

**Language Learning Perceptions:  
The Role of Spanish in L3 Portuguese Acquisition**

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**Abstract**

This article reports on a study conducted to answer three main research questions: 1) What types of bilingual students enroll in Portuguese for Spanish-speakers courses with regard to their language background (the context of their acquisition of Spanish and English)? 2) What are their proficiency levels in Spanish as measured by a Spanish proficiency pretest used by Montrul and Perpiñán (2011)? and 3) What are participants' language learning perceptions concerning the role of Spanish in learning Portuguese? It was hypothesized that there would be statistically significant differences between participants' perceptions of the role of Spanish correlated principally with the context of their acquisition of Spanish and English (i.e. their Language Background), and not significantly correlated with their scores on a Spanish Proficiency Pretest, as one might initially expect (i.e. more proficient at Spanish=more perceived benefit of Spanish when learning Portuguese). Results indicate that, overall, Language Background Group is significantly correlated with participants' perceptions of the role of Spanish in L3 Portuguese Acquisition while Spanish Proficiency is not significantly correlated with participants' perceptions. Differences based on Language Group and specific aspects of the language, along with pedagogical implications, are discussed.

**Introduction**

This article focuses on three groups of Spanish-English bilinguals enrolled in a beginning Portuguese for Spanish-speakers course in the southwestern United States. In particular, the study sought to better understand the composition of bilingual students enrolled in these courses, their Spanish language proficiency, and their perceptions of the role of Spanish in learning L3 Portuguese in a formal context.

Studies on L3 acquisition have increasingly shown how acquiring<sup>1</sup> an L3 differs from L2

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<sup>1</sup> Although there has been much written about the differences between the concepts of "learning" and "acquisition", this distinction is beyond the scope of the present work. Because of this, I have decided to use both terms interchangeably.

acquisition. Perhaps most noticeable is the fact that bilinguals tend to acquire the target language better than monolinguals do (Cenoz, 2003; Cenoz & Valencia, 1994; Klein, 1995; Sanz, 2000). Cenoz (2003, 2011) argues that this is because bilinguals learn, process, and use language in a qualitatively different way than do monolinguals (see also Valdés, 2005). More particularly, when acquiring a third language, bilinguals have much more linguistic and cultural knowledge from which to draw. In addition, they most likely have gained certain language-learning skills while acquiring their second language that they can then employ in L3 acquisition (Falk & Bardel, 2010)

Although L3 acquisition studies, and L3 acquisition in general, are not as common in the United States as in Europe, a specific case of L3 acquisition has shown an increase in interest both in terms of students enrolled as well as in research published: the burgeoning field of Portuguese for Spanish speakers. Students' interest in learning Portuguese has steadily increased over the last decade in universities across the United States (Carvalho 2002, 2011; Carvalho, Freire & da Silva, 2011), principally among Spanish speakers. Generally Portuguese for Spanish-speakers courses have been designed around the idea that Spanish-speaking students benefit from cross-linguistic influence (CLI, also referred to as *transfer*) due to the typological similarity that exists between Portuguese and Spanish. This CLI, in theory, effectively allows teachers to lightly touch upon those aspects of the language that are similar while spending more time and attention on dissimilar aspects (see Carvalho, 2002; Júdece, 2000). However, Carvalho (2002, 2011) has pointed out that more empirical evidence is needed to better understand the nature of CLI between Spanish and Portuguese, implying that this strategy of focusing principally on dissimilar aspects of the language may not always be appropriate.

Many studies have been conducted to understand how CLI works in L3 acquisition and what role the background languages play in CLI. Although there are at least three principle theories concerning the role of the background languages in CLI in L3 acquisition (see Falk & Bardel, 2010), most relevant to the present study is Jason Rothman's Typological Primacy Model (or "TPM", Rothman, 2011). The TPM suggests that all background languages can play a role in L3 acquisition, except for those cases where the (psycho)typological distance (as defined by Kellerman, 1983) between either the L1 or L2 and the L3 is relatively small, in which case CLI will come principally from the (psycho)typologically similar language. In other words, if a person perceives that one of his previous acquired languages is most similar to the target language, transfer will come principally from that (psycho)typologically-similar background language, regardless of the order of its acquisition.

In studying how English-Spanish and Spanish-English bilinguals learn Portuguese, Rothman (2010) found that typological similarity overrode L1/L2 status in CLI, even when in one case English transfer would have been preferred (according to the CEM model) and in another Spanish transfer would have been preferred. In another study, Rothman (2011) found that Italian/English bilinguals learning Spanish and Spanish-English bilinguals learning Portuguese transferred from Italian and Spanish respectively, rather than from English, regardless of which language would have provided "positive transfer". Additionally, Montrul, Dias & Santos (2010) found similar results in their study of Spanish-English and English-Spanish bilinguals learning clitic and object expression in Brazilian Portuguese as an L3. All subjects, regardless of L1/L2 status, transferred from Spanish instead of English (see also Carvalho and da Silva, 2006, who provide additional supporting evidence).

However, the issue may be complicated by *how* the background languages were acquired (i.e. the context of acquisition) and if this influences how language learners perceive the role of their background languages. One reason this is particularly important when considering the acquisition of Portuguese by Spanish speakers in the United States is because, as Carvalho (2002, 2011) has observed, there are at least three general groups of “Spanish speakers” who enroll in Portuguese for Spanish-speakers classes in the United States: English-Spanish bilinguals who acquired Spanish as adults, Spanish-English bilinguals who acquired English as adults, and simultaneous/early Spanish-English speakers who acquired Spanish from birth and English early on in life (i.e. speakers of Spanish as a heritage language, or “SHL” speakers). As many in the field of Spanish as a heritage language point out, there is enormous variation in the proficiencies and linguistic characteristics in this last group alone (see, for example, Alarcón, 2010; Beaudrie, 2009; Beaudrie & Ducar, 2005; Potowski, 2005; Valdés 1995, 2005).

Furthermore, some studies have suggested that the context in which one’s Spanish is acquired may play a role in the different types and degrees of cross-linguistic influence evident among different Spanish-speaking learners of Portuguese. For example, Johnson (2004), in a pilot study to determine the differences between these three groups, compared the errors of 21 subjects in two compositions in a beginning Portuguese for Spanish speakers course. Preliminary results indicated that the native Spanish speakers and the SHL speakers made some errors that the L2 Spanish speakers did not, including orthographic errors (such as adding a spurious “h” in words like *achar* and confusing final *am* and *ão*) and errors with the possessive distinction between *seu* and *dele/dela* (see pp. 58-60).

Similarly, Carvalho and da Silva (2006) found that although both English-Spanish and Spanish-English bilinguals (including two Spanish heritage speakers) transferred knowledge

from Spanish in subjunctive exercises, they did so differently. They conclude that L1 Spanish speakers may benefit less from a contrastive analysis approach to grammar than do L2 Spanish speakers, presumably because of the former group's lesser metalinguistic knowledge.

In summary, although there is a high degree of typological similarity between Spanish and Portuguese, it is unknown whether or not this linguistic proximity is equally salient to all learners and whether or not they view this linguistic proximity as an advantage or a disadvantage. Thus, the present study takes Rothman's Typological Primacy Model as a point of departure; the present study will not only look at whether Spanish-English bilinguals perceive Spanish as being the principle source of CLI when learning Portuguese, but also whether or not they perceive the role that Spanish plays in acquiring Portuguese as positive or negative. In addition, the effect of the context of acquisition (i.e. language background) on these perceptions will be analyzed. While it seems important to know if learners perceive Spanish as the typologically similar language and therefore the principal source of CLI in L3 Portuguese acquisition, it also seems reasonable to assume that *how* learners perceive the role that Spanish plays in L3 Portuguese acquisition will reveal how that language is affecting the person's acquisition of the target language.

### **The Study**

The present study was conducted to answer three main research questions: 1) What types of bilingual students are enrolling in Portuguese for Spanish-speakers courses with regard to their language background (the context of their acquisition of Spanish and English)? 2) What are their proficiency levels in Spanish as measured by a Spanish Proficiency Pretest used by Montrul and Perpiñán (2011), and 3) What are participants' language learning perceptions concerning the role of Spanish in learning Portuguese. It was hypothesized that there would be statistically

significant differences between participants' perceptions of the role of Spanish correlated principally with the context of their acquisition of Spanish and English (i.e. their Language Background), and *not* significantly correlated with their scores on a Spanish Proficiency Pretest, as one might initially expect (i.e. more proficient at Spanish=more perceived benefit of Spanish when learning Portuguese). This hypothesis was influenced by my experience as an instructor of Portuguese for Spanish students. More particularly, I had noticed that many students who learned Spanish as adults (L2 Spanish speakers) struggled less with the material than those who either learned it from birth or who spoke it as a heritage language, even though the former group's proficiency in Spanish was frequently lower than the latter two groups. Possible reasons for this will be discussed in the Discussion section.

### *Participants*

The present study involved 72 total participants enrolled in a first-semester Portuguese for Spanish-speakers course at a university in the southwestern United States. Participants came from four different sections taught by three different instructors (one teacher taught two separate sections). All participants were at least 18 years old and a large majority was pursuing either a major or a minor that involved Spanish (e.g. Spanish translation and interpretation, Spanish, Latin American studies, etc.). In addition, all participants spoke both Spanish and English.

Initially, the questionnaire sought to distinguish seven separate groups of bilinguals: 1) L1 Spanish speakers who learned English after the age of 11, 2) L1 English speakers who learned Spanish after age 11, 3) simultaneous bilinguals who were first exposed to Spanish and English from birth, 4) early Spanish-English bilinguals who were first exposed to English between the ages of 1 to 5, and 5) late Spanish-English bilinguals who were first exposed to English between the ages of 6 and 11, 6) early English-Spanish bilinguals who were first

exposed to Spanish between the ages of 1 to 5, and 7) late English-Spanish bilinguals who were first exposed to Spanish between the ages of 6 and 11. Below are the two questions from the Language Background Questionnaire that served as the primary basis for classifying students according to the context of their acquisition of Spanish and English (age 6 was chosen to correspond with the start of formal schooling).

2. a) At what age were you first exposed to English?

From birth  1-5 yrs old  6-11 yrs old  after age 11

b) Where were you first exposed to English? (check one) Home  School  Both

3. a) At what age were you first exposed to Spanish?

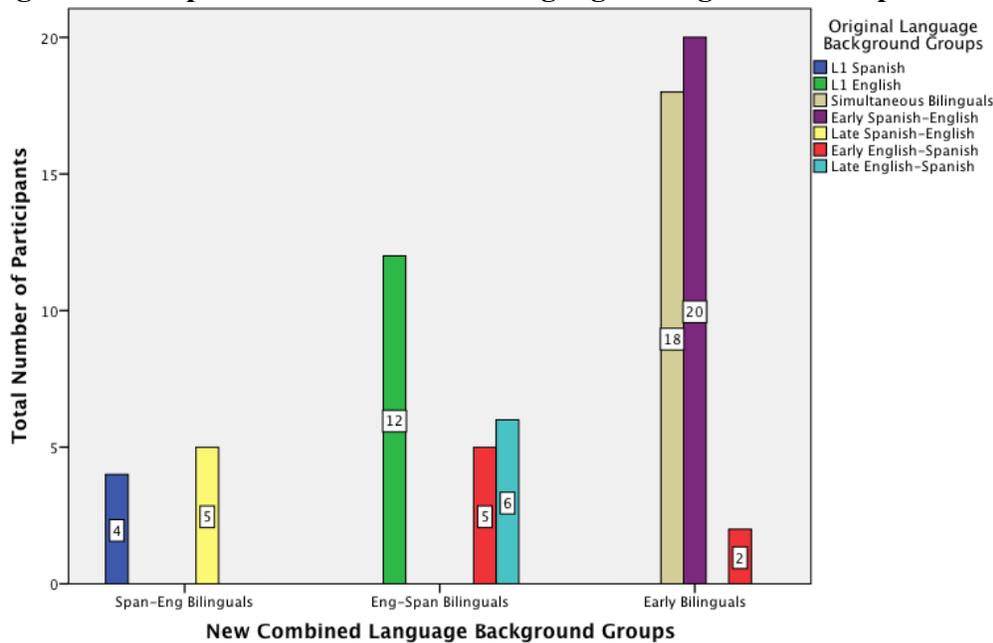
From birth  1-5 yrs old  6-11 yrs old  after age 11

b) Where were you first exposed to Spanish? Home  School  Both

Groups 1 and 2 above correspond to what are traditionally referred to as L2 English speakers and L2 Spanish speakers, respectively, whereas groups 3-7 would all be considered different types of heritage speakers of Spanish (see Beaudrie & Ducar, 2005). It was initially thought that potentially there could be a difference between simultaneous bilinguals, early bilingual heritage speakers and late bilingual heritage speakers (i.e., those who learned after age 5, presumably in a formal environment), but there were only five late Spanish-English bilinguals and 6 late English-Spanish bilinguals among the participants. After analyzing not only the language usage patterns of the participants as children and adults, but also their proficiency self-ratings (see questions in Appendix B) and scores on the Spanish Proficiency Pretest, it was decided to combine the late Spanish-English bilinguals with the L1 Spanish bilinguals and the late English-Spanish bilinguals with the L1 English bilinguals. In addition, based on the questionnaire data, the group differences in language usage patterns between most of the early bilinguals (both Spanish-English and English-Spanish) and the simultaneous bilinguals were minimal and thus it was decided that most of the participants from these three groups could be

combined for the purposes of analysis. However, as can be seen below, five of the early English-Spanish bilinguals were included in the “English-Spanish bilinguals” group because it was clear that their “exposure to Spanish” before the age of 6 was negligible. Figure 1 below shows the combined groups and the number of participants in each group.

**Figure 1: Composition of Combined Language Background Groups**



*Procedure*

The present paper reports participants’ data from three separate aspects of a larger study on CLI among Spanish-English bilinguals learning Portuguese as an L3: 1) Language Background Questionnaire data from three groups of Spanish-English bilingual learners regarding their language backgrounds and language usage, 2) Participants’ scores on a brief Spanish Proficiency Pretest, and 3) Language Learning Perceptions Questionnaire data that measured participants’ perceptions regarding the role that Spanish and English<sup>2</sup> play when

<sup>2</sup> This article limits itself to participants’ responses about the role of Spanish in learning L3 Portuguese mainly due to space constraints. However, related to Rothman’s Typological Primacy Model, many students did not see any

learning Portuguese (see Appendices A, B, and C). The Spanish Proficiency Pretest consisted of a cloze part of a Diploma de Español como Lengua Extranjera (DELE) test and a multiple choice vocabulary section of an old Modern Language Association test (see appendix A). This measure of general proficiency in Spanish has been used in other studies by Silvina Montrul (see for example Montrul 2010; Montrul & Perpiñán, 2011). Each participant received a numerical score out of 50 on the Spanish Proficiency Pretest.

Each participant completed the Spanish Proficiency Pretest and the Language Background Questionnaire during the third day of the course as these tests and tasks were part of the regular coursework given that semester. The Language Learning Perceptions Questionnaire was completed two months into the semester when it was assumed that participants had been exposed to a sufficient amount of material to have an opinion on how Spanish influences one's learning of Portuguese.

## **Results**

Data from the Language Background Questionnaire, the Language Learning Perceptions Questionnaire and the Spanish Proficiency Pretest were analyzed to answer the three main research questions mentioned above.

### *Participants*

As mentioned above, of the 72 participants in the present study, nine have been classified as Spanish-English bilinguals, 23 as English-Spanish bilinguals, and 40 as early bilinguals. The majority of the students (55.6%) are “heritage speakers of Spanish”, whereas Spanish-English bilinguals and English-Spanish bilinguals make up only 12.5% and 32%, respectively, of the participants in the study. As has been noted above, one of the main findings that researchers in

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connection between English and Portuguese and mentioned how they felt English played no role in learning L3 Portuguese. This, of course, does *not* mean that it in actuality had no effect.

the field of Spanish as a Heritage Language have found is that Spanish heritage language learners have specific affective and linguistic needs that must be addressed in language classrooms (Beaudrie, 2009; Carreira, 2004; Parodi, 2008; Valdés, 1995, 2000, 2005). Carreira implies that *all* language courses that include heritage speakers, and not just Spanish courses, should be “infused” with a “heritage language focus” (p. 21). Further discussion of the results and implications of this demographic will be discussed in the Discussion section below.

*Spanish Proficiency*

Data from the Spanish Proficiency Pretest show a large variation in the Spanish proficiency of the participants in the study, with scores ranging from 15/50 to 49/50. The effect of Language Background Group on Spanish Proficiency Pretest scores was tested using a one-factor between subjects ANOVA. The effect of Language Background Group was significant ( $F(2,69)=44.15, p=0.000$ ). Table 1 shows the average proficiency score for each of the three language background groups.

**Table 1 Mean Spanish Proficiency Pretest Scores, Std. Deviations, Range by Group**

Language Background Group	Mean	N	Standard Deviation	Range	Max	Min
Spanish-English bilinguals	43.89	9	2.369	7	47	40
English-Spanish bilinguals	28.87	23	9.072	32	47	15
Early bilinguals	43.05	40	4.120	18	49	31
TOTAL	38.63	72	8.991	34	49	15

As can be clearly seen from Table 1 above, the mean score for the English-Spanish bilinguals is much lower than the mean scores for either of the other two groups. However, the variation in scores among the English-Spanish bilinguals is much greater than the variation in the other two groups and thus it was suspected that there was a significant inequality of the variances (heteroscedasticity) between the groups. Levene’s Test of Equality of Error Variances confirmed this suspicion (Spanish Proficiency Pretest Scores:  $F(2,69)=12.95, p=0.000$ ). Although violations of the assumption of homoscedasticity are known to bias standard error

estimates, the p-value for the ANOVA above is so low, and the F statistic so high, that correcting for this would most likely not change the results of the significance test. Furthermore, this heterogeneity between groups on the Spanish Proficiency Pretest is one of the defining characteristics of these participants. Indeed, this fact of unequal variances should not be surprising; when attempting to measure the language proficiency of groups of speakers the greatest differences would be expected within the group that had learned the language late in life (i.e. as an L2). In addition, the variance among the Early bilinguals, a population whose heterogeneity has been mentioned above (see, for example, Beaudrie 2009; Valdés 1995, 2005), is greater than the variance among the Spanish-English bilinguals. Just on the basis of this analysis it is clear that students in Portuguese for Spanish-Speakers courses can be a very heterogeneous group, not only in terms of language background but also in terms of their proficiency in Spanish.

#### *Language Learning Perceptions*

Finally, to investigate whether or not participants perceive the role of the background languages differently, as a group, participants were asked to indicate on a scale from 1 to 5 (with 3 being a *neutral* effect) if, overall, Spanish was helpful or confusing when learning Portuguese. Because it was evident from the researcher's experience that certain aspects of Spanish seemed to influence learner's Portuguese acquisition more (or in a different way) than other aspects, the questionnaire also consisted of separate questions regarding the influence of the background languages on learning Portuguese with respect to six areas: listening, reading, vocabulary, speaking/pronunciation, writing and grammar. All questions were identical with the exception of the specific area being investigated. A sample question is included below (see Appendix C for all questions).

1. On a scale of 1 to 5, **overall** how much does your knowledge of Spanish help or confuse you with learning Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

The initial hypothesis was that, at least in “overall” terms, there would be a statistically significant difference in how the Language Background groups perceived the role of Spanish in acquiring Portuguese. Specifically, it was hypothesized that the English-Spanish group would perceive Spanish as more of an advantage when acquiring Portuguese than would the other two groups. In addition, it was hypothesized that English-Spanish bilinguals would view Spanish as more beneficial for “Grammar” and “Writing” than would the other two groups. There were no hypotheses made about the other aspects (Listening, Reading, Vocabulary, Speaking/Pronunciation).

Participants were asked to rate how they perceived the role of Spanish *overall* in learning Portuguese. A random effects model was used to test the relationship between the independent variables Language Background Group (Group) and Spanish Proficiency Score (Proficiency) and the dependent variable Participants' Score on Overall Effect of Spanish on Portuguese. It was also important to control for a teacher effect. The advantage of using a random effects model is that it allows the effect of Teacher to be controlled for by analyzing it as a random variable. This method of analysis was used for the other six areas of the language mentioned above. A summary of the results described below can be found in Table 2.

**Table 2: Mean Scores by Language Background Group and Significance of Main Effects**

Question (Dependent Variables)	Mean Scores by Language Background Group			Significance of Main Effects	
	Span-Eng	Eng-Span	Early bilinguals	Group	Proficiency
Overall	2.79	4.70	4.25	p=0.0001*	p=0.1187
Listening	4.22	4.22	4.50	p=0.2603	p=0.5765
Reading	3.89	4.39	4.38	p=0.0461*	p=0.0088*
Vocabulary	3.33	3.96	4.00	p=0.2266	p=0.8194
Speaking/Pronunciation	2.22	2.35	3.18	p=0.0547	p=0.3034
Writing	2.33	3.57	3.48	p=0.0608	p=0.7976
Grammar	2.89	4.22	3.68	p=0.0480*	p=0.7845
Comparison of Port & Span	3.56	4.52	4.50	p=0.0012*	p=0.0521
Skimming Similar Grammatical Concepts	2.56	2.61	2.78	p=0.6560	p=0.2685

\*Significant at  $p < 0.05$

#### *Question 1: Overall*

Although Early bilinguals view the overall role of Spanish as helpful (mean=4.25), the English-Spanish bilinguals perceive Spanish as more helpful in learning Portuguese than do the other two groups (mean=4.70). In contrast, Spanish-English bilinguals view the overall role of Spanish as somewhat confusing for learning Portuguese (mean=2.79). A random effects model analysis indicated that the relationship between *Group* and *Overall Perception of Spanish* was significant ( $F(2,67)=10.54$ ,  $p=0.0001$ ). In addition, all contrasts between groups were significant (*Eng-Span vs. Early bilinguals*:  $t(1,67)=-3.70$ ,  $p=0.0004$ ; *Span-Eng vs. Eng-Span*:  $t(1,68)=-4.46$ ,  $p < 0.0001$ ); *Span-Eng vs. Early bilinguals*:  $t(1,67)=2.22$ ,  $p=0.0295$ ). The relationship between *Proficiency* and *Overall Perception of Spanish* was not significant ( $F(1,67)=2.50$ ,  $p=0.1187$ ).

#### *Question 2: Listening*

One of the aspects of Portuguese that most surprises many Spanish speakers is how much they are able to comprehend with little or no knowledge of the language (see Jensen, 1989). Not surprisingly, all groups viewed Spanish as being helpful for learning Portuguese (Eng-Span

mean: 4.22; Span-Eng mean: 4.22, Early bilinguals mean: 4.50). A random effects model analysis found that neither *Group* nor *Proficiency* were significantly related to scores on the effect of Spanish on Listening in Portuguese (*Group*:  $F(2,67)=1.29$ ,  $p=0.2603$ ; *Proficiency*:  $F(2,67)=0.56$ ,  $p=0.5765$ ).

### *Question 3: Reading*

English-Spanish bilinguals (mean: 4.39) and Early bilinguals (mean: 4.38) found Spanish to be somewhat helpful when reading in Portuguese whereas the Spanish-English bilinguals rated Spanish as slightly above neutral (mean: 3.89). A random effects model analysis found a significant relationship between both independent variables *Group* and *Proficiency* and the dependent variable *Reading* in Portuguese (*Group*:  $F(2,67)=4.10$ ,  $p=0.0209$ ; *Proficiency*:  $F(1,68)=7.27$ ,  $p=0.0088$ ). Additionally, the contrasts *Eng-Span vs. Early bilinguals* and *Span-Eng vs Eng-Span* were significant (*Eng-Span vs Early bilinguals*:  $t(1,68)=2.03$ ,  $p=0.0461$ ; *Span-Eng vs Eng-Span*:  $t(1,68)=-2.86$ ,  $p=0.0057$ ). The *Span-Eng vs Early bilinguals* contrast was not significant ( $t(1,68)=-1.71$ ,  $p=0.0922$ ). Because both *Group* and *Proficiency* were significant the interaction between the two was tested, but the estimated g matrix was not positive definite and therefore the parameters could not be estimated. However, to give an idea of the actual effect of *Proficiency*, the parameter estimate was 0.0446, implying that with every incremental point increase on the Spanish Proficiency Pretest, the rating would rise by only 0.045 likert scale points.

### *Question 4: Learning Vocabulary*

Both English-Spanish bilinguals (mean: 3.96) and Early bilinguals (mean: 4.00) indicated that Spanish has a somewhat helpful role in learning vocabulary in Portuguese, while the Span-English bilinguals reported that it was only marginally more helpful than neutral (mean: 3.33). In

fact, a random effects model analysis found no significant relationships between *Group* and *Proficiency* and the role of Spanish on Learning *Vocabulary* in Portuguese (*Group*:

$F(2,67)=1.52, p=0.2266$ ; *Proficiency*:  $F(1,68)=0.05, p=0.8194$ ).

#### *Question 5: Speaking/Pronunciation*

Both Spanish-English bilinguals (mean: 2.22) and English-Spanish bilinguals (mean: 2.35) reported that Spanish is somewhat confusing for speaking in Portuguese whereas Early bilinguals felt that Spanish played a neutral role in learning to speak in Portuguese (mean: 3.18). What was clear from the data is that all groups rated *Speaking/Pronunciation* as the area least benefitted by a knowledge of Spanish. A random effects model analysis found no significant relationships for *Group* nor for *Proficiency* (*Group*:  $F(2,68)=3.03, p=0.0547$ ; *Proficiency*:  $F(1,68)=1.08, p=0.3034$ ). However, the contrast for the *Eng-Span bilinguals vs Early bilinguals* was significant (*Eng-Span vs. Early bilinguals*:  $t(1,68)=-2.33, p=0.0230$ ), implying significance for *Group* as a whole. However, since the p-values are so near .05, this could be the result of an inflated F value because of the heteroscedasticity between the groups' Spanish proficiency scores.

#### *Question 6: Writing*

Interestingly, Spanish-English bilinguals reported that Spanish somewhat confused their writing in Portuguese (mean: 2.33) whereas the English-Spanish bilinguals (mean: 3.57) and Early bilinguals (mean: 3.48) indicated a neutral effect of Spanish. However, similar to the analysis above, a random effects model analysis found no significant relationships for *Group* nor for *Proficiency* (*Group*:  $F(2,67)=2.92, p=0.0608$ ; *Proficiency*:  $F(1,67)=0.07, p=0.7976$ ), but a significant contrast for the *Eng-Span bilinguals vs Early bilinguals* (*Eng-Span vs. Early*

*bilinguals*:  $t(1,67)=-2.33$ ,  $p=0.0228$ ), implying significance for *Group* as a whole. Again, this potentially could be a result of inflated F values due to the unequal variances of the groups.

*Question 7: Learning Portuguese Grammar*

It was hypothesized that English-Spanish bilinguals would view Spanish as more helpful for learning grammar in Portuguese than the other two groups and this was seen in their mean score of 4.22 compared with a mean of 2.89 for Spanish-English bilinguals and 3.68 for Early bilinguals. The random effects model analysis showed a significant relationship for *Group* ( $F(2,67)=3.18$ ,  $p=0.0480$ ). In addition, the contrasts *Span-Eng vs. Early bilinguals* and *Span-Eng vs. Eng-Span* were significant (*Span-Eng vs. Early bilinguals*:  $t(1,67)=-2.03$ ,  $p=0.0460$ ; *Span-Eng vs. Eng-Span*:  $t(1,68)=2.45$ ,  $p=0.0171$ ). The contrast *Eng-Span vs. Early bilinguals* was not significant ( $t(1,67)=1.21$ ,  $p=0.2309$ ). Additionally, the relationship between *Proficiency* and *Grammar* was not significant ( $F(1,67)=0.08$ ,  $p=0.7845$ ).

*Question 8: Perceptions on Comparing Spanish in Portuguese in the Classroom*

In addition to the above questions regarding specific aspects of Spanish, participants were asked to respond to the following question:

*One of the methods this course uses is to compare Portuguese to Spanish. Is this helpful for you?*

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

Both English-Spanish bilinguals (mean: 4.52) and Early bilinguals (mean: 4.50) indicated that the comparisons helped whereas the Spanish-English group's mean of 3.56 suggests a neutral effect for the comparisons. In addition, participants' responses were analyzed using the same random effects model as above. Results from a mixed effects model analysis showed a significant effect of *Group* on participants' responses ( $F(2,67)=7.71$ ,  $p=0.0010$ ). In addition,

*Span-Eng vs Early bilinguals* and *Span-Eng vs Eng-Span* were significant (*Span-Eng vs. Early bilinguals*:  $t(1,67)=-3.37$ ,  $p=0.0012$ ; *Span-Eng vs Eng-Span*:  $t(1,68)=-3.71$ ,  $p=0.0004$ ) whereas the *Eng-Span vs Early bilingual* contrast was not significant ( $t(1,67)=1.58$ ,  $p=0.1196$ ). In addition, the relationship between *Proficiency* and participants' perceptions of the comparison of Spanish to Portuguese was not significant ( $F(1,67)=3.91$ ,  $p=0.0521$ ).

*Question 9: Thoughts on Briefly Skimming Similar Grammatical Concepts*

Finally, participants were asked the following question:

*In this course we assume that you have knowledge of Spanish grammar rules. When those grammar rules are similar to Portuguese, we usually do not go into as much depth as on those areas where the two languages differ. How do you feel about this?*

1	2	3	4	5
The course <b>assumes way too much</b> knowledge of Spanish grammar rules	The course <b>assumes a little too much</b> knowledge of Spanish grammar rules	The course is just right in this regard	The course spends a <b>little too much time</b> reviewing grammar rules that were just like Spanish	The course spends <b>way too much time</b> reviewing grammar rules that were just like Spanish

Participants' responses showed that all groups felt that the course assumed a little too much knowledge of Spanish grammar rules (Means: *Span-Eng*=2.56; *Eng-Span*=2.61; *Early bilinguals*=2.78). Results from a random effects model analysis showed no significant effects of *Group* or *Proficiency* on participants' responses (*Group*:  $F(2,68)=0.42$ ,  $p=0.6560$ ; *Proficiency*:  $F(1,68)=1.24$ ,  $p=0.2685$ ).

In conclusion, as can be seen from Table 2, there is a significant effect of *Group* on participants' perceptions of the role of Spanish in learning Portuguese with respect to the language *overall*. In addition, there are significant effects of *Group* on *reading*, *grammar*, and the *comparison* of the two languages. Thus, for the role of Spanish *overall* we can reject the null hypothesis and conclude that the data suggest that English-Spanish bilinguals will rate Spanish as more helpful than will the other two groups. However, on closer analysis things are not so

clear; although English-Spanish bilinguals on average rated Spanish as more helpful, many times the Early bilinguals rated Spanish as just as helpful or more so. It seems that the only constant is that Spanish-English bilinguals routinely rate Spanish lower (in terms of being advantageous to learning Portuguese) than the other two groups.

#### *Analysis of Open-Ended Questions*

In addition to the quantitative-based questions discussed above, participants responded to two open-ended questions that asked what aspects of the Portuguese language were *easiest* and what were *most confusing* because they were Spanish speakers and one question regarding what they would recommend to the teacher to help them learn better. This last question was asked to help shed some light on what areas of the language were particularly difficult for them and how this related to their knowledge of Spanish. Although answers were varied for all questions, there were some common themes that help illuminate participants' perceptions of how Spanish affects their learning of Portuguese. Following is a brief description and summary of the similarities and differences of responses based on Language Background Group. When participants included more than one aspect of the language in their responses, each aspect was counted. Consequently, total responses do not always equal total number of participants. In addition, all responses were organized according to general language area and then compared with total responses from each group. Percentages were rounded up to the nearest percent and thus may not equal 100%.

#### *Question 8: What Aspects of Portuguese Are Easiest Because You Are a Spanish Speaker?*

Although participants in all groups mentioned similar aspects, the distribution of answers reveals subtle differences between groups. *Listening* and *Speaking/Pronunciation* were by far the most common themes in the Spanish-English bilingual group whereas *Grammar/Verb Conjugations* was the most common response among English-Spanish bilinguals. Early

bilinguals mentioned *Grammar*, *Vocabulary* and *Listening* about equally. In addition, the term “verb conjugations” was mentioned multiple times by English-Spanish bilinguals and Early bilinguals, but never by the Spanish-English bilinguals (see Table 3 below).

**Table 3: Responses—Easiest Aspects of Portuguese for Spanish Speakers**

Language Aspect	Span-Eng bilinguals	Eng-Span bilinguals	Early bilinguals
Listening	58% (7/12)	19% (7/37)	29% (17/59)
Speaking/Pronunciation	25% (3/12)	--	5% (3/59)
Grammar/Verb Conjug.*	8% (1/12)	46% (17/37)	22% (13/59)
Vocabulary	8% (1/12)	22% (8/37)	32% (19/59)
Reading	--	14% (5/37)	12% (7/59)
TOTAL for Each Group	12/12 responses	37/37 responses	59/59 responses

\* Late Spanish-English bilinguals never mentioned “verb conjugations” whereas it was mentioned frequently by the other two groups

*Question 9: What Aspects of Portuguese Are Most Confusing Because You Are a Spanish Speaker?*

Again, although groups gave similar answers, the distribution of each answer among the groups reveals differences in how each group perceives how Spanish affects their learning/acquisition of Portuguese. Spanish-English bilinguals cited *Grammar/Verb Conjugations*, *Spanish Interference*, *Speaking/Pronunciation*, and *Writing/Written Accents* as the most confusing aspects of Portuguese. English-Spanish bilinguals mentioned *Speaking/Pronunciation*, *Vocabulary*, and *Grammar* as the most confusing. Interestingly, none of their responses mentioned “verb conjugations” whereas the other two groups mentioned them extensively. Finally, *Grammar/Verb Conjugations* and *Speaking/Pronunciation* were the most confusing aspects for the Early bilinguals (see Table 4 below).

**Table 4: Responses—Most Confusing Aspects of Portuguese for Spanish Speakers**

Language Aspect	Span-Eng bilinguals	Eng-Span bilinguals	Early bilinguals
Listening	--	3% (1/32)	--
Speaking/Pronunciation	27% (4/15)	53% (17/32)	27% (17/63)
Grammar/Verb Conjug.*	27% (4/15)	19% (6/32)	44% (28/63)
Vocab./False Cognates	--	22% (7/32)	11% (7/63)
Gen. Interference from Sp.	27% (4/15)	--	8% (5/63)
Writing/Accents	20% (3/15)	3% (1/32)	10% (6/63)
TOTAL for Each Group	15/15 responses	32/32 responses	63/63 responses

\* Late Spanish-English bilinguals never mentioned “verb conjugations” whereas it was mentioned frequently by the other two groups

*Question 10: If you could give some suggestions to a teacher on how they could facilitate your learning of Portuguese, what would you suggest?*

Participants gave a large variety of answers to this question including some specific suggestions (for example, “have a quiz each day of the week” and “review more the [written] accents and contractions”), however no appreciable differences among groups were evident. Notwithstanding, four main suggestions were mentioned relatively frequently by all groups: 1) slow down the course, 2) spend more time on grammar, especially verb conjugations, 3) spend more time on speaking/pronunciation, and 4) highlight both similarities and differences between Spanish and Portuguese instead of assuming students will just “pick up” on the similarities.

## **Discussion**

### *Limitations*

Although great care was taken with regards to study design, data collection and data analysis, the present study suffers from some limitations. First, the overall sample size is too small, and the difference between samples in each group too large, to have much statistical power and to confidently be able to generalize to other populations of bilingual speakers learning Portuguese as an L3. As such, the research serves as an exploratory study about language learning perceptions.

Second, the data violate one of the principle assumptions of the general linear model, namely that of homogeneity of variances with respect to Spanish proficiency levels among groups. As mentioned earlier, this tends to inflate the F or t score. For tests where the probability level is low (i.e.  $p < 0.01$ ) this may not be much of a problem. However, when p values are close to 0.05, it may only be a function of the inflated F value and, therefore, invalid. Because of this limitation, further studies must be done to suggest whether or not the differences shown in the

present study accurately reflect real differences among these groups, for example the (nominally) statistically significant group differences reported above on *reading* and *grammar*.

Finally, all participants come from one institution in the southwestern United States using the same curriculum and textbook. Differences in perceptions may have been affected by either the curriculum or the population differences inherent in this particular institution. Further studies would help indicate if a curriculum/institution effect were in fact significant.

#### *Contributions and Pedagogical Implications*

Notwithstanding the limitations mentioned above, the present study makes some unique contributions to the field of Portuguese for Spanish speakers. First, it is clear that the bilingual participants in the present study are a heterogeneous group not only based on their proficiency in Spanish, but also regarding how and when they acquired/learned Spanish. In addition, it has been suggested that participants' perceptions of the role or influence of Spanish in learning Portuguese is affected more by how and when they learned Spanish (their Language Background Group) than by their proficiency in Spanish. This is evident not only by their scores on the likert-scale items but also by their responses to the open-ended questions. In particular, the data show that when acquiring L3 Portuguese, English-Spanish bilinguals and Early bilinguals view Spanish as more of an advantage than do Spanish-English bilinguals, especially in terms of grammar and verb conjugations. Correspondingly, Spanish-English bilinguals perceive Spanish as facilitating listening comprehension but confusing the learning of grammar and verb conjugations. Both Early bilinguals and Spanish-English bilinguals perceive Spanish as more helpful for speaking and pronunciation in Portuguese than do English-Spanish bilinguals, although all groups mentioned that speaking and pronunciation in Portuguese were difficult and required more time to master than they had been given.

These findings do not seem surprising when considering that Spanish-English bilinguals and Early bilinguals, many of whom have never taken foreign language courses in Spanish, may not be as familiar with the metalinguistic terminology used in L2/L3 courses as are their English-Spanish bilingual counterparts. Thus, when confronted with terms such as “subjunctive”, “direct/indirect object pronouns”, “preterit and imperfect”, etc., Spanish-English bilinguals and some Early bilinguals have to not only digest the language forms in Portuguese, but also learn the terminology. Conversely, English-Spanish bilinguals, on the other hand, have most likely already heard these terms when learning Spanish and therefore may be able to more readily make the connections between the concepts they’ve previously been exposed to in Spanish courses to what they are learning in Portuguese.

The findings in this paper suggest the importance of designing programs that not only take advantage of the strengths and weaknesses of each group, but also challenge each group adequately. For example, focusing as much on speaking and listening comprehension as on written grammar exercises might force the English-Spanish bilinguals to develop in areas in which they may not be as proficient. Also, more explicit instruction in metalinguistic terminology, along with contrastive analysis of forms in both Spanish and Portuguese might help those Spanish-English bilinguals and Early bilinguals who struggle with grammar concepts that seem less daunting for English-Spanish bilinguals.

The idea of building metalinguistic awareness and highlighting divergent aspects of the language has been recommended many times in studies of Spanish-speakers learning Portuguese (see, for example, Åkerberg, 2002; Almeida Filho, 1995, Carvalho, Freire & da Silva, 2010; Carvalho & da Silva, 2008; Júdice, 2000, among others). The present study also supports the idea that convergent, and not just divergent, aspects of the language need to be highlighted, even

if doing so means that courses may not be as “accelerated” or fast-paced as originally planned. It is clear from student recommendations that many felt that the course, at least during the initial two months, went too fast and desired more time to be able to internalize the grammar and vocabulary they were learning.

Finally, the majority of the participants in the present study would be considered heritage speakers of Spanish, or what we have termed “Early bilinguals”. One of the main findings in the field of Spanish as a Heritage Language is that many of these bilinguals have specific affective and linguistic needs that must be addressed (Beaudrie, 2009; Carreira, 2004; Parodi, 2008; Valdés, 1995, 2000, 2005). This may be accomplished in the Portuguese for Spanish-speakers classroom in at least three ways: 1) teacher training on the different affective needs and characteristics of HLLs of Spanish, 2) a focus on multilingualism and its implications, and 3) explicitly teaching sociolinguistic topics (including register awareness) in PSS courses.

First, teachers of PSS courses should have some basic knowledge about heritage speakers of Spanish in the U.S., including the different varieties they speak, the social stigma often associated with their heritage language, the lack of formal training in their heritage language, and their high receptive/lower productive abilities in the language. Teachers of PSS courses would then be taught that this knowledge must apply to how they teach Portuguese. For example, because contrastive analysis plays a role in PSS classes (Carvalho 2002), teachers in these courses, cognizant of the many different varieties of Spanish that their students speak, would be careful not to over generalize about certain grammar, pragmatic, or cultural aspects of Spanish in comparing it with Portuguese. In addition, this knowledge would help them be sensitive to these students’ difficulties with certain formal features of the language, such as subjunctive forms and

clitic usage, that tend to be easier for L1 and L2 Spanish speakers to acquire (see Carvalho & da Silva, 2006).

Second, a focus on bilingualism would not only alter instructional methods, but would have implications on assessment as well. Cenoz (2003, 2011) argues that bilinguals are not akin to two monolinguals in one individual; they learn, process, and use language in a qualitatively different way than do monolinguals (see also Valdés, 2005). Consequently she asserts that this implies that a more holistic, learner-centered view of language acquisition should be taken with regard to multilinguals, including in the assessment of their language ability. In effect, students would not be compared to monolingual speakers of Portuguese, but would be assessed based on a bilingual norm. This may include formative assessments that would include self-assessment measures (see Mejía, 1995). Also, Cenoz suggests that this may imply accepting some interaction phenomena in assessment and encouraging users to use the resources at their disposal (including their implicit and explicit knowledge of Spanish) while simultaneously increasing their already-developed metalinguistic skills (see also Sanz, 2000). In addition, speaking requirements may even be delayed while students are allowed to listen and read in the target language for a brief period before being required to produce orally in the target language (compare with Grannier, 2000).

Finally, teachers should approach sociolinguistic topics, including dialect and register variation, in PSS courses through explicit teaching and illustrative examples from authentic sources (movies, music, literature, news, blogs, etc.) (see Carreira, 2000; Carvalho, Freire, & da Silva, 2010; Leeman, 2005; Martínez, 2003). This could include topics such as presenting the difference between clitic usage in formal and vernacular registers with both a descriptive and a sociolinguistic approach. These dialectal variations can serve as opportunities to talk about

language variation, standard vs. vernacular dialects, and the relationships between language ideologies and power (Leeman, 2005; Martínez, 2003). Finally, students could be asked to share their own experiences with these issues and apply this knowledge to their own dialects.

In this way, Portuguese for Spanish speakers courses could be “infused with a heritage language focus” (Carreira, 2004). Not only would this focus prove beneficial to the heritage speakers of Spanish in these courses, it would help educate all students about the nature of bilingualism/multilingualism, language variation, and language ideologies and equip them to better understand the languages that they, and others, use.<sup>3</sup>

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## Appendix A

### Spanish Initial Proficiency Pre-Test Taken from Montrul & Perpiñán (2011)

*Instructions: Each of the following sentences contains a blank space \_\_\_\_\_ indicating that a word or phrase has been omitted. From the four choices select the one which, when inserted in the space \_\_\_\_\_, best fits in with the meaning of the sentence as a whole.*

1. Al oír del accidente de su buen amigo, Paco se puso \_\_\_\_\_.
  - a. alegre
  - b. fatigado
  - c. hambriento
  - d. desconsolado
2. No puedo comprarlo porque me \_\_\_\_\_ dinero.
  - a. falta
  - b. dan
  - c. presta
  - d. regalan
3. Tuvo que guardar cama por estar \_\_\_\_\_.
  - a. enfermo
  - b. vestido
  - c. ocupado
  - d. parado
4. Aquí está tu café, Juanito. No te quemes, que está muy \_\_\_\_\_.
  - a. dulce
  - b. amargo
  - c. agrio
  - d. caliente
5. Al romper los anteojos, Juan se asustó porque no podía \_\_\_\_\_ sin ellos.
  - a. discurrir
  - b. oír
  - c. ver
  - d. entender
6. ¡Pobrecita! Está resfriada y no puede \_\_\_\_\_.
  - a. salir de casa
  - b. recibir cartas
  - c. respirar con pena
  - d. leer las noticias
7. Era una noche oscura sin \_\_\_\_\_.
  - a. estrellas
  - b. camas
  - c. lágrimas
  - d. nubes
8. Cuando don Carlos salió de su casa saludó a un amigo suyo: -Buenos días, \_\_\_\_\_.
  - a. ¿Qué va?
  - b. ¿Cómo es?
  - c. ¿Quién es?
  - d. ¿Qué tal?
9. ¡Que ruido había con los gritos de los niños y el \_\_\_\_\_ de los perros!
  - a. olor
  - b. sueño
  - c. hambre
  - d. ladrar
10. Para saber la hora, don Juan miró el \_\_\_\_\_.

- a. calendario
- b. bolsillo
- c. estante
- d. despertador

11. Yo, que comprendo poco de mecánica, sé que el auto no puede funcionar sin \_\_\_\_\_.

- a. permiso
- b. comer
- c. aceite
- d. bocina

12. Nos dijo mamá que era hora de comer y por eso \_\_\_\_\_.

- a. fuimos a nadar
- b. tomamos asiento
- c. comenzamos a fumar
- d. nos acostamos pronto

13. ¡Cuidado con ese cuchillo o vas a \_\_\_\_\_ el dedo!

- a. cortarte
- b. torcerte
- c. comerte
- d. quemarte

14. Tuvo tanto miedo de caerse que se negó a \_\_\_\_\_ con nosotros.

- a. almorzar
- b. charlar
- c. cantar
- d. patinar

15. Abrió la ventana y miró: en efecto grandes lenguas de \_\_\_\_\_ salían llameando de las casas.

- a. zorros
- b. serpientes
- c. cuero
- d. fuego

16. Compró ejemplares de todos los diarios pero en vano. No halló \_\_\_\_\_.

- a. los diez centavos
- b. el periódico perdido
- c. la noticia que deseaba
- d. los ejemplos

17. Por varias semanas acudieron colegas del difunto profesor a \_\_\_\_\_ el dolor de la viuda.

- a. aliviar
- b. dulcificar
- c. embromar
- d. estorbar

18. Sus amigos pudieron haberlo salvado pero lo dejaron \_\_\_\_\_.

- a. ganar
- b. parecer
- c. perecer
- d. acabar

19. Al salir de la misa me sentía tan caritativo que no pude menos que \_\_\_\_\_ a un pobre mendigo que había allí sentado.

- a. pegarle
- b. darle una limosna
- c. echar una mirada
- d. maldecir

20. Al lado de la Plaza de Armas había dos limosneros pidiendo \_\_\_\_\_.

- a. pedazos
- b. paz
- c. monedas
- d. escopetas

21. Siempre maltratado por los niños, el perro no podía acostumbrarse a \_\_\_\_\_ de sus nuevos amos.

- a. las caricias
- b. los engaños
- c. las locuras
- d. los golpes

22. ¿Dónde estará mi cartera? La dejé aquí mismo hace poco y parece que el necio de mi hermano ha vuelto a \_\_\_\_\_.

- a. dejármela
- b. deshacérmela
- c. escondérmela
- d. acabármela

23. Permaneció un gran rato abstraído, los ojos clavado en el fogón y el pensamiento \_\_\_\_\_.

- a. en el bolsillo
- b. en el fuego
- c. lleno de alboroto
- d. Dios sabe dónde

24. En vez de dirigir el tráfico estabas charlando, así que tú mismo \_\_\_\_\_ del choque.

- a. sabes la gravedad
- b. eres testigo
- c. tuviste la culpa
- d. conociste a las víctimas

25. Posee esta tierra un clima tan propio para la agricultura como para \_\_\_\_\_.

- a. la construcción de trampas
- b. el fomento de motines
- c. el costo de vida
- d. la cría de reses

26. Aficionado leal de obras teatrales, Juan se entristeció al saber \_\_\_\_\_ del gran actor.

- a. del fallecimiento
- b. del éxito
- c. de la buena suerte
- d. de la alabanza

27. Se reunieron a menudo para efectuar un tratado pero no pudieron \_\_\_\_\_.

- a. desavenirse
- b. echarlo a un lado
- c. rechazarlo
- d. llevarlo a cabo.

28. Se negaron a embarcarse porque tenían miedo de \_\_\_\_\_.

- a. los peces
- b. los naufragios
- c. los faros
- d. las playas

29. La mujer no aprobó el cambio de domicilio pues no le gustaba \_\_\_\_\_.

- a. el callejeo
- b. el puente
- c. esa estación
- d. aquel barrio

30. Era el único que tenía algo que comer pero se negó a \_\_\_\_\_.

- a. hojearlo
- b. ponérselo
- c. conservarlo
- d. repartirlo

## Cloze Test

**Instructions:** In the following text, some of the words have been replaced by spaces which are numbered from 1 to 20. First, read the complete text in order to understand it. Then reread it and choose, from the list of words on the answer sheet, the correct word for each space. Mark your answers by circling your choice on the answer sheet, not on the text.

### El sueño de Juan Miró

Hoy se inaugura en Palma de Mallorca la Fundación Pilar y Juan Miró, en el mismo lugar en donde el artista vivió sus últimos treinta y cinco años. El sueño de Juan Miró se ha \_\_\_\_\_ (1). Los fondos donados a la ciudad por el pintor y su esposa en 1981 permitieron que el sueño se \_\_\_\_\_ (2); más tarde, en 1986, el Ayuntamiento de Palma de Mallorca decidió \_\_\_\_\_ (3) al arquitecto Rafael Moneo un edificio que \_\_\_\_\_ (4) a la vez como sede de la entidad y como museo moderno. El proyecto ha tenido que \_\_\_\_\_ (5) múltiples obstáculos de carácter administrativo. Miró, coincidiendo \_\_\_\_\_ (6) los deseos de toda su familia, quiso que su obra no quedara expuesta en ampulosos panteones de arte o en \_\_\_\_\_ (7) de coleccionistas acaudalados; por ello, en 1981, creó la fundación mallorquina. Y cuando estaba \_\_\_\_\_ (8) punto de morir, donó terrenos y edificios, así como las obras de arte que en ellos \_\_\_\_\_ (9).

El edificio que ha construido Rafael Moneo se enmarca en \_\_\_\_\_ (10) se denomina “Territorio Miró”, espacio en el que se han \_\_\_\_\_ (11) de situar los distintos edificios que constituyen la herencia del pintor.

El acceso a los mismos quedará \_\_\_\_\_ (12) para evitar el deterioro de las obras. Por otra parte, se \_\_\_\_\_ (13), en los talleres de grabado y litografía, cursos \_\_\_\_\_ (14) las distintas técnicas de estampación. Estos talleres también se cederán periódicamente a distintos artistas contemporáneos, \_\_\_\_\_ (15) se busca que el “Territorio Miró” \_\_\_\_\_ (16) un centro vivo de creación y difusión del arte a todos los \_\_\_\_\_ (17).

La entrada costará 500 pesetas y las previsiones dadas a conocer ayer aspiran \_\_\_\_\_ (18) que el centro acoja a unos 150.000 visitantes al año. Los responsables esperan que la institución funcione a \_\_\_\_\_ (19) rendimiento a principios de la \_\_\_\_\_ (20) semana, si bien el catálogo completo de las obras de la Fundación Pilar y Juan Miró no estará listo hasta dentro de dos años.

## Cloze Answer Sheet

1. a. cumplido  
b. completado  
c. terminado
2. a. inició  
b. iniciara  
c. iniciaba
3. a. encargar  
b. pedir  
c. mandar
4. a. hubiera servido  
b. haya servido  
c. sirviera
5. a. superar  
b. enfrentarse  
c. acabar
6. a. por  
b. en  
c. con
7. a. voluntad  
b. poder  
c. favor
8. a. al  
b. en  
c. a
9. a. habría  
b. había  
c. hubo
10. a. que  
b. el que  
c. lo que
11. a. pretendido  
b. tratado  
c. intentado
12. a. disminuido  
b. escaso  
c. restringido
13. a. darán  
b. enseñarán  
c. dirán
14. a. sobre  
b. en  
c. para
15. a. ya  
b. así  
c. para
16. a. será  
b. sea  
c. es
17. a. casos  
b. aspectos  
c. niveles
18. a. a  
b. de  
c. para
19. a. total  
b. pleno  
c. entero
20. a. siguiente  
b. próxima  
c. pasada

Appendix B

Questionnaire #1  
Language Background

Class Title and Section: \_\_\_\_\_  
Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Sex: Male  Female   
Major: \_\_\_\_\_  
Minor: \_\_\_\_\_

1. Birthplace: \_\_\_\_\_  
(City/State/Country)

2. a) At what age were you first exposed to English?  
From birth  1-5 yrs old  6-11 yrs old  after age 11   
b) Where were you first exposed to English? (check one) Home  School  Both

3. a) At what age were you first exposed to Spanish?  
From birth  1-5 yrs old  6-11 yrs old  after age 11   
b) Where were you first exposed to Spanish? Home  School  Both

4. Where did you attend elementary school?  
City \_\_\_\_\_ State \_\_\_\_\_

5. What languages do you speak/understand? How would you rate yourself as a speaker of these languages with 1= beginner, 2=intermediate, 3=advanced, 4=native like, and 5=native speaker?

English:	Rating:	1	2	3	4	5
Spanish:	Rating:	1	2	3	4	5
Other: _____	Rating:	1	2	3	4	5
Other: _____	Rating:	1	2	3	4	5

6. What are your parents' and grandparents' native language(s)?

	English	Spanish	Other
Mother:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Father:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Mat. Grandmother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Mat. Grandfather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Pat. Grandmother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Pat. Grandfather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

7. Did either or both of your parents or grandparents immigrate to the United States? If so, from where?

Mother: \_\_\_\_\_

Father: \_\_\_\_\_

Mat. Grandmother: \_\_\_\_\_

Mat. Grandfather: \_\_\_\_\_

Pat. Grandmother: \_\_\_\_\_

Pat. Grandfather: \_\_\_\_\_

***Before elementary school...***

8. What language(s) did/do your parents and grandparents speak to you growing up?

**Mother:**

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

**Father:**

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

**Mat. Grandmother:**

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

**Mat. Grandfather:**

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

**Pat. Grandmother:**

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

**Pat. Grandfather:**

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

9. What language(s) did you speak with your siblings at home growing up?

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

If "Other", then please list the other language spoken at home: \_\_\_\_\_

10. What language(s) did you speak with your friends growing up?

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

If other, please list the language: \_\_\_\_\_

***During elementary school...***

11. What language(s) did you speak to your teachers in elementary school?

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

12. What language(s) did you speak with your siblings at home during this time?  
Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

13. What language(s) did you speak with your friends at this time?  
Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

***During middle & high School...***

14. What language(s) did you speak to your teachers in middle and high school?  
Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

15. What language(s) did you speak with your siblings at during this time?  
Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

If "Other", then please list the other language spoken at home: \_\_\_\_\_

16. What language(s) did you speak with your friends at this time?  
Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  Other

***Today...***

17. Where do you usually speak/use each language and with whom do you speak? Check all that apply.

English:	At home <input type="checkbox"/>	At school <input type="checkbox"/>	At work <input type="checkbox"/>	With Friends <input type="checkbox"/>
Spanish:	At home <input type="checkbox"/>	At school <input type="checkbox"/>	At work <input type="checkbox"/>	With Friends <input type="checkbox"/>
Other: _____	At home <input type="checkbox"/>	At school <input type="checkbox"/>	At work <input type="checkbox"/>	With Friends <input type="checkbox"/>
Other: _____	At home <input type="checkbox"/>	At school <input type="checkbox"/>	At work <input type="checkbox"/>	With Friends <input type="checkbox"/>

18. When I watch television, movies, or listen to music I hear...  
Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English

19. When I read magazines, books, newspapers, articles/information on the internet, I read in....  
Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English

20. When I'm in church, I speak...  
Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  N/A

21. When I'm at school, with my friends I speak...  
Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English

22. When I'm at work, with co-workers, I speak...

Only Spanish  Mostly Spanish  Both Equally  Mostly English  Only English  N/A

23. Before college, how many classes/years in Spanish had you taken up through high school?

\_\_\_\_\_

Explain (if applicable):

\_\_\_\_\_

24. How many Spanish classes have you taken in college? \_\_\_\_\_

Please list the course number and title:

\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

*Thank you!*

*¡Muchísimas gracias!*

*Muitíssimo obrigado!*

Appendix C

Questionnaire #2  
Language Learning Perceptions

Class Title and Section: \_\_\_\_\_

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Major: \_\_\_\_\_

Minor: \_\_\_\_\_

**Questions related to your knowledge of Spanish...**

1. On a scale of 1 to 5, **overall** how much does your knowledge of Spanish help or confuse you with learning Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

2. On a scale of 1 to 5, how much has your knowledge of Spanish helped or confused you when **listening** to Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

3. On a scale of 1 to 5, how much has your knowledge of Spanish helped or confused you when **reading** Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

4. On a scale of 1 to 5, how much has your knowledge of Spanish helped or confused you in learning **vocabulary** in Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

5. On a scale of 1 to 5, how much has your knowledge of Spanish helped or confused you **speaking/pronouncing** in Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me



10. On a scale of 1 to 5, **overall** how much does your knowledge of *English* help or confuse you with learning Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

11. On a scale of 1 to 5, how much has your knowledge of *English* helped or confused you when **listening** to Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

12. On a scale of 1 to 5, how much has your knowledge of *English* helped or confused you when **reading** Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

13. On a scale of 1 to 5, how much has your knowledge of *English* helped or confused you in **learning words** in Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

14. On a scale of 1 to 5, how much has your knowledge of *English* helped or confused you **speaking/pronouncing** in Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

15. On a scale of 1 to 5, how much has your knowledge of *English* helped or confused you **writing** in Portuguese?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

16. On a scale of 1 to 5, how much has your knowledge of *English* helped or confused you in **learning Portuguese grammar**?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

17. In your own words, what aspects of the Portuguese language are **easiest** for you because you are an English speaker? Please give some specific details.

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18. In your own words, what aspects of the Portuguese language are **most confusing** for you because you are an English speaker? Please give some specific details.

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**Final thoughts...**

19. One of the methods this course uses is to compare Portuguese to Spanish. Is this helpful for you?

1	2	3	4	5
It really confuses me	It makes it somewhat confusing	It neither confuses me nor helps me	It helps me a little bit	It greatly helps me

Could you please comment on why you answered the way you did and give at least two specific examples/reasons why?

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