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PORTUGUESE AS ADDITIONAL LANGUAGE: TEACHING AND INTERNATIONALIZATION AT HOME AT THE FRANCISCAN UNIVERSITY

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ABSTRACT

This paper presents the UFN-PAL project, an initiative developed at a Brazilian higher education institution to promote the reception and integration of international students. The project involved a collaborative partnership between five undergraduate Languages students, a professor, and a representative from the International Cooperation Office. Through a needs-based analysis, the project was designed to address the linguistic and cultural challenges faced by two regular international students from Taiwan. The methodology relied on a formative and continuous flow, with monitors gradually assuming greater responsibility for lesson planning, material production, and class mediation, fostering their professional development. The results reveal that the use of contextualized and interactive pedagogical practices, such as gamified activities and critical genre analysis, was highly effective in supporting the students' academic and social integration. The paper concludes that this initiative not only promotes a more inclusive and critical internationalization at home, but also serves as a crucial laboratory for the practical training of future language teachers, reinforcing the role of student protagonism and intercultural dialogue in higher education.

Keywords: Academic Literacies, Interculturality, Language Education, Teacher Education.

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INTRODUCTION

Language teaching in Brazilian higher education has been significantly shaped by internationalization processes, which expand academic mobility flows, knowledge circulation, and intercultural interaction within the university space. Internationalization, understood as the intentional incorporation of international and intercultural dimensions into the academic functions of teaching, research, and outreach (Knight, 2004; Wächter, 2003), goes beyond physical mobility and requires initiatives that ensure access to global experiences for all students. Over time, internationalization in higher education has shifted from a narrow understanding centered on mobility to a broader view that values inclusive practices within the university itself. As Knight (2004) and Wächter (2003) highlight, internationalization is not limited to exchanges or academic travel; it entails integrating intercultural and global dimensions into teaching, research, and institutional culture.

The concept of Internationalization at Home (IaH) (Beelen; Jones, 2015) reinforces this perspective by promoting practices that bring together local and international students through collaborative pedagogical experiences, intercultural encounters, and critical language education. IaH emphasizes the incorporation of internationalization dimensions into the everyday experiences of students who remain in their home institutions (Beelen; Jones, 2015). In addition, IaH broadens participation by creating opportunities for intercultural interaction that involve all students and staff members. This perspective is particularly relevant in Brazil, where socioeconomic inequalities often restrict access to mobility. As Kobayashi and Higashi (2022) point out, internationalization takes diverse forms worldwide, and in the Brazilian context it must be strategically articulated to address inequalities and promote more democratic access to global academic networks.

At the same time, internationalization must be critically examined. Azevedo and Catani (2013) caution that, if adopted uncritically, it may reinforce the commodification of knowledge and exacerbate global asymmetries. To counter this, internationalization practices should foster collaboration, solidarity, and respect for local realities. This involves recognizing multilingualism and cultural diversity as central resources rather than obstacles.

Within Brazilian higher education institutions (HEI), such practices also intersect with the centrality of English as the lingua franca of science (Graddol, 2006; Swales, 1990), widely recognized as an instrument for accessing globalized academic networks and disseminating research. English enables participation in international conferences, publication in high-impact journals, and engagement in collaborative projects across borders. However, its hegemony also produces exclusionary effects, reinforcing inequalities in access and knowledge circulation, especially for students and researchers from non-Anglophone contexts (Hyland, 2016). These dynamics highlight how language is not a neutral medium, but rather a marker of power that can privilege certain academic voices while marginalizing others.

In this context, Portuguese as an Additional Language[6] (PAL) teaching in Brazilian HEIs plays a strategic role not only as a means of social and academic integration for international students but also as a practice of cultural hospitality, essential for fostering fairer and more inclusive interactions. This practice emerges as a key strategy: it not only supports the integration of international students but also repositions Portuguese as a language of academic participation and cultural hospitality, expanding the scope of internationalization beyond the dominance of English (Graddol, 2006). By recognizing Portuguese as a legitimate academic language and as a medium for intercultural dialogue, PAL teaching promotes linguistic and cultural diversity, ensuring that internationalization does not rely exclusively on English (Graddol, 2006; Swales, 1990). Moreover, it fosters the integration of international students into local academic and social communities, while also valorizing Brazilian cultural and linguistic repertoires. Thus, PAL teaching strengthens the ethical and social commitment to more inclusive internationalization practices, broadening the scope of participation and reinforcing the principle that linguistic plurality is central to democratic access in higher education.

In this context, initiatives such as the Buddy Program in many HEIs exemplify how internationalization can be concretely enacted through practices of hospitality and intercultural interaction. Such a program may mobilize professors, staff, and students to engage in activities that support international students, including guided tours of the campus, assistance in everyday communication tasks, orientation to academic rules, participation in social activities, and the presentation of regional and national culture.

By creating opportunities for authentic language use in academic and social contexts, initiatives like the Buddy Program and PAL teaching in Brazilian HEIs allow international students to experience Portuguese not only as an object of study but as a living language of interaction, integration, and belonging. Seen from this perspective, the initiatives exemplify the principles of IaH, since they provide intercultural encounters within the university environment, even for students who do not participate in physical mobility abroad. In addition, they foster collaboration between local and international students, support the development of intercultural competences, and ensure that internationalization is not limited to English-mediated exchanges but rooted in a plural and democratic approach to language education. Finally, they also respond to the challenges identified by Azevedo and Catani (2013), promoting a critical and inclusive internationalization that values multilingualism and cultural diversity as resources.

Within the concept of IaH, the perspective of literacies (Street, 1984; Kalantzis; Cope, 2012) and academic literacies (Lea; Street, 1998) provides a basis for understanding that teaching languages involves much more than transmitting structures or isolated skills. Language is always situated in social practices, shaped by power relations, ideologies, and identities. From this perspective, PAL teaching requires attention not only to the linguistic

[6] In this work, we opted for the use of the term Portuguese as an Additional Language (PAL) instead of Portuguese as a Language of Welcome or Portuguese as a Foreign Language. This choice is grounded in the understanding that language learning, especially in the academic context, is not limited to an instrumental dimension but constitutes a situated social practice, permeated by relations of power, ideologies, and identities (Street, 1984; Lea; Street, 1998; Lillis; Scott, 2007). The term foreign language, still widely used, refers to a dichotomic logic of inside/outside, which positions Portuguese as a language alien to students' repertoires, something that does not reflect the multilingual realities of those who circulate within the university. The expression language of welcome, on the other hand, is pertinent in migratory and humanitarian contexts but may be restricted to an welfare-oriented perspective, which does not fully encompass the teaching and learning practices in higher education. By privileging the concept of additional language, we aim to emphasize that Portuguese is added to the students' previously constituted linguistic repertoires, valuing their agency and acknowledging the plurality of their cultural experiences. This terminology aligns with the perspective of critical and inclusive internationalization, which conceives multilingualism not as an obstacle but as an enriching resource for building more democratic and dialogical academic communities.

dimension, but also to the ways in which international students are invited to participate in the academic community. In other words, learning a language is inseparable from learning how to move within the institutional culture that organizes everyday life at the university. This means that PAL teaching should prepare students to engage with the specific discourses, genres, and practices that circulate in Brazilian higher education, from reading and producing academic texts to navigating bureaucratic procedures or participating in classroom discussions. At the same time, it also involves recognizing students' prior experiences and cultural repertoires, so that integration does not take place through assimilation alone, but through dialogue. By treating language learning as a social and ideological practice, PAL teaching becomes a space for international students to claim agency, negotiate identities, and position themselves as legitimate members of the academic community.

In this sense, Academic Literacies also highlight the role of agency and identity in language learning. Writing and reading are not only means of reproducing disciplinary norms, but opportunities for students to negotiate positions and construct their academic voices (Lillis; Scott, 2007). For international students, this is particularly relevant when engaging with PAL, since participation in academic life involves appropriating genres that are specific to the Brazilian university context. As Lea (2016) and Wingate (2015) point out, such processes require explicit pedagogical support, making visible the conventions of academic writing and avoiding deficit perspectives that assume tacit assimilation. Moreover, in contexts of internationalization, academic literacies function as intercultural practices, where different academic traditions and cultural repertoires intersect (Lillis; Curry, 2010). From this standpoint, PAL teaching becomes a space where students not only develop linguistic skills, but also negotiate identities, build agency, and critically engage with the discourses that shape academic participation.

This paper presents PAL project developed at the Franciscan University (UFN) in Santa Maria, Southern Brazil. Conducted by undergraduate Languages students in partnership with a professor and a representative from the International Cooperation Office (ICO), this study aims to describe how the project contributed not only to the reception and integration of international students by fostering intercultural dialogue and strengthening inclusive internationalization practices, but also to the professional development of the student-teachers involved.

METHODOLOGY

This paper reports on the UFN-PAL project, which offered classes during the first academic semester of 2025. Five volunteer students from the Languages degree participated in the project, which was structured based on specific needs identified by the ICO. The students, from now on called monitors, were guided by a professor of the Languages degree and the ICO representative[7]. At the beginning of the process, the monitors observed the faculty conducting the classes with international students. They also participated in weekly meetings to study and discuss additional language teaching methodologies. Gradually, they were instructed to assume greater responsibility for preparing and teaching the classes themselves. In parallel, they prepared teaching materials and met with the international students to carry out the classes.

The PAL course developed at UFN was grounded in the concept of *communities of practice* (Lave; Wenger, 1991), particularly in the notion of *legitimate peripheral participation* (Costantin; Rodrigues; Nascimento, 2019). This perspective guided the gradual insertion of less-experienced teachers (the monitors) into teaching and learning practices,

[7] The ICO representative at UFN is also a Languages professor. For this reason, from now on, both the professor of the Languages degree and the ICO representative involved in this project will be referred to as "faculty".

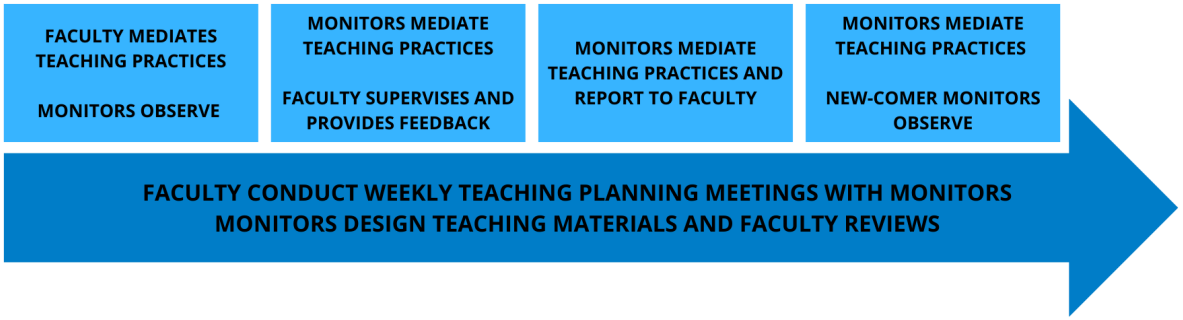
allowing them to begin in observation and support roles until they progressively assumed central responsibilities in pedagogical mediation.

The project was structured collaboratively, involving faculty and monitors across three main axes:

1. **Collaborative training** – study meetings, lesson and teaching materials planning, with emphasis on academic and intercultural literacies;
2. **Pedagogical practice** – mediation of PAL classes, with the active participation and protagonism of undergraduate students of the Languages degree;
3. **Production of teaching materials** – creation of printed and digital resources aimed at linguistic and cultural integration, incorporating principles of multimodality and critical pedagogy.

The methodological process relied on a continuous formative flow: faculty acted as mediators and supervisors; monitors acted as designers of teaching materials and started as observers, and, later, acted as mediators of the classes. This dynamic fostered situated learning, collaborative knowledge construction, and the development of linguistic, academic, and intercultural competences, while also strengthening student protagonism and contributing to critical teacher education. Figure 1 represents the UFN-PAL continuous formative flow.

Figure 1 - UFN-PAL continuous formative flow



Source: the authors.

In order to identify the needs of the international students at UFN to be potentially embraced by the project, the ICO conducted a contextual needs analysis that identified two distinct profiles: **short-term exchange students and regular international students enrolled in degree programs.** Based on this diagnosis, two complementary strands of work were developed: PAL teaching for exchange students, aimed at supporting linguistic and cultural adaptation during their brief mobility period; and PAL teaching for regular students, designed to provide continuous academic and social integration throughout their studies at the institution. Consequently, two separate groups were organized, and the monitors were also divided into two teams, taking on the role of language mediators in each class. This structure ensured closer follow-up, with student teachers directly engaged in planning and mediating activities according to the specific needs of each group.

The production of teaching materials in the PAL project was conceived as an authorial process carried out by the undergraduate students of the Languages degree, under the weekly guidance of the faculty. Drawing on principles of genre-based pedagogy and critical genre analysis (Motta-Roth, 2008), the monitors were encouraged to design original resources tailored to the specific needs of international students. Each week, the monitors met with the faculty to present draft versions of their materials, receive feedback, and refine their proposals. This iterative process ensured that the materials reflected both pedagogical

creativity and theoretical grounding, while also fostering autonomy and responsibility among the monitors. The resources produced included activities based on authentic genres from the academic and social context of the university, such as institutional forms, emails, timetables, and cultural texts, which were recontextualized for pedagogical use. Through this authorial practice, students not only developed their teaching competences but also learned to apply critical genre analysis as a methodological tool for linking language, context, and social practice.

RESULTS AND DISCUSSION

This section presents the results of the UFN-PAL project, focusing on the program for regular international students. This specific focus is justified by the longer duration of the program, which included a total of eight meetings, allowing for a more in-depth analysis of the students' development. The participant students of the PAL teaching for regular students were siblings from Taiwan, enrolled in undergraduate degrees in Architecture and Nutrition at UFN. The thematic organization of this section reflects the core of the monitors' journey and is structured around four main categories: thematic program and pedagogical strategies, challenges faced, personal and professional development, and critical reflection.

THEMATIC PROGRAM AND PEDAGOGICAL STRATEGIES

The program for regular students was designed to be both flexible and responsive. The themes for the classes were chosen based on a contextual needs analysis and on the specific interests of the students, which were identified during the initial "Welcome Class." In this gamified introductory session, students played "Do you know me?", a game designed to promote social interaction while revealing their personalities and interests. It was noted that one student had a strong interest in food, while another was passionate about music. Following this diagnostic activity, the program was organized thematically as follows:

Meeting 1: Inaugural Class - Welcome Class with a gamified introduction for both students and monitors.

Meeting 2: Grammar and Music - Learning grammar through Brazilian rap and trap music, followed by a "complete the sentence Jenga" game to reinforce language use.

Meeting 3: Flavors from Brazil and Around the World - An exploration of Brazilian and international flavors, focusing on the imperative mood and its uses in recipes from Taiwan.

Meeting 4: Inside the Courses - A game show about each student's university course, promoting vocabulary related to their academic areas.

Meeting 5: Folder Genre Analysis - An analysis of institutional and commercial folders, followed by a creative activity of creating a family restaurant folder.

Meeting 6: Diversity and Prejudice - An introduction to themes of diversity and racial prejudice, culminating in the production of an email.

Meeting 7: Literary Texts - Reading and discussion of literary texts.

Meeting 8: Final Activity - A final creative writing activity based on a literary text.

Two specific activities illustrate the project's pedagogical approach and its impact on the students.

1. The "Do you know me?" Game

This activity (Figure 2) was fundamental for establishing a welcoming environment and gathering essential information. The game, carried out during the first class, was a casual and interactive way for the monitors to get to know the students' interests. Participants had to fill out a questionnaire about their personalities and interests and then try to predict what the other participants would answer. This dynamic, which promoted social interaction and curiosity, was a valuable diagnostic tool for the monitors. It allowed them to identify the students' interests, such as one student's passion for food and the other's for music. This information was then used to naturally select the themes for subsequent meetings, ensuring the classes were relevant and engaging from the very beginning.

Figure 2 – UFN-PAL activity sample

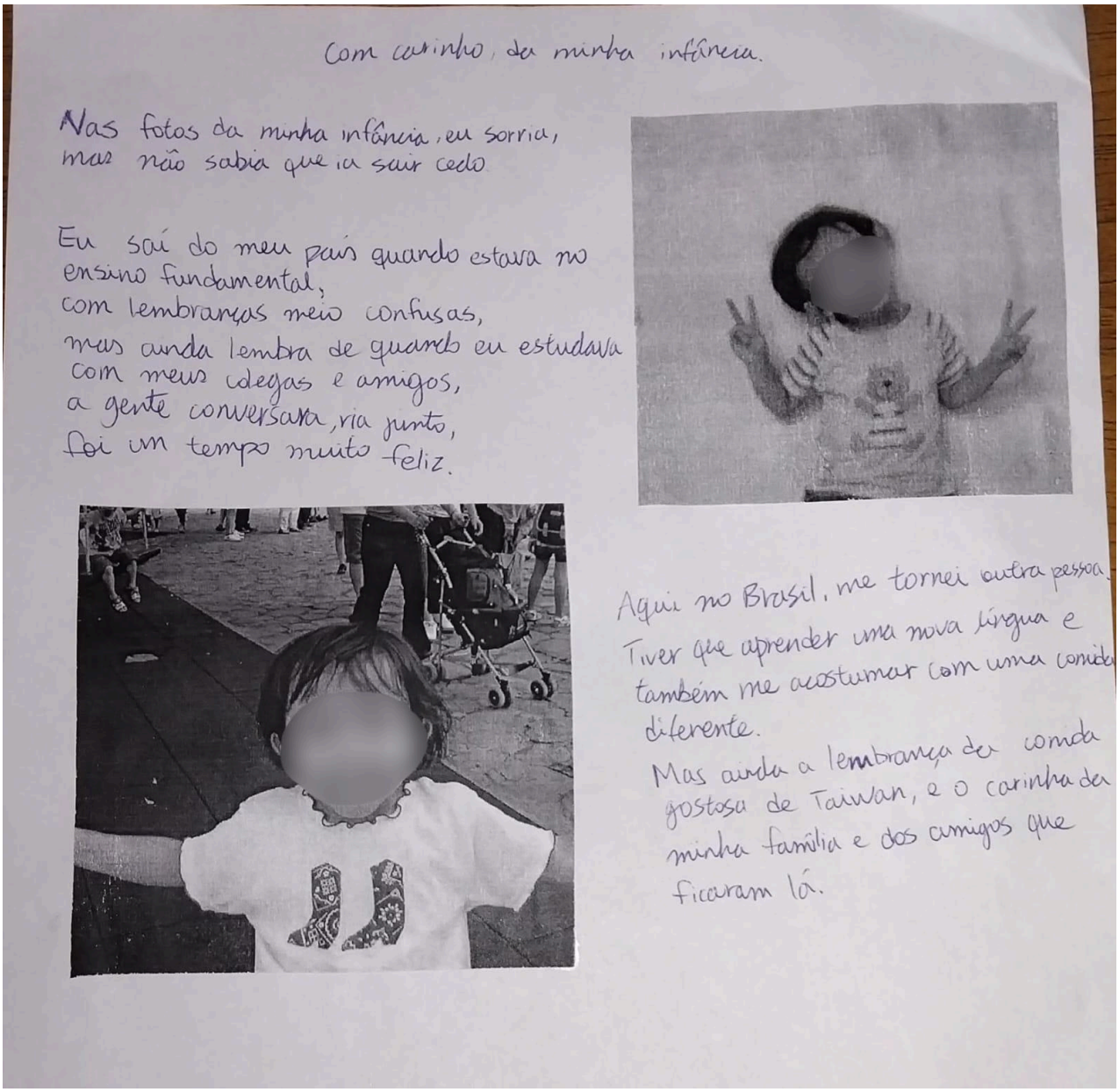


Source: the authors.

2. The Literary Production Based on "*Lugar Nenhum*"

The UFN-PAL final activity (Figure 3) was planned around the reading of "*Lugar Nenhum*" by Naomi. In this book, the author reports on themes of immigration, identity, prejudice, and ancestry through 26 short stories. The monitors selected two stories to read with the students, followed by a discussion about the importance of documenting personal experiences, as the author did. This activity was a powerful exercise in both linguistic and critical literacy. It led the students to write about their own experiences, revealing a sensitive perspective on being in Brazil. The written productions not only demonstrated a significant evolution in their ability to express themselves in Portuguese but also highlighted the project's contribution to their social and personal development.

Figure 3 – UFN-PAL written production sample



Source: the authors.

CHALLENGES FACED

One of the main challenges was lesson planning. The monitors needed to design engaging and accessible classes that would hold the students' attention without becoming overly complex. They focused on creating lighter, more interactive activities to maintain interest.

Regarding linguistic and cultural barriers, the monitors adopted an open and inclusive approach. They often welcomed both Portuguese and Mandarin into the classroom, treating the students' native language as a valuable resource. They showed curiosity about Mandarin pronunciation and word meanings, which led to interesting cross-linguistic and cultural connections. In some instances, a monitor's knowledge of Korean facilitated comparisons between the two languages, resulting in creative and "cool" learning moments.

Most unexpected situations were minor, such as typographical errors on the teaching materials or a lack of time to fully organize resources. These issues were handled through improvisation, with the monitors quickly adapting to ensure a smooth class flow.

PERSONAL AND PROFESSIONAL DEVELOPMENT

The PAL project contributed significantly to the monitors' professional and personal growth. The experience of mediating classes changed their perspective from that of students to that of teachers, fostering a sense of autonomy, protagonism, and maturity. This process of gradually assuming responsibility, from observation and support to leading the classes, aligns with the concept of legitimate peripheral participation within a community of practice.

The project also emphasized the importance of contextualized lesson planning, which was done on a weekly basis based on the specific needs of the international students. This adaptive approach, combined with the use of interactive, gamified, and active methodologies, proved to be highly effective. The student in Nutrition, in particular, became deeply involved in the project, building a strong connection with the monitors who provided support beyond the classroom. This included assisting her with creating folders for her family's Taiwanese food products company, demonstrating how the project's scope extended to social and personal integration.

CRITICAL REFLECTION

The monitors believe their teaching practices had a tangible impact on the international students' development. For example, one student who initially had difficulty socializing was reported by colleagues to be more interactive by the end of the course and even presented group work in Portuguese, which was previously a difficult task. This outcome highlights how the classes contributed to both social and academic integration.

The most effective strategies were those that were interactive and gamified. The welcome class, which included the "Do you know me?" game, was particularly successful. It not only helped the monitors get to know their students' interests in a casual way but also informed the thematic organization of subsequent lessons, which focused on topics like music, food, and culture.

The emphasis on creating original teaching materials also fostered a deeper understanding of language, context, and social practice. By analyzing genres from the university's academic and social contexts, such as institutional forms and emails, the monitors learned to apply critical genre analysis as a pedagogical tool.

The PAL project's contributions extend beyond the classroom. The experiences of the monitors and international students align with the principles of critical internationalization,

which goes beyond a purely transactional exchange to promote deep intercultural understanding and social justice. By addressing themes like diversity, prejudice, and identity through literary texts and personal narratives, the program creates a space where both groups can engage in meaningful reflection and develop a more nuanced understanding of the social world. This also reinforces the concept of social and critical literacies, where language is seen not just as a tool for communication but as a medium for engaging with complex social issues and for personal expression.

CONCLUSION

The UFN-PAL project has proven to be an invaluable initiative for both international students and the undergraduate monitors. It provides a structured environment for language acquisition and cultural integration, while also serving as a crucial laboratory for teacher education

The program played a significant role in the professional and personal development of the monitors. By shifting their perspective from students to class mediators, it fostered a sense of autonomy, protagonism, and maturity as future teachers. The experience highlighted the importance of contextualized lesson planning and active methodologies, such as interactive and gamified practices, which yielded highly beneficial results.

Furthermore, the initiative proved to be a powerful tool for promoting social and academic integration among international students. By creating a welcoming environment, the program helped students overcome initial socialization difficulties, allowing them to engage more frequently in Portuguese. This demonstrates how the project's practices go beyond simple language teaching to truly contribute to the students' overall development.

In line with the demands of an increasingly globalized world, this practice reinforces the role of Language and Literature programs in training teachers who act as agents of interculturality. It provides a tangible model for how higher education institutions can adapt to a more diverse student body by offering dual training and hands-on teaching experiences.

Looking ahead, the project plans to continue this model. Future actions include bringing in new undergraduate students to act as observers to the current, more experienced monitors. This will ensure the continuity of the project's methodologies and the sharing of knowledge, creating a sustainable community of practice for future educators.

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