



Global education, sports and teaching the mother tongue: a dynamic relationship

Educação para a cidadania global, desporto e ensino da língua materna: uma relação dinâmica

Cristina Manuela Sá¹

Centro de Investigação Didática e Tecnologia na Formação de Formadores
Universidade de Aveiro
cristina@ua.pt

<https://orcid.org/0000-0002-8768-661X>

Abstract

Sports are present everywhere in our lives, and we relate to them both in a passive and an active way. Sports may be the key to understand some of the main features of the 21st century society: globalization, multiculturalism, multilingualism, great migrations.

Education for a global society must not ignore these realities, independently of what is being taught/learned. Therefore, since the 1990s, international organizations and national governments have been trying to define essential competencies to be an active citizen in today's society.

The teaching/learning of the mother tongue plays an important role in this context, because it contributes to the development of transversal competences essential to life in the 21st century. This importance is recognized, both at political and educative levels. Such an assumption supposes a transversal approach to that process, which may associate the mother tongue to any topic relevant in modern society.

Therefore, sports and the teaching/learning of the mother tongue must collaborate to ensure a more suitable education for children who already live in a global society and have to learn how to deal with it. In this paper, we intend to show that this is possible presenting some pedagogical and didactic suggestions based on the content analysis of the Portuguese programs for teaching the mother tongue in the first four years of compulsory education and taking profit of the popularity of sports among children and their formative potential.

Keywords: Globalization; Transversality; Competences; Mother tongue; Sports.

Resumo

Os desportos estão presentes em todos os aspetos da nossa vida e relacionamo-nos com eles de uma forma simultaneamente passiva e ativa. Podem ser a chave para compreender

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as principais características da sociedade do século XXI: globalização, multiculturalismo, multilinguismo, grandes migrações.

A educação para uma sociedade global não pode ignorar estas realidades, independentemente do que está a ser ensinado/aprendido. Por conseguinte, desde os anos 90, organizações internacionais e governos nacionais têm procurado definir competências essenciais para se ser um cidadão ativo na sociedade atual.

O ensino/aprendizagem da língua materna desempenha um papel importante neste contexto, porque contribui para o desenvolvimento de competências transversais essenciais à vida no século XXI. Esta importância é reconhecida, tanto a nível político, como a nível educativo. Uma tal assunção pressupõe uma abordagem transversal desse processo, que pode associar a língua materna a qualquer tópico importante na sociedade moderna.

Portanto, os desportos e o ensino/aprendizagem da língua materna têm de colaborar para assegurar uma educação mais adequada às crianças, que já vivem numa sociedade globalizada e têm de aprender a gerir essa realidade. Neste texto, pretende-se mostrar que é possível fazê-lo apresentando algumas sugestões pedagógico-didáticas baseadas na análise de conteúdo dos programas portugueses relacionados com o ensino da língua materna nos primeiros anos da escolaridade obrigatória e tirando proveito da popularidade dos desportos entre as crianças e do seu potencial formativo.

Palavras-chave: Globalização; Transversalidade; Competências; Língua materna; Desportos.

Résumé

Les sports sont présents partout dans la vie contemporaine et on maintient avec eux un rapport à la fois actif et passif. Ils peuvent être la clé pour comprendre quelques-unes des principales caractéristiques de la société du 21^{ème} siècle : globalisation, multiculturalisme, multilinguisme, grandes migrations.

L'éducation pour la société globale ne peut pas passer à côté de ces réalités, indépendamment de ce qui est enseigné/appris. Par conséquent, depuis les années 90, des organisations internationales et des gouvernements nationaux sont en train de définir des compétences essentielles pour devenir un citoyen actif dans la société contemporaine.

L'enseignement/apprentissage de la langue maternelle joue un rôle important dans ce contexte, parce qu'elle contribue au développement de compétences transversales essentielles à la vie au 21^{ème} siècle. Cette importance est reconnue aussi bien au niveau politique qu'au niveau éducatif. Cette assomption implique une approche transversale de ce processus, qui peut associer la langue maternelle à n'importe quel sujet important pour la société moderne.

Par conséquent, les sports et l'enseignement/apprentissage de la langue maternelle doivent collaborer pour assurer une éducation plus efficace aux enfants qui vivent déjà dans une société globale et doivent apprendre à gérer cette réalité. Dans ce texte, on prétend montrer qu'il est possible de faire cela en présentant quelques suggestions pédagogiques et didactiques basées sur l'analyse de contenu des programmes portugais pour enseigner la langue maternelle pendant les quatre premières années de l'enseignement obligatoire en profitant de la popularité des sports parmi les enfants et de leur potentiel formatif.

Mots-clés : Globalisation ; Transversalité ; Compétences ; Langue maternelle ; Sports.





Introduction

The society of the 21st century presents some features that characterize it, namely some strong contradictions. It is a global society based on the interaction with other cultures and languages, but it has elected English as a general language of communication. It is marked by great migrations, but the news show that it is more and more difficult for people everywhere to accept the cultural differences and cope with them.

Sports are part of this contradictory society. They are presented as a way to a better life (both at physical and psychological levels), but they are also the core of a very aggressive industry promoting consumerism. They are viewed as a way of congregating people, but they are also at the center of escalating violence. They favor migration, but they also give way to explosions of rage against people who are different from us.

Sports, global society and education

Education cannot ignore these contradictions and must help people to deal with them. Consequently, since the 1990s, politics and education have been making a great effort to solve these social problems. That movement gave origin to important documents published by international organizations (namely European), whose main objective is to prepare people for life in the 21st century (see, for example, Delors, 1998; European Commission, 2018; UNESCO, 2013, 2018a). Those documents define essential competences that education must develop – considering that they are also transversal, i.e. they are supposed to be developed independently of the subject which is being taught/learned. Some of them also present ways of developing such competences (European Commission, 2018; OXFAM, 2015; UNESCO, 2014, 2018b).

Some of those competences (European Commission, 2007, pp. 5-13) concern traditional scientific areas (*Communication in the mother tongue and foreign languages, Mathematical literacy and basic competences in science and technology, ICT skills*), while others deal with life in modern society (*Learning to learn, Entrepreneurship, Interpersonal, intercultural and social competences, Civic competences and Cultural awareness*).

OXFAM (2015) recommends:

- The development of some transversal competences (*Critical and creative thinking, Communication, Argumentation, Reflection, Collaboration and Problem solving*);
- The acquisition of knowledge on some topics (*Interdependence and globalization, Identity and diversity, Social justice and equity, Sustainable development and Peace and conflicts*);
- The promotion of some essential values and attitudes (*Sense of identity and self-esteem, Respect for diversity and human rights, Environmental concerns and commitment to sustainable development, Commitment to social justice and equity and Social responsibility*).

What have sports to do with this context?



To begin with, they are part of everyday life in our society, therefore present at school and consequently involved in the promotion of an education essential to life in a globalized society. As a matter of fact, they may help to develop some competences (mainly *Collaboration* and *Problem solving*), acquire knowledge (*Interdependence and globalization*, *Identity and diversity* and *Peace building and the resolution of conflicts*) and promote attitudes (*Sense of Identity and self-esteem*, *Valorization and respect of diversity and human rights* and *Social responsibility*) essential to global education.

Sports and teaching the mother tongue within global education

The mother tongue plays an important role in this context. It is not only present in essential and transversal competences to be promoted by education – *Communication in the mother tongue and foreign languages* – but it may also contribute to the development of more “global” competences – such as *Interpersonal, intercultural and social competences* and *Cultural awareness* (cf. European Commission, 2007).

It also has an important part to play in global education, either in what concerns (cf. OXFAM, 2015):

- Competences, such as *Communication, Argumentation, Reflection*, but also *Critical and creative thinking* and *Collaboration*;
- Knowledge (mainly *Interdependence and globalization, Identity and diversity, Social justice and equity* and *Sustainable development*);
- Values and attitudes – namely, *Sense of Identity and self-esteem* and *Respect for diversity and human rights*.

The Portuguese educational system follows these trends. The more recent document showing such concerns is the *Students' profile for the 21st century* (Martins *et al.*, 2017), which presents a set of propositions related to (Sá, 2017, 2018a, 2019a; Sá & Mesquita, 2020a, 2020b):

- *Principles* essential to the adaptation to modern society, such as
 - *Promotion of a democratic, just and inclusive society,*
 - *Sustainable development,*
 - *Defense of holistic knowledge* capable of providing solutions for social problems,
 - *Promotion of a transversal approach of the teaching and learning process* leading to the development of essential competences, and lifelong learning, which contributes to the adaptation to an everchanging society;
- The acquisition and development of *transversal competences*
 - Language and texts,
 - Information and communication,
 - Reasoning and problem solving,



- Critical thinking,
- Creative thinking,
- Interpersonal interaction,
- Aesthetic and artistic sensibility, Technical knowledge and technology,
- Wellbeing and health,
- Conscience and mastering of the body
- Autonomy and personal development;
- *New directions in teaching*, capable of promoting those principles and contributing to the development of such competences
 - *Cooperation and collaboration*,
 - *Integration of several kinds of knowledge*,
 - *Projects*,
 - *Critical use of several sources of information*,
 - *Use of ITC*,
 - *Dynamic activities* (implying making choices, the discussion of different perspectives, problem-solving and decision making, relating the acquisition of knowledge and the development of transversal competencies with situations present in everyday life and the sociocultural and environmental context),
 - *Experimenting techniques, instruments and attitudes at work promoting observation and questioning of the reality and integration of knowledge from several fields*.

Teaching (and learning) the mother tongue (in our case, Portuguese) may contribute to the development of transversal competences – such as *Language and texts*, *Information and communication*, *Reasoning and problem solving*, *Critical thinking*, *Creative thinking*, *Interpersonal interaction*, *Aesthetic and artistic sensibility*, *Technical knowledge and technology* and *Autonomy and personal development*.

Consequently, research in Education has been proposing a transversal approach to teaching and learning the mother tongue (McCallion, 1998; Rey, 1996; Valadares, 2003). It may include two directions (Sá, 2009, 2012):

- Teaching (and learning) the mother tongue to develop transversal competences related to the interaction between oral communication, reading and writing and their intertwining with the study of grammar and literature;
- Being aware of the fact that teaching (and learning) other subjects may develop competences which are important to the mastering of the mother tongue, such as, for example, *Reasoning and problem solving*, *Critical thinking*, *Creative thinking*, *Aesthetic and artistic sensibility* and *Technical knowledge and technology*; besides, it also involves the pupils in situations that demand them to use verbal communication (both oral and written).



What have sports to do with the teaching (and learning) of the mother tongue?

Since they play an important part in the social and cultural life in the 21st century, they must become a subject for a transversal approach of the teaching (and learning) of the mother tongue. Furthermore, they are also associated with a linguistic and communicative universe through the press, which deals with all their aspects. Moreover, they generate new words/expressions, which enrich languages and promote interaction among them. On top of all this, they are extremely popular among the children and they are responsible for a part of their civic formation (through concepts such as teamwork and fair play).

The study

In the second part of this text, we will show how sports can be present in a transversal approach to the teaching (and learning) of the mother tongue promoting global education.

Being proficient in oral and written communication is essential not only to academic success, but also to be an active and critical citizen. Educational policies and the curricula for the various domains of knowledge emphasize the importance of these competences and their relation with the mastering of the mother tongue. This objective must be present in education since the first years of schooling (Sá, 2018b, 2019b; Sá, Mesquita *et al.*, 2020). Unfortunately, international studies on literacy always reveal problems in this field, which affect not only adults integrated into the working world, but also adolescents who finish compulsory education². Till now, all the measures taken to solve these problems seem to have failed, at least partially. Teaching the mother tongue in a transversal way using (oral and written) texts that the pupils see as interesting may be a good strategy to motivate them for learning.

Methodology

In this text, we present suggestions for primary school (corresponding, in Portugal, to four years), since this first cycle is the basis for all education. Our suggestions are based on the content analysis (cf. Bardin, 2007) of the Portuguese programs to teach the mother tongue in the first four years of compulsory education. These suggestions also take profit of the popularity of sports among children and their formative potential. These suggestions take into consideration the four basic competences in verbal communication – oral comprehension, oral expression, written comprehension (reading) and written expression (writing) – relating them to the exploration of texts about sports. Therefore, the categories used in the analysis were established in a deductive way.

As stated above, in this study, sports were considered as a topic to be explored by mass media. Consequently, the didactic resources referred to consist on oral and written texts concerning sports in a professional perspective published in newspapers or magazines, broadcasted on TV or radio stations or presented in the social media.

² For a recent survey on the topic in Portugal, see Maroco *et al.*, 2016.





Results

The programs of mother tongue for primary school in Portugal (Buescu *et al.*, 2015) emphasize the importance of developing some essential competences in the pupils:

- In what concerns oral communication,
 - Active listening, to retain essential information and identify communicative purposes,
 - Oral expression, considering the characteristics of specific types/genres of text,
 - Fluent use of oral language combined with non-verbal resources and ICT;
- In what concerns written communication,
 - Understanding texts of different types/genres, therefore serving several communicative purposes,
 - Writing texts of different types/genres, adequate to the circumstances and presenting critical, personal and creative objectives,
 - Considering the three operations of writing (planning, writing and revising).

These programs also present, for each of these four years at school, a set of aims to achieve, a list of contents that must be explored and suggestions of activities related to them considering the four main competences: oral comprehension, oral expression, written comprehension (reading) and written expression (writing).

Those competences may be developed using oral and written texts on sports. The following tables present suggestions concerning the use of texts on sports to develop competences in oral and written communication in the mother tongue.

Table 1 concerns oral comprehension.

Table 1: Sports and the development of oral comprehension in the mother tongue

Use of sports	Exploring oral documents on sports (interviews, documentaries, debates, round tables, reports of a competition or a match, podcasts, etc.)
Competences	Oral comprehension
Aims	<i>2. Listening to discourses to learn</i>
Activities	<u>1st grade</u> 1. Recognizing patterns in intonation and rhythm (e.g. questions, statements). 2. Identifying unknown words. <u>2nd grade</u> 2. Learning new words after listening to a presentation on a new topic. 3. Summarizing the essential ideas of oral discourses. <u>3rd grade</u> 1. Using context to find the meaning of unknown words. 2. Identifying essential information.



<p>Aims Activities</p>	<p><u>4th grade</u> 1. Distinguishing essential and secondary information. 2. Identifying implicit information. 3. Distinguishing fact from opinion. 4. Identifying key ideas in oral discourse. <i>2. Using techniques to register and retain information</i> <u>4th grade</u> 1. Filling grids.</p>
<p>Contents</p>	<p><i>Comprehension and expression</i> The tone of voice, articulation, intonation and rhythm Vocabulary Essential information</p>

The second table presents suggestions concerning the use of texts on sports to develop competences in oral expression:

Table 2: Sports and the development of oral expression in the mother tongue

<p>Use of sports</p>	<p>Producing oral discourses on sports (interviews, documentaries, debates, round tables, reports of a competition or a match, podcasts, etc.)</p>
<p>Competences</p>	<p>Oral expression</p>
<p>Aims Activities</p>	<p>1. <i>Following rules for oral interaction.</i> <u>1st grade</u> 1. Talking audibly. 2. Articulating correctly the words. <u>2nd grade</u> 3. Using progressively more suitable intonation and rhythm. <u>3rd grade</u> 1. Speaking using an audible tone of voice, correct articulation and suitable rhythm. 2. Using more and more diverse vocabulary and sentences more and more complex. <u>4th grade</u> 1. Speaking using an audible tone of voice, correct articulation and suitable rhythm, looking at the interlocutor. <i>4. Produce oral discourse with different purposes, taking into consideration the situation and the interlocutor.</i> <u>1st grade</u> 1. Answering questions. 2. Asking questions. 3. Sharing ideas and feelings. <u>2nd grade</u> 1. Answering questions suitably. 3. Using progressively more suitable intonation and rhythm.</p>





<p>Aims Activities</p>	<p><u>3rd grade</u> 1. Speaking using an audible tone of voice, correct articulation and suitable rhythm. 2. Using more and more diverse vocabulary and sentences more and more complex.</p> <p><u>4th grade</u> 1. Speaking using an audible tone of voice, correct articulation and suitable rhythm, looking at the interlocutor. 4. <i>Produce oral discourse with different purposes, taking into consideration the situation and the interlocutor.</i></p> <p><u>1st grade</u> 1. Answering questions suitably. 2. Asking questions suitably. 3. Sharing ideas and feelings.</p> <p><u>2nd grade</u> 2. Asking questions suitably. 5. Playing specific roles in activities of supervised expression (simulation, dramatization), listening to others, waiting for one's turn to speak and taking into consideration the topic of the discourse.</p> <p><u>3rd grade</u> 1. Adapting oral discourse to the circumstances of communication. 2. Retelling, telling and describing. 3. Informing, explaining. 4. Making an oral presentation (more or less 3 minutes) on a topic with the possibility of using ICT. 5. Making a short persuasive speech. 5. Playing specific roles in activities of supervised expression (simulation, dramatization), listening to others, waiting for one's turn to speak and taking into consideration the topic of the discourse justifying one's opinions.</p> <p><u>4th grade</u> 4. Making an oral presentation (more or less 3 minutes) on a topic previously planned, eventually using ICT. 7. Debating ideas (e.g. presenting arguments for and against a specific position)</p> <p>1. Adapting the discourse to the circumstances of communication and the characteristics of the interlocutors. 4. Asking questions on a presentation made by other pupils. 5. <i>Take part in oral expression activities respecting rules, and playing specific roles.</i></p> <p><u>4th grade</u> 1. Playing several roles (interviewer, interviewed, spokesperson...) 2. Understanding different perspectives. 4. Justifying opinions, attitudes, options. 5. Adding relevant information. 6. Clarifying or summarizing ideas.</p>
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Contents	<p><i>Comprehension and expression</i></p> <p>The tone of voice, articulation, intonation and rhythm</p> <p>Vocabulary</p> <p>Essential information</p>
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The third table presents suggestions concerning the use of sports to develop competences in written comprehension (reading):

Table 3: Sports and the development of written comprehension in the mother tongue

Use of sports	Exploring written documents on sports (texts in newspapers and magazines, books, handbooks, etc.)
Competences	Written comprehension (reading)
Aims	<p><i>8. Read texts of several types/genres.</i></p> <p><u>1st grade</u></p> <p>1. Reading short narrative, informative and descriptive texts.</p> <p><u>3rd grade</u></p> <p>1. Reading short narrative, informative and descriptive texts, news.</p> <p><u>4th grade</u></p> <p>1. Reading short narrative, informative and descriptive texts, news, articles in encyclopaedias and dictionaries.</p> <p><i>9. Learning vocabulary.</i></p> <p><u>1st grade</u></p> <p>1. Learning the meaning of new words concerning topics of everyday life, subjects interesting for the pupils and world knowledge.</p> <p><i>10. Organizing the information of a written text.</i></p>
Activities	<p><u>1st grade</u></p> <p>1. Identifying explicit information in short narrative, informative and descriptive texts using expressions of equivalent meaning.</p> <p>2. Relating information in a text to emphasize the temporal sequence of events and changes of place.</p> <p>3. Identifying the topic and the subject.</p> <p>4. Mentioning, in a small number of words, the nuclear aspects of the text.</p> <p><u>2nd grade</u></p> <p>2. Relating information in a text to emphasize the temporal sequence of events, changes of place and cause-effect relations.</p> <p>4. Mentioning, in a small number of words, the nuclear aspects of the text, taking into consideration the articulation of facts and ideas as well as the sense of the text and the purposes of its author.</p> <p><u>3rd grade</u></p> <p>3. Identifying the topic and the subject as well as eventual subtopics.</p> <p>3. Relating two ideas between them in order to infer the third information from them.</p>





<p>Aims Activities</p>	<p>3. Making partial summaries (of paragraphs and parts of the text) while reading. <i>11. Relating the text with previous knowledge in order to understand it.</i></p> <p><u>2nd grade</u></p> <p>1. Infer the meaning of an unknown word from the sentence or the text where it is included.</p> <p><u>3rd grade</u></p> <p>1. Asking questions and expressing possible sense while reading a text. <i>13. Acquire and expand knowledge.</i></p> <p><u>2nd grade</u></p> <p>1. Looking for information on specific topics by reading books in the library. 2. Looking for information on specific topics on the internet using keywords given by the teacher and sites suggested by him/her, in order to fill grids.</p> <p><u>3rd grade</u></p> <p>1. Creating a list of reliable sources of information on a specific topic through research in a library or on the internet. 2. Looking for information on the internet to fill schemes or to ask questions previously defined. 3. Expressing a critical opinion on a text comparing it to others already read or known.</p> <p><u>4th grade</u></p> <p>1. Looking for information in different written sources taking in consideration instructions previously defined. 2. Filling grids provided by the teacher, taking notes and identifying keywords in order to evoke information. <i>17. Understand the essential ideas of texts one read or someone read aloud.</i>³</p> <p><u>1st grade</u></p> <p>1. Anticipating ideas taking in consideration pictures or the title of the text.</p> <p><u>2nd grade</u></p> <p>4. Making inferences of several kinds (feeling-attitude).</p> <p><u>3rd grade</u></p> <p>4. Making inferences of several kinds (feeling-attitude, weather, seasons of the year, instrument, object). 2. Comparing previewed ideas with the subject of the text. 5. Retelling texts one has read. 7. Suggesting other titles. 8. Understanding the meaning of figurative language. 9. Answering questions on the texts one read (in oral or written form).</p> <p><u>4th grade</u></p> <p>4. Making inferences of several kinds (feeling-attitude, agent-action, cause-effect, problem-solution, place and time, weather, seasons of the year, instrument, object).</p>
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³ This information is associated with *Literary Education*.





Contents	<p><i>Reading comprehension</i> Several types/genres of text: narrative, expositive/informative, descriptive News Vocabulary: expansion, adequacy and variety Paraphrase Sense of the text: the sequence of events; changes of place; cause-effect sequences; topic/theme, the subject matter; essential information; articulation of facts and ideas; the anticipation of ideas; purposes and emotions of the characters and their relations with aims of the action Critical opinion <i>Reading comprehension</i>⁴ Anticipation of ideas Inferences (feelings-attitude, time, instrument and object) Retelling Expression of feelings, ideas and perspectives <i>Expressive production</i> Presentation of texts and books Recreating texts</p>
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The last table presents suggestions concerning the use of texts on sports to develop competences related to written expression (writing):

Table 4: Sports and the development of written expression in the mother tongue

Use of sports	Producing written discourses on sports (texts in newspapers and magazines, essays, critical texts, etc.)
Competences	Written expression (writing)
Aims Activities	<p>17. Plan written texts.</p> <p><u>1st grade</u> 1. Determining key ideas to include in a short informative text.</p> <p><u>2nd grade</u> 1. Writing down ideas related to the topic of the text, organizing them and determining their hierarchy.</p> <p>18. <i>Write the texts correctly.</i></p> <p><u>3rd grade</u> 2. Using correct spelling. 3. Using suitable vocabulary.</p>

⁴ This information is associated with *Literary Education*.





Aims Activities	<p><u>4th grade</u></p> <ol style="list-style-type: none">Using correct spelling and respecting the rules on the use of punctuation.Using suitable vocabulary related to the topic of the text.Writing texts using cohesion and coherence (using synonyms, pronouns, suitable verbal tenses, discourse connectors). <p>20. <i>Revise written texts.</i></p> <p><u>3rd grade</u></p> <ol style="list-style-type: none">Verifying if the text contains the ideas previously defined.Verifying if the vocabulary is suitable.Identifying and correcting the misspellings. <p><u>4th grade</u></p> <ol style="list-style-type: none">Checking the accordance between the text produced and its main topic.Checking the accordance between the text produced and the characteristics of its type/genre.Verifying that the text contains the essential parts and that they are correctly organized.Verifying if the vocabulary is suitable and make the necessary changes.Verifying if the sentences are complete and respect the agreement between their elements; make the necessary corrections.Identifying and correcting the misspellings and punctuation errors.
Contents	<p><i>Text production</i></p> <p>Searching information and writing it down Paraphrasing, informing, explaining Planning texts: key ideas; relations between the organization of the ideas and the topic of the text Composition: spelling, vocabulary, expansion of sentences, coordination of nouns, adjectives and verbs Revision of the text: the plan of the text, vocabulary, spelling, agreement between the elements of the sentence, verbal tenses, use of synonyms and pronouns</p>

Conclusions

Teaching (and learning) the mother tongue leads to the development of competences in oral and written communication (concerning both comprehension and expression), which are essential to be an active citizen in the 21st century globalized society. Attaining such an aim supposes the adoption of a transversal approach to the process of teaching and learning the mother tongue, thus relating it to any topic relevant in contemporary society.

Sports are very important in this context, being also present at school. They not only contribute to better health (through physical activity), but also help to adjust to social life (by means of concepts such as fair play and collaboration) and understand some important features of modern





society (globalism, multiculturalism, multilingualism, great migrations). Therefore, they are a relevant topic in contemporary society.

This text deals with a strategy within the transversal approach to teaching (and learning) the mother tongue that makes sports a topic dealt with in this context by exploring the universe of oral and written texts related to them.

The analysis of the programs to teach Portuguese as a mother tongue in the first four years of compulsory education revealed that this approach might be relevant to attain their main finality: developing competences in oral and written comprehension and expression.

Since these competences play an important role in a critical and active citizenship in the 21st century society, this approach contributes to the promotion of education for a globalized society. In fact, it may be related to:

- The acquisition and development of transversal competences such as *Language and texts*, *Information and communication* and *Interpersonal interaction* (Martins *et al.*, 2017) and also *Argumentation* and *Reflection* (OXFAM, 2015);
- The acquisition of knowledge on *Interdependence and globalization* and *Identity and diversity* (OXFAM, 2015);
- The promotion of essential values and attitudes such as *Sense of identity and self-esteem* and *Respect for diversity and human rights* (OXFAM, 2015).

Such an approach may also convert the teaching of Portuguese as a mother tongue in a way to learn about sports and reflect on their social and cultural role promoting education for a globalized society through:

- The acquisition and development of transversal competences such as *Reasoning and problem solving*, *Critical thinking* and *Technical knowledge and technology* (Martins *et al.*, 2017) and also *Collaboration* and *Problem-solving* (OXFAM, 2015);
- The acquisition of knowledge on *Social justice and equity* and *Peace and conflicts* (OXFAM, 2015);
- The promotion of essential values and attitudes such as *Commitment to social justice and equity*, and *Social responsibility* (OXFAM, 2015);

This approach is also based on new directions in teaching, such as:

- *Cooperation and collaboration*,
- *Integration of several kinds of knowledge*,
- *Projects*,
- *Critical use of several sources of information*,
- *Use of ICT*
- And *dynamic activities* (implying making choices, discussing different perspectives, problem-solving and decision making, relating the acquisition of knowledge and the de-



velopment of transversal competencies with situations present in everyday life and the socio-cultural and environmental context) (Martins *et al.*, 2017).

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