

Table 6 – Student Program Learning Plan – Episode 6 learning targets, culture and language content, and outcome verification

Episode 6 (9:45am -10:00am)

Learning Targets <i>What specific can-do addresses this episode?</i>	Culture, Content & Language <i>What do learners need to know to meet the can-do?</i>	Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i>
<ul style="list-style-type: none"> I can express my likes and dislikes regarding foods, celebrations and pastimes. 	<ul style="list-style-type: none"> Vocabulary of food; follow a recipe. 	<ul style="list-style-type: none"> Learners will recognize foods and ingredients and prepare a traditional São João dessert. <p>Interpretive Reading</p>

Source: Adapted version designed and filled by its author. STARTALK (2018).

Episode 7 consisted of a 15-minute written activity when students wrote 4 verses using vocabulary and content learned that day. *Episode 8* was a 15-minute Skype chat. *Episode 9* was a transfer to a Chrome Book (the final product was a poem created daily as students worked on different cultural aspects and grammatical contents in Portuguese). The section below specifies *materials needed* for the activities in class, *reflection/notes to self* (a self-assessment for instructors to elaborate on what was done and what would be prepared as a good link to the following class).

Table 7 – Student Program Learning Plan – feedback and implications

<p>Materials Needed</p> <p><i>What supplies and materials will you need to successfully implement this learning plan?</i></p>
<p>Venn Diagram; YouTube® video; songs; lyrics; PowerPoint software; Chrome Books; ingredients to prepare “<i>cajuzinho</i>”; white board; markers; computers/Internet & Skype; search-word puzzle.</p>
<p>Reflection/Notes to Self</p> <p><i>Did all learners meet the learning goals of the lesson? What will you do to adapt for those who are not learning? What might you do in subsequent lessons?</i></p>

Source: Adapted version designed and filled by its author. STARTALK (2018).

While only Stage 1 and Stage 2 are required for STARTALK® purposes, programs are usually encouraged to use Stage 3 as a planning tool in ways that best meet the needs of their instructors. This is the opportunity to brainstorm across fields.

Table 8 – Student Program Learning Plan – planning tool and learning breakdown

<p>Stage 3 – What will prepare learners to demonstrate what they can do with what they know?</p> <p><i>Do the learning activities allow students to move from input to shared/guided practice and then to independent application of new learning? Do all activities make the best use of instructional time to maximize student learning and take an appropriate amount of time considering the age of the learner? Do the learning activities provide variety to enable a lively pace for the lesson?</i></p>	
<p>Learning Activities for Episode 1</p> <p><i>What activities will be used to ensure learners accomplish the learning targets from Episode 1?</i></p>	
<p>Learners will receive a sheet where they will add information on several aspects they will observe and experience (aspects in common and different on university/college compared to middle school).</p> <p>Learners and teacher will fill a Venn Diagram based on their responses.</p>	<p>Time: 25 minutes</p>

Source: Adapted version designed and filled by its author. STARTALK (2018).

As one can notice, on this specific day, there was work on writing, speaking, listening, and reading skills through different activities. They were all connected to a major plan of developing language skills with a purpose. Individually, in pairs, and in major groups, learners were exposed to various sources of information; generated their own perspectives by engaging in hands-on activities and interactions.

DISCUSSION

Curriculum rigor is shown from recognized seals applied to education, such as STARTALK®, the revolutionary Summer Camp. These initiatives that Portuguese language instruction is now part of, 1. encourage a thematic approach to teaching, 2. request an articulation of clear learning objectives, 3. propose an evaluation with the specifics and the breakdown of the depth and level of the student's performance, and finally, and 4. reflect college-level expectations, as the claim we made about skills that are transferable to the future.

The hands-on approach and focus on proficiency makes this initiative unique in language acquisition. All in all, sociocultural oriented and empowering engaging themes are pertinent throughout U.S. education. In light of that, we observed from the samples collected that authentic material not only locates the student in their own world, but it extends to the world immediately around them, the community, respectively, as Novice and Intermediate scopes proposed by ACTFL scale:

Figure 2 – Student Program Learning Plan – transferable skills

Learning Targets <i>What specific can-do addresses this episode?</i>	Culture, Content & Language <i>What do learners need to know to meet the can-do?</i>	Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i>
<ul style="list-style-type: none"> I can express my likes and dislikes regarding foods, celebrations and pastimes. 	<ul style="list-style-type: none"> Vocabulary of food; follow a recipe. 	<ul style="list-style-type: none"> Learners will recognize foods and ingredients and prepare a traditional São João dessert.

Interpretive Reading

Source: Adapted version designed and filled by its author. STARTALK (2018).

This material authenticity enables one to deal with other systems of measurement, proper names, and text genre with recipes, among other skills that are also transferable to workplace:

Table 9 – Materials needed – planning tool and learning activities breakdown

Materials Needed <i>What supplies and materials will you need to successfully implement this learning plan?</i>
Venn Diagram; YouTube video; songs; lyrics; PowerPoint software; Chrome Books; ingredients to prepare “cajuzinho”; white board; markers; computers/Internet & Skype; search-word puzzle.

Source: Adapted version designed and filled by its author. STARTALK (2018).

One claim that can be made in transferable skills is the skill of handling the metric system, a much-desired capacity building for American citizens while placing oneself as a professional in the target culture market place.

CONCLUSION

In the U.S., Portuguese has been living its golden years for the past decade, accountability and resource wise. Federal funds specifically allocated to initiative in less commonly taught languages has brought Portuguese instruction to a whole new threshold of quality professional development, and even a handful range of authentic material, despite the scarcity of sources in Portuguese language and Lusophone culture, let alone those that are of easy accessible, or free of charge (REIS, 2015).

The observation of engaging themes from endorsed programs related to curriculum rigor, e.g., a cross-disciplinary approach to diversity, economic, human, and environmental issues proposed by the AP Program, has now become the motto for innovative summer programs for all ages, such as STARTALK®, where learners are encouraged to deal with unrehearsed and realistic situations by using the skills they acquired, but most importantly, by going beyond and off-script.

Emphasis to transitions has also shortened the undesired distance between the real world and the classroom world use of language, and mostly, culture diversity skills. Importantly, transitions are mini activities that imprint a logical and smooth sequence among learning episodes. Ellis (2016, p. 66) suggests “the increasing global economy and overwhelming data in support of early language education has finally begun to change the traditional high school language sequence across the American landscape”. Brazil, as one of the various and pluricentric representations of the Lusophone cultures, has strengthened its pluralities due to this World Language paradigm. Thus, one implication worth researching could be the process of licensing Brazilian media and realia sources for instructional purposes.

As for Portuguese language teaching and curriculum vigor applied to gifted programs, there are IB Portuguese curricula in primary and middle schools, but one implication is that there are no AP Portuguese classes or examinations in U.S. The latter would allow a student to transfer foreign language learning credits to higher education. Needless to say, this is an imminent need bearing in mind the convergence of efforts always aims at strengthening Portuguese programs nationwide. Not to mention the issue of underrepresentation among those who do not even stand a chance of such a selective curriculum, even though it is available at U.S. public schools (GARCÍA; KLEIFGEN, 2010).

Among many complexities within a transdisciplinary approach, World Language is an avant-garde proposal in which standards of real life application, and potential to achieve success and world-readiness skills are indicators observed in foreign language education. In the U.S., the availability of foreign languages classes for elementary, secondary, and high school programs has quadrupled: from an initial timid list with Latin, German, French, Italian, and Spanish to the unprecedented array of American Sign Languages, Arabic, Chinese, Korean, Urdu, Hebrew, and obviously – Portuguese, to name a few. Some of those less commonly taught, as well as critically important languages, are chosen to receive federal funding to expand strategic world languages acquisition under the National Security Language Initiatives (NSLI). Since Portuguese falls under both categories, some programs are being funded to focus on the implementation of genuine sources of cultural content.

PORTUGUÊS EM ALTA! DE MENOS COMUMENTE ENSINADA PARA CRÍTICA PARA LÍNGUA MUNDIAL

Resumo: Este artigo descreve Português Língua Estrangeira evoluindo para Língua Mundial e língua crítica nos Estados Unidos. Por um histórico da escola básica, o uso de material autêntico do acampamento de verão STARTALK® evidencia preparação do estudante para o mundo e sustentabilidade de interdisciplina-

ridade. Nossa amostra traz o alinhamento do conteúdo pela perspectiva de engajamento sociocultural e competências transferíveis de aprendizagem: possibilidade de aplicar língua e cultura por diversas áreas.

Palavras-chave: Português Língua Mundial. Língua crítica. Acampamento de verão. STARTALK®.

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