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USING MOTIVATION TO TEACH PORTUGUESE AS A NEW GLOBAL

LANGUAGE

by

Aline Ferreira Allen

A portfolio submitted in partial fulfillment

of the requirements for the degree

of

MASTER OF SECOND LANGUAGE TEACHING

Approved:

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Committee Member   Department Head

UTAH STATE UNIVERSITY

Logan, Utah

2020

ABSTRACT

Using Motivation to Teach Portuguese as a New Global Language

by

Aline Ferreira Allen: Master of Second Language Teaching

Utah State University, 2020

Major Professor: Dr. Ekaterina Arshavskaya

Department: Languages, Philosophy, and Communication Studies

This portfolio is written to show how Portuguese was a global language in the

past, as a result of Portuguese exploration, settlement, and colonization, and is once again

a world language that is becoming increasingly important on a global scale, especially as

a result of the economic and political emergence of Brazil on the international scene. This

portfolio also covers the important topic of motivation and its key role in learning

Portuguese or any second or foreign language. Music is also addressed as an invaluable

medium that plays an integral role in teaching a second or foreign language, Portuguese

in this case. The portfolio addresses the power that music has in helping people, and

especially students, to remember key words when those words are set to music. The

Teaching Philosophy Statement addresses the prominent role that motivation has in the

second language learning process. The power of music to increase information retention

or memory is also covered. Experiences using music in the Portuguese language

classroom are documented in the portfolio and many of the study results have shown

music to be an effective medium to capture and maintain student attention and aid them

in learning and memorizing vocabulary.

(99 pages)

ACKNOWLEDGMENTS

I owe much gratitude to my professors in the Master of Second Language Program at Utah State University for all they have done to help me. Dr. Sarah Gordon has been a wonderful mentor, as she taught me numerous creative, effective, and innovative techniques to teach literature and grammar. I am grateful for her encouragement, guidance, and knowledge shared with me. Dr. Maria Spicer-Escalante has also been a great mentor, observing my Portuguese classes and offering advice, counsel, and motivation to continually improve as a second language teacher. I want to thank Dr. Joshua Thoms for his knowledge, insight, and wisdom in helping me better understand the technological aspects of teaching. Many of the technological skills I have gained from this program are because of him and I am truly thankful. I also want to thank Dr. Karin DeJonge-Kannan for her expertise in helping me write this Master of Second Language portfolio. Thank you for making me a better writer and researcher and for all of your advice, recommendations, and knowledge. I appreciate Dr. Jim Rogers for serving on the committee for the defense of this portfolio. I have known Dr. Rogers for several years and he has been a great mentor and professor and I appreciate his help very much. I have to thank Dr. Hall for giving me the opportunity to teach Portuguese at USU and to have the opportunity to put into practice many of the valuable skills that I have acquired in the Master of Second Language program. And last but not least, I would like to thank Dr. Ekaterina Arshavskaya, for her willingness to serve as the committee chair for my master's portfolio defense. Dr. Arshavskaya has been so helpful, insightful, and amazing in guiding me through this process. She is wonderful and I thank her very much.

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LIST OF ACRONYMS

ACTFL = American Council on the Teaching of Foreign Languages

CALL = Computer-Assisted Language Learning

CLT = Communicative Language Teaching

DLI= Dual Language Immersion

ELL = English Language Learner

FL = Foreign Language

L1 = First Language / Native Language

L2 = Second Language

PACE (model)= Presentation, Attention, Co-construction and Extension

SLA = Second Language Acquisition

TBA = Task-Based Activity

TESOL = Teaching English to Speakers of Other Languages

TL = Target Language

TPS = Teaching Philosophy Statement

USU = Utah State University

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INTRODUCTION

Introduction

I was born and raised in Brazil so naturally Portuguese is my native language. I had a very good opportunity to study and learn advanced Portuguese grammar while I was in college in Brazil. This helped me gain increased confidence in my Portuguese verbal and writing skills. Additionally, ever since I was young, I have had a strong interest in music and singing. I loved to listen to music, even music sung in foreign languages such as Italian and Spanish. As a result, I have learned some vocabulary and grammar skills from these foreign languages. I personally experienced that learning new words in a second language is facilitated by the use of music. Music is powerful and this power extends to helping people remember words more effectively because they can associate it with sounds, such as a melody or harmony. A new chapter in my life brought me to the United States, where I first learned to fluently speak a second language.

This academic portfolio documents the many subjects and areas of study that I have researched during my time as a student in the Master of Second Language Teaching program at Utah State University. My Teaching Philosophy Statement documents my perspective and outlook in becoming a professional second language teacher. The annotated bibliography provides a selection of helpful resources in the areas I have researched. As I have studied in the Master of Second Language Teaching Program at Utah State University, I have learned many techniques and skills that improve second language teaching efficiency, such as the use of music and its power in helping learners gain second language vocabulary, structures, idioms, cultural awareness, and more. Through my research I have also learned how much Portuguese has grown in importance as a global language, especially in the United States. The growth of dual immersion

programs in K-12 schools, as well as the growth and expansion of Portuguese courses and programs offered at U.S. universities is remarkable. With the economic and political emergence of Brazil among the most powerful nations of the world, Portuguese is increasingly taking on a more important role as a global language as a means to communicate more effectively with the Brazilian government and Brazilian people.

TEACHING PERSPECTIVES

Professional Environment

My professional environment is currently my Introduction to Portuguese classroom and the Department of Language, Philosophy, and Communication Studies at Utah State University. Looking forward, I hope to continue teaching university students as a Portuguese instructor for a few years and then as a Portuguese professor further into the future. I have had a great opportunity to use the second language teaching and theory methods that I have learned in the Master of Second Language Teaching Program in my profession to help me become a better second language instructor. By extension, this knowledge has also helped my students in their Portuguese language acquisition journey.

I have gained valuable knowledge and experience preparing lesson materials and applying pedagogical methods and techniques that I have learned in my Master of Second Language Teaching courses. Having experienced the foreign language learning process as a student of English as a second language myself, I now have the opportunity to teach Portuguese as a second language, keeping my own experience as a language learner in mind. My goal is that my students will enjoy learning Portuguese, become motivated to learn more, and embrace the language and cultures of Portuguese now and in the future.

This professional portfolio analyzes second language acquisition theories, teaching techniques and methods that I have used in my Portuguese class, as well as those I am currently learning and planning to implement in my courses to improve my students' second language learning motivation. Teaching is an ongoing process of learning and improving.

Teaching Philosophy Statement

I became a second language instructor because I came to the realization that teaching a second language at the university level is a very attractive, rewarding and fulfilling career. This career choice came late in my academic trajectory, during my undergraduate studies at Utah State University. As a junior high and high school student, I felt that teaching was a very difficult profession and that teachers did not receive the amount of respect they deserved from some of their students. After coming to the United States from Brazil, I learned that Portuguese is considered a critical language by the U.S. State Department as a result of Brazil's economic and political emergence internationally. Consequently, there are increasingly more opportunities to teach Portuguese at U.S. schools, colleges, and universities. I really enjoy sharing my culture because I love the richness of the Brazilian culture, including Brazilian cuisine, popular culture, and entertainment such as television series, film, social life, and the creativity involved in producing the magnificent costumes and floats for the spectacular Brazilian Carnival parade. My students also seem to enjoy my sharing my knowledge about Brazilian traditions, history, folklore, and the arts.

In my Teaching Philosophy Statement, I will present some characteristics of teaching that may encourage students to become active participants in a language class, while enjoying the process of learning Portuguese. In the first section, I will cover the important role that communication plays in the second language learning process. In the second section, I will introduce the story-based approach of teaching grammar for communicative purposes. Lastly, I will explain how motivation is a key factor in second

language learning and how to create more communicative tasks and activities that will

address ways to engage and to motivate students to actively participate in second

language learning. These are the three main principles that have shaped the way that I

teach my Portuguese language students, as I strive to make the second language learning

process more effective and engaging. The main goal of my role as a second language

teacher is to engage my students by encouraging active communication in a classroom

environment that is fun and conducive to learning. My work as an instructor of

Portuguese at USU and a student of second language teaching is rooted in my teaching

philosophy, in which I address the aforementioned three main areas: Communication, A

Story-Based Approach to Teaching Grammar, and Motivation.

Communication

Communication is essential to increasing language proficiency because it is the

medium by which feelings, thoughts, ideas and information are transferred from teacher

to student and vice versa. Communication is very important for both teachers and learners

because expression, interpretation, and negotiation of meaning are essential language

communication skills (Van Patten, 2007). In second language teaching we focus on the

three modes of communication (Balmman, Liskin-Gasparro, & Mandell, 2001). First,

interpersonal speaking involves students engaging in conversations, providing and

obtaining information, expressing feelings and emotions, and exchanging opinions.

Second, *interpretive communication* is different from interpersonal because it involves

speaking with another person and understanding and interpreting what the other person

says. Interpretive communication involves listening to extended discourse, such as a

lecture video, or reading a written text. Third, *presentational communication* involves

making a brief presentation either before or after talking or writing about the interaction

(Balmman, Liskin-Gasparro, & Mandell, 2001). One of my major teaching goals is to

continually improve my students' Portuguese communication skills by implementing

reading, writing, and speaking activities in the classroom. Role-play activities that

employ these skills are often effective in teaching real-life encounters and situations (for

example, a roleplay activity of asking a stranger for aid in locating transportation from

the airport to one's hotel in the target language). Communication skills are acquired

through hard work, dedication, and training and one aspect of my teaching philosophy is

to help my second-language students become proficient communicators in Portuguese.

The first communication skill that I will introduce is the Story-Based Approach to

Teaching Grammar. This approach addresses interpretive communication skills and

involves listening to an extended discourse, in this case a story.

    Many language teachers value creative tasks and activities in the classroom because

task-based learning promotes active classroom engagement and helps students maintain

focus. In my case, my tasks have a cultural element, as I focus on the language and

culture of Brazil when I design and implement creative tasks in my course. Whenever

possible, I include Can-Do Statements in class activities to make learning objectives

clear, and to promote goals, positive attitudes, and achievements. Can-Do Statements are

designed to be used by second language students as self-assessment checklists to assess

what they "can do" with the target language (Tigchellar, 2017). Some of the benefits

associated with Can-Do Statements are that they are positive, concrete, clear, brief, and

can promote independence. They are designed to be helpful, as psychologically affirming

focusing on abilities rather than deficiencies (Tigchellar, 2017). Recent efforts to implement self-assessment in second language education have involved using Can-Do Statements connected with tasks that are often the focus of language courses and that students should expect to encounter in authentic real-world situations (Brown et al., 2014).

Can-Do Statements are thus an important part of my ideal communicative, take-based, motivating classroom. The three aspects of second language acquisition that I discuss in my Teaching Philosophy Statement, communication, using a story-based approach to teaching grammar, and motivation, to be explored below, have impacted my view on how foreign language teaching and learning can be effectively taught and learned. Countless times, I have witnessed my students actively engaged in learning as a result of creative tasks and activities that actively engage them in communication, a very critical component of second language teaching and acquisition. My students that possess the motivation to learn Portuguese are more engaged and bring a positive attitude to the classroom. I incorporate cultural activities as well as active communication activities that require students to use their vocabulary and grammar as well as both cultural and linguistic knowledge that they have to accomplish real-world tasks in Portuguese, such as asking for directions or ordering a meal at a restaurant. Conversely, a lack of motivation creates a challenge for second language teachers. I always endeavor to motivate an individual student based on that student's unique personality and individual learning style.

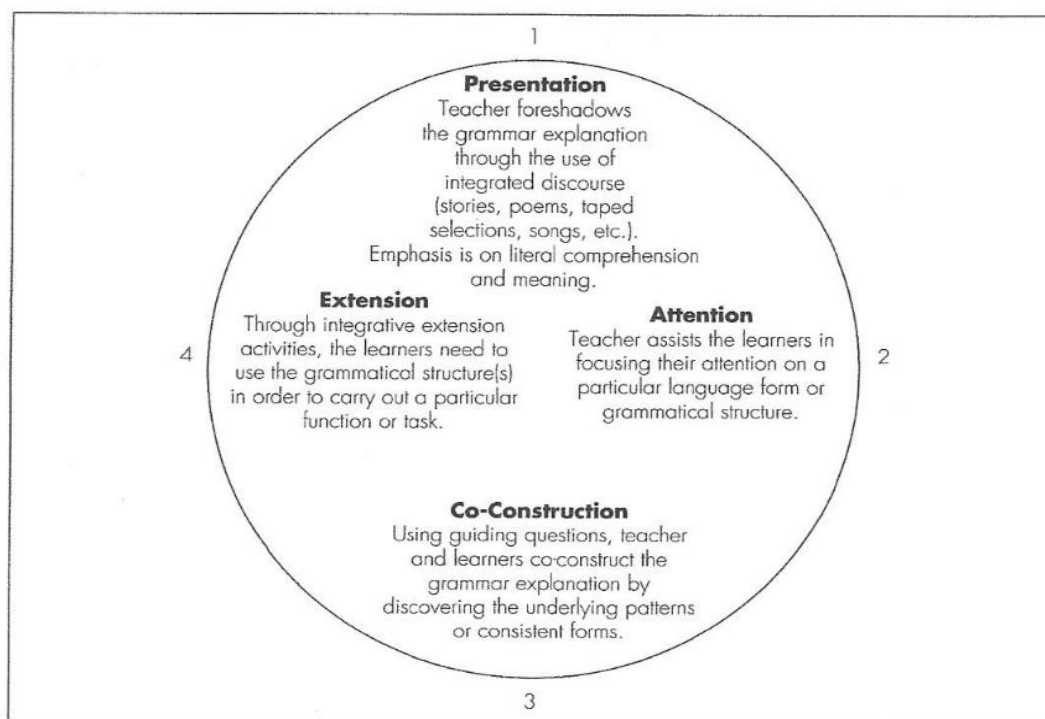*A Story-Based Approach of Teaching Grammar*

Stories and storytelling are universal in human communication, and as such stories may be used to effectively teach grammar, culture, and more. The desire to achieve and maintain effective communication between the teacher and students in the classroom leads some second language teachers to adopt a story-based approach to teaching grammar. I believe that grammar still plays a very important role in second language learning for adult learners, even in the communicative, task-based classroom. Grammar provides rules, structure, and general guidance that facilitate better understanding of the structures of the target language.

I have used a story-based approach of teaching grammar in an effort to make grammar instruction more interesting and engaging for my students. A story-based language approach places more of an emphasis on natural discourse and encourages students to understand meaningful and longer samples of discourse from the onset of the language lesson. The story-based language approach has increased in use because by introducing a lesson with a whole text, the teacher foreshadows the grammar explanation through the use of integrated discourse that will highlight and make obvious the grammar structure to be taught (Adair-Hauck & Donato, 2016). A story-based language approach invites the learner to understand and experience the meaning and function of grammar through integrated discourse in the form of a story (Adair-Hauck & Donato, 2016). Natural discourse and authentic texts are key in this approach.

A story-based approach for dialogic inquiry about form and meaning was introduced with the introduction of the PACE model (Adair-Hauck & Donato, 2016). The PACE model includes conscious attention to the target language and the need for students to discuss form from the perspective of both meaning and use (Adair-Hauck & Donato,

2002). Although the PACE model shares some similarities with other approaches, it differs in three important ways. First, learners are neither left alone unassisted to reflect on form in the input nor are they the passive recipients of "ready-made" grammatical rules (Adair-Hauck & Donato, 2002). Second, reflecting on form is raised as a topic of conversation in its own right rather than as a mini-lesson during communicative tasks and activities (Adair-Hauck & Donato, 2002). Finally, through dialog inquiry with the teacher and each other, learners develop grammatical concepts that uncover the relationship of forms to meanings that have been previously established in the context of cultural stories (Adair-Hauck & Donato, 2002). Above all, stories provide meaningful context for interpretation and communication.

FIGURE 7.2 PACE: A Story-Based/Guided Participatory Approach to Language Instruction

1

Presentation
Teacher foreshadows the grammar explanation through the use of integrated discourse (stories, poems, taped selections, songs, etc.). Emphasis is on literal comprehension and meaning.

Extension
Through integrative extension activities, the learners need to use the grammatical structure(s) in order to carry out a particular function or task.

Attention
Teacher assists the learners in focusing their attention on a particular language form or grammatical structure.

4

2

Co-Construction
Using guiding questions, teacher and learners co-construct the grammar explanation by discovering the underlying patterns or consistent forms.

3

Cultural stories may be the centerpiece in teaching standard-based foreign language grammar (Adair-Hauck & Donato, 2016). As learners are guided to reflect on meaningful language form, they are simultaneously learning grammatical form in the foreign language by using this language-learning concept (Adair-Hauck & Donato, 2016). The story-based model is important because all cultures use narration and everybody tells a story. Students can project their voice to speak and imitate anyone, animals, characters, etc. The teacher and students are engaged in authentic use of language through joint problem-solving activities and interactions, which aids the reader in making the story more understandable. Above all, storytelling enriches communication in my classroom, because I enjoy sharing short stories and most students also enjoy listening to a good story. Since telling stories aids in second language grammar acquisition then I find it a very useful and effective strategy to maintain attention and engagement in the classroom. For example, I read short stories from *Sítio do Picapau Amarelo* (often translated as "*The Yellow Woodpecker Farm"* or "*The Yellow Woodpecker Ranch"*), which is a series of 23 fantasy novels written by Brazilian author Monteiro Lobato between 1920 and 1940. The series is considered representative of Brazilian children's literature and is often referred to as the Brazilian equivalent of children's classics such as C.S. Lewis's *The Chronicles of Narnia* and L. Frank Baum's *The Wonderful Wizard of Oz* series. Such children's literature, both as authentic texts and engaging stories, are a valuable tool for teaching language. These short stories were excellent opportunities for me to teach the conditional tense in Portuguese grammar, as it involved a lot of decision making by the characters.

The story-based language approach stresses natural discourse and encourages learners to comprehend longer, meaningful samples of discourse from the very beginning of the lesson. Once learners experience the whole of the story, they are better able to deal with the parts (Adair-Hauck, et al., 2000). To reiterate, using a story-based approach of teaching grammar for communicative purposes is one innovative way to introduce grammar to students in a more entertaining and engaging way. It is important to note that in using the story-based approach, second language learners are not required to master all aspects of grammar, but rather focus selectively on the chosen part of the language that is clearly visible and meaningful in the story and that is important for the expression of opinions, ideas, and feelings about the text (Adair-Hauck & Donato, 2016).

Feedback is an important part of effectively teaching grammar via the story-based approach. Opinions, ideas, and feelings are taken into consideration when engaging in or analyzing the application of oral corrective feedback. Oral Corrective Feedback is one strategy that can be used to improve the language skills of second language students (Alsolami, 2019). Oral corrective feedback captures the diverse elements of language lessons such as pronunciation and spelling (Alsolami, 2019). Oral corrective feedback is also important for a second language instructor because as a teacher, I have to determine whether a particular student would be positively or negatively affected by its use. In some instances, it is best to not even use oral corrective feedback if the teacher feels it will be more of a detriment or roadblock to learning than letting the students continue to actively participate. Depending on each student and situation, oral corrective feedback is useful because it corrects language or grammatical errors. In other cases, it may be disheartening or distractive to their language learning. Some students learn better from

making their own mistakes rather than being corrected by their language teacher. I prefer

not to give corrective feedback in front of the whole class unless I feel the majority of the

class would make the same error. Then I believe oral corrective feedback becomes a

teaching moment instead of just a corrective moment, when the majority of the students

already know the correct answer.

Student attention and engagement gained in the classroom using a story-based

approach to grammar should not be compromised with an ineffective use of oral

corrective feedback. Oral corrective feedback has been defined simply as "responses to

learner utterances containing an error" but also as a "complex phenomenon with several

functions" (Lyster, 2013, p. 37). I have to make sure that I do not make a knee-jerk

reaction and immediately resort to oral corrective feedback every time I hear a

mispronunciation or grammatical error. Timing is another factor that scholars suggest to

use in order to increase effectiveness of oral corrective feedback (Alsolami, 2019).

According to Phillips (1992), the corrective feedback should be given within a specific

timeframe for it to have a positive impact on the learning process of a student. Another

key aspect of oral corrective feedback is knowing your students individually and whether

oral corrective feedback will aid or inhibit their learning. In the area of peer corrective

feedback, despite the amount of corrective feedback in peer interaction, the extent to

which students deliberately point out each other's grammatical errors tends to be low

(Lyster, 2013). Nevertheless, unlike teacher corrective feedback, peer corrective feedback

lacks pedagogical force in the sense that, first, students may intentionally disregard their

classmates' corrective feedback due to mistrust of each other's linguistic abilities and,

second, peer corrective feedback tends to provide only segmentations of the partner's

erroneous utterance (Lyster, 2013). I have observed in my own Portuguese classroom that students rarely use oral corrective feedback with each other, either because they view that as the teacher's domain or they do not want to point out an error to a classmate. Ideally, some of the errors made by language learners are developmental which simply means that they are committed due to the poorly developed language system in an individual (Alsolami, 2019). Teachers and students both need to remember that mistakes are part of the learning process.

Erroneous utterances may receive many different types of corrective feedback (Ellis, 2012). First, *explicit correction* refers to the explicit provision of the correct form (Ellis, 2012). Second, *recast* is defined as an approach that corrects speaker's incorrect utterances by changing one or two components without changing the meaning of the phrase (Alsolami, 2019). *Recasts* involve the teacher's reformulation of all or part of a student's utterance, minus the error (Ellis, 2012). Third, *clarification requests* indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill-formed in some way and that a repetition or reformulation is required (Lyster, 1997). This prompts the student to reconsider their pronunciation and rephrase their statements, which self-corrects their mistakes (Alsolami, 2019). I have often used clarification requests and found that they can be effective because they give the language student a second opportunity to say something and sometimes, they realize and correct their grammatical or pronunciation errors by themselves. *Metalinguistic feedback* contains either comments, information, or questions related to the correctness of the student's phrase, without explicitly providing the correct form (Lyster, 1997). I have given metalinguistic feedback before and it usually serves in helping to boost the

confidence of students, especially in cases where they are unsure of their responses. *Elicitation* refers to at least three techniques that teachers use to directly elicit the correct form from the student (Lyster, 1997). I like to use elicitation because it draws upon students' knowledge to deduce the answer to a grammatical question. Elicitation requires the students to actively think and solve problems instead of having information freely given to them by the instructor. *Repetition* refers to the teacher's repetition, in isolation, of the student's incorrect utterance (Lyster, 1997). I have used repetition to emphasize a common error that affects many students and found it useful. Most of my students are able to remember or recognize a common grammatical error when it has been emphasized multiple times as opposed to being reviewed only once with the entire class. Thus, I have found it is vital to draw on a wide range of available different feedback types to be effective.

Motivation

Motivation is one of the main aspects that impacts second/foreign language learning achievement. Motivation is also strongly influenced by social and contextual factors (Kormos, 2011). Students' immediate environment, including their family and friends, play an important role in goal setting, attitude formation, and influencing student confidence as well as the effort and persistence that they will need to carry out a learning activity (Kormos, 2011). Family and close friends can serve as important motivators, as they may wish the very best for the individual in accomplishing their goals and dreams.

Intrinsic motivation is the most self-determined form of motivation. A person who is motivated intrinsically learns a second language because of the inherent pleasure of

doing so. Linguists hypothesize that the feelings of enjoyment are rooted in the fact that

engagement in the language is voluntary, since no external force is imposing this task on

the student (Noels et al., 2001). The activity challenges the student's abilities, creating a

sense of second language competence. Due to these feelings of autonomy and

competence, intrinsically motivated students are expected to maintain their effort and

engagement in the second language learning process, even when no immediate rewards

are provided (Noels et al., 2001). Intrinsically motivated students can see the benefits in

the future of pushing themselves to study, learn, and constantly improve themselves and

their skills. Of course, not all language learners are intrinsically motivated.

　　Subsequent models of motivation also include the roles of significant others, and

the students' family in their model of motivation (Noels et al., 2001). Additionally,

teachers may serve as motivators that can help encourage students to set academic goals

and push themselves to achieve them. A teacher's role includes becoming a good

communicator, in helping students acquire skills necessary for learning, such as

confidence, as well as concentration and listening skills. A teacher can also be an

effective coach, directing and motivating students to a successful outcome, in this case

second language fluency and literacy. Ultimately, the best predictor of success in second

language learning is motivation, since most research agrees that learners who want to

learn do better than those who do not (Lightbown & Spada, 2013).

　　The consensus among foreign language teachers and scholars is that second

language learning is more complex than simply mastering new information and

knowledge (Dörnyei, 1994). A second language student must have motivation sufficient

to study, learn, and ultimately master much of the information given in second language

courses of study. An inner desire or motivation to learn is key to allowing information to be acquired and maintained through reading, study, and speaking. In addition to the environmental and cognitive factors normally associated with learning in current educational psychology, second language learning involves various personality traits and social components (Dörnyei, 1994). As a result, an adequate construct for second language teaching must be compatible because many different factors from several different fields must be brought together. The social and cultural dimensions of second language motivation are very important and the subject was addressed very well in a second language learning case study conducted in the predominately English-speaking city of Toronto, Canada (Dörnyei, 1994). Toronto is a very diverse city where language learning is often a cultural and social issue in the media spotlight. The Dual Language program in Canada creates a fluent population of English and French speakers. Years of research show that Dual Language program makes students perform academically higher, develops self-esteem, appreciate cultural diversity and several other linguistic, socio-cultural and pedagogical benefits.

Language learning effectively defines the relationship between the Anglophone and Francophone communities in Canada (Dörnyei, 1994). Socio-cultural factors are also at play in relation to a language learner's motivation. Many parents of native-English speaking children are motivated to have their children study in dual immersion programs so they can learn French and acquire the ability to speak with French Canadians. Dörnyei (1994) effectively stated:

If we consider that the vast majority of nations in the world are multicultural, and most of these are multilingual, and that there are more

bilinguals in the world than there are monolinguals, we cannot fail to

appreciate the immense social relevance of language learning worldwide (p.

274).

Language learning worldwide is based on both motivation and communication.

Motivation and communication are at the center of effective second-language teaching.

Communication is a direct result of the motivation that the language learner has to speak

the target language, leading to practice and the utilization of previously learned language

skills. When there are breakdowns in either motivation communication, language

learning is bound to be impeded. In the past, traditional grammar instruction emphasized

explicit knowledge of language rules without providing occasions for learners to

communicate in the ways currently being defined and understood by psycholinguists,

applied linguists, and the language teaching profession (Adair-Hauck & Donato, 2016).

There are many second language students that have spent years learning the formal

properties of a second language and were not able to exchange information, participate in

target language cultures, or develop and nurture a social relationship in the second

language (Adair-Hauck & Donato, 2016). This is because just memorizing the structures

of grammar without learning communication and culture is not enough.

I have also found creative and communicative tasks and activities to be very

helpful and motivating in my Portuguese course. Students are usually more motivated to

participate and learn when they are offered an engaging activity. The American Council

on the Teaching of Foreign Languages (ACTFL) produced performance descriptors for

language learners, which is an important standard for second language teachers (ACTFL,

2016). These performance descriptors give me and other second language teachers a

baseline to know where students should be in relation to language control, vocabulary, communication strategies, cultural awareness, etc. (ACTFL, 2016) The all-important Can–Do Statements are also a product of ACTFL. For example, my Portuguese language students can repeat words and they can imitate modeled words. This is their use of the audio-lingual method. My Portuguese students can understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions (ACTFL, 2016). But my students are able to do so much more with the language, because they also have the opportunity to perform tasks and participate in activities that engage them in the expression and interpretation of meaning. These types of tasks are known as communicative events. Tasks have a purpose that is not merely language practice. Tasks have a context from which the purpose of using language emerges. Tasks call upon language learners to employ their knowledge and skills to complete them. Tasks even have the potential to be used as measures of proficiency development in the second language-learning classroom (Van Patten, 2017). For example, I task students with the challenge to ask each other for directions to the airport, hotel, or a local restaurant in Portuguese. This is all in an effort to both increase second language learning proficiency and make the learning process and environment more enjoyable, engaging, motivating, and even fun for second language students.

Above, I have explored three important concepts that I have used in my Portuguese language course: communication, a story-based approach of teaching grammar, and motivation. This is all in a continuing effort to improve my second language teaching skills and improve student learning. I cannot stress enough the importance of student motivation in learning Portuguese or any other second language, as

the foreign language student must have the desire and motivation to successfully learn. I

am always in the process of implementing more creative tasks, and activities, and

effective forms of feedback such as games involving Brazilian money, goods, services,

etc., because all of this enhances communication in the course, which is so important in

actively learning and the retention of a second language. These three pillars play a crucial

role in my teaching philosophy, as I strive to improve my second language teaching skills

and effectiveness.

Increasing Motivation from Observation

Introduction

During my time in the Master of Second Language Teaching program, I have had the opportunity to observe several second language courses, paying special attention to the instructors and their second language teaching techniques, style, and lessons. Most of my observations were conducted in foreign language courses at Utah State University. I observed first-year language courses in Arabic, Russian, and Spanish; second-year language courses in Chinese, and German; and third-year language courses in Japanese and Spanish. Later I observed two Portuguese dual language immersion program classes at Hillcrest Elementary School in Logan, Utah.

Observing my university colleagues has given me an opportunity to become a better second language instructor by incorporating effective teaching strategies I observed in other second language instructors. The diversity of the languages helped me realize that each language may require different styles of teaching that are more efficient than others. Nevertheless, I am challenging myself to actively use the target language at all times in the classroom. Most if not all of the USU instructors I observed displayed effective second language teaching strategies and techniques. By detailing my second language teaching observations, I do not intend to be overly critical of other USU instructors. My observations are intended to describe what I consider to be effective teaching skills and what I think are areas that could use improvement or even replacement with more effective teaching strategies.

Motivation

The most unique of the courses that I observed was the first-year Arabic course. I was impressed that the instructor was using Can-Do Statements to encourage and motivate the students to achieve their language goal for the class period, which was to explain family member relationships using their knowledge of Arab naming practices. I liked this approach because not only was it following the Master of Second Language program curriculum, but it was also setting attainable goals for the students. The Can-Do Statements are very effective because they set well-defined goals for specific classes and outline how the goal will be accomplish through class interaction or activities. The students leave the classroom on any particular day with a new second language skill, which can serve as a confidence booster for students who may be intimidated by the enormity, complexity, and difficulty of effectively learning a second language. I was impressed that the instructor spoke almost exclusively in Arabic to help expose her students more to the language and to aid in learning the language more quickly. The extensive family tree activity that was used on the whiteboard was interesting, challenging, interactive, and effective in engaging the students in the lesson. The Arabic students were attentive and actively trying to solve the missing pieces of the family tree. I was a witness to the motivation that these Arabic language students possessed and it was interesting to see how well the students were learning with such an engaging, interactive atmosphere. You could sense the students wanted to be there and were motivated to learn the Arabic language and culture.

Communication

In the first-year Spanish class that I observed I was able to able to visualize how a peer instructor evaluates the grammatical understanding of her students by using Power

Point slides as visual aids. Various examples of phrases using the Spanish verb *tener*

were given and they were definitely helpful in my understanding of the use of this

common fundamental Spanish verb. I took this as a demonstration of her commitment to

help the visual learners in her class see the verb put into action in images so they can

clearly see practical examples of when the verb is used. The Spanish instructor also had

her students create a circle with their desks in the classroom to create a roundtable like

atmosphere for discussion. I observed that there are many different ways to approach

teaching a course, from the manner in which the desks are organized, to the types of

activities, to the amount of communication and interaction between the student and

instructor and among the students themselves.

The vast majority of the language instructors that I observed used the practice of

communication very effectively. In the first-year Arabic, Russian, and Spanish courses I

observed that the students were actively participating in classroom activities and were

given numerous opportunities to actively communicate with other students and the

instructor. I was impressed to see how the instructors and students were immersed in the

target language and seemed to be communicating quite effectively. The Portuguese

courses I observed were very communication intensive. I noted that there is a lot of

kinetic energy involved with the physical activities of standing, sitting, walking,

skipping, jumping, etc. These physical activities are designed to capture and maintain

student attention so that they have a physical learning experience they can draw upon,

especially when music is introduced.

Of the nine classes that I observed, the first-year Russian course was the most

surprising and noteworthy. The Russian instructor was well-trained in communication, as

she involved each and every one of her students in the classroom conversation and activities. The communication efficiency she had with her students is the attribute that stood out the most during her class instruction. She brought decorative fruits to class as teaching props to help her students learn new vocabulary words. Her organization was very well apparent, as her Power Point presentation was very well done and an effective tool in her teaching. Her enthusiastic communication skills she employed with her students seemed contagious because during group activities the students were very animated and excited to communicate and interact among themselves.

Conclusion

I observed that the second language instructors with most extensive teaching experience already had a defined teaching philosophy. The younger instructors, especially those currently in the Master of Second Language Teaching program, tend to apply more of the modern academic principles of second language teaching, such as focusing on facilitating classroom communication and using encouragement for motivation, etc. I noticed that some instructors are better than others at adapting to innovation in their academic field, as they are more adept at acquiring and implementing these skills into their teaching. An important concept to understand is that teaching is a science, as new discoveries, technologies, and information can help us teach more effectively.

Previous theories as to how students learn most effectively can be challenged by evidence-based studies and replaced with more effective and efficient teaching strategies and theories. An important concept for second language teachers to grasp is that change

in the academic field is not necessarily a bad thing, in fact, it is example of improvement

and innovation. Technological innovation changes our world and that includes the way in

which educators teach our students. With a little increased training, I believe all of the

instructors I observed can be on the same level of teaching effectiveness as they can add

all their knowledge and experience to the most updated and innovated teaching methods,

strategies, and skills available in the second language teaching profession that the current

graduate instructors are actively implementing in their classrooms.

      The direct or traditional educational model seems to be used more often by the

more experienced language instructors as that is the way they learned to teach and is what

they are used to practicing. Nevertheless, it is apparent that the young instructors, or the

new training they have received in their academic field, is having an impact because all

instructors have a certain degree of the communicative method of teaching as part of their

teaching repertoire. The degree to which they use the communicative method as opposed

to the traditional direct educational model is what distinguishes them from their peers.

My purpose is not to criticize the traditional educational model or those who still use it in

their teaching. I intend to be a proponent of the communicative model as it has been

shown to be conducive to learning a second language. I have personally witnessed how

effective the communicative model is in my own teaching, as my Portuguese students

have become more at ease in communicating with myself and their classmates and have

created a positive learning environment where fear, timidity, and doubt are not major

factors in the communication process. These roadblocks must be minimized, or

preferably eliminated, to maximize second language student learning.

RESEARCH PERSPECTIVES

CULTURE PAPER

Teaching Portuguese with Music

My long-standing love of music, combined with my professional interest in second language teaching, have led me to investigate how music could be an effective medium in the foreign language classroom. Many benefits of teaching a language through music can be identified. Song lyrics, as a type of literature, have strong potential to draw students' attention to details of the texts. When culturally authentic music is used, learners can pick up some cultural aspects of the target language. A focus on song lyrics can encourage interactions between the students and enhance motivation, allowing students to experience something unique from the country and language being studied. Music appeals to almost all humans and aids in memory retention; consequently, music is ideal for foreign language teaching because capturing and maintaining attention, repetition, and memorization are key techniques in learning a second language and are musical attributes as well.

I have gained the viewpoint that music is a medium not only to teach about Brazilian culture but also to help my students become more relaxed and comfortable learning the Portuguese language. Listening to Brazilian Bossa Nova, a lyrical fusion of samba and jazz, as well as one of my favorite genres of music, makes me feel nostalgic about Rio, the city and state where this genre of music is most prevalent. I also believe that music can make foreign language learning more interesting and can even become a supplement during grammar instruction to liven the class's mood and help maintain their attention.

Music is known as a universal language. Cultures and individuals around the world are able to communicate and understand each other through music, as it conveys meaning and purpose. Introducing music and songs in foreign language teaching is an effective medium of passing or sharing the cultural knowledge of the foreign language (Degrave, 2019). Music also has the potential of having a calming, soothing effect on its listeners. Various case studies have documented how listening to certain genres of music can aid the human brain in retaining information, thereby helping students learn and retain information more effectively (Ludke et al, 2013). Songs have a place in the classroom for helping create that friendly cooperative atmosphere so important for language learning, but in fact, they can offer much more (Engh, 2013). Songs offer insight into the culture and especially the stories and myths of different societies, providing a glimpse into the frames of reference and values of the people whose language the students are learning (Engh, 2013). Since students are aided in learning by music, it is logical to assert that teachers, especially those teaching a foreign or second language, can aid their students by using music in the classroom. This relates to the famous Plato quote, "I would teach children music, physics, and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning" (Degrave, 2019, p. 42). In this paper, I will address the following topics: the connection between music and the learning brain, the relationship between music and language, and the effect of music on anxiety.

Music's Effect on the Brain

Learning a second language is different than learning any other subject in academics. One prominent difference is that fluency plays an important role in language production. Language learners are often judged as fluent users of language if they use their second language with ease and in a native-like way (Alisaari & Heikkola, 2016). As part of their academic case study, Alisaari and Heikkola (2016) proposed the hypothesis that music is important for written fluency. This is supported by previous research on one of the important forms of music, singing (Alisaari & Heikkola, 2016). "The Mozart Effect" indicates that spatial-temporal aspects are enhanced after listening to music composed by Mozart (Nantais & Schellenberg, 1999). Although facilitation in spatial-temporal performance following exposure to music is temporary, long-term improvements in spatial-temporal reasoning as a consequence of music lessons have also been reported (Nantais & Schellenberg, 1999). More recently, evidence from cognitive neuroscience has provided support for the idea that music and language are linked at the neural processing level (Ludke et al., 2013).

Singing stimulates memory, and memory has been shown to play a major role in both the writing process and written fluency (Alisaari & Heikkola, 2016). Second or foreign language learning is different in the sense that students do not learn solely linguistic structure and vocabulary. During the process of learning a foreign language, students may be introduced to various aspects of the target language's country of origin, including its history and culture, which may cover hundreds of years of history for that particular culture, people, nation, etc. (Niño, 2010). In essence, learning a foreign language is gaining a new way of thinking or perceiving the world. Achieving second

language fluency through music in the classroom and individual and class study gives us a broader perspective of that culture, language, and its place in the world.

Researchers have shown that classical music has a positive impact on the brain, as it stimulates the brain and can positively impact learning ability, including second language acquisition (Alisaari & Heikkola, 2016). Singing, in turn, makes learning processes more efficient by activating both brain hemispheres simultaneously and combining language learning with emotions (Alisaari & Heikkola, 2016). Researchers recently reported that emotional reactions to music are registered in the limbic system, one of the oldest areas of the brain from an evolutionary standpoint (Lems, 2018). Consequently, music is believed to have helped in language learning throughout history, beginning with native language learning among children (Lems, 2018).

A Cornell University researcher discovered that "music with a quick tempo in a major key…brought about all the physical changes associated with happiness in listeners" (Lems, 2018). There is increasing interest in cognitive neuroscience and psychology in the idea that music training may support the neural processing of certain features of language (Ludke, 2016). Music training has shown to lead to improvements in the fine-grained auditory perception and processing of other stimuli, such as speech sounds, skills that are also advanced in fluent bilingual students (Ludke, 2016).

The classroom has been the focus during the last decade as there has been a surge in research and studies regarding the connection between second language learning performance and the academic field of neuroscience (Dolean, 2016). Second language learning research and observation have shown that babies, toddlers, and young children are very adept at picking up a second language as the brain is learning and processing

language at a high level, both the primary and secondary languages (Dolean, 2016). In

addition, music is becoming an increasingly popular medium to help children remember

words in the growing dual immersion language programs.

Children have amazing widespread success in acquiring other languages. They

exercise a good deal of two important mental skills: cognitive and affective effort for

internalizing languages (Niño, 2010). Children also tend to have an affinity for music and

as a result they are able to use these two mental skills to memorize song lyrics and

consequently learn words in the target second language. The main difference between

children and adults, aside from the obvious age difference, is the difference between the

child's spontaneous, peripheral attention to language forms and the adult's overt, focal

awareness and attention to those forms (Niño, 2010). Like language, music is a human

universal involving perceptually discrete elements organized into hierarchically

structured sequences (Engh, 2013). Music and language can thus serve as foils for each

other in the study of brain mechanisms underlying complex sound processing, and

comparative research can provide intriguing insights into the functional and neural

architecture of both domains (Engh, 2013).

The Relationship between Music and Language Learning

Most people encounter music daily in their lives. Music is heard in the street, in

stores, as well as on the radio, television and internet. Music, similar to sports, is a form

of entertainment that sometimes allows its followers to escape from the realities of life. In

addition, music has the power to heal and to allow individuals to express their feelings

and emotions. Music is part of almost every culture and has its unique meaning and effect

on each individual (Kanonidou & Papachristou, 2019). Because of its universal appeal

and individual connections, music may be an ideal part of the foreign language

classroom.

The meaning of words plays a significant role in music. Song lyrics are similar to

poetry in that they use language that is separated into lines, making use of various

linguistic devices, such as rhyme, rhythm and meter, which make them memorable and

easy to recall (Kanonidou & Papachristou 2019). It has been reported that melody

combined with language helps learners memorize words more efficiently than mere

linguistic input. Additional academic research reinforces the significance of songs, lyrics,

and poetry, providing evidence that they lead to memorization and facilitated recall of

language patterns (Kanonidou & Papachristou, 2019).

Music and speech are complex auditory signals based on the same acoustic

parameters: frequency, duration, intensity and timber. They comprise several levels of

organization: morphology, phonology, semantics, syntax and pragmatics in speech and

rhythm, melody and harmony in music. Moreover, perceiving and producing music and

speech both require attention, memory and sensorimotor abilities (François & Schön,

2011). For instance, musical expertise positively influences different aspects of speech

processing, such as prosodic modality, segmental and supra-segmental vocalic

discriminations and the rhythmic structure of speech. Importantly, such benefits have

been reported for the native language, as well as for foreign languages, thereby

suggesting that musical expertise may benefit second language acquisition (François &

Schön, 2011). In the L2 classroom, therefore, prosody, intonation, and pronunciation may

be improved through the use of music and song.

Music and songs have a multidimensional nature. Song lyrics and poetry are authentic texts that are rich in content, making them more flexible to be used across language levels and age groups and providing language learners with exposure to meaningful and authentic use of the target second language. Songs should not be underestimated as merely an amusing activity for special occasions; instead, they should be regarded as an integral part of the language curriculum (Alinte, 2013). Through songs, students are able to become more easily engaged in second language learning and research shows their motivation increases with such interesting and enjoyable activities. Similarly, songs and poetry can decrease levels of anxiety and stress (Kanonidou & Papachristou, 2019, p.3). According to Krashen's Affective Filter Hypothesis as expressed in his Filter-Monitor Model (Krashen, 1982), in addition to being exposed to comprehensible input, a low affective filter is equally essential and necessary for second language acquisition to take place (Krashen, 1985). In short, music is motivating.

Music's Role in Anxiety Reduction

Despite many apparent benefits, some language educators avoid the implementation of song lyrics and music as a tool of teaching and learning, due to their personal belief that they are more suited for entertainment purposes and are more likely to serve as a classroom distraction. They fear that the use of music will encourage the students to not pay attention and will evoke the judgment of colleagues and supervisors. The avoidance of music and song in the language classroom may be a result of teachers' lack of knowledge regarding their proper use for teaching and learning (Kanonidou & Papachristou, 2019).

If the goal is to optimize second language learning in the classroom, teachers would do well to become informed about music's potential to lower anxiety among students. Studies focused on Foreign Language Classroom Anxiety (FLCA) have shown that learning songs during foreign language classes was perceived by both high- and low-anxiety students as an enjoyable experience (Dolean, 2016). In fact, teaching with songs decreased the foreign language classroom anxiety of classes with relatively high anxiety (Dolean, 2016).

Another mental component involving music is the effect of background music. The effects of background music have different outcomes, as vocal pop music had a detrimental effect with familiar language lyrics because of interference with the operation of phonological short-term memory (De Groot & Smedinga, 2019). This contrasts with the positive effect of classical instrumental music that may be due to a physiological state of relaxed alertness that is causes, leading to the induction of a pleasant mood (De Groot & Smedinga, 2019). Consequently, classical instrumental music is sometimes listened to in an effort to help mental processing and relaxation among students.

For more than four decades foreign education scholars have identified that poor academic performance in foreign language classes is less related to their linguistic aptitude, or other learning abilities, and more related to the affective variables that influence the process of learning a foreign language. A theoretical background for this claim was given by Krashen and Terrell (1983) when they formulated the 'Affective Filter Hypothesis,' which claimed that foreign language learners can have a better academic performance when their 'affective filter' is low, which means they do not have an emotional barrier raised when exposed to language learning situations in the

classroom. I believe that foreign language anxiety can be considerably influenced by educators and the teaching strategies they employ in class.

Many second language educators, researchers, and theorists all claim that music and songs in today's foreign language classroom provide positive emotional and learning advantages for students of different ages who are in various stages of learning the foreign language. They recommended various teaching techniques to encourage the introduction of music and song into the foreign language curriculum (Lee & Lin, 2015). The musicality of speech, the placement of music to accompany speech such as in a musical, has an effect not only on the pronunciation skills of ELF and second language students but also on their entire language acquisition process (Ludke, Ferreira & Overy, 2013). This is a very important classroom observation because it shows the power of music and song in the classroom and the positive influence it can bring to the daily lives and academic careers of students. Being able to reduce stress through an enjoyable musical activity is very advantageous for students because they otherwise are at risk of becoming overwhelmed by certain aspects of second language learning, such as the difficulty of grasping foreign language grammatical concepts.

Another way that students grasped foreign language skills was to sing words or short phrases first as a class and later outside of class, as these students were twice as effective at remembering and speaking it later (Ludke et al., 2013). Learning to speak a foreign language, particularly as an adult, can be challenging and time-consuming. It is thought that by listening to words that are sung, and by singing them back, the technique takes advantage of the strong cognitive links between music and memory (Lee & Lin, 2015). Music, memory, and motivation seem to go hand in hand.

Most people learn song lyrics faster than words and melodies tend to store easier in the memory even though the meaning of the words might not be clear. Through the involvement of songs, rhymes, and music, children are able to retain much larger amounts of information than they are without music because of its power to aid in memorization through repetition (Lee & Lin, 2015). Active listening skills, techniques that require the listener to fully concentrate, understand, respond, and then remember what is being said, and the ability to distinguish the subtle differences between sounds are also important skills that can be developed and ultimately refined through the use of music in the foreign language classroom. The ability to distinguish the subtle difference between sounds is a key skill in foreign language learning because there are many foreign sounds that the untrained ear may not catch.

People are not born with the ability to comprehend a specific language or appreciate a specific music or tonal system. This is where Krashen's Input Hypothesis comes into play. Students need comprehensible input and context to learn language and to come to appreciate a specific music. The most basic language skills are developed through a prolonged learning process that results predominately in implicit knowledge (Rebuschat et al., 2011). This implicit knowledge can then be complemented with foreign language input that includes the introduction of music to help with word memorization.

Music in the Foreign Language Classroom

Teaching songs in the classroom appears to promote a positive learning environment, such as improving students' emotional well-being and increasing their academic performance (Alinte, 2013; Dolean, 2016). Again, music has the ability to

lower the affective filter of second language students, making them less anxious and more relaxed and at ease during classroom activities. Students' affective filters can be lowered when foreign or second language learners experience 'target language group identification.' The subsequent feeling of 'group membership' is identified as one of the factors that have the potential to lower the anxiety of foreign language learners (Dolean, 2016).

Academic studies have shown that foreign language students are less anxious in the foreign language courses when they work in groups rather than when they are singled out by the language teacher (Dolean, 2016). Krashen (1985) maintained that anxiety inhibits the learner's ability to process incoming language and short-circuits the process of second language acquisition. In my classroom, I often share music and show related images, and have students work in groups, to lower the students' affective filters and reduce anxiety. Anecdotally at least, my students seem to like these activities and enjoy the Portuguese language class period more while also paying closer attention.

On another level, classroom music listening can also have an impact on the affective variables that shape human behavior by evoking strong emotions. Music has shown the power and potential to change the mood of a classroom from negative to positive. Another example is that sad music can effectively trick the human brain into releasing prolactin, a tranquilizing hormone, which alters human mood and perception (Dolean, 2016). Music has the potential and ability to evoke strong emotions and physical responses that may include chills, shivers, and heart rate changes.

These conditions activate certain cortical areas that help produce hormones responsible for the feeling of pleasure and/or happiness (Dolean, 2016). This release of

hormones can be so powerful that music is sometimes used in pain management therapy. In more mild cases, music may be used to supplement or even replace pharmaceutical interventions before, during, or after painful procedures. Anxiety can get to the point of affecting cognitive function and this can in some cases negatively impact learning, as anxious students may not be able to demonstrate what they have learned (Von Wörde, 2003). Sources for student anxiety included speaking activities, inability to understand, negative classroom experiences, fear of negative evaluation, methodology, pedagogical practices, and the teachers themselves (Von Wörde, 2003). Though not all anxiety is detrimental to learning, ultimately the use of music has proven one effective strategy to decrease anxiety, which is very important to do in the learning process of a foreign language (Dolean, 2016).

There is also growing evidence that music and language share neural resources. Interestingly, musicians show improved abilities for speech processing. For instance, musical expertise positively influences different aspects of speech processing such as vocalic discriminations and the rhythmic structure of speech (Chobart & Besson, 2013). These benefits are reported in foreign language in addition to native language (Chobart & Besson, 2013). Song supports foreign language learning, encompassing recall, pronunciation, and translation of foreign vocabulary (Good, Russo, & Sullivan, 2015).

Although in one study musical training was linked to both better working memory and better pitch perception, only pitch perception ability was a significant predictor of Spanish pronunciation in a research study of native English-speaking participants (Emery, et al., 2012). Researchers in the field of music argue that the use of music as a problem-solving tool suggests that all individuals who have not suffered brain damage

possess some degree of musical intelligence (Salcedo, 2010). Furthermore, their

argument is that the application of music in foreign language classes might allow teachers

to use the students' musical intelligence and their musical interest to achieve master of

language skills (Salcedo, 2010).

A second language teacher needs to be selective in the choice of song or music for

their students. Song vocabulary should be grammatically correct, appropriate for the

language class level, culturally relevant, and reflect the natural range of everyday

conversational speech (Dolean, 2016). Age and background of the learners could also be

consideration. If it is a song from centuries or decades prior, or from an unfamiliar genre,

a historical or cultural introduction should be given to the students so they have a context

as to the differences from current everyday language usage. I find it effective to give at

least a brief introduction of the music so the students have a certain context and idea as to

the historical, cultural, and geographical background of the music and its role in Brazilian

culture. The inclusion and application of music in the foreign language classroom

provides multiple inputs applicable to different areas of second language learning.

Second language teachers mention that they believe music can be beneficial for

foreign language acquisition, for language skills as well as for motivational or cultural

aspects (Engh, 2013; Tse, 2015). They also indicate that music creates a good, enjoyable,

relaxing atmosphere and that it lowers stress levels or affective filters (Engh, 2013; Tse,

2015). Despite this positive attitude, the use of music in the language-learning classroom

appears to be rather occasional (Degrave, 2019). Nevertheless, songs constitute effective

texts that could be used more in the classroom for a wider range of activities.

A growing body of literature emphasizing the importance of song in the classroom. Music has always played an essential role in people's lives, especially in young people's lives (Alinte, 2013). Harnessing this power and interest among people, especially young people, and incorporating it into second language learning is a teaching technique with tremendous potential for enhanced learning (Good et al., 2015). Singing can be intrinsically motivating, attention focusing, and simply enjoyable for learners of all ages. The melodic and rhythmic context of song enhances recall of text (Good et. al, 2015).

Despite a positive attitude toward the use of music in the foreign language classroom, many teachers rarely integrate music into their lessons. In many studies, teachers are mostly positive about the incorporation of music in foreign language classes. Teachers mentioned in one study that they believe music can be beneficial for foreign language acquisition, for language skills as for motivational or cultural aspects (Teachers also report that music creates a good, enjoyable, relaxing atmosphere and that it lowers stress levels, also known as affective filters (Degrave, 2019). This has been my experience, as well.

It may be the case that music is not as commonly or frequently used in the classroom as it could be because adequate music teaching material is not always easy to find. Many second language educators claim that they 'do not have enough resources', that 'there are inadequate song materials', and that they 'find it arduous to find suitable songs for classroom use' (Degrave, 2019). Creating new musical material can be very challenging for teachers: lyrics of existing songs are not always appropriate and development of materials requires additional preparation time (Arnold & Herrick, 2017).

Furthermore, leading singing, creating music or encouraging students to sing often forces

educators well outside of the normal teaching repertoire and consequently, out of their

own comfort zone (Arnold & Herrick, 2017). In addition, teachers sometimes lack

theoretical grounding that could help guide the decision to use music in the classroom

(Degrave, 2019). However, there are ever-increasing online resources to address any of

the above challenges.

Of course, music and songs should not be viewed as a cure-all to increase

academic progress across the board. Music should, however, be considered as an

important teaching technique that can be introduced to complement existing academic

curricula (Alinte, 2013). Games and multimedia stories that include the use of music or

song can be beneficial to students' learning of foreign language vocabulary, especially

when those activities are integrated with clear teaching and learning objectives (Mu-

hsuan Chou, 2014). The use of songs in the foreign language classroom has undergone an

evolution over time and become part of a multi-level and multi-skills approach to

teaching foreign language (Paesani et al., 2015). In addition, music can be a valuable part

of the multiliteracies approach that is proving successful among teachers today.

The use of songs in the classroom is far from new, however and technique has

evolved over time to become a multi-level and multi-skills methodology (Paesani et al.,

2015). From the 1950s through the 1970s, songs were sometimes used with the

Audiolingual Method, which is an approach in the teaching of foreign languages based on

a system of drills in which the student repeats or adapts model sentences delivered orally

or played aloud by the teacher (Degrave, 2019).

Academic studies on the use of music in language learning reveal a positive effect on general learning aspects, such as increased motivation and attention, reduced anxiety and cultural enrichment as well as on different linguistic skills (Paesani et al., 2015). In terms of linguistic improvement, some results state that foreign language performance was higher when methodologies incorporated music, either in the background, through songs or in musical activities, than when no music or other artistic intervention was used (Degrave, 2019). This is promising information for both teachers and language learners as using music for foreign language acquisition has much potential for numerous learning and linguistic benefits. Music does not have to be simply reduced to a fun little activity. The use of music in foreign language teaching can aid students in many linguistic aspects including vocabulary, writing fluency listening abilities, phonetic skills, and several other skills such as grammar, pronunciation, and listening comprehension (Degrave, 2019).

Teaching with stories in the story-based approach outlined above and teaching with music may be effectively combined. The use of music can more effectively hold students' attention as they are more attentive, focused and engaged when listening to a multimedia story with music as compared to a story with strictly a speaking narrative. This is one way we may incorporate both narrative and music as further comprehensible input. One researcher cautions us, "The problem arises not from whether it is a good idea to use music, but rather how will a teacher use music" (Coleman, 2016). In this sense, the "problem" is determining the best technique to use for a particular class based on their learning style and the teacher's instructional preference. It is clear using music can be beneficial in language learning in the various ways described above.

My Passion for Music and Foreign Languages

Personally, I have always had an affinity for music. Because of this, in conducting my research, I have enjoyed learning more about music, and especially learning the benefits of music in foreign language learning. When I was teenager, I developed a love for Italian music and as a result began to learn Italian through the medium of music. I wanted to know the meaning of every single word of the songs that I listened to, and even today, I can remember several Italian words and know the correct form of pronunciation just because of my interest in Italian music and consequently the Italian language.

This passion I have always had for music is ideal now that I am in the foreign language teaching profession because I am increasingly learning the academic, physiological, and psychological benefits of music in the classroom. Since I enjoy Brazilian music and it brings me a sense of happiness, I hope to share this joy with my students to help lower their affective filter and make them feel more relaxed and comfortable speaking and interacting in Portuguese, even though it brings them out of their comfort zone. Engaging with Brazilian music can actually help my students feel more comfortable being outside of their daily comfort zone, by speaking as much Portuguese in class as they possibly can and not worrying about committing minor grammatical or vocabulary errors in front of others. Decreasing shyness and lowering inhibition and the affective filter among my students are two challenges that I hope to tackle with the addition of music in my Portuguese language course curriculum. I hope that my students will be able to sing along to the Brazilian songs and feel confident and comfortable, on some level almost as if they were the original artist performing at a live concert. The key is for the students to be actively engaged, excited, and motivated to

learn the second language. When used correctly by the instructor, music is an invaluable resource to accomplish these learning goals.

After researching the correlation between playing music in the classroom and its psychological and cognitive benefits for students, I became even more inclined to use it for certain lessons where it would be appropriate and effective. Again, an important skill for instructors to acquire is the ability to know what type of music is appropriate for the students' skill level and age. Not all music is effective in teaching a language, however, there are many pieces of music that are and can teach not only vocabulary, but grammar, pronunciation, and cultural elements as well.

Implementing music into my Portuguese classes has taken on increased importance the more I have studied and learned about its powerful effects on second language learning. While I do not play music every class period, I do think it is important to include in the course curriculum, especially on days when grammar must be taught explicity, because it can make the grammar more interesting and less boring. I have also noticed that my Portuguese language students tend to pay better attention when a musical activity is included in the class, as it tends to act as a refresher, for recycling or review. Song injects more energy, motivation, and attention in the classroom. I have come to the conclusion that music is a very powerful tool because it has an influence over most, if not all, people. Music is a unique form of communication in which students can learn from the musicians regarding their country, its people, and culture while at the same time using the music to learn the language. Ultimately, we have learned that the use of music can positively and effectively aid educators and students in foreign language learning and acquisition in multiple ways, from capturing students' attention to engaging them in

learning, as well as effectively increasing memorization skills and abilities that are

crucial in speaking, reading, and writing a foreign language.

LANGUAGE PAPER

Portuguese as a Global Language

Introduction

In the last two decades, Portuguese has increasingly become an international language of strategic importance, both economically and politically. Brazil has appeared on the international scene as an emerging world power as a result of its growing economy and population. The rising popularity of Portuguese can be attributed to many different factors, including the designation of Portuguese as a language of critical importance, on the basis of national security concerns, by the U.S. Department of State in 2011. Consequently, a dramatic increase in Portuguese language dual immersion programs in many U.S. states is the result of this demand. We can also see Brazil becoming an increasingly important nation, as it is a member of the G20, or Group of 20, the world's 19 largest economies in addition to the European Union. Brazil became the first South American country to host the Summer Olympic Games in 2016 with the Olympic host city of Rio de Janeiro. Brazil was also the host of the 2014 World Cup, the most watched overall live event in the world. All of this progress achieved by Brazil has increased the need for the world to better communicate with Brazilians and has provided people from around the world with opportunities to be able to speak Portuguese. To give a better picture of the growth of Portuguese, I will address the following areas in my research: the early history of Portuguese, Brazil's written and spoken languages, Brazil's independence and search for a national identity, the worldwide spread of Portuguese, Portuguese study at U.S. schools and universities, the growth of Portuguese, reasons for studying Portuguese, Brazilian emigration, the Portuguese language dominance in Brazil, and Brazil's economic and political emergence. Portuguese is increasingly becoming a more

important global language as increasing numbers of people around the world learn and speak the language. There are people around the world who have a social or business need to communicate more effectively with native Portuguese speakers in our increasingly global workplaces, schools and communities. Portuguese language study in U.S. schools and universities should be encouraged and supported. Increased fluency among U.S. citizens will serve to help communication and cultural understanding between the U.S. and Brazil and Portugal, as well as the rest of the Portuguese-speaking world.

Early History of Portuguese

Portuguese was the first global language in the history of our modern world (Santos, 2015). The language was also known as the first language of European expansion (Santos, 2015). This is due to the spread of the language through colonization. As the fifth most spoken language in the world at over 300 million people, the native language of Brazil and Portugal is widely spoken today, too (Santos, 2015). Portuguese is also known as the first language of the Southern Hemisphere, as it is the most spoken language in the Southern Hemisphere, surpassing Spanish (Santos, 2015). Over half the population of South America speaks Portuguese, with the majority located in Brazil, originally a territory discovered, settled, and colonized by the Portuguese. In addition, an increasing number of growing communities of Portuguese speakers are located throughout cities in South America.

The history of Portuguese is unique because its base location moved to another region, through the colonial actions of the very Portuguese themselves. Brazil had fallen

to the Portuguese by the terms of the Treaty of Tordesillas in 1494, which recognized the

separate spheres of Portuguese and Spanish imperialism (Lang, 2013). While the

Portuguese Crown quickly declared its possession of the new territory under the terms of

the Treaty of Tordesillas, it showed no desire to incur any expenses to set up a colonial

administration or to emulate Spain and embark on a great civilizing mission in the New

World (Smith, 2002). The argument that English followed a very similar colonial and

post-colonial course is often used, but there were a few historical differences that are

important to remember, such as the fact that there was no bloody war for independence

from Portugal in Brazil. It was not by British choice that the U.S. became independent

and progressively powerful until it became the world's most powerful nation (Santos,

2015). For more than three centuries, Brazil has actively played the role of the New

World, Portuguese style (Santos, 2015). Many parallels can be drawn with U.S. history in

the New World, as Brazil was viewed as the land of opportunity by many Portuguese

colonizers. Independence did not alter Brazil's dependent relationship with the world

economy (Smith, 2002). In effect, Brazil found that Portuguese mercantilism was

replaced by British imperialism (Smith, 2002). With many differences of course, the U.S.

was similarly viewed as the land of opportunity to citizens all across the European

continent and around the world. This mentality, drive, and spirit helped fuel America's

growth onto the global stage. Like the U.S., Brazil was viewed as the way to get rich, the

way to start a new life, and even the land of escape (Santos, 2015). Moreover, the rich

Portuguese oligarchy sought to escape after the 1974 revolution (Santos, 2015). With all

of its both negative and positive effects, these historical colonial factors propelled the

spread of Portuguese to Brazil and other regions of the New World where the Portuguese or Brazilians settled.

Written and spoken languages

Brazil's written linguistic history essentially began with the European discovery of Brazil by Pedro Alvares Cabral, a very recent history of more than 500 years compared to many European or Asian nations, in terms of surviving documents. Nevertheless, before European arrival, Brazil used to be a multilingual territory. There were more than one thousand native indigenous spoken languages when Pedro Cabral arrived in Brazil in the year 1500. It should be noted that all of Brazil's indigenous languages spoken in Brazil were only recently transcribed into written form (Massini-Cagliari, 2004). Notwithstanding, by the year 2000, only 170 indigenous language remained, or 15% of the total amount (Massini-Cagliari, 2004). The arrival of the Portuguese colonizers in the 16th century brought diseases that devastated the native population, as the natives did not have any immunity to these foreign diseases brought across the Atlantic Ocean from Europe. In 2004, there were an estimated 345,000 indigenous people living in 215 communities throughout the country of Brazil, making up only approximately .2% of the nation's population (Massini-Cagliari, 2004). Towards the end of the 1500's, the indigenous population fled to the interior parts of Brazils to escape the violence, disease, and hegemony of the colonizers. This directly resulted in the European settlers importing slaves from Africa. It is largely due to this mass introduction of African men and women that Brazil boasts a culture and heritage influenced very much on many cultures from Africa.

Brazil's Independence and Search for National Identity

Globally, language is inevitably linked with nationalism and nation building. In fact, language occupies a prominent position in unifying specific territories and creating a unique national identity distinct from old colonial powers during the 19th and 20th centuries (Severo, 2014). Brazil declared its independence from Portugal in 1822. More recently with the First Republic in 1889, linguistic unification processes in favor of Portuguese have been continuously reinforced, since Portuguese was always considered the "official" language of Brazil (Massini-Cagliari, 2004).

In the nineteenth century, the search for a national identity, a central issue in Brazil, was faced with linguistic tension between diversity and uniformity concerning the status of Portuguese and its "Brazilian" varieties (Severo, 2014). With economic development and the beginning of globalization after World War II, media, including newspapers, radio, and television began to reach every part of the Brazilian territory and reinforce the dominance of Portuguese, even in border regions, of which Brazil has many (Massini-Cagliari, 2004). Brazil is such a vast nation that it shares an international border with every country in South America with the exception of Ecuador. Because of its racial, ethnic, and cultural diversity, Brazil is often viewed as a gigantic 'aldeia global' or global village. The media in Brazil is also powerful, especially the influence of TV Globo, the most popular Brazilian TV network. TV Globo's influence in the formation of general opinion is striking, and equally strong in the creation and maintenance of a language standard (Massini-Cagliari, 2005). Globo has an important impact around the world today and is available online.

The Worldwide Spread of Portuguese

In the postcolonial world, former Portuguese colonies in Africa that are now independent countries have declared Portuguese as their official language. These nations include Angola, Cape Verde, São Tomé and Príncipe, Guinea Bissau, and Mozambique (Bouchard, 2019). Portuguese is also spoken in Europe, not only in nation of origin - Portugal- but also in large communities across the European Union. Interestingly enough, Portuguese was used as a lingua franca in Asia for many centuries after the Portuguese colonized East Timor and Macau (Xi, 2017). Portuguese is also one of the official languages in East Timor (Xi, 2017). Historically speaking, Portuguese was the official language in the state of Goa in India for 450 years after the Portuguese invasion of 1510 (Bouchard, 2019). Portuguese language emergence can also be seen in the example of São Tomé and Príncipe. The massive arrival of foreign workers coming mainly from Angola, Cape Verde, and Mozambique beginning at the end of the nineteenth century led to the use of Portuguese as a lingua franca (Bouchard, 2019). Portuguese has taken root since this time as a lingua franca in the islands (Bouchard, 2019).

The Portuguese also established colonies in other regions of the world, such as the Portuguese colony of Macau, China. The Portuguese arrived and settled in Macau in the mid-sixteenth century (Xi, 2017). After the Portuguese settled the port city, Macau gradually emerged as the primary stop on four routes between the East and the West (Xi, 2017). Macau was a port of access to the neighboring economic and cultural region and to the entire Chinese world beyond (Porter, 2018). Macau was occupied and governed by

the Portuguese for 443 years, an important chapter in the history of the Portuguese language in East Asia (Porter, 2018).

Before the handover, Portuguese education was the key to social ascendance, providing access to government positions (Xi, 2017). In postcolonial societies, forces negative and positive associated with globalization operate along with local geopolitical changes. The complex and multifaceted interactions between local, national, and global forces may take different sociolinguistic shapes in postcolonial societies. Today, the Chinese government stipulates Portuguese as an official language of Macau, along with Chinese (Xi, 2017). The Portuguese language has experienced ups and downs since the transfer to China in 1999, despite the fact that Portuguese was the dominant language of the government and law in the colonial period. On December 20, 1999, Macao was reintegrated with the People's Republic of China and reinvented as the Macao Special Administrative Region (the Macao SAR) under the principle of "One Country, Two Systems" (Xi, 2017).

As a result of the spread of the language around the world, Portuguese is spoken in many important emerging markets of the world economy. Brazil and Angola are national examples, while India and China are regional areas where Portuguese plays an important communicative role locally and internationally. Portuguese is also spoken in African, Portuguese, and Brazilian communities in the United States, Canada, France, Great Britain, Germany, Uruguay, Argentina, Venezuela, Luxembourg, Paraguay, South Africa, Namibia, Congo, Senegal, Ivory Coast, Australia, New Zealand, etc. (Santos, 2015). As the fourth most learned language in the world, it has presently more than 30 million students in those aforementioned countries (Santos, 2015). Thus, Portuguese has

become a "world language," which is defined by the *Collins Dictionary* as a language spoken and known in many countries.

<div align="center">*Portuguese study in U.S. schools and universities*</div>

Portuguese is found as an elective subject from kindergarten through high school and even at the university level (Sollai et al., 2018). Portuguese as a World Language came along when the American Council on the Teaching of Foreign Languages reinstated its vision of nurturing not only indigenous and immigrant languages, but also world languages as interdisciplinary studies (Sollai et al., 2018). World language teaching builds professionals to function in another language through a path of proficiency-driven targets for unrehearsed, real-life situations (Sollai et al., 2018). The U.S. states with the greatest number of children enrolled in and studying Portuguese are Rhode Island, Massachusetts, Utah, Florida, Georgia, and California (ACIE, 2017).

Between 1998-2012, Portuguese language course enrollment grew much faster than in previous years (Milleret, 2012). Portuguese enrollment growth during this period was higher than overall enrollment growth in all the other foreign languages combined (Milleret, 2012). Between 1998-2002, Portuguese experienced a 21% growth in enrollment in U.S. colleges and universities (Milleret, 2012). A 22.4% period of enrollment growth followed from 2002-2006 (Milleret, 2012). There has also been growth seen in large cities outside the U.S. with large Portuguese-speaking populations, such as London (Milleret, 2012). All this phenomenal growth in Portuguese language enrollment begs the question, what is fueling this growth?

The growth of Portuguese in the U.S.

To find the answer to this question, an academic survey was conducted of Portuguese second language educators, asking them to identify the reasons behind this tremendous growth in the U.S. higher education system. The top reasons in order of rank were the following: presence of Spanish speakers, presence of heritage Portuguese speakers, media attention focused on Brazil, interest in study abroad programs in Brazil, and economic growth in Brazil, which is mostly attributed to growing Brazilian companies (Milleret, 2012). I have personally experienced this phenomenon, as I have had heritage Brazilian Portuguese speakers and Spanish speakers take my Portuguese courses. This accounts for some of the growth in Portuguese language enrollment, however, there are select students who decide to study Portuguese because their spouse or friend speaks Portuguese and they were encouraged to learn the language. Their spouse or friend recommended learning the language because they had such a good experience learning the language themselves.

Portuguese is the only European language designated as a critical language by the U.S. government. This status as a critical language status can be attributed to Brazil's rise in global economics and politics. Brazil, the ninth largest economy in the world, is also China's largest trading partner, which is a very important factor in the U.S. wanting to increase U.S.-Brazil political and economic ties. To summarize, the growth of Portuguese enrollment was influenced by internal factors that are under the control of faculty and by external forces that are not (Milleret, 2012). Enrollments grew because faculty members actively worked to improve the textbooks, courses, and curriculum offered to students. They engaged and received support from their administration and other faculty,

institutions, and cultural centers. At the same time, current events, such as the growing

media attention given to Brazil and Brazilian investments in the United States or the

growing interest by heritage speakers of Portuguese, created a greater awareness of the

language and its cultures.

Reasons for studying Portuguese

The motivational factor that Portuguese students mentioned most frequently was

that learning Portuguese would help them with their majors, and as a direct result, with

their future careers (Bateman & Almeida, 2014). Cultural interest did not seem to be a

factor for Portuguese students, as only 4% mentioned it as a reason they were studying

the language (Bateman & Almeida, 2014). The perceived importance and wealth of the

second language community are factors that may influence students' motivation for

studying a second language (Bateman & Almeida, 2014). More students referenced the

economic emergence and importance of Brazil as a reason for studying a second

language than any other foreign language (Bateman & Almeida, 2014). American

students with Spanish language skills are able to complement those skills with Portuguese

and consequently will have the communicative abilities to work in international business

throughout Latin America.

A matter of sources of support for the study of Portuguese came up with three top

sources (Milleret, 2012). The top sources were department chair (68%), courses taught in

other departments/cultural organizations (39%), the college dean/ a center or institute

(32%) (Milleret, 2012). The department chair ranks high because he or she provides

funding and staffing for Portuguese courses. The department chair helps programs grow

by supporting new courses and hiring additional staff. Department chairs are very

important because they serve as advocates for Portuguese when meeting with higher

levels of university administration, and if needed, defend the program if budget cuts are

proposed (Milleret, 2012). Portuguese is genetically very closely related to Spanish, but

relatively distant from English (Carvalho, 2006). Consequently, academic support for

Portuguese is generally better where there are more people with direct ties to Brazil,

Portugal or where there is demand to learn the language from Spanish-speaking or

heritage students.

      Although there is a fair amount of data about current and past enrollments in

Portuguese language courses at the college and university levels, figures about the

number of Portuguese and Brazilian heritage language learners are virtually non-existent

(Jouët-Pastré, 2011). The reasons this data does not exist are many. First, the relative

recency of the widespread teaching of Portuguese and second, the absence of an ethnic

classification that could contemplate the Portuguese-speaking descendants at the college

level (Jouët-Pastré, 2011). The Portuguese-speaking world is multicultural, multiracial,

and multiethnic and as a result, Portuguese heritage language learners could fit into

several official categories, from Caucasian to Hispanic (Jouët-Pastré, 2011). The second

and third generation of Portuguese immigrants and the children of a large number of

Brazilians who immigrated to the United States in the 1980s are currently in college

(Jouët-Pastré, 2011). One's own hypothesis can be drawn up as to whether Portuguese

and Brazilian heritage language learners have an impact on the growing number of

enrollments in Portuguese language classes (Jouët-Pastré, 2011). As a matter of fact, the

teaching of Portuguese for Spanish speakers has recently gained special attention due to a

steep increase in enrollment in Portuguese courses among Spanish-speaking students in U.S. universities, and among the business community in South American countries that are members of Mercosur, a South American trade bloc whose full members are Argentina, Brazil, Paraguay and Uruguay (Carvalho, 2006).

An interesting fact was discovered in the study in that two of the five most repeated reasons for Portuguese enrollment growth, media attention given to Brazil and the presence of Spanish speakers, were given by Portuguese teaching respondents in all regions of the United States (Milleret, 2012). The media attention given to Brazil was found nationwide in the U.S., however, certainly the presence of Spanish speakers was definitely anticipated in the West, as this region has historically had a higher concentration of native and heritage Spanish-speaking residents (Milleret, 2012). I have witnessed heritage Spanish students become more interested in learning Portuguese, as it is a language that is similar to Spanish in many different ways. There are also American students who are bilingual after learning Spanish who become interested in learning Portuguese as well because it seems more practical and more easily achievable than other non-Romance languages. Due to historical reasons, geographic origin, and linguistic similarities between Portuguese and Spanish, Americans have a tendency to identify Brazilians as Hispanics. The majority of the Brazilian population as well as a considerable number of scholars vehemently reject this ascription. However, Brazilians living in Florida and second-generation Brazilians are more likely to accept the Hispanic identity. A significant number of scholars point out that internal division and competition in the immigrant community prevented Brazilians from gaining a more prominent status in the American scene (Jouët-Pastré & Braga, 2005). Scholars also argue that the still-

transient character of Brazilian immigration to the U.S. prevents this population from

becoming better organized and, consequently, from becoming a more present force in the

political arena (Jouët-Pastré & Braga, 2005).

A recent phenomenon, the field of teaching Brazilian Portuguese to children of

migrant background growing up abroad, has been influenced by the work developed

previously on other migrant groups and has led to the term *heritage language* to be

adopted by academics based in Brazil (Souza, 2016). Brazilian parents value the role of

Portuguese in the lives of their children for two main reasons, first, Portuguese is seen as

a marker of Brazilian identity and second, Portuguese may be an instrumental asset

if/when returning to Brazil (Souza, 2016). Souza (2016) argues that the Brazilian

Portuguese being taught in the United Kingdom is actually a community language and

not a heritage language because there are a number of Brazilian community schools

serving the Brazilian citizens living in London.

On the map of Portuguese enrollment and growth in the United States, the

regional differences were not as great a factor as institutional ones. Doctoral-granting

institutions of higher education represented the largest percentage of Portuguese degree

programs, the largest curriculum of study, and the largest numbers of students and

faculty. Notwithstanding, the growth of Portuguese enrollments took place at institutions

of all sizes. There have been positive results with regards to changes made by faculty to

improve and build their course offerings, and growing interest in Brazil and in heritage

language communities (Milleret, 2012). Simões, Carvalho, and Wiedemann (2004)

summarized the unique challenges of teaching Portuguese for Spanish speakers by

pointing out the high degree of receptive skills in early stages of instruction, early

fossilization of the interlanguage due to its communicative capacity, a faster, learning process, and a critical need on the part of the student to develop metalinguistic awareness of the subtle differences between Spanish and Portuguese.

The promise of continued growth for Portuguese enrollments could be realized in the recruiting of Spanish speakers and Portuguese heritage speakers. There is definitely no shortage of students of Spanish at U.S. institutions of higher education. As of 2009, the enrollments of Spanish students were greater than the total enrollments of all other modern world languages combined (Milleret, 2012). However, the relationship between Portuguese and Spanish has not always been cordial or beneficial to Portuguese study. The constant demands on Spanish programs have been known to absorb or divert funding from Portuguese. The challenge for Portuguese professors and instructors is that recruiting must be conducted in a cooperative and mutually beneficial manner and the instruction offered must attend to the needs of Spanish speakers as learners of a third language. The mystery that was presented by Carmen Tesser (2005) asked: "The puzzle of why the fifth most commonly spoken language in the world seems to be of relatively little interest to the U.S. academy remains to be solved."

Brazilian Emigration

The main cause for the development of the teaching of heritage languages was and is emigration (Souza, 2016). Brazilian emigration become significant worldwide only in the 1980s. Brazil's political and economic situation during the 1980s forced many Brazilians to emigrate abroad in search of work opportunities to support themselves, and in many cases their families (Souza, 2016). Nevertheless, a natural part of the emigration

process is the possibility of returning to the country of origin (Souza, 2016). The onset of

the world economic crisis in 2008 and the positive economic outlook in Brazil at the time

caused many Brazilian expatriates to return home to Brazil (Souza, 2016). The number of

Brazilian emigrants in the United Kingdom still remains high, at over 3 million in 2015.

The United Kingdom has the third highest number of Brazilian immigrants in Europe,

trailing only Portugal and Spain (Souza, 2016). Academic articles started to mention

Brazilian community schools in the United States only in 2011, when Santos (2011)

explains that due to acknowledging Portuguese as a heritage language as a new field of

studies, Georgetown University in Washington D.C. develops links with a local group in

order to provide teacher training and develop teaching materials.

In summary, the growth of Portuguese enrollment is the result of internal factors

controlled by university faculty as well as external factors. Enrollments grew because

faculty members actively worked to improve Portuguese textbooks, courses, and

curriculum offered to students (Milleret, 2012). Language faculty engaged and received

support from their administration and other faculty, institutions, and cultural centers

(Milleret, 2012). Another important work that faculty can do to help build and sustain

Portuguese at the university level is to institute a degree program. Portuguese has offered

a minor degree at Utah State University for decades, however, in 2018 a Portuguese

major was added to the Languages, Philosophy, and Communication Studies department

to begin during the 2019 Spring Semester. This was an exciting announcement and

confirms what research has shown in that Portuguese is becoming an increasingly

important global language.

Portuguese language dominance in Brazil

Although Portuguese has always been an important world language, it has been in the last decade or two that Portuguese has been recognized as being important for international business and international relations. Many second language students of Portuguese are interested in learning the language to get ahead in the business world. This is especially true because Brazil is one of the countries with a significant emerging economy that appears to be a major player in the world economy. Students are choosing Portuguese for professional reasons as they see business career opportunities and many are looking forward to living and working in Brazil.

The common-sense linguistic ideology that Brazil is a monolingual country has long been established. Interestingly, Portuguese is constructed as the national language of Brazil and it also has very defined boundaries. When this linguistic ideology is embraced, the existence of approximately 274 Brazilian Indian languages is erased, as well as many other languages such as Brazilian sign language, and border languages such as Spanish, Guarani, French, English and Dutch (Moita-Lopes, 2015). All the languages of Brazilian immigrants are erased as well, including Arabic, German, Japanese, Italian, Ukrainian, Mandarin, and Korean (Moita-Lopes, 2015). Finardi (2017) also asserts that despite the common belief that Brazil is a monolingual country, Brazil is in reality a multilingual country with dozens of immigrant and indigenous languages spread in many communities where Portuguese is not the dominant language (Finardi, 2017).

The current use of English as a lingua franca in Brazil also has to be taken into consideration (Moita-Lopes, 2015). Brazil, similar to the United States, has quite a bit of linguistic diversity. Portuguese is the official language of Brazil. English is the national

language of the United States. Therein lies the difference between the U.S. and Brazil and their respective predominant languages. There are a tremendous wealth of studies and arguments that shows how important the Portuguese language is for Brazilians, especially for their definition and identity as a people and country (Santos, 2015).

Brazil's Political and Economic growth

The increase in attention to Portuguese on an international level is the result of Brazil's prominent role in the emerging economic and political bloc named BRICS. The five economically and politically emerging developing nations that comprise BRICS are Brazil, Russia, India, China, and South Africa. Originally known as BRIC, South Africa became the fifth member of the group in 2010. Russia and Brazil are expected to become dominant countries as major suppliers of raw materials. BRIC countries were originally projected to be the fastest- growing market economies in 2001, when the four-country economic/political bloc was created.

The BRICS countries have not announced formal trade agreements, but these world leaders regularly attend summits together and often act in concert with one another's interests. At the time of the bloc formation, world economists estimated that by 2050 the economies of the BRICS nations would be wealthier than most of the current major economic powers. BRIC's growth in global dominance is what played such a big role in the creation of the economic/political bloc in the first place. In 1990, BRIC countries accounted for 11% of global gross domestic product. By 2014, the BRICS countries account for 30% of global gross domestic product (Moita-Lopes, 2015).

The worldwide spread of the expatriate Portuguese-speaking population, estimated at between seven and nine million speakers around the world, also is a major factor in the emergence of Portuguese as a world language (Moita-Lopes, 2015). The Portuguese-speaking community at home as well as abroad has proven important and contributed to the language as well as to national consciousness (Santos, 2015). Commercial concerns of Portuguese business conglomerates doing international business also is a very important contributing factor to this emergence (Moita-Lopes, 2015).

Conclusion

Through review of Brazil's history, culture, official language of Portuguese, and even its perception abroad we can understand and learn how Portuguese has spread around the world and truly become a global language. From the accidental discovery of Brazil in 1500 by Portuguese explorer and navigator Pedro Cabral, to the early voyages of the Portuguese explorers to India and China and the settlement of Macau, the Portuguese language has been spreading across the world. It is very important to document that many centuries earlier the Brazilian Indians, or indigenous peoples, already discovered and were living in the territory that would later become known as Brazil. More recently, Brazilian immigrants have moved to many cities around the world seeking employment and opportunities and consequently have spread the Portuguese language in the process. Consequently, Portuguese is becoming an increasingly important world language, especially as a result of Brazil's population growth and its growing political and economic power globally. As a language important to the Americas and many other regions of the world, especially Europe, Portuguese should continue to be

emphasized in the U.S. education system as an important foreign language to further

business interests, tourism, cultural understanding and political communication between

the U.S. and Brazil as well as many other nations worldwide.

ANNOTATED BIBLIOGRAPHY

Motivation in Second Language Acquisition

Introduction

The following annotated bibliography consists of topics I explored outside of my Master of Second Language Teaching course reading assignments. The topic of my annotated bibliography, Student Motivation in Second-Language Acquisition, is an area I became interested in and pursued at the beginning of the Master of Second Language Program. While my coursework supports the belief that motivation is a positive factor in second language acquisition, I am intrigued to find out the details of how motivation affects second language learning.

A widely held belief by most linguists is that college students enroll in foreign language courses because they want to learn the language. The linguists' conclusion is most likely true, unless the students are required to take foreign language courses for their degree requirements and have no vested interest in learning the language for personal or practical purposes. In this case, a second language course may be considered comparable to the standard required high school Spanish courses. Many Spanish or other foreign language students at these levels take the courses simply because of academic requirements and not because they have any real interest in gaining proficiency in the language. In cases such as this, little to nothing is learned because they are not sufficiently motivated to learn and retain the linguistic skills. My objective is to understand the difference motivation can play in achieving second-language acquisition, because on the surface it looks like it can only help.

During my research on motivation, I came across an excellent academic source that addressed the relationship between global competence and language learning

motivation (Semaan, 2015). An empirical study was conducted on critical language classrooms in an attempt to acquire information to define the global competence/language learning motivation relationship. Somewhat more recently, many programs, instructors, and learners have begun to consider the concept of global competence (Semann, 2015). Scholars have used many different terms to refer to the concept of global competence, including intercultural competence, global citizenship, global mindset, and intercultural sensitivity (Semann, 2015). I believe cultural knowledge regarding nations and peoples that speak the target language is very important to increase student global competence and intercultural sensitivity. A language is often a reflection of how a particular nation or people view the world based on their culture and global mindset.

Second language researcher Zoltán Dörnyei stated that 99 percent of language learners who really want to learn a foreign language (i.e., who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude (Dörnyei, 1994). He wrote that motivation is one of the main determinants of second/foreign language learning achievement. He also suggested that perhaps the most important teacher-related motivation is affiliative drive, which refers to students' need to do well in school in order to please the teacher, whom they like and appreciate (Dörnyei, 1994). A second teacher-motivated motivational component is the teacher's authority type. Dörnyei (1994) added that a third motivational aspect of a teacher is his or her role in direct and systemic socialization of student motivation. This determines whether he or she actively develops and stimulates learners' motivation.

I strongly agree with Dörnyei's theory, especially because foreign language learning and acquisition is fundamentally based on motivation. Second language students have many resources available that will help lead them to language fluency and proficiency. Nevertheless, the students ultimately will decide to what degree they will learn the second language based on motivation and effort after the teacher has done the teaching.

Another very effective way to achieve increased second language proficiency and fluency is through a study abroad program. While researching this topic in relation to student second language motivation, I read an academic article by Jane Jackson (2018), that involves intervening in the intercultural learning of second language study abroad students. As internationalization efforts intensify as a result of our increasingly globalized world, colleges and universities across the world are increasing participation rates in study abroad programs. Jackson (2018) argues that international experience alone is not enough to advance students to higher language of second language proficiency, global mindedness, and intercultural sensitivity. This argument by Jackson (2018) challenges the 'immersion assumption' by referring to contemporary study abroad research findings that show a need for interventions to deepen and extend the language and intercultural learning of college and university study abroad students.

On the topic of international studies, I also read a very interesting academic article that reported research on an international comparison of socially constructed language learning motivation and beliefs (Kouritzen, 2009). The importance of understanding all factors influencing second language learning is becoming increasing important in the world, as we see the world economy becoming more and more globalized (Kouritzen,

2009). I have witnessed the different learning beliefs, viewpoints, attitudes, as well as motivation as an international student at a U.S. university. I do believe being aware of these factors will be important for me in my future teaching career, as I may have international students, in my Portuguese courses. A survey of university students in Canada, Japan, and France revealed differences in language learning in beliefs, attitudes, and motivation in each of the three countries (Kouritzen, 2009). International students bring a myriad of different academic, cultural, and linguistic variables to the table in relation to second language teaching. Consequently, it is important to learn what these beliefs, attitudes, and motivation are to maximize teaching instruction effectiveness in the classroom.

Time spent studying abroad is also analyzed in a study that investigated how motivation and interaction shape the speaking proficiency of study abroad and domestic classroom language learners (Hernandez, 2010). The study data revealed that students who studied abroad as well as domestic classroom students had similar motivations (Hernandez, 2010). As expected, and not surprisingly, study abroad students used the foreign language outside of class more than their domestic classroom student peers. Needless to say, their foreign language skills were more advanced. Nevertheless, student motivation and interaction were found as key factors in the development of foreign language speaking proficiency in both learning environments (Hernandez, 2010). This includes the fact that my Portuguese students must have considerable motivation to find ways to speak or listen to the language outside of class to have an experience that is at all similar to most study abroad language students. There are environmental advantages to studying abroad in the target country, such as language immersion, nevertheless, the

student motivation and interaction possible at their home university can also serve to help

students achieve foreign language acquisition. I plan to emphasize speaking Portuguese

as much as possible whenever the opportunity presents itself.

Students in many university foreign language courses have access to numerous

valuable resources to help aid in their language learning and acquisition (Matthews,

2008). Students may seek help from the language professor or instructor, their peers, seek

out native-speakers for conversation opportunities, find supplemental textbooks, or take

advantage of personal language tutoring sessions (Matthews, 2008). This does not even

include all of the study abroad possibilities that many universities offer to learn foreign

languages and experience the culture and nation first hand. The opportunity to learn is

presented and offered to all who have the desire, motivation, and drive to learn a foreign

language. Matthews (2008) sought to discover why certain university students were

motivated to attend second language tutoring sessions while others were not. My goal is

to make my Portuguese students aware of all these academic services and opportunities

that are available to help them succeed. I feel like there are a world of opportunities for

second language learners to take advantage of and I hope to be an effective teacher and

resource for my Portuguese language students.

Second language teachers have found that it is not easy to determine whether

positive attitudes produce successful learning or if successful learning fosters positive

attitudes, or whether both are affected by other factors (Lightbown & Spade, 2013).

Although the academic research cannot prove that positive attitudes cause success in

learning, there is ample evidence that positive attitudes are associated with a willingness

to keep learning (Lightbown & Spade, 2013). Motivation in second language learning is a

complex phenomenon. Motivation has been defined in terms of two factors: on the one hand, students' communicative needs, and on the other, their attitudes toward the second language community. This information is very valuable in my argument that motivation is very important for second language learning success. Motivation to learn is not a guarantee for success, however, it is essential to for the student to have the willingness to learn and the desire to keep pressing forward in the second learning process.

It has become increasingly clear that teachers have a very important influence on the motivation of language learners. However, academics know very little about the motivation of teachers themselves. The motivation of language teachers has been researched much less than the motivation of language students as few studies have been reported in the applied linguistics literature (Noels et al., 2001). A comparison of the sources of motivation of foreign language students and language teachers in a U.S. university sample reported that teacher motivations grouped generally into clusters including a job satisfaction component; a career orientation (e.g., "teaching this course is important to my career development"; a perseverance orientation (e.g., "I work hard at all aspects of language teaching, even though not all of them are equally pleasant"; and an ability cluster (e.g. "I am good at teaching grammar, pronunciation, reading, and writing, etc.") (Noels et al., 2001). It is apparent from the research we have acquired that teacher motivation plays an important role in motivating students as well. Motivation can be contagious to everyone that accepts and embraces it to advance their own skills in foreign language learning.

Across languages and cultures, children listen, ready, invent, and if fortunate, see stories acted out (Adair-Hauck & Donato, 2016). Stories allow children, as well as adults,

to organize and make meaning of life's experiences. Unlike some other narrative forms, stories naturally create meaning, context, relevance, and empathy (Adair-Hauck & Donato, 2016). These four characteristics also instill motivation and enthusiasm for learning (Adair-Hauck & Donato, 2016). My personal experience with a story-based approach to teaching in my Portuguese classroom confirms the assertion that storytelling does indeed instill motivation and enthusiasm for learning. Students enjoy hearing a good story that captures their attention and imagination.

It is clear that the characteristics of the learning situation play a significant role in generating and maintaining positive attitudes to language learning. While there are commonalities with other subject areas, motivation for language learning is arguably qualitatively different from other curriculum subjects (Courtney, 2017). Even though learners may hold positive attitudes to language learning in general, attitudes to specific languages may differ considerably based on perceptions of usefulness, gender, and national stereotypes (Courtney, 2017). This is why it is so important for students to be excited and enthusiastic about their second language of choice. A practical benefit of the language, such as for travel or international business can greatly motivate students to study more and learn the language more fluently.

Motivation implies many things as the motivated individual displays many attributes, and the goal is only one of them (Gardner, 2001). The motivated individual expends effort to achieve the goal, is persistent, and attentive to the task on hand. He or she has aspirations, both immediate and distant, as well as goals and desires. The motivated student makes attributions concerning his or her successes and failures, is aroused when striving for the goal, and makes use of strategies to aid in achieving the

goal (Gardner, 2001). An example for a reason fueling this academic motivation may be a student explaining "I want to learn the language so that I can gain friends more easily with people who speak the language" (Gardner, 2001, p. 2). It is apparent that from this information that the motivated individual expresses many behaviors, feelings, and cognitions that the individual who is not motivated does not exhibit. This is an introduction to "Integrative Motivation: Past, Present, and Future" (Gardner, 2001). The past means that the student in a language class brings with him or her a history that cannot be ignored. The present for the student means that the situation at that time is uppermost in his or her mind. The future means that the student will exist even after completing the language course. It is just a matter of whether he or she will benefit from and utilize the second language skills acquired in class.

The original formulation of motivation proposed by (Gardner, 2000) focused on motivational intensity, or on how hard a study worked to learn a language. After initial studies, it was discovered that motivation was not so simple. An additional part of motivation that was neglected was the desire to learn the language. Academic research has shown that a student who is truly motivated to learn language would find the process and act of learning the language rewarding (Gardner, 2000). Out of three attributes that were determined to comprise motivation, effort, desire, and attitude, it was determined that any one attribute on its own did not represent the motivated student (Gardner, 2000). Taken as a whole, these three personal attributes do exemplify a motivated learner. Consequently, we can see that motivation is no simple matter, it is multi-layered and requires determination and perseverance on our part.

From a self-determination perspective, motivational orientations are classified as extrinsic or intrinsic motivation. Extrinsic motivation refers to a motivation that exists because of the presence of "an externally mediated activity or constraint" (Rubenfeld et al., 2007, p. 310). Extrinsically motivated activities are a means to an end. On the other hand, intrinsic motivation refers to motivation to fulfill a task that leads individuals to feel a sense of personal enjoyment and control when participating in the task (Rubenfeld et al., 2007). We can see that the individual's motivations are self-determined, they become more involved in activities and make efforts to meet challenging goals. Intrinsically motivated activities are not a means to an end. In fact, they are the ends themselves. The motivation to perform an activity is for the experience and not for the gain of future rewards (Rubenfeld et al., 2007).

Learning motivation is critical as motivation plays a crucial role in language acquisition. Students who feel more highly motivated will be more likely to expend the effort needed to engage in strategy use (Chang & Liu, 2013). With higher strategy use, student may perceive a lower level of task difficulty and learn more effectively (Chang & Liu, 2013). The frequency of strategy use had a highly significant and positive correlation with motivation. In addition, research has identified the close association between Language Learning Strategy Use (LLSU) and different levels of language learning motivation. Attitudes toward the learning situation are measured by attitudes toward both the language course and the language teachers (Chang & Liu, 2013). One aspect I did not like about this source is the assumption that a student may learn more effectively if they realize there is a lower level of task difficulty. This may make it seem easier, however,

motivation to learn a second language and taking the easy road do not go very well together.

Language learning motivation is a complex, composite construct, and although past research has identified a number of its key components, the interrelationships of these key components has often been subject to debate (Csizér & Dörnyei, 2005). Similarly, the exact contribution of the various motivational components to learning behaviors and learning achievement has also been interpreted in different ways (Csizér & Dörnyei, 2005). As is explained by Dörnyei (2001) in more detail, motivation is only indirectly related to learning outcomes/achievement because it is, by definition, an antecedent of behavior rather than of achievement. In other words, motivation is a concept that explains why people behave as they do rather than how successful their behavior will be. Even though motivation obviously matters with respect to how successful learning is likely to be, several factors other than motivation also affect the strength of the motivation-outcome relationship (e.g., the students' ability, learning opportunities, or the quality of instruction) (Csizér & Dörnyei, 2005). The clarification we receive in relation to motivation is invaluable in this article. You can have all the motivation in the world, however, there needs to be opportunities to learn, and the level the student will reach is also dependent on their ability level as well as the quality of the foreign language instructors in their education system.

It is important that second language instructors are aware of the complexities involved with motivation and its role in second language learning because it has turned out to be more complicated than originally thought during the twentieth century. Many factors other than motivation can influence learners' achievement, such as learners'

intelligence, prior educational experiences, and learning opportunities at home and in educational settings.

Research in first language reading has shown that motivation is a key factor in students' reading development over time (Gardner, 2001). Conversely, motivation as it relates to second language learning is an academic area that is relatively unexplored in comparison. One of the main conclusions is that intrinsic motivation appears to serve as an important factor in characterizing students' motivation and for understanding the connections and associations between motivation and reading comprehension. I hope to be not only a great communicator as a Portuguese teacher, but also a great motivator. Motivation is the inner desire and drive that an individual either has or must acquire that pushes them to succeed and constantly put forth the effort needed to achieve one's goals. Ultimately, motivation is paramount to success in learning Portuguese or any second language and is a key attribute that will help my students in many aspects of their lives.

LOOKING FORWARD

Looking Forward

As far as the future goes, my career plans are to continue teaching Portuguese courses at the university level to gain more professional second language teaching experience. I really enjoy teaching Portuguese to university students and would like to continue to do so. My plan is to teach as a Portuguese instructor for a few years and then when the situation looks right, apply for a second language doctorate program. The opportunity I was given to teach Portuguese courses over my two years in the program at Utah State University has been amazing and invaluable, as I have been able to implement communicative skills and innovative teaching techniques that are effective in increasing student acquisition of second language reading, writing, and communicative skills.

I began my university studies in the Intensive English Language Institute at Utah State University and went on to complete my bachelor's and master's degree at USU. I personally experienced this intensive English program as a student that many of my classmates and colleagues are experiencing as instructors of English as a second language. In addition to my invaluable experience learning English at USU, I hope to implement pedagogical skills I have learned such as teaching with music, teaching with stories, providing motivation to my students, and helping language students understand the increasing role that Portuguese plays as a global language. Ultimately, I hope to continue my career as a Portuguese educator into the future, taking all the knowledge and skills that my professors and fellow students have given me to help my future students more effectively learn Portuguese.

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