

ARTIGO ORIGINAL

Exploring belonging, investment and territory: a qualitative analysis of Portuguese as an Additional Language didactic materials in Brazil

Explorando pertencimento, investimento e território: uma análise qualitativa de materiais didáticos para o ensino de português língua adicional no Brasil

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Como citar o artigo

OLIVEIRA, D. F. Exploring belonging, investment and territory: a qualitative analysis of Portuguese as an Additional Language didactic materials in Brazil. *Revista Horizontes de Linguística Aplicada*, ano 22, n. 2, p. AG1, 2023.

Abstract

Teaching and learning Portuguese as an additional language has received progressive attention from researchers in the last two decades in the literature of Applied Linguistics in Brazil. Despite this fact, there are still gaps in language education studies that are concerned with bringing to light debates about belonging, investment and territory in language education contexts. In view of this demand, this work aims to discuss excerpts obtained from didactic materials for teaching Portuguese as an additional language, published in recent decades in Brazil, based on an integrative model that comprises the constructs of language, belonging and investment as vehicles of territoriality. Through a qualitative analysis of the treatment given to themes such as the migrant and the territory in the text fragments, the results demonstrate that it is possible to adopt strategies to foster territorialization in language education contexts for migrants by developing materials based on a critical posture to ideologies that tend to limit migrants' agency. This paper also intends to favor the broadening of discussions in the literature about the urgency of institutionalizing Portuguese as an Additional Language in Brazil, as well as highlighting the need to (re)think teacher training in face of the reality of a contemporary Brazilian State with increasingly liquid borders.

Keywords: Portuguese as an Additional Language. Territoriality. Belonging. Investment. Didactic book.

Resumo

O ensino-aprendizagem de português como língua adicional tem recebido progressiva atenção de pesquisadores nas duas últimas décadas na literatura da Linguística Aplicada no Brasil. Apesar desse fato, ainda existem lacunas nos estudos de ensino-aprendizagem de línguas que se preocupam em trazer à luz debates sobre pertencimento, investimento e território em contextos de educação linguística para migrantes. Tendo em vista tal demanda, este trabalho objetiva discutir excertos presentes em livros didáticos para o ensino de português língua adicional publicados nas últimas décadas no Brasil, com base em um modelo integrativo que compreende os construtos de língua, pertencimento e investimento como veículos de territorialidade. Por meio de uma análise qualitativa do tratamento temático

Fonte de financiamento: Capes.

Conflito de interesse: O autor declara não haver.

Data de recebimento: 30 Mar 2023. Data de aprovação: 20 Nov 2023.



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dispensado a temas como o migrante e o território nos fragmentos de materiais didáticos, os resultados demonstram que é possível fomentar a territorialização em contextos de ensino-aprendizagem de línguas para migrantes mediante o desenvolvimento de estratégias que contemplem questões relacionadas ao pertencimento e ao investimento em atividades didáticas. Este artigo pretende favorecer a ampliação das discussões na literatura sobre a urgência da institucionalização da disciplina Português Língua Adicional no Brasil, assim como evidenciar a necessidade de se (re)pensar a formação docente do profissional de Letras frente à realidade do Estado Brasileiro contemporâneo com fronteiras cada vez mais líquidas.

Palavras-chave: Português língua adicional. Territorialidade. Pertencimento. Investimento. Livro didático.

1 INTRODUCTION

The concept “Portuguese as an additional language” (hereinafter PAL) encompasses different definitions for different specialties of teaching and learning Portuguese, except as mother language (Portuguese foreign language, second language, host language, heritage language, among others). This paper focuses in PAL teaching contexts and approaches the role of language, belonging, investment in fostering territoriality and the way authors portray the migrant and the territory in didactic materials developed specifically for this discipline.

When we discuss language education in migration contexts, we evoke important concepts such as the very definition of language, belonging, investment and territory. We also reflect about the verticalities and horizontalities of the space (SANTOS, 2002) and the language policies (practically non-existent) of the Brazilian State. In addition, it is in this plural theoretical field in which this paper situates itself: in the debates of Critical, Indisciplinary and Transdisciplinary Applied Linguistics (hereinafter AL).

Belongings, investments and territorialities are in constant (re)construction – this continuous (re)construction occurs through negotiation with others and the world – and language plays a central role in this process. This paper comprehends that multiple belongings and territorialities coexist within the individual’s subjectivity and are complementary constructs (territorialities are constitutive parts of belongings and vice versa).

In educational settings, schools and universities are decisive places for the (re)construction of belongings and territorialities. Additionally, in contexts of crisis migrations and host language teaching, the literature presents numerous evidences of the positive social impact of language education (CAPSTICK, 2021).

In a brief introduction, belonging is a fundamental human need, as strong and permanent as hunger or thirst, which leads us to establish social and territorial bonds (ALLEN, 2021). The survival of human species, throughout history, was due to the need to coexist in groups, which resulted in today’s territorial and psychological communities collectively built over the centuries.

Regarding territoriality, territories not only are geographic spaces, but also sociopolitical constructions (SAQUET; SILVA, 2008). Territorializing, in this sense, means allowing the domination and appropriation of spaces – which means physical and symbolic occupation of territories. Moreover, in Western postmodern societies, it is possible to affirm that accessing different territories is still a privilege of minorities (BIZON, 2013), just as belongings of many individuals are under control of few political economic elites.

Despite intrinsically related to education, literature presents us few debates about investment, belonging and territory in language education contexts. Such discussions are even more restricted when referring to development of didactic materials as a strategy to foster belonging, especially in migration settings.

Considering the necessary transdisciplinary debates in the AL field, this paper aims to encourage discussions about the role of belonging, investment and territoriality in PAL teaching contexts. To this end, this paper analyzes data obtained from didactic materials for PAL teaching published in Brazil in the last decade, through a qualitative analysis. This procedure takes into account integrative frameworks for the operationalization of belonging

and investment, as well as the thematic treatment of territories, migrants and Brazilian in the selected excerpts.

In order to achieve the referred goals, this paper follows the following organization: the first part discusses the concept of PAL. Then, the second and third sections introduce definitions for territoriality and belonging. In sequence, the fourth and fifth parts approaches methodological procedures and data analysis and discussion, respectively.

2 PORTUGUESE AS AN ADDITIONAL LANGUAGE: A CONTEXTUAL AND CONCEPTUAL ISSUE

The concept of PAL comprises different teaching specialties and the use of Portuguese as a non-first language. Given this definition, authors often refer to the term as an “umbrella concept” (RAMOS, 2021). It is worth mentioning that, from a diachronic perspective, the term “additional language” (AL) responds better to the demands of the new realities of the postmodern world, which require the expansion of concepts hitherto considered solid and stable in literature.

Such demands reflect a reality

[...] in which the “discourse order” is shifting, subjective positions are flexible, geographic limits are elastic and dynamic, sociocultural relations are negotiated. Therefore, the foreigner is no longer the other, the stranger, but a pair, a co-participant in new practices. The subject-learner of languages added to his own is also an agent and builder in the universe of these practices, and therefore his prior knowledge, his cognition, should be considered¹ (RAMOS, 2021, p. 263, our translation).

Considering Ramos (2021) appointments, when referring to ALs, we are referring to foreign languages, second languages, heritage languages and host languages, among other specialties. Faced with the new social and linguistic dynamics of the 21st century, the spatial, chronological or ideological criteria that support the aforementioned terminologies become increasingly limited and subject to inconsistencies in the course of time.

Taking into account the breadth of this discipline, PAL has gradually received attention in debates within AL studies since the publication of *Portuguese for Foreigners: First Book* (RAMEH; ABREU, 1967), which “inaugurated” PAL as a discipline in AL. One of the factors that foment the growing debate about the teaching of Portuguese in such contexts is the growing and permanent migratory flows that challenge the legal and geographic borders of contemporary nation-states.

Therefore, examining the context outlined on this paper, it is evident that language, investment, belonging and territory are constructs directly related to international migration settings. In the literature, there are several works that deal with such issues independently (LIM *et al.*, 2022; STICK; HOU; KAIDA, 2021; SALWAY *et al.*, 2020; LAI *et al.*, 2020; PUSSETTI, 2010). However, few works in the AL literature attempt to stablish and explain the existent relations among them.

Based on the theoretical discussions introduced on this paper and on the awareness of gaps in the AL literature, Figure 1 illustrates the inductive hypothesis of the relationships existents between such constructs in PLA teaching settings.

¹ In the original: “[...] em que a ‘ordem do discurso’ é movediça, as posições subjetivas são flexíveis, os limites geográficos, elásticos, dinâmicos, as relações socioculturais, negociadas. Assim sendo, o estrangeiro não é mais o outro, o estranho, mas um par, um coparticipe de novas práticas. O sujeito-aprendiz de línguas adicionadas à sua é também agente e construtor no universo dessas práticas, devendo, portanto, ser considerado seu conhecimento prévio, sua cognição.” (RAMOS, 2021, p. 263).

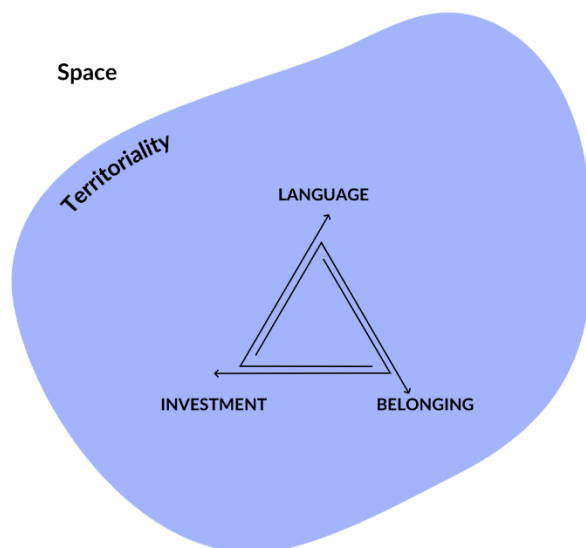


Figure 1. Language, belonging, investment and territory in language education
 Source: Elaborated by the author.

As Figure 1 shows, language constitutes one of the constructs of the multifaceted process involved in the territorialization of migrants in PAL teaching-learning contexts. Thus, language is a valuable resource available to the migrant for occupying and dominating spaces, although it does not guarantee by itself less aggressive territorialization processes.

In turn, investment in the use and learning of the local dominant/official language also fosters less aggressive territorialization processes. Migrants' investment is important not only for the development of their proficiency, but also for the (re)construction of identities, the exchange of social capital, and the confrontation of dominant ideologies that may stereotype, limit, and marginalize their movement through spaces in the receiving nation-state.

Sequentially, the feeling of belonging, as a human need, is fundamental for the territorialization of migrants in language in such settings. In addition to the impacts related to human health and well-being, the establishment of bounds to different occupied and dominated spaces benefits migrants' agency and enables them to move among and through spaces often restricted to them, like the university, school, work, and church, for example.

Considering this brief introduction to PAL and migration-related issues, the next section explores concepts like territory, territoriality and (de)territorialization, important theoretical developments for understanding the problem, which about this paper aims to foment debates.

3 TERRITORIALITY: DO WE OCCUPY THE SAME SPACES?

During interstate movements, migrants face realities that are different from their historical trajectory and which are located, geographically, in a territory to which they do not feel they belong or in which their opportunities to belong are restricted. The territory, more than a geographic space, is also a socially constructed dimension. In this sense, the territory "[...] can be considered as delimited, constructed and deconstructed by power relations that involve a very wide range of actors who territorialize their actions over time."² (SAQUET; SILVA, 2008, p. 8, our translation).

² In the original: "[...] pode ser considerado como delimitado, construído e desconstruído por relações de poder que envolvem uma gama muito grande de atores que territorializam suas ações com o passar do tempo." (SAQUET; SILVA, 2008, p. 8).

As a stage, the territory can be the author and the object of the action (SANTOS, 2002). For La Berre (1995), the territory is the portion of the earth's surface, appropriated by a social group, which seeks to ensure its reproduction and the maintenance of its vital needs. In view of this, individuals and social groups dominate territories, at a material level, and appropriate territories, at a symbolic level (LEFEBVRE, 1986).

Territoriality, in this perspective, is the process by which territories are constructed. Territorializing, in turn, is dominating and appropriating territories. As a social product, territoriality is unequal and, as a form of power, it is used to exercise control over different social processes (HAESBAERT, 2004) – which includes the integration and mobility of migrants, for example.

This phenomenon implies that of some can define the territorialization of others (BIZON, 2013). When others impose or control the process of territorialization, deterritorialization or precarious territorialization occurs: there is no effective control and appropriation over the territory, even when we occupy apparently well-defined physical spaces (BIZON, 2013).

In the case of crisis migrants, who are given no alternatives but to leave their homeland, the process of territorialization can be aggressive, uneven and precarious. In addition, in this context marked by control and power struggles, institutions such as universities and schools can help promote human territorialization processes.

On the other hand, when we consider other contexts of migration, although the interstate movement can be individual's choice, this fact does not make the process of (re)construction of their territorialities less aggressive. An example of this phenomenon is the hate speech propagated by individuals born in host nation-states that forcefully place migrants in a position of marginality.

As previously mentioned, speaking the official or majority language is an important resource for the territorialization for migrants (LOPEZ, 2018). Portuguese can play an essential role in the (re)construction of new belongings, investments and territorialities, favoring the integration of migrants who learn PAL to the community where they live.

Therefore, this paper argues that the higher the proficiency developed by PAL students, the higher is their investment in learning and using Portuguese. The more invested the individual is, the higher his chances of developing new belongings. Figure 2 illustrates the interfaces established between proficiency, investment and belonging in processes of territorialization of students of ALs.

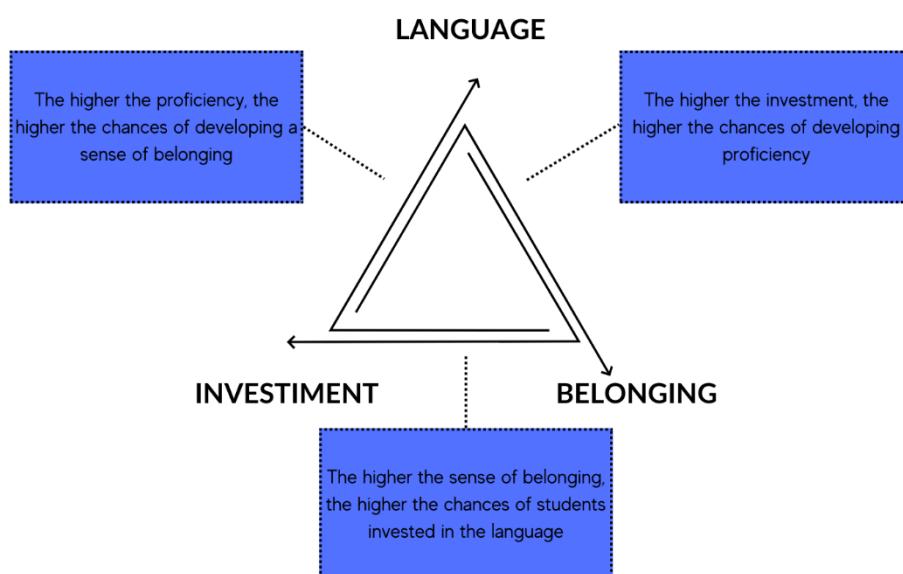


Figure 2. Interfaces among language, belonging and investment in language education
 Source: Elaborated by the author.

Darvin and Norton (2016), based on the work of Bourdieu (1991), argue that power relations condition students' higher or lower investment in the use and learning of ALs – which affects not only the development of their proficiency, but also of new belongings and territorialities.

According to Norton (2013), investment is the result of the relationship between (a) the social, cultural and economic capital of individuals, (b) the ideologies that are (de)legitimized in power negotiations between individuals and social groups and (c) the way in which the individual interprets and relates to the world, that is, their identity.

Investment is also a construct directly related to territoriality, as it positions an individual's social and linguistic development under the influence of the social and political instability/stability of the territory in which he is located. In this way, power struggles intersect educational contexts between those who are at the center and on the margins of power.

Linguistic proficiency, one of the main reasons why migrants seek schools and universities, is intrinsically associated with the (re)construction of belongings, investments and territorialities. In a scenario characterized by the absence of public policies for migrants and the protagonism of civil initiatives (BIZON, 2013), the school and the university are responsible for promoting less aggressive territorialization processes, even in the face of the numerous challenges of institutionalizing the PAL in Brazil.

In view of the developments of the topics discussed in this section, the next section seek to explore the construct of belonging.

3 BELONGING: A FUNDAMENTAL HUMAN NEED

The construct of belonging has its origins in prehistory, where group life and cooperation played an important role in the survival of the human species. Thinkers of ancient Greece and Rome did the first attempts developed to define belonging. In *Lysis*, for example, Plato portrays Socrates as an individual concerned with the nature of friendship. In *Symposium*, Plato discusses the human need for companionship and his incessant quest to reunite with his other half (ALLEN, 2021).

Rogers (1951), in his classic definition of belonging, states that the construct of belonging is a subjective and unique experience that is related to the need for connection with others, the need for respect and the desire for interpersonal connection. In this sense, belonging is a life experience and a subjective perception, regardless of the number of people around us (ALLEN, 2021).

As stated by Maslow's hierarchy of needs (1971), the need for love and belonging arises once physiological and safety needs are satisfied (ALLEN, 2021). For Maslow (1971), once the need to belong is not met, individuals tend to experience emotional and psychological suffering as an immediate consequence.

As specified by Baumeister and Leary (1995), belonging is a deep and indisputable feeling of permanent maintenance. For Allen (2021), this need for permanent maintenance motivates, for example, migratory movements of different natures. Baumeister and Leary (1995) also believe that humans are conditioned to provide belonging to others, which according to Allen (2021) is fundamental for community life and for the survival of the human species through time.

According to Allen *et al.* (2021), belonging, as a construct, consists of four different dimensions: (i) skills and abilities to foster belonging (ii) opportunities and availability of people, groups and places for the development of belonging (iii) motivations to being accepted and establishing connections and (iv) perceptions of how the individual understands their connection with people or places (ALLEN *et al.*, 2021). Figure 3 presents the integrative model for defining the construct of belonging.

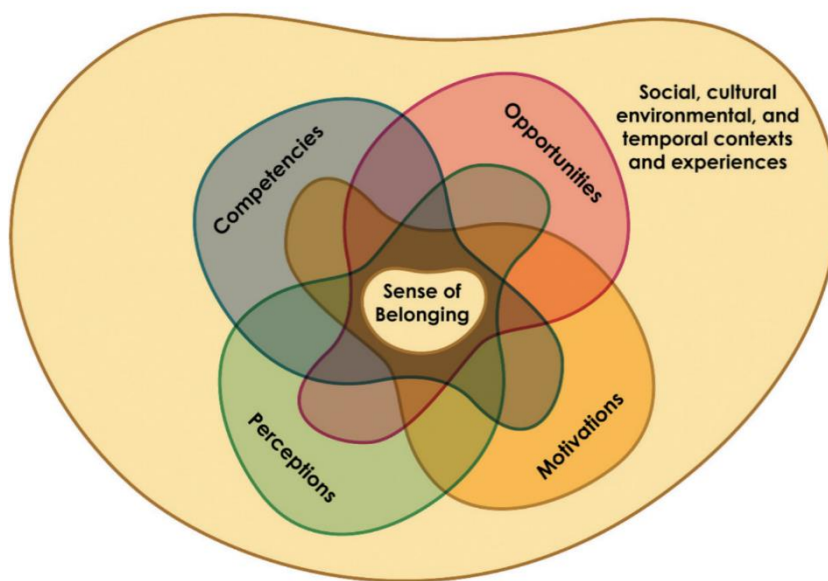


Figure 3. Allen *et al.* (2021) Integrative model of belonging
 Source: Allen *et al.* (2021, p. 92).

The dimensions described by Allen *et al.* (2021) are directly related to territoriality. Those who are in control of the territorialization of others can also directly influence the development of their sense of belonging. Therefore, belonging is an important element of territoriality, especially in the case of interstate migrations.

Bronfenbrenner and Morris (2006) emphasize the primacy of educational institutions in the social development of individuals. Thus, if the school does not provide opportunities or does not encourage belonging, people tend to seek ties with social groups opposed to widely accepted social norms (OKONOFUA; PAUNESKU; WALTON, 2016; LENZI *et al.*, 2019).

In this regard, didactic materials can play a fundamental role as an instrument to promote belonging and territoriality. Within a broad strategy, the adequate thematic treatment of territory and the development of contents based on theoretical discussions about the sense of belonging can foster the democratization of territorialities through investment, especially in case of migrants in language education contexts.

In the light of the reflections present in the theoretical debates, the next section introduces the applied methodology for the analysis of the didactic material excerpts focused on teaching PAL. In addition, it presents information about the selected didactic materials, the methodological procedures and the analysis parameters based on (a) the thematic treatment of territory and (b) the dimensions of belonging and investment.

4 METHODOLOGY

The data used for the analysis and discussion consist of excerpts from didactic materials published in Brazil in the last decades (2000-2023) aimed at teaching PAL. The selection of the didactic material excerpts followed two criteria: the treatment of the theme “territory” in activities and/or texts and dialogues, as well as the thematic treatment of individuals, especially those linked to the representation of the “Brazilian” and the “migrant”.

Furthermore, the chronological criteria to select didactic materials considers the increased relevance of PAL in the last years in the literature of AL and the intensification of migratory flows experienced in Brazil in the recent years. As a result, the selected materials often represent interesting phenomena observed in the Brazilian society and its relation to migration, from stereotypes of Brazilians promoted by media to portraits of multinational

families, an increasingly common reality in the country. Table 1 introduces information about the selected didactic materials sampled in this study.

Table 1. Didactic materials for PAL teaching

	Title	Author/Year
1	<i>Muito Prazer: fale o português do Brasil</i>	Fernandes, Ferreira and Ramos (2008)
2	<i>Muito prazer: fale o português do Brasil (caderno de exercícios)</i>	Fernandes, Ferreira and Ramos (2012)
3	<i>Novo Avenida Brasil 3</i>	Lima <i>et al.</i> (2010)
4	<i>Samba: curso de língua portuguesa para estrangeiros</i>	Ferraz and Pinheiro (2020)
5	<i>Vamos juntos! Curso de português como língua de acolhimento</i>	Bizon, Diniz and Ruano (2021)
6	<i>Bem-vindo: a língua portuguesa no mundo de comunicação</i>	Ponce, Burim and Florissi (2008)

Source: Elaborated by the author.

As previously mentioned, this paper takes into consideration the assumption that territory, investment and belonging are constructs directly related to the teaching-learning of ALs in migratory contexts, since language mediates their (re)construction. The criteria employed for the analysis of the selected excerpts considers the integrative model of belonging developed by Allen *et al.* (2021) and the model of investment developed by Darvin and Norton (2016).

To this end, this study developed a set of questions to guide the excerpts analysis, specifically related to the thematic treatment of themes of interest.

Table 2. Didactic materials for PAL teaching

1	Belonging	Opportunities	Does the thematic treatment offer opportunities of belonging to the migrant?
		Perceptions	Does the thematic treatment allow the expression of the migrant's perceptions of belonging?
		Competences	Does the thematic treatment foster the development of migrant belonging skills?
		Motivations	Does the thematic treatment motivate the migrant's belonging?
2	Investment	Ideologies	Does the thematic treatment combat ideologies and stereotypes regarding the migrant?
		Identities	Does the thematic treatment dialog positively with the migrant's identity?
		Social capital	Does the thematic treatment value the social capital of the migrant?

Source: Elaborated by the author.

As detailed in the table, after the selection of excerpts that relate to issues of territory and the representation of the migrant and Brazilians, the thematic treatment of the contents was analyzed according to the dimensions of the constructs of investment and belonging. Through a framework of questions related to such dimensions, this paper foment reflections about present/absent strategies in the excerpts to foster belonging and investment through

language use and, consequently, territorialization processes in PAL teaching and learning contexts.


Taking into account the methodological approach presented in this section, the next section of this paper presents the results and discussions arising from the analysis of the selected excerpts.

5 BRAZIL AS A TERRITORY CO-CONSTRUCTED BY MIGRANTS

The didactic book *Muito prazer: fale o português do Brasil* (FERNANDES; FERREIRA; RAMOS, 2008) introduces itself as a Portuguese course for foreigners, based on the parameters of the Common European Framework of Reference (CEFR), destined for young and adult learners.

In this book, the thematic treatment of the territory is substantially Eurocentric, especially in unit 11, which approaches Brazil's history. *Você é bom em história do Brasil?* introduces the chapter with a short text as a strategy to foment some discussion about History and, in sequence, invites the student to exchange historical-cultural knowledge about their country of origin. Figure 4 presents the referred text and questions.

LIÇÃO A **PANORAMA**
Um pouco de História



O Brasil é um país relativamente novo. Portugal descobriu o Brasil em 1500. A colonização só começou em 1530. Mas em 1808 a corte portuguesa fugiu dos exércitos de Napoleão e mudou-se para o Rio de Janeiro. Depois disso muita coisa aconteceu. A independência ocorreu em 1822, mas o Brasil ainda permaneceu Império. Ele só passou de Império a República em 1889. O primeiro presidente do Brasil foi Deodoro da Fonseca.

O seu país tem uma longa história ou ainda é um país novo como o Brasil?
Conte um pouco da História do seu país.

Figure 4. "Um pouco de história"

Source: Fernandes, Ferreira and Ramos (2008, p. 195).

Taking into account the debates in the literature about the teaching of PAL (RAMOS, 2021), the migrant – who often constitutes the main public in such contexts – is considerably erased and often reduced in workbooks. In the example taken from the book *Muito prazer*, Fernandes, Ferreira and Ramos (2008) limit the figure of the migrant as the Portuguese who invaded the lands that today are part of the Brazilian borders occupied by the originary peoples.

The reduction of the figure of the migrant or the absence of an inclusive figure sensitively impacts the possibilities for the development of belonging and investment. Considering the discussions raised by Allen *et al.* (2021) and Darwin and Norton (2016), the thematic treatment

given to Brazil as a territory historically built by the migrant is crossed by an exclusive ideology in *Um pouco de história*, which devalues the social capital and identities of migrants, and does not foster opportunities and motivations for belonging.

The adoption of inclusive strategies regarding the thematic treatment can positively impact the development of abilities, opportunities and motivations to belong, in particular within settings where Portuguese consists in an important resource for the territorialization (LOPEZ, 2018). Such initiatives can also foster investments through the representation of the migrant as one of the main agents builders of Brazilian history.

Not the least important, the activities sequential to the *Um pouco de história* excerpt also need a more human and scientific treatment, since Brazil is not a relatively new country. To develop tasks and activities that contemplate the countless contributions of the original peoples, migrants, and enslaved blacks is to be more historically accurate and to take a step towards the democratization of socio-historically constructed territories that erase the migrant and other socially marginalized groups (BIZON, 2013).

6 BRAZIL AS A TERRITORY OF CULTURAL AND RELIGIOUS SYNCRETISM

In relation to the importance of the representativeness of the innumerable contributions to the construction of the Brazilian territory, the book *Novo Avenida Brasil 3* (LIMA *et al.*, 2010) provides a relevant example for the discussion. Lima *et al.* (2010) introduce their book as for “those who want to learn Portuguese the way it is spoken in Brazil”, especially teenagers and adults who are beginners in the study of the language.

In lesson 4 of the didactic material, the authors address issues related to beliefs, religions and other cultural aspects such as superstitions, which exemplify the Brazilian cultural multiplicity and its different geographical origins. Figure 5 presents images and a textual excerpt related to the thematic treatment of the topic.



Lição 4 **Imaginário brasileiro**

O que vamos aprender?

Dar opinião;
expressar indiferença, descrédito,
indecisão, confiança.

1. Ouça os textos e relacione-os com as fotos.

Texto 1
Na noite de ano-novo, milhares de pessoas vão às praias, vestidas de branco, para oferecer presentes a Iemanjá, a “Rainha do Mar”: perfumes, comida, espelhos. Também no dia 2 de fevereiro comemoram-na, desta vez como a santa católica “Nossa Senhora dos Navegantes”. Um dos exemplos do sincretismo religioso no Brasil.

Texto 2
No Brasil temos santos para tudo: Santa Clara cuida do tempo, São Pedro ajuda com dinheiro, Santa Rita ajuda aqueles que querem o impossível. Alguns têm várias tarefas, como Santo Antônio: arranjar marido e achar algo que se perdeu. Todos fazem parte do dia-a-dia de muita gente.

Figure 5. “Imaginário brasileiro”
Source: Lima *et al.* (2010, p. 25).

In view of the theoretical issues raised by this paper, the excerpt taken from *Novo Avenida Brasil 3* depicts Brazil as a territory of many beliefs, religions, and values. The excerpt illustrates how these different human and cultural facets coexist and resist the pressure of dominant ideologies and power disputes that tend to diminish the relevance of migrants and the foreigners as social and cultural agents in Brazil.

Since the teaching of PAL encompasses the teaching of Portuguese as a host language (RAMOS, 2021), the representation of the contributions of African cultures is a political act that favors the belonging of those who were situated on the margins of Christianity. Valuing the contribution of African territories, as spaces occupied and dominated by historically deterritorialized people (HAESBAERT, 2004), favors the development of belonging among those who left the referred continent towards a Brazil still very much affected by racism socially and institutionally.

Based on the theoretical assumptions presented by the works of Allen *et al.* (2021) and Darvin and Norton (2016), the excerpt taken from the *Novo Avenida Brasil 3* is an example of the appropriate treatment of the theme that pervades the migrant-territory axis, fostering investments and belongings. Moreover, it highlights the importance of adopting strategies in educational contexts, as emphasized by Bronfenbrenner and Morris (2006), for the territorialization of migrants, since it fosters the democratization of the territory in the face of the reality outside educational contexts, still heavily influenced by prejudice and racial and ethnic violence.

7 BRAZIL AS A TERRITORY OF WOMEN AND DIVERSE BODIES

As discussed earlier, didactic materials often misrepresent or erase the presence of the migrant. However, issues related to the image of Brazilians also demand reflection, especially when linked to oppressive ideologies.

This is the case with the selected extract taken from *Muito prazer: fale o português do Brasil (Caderno de Exercícios)* (FERNANDES; FERREIRA; RAMOS, 2012). Fernandes, Ferreira and Ramos (2012) claim that their book enables students of any nationality to communicate with “accuracy” and “fluency” in the Portuguese spoken in Brazil. The brief introduction also mentions exercises that emphasize the lexicon as well as the structures studied, and reading exercises, and that it was originally designed to accompany the student book, but can be used separately.

As pointed out by Saquet and Silva (2008), ideological disputes for power define the construction of territories and such clashes often translate into subtle acts of violence, often imperceptible in the teaching materials. Figure 6, below, presents an activity available on page 96 of the *Muito prazer* workbook, developed by Fernandes, Ferreira and Ramos (2012), that exemplifies such phenomenon.

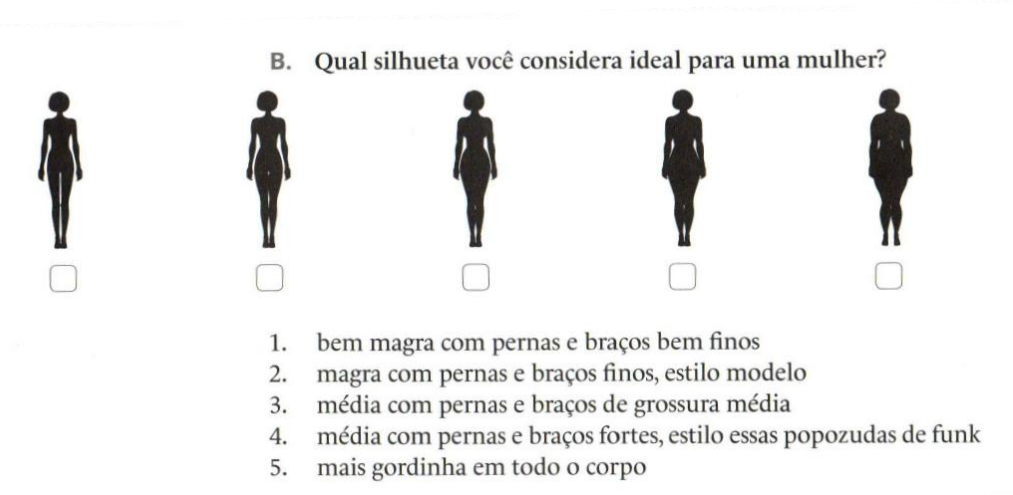


Figure 6. Representation of Brazilian women in an activity from *Muito Prazer*

Source: Fernandes, Ferreira and Ramos (2012, p. 96).

As can be seen, the activity requires the student (possibly a woman) to choose an “ideal feminine silhouette”, represents the misogyny and fatphobia that is deeply rooted in Brazilian society – so rooted that the authors translated them into text and image in a workbook for language teaching contexts. Besides this fact, it is possible to say that it also represents the stereotypical and degrading view of Brazilian women often scattered on media.

It is not only possible to observe, in this excerpt, the power disputes that characterize the spatial and symbolic territories, in the terms of Saquet and Silva (2008), Lefebvre (1986) and Haesbaert (2004), but also to associate them with the naturalized oppression of the female body and the fat body in Brazil. The oppressive ideologies portrayed in this excerpt is also an example of the erasure and dehumanization of the oppressed, with Brazilian women being an object of depreciation.

When the authors refer to “estilo essas popozudas de funk”, it is noticeable from the use of the demonstrative “*essas*” distancing themselves from such group. In addition to objectifying and reducing the figure of women, within funk culture, Fernandes, Ferreira and Ramos (2012) create obstacles for the fostering of belonging and investment, particularly by promoting such sexist, stereotypical, and prejudiced ideologies.

Fostering belonging and investment, in contexts of teaching PAL to migrants, requires efforts to combat oppressive ideologies. Without a critical stance towards discourses about territory, Brazil and the migrant, we may favor processes of deterritorialization or aggressive territorialization, maintaining patterns of oppression within educational contexts.

8 BRAZIL AS A TERRITORY OF DIVERSE FAMILIES

In turn, a positive example of combating oppressive ideologies can be found in the book *Samba! curso de língua portuguesa para estrangeiros* (FERRAZ; PINHEIRO, 2020). Ferraz and Pinheiro (2020) introduce their work as a Portuguese language course for foreign speakers of “all languages”. Moreover, the book is situated within an “action approach”, which its authors define as “a medium to perform tasks in the real world” (FERRAZ; PINHEIRO, 2020). *Samba!* also considers the parameters of CEFR and proposes itself as a cultural guide about Brazil.

In unit 5 of their book, entitled “A grande família”, Ferraz and Pinheiro (2020) presents a contemporary portrait that is true to the reality of Brazilians: families which descends from various ethnic groups, of different colors, bodies and cultures. Besides discussing the issue of geographical territory and families, *Samba!* also introduces the issue of the diversity of Brazilian families, a topic in vogue in the last decade that relates to the Brazilian State's official definition of family.

Figure 7 illustrates the thematic treatment given to the status of the family, with special emphasis on the representativeness of families that deviate from the traditionally imposed standards of a straight cis man, a straight cis woman, and their children.



Figure 7. Representation of families in *Samba!*
 Source: Ferraz and Pinheiro (2020, p. 116).

Regarding good examples related to the treatment of families and the Brazilian territory, one can also cite *Bem-vindo!: a língua portuguesa no mundo da comunicação* (PONCE; BURIM; FLORISSI, 2008). Ponce, Burim and Florissi (2008) introduce their book as a Portuguese language course for speakers of foreign languages. In addition, *Bem-vindo!* targets young learners and adults of any nationality who wants to learn Portuguese, interested in learning the “Brazilian accent”. According to the authors, this material covers from beginner level to post-intermediate level.

In the case of Ponce, Burim and Florissi (2008), the representation of multinational families also portrays a contemporary phenomenon, especially in years defined by liquid state borders and overcoming cultural and linguistic distances. Figure 8, below, presents the initial text of the first unit of the book.

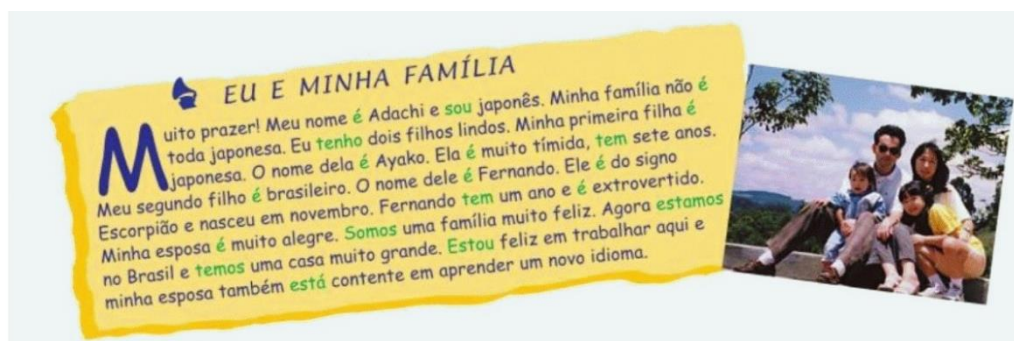


Figure 8. Representation of multinational family in *Bem-vindo!*
 Source: Ponce, Burim and Florissi (2008, p. 3).

Also taking as reference the debates in the literature about territory as a social product of power disputes and as a construct crossed by ideologies (SAQUET; SILVA, 2008; LEFEBVRE,

1986; HAESBAERT, 2004), language education contexts are essential to combat oppression and all forms of prejudice. Prejudice fosters the rejection of marginalized groups by those who control belongings and investments through social and institutional power, condemning them to experience social, physical, and mental conditions marked by loneliness and mental suffering.

In this sense, educational materials such as those produced by Ferraz and Pinheiro (2020) and Ponce, Burim and Florissi (2008), which address socially sensitive issues from the perspective of minority groups, are important initiatives for the development of belonging and investment. Considering the theoretical models of Allen *et al.* (2021) and Darvin and Norton (2016), adopting such a perspective in contexts that aim to foster agencies among migrants propitiates the development of motivations and opportunities to belong, while favoring the construction of new identities and the enhancement of the migrant's social capital.

9 BRAZIL AS A TERRITORY OF NEW BELONGINGS

With respect to *Vamos juntos! Curso de português como língua de acolhimento* (BIZON; DINIZ; RUANO, 2021) targets migrants and refugees who seek to learn Portuguese and aims to contribute a better insertion in the spaces where they want, or need, to be. The authors define this book as plurilingual and multilevel and it encourages the use of other languages spoken by the migrant, once, according to the authors, it favors intercultural exchanges, the construction and socialization of knowledge, and the establishment of relationships with Portuguese. Figure 9 illustrates an activity in which the text is composed of migrants' statements about their personal expectations in Brazil.

"Eu quero resgatar um sonho que eu tinha, desde que eu me interessei por jornalismo. Eu quero ser produtor de filme, diretor de filme. O Brasil (...) me acolheu como um filho. Eu gostaria de ser como um filho mesmo para este país. Eu quero fazer alguma coisa dentro deste país, dar resultado para mim e para o Brasil."

Anas Obaid, sírio, no vídeo da atividade 5

"Meu maior objetivo é ser conhecida internacionalmente como uma especialista em cabelos. Montar um salão completo: manicure, cabelos (corte, penteado, tintura)."

mulher, guineense, cabeleireira

Disponível em: <<http://www.deslocamentocriativo.com.br/pesquisa-quantitativa>>. Acesso em: 15 jun. 2020.

"Meu sonho no Brasil é conseguir uma galeria e colocar as obras. Pretendo continuar seguindo meu sonho porque eu nasci artista, é isso que eu vou fazer se puder."

homem, congolês, artista plástico

Adaptado de: <<http://www.deslocamentocriativo.com.br/pesquisa-quantitativa>>.



Figure 9. Migrants' testimonials in an activity from *Vamos juntos!*

Source: Bizon, Diniz and Ruano (2021, p. 18).

The book brings an interesting proposition for teaching of Portuguese as a host language, covering in its content the languages most commonly spoken among migrants who choose Brazil as a destination, such as Arabic, for example. In addition, the material invites migrants to speak their languages in learning contexts, fostering the development of belonging and investment between students and other language-speaking individuals.

Based on the migrant's perspective and needs, the work of Bizon, Diniz and Ruano (2021) is an example of how the didactic materials can compose strategies for fostering investment and belonging among migrants. Although it aims to teach Portuguese to crisis migrants who

choose Brazil as their new home (even if only temporarily), the development of similar strategies by other Portuguese materials can help migrants (re)construct their investments and belongings by providing opportunities to belong and invest in Portuguese teaching and learning contexts.

According to Allen *et al.* (2021) and Darvin and Norton (2016) theoretical perspective on the constructs of belonging and investment, *Vamos Juntos!* can foster motivations, skills, and opportunities for belonging, while being concerned with listening to the migrant's perceptions of the space. Moreover, it values the migrant's social capital, respects their identities, and combats ideologies that support stereotypes and speeches against those who frequently are on movement and seek opportunities to occupy, dominate, and help build new territories.

10 FINAL COMMENTS

Considering the debates raised in this paper about territoriality, investment and belonging in language education contexts for migrants, it is possible to say that the development and implementation of strategies for the promotion of belonging and investment is fundamental to favor less aggressive territorialization processes. The didactic book, in this case, can materialize such strategies through more humane treatments to themes such as territory and migrant. Figure 10 below represents the expectation of the positive influence of measures to favor territorialities in contexts of teaching PAL.

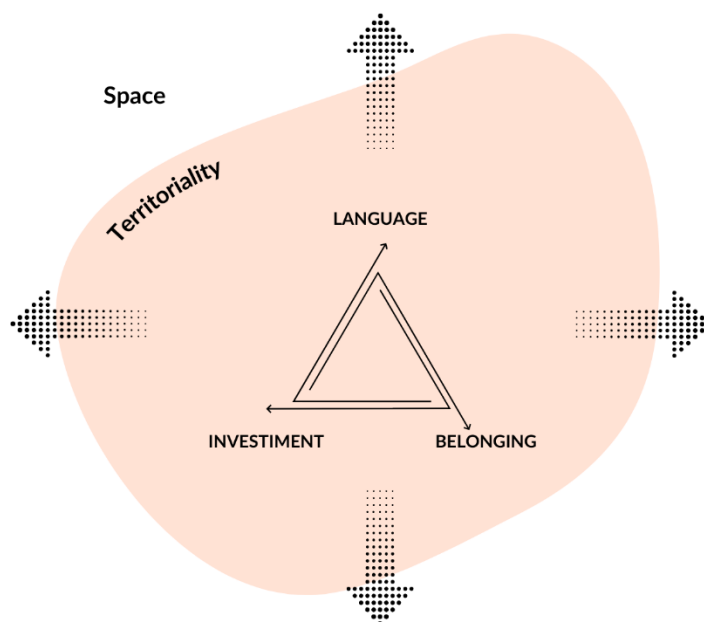


Figure 10. Expected effect of strategies under territoriality in educational contexts

Source: Elaborated by the author.

Based on discussions raised by Bronfenbrenner and Morris (2006) about the importance of school and university in fostering human development, this paper argues for the importance of language education in migration contexts as a way to provide the migrant access to important resources.

Moreover, considering the interfaces between language, belonging, and investment in the Portuguese classroom and teaching materials can help migrants occupy spaces they need or require access to. In this sense, AL can act in teacher training, in the elaboration of didactic materials, and in the development of public policies to counter ideologies that seek to delimit and erase the figure of socially and historically marginalized groups.

Regarding future investigations, it is important to mention that the didactic books produced by Fernandes, Ferreira and Ramos (2008), Lima *et al.* (2010) and Ponce, Burim and Florissi (2008) have new editions that were not available for analysis at the time this work was produced. In addition, this paper analyzes excerpts that represent a small cut in relation to the totality of the contents addressed in the analyzed books, which deserve to careful reading and interpretation in light of the debates raised by this work.

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