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CORRESPONDENTE

# "MY FATHER TONGUE IS PORTUGUESE": DEVELOPING PLURILINGUISTIC AWARENESS WITH 5$^{TH}$ GRADERS

por

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For my Mom and Dad, who never let me quit.

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ABSTRACT

"MY FATHER TONGUE IS PORTUGUESE": DEVELOPING PLURILINGUISTIC
AWARENESS WITH 5$^{TH}$ GRADERS

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UNIVERSIDADE FEDERAL DE SANTA CATARINA
2008

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This study examined how the process of development of plurilinguistic knowledge occurs and how it influences the awareness of language students bring to the 5$^{th}$ grade. In order to do so, the student-participants from Colégio de Aplicação (CA-UFSC) were involved in a small-scale intervention where they were exposed to a series of plurilingual activities which aimed at helping students develop the five domains of competence of Language Awareness (James and Garrett, 1998): cognitive, affective, social, power and performance. The results showed that the process of development of plurilinguistic knowledge involves development of translinguistic tools, use of a text's internal coherence, use of previously acquired knowledge and development of the ability to notice specific characteristics of languages. The activities, as well as teacher's role in scaffolding, have positively supported the students with the development of both the cognitive and affective domains of Language Awareness. The social and power domains were not noticeably affected while the performance domain could not be assessed.

Key words: Language Awareness, plurilinguistic knowledge, linguistic diversity, language education

(76 pages – 20.226 words)

"MINHA LINGUA PATERNA É PORTUGUÊS": DESENVOLVENDO CONSCIÊNCIA PLURILINGÜÍSTICA COM ALUNOS DE 5ª SÉRIE

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Esse estudo examinou como se dá o processo de desenvolvimento do conhecimento plurilingüístico e como ele influencia a consciência lingüística que os alunos trazem para a 5a série. Para tanto, os alunos-participantes do Colégio de Aplicação (CA-UFSC) participaram de uma intervenção na qual eles foram expostos a uma série de atividades plurilíngües que objetivavam o desenvolvimento dos cinco domínios de competência da Consciência Lingüística (James e Garrett, 1998): cognitivo, afetivo, social, poder e performance. Os resultados mostraram que o processo de desenvolvimento do conhecimento plurilingüístico envolve o desenvolvimento de ferramentas translingüísticas, uso da coerência interna de um texto, uso de conhecimento previamente adquirido e desenvolvimento da habilidade de notar características específicas das línguas. As atividades, assim como a assistência da professora com andaimes (scaffolding), positivamente apoiaram os alunos com o desenvolvimento dos domínios cognitivo e afetivo da Consciência Lingüística. O domínio social e de poder não foram notadamente afetados enquanto o domínio performance não pode ser avaliado.

(76 páginas – 20.226 palavras)

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CHAPTER 1

INTRODUCTION

## 1.1. Statement of the problem

"Some languages are decidedly more equal than others."
(Hawkins, 1987, p.70)

It is a fact that languages are different. Some have written forms, others do not. Some can grant access to particular areas of science, while speakers of other languages may need to trust translation for that. However, we should be careful not to confuse difference with deficit. Understanding this as a deficit, we would be disempowering a child's language or dialect, which generates linguistic prejudice. On the other hand, when we accept the natural differences among the languages of the world, we find a solution to the matters of linguistic prejudice and parochialism: education (Hawkins, 1987).

Globalization has deepened the contact between languages. In Europe, for example, a professional may move countries every few years, and consequently his/her children may have different language proficiencies (Graddol, 2006). Because of that, many European applied linguists have dedicated their research in the last decades to discuss Hawkins's work on Language Awareness and on translating his ideas into a plurilinguistic classroom approach to teaching foreign languages which accounts for linguistic and cultural diversity (Brumfit, 1998; Candelier, 2004; Clark and Ivanic, 1998; Fairclough, 1992; Hawkins, 1999; Jaling, 2006; James and Garret, 1998; Noguerol, 2001; Ulseth, 2003; Van Lier, 2005).

Language diversity is a global matter, though. In South America, the contact and conflicts between Spanish and Portuguese may have begun even before its colonization. In 1494, when Portugal and Spain signed the treaty of Tordesillas, they divided the world into two nations. This virtual frontier was exactly over the not yet discovered South America. After the revelation of this land, Brazil became the only Portuguese speaking country in a Spanish speaking continent. Besides that, many other countries (such as France, Germany, Italy, Poland, Holland and Japan, among many others) have helped colonizing South America and each of this people brought with them their own languages and culture. Hence, South America today is a compound of languages and cultures, and the matters of linguistic rights, prejudice and respect for the language of the neighboring countries have emerged in local applied linguists' works (Hamel, 2003; Garcez, 2004; Scott, 1998; Vieira and Melo Moura, 2000). However, few researchers in South America have turned their attention to discussing an educational approach which accounts for this great diversity (Leal, 1998; Oliveira, 2005; Steffen, Vieira and Lucena, 2008; Lucena, Steffen and Vieira, 2008).

This study aims at determining in which ways a plurilinguistic approach to foreign language teaching, based on the ideas of Language Awareness, can contribute to a greater acceptance of linguistic diversity in the Brazilian setting. However, Rajagopalan (2005) reminds us that language is a political matter as well as a scientific one. Because of that, one should not forget that languages carry symbolic and emotional values, which cannot be approached through the rational lenses of linguistics. Applied linguistics, on the other hand, is continuously searching for productive investigations *of* the real world, *in* the real world. Consequently, it has manifested itself as better equipped to deal with matters of linguistic politics and planning (Rajagopalan, 2005).

This study, under the scope of applied linguistics, may thus be another step into the discussion of the future of linguistic education in Brazil.

## 1.2. Purpose of the study

The objective of this study is to describe and analyze the process of construction of plurilinguistic knowledge of the participants while solving the activities proposed. Furthermore, it seeks to determine in which ways a plurilinguistic program can contribute to the development of Language Awareness.

Alongside the research objectives, this study has a pedagogical objective as well. It also aims at designing and testing plurilingual activities to be developed with the participants as part of a plurilinguistic program.

## 1.3. Research questions

In order to achieve the purposes of this study, as presented in the previous section, I formulated the following research questions to be answered along the development of the plurilinguistic project:

1 - What is the awareness of language these students bring to the 5th grade?

2 - How does the process of development of plurilinguistic knowledge occur?

3 - How was Language Awareness developed as the plurilinguistic project advanced?

## 1.4. Overview of chapters

This thesis is organized in five chapters. In chapter 1, I introduce the reader to the problem being investigated and present the purpose of this research as well as the research questions guiding this study. In chapter 2, I review some theoretical and

empirical studies which are of relevance to this research. Chapter 3 discusses the methodology used for data collection and describes the setting, participants and activities developed during the program. Chapter 4 presents the analysis of the data collected. Finally, in chapter 5, I conclude this work by answering the research questions, discussing the pedagogical implications and proposing suggestions for future research.

CHAPTER 2

REVIEW OF LITERATURE

## 2.1. The 'Language Awareness Movement'

Hawkins (1981, 1984) was responsible for the foundation of the British Language Awareness movement in England. This work was born as an answer to some uneasiness raised by the survey conducted by Her Majesty's Inspectorate, which investigated the Modern Languages in Comprehensive Schools (1977). Results showed that students were achieving poor results both on mother tongue (MT) and on foreign language (FL) studies. Ten years before this survey, Gardner (1968), already claimed that two out of three students who started studying a foreign language in the first year of secondary school dropped it before graduation (James and Garret, 1998).

Language Awareness (LA henceforth) comes as a new element in the curriculum of students with the age range 10 to 14. This new element should help students in the transition from primary to secondary education, especially by bridging the "space between the different aspects of language education" (Hawkins, 1984), namely English, FLs, minority tongues, English as a second language, and Latin. These different subjects were studied in isolation, and there was no space in the classroom for discussing language (Hawkins, 1984).

Hence, one important aim of LA was to challenge students to ask questions about languages and therefore, through discussion and consequently greater awareness, to defy linguistic prejudice and parochialism. Hawkins (1984) still proposed a

contrastive study of languages, learning to listen and having confidence in reading and writing as key elements in LA education.

The National Council for Language in Education in England (NCLE) understood that LA encompasses three parameters: cognitive, affective and social. The cognitive parameter is related to developing knowledge of pattern in languages. The affective parameter is about forming attitudes and the social parameter about improving one's capacity as citizens (James and Garret, 1998).

James and Garret (1998), suggest an extension of these parameters into five domains of competence: cognitive, affective, social, power, and performance. The cognitive domain is related to the fact that LA includes developing awareness of pattern in language and the ability to reflect upon them. James and Garret remind us that children should learn about patterns in language, but "the functions are not to be overlooked either, for LA is not in any sense a return to the arid, decontextualised grammar-grind of pre-war parsing." (1998, p. 15) In this fashion, the cognitive domain is closely related to the 'power' domain. As the knowledge of pattern in communication (such as the patterns of non-literary genres) develops, one's ability to perform within determined social conventions and to recognize hidden meanings in communication does as well.

Also, the authors assume that learning a FL is a cognitive act as much as it is an affective one. The affective aspect of LA then, refers to forming attitudes, sensitivity, curiosity and interest for languages.

The social domain is related to the fact that by increasing awareness of one's origins and language, LA can promote better relations between ethnic groups and ease the problems raised by ethnic diversity. This domain is treated the same way by Hawkins and Van Lier. Both authors assume that linguistic prejudice is based on

ignorance, thus, awareness raising must lead to better relations between ethnic groups and tolerance.

The power domain is about alerting people to the hidden meanings of communication. It is the power domain of LA that is deeply worked with by Critical Language Awareness[1] (CLA). CLA suggests the critical reflection upon learner's knowledge and experience, in order to show how languages are invested with power relations and ideological processes (Leal, 1998). It also aims at demonstrating that the value a language or a linguistic variant possesses is proportional to the power of its speakers (Fairclough, 1992; Leal, 1998).

The last is the performance domain. LA is expected to improve one's performance of the language. In this case, one needs to assume analytical knowledge affects language behavior, a question which has been associated to the works of Krashen (1982) and Rutherford (1987). Both authors discuss how consciousness of language influences communicative behavior, but the difference between consciousness and awareness is not clear.

Furthermore, studies on bilingualism indicate that LA should have a positive effect on performance. It is believed that a bilingual speaker acquires a "common underlying proficiency" (Jessner, 1999, p. 202) to both languages, which works as a linguistic supply encompassing metalinguistic awareness, communicative sensibility and creativity (Jessner, 1999; Cummins, 1991).

The age range of 10/14 suggested by Hawkins (1984) as the most suitable for plurilinguistic knowledge development has also been extended by more recent

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[1] CLA is grounded on Critical Discourse Analysis (Fairclough, 1992) consisting of: *description* of formal aspects of language; *interpretation* of interaction to verify which/how social conventions are being employed and *explanation* of how the interaction relates to social action (Fairclough, 1992). It aims at more than raising awareness, for critique of the status of languages alone is not sufficient. Awareness must foster transformation and empower the speaker/learner (Fairclough, 1992; Leal, 1998) that is, using language to obtain greater freedom and respect for one and all (Janks & Ivanic, 1992, cited by Leal, 1998)

researchers. While some still focus on young pupils and plurilinguistic LA programs (Candelier, 2004; Jaling, 2006; Steffen, Lucena and Vieira, 2006), other researchers are applying LA to tertiary education (Clark and Ivanic, 1998; Silvester, 1998), English for Special Purposes (Scott, 1998) and teachers' development (Brumfit, 1998; Van Lier, 1995), which means LA can be profitable for students at all ages.

The work of Van Lier (1995), another important name in the LA Movement, refers mostly to the cognitive domain of LA. The author guides the reader through a path of discovery of the intricate system of the English language. First, he discusses what he calls "basic elements of language" (Van Lier, 1995, p. 10), comprising graphemes, morphemes, syllables and intonation among others. Second, he explains the notions of linguistic, interactional and social contexts. Although it is not made clear, this knowledge can interfere in the performance domain, as it enables the speaker to communicate better in a certain context.

Discussing words and meanings, Van Lier (1995) explains the notion of transparency in language. Transparent words (also called morphologically motivated) are easier to understand than more opaque ones. He gives as an example the English words 'bookcase' and 'wardrobe'. 'Bookcase' is relatively more transparent, as most people recognize 'case' as a container where we keep objects, in this instance books. However, after one has learnt that 'ward' is related to 'keeping', the word 'wardrobe' becomes relatively more transparent.

Correctness has been a topic of much discussion on language studies. Speaking correctly depends on the group of people one is speaking with. The judgment of 'proper' speech involves delicate matters such as race, ethnicity, social class or geographic origin. On this subject Van Lier states that "Language Awareness must include a conscious effort to put correctness in its proper place: a social phenomenon,

on a par with dress codes and table manners, but not an integral part of the study of language." (1995, p. 63)

Another controversial topic is textbooks. Van Lier states that even though textbooks may still be necessary for LA studies, "our real, main textbook will be the world of language use all around us in the street, electronic media, newspapers, novels and so on" (1995, p. 74). Not only does Prabhu agree to that, but he also argues that the content and procedures of lessons should be uncomplicated, as a complex syllabus "reduces the range of language that can be used in teaching materials or the classroom" (1987, p. 92).

So far we have seen the ideas which motivated the LA movement. However, most of the authors involved in the first discussions about this topic focused their attention to theory. More recently, by the mid-90's, researchers started designing and testing ways to bring this theory into the real classrooms. Some LA programs of relevance to this research will be discussed in the next section.

## 2.2. Language Awareness programs

Language Awareness (LA) programs attempt to offer a solution to the isolation in which foreign languages (FLs) are usually taught at school. This isolation has been constant in language teaching designs[2] for most of last century, from the direct method which rejected translation to behaviorism which understands translation as a negative interference. LA, on the contrary, motivates the development of plurilingual and pluricultural competence. According to Candelier (2004, p. 17),

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[2] For the purpose of this study, I follow Richards and Rogers' (1986) distinction between the concepts 'approach', 'design' and 'procedure', where 'design' is understood as the objectives, content selection and organization, roles of learners, teachers and materials, which should be consistent with the 'approach' or theory of language learning, and guide the 'procedures' or classroom behavior.

" The notion of plurilingual and pluricultural competence (…) posits that rather than a collection of distinct and discrete communication skills depending on the languages he or she has a mastery of, an individual has a plurilingual and pluricultural competence that covers the entire language register at his or her disposal."

Knowing a language means we also know a lot about other languages, even though this knowledge is usually unconscious. This way, handling other languages enables the individual to activate his or her knowledge of languages and to bring it to consciousness, an aspect "to be encouraged rather than pretending it does not exist" (Candelier, 2004, p. 17). A pluralistic approach to language teaching is then a teaching approach in which the students will work on several languages (foreign and first languages) simultaneously.

There have been different types of Language Awareness pluralistic programs developed around the world since the beginning of the LA movement. These programs can be basically separated into three types: (1) integrated teaching and learning of the languages taught; (2) inter-comprehension between related languages and (3) Awakening to Languages.

The integrated teaching and learning of the languages taught is a design which aims at establishing links between a limited number of languages, usually those taught at school. The aim is to build on one's mother tongue (MT) to facilitate the learning of a FL, and then to build on those two languages to facilitate the learning of a second FL. Véronique Castellotti (2001, 2002) understands MT as an important part of the process of learning a FL. Her studies show that the relations students build between languages are marked by representations of the distance between their MT and the FL being learned. These representations are actually approximations, but they define reality for a given group or student. This way, representations are types of summaries of the language experience of each learner, and provide a framework for using knowledge, making intelligent guesses (which allows understanding) and guide behavior.

Intercomprehension between related languages consists of working in parallel with several languages of the same family. It increases the number of languages students will be in contact with, but limits them to a certain number of communicative skills which will be developed. These skills include the ability to rely on the knowledge of one language to be able to communicate in another and confidence in learning abilities (Candelier, 2004).

However, Castellotti (2002) indicates that focusing on the similarities between languages may have other positive outcomes. Comparison should give students the opportunity to develop their linguistic skills by testing their intuition about languages. These skills, which Castellotti calls "translinguistic tools" (2002, p. 18) can be re-activated irrespective of the language being examined. This way, one can "build learners' competences that transcend the framework of any given language, and help them move between different learning processes" (Castellotti, 2002, p. 20).

The Awakening to Languages approach includes students' MT, FLs taught at school and other languages which the school does not intend to teach. The emphasis of this (also comparative) work is on "developing skills for the purpose of acquiring communication skills, whatever the language" (Candelier, 2004, p. 19). It can be seen as a preparation for language learning, as it develops the learners' confidence in his/her learning abilities, his/her skills in observing and analyzing languages, the use of comparison between languages to better understand a phenomenon in the target language and curiosity, interest and openness towards languages. Thus, the Awakening to Languages is an approach of language education, not of language teaching/learning.

In 1994 eight states of the European Community founded the European Centre for Modern Languages (ECML), as part of the Council of Europe. The role of the ECML is to implement language policies and promote innovations in the teaching and

learning of modern languages in Europe. So far, there are thirty-three[3] states members of the Centre, which has supported two LA Awakening to Languages programs: EvLang and JaLing.

EvLang (Eveil aux langues[4]) was an LA project aiming to design, implement and experiment school materials under a pluralistic perspective of languages. It was the birth of the 'Awakening to Languages' approach to teaching foreign languages. From 1997 to 2001, about thirty researchers in five countries (Austria, France, Italy, Spain and Switzerland) participated in it.

The project worked only with the age range 10/12, and 150 classrooms experimented the 30 tasks designed. The teachers participating in the project believe that it strengthened the metalinguistic aptitudes of their students, developed attitudes of interest and that the approach is complementary to other teaching methods used in class. Interviews with the pupils show most of them found the project useful, even though they could not explain how (Candelier, 2004).

The second program supported by the ECML was JaLing. Sixteen[5] countries with different contexts and teaching traditions took part in it. The main objective of this program was to introduce the 'Awakening to Languages' approach into the curriculum. In order to do so, they analyzed teachers' reactions to the approach in different countries, checked whether the contents were already part of the syllabus or not, analyzed parents' attitudes and collected students' initial views on languages (Candelier, 2004).

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[3] Albania, Andorra, Armenia, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, the former Yugoslav Republic of Macedonia and the United Kingdom.
[4] In French, Language Awareness.
[5] Germany, Austria, Spain, Finland, France, Greece, Hungary, Poland, Portugal, Slovenia, Latvia, Czech Republic, Romania, Russian Federation, Slovakia and Switzerland.

Results were very positive. According to Candelier (2004), the experiment confirmed the educational authorities' interest in a different language education approach. The teachers' attitudes towards the program were most often positive, and the parents also supported the initiative, but expressed their concern about such a program replacing the teaching of a foreign language. Both teachers and students approved the teaching resources designed, but the teachers' ability to adapt the materials to his/her class is crucial to their success. Most importantly, it confirmed that the approach is not only an attempt to develop language observation, but it can ensure acceptance of diversity.

Throughout the 90's, French-speaking Switzerland was interested in developing students' metalinguistic skills and plurilingual and pluricultural competences. Teams of teachers prepared and tested 'openness to languages' activities (EOLE) and teachers took individual initiatives to use these activities in their classrooms. Despite the positive results reported by the teachers, the project was not further developed because of the resistance of the institutions involved. However, the EvLang project (see above) was being set up at the same time, so the EOLE researchers and institutions became its Swiss partner.

EOLE and EvLang strongly influenced one another, and in the year 2000 French-speaking Switzerland decided that teachers should be provided with EOLE teaching resources so they would have tools to work on the diversity of languages in the classroom. The collaboration was maintained with the JaLing project, which was extended to German-speaking, Romansh-speaking and Italian-speaking Switzerland (Candelier, 2004).

Another research which was very important for the development of the Awakening to Languages approach was conducted in Freiburg, Germany. It aimed at

studying the representations of language expressed by children studying at language courses. It emerged that children think their own observation of linguistic phenomena should be a subject of discussion in class. In most cases, students were interested in discussing sounds or the meanings of words or expressions. Bilingual children and those who speak a dialect often compared their MT to the language they were learning at school. Teachers, on the other hand, usually saw these contributions from students as a disruption. There was, therefore a need for a teaching approach which would allow the questions raised by students to be used as a resource in class, idea which was taken up and developed by the Awakening to Languages approach.

After the creation of the European Union, which enabled people to move much easier and faster from one state to another, the matter of non-native communication increased, so the interest of European countries in LA is justified. However, it is my belief that Brazil, a country which faces different linguistic matters, has also a lot to benefit from LA studies as well as to contribute to them. In the next section, I shall be discussing some of the theoretical and practical works which corroborate my belief.

**2.3. The need for Language Awareness**

Louis-Jean Calvet (1999) argues that we live in a multilingual world, but the languages people speak do not fulfill the same functions and roles in society. Languages have been classified from different points of view, as the genetic point of view of the language families, the functional point of view which declares the world's major languages or vehicular languages[6], the institutional point of view which separates the regional, national and official languages among others. People have also used adjectives

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[6] Calvet originally uses the French expression 'langue véhiculaire'. The term has usually been translated into English as 'lingua franca' or 'contact languages', but the meaning intended by Calvet is that of any language which is used as a means of communication between any communities with different mother tongues.

to express the relative importance of languages, such as minor languages, majority languages, less-spoken languages and so on. These classifications, however, may represent the ideology and power relations behind languages, but are not based on scientific facts.

Besides, the community assigns prestige to some languages and not others (Bugel, 2006). Consequently, it tries to ensure kids will learn those prestigious languages at school. Intuitively, we treat languages as a capital, valuing a language which will have value and prestige in the market. These notions have to do with representations, not with reality. However, because society attributes a greater value to English, most kids will study it as a foreign language (FL) at school, and consequently increase its value. From this point of view, we are seeing languages as objects, and we base our choice of what language to study on the benefits it will bring to us (Calvet, 1999).

Calvet (1999) prefers to see languages under an *ecological*[7] point of view, though. This way, he studies the relations between languages themselves and the relations between languages and society. What is more, he constructs a theoretical model which accepts the unsteady nature of languages. After all, history has shown that 'major languages' do not maintain their position forever.

In his model, Calvet (1999) uses the metaphor of a gravitational system to explain how languages are structured in relation to each other. In the center of this system would be what he calls a "hyper central" language. "Hyper central" languages vary according to the historical moment, and at present, English is in the center of Calvet's gravitational system. Speakers of this language tend to be monolingual. In the second sphere of this system are "super central" languages, such as Arabic, Chinese,

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[7] It is important to notice that Calvet does not use the term ecology in its usual sense of defence of the environment. However, by looking at the disappearance of languages under an ecological point of view, we may create new possibilities for intervention.

Portuguese and Russian, whose speakers tend to be monolingual or bilingual in relation to the "hyper central" language. The third sphere holds "central" languages as Japanese, German and Guarani and in the fourth and least dense sphere there are the "peripheral" languages that include the Indian languages. Speakers of "peripheral" languages tend to be plurilingual with languages of any other sphere.
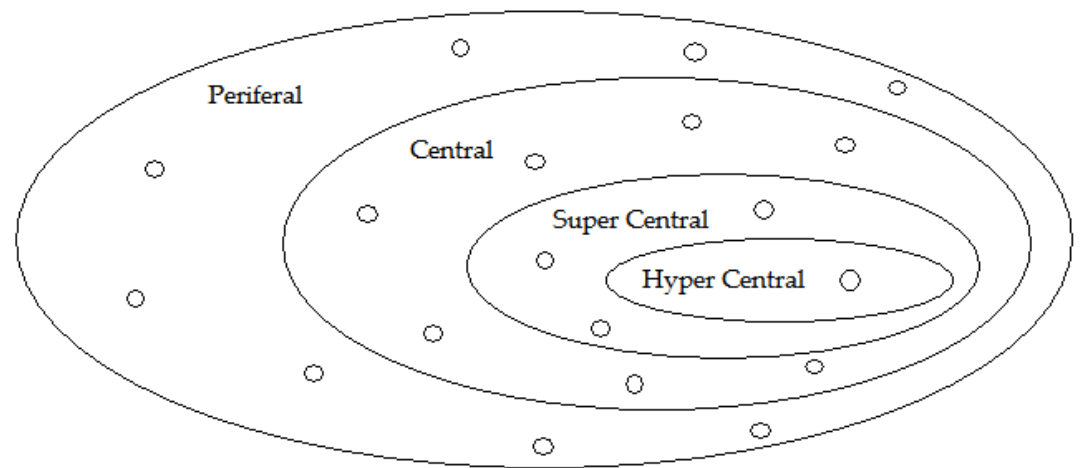


Figure 1 – Calvet's gravitational system (Steffen, 2006)

In Calvet's system, speakers always tend to be bilingual with a denser language, and the languages are related through these bilingual speakers. Plurilingual situations are represented as the gravitation of "peripheral" languages around a "central" language, "central" languages around a "super central" one and "super central" languages around the "hyper central" language.

The valuing of languages proposed by this system does not depend on the nature of the language, but on its place within the system. As the positioning of languages is not steady, it is important to understand that there are situations in which languages other than the "hyper central" are fundamental.

Even though English is at the moment in the 'hyper central' position, there are no guarantees the future generations will value it the same way we do. David Graddol

(2006) foresees changes in the status of English in the close future. He argues that globalization has contributed to the growth of a new language, which he calls Global English. It is a new phenomenon which will create challenges for everyone involved with education, but mostly for those in the language education business.

Graddol (2006) explains that one key characteristic of the modern, globalized world is the growth of multilingualism. In Europe, for example, the most developed countries are experiencing an ageing population. Countries like Italy may soon need to receive migrant workers to support the demands of labor. On the other hand countries like Poland, which have a growing number of working age people, may export labor:

> "Many migrants seek a better life in one of the more developed countries which encourage the immigration of skilled workers to counterbalance their ageing workforce. This is changing the social and linguistic mix of the destination countries." (Graddol, 2006, p.28)

Globalization is also changing tourism. In 2004, three-quarters of the international travelers were moving between non-English-speaking countries. According to Graddol, it "suggests a large demand for either foreign language learning or the increasing use of English as a lingua franca." (2006, p.30) As the amount of encounters involving native English speakers declines, the use of other languages as 'lingua franca' for tourism increases.

Another important aspect is that "globalization allows companies to locate each of their activities wherever in the world provides the best cost advantage." (Graddol, 2006, p.30) The same way developed countries manufacture goods in less developed countries, where labor is cheaper, now they can outsource services.

Along with globalization came the changes. English material on the internet is declining, but there are still more materials in English than proportionally in any other first language. Graddol states: "The dominance of English on the internet has probably been overestimated. What began as an Anglophone phenomenon has rapidly become a

multilingual affair." (2006, p.45) This multilingual affair can also be noticed in other types of media. Babylonia, a plurilingual Swiss journal about language teaching and learning, usually written in French, Italian and German, has begun accepting articles in other languages which may be part of the linguistic portrait of Switzerland. In 1994, texts were written in Turk, Spanish, Hungarian, Greek, Albanian and Polish among others (Babylonia, 2004).

Migration is influencing the ethnic mix of some countries, which may threaten the national identity represented in the language and culture. Graddol alerts: "Linguistic diversity may be seen as a threat to the maintenance of a 'harmonious society'." (2006, p.53)

This new world organization is changing educational systems around the world. Technology is redistributing knowledge, and the need for a prepared workforce is making access to education much more widely distributed:

> "Almost everywhere, education systems are in a state of rapid change. Globalization has led to a desperate race in many countries to upgrade the skills of their workforce faster than their economies are being forced up the value chain. Building human capacity has become a process of chasing an ever-moving target. Rather than achieving well-established goals, it is now about institutionalizing flexibility, creativity and innovation and the management skills required to generate and cope with constant change." (Graddol, 2006, p.70)

Education, which used to be what prepared children to adulthood, is now a process which occurs throughout one's life. Technological innovations, for example, require people to deal both with the technology and the cultural codes it creates. In this fashion, education in school needs to provide generic skills upon which the individual will develop specialist skills in the future (Graddol, 2006). Hawkins points out that the teaching of languages should be planned as an "apprenticeship on which later study of a different foreign language can build." (1999, p. 138)

Almost a decade before Graddol's concerns, the report to UNESCO of the International Commission on Education for the Twenty-first Century raised the topic of several tensions brought up by the extensive globalization of the last twenty-five years (Delors, 1998). Among others, the report urges educators to focus on the tension "global versus local," so people can be citizens of the world without losing their cultural roots. It foresees the same international movements discussed by Graddol (2006) and, along with it, a global tendency to value the way of life led by the most prosperous countries. Therefore, the commission has chosen as one of the principles for reflection the respect for pluralism.

In pluriethnical communities, reports the commission, there is a tendency to teach basic education in the children's mother tongue, but no great importance is awarded to the teaching of foreign languages. Hence, they recommend that "it is important to promote an intercultural education, which is truly a factor of cohesion and peace". (Delors, 1998 p.55)[8] Not only is the teaching of foreign languages given importance by the commission for its utilitarian purposes, such as access to scientific and technological knowledge, but also for its role as expression of cultural diversities.

In Brazil, Moura and Vieira (2002) recognize the existence of linguistic prejudice. Based on official documents, such as the Universal Linguistic Declaration, The United Nations' Rights of Men, and the Brazilian laws of education, they state that the use of foreign languages is a right of every citizen, not a privilege. Four types of prejudicial attitudes are listed: the proud speaker of an only language, the provincial cosmopolitan, the snobby polyglot and the ignorant polyglot[9]. When the concept of mother tongue is related to the idea of nation, attitudes can range from simple denial to complete acceptance. Sometimes foreign languages are seen as inferior, and the authors

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[8] My translation from the Portuguese version.
[9] My translation.

report, based on their own English as a foreign language (EFL) teaching experience, that some students during oral exercises, as a sign of denial may reproduce the sound of a dog, as if they were learning an animal language, instead of learning a foreign language. A speaker of a dominant mother tongue usually does not feel the need to speak another language, attitude that leads to a mostly monolingual community and reveals another type of denial. On the other hand, there are those who speak various languages but underrate them, mainly because they are not considered important by the community. Finally, there are those who believe speaking a valorized language is a sign of superior intellect or higher social position (Moura & Vieira, 2002).

Accordingly, Oliveira (2003) has noticed the need for an integrative policy of education in Brazil. The Universal Declaration of Linguistic Rights (1996) understands that discrimination against linguistic communities, based on any criteria, is unacceptable. The declaration also states that every person has the right to be polyglot and to know and use the language that best fits his/her personal development. To the Brazilian Indians the right to their land, culture and language was recognized, but there are many other linguistic communities in Brazil that still need attention (Oliveira, 2003).

Hamel (2003) has also noticed that globalization brings integration of the international capital, but at the same time brings national states to reaffirm their cultural, ethnical and linguistic diversities. Some examples are those of Catalonia, which demands recognition of their language and culture not only in Spain, but throughout Europe; in The United States, massive immigration has brought up the question of how to cope with the ethnic-demographic transformation; Latin America feels globalization, but requires its right to autonomy and control over its resources, education and justice (Hamel, 2003).

In South America, whose countries are plurilingual due to colonization, the need for a more pluralistic approach to foreign languages can be felt. In Buenos Aires, capital of Argentina, the public system is offering plurilingual education. Since 2001 twenty-two schools located in low income areas of the city have been involved in this program which offers six hours weekly of one foreign language from first to fourth grade, three hours of a second FL until high school and introduces a third FL during high school. So far, the languages involved have been French, English, Italian and Portuguese. (Garcez, 2004).

According to Garcez (2004), the program has an "integrative character", as it envisages general topics of the curriculum being taught in the first FL from fourth grade on. It is this characteristic, added to the fact that the program offers FLs to a share of the population who usually does not have access to it, which makes this a program of linguistic education, as opposed to language teaching.

The 'Orientações Curriculares para o Ensino Médio'[10] suggested by the Brazilian Ministry of Education reminds us that besides language learning, FLs at school can also contribute to linguistic education. FLs can help the learner understand that language use is not heterogeneous, that there are various ways to socially interact through the use of language, enhance the learners' sensibility towards the specific characteristics of his/her MT and FLs and also develop confidence in language learning and use. These objectives, some very similar to the objectives of Language Awareness, consist of what the document calls "the educational value of foreign language learning"[11] (Orientações Curriculares para o Ensino Médio, 2006, p. 92).

Another indication of how important is the matter of diversity in Brazil is the fact that the country has hosted the I International Forum of Language Diversity (2007),

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[10] Curricular orientations for high school level.
[11] My translation.

where linguistic policies and rights were discussed. The forum offered space for meetings with speakers of minority tongues in Brazil, discussion about bilingual education, and the objectives of Foreign Language classes at the regular school among others.

The meetings with speakers of minority tongues[12] in Brazil focused on the discussion and reflection upon linguistic matters which are relevant for the promotion of plurilinguism and of the culture of these speakers. These meetings were registered for future use in "Livro das Línguas"[13], a project conducted by IPHAN (Instituto do patrimônio artístico e cultural nacional), which intends to register languages spoken in Brazil as immaterial cultural heritage.

Researchers dealing with bilingual education could report their latest projects and discuss the possibilities and perspectives of offering two or more foreign languages at school. It was argued that while Brazilian laws of education suggest that each community should choose the FL to be offered by schools, there is lack of prepared teachers, mostly when the chosen language is a minority tongue.

Another important topic at the Forum was the objectives of FL classes at school. Even though Brazilian laws of education understand that regular schools should teach FLs focusing only on the abilities of reading and writing, researchers at the Forum seem to disagree with overlooking the speaking and listening abilities. It could be observed a strong tendency among teachers and researchers at the Forum not to believe in language teaching, but in language education. Differently from the education policies, scholars envisage language education as a unit comprising the abilities to communicate orally and written as well as the knowledge of the culture related to the target language.

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[12] The languages were: Hunsrückisch, Vestfaliano, Plautdietsch Menonita, Pomerano, Iídiche, Talian, African-Brazilian, Mbyá-Guarani, Kaingang, Japanese, LIBRAS (Brazilian sign language), Polish, Russian and Ukrainian.
[13] In Portuguese: The book of languages

It seems that today, "the slogan 'English is not enough' applies as strongly to native speakers of English as for those who speak it as a second language." (Graddol, 2006, p.118) Language teaching is not enough, as we cannot preview which languages children will need in the future. Consequently, language education seems to be the logical option, as it prepares students for the future acquisition of any FL they may need, as well as improves their respect for all languages and cultures.

This chapter discussed the ideas proposed by the Language Awareness Movement and the practical application of these ideas in some European plurilingual projects. Besides that, I intended to justify the application of a plurilingual LA program in Brazil by exposing more experienced researchers' studies which indicate the worldwide, and more specifically South American concern with linguistic diversity.

CHAPTER 3

METHOD

## 3.1. Introduction

Previous research on Language Awareness and plurilinguistic knowledge development (see chapter 2) have not presented a clear methodology on how to get to the results obtained.

Selltiz (1975) argues that frequently researchers need to familiarize more with a phenomenon before specific hypothesis can be drawn. In his case, he suggests an exploratory approach to research, where the research plan must be flexible enough so that many different aspects of the same phenomenon can be considered. Accordingly, in this type of research the data collection procedures are flexible and the analysis of data is informal.

Hence, the present study follows an exploratory approach to research, as it intended to familiarize with the development of plurilinguistic knowledge in the Brazilian public schools environment, taking into account the lack of national academic research on the matter.

## 3.2. Data collection instruments and procedures

This study exemplifies the diversity of data collection procedures which can be employed in classroom research (Allwright and Bailey, 1991). Open-ended questionnaires were applied previous to the intervention, in an attempt to unveil students' languages background and beliefs about language learning. The material produced by the students during the intervention was used as a main source of information on the process of LA raising. Digital recording of students' answers to some of the activities was used in order to capture their reactions to the oral form of FLs, as well as a researcher's diary and oral contributions from the main teacher and from one of the fourth grade teachers.

The intervention, which lasted six meetings with each of the participant groups, happened during school hours in a public school in the state of Santa Catarina, Brazil. During the intervention period, the students were invited, sometimes individually, sometimes in small groups, to solve plurilingual activities.    In the next sections, important aspects of intervention, such as the setting, participants and activities will be further discussed.

## 3.3. Participants and setting

The participants in this research were sixty-nine students beginning the 5th grade at a public school in Florianópolis, Brazil. Since its opening, the school has shown great attention to the teaching of Foreign Languages (FLs). Until 1988, the school offered two FLs: English and French. In 1988, German was introduced in the curriculum due to the geographic situation of the school, which receives many students who have German origins. In 1995, FL teachers proposed that Spanish should be added to the curriculum. In the teachers report it is explained that means of communication were starting to

express linguistic and cultural pluralism, and they believed the school was responsible for preparing the students to the linguistic diversity which was characteristic at that time (Vieira, 1998).

As we can see, linguistic diversity has always been an important issue in this school. Since 1997, the teaching of foreign languages at this school begins at the 5th grade, and during their first year of FL studies, students have basic notions of German, Spanish, French and English. The school year is divided in three phases, and students have four FL classes weekly. This way, each group has one class of each of the four FLs per week (Vieira et al., 1998). The present research was conducted during the second and third weeks of classes. At this moment, students had already been introduced to their FL teachers, but their contact with those languages they would be studying throughout the year was to begin after the intervention.

In the beginning of the school year, in April 2007, the school counted on 75 students enrolled in the 5th grade. These students were regularly divided in three groups of 25 students each. Before intervention begun, all the students were invited to participate in the research and a letter was sent to their parents explaining what the research was about and asking for their permission so that their kids could participate in it. As the intervention took place during school hours, taking over three of the regular five FL classes for a period of two weeks, it was explained in the letter that every student would participate in and benefit from the activities in class even if the parents did not wish to authorize their participation in the research. However, only the results from the students who brought the authorization letter (see appendix A) signed by their families were considered, so that there were 69 student participants in the research. These students are divided into three groups, which will be referred to as groups 1, 2 and 3. It is important to notice that the present research was approved by the Ethic

Research Committee of UFSC. Hence, all the procedures for data collection, consent for use of information collected and participants' privacy follow the requirements from the same committee.

A pre-intervention questionnaire showed that students' age ranged between 10 to 12 year olds. Besides the students, the research counted on the participation of my supervising professor, Dra. Josalba Ramalho Vieira, who happens to be one of the regular FL teachers of these groups. I have participated as a co-teacher, solving students' doubts, helping with class material or giving instructions when necessary. This way, I was able to observe and take notes, while the groups' usual teacher handled the classes. According to Van Lier (1988), this 'participant observation' (p.40) allows the classroom researcher to view the situation as one who is part of the group, thus achieving the neutrality necessary to be non-judgmental of the context being investigated.

The spaces available for the development of this project were the groups' general lessons rooms, the English room and the language laboratory. Each group in this school has one room in which they have the general lessons of all school subjects, and the teachers move from one room to the other. These rooms offer a blackboard on the front wall, and students' desks are organized in columns, all facing the front of the room. The teachers' desk, which is larger than the students', is positioned in front of the room, facing the students. On the walls, there are posters produced by the students about the various subjects they study. Each of the foreign languages has its own room, though.

The English room, which was used during this research, is a little smaller than the groups' general lessons room, but offers twenty-five desks for the students, an equal one for the teacher and a cabinet where teachers can keep their material for the teaching of the FL. There is also a blackboard on the front wall, but even though the students'

desks are organized in the same way they are in the general lessons room, the teachers have more freedom in changing the classroom design, as there will be no other teacher occupying the room soon after the class is finished. There are posters on the walls which are all products of students' projects on that foreign language.

The language laboratory is divided in two sides, which offering space for 24 students. Each side has three rolls of booths, divided only on the sides. The booths seat two students and are equipped with two sets of earphones and two control panels, which allow students to control the volume of the audio and to call the teacher, among others. These booths are connected to computers, positioned in a workstation in the front of the room, from where the teacher controls the audios sent to the students in their individual earphones, or to loud speakers. Each earphone has a microphone, which can be used by the students and teacher to communicate individually, or to make recordings of the students' voices.

## 3.4. Activities

The activities used during the project were designed based on suggestions found in the JALING program website (JALING, 2006), as well as on the literature (Masats, 2006; Scott, 1998; Ulseth, 2003). Even tough the activities were prepared prior to the beginning of the intervention, every meeting with the students unveiled a little more about their personal characteristics and interests, and in an attempt to make the program more meaningful and interesting to them, most of the activities were redesigned. Consequently, preparation of the activities was a continuous process, concomitant with intervention itself, in which each activity was thought of again considering students'

reactions to the previous activities, and always focusing on improving the ones yet to come.

The amount of activities developed in the project was constrained by the time the school conceded for the development of the research. It was very important for this research to be conducted in a "genuine classroom"[14], so that the possibility of a plurilingual Language Awareness program being implemented in Brazilian regular schools could be accounted for. On the other hand, the present curriculum adopted by the school could not be overlooked, and teachers have a pre-defined syllabus to teach in a tight schedule. Because of that, the research had to fit three FL classes of each group, during two weeks, which left us with six meetings with each of the three groups.

Because the intervention took place in the beginning of the school year (as explained in the participants and setting section), and the time we would have for the development of the research was only known soon after school vacation was over, not all the activities which were prepared in advance could be developed. My advisor and I chose which ones we would be working with based on their relevance for the research (activities which offered contact with a larger number of FLs were considered to be more relevant). Due to space constraints for this report, only the activities which were actually developed will be thoroughly described[15]. The activities were developed following the order shown in the following table.

| Meeting | Activities developed |
|---------|---------------------|
| 1 | Questionnaire<br>Activity 1: "A visita" |
| 2 | Activity 2: "Unknown words" |
| 3 | Activity 3: "Cooking detective" |
| 4 | Activity 4: "Harry Potter" |

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[14] Nunan, 1992, explains that genuine classrooms are "classrooms which have been specifically constituted for teaching purposes, not for the purpose of collecting data for research" (p. 92).
[15] A portfolio containing all the plurilinguistic tasks designed for 5th graders is being prepared and should be available to the readers soon.

| | Activity 5: "What language is that?" |
|---|---|
| 5 | Activity 6: "Days of the week" |
| 6 | Activity 7: "Happy families" |
| 7 | Activity 8: "The sound of music" |
| | Activity 9: "The sound of words" |

**Table 1** – activities developed.

The first meeting with each of the groups was quite different from the following meetings due to its objectives. First, there was the need to have students answer a questionnaire intended to unveil the awareness of language they were bringing into the 5th grade. Second, the activity which followed the questionnaire actually consisted in the discussion of a text which approaches the respect for other languages and cultures. Consequently, this first meeting did not include any activities actually involving foreign languages.

Because the intervention happened during school hours, as explained above, the schedule was decided less on the needs of the research than on the availability of the students. For that reason, the first meeting already presented a challenge, as groups 2 and 3 were available at the same time. The teacher then decided to work with both groups together, making use of the language laboratory, which offers enough space for all the students.

The questionnaire (see appendix B) offered the following questions, which should be answered by students individually and in Portuguese:

1) How old are you?

2) Where were you born?

3) Where were your parents born?

4) Do you know if any of your grand or great grandparents was born in another country?

5) What languages do you know?

6) What is your mother tongue?

7) Do you speak other languages? Which languages?

8) What languages are spoken in Brazil?

9) Do you ever use a secret code? When? With whom? How does it work?

10) Where and with who did you learn to speak Portuguese?

11) How do you think people learn other languages?

Students from both groups 2 and 3 had doubts while answering the questionnaire. It was important that students did not have contact with their classmates, so the teacher and the co-teacher tried to solve their doubts individually. The students in this group seemed to be much quieter, though.

Questions also arose, mainly about question number 6, but also about question number 5. Students wanted to know what did we mean by 'What languages do you know?'. It was then explained that we meant any languages they know exist, any languages they had heard of.

One of the most frequently asked question was about the meaning of 'mother tongue'. Question number 6 aimed exactly at checking whether students understand this concept. Consequently, the teachers did not tell students the answer, but encouraged them to answer only what they were certain about, and also to give sincere answers such as 'I don't know' or 'I'm not sure what this is". Nevertheless, some of the students got impatient and may have asked their classmates for help (see section 4.7 for a discussion on that).

The first activity, called "A visita", was adapted from an activity used in the JALING program and available at their website (JALING, 2006). This activity consists of the discussion of a text and related questions. Although the text, presented in the form of a dialogue, was originally written in European Portuguese, this activity was designed to be conducted in the students' mother tongue, so the text (table 2) has

suffered a few changes in vocabulary and structure. The choice of adapting the text is due to the activity's main objective, which is to raise understanding of cultural differences and respect for different habits and languages. In this first contact, calling students' attention to differences between Brazilian and European Portugueses could divert the group from the intended discussion.

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**A VISITA**

**Personagens:**
**Pita** (a pomba brasileira)
**Fiufiu** (o gato brasileiro)
**Rudi** (o morcego brasileiro)
**Blanca** (a pomba da Itália)

**Pita:** A pomba Blanca da Itália deve estar chegando!
**Fiufiu:** Oh meu Deus! O que ela come?
**Pita:** Você está com medo? Você não acha que uma pomba se alimentaria de gatos? Além disso, ela é vegetariana, como eu!
**Fiufiu:** Para com isso! Eu quis dizer, que se ela é uma pomba estrangeira, deve comer coisas diferentes do que nós comemos!
**Pita:** Acho que ela vai gostar de experimentar as tortas que você faz.
**Fiufiu:** Mas eu não vou saber me comunicar com ela, pois ela fala uma língua diferente da nossa! Ela é tão diferente!
**Pita:** Eu sou uma pomba, você é um gato e Rudi é um morcego, somos todos diferentes!
**Fiufiu:** Mas ela é estrangeira, vem de um país diferente!
**Pita:** E se nós formos para a Itália, nós seremos estrangeiros.
**Rudi:** Silêncio! Ela está chegando!

**Blanca:** Buona Sera!
**Rudi:** Nossa, que pomba estilosa!
**Pita:** Boa noite, Pomba Blanca, bem vinda ao nosso país!
**Blanca:** Boa noite, Pita, é um lindo país!
**Fiufiu:** Quer experimentar um pouco de torta?
**Blanca:** Pizza!!!
**Pita:** Na verdade é um pouco diferente de pizza, o tempero é diferente.
**Blanca:** Oh, tudo no Brasil tem um tempero diferente, é tudo tão legal!
**Fiufiu:** Ah, eu acho tudo tão normal e sem graça aqui...
**Rudi:** Muitas coisas aqui no Brasil são diferentes das coisas na Itália.
**Pita:** Então vamos descobrir!

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**Table 2** – 'A visita'

In the first part of the dialogue, a pigeon, a bat and a cat, all Brazilian, are expressing their anxieties towards the arrival of an Italian pigeon. The cat is afraid the foreigner might eat different things and that they might not be able to communicate with it. At this point, the pigeon explains that even though they are all different, being a cat, a pigeon and a bat, they are still friends. Moreover, if any of them went to visit Italy, they would be the foreigners.

In the second part of the dialogue, the Italian pigeon has already arrived, and the Brazilian friends are talking to it. There is a little miscommunication, but the characters realize that it happens because some things are different in other countries, and invite the readers to find out cultural differences between Brazil and Italy.

The text tries to show that anxiety about cultures unknown to us is normal, just as a little miscommunication is. It also stresses that differences are not something bad, and intends to raise pupils' interest in discovering more about other cultures. The text can be found in Table 2.

After each student received a copy of the text, it should be read aloud by the teachers to the whole group. Following the reading, there were three questions that the students should first try and answer by themselves, so that later they could share their opinions with the whole group.

The first question, 'What do you know about Italy?' should give students the chance to realize the country is not totally unknown to them. As the Italian colonization was pretty strong in the south of Brazil, many cultural aspects are present in the students' daily lives, even if they are unaware of it. By sharing their answers with the group, I expected students to raise their awareness of how much they know about this other culture.

The second and third questions: 'Why didn't the Italian pigeon know the Brazilian food? What foods do you know from other countries?' and 'Why does the Italian pigeon speak differently? How did she say good night?' aimed at expanding the explicit knowledge of students to cultures other than the Italian, as well as to explicitly relate the use of different languages by different cultures.

Most activities in the project involved attention to specific characteristics of languages and comparison among them, which could raise some anxiety on the part of the students, whose contact in the institutional setting with foreign languages has been very little so far. On account of that, it seemed important to first help students become aware that we can understand a text even if we do not know every word in it, and that sometimes when we say we are 'guessing' we are actually inferring the meaning based on our previous knowledge of the world and of text relations (Scott, 1998).

In order to fulfill this need, I followed Scott's suggestion of an activity called "A problem at the clamba" (1998, p.283). Scott designed a text, written in the students' mother tongue, but containing some fictitious words in it. After reading and discussing the text, students realized the fictitious words do not interfere in their understanding of it. As the text used by Scott was prepared for adult students, I adapted the text, a short paragraph in Portuguese, inserting invented words in it (table 3).

Students should first try to answer the questions by themselves and later share their answers with the big group. Because of the individual nature of the work, groups 1 and 3 were taken to the English room, where students could sit in individual desks. Group 2 was taken to the laboratory, though, as the English room was occupied at that moment. Fortunately, even though the students in the laboratory sat in pairs, they were able to conduct their work individually.

Ana e Pedrinho são ircos. Uma caises, sua mãe pediu que fossem ao rostors comfoi ovos. No esparco, uma bolga picou o braço da Ana, que squou: "Ai, que par!" Pedrinho, com medo da bolga, gortou os ovos para cima e correu. Pedrinho e Ana então voltaram para sua hols, sem os ovos que sua mãe pediu!

1. Quem são Ana e Pedrinho?
2. Porque eles foram ao rostors?
3. Quem picou o braço da Ana?
4. O que aconteceu então?

**Table 3** – 'Unknown words'

Sharing the answers to these questions is very important, as there may be more than one possible answer for each question, and it highlights the fact that some words are easier to infer than others, but that it usually does not affect the general comprehension of the text. In question number one, 'Who are Ana and Pedrinho?' for example, it is hard to think of any answer other than brother and sister. On the other hand, in question number three, 'Who bit Ana's arm?', the answer could be any insect or animal that is able to bite, but the exact naming of the insect or animal does not influence the comprehension that its having bitten Ana is the reason why they go back home without the eggs.

Questions number two: 'Why did they go to the rostors?', and number four: 'What happened then?', aimed at calling the readers' attention to two events central to the understanding of the text, which they can understand even without recognizing every word in it.

The third activity, called 'cooking detective', is also suggested in the Jaling program website (JALING, 2006). The main objective was to have students discover the

meaning of words related to food in several languages, by using their intercomprehension abilities. Students received an empty chart, apart from the languages on top of the columns: Portuguese, English, German, Italian and Slovene. They also receive the words 'salad', 'steak, 'potato', 'rice', 'tea' and 'fruit', in Portuguese, along with their correspondents in the other four languages. The words are out of order, and students have to try to complete the table, by positioning the words under the language they belong to, and in the same line as its correspondent in Portuguese. The correct result can be seen in table 4.

| Português | Inglês | Alemão | Italiano | Esloveno |
|-----------|--------|--------|----------|----------|
| Salada | Salad | Salat | Insalata | Solata |
| Bife | Steak | Schnitzel | Scaloppa | Zrezek |
| Batata | Potato | Kartoffeln | Patata | Krompir |
| Arroz | Rice | Reis | Riso | Ri |
| Chá | Tea | Tee | Té | Caj |
| Fruta | Fruit | Obst | Frutta | Sadje |

**Table 4** –'Cooking detective'

Because this would be the first plurilingual activity, I expected some anxiety from the students, and so decided it would be best if done in groups of four or five students. This way, not only students would feel less insecure, but also could share their opinions and help each other. All the groups did this activity in the English room.

Another important matter about this activity was the short time we had for its development. If students were to write their answers, the different spellings could cause students to answer it very slowly. In case students had to cut and paste, it could also take more time than we could afford. It was decided then that students would receive the table printed on an A4 sheet of paper, and the words already cut in a separate envelope, so that they would only need to paste them into the correct positions.

There were two activities to be developed individually during the fourth meeting. During the previous meeting with all the groups, the teachers had noticed that every time students were supposed to be working alone, some would finish their work first and the conversation between these students could interfere in the work of the other students who were not done with their work yet. Consequently, it was decided that all the groups would be taken to the laboratory for this meeting, so that faster students could put on the headphones and listen to some music after they were done, in order not to disrupt the rest of the group.

The idea for activity four, 'Harry Potter', was born from an informal conversation I had by the end of 2006 with one of the fourth grade teachers. She told me that during the year, students were motivated to regularly visit the school's library and read any books they felt interested in. Most of the students chose to read books from the Harry Potter series.

As this would be their first attempt to work with intercomprehension by themselves, using a context known to the students should not only help them with the comparison between other languages and their own, but should also help them infer the meaning of those words which have no similarities to their correspondents in Portuguese.

The students then received a sheet of paper containing the titles of the six Harry Potter's books published so far, each in a different language: Italian, English, German, Spanish, French and Greek. First, they should write the correspondent title in Portuguese, and then write down in what language they think it was written (table 5).

| |
|---|
| 1."Harry Potter e la pietra filosofale"<br>Título: Harry Potter e a pedra filosofal<br>Língua: Italiano |
| 2."Harry Potter and the Chamber of Secrets"<br>Título: Harry Potter e a câmara dos segredos<br>Língua: Inglês |
| 3."Harry Potter und der Gefangene von Askaban"<br>Título: Harry Potter e o prisioneiro de Askaban<br>Língua: Alemão |
| 4."Harry Potter y el cáliz de fuego"<br>Título: Harry Potter e o cálice de fogo<br>Língua: espanhol |
| 5."Harry Potter et l'Ordre du Phénix"<br>Título: Harry Potter e a ordem da Fênix<br>Língua: Francês |
| 6."O Chári Póter kai o Emíaimos Príngeps"<br>Título: Harry Potter e o príncipe misterioso<br>Língua: Grego |

**Table 5** – Harry Potter's titles

The titles are in order of publication, from the first to the last. The languages were chosen because the titles have at least one word that resembles its correspondent in Portuguese. This way, after using intercomprehension, their previous knowledge of the books would help them complete the titles. The title in Greek was selected specially because of the way 'Harry Potter' is spelled in that language. I wished to see whether students would pay attention or not to the fact that it is the only language in which the name of the character is spelled differently.

So far students had been quite fast in resolving the activities proposed, mainly when working alone. Besides, their previous knowledge of the Harry Potter series should be an element of help in answering the questions. Consequently, I expected there would be time to develop another activity in the same meeting, as long as it was not a time-consuming one. The activity that followed, 'what language is that', was adapted from a suggestion by Ulseth (2003), and students should work on it alone. The original

offered eleven paragraphs in different languages for the students to try and recognize the languages.

For the purpose of this research, it seemed important to, apart from asking students to recognize the languages, also ask students which characteristics they recognized as being representative of one language or another. Moreover, some of the languages in the original were most probably unknown to the students, who had not mentioned them in the questionnaires nor worked with them so far in the project, so it seemed unfair to demand recognition of those languages. As a result, the students were presented to only six languages: German, English, French, Italian, Spanish and European Portuguese. From the languages selected, only European Portuguese had not so far been worked with during this project, and its introduction at this point aimed at checking whether the students would notice any differences between European and Brazilian Portugueses. Following each of the paragraphs, two questions are presented: (1) what language do you think this text is written in? And (2) why do you think so? (Table 6).

| DAS EUROPÄISCHE JAHR DER SPRACHEN 2001 – EINFÜHRUNG<br><br>Wir freuen uns sehr, dass das Europäische Jahr der Sprachen 2001 vom Europarat und der Europäischen Union gemeinsam veranstaltet wird<br><br><br>1. Em que língua você acha que esse texto está escrito?<br>_____<br>2. Por quê?<br>_____ | INTRODUCING THE EUROPEAN YEAR OF LANGUAGES 2001<br><br>We are delighted that the Council of Europe and the European Union have joined forces to organise the European Year of Languages 2001.<br><br><br>1. Em que língua você acha que esse texto está escrito?<br>_____<br>2. Por quê?<br>_____ |
|---|---|
| APRESENTAÇÃO DE 2001, ANO EUROPEU DAS LÍNGUAS<br><br>Congratulamo-nos com o facto de o | INTRODUCTION - L'ANNÉE EUROPÉENNE DES LANGUES 2001<br><br>Nous sommes heureux que le Conseil de |

| | |
|---|---|
| Conselho da Europa e a União Europeia terem unido os seus esforços para organizar o Ano Europeu das Línguas 2001.<br><br>1. Em que língua você acha que esse texto está escrito?<br>_____<br>2. Por quê?<br>_____ | l'Europe et l'Union Européenne aient uni leurs forces pour organiser l'Année Européenne des Langues 2001.<br><br>1. Em que língua você acha que esse texto está escrito?<br>_____<br>2. Por quê?<br>_____ |
| PRESENTAZIONE DELL'ANNO EUROPEO DELLE LINGUE 2001<br><br>Siamo lieti che il Consiglio d'Europa e l'Unione Europea abbiano unito le proprie forze per organizzare l'Anno europeo delle lingue.<br><br>1. Em que língua você acha que esse texto está escrito?<br>_____<br>2. Por quê?<br>_____ | INTRODUCCIÓN DEL AÑO EUROPEO DE LAS LENGUAS 2001<br><br>Nos felicitamos de que el Consejo de Europa y la Unión Europea hayan aunado esfuerzos para organizar el Año Europeo de las Lenguas 2001.<br><br>1. Em que língua você acha que esse texto está escrito?<br>_____<br>2. Por quê?<br>_____ |

**Table 6** – What language is that?

Working with the days of the week in different languages has been extensively suggested by previous researchers (Jaling, 2006; Masats, 2006; Candelier, 2004; Ulseth, 2003). Most activities used in these previous experiences followed the same design of the third activity used in the present project and entitled 'cooking detective', where students are supposed to fill in the chart, putting the words in the correct columns according to the language in which it is written, and in the correct lines according to its meaning.

However interesting this use of the content may be, my advisor and I decided to conduct the activity in a different way. Throughout our last meetings with the students, we noticed that whenever asked open-ended questions, most students tended to give short answers. Especially during the development of the previous activity, 'what

language is that?', when students had the chance to explain the reasons why they have chosen such answers, it was noticeable that most of them are consciously unaware of the specific characteristics they confer to each language, since many students could not explain the reasons for their choices.

Therefore, a table was prepared with the days of the week in Portuguese, English, German, Spanish, French and Italian, in this order. Following this table, we proposed eight different questions in order to direct students' attention to similarities and differences among the written form of the days of the week in these languages:

1) In what languages are the days of the week more similar?

2) In what language are the days of the week more similar to the days of the week in Portuguese?

3) Every day of the week in English ends in 'day'. What does 'day' mean?

4) In what language are the days of the week more similar to the days of the week in German?

5) What is the similarity between the days of the week in French and Italian?

6) Almost all the days of the week in German end in ___ (complete).

7) Almost all the days of the week in Spanish end in ___ (complete).

8) Which day of the week is similar in every language?

It was decided that for this meeting the groups would use the room which was of easier access, so that not much time would be lost in moving from one room to the other. Group 1 had the 5$^{th}$ meeting scheduled for the same day of meeting 4, only after their break. Consequently, students were asked to return to the laboratory at due time. Even though the activity was an individual one, this group had seemed very

concentrated while resolving their tasks and the seating arrangement (in pairs) was not a disruption.

The other groups were supposed to stay in their general lessons room, but while the teachers were going the direction of group 3's room, they met the students who were already moving towards the English room and the laboratory, and so decided to stay in the English room, where they could be sitting individually. Group 2 remained in their general lessons room.

The activities presented so far were designed with the intention of helping students become better users of their comparative and intercomprehension abilities, as well as calling their attention to specific characteristics of languages. The social and affective parameters developed by the project might be quite difficult to measure, so it seemed important that by the end of the project some activity was applied so we could follow students' development of the cognitive parameters listed above.

It was decided by the researchers, then, that an activity following the same pattern of activity number three, "cooking detective", should be conducted with the students, who would be working individually this time. The activity was called "happy families", and involved vocabulary and language recognition.

This activity was to be done individually, and it required a great deal of time and attention from the students. Because of that, it was decided that students would stay in their general lessons room, so no time would be wasted in moving from one location from the other.

Students received an A4 sheet of paper with a table in it. The table contains in the first line the languages: Portuguese, Spanish, Italian, French, English and German. In the first column, under Portuguese, there are the words 'mother', 'father', 'sister', 'brother', 'grandfather' and 'grandmother', written in Portuguese.  Students should also

receive an envelope containing the same words written in the other languages, and try to paste the words in the correct position, under the correct language and in the same line of its meaning in Portuguese. Under each language there is a 'hint', that is, one of the correct answers in this column. These 'hints' were given so that students would have more basis for the use of their comparative abilities. In the Spanish column, for example, the word 'abuelo' (grandfather) was given, so students could use their comparative abilities to discover that 'abuela' is also Spanish, or their intercomprehension abilities to notice that the feminine and masculine words are marked by the final 'a' or 'o', as in Portuguese.

Contact with the oral form of languages is also an important aspect of Language Awareness. Even though time constraints hindered the development of activities considering languages' oral forms, it should be an aspect of students' interests, and their reaction to sang or spoken texts in foreign languages could be of interest to this research. Moura and Vieira (2002) report from their teaching experience that some of their students mocked the spoken form of English, in an attempt to underrate this language unknown to them. Therefore, dealing with this aspect of languages may be helpful in unveiling and trying to defy any parochialism students may feel.

The school's language laboratory could not be a better place to present students to the oral form of foreign languages. Not only the space allows the individual listening through the use of earphones, but it also allows students to individually record their answers, and thus freely express themselves as they will not be heard by their peers.

The activity called "the sound of music" was designed following the work of Lucena, Steffen and Vieira (2006), where the song "Funiculi Funicula" was chosen as representative of the Italian culture, "El Señor Don Gato" of the Spanish and "Sur Le Pont D'Avignon" of the French. It was decided that the students should first listen to

each of the songs and try to give it a title, in whichever language they preferred to, writing their answers on a sheet of paper. It was expected that by awarding the songs a title the students would express different levels of comprehension. Even if the lyrics were not clear to them, the rhythms and the comprehension of isolated words could help them all complete the task. Students should also say in what language they think the song is sung.

After choosing their three titles to the songs, it was important to try and understand how the students had come to those answers. In hopes that students would be more eloquent in speaking than they had so far been in writing, as well as attempting to give students a safe space to express themselves without the judgment of their classmates, they were each given three minutes to record their oral answers to why they had created each of the titles. Perhaps giving students this opportunity after each of the songs was played would have been preferable, as each answer might have been fresher in their minds, but due to technical reasons all students had to do the recordings at once, and the process of calling everyone's attention to the recording, and the subsequent saving of the audios in the computer took quite a long time, so if we were to stop after every listening, one meeting would not be enough for the oral activities.

The last activity to be worked with the students was "the sound of words". It intended to give students space to use several of the abilities developed during the project. The author of the poem "Full Circle", Elly Sherman, has designed a website in which she presented her work both in the written form and in audio. Speakers of every language are invited to translate it into their mother tongues and post the translation and its reading on the site. The site counts with collaborations from over eighty languages. The original text, along with its translations into Italian, French and Spanish were used for this activity.

First, the students should hear the readings and write down in which language it is. Second, the students received the written form of the four texts and also answered in which language each one is. This way, I expected to check the level of recognition of both oral and written form of these languages. Finally, the students would be invited to record their answers to the following question: What are these texts about? This way, students would be able to use intercomprehension between their mother tongue and the four foreign languages presented, as well as to compare differences and similarities between the written forms of the texts.

Unfortunately, this last meeting with each group was very disordered due to technical difficulties which resulted in lack of time for the development of the activities prepared. First, students were supposed to listen to the songs, and after listening to each song, students should give them a title and say in each language it is, explaining their answers. Unfortunately, the equipment took a long time to record every recording session, so, instead of having one recording session for each song, it was decided that students would first listen to the three of them, writing down their ideas meanwhile, and only later have a recording session for all the answers together. Because of this delay, most students were not able to finish the second activity prepared for this meeting.

The order in which the activities were presented to the students is according to their level of complexity in relation to the LA objectives of each of the tasks. The first and the second activities, 'A visita' and 'unknown words' were chosen to be worked at first for two reasons. First, both activities rely on their MT knowledge to develop a discussion and second, both activities intend to have students use their previously acquired knowledge (about Italy in the first and about use of a text's internal cohesion in the second) in order to do the activities. 'Cooking detective' was chosen to follow because it was designed to be done in groups, which should be helpful in their first

attempt to work with intercomprehension. After this first experience with the help of their classmates, it was important for students to experiment with intercomprehension individually. The activity about Harry Potter was chosen to be next, as students would use intercomprehension but at the same time would be able to rely on their knowledge of the subject in order to respond to the questions.

Recognition of specific characteristics of languages was also an important aspect of the activities. Until the fifth activity, students were asked to identify the languages they met, but 'what language is that?' was the first activity to focus on recognition and to demand from them explanation of their choices. Some students still had difficulty recognizing characteristics that belong to one language or another, and because of that, the following activity was 'days of the week', when students were asked questions which were meant to lead their attention to some of the specific characteristics which could be found in the vocabulary presented. Finally, students were given the chance to try to use both intercomprehension and recognition of specific characteristics of languages individually in the 'happy families' activity.

Activities involving the introduction of oral language were left for the next meeting, as it was expected that students would then be able to transfer the skills they developed facing written language to this new setting.

## 3.5. Analysis of data

In this section, I intend to describe and explain the steps and decisions taken in terms of organization and analysis of the data collected.

First, the pre-intervention questionnaire answered by the students was looked at in search for the profile of the group of participants, as well as the conceptions of

language these students bring to the 5<sup>th</sup> grade. Percentages were used to demonstrate each of the topics which have arisen.

Second, results from each of the activities developed were organized depending on the type of answer they offered. Answers to the questions in activity 1, 'A visita', were organized in a table from where the occurrences were counted. The same was done to the answers to the questions in activity 2, 'unknown words' and 6, 'days of the week'.

Activities which required language and word recognition, such as activities 3, 4, 5, 7, 8 and 9 had their results organized in a table following these steps:

1)  the answers of each group/student were corrected

2)   the number of occurrences of correct recognition of each language/word was counted

3)  the numbers of correct recognition of each language/word were positioned in the table (each line represents a student/group, while each column represents a language/word)

4)  the total of recognition of all students/groups was added

5)  this total was compared to the number of possibilities students had. In the activity "cooking detective", for example, there were 15 participant groups, and each language could be recognized 6 times, totaling 90 chances of language recognition. English was correctly recognized 63 times, which represents 70% recognition.

Besides that, in the activity 'Harry Potter' correct titles were marked '1' while incorrect titles were marked '0'. Activity 5, 'what language is that?' also contributed with the explanations students gave about the linguistic cues they used to recognize those languages. These cues can be found following the table which shows the language

recognition. The titles created as answers to activity 8, 'the sound of music', were also transcribed following the language recognition table. After the transcription, I could notice the titles were basically divided into two types and thus were classified as: (1) those who tried to write down the words they heard more often and (0) those who tried to create a title based on what they understood. Occurrences were then counted.

A closer look at these data revealed that common themes emerged during the implementation of the project. These themes were the students' profile, episodes which reveal resistance from the students, re-activation of previously acquired knowledge, development of translinguistic tools, recognition of specific characteristic of languages and the introduction of the sound of languages. Recurrence of these themes was sought in the researcher's journal, in the informal conversation the researcher had with the fourth grade teacher as well as in any written material offered by the students.

In this chapter I aimed at giving a detailed overview regarding the methods of data collection and analysis, the participants, setting and activities conducted. In the next chapter, I will discuss and analyze the data considering the research questions previously mentioned.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

## 4.1. Introduction

I will now proceed to the analysis of the data collected according to the theoretical and methodological perspectives presented in the last two chapters. Recapitulating, the data collected during the intervention period was organized according to the recurrence of topics. Later, this information was triangulated with information found in the researcher's journal, in the information given by the fourth grade teacher and in other written material the participants have produced. Each of the topics will be discussed in the next sections.

## 4.2. Students' profile

The answers to the questionnaire applied in the first meeting showed us that all the groups were quite homogeneous in terms of age, most of the students being 10 or 11 year-olds. Also, most of the students are from the same state, and there is no international student in any of the groups.

Almost 25%[16] (24,6%) of the students do not know their parents' origins. Only two students said they have a foreign parent, both from neighboring countries: one from Paraguay, the other from Uruguay. The remainder of the parents came to Florianópolis from different parts of Brazil.

Only 14 out of 69 students could indicate their family origins. Most of them, 71%, did not answer, or did not know the answer to question number 4, which suggests that these students are not aware of their own linguistic and cultural background.

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[16] All the percentages shown in this work were either rounded up or down for simplification. They are not exact numbers.

Students were not asked to answer to the questionnaire at home due to the very purpose of this question. The intention was to check on the level of students' awareness of language on the fifth grade, without their parents' help.

The students are aware of the existence of quite a few languages. One of the questions asked students to name the languages they have heard of. English appeared 54 times, followed by Spanish (52), Portuguese (41), German (41) and French (39). It is interesting that Portuguese appears less than English and Spanish. In the same meeting students were explained about the project, which they knew was going to be about foreign languages. Probably because of that, students thought it was unnecessary to cite their own language. It is also curious that the top cited languages are the same the students will start studying this year. It indicates that the school offering of FLs do influence students' awareness of languages. Besides, it corroborates Calvet's idea that representations of language are created and also reinforced by society (1999).
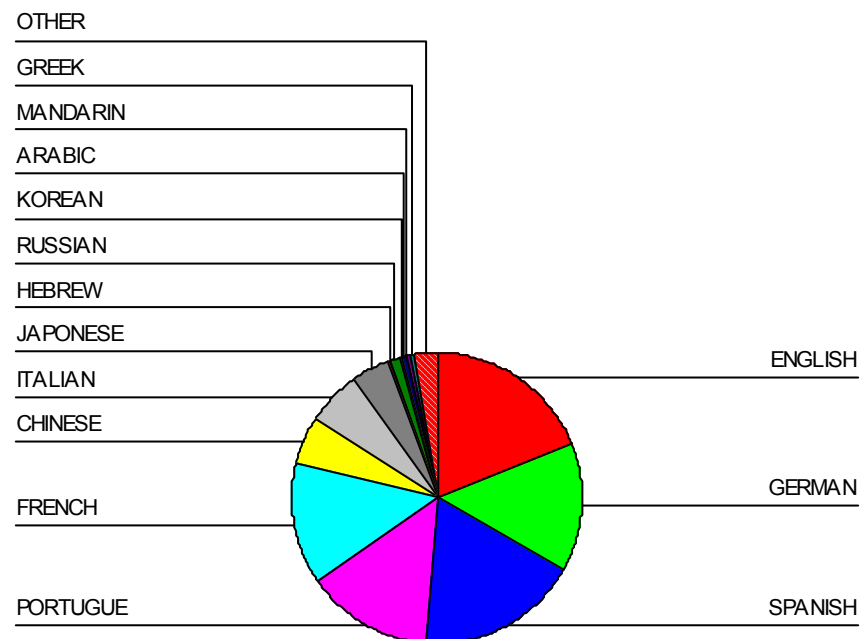


**Fig. 2** – Languages these students know

Apart from these languages, Italian appeared 18 times, followed by Chinese (15) and Japanese (12). The appearance of Chinese and Japanese was quite surprising at first. However, a closer look to the answers given by students to the activity 'A visita' showed us that thirty-eight students, from the fifty-seven who listed food they knew which was originally from a foreign country, cited elements from the Chinese or Japanese cuisines. Russian and Greek appeared twice each, while Hebrew, Korean, Arabic and Mandarin appeared once each. Included as 'other' in the pie chart that follows, are: 'brasileiro', 'australiano' and 'chileno', which appeared once each, and 'romano' and 'argentino', which appeared twice each. Here we can notice a tendency of students to name the language by the name of the nation which students believe to speak it. A clear example of this could also be found in two students' answers to the activity 'what language is that?' Both students said that the text in Portuguese was written in "brasileiro", but explained they know it: "porque está em Português". As Moita Lopes (1996) has noticed, it is difficult to understand that the concept of language does not always correspond to an identifiable social group.

These results may demonstrate that some students understand language as what is spoken in a determined place, so that in Brazil, 'brasileiro' is spoken; in Australia they speak 'australiano' and so on.

Question number six in the questionnaire, 'what is your mother tongue?' was answered by 81% of the students as Portuguese. We could see that a great part of the students, the remainder 19% did not answer or answered 'I don't know'. One student said: 'minha língua paterna é português, a materna eu não sei'. An informal conversation with one of the fourth grade teachers revealed that the school syllabus does not comprehend the notions of mother tongue and foreign languages before 5th grade. But is this notion really necessary? When students call their own language 'brasileiro',

and explain it is similar to Portuguese, are they wrong? It seems that students may not be much aware of the languages other people speak, but they are very aware of the language they speak.

Most of the students, 58% cannot speak any languages other than Portuguese. Some students, 22% can speak 'a little' English, French, Spanish or Italian. The other students answered they can speak English, Spanish, German and French – the four languages they would be studying throughout the year.

Question number eight: 'what languages are spoken in Brazil?' was not answered by 11% of the students. From the students who answered the question, 37% said only Portuguese, while the other 52% said Portuguese and some other language or languages. The languages listed, apart from Portuguese, are: Spanish, English, French, German, Italian, Japanese and Chinese. The fact that students listed languages other than Portuguese is a good indicative that these students understand languages as something which trespasses geographic boarders and nationalities. It is important to notice, that during the informal conversation I had with the 4th grade teacher, she said all the groups, and most of the students participating in this research, were part of a project in which students were in contact with a native Brazilian group, the Guarani's, and happened to have learned a little about their culture and language. No students mentioned Indian languages as being spoken in Brazil, though, indicating and reassuring the peripheral position that Indian languages assume in our society.

Twelve students reported using a secret code. All of them use their codes to communicate with friends, while one of the students reports using two secret codes: one to communicate with her friends, and a different one to write in her personal diary. The codes described by our participants can be separated into two categories. There are the written codes, where users substitute the letters of the alphabet for numbers or symbols,

and there is also an oral code, in which users include a letter 'p' after every spoken syllable.

Most students understand that they have learned how to speak Portuguese – their mother tongue – at home, with their family members. Sixty-two percent of the answers referred only to family, while another 29% indicated family and school. One percent said they have learned alone, and the remainder one percent said it happened at school.

While most students understand that their mother tongue was learnt primarily at home, the greatest majority of participants believe that foreign languages are learnt at school. Eighty-eight percent of the participants said foreign languages are learnt: at school, with the teacher or studying hard, while 11% did not answer and 1% said 'everywhere'.

During the text discussion which happened in the first meeting, students were asked to list any food they knew to be foreign. The resulting list is long, but it shows us that students are aware that many of the food they eat daily is originally from other countries. The most common answers were: hamburger, pizza, pasta, nachos, nuggets, lasagna, sushi, sashimi, croissant and yakisoba. Students did not indicate the origins of these foods, suggesting that they consider everything which is not Brazilian to be foreign, without distinguishing origins.

## 4.3. Re-activation of previously acquired knowledge

There were two activities in this project which intended to assist students re-activate previously acquired knowledge to construct meaning. The first, 'unknown words', aimed at focusing students' attention to the use of a text's internal coherence to help with the comprehension of words unknown to them. As this practice is usual in our

mother tongue, this activity consisted of a paragraph written in Portuguese, containing fictitious words in it and followed by a series of comprehension questions.

In question number one 'who are Ana and Pedrinho?' most students (54%) answered that Ana and Pedrinho are siblings. Some students answered they are characters in the story (16%), which is also correct. The other students answered by using the fictitious word they found in the text: 'ircos' (16%).

In relation to question number three 'who has bitten Ana's arm?' 77% of the answers were bee, mosquito, chicken or snake, all correct, since they all refer to animals or insects which have the ability to bite a human being. The remainder 23% of the pupils used the fictitious word 'bolga'.

Questions number two 'why did they go to the rostors[17]?' and four 'what happened then?' obtained various answers, but most of the students were able to answer accordingly, showing their general comprehension of the text. Question number two received answers that they had gone 'fetch', 'buy' or 'comfoi'[18] ovos (90%). The other students did not answer. Question number four was answered in different levels of detail, from 'they went home' to 'the brother and sister went home without the eggs and the girl was with her arm bitten by a bee'. All these answers (88%) show that the text was correctly understood even if the students did not know all the words in it. Twelve percent of the students did not answer.

The 'Harry Potter' activity also depended on the re-activation of previous knowledge. The students could use intercomprehension of all of the words present in the titles in the FLs, or use intercomprehension of some of the words and use their knowledge of the subject to complete the titles in Portuguese. Students' previous knowledge of the subject has definitely helped them, as 87% of the students could

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[17] Fictitious word found in the activity.
[18] Fictitious word found in the activity.

answer all the titles right. It was noticed by the co-teacher that while trying to answer, students would look for words similar to Portuguese, and 'guess' the rest of the titles based on one or two words in the foreign language they managed to understand. It shows us that they were using both their intercomprehension and background knowledge to do this activity.

The remainder 13% of the participants was able to answer at least part of the titles. The fact that every student participated and at least tried to do the activity might indicate that the students were slowly losing their fear of being wrong. It may also be an indication that they felt more confident about it, as they were acquainted with the subject.

Even though students did not have any options of languages to choose from, as they had previously, language recognition was high in this activity. English had 91% recognition, followed by German (68%), Spanish (55%), French (39%) and Italian (12%). Greek was not recognized by any of the participants, but most of the students guessed it was Slovene, Arabic or Egyptian, which shows students were aware it was a language they were not very acquainted with.

**4.4. Development of translinguistic tools**

The analysis of the answers to the activity called 'cooking detective' focused on two different aspects of the activity: recognition of the languages and comprehension of the vocabulary. In order to analyze the recognition of the different languages, first the positioning of the words in the correct language column were counted. There were five participant teams in each of the three groups, totaling 15 teams in this activity, and six

words under each language. This way, each language[19] had a total of 90 chances of being recognized. English, for example, was correctly recognized 63 times, which represents 70% recognition. Italian was recognized in 44% of the answers, followed by German (40%) and Slovene (33%). In total, languages were recognized in 47% of the cases.
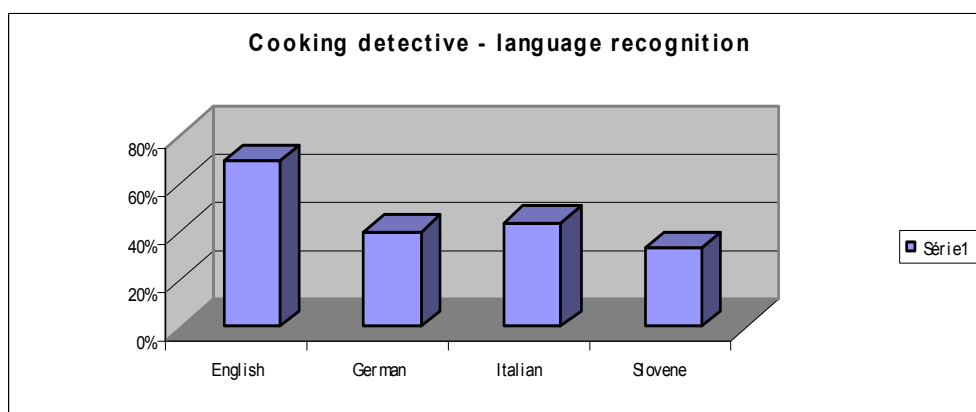


**Fig. 3** – Language recognition in the activity 'cooking detective'

Comprehension of the vocabulary was checked the same way. The words correctly positioned on the same line of its correspondent meaning in Portuguese were counted. Each word in Portuguese had four matches, one in each of the languages. The total of word comprehension was 69%, which indicates that at this point it was easier for the students to use their intercomprehension abilities than to recognize specific characteristic of languages. The individual result for each of the words is in the following table:

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[19] Portuguese was not considered.
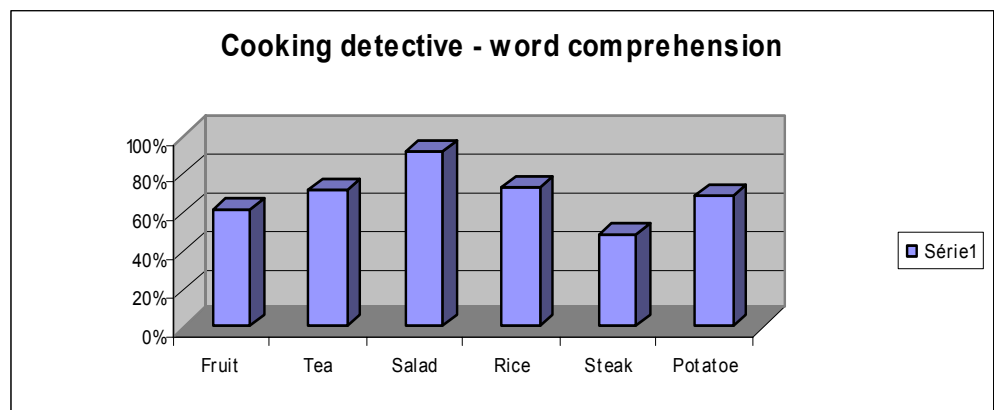
**Fig. 4** – Word comprehension in the activity 'cooking detective'

The results of the 'happy families' activity were analyzed similarly to the results of the activity described above. First, language recognition was examined by the counting of the correct positioning of words in the language columns. Each column offered space for six words, but as one answer of each language was given as a hint to help students' work, each participant could get from zero to five correct answers in each column. Sixty-nine students participated in this activity, which gives each language a total of 345 chances of being recognized. Spanish, for example, was correctly recognized 289 times, which gives us 84% of recognition. Percentage of recognition of all languages can be found in the following table:
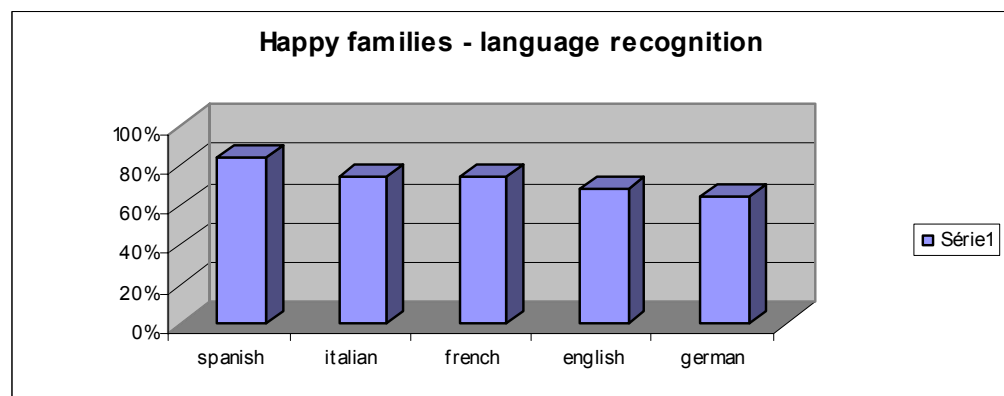


**Fig. 5** – language recognition in the activity 'happy families'

If we calculate the average correct recognition of all languages, we will come to a surprising 73%, a great development when we compare it to the result found in the activity developed in the third meeting, when the students did basically the same work but in small groups, and the average language recognition was 47%. This result may indicate that the work developed with students in terms of recognition of specific characteristics of languages brought positive results.

On the other hand, vocabulary comprehension has also improved, but not as much: from 69% in the third meeting to 74% in the present one. Individual results for each of the words can be seen in the table below:
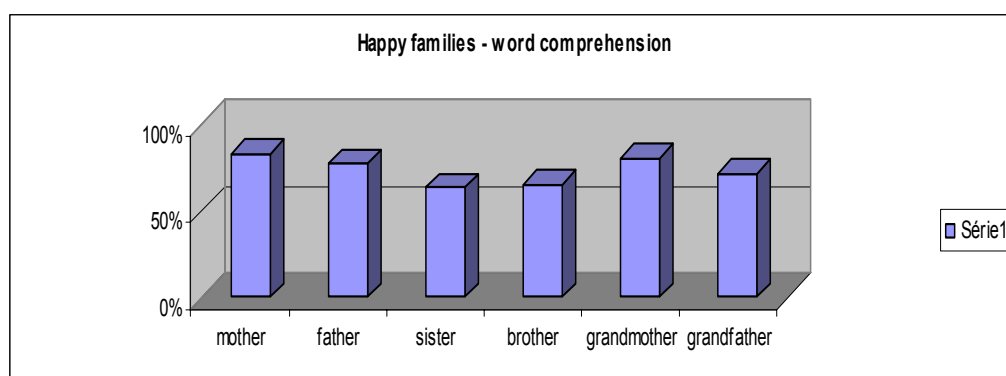


**Fig. 6** – word comprehension in the activity 'happy families'

In terms of vocabulary comprehension, it is interesting to notice that the words which offered greater difficulty were brother and sister in French (frére and soeur). The use of intercomprehension between Portuguese and French is not helpful when defining which of the two words in French is the masculine or the feminine, as these two languages, despite their many similarities, mark gender in different ways. Because of that, the French column was positioned in the table on the right side of the Italian, language in which both words carry more similarities to their French counterparts. Not coincidently, all the students (6 out of 69) who got these two words in French correctly happened to have correctly completed 100% of their tables. This might indicate that

these students, after having completed all the remainder of the table were able to use their comparison abilities between two languages previously unknown to them: French and Italian.

## 4.5. Recognition of specific characteristics of languages

The 'what language is that' was the first activity to ask students to indicate which specific characteristics of languages they used while recognizing them. In this activity, the students received the same paragraph in six different languages, and after saying in which language they thought it was written, they had space to write down why they thought so.

One of the paragraphs was written in European Portuguese. All the participants recognized this language as being Portuguese, and all of them explained they knew it because it is the language they speak, and only one student noticed it was written 'um pouco diferente'. Both English and Spanish had 81% recognition, 14 students recognized English for the use of the words 'the', 'of', 'end' or 'year', and seven students related it explicitly to the language in video or computer games. Twenty-four students explained they recognized Spanish because of the use of the tilde (~) over the letter 'n', or because it 'parece Português'.

German was recognized by 58% of the students, but only 23% could explain why. All the students who explained their choice said they knew it was German because of the extensive use of the umlaut (¨).

French and Italian were recognized 45% of the times. Only two students could explain why they recognized French, and it was because of the use of more than one

accent in the same word. The 4 students who recognized Italian did it because of the double 'z', 'l', 'b' and 'n', and also because of the word 'siamo'.

Another activity which focused on specific characteristics of languages was 'days of the week'. It is clear in the answers given that students could, most probably unconsciously, separate the foreign languages into two groups, or linguistic families. Similarities between English and German were clearly noticed in the answers to question number four, which asked in what language are the days of the week most similar to the days of the week in German. About 88% (61 out of 69 students) answered 'English'.

Question number two asked in which language are the days of the week most similar to the days of the week in Portuguese. Most of the students (96%) answered Spanish, and a few explained that the similarities were restricted to the words 'Sábado' and 'Domingo'. Two students have also pointed out that those words are also very similar to their correspondents in Italian.

Only 10% of the students could not find any similarities between the vocabulary in French and in Italian. The remainder of the students could point out days which are similarly written, or indicate that the days of the week in both languages tend to begin and end with the same letters.

Question number three asked about the meaning of the affix 'day' which is found in every word which represents a day of the week in English. Almost all participant-students (68 out of 69) were able to answer 'dia' or 'feira', and 14 of these students somehow explained that it means both 'dia' or 'feira', since in Portuguese, 'feira' is used to indicate most of the days of the week.

Questions six and seven did not represent a challenge to the students, since all the students were able to recognize the specific characteristics of the days of the week in

German and in Spanish. Another activity which did not cause any trouble was the last one. All participants found that the days of the week which were most similar in all the languages presented were Saturday and Sunday.

### 4.6. The introduction of the sound of languages

The last meeting intended to introduce students to the oral form of foreign languages. First, pupils were presented with songs sung in foreign languages. Language recognition was very low, which was already expected, as it was the students' first contact with the oral form of these languages during this project. The percentage of specific language recognition can be seen in figure 6. The general recognition was 35%, lower than the general recognition of the 'cooking detective', when students had their first attempt to recognize languages through their written forms, and then language recognition was 47%.
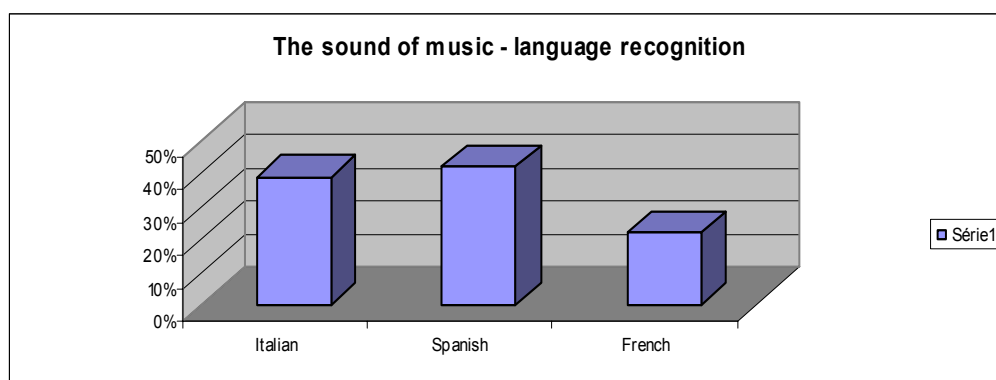


**Fig. 7** – language recognition in the activity 'the sound of music'

When choosing the titles for the songs, 32% of the students created a title related to what they could understand of the song, while 68% tried to write down the exact words they heard more frequently.

In the second part of this meeting, students should first listen to a poem in four different languages and say in which language it was. After that, they would receive the written forms of the same poem, in the same languages which they had heard before, to say in each language it was. The intention was to check whether or not students were able to realize the written and oral texts were the same. Because of the lack of time explained in section 3.3, not everyone was able to finish this activity.

Seventeen students were able to finish the activity, and by comparing the written text in the four different languages these students could see the texts contain the same meaning, related to dinosaurs, stars, the sun, comets and the future. Only 10% of the students who finished saying in each language the texts were maintained the same answers for the oral and written forms.

## 4.7. Episodes which reveal resistance from the students

Throughout the intervention it was clear to this researcher that some of the activities caused more resistance from the students. This resistance was first understood as resistance to the research, as the first episode happened in the first meeting with the students. However resistance continued to be noticed in almost every meeting, under a declining fashion. After a couple of meetings it seemed that the resistance was towards this new way of dealing with knowledge in the classroom.

The second activity prepared for the first meeting consisted in the reading and discussion of a text. As detailed in section 3.3, the text raised the discussion about different cultures and languages, trying to focus on the positive aspects. First, the students had some time to answer the questions by themselves, then they handed-in their sheets, and finally the teachers discussed their answers with the whole group. The first

question, 'What do you know about Italy?' was received with resistance by the students in all groups. A great number of students from groups 2 and 3, the ones working together in the laboratory, immediately claimed not to know anything about Italy. The co-teacher reported in the diary that she felt the large number of students in the room could be distracting them, but she reported the same reaction from students in group one, which were working in a much smaller group.

Both teachers then tried to motivate the students to think harder, and write down anything they knew about Italy, even if they thought it was not important. As a result, 23% of the students did not answer question number one. From the various answers we received, items were designated into categories, and the numbers of appearances were then counted. The results can be seen in the table below.

| Category | Number of appearances | Examples |
| --- | --- | --- |
| Food | 34 | Pizza, pasta, wine, |
| Soccer | 14 | Brazilian players, Italian teams |
| Language | 12 | They speak Italian |
| Geography | 11 | It is in Europe, its capital is Rome |
| Tourist places | 4 | Coliseum, Boats in Venice |
| People | 3 | They speak loud, very friendly |

**Table 7** – What students know about Italy

Even though a large number of students did not answer the first question in the paper, the co-teacher noticed that while the teachers were discussing their answers with the whole group, many students reacted as if they also knew those answers, but somehow had not thought of that at the moment. Some exclaimed "eu sabia!" while others asked "Sora, devolve minha folha pra eu arrumar minhas respostas? Tá tudo errado!". This reaction might indicate that the students did know more about Italy than they were aware of. The group discussion may have led students' implicit knowledge to

become explicit, while the teachers' mediation seemed to play an important part in helping students overcome their resistance to the activity proposed.

Question number two asked students why the Italian pigeon did not know the Brazilian food cited in the text, and also asked the students to list food they know which are not originally from Brazil. Apart from a small percentage (2%) of students who did not answer, everyone could somehow explain that people in different countries eat different foods.

Question number three, 'Why does the Italian pigeon speak differently?' also had a 2% rate of blank answers. Most students answered 'because it is Italian' or 'because it is from Italy' while some went on and explained that in each country people speak a different language. These answers indicate clearly that students understand that people in different territories speak different languages, but it does not make it clear whether students understand that people in the same territory may speak different languages, or that people in different territories may speak the same language. That is, we cannot see here if the students' notion of country borders and language use borders are the same or not.

The activity which seems to have caused more resistance from the students was 'cooking detective'. It was their first attempt to working on a plurilingual activity, and the notes in the researcher's diary show that in every group, after the activity was explained and the students had started their work, difficulties started to arise. A large number of students affirmed they did not know those languages, so it was impossible for them to accomplish the task. The teachers explained that getting the correct answers was not the objective; the objective was to try to complete the activity. While some of the students managed to carry on their work, some still complained it was too difficult

until the end of the task. Teachers' support and incentive was what prevented some of the participants from quitting.

Van Lier (1995, p. 84) reminds us that students may be so worried about correctness, that they can not truly appreciate and discover language:

> "Students, no doubt conditioned by years of grammar-grinding activities, and their teachers, who do much of the grinding because it seems to be required by tradition, see only one question whenever they are confronted with a new piece of language: is this correct, or is it incorrect?"

Even though resistance was high, most of the groups were able to answer at least part of the activity right. One of the groups, however, stood out because they did not have any correct answers. The students were free to choose their workmates for this activity, and this specific group was formed by five girls who seemed to be very good friends, since the co-teacher has written down in her diary that they seemed very distracted by personal subjects. Besides that, the girls asked for the teachers' help many times during the activity, always afraid of 'getting the wrong answer' or affirming they did not know it 'for sure'. The sheet of paper they handed in with their answers had also a very hard comment written down by themselves and about themselves: 'somos umas burras, de cérebro de minhoca podre'. Moita Lopes (1996) reminds us that in Brazil there is an ideology that students in public schools are not apt to learn FLs. This is a "self-fulfilling prophecy" (Moita-Lopes, 1996, p. 75), that is, the perception that the school, the society and the family have of the student are bound to determine the student's academic performance.

All these very negative thoughts about themselves and the disbelief in their capacity to do the work proposed might have been the reason why they were unable to do it. Furthermore, they seemed to be very concerned about getting the correct answers, so they did not allow themselves to try.

By the sixth meeting, when the activity called 'happy families' was developed, the co-teacher had noted in the diary that the insecurity in doing the activities proposed, demonstrated by many of the students in the previous meetings, had almost disappeared. While the first meetings were very disturbed, with many students calling the teachers to ask for help and to check their answers, this sixth meeting was calm with the three groups. At first this project introduced the students to a classroom dynamics which seemed to be very different from the one they were used to. The first reaction students expressed towards the activities proposed was of disbelief. They were instructed to believe in their 'guesses', which are usually based on their understanding of transparent words, and told not to worry about finding the correct answers, but to try and have some fun while looking for them. Students' uneasiness could be clearly seen in that disturbance raised in the beginning. However, the tranquility apparent at this moment shows us that students are now more acquainted with how languages and language learning works.

As an inexperienced researcher, I could not at first understand what was it that helped students gain confidence about the activities. However, looking back at my notes I could notice a pattern both in the class design and in the teacher's performance in class.

As discussed in section 3.4, the activities were designed considering an increasing level of difficulty. Students started dealing with activities that involved only their MT, later they had the chance to work with FLs in small groups, so they would have their classmates to help each other. Next step was to allow students to work with FLs individually, so the topic chosen was one of their interest, which could help them achieve their goal. Only later they tried to really solve a plurilingual activity on their own.

The main teacher also seemed to follow a pattern during the meetings with the students. First, she called students' attention to the task. Second, she always tried to keep students' motivation throughout the progress of the activities, which sometimes limited their attention to the specific goals of each task. Every time students expressed frustration, the teacher helped them by demonstrating how they could achieve their goals.

Both the design of the activities and the teacher's performance meant to offer students a temporary help to achieve an expected result. In other words, both the activities and the teacher offered scaffolding for the students. According to Cardoso (2005), when the learning process begins, the students need assistance from a more knowledgeable person, such as a teacher or even a classmate. This assistance is gradually removed, so that finally the students can achieve the outcomes individually.

This chapter aimed at analyzing the episodes which revealed instances of the development of Language Awareness or construction of plurilinguistic knowledge. Besides, a profile of the students was built based on their answers to the questionnaire. In the next chapter, I attempt to answer the research questions and propose pedagogical implications as well as limitations of this study and suggestions for future research.

CHAPTER 5

SUMMARY AND FINDINGS

**5.1. Introduction**

In this chapter, I conclude the present study by presenting answers to the three research questions which have guided this research. Furthermore, suggestions for future research and the pedagogical implications are bestowed.

**5.2. Overview of research questions**

**5.2.1. What is the awareness of language these students bring to the 5$^{th}$ grade?**

The students who participated in this research do not seem to be aware of their own linguistic and cultural background, as most of them could not indicate their family origins.

On the other hand, they are aware of the existence of a good number of languages, as apart from the languages offered at school, they mentioned several others. They are also clearly aware that languages can trespass geographic borders, as more than half of the students have said other languages are spoken in Brazil apart from Portuguese. Nevertheless, they have not mentioned any native-Brazilian languages or LIBRAS (Brazilian sign language).

Although the concept of mother tongue seems to be quite confusing for these students, they understand it as something natural, which does not require much effort into learning. Foreign languages (FLs), on the contrary, are seen as something mechanical, which needs to be studied and practiced, demanding a lot of effort from the learners.

Considering the five domains of Language Awareness proposed by James and Garrett (1998), the students did not have their cognitive and power domains of LA much developed yet. Because it was for most of these children the first contact with FLs, they were not aware of pattern in language. Under the power domain, students are aware of pattern in communication, but only in their mother tongue. Once again, this can be justified by the lack of previous knowledge of FLs.

On the other hand, the affective and social domains seem to be quite developed. The students were very excited and curious about the plurilinguistic project at all times and there were no demonstrations of linguistic prejudice or disrespect for other ethnic groups.

The performance domain was not assessed, as it would require evaluation of the language proficiency of the participants in both MT and FLs, which was not part of the objective of this research.

### 5.2.2. How does the process of development of plurilinguistic knowledge occur?

The results of this research indicate that the process of development of plurilinguistic knowledge does not follow any specific order, but is constructed by each individual at his/her own pace. Some elements appeared to be common to most of the participants, though.

Resistance to the activities proposed, and the fear to be incorrect blocked students' performance in the first meetings. It was the teachers' constant participation and encouragement that led students to relax and start indulging in their discoveries of language.

Two elements seem to have helped students overcome their insecurity in dealing with foreign languages. Student-participants in this research were already able to use a text's internal coherence to help them construct meaning. The insecurity in solving the activity which required this ability disappeared after they consciously realized that. Using previous knowledge also appeared as an important aid in overcoming insecurity towards the study of FLs.

Some translinguistic tools were developed by the participants. When we compare the results of the activity 'days of the week' to the results of the activity 'what language is that', developed during the 4th meeting with each group, we can see a clear development in students' ability to notice specific characteristics of languages and to consciously compare them, as in the previous activity most students had chosen to 'guess' the language without explaining their choices.

Intercomprehension and the ability to compare FLs also improved. Vocabulary comprehension increased from 47% in the 'cooking detective' to 73% in the 'happy families'. During the development of the latter, it was clear that some students were able to correctly complete the whole table because they used their ability to compare two FLs.

The introduction of the oral forms of languages seems to be a delicate subject, though. As most contact Brazilians have with foreign languages is written (remember most students who recognized specific characteristics of languages indicated to have contact with it through computer or video-games), recognition of the oral form was much harder than the written.

### 5.2.3. How was Language Awareness developed as the plurilinguistic project advanced?

In order to answer this question, I propose another look at the five domains of competence of LA (James and Garrett, 1998), apart from the performance domain, which as previously discussed was not considered in this research. These students came to the 5th grade with little developments under the power and cognitive domains of LA. The power domain, as previously discussed, is more related to Critical Language Awareness than to LA itself, and I cannot see development in their ability to perform within social conventions. However, in the cognitive domain, students developed their awareness of pattern, contrast, rules of language and their ability to reflect upon them.

There is no evidence of improvement in the social domain, which seemed to be well developed even before the intervention. Nevertheless, there were improvements in students' attitudes both towards the project and FLs in general.

In the students' opinions on the project (appendix E) one can notice that most of those students who considered it difficult, admitted it was interesting and fun. The complexity level of the activities was positively evaluated by the students, who expressed in their opinions that they realized the increased complexity along the project and they enjoyed it. In other words, improvement in the affective domain can be noticed.

### 5.3. Pedagogical implications

The implementation of a plurilingual Language Awareness program by schools require a much larger effort on related research than what was presented by the present

work. Related research in the area was begun by European countries in 1994, with the creation of the European Centre for Modern Languages (ECML). So far, thirty-three European states have been involved in the research projects supported by ECML, and there is still research under development (Candelier, 2004).

However, the activities developed by the present research can already be used in the classroom by any foreign language teachers who are either interested in broadening their students' awareness of language, or in developing specific linguistic abilities such as intercomprehension, languages comparison, knowledge of specific characteristics of languages, understanding the meaning of words by the context, relating languages and cultures and respect for different languages and cultures.

### 5.4. Limitations of the study and suggestions for future research

The application of the present research project was very much constrained by the time made available to us by the school. Due to the object of our study, which is not part of the school's syllabus, and because research had better be conducted during school hours, so that we would have both a realistic number of students in each group and a realistic setting, the time we had with each group was actually taken from other teachers. In this situation, it was not possible for us to have more than 7 meetings with each of the groups.

On account of the time constraints, not much discussion could be carried with the participants after each of the activities developed. Further discussion would probably have been a great help in the development of the affective and social parameters of Language Awareness (discussed in section 2.2) by the students. Tape recordings of these discussions could be a considerate help in unveiling the process of

construction of these parameters, to which the present research had very superficial access.

Besides that, the present research focused on the results of the activities, but did not follow the individual development of the participants overtime. Future research could try to apply a plurilingual Language Awareness (LA) project with a smaller number of students throughout a larger period of time and accompany the individual results, which will probably also influence students' advance in each of the individual foreign languages they happen to be studying.

Another very important aspect of LA which was overlooked by the present research is the oral forms of languages. The last meeting we had with the participants indicated that students have more difficulties recognizing the oral forms of languages than the written ones. Future research could work this aspect deeply and together with the written form, which will most probably enhance students' awareness of languages.

Finally, I hope this research may contribute to raise researchers' interest in linguistic diversity and Language Awareness as well as teachers' interest in linguistic education and the pluralistic approaches to foreign language teaching.

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**APPENDIX A – PERMISSION TO USE THE DATA COLLECTED**



Caros Responsáveis;

Gostaríamos de convidar seu/sua filho/filha a participar da pesquisa chamada "O ensino plurilíngüe como fomentador da consciência lingüística". Esta pesquisa será feita durante as aulas de línguas estrangeiras.

Vamos fazer atividades que podem ajudar a aumentar o conhecimento sobre línguas e culturas do mundo. Queremos pedir sua permissão para estudar o material didático respondido pelos alunos e para gravar vinte (20) aulas neste período.

Todo o material, escrito e gravado, ficará conosco até o final do projeto, mas nem os nomes, nem as imagens gravadas dos alunos serão vistas por terceiros.
Mesmo que o/a senhor/ora não queira dar esta autorização, o/a aluno/a poderá participar das atividades junto com os colegas, mas sua participação não será contabilizada na nossa pesquisa.

Estamos desde já sempre prontas para tirar suas dúvidas, por telefone, e-mail ou pessoalmente.

Agradecemos muito a sua atenção,


_____
Giana Targanski Steffen


_____
Josalba Ramalho Vieira

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(48) 91034813
josalba@ced.ufsc.br


Eu, _____, responsável pelo/a aluno/a
_____, autorizo sua participação na pesquisa descrita acima.


Florianópolis, _____/_____/_____.

**APPENDIX B – PRE-INTERVENTION QUESTIONNAIRE**

Colégio de Aplicação - Línguas Estrangeiras

Nome: _____ Turma: _____

Questionário:

1. Qual a sua idade?
   _____

2. Aonde você nasceu?
   _____

3. Aonde seus pais nasceram?
   _____

4. Algum de seus avôs ou bisavôs nasceu em outro país?
   _____

5. Quais línguas você conhece?
   _____

6. Qual é a sua língua materna?
   _____

7. Você fala outras línguas? Quais?
   _____

8. Quais são as línguas faladas no Brasil?
   _____
   _____

9. Você usa um código secreto? Quando? Com quem? Como ele funciona?
   _____
   _____

10. Onde e com quem você aprendeu a falar português?
    _____
    _____

11. Como você acha que se aprendem outras línguas?
    _____
    _____
    _____

_____

_____

## APPENDIX C – ACTIVITIES

Colégio de Aplicação - Línguas Estrangeiras

Nome: _____ Turma: _____

### A VISITA

**Personagens:**
**Pita** (a pomba brasileira)
**Fiufiu** (o gato brasileiro)
**Rudi** (o morcego brasileiro)
**Blanca** (a pomba da Itália)

**Pita:** A pomba Blanca da Itália deve estar chegando!
**Fiufiu:** Oh meu Deus! O que ela come?
**Pita:** Você está com medo? Você não acha que uma pomba se alimentaria de gatos? Além disso, ela é vegetariana, como eu!
**Fiufiu:** Para com isso! Eu quis dizer, que se ela é uma pomba estrangeira, deve comer coisas diferentes do que nós comemos!
**Pita:** Acho que ela vai gostar de experimentar as tortas que você faz.
**Fiufiu:** Mas eu não vou saber me comunicar com ela, pois ela fala uma língua diferente da nossa! Ela é tão diferente!
**Pita:** Eu sou uma pomba, você é um gato e Rudi é um morcego, somos todos diferentes!
**Fiufiu:** Mas ela é estrangeira, vem de um país diferente!
**Pita:** E se nós formos para a Itália, nós seremos estrangeiros.
**Rudi:** Silêncio! Ela está chegando!

**Blanca:** Buona Sera!
**Rudi:** Nossa, que pomba estilosa!
**Pita:** Boa noite, Pomba Blanca, bem vinda ao nosso país!
**Blanca:** Boa noite, Pita, é um lindo país!
**Fiufiu:** Quer experimentar um pouco de torta?
**Blanca:** Pizza!!!
**Pita:** Na verdade é um pouco diferente de pizza, o tempero é diferente.
**Blanca:** Oh, tudo no Brasil tem um tempero diferente, é tudo tão legal!
**Fiufiu:** Ah, eu acho tudo tão normal e sem graça aqui...
**Rudi:** Muitas coisas aqui no Brasil são diferentes das coisas na Itália.
**Pita:** Então vamos descobrir!

Leia o texto atentamente e responda:

1. O que você sabe sobre a Itália?

_____
_____

2. Por que a pomba italiana não conhecia a comida brasileira?
    - Quais comidas você conhece de outros países?

_____
_____

3. Por que a pomba italiana fala diferente?
    - Como ela disse boa noite?

_____
_____

## UNKNOWN WORDS

Colégio de Aplicação - Línguas Estrangeiras

Nome: _____ Turma: _____

Leia o texto e responda:

Ana e Pedrinho são ircos. Uma caises, sua mãe pediu que fossem ao rostors comfoi ovos. No esparco, uma bolga picou o braço da Ana, que squou: "Ai, que par!" Pedrinho, com medo da bolga, gortou os ovos para cima e correu. Pedrinho e Ana então voltaram para sua hols, sem os ovos que sua mãe pediu!

1. Quem são Ana e Pedrinho? _____
2. Porque eles foram ao rostors? _____
3. Quem picou o braço da Ana? _____
4. O que aconteceu então? _____

## COOKING DETECTIVE

Colégio de Aplicação - Línguas Estrangeiras

Nomes: _____ Turma: _____

| PORTUGUÊS | INGLÊS | ALEMÃO | ITALIANO | ESLOVENO |
|-----------|--------|--------|----------|----------|
|           |        |        |          |          |
|           |        |        |          |          |

|  |  |  |  |  |
|---|---|---|---|---|
|  |  |  |  |  |
|  |  |  |  |  |

| Português | Inglês | Alemão | Italiano | Esloveno |
|---|---|---|---|---|
| Salada | Salad | Salat | Insalata | Solata |
| Bife | Steak | Schnitzel | Scaloppa | Zrezek |
| Batata | Potatoe | Kartoffeln | Patata | Krompir |
| Arroz | Rice | Reis | Riso | Ri |
| Chá | Tea | Tee | Té | Caj |
| Fruta | Fruit | Obst | Frutta | Sadje |

**HARRY POTTER**

Colégio de Aplicação - Línguas Estrangeiras

Nome: _____ Turma: _____

**Harry Potter**

Estes são os nomes dos livros do Harry Potter em diferentes línguas. Qual o título correspondente em português? Em que língua cada título está escrito?

1. "Harry Potter e la pietra filosofale"
Título: _____
Língua: _____

2. "Harry Potter and the Chamber of Secrets"
Título: _____
Língua: _____

3. "Harry Potter und der Gefangene von Askaban"
Título: _____
Língua: _____

4. "Harry Potter y el cáliz de fuego"
Título: _____
Língua: _____

5. "Harry Potter et l'Ordre du Phénix"
Título: _____
Língua: _____

6. "O Chári Póter kai o Emíaimos Príngeps"

Título: _____

Língua: _____

# WHAT LANGUAGE IS THAT?

Colégio de Aplicação - Línguas Estrangeiras

Nome: _____ Turma: _____

| DAS EUROPÄISCHE JAHR DER SPRACHEN 2001 – EINFÜHRUNG | INTRODUCING THE EUROPEAN YEAR OF LANGUAGES 2001 |
|---|---|
| Wir freuen uns sehr, dass das Europäische Jahr der Sprachen 2001 vom Europarat und der Europäischen Union gemeinsam veranstaltet wird | We are delighted that the Council of Europe and the European Union have joined forces to organise the European Year of Languages 2001. |
| 1. Em que língua você acha que esse texto está escrito? _____ 2. Por quê? _____ | 1. Em que língua você acha que esse texto está escrito? _____ 2. Por quê? _____ |
| APRESENTAÇÃO DE 2001, ANO EUROPEU DAS LÍNGUAS | INTRODUCTION - L'ANNÉE EUROPÉENNE DES LANGUES 2001 |
| Congratulamo-nos com o facto de o Conselho da Europa e a União Europeia terem unido os seus esforços para organizar o Ano Europeu das Línguas 2001. | Nous sommes heureux que le Conseil de l'Europe et l'Union Européenne aient uni leurs forces pour organiser l'Année Européenne des Langues 2001. |
| 1. Em que língua você acha que esse texto está escrito? _____ 2. Por quê? _____ | 1. Em que língua você acha que esse texto está escrito? _____ 2. Por quê? _____ |
| PRESENTAZIONE DELL'ANNO EUROPEO DELLE LINGUE 2001 | INTRODUCCIÓN DEL AÑO EUROPEO DE LAS LENGUAS 2001 |
| Siamo lieti che il Consiglio d'Europa e l'Unione Europea abbiano unito le proprie forze per organizzare l'Anno europeo delle lingue. | Nos felicitamos de que el Consejo de Europa y la Unión Europea hayan aunado esfuerzos para organizar el Año Europeo de las Lenguas 2001. |
| 1. Em que língua você acha que esse | 1. Em que língua você acha que esse |

| texto está escrito? | texto está escrito? |
|---|---|
| _____ | _____ |
| 2. Por quê? | 2. Por quê? |
| _____ | _____ |

## DAYS OF THE WEEK

Colégio de Aplicação - Línguas Estrangeiras

Nome: _____ Turma: _____

Os dias da semana:

| Português | Inglês | Alemão | Espanhol | Francês | Italiano |
|---|---|---|---|---|---|
| Segunda-feira | Monday | Montag | Lunes | Lundi | Lunedì |
| Terça-feira | Tuesday | Dienstag | Martes | Mardi | Martedi |
| Quarta-feira | Wednesday | Mittwoch | Miércoles | Mercredi | Mercoledì |
| Quinta-feira | Thursday | Donnerstag | Jueves | Jeudi | Giovedì |
| Sexta-feira | Friday | Freitag | Viernes | Vendredi | Venerdì |
| Sábado | Saturday | Samstag | Sábado | Samedi | Sabato |
| Domingo | Sunday | Sonntag | Domingo | Dimanche | Domenica |

Responda:

1. Em quais línguas os dias da semana são mais parecidos?
_____
2. Em qual língua os dias da semana são mais parecidos com o Português?
_____

3. Todos os dias da semana em Inglês terminam em 'day'. O que significa day?

   _____

4. Em qual língua os dias da semana são mais parecidos com o Alemão?

   _____

5. Existe alguma semelhança entre os dias da semana em Francês e em Italiano? Qual?

   _____

6. Quase todos os dias da semana em Alemão terminam em: _____

7. Quase todos os dias da semana em Espanhol terminam em: _____

| Português | Espanhol | Italiano | Francês | Inglês | Alemão |
|---|---|---|---|---|---|
| Mãe | | | | | |
| Pai | | | Père | | |
| Irmã | | Sorella | | | |
| Irmão | | | | Brother | |
| Avó | | | | | Grossmutter |
| Avô | Abuelo | | | | |

8. Qual o dia da semana que é parecido em todas as línguas? _____

## HAPPY FAMILIES

Colégio de Aplicação - Línguas Estrangeiras

Nome: _____ Turma: _____

| | | | | |
|---|---|---|---|---|
| Mother | Grandfather | Nonna | Hermana | Mère |
| Father | Mamma | Bruder | Padre | Soeur |
| Sister | Papa | Nonno | Hermano | Frère |

| Grandmother | Fratello | Madre | Abuela | Vater |
|---|---|---|---|---|
| Grand-mère | Grand-père | Mutter | Schwester | Grossvater |

# THE SOUND OF MUSIC AND THE SOUND OF WORDS

Colégio de Aplicação - Línguas Estrangeiras

Nome: _____ Turma: _____

## Laboratório

1. Você vai escutar três músicas em diferentes línguas estrangeiras. Para cada música, você inventará um título. Depois, você terá alguns minutos para dizer por que você escolheu o seu título!

Música 1 – Título: _____
Agora grave a sua resposta: Por que você escolheu esse título para a música?

Música 2 – Título: _____
Agora grave a sua resposta: Por que você escolheu esse título para a música?

Música 3 – Título: _____
Agora grave a sua resposta: Por que você escolheu esse título para a música?

2. Você vai escutar a leitura de quatro textos. Após escutar cada texto, responda: em que língua você acha que está o texto lido? Depois, você terá alguns minutos para dizer por que você acha que o texto está nessa língua!

Texto 1 – Língua: _____
Agora grave sua resposta: Por que você acha que o texto está nessa língua?

Texto 2 – Língua: _____
Agora grave sua resposta: Por que você acha que o texto está nessa língua?

Texto 3 – Língua: _____
Agora grave sua resposta: Por que você acha que o texto está nessa língua?

Texto 4 – Língua: _____
Agora grave sua resposta: Por que você acha que o texto está nessa língua?

3. Veja os textos escritos e responda na folha: Em que língua você acha que cada texto está escrito?

4. Sobre o que é o texto? Como você descobriu isso?
Agora grave sua resposta!

Colégio de Aplicação - Línguas Estrangeiras

Nome: _____ Turma: _____

**CIRCOLO INTIERO**

Io sono fatto di
Fuoco solare
Polvere di dinosauro
Luce di stella
Fiamme di Volcano
Vite sconosciute
Code di comete
E tutte le bestie e cose future
Saranno
Di me.

Língua: _____

**FULL CIRCLE**

I am made of
Sun fire
Dinosaur dust
Star light
Volcano flames
Unknown lives
Comet tails
And all the future
Beasts and things
Shall also be
Me.

Língua: _____

**Le Cercle Complet**

Je suis faite
Du feu du soleil
De la poussière du dinosaure
De la lumière de l'étoile
Des flammes du volcan
De vies inconnues
Des queues des comètes
Et tous les animaux et les choses
Du futur
Seront aussi
En moi.

Língua: _____

**Circulo Completo**

Estoy hecha de
Fuego del sol
Polvo de dinosaurio
Luz de las estrellas
Llamas de volcán
Vidas desconocidas
Colas de cometas
Y estaré también
En las bestias y cosas
Del futuro.

Língua: _____

# APPENDIX D – DATA COLLECTED

## A VISITA

| | Q1 | Q2 | Q3 |
|---|---|---|---|
| s1 | A comida típica da Italia é massa, fala italiano, a capital é Roma. | Nhoque, sushi, hamburger, lazanha, pizza | Porque ela é Italiana! Buona Sera |
| s2 | Adoram pizza lá! | Sushi, macarrão | porque cada país tem sua língua. |
| s3 | Eles comem bastante pizza e macarronada | sushi, sashimi | porque ela nasceu e mora na italia. |
| s4 | Eles comem pizza e macarrão | sushi, sashimi, rato, cobra | porque ela nasceu e mora na italia. |
| s5 | a comida típica é massa, a capital é Roma | sushi, sashimi, yakisoba, hamburger, pizza, lazanha | porque ela é da italia |
| s6 | gastronomia | sushi | porque ela é italiana! |
| s7 | eles comem pizza, e tem jogador brasileiro lá. | sushi, pizza | porque ela é italiana! |
| s8 | gostam muito de pizza e macarrão | pizza, calzone, batata frita | pois seu pais tem um diálogo diferente |
| s9 | fica na europa, os italianos comem macarrão e falam italiano | macarrão, hamburger, sushi, pizza, sashimi | porque a pomba é estrangeira |
| s10 | a pizza saiu de lá | pizza, hamburger, batata frita | porque é a língua da Italia |
| s11 | falam outra língua e comem coisas diferentes | sushi, calzone, macarrão, iakisoba, sashimi, lazanha | porque ela é de outro país |
| s12 | de lá vem a pizza e a macarronada | sushi | porque ela é da italia |
| s13 | é um lindo país | | porque ela veio da italia |
| s14 | eles adoram macarronada | macarronada, sushi | porque ela veio de outro pais |
| s15 | de lá vem a pizza | sushi | porque ela é de outro lugar |
| s16 | em uma cidade as pessoas andam de barco | | |
| s17 | a comida predileta é pizza e macarrão | sushi, pizza | porque ela mora na italia |
| s18 | as pessoas comem muito macarrão e pizza | | |
| s19 | falam italiano | | porque a origem dela é diferente |
| s20 | falam italiano | | porque ela é da italia |
| s21 | kaka, adriano e júlio césar jogam lá | | porque não é afro-brasileira |
| s22 | lá inventaram a pizza, o kaka joga lá,o time não sei | sush, pizza, macarronada | porque ela mora na italia |
| s23 | tem comidas diferentes | macarronada, pizza | porque a pomba é da italia |

| | | | |
|---|---|---|---|
| s24 | é um país muito bonito | hamburger, macarrão | porque ela é italiana |
| s25 | | espaguete, pizza, cobra, barata | porque no pais dela a língua é diferente |
| s26 | | | porque ela é de outro pais |
| s27 | | macarronada | porque ela fala italiano |
| s28 | | | porque ela é italiana |
| s29 | | pizza | porque no pais dela a língua é diferente |
| s30 | é um lindo país | macarronada, pizza | porque ela é da italia |
| s31 | | sushi | porque ela é da italia |
| s32 | | sushi | porque no pais dela fala italiano |
| s33 | quem nasce na italia são italianos | sushi | porque ela é italiana |
| s34 | lá é frio | sushi, pizza, lazanha, nhoque, sashimi | porque ela é de outro país |
| s35 | | sushi, pizza, lazanha. | porque ela veio da italia |
| s36 | | sushi, massas, hambuirger | porque ela é italiana (estrangeira |
| s37 | | macarronada, sushi | porque ela é da italia |
| s38 | eles comem macarrão e pizza | sushi, sashimi, yakisoba | porque ela é italiana |
| s39 | | kalzone, pizza, espaguete, hamburger, lazanha | |
| s40 | | pizza | porque ela mora num país diferente |
| s41 | eles comem muita massa | sushi, sashimi | porque na italia tem uma lingua diferente |
| s42 | a capital é roma, as cores da bandeira são branco, verde e vermelho | sushi, sashimi, cobra, barata, rato | porque na italia o idioma é italiano |
| s43 | tem jogadores bem famosos | sushi | porque ela é italiana e fala italiano |
| s44 | a comida preferida é massa | sushi, sashimi, cobra, rato, escorpião | porque a língua na italia é diferente do brasil |
| s45 | jogadores Giardino, Toti | sushi | porque ela nasceu e mora na italia. |
| s46 | fabrica vinhos fanulosos | sushi, macarronada | porque ela é de um país diferente |
| s47 | fala italiano | sushi | porque ela é italiana |
| s48 | é um país que come massas | sushi, sashimi | porque ela vem de um pais com outro idioma |
| s49 | Ronaldo, kaka são jogadores do brasil que jogam lá | | porque ela fala outra lingua |
| s50 | Adoram pizza lá! | sushi, sashimi | porque ela mora na italia |
| s51 | eles comem pizza | sushi, sashimi, yakissoba | porque ela é italiana (estrangeira |
| s52 | eles falam alto e são bem amigos | sushi, pizza | porque é da italia |
| s53 | | macarronada, sushi | |

| | | | |
|---|---|---|---|
| s54 | a capital é roma, | pizza, calzone, sushi, espaguete | porque ela é estrangeira |
| s55 | eles comem massas e falam italiano | pizza, macarrão, nachos | porque ela nasceu na italia |
| s56 | | sushi, pizza, macarronada | porque ela não é brasileira |
| s57 | ganhou a última copa do mundo | pizza, sushi, sashimi, yakissoba | porque ela é de outro país |
| s58 | eles comem pizza e macarronada | pizza, macarronada, sushi e sashimi | porque ela é estrangeira |
| s59 | a capital é roma | pizza, hamburger, macarronada, nuggets, lazanha, | porque ela é de outro pais |
| s60 | fica na europa, | pizza, hamburger, macarronada, nachos | porque na italia se fala italiano |
| s61 | a comida típica é massa, | | |
| s62 | a língua italiana | pizza, croissant | porue ela fala italiano |
| s63 | falam outra língua e comem coisas diferentes | nachos | |
| s64 | que falam italiano | | |
| s65 | que falam italiano | fungui, sushi, pizza, macarrão | porque ela nasceu num pais diferente |
| s66 | a comida é massa | | porque ela mora na italia |
| s67 | tem comidas gostosas e diferentes | fungui | |
| s68 | a capital é roma | pizza, espaguete, kibe, tortillha | |
| s69 | ganhou a última copa do mundo | | eles falam diferente. |

## UNKNOWN WORDS

| | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| s1 | ricos | compar ovos | bolga | então voltaram para sua hols |
| s2 | irmãos | para comprar ovos | uma bola | eles foram embora |
| s3 | ricos | para comprar ovos | abelha | eles voltaram para casa mas sem os ovos |
| s4 | amigos | para comprar ovos | abelha | pedrinho ficou com medo da abelha |
| s5 | ricos | porque a mãe deles pediu | pulga | o pedrinho ficou com medo da pulga, jogou os ovos para cima e correu |
| s6 | irmãos | para comprar ovos | pulga | voltaram para casa sem os ovos |
| s7 | irmãos | para comprar ovos | pulga | voltaram para casa sem os ovos |
| s8 | irmãos | para comprar ovos | pulga/abelha | pedrinho jogou os ovos no chão e foi correndo pra casa |
| s9 | irmãos | para comprar ovos | abelha | pedrinho fugiu derrubando os ovos |

| | | | | |
|---|---|---|---|---|
| s10 | irmãos | para comprar ovos | mosquito | eles voltaram para casa mas sem os ovos |
| s11 | irmãos | porque a mãe deles pediu | cobra | voltaram para casa sem os ovos |
| s12 | irmãos | para comprar ovos | abelha | pedrinho ficou com medo e voltaram para casa sem os ovos |
| s13 | irmãos | para comprar ovos | abelha | voltaram para casa sem os ovos |
| s14 | irmãos | para comprar ovos | abelha | pedrinho jogou os ovos para cima |
| s15 | irmãos | para comprar ovos | zangão | não compraram os ovos |
| s16 | irmãos | porque a mãe deles pediu | cobra | voltaram para casa sem os ovos |
| s17 | irmãos | porque a mãe deles pediu | marimbondo | pedrinho ficou com medo e jogou os ovos para cima |
| s18 | irmãos | para comprar ovos | abelha | pedrinho ficou com medo e jogou os ovos para cima |
| s19 | irmãos | porque a mãe deles pediu | cobra | eles voltaram para casa mas sem os ovos |
| s20 | irmãos | para comprar ovos | abelha | não compraram os ovos |
| s21 | irmãos | para comprar ovos | abelha | não compraram os ovos |
| s22 | irmãos | para comprar ovos | galinha | foram embora para casa |
| s23 | irmãos | foram no galinheiro | pulga | pedrinho ficou com medo e jogou os ovos para cima |
| s24 | irmãos | para comprar ovos | abelha | pedrinho ficou com medo e jogou os ovos para cima |
| s25 | irmãos | para comprar ovos | galinha | pedrinho jogou os ovos para cima |
| s26 | irmãos | para comprar ovos | galinha | eles voltaram para casa mas sem os ovos |
| s27 | irmãos | para comprar ovos | passarinho | eles voltaram para casa mas sem os ovos |
| s28 | irmãos | para comprar ovos | galinha | eles voltaram, atrás |
| s29 | irmãos | porque a mãe deles pediu | cobra | eles voltaram para casa mas sem os ovos |
| s30 | irmãos | para comprar ovos | abelha | jogaram os ovos para cima e sairam correndo |
| s31 | irmãos | porque a mãe deles pediu | abelha | jogaram os ovos para cima e sairam correndo |
| s32 | irmãos | para comprar ovos | galinha | eles voltaram para casa mas sem os ovos |
| s33 | irmãos | para comprar ovos | galinha | eles voltaram para casa mas sem os ovos |
| s34 | irmãos | para comprar ovos | galinha | eles foram atacados por galinhas piradas |
| s35 | irmãos | para comprar ovos | passarinho | voltaram para casa sem os ovos |
| s36 | irmãos | porque a mãe deles pediu | pulga | o pedrinho jogou os ovos para cima e voltaram para casa sem os ovos |
| s37 | irmãos | para comprar ovos | pulga | eles voltaram para casa mas sem os ovos |
| s38 | irmãos | para comprar ovos | abelha | eles voltaram para casa mas sem os ovos |
| s39 | pobres | para comprar ovos | mosquito | eles fugiram |
| s40 | personagens | para comprar ovos | galinha | eles foram atacados por galinhas piradas |
| s41 | ricos | para comprar ovos | abelha | voltaram para casa sem os ovos |

| | | | | |
|---|---|---|---|---|
| s42 | ricos | para comprar ovos | abelha | pedrinho ficou sem os ovos que comprou |
| s43 | ricos | para comprar ovos | abelha | voltaram para casa sem os ovos |
| s44 | irmãos | para comprar ovos | bolga | voltaram para casa sem os ovos |
| s45 | irmãos | para comprar ovos | bolga | voltaram para casa sem os ovos |
| s46 | ircos | porque a mãe deles pediu | bolga | voltaram para sua hols sem os ovos |
| s47 | irmãos | para comprar ovos | bolga | não levaram ovos para sua mãe |
| s48 | ircos | porque a mãe deles pediu | bolga | voltaram para sua hols sem os ovos |
| s49 | ircos | para comprar ovos | bolga | voltaram para casa |
| s50 | ircos | comfoi ovos | bolga | voltou para sua hols |
| s51 | ricos | para comprar ovos | abelha | voltaram para casa sem os ovos |
| s52 | ircos | para comprar ovos | galinha | foram embora para casa |
| s53 | personagens | para comprar ovos | bolga | voltaram para sua hols sem os ovos |
| s54 | personagens | para comprar ovos | inseto | voltaram para casa |
| s55 | personagens | para comprar ovos | bolga | voltaram para casa sem os ovos |
| s56 | personagens | para comprar ovos | abelha | eles voltaram para casa mas sem os ovos |
| s57 | irmãos | para comprar ovos | galinha | voltaram para casa sem os ovos |
| s58 | irmãos | para comprar ovos | galinha | voltaram para casa sem os ovos |
| s59 | personagens | para comprar ovos | abelha | eles voltaram para casa mas sem os ovos |
| s60 | irmãos | porque a mãe deles pediu | pulga | os ovos quebraram |
| s61 | ricos | para comprar ovos | pulga | eles voltaram sem os ovos |
| s62 | ricos | | pulga | o pedrinho levou ela para o hospital |
| s63 | ircos | para confoi ovos | bolga | pedrinho teve medo da bolga e gordou os ovos |
| s64 | crianças | para comprar ovos | bolga | eles voltaram para casa mas sem os ovos |
| s65 | ircos | para comprar ovos | bolga | eles voltaram sem os ovos |
| s66 | ircos | paracomprar ovos | bolga | eles voltaram sem os ovos |
| s67 | irmãos | para comprar ovos | abelha | voltaram sem os ovos que a mãe pediu |
| s68 | irmãos | porque a mãe deles pediu | abelha | pedrinho quebrou os ovos |
| s69 | irmãos | para comprar ovos | abelha | eles voltaram sem os ovos |

## COOKING DETECTIVE

| | English | German | Italian | Slovene | Fruit | Tea | Salad | Rice | Steak | Potatoe |
|---|---|---|---|---|---|---|---|---|---|---|
| G1 | 1 | 0 | 1 | 1 | 3 | 4 | 4 | 4 | 2 | 3 |
| G2 | 4 | 2 | 3 | 3 | 3 | 4 | 4 | 4 | 2 | 3 |
| G3 | 5 | 4 | 4 | 2 | 3 | 3 | 5 | 3 | 2 | 3 |
| G4 | 6 | 2 | 4 | 3 | 3 | 4 | 4 | 4 | 2 | 3 |
| G5 | 4 | 5 | 2 | 3 | 3 | 4 | 5 | 3 | 3 | 3 |
| G6 | 1 | 2 | 2 | 1 | 2 | 3 | 3 | 1 | 2 | 2 |
| G7 | 6 | 3 | 2 | 2 | 3 | 4 | 5 | 5 | 3 | 4 |
| G8 | 6 | 2 | 4 | 3 | 4 | 3 | 5 | 3 | 1 | 4 |
| G9 | 3 | 1 | 2 | 2 | 3 | 3 | 5 | 3 | 3 | 4 |
| G10 | 5 | 4 | 2 | 2 | 4 | 3 | 5 | 5 | 4 | 4 |
| G11 | 3 | 1 | 3 | 1 | 3 | 1 | 4 | 2 | 2 | 4 |
| G12 | 6 | 3 | 3 | 1 | 3 | 5 | 5 | 5 | 3 | 3 |
| G13 | 4 | 5 | 2 | 3 | 3 | 5 | 5 | 5 | 3 | 4 |
| G14 | 6 | 4 | 3 | 2 | 3 | 4 | 5 | 5 | 2 | 4 |
| G15 | 3 | 0 | 3 | 1 | 3 | 4 | 5 | 2 | 2 | 4 |
| Total | 63 | 38 | 40 | 30 | 46 | 54 | 69 | 54 | 36 | 52 |
| Chances | 90 | 90 | 90 | 90 | 75 | 75 | 75 | 75 | 75 | 75 |
| % | 70% | 40% | 44% | 33% | 61% | 72% | 92% | 73% | 48% | 69% |

| | Total | Chances | % |
|---|---|---|---|
| English | 63 | 90 | 70% |
| German | 36 | 90 | 40% |
| Italian | 40 | 90 | 44% |
| Slovene | 30 | 90 | 33% |
| | Total | | 47% |

| | Total | Chances | % |
|---|---|---|---|
| Fruit | 46 | 75 | |
| Tea | 54 | 75 | |
| Salad | 69 | 75 | |
| Rice | 54 | 75 | |
| Steak | 36 | 75 | |
| Potatoe | 52 | 75 | |
| | Total | | 69% |

## HARRY POTTER

| | Italian | English | German | Spanish | French | Greek | Title 1 | Title 2 | Title 3 | Title 4 | Title 5 | Title 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| s1 | 1 | 1 | 1 | 1 | | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s2 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s3 | 0 | 1 | 1 | 1 | | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s4 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s5 | | | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s6 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s7 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s8 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| s9 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s10 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s11 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s12 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s13 | 0 | 1 | 1 | | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s14 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s15 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s16 | 0 | 1 | 1 | 0 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 |
| s17 | 0 | 1 | 1 | 1 | | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s18 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s19 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s20 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s21 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s22 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s23 | 0 | 1 | 0 | 0 | | | 1 | 1 | 1 | 1 | 1 | 1 |
| s24 | 0 | 1 | 1 | 0 | 0 | | 1 | 1 | 0 | 1 | 0 | 1 |
| s25 | 0 | 1 | 0 | 1 | 0 | | 1 | 1 | 1 | 1 | 1 | 1 |
| s26 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| s27 | 0 | 1 | 1 | | | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s28 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |

| | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | C12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| s29 | 1 | 1 | 1 | 1 | 1 | 1 |  | 1 | 0 | 1 | 1 | 0 |
| s30 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |  | 0 | 1 | 0 |
| s31 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |  | 1 | 1 | 1 | 0 |
| s32 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |  | 1 | 1 | 1 | 0 |
| s33 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| s34 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |  |
| s35 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |
| s36 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 |
| s37 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| s38 |  | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| s39 |  | 1 | 1 | 1 | 1 | 1 |  | 0 | 0 | 1 | 1 | 0 |
| s40 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| s41 |  | 1 | 1 | 1 | 1 | 1 | 0 |  | 0 | 1 | 0 | 0 |
| s42 |  | 1 | 1 | 1 | 1 | 1 |  | 0 | 1 |  | 0 |  |
| s43 |  | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| s44 | 1 | 1 | 1 | 1 | 1 | 1 |  | 1 | 0 | 0 | 1 | 0 |
| s45 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| s46 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| s47 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 |
| s48 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| s49 |  | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 |
| s50 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 |
| s51 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |
| s52 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |
| s53 | 0 | 1 | 1 | 1 | 1 | 1 |  | 1 | 1 | 1 | 1 | 0 |
| s54 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 |
| s55 |  |  | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| s56 |  | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 |
| s57 |  | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 |
| s58 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 |
| s59 | 1 | 1 | 1 | 1 | 1 | 1 |  | 0 | 0 | 1 | 1 |  |
| s60 |  |  | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 |

|  | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| s61 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s62 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s63 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s64 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s65 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| s66 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s67 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| s68 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| s69 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| total: | 8 | 63 | 47 | 38 | 27 | 0 | 69 | 69 | 69 | 67 | 69 | 67 | 51 |
| % | 12% | 91% | 68% | 55% | 39% | 0% | 100% | 100% | 100% | 99% | 100% | 99% | 74% |

## WHAT LANGUAGE IS THAT?

| | Language recognition: | | | | | | Reason: | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | German | English | Portuguese | French | Italian | Spanish | German | English | Portuguese | French | Italian | Spanish |
| s1 | 1 | 0 | 1 | 0 | 0 | 0 | | | Parece português | | | |
| s2 | 0 | 0 | 1 | 1 | 0 | 0 | | | Porque eu falo essa língua | | | |
| s3 | 0 | 1 | 1 | 1 | 0 | 1 | | | Porque eu falo essa língua | | | |
| s4 | 1 | 1 | 1 | | 0 | 0 | w | | *escreveu 'brasileiro', explicou: porque tá em português | | | |
| s5 | 1 | 1 | 1 | 0 | 0 | 0 | w | | *escreveu 'brasileiro', explicou: porque tá em português | | | |
| s6 | 0 | | 1 | 0 | 1 | 0 | | | | | | |
| s7 | 1 | 1 | 1 | 0 | 1 | 1 | ü | that | porque eu entendo o texto | | | y |
| s8 | 1 | 1 | 1 | 1 | 1 | 1 | ü | | porque eu entendo o texto | | | |

| ID | | | | | | | 1 / ü | sch/k | porque eu entendo um pouco | | s9 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| s9 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | sch/k | | | |
| s10 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | | | porque eu entendo o texto | conheço um pouco |
| s11 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | | | Porque eu falo essa língua | |
| s12 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | | | porque eu moro no Brasil | |
| s13 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | | | Porque eu falo essa língua | |
| s14 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | | | porque eu entendo o texto | |
| s15 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | | | porque é a minha língua | |
| s16 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | | | | |
| s17 | 1 | 1 | 1 | | 1 | 1 | | ü | year | Porque eu falo essa língua | parecido com português |
| s18 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | ü | the | porque eu entendo o texto | ñ |
| s19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | ü | the | Porque eu falo essa língua | ñ |
| s20 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | | the | porque eu entendo o texto | ñ |
| s21 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | | the | porque eu entendo o texto | ñ |
| s22 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | | | Porque eu falo essa língua | parecido com português |
| s23 | | 1 | 1 | 0 | 0 | 1 | 0 | | | | |
| s24 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | | the/year/and/of | porque eu falo essa língua | |
| s25 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | | year | porque eu falo essa língua | já estudei |
| s26 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | | the/year/and/of | portugues de portugal, escrita quase igual a nossa | |
| s27 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | | | porque eu falo essa língua | |
| s28 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | | jogos | porque eu falo essa língua | |
| s29 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | | | porque entendo | castelhano |
| s30 | 1 | 1 | 1 | 1 | | 1 | 1 | | | porque parece | |
| s31 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | porque entendo | |
| s32 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | | | |
| s33 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | | | | |
| s34 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | | | porque entendo | |
| s35 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | | | porque entendo | |
| s36 | 0 | 0 | 1 | | 0 | 0 | | | | porque entendo | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| s37 | 1 | 1 | 0 | 0 | 1 | | porque é a nossa língua | | | | |
| s38 | 1 | 1 | 0 | 1 | 1 | | porque eu falo essa língua | | | | |
| s39 | 1 | 1 | 1 | 1 | 1 | | porque é a nossa língua | | | | |
| s40 | 0 | 1 | 1 | 1 | 1 | | porque eu falo | | | | |
| s41 | 0 | 0 | 0 | 0 | 1 | | porque eu falo essa língua | | | | esquizito |
| s42 | 0 | 1 | 0 | 1 | 1 | | porque eu falo essa língua | | | | |
| s43 | 0 | | 0 | 1 | 1 | | é minha língua | | | | |
| s44 | 1 | 1 | | 1 | 1 | | é a nossa língua | | | | |
| s45 | 0 | 1 | 1 | 1 | 1 | | porque eu falo essa língua | | | | |
| s46 | 0 | 1 | 0 | 0 | 1 | | porque eu falo essa língua | | | | castelhano |
| s47 | 1 | 1 | 0 | 0 | 1 | ü | porque é a nossa língua | | | | ñ |
| s48 | 1 | 1 | 1 | 1 | 1 | ü | porque eu falo essa língua | | | parece portugues | |
| s49 | 1 | 1 | 1 | 1 | 1 | | porque eu entendo | | | | ñ |
| s50 | 0 | 1 | 0 | 0 | 1 | | | | | | |
| s51 | 1 | 1 | 0 | 1 | 1 | | porque eu conheço | | | | ñ |
| s52 | 1 | 1 | 1 | 1 | 1 | | é nossa língua | | | | ñ |
| s53 | 1 | 1 | 1 | 1 | 1 | ü | porque eu falo | acentos | | | ñ |
| s54 | 1 | 1 | 1 | 1 | 1 | | | | | | ñ |
| s55 | 0 | 1 | 0 | 0 | 1 | | porque entendo | | | | ñ |
| s56 | 0 | 1 | 1 | 0 | 1 | | sou brasileira | | | | ñ |
| s57 | 1 | 1 | 1 | 1 | 1 | | | | | | ñ |
| s58 | 0 | 1 | 0 | 1 | 1 | | | | | | ñ |
| s59 | 0 | 0 | 0 | 0 | | | portugues de portugual, muito parecido com nossa língua | | | | |
| s60 | 0 | 0 | 1 | 1 | 1 | | é a nossa língua | | | | |
| s61 | 1 | 1 | 1 | 1 | 1 | | é a nossa língua | | acento | | ñ |
| s62 | 1 | 1 | 1 | 1 | 1 | ü | | the | | siamo | |
| s63 | 1 | 1 | 1 | 1 | 1 | ü | | the | | siamo | |
| s64 | 1 | 0 | 1 | 1 | 1 | ü | | | | | |
| s65 | 0 | 1 | 1 | 1 | 1 | | | esquizito | | zz | ñ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | porque é a nossa língua |
| s66 | 0 | 0 | 1 | 0 | 0 | 0 | |
| s67 | 0 | 1 | 1 | 1 | 1 | 1 | porque conheço |
| s68 | 1 | 1 | 1 | 1 | 1 | the/of | el | sei ler |
| s69 | 1 | 1 | 1 | ü | 1 | the | el/y | |
| total | 40 | 56 | 68 | 31 | 31 | 56 | |
| % | 58% | 81% | 100% | 45% | 45% | 81% | |

## DAYS OF THE WEEK

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|---|
| s1 | spanish/french | spanish | dia | english | | g | s | Saturday |
| s2 | spanish/french | spanish | dia | english | | g | s | Saturday |
| s3 | spanish/italian | spanish | dia | english | | tag | es | Saturday |
| s4 | spanish/french/italian | spanish | dia | english | começam com a mesma letra | g | s | Saturday |
| s5 | spanish/french/italian | spanish | feira | english | | ag | es | Saturday |
| s6 | | | feira | | começam com a mesma letra | g | s | |
| s7 | portuguese/spanish | spanish | feira | french | começam com a mesma letra | ag | es | Saturday |
| s8 | portuguese/spanish | spanish | | | | tag | es | Saturday |
| s9 | portuguese/spanish | spanish | dia | french | terminam em di | tag | es | Saturday |
| s10 | portuguese/spanish | spanish | dia | italian | terminam em di | tag | es | Saturday |
| s11 | french/italian | spanish | dia | french and italian | terminam em di | | es | Saturday |
| s12 | english/italian | spanish | dia | french and italian | começam com a mesma letra | tag | es | Saturday |
| s13 | spanish/italian | spanish | feira | italian | | tag | es | Saturday |
| s14 | portuguese/spanish/italian | spanish | dia ou feira | italian | começam com a mesma letra | tag | es | Saturday |
| s15 | portuguese/spanish/italian | spanish | dia ou feira | italian | começam com a mesma letra | tag | es | Saturday |
| s16 | portuguese/spanish | spanish | dia | english | começam com a mesma letra | tag | es | Saturday |
| s17 | portuguese/spanish | | feira | english | terminam em di | | es | Saturday |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| s18 | spanish/italian | spanish | feira | english | terminam em di | | es | Tuesday |
| s19 | portuguese/spanish | spanish | dia | english | terminam em di | tag | es | Monday |
| s20 | portuguese/spanish | spanish | feira | english | terminam em di | tag | es | Sunday |
| s21 | french/italian | spanish | feira | english | | tag | s | Saturday |
| s22 | spanish/italian | spanish | semana | english | | g | s | Monday |
| s23 | spanish/italian | | dia | english | | tag | es | Saturday |
| s24 | portuguese/spanish | spanish | feira | english | | tag | es | Monday |
| s25 | portuguese/spanish | spanish | dia | english | | ag | es | Saturday |
| s26 | portuguese/spanish | | feira | english | | g | s | |
| s27 | spanish/french/italian | spanish | dia | english | começam com a mesma letra | tag | les/nes | Saturday |
| s28 | spanish/french/italian | spanish | dia | english | começam com a mesma letra | g | s | Sunday |
| s29 | spanish/italian | spanish | dia | english | | tag | es | Wednesday |
| s30 | spanish/italian | spanish | dia | english | começam com a mesma letra | tag | es | Saturday |
| s31 | spanish/italian | spanish | feira | english | terminam em di | g | s | Sunday |
| s32 | portuguese/spanish | spanish | dia | english | terminam em di | tag | es | Sunday |
| s33 | portuguese/spanish | spanish | feira | english | | tag | | |
| s34 | spanish/french/italian | spanish | dia | english | começam com a mesma letra | g | s | Saturday |
| s35 | portuguese/spanish | spanish | dia | english | começam com a mesma letra | tag | es | Saturday |
| s36 | English/german | spanish | feira | english | | g | es | Saturday |
| s37 | | spanish | dia | english | terminam em di | tag | es | Saturday |
| s38 | spanish/french | spanish | dia | english | começam com a mesma letra | g | es | Monday |
| s39 | portuguese/spanish/italian | spanish | feira | english | começam com a mesma letra | tag | es | Saturday |
| s40 | spanish/french/italian | spanish | dia ou feira | english | começam com a mesma letra | ag | es | Saturday |
| s41 | spanish/french/italian | spanish | dia | english | começam e terminam com a mesma letra | tag | es | Saturday |
| s42 | portuguese/spanish/french | english | dia | english | começam com a mesma letra | | s | Saturday |
| s43 | portuguese/german/italian/french | spanish | dia ou feira | english | | ag | es | |
| s44 | english/spanish | spanish | feira | english | começam com a mesma letra | | s | Saturday |
| s45 | portuguese/spanish | spanish | feira | english | terminam em di | tag | es | Saturday |
| s46 | portuguese/spanish | spanish | feira | english | começam com a mesma letra | g | s | Saturday |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| s47 | portuguese/spanish | spanish | feira | english | | g | s | Wednesday |
| s48 | portuguese/spanish | french | feira | english | começam e terminam com a mesma letra | ag | es | Saturday |
| s49 | portuguese/spanish/french | spanish | feira | english | | tag | es | Saturday |
| s50 | spanish/italian | spanish | feira | english | terminam em di | tag | es | Wednesday |
| s51 | spanish/italian | italian/spanish | feira | english | | g | s | Saturday |
| s52 | English/german | spanish | dia | english | | g | s | Saturday |
| s53 | spanish/italian | italian/spanish | feira | english | terminam em di | g | s | Saturday |
| s54 | french/italian | spanish | dia | english | terminam em di | tag | es | Sunday/Saturday |
| s55 | portuguese/spanish/french | spanish | feira | english | começam com a mesma letra | g | s | Saturday |
| s56 | spanish/french | spanish | feira | english | começam com a mesma letra | tag | es | Saturday |
| s57 | portuguese/spanish | italian/french | | english | terminam em di | g | es | Saturday |
| s58 | portuguese/spanish | spanish | feira | english | | tag | es | Saturday |
| s59 | french/italian | spanish | dia | english | | tag | es | Saturday |
| s60 | spanish/french/italian | spanish | dia | english | | g | s | Saturday |
| s61 | portuguese/spanish | spanish | dia | english | | | s | Saturday |
| s62 | portuguese/spanish | spanish | dia | english | começam com a mesma letra | g | s | Saturday |
| s63 | spanish/french | spanish | dia | english | | ag | es | Saturday |
| s64 | spanish/french | spanish | feira | english | | ag | es | Saturday |
| s65 | portuguese/spanish | spanish | dia | english | | g | s | Sunday |
| s66 | portuguese/spanish | spanish | dia | english | | g | s | Sunday |
| s67 | spanish/italian | spanish | feira | english | | tag | s | |
| s68 | portuguese/spanish | spanish | dia | english | começam e terminam com a mesma letra | | es | Saturday |
| s69 | portuguese/spanish/italian | spanish | feira | italian | começam com a mesma letra | tag | es | Saturday |

# HAPPY FAMILIES

| | Spanish | Italian | French | English | German | Mother | Father | Sister | Brother | Grandmother | Grandfather |
|---|---|---|---|---|---|---|---|---|---|---|---|
| s1 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| s2 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| s3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| s4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| s5 | 5 | 5 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 5 | 5 |
| s6 | 3 | 4 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 2 |
| s7 | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 |
| s8 | 4 | 0 | 1 | 2 | 1 | 3 | 3 | 4 | 2 | 3 | 2 |
| s9 | 5 | 4 | 4 | 2 | 3 | 4 | 4 | 3 | 3 | 2 | 1 |
| s10 | 2 | 2 | 2 | 2 | 2 | 5 | 2 | 2 | 3 | 3 | 1 |
| s11 | 5 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 |
| s12 | 3 | 2 | 4 | 3 | 3 | 5 | 4 | 3 | 3 | 4 | 3 |
| s13 | 5 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 5 | 3 |
| s14 | 3 | 2 | 4 | 3 | 3 | 5 | 5 | 3 | 2 | 4 | 3 |
| s15 | 3 | 4 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 4 | 3 |
| s16 | 5 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 4 | 3 | 2 |
| s17 | 5 | 2 | 3 | 1 | 2 | 4 | 4 | 3 | 3 | 3 | 2 |
| s18 | 3 | 3 | 4 | 4 | 2 | 3 | 3 | 2 | 3 | 4 | 2 |
| s19 | 5 | 4 | 3 | 1 | 4 | 4 | 3 | 2 | 3 | 2 | 2 |
| s20 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 2 |
| s21 | 5 | 5 | 5 | 3 | 3 | 5 | 4 | 3 | 4 | 3 | 3 |
| s22 | 5 | 3 | 2 | 3 | 1 | 4 | 4 | 2 | 3 | 3 | 3 |
| s23 | 3 | 2 | 2 | 2 | 3 | 4 | 4 | 2 | 3 | 3 | 3 |
| s24 | 5 | 4 | 2 | 2 | 2 | 4 | 4 | 2 | 3 | 3 | 3 |
| s25 | 1 | 5 | 4 | 4 | 2 | 2 | 2 | 3 | 3 | 4 | 3 |
| s26 | 3 | 3 | 4 | 5 | 4 | 5 | 4 | 3 | 3 | 3 | 3 |
| s27 | 5 | 5 | 3 | 4 | 3 | 5 | 4 | 5 | 4 | 3 | 3 |
| s28 | 5 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| s29 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 1 | 4 | 5 |
| s30 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 5 |
| s31 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 5 |
| s32 | 5 | 4 | 4 | 4 | 5 | 3 | 3 | 5 | 4 | 4 |
| s33 | 5 | 5 | 4 | 3 | 5 | 4 | 4 | 4 | 4 | 5 |
| s34 | 4 | 4 | 2 | 3 | 5 | 2 | 3 | 2 | 3 | 5 |
| s35 | 4 | 4 | 2 | 3 | 4 | 4 | 3 | 4 | 4 | 3 |
| s36 | 4 | 4 | 2 | 3 | 5 | 3 | 3 | 3 | 4 | 3 |
| s37 | 4 | 4 | 2 | 3 | 5 | 3 | 3 | 3 | 4 | 3 |
| s38 | 4 | 5 | 4 | 2 | 3 | 4 | 3 | 3 | 3 | 2 |
| s39 | 4 | 5 | 3 | 3 | 4 | 5 | 3 | 4 | 4 | 5 |
| s40 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 3 |
| s41 | 4 | 5 | 4 | 4 | 5 | 3 | 3 | 3 | 3 | 3 |
| s42 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 5 |
| s43 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 5 |
| s44 | 4 | 3 | 3 | 3 | 5 | 5 | 3 | 2 | 3 | 3 |
| s45 | 4 | 3 | 3 | 3 | 5 | 5 | 3 | 2 | 5 | 3 |
| s46 | 4 | 3 | 3 | 3 | 5 | 5 | 3 | 4 | 5 | 5 |
| s47 | 4 | 3 | 3 | 2 | 3 | 4 | 2 | 2 | 4 | 5 |
| s48 | 4 | 5 | 3 | 2 | 4 | 3 | 3 | 4 | 2 | 5 |
| s49 | 4 | 5 | 3 | 2 | 3 | 5 | 3 | 4 | 3 | 1 |
| s50 | 4 | 4 | 3 | 4 | 5 | 5 | 3 | 5 | 4 | 1 |
| s51 | 4 | 5 | 3 | 3 | 3 | 5 | 2 | 2 | 5 | 5 |
| s52 | 4 | 4 | 3 | 3 | 4 | 5 | 3 | 3 | 4 | 5 |
| s53 | 2 | 5 | 3 | 3 | 4 | 5 | 2 | 2 | 4 | 5 |
| s54 | 2 | 4 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 5 |
| s55 | 2 | 3 | 2 | 2 | 4 | 3 | 2 | 2 | 2 | 5 |
| s56 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 4 | 3 |
| s57 | 2 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 5 |
| s58 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| s59 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| s60 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 4 | 5 |

|      | 4 | 4 | 4 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 5 |
|------|---|---|---|---|---|---|---|---|---|---|---|
| s61  | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 3 | 3 | 5 | 5 |
| s62  | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 3 | 3 | 5 | 5 |
| s63  | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 |
| s64  | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 |
| s65  | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 |
| s66  | 4 | 3 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 |
| s67  | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 |
| s68  | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 |
| Total: | 289 | 254 | 255 | 220 | 233 | 289 | 269 | 221 | 229 | 280 | 249 |
|      | 84% | 74% | 74% | 64% | 68% | 84% | 78% | 64% | 66% | 81% | 72% |

## **THE SOUND OF MUSIC**

|     | título 1 | título 2 | título 3 | Reason |
|-----|----------|----------|----------|--------|
| s1  | Engula, engula | Se você quer ser casado | Você voa como um gavião | foi as palavras que eu entendi, mais ou menos |
| s2  | Alegria | esquizito | legal | |
| s3  | | Gato pardo | gavião | porque consegui identificar essas palavras |
| s4  | veri veri | aleia pebe | ci u le pu | porque era isso que eles falavam, ai botei isso |
| s5  | guli guli | o violino | galu | porque falava muito essas palavras |
| s6  | os italianos | se a ca | ciu le pu | chutei |
| s7  | iama iama | ialecu ialecu | cialecam | eu botei aquilo que eles estavam mais falando |
| s8  | la piece | puebre gato | uma doz | é o que mais repetia eu botei o título de cada uma |
| s9  | pizza | a caça | animais | porque isso que a musica fala |
| s10 | la espanha | la moelga | la gautinho | |
| s11 | | violino | galinho | porque foi a única coisa que eu entendi |
| s12 | furi guri | se arroto | solidom marrom | porque falava bastante isso |
| s13 | iami | caçado | iendois | chutei |
| s14 | iama iama | aie alecu | cança | porque é bem parecido e reconheci algumas partes |
| s15 | iabo iabo | | hatinhos | porque tava no refrão, coisa esquisita... (risos) |

| | | | | |
|---|---|---|---|---|
| s16 | tuzaiado | resezitado | siu lequeu | porque eles ficaram dizendo isso |
| s17 | tu saia du | areia legum | | porque é parecido com a música |
| s18 | festa alemã | romance italiano | musica de alegre | porque tá na língua alemão, a dois porque tá no texto, amúsica três porque tá no texto. |
| s19 | musica caipira | musica piana | musica estranha | |
| s20 | circo | senhor dos gatos | fazenda | porque parece música de circo, a outra fala senhor e fala de gatos, e a última fala de fazenda, eu acho |
| s21 | musica de circo | musica de dança de egipcio | musica de natal | porque eu acho que é |
| s22 | gule gule gule gula | a gata branca e o gato pardo | come o galinhão | |
| s23 | coli coli coli cola | o gato pardo | o gavião | porque ouvi ela dizer isso |
| s24 | festa da luz de vela | romance espanhol | dança do gaviao | |
| s25 | culi culi culi cola | aleia lecu | gaviao | porque essas palavras foi repetida várias vezes, ai eu achei que essa palavra podia ser o texto |
| s26 | o circo estrangeiro | o gato | dairion | a primeira porque o ritmo parece circo, a segunda fala do gatito, a três porque eu acho, a três porque eu acho, fala galinha, mas acho que é isso. |
| s27 | | | ao natal | |
| s28 | macarronada | opereta | flor de legume | |
| s29 | guri guri guri | estanio senhor | come gavion | porque aparecia essa parte na música |
| s30 | passarinhos no lago | noticia do gato | marcha do galinho | porque foi o que eu entendi |
| s31 | guli guli guli gula | pobre gato | sonho com o gavião | porque foi o que eu entendi e acho que é |
| s32 | guli guli guli gula | gato pardo | gareon | |
| s33 | | Gato pardo | um e dois um e dois | porque eu entendi |
| s34 | o grande festival | el gato | o gabião | parece uma festa antiga, e as outras porque parece que tá falando |
| s35 | a pizza | as castanholas | o brinquedo | |
| s36 | olico rico e o lico raco | o gato | o gavião | porqe eu gostei, e acho que é isso, acho que eles falaram bastante |

| | | | | |
|---|---|---|---|---|
| s37 | a espanha | estilo mexicano | alegria | porque fala da espanha, a outra parece mexicano e a outra parece ser legal |
| s38 | festa italiana | senhor gato | voa gavion | tava tudo bem animado, eu gostei da música dois. Tava todo mundo cantando bem alegre |
| s39 | dela italiu | o gato | gavião | porque fala bastante isso |
| s40 | subindo a montanha guli gula | o gato caçando o rato | um em danço dois em donça | |
| s41 | funiculi fanicula | gato morto | um e dois galinhos | |
| s42 | italiana por natureza | a musica mechicana | a felicidade | porque achei que a música significava bem isso, a terceira era bem parecida com alemão |
| s43 | nossa italia | bailando aleiepum | cantando alegremente | eu conheço essa música e sei que é italiana, e a dois porque ela fala isso e a 3 porque é alegre |
| s44 | massa italiano | bailando | a melodia do natal | a primeira porque já escutei essa música em restaurante italiano, o título dois parece dança clássica e a última tem melodia de canção de Natal. |
| s45 | massa italiano | bailando | a melodia do natal | |
| s46 | guli gula | alearripur | sulasula gavion | chutei |
| s47 | cante conosco | bailando conosco | alegrando sua festa | porque o refrão da música |
| s48 | a montanha | a ressureição do gato | a música | escolhi porque é mais parecido com essas música |
| s49 | culi culi culi cola | aleislacum | suelossomcaninhom | do refrão da música |
| s50 | culi culi culi cola | aleialigum | sulepongalinhon | porque ele fala muito no refrão |
| s51 | lus curia de roma | o homem e seu gato | o patinho feio | porque parece italiana, a dois porque aprece e a três porque eu acho que é |
| s52 | o coral desafinado da italia chegou | o gato e o rato dançando | dançando feliz | na primeira eu coloquei porque já vi um italiano cantando essa música, e as outras não sei |
| s53 | guli guli guli gula | ale ale pum | su le pon gavinhom | porque uma parte repete essas palavras |
| s54 | cole cula | aluam lepum | dori unidoce | porque tinha a ver com a musica |

| | | | | porque tinha na música |
|---|---|---|---|---|
| s55 | a montanha | os gatos | os gatinhos | |
| s56 | circo animado | pescando | unidaze | |
| s57 | guri gula guri gula | aleia leigu aleia leigu | gavião | porque fala sobre isso |
| s58 | a italia | os gatos | a banda | eu já conheço essa música e sei que é italiana, e as outras foi a única coisa que eu entendi claro |
| s59 | curi curi cula | o gato | o gavion | porque fala muito essas palavras e eu acho |
| s60 | aguarda iamba | sacura e suquelove | file mignon | porque achei que tava falando disso |
| s61 | loucura | o homem na igreja | o patinho feio | |
| s62 | culinaria musical | ratito e o gato | uni doso son | a primeira porque parece que estão fazendo comida, as outras foi o que eu entendi. Foi só isso |
| s63 | a musica engraçada | a leia lerum | a criançada | |
| s64 | cali cola | aleia le pu | oni dose | porque fala sempre sobre isso |
| s65 | alegria espanhola | as alegrias alemãs | as coisas inglesas | a última parece que tava um continuando o que o outro falava e parece das línguas |
| s66 | espanha | lutar pelo que é teu | que es tu | |
| s67 | coli cola | ala dancita | une dune gavion | porque tá no refrão da música, a segunda o cara tava cantando issso, e a três porque, porque (risos) |
| s68 | familia feliz | a mulher solteira | esperanças | |
| s69 | guli guli gula | gato | gavião | porque eu acho que combina com as músicas |

| | Italian | Spanish | French | título 1 | título 2 | título 3 |
|---|---|---|---|---|---|---|
| s1 | 0 | 0 | 1 | 1 | 1 | 1 |
| s2 | 1 | 1 | 0 | 1 | 1 | 1 |
| s3 | 0 | 0 | 0 | 1 | 1 | 1 |
| s4 | 0 | 0 | 0 | 1 | 1 | 1 |
| s5 | 1 | 1 | 0 | 1 | 0 | 0 |
| s6 | 0 | 0 | 0 | 0 | 0 | 0 |
| s7 | 0 | 0 | 0 | 1 | 1 | 1 |
| s8 | 0 | 0 | 0 | 1 | 1 | 0 |
| s9 | 1 | 1 | 1 | 1 | 1 | 0 |
| s10 | 1 | 1 | 0 | 0 | 0 | 1 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| s11 | 0 | 0 | 0 | 0 | 1 | 1 |
| s12 | 1 | 1 | 1 | 1 | 1 | 1 |
| s13 | 0 | 1 | 0 | 0 | 0 | 0 |
| s14 | 0 | 0 | 0 | 1 | 1 | 1 |
| s15 | 0 | 1 | 1 | 0 | 0 | 0 |
| s16 | 1 | 0 | 0 | 0 | 0 | 0 |
| s17 | 0 | 0 | 0 | 1 | 1 | 1 |
| s18 | 0 | 0 | 0 | 1 | 1 | 1 |
| s19 | 1 | 1 | 1 | 0 | 0 | 0 |
| s20 | 1 | 1 | 1 | 0 | 1 | 0 |
| s21 | 1 | 1 | 1 | 0 | 0 | 0 |
| s22 | 0 | 0 | 0 | 0 | 0 | 1 |
| s23 | 1 | 0 | 0 | 1 | 1 | 1 |
| s24 | 0 | 1 | 0 | 0 | 0 | 0 |
| s25 | 0 | 1 | 1 | 1 | 1 | 1 |
| s26 | 0 | 0 | 0 | 1 | 1 | 1 |
| s27 | 0 | 0 | 0 | 1 | 1 | 1 |
| s28 | 0 | 0 | 0 | 0 | 1 | 1 |
| s29 | 0 | 1 | 1 | 0 | 0 | 0 |
| s30 | 1 | 0 | 0 | 1 | 1 | 0 |
| s31 | 1 | 0 | 0 | 1 | 0 | 0 |
| s32 | 0 | 0 | 0 | 1 | 1 | 1 |
| s33 | 0 | 1 | 1 | 1 | 0 | 1 |
| s34 | 0 | 0 | 0 | 1 | 1 | 0 |
| s35 | 0 | 0 | 0 | 1 | 0 | 1 |
| s36 | 0 | 0 | 0 | 1 | 1 | 1 |
| s37 | 1 | 1 | 1 | 1 | 1 | 1 |
| s38 | 0 | 0 | 0 | 0 | 0 | 0 |
| s39 | 1 | 1 | 1 | 1 | 1 | 1 |
| s40 | 0 | 0 | 0 | 1 | 1 | 1 |
| s41 | 1 | 1 | 1 | 1 | 1 | 1 |
| s42 | 0 | 0 | 0 | 1 | 1 | 1 |

| | (correct/incorrect) | | | | (repeated/created) | |
|------|----|----|----|----|----|----|
| s43 | 0 | 0 | 0 | 1 | 1 | 1 |
| s44 | 0 | 0 | 0 | 0 | 0 | 0 |
| s45 | 0 | 0 | 0 | 1 | 1 | 1 |
| s46 | 0 | 0 | 0 | 1 | 1 | 0 |
| s47 | 1 | 1 | 0 | 0 | 0 | 1 |
| s48 | 0 | 0 | 0 | 1 | 1 | 0 |
| s49 | 1 | 1 | 1 | 0 | 0 | 1 |
| s50 | 0 | 0 | 1 | 1 | 1 | 1 |
| s51 | 1 | 1 | 0 | 0 | 0 | 1 |
| s52 | 0 | 0 | 0 | 1 | 1 | 0 |
| s53 | 0 | 0 | 0 | 0 | 1 | 1 |
| s54 | 1 | 1 | 0 | 1 | 0 | 0 |
| s55 | 0 | 0 | 0 | 1 | 0 | 1 |
| s56 | 1 | 1 | 0 | 1 | 1 | 1 |
| s57 | 0 | 0 | 0 | 1 | 1 | 1 |
| s58 | 1 | 1 | 0 | 1 | 1 | 1 |
| s59 | 0 | 0 | 0 | 1 | 1 | 0 |
| s60 | 1 | 1 | 1 | 1 | 1 | 0 |
| s61 | 1 | 1 | 1 | 0 | 1 | 1 |
| s62 | 0 | 0 | 0 | 1 | 1 | 1 |
| s63 | 1 | 1 | 0 | 1 | 1 | 1 |
| s64 | 0 | 0 | 0 | 1 | 1 | 1 |
| s65 | 0 | 0 | 1 | 1 | 1 | 0 |
| s66 | 1 | 1 | 0 | 1 | 1 | 1 |
| s67 | 0 | 0 | 0 | 1 | 1 | 1 |
| s68 | 1 | 1 | 1 | 1 | 1 | 1 |
| s69 | 1 | 1 | 0 | 1 | 1 | 1 |
| total | 27 | 29 | 16 | 50 | 47 | 43 |
| % | 39% | 42% | 22% | | 32% tried to create | 68% repeated |

1= correct
0= incorrect

1= repeated the word they head
0= tried to create something

**THE SOUND OF WORDS**

| | Oral: | | | | Written: | | | |
|---|---|---|---|---|---|---|---|---|
| | Italian | French | English | Spanish | Italian | French | English | Spanish |
| s1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| s2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| s3 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| s4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| s5 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| s6 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| s7 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| s8 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| s9 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| s10 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| s11 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| s12 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| s13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| s14 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| s15 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 |
| s16 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| s17 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |

## APPENDIX E – STUDENTS' OPINIONS ABOUT THE PROJECT

"Eu achei que foi muito legal, apesar do desafio, conseguimos completar as tarefas."

"Eu gostei, pois nos ajudou a entender mais sobre as línguas, a atividade que mais gostei foi de trabalhar em grupo, pois tivemos tempo de discutir nossas dúvidas."

"Gostei porque é um modo divertido de aprender sobre as línguas sem as aulas chatas."

"Eu gostei porque aprendi muito outras línguas, mas cada vez foi ficando mais difícil. E mais legal."

"Legal, a gente falou de línguas que eu nem sabia como era!"

"[as atividades] foram boas, porque eu vi que todos podemos aprender línguas novas. E também porque podemos falar com outras pessoas em outras línguas."

"Amei, foi muito legal porque eu aprendi muito mais sobre todas as línguas e agora vou prosseguir adiante e aprender muito mais!"

"Eu achei legal porque é brincando que se aprende."

"Foi difícil porque só sabíamos a língua Portuguesa. Chutamos a maioria, pois temos pouco aprendizado nessas línguas. Mas foi divertido e interessante, pois podemos ver as palavras das línguas Portuguesa, Inglês, Alemão, Italiano e Esloveno."

"Muito legal, aprendi várias coisas novas."

"Achei ótima, adorei, muito legal."

"Gostei, pois aprendi um pouco sobre as línguas."

"Eu achei muito legais e divertidas."

"Eu achei legal, bem legais por que os alunos eu acho que aprenderam um pouco. A atividade que mais gostei foi a do Harry Potter."

"Interessante, porque aprendemos novas palavras."

"Eu achei muito legal o preparamento de línguas estrangeiras."

"Não gostei pois sou muito burra e errei tudo."

"Eu achei as aulas de línguas estrangeiras bem legal, interessantes e divertido."

"Eu achei legal porque a gente está aprendendo outras línguas."

"Eu achei bem legais as aulas mas muito difíceis."

"Uma porcaria, e um pouco divertido."

"Eu gostei porque aprendi muito outras línguas. Cada vez foi ficando mais difícil."

"Gostei, porque aprendi tudo o que sei sobre línguas estrangeiras."

"Achei muito legal todas as atividades executadas porque foram muito legais e me ajudaram saber de coisas novas sobre línguas estrangeiras. Algumas foram bem fáceis e outras regulares."

"Achei legal, porque aprendi coisas diferentes sobre línguas estrangeiras."

"Muito difíceis, porque ela tinha línguas difíceis."

"Eu achei as atividades muito legais, porque tinha em grupo, colagem e outras e gosto disso. E achei também muito fáceis."

"Muito boas, eu to aprendendo muito com elas."

"Eu adorei o laboratório de línguas, esse trabalho que fizemos foi o mais fácil."

"Eu achei muito legal e um pouco fácil e um pouco mais difícil do que fácil: 55% difícil, 45% fácil. Mas eu achei bem legal, bem divertida, porque eu até conheço um pouco de Francês."

"Gostei porque é um modo divertido de aprender outras línguas estrangeiras e também é uma boa maneira de ver o que o aluno sabe sobre línguas estrangeiras."

"Eu achei interessante porque estamos aprendendo algumas coisas como as palavras em cada língua e fazendo várias atividades, eu achei um pouco fácil e um pouco difícil."

"Eu achei as aulas de línguas estrangeiras muito fáceis e legais."

"Achei as atividades legais, foram bastante completas. A atividade onde tinha a língua 'Esloveno' foi mais complicada."

"Eu achei muito diferente e divertida. Com muitas atividades, música, atividades fácil e difícil. O laboratório é muito confortável, legal porque é sempre em dupla."

"Achei muito legal, acho que acertei tudo."

"Eu achei que elas são meio estranhas porque eu nem sei direito as línguas das perguntas. Por exemplo: francês, alemão, esloveno, entre outras línguas."

"Eu achei as aulas de línguas estrangeiras valeu muito a pena porque fizemos bastante atividades de várias línguas."

**APPENDIX F – Answers to the questionnaire**

| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 |
|---|---|---|---|---|---|---|
| s1 | 11 | Florianópolis | Florianópolis | | Português, Inglês, Alemão, Italiano, Espanhol | Português |
| s2 | 11 | Florianópolis | A minha mãe em Florianópolis e meu pai em Recife | | Brasileiro, Espanhol e Inglês | não sei o que é |
| s3 | 10 | Florianópolis | Florianópolis | meu tataravô nasceu na Alemanha | Português | Português |
| s4 | 11 | Florianópolis | meu pai em SP, minha mãe em Viçosa | acho que sim, porque sou descendente de italianos | Romano, Italiano, português, inglês, francês, alemão, chinês, japonês, espanhol e hebraico | Português |
| s5 | 10 | Jaraguá do Sul | Rio de Janeiro | | Inglês, francês, espanhol e alemão | Português |
| s6 | 12 | Florianópolis | Florianópolis | não | português, inglês, espanhol, francês | Português |
| s7 | 11 | SP | SP | sim, bisavô na itália | italiano, francês, espanhol e alemão | Português e italiano |
| s8 | 12 | Florianópolis | Florianópolis | sim, na Alemanha | Inglês, português, frances, alemão, espanhol, chines | português |
| s9 | 10 | | | | Inglês, alemão, espanhol, português, francês | |
| s10 | 11 | SP | SP | | alemão, francês, português, inglês, espanhol, japonês, chines | Português |
| s11 | 10 | São José | pai em SP e mãe RS | meu tataravô nasceu na Alemanha | inglês, espanhol, francês, alemão, Italiano, chinês, japonês, australiano | Português |
| s12 | 12 | | minha mãe em SP | meus avós Italiano | Inglês, alemão, francês, chileno, japonês, português, espanhol, chinês | Português |
| s13 | 11 | Florianópolis | Florianópolis | não | Inglês, Francês, alemão, Italiano, Russo, Xinês, japonês, australiano | Português |
| s14 | 11 | Florianópolis | Florianópolis | não | Português e Inglês | Português |
| s15 | 11 | Florianópolis | Florianópolis | não | Português, espanhol, alemão, Inglês | Não sei. |
| s16 | 10 | São José | Florianópolis | não | Inglês, espanhol, alemão, chinês, japonês, italiano, Francês | português |
| s17 | 11 | Florianópolis | Florianópolis | | Inglês e espanhol | Português |
| s18 | 11 | Florianópolis | Fortaleza | | Inglês, francês, alemão e espanhol | Português |

| | | | | | | |
|---|---|---|---|---|---|---|
| s19 | 10 | Florianópolis | Florianópolis | sim na italia | português, francês, alemão, espanhol, Inglês, russo, mandarim, árabe | português |
| s20 | 10 | Florianópolis | meu pai no paraná | não | um pouco de Inglês e espanhol | português |
| s21 | 10 | Florianópolis | Florianópolis | não | português, espanhol, Inglês | português |
| s22 | 10 | Florianópolis | Florianópolis | | espanhol | português |
| s23 | 10 | SC | | | Português | Português |
| s24 | 10 | São José | | | Português, inglês, espanhol, alemão | português |
| s25 | 10 | RS | RS | | Português e Inglês | Português |
| s26 | 11 | Florianópolis | Florianópolis | sim | Português, Français, Inglês, Español, alemão | Português |
| s27 | 10 | Florianópolis | Florianópolis | | inglês, frances, espanhol, alemão e italiano | portugues. |
| s28 | 13 | Florianópolis | Florianópolis | | português, espanhol, Inglês | português |
| s29 | 12 | Florianópolis | Florianópolis | não | Inglês, espanhol, alemão e francês | Português |
| s30 | 11 | Joinvile | Florianópolis | não | Inglês, frances, espanhol, alemão e portugues | portugues |
| s31 | 12 | Florianópolis | Florianópolis | | Espanhol, Inglês, Frances, italiano, Portugues | Portugues |
| s32 | 10 | RJ | RJ | | nenhuma | portugueis |
| s33 | 11 | Florianópolis | Florianópolis | sim | fran, por, ale, ingle, ita, espa, japo | portugues |
| s34 | 10 | Florianópolis | Florianópolis | não | Português | Português |
| s35 | 11 | Florianópolis | Florianópolis | sim | Inglês e espanhol | Português |
| s36 | 11 | Florianópolis | pai em RS | bisavô veio da alemanha | Inglês, frances, alemão, espanhol, italiana, romana, grega | alemão |
| s37 | 11 | São José | | | Inglês, portugues, espanhol, frances, alemão | português |
| s38 | 11 | Florianópolis | Florianópolis | | Espanhol, francês | português |
| s39 | 11 | São José | | | Português, español, francês, inglês, alemão | Português |
| s40 | 11 | Florianópolis | minha mãe em SP e meu pai em Florianópolis | | Alemão, Francês, Inglês e Espanhol | Português |
| s41 | 11 | | | | portugues | Português |
| s42 | 10 | Florianópolis | | não | Espanhou, Inglês, Chines, Japones | Português |
| s43 | 10 | Florianópolis | minha mãe aqui e meu pai no | | Ingl~es, espanhou, portugues e alemão | português |

| | | | parana | | | |
|---|---|---|---|---|---|---|
| s44 | 10 | RJ | | minha bisavó era portuguesa | chines, ingles, frances, alemao, espanhol | português |
| s45 | 12 | RS | RJ e RS | | ingles, espanhol, alemao, frances, italiano, japones, chines | portugues |
| s46 | 11 | Florianópolis | meu pai no paraguai e minha mãe em Poa | | Inglês, espanhol, italiano, alemão, frances. | portugues |
| s47 | 11 | SP | | bisavo era italiano | Inglês, espanhol, alemão, italiano, portugues, frances, xines | portugues |
| s48 | 11 | camburiú | SP | não | Frances, alemao, espanhol | portugues da minha mãe e um pouco de alemão do meu pai |
| s49 | 10 | Florianópolis | Florianópolis | não | alemao, frances, inguês, espanhou, portugues | portugues |
| s50 | 11 | Florianópolis | Florianópolis | não | Português, inglês, espanhol, alemão, frances e italiano | minha língua paterna é portugues, a materna eu não sei |
| s51 | 11 | Florianópolis | mãe: RS pai: Uruguay | sim, meus avós no Uruguay | Português, ingles, espanhol, alemão, frances, russo, italiano, japones, chines | portugues |
| s52 | 11 | Florianópolis | Florianópolis | | Inglês, espanhol, alemão e frances | Portugues |
| s53 | 11 | Florianópolis | Florianópolis | não | Japonês, português, Inglês, alemão, Espanhou, Franc~es, chines | |
| s54 | 11 | Florianópolis | Florianópolis | não | portugues, alemão, espanhol, japones, chines, frances | |
| s55 | 11 | Florianópolis | Florianópolis | | ingles, espanhol, frances e alemao | portugues |
| s56 | 10 | RS | RS | não | portugues, ingles, frances, italiano, chines, japones | não sei |
| s57 | 11 | Florianópolis | | | ingles, chines, argentino, frances, alemão, portugues e italiano | portugues |
| s58 | 11 | Florianópolis | Florianópolis | não | portugues | |
| s59 | 10 | Florianópolis | Florianópolis | | español | portugues |
| s60 | 11 | Florianópolis | Florianópolis | não | Alemão, Português, Inglês, Espanhol, Italiano e chinês | Português |
| s61 | 10 | não sei | não sei | não | Português, espanhou, ingles | portugues |
| s62 | 11 | Florianópolis | Florianópolis | não | portugues | portugues |
| s63 | 11 | Florianópolis | Florianópolis | não | portugues | portugues |

| | | | | | Português | Português |
|---|---|---|---|---|---|---|
| s64 | 11 | Florianópolis | SP | | Português | Português |
| s65 | 11 | RS | | sim, no japão | português | português |
| s66 | 11 | | | | português | português |
| s67 | 11 | Florianópolis | Florianópolis | não | português | português |
| s68 | 11 | São José | Florianópolis | não | português, Inglês | Português |
| s69 | 11 | Florianópolis | Florianópolis | | português | português |

| Q7 | Q8 | Q9 | Q10 | Q11 |
|---|---|---|---|---|
| Bem poucas coisas em Inglês e Espanhol | Português | | Com meus pais e minha família, professores e amigos | Com aulas de outras línguas |
| não | Brasileira, Alemão, Espanhol, Inglês e Francês | | Com a minha mãe e a professora da 1B | Com esforço e dedicação |
| falo um pouco Ingles, estou aprendendo outras | Português e espanhol | | com a minha família e meus amigos | fazendo cursos e aulas |
| | portugues, ingles e outras | | Com meus pais | ouvindo, escrevendo, falando |
| | portugués e ingles | | na minha casa e na escola, com a minha mãe | escutando muito atenciosamente as professoras |
| não | portugues | | com meus pais e professores | Com aulas de outras línguas estudando, fazendo intercâmbio, na escola, é assim, eu acho |
| não | | sim, com minhas amigas | com minha mãe, minha tia... | |
| não | eu acho que é portugues | na lingua do p, quando não quero que ninguém entenda, com meu irmão | com minha família, na minha casa | tendo aulas e viajando |
| | portugues, espanhol, ingles, frances, alemão | sim, com a minha amiga | com minha mãe | |
| | Português | | quando era nené falava o que ouvia | prestando atenção no prof. |
| um pouco de Inglês e um pouco | português | | com meus pais | escutando e com alguém me ensinando |

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|---|---|---|---|---|
| de espanhol um pouco de inglês. | Português | | minha mãe | estudando. |
| Inglês e um pouco de francês | Português | não | em casa com a minha família | estudando, algumas pessoas ouvindo |
| pouco de inglês | Português | não | com minha mãe e parentes | em escola de línguas esrangeiras |
| não | Português | não | com meus pais na minha casa | estudando |
| não | Português | não | em minha casa, com ninguém, aprendi sozinho | estudando |
| mais omeno o espanhol | Português, Inglês e espanhol | no meu diário | com a minha família. | no colégio, prestando muita atenção e fazendo os exercícios |
| Inglês mais ou menos | Português | trocando letra por número com meus amigos | com a minha família. | tendo aula. |
| Inglês | Português | coloca o p na frente das sílabas | com minha família. | tendo aulas e indo para outros países |
| Inglês e espanhol | Inglês, espanhol, alemão e francês | | aprendi sozinho | fazendo cursos. |
| não | português, espanhol, Inglês, francês e alemão | não | com a minha família. | com as professoras, nas escolas |
| não | portugués, espanol, Inglês | | com a minha família. | no colégio, estudando |
| não | Portugues, alemão, Inglês, Francês | não | com meus pais | na escola, como a gente |
| não | Inglês, português, alemão, xinês, francês | não | Com a minha mãe. | na escola. |
| não | português, espanhol. | não | com minha mãe e meu pai | na escola, fazendo curso |
| Francês, Inglês, espanhol e alemão | português e ingles | não | com minha mãe e pai | estudando |
| Inglês, frances, espanhol, alemão e italiano | português | não | mãe e pai | nas escolas |
| não | portuques, ingles, alemao | não | com a minha família. | estudando |
| não | | | com a minha família e amigos | estudando a língua desejada |
| não | | | com minha família e amigos | estudando a língua desejada |
| não | portugues | não | em casa com os pais | em aula tendo vontade de aprender |

| | | | | |
|---|---|---|---|---|
| não | portugueis | | | com minha mãe e pai |
| não | português | sim no computador | meus pais | como aprendi o português |
| Inglês, espanhol, alemão e frances | portugues, ingles, frances | | | estudando |
| não | Alemão, espanhol, ingles, frances | | co minha mãe | prestando atenção em tudo que a professora fala |
| não | portugués, alemão | não | com minha mãe | estudando, praticando, lendo livro das línguas |
| ingles e espanhol | Portugues, alemão, frances, espanhol, ingles | sim, com amiga nas aulas, usando a mão | comigo mesma | em todos lugares |
| não | Portugués | | em casa | treinando bastante na escola |
| ingles | Portugués | sim, com uma colega | Na escola | |
| | | | em casa | |
| não | | | Com a minha mãe e com meu pai | |
| não | Portugués | | No meu cotidiano | |
| Inglês, espanhol. | Portugués | | em casa e com a minha família | |
| não | portugués, espanhou.., ingleis | | com meus pais | |
| não | Espahol, portugues, argentino, ingles | sim, com minhas amigas, por bilhetes | com minha mãe e minhas professoras | estudando e se dedicando |
| | portugues e espanhol | sim, na aula | na escola e em casa | com um professor |
| não | portugues | | na escola | com os professores |
| não | portugues, ingles, frances, alemao, italiano | sim, modifica o alfabeto | com meus pais e amigos e professores | aprendendo a pronuncia e escrever as palavras |
| | portugues | | com minha mãe e professoras de portugues | |
| não | portugues | | pais e escola | com aulas. |
| não | portugues | | | aula |
| não | portugues | não | com meus parentes em casa | prestando atenção no que as pessoas falam e fazendo as tarefas que os professorespassam |
| não | portugues | não | com a minha família. | ouvindo, treinando e estudando |
| sim, língua do P | portugues | | com a minha mãe | com os professores de línguas estrangeiras |
| não | Portugues | não | em casa com a minha família | em curso, ou escola |

| | | | em casa | em cursos ou na escola |
|---|---|---|---|---|
| não | portugues | não | | |
| alemão, ingles, espanhol e frances | portugues | não | com a minha família e professora do pré | entrando numa aula de línguas |
| frances, ingles, espanhou e alemão | portugueis | não uso | com meus pais em casa | aprendendo a escrever e falar |
| ingles e italiano | ingles, frances, italiano, argentino, alemão | não | em florianópolis | com o professor |
| | portugues com espanhou | não | com a minha familia | na escola, fazendo cursinho |
| | Português, español e Inglês | não | com a minha familia, principalmente com meus pais | no colégio. Acredito que aprendemos línguas estudando. |
| | Alemão, Português, Inglês, Espanhol, Italiano. | | com minha mãe em casa | tendo aula propia a isso |
| | portugues, ingles, alemão | | minha mãe | estudando |
| | portugues, alemão | não | com meus pais em casa | estudando e falando com outras pessoas |
| | portugues, alemão | não | com meus pais em casa | estudando e falando com outras pessoas |
| | português | não | com meus pais na minha casa | fazendo cursos e conhecendo outros países |
| | português | não | com a minha mãe | estudando |
| | português | não | com a minha mãe e meu pai | estudando e prestando atenção |
| | português | sim, com minhas amigas | com os professores | com os professores e as pessoa que já sabe falar |
| | português | não | comigo mesma quando era bebê | com muita ateção nas palavras |
| português, ingles e espanhol | portugues | não | com todo mundo | falando e estudando |