



Portuguese as a second language

The PASL subject, “Portuguese as a second language”, works on an immersion basis in the Portuguese class, with a high success rate, linked to how soon they begin this immersion.

Students follow the PASL curriculum for the language proficiency levels they are at (A1, A2 or B1), which is highly recommended, given that the students' remaining school curriculum is carried out in English and contact with Portuguese takes place only in Portuguese classes. Attendance in a CLIBClub or external course that enables timely development is highly advisable for students thinking about entering into higher education in Portugal, in the more advanced years of schooling (Form 8 onwards).

It should be noted that students entering in advanced years, for whom prior knowledge of the Portuguese Language is not required to enroll in the Cambridge curriculum, (unlike with the English Language), must adopt a very proactive attitude, in order to get involved in moments of oral and functional use of the language, by watching television programs, podcasts, experiencing informal social situations, among others, to expose themselves to the language and enrich their vocabulary.

At CLIB, in order to increase this experience, we have the following strategies:

- Attendance at a Portuguese oral CLIBClub, in which students can, on the one hand, carry out tasks to consolidate the learning done in class and, on the other, carry out non-academic tasks, which, due to time and resource constraints, cannot always be developed in lessons (e.g. watching films, reading books for pleasure, playing games, etc.).
- Encourage the involvement in tutoring and school sports, so that students interact outside the classroom with native or proficient Portuguese speakers, whether in person or through online platforms;

In classes, we implement:

- Personalized teaching/learning, recognizing students' individual differences in terms of pace and learning style and adapting activities to meet each student's specific needs;
- Use of technology, from automatic translators to the countless tools on cell phones, facilitating student autonomy and their appropriation of the curriculum;
- Pair/group work, in which students who have greater proficiency can help their colleagues at a more elementary level of language proficiency;
- transition to the maternal level, with curricular adaptations, as early as possible;
- Inductive grammar: instead of teaching grammar in a traditional way, grammatical patterns are presented through authentic examples, allowing students to deduce the rules;
- Constructive feedback: providing specific and constructive feedback on students' speaking and writing, highlighting strengths and areas for improvement;
- Playful and interactive activities: through games, puzzles and interactive activities to make learning fun and engaging;
- We encourage students to interact outside the classroom with native or proficient Portuguese speakers, whether in person or through online platforms.
- Formative Assessment: Use assessments throughout the process to identify areas where students need more support and adapt your teaching approach accordingly.
- Culture and Context: Introduce cultural elements related to Portuguese-speaking countries, such as traditions, customs, music and literature, to enrich the global understanding of the language.