Didactic-Pedagogical Approach to a Real Teaching of Portuguese Second Language in Angola

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Abstract: In this article we present an approach focused on the teaching of Portuguese Language in Angola from a real perspective, obeying the fact that it is a second language for a large part of the population; the expansion of the Portuguese language throughout the national territory, will help to disseminate and promote the learning of this language as a language of national and international identification. In this sense, the approach is focused on pedagogical-didactic and methodological aspects, taking into account the bilingual reality of the speaker and not only; the teacher as the primary agent of the dissemination of this process must adapt his teaching mode to the true linguistic reality of the country. Thus, the correlation or cohabitation between languages generates a set of adverse phonomenos that the teacher must take into account in so that his teaching activity in the classroom is a success. The didactic-pedagogical activity in the teaching of the Portuguese language in Angola has been neglecting a set of factors, which we believe are preponderant for a more realistic teaching, that is, more contextualized. In view of these facts, we suggest methodologies that incorporate aspects of the student's reality as a presupposition for a teaching that privileges cultural and sociolinguistic aspects, in order to provide teaching in the second language aspect.

Keywords: Pedagogical-didactic Approach, Portuguese Real, Angola

1. Introduction

When we elaborate this article we outline as objectives to be fulfilled, to present the current framework of didactic-pedagogical methodologies regarding the teaching of Portuguese as a Second Language, suggest methodologies that ensure a greater learning of the language by the student. We feel that the failure of the linguistic and communicative competence that many students present even after finishing the 2nd Cycle of general education is the result of these inadequate or/and outdated and poorly applied methodologies.

The tongue, like all of us, wants to palpitate, grow, become flexible and colorful, expand, in short, live. And that only happens because we use language to communicate with others and with ourselves. What is most admirable is that, with a few dozen sounds, all people can build, in any language in the world, a multitude of expressions that reveal to others what they think, what they imagine and what they feel. In this respect, languages all have the same status and greatness.

Thus we invite the current teacher to get out of the way and get out of purism as indispensable requirements for a teaching that guarantees a true learning of Portuguese as a Second Language in Angola. Teaching norm is not teaching language. Although the standard is extremely important, it cannot be seen as the teaching model or the springboard that guarantees a successful linguistic achievement on the part of the student. The teaching of the Portuguese language as a Second Language should be seen from a complex point of view, respecting the linguistic space that the student brings as a vital factor for the success that is intended.

Our motivation in doing this article is that we have noticed many gaps on the part of students living with many linguistic realities. We think that didactic-pedagogical methodologies have not been the best, because many of the teachers have become outdated, teach their classes without taking into account the needs that students bring with them. They are

still stuck in teaching methodologies Portuguese a European perspective, without taking into account the pact in which this teaching is effective.

The linguistic realization of the student depends on the context in question, so it constitutes a tremendous error teaching Portuguese as a Second Language in a student using the same methods used to teach a student who has Portuguese as the First Language. In this case as in many others, what can be expected is usually the failure as we have been noticing for many years in the Angolan context. In our way, we can safely make this trip; we bring the following researchers, [1, 3, 6].

2. Socio-linguistic Characterization of Angola

Angola is in fact a rich country, both in raw materials, culture and language, poverty exists even in people who misuse the rickets they have and as a consequence in all spheres regrettable aspects in the execution of what is more beautiful one has. Linguistic diversity is the first assumption to be taken into account when we speak of language in Angola, within the same space cohabit African languages (bantu and khoi-san) and neo-Latin languages:

"Acquiring the lexicon in learning a second language is not a very easy task, judging by the fact that Portuguese in Angola is the second language for most of its speakers, as well as being taught with first language methodologies. We say, in practice, first language, because there is, so far, no directive of the National Institute of Investment and Development of Education (INIDE), which guides or explains the methodology to be adopted in relation to the teaching of Portuguese as a second language or as a mother tongue". [1]

African languages are spoken throughout the national territory, although Portuguese has been establishing itself and increasing the number of users, due to the post-independence language policies adopted by the state itself, there is a tendency of favoritism of Portuguese in relation to bantu:

"In fact, the Portuguese was not (and is) not only adopted as the official language of the Republic of Angola, but also functions as the language of national unity. The adoption of the Portuguese as an official language and its recognition as a language of national unity were understood as a political mechanism conducive to national integration in relation to Angolanity" [2].

Still, autothethen languages represent the mother tongue of a large part of the population, especially those living in rural areas, they keep them as a symbol of identity, but we all know that pride is not enough to maintain a language as vehicular, there are a number of social factors that interfere with this problem, just notice that these languages, African languages, are not used in political and social contexts in a comprehensive way, although many people have them as their mother tongue and can speak fluently, they are called through the social order established by the state to relegate their languages in the background, thus giving priority to the

Portuguese which is increasingly configured in the Angolan space as the language of Angolans. [2]

Indigenous languages are, in turn, recognized in legal terms as national languages, but do not allow access to the official areas of national life in an intercom throughout the national territory. This is controversial in that, in Angola's current linguistic policy, Portuguese is official, but not national, whereas indigenous languages are national but unofficial, so "national" in the Angolan context has, in fact, the meaning of native, and not of a common language to all individuals of a nation, a role currently played by the Portuguese especially since, during the civil war, the phenomenon of the displaced persons of war has transformed it into a vehicular language and, of course, second language of young people born in this situation. [3]

The Portuguese language, depending on the privilege it has in relation to other languages, carries with it the responsibility of uniting Angolans and starting from an age-old perspective brought by the colonizers that ˝it is only worshipped who is understood in matters related to the Portuguese language˝, was instilled in us even if subjectively that for a greater affirmation and status in social terms we would have to do it, regardless of our linguistic historicity and the environment in which we are inserted. In view of this learning Portuguese is a sin qua non condition to have aspirations in life. As in [2, 6]:

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The Portuguese language in its contemporary European variety, holder of the privileged social and cultural status, which is manifested in the fact that it is the variety taught in schools, used by the media (newspaper, magazine, radio, television), especially in a formal situation of communication, by the generality of the Portuguese with a medium or higher education. This variety is called Portuguese pattern. [6]

Given this set of facts, it is that the Portuguese is increasingly asserting itself as the language of the people, albeit from an second language perspective. And its failure in Angolan teaching comes greatly from this phenomenon, teaching it as a language superior to others:

"The cohabitation of about twenty national languages of Bantu origin and not bantu with Portuguese, the official language, promoted linguistic contact and concomitantly interference. In this context, situations of symbolic violence are frequent in the Angolan reality, motivated by a teaching that relates linguistic variation, since the country is characterized by dogmatic teaching, focused on the doctrine

of traditional grammar, which instead of aggregating the qualities of students, segregates them" [7].

Therefore, and as can be seen:

"The change that is observed in a language over time has parallel in the change of the concepts of life of a society, in the change of arts, philosophy and science and even in the change of nature itself. This temporal evolution, this diachronic or historical change is one of the most evident aspects of the variation inherent to any language. But also the language varies in space, which is why Portuguese presents the national varieties of Portugal and Brazil, countries in which it is considered a national language, and those of Angola, Mozambique, Cape Verde, Guinea-Bissau, São Tomé and Príncipe and Timor Loro Sae, in which it was adopted as an official language".[11]

Nevertheless, we believe that its teaching must be based on various principles, and the mother tongue of the pupil or his/her parents must always be taken into account, as this is indispensable for a more mature teaching of the Portuguese Second Language.

"In the report "*Rapport mondial sur la culture*" (2000), UNESCO is peremptory in stating that most of the conflicts that arise today in nation states have a cultural component. In this perspective, being Angola a pluralistic society, it is essential to educate the populations for this new world reality, in order to avoid social, cultural and linguistic tensions" [3].

This is a time when there is an accelerated expansion of the Portuguese language throughout the national territory; in which the experience of the introduction of national languages of African origin takes place in the first years of schooling in which the Draft Law on its status is discussed, which aims to give them greater dignity in the face of their Portuguese counterpart, the state calls for greater accompaniment and sustained intervention in the field of pedagogical competences, and it is up to it to define language policies sensitive to the Angolan multicultural reality.[3]

It is also responsible for the adoption of socio-educational models that support the acquisition and learning of several languages simultaneously, both in formal and informal contexts, as well as models of training of trainers capable of training competent and reflective professionals that the moment requires. In one expression, the state must recognize the right to difference of all Angolans, investing seriously in education. [3]

As for the African languages, the following can be seen:

"Given the existing linguistic diversity, African languages are part of distinct groups, divided by families. Thus, [13] apud Greenberg (1963), are classified into four large linguistic families, at the same time indicating, as follows, the subfamilies of each of them: Afro-Asian; Nile-Saharan family; Congo-Kordofanians Family and Khoisan Family." [13]

This classification, according to [13] belongs to the Niger-Congo subfamily of the Congo-Cordo-faniana family. These languages have profound influences on the Portuguese language, to which they cannot be set aside in the process of teaching and learning the Portuguese language as a second language. [7]

3. Teaching Norm Is Not Teaching Language

Didactics comprises all the art of teaching, the whole set of procedures, techniques and strategies through which much of experience and culture is transmitted to the new generations, in schools, from a general and specific methodology. It is, therefore, the study of the teaching and learning process in all its manifestations, from the theoretical point of view to the practical and normative. Didactics therefore regulates the functioning of the teaching and learning process, serving as a science-regent of the activity of teachers and students. [12]

Starting from a concrete pedagogical analysis and the factors that determine it, Didactics contextualizes pedagogical practice by rethinking the technical and human dimension. It analyzes the different methodologies explaining the context in which they were generated, the vision of society, knowledge and education that they convey. But by analyzing and reflecting on these practices, they work continuously in their relationship would have practice, innovating, improving and changing. [12]

Considering these didactic assumptions, we believe that, for the Angolan reality, the teaching of Portuguese as a second language would understand the pedagogical and didactic issues of the disciplinary scientific content, that is, the theorization of the conditions of the effective connection between the objectives and contents of learning and the construction of knowledge by the students, with regard to the educational context, which provides essential instruments of action to the teacher.

We start from this perspective because the teaching of the standard is configured as the dream model of Portuguese language teaching in Angola. Most Portuguese language teachers, their classes are limited to forcing students to decorate the grammatical nomenclatures and then reproduce them in the act of the test.

The teaching of the Portuguese language in Angola begins by presenting us with a division: on the one hand, the text and the interpretation and, on the other hand, the grammar. Usually, it is grammar that raises some constraints in Portuguese language classes. Grammar is seen as complex, of course, but both students and teachers associate it with speaking well and writing the language well, so it has a prominent place. When some grammatical aspect is highlighted in class, there is increased attention on the part of the students and an intrinsic motivation. Of course, there is also a concern on the part of teachers to convey the "good" use of the language, oral and written, following the norm of Portuguese parliament. But the fact that there is widespread pleasure in grammatical content does not imply that grammatical or communicative skills are properly developed. Note that, in this case, the teaching of grammar is also based on the demonstration of the rules and the memorization of the concepts that formulate these rules, neglecting, partially or

totally, its communicative/discursive framework. [7]

Therefore, we think that when defining itself as a study dissociated from the text, a distancing is promoted that does not allow the development of communicative skills, only the recognition of its descriptive structure. The aim of learning is now intended focused on the dynamic use of language, so it will be necessary to adopt a more pedagogical perspective in relation to grammar and to centralize the objectives in linguistic production and not on its normative nature. Undoubtedly, the new conception of language is also responsible for the way grammar is understood. [9]

In the face of the above, the objectives of teaching should˝ [...] focus, above all, on promoting the effective use of a practical language, authentic, real and true, to focus on the development of all the skills necessary for communication and to give more emphasis to the meanings/contents to be conveyed than to its form˝. According to this new vision, grammar:

"[...] it is no longer conceived as a description of the language made in terms of morphological classes, for example, to be approached as a set (taxonomy) of communicative notions and functions, which are materialized through the contextualized use of a certain set of linguistic exponents" [9].

Every year the same thing follows, teachers do not care for the socio-historical reality of the student, even knowing often the linguistic reality of the country:

"Being a variety that is increasingly distant from the primary school, precisely by adding its own characteristics, motivated by linguistic contact between national languages and the Portuguese language, forms of the Portuguese Angola are emerging".[7]

With this fact, there is a need for the teacher to abandon conservatism, because these purist views make edibility and an open debate impossible, in order to incorporate the various changes that are emerging, that is, it cannot be accepted that linguistic variations are motivating the decline of the language, thus generating the subjugation and ridicule of it.

Given this tuning point, it is essential to consider that the student when he goes to school takes with him a set of linguistic skills, he already knows how to communicate in the sense in which he communicates, which is why what he brings should constitute for the teacher a factor of study for a possible or misframing in the acquisition of Portuguese language skills in a relationship of linguistic aspects with the curriculum plan that the teacher wants to develop in the pupil.

Correlating the various linguistic knowledge is a factor of social inclusion, so the student is called to develop every day the linguistic knowledge he brings and to gain more and more the best way to communicate by reading the context".[4]

In this point:

"All methodological strategies that are adopted for the teaching-learning of orality, both for students who have Portuguese as their mother tongue or for pupils who have it as their second language, may work if teachers are able to meet the challenges, because the teacher as a manager and facilitator of student learning always makes a difference in the solid construction of learning, i.e. it should always be update teachers' knowledge with new tools according to current requirements, instilling in them the need to see the student as the center of learning and see themselves as facilitators or coadjutors of this task. [1]

In view of the above, we are pleased to remember that reading is a key part for all learning to be developed outside and within the school, given its importance and complexity, it must be well taught to be well learned, involves a set of techniques that must be in the domain of teachers who propose to transmit it to their students. With the dynamics of societies, Angola is not a case apart, especially with the advent of new technologies, reading seems to be losing the top place it has always had in the acquisition of multiple knowledge by students, however the new information and communication technologies (Ict), too, are at the service of reading therefore, it should be seen that access to various information on the Internet is done through reading, so it needs to be stimulated and encouraged in various ways at school and outside it.[1]

It is necessary to take into account all these aspects so that the teaching-apprenticeship process is effective with absulutivity, these factors constitute the didactic-pedagogical aspects that teachers must use in their methodologies to take their action. [5]:

All these aspects need to be taken into account so that the teaching-apprenticeship process is very rigorous, since they are the didactic-pedagogical aspects that teachers must use in their methodologies to take action. [5]

The change of paradigms in the teaching of language and literature also required a reformulation in the conception of a language teacher. From mere transmitter of content, it is now having "[...] the need for a professional of a broad character, with full mastery and understanding of the reality of his time, with the development of critical awareness that allows him to interfere and transform the conditions of school, education and society". [5]

The Portuguese language of/in Angola is complex, which is why variation is indispensable, it should be seen as a factor of instilling the language itself and not as a shortcut to deviate from the standard. Many of the linguistic phenomena that Portuguese Speakers have are the fruit of a pseudo-equivalence they create, so it becomes very important to recognize this ability and redirect it to a more indoles field.

A sociolinguistic variable is some element of the language, some rule, which takes place in different ways, according to the linguistic variety analyzed". Each of the possible achievements of a variable is called a variant:

"(...) however, this Angolan variant of Portuguese, which can be considered a natural evolution of what, for other reasons, has been called "Portuguese", already presents itself at a different stage of linguistic evolution compared to that. By force of this evolution, the Portuguese currently spoken in Angola is a variant that expresses Angolanity, a characteristic enriched by the scent of African languages that give it a

melodic sound, containing, already, its own characteristics of autonomous existence". [7]

Cultural inventions vary immensely in their sophistication from society to society [...]. Some groups rely on the knots of the bones, and cook on fires lit with sharp sticks, while others use computers and microwave ovens. Language, however, destroys this correlation. There are societies that are in the stone age, but there is no language that is in the stone age. [11]

In these terms, we believe that if the Portuguese-speaking teacher continues to focus on teaching the Portuguese's grammatical nomenclature and dispensing with the Ephesian elements of the student then we will continue to have this difficult teaching that privileged the standard by creating a linguistic prejudice about the other norms and eventually stigmatizing the student who has Portuguese as the Second Language.

4. Assumptions for the Effective Teaching of Portuguese Language in Angola

In the field of language didactics (Titone 1970; Girard 1997; Gonzales 1999) and didactics of Portuguese (Gomes et al. 1991; Freitas and Agostinho 2012; Travaglia 2013) cited by [14], it is recommended that the teaching-learning of a language be done through the use of active methods that allow the conscious participation of students in the classroom for the construction of knowledge. [14]

With regard to teaching-learning of grammar, the use of the inductive method is the most appropriate procedure, according to [14], for the development in students of logical-cognitive, analytical-synthetic abilities and creation and re-creation of ideas about life and the world.

In these terms, with the inductive method, the grammar class, based on the principle of descending text – phrase – word, becomes a space for reflection, apprehension of meanings, expression of the self, sharing experiences and knowledge of the other, therefore, of subjectivity and intersubjectivity. [14]

In the reality of the Angolan school, Portuguese language programs are oriented that the teaching-learning of grammar is done in this way, although the practice still reveals the decontextualized and excessive resource to exposure and deduction. In this way, the grammatical class is reduced to the mechanical memorization of concepts and rules, although studies on language teaching have been demonstrating for about a century that "the mechanical memorization of the description of the object does not constitute knowledge of the object" (Freire 2011) cited by [14].

In a society such as the Angolan one in which the failure of the latest educational reform is recognized and the non-realization in schools of constructivist linguistic pedagogy, it is important to analyze the value that the text has in school and in class of Portuguese. [8]

Our language is a legacy of multiple language diversity and is divided into two parts: speech and writing. At first, speech was defined as individual, something proper, capable of being shaped, according to linguistic groups. Writing, on the other hand, is social, in order to have a convention when we write, something that will be understood when it is read in every social sphere in which the language is spoken". [10]

There is according to the author in reference, two types of speech for all occasions: for formal and informal conversations, with classmates, with parents, msn, orkut. We don't talk to our teacher the way we talk to our father, but we're not going to write a letter to a friend the same way we were to write to the president.

The language of internet users is being inserted in classrooms, but erroneously, in newsrooms, for example. Therefore, it is so important to work in the room the linguistic discourses, so that the young person knows that there are adequate social means for each type of language.

The teacher must take into account all these social phenomena so that the application of their methodologies are real, must respect the social environment of the student as well as their linguistic historicity:

"Being a multilingual reality that conveys the socio-cultural aspects, the normative/prescriptive character of the language does not fit the context in question, which implies saying that the norm of the European Portuguese, which is taught in Angolan schools, does not reflect the concrete reality of the use of the language". [7]

The studies that until then address the sociolinguistic aspect are not yet published in Angola, so little or nothing is spoken about an approach to the issues that relate to language under a social, cultural and, perhaps, policies of linguistic variation or change. [5]

All these questions, in our opinion, cannot be ignored in the context of the teaching of a language, since they enable the criticism and questioning of linguistic beliefs established by the prescriptive/standard.

Therefore, we are proposing to Portuguese-speaking teachers in Angola to provide in the classroom a reflective, questioning workshop, in order to deconstruct the centralism given to the standard-prescriptive/standard. The teacher should be the vehicle that allows this reflection so that linguistic variations are part of the approaches in the teaching of the Portuguese language, since they mirror the language in use.

Yet to clear this fact we seek the ideas of [1]:

"The adoption of a method always implies a progressive and objective dynamic that is achieved according to the goals to be achieved. In any case, the teaching of the Portuguese language requires very solid knowledge, either in linguistic terms or in literary terms. This is the first requirement placed on teachers, because it is not possible to teach when the theoretical, scientific and technical bases inherent to the specialty are in need. He himself is the most evident example of the solidity of the theoretical, scientific and cultural foundations that guide its formation and, concomitantly, its performance" [1]

It is, in fact, about the Portuguese language teacher at the Angolan School that it is the responsibility of supplying students with the necessary tools for the correct and proper use of the language. However, we would be insensitive if we

were unable to understand the difficulty of this task in a scenario in which oral, written and reflexive competences do not have the naturally contextualized foundation of a Mother Tongue.

The methodology used for a student whose Portuguese is first language should not be the same for a student whose Second Language, the Portuguese and this is what has happened, teachers treat students in the same way as if they had the same direction or linguistic availability. This factor has contributed greatly to the linguistic hanging of many students, who failing to adapt to the norm taught at school, are seen as incompetent. [check 14]

"Over time, the teacher's task has not been facilitated. It is no longer enough to dominate his area of intervention, because he too has to have a little psychologist, sociologist, manager, creative, father, mother, friend, among others. And it has to have all these functions framed in the school space, an image that is eminently limiting educational action". [14]

In fact, the social character of the classroom modifies the learning landscape and carries with it an infinite number of influential factors in this process. The teacher is perfectly aware of what pedagogical theories dictate and there is no doubt about the need for prosperity, innovation and constant recycling. [10]

Note that the answer to this question is directly related to the success or failure of the teaching-learning process and that the teacher, as an integral part, also feels responsible for its scope. Practices and ways of acting are increasingly being questioned in the light of objectives and new procedural dynamics. The concept of learning is closely linked to teaching and, in general, the teacher is still applauded or criticized as responsible for the success or failure of his students, and even aware of not being the only element of this process, is certainly the easiest and most direct target. [9]

Language acquisition and language learning are two tasks in which the student is called to participate every day in the classroom. In the first years of schooling, the student seizes the language through an acquisition process, at this moment the teacher has the freedom to impose on the student whatever he learns already after completing primary school, the student begins to reach the phase of language learning and it is in this process that the teacher no longer has the power to decide absolutely on the linguistic bias that a student can adopt [15].

For this item, it is from the beginning that the process of language acquisition begins, in which the teacher must dialogue what he intends to teach with the linguistic reality of the students, direct the teaching of the Portuguese of the student whose Initial Language is not the Portuguese and the student who has the Portuguese as the Second Language.

In this tuning path, to teach the language it is necessary to create situations that allow the student to reflect on language in its different contexts of use, referring not only to communicative teaching, but also to the teaching of grammar. Through this practice, students will critically analyze their own linguistic productions, working with different languages, so that they can certainly also use their linguistic experiences in their oral texts and writings. The essential thing in language teaching is to analyze the linguistic resources of each production, to interpret, understand, reflect and produce different types of texts on a daily basis. This is possible through the elaboration of projects, in which the student writes to real interlocutors, disseminating, in some way, the results achieved through projects.

In this sense, our aim is to demonstrate that grammar should be taught, since it allows to improve the linguistic performance of speakers.

Therefore, this teaching of grammar departs from the traditional routine teaching sits by the teacher himself. Teaching grammar is to lead students to meaningful learning through data analysis, usage factors to foster communication skills and then engage in meta-linguistic reflections on the normative functioning of the language. Only by doing this analysis, the student will be able to understand why he does it in this way and not otherwise.

In Angolan reality, the school curriculum considers the Portuguese language as the bridge for the teaching-learning of other subjects, so if the Portuguese Language teacher assumes that the language is the means of expression of thought, communication and matrix of history and culture, it will be able to see its teaching activity as an appropriate space for the gradual and implicit training of future lawyers, journalists, teachers, sociologists and, above all, active members of a society.

It is based on these assumptions, that the transversally and interdisciplinary of the Portuguese language in the Angolan school curriculum, that we believe that our students will be able to develop critical and proactive awareness.

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