

Between What Is Spoken and What Is Taught: A Pedagogical-Didactic Approach in Angolan Teaching

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Abstract: In the course of this article, we intend to bring up several questions of a pedagogical-didactic nature with regard to the teaching of the Portuguese language in the Angolan context, that is, to describe some gaps and adverse situations unrelated to the understanding of the teacher who linguistically prejudices his students for not adapting to what he teaches (grammatical nomenclature). Moreover, we awe theories about language teaching in a multilingual reality such as ours, in which from an early age, most students have to deal with different linguistic realities in the same interactional space, house-street-school, since this hinders their way of expressing themselves, often because they are stigmatized by colleagues and by the teacher himself, having known and learned only a communicative situation, intends to do the same with its students, obeying national plans without taking into account reality with student. The fact that the Portuguese language is not the mother tongue of a high percentage of Angolan children (and, probably, of their teachers) implies that their teaching is done with an adequate methodology, capable of alleviating the difficulties of accessing a language that is not is learned from the cradle and to promote the success of students, as students and as citizens. In fact, the correct command of the Portuguese language, as receptors and as producers, in its oral and written aspects, will dictate the students' path in the remaining curricular subjects and their insertion in society, as active members in their own right. On the other hand, only teachers with proven competence in the reflective use and methodology of the Portuguese language (which they teach and in which they teach) will be able to ensure the perfect fulfillment of the objectives of the educational system.

Keywords: Speech, Teaching, Pedagogical, Didactic, Angolan

1. Introduction

We start from the perspective Possenti, “everyone who speaks, can speak”, it is in this context that we propose to discuss the teaching of the Portuguese language in the Angolan context, knowing beforehand the various difficulties that many students face in school because they have to be forced to adapt their way of speaking, in a way considered as the most acceptable. Considering the fact that Angola is linguistically characterized by a diglossic reality, marked by the existence of the Portuguese language, the Bantu and Khoi-san languages, it is necessary to change the planning of the contents to be taught in a classroom with regard to the Portuguese language [1].

Since it is the language of national unity and enshrined in

the Constitution of the Republic of Angola in article 19 as the Official language of the Republic and the language used in school as a means of communication, although it does not represent the entire population of Angola, in this sense, a large part of the Angolan population, especially those who live in rural areas, have as their mother tongue a bantu and when they come into contact with the Portuguese language, they already bring with them a set of linguistic knowledge that should be taken into account by the Portuguese-speaking teacher in so that there is greater success in acquiring the rules, because all languages have rules and many of them are equivalent.

Our goal is to bring some lights to the teachers, since regardless of the program given by the ministry of education are the ones who have the obligation and the role of shaping the student in the linguistic sphere and beyond, it is he who

knows the type of student he has and what can be done to overcome any subject of a didactic nature. For the purposes of our study, we will be guided by Possenti (1996), Regina Celi Mendes Pereira, Celso Pedro Luft (1998), Cristina R. C. A. Tembe, Joana Maxaieie, Felicia Matabel (2019), Fábio André Cardoso Coelho; Jefferson Evaristo do Nascimento; André Nemi Conforto (2018), Yara de Oliveira (2015).

The Confrontation Between the Spoken Language in Everyday Life and the Language Required in the Classroom

The human being is the result of his physical and/or psychological environment, what he says and as he says translate his essence as a social agent and his linguistic historicity determine his nature, just as we speak as we spoke in our language, we determined that we know how to speak our language, because paraphrasing Santos and Antunes says "mine homeland is my Portuguese language, as long as the language is mine" [2, 3].

In this sense, in the context of teaching-learning, it is imperative that the teacher recognizes that this process is not isolated, as has been done, and that the significant learning of the student from the linguistic point of view will necessarily depend on the combination of the set of factors that the student already brings with him, his linguistic historicity. As we can see in the words of [3]:

Although the focus of teaching-learning turns to the diversity of texts that circulate socially, there is a rupture between what is taught and daily life, which, to some extent, disempowers the student as the subject-author of his knowledge and destabilizes him [3].

The language taught in the classroom, it is not a language unrelated to that which one learns and speaks on the street and at home, it is the same language, same code, you have to understand this and then connect the possible differences. The false idea is that what is taught in the classroom is another language very different from the language spoken at home and in the street, because of this fact in Educational Development Program of Angola, what is learned about language at school does not allow us to experience language beyond the school institution. Acting in this way, the school reduces the personal meanings of reading and writing, defining these meanings "schoolly" distant from the students' daily experiences. This makes what is taught and learned in school insufficient to respond to the demands that the social context makes [4].

The education professional, specifically the Portuguese language, needs to be based on two paradigms, as Arroyo and Broken states: a critical-reflexive dimension, promoting a constant thinking and rethinking of its pedagogical practice; a dimension of planning, seen as a primordial step that precedes the entrance of the teacher in the classroom and not as a plasterer or bureaucratic element [5].

The teacher from an early age should realize that the student spending more time outside the school has more facilities to absorb the linguistic habit of his environment in relation to those taught in the classroom itself, for this reason is that when teaching any subject, one must know how to intersperse these two realities, bring the reality of the outside

to the school and work it inside the classroom, and not inculcate to the student a set of rules grammars to take them out of the classroom, as if these rules constituted the condition "sin qua non" to achieve success in professional life. According to Possenti [1]:

For a language teaching project to be successful, a condition must necessarily be fulfilled, and urgently: that there is a clear conception of what a language is and what a child is (actually a human being in general). We can think what we want from the children, but we probably won't be allowed to say that they, even the least endorsed from the point of view of material conditions, are unable to learn languages. We can all see daily that children are successful in learning the rules needed to speak.

The school process in the classroom is quite complex and challenging, we see daily people graduated and graduate, who do not speak according to grammatical rules and on a percentage scale based on a report by the Center for Linguistic and Literary Studies of the Faculty of Humanity of the Agostinho Neto University, 76.3% of graduates commit excessive deviations at the time of enunciation.

Now we ask: what did these technicians learn during their training? Why didn't they achieve language proficiency or the same category as the diploma? This situation demonstrates the fragility of our teaching with regard to the linguistic paradigm, people in general have thought that learning the rules is too difficult and exist only to complicate us, since we already communicate normally.

For these and other indicators, it is necessary to change the current modality of teaching the Portuguese language in Angola, it is necessary to adapt the teaching to our linguistic reality, and not try to robotize the student within a cycle that always rotates and returns to the starting point.

It is sad to note that most of the teachers who teach for more than five years, inside the classroom no longer carry physical content, just dictate what they already think they master in full, so for 2/3 years students receive the same content, without any innovation. The teacher feels self-sufficient about the grammatical nomenclature and you use it every year regardless of whether it really changes anything in the student's life. And ai of the student who does not memorize such a nomenclature at the time of the test! It is easy to see this, especially when we see finalists with enormous difficulties in writing an application or a letter, because they always say they have never learned.

Teaching programs should be done by teachers who know the nature of the student and not by people within the cabinet who predict through false indicators what should be taught. For this it is necessary first that the teacher training schools, move to these true teaching skills.

According to Hernandez, the construction of formal knowledge depends not exclusively on the will and individual action of the learner subject, but also on the educator. Thus, "side by side with the content, it is necessary to constitute in the educating the methodology of learning and developing in it the autonomy to use the sources of knowledge".

For Duarte (apud, Hernandez) “it is up to the teacher to constitute in the student a relationship of curiosity and inquiry with knowledge, as well as to provide challenges, demands and stimuli that lead to new learning” [6]. For us the failure of teaching in her classroom is the fault of the teacher, it is he assures us, of this success or failure, national programs are often superficial. Oliveira states that: it is always good to remember some guiding principles of our strategies of action. One of them is that the teaching/learning process does not occur only in school environments. It can happen in both formal and informal teaching environments [7]. The formal teaching environments are everywhere. Anywhere, any context in which knowledge construction occurs is seen as an informal teaching environment. Thus, a visit to the site of a relative, in which one learns how to grow a particular plant; a walk on the beach, observing the geographical aspects; a meeting between friends, exchanging ideas and having fun, performing some domestic activity for the first time, are all moments when learning takes place. Formal teaching environments, on the other hand, are those institutionalized for this purpose, and are therefore the school environments. It will be in schools, legitimized spaces of formal education, that the relations of teaching and learning will be systematized, requiring philosophical and scientific approaches in a relationship with the previous one.

2. Standard and Other Standards

The debates of the experts on who speaks well and better is not today, although there are many debates around this, the fact is that there is no consensus on it, on the one hand we are faced with those who say that to speak well is to articulate correctly the words regardless of errors or deviations, for others to speak well presupposes to follow the grammatical rules, even if the words are not articulated well and there are still others who say that speaking well is having the ability to convince people and this last perspective is taken very into account by the Bantu peoples, especially in the rafts and *makas*, speaks well the one who can solve the problem and does not need to know the grammatical rules. After all, what's it like and what's it like to speak well?

The linguistic historicity of the student defines him, so much so that he is the one who speaks, and what speaks defines how he dresses and what he eats. Forcing the student who learns what is taught in school (grammatical rules or standard norm) constitutes an attack on the student's life, when the teacher wants the student to unlearn what he brings and learn again what the school transmits, without taking into account assumptions such as: the origin and linguistic reality of the student, the family income and the environment in which the student is inserted.

For Possenti, the purpose of the school is to Portuguese the standard, or, perhaps more accurately, to create conditions for it to be learned. Any other hypothesis is a political and pedagogical misunderstanding. The thesis that one should not teach or require mastery of the standard dialect of students who know and use non-standard dialects is based in part on

the prejudice that it would be difficult to learn the pattern. This is false, both from the point of view of the ability of the speakers and the degree of complexity of a standard dialect. The reasons why you don't learn, or learn but don't use a standard dialect, are of another order, and have to do largely with dominant social values and a bit with debatable school strategies [6].

In this sense, still in the view of the same author about the fact that schools require the learning of standard, they sin therefore since the student in which one wants to instill this standard already brings with him a norm. And in his view this requirement brings with it implications, which can be translated into thesis.

In our opinion, the thesis of a political-cultural nature basically says that it is violence, or an injustice, to impose on a social group the values of another group. It would be worth both guiding relations between whites and Indians and for guiding relations between — to simplify a little — poor and rich, privileged and "shirtless."

According to Hernandez, since the so-called standard language is in fact the dialect of the most favored social groups, making their teaching compulsory for less favored social groups, as if it were the only valid dialect, would be cultural violence. This is because, together with linguistic forms (with syntax, morphology, pronunciation, writing), cultural values would also be imposed on the so-called cultured forms of speaking and writing, which would imply destroying or diminishing popular values [6].

The misconception here, it seems to us, is that we do not realize that the socially disadvantaged only have to gain from the dominance of another way of speaking and writing. As long as it is accepted that the same language can serve more than one ideology, more than one function, which seems evident today [17].

This might seem obvious, but this is where the other misconception, the cognitive one, begins to work. It consists of imagining that each speaker or each group of speakers can only learn and speak a dialect (or a language). Put another way: the defense of "popular" values would assume that the people only speak popular forms, and that they are totally different from the forms used by the dominant groups. What goes for linguistic forms would be worth to other forms of cultural manifestation.

Thus, it implies saying that every standard is valid, in the classroom the teacher must have the ability to intersperse the different forms of linguistic manifestations of the student, thus avoiding the prejudice that is also one of the great demotivating factors in the learning of the language itself.

The teaching of the standard that necessarily passes through the grammatical nomenclature, is the main factor of failure of the student not only in the discipline of Portuguese language, but also in the others, is obliged to learn and memorize for example all conjunctions, as a condition to be approved in the discipline, consequently this occupies the student in such a way that he loses interest in his own discipline. It is important to note that this traditional type of teaching is outdated [1].

On this issue, Oliveira describes that for a long time (from Plato to the early twentieth century), formal teaching was summed up by the words transmission/reception. The teacher was the one who had mastery of the contents and transmitted them to the students, who were seen as passive receivers. In this process, the contents and the way they were presented could not be questioned, as well as the student should assimilate what was spent in the classroom, only reproducing what he had "learned". The curriculum brought disciplines that followed a sequence of compartmentalized contents, isolated from each other and from other disciplines, without even being mentioned the possibility of interdisciplinarity, but this reality is not commendable with the current world, today the student actively participates in his training [7].

With regard to the teaching of Portuguese language, it was common to decorate the grammatical rules, since there was no talk of linguistic studies and the transformations they brought to the study of the language. The rules were studied in decontextualized sentences and prepared to meet the demands of grammar. This caused many of the commonly used expressions to be considered "mistakes" or ignored in formal education.

For a long time the teaching of Portuguese focused on the grammatical rules that standardize the standard linguistic variety, presented in traditional grammars, as a model of the good use of the language [8].

The literature served for the moment of reading, for the study of grammatical rules and for decorating names of authors, dates and characteristics of the so-called "literary schools".

For a long time, the teaching of Portuguese language prioritized the teaching of Normative Grammar, emphasizing the structure, without a connection with the reality of the use of the student-speaker, unfortunately from there to here there was little change if not any in this panorama of our teaching reality.

It seems that all those who make national programs will be outdated over time, because many of them are the result of the education system that prioritized normative grammar simply. According to [3].

The change of paradigms in language and literature teaching 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 nature, 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" [9].

The student is a multiple subject in one, for this reason everything he brings means a lot, should not be underestimated or ignored, no one teaches anyone to speak, people learn to communicate by communicating. A Portuguese language teacher has the mission of explaining to students that the standard is essential as much as the others, and that its use is important given the context, so it is necessary to have the knowledge of all linguistic norms.

3. How Should Teachers Teach the Portuguese Language in Angola

The teaching of the Portuguese language in Angola followed the traditional model of Portugal, since it was with the Portuguese that the advent of schools in our country took place, for a long time, speaking well was an activity of those who studied and it has decorated normative grammar, unfortunately this trend has widened more than it should and it is still notorious today teachers who during a school year only teach normative grammar.

From the perspective of Antunes: among the factors that have contributed to the failure of the school in the formation of readers, we highlight that the school institution has insisted on carrying out activities, which are valued some specific aspects related to the memorization by the student of the grammatical nomenclature. Although we find the strong presence of the text in classes aimed at teaching mother tongue, they are often used only as a "repository" of phrases, actually serving as a pretext for the analysis of grammatical concepts [3].

In a survey conducted in a restricted group of students of the 1st cycle of secondary education, at the Dona Arminda College, located in Luanda, Viana municipality, Kapalanca, we maintained a dialogue with 60 students individually, through which we questioned about the contents of Portuguese language.

Most of them dominate the grammatical nomenclature in a theoretical way, but it is not known how it is used, along with the dialogue, we also proceeded a practical test, in order to assess the degree of knowledge of them, and it was found that, without great difficulties, some precepts grammars in the current language, that is, what are nouns, verbs, adjectives, pronouns, prepositions, etc. however, could not describe the distinctions, their practical applicability.

In one of the questions, we asked if they knew the classes to which the words below belong:

Love, Love and Loved;

Beautify, Beauty and Beauty.

They demonstrated numerous difficulties to answer these questions, and on the previous day, they had defined without a backing what are the grammatical classes in which such words are part. This led us to assume that teachers consider in their classes the issues that focus on the concepts and not on their practical application.

This phenomenon was noticed only in general education students, where the nucleus of linguistic and literary studies conducted a research in 2018, in the students of the 2nd year of the Faculty of Humanity, of the language and literature course in Portuguese language, on the knowledge of the production of articles, letters, invitations and other forms of documents, the result was not the most expected, since few students mastered the techniques and methodologies for formulating these documents.

Therefore, we deduce that this problem is the result of mechanized teaching in which they were exposed mainly in general education. Teachers teach only what they master and

what they master is the grammatical nomenclature, requiring their students to have the same direction as them.

For the reality of Angola, this teaching model is recurrent, which we think is time to change, as in Comfort, when says that the perception of the teaching crisis signals the urgency of thinking about teaching that responds to the needs and expectations of children, young people and adolescents and that, to a certain extent, meets their personal needs, as well as the demands of the contemporary world. In this perspective, the knowledge we treat in the classroom needs to be related to the experiences of the students and the world in which they live, giving conditions for them to realize that this production can be questioned and that it can be transformed [11].

In this regard, it is important to challenge students to produce knowledge, making the school a space conducive to research, construction and reconstruction of knowledge, as Gaspar teaches us (1998, p. 20), when he states that it is essential that "the school, children, young people and adults recover, learn, discover the passion for knowledge, because only the human being can know and, in this process of knowledge construction, the role of the other and the community is fundamental" [12].

It is in this process of dialogue, research, production and criticism that autonomous, critical, creative subjects are formed, capable of critically understanding the immediate world and making it different if necessary. Thinking about the teaching of Portuguese language is not restricted, therefore, in presenting a list of grammatical contents to be transmitted. Rather, it implies recognizing the social, historical, dynamic and temporal character of knowledge and its production.

It is necessary that the current teaching of the Portuguese language is directed to/from the student, as the true center of emancipation and development of the language itself and not as a repository of preconceived ideas about rules and the ideal speaker model of the language. Every speaker is important in the sense that for the tongue to remain alive it is necessary to have someone who uses it, and to think in our own Portuguese language is to think in an original way. It is very difficult to think of the language of the other; let us learn our Portuguese language and grow with it, says Pedro (2015: 28) who "or those who face a school that expresses itself in a language far from that which students master, a situation of authentic educational incommunication is generated [13]. As quoting Fernandes and Paula (2008: 94), with students forced to learn a language they often can barely decode". Therefore, no one learns well what they don't understand [14].

From the above expressed, we think that Angolan teachers should be more proactive, more modernist, especially in this space where youth is configured as a teacher of their own youth. Another point, which seems logical to us, is about programmes going from national to regional or even district, in order to allow teaching to be more real and not ideal.

In the view of Da Costa, today the Portuguese language, as one of the Angolan languages, can be studied in its

relationship with others and considered all the problems inherent to a teaching aimed at a regional and differentiated definition. In a state where diverse nations are underlying, only teaching that meets all the difference that this presupposes (linguistic culture) can produce favorable results in the future [16].

4. What Is to Innovate with More Natural and Inclusive Language Teaching

The objective of a real and non-ideal teaching based on contextual proposals elaborated by teachers and the direction of schools, should provide the student with the following skills, as Educational Development Program presents to us (2007, p. 23) [4].

The use by the student of oral language effectively, knowing how to adapt it to intentions and communicative situations, according to the instances of language use, that is, to defend points of view, narrate, report expose, intervene, formulate questions without difficulties, etc., in view of the following criteria:

1. compliance with the nature of the information or the content conveyed;
2. adequacy to the level of language (formal, informal, dialectal, cult, etc.);
3. consistency with the type of situation in which the gender is situated (public, private, ordinary, solemn, etc.);
4. observance of the relationship between the participants (tone of voice, greater or lesser degree of formality, maintains the dialogue, taking into account the speech of the other.);
5. meeting the objectives of the activities developed.

Thus, we believe that at the end of each academic year the student should feel the effects of learning, and not remain in the same cycle as before, in which he spends an entire cycle studying grammatical nomenclature and at the end cannot even distinguish in a text the nature of words within the sentence.

The student must produce his own linguistic knowledge with the help of the teacher who is the mission of defining this knowledge, because, (Comfort, 2018, p. 46) stands for:

The work of the Portuguese-speaking teacher must be based on linguistic theories that value the global semantic aspects of the text, not least because it is unquestionable that "an inadequate theory will result in inadequate educational practices and, finally, produce inappropriately educated or ill-educated people" [10].

The student who goes to the text in search of isolated and decontextualized grammatical elements will never see in him this notion of set that contains a central idea. And of course this student, although he has a text in his hand, is not actually reading [15].

The pseudolearning that was offered for a long time by this school to its students was not able to collaborate significantly

for the formation of more competent readers. Although it is a problem that brings with it serious social consequences, this is something relatively predictable and even easy to understand.

No one becomes more skilled in their ability to read because they have learned to correctly classify or identify within a text a subordinate dweh prayer with a reduced nominal completive of infinitive, for example.

The student becomes skilled when he can give solutions to questions of a linguistic nature, when he is able to formulate a logical reasoning, when he can concatenate ideas, when he expresses his feelings clearly.

All this the contemporary Angolan school can guarantee as long as it is autonomous and capable of promoting teaching based on real theories. As we can see in Da Costa it is essential that educational policies in Angola seriously review the teaching of Portuguese language, recognizing the benefits of implementing effective language teaching from a first language and second language perspective. There is also a pressing need to invest in initial and continuing teacher training, with a high focus on the development of communicative and linguistic skills and the acquisition of skills in the development and implementation of more effective teaching methodologies. Thus, regardless of the context with which it is confronted, the Portuguese-speaking teacher may be able to make the most appropriate options for his student population [16].

The teacher is an indispensable element, as much as the student, because Gaspar points out that:

Taking into account what was addressed, we believe that the Portuguese language of/in Angola should be taught taking into account the multilingual reality of the student, that is, the sociocultural reality, which appear to the student unique and peculiar characteristics in their way of expressing themselves. It is necessary to undress the false teaching of the Portuguese language that privileges a set of superficial subjects, based on a completely outdated teaching model [12].

As Martin Luther said that "man is the fruit of his time", we believe that this adage also refers to the teaching of the Portuguese language, we must adapt teaching to our reality and not following European or Brazilian models that contribute little or nothing to the success of the student.

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