Survey of Sites for the Teaching/learning of Portuguese for Speakers of Other Languages

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Abstract:

In view of the growing demand for teaching and learning Portuguese for speakers of other languages, there is a need to strengthen and expand studies in the area and to identify trends and approaches in productions. This article aims to identify websites that contain tools, collections of theoretical and didactic materials for teaching and learning Portuguese for speakers of other languages, as well as to evaluate and indicate the material in terms of the teaching perspective adopted for Portuguese for speakers of other languages. To carry out the study, a survey was carried out, based on the identification of a group of teachers and researchers involved with the subject in the field of Applied Linguistics. Searches were then carried out to map the sites, as well as a descriptive analysis of the tools, the type of material and the recipients. The corpus selected showed that most of the sites provide collections of theoretical materials to support studies and teaching materials (handouts, books, pdf

content pages and suggested audio, audiovisual and cultural media links for teachers to work with/apply the suggested activities in face-to-face or virtual classrooms). The article highlights that there is a comprehensive and accessible body of theory, as well as a diversity of teaching materials, produced and improved over the years, whether for reading and understanding the meanings of authentic textual/discursive genres, or for working on multiculturalism and interculturalism, or for contextualized grammar activities, geographical and historical aspects of the Brazilian context.

Keywords:
Online teaching materials; Portuguese as a foreign language; Language teaching and learning.

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INTRODUCTION

Migratory processes are part of the history of man, who moves away from his place of origin in search of better living conditions. Although difficult and conflictual, the decision to leave one's country of birth occurs all the time around the world and has been accelerated and forced by economic crises, natural factors such as environmental disasters, or political factors such as wars or civil conflicts, packed with dreams of a better life (Barros; Furtoso, 2021).

During the 2011-2020 period, factors in the world economy and geopolitics were decisive in consolidating Brazil as a destination country. For Brocco (2014, p.15), "it is undeniable that the Portuguese language has expanded around the world, thanks to Brazil's advancing political and economic position". Marked by the plurality of foreign nationalities, immigrants and refugees, this new migratory and refugee landscape in Brazil has imposed a series of issues on society that are dear to its heart (Cavalcanti; Oliveira; Silva, 2021a).

In terms of language proficiency, learning Portuguese is a factor reported as a challenge for interaction in the destination society and, consequently, for access to housing, public services in the social, educational and health spheres, as well as for job placement and advancement. However, the lack of Brazilian Portuguese teaching programs has led immigrants to acquire the language daily, in direct contact with other speakers in an informal way. That is, because of survival needs, to use the language in their daily lives (São Bernardo; Barbosa, 2018; Silva, 2018). Initiatives by civil society and universities are largely responsible for strengthening and expanding the teaching of Brazilian Portuguese to speakers of other languages.

Despite this context, some factors have contributed to the consolidation and expansion of the Portuguese for Speakers of Other Languages area. These include the actions of the Community of Portuguese Speaking Countries and the International Portuguese Language Institute to internationalize and promote their national language abroad; Brazil's economic, cultural and scientific exchanges with other countries; the definition of strategies for teaching the official languages of Mercosur; the presence of foreigners in the academic programs of Brazilian

universities (PEC-G and PEC-PG)[1]; Brazil's presence abroad through lectureship[2]; the impact of the Certificate of Proficiency in Portuguese Language for Foreigners (Celpe-Bras)[3], as well as other internationalization actions by Brazilian universities, whether in terms of receiving foreigners or sending Brazilian students for mobility or exchange abroad (Furtado, 2019; Furtoso, 2020).

Evidence of the expansion of the field of Portuguese for Speakers of Other Languages is the number of existing terminologies, each with its own specificities:

- Portuguese for Speakers of Other Languages - (*Português para Falantes de Outras Línguas – PFOL*).
- Portuguese as a Foreign Language – (*Português Língua Estrangeira – PLE*).
- Portuguese for Foreigners – (*Português para Estrangeiros – PE*).
- Brazilian Portuguese for Foreigners – (*Português do Brasil para Estrangeiros – PBE*).
- Portuguese as a Second Language – (*Português como Segunda Língua – PL2*).
- Portuguese as a Heritage Language – (*Português como Língua de Herança – PLH*).
- Portuguese as an Additional Language – (*Português como Língua Adicional – PLA*).
- Portuguese as a Host Language – (*Português como Língua de Acolhimento – PLAc*).
- Brazilian Portuguese for Humanitarian Migration – (*Português Brasileiro para Migração Humanitária - PBMH*).
- Portuguese as a Non-Native Language – (*Português Língua Não Materna*).

Despite the efforts of the research community, when evaluating the country's level of preparation in teaching Portuguese as a foreign language, Almeida Filho (2017) points to only an average level, when compared to English and Spanish, highlighting among several important shortcomings the absence of an explicit policy for teaching Portuguese, both as a foreign language and as a host language. What's more, the curriculum matrices of language courses in Brazil still lack subjects aimed at teacher training in this area. If there is a demand for learning, there is also a demand for teaching and teacher training.

Given all the linguistic and cultural diversity in Brazil and the countless evidences of the need to expand the supply of courses and specific content for teaching Brazilian Portuguese to speakers of other languages (foreigners; immigrants and refugees), it is worth noting that, according to Law 13.445/2017, called the Migration Law, in its article 65, item III, one of the conditions for naturalization is the need for the foreigner to communicate in Portuguese, considering the conditions of the naturalizing person (Brasil, 2017).

Since 2018, Celpe-Bras has been required as one of the ways to prove this condition and is also used as an official Brazilian exam to certify proficiency in Portuguese in other cases, such as the requirement for foreigners to enter Brazilian higher education institutions or exchange programs (Brasil, 2019).

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[1] The PEC-G (Programa Estudante-Convênio de Graduação - *Student-Exchange Program for Undergraduate Studies*) and PEC-PG (Programa Estudante-Convênio de Pós-Graduação *Student-Exchange Program for Graduate Studies*) are Brazilian government initiatives aimed at fostering international cooperation in education. Managed by the Ministry of Education (MEC) in collaboration with higher education institutions in Brazil and abroad, these programs facilitate academic exchange and collaboration. Both initiatives play a crucial role in the internationalization of Brazilian higher education, promoting cultural diversity in academic institutions and encouraging global academic collaboration. Participants in these programs not only could expand their academic knowledge but also to experience an enriching cultural exchange in a foreign educational environment.

[2] Lectureship are university professors who work in foreign higher education institutions, promoting Brazilian language and culture. The vacancies are offered through a public notice published by the Ministry of Foreign Affairs and Capes (Coordination for the Improvement of Higher Education Personnel). Available at: http://redebrasilcultural.itamaraty.gov.br/menu-a-rede/menu-leitorados.

[3] The Celpe-Bras exam was administered for the first time in 1998, with 127 examinees taking part in 8 examination centers. Over the years, there has been an increase in the number of foreigners interested in taking the exam. Today we have around 120 examination centers in 41 countries, with 11,266 examinees taking part in the 2019 edition, and almost 4,000 examinees in the most recent one (Brasil, 2020).

Given the increase in the number of foreigners in Brazil (from 592,570 immigrants in 2010 to 1.3 million in 2020), predominantly from Venezuela, Haiti, Bolivia, Colombia and the United States of America, the increase in the number of students enrolled in basic education (from 41,916 in 2010 to 122. 900 in 2020) (Cavalcanti; Oliveira; Silva, 2021b) and the growing worldwide interest in learning Brazilian Portuguese (Oliveira, 2013), highlight the need to provide materials for teaching and learning Brazilian Portuguese, in an accessible way, to develop specific language skills and cultural awareness for different audiences.

The use of technological resources is a well-established practice in various learning environments, including language teaching. Brocco (2014) believes that computers and the internet have had an influence on language teaching.

With a continuous increase in access to the Internet, learning tools developed in this environment can provide, among their many benefits, the ability to reach many interested parties.

Thus, it is necessary to rethink the planning of Brazilian Portuguese teaching for different audiences (language of integration, interaction, business, science, hospitality) and identify which tools are productive and viable options for each audience, taking into account communicative needs, with an emphasis on communicative teaching through the language in use and the development of awareness, seeking to enable teaching from the perspective of communicative and intercultural teaching (São Bernardo; Barbosa, 2018).

Auxiliary tools in the development of proficiency should allow immigrants' communicative competence to progress in different situations of daily interaction, broadening the uses and cultural knowledge of Brazilian Portuguese. Being proficient, from this perspective, means being able to construct appropriate utterances to participate in communication contexts in different spheres of language use (Schoffen, 2009).

This article aims to identify, evaluate, and indicate websites that contain tools or the availability of collections of materials and content for teaching and learning Portuguese to speakers of other languages.

METHODOLOGY

When carrying out survey-type research and trying to map a particular theme, one recognizes the challenge of not being able to encompass all the information, leaving some data out. According to Gil (2017, p.35), "in most surveys, not all members of the population studied are surveyed". According to the author, this type of research is suitable for achieving the objectives of both academic and professional research (Gil, 2017).

Thus, as a selection criterion for the corpus of this study, specialists in Portuguese for Foreigners accredited by the Languages without Borders (*Idioma sem Fronteiras - IsF*) of the National Association of Directors of Federal Higher Education Institutions (*Associação Nacional dos Dirigentes das Instituições Federais de Ensino Superior* - ANDIFES, 2019)[4] were identified.

The next step was to identify content and websites available online related to these experts. Searches were carried out on Google and Google Scholar, relating to the names of each of the 36 experts, following the pattern:

Expert's first name + Expert's last name + Portuguese + foreigners

The aim of not using the full name of each expert was to avoid eliminating results in which the researcher did not use their full name, for example, on a particular website on the subject. Thus, by using only first and last names in the searches, the main results containing both full and incomplete names were identified. Similarly, to complement the refinement of the results, an exact

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[4] Avaliable at: https://www.andifes.org.br/wp-content/uploads/2020/02/1o.-Credenciamento-Especialistas-IsF_dez19.pdf .

match of a specific phrase in quotation marks was not sought, but only the words "Portuguese" and "foreigners", separately, allowing results containing any variations of phrases with these words.

The first 20 results found for each specialist were evaluated. Although existing content in articles, magazines, projects, participation in events or even on institutional pages provide useful content about the work of these specialists, when the publications contained information about websites on teaching and learning Brazilian Portuguese to speakers of other languages, these would be considered relevant results and included in the corpus.

Once the websites had been selected, each one was analyzed, looking at the tools used, the levels of development or organization of the resources and the teaching-learning materials available. The aim was, in a way, to identify the material's indication of the teaching perspective adopted for Portuguese for Speakers of Other Languages.

RESULTS AND DISCUSSION

In the initial search for experts, 36 researchers were identified, linked to 33 higher education institutions (28 federal higher education institutions and 5 state institutions), who work with actions, studies, community outreach projects and undergraduate and postgraduate research on Portuguese for speakers of other languages.

After conducting the survey (Table 1), five websites were identified that were directly/indirectly related to ESL researchers (ANDIFES, 2019):

Table 1: Sites/platforms related to researchers of Portuguese for speakers of other languages.

Researchers IsF/Andifes	*Sites*/Platforms
Denise Barros Weiss (Federal University of Juiz de Fora)	https://oportuguesdobrasil.wordpress.com/
Idalena Oliveira Chaves (Federal University of Viçosa)	http://www.tremelengueplh.ufv.br/
Matilde Virginia Ricardi Scaramucci (State University of Campinas)	https://www2.iel.unicamp.br/matilde/
Raimundo Nonato Moura Furtado (Federal University of Ceará)	www.ple.ufc.br
Viviane Bagio Furtoso (State University of Londrina) Central Advisory Team for the website of the International Institute of the Portuguese Language	https://ppple.org/

Source: Authors, 2022

Below is a brief description of the sites, characterizing their update status, who they are aimed at, the type of material posted and how to access the information:

a)   Denise's bookcase (*Estante da Denise)* website

This is the site https://oportuguesdobrasil.wordpress.com/, linked to professor and researcher Denise Barros Weiss (Federal University of Juiz de Fora). The site serves as a repository of theoretical texts for students (undergraduate and postgraduate) and fellows of projects supervised by the professor, as well as teaching materials for foreign students at UFJF studying Portuguese and related subjects. As can be seen in figure 1, it is divided into thematic tabs.

Text bookshelf: divided into five subtopics, it contains a collection of academic texts (articles, book chapters, books, theses, and others) by various authors:

- *Literacy and literacy: collection of 70 theoretical texts in pdf;*
- *Ethnomethodology and interaction: collection of 15 theoretical texts in pdf;*
- *Professional master's degree - Literacy and literacy: no content;*
- *Theories of textual/discursive genres: collection of 60 theoretical texts in pdf;*
- *Theoretical texts - Teaching Portuguese as a foreign language: collections of 110 theoretical texts categorized into the following sub-themes: Identity; Culture; Teacher Training; Textbooks; Celpe-Bras; Textual Genres; Grammar Topics; Course Structuring.*
- **Portuguese as a Foreign Language training - Federal University of Juiz de Fora**: divided into four subtopics, containing:
- *Discussion groups* - Portuguese as a Foreign Language teacher training contains indications of readings for further discussion in the forum;
- *Workshop 1 - linguistic studies - Portuguese for foreigners*: presents description course, program and compulsory readings. The course focuses on multiculturalism and interculturalism in the Portuguese as a Foreign Language classroom;
- *Workshop 2 - language studies - Portuguese for foreigners*: presents description course, program and readings. Focus of the course: aspects of Portuguese grammar (use of verbs, adverbs, prepositions, pronouns, morphology of nouns and verbs) and teaching Portuguese as a Foreign Language;
- *Workshop 3 - language studies - Portuguese for foreigners*: presents description course, program and compulsory readings. The course focuses on aspects of the development of teaching materials and the evaluation of teaching processes in Portuguese for foreigners.

Teaching material - Portuguese for foreign students: presents a collection of seven downloadable pdf handouts (from 2013 to 2019), with language and culture activities in contextualized materials, didactic, cultural, geographical exercises, reading and understanding the meanings of various genres, grammatical aspects, as well as a list of songs and media used in the subject:

- *Brazilian culture for foreigners*: a list of links to websites with cultural materials and music to be used in the classroom;
- *Support material for teachers*: a list of useful links.

As you can see, the researcher works with Portuguese as a Foreign Language teacher training. Most of the materials are theoretical, aimed at teachers and undergraduate and postgraduate students working with Portuguese as a Foreign Language. One example is the blog https://contextobrasil.wordpress.com/, created by students who have been tutored/participated in Denise Weiss' courses, who call themselves "teachers in training in ELP". In addition, all the materials can be accessed by foreign students, who are the final recipients of all these productions.

Image 1 - Denise's Bookshelf (Estante da Denise) Blog

The "Denise's Bookshelf" website is strongly related to the training of Portuguese as a Foreign Language teachers. It offers a wide range of theoretical texts in different areas, reflecting the importance of theory in pedagogical practice. The emphasis on themes such as multiculturalism and interculturalism reflects the contemporary approach, which considers cultural diversity as an integral part of the language teaching process.

b)   Tremelengueplh

This is a website http://www.tremelengueplh.ufv.br/ aimed at teaching Portuguese as a heritage language to children of Brazilian parents living abroad (Figure 2). The aim is to provide content and activities focused on the context of teaching Brazilian Portuguese to children in the literacy stage who live abroad. This site is linked to researcher Professor Idalena Oliveira Chaves (Federal University of Viçosa) and is developed with the collaboration of students and graduates from Federal University of Viçosa Languages and Social Communication courses.

Image 2 - Tremelengueplh blog

In principle, Tremelengueplh has two thematic units: animals and regions of Brazil.

The "Animals" unit features 14 animals, on which, when you click, the following information appears: different images of the same animal; an informative text "did you know?"; the pdf of an edited didactic activity, with links to songs with lyrics and audio also edited; games

such as crossword puzzles and word searches; coloring activities, to complete letters and words; links to Youtube videos. The "Regions of Brazil" unit presents the content under construction. It also features links to websites with content for children.

The team developed studies on content for primary school children (5 to 10 years old) who live outside Brazil. The material available is edited and designed to work on playfulness, cultural aspects and the use of authentic material (audios, videos, newspaper and magazine articles aimed at children).

The focus of this site is on teaching Portuguese as a heritage language to children abroad. The approach here includes the use of authentic material, games, playful activities and cultural aspects. This is in line with approaches that recognize the importance of cultural context in language learning and emphasize playful methods for children.

c) Focus on Portuguese for Foreigners *(Foca no Português para Estrangeiros)* website

This is a website https://www2.iel.unicamp.br/matilde/2017/06/portais-e-blogs/ linked to professor and researcher Matilde Virginia Ricardi Scaramucci (State University of Campinas). This site aims to concentrate information on teaching and researching Portuguese as a Foreign Language, making it easier for researchers, teachers, students and interested parties to access. The site is divided into six tabs: PLE books; journal articles; theses and dissertations; teaching materials; proficiency exams; portals and blogs (Figure 3).

- **Books Portuguese as a Foreign Language**: presents a list of 36 books published between 2004 and 2017, structured list with title, cover, publisher, author(s), year, ISBN, page numbers and summary of the main highlights of the works;
- **Articles and journals**: a list of 53 articles published in journals between 2006 and 2017, and 2 journals (with outdated information) whose current links are: https://assiple.org/revista-siple/; https://www.portugueselanguagejournal.com;
- **Theses and dissertations**: presents a list of 77 studies published in university repositories ("Digital Bank of Theses and Dissertations of Capes") between 2007 and 2016;
- **Teaching materials**: presents a catalog of 44 textbooks used in the teaching and learning of Portuguese for speakers of other languages. The site's producers point out that, due to the growth of this segment in recent years, the search does not cover all teaching materials, but it is a sample of the diversity of materials available;
- **Proficiency exams**: concentrates information obtained from the official websites of the Brazilian Portuguese and European Portuguese exams:
  o Regarding Brazilian Portuguese:
  a) Celpe-Bras - Certificate of Proficiency in Portuguese Language for Foreigners;
  b) Certificado Internacional de Língua Portuguesa (CILP) - International Certificate of Portuguese Language.
  o For European Portuguese
  a) Centro de Avaliação de Português Língua Estrangeira (CAPLE) - Center for the Assessment of Portuguese as a Foreign Language;
  b) Common European Framework of Reference for Languages:
  Elementary Diploma in Portuguese as a Foreign Language - Level: B1
  (*Diploma Elementar de Português Língua Estrangeira - DEPLE)*;
  Intermediate Diploma in Portuguese as a Foreign Language - Level: B2
  (*Diploma Intermédio de Português Língua Estrangeira - DIPLE)*;
  Advanced Diploma in Portuguese as a Foreign Language - Level: C1
  (*Diploma Avançado de Português Língua Estrangeira - DAPLE)*;
  University Diploma in Portuguese as a Foreign Language - Level: C2
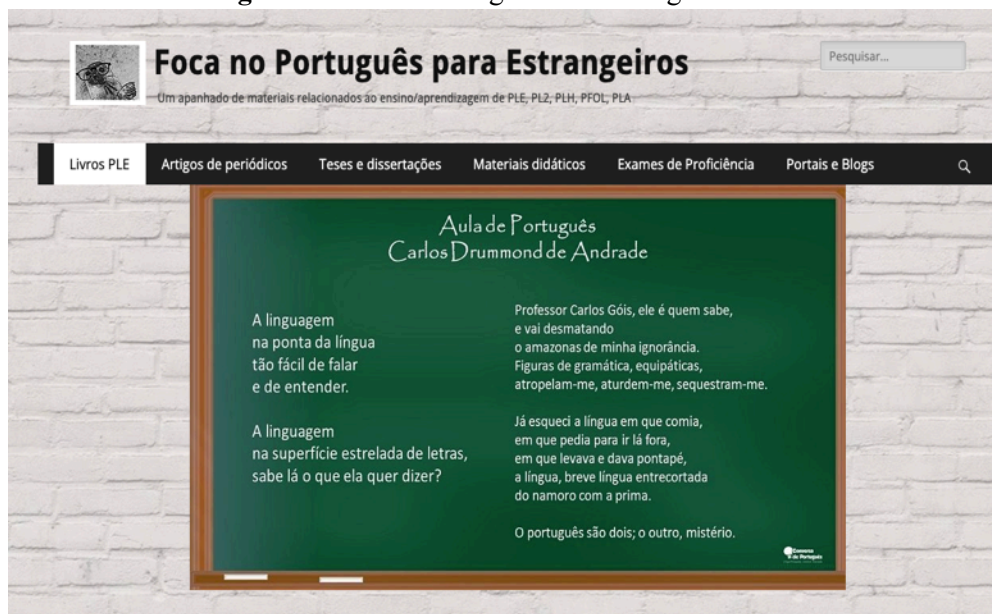 (*Diploma Universitário de Português Língua Estrangeira - DUPLE)*.

● **Blogs and websites**: lists 14 blogs for teaching or learning Portuguese as a foreign language. Most of the blogs (Table 2) are aimed at foreigners, immigrants, speakers of other languages and people interested in learning Portuguese. One situation observed is that most of the blogs are generally kept active for a certain period and then remain inactive or out of date.

Table 2: Blogs listed on the Focus on Portuguese for Foreigners website

Blogs and *sites*	Update
Portal for the Teacher of Portuguese as a Foreign Language (*Portal do Professor de Português Língua Estrangeira*)	active
Portuguese for Spanish Speakers (*Português para Hispano Falantes*)	last posts 2017
Learning Portuguese (*Aprendendo Português*)	last posts 2013
Portuguese laboratory for foreigners (*Laboratório de Português para Estrangeiros*)	last posts 2007
Débora Gerbase – Portuguese for foreigners (Débora Gerbase – *Português para Estrangeiros*)	active
Carioca Languages	non-existent page
USC Foreign Languages (*UCS Línguas Estrangeiras)*	active
The Portuguese Blog (*O Blog de Português*)	last posts 2014
Just Portuguese (*Só Português*)	active
Very Brazilian Portuguese (*Português Bem Brasil*)	active
Planet Portuguese Brazil (*Planeta Português Brasil*)	last posts 2018
Speak Portuguese (*Fale Português*)	non-existent page
Little Brazilians (*Brasileirinhos*)	last posts 2020
Brazil in Mind (Brasil em Mente - BeM)	active

Source: Adapted from https://www2.iel.unicamp.br/matilde/2017/06/portais-e-blogs/

Image 2 - Focus on Portuguese for Foreigners website

Source: https://www2.iel.unicamp.br/matilde/2017/06/portais-e-blogs/

As you can see, the Foca no Português para Estrangeiros website contains a diversity and variety of catalogs. It could be a reference project if the information was maintained and updated annually. In this way, it acts as a centralized source of information on teaching and researching

Portuguese as a foreign language. It offers resources in different categories, from books to blogs, covering various aspects of applied linguistics. The emphasis on blogs and teaching materials reflects the importance attached to innovative teaching practices and the diversity of resources.

b)   Website Portuguese as a Foreign Language of Federal University of Ceará (*Português como Língua Estrangeira – UFC*)

It is a website https://ple.ufc.br/pt/ linked to professor and researcher Raimundo Nonato Moura Furtado (Federal University of Ceará). This site publishes news, information on registering for courses, projects and proficiency exams (Figure 4).

It is a site that keeps information up to date with the main focus:
- Casa de Cultura Portuguesa;
- Center for teaching and research in Portuguese for foreigners;
- Portuguese course for foreigners: language and culture;
- Portuguese Course (Language without Borders);
- Celpe-Bras;
- Tandem Project: interculturalism and language teaching;
- Continuing teacher training courses.

The site is aimed at Federal University of Ceará students interested in the courses and projects, students interested in collaborating (as scholarship holders or volunteers) in the activities and teachers interested in continuing training in the teaching of Portuguese, whether for native Brazilians or foreigners.

Image 4 - Website Portuguese as a Foreign Language of Federal University of Ceará

Source: https://ple.ufc.br/pt/
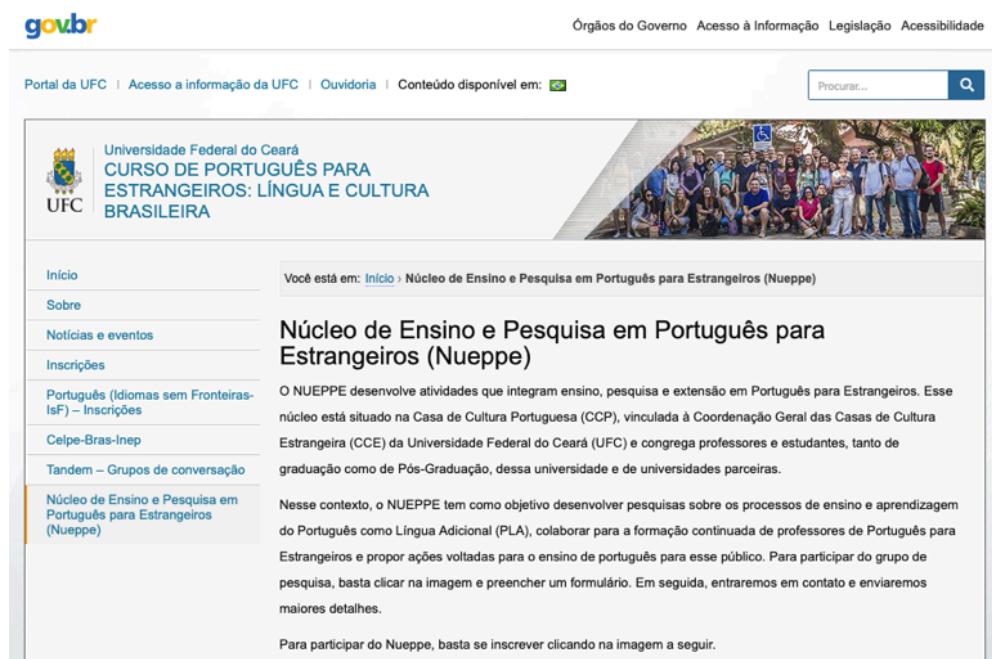
As you can see, this website is a tool for publicizing project activities, keeping interested parties informed of deadlines, registration periods, telephone numbers and contact e-mails for taking part in activities and projects.

The site provides information on courses, projects, proficiency exams and is aimed at students at the Federal University of Ceará and teachers interested in further training. The

approach includes intercultural aspects and projects that promote language teaching. This is in line with current approaches that emphasize cultural relevance and contextualized learning.

c)   Portal for the Teacher of Portuguese as a Foreign Language / Portuguese as a Non-Native Language – PPPLE (*Portal do Professor de Português Língua Estrangeira* - PPPLE */ Português Língua Não Materna* - PLNM

The PPPLE is a website whose aim is to provide the teaching community and interested parties in general with resources and pedagogical materials for teaching, learning, and assessing Portuguese as a foreign language.

The portal was conceived, developed, fed and managed multilaterally, functioning as an instrument of linguistic-cultural cooperation between the Member States of the Community of Portuguese-Speaking Countries and the International Portuguese Language Institute. In this way, the PPPLE (Figure 5) plays a very important role in strategies to promote, disseminate and project Portuguese around the world, creating an internationalized system for managing the teaching of Portuguese as a foreign language/Portuguese as a non-native language.

Image 5 - Portal for the Teacher of Portuguese as a Foreign Language
Website (Portal do Professor de Português Língua Estrangeira - PPPLE)

Source: http://www.ppple.org/

The site is organized into seven tabs. Among the most important are:
- **What is the portal?**: presents the objective of the portal, its conception (origin, since 2010), explains the license of the materials (Creative Commons (by-nc-sa). This license allows others to remix, adapt and create derivative works of the original work, provided they do so for non-commercial purposes, and requires them to credit the portal and license new creations under the same parameters);
- **Who we are**: this is a portal of the International Portuguese Language Institute. It lists the managers, the team of didactic unit developers, the training courses and the list of consultants (specialists in the teaching of Portuguese as a foreign language / non-native language, appointed by the National Commissions, collaborators in the process of evaluating and approving the Didactic Proposals, which are part of the PPPLE materials repository);

- **Conversation with the teacher**: presents guidelines, suggestions and recommendations for the teacher's daily work and also for the use of the proposed Teaching Units. It explains the levels and the concept of proficiency. It clarifies the concept of language used: how the relationship between language and culture is adopted, what authentic materials are used in the proposed activities, how long each activity should take, how the teaching units are conceived and characterized, what the situations of use are, what the learning expectations are, the usefulness of the preparation activity, what the teacher has to consider, the activity of extending the unit and systematizing the content learned and the next steps;
- **Teacher's area**: section for Portuguese as a foreign language teacher to register and log in;
- **My scripts**: to access this section, the teacher must have registered on the portal and be logged into the system to access:

a) *Teaching units*: presents 70 categories of themes. Each theme has a set of teaching units. These are activities with a title, country and level, situation of use and learning expectations. By clicking on the activity, the teacher can download the pdf of the activity.

b) *Didactic itineraries*: the itineraries are routes planned and suggested by the PPPLE for teaching Portuguese as a foreign language/Portuguese as a non-native language and organize sets of didactic units, grouped together by some thematic axis or specific learning interest. Thus, users can select the route depending on their teaching and learning interests.

c) *Teaching proposals*: work units suggested by Portal users.

d) *Units for specific groups*: these are teaching units produced for teaching specific groups with learning needs and characteristics: 1) unit for children / heritage language; 2) unit for Chinese speakers; 3) unit for Spanish speakers; 4) host language units; 5) units in other countries - Hungary. And finally, there is a section where network collaboration is possible, which is sending teaching proposals: a section where teachers can send proposals. The proposals are analyzed by teams, evaluated, and approved by expert consultants to be made available on the portal. However, the author of the production is not identified, and the author (teacher) assigns a Creative Commons license (by-nc-sa) to the portal.

As you can see, the PPPLE website has had an organized and planned structure since its conception, following an epistemological and methodological coherence between the foundations and the proposition, evaluation and availability of the materials made available. This gives the teacher, the user of the material, credibility, and security with regard to the choice, adaptation and time for use of the material.

The PPPLE plays an international role in the management of Portuguese as a foreign language/Portuguese as a non-native language teaching. It is structured in an organized way, offering teaching units, scripts and teaching proposals. The emphasis on collaboration and making materials available under open licenses reflects the contemporary trend towards sharing and adapting educational resources.

In general, the websites mentioned play significant roles in the context of teaching and learning Portuguese, each contributing in specific ways. Some highlights of the importance of these sites are:

Access to Specialized Educational Resources: The sites provide access to a variety of educational resources, including articles, theoretical texts, teaching materials and information on different pedagogical approaches. The division into categories and specific themes facilitates navigation and the search for relevant information. The clear structuring of content contributes to a more efficient user experience. This is crucial for enriching the learning environment and supporting teachers and students.

Promoting the Portuguese language around the world: Some websites, such as PPPLE, play an important role in promoting, disseminating and projecting the Portuguese language on the international stage. They create an internationalized system for managing the teaching of Portuguese as a foreign language. Sites like Tremelengueplh, on the other hand, have the specific purpose of providing materials and activities for Brazilian children of literacy age living abroad.

This diversity reflects the scope and importance of teaching Portuguese in different contexts. This contributes to maintaining the Brazilian language and culture in communities outside the country.

Continuing Education Collaboration and Teacher Support Networks: Websites offer valuable support for teachers, providing teaching materials, pedagogical guidelines, study guides and didactic proposals. The promotion of collaboration, as seen on PPPLE and other websites, creates networks of teachers who share knowledge, experiences, and resources. This strengthens the educational community and enriches and improves teaching practices, which is fundamental for continuous professional development.

Transparency and Academic Credibility: Associating the sites with academic institutions gives them credibility. Transparent information about the team, the consultants and the evaluation processes help to guarantee the reliability of the materials made available.

Use of Open Licenses for Sharing: The use of Creative Commons licenses, as in PPPLE, facilitates the sharing and adaptation of materials, promoting a culture of collaboration and open dissemination of knowledge.

These sites therefore play crucial roles in promoting the Portuguese language, supporting quality teaching, and building an engaged and collaborative educational community.

CONCLUSION

We recognize the dynamic evolution of scientific development in the area, the technological evolution of systems and the need to feed and update information, in the case of websites. When proposing to produce a resource of this nature, the biggest challenge is to keep the information up to date. It is well known that many higher education institutions carry out community outreach projects, research, teaching, continuing teacher training and training for students and foreign immigrants/refugees, disseminating information on social networks, regardless of whether they have a specific website (blog, portal, platform) for this purpose.

All the sites present a close relationship between theory and practice. They provide resources, indicating an understanding of the importance of the theoretical and practical dimensions in foreign language teaching.

The adaptation of materials, the recognition of the diversity of audiences and the incorporation of cultural aspects are common points on all the sites.

The presence of sections that encourage collaboration between teachers and the sharing of resources is a striking feature of several sites, demonstrating an approach in line with the idea of communities of practice and the open dissemination of knowledge.

It was noted that some of the sites are isolated initiatives by researchers, as they have the function of repositories of materials (theoretical and didactic) and catalogs of information sources. They are mostly aimed at researchers and teachers of Portuguese for speakers of other languages.

For this reason, official portals could be created to promote Brazilian Portuguese, linked to an official institution, with support from the government and from organizations dedicated to promoting Brazilian language and culture, such as the Camões Institute and the Calouste Gulbenkian Foundation, linked to initiatives to promote European Portuguese.

In addition, the Community of Portuguese Language Countries - CPLC and PPPLE Portal could be promoted, so that Portuguese language teaching and learning activities are more widespread, regardless of the perspective adopted.

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