




Multilingualism in Language Teaching: Spanish to Portuguese Conversion

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Objectives



- Describe learner profile and timeframe
 - Explain the design of the Conversion program
 - Discuss the pedagogical approach
 - Present some activities
 - Discuss main advantages and challenges
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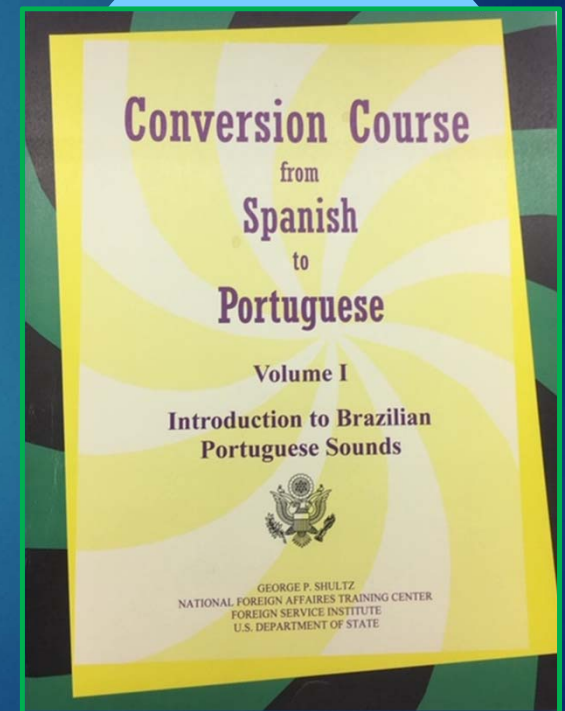
Learner and Timeframe

- Designed for students with general professional proficiency in Spanish: ILR S-3 and R-3
- Audience is mixed: Second language learners, heritage and native speakers of Spanish
- 16 week course



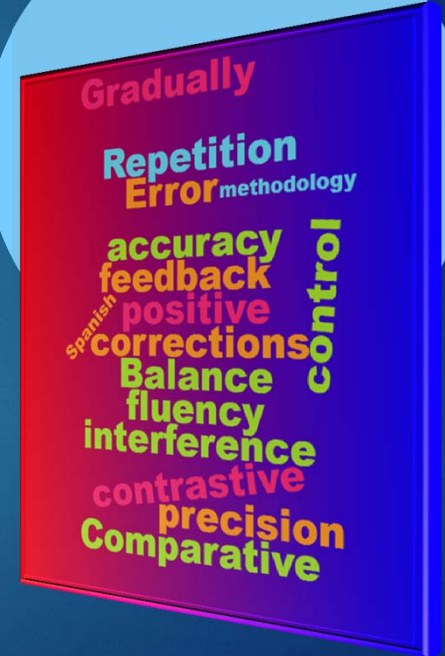
Design

- Four volumes with two lessons each
- Volume one focuses on Portuguese phonology
- Content based on similarities and differences
- Trilingual: Spanish, Portuguese, English



Pedagogical Approach

- Comparative and contrastive methodology
- Adaptable syllabus
- Gradual control of the Spanish interference
- Error corrections with positive feedback
- Balance between fluency and accuracy



Contrastive Sounds

2.1.14.2 The Consonant s and the Sound /z/

Between vowels, the consonant s is pronounced /z/ as the letter z in the English word zebra. There is no standard Spanish counterpart.

[\(recorded @ 0:00\)](#)

Listen and repeat the following words:

aviso	casa	Brasil	mesa	riso	precisar
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[\(Portuguese and Spanish recorded @ 0:35\)](#)

Listen to the following pairs of Spanish/Portuguese cognates and hear the Portuguese /z/ sound when the consonant s appears between two vowels:

<u>Spanish</u>	<u>Portuguese /z/</u>
<i>preso</i>	preso
<i>uso</i>	uso
<i>pisó</i>	pisó
<i>peso</i>	peso
<i>mesa</i>	mesa

Contrastive Sounds

2.1.16 The Consonant y

The consonant y is always labiodental in Portuguese similar to the English y in the word victory.

[\(recorded @ 0:00\)](#)

Listen and repeat the following words:

vários	verdade	viver	aviso	evidência	viúva
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Be mindful of the difference between the sounds /b/ and /v/.

[\(recorded @ 0:44\)](#)

Listen to the following words in which the sounds /v/ and /b/ contrast to form a new meaning:

vê	bê
viga	biga
vira	bira

[\(recorded @ 1:04\)](#)

Exercise #42: Listen to the recorded pairs of words and mark the parentheses with a V or a B to indicate the sound you hear:

1- ()
2- ()
3- ()
4- ()

5- ()
6- ()
7- ()
8- ()

9- ()
10- ()
11- ()
12- ()

Comparative Grammar

Compare the following:

Spanish	Portuguese	English
<i>he comprado</i>	comprei	I have bought
<i>ha comprado</i>	comprou	He/She/You have bought
<i>hemos comprado</i>	compramos	We have bought
<i>han comprado</i>	compraram	They have bought

Substitution Drill: Fill in the blanks and read your answers out loud to your teacher.

1- Eu trabalhei muito ontem.

_____	(estudar)	_____	(pesquisar)
_____	(almoçar)	_____	(jantar)
_____	(esperar)	_____	(gastar)

Activities



- Pronunciation drills:
Digraphs, diphthongs, contractions
- Daily life activities:
Descriptions, narrations, explanations
- Job-related tasks:
Interviews, reports, meetings
- More complex tasks:
Presentations, discussions, negotiations

Pronunciation Drills

The preposition **em** (meaning *at, in or on*) it becomes an '**n**' when it contracts with the *definite articles*, the *indefinite articles*, and the subject pronouns *ele, ela, eles, elas*.

Contractions of the preposition em with		
the definite articles	the indefinite articles	the subject pronouns
em + o = no (<i>en el</i>)	em + um = num (<i>en un</i>)	em + ele = nele (<i>en él</i>)
em + os = nos (<i>en los</i>)	em + uns = nuns (<i>en unos</i>)	em + ela = nela (<i>en ella</i>)
em + a = na (<i>en la</i>)	em + uma = numa (<i>en una</i>)	em + eles = neles (<i>en ellos</i>)
em + as = nas (<i>en las</i>)	em + umas = numas (<i>en umas</i>)	em + elas = nelas (<i>en ellas</i>)

(Audio answer key recorded @ 0:00)

Exercise #13: Fill in the blanks with a contraction of **em** and the *definite article*. Then listen and repeat to practice your pronunciation and to check your answers.

Follow the example:

na escola (*in/at the school*)

_____ sala
 _____ quarto
 _____ cartório
 _____ praia
 _____ lavanderia
 _____ bancos
 _____ pronto-socorro
 _____ alfândega

_____ colégios
 _____ ruas
 _____ parques
 _____ escritórios
 _____ refeitório
 _____ salas
 _____ aeroporto
 _____ conferência

_____ oficina
 _____ saída
 _____ recepção
 _____ praça
 _____ portarias
 _____ embaixada
 _____ saguão
 _____ delegacias

Daily Life Activities

2- Choose from the list below and talk about the things you have to do

- before you go to bed at night.
- when you get up in the morning.
- before you leave the house.
- when you arrive at FSI.
- in class with your teacher.
- after you finish your classes.
- on the weekends.

tomar banho
lavar o rosto
escovar os dentes
ir trabalhar
trocar de roupa
trancar a porta
vestir o pijama
jantar
levantar cedo
preparar o café da manhã
tomar o ônibus
tomar o metrô

desligar a televisão
fazer a tarefa
ler o jornal
responder às mensagens eletrônicas
dar um telefonema
limpar a mesa
vestir a roupa
preparar a lição
decorar o diálogo
ir ao laboratório
apagar as luzes
falar e praticar português

tomar café
estudar mais
descansar
ir para casa
lavar a louça
fazer anotações
ouvir as notícias
estudar o texto
arrumar a cama
estacionar o carro
fazer compras
preparar o lanche

Job-related Tasks

Preparing the Schedule of a Future Visit

1- Read out loud to your peers the schedule you have prepared for the Ambassador's visit to the consulate. Tell them

- on which flight the ambassador will depart from Brasília.
- what time she/he will arrive.
- who will pick her/him up at the airport.
- where she/he will be taken from the airport.
- when she/he will meet with the consul general.
- when she/he will have a press conference.
- what she/he will do after the press conference.
- where she/he will stay overnight.
- who will accompany her/him to the airport for his departure the following morning.

More Complex Tasks

3- Introduce a guest speaker to the audience. Make sure you give some information on

- who the guest is.
- her/his qualifications/background.
- what he will be talking about.
- who her/his sponsors are.
- the reasons for the presentation.

Make sure you give the floor properly.

Afterwards make sure that you

- thank the speaker for the presentation.
- thank the audience for their presence.
- provide information for further contact.
- take leave in a polite way.

Advantages

- Comprehension of a familiar language
- Similar discourse features
- Better grammar understanding
- Faster vocabulary acquisition



Challenges

- Pronunciation
- False impression of fluency
- Interference of the Spanish language
- Too much content for a short time



Learners' Feedback

Pronunciation

"The approach from the beginning to focus on pronunciation was the most critical to my success."

Methodology

"The methodology is quite robust, with a balanced mix of grammar and pronunciation drills and communication for proficiency."

Content

"Themes were adequately diverse. I really enjoyed the course and left extremely happy with my level of fluency."

Questions?

