An intercultural communicative strategy for teaching Portuguese to migrant learners in Portugal

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Global migrations have rendered the world increasingly multicultural and multilingual, making appropriate/effective language policies a pressing issue worldwide. The *Intercultural Communicative Competence* (ICC) model advanced by Byram (1997) influenced guidelines of the Council of Europe (CEFR/Companion Volume, 2020) and numerous constructs (*e.g.*: Kramsch, 1993; Guilherme, 2012; Risager, 2006, 2021). Underlying such theories is the assumption that this goal surmounts the mere juxtaposition of culture and language, involving a true integration of these elements in L2 pedagogy (Liddicoat, 2020). Borghetti's (2013) proposal follows this tenet, suggesting an integrative developmental framework for the design of a strategy for boosting ICC in L2 class.

This study aims to present a pedagogical approach and some measurement instruments developed in the context of an ongoing Doctoral research project targeting the impact of an intercultural communicative teaching strategy (ICTS) on migrant learners' intercultural and language competences. The research questions informing this study are: RQ1) Is the ICTS effective for developing learners' ICC in the context of Portuguese as a host language (PHL) class? RQ2) Does the ICTS enhance the acquisition of PHL? RQ3) How does the ICTS impact learners' attitudes/motivation, identities and acculturation strategies?

A pilot study following an experiment design and a mixed-method paradigm is being carried out with a group of 20 adult PHL learners in Portugal, mostly from South-Asia. Pre-.and post-test instruments are a) closed attitudes/motivation and ICC questionnaires; and b) a grammaticality judgment task. The didactic intervention follows Byram's (1997, 2021) and Borghetti's (2013) proposals, combining linguistic, sociolinguistic and discourse competences with knowledge, skills and attitudes for ICC. Language/intercultural goals were intertwined at the macro (educational/government policy), meso (curricular) and micro (methodological) levels, and the approach to ICC components progresses along a cognitive, affective and critical awareness scale of emphasis. Expected results will prove this strategy successful for boosting learners' ICC/language acquisition and reveal its link to motivation.

Examples of questionnaire items:

(i) In my opinion, the Portuguese classroom is not the place to talk about different cultures. (Attitudes towards the learning situation)

(ii) Learning about new ways of living and thinking helps me be more conscious of my own way of living and thinking (ICC)

(iii) A society with a lot of nationalities and cultural groups is more prepared to solve new problems. (Multicultural ideology)

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