

O Simpósio de ensino de português para falantes de espanhol (Sepfe) já teve quatro edições. Os resultados desses simpósios, aliados aos esforços de seus organizadores, possibilitaram a publicação de duas coletâneas de textos sobre a área de ensino de Português para Falantes de Espanhol (PFE). Nossas perguntas dizem respeito à composição dessa área de ensino e pesquisa.

The field of Portuguese for Spanish Speakers in the USⁱ

Ana Maria Carvalho (University of Arizona)

PLJ: To what extent can we say that the field of Portuguese for Spanish Speakers (PSS) in the U.S exists?

I believe PSS exists as a subfield of Foreign Language Acquisition (FLA) in the US. Research in this subfield started to be disseminated in the 70's, but it has advanced substantially in the last decade with sessions at the American Association of Teachers of Spanish and Portuguese and the American Council on the Teaching of Foreign Languages annual meetings, four symposia on PSS specifically (2003, 2006, 2009, and 2011), and articles published in *Hispania*, *Foreign Language Annals*, and the *Portuguese Language Journal*. In addition, and more recently, PSS in the US context has served as great tool to investigate questions being asked about third language acquisition.

PLJ: How did this field originate in the United States?

The field was developed as a result of the experiences of many instructors in the US teaching Portuguese to both English and Spanish speakers at college level. I have reviewed the history of the field in my first article on the subject.ⁱⁱ My own teaching experience, similarly to what

happened with other colleagues, triggered the big research question that we are still asking today: what is PSS? How is it different from the general teaching of a foreign language? I was fresh from graduate school and in charge of revitalizing the Portuguese Language Program at the University of Arizona, where a large part of the population is Hispanic, in addition to thousands of non-Hispanic Spanish speaking students. Fortunately, I was coming from UC Berkeley, where we also taught a large Spanish-speaking population, and had been trained by Lyris Wiedemann on developing special techniques for the teaching of PSS (or ‘*tratamentos*’ as put by José Carlos Paesⁱⁱⁱ). Thus, when I had to explain to the Head of my new Department that we needed to develop a side track designed exclusively for Spanish speakers that was not only more accelerated but required special techniques, I had to stop and think about what I meant exactly. That was the origin of my first article about the subject mentioned above. I started digging out what was available in the literature, and I found several studies contrasting Portuguese and Spanish^{iv}, which were very useful to me as a linguist, and should provide information to anyone teaching Portuguese for Spanish speakers, but didn’t say much about how to teach this population. Fewer targeted the teaching issue^v, but mostly with a strong emphasis on contrastive analysis. It was only in the last decade that the emphasis moved from error and contrastive analyses to include other perspectives, including pragmatics^{vi}, classroom ethnographies^{vii}, language attitudes^{viii}, and the impact of teaching methods^{ix}.

PLJ: What happens when a Portuguese class congregates Spanish and non-Spanish speakers together?

Everybody loses. English speakers feel bad because they don’t understand what is going on as easily as their Spanish-speaking peers. Spanish-speaking learners get bored when spending a

whole week on the differences between *ser* and *estar*, preterit and imperfect, *conhecer* and *saber*, *por* and *para*, and the list goes on. Besides the curriculum, the approach needs to be different as well. The communicative approach, in my opinion, is useless for Spanish Speakers (SS).

Monolingual SS and monolingual Portuguese speakers, as long as they stick to the standard variants, can communicate without much trouble. Spanish speakers who want to be proficient in instrumental Portuguese need to use what they know in Spanish and add to their repertoire what they don't know. Here, I am talking about positive and negative transfer, both protagonists in the acquisition of Portuguese by SS. I am not preaching for a structural approach, translation or contrastive analysis. I am talking about attention to form in a contextualized, meaningful matter. English speakers, on the other hand, can follow the advances of FLA method in general. Take, for example, the use of non-authentic texts that populate beginning FLA textbooks. It is silly to use made-up, oversimplified language to a population that understands written Portuguese from day one (as shown by Henriques^x). Spanish-speaking learners need articles, cartoons, essays, all written by and for L1 Portuguese speakers. Reading is a great way to expand vocabulary and notice divergent constructions, as Freire, Silva and I have argued^{xi}. Intense readings of original texts in the beginning of instruction was first proposed by Grannier^{xii} as a great tool to avoid too much production in the beginning that would lead to early fossilization. I agree with her.

PLJ: What is the profile of the Portuguese students who speak Spanish in the US?

According to the US Census, Hispanic students comprised 12 percent of full-time college students (both undergraduate and graduate) in 2007. In addition to students who speak Spanish as their first language or their heritage language, thousands of college students acquire Spanish as a foreign language. Thus, a significant portion of students attending college in the US has

Spanish in their linguistic repertoire, an immeasurable national resource. All language departments should be aware of this opportunity to capitalize on these students' bilingual repertoire and on their ability to build on this and acquire Portuguese proficiency.

Nonetheless, we need to be attentive to subdivisions inside the generic PSS label. We need more research like Johnson's^{xiii} that investigates fine-grained differences among L1 Spanish speakers, L2 Spanish speakers, and Heritage Spanish speakers (or simultaneous bilinguals). Mike Child^{xiv} is currently surveying this population at the University of Arizona. His sample comprises of 13% of L1 Spanish speakers, 32% of L2 Spanish speakers, and 55% of Spanish Heritage speakers. I believe these proportions represent well the breakdown of the SS population taking Portuguese at post-secondary institutions in the US Southwest.

PLJ: Almost 10 years have elapsed since the publication of the first collection of articles about Portuguese for Spanish Speakers in the U.S. What are the main changes that have taken place in teaching Portuguese for this population?

In the beginning, most of the essays about PSS were based on anecdotal accounts of teaching experience. Then, we moved to error analysis, which revealed quantitative differences between Spanish and English speakers learning Portuguese. This was a good beginning and we learned from that, but now we need to move on to use more rigorous research methods. The acquisition of similar languages has always been important in Europe, but in the US, given the bad reputation that contrastive analysis acquired early on and the fact that Second Language Acquisition (SLA) research revolves around the acquisition of English by speakers of dissimilar languages in general, it was never prominent. Now, with research on L3 acquisition growing exponentially, in addition to the growth of Portuguese offerings and increase of the Spanish-

speaking population, some scholars are looking at the Portuguese/Spanish pair in their L3 research, which is great news. There is a group of excellent researchers on language acquisition that have turned their attention to the acquisition of Portuguese as L3. They are injecting fresh and much needed new perspectives to the PSS subfield. Koike^{xv}, Montrul^{xvi}, Rothman^{xvii}, and Salaberry^{xviii} are some of them, currently training young scholars with fresh questions. Once we understand better what role language typology plays in language acquisition, we will be in a better place to develop teaching strategies for this population.

PLJ: What are some of the suggestions based on research and articles for instructors of Portuguese for Spanish Speakers?

I think that in the last 40 years, we have moved away from an exaggerated emphasis on contrastive analysis, have learned that the communicative approach alone doesn't work, and understood that translation and grammar explanations don't teach language (and put the students to sleep). I don't see a final set of suggestions yet, but from what I gather, classroom practices should bring an approach that gathers a. focus on form to call students' attention to linguistic details that are otherwise, unperceived, b. contextualized practices that focus on new grammatical structures, and c. lots of exposure to authentic texts to encourage positive transfer.

PLJ: What would you recommend in terms of background and practice for a new instructor of Portuguese for Spanish Speakers?

Learn Spanish and pay attention to your learning process, this will not only open your horizons to the students' linguistic and cultural background, but will create empathy and a profound understanding of what it is like to learn a similar language. You will understand the pedagogical

importance of developing awareness of the differences between Spanish and Portuguese with the aim of counteracting negative transfer. But also keep in mind that researchers have emphasized the need for pedagogical interventions that raise learners' metalinguistic awareness of both the congruent and divergent aspects between Spanish and Portuguese. Work on both aspects in the classroom, and stay away from a prescriptive posture. Welcome Spanish, don't demonize it. And finally, don't ever use the word *Portunhol*.

Biography

Ana M. Carvalho is Associate Professor in the Department of Spanish and Portuguese and affiliated faculty of the Ph.D. Program in Second Language Acquisition and Teaching (SLAT) at the University of Arizona, where she directs the Portuguese Language Program. Her research includes issues related to the contact between Portuguese and Spanish in the contexts of social bilingualism and language acquisition. She was a member of the Executive Council of the American Association of Teachers of Spanish and Portuguese (AATSP), and of the Committee for the development of SAT II and *Advanced Placement Portuguese* sponsored by the Luso-American Development Foundation. She served as an international consultant for the implementation of Spanish-Portuguese bilingual education in northern Uruguay, and as an advisor of the American Council on the Teaching of Foreign Languages' *Standards for Learning Portuguese*.

Dr. Carvalho co-organized and chaired the *First Symposium on the Teaching of Portuguese for Spanish Speakers* (University of Arizona, 2003), served as a member in the Selection Committee for two subsequent editions as well as an invited presenter in the remaining three. Her name is associated with every step of the development of teaching Portuguese for

Spanish Speakers in the US, and she is co-editor of *Portuguese for Spanish Speakers: Teaching and Acquisition* with A. Simões and Lyris Wiedemann.

Notes

ⁱ Interview by Lyris Wiedemann e Fernanda Consoni e Michael Ferreira.

ⁱⁱ Carvalho, Ana M. 2002. Português para Falantes de Espanhol: Perspectivas de um campo de pesquisa. *Hispania* 85.3: 597-608.

ⁱⁱⁱ Almeida Filho, José Carlos. Uma metodologia específica para o ensino de línguas próximas?. *Português para estrangeiros: interface com o espanhol*. Campinas: Pontes, 1995. 13-21.

^{iv} Among others, see Abreu, Maria Isabel. 1964. Estudo Comparativo de Padrões Estruturais em Português e em Espanhol. *Luso-Brazilian Review* 1.2: 89-96; Arriola, Paul M. 1973. Portuguese and Spanish Homonyms and Homophones. *Hispania* 56.2: 426-441; Beardsley, Wilfred. 1953. A Brief Comparison of Spanish and Portuguese Syntax. *Hispania* 25.1: 420-422; Brakel, Arthur. 1980. Infinitives, Subjects, Word Order, and Case in Portuguese and Spanish. *Hispania* 63.1: 85-91; Cassol, Alzira. 1969. Português - Espanhol: As Preposições Para e Por. *Lenguaje y Ciencias* 32: 21-26; Cavell, Anthony J. 1972. The Problem of the Personal Infinitive in Portuguese and Spanish. *Jackson State College Review* 4.1: 39-59; Feldman, David. 1967. A Comparison of the segmental phonemes of Brazilian Portuguese and American Spanish. *Linguistics* 29: 44-57; King, Larry D., Margarita Suñer. 1980. On the notion of stativity in Spanish and Portuguese. *Contemporary Studies in Romance Languages: Proceedings of the Eighth Annual Symposium on Romance Languages*. Bloomington: Indiana UP. 183-201; and Schmitz, John R. 1970. Some Lexical Contrasts in Spanish and Portuguese: Contrastive Analysis. *Hispania* 53.4: 976-79.

^v Among others, Azevedo, Milton. 1978. Identifying Spanish Interference in the Speech of Learners of Portuguese. *Modern Languages Journal* 62.1-2: 18-23; Barbieri-Durlo, Adja. 1998. La enseñanza de español y de portugués en los países miembros del Mercosur. *Boletim: Centro de Letras e Ciências Humanas* 34: 9-12; Garrison, David L. 1979. Teaching the Relatedness of Spanish and Portuguese. *The Modern Language Journal*. 63: 8-12; Holton, James S. 1954. Portuguese for Spanish Speakers. *Hispania*. 37.4: 446-52; Jensen, John. 1989. Evaluating Portuguese Performance of Spanish-Speaking Students. In Koike, D. A. and Simões, A. R. (Eds.), *Negotiating for Meaning: Papers on Foreign Language Teaching and Testing*. Austin, TX: Department of Foreign Language Education Studies, University of Texas. 119-30; Jordan, Isolde J. 1991. Portuguese for Spanish Speakers: A Case for Contrastive Analysis. *Hispania* 74.3: 788-792; Milleret, Margo. 1992. Cooperative Learning in the Portuguese-for-Spanish-Speakers Classroom. *Foreign Language Annals* 25:5: 435-454; Pletsch de Garcia, Kati. 1993. Portuguese for Spanish Speakers: The Usefulness of Contrastive Analysis. *RLA: Romance Languages Annual* 5: 495-501; Simões, Antonio. 1989. Nasal Vowels, the Case of Brazilian Portuguese and Spanish: Description and Classroom Application. In Koike, D. A. and Simões, A. R. (Eds.), *Negotiating for Meaning: Papers on Foreign Language Teaching and Testing*. Austin, TX: Department of Foreign Language Education Studies, University of Texas. 108-18.

From Spanish to Portuguese. Washington DC: Foreign Service Institute; Teixeira-Leal Tarquinho, Laura. 1977. The Interference of Spanish in Beginning Portuguese Class. *Hispania* 60.1: 82-87.

^{vi} Koike, Dale; Flanzer, Vivian. 2004. "Pragmatic transfer from Spanish to Portuguese as an L3: Requests and apologies. In Simões, Antônio R. M.; Carvalho, Ana Maria; Wiedemann, Lyris (Eds.). *Português para falantes de espanhol. Portuguese for Spanish Speakers*. Campinas: Pontes, 95-114; Santos, Denise; Silva, Gláucia. 2008.

"The orchestration of voices in conversation sessions: rules and roles developed by participants." Wiedemann, Lyris; Scaramucci, Matilde (Eds.). *Português para falantes de espanhol: Ensino e aquisição*. Campinas: Pontes, 135-156; and Silva, Antonio Bacelar. 2008. "Rituais linguísticos como fórum para participação e contexto para transferência em um grupo de estudantes de português como língua estrangeira." Wiedemann, Lyris; Scaramucci, Matilde (Eds.). *Português para falantes de espanhol: Ensino e aquisição*. Campinas: Pontes, 119-164.

^{vii} Santos, Denise, e Gláucia Silva. 2004. "Ensinando português para hispanofalantes: Contrastes, transferências e a voz do aprendiz." In Simões, Antônio R. M.; Carvalho, Ana M.; Wiedemann, Lyris (Eds.). *Português para falantes de Espanhol. Portuguese for Spanish Speakers*. Campinas: Pontes, 125-152.

^{viii} Carvalho, Ana M. 2008. Estudo de atitudes linguísticas sobre o português de hispanofalantes: até que ponto o portunhol é aceitável?. Wiedemann, Lyris; Scaramucci, Matilde (Eds.). *Português para falantes de espanhol: Ensino e aquisição*. Campinas: Pontes, 157-174.

^{ix} Gualda, Ricardo. 2008. "The effects of explicit or implicit teaching of grammatical form in Portuguese as a third language." Wiedemann, Lyris; Scaramucci, Matilde (Eds.). *Português para falantes de espanhol: Ensino e aquisição*. Campinas: Pontes, 47-68.

^x Henriques, E. R. 2000. Intercompreensão de texto escrito por falantes nativos de português e de espanhol. *D.E.L.T.A.* 16.2: 263-295.

^{xi} Carvalho, A. M.; Freire, J.; Silva, A. J. B. Teaching Portuguese for Spanish Speakers - A Case for Trilingualism. *Hispania: Special issue Curricular Changes for Spanish and Portuguese in a New Era*. 2010: 93.1: 70-75. <http://muse.jhu.edu/journals/hispania/v093/93.1.carvalho.html>

^{xii} Grannier, Daniele. M. 2000. Uma proposta heterodoxa para o ensino de português a falantes de espanhol. In Júdice, Norimar (Ed.). *Português para estrangeiros: perspectivas de quem ensina*. Niterói: Intertexto: 57-80.

^{xiii} Johnson, K. 2004. What is a Spanish speaker? In Simões, A. R. M., Carvalho, A. M., and Wiedemann, L. (Eds.), *Português para falantes de espanhol. Portuguese for Spanish Speakers*. Campinas: Pontes. Editores.

^{xiv} Child, Michael. *Knowledge and transfer of mood distinctions in the L3 acquisition of Portuguese*. Ph.D, Dissertation. University of Arizona. In Progress.

^{xv} Koike, Dale A., and Vivian Flanzer. 2004. "Pragmatic Transfer from Spanish to Portuguese as an L3: Requests and Apologies." In Antônio Simões, Lyris Wiedemann, and Ana Carvalho (eds.), *Portuguese for Spanish Speakers: Acquisition and Teaching/ Português para falantes de espanhol: Aquisição e Ensino*. Campinas: Pontes. 95-114.

^{xvi} See, for example, Montrul, S., R. Dias, and H. Santos. Clitics and object expression in the L3 acquisition of Brazilian Portuguese. Structural similarity matters for transfer. *Special issue of Second Language Research on L3 acquisition* 27.1 (2011): 21-58.

^{xvii} See, for example, Rothman, Gianscaspro, and Halloran. On the structural basis of non-redundant acquisition: Evidence from Spanish bilingual L3 Portuguese. Under review.

^{xviii} See, for example, Salaberry, Rafael. 2005. Evidence for transfer of knowledge about aspect from L2 Spanish to L3 Portuguese. In Ayoun and Salaberry (eds.) *Tense and Aspect in the Romance Languages: Theoretical and applied perspectives*. (pp. 179-210). Amsterdam and Philadelphia: John Benjamins.