

# Chinese culture in Portuguese oral classes of the Guangdong-Hong Kong-Macao Greater Bay Area: An intercultural perspective

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**ABSTRACT:** Starting from the intercultural perspective, this analysis aims at analyzing the role of cultures in Portuguese, Chinese culture and the interaction between them in oral classes of PFL (Portuguese as foreign language) from higher education institutions based in the Guangdong-Hong Kong-Macao Greater Bay Area. This study is based on quantitative research, through a questionnaire survey among 219 students. It is concluded that Portuguese language cultures have an unquestionable role in PFL oral classes. However, an imbalance has been observed in the introduction of different cultural variants of the Portuguese language in most oral classes, where Portuguese culture is mainly highlighted and other Portuguese language cultures are ignored. On the other hand, it was found that Chinese culture and interculturality are integrated in these classes, but in a small percentage. At the same time, there is a little space for Chinese culture and intercultural encounters in PFL oral classes.

**KEYWORDS:** interculturality; Portuguese language cultures; Chinese culture; oral Portuguese classes; Guangdong-Hong Kong-Macao Greater Bay Area

## 1. Introduction

Intercultural communication is an interaction that occurs between people from different cultural contexts (Gudykunst and Moody, 2002; Zhu et al., 2018), highlighting intercultural talk (Dervin, 2010). Mendes (2007) points out that interculturality must be carried out through the communication and interaction of cultures.

Nowadays, in the context of foreign language teaching, there are several places for students to promote intercultural communication, one of them is oral classes (Li, 2018; Zhu, 2020). According to Chianca (1999), Medeiros (2010), and Sun (2015), oral classes allow students to improve their linguistic and communicative competence throughout oral practice, on the one hand, through cultural interaction to broaden their intercultural horizon.

Considering this perspective, we believe that intercultural interaction can be developed through oral practice. Under this awareness, PFL oral classes should emphasize intercultural communication and the development of students' intercultural communicative competence. It will be a place where teachers guide students to deal with cultural conflicts and overcome obstacles faced in the process of intercultural communication.

## 2. Methodology

### 2.1. Theoretical background

With the advent of the era of globalization, migratory flows and multiculturalism, direct and indirect intercultural contacts have gradually become more frequent and profound (Samovar and Porter, 2003). Therefore, as human beings increasingly recognize the inseparability between language and culture (Hinkel, 1999; Risager, 2006; Sercu, 2010), the discussion about the interconnections among language, culture and communication prompted the field of linguistics and language teaching to pay attention to the term of intercultural communication and intercultural communicative competence (Fantini, 2009; Salomão, 2011).

Intercultural communication is considered a bilateral and dynamic interaction instead of unilateral input or output, requiring mutual understanding and respect (Ferrari, 2015). Kramsch (1991, p. 257) appeals to discover own place in the interaction between native culture and foreign culture. Kramsch (2011) explains once again that intercultural communicative competence requires not only the target and source culture, but also the dynamic interaction between them. Therefore, Margana (2009) defends the integration of students' culture of origin in foreign language teaching, whereby intercultural communication is a bidirectional action instead of passively absorbing the target culture.

Thus, intercultural communication is not based only on a "culture", but on "cultures". Throughout the interaction between native culture and foreign culture, third place and third culture must be sought (Kramsch, 1993; Tomas et al., 2010). According to Moran (2001), foreign language learners identify cultural differences based on their own culture. At the same time, the objective of teaching a foreign language lies in guiding students to become a bridge or mediator in intercultural communication (Byram, 2009; Zafiri and Kourdis, 2017). In view of this, it is concluded that it is not enough to teach only Portuguese language cultures, but also to favor the integration of the culture(s) of origin of the learners to realize intercultural communication in PFL classes.

After analyzing the studies related to intercultural communication and foreign language teaching, it was found that there are rarely investigations that explore the importance of the native culture of students and intercultural communication in foreign language teaching, namely in context of PFL oral classes for the Chinese public.

## **2.2. Research objectives and hypotheses**

As Patton (2002) mentions, any investigation is guided by its objectives. Considering the role and importance of the Guangdong-Hong Kong-Macao Great Bay Area in the 21st century in China, the core objectives of this paper is to determine the role of Chinese culture in PFL oral classes of the Guangdong-Hong Kong-Macao Greater Bay Area, based on the perceptions of the student group. Considering the foregoing, it is necessary to survey the beliefs that students of PFL undergraduate courses at higher education institutions located in this region of China have about Portuguese language cultures, Chinese culture and interculturality.

In general, a study is structured according to hypotheses. According to Pacheco (2006), hypotheses result from the methodological context and data reconstruction and are reformulated in the investigation process. Based on the objectives defined above, it is essential to return to the general starting hypotheses of this study:

H1: Culture is taught in PFL oral classes, in particular for Portuguese language cultures.

H2: Within the scope of Portuguese language cultures, Portuguese culture is the most prominent and there is a certain insufficiency and ignorance with other Portuguese language cultures, especially the cultures of Portuguese-speaking African countries, in oral classes of PFL.

H3: Despite the recognition and awareness of the student group regarding the functions and importance of Chinese culture and intercultural communication, PFL oral classes lack adequate inclusion of these elements.

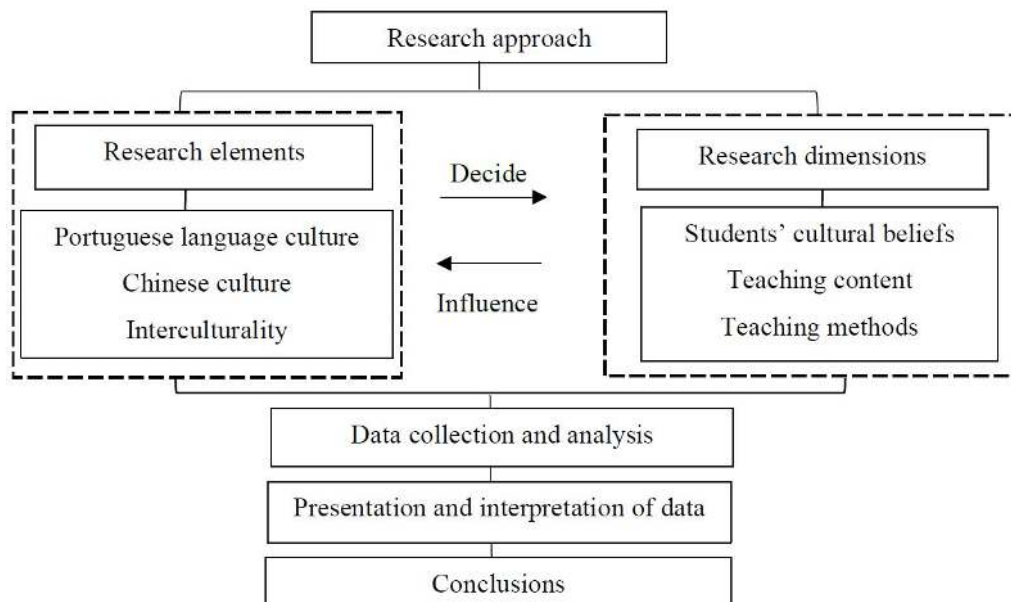
### 2.3. Participants

We selected disciplines related to oral for the second semester of the academic year 2021/2022 from the undergraduate courses of the institutions located in the Guangdong-Hong Kong-Macao Greater Bay Area. After analyzing the study plan and contacting the coordinators and professors of the respective institutions, it was concluded that there are 8 institutions (9 PFL undergraduate courses) that correspond to this research criteria, namely the Guangdong University of Foreign Studies, the South China Business Institute of the Guangdong University of Foreign Studies, the Guangzhou Xinhua Institute, the Guangdong Institute of Science and Technology, the Macao Polytechnic University, the University of Macau, the Macau University of Science and Technology, and the City University of Macau.

In order to guarantee the confidentiality of the data collected, in the present study, the Latin capital letter A–H is used to replace the names of the investigated higher education institutions that will be mentioned from now on.

### 2.4. Data collection

Taking into consideration the number of institutions involved in this study, we opted for a quantitative study carried out through a questionnaire survey of students in PFL oral classes at higher education institutions in the Guangdong-Hong Kong-Macao Greater Bay Area. Based on the adopted methodology, the research approach is elaborated, as can be seen in **Figure 1**.



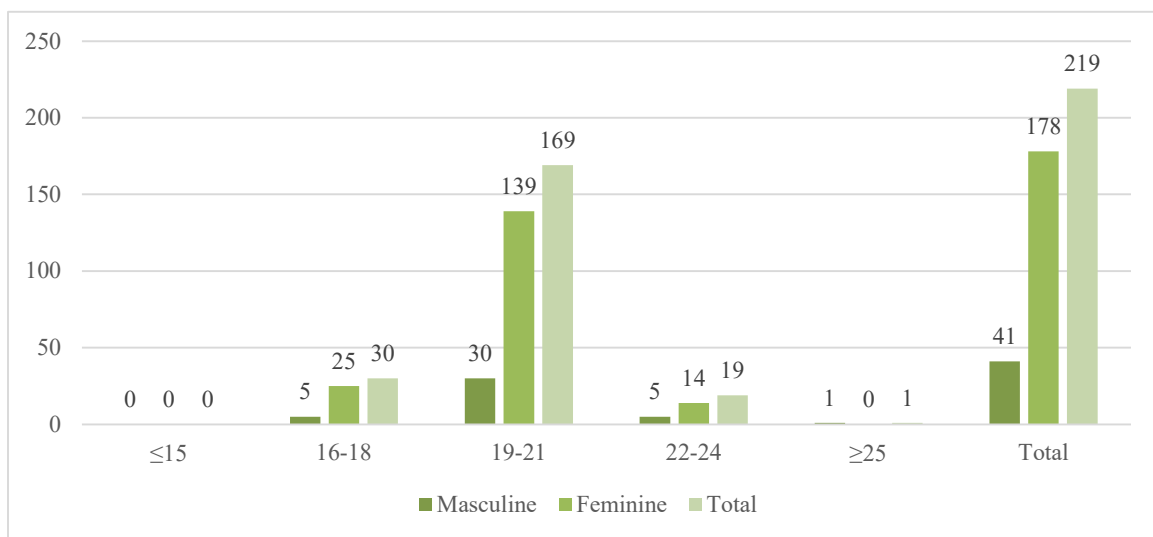
**Figure 1.** Research approach of the present study.

In general, with regard to the data collection procedure, after contacting the oral teachers and coordinators of the nine PFL undergraduate courses of the 9 selected institutions, we sent the QR code of the online questionnaire by email or WeChat to students attending oral classes for the second semester of the academic year 2021/2022. The questionnaire was carried out by the online platform Wenjuanwang with a duration of about 10 min. The questionnaire survey data collection procedure began on May 15, 2022 and ended on June 6, 2022. In total, we collected 219 questionnaires.

### 3. Results

#### 3.1. First part of the questionnaire: Profile of participants

First, we begin by characterizing the target audience of the survey. Considering the multifaceted information of the profile of the research participants, the crossing of data obtained is adopted to draw the image of the participating students (**Figure 2**). About the gender and age distribution of the respondents, the female gender occupies the percentage of 81.82% ( $N = 178$ ), as for the male gender, it presents the percentage of 18.72% ( $N = 41$ ). Regarding the age level of the research participants, we concluded that most students are between 19 and 21 years old, 77.17% ( $N = 169$ ). The age group from 16 to 18 years old represents 13.7% ( $N = 30$ ) of the respondents. The age group from 22 to 24 years old represents 8.68% ( $N = 19$ ). The rest of respondents belong to the age group of over 25 years old, 0.46% ( $N = 1$ ).



**Figure 2.** Distribution of respondents according to gender and age.

As shown in **Figure 3**, with reference to the mother tongue, it was observed that Mandarin occupies the percentage of 69.41% ( $N = 152$ ), the percentage of Cantonese is 27.40% ( $N = 60$ ), and other Chinese dialects represent 3.2% ( $N = 7$ ). With regard to nationality, Chinese nationality occupies the predominant percentage of 99.54% ( $N = 218$ ), and 0.46% ( $N = 1$ ) belongs to Portuguese nationality. About the place of origin of the target audience, we see that the province of Guangdong occupies 56.62% ( $N = 124$ ). The percentage of other provinces or cities in Mainland China is 37.44% ( $N = 82$ ). There are also 5.02% ( $N = 11$ ) coming from Macao, 0.46% ( $N = 1$ ) coming from Hong Kong and 0.46% ( $N = 1$ ) coming from Taiwan. It is worth noting that the only respondent of Portuguese nationality is from Macao and his mother tongue is Cantonese.

Next, it is essential to distinguish the institutions and years of schooling to which the target group belongs. As shown in **Figure 4**, 54.34% ( $N = 119$ ) come from higher education institutions in Guangdong Province of China, among which, there are 19.18% ( $N = 42$ ) who are students from institution A, 5.94% ( $N = 13$ ) who are students from institution B, 11.87% ( $N = 26$ ) are students from institution C, and 17.35% ( $N = 38$ ) are students from institution D. 45.66% ( $N = 100$ ) come from higher education institutions in Macao, among which, there are 14.61% ( $N = 32$ ) who are students from institution E, 3.65% ( $N = 8$ ) are students from institution F, 16.89% ( $N = 37$ ) are students from institution

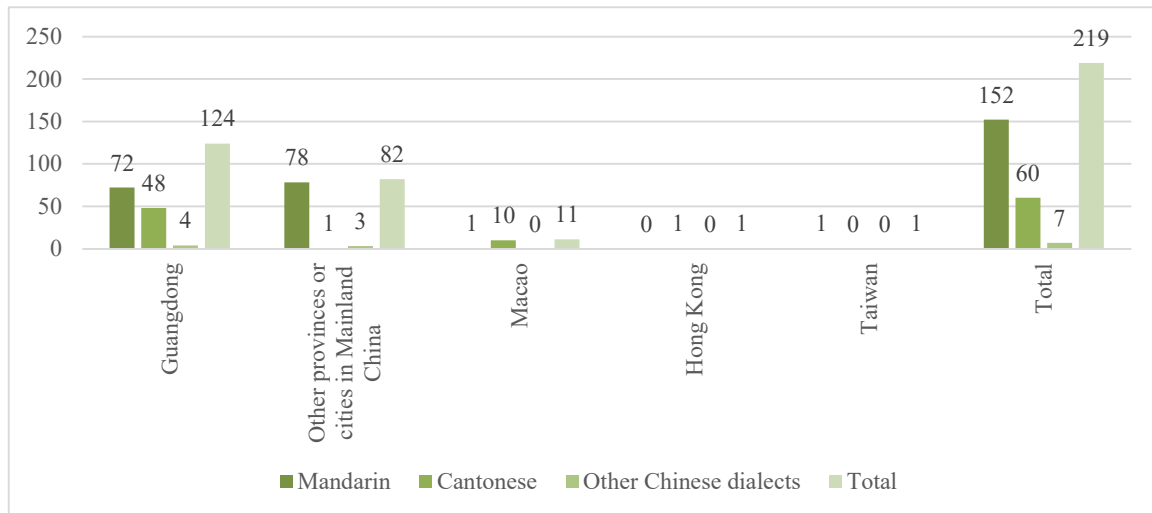


Figure 3. Distribution of respondents by mother tongue and place of origin.

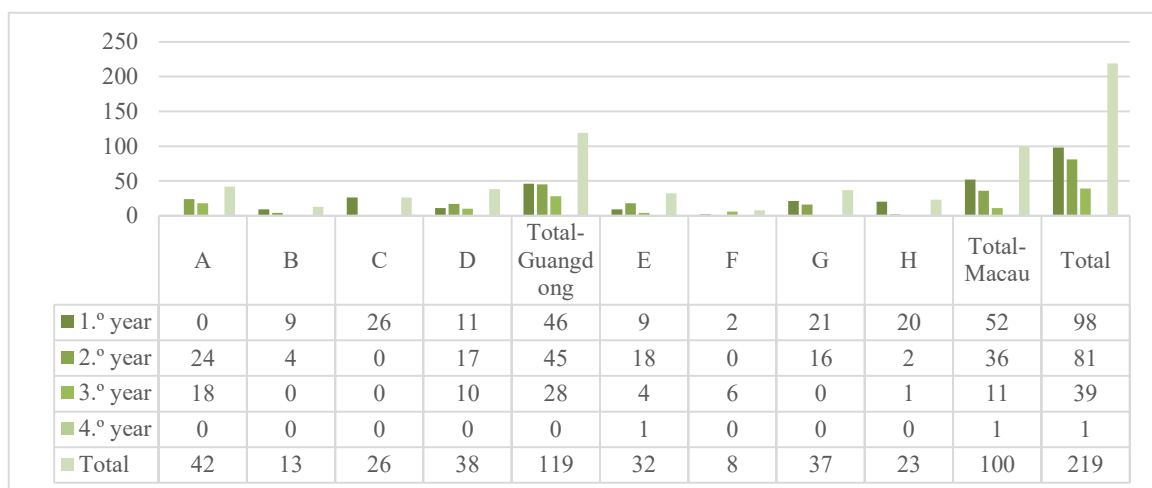


Figure 4. Distribution of respondents by institution and year of higher education.

G and 10.5% ( $N = 23$ ) are students from institution H. Regarding the respondents' year of higher education, the first year occupies 44.75% ( $N = 98$ ), the second year occupies 36.99% ( $N = 81$ ), 17.81% ( $N = 39$ ) attend the third year and 0.46% ( $N = 1$ ) attend the fourth year.

After defining the profile of the students in PFL oral classes at the analyzed institutions, it is essential to draw a preliminary image of the PFL oral teachers, based on the responses of the oral students. According to the data collected, about the nationalities of oral teachers in past semesters (previous semesters of the second semester of the academic year 2021/2022), Portuguese nationality stands out predominantly, 79% ( $N = 173$ ), 22.83% ( $N = 50$ ) indicate that their oral teachers are Brazilian, 45.66% ( $N = 100$ ) reveal that their oral teachers are Chinese. It should be noted that 0.455% ( $N = 1$ ) indicate that the nationality of their oral teacher is Mozambican and 0.455% ( $N = 1$ ) respond that they do not know the nationality of the foreign teacher.

In the case of this semester (second semester of the academic year 2021/2022), the percentage of Portuguese nationality is 66.67% ( $N = 146$ ), Brazilian is 13.70% ( $N = 30$ ), Chinese is 17.81% ( $N = 39$ ), 0.915% ( $N = 2$ ) point out that oral classes of this semester are held by teachers of different nationalities, as well as 0.915% ( $N = 2$ ), who respond that they do not know the nationality of the foreign teacher. Figure 5 illustrates the mentioned information.

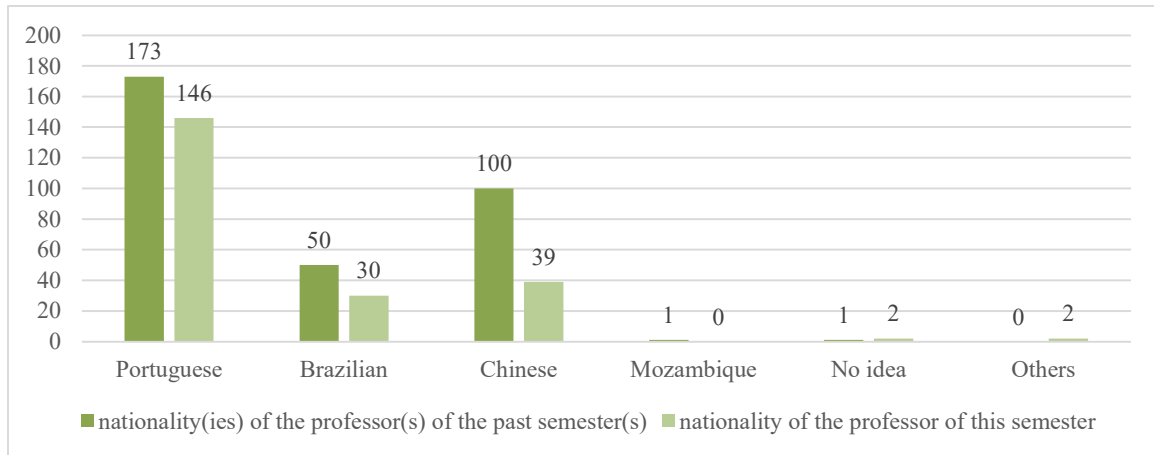


Figure 5. Distribution of oral teachers by nationality.

### 3.2. Second part of the questionnaire: Cultural attitude

In this regard, it should be confirmed in advance whether there is cultural integration in PFL oral classes. Therefore, when asked about teaching culture in oral classes (question 10), 97.72% ( $N = 214$ ) confirm that they learn cultural knowledge in PFL oral classes and 2.28% ( $N = 5$ ) reveal that they have no opportunity to learn the culture in PFL oral classes. From these data, it is concluded that most students (97.72%) acquire cultural knowledge in PFL oral classes. Even so, 5 students reveal that there is no integration of culture in PFL oral classes. In view of our research focus, which resides in the cultural part of PFL oral classes, in the following data analysis, we will analyze 214 questionnaires, instead of the 219 questionnaires that were initially collected.

Regarding the recognition of the term “culture” (question 11), 68.22% ( $N = 146$ ) of students focus only on some cultural elements, that is, they partially understand the culture. However, respondents who have a general understanding of the notion of culture occupy a percentage of 31.78% ( $N = 68$ ). In the case of recognition of the term “intercultural communication” (question 12), 60.75% ( $N = 130$ ) of respondents are able to give a more complete and adequate explanation of intercultural communication; however, 39.25% ( $N = 84$ ) of participants do not fully understand this notion profound. As shown in Figure 6, 16.68% ( $N = 37$ ) of respondents chose the most complete and appropriate definitions of both culture and intercultural communication.

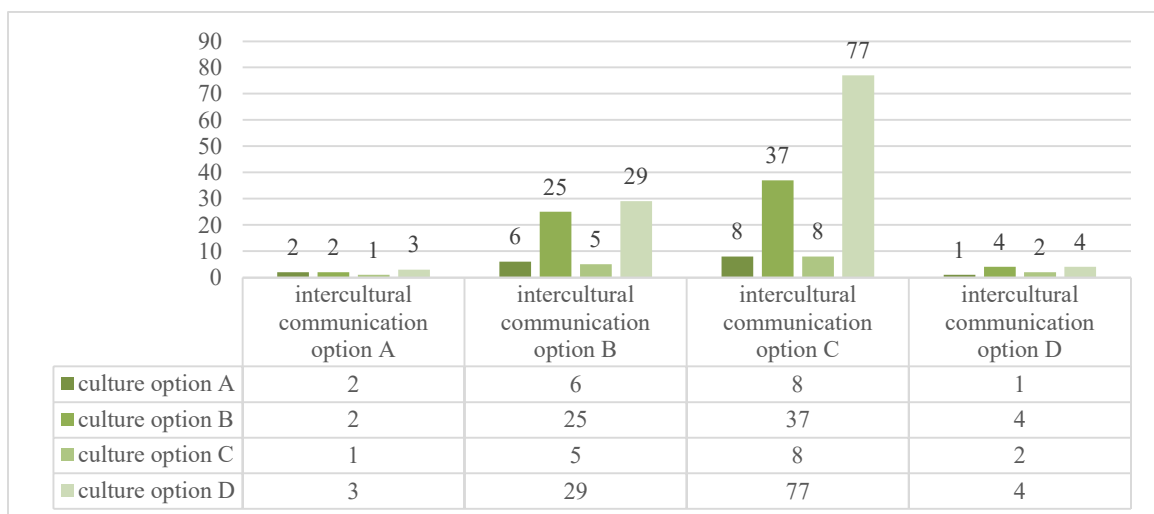
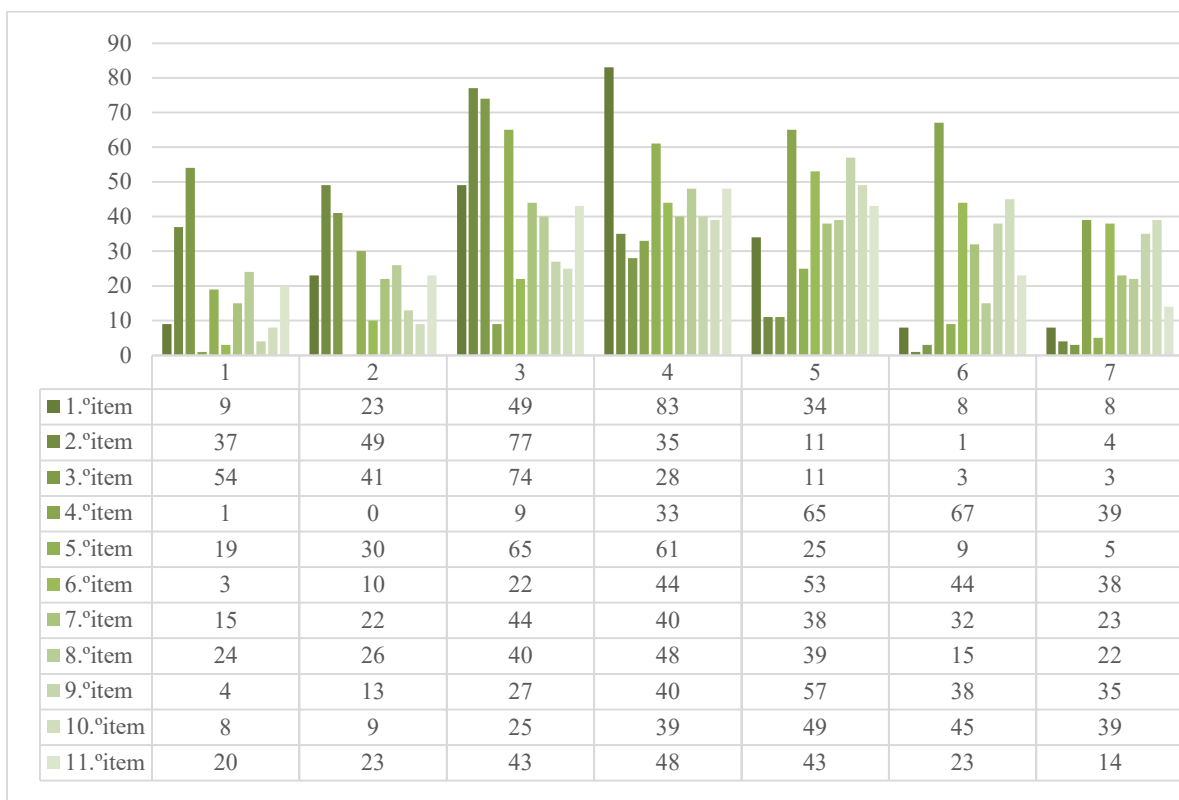


Figure 6. The respondents' understanding of the concept of culture and intercultural communication.



According to the data, the average point of the Likert scale of the first item “I master the cultural knowledge of Portugal” is 3.78/7. That of the second item “I master the cultural knowledge of Brazil” is 2.78/7. As for the third item “I master the cultural knowledge of Portuguese-speaking African countries”, the average point is 2.64/7. In turn, that of the fourth item “I master China’s cultural knowledge” is 5.42/7. In the case of intercultural communication, the fifth item “I master the knowledge of communication between Portuguese language cultures and Chinese culture” is 3.42/7.

Based on the data shown in **Figure 7**, the midpoint of the sixth item “I consider it important to study the Portuguese culture” is 4.95/7. The seventh item “I consider it important to study the Brazilian culture” is 4.18/7. The eighth item “I consider it important to study the cultures of Portuguese-speaking African countries” is 3.86/7. And the ninth item “I believe it is important to carry out interaction between Portuguese language cultures and Chinese culture, for example, the comparison between them” is 4.81/7. In turn, the tenth item “I believe it is important to study the expression of Chinese culture through the Portuguese language (e.g., traditional festivals, gastronomy, history, art, literature and values)” is 4.88/7. As for the eleventh item “I am able to express Chinese culture through the Portuguese language and to disseminate Chinese culture to individuals from Portuguese-speaking countries”, the average point is 3.92/7.

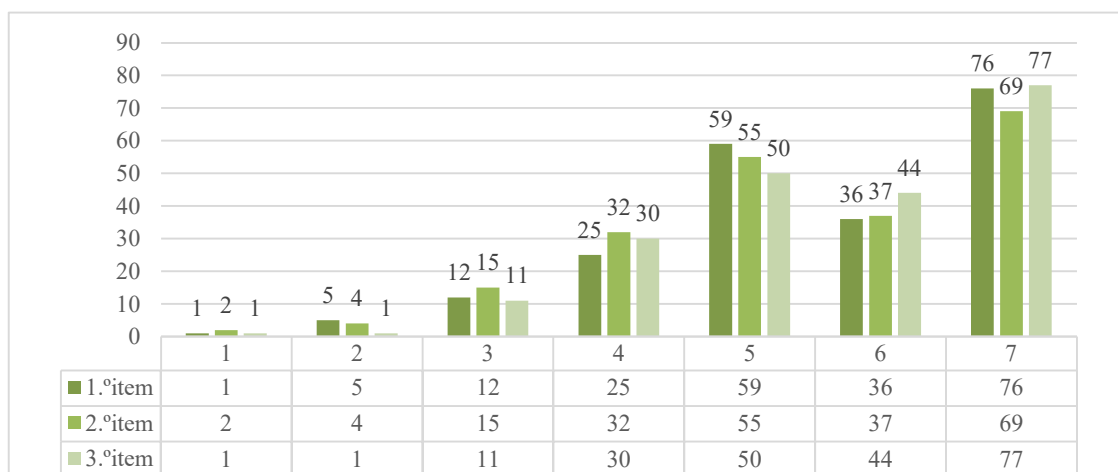


**Figure 7.** Respondents’ attitudes and domains about Portuguese language cultures, Chinese culture and intercultural communication.

Based on the aforementioned data, it can be concluded that the degree of students’ mastery of Chinese culture is in the first place (midpoint of the 4th item: 5.42/7). The Portuguese culture is in the second place (midpoint of the 1st item: 3.78/7). Then comes intercultural communication (midpoint of the 5th item: 3.42/7), followed by the Brazilian culture (midpoint of the 2nd item: 2.78/7). In turn, the cultures of Portuguese-speaking African countries occupy the last place (midpoint of the 3rd item: 2.64/7). This result is understandable, because all students are from China (including Mainland China, Hong Kong, Macao, and Taiwan), so Chinese culture is their culture of origin.

Furthermore, we observe that, with regard to the level of importance of the following types of culture, the Portuguese culture ranks first (midpoint of the 6th item: 4.95/7). Intercultural communication ranks third (midpoint of the 9th item: 4.81/7). Next comes the Brazilian culture (midpoint of the 7th item: 4.18/7). At the end are the cultures of Portuguese-speaking African countries (midpoint of the 8th item: 3.86/7). However, although students pay attention to learning to express Chinese culture through Portuguese (midpoint of the 10th item: 4.88/7), they are not sufficiently capable of expressing Chinese culture through Portuguese and disseminating Chinese culture to individuals from Portuguese-speaking countries (midpoint of the 11th item: 3.92/7).

Subsequently, based on the collected data, the average point of the first item, “The integration of Portuguese language cultural contents in PFL oral classes contributes to the learning of the Portuguese language”, is 5.56/7. The second item, “The integration of Chinese cultural contents in PFL oral classes contributes to the learning of the Portuguese language and cultures”, is 5.43/7 and the third item, “The integration of activities related to the interaction between Chinese culture and Portuguese language cultures, for example, the comparison between them in PFL oral classes, contributes to the development of intercultural communicative competence”, is 5.65/7.



**Figure 8.** Respondents' attitudes about the functions of Portuguese language cultures, Chinese culture and interculturality in PFL oral classes.

### 3.3. Third part of the questionnaire: Teaching culture

At the same time, what interest us are themes and ways of teaching culture in PFL oral classes. With regard to the five main topics of Portuguese language cultural knowledge in PFL oral classes, most respondents refer gastronomy (86.92%,  $N = 186$ ), history (78.50%,  $N = 168$ ), festivals (57.48%,  $N = 123$ ), habits and customs (40.65%,  $N = 87$ ) and architecture (38.79%,  $N = 83$ ). Note that the theme of geography is part of the “Others, indicate here” option.

With regard to the five main topics of Chinese cultural knowledge in PFL oral classes, most respondents refer gastronomy (72.90%,  $N = 156$ ), history (61.21%,  $N = 131$ ), festivals (56.54%,  $N = 121$ ), habits and customs (50.47%,  $N = 108$ ) and education (28.97%,  $N = 62$ ).

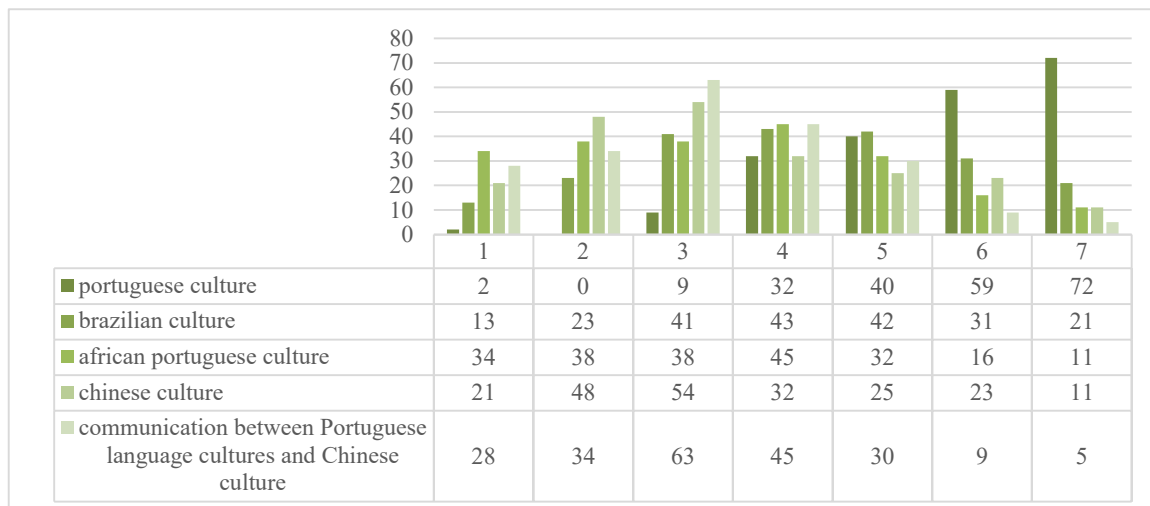
In accordance with the data collected, it is concluded that Portuguese language cultures and Chinese culture mentioned in PFL oral classes in Guangdong-Hong Kong-Macao Greater Bay Area focus on visible, superficial and tangible cultural elements, rarely invisible, deep and intangible cultural elements. In short, most of the cultural elements, both Chinese and Portuguese language cultures, integrated in PFL oral classes, belong mainly to the superficial and visible culture.



Regarding the three main ways of teaching Portuguese language cultures in PFL oral classes, the percentage of use of audiovisual multimedia (e.g., videos, music, and films) is 85.98% ( $N = 184$ ), the percentage of explanation of cultural facts through vocabulary is 66.82% ( $N = 143$ ) and the percentage of conversation and sharing of cultural knowledge between students is 43.46% ( $N = 93$ ).

About the three main ways of teaching Chinese culture in PFL oral classes, the results collected show that the percentage of use of audiovisual multimedia (e.g., videos, music, and films) is 74.30% ( $N = 159$ ). The percentage of conversation and sharing of cultural knowledge between students is 61.21% ( $N = 131$ ). And the percentage of explanation of cultural facts through vocabulary is 52.34% ( $N = 112$ ). It is worth noting that there are three students who answer “no” in the option “Others, indicate here”.

Based on the collected data, the average frequency of Portuguese culture in PFL oral classes is 5.68/7, that of Brazilian culture is 4.19/7, and that of cultures from Portuguese-speaking African countries is 3.44/7, that of Chinese culture is 3.49/7 and that of communication between Portuguese language cultures and Chinese culture is 3.29/7. **Figure 9** presents the systematization of the respondents’ answers to the question “Indicate the frequency of the following cultures in your PFL oral classes”.

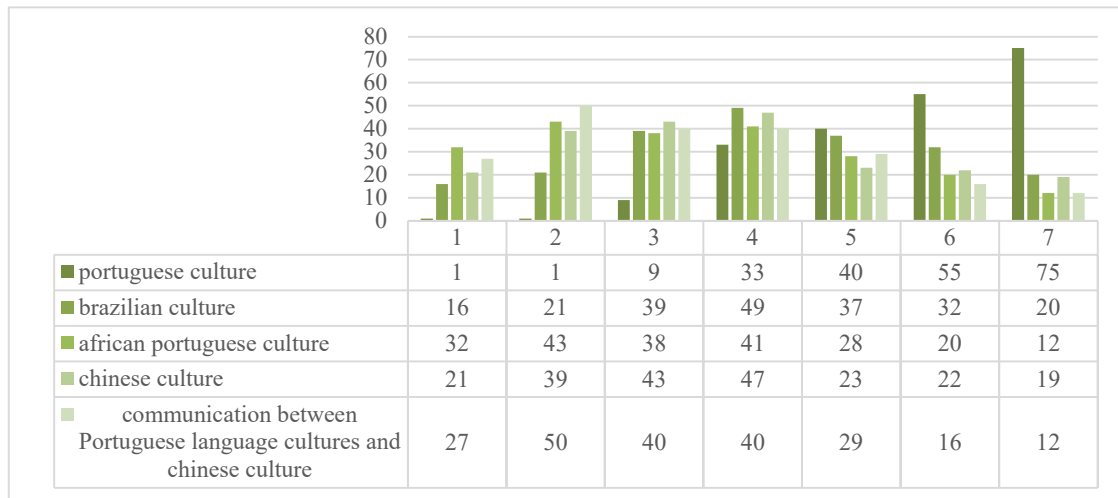


**Figure 9.** Frequency of Portuguese language cultures, Chinese culture and interculturality in PFL oral classes according to the students’ perceptions.

In addition, in accordance with the collected data, the midpoint about the frequency of the Portuguese culture in the textbooks used in PFL oral classes is 5.69/7, the Brazilian culture is 4.15/7, the cultures of Portuguese-speaking African countries are 3.46/7, Chinese culture is 3.72/7, and the communication between Portuguese language cultures and Chinese culture is 3.42/7. **Figure 10** presents the systematization of the respondents’ answers to the question: “Indicate the frequency of the following cultures in the didactic materials used in your PFL oral classes”.

At the end of the questionnaire, the open question 21 leaves space for respondents to provide suggestions for a better integration of Chinese culture in PFL oral classes. Finally, a total of 41 valid feedbacks related to this topic were collected, within which the percentage of suggestions related to “communication and comparison between Portuguese language cultures and Chinese culture” is 36.58% ( $N = 15$ ), that of “presentation or translation of Chinese culture into Portuguese” is 24.39% ( $N = 10$ ), that of “organize cultural activities” is 14.63% ( $N = 6$ ), that of “use multimedia and digital resources” is 12.20% ( $N = 5$ ) and “interaction between teachers or native speakers and students” is 7.32% ( $N = 3$ ). It is worth noting that there are two respondents (4.88%) who mention the phenomenon that native teachers

do not master Chinese culture.



**Figure 10.** Frequency of Portuguese language cultures, Chinese culture and intercultural communication in textbooks used in PFL oral classes according to the students' perceptions.

It should be noted that, according to the feedback of the two respondents to “Others”, it is rare to realize integration of Chinese cultural elements in PFL oral classes, since native Portuguese-speaking teachers do not master Chinese culture. In this sense, one of the two respondents recommend providing Chinese culture training to native Portuguese-speaking teachers.

## 4. Discussion

As we emphasize, the process of intercultural communication is based on “cultures”. In the context of foreign language teaching, it should be noted that the foreign language cultures and the native culture of students are essential in order to develop intercultural communication activities. Therefore, in PFL oral classes in the Guangdong-Hong Kong-Macao Greater Bay Area, it needs to integrate Portuguese language cultures and Chinese culture.

In short, based on the data obtained from the questionnaire survey of PFL students in the region, we draw conclusions about the students' cultural and intercultural beliefs, the content and methods of teaching cultures in oral classes, according to the perceptions of students attending PFL oral classes at higher education institutions in the Guangdong-Hong Kong-Macao Greater Bay Area.

Regarding students' attitudes towards Portuguese language cultures, they generally agree that integrating Portuguese language cultures into oral classes can benefit their Portuguese language learning. Meanwhile, they consider that they master Portuguese language cultures, especially Portuguese culture. With regard to the attitude towards Chinese culture and intercultural communication, most of the participants acknowledge that the integration of Chinese culture and the interaction between Chinese culture and Portuguese language cultures in PFL oral classes enhances the Portuguese language and culture learning outcomes.

Concerning the forms and contents of teaching Portuguese language cultures, Chinese culture and intercultural communication in oral classes, it is concluded that the integration of Portuguese language cultures and Chinese culture is focused mainly in visible, superficial and tangible cultural elements. At the same time, the main form of integration of Portuguese language cultures and Chinese culture consists of mere cultural input.

Through the analysis of the collected data, it can be concluded that culture is taught in PFL oral classes, in particular for Portuguese language cultures. In addition, Portuguese language cultures play a much more important role than Chinese culture and intercultural communication. This phenomenon is logical and reasonable, because the focus of this curricular unit is the Portuguese language, yet more Portuguese language cultures must be integrated. It was also observed that with our study, within the scope of Portuguese language cultures, Portuguese culture is the most prominent and there is a certain imbalance between different cultural variants of the Portuguese language in oral classes in Greater Bay.

From the perspective of foreign language teaching, intercultural communication should be based on the interaction between the target language culture and the mother tongue culture (Silva, 2019). Through our research, it is concluded that Chinese culture and intercultural communication are insufficiently introduced into PFL oral classes. There is also a lack of pedagogical practices that encourage intercultural communication.

Regarding the suggestions that students provide for a better integration of Chinese culture and promotion of intercultural communication in PFL oral classes, the focus is on communication between Portuguese language cultures and Chinese culture. There are also references to the introduction and translation of Chinese culture into Portuguese. It should be noted that the students surveyed also support carrying out of diversified activities with cultural themes, whose objective is to encourage students to participate, discuss and reflect on not only “others”, but also “themselves”. In addition, students suggest the use of multimedia and digital resources to promote intercultural communication, which facilitates creating a (almost) real intercultural environment based on new technologies.

In the end, the findings of this investigation support the initial hypothesis. To summarize the research results:

- R1: Culture is integrated into PFL oral classes, with a particular emphasis on Portuguese language cultures.
- R2: Within Portuguese language cultures, Portuguese culture is the most prominently featured in oral classes of PFL and there is a noticeable lack of attention given to other Portuguese language cultures, especially the cultures of Portuguese-speaking African countries.
- R3: Despite students' recognition of the functions and importance of Chinese culture and intercultural communication, these elements are not adequately incorporated into PFL oral classes.

## **5. Conclusion**

Being one of the intercultural communication sites, it is important to promote intercultural communication in oral classes, so that students can gain knowledge and experience on how to use language to create relationships and understand members of other cultures, and thus, realizing intercultural communication (Irwandi, 2017).

Based on this study, we conclude that in PFL oral classes in the institutions analyzed in the Guangdong-Hong Kong-Macao Greater Bay Area, Portuguese language cultures play an important role. However, it is important to note that, within Portuguese language cultures, Portuguese culture occupies a predominant percentage in most oral classes, while other Portuguese language cultures are neglected. This aspect deserves attention, as it may result in an incomplete understanding of Portuguese language cultures by students. Incidentally, it is indisputable that Chinese culture and intercultural communication are integrated in oral classes and most students manage to become aware of their value in teaching and

learning the Portuguese language and culture. Even so, they represent a very small percentage in PFL oral classes of the students surveyed. Therefore, from the perspective of intercultural communication and foreign language teaching, there is still space for improvement in PFL oral classes in the Guangdong-Hong Kong-Macao Greater Bay Area.

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## Conflict of interest

The author declared no conflict of interest.

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○ 具有不同的文化背景的交際者使用同一種語言進行的交際行為 Communicative behavior of speakers from different cultural contexts through the use of the same language

13、按照您的實際情況，標記符合程度 (1 = 非常不符合; 7 = 非常符合) According to your reality, choose in order of agreement (1 = totally disagree; 7 = totally agree)

熟練掌握葡萄牙文化知識 Master the cultural knowledge of Portugal \_\_\_\_\_

熟練掌握巴西文化知識 Master the cultural knowledge of Brazil \_\_\_\_\_

熟練掌握非洲葡語國家文化知識 Master the cultural knowledge of Portuguese-speaking African countries \_\_\_\_\_

熟練掌握中國文化知識 Master the cultural knowledge of China \_\_\_\_\_

熟練掌握中葡跨文化交際知識 Master the knowledge of communication between Portuguese language cultures and Chinese culture \_\_\_\_\_

重視學習葡萄牙文化知識 I think it is important to study Portuguese culture \_\_\_\_\_

重視學習巴西文化知識 I think it is important to study Brazilian culture \_\_\_\_\_

重視學習非洲葡語國家文化知識 I consider it important to study the cultures of Portuguese-speaking African countries \_\_\_\_\_

重視中葡跨文化交際，如中葡文化對比 I believe that it is important to carry out the interaction between the Portuguese language cultures and the Chinese culture, for example, the comparison between them \_\_\_\_\_

重視學習用葡語表達中國文化 (例如中國傳統節日, 美食, 歷史, 藝術, 文學, 價值觀等等) I believe it is important to study the expression of Chinese culture through the Portuguese language (e.g. traditional festivals, gastronomy, history, art, literature and values) (Yang, 2013) \_\_\_\_\_

擁有用葡語表達中國文化和向來自葡語國家的人傳播中國文化的能力 I can express Chinese culture through the Portuguese language and spread Chinese culture to people from Portuguese language countries (Ge and Wang, 2016) \_\_\_\_\_

14、按照您的實際情況，標記同意程度 (1 = 非常不贊同; 7 = 非常贊同) According to your reality, choose in order of agreement (1 = totally disagree; 7 = totally agree)

葡語口語課上融入葡語文化內容有助於葡語學習 The integration of Portuguese language cultural contents in the PFL oral classes contributes to the Portuguese language learning \_\_\_\_\_

葡語口語課上融入中國文化內容有助於葡語語言及文化學習 The integration of Chinese cultural contents in the PFL oral classes contributes to the Portuguese language and cultures learning \_\_\_\_\_

葡語口語課上融入中葡兩種文化間的互動活動, 如中葡文化對比, 有助於提升跨文化交際能力 The integration of activities related to the interaction between Chinese culture and Portuguese language cultures, for example, the comparison between them in the PFL oral classes, contributes to the intercultural communicative competence development \_\_\_\_\_

15、葡語口語課上您學習到的葡語文化知識主要涵蓋哪些方面? (選擇 5 項主要學習的文化主題) What knowledge about Portuguese language cultures can you learn in the PFL oral classes? (Choose the top 5 themes)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> 歷史 history                               | <input type="checkbox"/> 美食 gastronomy                          | <input type="checkbox"/> 服飾 clothing   |
| <input type="checkbox"/> 建築 architecture                          | <input type="checkbox"/> 社會福利 social welfare                    | <input type="checkbox"/> 科技 technology |
| <input type="checkbox"/> 教育 education                             | <input type="checkbox"/> 藝術 art                                 | <input type="checkbox"/> 文學 literature |
| <input type="checkbox"/> 節日 festivals                             | <input type="checkbox"/> 音樂 music                               |  |
| <input type="checkbox"/> 風俗習慣 habits and customs                  | <input type="checkbox"/> 電影、電視劇和戲劇 films, TV series and theater |  |
| <input type="checkbox"/> 大眾媒體、社交網路 mass media and social networks | <input type="checkbox"/> 宗教 religion                            |  |
| <input type="checkbox"/> 思維方式 ways of thinking                    | <input type="checkbox"/> 價值觀 values                             |  |
| <input type="checkbox"/> 倫理道德 ethics and morals                   | <input type="checkbox"/> 審美 aesthetics                          | <input type="checkbox"/> 政治 politics   |
| <input type="checkbox"/> 經濟 economy                               | <input type="checkbox"/> 法律 law                                 | <input type="checkbox"/> 軍事 military   |
| <input type="checkbox"/> 哲學 philosophy                            |   |  |
| <input type="checkbox"/> 科技 science and technology                | <input type="checkbox"/> 其他, 請指出 Others, please indicate here   |  |

16、葡語口語課上您學習到的中國文化知識主要涵蓋哪些方面? (選擇 5 項主要學習的文化主題)  
What knowledge about Chinese culture can you learn in the PFL speaking class? (Choose the top 5 themes)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> 歷史 history                               | <input type="checkbox"/> 美食 gastronomy             | <input type="checkbox"/> 服飾 clothing   |
| <input type="checkbox"/> 建築 architecture                          | <input type="checkbox"/> 社會福利 welfare              | <input type="checkbox"/> 科技 technology |
| <input type="checkbox"/> 教育 education                             | <input type="checkbox"/> 藝術 art                    | <input type="checkbox"/> 文學 literature |
| <input type="checkbox"/> 節日 festivals                             | <input type="checkbox"/> 音樂 music                  |  |
| <input type="checkbox"/> 風俗習慣 habits and customs                  |  |  |
| <input type="checkbox"/> 電影、電視劇和戲劇 films, TV series and theater   |  |  |
| <input type="checkbox"/> 大眾媒體、社交網路 mass media and social networks |  | <input type="checkbox"/> 宗教 religion   |
| <input type="checkbox"/> 思維方式 ways of thinking                    | <input type="checkbox"/> 價值觀 values                |  |
| <input type="checkbox"/> 倫理道德 ethics and morals                   | <input type="checkbox"/> 審美 aesthetics             | <input type="checkbox"/> 政治 politics   |
| <input type="checkbox"/> 經濟 economy                               | <input type="checkbox"/> 法律 law                    | <input type="checkbox"/> 軍事 military   |
| <input type="checkbox"/> 哲學 philosophy                            | <input type="checkbox"/> 科技 science and technology |  |
| <input type="checkbox"/> 其他, 請指出 Others, please indicate here     |  |  |

17、葡語口語課上您的老師通常以何種方式教授葡語文化? (選擇 3 項主要的方式) How does your teacher usually teach Portuguese language cultures in the PFL oral classes? (Choose the top 3 ways)

組織課外活動 organization of out-of-classes activities (e.g., cultural visits)  
 使用視覺影像多媒體 (如視頻, 音樂, 電影等) use of audiovisual multimedia (e.g., videos, music and films, etc.)

- 角色扮演 role play
- 邀請文化人物參與課堂 invitations to personalities of culture to participate in the classes
- 解釋詞彙文化內涵 explanation of cultural facts through vocabulary
- 學生間文化知識交流和分享 conversation and sharing of cultural knowledge among students
- 文化講座 cultural lectures
- 文化主題演講 cultural themes presentation
- 與文化主題相關的遊戲 culturally related games
- 電影配音 film dubbing
- 與文化主題相關的戲劇表演 theater plays related to cultural themes
- 與文化主題相關的辯論 debate related to cultural themes
- 中葡文化現象對比 comparison of Chinese and Portuguese cultural phenomena
- 其他, 請指出 Others, indicate here

18、葡語口語課上您的老師通常以何種方式教授中國文化? (選擇 3 項主要的方式) How does your teacher usually teach Chinese culture in PFL oral classes? (Choose the top 3 ways)

組織課外活動 organization of out-of-classes activities (e.g., cultural visits)  
 使用視覺影像多媒體 (如視頻, 音樂, 電影等) use of audiovisual multimedia (e.g., videos, music and films)

- 角色扮演 role play
- 邀請文化人物參與課堂 invitations to personalities of culture to participate in the classes
- 解釋詞彙文化內涵 explanation of cultural facts through vocabulary
- 學生間文化知識交流和分享 conversation and sharing of cultural knowledge among students
- 文化講座 cultural lectures
- 文化主題演講 cultural themes presentation
- 與文化主題相關的遊戲 culturally related games
- 電影配音 film dubbing
- 與文化主題相關的戲劇表演 theater plays related to cultural themes
- 與文化主題相關的辯論 debate related to cultural themes
- 中葡文化現象對比 comparison of Chinese and Portuguese cultural phenomena

其他, 請指出 Others, indicate here

19、指出以下各項文化在葡語口語課中出現頻率 (1 = 非常罕見; 7 = 非常常見) Indicate the frequency of the following cultures in your PFL oral classes (1 = very rare; 7 = very common)

葡萄牙文化 Portuguese culture \_\_\_\_\_ 巴西文化 Brazilian culture \_\_\_\_\_

非洲葡語國家文化 Cultures of Portuguese-speaking African countries \_\_\_\_\_

中國文化 Chinese culture \_\_\_\_\_

中葡跨文化, 如中葡文化對比 Communication between Portuguese language cultures and Chinese culture, for example, the comparison between them \_\_\_\_\_

20、指出以下各項文化在葡語口語課教學材料中出現頻率 (1 = 非常罕見; 7 = 非常常見) Indicate the frequency of the following cultures in the teaching materials used in your PFL oral classes (1 = very rare; 7 = very common)

葡萄牙文化 Portuguese culture \_\_\_\_\_ 巴西文化 Brazilian culture \_\_\_\_\_

非洲葡語國家文化 Cultures of Portuguese-speaking African countries \_\_\_\_\_

中國文化 Chinese culture \_\_\_\_\_

中葡跨文化, 如中葡文化對比 Communication between Portuguese language cultures and Chinese culture, for example, the comparison between them \_\_\_\_\_

21、對於更好地在葡語口語課堂中融入中國文化, 您有何建議? Do you have any suggestions for a better integration of Chinese culture in PFL oral classes? \_\_\_\_\_