ÉVORA

ESCOLA DE CIÊNCIAS SOCIAIS
DEPARTAMENTO DE LINGUÍSTICA E LITERATURAS

Mestrado em Ciências da Linguagem e da Comunicação

Especialização em Linguística Inglesa Aplicada

Dissertação

Portuguese English: is it Possible? Analyzing the Emergence of an English Variety in Portugal

Autora:

Anabela Fé Fonseca Pernão

Orientador:

Professor Doutor Luís Guerra

Évora

2010

ESCOLA DE CIÊNCIAS SOCIAIS
DEPARTAMENTO DE LINGUÍSTICA E LITERATURAS

Mestrado em Ciências da Linguagem e da Comunicação

Especialização em Linguística Inglesa Aplicada

Dissertação

Portuguese English: is it Possible? - Analyzing the Emergence of an English Variety in Portugal

Autora:

Anabela Fé Fonseca Pernão

Orientador:

Professor Doutor Luís Guerra

Évora

2010

AGRADECIMENTOS

RESUMO

O objectivo desta dissertação é analisar e alcançar determinadas conclusões acerca do Inglês falado em Portugal e como a Língua Portuguesa pode influenciar este último ou não. Os dados serão recolhidos através de pesquisa teórica e investigação de campo baseados em abordagens quantitativas e qualitativas (questionário e entrevista) aplicados a alunos universitários de várias licenciaturas na Universidade de Évora. O principal objectivo é compreender as atitudes que os estudantes portugueses têm relativamente ao Inglês que utilizam, o nível de proficiência que gostariam de atingir e como vêem estes estudantes uma possível influência da Língua Portuguesa, assim como o aparecimento de uma variante inglesa com características do Português (*Portuguese English*).

Palavras-chave: variante, padrão, *língua franca*, *world Englishes*, identidade.

Portuguese English: Is It Possible? Analyzing the Emergence of an English Variety in Portugal

ABSTRACT

The purpose of this dissertation is to analyse and draw some conclusions about the English used in Portugal and how the Portuguese language can influence it. Data are collected through theoretical research and fieldwork based on quantitative and qualitative approaches (questionnaire and interview) used with university students from various degree courses at the University of Évora. The main aim of this study is to understand the attitudes Portuguese students have towards the English they use, the English proficiency they would like to acquire and how these students feel about the possible influence of the Portuguese language on the English they use and the emergence of an English variety with Portuguese features (*Portuguese English*).

Key words: variety, standard, *lingua franca*, world Englishes, identity.

Table of Contents

Introduction

Throughout the years, the importance and the role of the English language have been in constant change. Starting as a language of minor significance before the years of the nautical expansion of the 16th century, when compared to other languages, such as French, which had a role of prestige in terms of communication, the position of English has shifted and it has become the language of the global era. Essentially, it has become one of the main symbols of globalisation mainly because it is the most globalised language to date.

A range of historical, social and political facts have given English the status of universal language. But this shift of position and significance has not come without linguistic and social consequences. Due to the expansion of English and the increase in its importance as a means of communication all over the world, a separation has grown between the English spoken as a native language and English as a *lingua franca*. English has now a universal character, growing as a world language, in terms of global, day-to-day communication. In non-native countries, English is exposed to the linguistic influences of their native languages. As a social living element that it is, the English language cannot help but change when facing these social and linguistic forces. English now faces a triple strain: in terms of its importance as a native language, in terms of the growth and continuing claim for a World English, and in terms of its representation and meaning as a foreign language in so many countries.

With the conclusion of my degree in Languages, Literatures and Cultures in the area of English and Portuguese Studies, I came to understand such importance of the English language in the world. The first year of the Master's Degree in English Applied Linguistics gave me the certainty that English has gone beyond the definition of a universal language and has become the strongest and most powerful linguistic tool that one can have. Once a language that needed to be mastered so one could have an advantage in the world of business and politics, English is nowadays a mandatory instrument to everyone when we refer to general and basic communication. No one can say that he/she is ready to face the world if the English language has not been learned as one of the basic foundations of knowledge. Along with the certainty of the power of English, I also gained awareness of the multiplicity of roles this language assumes and

the difficulty in categorising the different types of English used, and the various types of English speakers.

Many have been the categorisations given to the speakers who do not have English as a native language nor a political or historical background binding them to the English language. Non-native speakers and foreign speakers are two of those definitions. Kachru's (1986) tripartite division of the English speakers concerning their domains of use puts them into the following categories: Inner Circle, Outer Circle and Expanding Circle. Having learned English as a foreign language, therefore, being a speaker who belongs to Kachru's Expanding Circle, I started wondering about the features of the English that is used by the Portuguese people. Since it is an Expanding Circle country, one cannot expect most of the country's population, to achieve a level of proficiency that is equal or similar to that of an Inner Circle speaker. The awareness of this fact made me wonder which are the most distinguished features of the English produced by young adults and whether there is a pattern concerning these features. If so, I also wondered if such pattern could be regarded as mistakes or distinctive and regular characteristics of the English used in Portugal. In conclusion, this argument inevitably led me to this study.

The purpose of this dissertation is to try to arrive at certain conclusions about the English that is used in Portugal and to what extent the Portuguese language can influence English. Through theoretical research and fieldwork based on a questionnaire and interview to target subjects (university students) the main goals of this dissertation are briefly as follows: 1) to identify and analyse Portuguese students' attitudes towards the English they use as opposed to the English proficiency they would like to achieve; and 2) to perceive how these students feel about a possible influence of the Portuguese language in the English they use and the emergence of a "Portuguese English". In addition, this dissertation will attempt to identify and explain the most common non-standard features of the English used by the subjects and perceive if there is a regular pattern in the occurrence of such features in the domains of lexicon and syntax that might be considered regular features of the English spoken by the Portuguese.

The dissertation is divided into six chapters: Chapter 1 refers to the status of the English language in the world and in Portugal and alludes to the historical and social

development of English. Chapter 2 presents a theoretical basis that explains the standard and non-standard varieties that constitute English. Chapter 3 points out the influence of the Portuguese language in the English used in Portugal, referring to the most common deviations that are made by its users. The main goals, research questions, methodology and the subjects are described in Chapter 4. Chapter 5 provides the analysis of the data collected and Chapter 6 displays the conclusions and implications that were drawn from the study.

Since the beginning of the second half of the 20th century, the world has undergone many social, economic and political changes. Ours is also an era in which cultural and linguistic mores have been transformed, opening minds to the awareness of the importance of languages. Many are the endangered languages that may become extinct and many more are the ones which have suffered significant changes. English is certainly one of them. Facing such threats of extinction and mutation, one needs to understand why languages are changing. In the same way, in the case of the English language, it is imperative to investigate if the modifications emerging in the English spoken in non-native countries may further its fragmentation or instead, contribute to the appearance of new local "Englishes" that should be studied and possibly preserved.

Chapter 1 – The status of the English language

For many years English has been the chosen language for global communication. It is the most used language regarding crucial areas of international society such as culture and heritage, economics, politics and many other world affairs. It is the symbol of the global era in a world where globalization has demanded the need for instant communication. When a language has the ability of being learned and spoken by any group of inhabitants of the world, regardless of their social status, economic conditions, politics, religion or cultures and age (since it is being learned more and more at an early age), it is fair to say that English is the ultimate globalized language. English is no longer just a language, it is also an indispensible tool for an individual to function as a social being.

This status of "world language" has not appeared by accident and has a social, historical and political background. In addition, English is seen differently throughout the world, as it is acquired differently, playing diverse roles, depending on the country and on the significance of its use.

1.1 – The Status of English in the world

The world has become a demanding place for its inhabitants. Social and economic development, along with urban revolution have been forcing people to become more socially aware, more professionally competent and more skilled when in communicating with others. The latter aspect is extremely important because social and professional aspects depend on it. The development of the world's societies has led to the widespread and internationalization of English, an aspect that has made this language a mandatory asset. English has become the language to be learned. It is the symbol of international communication; it is the number one language to be used in international relations. Obviously, these facts have not happened randomly. According to Crystal (2004),

> "A language does not achieve a genuinely global status until it develops a special role that is recognised in every country. This role will be most obvious in countries where large numbers of the people speak it as a first language (...). However,

no language has ever been spoken by a mother-tongue majority in more than a dozen or so countries, so mother-tongue use by itself cannot give a language a global status. To achieve such a status, a language has to be taken up by other countries around the world. They must decide to give it a special place within their communities, even though they may have few (or no) mother-tongue speakers." (7)

The global spread of English is a privilege for upcoming generations who will be born in a society where English is an obligatory tool and not just an extra asset at the range of only a few, but providing equal capacities and opportunities to all. Despite this fact, the status of English as a world phenomenon is a process that has been enduring for a few centuries and which was particularly accentuated in the mid-20th century:

"The emergence of English as a genuine world language is the earliest (...) [trend] which achieved especial prominence during the 1990's. The word 'genuine' is crucial. The possibility that English might evolve a global role had been recognised as early as the eighteenth century. In 1780 the future US president John Adams said: 'English is to be in the next succeeding centuries more generally the language of the world than Latin was in the past or French is in the present age'." (Crystal, 2004: 6)

The status achieved by English may or may not be changed in the future, since the history of languages, and especially the case of Latin, shows that nothing can be taken for granted. It is a status that depends on the hegemony over certain areas, such as culture, politics, economics and technology. Despite this, the status of English as a global language may be assured as long as the power in the former areas stays with the nations where English has an extremely relevant role, apart from being or not native-speaker countries of the English language (Crystal, 2004: 22-23).

1.1.1 – A brief account of the origins of English

The historical background of the English language has its source on the settling of three main Germanic groups in Britain: the *Angles*, the *Saxons* and the *Jutes*. Afterwards, they became known as the Anglo-Saxons and their language, *Anglo Saxon* or *Old English*, is on the basis of Modern English (McArthur, 2003: 24-26).

The language of these settlers was constituted by several dialects which may have appeared due to the presence of variation in Germanic varieties in the mainland and due also to the various aspects that distinguished the several communities which

were born with the Germanic settling in different geographic areas of Britain. Latin also had a great influence on English, especially after Christianity was introduced into Britain and kept influencing it until the post-Renaissance Period, contributing with many borrowings such as *school*, *master* and *altar* and suffixes and prefixes such as *inter-* and suffixes such as *−fy*. English also fell under the influence of Old Norse – a language variety spoken by Vikings who were barbaric invaders from Denmark and Norway – also a Germanic variety which influenced the pronunciation of certain consonants such as *k's* and *g's* and offered various loanwords such as pronouns (e.g. *they* and *them*) and place names (Melchers & Shaw, 2003: 1-4).

By the beginning of the eleventh century, after surviving the Norman invasions and the strong linguistic influence of French and the prohibition of its use that came along with these conquerors, English was re-established and declared the official language of the law courts. Despite this, French kept influencing English with many borrowings being the chosen variety for distinguished matters such as business and law, and used in all areas that were considered sophisticated such as cuisine and fashion:

> "It is interesting that French words were introduced to denote the meat from certain animals, whereas the names of the animal remained English: *pork* from pigs, *veal* from calves, *mutton* from sheep, *venison* from deer. This is generally explained by the fact that French cooking was seen as superior." (Melchers & Shaw, 2003:1-4).

Throughout the years, the French influence became more limited to only some areas, and although other languages ultimately had some influence on English, such as Spanish, Italian and Portuguese, it kept thriving as an official language and entered into the period called *Middle English* (MacArthur, 2003:29).

By 1500 it was established as the "language of power" in Britain (Melchers & Shaw, 2003: 1-6). By then, English had already gained a great deal of prestige and with the widespread of Gutenberg's mechanical printing system, the needed foundations for a Standard English to start were laid. This Standard would be based on London's dialect, since it was widely used by the emerging middle-class of this city. However, it was only in the eighteenth century that English writing and spelling were formally codified and in terms of standard pronunciation, it would only appear a codified form around 1850.

Nonetheless, *Middle English* was now changing and entering a new phase: *Early Modern English* (Melchers & Shaw, 2003: 3-6).

This period presented many similarities to *Modern English*. Some of the differences were with verbs, with the third person ending in *_eth*, (e.g. *lovedeth, telleth*); in terms of syntax, negation could be formed with or without *do*; concerning lexicon – an area of many changes during this period due to the expansion of colonialism, because speakers were in contact with new linguistic realities - new words that are common today were introduced such as 'horrid', 'modest', 'vast', 'critical' and 'communicate', and words from romance languages were also introduced - an influence of the Renaissance – such as 'armada', 'cavalier' and 'renegade' among many others. *Early Modern English* brought the language closer to what speakers know as *Modern English* and the differences between the two are essentially idiosyncratic (Fennell, 2001:135-167).

In the eighteenth century the linguistic period of *Modern English* began. The socio-political changes that occurred since then were in a much greater number than the linguistic changes that had taken place in English before. These were mainly regularization changes and mostly in terms of lexicon. This was due to the scientific and technological vocabulary that was introduced: 'Internet', 'gigabyte', 'wireless' and 'cybernetic' are just a few examples of the many words that were introduced. Several nouns and adjectives deriving from phrasal verbs were formed: 'black-out', 'brown-out' and 'knock-out', as well as nouns deriving from affixation: 'un-freedom', 'franchisee', 'burglarise' and 'hospitalise' to name just a few. *Modern English* is also characterised by the increasing use of acronyms, especially in the military and governmental fields: 'NATO', 'UNICEF', 'UNESCO', among others (Fennell, 2001:168-177).

1.1.2 – The expansion of English

Today, it is estimated that there are more than one billion speakers of English in the world. This number can be divided and analyzed into three parts: an estimate of 400 million people have learned English as their first language; about 400 million speak it as a second language; and it is estimated that over one billion people are learning English as a foreign language, being reasonable to estimate that about 600 million of them have

acquired a considerable proficiency level in order to be able to communicate with others (Crystal, 2004: 8-9). The rise and massive expansion of English as a standard language happened because it was needed. According to Görlach (1995):

> "A standard language comes into being when social conditions make one necessary. The need to communicate, especially in writing, over a large area, leads to the predominance of one particular variety, the use of which is prestigious for an individual, while disregard of it can lead to social sanctions." (9)

By the beginning of the sixteenth century these conditions were reunited in Britain. In fact, the predominance of using a certain variety in some specific areas, such as administration, education and business, hastened the formation of a standard. The standard-to-be was London-based and it began being used in a continuing larger scale in social, economic and political matters. Together with the need for a homogenous means of communication which could be used, geographically speaking, more widely, it became the norm to be followed. Two aspects are believed to have helped its spread. One was a social aspect: it represented the variety spoken by London's middle-class which was successfully thriving; the other, an academic one: it is believed that the University of Cambridge had a significant influence on helping broadening the recently formed Standard English (Melchers & Shaw, 2003:5).

The worldwide expansion of English began in the seventeenth century with the British colonization, and particularly, with the colonization of North America, by the Pilgrims. It led to enormous immigration movements, which facilitated the spread of Standard English, since it was the language of the colonizers. By the mid-seventeenth century, New England already had 25,000 speakers of English. Nowadays, there are 20 million people in Canada and 240 million in the USA who speak English as first language (Melchers & Shaw, 2003: 6).

One can see that English always had, from its start, a global nature. Its basis lay on a group of several languages and, according to MacArthur (2003),

> "(...) it is an inherent feature of the English language since the early seventeenth century that it has been spoken in a range of widely separated places and

therefore in contact with a large number of other languages in a varied range of environments." (33)

By the end of the eighteenth century, English had already spread to Australia and New Zealand, countries that nowadays have over 15 million speakers and 3.5 million speakers of English as a native language, respectively. English has spread also as a native (to at least a part of the population) or an official language to countries such as South Africa, a number of Caribbean islands and to other islands such as the Falkland Islands and Tristan da Cunha.

In some countries that have a historical background with the British Empire or those which have had merchant ties to Britain during the Nautical Expansions, such as India, Nigeria, Ghana and Sierra Leone, English is spoken as a second language and is mostly used in matters of education, business and government.

As a consequence of this worldwide expansion of English and the hegemony exercised by the countries that represent the Standard varieties (England, United States, Australia and Canada) in terms of history, culture, press, technology, politics and economics, millions of people around the globe have learned English as a foreign language and are now foreign speakers of English. As Melchers & Shaw (2003) mention:

> "(…) the special position of English in a worldwide perspective should be related to political/economic power and historical coincidence. In other words: the fact that English is now an influential world language is not really due to its superiority as a language, but is a result of the activities of its speakers over the centuries." (9)

For some linguists such as Crystal (2004), the globalization of English has meant a revolution on languages, which is leading us now to enter a new linguistic era. In the history of the English language, there were two defining moments for its revolution and later expansion: the socio-political and economic changes that led to the transformation of Old English to Middle English, which was significantly different in terms of grammar, and vocabulary; and the modification of Middle English into Early Modern English, introducing great changes into grammar and spelling, mainly due to the influence of the Renaissance period, which introduced a more classical vocabulary.

Although, as Crystal remarks, language revolutions are not very common, these two were the ones that initiated the expansion process of English, and since then, other revolutions have not occurred,

> "Since Shakespeare, the language has developed steadily, but its character has not been radically altered – as is evidenced by the fact that we can go to a Shakespeare play and understand most of what we encounter. It is 'patently' the same language (...)."(3)

Nonetheless, the 1990's decade considerably increased the globalization of English which caused a linguistic revolution:

> "The year 2000 marked the end of a decade of linguistic revolution. (...) Once we stand back and reflect on the dramatic linguistic changes which took place during the 1990's, the case that we are living at the beginning of a new linguistic era is, I believe, unassailable." (Crystal, 2004: 1)

The globalization of English has triggered a phenomenon of multilingualism and multiculturalism which led English to take on the role of a world language. Moreover, it has also led linguists to regard English speakers into different categories.

1.1.3 – Categories of English speakers: ENL, ESL, EFL or Inner, Outer and Expanding Circle speakers

English has gained its status as a global language because it meets a certain number of criteria that allow it to be considered as such. It is spoken by a wide number of people as a mother-tongue in several highly-populated countries and it has also managed to be implemented all around the world in many countries, where it is not the first language, but an official language, having a relevant role as the language of business and commerce, politics and administration. A third aspect that has allowed English to conquer its reputation as a global language is the fact that it has reached a special status in countries where it is not a first or a second language, but a foreign language, or to be exact, the main foreign language spoken at these territories. (Crystal, 2004: 7). This multiplicity of categories of the English language has also led to the creation of different kinds of speakers, which can diverge according to criteria such as

the country of origin, the acquired level of competence or the domains of use of English of each speaker.

For speakers to be categorised in terms of proficiency, they must be divided into the following types: native speakers, who have acquired English at an early age; and non-native speakers, who have learned English on a later phase of their lives, being divided into second language and foreign language speakers. The categorisation by levels of proficiency can be unfair, since being *native* may not correspond to using it as a first language through most of one's life and although being a foreign speaker is usually a synonym of learning and of imperfect use, it is not always so.

This dissertation will adopt the criteria of the domains of use of English, a theory developed by Kachru (1992) which categorises speakers based on the utility each gives to English. This theory is built on a model formed by three circles: the *inner circle*, the *outer circle* and the *expanding circle*.

First, the *inner circle* is composed of the countries where English is used as the first language for all sorts of communication and interaction and is the model to be followed, such as in Britain, Ireland, the USA, Canada, Australia and New Zealand (Melchers & Shaw, 2003: 36-41).

Second, the *outer circle* includes countries where English takes a leading role, not on the private level of communication, but on the public side: it is the required language on matters such as business, administration, literature, education and politics, which has caused variation concerning the English spoken in these territories, given that these areas of society correspond to different types of substrate of the populations. India (where it considered to be an 'associate' official language), Nigeria (where English is an official language) and Singapore (where it is seen as an extremely important language in terms of law, education and politics) are examples of *outer circle* countries. The territories belonging to the *outer circle* also have a historical, social and political element attached to them in terms of English implementation and use. According to Kachru, "these regions have gone through extended periods of colonization, essentially by the users of the inner circle varieties. The linguistic and cultural effects of such

colonization are now a part of their histories, and these effects, both good and bad, cannot be wished away." (Bolton & Kachru, 2006:242)

Finally, the *expanding circle* is composed by the countries where the English language is taught as a foreign language at schools and its use is mostly for international communication needs (Melchers & Shaw, 2003:6-41). These countries have not necessarily been colonized by the countries in the *inner circle*. Portugal, Germany, Brazil, Mexico, Sweden, Finland, China and Japan are some of the countries that represent this circle and may illustrate how fast the spread of English has been occurring, since the possibility of the existence of their own varieties of English such as *Swenglish*, *Chinese English* and *Japanese English* has been studied over the past years, as is the purpose of this dissertation. According to Modiano (2003),

> "The entire enterprise of enforcing adherence to a culture specific native-speaker-based standard (...) is being undermined by the emergence of language which, as a result of discoursal nativization and fossilization, is altering the shape of English as it is defined through use by non-native speakers. This line of reasoning effectively challenges the hegemony of native-speakers norms and standard language culture ideologies." (2003: 40)

Modiano's thought gives an idea of how fast-paced the global expansion of English has been, since it already allows, nowadays, for the possibility of new national varieties to emerge, each representing their own countries. In Kachru's words (1985):

> "English is now the language of those who use it; the users give it a distinct identity of their own in each region. As this transmuting alchemy of English takes effect, the language becomes less and less culture-specific." (249)

One can conclude that variation in terms of aptitude and of use was and is a consequence of the global spread of English and that the end of the confinement of the English language to the *inner circle* territories has led this language to surpass old traditions and restrictions embracing new possibilities. The three-circle division has certainly brought definition and categorization but it has also given unparalleled multicultural and pluri-linguistic features to English, at a scale never seen before in any other language, which has contributed to the novel role of English as an international language.

The fast development and the global spread of English, reaching and having an important role in the ability of so many different kinds of speakers to communicate, have led linguists to ponder about a new type of English, an English with a worldwide domain.

1.1.4 – World English

According to Crystal (2004), a mixture of past and present has prepared the ground for the global spread of English to begin. The historical past defined English as the language of those who hold multiple types of power:

> "(...) there is nothing intrinsically wonderful about the English language that it should have spread this way. Its pronunciation is not simpler than that of other languages, its grammar is no simpler (...) and its spelling certainly isn't simpler. A language becomes a world language for one reason only – the power of the people who speak it." (10).

Those kinds of power were: 1) political power, with the colonialist period of Britain, 2) technological, with the Industrial Revolution, and English being the language used by its specialists, 3) economic power, through Britain and especially the US hegemony over the world's economy, the latter beginning in the 19th century; and 4) cultural power, once again due to the worldwide expansion of the American culture, through the development of new press techniques, new agencies such as Reuters, of free press and an international press, most of which written in English, and also through music, entertainment, television, the cinema and advertising (Crystal, 2004:10-13).

English is the first language with the possibility of achieving the feature of a truly universal language. Other languages are threatening the leading role of English as the language of the world market, such as Chinese, Spanish and Hindi-Urdu. But the fact is that these languages do not come close to the world range that English has reached. Also, there are many more speakers of Chinese, Spanish and Hindi-Urdu learning English than English speakers learning the former, the advantage of this residing also in the fact that many of these learners are young people, which might indicate a long-term prospect of use of English for them. Other characteristics place

English at a more universal rank: it is the number one language being used in terms of international business, politics and technology, of leisure activities, in newspapers, magazines and television, and in terms of culture, giving the English language a great head-start in assuring its role as a World language, when compared to Spanish, Hindi-Urdu and Chinese (MacArthur, 2003:413-416).

Linguists such as McArthur believe that there is a World English, struggling for its affirmation and that it can evolve to a new "breed" of English: a World Standard English, "(...) an evolving 'super-standard' that is increasingly comfortable with territorial and linguistic diversity." (2001:20)

This variety of English is apparently dominated by the duality between American Standard English (AmSE) and British Standard English (BrSE), with the predominance of the American standard, although there is the possibility of a future insertion of other Standard varieties in World Standard English, due to the propelling growth of Standard Englishes such as Canadian Standard English (CanSE), Australian Standard English (AusSE), among others. World Standard English may become more collaborative, more wide-ranging or diverse and more open to other Standard varieties, since, "(…) the recent development of several international lexicographical and linguistic projects takes everything one stage further, emphasizing a spirit of cooperation (…)" (McArthur, 2003:439-447).

The development of such Standard is to be expected when English is already considered the world's *lingua franca*. Signs of the occurrence of a World Standard English are emerging, with the recurring use of the "World English" expression in dictionaries and grammars and in the global news and media. But in order to be considered prominent, it should have a coherent structure and the definition of the linguistic rules, especially at a spoken level, for this standard will not be easy to define and to establish, due to the enormous quantity of varieties (standard and non-standard) of the English language, especially when concerning features such as rhoticity, rhythm and style (McArthur, 2003: 446-451).

According to McArthur (2003), the solution might reside on the following:

"(...) learners should start with a spoken target that has cognates in English but does not place too great a burden on them in terms of their own speech systems and with a listening target that over time exposes them to as many varieties as possible of spoken English, so that they will be more or less prepared for the diversity of the real world." (McArthur, 2003: 450)

Whether this standard will be formed or not, if a fragmentation of English into several local Englishes occurs, representing each its country's linguistic, cultural and social characteristics, is a question to be answered by the cultural, economic and socio-political events of the future. Nonetheless, the scenario of a World Standard English is possible, given that English is nowadays more widely used than any other language in any other period of history.

1.2 – English in Portugal

In the nineteenth century, there were three languages which were regarded as mandatory for communication in Europe: French, German and English. French was considered the language of culture, German the language of science and English gained general importance through the growth of Britain's industrial hegemony and the intensification of the US influence in technology, science and academia. During the twentieth century, English surpassed the importance of German and French as must-have languages in Europe, mainly due to the outcome of the two World Wars and the spread of the massive influence of the US in chief areas of society: politics, education and culture, to name only a few (Melchers & Shaw, 2003: 178-179).

Presently, and according to Melchers and Shaw (2003), this is the situation in Europe, regarding English: "Young people in Europe as a whole are now more than twice as likely to have English as French from their education[1]. (...) and market forces are pushing the [European] Union (slowly) towards a single *de facto* working language." (181)

---

[1] Pilos, (2001) *Foreign language teaching in schools in Europe* (Statistics in Focus in KS NK 01 004 EN I) Brussels: EU (Eurostat)

In Portugal, this transition did not occur as promptly as in many other European countries; French remained the major foreign language to be taught in schools (Mata & Saldanha, 2001). This has created a difference and a gap of linguistic knowledge between the generations of then and the young generations of today that are learning languages. Because of this, the generations of today are more aware of the importance of the role of English and here resides the reason why the subjects in the study (see chapter 4) is constituted by university students.

Nowadays, in Portugal – a country integrating the EFL group or Kachru's Expanding Circle – English is a language of vital importance[2] as it is taught as the primary foreign language in the Portuguese Education. English has now, a similar importance to that of the majority of European countries:

> "The EU [European Union] issues education figures for 26 expanding circle
> European countries which are members of the EU (...) or candidates for that status
> (Pilos 2001) and in all but two English is the most studied foreign language. The two
> are Hungary (...) and Romania (...)." (Melchers & Shaw, 2003: 180).

In the Portuguese territory, English has a significant role in international affairs and communications such as political foreign affairs and international business transactions, and it is widely present in elements of popular culture such as music, films, television shows, computer programmes and advertising. Films and television are particularly important ways of diffusion of the English language, since the great majority of them are subtitled, exposing spectators to native English. (Melchers & Shaw, 2003: 179 – 184).

The designated standard variety to be taught in Portuguese schools is British Standard English, although there is a significant exposure to American Standard English, through elements of popular culture and the media. This contact with both standard varieties creates certain confusion for students who are learning English and the consequence is often a mixed use of both varieties. This is why it is so crucial to

---

[2] http://www.min-edu.pt/index.php?s=white&pid=248

further develop the study of EFL varieties, which will be the subject matter of the next chapter.

Chapter 2 – Varieties of English

By the beginning of the 19th century, two main Standard varieties of the English language were firmly established: AmSE or General American (GA), and BrSE. In England in the 20th century, the notion of Standard English was very strict and clear. It was defined as the language of the upper classes; therefore, its grammar, vocabulary, syntax and pronunciation were based on a solid ground of social rules that defined what was correct and what was not for each distinctive areas of Standard English linguistics. According to the linguist Henry Sweet, as cited in Görlach (1991),

> "Standard English (...) [was] a class dialect, more than a local dialect. It is
> the language of the educated all over Great Britain. The best speakers of English are
> those whose pronunciation, and language generally, least betray their locality". (36)

As time passed by, Standard rules have become more flexible, mainly because of social transformation, such as the rise of immigration, regionalism and the influence of AmSE on BrSE, especially concerning vocabulary. According to Görlach (1990), the diffusion of Received Pronunciation (RP) by means of communication, particularly television and more specifically by the BBC, also contributed to the spread of BrSE and of other accents to all classes, which enhanced the openness of the Standard. This has permitted a gradual change in the attitude towards what was seen as errors (Americanisms, dialecticisms and slang) to start being seen as accepted variations of the English language. It does not seem possible any longer to return to the "old" rules of what was considered "correct" English, since attitudes towards more linguistic tolerance are emerging across the English native countries and especially in the USA, where the decline of the importance of social conventions and the reaching of the media to almost every citizen have contributed to diminishing the rigidness of syntactic, vocabulary and pronunciation structures.

2.1 – Definition of standard and non-standard varieties

A standard variety can have many purposes and can have many definitions, also. According to Görlach (1990),

(...) the standard variety can have the following functions: as a written language; as a literary language (…); as the language of education and science (…); as the language of law, parliament and ruler's court (…); as a lingua franca (…); as the national language (…); as the language of press, radio, television, etc.(…)" (10-11).

A standard can be defined as the predominant variety used by most individuals, and its use is seen as prominent and notorious. According to McArthur (2003),

"In everyday usage, the phrase Standard English is taken to be the variety most widely accepted, understood, and perhaps valued either within an English-speaking country or throughout the entire English-speaking world. The standard variety is taken to be more or less free of regional, class and other shibboleths, although the issue of a 'standard accent' causes trouble and tension, and for many people no accent is possible, a state of affairs that indicates how much things changed in the course of the 20th century. The standard is sometimes presented as a 'common core'." (446)

Standard varieties are normally registered in grammars and dictionaries as the ones to be used or followed and usually are the varieties used in chief areas of society, such as education, administration and government, the media and science investigation. This spread of the standard use tends to widen its scope not only to the native speakers but also to non-native speakers.

Standardization is a complicated process of expansion with inherent problems. These can include the creation and the improvement of a spelling, morphological, and syntactic system, a vocabulary and a lexicography structure. The complexity of the standardization process turns it into a very slow process. Concerning the English language, its standardization had a wide impact in the 19th century, especially in the written form, due to the increase of printed material and the levelling of the existing dialects at that time, which occurred because of the rise of the number of people in industrial centres and the boost in the number of schools. Also, as Görlach (1990) mentions, "(…) the markers of upper and middle-class linguistic etiquette changed from morphology and syntax to pronunciation and mode of expression (…), which happened because of the influence of the literary backdrop at the time." (12-13)

The standard is the norm, which is a tendency imposed by society. Therefore, it should be the variety used by most of the community at almost all situations and during most of the time. It is also the variety that grants an open-prestige worldwide to its speakers. This is the case of BrSE and AmSE.

Consequently, non-standard varieties will be seen as the ones that are different from the established. Non-standard is any (...) "use of speech or writing which differs in pronunciation, grammar, or vocabulary from the Standard variety of the language" (Longman, 1993).

As mentioned above, the definition of non-standard varieties is not only related to the differences in pronunciation, spelling, vocabulary and syntax of the Standard variety, but also to the type of prestige they give. Non-standard varieties can confer three kinds of status to its speakers, without being the main norm: a low status, for example, rural dialects that are on the verge of extinction; a sort of concealed status, as is the case of Cockney and Afro-American English; and a mix of open and closed status, such as Educated Scots and Singapore English, since they give reputation to those who speak it in their respective areas at the same time transmit a sense of unity (Melchers & Shaw, 2004: 30-32).

2.2 – British Standard English (BrSE) and American Standard English (AmSE)

There are several phases for a standard language to be formed. According to Melchers & Shaw (2004), "There are at least four stages in language standardization: *selection* of language conventions, their *acceptance* by an influential group, their *diffusion,* and their *maintenance* by some authoritative institutions." (Melchers & Shaw, 2004: 32)

During the 18th and the 19th centuries, scholars and linguists struggled to define a standard that would correspond and include the previous requisites according to a defined set of rules of correctness, regarding lexicon and grammar. Given that, since the beginning of the 19th century, the English language was focused on two main nuclei - Great Britain and the USA - and the recently defined Standard English included two official and equally valid varieties, the British and the American, which differed in

terms of pronunciation, vocabulary and spelling but were similar in terms of grammar. In time, other varieties, such as Canadian English and Australian English, started claiming their validity as standards. (Melchers & Shaw, 2004: 31-34)

According to McArthur (2003), there is a difference between British English and BrSE. British English can be defined as the language spoken by the great majority of speakers in the whole of Great Britain, including each and every variety of English spoken there:

> "(...) the term (...) covers *all* varieties of the language – standard and non-standard, formal and informal at all times, in all regions, at all social levels. (...) British English is a heterogeneous range of accents and dialects which includes standard varieties as used in the educational systems of England and Wales, Scotland and Northern Ireland. (34)

On the other hand, BrSE is the medium of education and the standard norm for many nations and has been associated since the 1920's to the accent named Received Pronunciation (RP) (although to some linguists, Standard English must include several accents, since the speakers' accents can vary). It is more generally called *Oxford English, BBC English* or the *King's/Queen's English*. It is the mother tongue not only in Great Britain, but also in the Caribbean, certain parts of Canada, Australia, New Zealand and South Africa, although the latter four countries have been developing their own standards. BrSE is also a second language in the nations belonging to the Commonwealth and is a foreign language in Europe. BrSE has a strong connotation to the upper middle classes and to the upper classes (especially in England) and linguistically speaking, is characterized by a non-rhotic accent.

Having started as a dialect of BrE, in just four hundred years, AmE outnumbered greatly the rest of the varieties of English concerning first-language speakers. According to McArthur (2003),

> "This enormous demographic and social advantage has been augmented by the current position of the US as the world's superpower and its principal source of media and-computer –related products. As a result, AmE has a global role at the start of the 21st century comparable to that of BrE at the start of the 20th century – but on a

larger scale than any previous language or variety of a language in recorded history."
(McArthur, 2003:165)

By the beginning of the 20th century American English started standing out of BrSE, which was, until then, the only Standard variety. It began imposing itself as an alternate variety with its own prestige and equality and in the 1920's American Standard English appeared as fully developed and defined. From that moment on, AmSE became nationally and internationally acknowledged, though not always being seen as the privileged option. Popular culture, such as films and music, political matters, commerce, marketing and science and technology were some of the greatest pillars for the growth and expansion of AmSE (McArthur, 2003:166-170).

AmSE is linked to the accent linguists call General American (GA). It is the main norm for the US, for some part of Canada and the Caribbean. It is as well a second language in Liberia and the Philippines and an extending foreign language in East Asia and in Arab countries (Görlach, 1991: 41). One of the main characteristics of AmSE is the rhotic accent (*r* is always pronounced, regardless of where it is spelled). Its pronunciation has been said to be more nasal than any other English varieties. It is also greatly influenced by social, ethnic and background factors such as the ethnic varieties of African -American English and Jewish English that have had a major role in shaping AmSE (McArthur, 2003: 172-175).

A comparison between BrSE and AmSE is not any easy feat to accomplish. Both are respected standard varieties nationally and internationally and the continuing connection between the two is so strong that new words and linguistic features can pass easily from one to the other. All of the reasons above complicate a comparison between the two varieties, namely concerning (A) pronunciation, (B) spelling, (C) grammar and (D) vocabulary. Despite this, an attempt will be made in order to briefly determine what unifies and distinguishes these two varieties of prestige.

A. In terms of pronunciation, RP and GA diverge concerning rhoticity: RP is non-rothic, which means |*r*| is only pronounced if a vowel follows, and GA is rhotic, which means |*r*| is pronounced no matter where it is placed in a word. For example, with the word *repair*, with RP the first *r* is pronounced but the second *r* is not, while with

GA both *r's* are pronounced. Another characteristic of the consonant *r* is that in RP it is an alveolar consonant because, when pronounced, the tongue reaches and touches the alveolar edge that is located behind the upper teeth; as for GA, *r* is a retroflex consonant because the tip of the tongue bends back while pronouncing it. Still concerning pronunciation, there is also a difference between the way the vowel *a* preceding a nasal or a fricative consonant is pronounced: in RP, it is a broad *a* which contrasts with a short *a* in GA, as the words *can't* and *pass* demonstrate.

B. There are many differences when considering spelling. Some of the most notorious one can find are: the *ou/o* contrast, where *ou* is BrSE and *o* is AmSE, in words such as *colour/color* and *neighbour/neighbor*; *-re/-er*, in words such as *fibre/fiber*, the first type being a rule for BrSE and the second for AmSE; the difference in spelling verbs such as *-ise/-ize* (BrSE/AmSE), which in some cases such as *organise/organize* can both be used (usually the verbs that have a noun ending in *–ation*), and others where only *-ise* or *-ize* is possible, such as *surprise* and *seize*. In case of derivatives, AmSE exclusively keeps *-ize* and BrSE keeps both. In verbs such as *catalyse* and *analyse*, BrSE opts for *-yse* and AmSE for *-yze*. Other spelling contrasts include the *-og(ue)*, which in many cases American English drops the *-ue*, while British English keeps it (*dialog/dialogue* and *catalog/catalogue*); and the final *l/ll*, which, according to McArthur (2003),

> "In British, verbs that end in a single written vowel plus-*l* or *-ll* keep them before *s (travels fulfills)*, have *-l* before *–ment* (*instalment/fulfilment*) and have -ll before a suffix beginning with a vowel (*travelling, fulfilling*). In American, verbs that end with a single written vowel plus *-l* or *-ll* keep them before *s and -ment* (fulfillment, installment); before a suffix beginning with a vowel, the verbs ending with *-l* either have *-ll* as in British (*compelling, caviling*), or more usually follow the general rules for doubling final consonants (*compelling, cavilling*). (250)

C. In terms of grammar, the most evident contrasts reside on the use of *must* and *have got to*, which in an affirmative sentence the latter is more typical in AmSE (*I've got to get up early*); *shall* and *will* where *shall* is hardly used in the US and the British have more exclusive usages for *will* than the American, as it is used for conclusions and a stressed *will* denoting a displeasing practice; *mustn't* is clearly American while BrSE uses *can't* (*If you are going to class, you mustn't forget your book/You can't forget your*

book); time expressions with *past* and *to* such as *twenty past nine* and *five to three* are shared but the use of *after* (*ten after eight*) is American. In terms of prepositions, usage can be very different:

> "(...) Americans live *on* a street while Britons live *in* a street; they cater *to* people where Britons cater *for* them; they do something *on* the weekend where Britons do it *at* the weekend; are *of* two minds about something while Britons are *in* two minds; (...) Americans can leave Monday or *on* Monday but Britons can only leave *on* Monday." (McArthur, 2003:253)

D. Concerning vocabulary, the differences are numerous but many are not exclusive to one or the other Standard. Some examples are the following, being the first one the American and the second the British: candy/sweets; corn/maize; deck of cards/pack of cards; sales clerk/shop assistant; gas/petrol; mailbox/postbox; porch/veranda; purse/handbag; raise in payment/rise in payment; sidewalk/pavement; subway/tube, underground; suspenders/braces; undershirt/vest; and vest/waistcoat.

Despite all of the differences mentioned above, the international panorama is composed by a mixture of BrSE and AmSE, which enhances the muddle about the two varieties. Both have a powerful role as means of education and communication, not only towards native-speakers, but also towards non-native speakers, regardless of an increase of international use of AmSE that has been noticed especially since the beginning of the 21st century. Nonetheless, it is possible to see the English language as a single unit, made up of two major entities that can coexist in harmony.

2.3 – The importance of English varieties in the formation of cultures and identities

A language is always prone to change. Some of those languages which were standardised and to which efforts were made throughout history to maintain them as "fixed" languages such as Latin and Classical Greek ended up categorized as dead ones. However, languages have always been shaped by social conventions. Moreover, it is true that they have also contributed to outline cultures and identities. In the socio-cultural domain, at a national and international level, the influence of the English language is nowadays still dominated by the duality BrSE and AmSE. Nonetheless, this

has not prevented other varieties from emerging, and with the globalization of English, there is a great possibility that new standard or non-standard varieties, local and international, will develop and have a social influence. According to Crystal (2004),

> "Global English has given extra purpose to a variety of Standard English in the way it guarantees a medium of international intelligibility; but it has also fostered the growth of local varieties as a means of expressing regional identity and some of these new varieties will, in due course, evolve into new languages." (92)

Examples of the appearance of new varieties are Spanglish, Mexican English and Ebonics. These varieties appeared and are used in the US, and the next sub-chapter will briefly analyse them.

2.3.1 – Spanglish, Mexican English and Ebonics

At an inner circle level and more specifically in the case of the USA, English has been the centre of several identity and culturally-shaped linguistic phenomena. *Spanglish*, *Mexican English* or *Chicano English* (that is spoken only by the Mexicans) and *African American Vernacular English* (*AAVE*) or *African American English* or *Ebonics* are a reflection on the English language of the identity and socio-cultural features of specific communities of the North-American population.

Spanglish is a term that appeared during the 1960's and is used to define the mixture of English and Spanish, the latter being the Spanish used by South Americans, especially by those who have settled in the US and that are commonly referred to as the Hispanic people, who brought their traditions with them to the American territory. These traditions and linguistic background have influenced the English language which now includes non-adapted borrowings such as *tortilla*, *burrito* and *machismo*, and adapted borrowings, such as *mustang* (coming from the term *mestengo* that designates a stray animal) and *ranch* (borrowed from *rancho*). The expression *Spanglish* includes, according to McArthur (2003):

> "1. The learner's Spanish –the pidgin like Spanish of some English speakers (...), 2. Anglicized Spanish – A non-standard Spanish containing adoptions from English (such as *wachar* 'to watch') (...) 3.

Calques – Loan translations such as llamar par(a) a(trás) (to call back on the telephone) (...) 4. Hybridization – Code-switching, such as *Sácame los files for the new applicants de alla!*”. (202)

Mexican English or Chicano English are terms used to define the English used by monolingual and bilingual Mexican Americans of first, second and the following generations, and it includes characteristics such as unchanged adoptions (*quinceañera*, a celebration for girls turning fifteen years old), pronunciation of the *z* sound as *s* (“*freessing*” instead of *freezing*) the substitution of the *ch* sound for *sh* (“*shoose*” instead of *choose*) and the tendency to count mass nouns (*vacations*) (McArthur, 2003: 203).

Ebonics is an expression that describes the English spoken by African Americans who are descended from the entrance of thousands of African people in the US for slavery purposes since the end of 1600 and until the1850’s. After the abolition of slavery, Africans concentrated mostly in the south which made the Ebonics spoken in the southern states different from the one spoken in the northern states. Its main characteristics are: non-rhotic pronunciation (“*beeh”* instead of *bear*, “*peah”* instead of *pear*), the –ing endings are substituted by an /n/ (“*feelin”* for *feeling* and “*leavin”* for *leaving*), the substitution of the initial *th_* sound for a /d/ (“*dese”* for *these* and “*dose”* for *those*); in terms of grammar, *it* usually replaces *there* (*it ain´t milk in the fridge* for *there is no milk on the fridge*), *be* is used to indicate frequent occurrence (*dey be cryin* for *they are always crying*) the use of *steady*, when highly stressed at the end of sentences (*we be happy steady* for *we are always happy*) and multiple negative occurs frequently (*“No way no boy can’t play no football on no street* for *there is no way a boy can´t play football on the street*); in vocabulary, there are many words and expressions that are recognizable and that even have reached international usage, such as *homeboy/homegirl* used by convicted men defining other convicts from the same area as theirs; giving a different meaning to adjectives such as *bad* meaning good/nice (*dat’s bad music!* for *that is good music!*), *hot* meaning very good or great (*dat’s a hot car* for *that is a really good car*) and expressions such as *hip*, *crib* and *dude* meaning trendy or fashionable in terms of black culture, house or any place to live and every general male, respectively. (McArthur, 2003: 206-209).

The examples above briefly demonstrate not only the importance of social aspects in the creation of a sense of identity in languages, but also how new varieties of

English and new language communities can emerge due to the power of culture, creating a sense of individuality, uniqueness and unity. Curiously, a similar phenomenon seems to be emerging in outer-circle territories. Ugandan English and English from Sierra Leone illustrate this reality and, therefore, will be the main focus of the next sub-chapter.

2.3.2 – Ugandan English and English from Sierra Leone

Ugandan English is in fast expansion in the Ugandan territory due to factors related to population growth (over 20 million, according to the 2000 census), an intensification in the numbers of students at schools which leads to the increase of the number of people learning English, and the recent political and economic relations Uganda has initiated with other regions of the Great Lakes. English is the official language of the country and the primary means of instruction from middle-school until the end of secondary school, which confers to the proficient users of English intellectual, social and economic status. Ugandan English differs from the other varieties of English in East Africa due to the influence of the phonology of the mother tongue Luganda. Its national business and commerce enhance a sense of being "fashionable" pronouncing English with a Luganda accent.

Some of the main features of Ugandan English are: considering lexis, *eat* is often used as *embezzle* (*The politicians have eaten all of the funds* for *The politicians embezzled all of the funds*), *to stay* is used as *to live* (*Where do you stay*? for *Where do you live?*) and *avail* is used to replace *provide* (*He should avail you with the papers* for *He should provide you with the papers*); concerning *Ugandanisms*, one has *overspeeding* instead of *speeding*, *save for* is used instead of *except for*, *what what* substitutes *whatever* and a *storeyed house* is used to refer to a *house with two or more floors*; words that have been translated straight from Ugandan dialect include *lost*, as in someone whom one has not seen for a long time (*She is lost* for *I haven't seen her in a long time*) *to bounce* refering to not finding someone when looking for him/her at a particular place (*I went to your school but I bounced* for *I went to your school but you were not there*); use of the standard includes *too* as *very* (*He is too bright* for *He is very bright*) and participle dropping (*His sons grew (up) fast* and *They knocked (down) an older man*); the continuous tense is often used in situations that are stative (*They are*

going to the school every day); there is a tendency for article dropping (*Ministry of Education has announced new measures*) and a great frequency in the use of the question tag *isn't it?* (*You are cooking today, isn´t it?*) (Allestree & Fisher, 2000: 57-61).

In Sierra Leone, the English language also displays a set of distinct linguistic features from BrSE that are gaining relevance in the English speaking community. However, it may be too soon to name this group of features Sierra Leone English. This is possibly related to English not being perceived by the majority of the speakers as a non-native language, a situation that derives from the fact that the first modern intellectual countrymen of Sierra Leone were mostly freed slaves from Great Britain and the USA who returned for their home country and who recognized English as their language. This feeling of having English as their native language passed on to the following generations, making it more difficult for these features of the English spoken in Sierra Leone to be noticed. According to Morgan (1997), the most observed common features, at a basilect, acrolect and mesolect level[3], are chiefly in terms of phonology: *ia* substitutes *hair* (*don´t pull my ia*), *shame* used for *same* (*it is always the shame*), *awa* is used for *hour* (*look at the awa*), *chidrẽ* is used instead of children (*these are my chidrẽ*), *eating money* instead of *spending money*; concerning pronunciation, the substitution of *when* for the sound whê (*whê I wake up*), and the substitution of the initial sound *th* for /d/ (*in di evening*). Even though English is the official language of Sierra Leone and it is the primary language for education, the media, administrative and cultural affairs, Morgan believes that it may be difficult for now to hope that a Sierra Leone English variety would rise: "There could well be problems with it is general acceptability because its current users are viewed as *shuen-shuen* (acting uppity) and not truly representative of the majority of English speakers in the country." (Morgan, 1997:41)

---

[3] Acrolect – a variety or lect which is socially the highest, most prestigious in a social dialect continuum; Basilect – in a social dialect continuum, the lect which has the lowest social status; Mesolect – in a social dialect continuum, the lect or lects which have a social status intermediate between the acrolect and mesolect (Trudgill, 1992)

Spanglish, Mexican English and Ebonics as well as Ugandan English and English from Sierra Leone are examples of how English can be a reflection not only of cultural but of identity aspects as well. These varieties of the English language demonstrate how English can function as an expression of group and individual identities and nationalities. In the same way, social, economic and cultural reasons have contributed to the development of other varieties of English that express the individuality of those who speak it, namely in the Expanding Circle countries.

2.3.3 – Swedish English or Swenglish and China English

Swedish English and Chinese English are variations of the English language in Expanding Circle territories and represent the way an L1 can interfere and contribute to the formation of new varieties in non-native countries of English.

According to Findhal (1989),

"Swedes' knowledge of foreign languages has improved considerably since the Second World War as a result of the rise in the general level of education. Today, English is obligatory in Swedish schools; most students have studied the language for at least six or seven years, and may for eight to ten years. Consequently, most Swedes today both understand English and can make themselves understood, if not always, fluently, in English. (...) young Swedes have a very positive attitude toward the English language, and very few refrain from watching satellite channels due to the language barrier. (...) there is ample evidence that the younger generations stand wide open to Anglo-American culture. (...) Even today, many Swedish children find it perfectly natural to watch television in English, and some say that English 'isn´t foreign any more'." (133-159)

The citation above gives a clear hint of the significant role that English has in Sweden. It is possible that, due to this significance, it is possible that, due to this significance, a Swedish variety of English has been proposed: Swenglish. Modiano (2003), a defender of *Euro-English*, not only has raised awareness about the distinctiveness of the English spoken as a foreign language by mainland Europeans, but has also alerted for the uniqueness of several features used by the Swedes when speaking English as a foreign language. Even though some still see these European and

Swedish features as errors, others like Modiano view them as prestige characteristics of manifestations of regional identities and cultures. Modiano believes that,

> "(...) it is clear that in institutionalized-learning settings in mainland Europe, the notion that a European rendition of English for the NNS [non-native speakers], one designed to accommodate the use of English as *a lingua franca* in cross-cultural communication, is gaining ground. (...) Devaluing the English of mainland Europeans no longer has validity in an age where English operates as a lingua franca among large constituencies of non-native speakers. For the vast majority of non-native speakers, their English brings them into contact with other non-native speakers equally if not more often than with the NS [native-speakers] collective." (Modiano, 2003:40)

In the case of Swenglish, its use is a possibility of bringing together frequent linguistic features shared by the Swedish people, representing a national and a cultural linguistic identity.

There are several features that can be identified as belonging to Swenglish. The following sentences have been identified as being recurrent in the English used by the Swedes : *I like to walk in the nature* utilised instead of *I like to walk in the forest*, (given that the term *nature* would not be applied in BrSE or AmSE to depict this situation) is an influence of Swedish due to the use of the article preceding *nature*; the phrase *He is blue eyed* is used to describe a person that is naive and that is easily deceived, whereas the same phrase in Standard English describes someone's physical feature; the expression *plus minus zero* is frequently used by the Swedes to describe that no shift has influenced a result, while in Standard English the used expression would be much more complicated structurally ("*these shifts in the statistics have no bearing on the final result*"; to *salt a bill* instead of *overcharging*; grammatically speaking, it is frequent the use of the continuous tense as an answer to the question *Where are you from? I am coming from Sweden*, instead of *I came from Sweden* (Modiano, 2003:38-40).

It is very likely that, for Swedes, these characteristics contribute to the construction of a sense of linguistic unity and of a linguistic identity when using them while intending to communicate through English as a *lingua franca*. Modiano states that native speakers may have a negative reaction to these features and may consider them a

violation of their language and it may as well complicate the communication process between native speakers and non-native speakers, but he also mentions that,

> "(...) with NNS-to-NNS communication such use of the language does not necessarily cause breakdowns in the communicative act to the same degree or in the same manner. Rather, they could very well be acceptable because interlocutors in such communication are in general more focused on the actual *content* of language, and not so much in its *form*." (40)

When still considering the formation of new cultures and identities through the varieties of the English language in the Expanding Circle, one variety cannot be avoided: *China English.* English has a prestigious role in the Chinese community, so those who master it are considered prominent and are almost guaranteed with professional success. Ailing Zhang (1997) believes there are two types of Chinese-influenced English in China: *China English* and *Chinese English*. Zhang defines China English as English words used in China that are connected to the Chinese culture and nationality. They are used by Chinese speakers of English as correct terms that have a socio-cultural and political relationship with their country. Chinese English is seen with a critical attitude by Zhang, since it includes erroneous words and direct translations from Mandarin into English.

The reality is that, according to McArthur (2005:62-65), there is a great variety of speakers of English in China; they go from very "bad" speakers who recur to *Chinese English* or *Chinglish*, to others who are in consonance with Standard English (especially British English, which is still the recognized norm to be followed). Such reality is a social and cultural phenomenon that depends on past events and its evolution depends on the future and on the shift of the number of speakers of English in China.

Concerning the past, English was introduced in China during the eighteenth century, a period of more openness towards the British Empire, which originated a pidginised variety of English. This variety started to decline in terms of use after 1950 due to political and social changes related to a will for modernization (which was connected to opening China to foreign and especially Western societies) and consequently there was a demand for the use of Standard English, leading to the almost extinction of Pidgin English. Then, between 1960 and 1970, China went through a new

period of "inward-looking" due a to political isolation from Western societies and the endurance over an inner "Cultural Revolution", which led the Chinese speakers to turn to national characteristics such as the permission of Chinese features in the spoken English (Kachru, 1992:171). These cultural features are mainly present in idioms, discourse style, sentences with political connotations and associations present in the lexicon and semantics. Idiomatic expressions tend to be directly translated from Chinese, such as *"When one drinks water, one must not forget where it comes from"*; expressions such as "*bad egg*" and "*running dog*" are used instead of "*villain*" and "*lackey*", respectively; examples of expressions that have political connotations are: "*capitalist roader*" who is someone in favour of capitalism, "*iron and steel and hat factories*" refers to the place "where cudgels are made to beat (to criticise)" (Cheng, 1992:167-169); lexicon such as "*capitalist*" and "*bourgeois*" have a negative undertone, while "*communist*" and "*propaganda*" have a positive one, a reality that tends to be the opposite in other societies.

The main characteristics of what can be called *China English* are mostly evident in lexicon and semantics and are usually strongly linked to social and political issues, giving it a strong cultural basis. According to Cheng,

> "(...) there is no doubt that some of these items or phrases can be replaced by words appropriate to British or American practice (e.g., *dramatic work* instead of *propaganda work*) but then one risks the loss of authenticity." (170)

The linguistic formations made possible by the English varieties enumerated above are an illustration of how the creation of cultural identities can be associated to languages. These varieties can contribute to enrich a language and at the same they are an expression of a demarked cultural background which allows for the creation of new linguistic and social identities.

This phenomenon of regional varieties of the English language is spread to several countries of Kachru's Inner, Outer and to the Expanding Circles, as seen above. In these circumstances, it is legitimate to wonder if such phenomenon is possible in Portugal as well.

Chapter 3 – The influence of the Portuguese language in the English used in Portugal

Casanova (1997) summarizes the concept of interference when learning a foreign language when she states that such process of learning is always different from acquiring a mother tongue. When one learns a second or foreign language, the structure of the mother tongue is an element that interferes during the learning process, since there is a language code and language information that has been previously acquired and is inherent to an individual, which will serve automatically as a reference to learning another one. It is comprehensible that such interference from the mother tongue happens because the language learner will involuntarily recur to the linguistic basis that he/she already possesses. This interference can be positive or negative, depending on how much it complicates or fosters the learning process of the foreign language. The approximation between the two languages can be a complicating factor since it may stimulate linguistic transference, which, according to Casanova, can augment the possibility of making mistakes. Casanova also believes that a distinction between the mother tongue and the learned language may allow avoiding transference, which may reduce the chance of making mistakes. Hence the inescapability of the intervention of the mother tongue, Casanova considers that it is imperative to know the linguistic features that separate and that bring closer both languages.

3.1 – Interference problems in the domains of lexicon, syntax, spelling and semantics

Fordham has compiled a list of the most common mistakes[4] made by the Portuguese speakers of English[5]. Not many attempts have been made to recognize and understand the deviations from the English norm the Portuguese people make while

---

[4] An error is the use of a linguistic item in a way which a fluent or a native speaker of the language regards as showing faulty or incomplete learning. It results from incomplete knowledge. Mistake[is] made by a learner when writing or speaking and which is caused by a lack of attention, fatigue, carelessness or some other aspect of performance (Longman, 1992)

[5] This list originated a work called Portuglish – Mistakes made by Portuguese-speaking learners of English (Fordham, 1997). It is composed by the main mistakes made by interference of Portuguese as mother tongue

using English, hence Fordham's work will be the main basis for the objective of this dissertation in trying to identify these mistakes and if they can be seen as features of the English spoken in Portugal.

Fordham recognises the origin of the mistakes he noticed to be repeated by the majority of students, throughout the years: "Some of the mistakes fall into the category of what is commonly known as 'false friends'. Others are based on misconceptions about usage. In a few cases, the cause can be traced to incorrect teaching in the past." (6)

According to Fordham, concerning the lexicon and especially "false friends", the most identified mistakes used by the Portuguese are: *admit* used instead of *agree with* (e.g. "*They shouldn't allow him to do it! I don't admit it!*" instead of "*They shouldn't allow him to do it! I don't agree with it!*"); *discipline* instead of *subject* (e.g. "*Math is a very difficult discipline*" instead of "*Math is a very difficult subject*") that comes from the word *disciplina* which in English means *subject*; *elements* is a false friend for *details* or *members* and which derives from the Portuguese term *elementos* (e.g. "*Once she has all the elements, she can decide what to do*" instead of "*Once she has all of the details, she can decide what to do*"); *projects* is used instead of *plans* (e.g. "*What are your future projects after leaving university?*" for "*What are your future plans after leaving university*") since *projects* is a term reserved for building activities. Still concerning lexicon, *deliver* is commonly used instead of *submit* (e.g. "*When should I deliver my homework?*" instead of "*When should I submit my homework?*"); *economical* is used for *economic* (e.g. "*The economical situation in the country is bad*" instead of "*The economic situation in the country is bad*"); *to lose* is often utilised to refer to the term *to miss* (e.g. "*He was late and he lost the bus*" instead of "*He was late and he missed the bus*").

There are also several expressions influenced by the Portuguese language in the English used by the Portuguese learners of the English language: *according to me* is often used instead of *in my opinion* (e.g. "*According to me, this room will have to be painted*" instead of "*In my opinion, this room will have to be painted*"); *in what concerns* is an expression used instead of *concerning* or *as far as...is/are concerned* and comes from the Portuguese expression *no que diz respeito* (e.g. "*In what concerns his*

music, I think it's very popular" instead of "*Concerning his music/as far as his music is concerned, I think it's very popular*"); *in our days* is an expression that does not exist in Standard English but that is used by the Portuguese as a substitution of *nowadays* coming from the Portuguese expression *nos nossos dias (e.g.* "*In our days, it is difficult to find a flat to rent*" instead of "*Nowadays, it is difficult to find a flat to rent*").

As far as grammar is concerned, *advice* is frequently used as a countable noun hence preceded by an article or a preposition, when in Standard English it is not *(e.g. Let me give you some advices* or *Let me give you an advice* are used instead of "*Let me give you some advice*" *or* "*Let me give you a piece of advice*"); *ago* is used in grammar constructions with the Present Perfect when it is used with the Past Simple in Standard English, since *ago* is a time adjunct (e.g. "*I have seen him two weeks ago*" is used instead of "*I saw him two weeks ago*"); the use of prepositions sometimes differs from the rules of Standard English. The following is a list with some examples:

Standard English	English in Portugal
To be bad/good at (I am bad at sports)	*To be bad/good in (I am bad in sports)*
To consist of (The exercise consists of reading)	*To consist in (The exercise consists in reading)*
To dream of (I dream of going to Australia)	*To dream with (I dream with going to Australia)*
To get married to (John got married to Anne)	*To marry with (John married with Anne)*
To think of (I´m thinking of going to Paris)	*To think in (I´m thinking in going to Paris)*

In terms of syntax, *although* is used as *nevertheless* due to the Portuguese word *embora* that can be translated as *although* and *nevertheless*. (e.g. "*He is very rich. Although, he lives poorly*" instead of "*He is very rich. Nevertheless, he lives poorly*"). The duplication of the subject in a sentence is also a frequent feature: e.g. "*Finding an excellent doctor it's very difficult*" instead of "*Finding an excellent doctor is very difficult*"; adverbial groups are frequently placed instantly after the verb and not at the end of the sentence ("*He likes very much learning English*" instead of "*He likes learning English very much*"); subject-verb inversion also tends to occur after the use of pronouns and adverbs such as *why*, *how* and *what* there (e.g. "*I don't see why is the man so angry*" for "*I don't see why the man is so angry*").

According to Fordham, there are also mistakes in spelling that are recurrently made by Portuguese students of English: *being* is spelled as *beeing*; *finally* as *finaly* and

immediately is often spelled as *imediatly*; *helpful* is spelled *helpfull*; *length* spelled *lenght* and *strength* as *strenght*; *prisoniers* instead of *prisoners*; *responsibility* spelled *responsability*; *skilfuly* instead of *skilfully*; *traditional* as *tradicional* and *which* as *wich.*

When referring to semantics, the following sentences aim at having the meaning as in the Standard English sentence:

Standard English	**English in Portugal**
"He intends to go on a Holiday to France"	*"He pretends to go on a Holiday to France"*
"They are showing an excellent movie tonight"	*"They are passing an excellent movie tonight"*
"The regional dishes in Portugal are delicious"	*"The regional plates in Portugal are delicious"*
"Can my friend assist to this class?"	*"Can my friend attend this class?"*
"Our neighbours are always discussing"	*"Our neighbours are always arguing"*

The sentences stated above used by speakers of English in Portugal were meant to have a correspondence in terms of meaning. The same can be said of the lexicon, syntactic and spelling features identified previously. Nonetheless, these features may or may not be understood by native speakers in a NNS-NNS conversation, since there are connotations and influence of linguistic features of the Portuguese language.

It is yet to be determined if these distinctive features, that may be specific of the Portuguese speakers and therefore unique in the community of speakers of English as a foreign language, can be considered as markers of a cultural and social identity of the English spoken in Portugal. This study will attempt to do so.

3.2 – "Mistakes" or "Features"?

Fordham (1997) believes that making mistakes is not a normal process of learning. In fact, he mentions that:

> "The approach I advocate goes against the conventional wisdom concerning
> mistakes, which is that they are a natural part of language learning. In recent years, the
> negative aspect, that is, that they are a sign of failure, has been played down. Teachers
> have preferred to make light of them and have not used them as stick to beat students
> with or discourage them in any way. While I support this view without reservation,
> my observation and subsequent analysis of First Year University students has shown

that a body of common mistakes are an indication of something more worrying. Far from being a natural consequence of the learning process, they are sign that mistakes have become internalised." (7)

After the above statement, one can wonder about the significance of the group of mistakes found, registered and listed by Fordham. If these mistakes are so many that are enough to write a book and if they are as internalised as Fordham mentions, might we not attribute another meaning to their dimension and internalisation factors? Should one wonder if the Portuguese are that "faulty" learners, speakers and writers of the English language, given the number of disparities found by Fordham? Are the Portuguese that bad in terms of proficiency in English? This study expects to prove the opposite. It is my belief as a Portuguese, a foreign speaker of English and for that, an observer for some years of how English is spoken in Portugal, that the Portuguese are very good at learning English. This study is built upon the belief the Portuguese are competent and do not encounter many of the difficulties speakers of other languages need to overcome when learning English. This being the case, could it be that these mistakes might be features of the Portuguese identity and cultural code reflected on the English spoken in Portugal as is the case with many of the countries in the Outer and Expanding Circles? (See section 2.3).

Fordham also refers that it is the absence of correction allied to the interference factor that have contributed to this resilient "body of common mistakes". According to Fordham,

"[Mistakes] are not a sign that learning is taking place. Instead they represent a barrier to further progress. Students who cling to 'Portuglish' are going to find it difficult to improve. By targeting a body of common mistakes and using them as a weapon against ignorance, we, as teachers, can actively and rapidly modify students' interlanguage." (7)

Research has proven that L1 interference can make learning a foreign language more difficult due to interference of its own linguistic structures. Nonetheless, it can also be a factor of promoting the linguistic thought of students and associations with the mother-tongue may indicate linguistic reflection and not laziness, which can be a positive aspect. Also, it is true that identifying and assembling the most recurrent

mistakes made by the Portuguese students when learning English may be used as a weapon. But one might disagree with this strategy: it can be used, not against ignorance, but as a way of understanding why these mistakes happen, why they are the most recurrent and to better understand the linguistic and socio-cultural background that promote these features.

Fordham also mentions that it is possible to change "student's interlanguage[6]". Is this something really possible to achieve, given that the linguistic code that one gains with a mother-tongue is usually acquired, not learned, which means it becomes an intrinsic linguistic part of each person? Does this not signify it will always "interfere" in the way we learn other languages, given that it is our main linguistic code? It is a given fact that learning different languages always implies a different process of acquisition, so should one expect no interference from one's mother-tongue and at the same time, full native-like proficiency when using foreign languages?

According to Andersson and Trudgill (1992), it is true that it is important for learners of English to understand certain rules of correctness in formal and informal registers, but it is also true that change is an intrinsic process for all languages. Fundamentally, varieties of English indicate the growth and expansion of this language. It is certainly more interesting to have these kinds of phenomenon to study and analyse, than to have a stagnant, un-evolved language, giving no chance of subjects to study it. Analysing a language is to identify the speakers' internal linguistic processes and the community's cultural practices.

In the case of Portuguese speakers of English, the deviations from the norm may or may not be significant and indicate a contribution to the identity and culture of the community of English speakers as a foreign language. Nonetheless, it is worth asking more questions and exploring this subject further. The next sub-chapter will point out the phenomenon of this study.

---

[6] Interlanguage – the type of language produced by second and foreign-language learners who are in the process of learning a language (Longman, 1995)

3.3 −Portuguese English: Is it Possible? – Research questions

According to Andersson & Trudgill (1992), there are: "(...) features of language which can be used to identify the speaker as being a certain type of human being - good or bad, educated or uneducated, caring or arrogant, old or young, clever or stupid, British or American, black or white" (3).

It is possible to attribute different types of identity, depending on the dialects or linguistic features used by the speakers. These authors also believe variation is a reality in the life of languages, and varieties of a language are often evaluated concerning parameters of correctness, goodness, niceness, etc. This evaluation is more or less incisive depending on how evident the variation is (Andersson & Trudgill, 1992:4).

One of the main objectives of this dissertation is to try to understand whether there is a group of demarked characteristics present in the use of English by the Portuguese that can be considered more than just mistakes, that is, if these characteristics might be considered established and recurrent features of the Portuguese speakers of English.

Trying to have a better understanding of the variation in the English spoken in Portugal led to the formulation of a group of research questions. The following questions were elaborated based on the belief that it is important to investigate variation of the English language as well as the attitudes towards this variation and the identities created by such variation.

3.3.1 – Research questions

Research question no.1*: What are the attitudes of the Portuguese students towards the English they use?*

This question focuses on determining and understanding the attitudes of the Portuguese students at the University level about their competence in English as well as the existence of features deriving from an influence of their mother tongue. The answer to this question should be found through a set of sub-questions such as the following:

1. What are the views of University students on the status and role of the English language at a global and at a personal point of view?
2. Which type of English (Standard or non-Standard) do the students relate to?
3. Which level of oral and written proficiency do the students aim at achieving?
4. Do the students believe there is an influence of the Portuguese language on the English they use?
5. What do the students think about this influence? Do they see them as 'mistakes' or 'features' of the English in Portugal?

Research question no.2: *What are the students' attitudes towards the possibility of the emergence of a "Portuguese English"?*

Question no. 2 is based on understanding the attitudes of Portuguese University students on the possibility of the appearance of a Portuguese variety of English, a "Portuguese English". This variety would have distinguished and identifiable features on the fields of grammar, lexicon, semantics, spelling and syntax. In order to answer this question, subjects were expected to answer to the following sub-questions:

1. Are the students aware of the phenomena of regional varieties of English? If yes, which perception do they have about it?
2. How would students react to the appearance of a Portuguese variety of English? Would they identify themselves with such variety?
3. Which English would the students opt for in a professional context? Standard English or 'Portuguese English'?

Research question No. 3: *Does the daily use of students' English coincide with their attitudes towards the English they use?*

This question focuses on trying to understand if the students' attitudes match their real and daily life use of the English language.

Chapter 4 – The study

The study appears as an attempt to further investigate and deepen the subject of the English spoken in Portugal. This topic appeared as a study question during the second semester of the first year of the Masters Degree in Language and Communication Sciences/Applied English Linguistics of the University of Évora, which attempted to analyse the different varieties of the English language, as part of the Variation Factors of the English Language subject.

4.1 – Main goals

Primarily, this study tries to understand some of the consequences that the globalization of the English language has had in the way Portuguese students use and perceive English. Second, It also attempts to develop the topic of the presence of distinct features of the Portuguese language when students use English and if these features can be considered established characteristics rather than mistakes. More specifically, this study also includes the analysis of university students' attitudes towards the English language in general, the English they use and the existence or not of the influence of specific Portuguese features in the English used by these students, as well as the consequences it may or may not have on the future use of English in Portugal.

4.2 – Methodology

The main study was developed during the academic years 2008/2009 and 2009/2010 and the subjects were higher education students, more specifically at the University of Évora. The subjects were chosen based on the fact that they were having English language classes during those academic years.

The methodology used in this study was both quantitative and qualitative. A questionnaire and an interview were the adopted methods of data collection (see Annexes 1 and 2) because each allows for a careful, systematic and critical analysis of the students' answers in different settings: the questionnaire permitted an immediate confrontation between attitudinal and practical answers where the students had to use

their knowledge of English; this allows one to state if there is coherence between the students opinions and reactions to the given subject and their actual use of the English language. The interview was utilised as a way of expanding the students' opinions on the given subject and aimed at first confirming and/or refuting the data collected on the questionnaires and second, identifying a more personal reaction to the issues of the study.

4.2.1 – The questionnaire

The questionnaire was applied during the academic year 2008/2009. It was divided into three parts: Part I consisted of the subjects' personal and academic identification, such as the total amount of years that he/she had been studying English, their university course, their academic year and the English language subject they were attending that year; Part II consisted of five questions that explored the students' attitudes towards the English they spoke and wrote, what the students thought of the "mistakes" the Portuguese speakers made when using English and their attitudes concerning the possibility and identification of the appearance of a "Portuguese English" in the future; Part III consisted of a group of twelve multiple-choice grammar questions. These questions included some of the most common "mistakes" made by Portuguese students when speaking English in the areas of syntax, spelling, lexicon and semantics extracted from Fordham (1997).

The questionnaire expected to provide an accurate balance between questions concerning students' attitudes and reactions and questions concerning their practical use of the English language. The questionnaire was in Portuguese so that there would be no risk of misinterpretations of the questions and, therefore, to achieve more accurate results as well as to minimise the time the students would take to complete it.

4.2.2 – The interview

The interview was conducted at the beginning of the academic year 2009/2010. The difference in time between the application of the questionnaire and the interview was due to professional reasons of the researcher. This disparity of time may have contributed negatively to a lack of contextualization of the study for the students in the

interview concerning the subject of the questionnaire and the interview as a follow-up activity to the questionnaire. Nonetheless, the gap between the questionnaire and the interview permitted to gain time to analyse more consistently the opinions and results found in the questionnaires in order to better prepare the questions for the interview, which was meant to allow for a comparison between the attitudes previously stated in the questionnaire and the attitudes in a different, more personal context.

The interview consisted of a follow-up of the topics introduced by the questionnaire through aiming to provide further development of the main study by trying to attain a deeper understanding of the students' opinions and to identify if there were divergences between the students' attitudes and their linguistic competence. The script of the interview consisted of fifteen questions (see Annex 2) set in a similar order to the order of the questionnaire: the first questions were concerned with personal and academic information and the following questions tried to encourage the students to develop their opinions about the English spoken and written in Portugal at a national and at a personal level. Students were also asked about the features of L1 interference mostly used by the students when using English. In the latter questions the students were asked to elaborate on the future of the English language globally, nationally and at a personal use level.

The interview was conducted in Portuguese, in order to enhance the students' immediate comprehension of the questions and leading to a faster and, therefore, more immediate and instinctive answer of the students.

4.3 – The Subjects

The subjects that answered the questionnaire were a group of 109 students of the University of Évora attending an English language subject at the time. The students were between the ages of 18 and 47 years old, although the great majority was between 18 and 24 years old. Most of students were Portuguese but there were some students from the Czech Republic and Ukrain who, nevertheless, spoke Portuguese and understood the questions of the questionnaire.

The students were in the 1st, 2nd, 3rd, 4th and 5th year of the following undergraduate degree courses: 'Landscape Architecture', 'Information and Documentation Sciences', 'Animal Science and Technology', 'Economics', 'Nursing', 'Geography', 'Applied Foreign Languages', 'Languages, Literatures and Cultures', 'International Relations', 'Sociology' and 'Tourism'.

A wide variety of undergraduate courses was chosen because one of the goals of the study was to gather data from subjects with different ages and academic backgrounds, covering several fields of study and possible several professional contexts. It was also hoped that a variety of students might provide different types of answers.

The need to apply the questionnaire to several undergraduate courses was also due to the low numbers of students per degree and per class, which made it more difficult to have sufficient number of subjects relying on a small number of degrees. Undergraduate courses were chosen because they all had English as a mandatory or elective subject in their study plans.

The interview involved eleven subjects in the second year of the Languages Literatures and Cultures' course of the 2nd year, having English as a mandatory subject.

An attempt was made to have the interview done to a small group of individuals that would reasonably represent the multiplicity of courses used in the questionnaire, but it became difficult to carry out this idea, since there was no matching availability from the volunteers.

Chapter 5 – Data analysis

The data analysis will be divided into separate sub-chapters: sub-chapter 5.1 will proceed to the analysis of the data obtained through the questionnaire; sub-chapter 5.2 will be the analysis of the data provided by the interview.

5.1 – Analysis of the Questionnaire Data

The data extracted from the questionnaires will be provided through tables and graphics.

5.1.1 – Analysis of Part I of the Questionnaire

Part I of the questionnaire was constituted by a set of questions that aimed at gathering personal and academic information of the subjects, such as name, birthplace, gender, age, years of study of the English language, degree course, course year and English language subject identification. Analysis of the data concerning names and birthplaces was disregarded since it had no relevance for the main study.

5.1.1.1 - Gender

The total number of students inquired included 109 subjects of both genders. The percentages of the subjects by gender are shown in Table no. 1:

Gender	N	%
Female	67	61%
Male	42	39%
Total	**109**	**100%**

Table no. 1 – Gender of subjects

The data about the gender of subjects will not be taken into account when analysing the subjects' answers to the questionnaire, since it was collected for statistics only.

5.1.1.2 – Age

There is a wide range of answers as far as age is concerned. The subjects who answered the questionnaire were between the ages of 18 and 47. Figures 1 and 2 show the distribution of ages of the subjects:
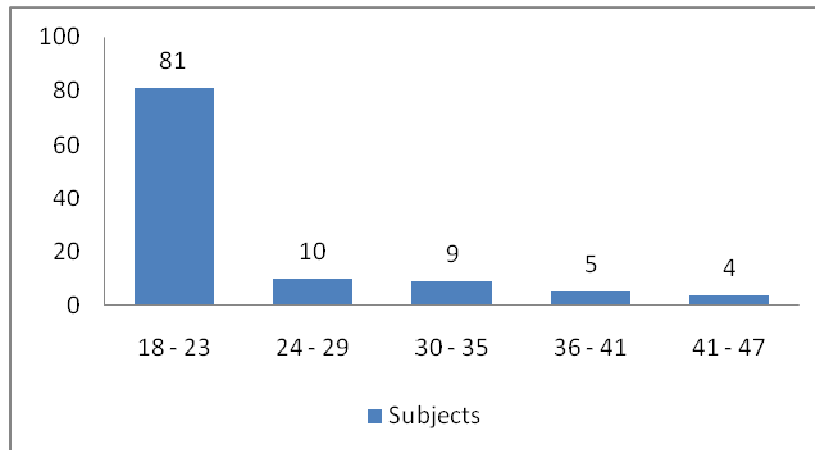
Figure 1 – Age of subjects
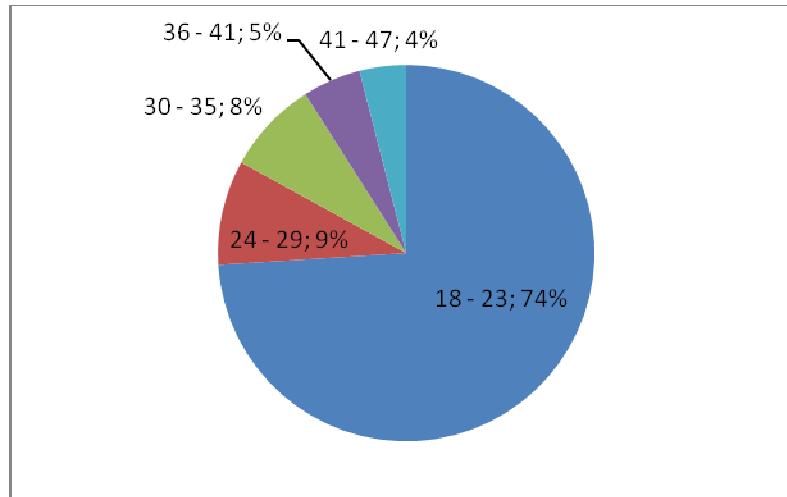
Figure 2 – Percentage of the Subjects' age

Figure 1 and Figure 2 illustrate the diversity in the age range of the subjects. However, the vast majority of the students (74%) are between the ages of 18 and 23 years old. The second biggest age range is of 24 to 29 years old but only reaching a percentage of 9%, not being as relevant as the percentage of the 18 to 23 years old range. Due to the wide range of numbers concerning the age groups and since it is clear

that one group stands out as the most prominent age group, age will not be a relevant variable for data analysis.

5.1.1.3 – Courses

The total number of subjects is unequally divided into the eleven different courses and there are great differences concerning the total amount of students in each degree course. Table no. 2 demonstrates the unbalanced distribution of the total number of subjects in each degree:

Degree Course	N
Landscape Architecture	3
Information and Documentation Sciences	4
Animal Science and Technology	1
Economics	7
Nursing	19
Geography	2
Applied Foreign Languages	7
Languages, Literatures and Cultures	23
International Relations	14
Sociology	11
Tourism	18
Total	109

Table no. 2 - Number of subjects per degree course

Table no. 2 clearly shows that the degree courses with the most expressive number of students are 'Nursing', 'Languages, Literatures and Cultures' and 'Tourism'. 'Animal Science and Technology' and 'Geography' were the degree courses with fewer subjects. This discrepancy in the number of students in the different courses does not allow one to analyse the data collected from the questionnaire's answers in terms of a comparison between degrees, since the degrees with a very low number of students do not give data that are pertinent enough to be compared with the data provided by degrees with a high number of students. Therefore, the data provided by the questionnaire will be analysed concerning the total number of subjects with particular significance given to the data extracted from the highest populated courses, which are 'Languages, Literatures and Cultures', 'Nursing' and 'Tourism'.

5.1.1.4 – Year of course

Table no. 3 shows the distribution of students per year of degree course:

Degree Course	1st Year	2nd Year	3rd Year	5th Year	Total
Landscape Architecture	-	-	-	3	3
Information and Documentation Sciences	4	-	-	-	4
Animal Science and Technology	1	-	-	-	1
Economics	7	-	-	-	7
Nursing	19	-	-	-	19
Geography	1	1	-	-	2
Applied Foreign Languages	-	-	7	-	7
Languages, Literatures and Cultures	14	9	-	-	23
International Relations	11	2	-	-	14
Sociology	11	-	-	-	11
Tourism	-	18	-	-	18
Total	**67**	**30**	8	3	**109**
Total Percentage %	**62%**	**28%**	7%	3%	**100%**

Table no. 3 – Number of students per year[6]

It is possible to conclude that the number of students in the 1st year is substantially higher than the ones attending the 2nd, 3rd and 5th years. The second with the highest number of students is the 2nd year. Due to this fact, the data collected will be analysed not in terms of different years of degree course, but instead the answers will be analysed considering the total amount of subjects. Nonetheless, and given the high number of students attending the 1st year and the 2nd year when compared to the other academic years, special relevance will be given to the data collected from the subjects belonging to those years.

---

[6] Most students were attending 1st cycle degree courses, which has a duration of three years. Landscape Architecture has an Integrated Master's (2nd cycle), which adds two more years (4th and 5th years) but no student attending the 4th year of Landscape Architecture was inquired.

5.1.1.5 – Distribution of students per English language subject attended

Students were asked to identify the subject of the English language they were attending at the moment of the submission of the questionnaire. Table no. 4 identifies the subjects attended:

English Subject	Number of Students
English Language	11
English Language II	22
English language IV	7
English language VI	7
English Applied to Tourism II	18
English language and culture	14
Technical English	26
Total	**109**

Table no. 4 – Distribution of subjects per English language subject

Subjects were asked to specify the name of the English Language subject they were attending for organizational reasons. Nonetheless, the important variable to take into account is the degree course and not the designation of the subject, therefore this data will not be analysed under this variable.

5.1.1.6 – Amount of years of English language study

The questionnaire included a question concerning the number of years students had been learning English. This was introduced in the questionnaire since the amount of years of English language study may signify more knowledge and more awareness concerning English and the topics of the questions asked. Table no. 5 and Figure 3 provide details on the data collected on this matter:

Years of Study	N
1-2 years	2
3-4 years	3
5-6 years	17
7-8 years	34
9-10 years	47
11-12 years	9
13-14 years	2
N/A	3
Total	**109**

Table no. 5 – Number of subjects per years of study of the English Language
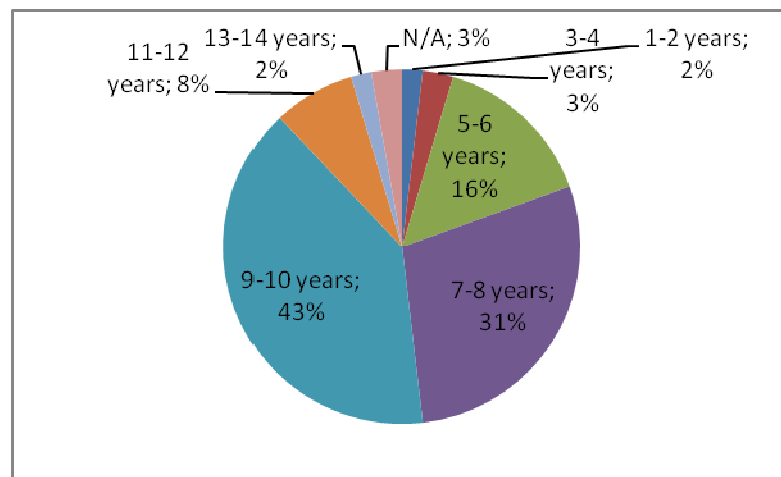
Figure 3 - Percentage of subjects per years of study of the English language

Table no. 5 and Figure 3 show that the majority of subjects had been studying English for nine to ten years, representing 43% of the inquired students. These are followed by those students that had been studying English for seven to eight years.

The analysis will consider the total amount of students and data concerning age will not be contemplated, since it was for statistic purposes.

5.1.1.7 – Level of competence in English

Upon their enrolment at the University of Évora, at the beginning of the first year of their degrees, most students had to take an English Language assessment exam

to identify their competence level, according to the parameters proposed by the Council of Europe (2001): A1, A2, B1, B2, C1, C2.

In the questionnaire, subjects were asked to provide the results of their assessment. When confronted with this question, the great majority of the subjects did not remember their assessment levels, many of them asking if there was absolute necessity in providing the answer. For that reason, the data are not reliable and will not be included.

5.1.2 – Analysis of Part II of the Questionnaire

Part II of the questionnaire (see Annex 1) was composed of a set of questions that focused on the attitudes and reactions of the students regarding research questions no. 1 and no. 2. The data collected will be analysed concerning the totality of students versus the most populated degree courses (Languages, Literatures and Cultures (LLC), Nursing and Tourism). Some examples given to express opinions will be extracted nonetheless, from the several inquired degree courses. This aims at including the widest variety of justification backgrounds for the questions, as well as due to all answers being seen as valid data, despite the degree course the subjects are enrolled in.

5.1.2.1 – Analysis of the data collected from Question no. 1

Question no. 1 asked the students to choose the statement which they would identify their spoken and written English with as far as a native model is concerned.

Question no. 1 - From the statements given below, choose the one with which you identify the most

The options for the answers included the three statements that follow:

a) I identify myself with the English spoken and written by me even though I know it is not identical to a native model;
b) I accept it but I would like to get closer to a native model;
c) I do not identify myself with the English that I speak and write.

This question was intended to make them reflect on their level of English, its proximity to a native Standard and how comfortable they are with it.

The data collected from the answers are illustrated in Table no. 6.

Q 1	Totality of subjects - N	LLC – N	Nursing - N	Tourism - N
a)	43	11	3	6
b)	55	11	12	12
c)	11	1	4	0
N/A	0	0	0	0
Total	**109**	**23**	**19**	**18**

Table no. 6 – Results in numbers to question no. 1
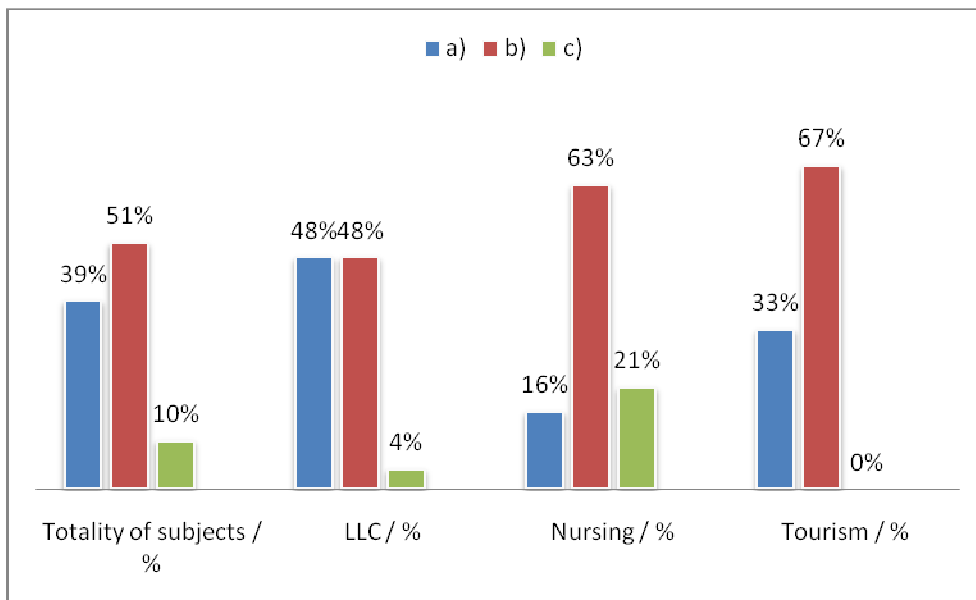
Figure 4 – Percentages for question no.1

Table no. 6 and Figure 4 demonstrate that more than 50% percent of the total amount of inquired students chose option b) whereas 39% opted for a) and only 10% of the students chose option c). According to the students' answers, we can apprehend that more than half of the students accept the English they speak and write but would prefer to be closer to a native model of English. The second most given answer says that 39% of students identify themselves with the English they speak and write even though they know it is not the same as the English of a native speaker, and only 10% of the students

do not feel any empathy for the English spoken and written by them. It is possible that these subjects are the ones with less proficiency and further analysis is needed regarding this issue. From these data, two main conclusions can be drawn: the first is that half of the students wish their English would be different and closer to the patterns that constitute a native model, which might be an indication that students believe proximity to a native model is considered to be more correct and to be a "better type" of English; nonetheless, only 12% fewer students feel secure with the English they speak and write even though they are aware of the differences between it and a native model of the English language. Both data provide enough information for one to understand that there is a sense of acceptance towards the English developed and utilised by them; the difference is that there are slightly more subjects who would like to modify it so as to make it closer to a native model.

The analysis per degree course demonstrates a similar tendency of Nursing and Tourism towards option b). LLC students were more divided when opting for one answer and options a) and b) were chosen in the same percentage (48%). Some conclusions to be drawn are that LLC students seem to oscillate and are extremely divided between full acceptance and wish for to be closer to a native model. This may indicate that these subjects aim more at higher linguistic competence.

5.1.2.2 – Analysis of the data collected from Question no. 2

In question no. 2 students were asked about their attitudes towards their pronunciation and how the Portuguese language may have influenced it. This fact was not explicit in the questionnaire but it was explained orally to the students when the questionnaire was applied.

Question no. 2 – Concerning your speaking skills, when you speak English, you consider that:

Subjects could choose from the following range of options:

a) I do not have an accent;
b) I do have an accent but I accept it;

c) I have an accent but I would like to be closer to a spoken model of the native of English.

Table no. 7 and Figure 5 show the data obtained through the answers given by the totality of the inquired group and the three courses:

Q 2	Totality of subjects - N	LLC – N	Nursing - N	Tourism - N
a)	32	9	6	4
b)	25	6	1	8
c)	52	8	12	6
N/A	0	0	0	0
Total	**109**	**23**	**19**	**18**

Table no. 7 – Results in numbers to question no. 2
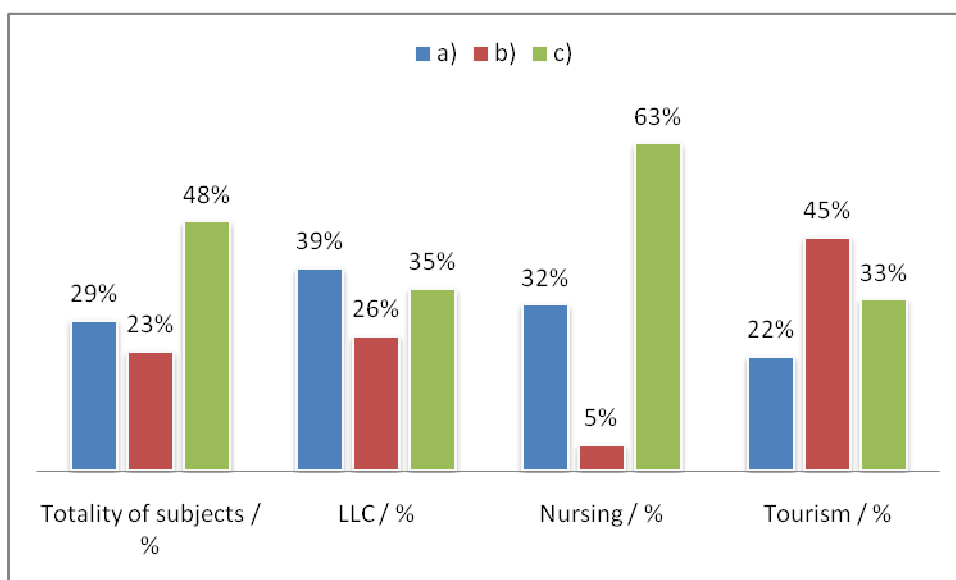
Figure 5 – Percentages for question no. 2

The data provided by the answers given to this question illustrate that concerning this topic, the total amount of students was slightly divided when having to speculate about pronunciation. The majority of students (48%) stated they recognise there is some influence from the Portuguese language on their English accent and so they would like to get closer to a native model of English; the two other options were chosen by a very similar percentage of students: the second most chosen option was a) (29%) closely followed by option b) (23%). The data are relevant to understand that

approximately half of the inquired group recognises having an accent but would like to change this fact and be closer to a native model. It is an indication that the students are not pleased with their pronunciation; the second most given answer reveals that almost a third of the students do not believe they have a Portuguese accent when speaking English or possibly do not wish to recognise that factor; almost a quarter of the students recognise their Portuguese accent as being present in their speech and state they accept it. These results indicate that there is a wider disparity of opinions concerning pronunciation than with the identification of their attitude towards the English they use (see section 5.1.2.1). There was more consensus in terms of overall use of English, as most subjects expressed acceptance of the English they use. Pronunciation appears here as a more divisive subject for students. This may be because of the pressure students feel, as Expanding Circle users of English, to speak like the natives or because speaking with an accent is socially understood as 'speaking bad English'.

Another conclusion to be drawn concerning pronunciation is that the proximity to a native model of English is still an objective for the majority of university students, which may signify that native models of English concerning pronunciation are still regarded as a rule to be achieved and followed.

Concerning the data collected from the degree courses, each one presents a different outcome. LLC students were divided between options a) and c), with a) being chosen by 39% of students and c) by 35%. There was an oscillation amongst this degree course, with almost the same percentage between subjects stating they do not have an accent and the ones stating they have an accent but would prefer to be closer to a native model.

The answers from Nursing students were more consensual: the great majority of students (63%) stated they had an accent but would prefer to be closer to a native model. Option a) was chosen by a much smaller percentage of subjects (32%) and b) being chosen by a very low percentage of students (5%).

Tourism subjects provided opposite answers to the previous courses: almost half of the students opted for b) (45%), recognizing their accent but accepting it; 33% of students elected option c) and a) was the least chosen option (22%). Although more

divided between b) and c) than Nursing students, Tourism students showed more acceptance towards having an accent than LLC students.

Through the courses' answers it is possible to conclude that LLC showed more disinclination towards having an accent and Nursing was the course more disposed to be closer to a native model.

5.1.2.3 – Analysis of the data collected from Question no. 3

Question no. 3 focused on the mistakes made by Portuguese speakers of English language.

Question no. 3 - What do you think about the mistakes at spoken and written levels made by Portuguese speakers of the English language?

Students could choose from the following range of answers:

a) I do not consider them mistakes but as features of the English language spoken in Portugal;
b) I consider them mistakes but I accept them;
c) I consider them mistakes that should be corrected so that we can achieve a spoken and written English identical or as close as possible to that of the native speakers of English.

The data taken from the answers given are presented in Table no. 8 and Figure 6.

Q 3	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	9	0	2	3
b)	26	7	9	4
c)	74	16	7	11
N/A	0	0	1	0
Total	**109**	**23**	**19**	**18**

Table no. 8 – Results in numbers to question no. 3
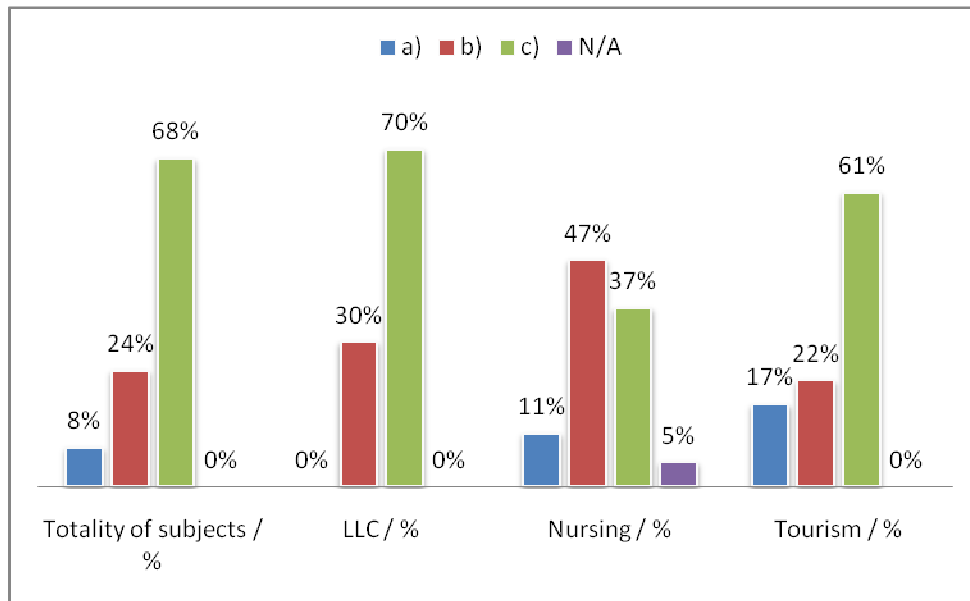
Figure 6 – Percentages for question no. 3

The statistics demonstrate that there is a much more clear agreement regarding mistakes concerning the total amount of subjects. A wide majority of the subjects (68%) chose statement c) and only 24% and 8% picked statements b) and c), respectively. These percentages show that students have a strong opinion concerning the mistakes made by the Portuguese speakers of the English language: the majority believe they are actually mistakes and that they should be corrected in order to be closer to a native model; only 24% of the subjects saw them as mistakes although they accepted them as such and a meagre 8% of the students saw these mistakes as features of the English language spoken in Portugal. This preferred point of view is in consonance with the previous most chosen statements (see sections 5.1.2.1 and 5.1.2.2) in questions no.1 and no.2 where students had stated preference for a closeness to a native model of English. Nonetheless, this tendency is much more widely expressed here which is possibly due to the use of the word "mistakes" in the question. This fact may have exercised a certain weight on the students' first reaction to the question being asked. However, the word "mistakes" was intentionally placed so that it could measure the degree of openness of the students towards the topic of mistakes/features. The results have shown that there is a degree of openness of only about 8% of the students regarding the "mistakes" made by the Portuguese students when speaking English as features of the English spoken in Portugal.

The results by degree course present discrepancies: LLC students' answers were very expressive, with more than two thirds (70%) choosing option c), and therefore believing mistakes must be corrected in order to get closer to a native model and almost one third opting for b). Very expressive is also the fact that none of the students chose statement a), which shows no openness from this group towards seeing mistakes as features.

Nursing students showed an opposite opinion: almost half of the students (47%) chose b), stating they acknowledge the mistakes but they accept them, followed by those who elected c) (37%), which shows this was a more divisive question for Nursing students than it was for LLC students. More than 10% of these subjects (11%) stated they see the mistakes as features of the English spoken in Portugal.

The majority of Tourism students elected statement c) by a large percentage (61%), while the remaining of them were closely divided between statements b) (22%) and a) (17%). Tourism was the degree course with the highest percentage of subjects (among the three most populated degrees) who accepted mistakes as features of the English spoken in Portugal.

5.1.2.4 – Analysis of the data collected from Question no. 4

Question no. 4 provided the need to state an opinion concerning the possibility of a future variety of "Portuguese English".

Question no.4 - Do you consider it is possible the existence in the future of an English variety with features coming from the Portuguese language (Portuguese English)? Why?

Table no. 9 and figure 7 illustrate the results:

Q 4	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
Yes	17	5	2	1
No	91	17	17	17
N/A	1	1	0	0
Total	109	23	19	18

Table no. 9 – Results in numbers to question no.4
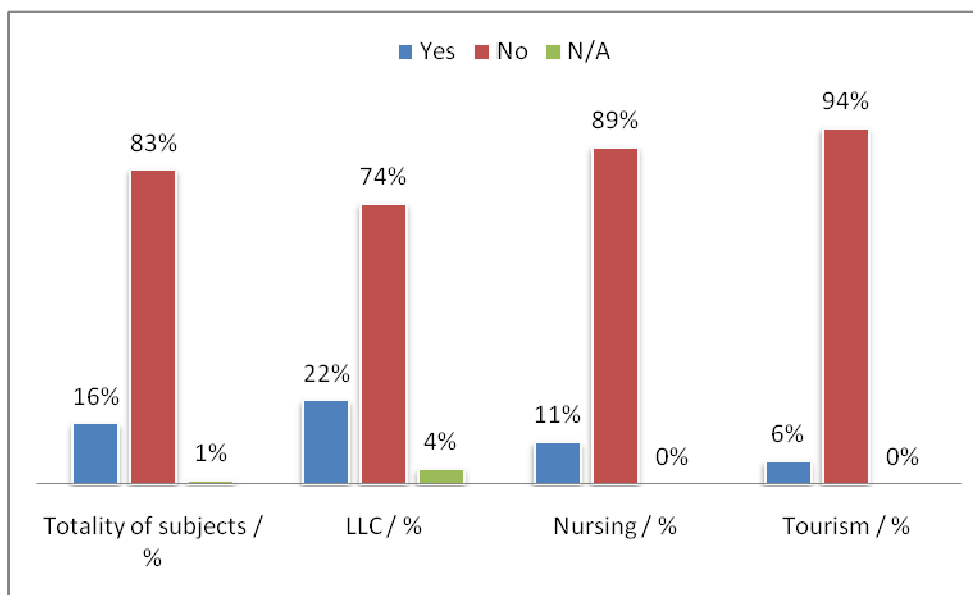
Figure 7 – Percentages for question no. 4

The data provided demonstrate an overwhelming tendency towards the answer No. The great majority of students are not open to the possibility of the future existence of an English variety with characteristics coming from the Portuguese language. This predisposition to a negative answer is not surprising since students had already stated in the previous answers a tendency towards a native model of English. It is the broad difference between the percentages that is most significant: only a small number of subjects (16%) consider the existence of a Portuguese English to be possible. This discrepancy happens not only in terms of the totality of subjects but also in the data collected from the three degree courses. Only LLC students seemed a little more open to possibility of the emergence of such variety (22%).

The explanation given by students when answering No to the possibility of the appearance of a Portuguese English relies mainly in four factors: 1) cultural and

linguistic specificity; 2) the maintenance of the original form of each language; 3) the universality of English; 4) the capacity of the Portuguese for speaking English well.

Concerning the cultural aspects of each language, several students expressed the opinion that both the English and the Portuguese languages have their own cultural specificities and a Portuguese English would mean mixing these two distinct cultures:

I think not, because each language has its history and specificities. English in Portugal may assimilate the lexical issues from the Portuguese language, but that is it. (LLC, Y1)[7]

No, I don't think it is possible. Portuguese and English people are very distant people concerning language. The closest to Portuguese English will be the lexical borrowings. (LLC, Y1)

No, but I consider to be possible the existence of the assimilation of some words coming from the Portuguese language into English. (IR, Y1)

No, even though these languages influence each other, altering their own words, there shouldn't be a variety with these characteristics. (IR Y2)

These explanations for answering No are based on a mixture of cultural and linguistic reasons. Nonetheless, one aspect that seems common to almost all answers is the reference to lexicon and the possibility of occurrence of word borrowings between the two languages.

Some students referred to the maintenance of the "original" form of English:

No, I don't consider it possible, because I think that the "original" English should be preserved, even if variants like "Portuguese English would appear". (IR, Y1)

---

[7] The following abbreviations will be used to identify the subjects: AFL – Applied Foreign Languages; E – Economics; IDS – Information and Documentation Sciences; IR – International Relations; LA – Landscape Architecture; LLC – Languages, Literatures and Cultures; N – Nursing; S - Sociology; T – Tourism;   Y1 – Year 1; Y2 – Year 2, Y3 – Year 3.

No, because that would lead to a deviance of the English language, that in a distant future could lead to the impossibility of communication between the speakers of the language. (LLC, Y2)

No, because each language should obey to its origin and own style. (LLC, Y2)

No, because we would be modifying the language itself and it is not correct to adapt the language to each one of us. (IR, Y2)

Most of the statements above have in common the fact that students seem to regard languages as fixed and not to be subject to change. Subjects identify the emergence of a new variety as deviation from the given language.

Concerning the universality of the English language as a justification for a negative answer, the following answers were found to be particularly interesting:

No. To me the possibility of the creation of such variety does not make sense. English is a universal language, it is not to be divided into varieties. (LLC, Y2)

No. (…) English is a universal language, so if we want to know English it should be perceptible in every part of the world. (N, Y1)

No. Because English is a language with features of a universal language and so it can suffer influences in some regions but never escape from its standard. (IR, Y2)

I don't think such thing will happen. We could lose the role of English as a universal language if it were fragmented into several different kinds of influences and characteristics. (LLC, Y1)

These subjects see English as a universal language and in order to be globally understood, the standard model must not be divided into varieties or at least it must be the norm to be followed.

Concerning the capacity of the Portuguese people in learning English, subjects said:

No (...) because I believe the Portuguese people don't have great difficulties concerning the English language. (LLC, Y1)

Affirmative answers included justifications concerning a way to understand English better, the existence in the present of other varieties of English, as well as the multicultural aspect of English. The following answers illustrate the justifications given by the subjects who answered Yes:

It would be a good idea to have an English with that variety so that way people could understand it better. (IDS, Y1)

I think it is possible because it would be very good, given that the English language is more widely spoken throughout the world (...) and that way it would be easier to understand each other linguistically speaking. (S, Y1)

Yes, I think that this emergence is possible because it would be easier to learn English. (S, Y1)

Yes, since there are other varieties of English with features coming from other countries, it is probable that it appears; also because of the great number of Portuguese who speak English. (LLC, Y2)

There may be the possibility of such variety like this as a way of bringing English closer to everybody. (LLC, Y1)

I find it possible, but more as sort of "cultural studies". It will be interesting but I would prefer it as a cultural study rather than a study of language for communication. (LLC, Y2)

Yes, due to multiculturalism and the need to adapt languages to cultures. (N, Y1)

The first three statements are related to enhancing the learning of English. These subjects believed that such variety could be a way of apprehending the English language more easily, given that it would have features coming from the Portuguese language. The fourth explanation states previous knowledge that there are other varieties of English, and so Portuguese English would only be a natural consequence of the evolution of English into a new variety, as it happened previously in other countries. The last three statements have a cultural explanation. These subjects believe in the possibility of such variety for cultural reasons such as bringing English closer to everybody, as an experience for a new cultural subject and due to multiculturalism which leads languages to adapt to different cultures.

Given the answers stated by the students and their motivations for answering Yes or No, it is interesting to realise that the main justification found for answering negatively were for linguistic and cultural reasons: the maintenance of the originality of the language as well as preserving the cultural characteristics of both languages. The same reasons were given for answering positively: students mainly referred to a better comprehension of the English language, as well as the multiculturalism aspect, allied to a need to adapt languages to cultures. It is remarkable to notice that almost the same motivations divided and led students into giving opposite answers.

5.1.2.5 – Analysis of the data collected from Question no.5

Question no. 5 regards the identification of the students with Portuguese English:

Question no. 5 – Would you identify yourself with a "Portuguese English"? Why?

Table no. 10 and figure 8 present the results obtained from this question.

Q 5	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
Yes	25	7	4	6
No	78	14	15	11
N/A	6	2	0	1
Total	109	23	19	18

Table no. 10 – Results in numbers to question no.5
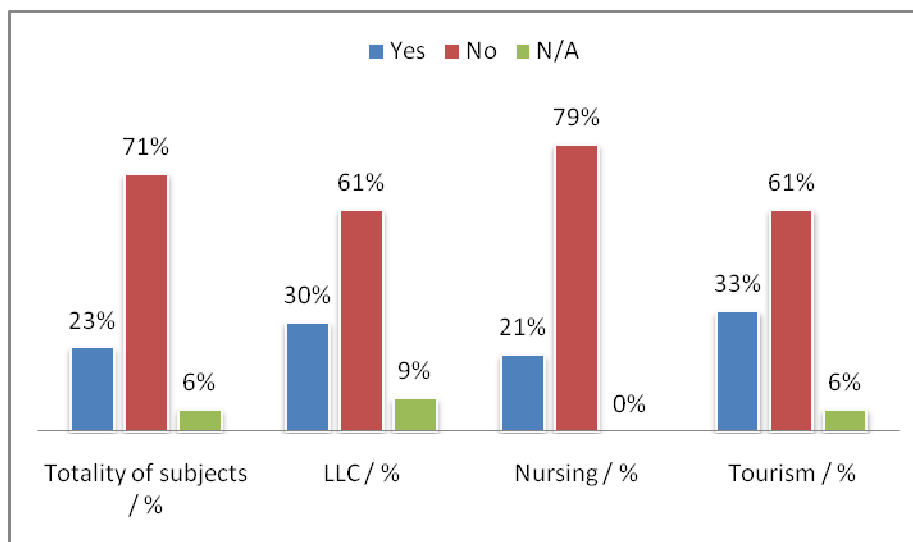
Figure 8 – Percentages for question no. 5

The results shown in Table no. 10 and in Figure 8 demonstrate the same tendency to a lack of openness towards a Portuguese English variety from the total amount of subjects. The great majority of students stated they would not feel identified with an English variety with features of the Portuguese language. However, the percentage of positive answers towards the matter of identification is higher than the one concerning the possibility of existence of such variety (See section 5.1.2.4). 23% of the inquired responded they would feel identified with a "Portuguese English" variety. This means there are more students that would identify with it, even though most of the students would not believe such variety's existence would be possible.

This tendency is also clear when analysing the data per degree courses. Tourism students showed slightly more openness towards identification, with little more than one third stating they would identify themselves with a Portuguese English.

Nursing students were the least open to such possibility, with 21% of the students answering Yes.

The following are some of the reasons for the positive and negative attitudes. As far as the negative answers are concerned, students mentioned mostly reasons related to "correctness", to maintaining the "original" structure of English and the proximity to the British and American models:

No, because a language should be spoken correctly. (IR, Y1)

No, (...) it wouldn't be a correct English. (N, Y1)

No, because either you speak English correctly or you should try to improve it. (T, Y1)

These answers show subjects see variations to Standard English as deviations and transforming incorrectly the language. Therefore, a Portuguese English variety was perceived as using English incorrectly. The existence of other varieties of the English language was further developed with the subjects in the interview (see Annex 2).

Other students referred to the need to keep the language in its original form:

No! Because I think languages should be kept in their original version. (IR, Y1)

No. Because I am in favour of the "original languages". (IR, Y1)

No! I do not agree, I say yes to studying and to have knowledge of English but no to disguising it with alterations its origins. (N, Y1)

Keeping English in its original form is mentioned by several subjects. The appearance of a new variety is regarded as transforming the original background of English.

Some other subjects remarked that learning English is based on a native target:

No, even though I make some mistakes, I always try to get as close as possible to native English. (N, Y1)

No, I speak English as close as possible to English from England or to the American one. (T, Y2)

These subjects' goal is to achieve an English level as close as possible to a native model and aiming at a native level is their reason not to feel identified with a Portuguese English variety.

Regarding the affirmative answers, the main reasons given were based on the tendency students have to be influenced by their mother-tongue when speaking English, the ability to better understand English, as well as the cultural aspect of Portuguese features in the English language:

Yes. Because in spite of trying as hard as I can, Portuguese will always influence my English. (N, Y1)

Maybe. Because I use some Portuguese expressions when I speak English. (LLC, Y1)

Yes, because I consider myself as one of the Portuguese who speak with a Portuguese accent when speaking English, and because I use some grammatically incorrect and "Portuguese" expressions. (T, Y2)

Concerning the ability to better learn and comprehend English, a Sociology student stated:

Yes, because it would make the English language learning much easier at a written and oral level. (S, Y1)

I think so, because communication with other people who wouldn't speak Portuguese but English would be easier. (S, Y1)

Some subjects identified themselves with this variety, since they believe it would be easier to learn English if there were such variety and that it would enhance communication between the Portuguese and other people with different nationalities.

Other subjects referred to cultural aspects:

Yes, because it would be a well-written and spoken English but with a Portuguese brand. (N, Y1)

If English is considered a universal language I think each country should adapt English to its culture. (S, Y1)

Subjects showed empathy towards such variety as a way of creating a unique form of English with Portuguese features, which would be a way of applying certain cultural aspects to English spoken in Portugal. This may demonstrate students see English as tool for multiculturalism and intercultural communication.

Through the analysis of the answers provided by the subjects, it is clear that the reasons for answering negatively to a possible identification towards Portuguese English are based mainly on linguistic reasons. On the other hand, the justifications for answering *Yes* are a mixture of linguistic reasons with cultural ones.

The following sub-chapter will focus on research question no. 3 and it will provide the data from Part III of the questionnaire which consisted of grammar questions with options for the students to chose the answer considered correct, with which it will be possible to compare the attitudes stated by the students (see section 5.1.2) with their grammatical and linguistic behaviour concerning the use of features of the Portuguese language when using English.

5.1.3 – Analysis of Part III of the Questionnaire

Part III consisted of 12 grammar questions. Each presented four options: a) or b) included sentences either following with grammar rules of Standard English or introducing features commonly used by the Portuguese speakers of English, therefore

either a) or b) included the option that was "incorrect" according to Standard English rules of grammar. Option c) could be chosen when subjects thought both answers were correct and d) gave the students the opportunity to provide another answer. As in Part II (see section 5.1.2), results present the total amount of subjects and of the three most populated degree courses (LLC, Nursing and Tourism).

The results per total amount of subjects and per degree course were presented in Tables which included numbers and percentages. Tables including both results were chosen in order to help the interpretation of the data, since it is an extensive set of results. The examples given by subjects who chose d) were chosen based on their relevance; therefore it included data from the several inquired degree courses and not only from LLC, Nursing and Tourism.

5.1.3.1 − Analysis of question no. 1

Question no.1 was related to an expression frequently used by the Portuguese when speakers of English but that in Standard English it does not exist. The expression is "in what concerns" and it is a translation of "no que diz respeito". It is often used instead of "concerning" and "as far as". The students had the following options:

a) *In what concerns reading, I like science fiction books.*
b) *Concerning reading, I like science fiction books.*
c) *Both are correct.*
d) *Another option.*

Table no. 11 shows the results:

Q 1	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	46 (42%)	4 (17%)	12 (63%)	9 (50%)
b)	42 (38%)	13 (57%)	5 (27%)	7 (39%)
c)	14 (13%)	5 (22%)	1 (5%)	2 (11%)
d)	5 (5%)	1 (4%)	1 (5%)	0 (0%)
N/A	2 (2%)	0 (0%)	0 (0%)	0 (0%)
Total	**109**	**23**	**19**	**18**

Table no. 11 – Subjects' answers in numbers and percentages to question no. 1

The majority of subjects (42%) choose option a), which was the expression that does not exist in Standard English. It was closely followed by b) (38%) which represented the expression that follows Standard English rules. Even though it is not an expressive majority, the division between the two answers is clear, with the students demonstrating a tendency to use the Portuguese expression. Few subjects thought both answers were correct (13%) and only 5% of students provided a different answer. Concerning the degree courses, LLC was the only one electing b) most of the times, with Nursing and Tourism electing a) (63% and 50%, respectively). This may demonstrate that LLC students were more aware of the non-existence of the expression *in what concerns* than Nursing and Tourism students, which showed belief in correctness of the "Portuguese" expression.

5.1.3.2 – Analysis of question no. 2

Question no. 2 referred to a lexical feature typically used by the Portuguese, which consists of using the verb "to deliver" when wanting to refer to the meaning of the verb "to submit":

a) *John will deliver his assignment on Monday.*
b) *John will submit his assignment on Monday.*
c) *Both are correct.*
d) *Another option.*

The results follow:

Q 2	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	24 (22%)	2 (9%)	4 (21%)	7 (39%)
b)	52 (48%)	14 (61%)	5 (27%)	8 (44%)
c)	30 (27%)	7 (30%)	10 (52%)	3 (17%)
d)	2 (2%)	0 (0%)	0 (0%)	0 (0%)
N/A	1 (1%)	0 (0%)	0 (0%)	0 (0%)
Total	109	23	19	18

Table no. 12 - Answers in numbers and percentages to question no. 2

Subjects seemed less divided when electing an answer to this question: a majority of 48% of all subjects chose b), which corresponded to the option of Standard English. Nonetheless, more subjects opted for c) (27%) a result that was close to the one that option a) had (22%), the option with the Portuguese expression. More students believed that both expressions were correct, which may indicate more uncertainty towards the correct answer or belief that both expressions exist. The data collected from the degree courses' analysis diverge: the great majority of LLC students (61%) chose b), with option c) being the second most given answer (30%); a majority of 52% of Nursing students elected c), believing that both answers were correct and Tourism students seemed more divided between a) and b), giving slight majority to b) (44%) against 39% of option a). An overall analysis shows that more students thought both answers were correct, which demonstrates less awareness of the standard model as well as a greater influence of the Portuguese lexicon on the English these subjects produce.

5.1.3.3 – Analysis of the data provided by question no. 3

Question no. 3 referred to the borrowing of the word "discipline" that is often used by the Portuguese when wanting to refer to an academic subject. The options follow:

a) *English is a very easy subject.*
b) *English is a very easy discipline.*
c) *Both are correct.*
d) *Another option.*

Results are presented in Table no. 13:

Q 3	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	61 (56%)	15 (65%)	7 (37%)	14 (78%)
b)	31 (28%)	2 (17%)	7 (37%)	4 (22%)
c)	15 (14%)	5 (22%)	5 (26%)	0 (0%)
d)	1 (1%)	1 (4%)	0 (0%)	0 (0%)
N/A	1 (1%)	0 (0%)	0 (0%)	0 (0%)
Total	109	23	19	18

Table no. 13 – Answers in numbers and percentages to question no. 3

Overall results show that more than half of the subjects (56%) opted for a), which was the option presenting the standard word "subject", while 30% chose b), the sentence containing the lexical adaptation from the Portuguese language. More subjects demonstrated tendency for choosing either a) or b) rather than stating both were correct, since 14% of subjects opted for c). The analysis of data by degree course had different outcomes: most LLC students elected a) (65%) with option c) being the second most chosen answer (22%); Nursing students opted equally for a) and b) (37% each) and c) being elected by slightly more than a quarter of students (26%); the great majority of Tourism students chose a), the answer based on Standard English (78%) while c) was elected by none of students. Tourism seemed the least divided degree course concerning this question, while Nursing subjects were extremely divided when having to elect the correct answer.

5.1.3.4 – Analysis of the data provided by question no. 4

This question was based on a lexical transference from the Portuguese language which consists of using the verb "to lose" instead of "to miss". In Portuguese, the verb 'perder' may be used with the meaning of both 'to lose' and 'to miss'. The options were the following:

a) *If you don´t leave now, you will lose the bus.*
b) *If you don´t leave now, you will miss the bus.*
c) *Both are correct.*
d) *Other option*

Table no. 14 shows the results:

Q 4	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	23 (21%)	2 (7%)	8 (42%)	5 (28%)
b)	69 (63%)	17 (74%)	10 (53%)	10 (55%)
c)	15 (14%)	4 (17%)	1 (5%)	3 (17%)
d)	2 (2%%)	0 (%)	0 (0%)	0 (0%)
N/A	0 (0%)	0 (%)	0 (0%)	0 (0%)
Total	109	23	19	18

Table no. 14 – Answers in numbers and percentages to question no. 4

The majority of students chose b) (63%), the Standard English option. Almost three quarters of LLC students (74%) elected b) and c) was the second most given answer by this group. (17%); Nursing students oscillated more evenly between a) (42%) and b) (53%). Tourism was the degree course with the most spread results: slightly more than half opted for b) (55%), while 28% elected a) and 17% elected c). These results show that LLC was the least divided degree course and Tourism the most divided one concerning choosing one of the options.

5.1.3.5 – Analysis of the data provided by question no. 5

Question no. 5 deals with the 'false friend' "to pretend", similar to Portuguese "pretender" but which has a different meaning ("to pretend = Port. "fingir"; to intend = Port. "pretender"). The options were:

a) Kate intends to learn Japanese next year.
b) Kate pretends to learn Japanese next year.
c) Both are correct.
d) Another option

The data collected is shown in the following Table no. 15:

Q 5	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	30 (27%)	10 (44%)	2 (11%)	5 (28%)
b)	51 (47%)	6 (26%)	13 (68%)	8 (44%)
c)	28 (26%)	7 (30%)	4 (21%)	5 (28%)
d)	0 (0%)	0 (%)	0 (0%)	0 (0%)
N/A	0 (0%)	0 (%)	0 (0%)	0 (0%)
Total	**109**	**23**	**19**	**18**

Table no. 15 – Answers in numbers and percentages to question no.5

The data collected from the totality of subjects and Nursing and Tourism degree courses are similar: overall, almost half of subjects chose b) (47%), which was the option presenting the non-standard use of the verb "to pretend". The other half was evenly divided between a) (27%) and c) (26%). Tourism students provided similar data:

44% elected b), and the remaining students equally opted for a) and c) (28%). Nursing subjects elected b) by a larger percentage: 68% of students stated that *Kate pretends to learn Japanese next year* was the correct answer. The second most given answer by Nursing students was c), with 21% stating both answers were correct. Only LLC elected a) most of the times (44%). Other LLC students divided their answers similarly between c) (30%) and b) (26%).

The majority of overall subjects, Tourism students and the great majority of Nursing students chose the verb "to pretend" with the meaning of the Standard English "to intend". This suggests that this transference occurs frequently in the English spoken in Portugal and it is not perceived as a mistake.

5.1.3.6 – Analysis of the data provided by question no. 6

The conjunction "although" is often used as a synonym of the adverbs 'however', 'nevertheless', 'nonetheless'. The confusion might exist if one considers the possibility of using 'although' or 'however' meaning 'but' when commenting in a statement. The provided options were:

a) *He is a very good musician. Although, he never plays in public.*
b) *He is a very good musician. Nevertheless, he never plays in public.*
c) *Both are correct.*
d) *Another option.*

These were the results:

Q 6	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	72 (66%)	12 (52%)	12 (63%)	14 (78%)
b)	20 (18%)	8 (35%)	4 (21%)	1 (5%)
c)	13 (12%)	2 (9%)	3 (16%)	3 (17%)
d)	4 (4%)	1 (4%)	0 (0%)	0 (0%)
N/A	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	**109**	**23**	**19**	**18**

Table no. 16 – Answers in numbers and percentages to question no.6

The results clearly show that a) was vastly perceived as the correct answer by the totality of subjects (66%). The same happened with LLC (52%), Nursing (63%) and Tourism (78%) students. b) was the second most given answer by all groups except for Tourism students, who chose c) (17%).

Subjects visibly chose the Portuguese syntactic structure without realizing it is a syntactic structure that it is not used in Standard English.

5.1.3.7 – Analysis of the data provided by question no. 7

Question no. 7 presented the frequently used grammar structure "to dream with" (instead of Standard English "to dream of/about") which is frequently used in English spoken in Portugal. This happens because in Portuguese the preposition that is used with the verb 'to dream' ("sonhar") is "com", which leads to the interference "to dream *with*". These were the options:

a) *I have always dreamed with going to Australia.*
b) *I have always dreamed of going to Australia.*
c) *Both are correct.*
d) *Other option.*

Results follow:

Q 7	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	25 (23%)	14 (61%)	4 (21%)	7 (39%)
b)	70 (64%)	8 (35%)	12 (63%)	7 (39%)
c)	3 (3%)	1 (4%)	1 (5%)	1 (5%)
d)	11 (10%)	0 (0%)	2 (11%)	3 (17%)
N/A	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	**109**	**23**	**19**	**18**

Table no. 17 – Answers in numbers and percentages to question no.7

Results are unequal: most of the overall subjects chose b) (64%), the Standard English option and almost a quarter opted for a), the option using the Portuguese-influenced expression. A meagre 3% chose c), stating both answers were correct. One

aspect to be noticed is the fact that this question was one of those in which option d) had a significant percentage. 10% of students gave other options such as:

I have always dreamed going to Australia (IR, Y1; N, Y1)

I have always dreamed on going to Australia (IR, Y1)

I have always dreamed in going to Australia (T, Y 1)

Either the omission of preposition or the use of another do not obey the Standard English rules and using other prepositions may mean that these subjects have no awareness of Standard English use of "of" or "about" after the verb "to dream".

Most of LLC students elected a) (61%), stating the correct answer was *I have always dreamed with going to Australia*. Nursing students provided a different tendency: most students chose b) (63%) and 21% chose a). Tourism data show an equal distribution of answers between a) and b) (39% each) while 17% chose d). In general, subjects seemed less open to the possibility of both answers being correct and showed a greater tendency in choosing the Standard answer. A curious aspect is that LLC subjects demonstrated for the first time a greater tendency towards the answer with the Portuguese language transference (61%) while Nursing showed a broader tendency towards the Standard option for the first time (63%).

5.1.3.8 – Analysis of the data provided by question no. 8

This question was based on the duplication of the subject that occurs in the English spoken in Portugal:

a) Finding an excellent doctor is very difficult.
b) Finding an excellent doctor it is very difficult.
c) Both are correct.
d) Another option.

These were the results:

Q 8	Totality of subjects - N	LLC - N	Nursing - N	Tourism – N
a)	86 (79%)	18 (78%)	14 (74%)	16 (90%)
b)	10 (9%)	3 (13%)	3 (16%)	1 (5%)
c)	11 (10%)	2 (9%)	2 (10%)	1 (5%)
d)	2 (2%)	0 (0%)	0 (0%)	0 (0%)
N/A	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	**109**	**23**	**19**	**18**

Table no. 18 – Answers in numbers and percentages to question no. 8

The total amount of subjects' results and degree course results are similar: the vast majority of students of the analysed groups chose option a), the Standard answer. Option a) was chosen by a large difference in percentage from the other options by overall subjects (79%), LLC students (78%), Nursing students (74%) and Tourism students (90%).

5.1.3.9 – Analysis of the data provided by question no. 9

In Standard English, the expression "such as" is used to provide examples. In Portuguese, the expressions "como, por exemplo" are used in the same context, which leads to the use of "as, for example" in the English spoken in Portugal.

The options were:

a) I brought many things from London, such as books and paintings.

b) I brought many things from London, as, for example, books and paintings.

c) Both are correct.

d) Another option.

Q 9	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	53 (48%)	12 (52%)	12 (63%)	8 (44%)
b)	14 (13%)	3 (13%)	4 (21%)	2 (11%)
c)	39 (36%)	8 (35%)	3 (16%)	8 (44%)
d)	3 (3%)	0 (0%)	0 (0%)	0 (0%)
N/A	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	**109**	**23**	**19**	**18**

Table no. 19 – Answers in numbers and percentages to question no. 9

Most students chose the Standard English option a) (48%),while 36% chose c) as the second most chosen option. LLC provided similar data, with little more than half of the students selecting a) (52%) and 36% stating both answers were right; the majority of Nursing students chose a) (63%), while the remaining divided their answers between b) (21%) and c) (16%). Tourism students elected a) and c) with the same percentage (44%), which shows that the same number of subjects thought the Standard answer was the correct one and that both answers were correct.

5.1.3.10 – Analysis of the data provided by question no. 10

This question featured the following Standard syntactic structure: when using "being" in the first clause, the subject must be the same in the second clause. Otherwise, "as" or "since" must be used. Using "being" in the first clause when the second one has a different subject occurs frequently in the English spoken in Portugal. Options were:

a) Being a close family, he was always protected by his parents.

b) Since it was a close family, he was always protected by his parents.

c) Both are correct.

d) Another option.

These were the obtained results:

Q 10	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	37 (34%)	8 (35%)	4 (21%)	3 (17%)
b)	54 (49%)	10 (43%)	10 (53%)	11 61%)
c)	14 (13%)	5 (22%)	4 (21%)	3 (17%)
d)	3 (3%)	0 (0%)	1 (5%)	1 (5%)
N/A	1 (1%)	0 (0%)	0 (0%)	0 (0%)
Total	109	23	19	18

Table no. 20 – Answers in numbers and percentages to question no.10

Almost half of the totality of subjects chose b) (49%) the Standard option while 34% chose a), the answer with the Portuguese syntactic feature. The three degree courses also elected b) as their first choice, with LLC being the one with the higher percentage of subjects choosing a) (35%) and c) (22%). LLC students seemed the

degree course with the most divided answers, demonstrating more uncertainty towards which syntactic structure to choose as the correct one. Tourism students were the ones electing the Standard answer with the highest percentage, which demonstrates greater awareness towards that syntactic structure of Standard English.

5.1.3.11 – Analysis of the data provided by question no. 11

In Standard English, adverbial groups are frequently placed at the end of the clause and not between the verb and the object. Since in the Portuguese language it is possible to place them after the verb, this feature is sometimes used in the English spoken in Portugal. The options consisted of:

a) She uses very much the Internet to buy books.

b) She uses the Internet very much to buy books.

c) Both are correct.

d) Another option.

The results were the following:

Q 11	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	29 (26%)	4 (17%)	5 (26%)	7 (39%)
b)	52 (48%)	13 (57%)	8 (42%)	7 (39%)
c)	13 (12%)	2 (9%)	4 (21%)	1 (5%)
d)	15 (14%)	4 (17%)	2 (10%)	3 (17%)
N/A	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	109	23	19	18

Table no. 21 – Answers in numbers and percentages to question no.11

Almost half of the total number of subjects chose b), the Standard English answer; slightly more than a quarter chose a), the answer with the Portuguese feature. Also, 14% of the subjects opted for d) and gave different answers such as:

She uses the Internet very often to buy books (LLC, Y1; AFL, Y3)

She uses the Internet a lot to buy books (T, Y1)

Students seemed to believe that none of the provided options were correct and therefore created a new sentence with a new adverb. These substitutions may demonstrate that subjects neither recognized the Standard English example nor identified themselves with the Portuguese feature, having the need to create a new sentence.

The majority of LLC and Nursing students also chose b) (57% and 42%, respectively). The remaining Nursing students seemed more divided between a) (26%) and c) (21%). LLC students were divided between a) and d), which may mean there were more subjects believing none of the answers were correct than the ones believing both answers were right. Tourism students oscillated evenly between a) and b) (39% each), which means the Standard English syntactic structure and the one influenced by the Portuguese language had the same number of subjects electing them as the correct answers. This syntactic structure revealed itself as one of the most dividing ones amongst Tourism students.

5.1.3.12 – Analysis of the data provided by question no. 12

Question no.12 refers to the propensity in the English spoken in Portugal for the inversion of the word order 'subject + verb' after pronouns such as "why" and "how" in indirect questions. In Standard English, such inversion must only occur when an interrogative pronoun is used in a direct question. The options were the following:

a) Carl doesn't understand why Anne is sad.
b) Carl doesn't understand why is Anne sad.
c) Both are correct.
d) Another option.

These were the results:

Q 12	Totality of subjects - N	LLC - N	Nursing - N	Tourism - N
a)	65 (59%)	11 (48%)	11 (58%)	12 (66%)
b)	28 (26%)	9 (39%)	6 (32%)	3 (17%)
c)	15 (14%)	3 (13%)	2 (10%)	3 (17%)
d)	1 (1%)	0 (0%)	0 (0%)	0 (0%)
N/A	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	109	23	19	18

Table no. 22 – Answers in numbers and percentages to question no. 12

Data show subjects tended to choose the Standard option: almost 60% of students chose a), against 26% who chose b); LLC students seemed more divided between a) (48%) and b) (39%) than the other two degree courses. Nonetheless, the Standard English answer was the most given one. Almost 60% of Nursing students opted for a), with b) being the second most selected option and most Tourism subjects chose a) (66%), with the same percentage of subjects opting for b) and c) (17% each). These data show that while Tourism was the degree that demonstrated more identification with the Standard answer, LLC was the one with the highest percentage of subjects choosing the option with the syntactic feature from the Portuguese language.

5.1.3.13 – Overall analysis of results

After the analysis of the data provided by Part III of the questionnaire, several conclusions can be drawn. These data, when compared with the one taken from Part II (see section 5.1.2), demonstrates that the subjects' attitudes do not correspond completely to their grammar answers. A large percentage of subjects stated they saw the mistakes made by the Portuguese when speaking English as mistakes that should be corrected in order to be as close as possible to the native model (see section 5.1.2.3), and an even larger percentage stated they would not consider possible the emergence of a variety of English with Portuguese features nor they would identify themselves with such variety (see section 5.1.2.4 and 5.1.2.5), data collected from Part III show that many times students chose the answer with the Portuguese feature, such as in question no. 1 and question no. 6. In several questions, option c), which stated both answers were correct, was chosen by a considerable amount of subjects, such as in question no. 2 and in question no. 9. Though in some questions subjects opted for the answer that complied

with the rules of Standard English, in others, differences in percentages between the former and the answer with the Portuguese influence were not extensive, such as in question no.10. One aspect to be noticed is the fact LLC students' answers were the ones that came closer to Standard English and with a bigger difference of percentages between the Standard English answer and Portuguese feature answer, except for some of the questions with a syntactic background, such as question no. 6, no. 7, no. 10 and question no. 11.

Another conclusion that can be drawn from the data is that LLC students have a higher level of competence in English, since they were the degree course which showed greater tendency for choosing the Standard options.

Through the collected data, it is possible to conclude that there is a strong presence of the features of the Portuguese English subjects' answers, since many have chosen and have produced answers with features from the Portuguese language as an alternative to the Standard English answers. There is a demarked linguistic production of a Portuguese English.

5.2 – Analysis of the data collected from the Interview

Although the interview consisted of sixteen questions, (see Annex 2), only the data provided by questions no. 6. 7, 8, 9, 11 and 13 will be considered. The interview script included other questions for statistical purposes and with the intention of collecting more data for further studies that may be developed on the same topics in the future.

The interviewed group was composed of eleven students of the second year of the Languages Literatures and Cultures degree course.

Analysis of the data was presented through transcription and not with Tables or charts, since it is a qualitative analysis.

5.2.1 – Analysis of question no. 6

This question focused on confirming or discarding the subjects' attitudes towards whether the Portuguese language influenced the English they used:

Question no. 6 - *Do you think your native language influences the English you use?*

Five subjects answered No, while six answered Yes. The reasons given by those who said No were mostly concerning the ability of the Portuguese in learning English and the difference of difficulty in learning Portuguese and English:

No. Because I think it is easy for us to learn English, since we are used to a very "intense" grammar and the Portuguese accent is more difficult. (Marília)

No. It is easier for the Portuguese to speak English because our language is more difficult to learn. (Marta)

No. Because the Portuguese language doesn't have a very accentuated pronunciation and sentence construction, therefore, it doesn't influence English. (Luís)

The main reason for those who answered Yes was the pronunciation:

Sometimes, yes, because it is very difficult to achieve a pronunciation that is exactly like the native model. (Paula)

Yes, especially concerning the accent. (Tatiana)

Subjects who answered No referred to language ability and language difficulty. Some mentioned the capability of the Portuguese in learning English as the reason for their native language not influencing the English they use. Others stated the fact that since Portuguese is a more difficult language to learn, it becomes easier to learn English. Subjects stated their confidence in the language abilities of the Portuguese through the belief that the Portuguese language is more difficult to learn and that its features are not very demarked so that they would influence the English spoken in

Portugal. Subjects who expressed their belief that the Portuguese language influences the English they use mentioned that this influence is mostly related to pronunciation, since it is difficult to produce an accent that is identical to the native models.

The awareness of this influence in pronunciation and not so much in written may be related to the fact that the sounds may be more perceptible when it is not identical to the native models of English.

5.2.2 – Analysis of question no. 7

This question tried to understand whether the students saw the influence of the Portuguese language in the English spoken in Portugal as positive or negative:

Question no. 7 - *Do you think that influence is positive or negative? Why?*

Four subjects stated it was negative, two said it could be both, four that it was positive and one said he did not know.

Some of those who answered No gave the following reasons:

It is negative, because the interference of the Portuguese language doesn't let me think quickly in English and if it wasn't for that interference, it would probably be easier for me to learn English. (Melissa)

I think it is negative because these languages are very different, and for example, the sentence construction is very different. Therefore, it is negative. (Mara)

Some of the subjects who answered Yes stated the following:

It is positive because both languages gain plenty with the interchange of words. None of them becomes poorer. (Daniel)

It is not negative because languages are always evolving and the influence of other languages moves the English language forward. (Luís)

Subjects who answered No, gave grammar and performance reasons: they believed that the grammar structures of both languages were too different for the influence of the Portuguese to be positive and that the Portuguese influence interfered in the performance of the users of English, not letting them think in English, which would make English learning easier. The reasons given by subjects who thought it was a positive influence were mainly concerning the evolution and the enrichment that both languages gained with this interference. For them, the influence that the Portuguese language has on the English spoken in Portugal is positive, because it is a way of evolving and moving the English language forward. These subjects' point of view was that these languages influencing on one another is part of the process of language evolution. It is possible to conclude that the reasons given to answer No were of a linguistic nature, while the reasons given to answer Yes were of social and cultural nature.

5.2.3 – Analysis of question no. 8

To the subjects who answered Yes to question no. 6, the following was asked:

Question no. 8 - *When you speak English, do you notice that influence of the Portuguese language?*

Two subjects answered Yes and four said No. Some of those who answered Yes said:

Yes, especially in terms of pronunciation. (Paula)

Yes, I do notice it in my accent and in the construction of sentences. (Tatiana)

Yes. More and more I tend to notice Portuguese in my English, especially when building sentences. (João)

Subjects who answered No said:

No, because it is instinctive, it is something that is automatic and I do not notice it. (Melissa)

No. It's something that is natural. (Mara)

It is possible to conclude that all subjects who stated they notice the influence of the Portuguese language justified their answers with reasons concerning pronunciation and syntax, and those who said they did not notice the interference of the Portuguese language said it was because it is a natural and automatic process which they did not realise it happened. It is possible that those subjects who realised the presence of an influence coming from the Portuguese language due to pronunciation and syntax reasons may have a wider linguistic awareness than those who stated not noticing it.

5.2.4 – Analysis of question no. 9

This question had been asked in the questionnaire and its inclusion in the interview meant to develop the students' opinions about the dichotomy mistake/feature:

Question no. 9 - *Do you see this influence as mistakes or as features of the English used in Portugal?*

Six students answered they saw the influence as mistakes and five said they believed they were features. Some of the answers were the following:

I think they are features, because they are a specificity of the Portuguese people. (Daniel)

After being included in the English spoken in Portugal, they are features. (Luís)

They shouldn't be seen as features, because if they were seen like that in Portugal, then, they had to be seen as features in all non-native countries of the English language. (Marília)

They are mistakes, because the language should be used correctly. (Virginie)

Subjects demonstrated more difficulty in justifying their answers to this question. Many simply chose between features or mistakes, but when asked to justify, showed lack of arguments. This may be due to the fact that they were trying to answer in agreement with what they thought was the right answer or the answer they were expected to give. Nonetheless, those who answered No presented arguments concerning the difficulty that seeing the influence of the Portuguese language would cause in terms of structure and correctness towards the native models. These subjects gave particular importance to maintaining English close to its native models, which are the ones they saw as the ones to be followed in the name of correctness of the English language use. Subjects who said Yes demonstrated they saw them as features and since they were a specificity of the English spoken in Portugal, they should not be considered mistakes. One student said that when they are included in the English used Portugal, they are a part of it, and therefore, he saw them as features. This can be seen as an acknowledgement of the fact that there are certain specificities that are part of the English used in Portugal and some students recognise them as such.

5.2.5 – Analysis of question no. 10

Question no.10 aimed at understanding students' perception on whether native languages from other countries influence the English spoken in those territories:

Question no. 10 - *Do you think that the influence of native languages on English is a worldwide phenomenon or that already happens in other countries or is it a phenomenon with little impact?*

Eight students said Yes, one said No and one answered that he did not know. Some of the answers of those who said Yes were the following:

I think so, yes. For example in France, because the French have many difficulties in speaking English and they always sound differently from the native models (Paula)

I think it is a worldwide phenomenon, although I don't agree with it. (Melissa)

86

Yes, like in Japan, because even though the Japanese have trouble speaking English, their culture drives them to adapt themselves to new realities and they do this concerning language as well. (Daniel)

No, I don't think it is a worldwide phenomenon nor is it that recurrent. (Virginie)

Most students indicated they believed that the process of other native languages influencing the English spoken in those territories as a non-native language already happens in other countries. Some even gave examples of Expanding Circle countries, such as France and Japan, which demonstrates not only awareness of this linguistic phenomenon but also acceptance towards the possibility of the existence of English being influenced by other languages.

5.2.6 – Analysis of question no. 11

This question focused on one of the main topics of the study and it intended to determine students' attitudes towards the emergence of a Portuguese English:

Question no. 11 - *How would you see the appearance of an English spoken in Portugal with influences from the Portuguese language, a Portuguese English, that would be used frequently by the speakers, as a non-native norm of English? Positively or negatively and why?*

Eight students answered they would not agree with the emergence of a Portuguese English, one said she did not think it would be possible for this variety to appear, one subject stated he would agree with such variety and another subject said she did not know. Their answers were:

I think it would be negative because we would be killing the English language. (Mara)

I don't agree. Only if it had some kind of utility and it would make it easier to learn English. (Melissa)

I don't agree, because we learn English, not to use it in a Portuguese way, but to make the least mistakes possible. (Daniel)

I am not in favour of that, because English already has so many divergences around the world and this would be creating another one. I think we would be complicating a language that is easy to learn. (Marta)

I don't agree because it would go against what we have been learning and that would make English learning more difficult. (Luís)

I think it is possible for it to appear, since languages are living beings and are always changing, and also because nowadays there is a tendency to facilitate everything, and such variety could make English learning easier. (João)

It is interesting to realise that some contradictions appeared, when confronting previous answers to the ones given to question no. 11. One student (Marta) had stated previously she saw the influence of the Portuguese language in the English used in Portugal as positive, but now said that Portuguese English would be complicating a language that is easy. Also, the student (Daniel) that stated he saw the influence of the Portuguese language in the English used in Portugal as features and not as mistakes, because they were a specificity of the Portuguese people, stated he would not agree with a Portuguese English, because English is supposed to be used in the most correct way possible. The same divergence in opinions was presented by Luís which had stated that after the features of the Portuguese are included in the English spoken in Portugal he saw them as characteristics, now when confronted with the possibility of a Portuguese English variety, mentioned it would go against previously learned English and that it would complicate the process of learning English. This may be seen as a difficulty in accepting the influence as mistakes, but when confronted with the possibility of having these features gathered as a variety, the subjects revealed their belief in using English as "correctly" as possible.

It is possible to conclude as well, that the reason some students gave to not agree with Portuguese English – the complication of English learning – was also the reason given by the student who supported the emergence of such variety. This may be related to the difficulty each student has in learning English according to the native models. Students that are successful in learning native English may feel averse to the appearance of a new variety, while students with difficulties in learning native model English may feel that a Portuguese English would aid the process of learning English. Another conclusion is that, although most students said they did not agree with Portuguese English, they did not mention the impossibility of the emergence of such variety. Only one student focused her answer on whether it was possible or not for Portuguese English to appear, while the other students focused on whether they would agree or not with such variety.

5.2.7 – Analysis of question no. 13

This question aimed at identifying students' attitudes towards their use of English at a professional context. The purpose was to try to understand whether students' attitudes changed with a shift of the circumstances in which English would be used:

Question no. 13 - *At a professional level, when needing to use English as a working tool, will you try to use English closer to a native model (e.g. British English or American English) or will you use English with characteristics of the Portuguese language? Why?*

Six students said they would try to use English as close as possible to a native model, and five students stated they would use their own English, with characteristics of the Portuguese language:

I would prefer being closer to one of the native models, because those are the norms and our whole learning background is based on them. (Marília)

The native model, because I would be better comprehended by those who were listening to me. (Virginie)

I would choose the native model, because by speaking English as close as possible to the native one, communication would be easier. (Luís)

Today, I would use a native model, since there is no partnership between English and the Portuguese language, but if such variety appeared in the future, I would use it. (Melissa)

I would use my English, no matter who I would be speaking with, as long as he/she would understand me. (Inês)

I will always try to facilitate communication, so if I can use the features of my language to make my work easier, then I will use them. (João)

As it happened with the answers given in the previous question, the same justification was given to opposite answers: most students who said they would choose a native model justified their choice with the facilitation in communicating; students who said they would use an English with characteristics from their native language said as well that it would be because what mattered was that they would be understood and that communication would be easier.

At a professional context, most students stated that the most important was to communicate, and therefore, some stated they believed communication would be reached through a native model, and others thought an English with Portuguese features would make them be better understood.

Some contradictions also appeared here: a student (Melissa) stated previously that she would not agree with the emergence of Portuguese English in question no. 9, but in this question she stated if such variety emerged, she would use it. Another student (Inês), provided the same contradiction: she said she did not agree with the idea of Portuguese English, but now, confronted with a professional setting, she stated she would use "her" English, as long as others understood her. These contradictory attitudes may be related to the difficulty in accepting a new variety of English with characteristics of the Portuguese language, characteristics which students may have

been told, through most of their academic lives, to be wrong. Consequently, it may be difficult for students to accept that features they are used to seeing as mistakes would be part of a variety of English used in Portugal.

Chapter 6 – Conclusions

6.1 – Limitations of the study

The data collected for this dissertation were not in great quantity and although it involved several degree courses, it is a small illustration of the use of English by university students. Nonetheless, data clearly illustrate their ideas and use of the English language. Data focus, in most cases, on the area of Humanities, although students from other fields are included, such as Economics and Landscape Architecture.

Further investigation at a larger scale may lead to even more interesting and relevant findings. An interview with students from different degree courses would also be fundamental, since it would provide the confrontation between questionnaire and interview data from students with other academic backgrounds. Further studies could also include phonological analysis of students' oral production.

6.2 – Analysis of research questions

This dissertation aimed at investigating whether there is a group of unique features used by the Portuguese speakers of English in Portugal and exploring the attitudes of groups of students of the University of Évora concerning the emergence of an English variety in Portugal with features of the Portuguese language. A group of research questions was developed for this investigation (see section 3.2) and all of them, to a certain extent, proved useful.

6.2.1 – Research question no. 1

Research question no. 1 (*What are the attitudes of the Portuguese students towards the English they use?*) aimed to identify the students' awareness of their competence level and their own identification with English as well as their attitudes towards the influence the Portuguese language has on the English used in Portugal. Data for this research question were collected from Part II of the questionnaire in questions one to three (see Annex 1) and questions 6, 7, 8 and 9 of the interview (see Annex 2).

In the questionnaire most students expressed they accepted the English they used but they would prefer to be closer to a native model. The same tendency towards native models was shown when asked in terms of pronunciation. When questioned about their attitudes towards the presence of features of the Portuguese language in the English used in Portugal, students revealed consistency with their previous answers, as the great majority stated they saw them as mistakes that should be corrected and not as features (see sections 5.1.2.1, 5.1.2.2 and 5.1.2.3).

Surprisingly, these results are not in consonance with data obtained from the interview in questions 6, 7, 8 and 9 (see section 5.2.1, 5.2.2, 5.2.3 and 5.2.4): almost the same amount of students stated they thought their native language influenced the English they used as those who said they believed the Portuguese did not influence their English; the same number of students said it was a positive influence as the ones who stated it was a negative influence.

Moreover, there were more students affirming they did not notice the influence of the Portuguese language when they were using English than those who acknowledged it, and almost the same number of students stated they saw this influence as features as those who saw them as mistakes.

It is possible to conclude that the results to research question no. 1 obtained through the questionnaire and the interview are mostly contradictory: the tendency students demonstrated towards the native models in the questionnaire as well as the non-acceptance of the presence of Portuguese features contradict the divergent answers provided in the interview.

6.2.2 – Research question no. 2

Research question no. 2 (*What are the students' attitudes towards the possibility of the emergence of a "Portuguese English"?*) tried to identify students' opinions and identification with the possibility of the appearance of a Portuguese English variety with characteristics of the Portuguese language. It also intended to understand students' opinions on the phenomenon of native languages influencing the English produced in

territories where it is used as a second or foreign language and tried to define students' choices towards the use of English in a professional context.

This research question was answered through questions no. 4 and no. 5 of the questionnaire and questions no. 10, 11 and 13 of the interview. Data collected from the questionnaire showed that the vast majority of students did not consider the existence of a Portuguese English possible and the same tendency was shown towards their identification with such variety. These results are not coherent with the ones obtained with the interview. Although most students said they did not consider that possibility nor did they agree with a variety like Portuguese English, when confronted with the use of English in a professional context, the number of students that said they would prefer using English closer to a native model was similar to the number of students who said they would prefer using English with Portuguese features. The awareness that students demonstrated concerning the existence of an influence coming from the native languages of countries where English is a non-native language may also be interpreted as acceptance of this influence in English, which differs from the opinions stated previously concerning Portuguese English.

6.2.3 – Research question no. 3

Research question no. 3 (*Does the daily use of students' English coincide with their attitudes towards the English they use?*) focused on trying to understand whether students' attitudes concerning their English were in accordance with their practical use of the language. Part III of the questionnaire (see section 5.1.3) provided data for this research question. Students' daily use of English did not match their attitudes, since in several occasions students opted for the statements with the Portuguese feature, demonstrating a strong presence of the Portuguese language in the English they use.

It is interesting to refer to some results related to the subjects from the Languages, Literatures and Cultures degree course, since the interviewed group was solely composed of students enrolled in this course. Curiously, their opinions stated in the interview did not match the answers they provided in Parts II and III of the questionnaire. In both the attitudinal and grammar questions of the questionnaire, they demonstrated a great tendency towards Standard English, which was not confirmed in

the answers they provided in the interview, where greater openness and acceptance of the features of the Portuguese language were shown.

6.2.4 – Final conclusions

It is possible to conclude that there is no coherence in the answers given by the inquired students. Their attitudinal answers contradict their use of the language and the results from the questionnaire and the interview are also contradictory. The study demonstrates that students' opinions on this matter are not clear and well-defined: what they stated is not what they put into practice, which indicates the need for further studies on this topic and that the subject of a Portuguese English needs more investigation and more debate. This dissertation expects to have contributed to promote further research on this subject, since analysis concerning the English language in Portugal is scarce. By contrast, the same does not happen in many other countries of Europe and throughout the world. An example of that is in Oxford's English in Europe (ed. Görlach, 2004) where the influence of seventeen European languages, such as Croatian, Bulgarian, Finnish, Hungarian, among others, in the English used by their native speakers is studied. Unfortunately, the Portuguese language is not included.

The status of English as a global language is undeniable: it is used by millions of people throughout the globe and the reason for people to learn English seems more and more related to international communication. Therefore, denying the appearance of new varieties is denying the role of English as a *lingua franca*. It is time to accept that there is not one English but many Englishes that belong to the world and not only to the Inner Circle countries. The development of the English language has given rise to new varieties and this should be seen as positive, since adaptation to new social and cultural realities is intrinsic to the nature of languages and those which do not evolve tend to disappear.

The existence of a great number of studies concerning the influence of native-languages on English as a contribution to the formation of new varieties of English, such as Japanese English, China English, Swenglish, Singaporean English or Philippine English, among many others, shows that it is worth researching this topic. Attitudes towards these new varieties are changing, as they are being perceived as "different, not

necessarily deficient". (Kachru, 1986:98) As Kachru mentions, "the attitude towards these varieties ought to be one of appreciation and not the attitude of denunciation". (1986:113)

It makes no sense to ignore this worldwide tendency to explore and investigate this linguistic phenomenon, since today the number of non-native English speakers surpasses the number of native speakers. These new varieties represent their users' culture and identity. Therefore, it is essential that such studies continue to be developed in order to explore the limitless potential of the English language. This dissertation humbly expects to have contributed to that.

Bibliographical references

Allestree, E. and C. Fisher. 2000. 'Assessing the state of Ugandan English' in *English Today* 61, 16/1: 57-51.

Andersson. L. and P. Trudgill. 1992. Bad Language. London: Penguin.

Bolton, K. and B. Kachru (eds.). 2006. World Englishes: critical concepts in linguistics Vol. 3, Oxon: Routledge.

Casanova, I. Preface in Fordham, S. 1997. Portuglish – Mistakes by the Portuguese-speaking learners of English. Lisboa: Plátano Editora.

Council of Europe, 2001. Common European Framework of Reference for Languages Learning, teaching, assessment. Cambridge: Cambridge University Press.

Cheng, C. 1992. 'Chinese varieties of English' in Kachru, B. (ed.) 1992: *op. cit.* (163-17).

Crystal, D. 2004. The Language Revolution. Cambridge: Polity.

Davies, A.1999. 'Standard English: discordant voices' in *World Englishes* 18/2: 177-186.

Fennell, B. 2001. A History of English: a sociolinguistic approach. Oxford: Blackwell Publishing.

Findhal, O. 1989. 'Language in the age of satellite television' in *European Journal of Communication*, 4/2: 133-159.

Fordham, S. 1997. Portuglish – Mistakes by the Portuguese-speaking learners of English. Lisboa: Plátano Editora.

Görlach, M. (ed.). 2004. English in Europe. New York: Oxford University Press.

Görlach, M. 1990. <u>Studies in the History of the English Language.</u> Heidelberg: Carl Winter Universtitätsverlog.

Jenkins, J. 2007. <u>English as a Lingua Franca: Attitude and Identity</u>. Oxford: Oxford University Press.

Jenkins, J. 2003. <u>World Englishes – A resource book for students</u>. London: Routledge.

Kachru, B. 1985. 'Standards, codification and sociolinguistic realism: the English language in the Outer Circle' in Quirk, R. and H. G. Widdowson (eds.) 1985: op. cit 11-30: Cambridge: Cambridge University Press.

Kachru, B. 1992. 'Teaching World Englishes' in Kachru, B. (ed.) 1992: *op. cit.* 355-366.

Kachru, B. 1986. <u>The Alchemy of English: the spread, functions and models of Non-Native Englishes.</u> Oxford: Pergamon Press Ltd.

Kachru, B. (ed.). 1992. <u>The Other Tongue: English across Cultures</u>. Urbana & Chicago: University of Illinois Press.

Kachru, B. 1981. 'The Pragmatics of non-native varieties of English' in Smith, L. E. (ed.) 1981: *op. cit*. 15-39. English for Cross-cultural Communication. Hong Kong: MacMillan Press.

McArthur, T. 2003. <u>Oxford Guide to World English</u>. New York: Oxford University Press.

McArthur, T. 2001. 'World English and World Englishes: Trends, tensions, varieties and standards' in *Language Teaching: The International Abstract Journal for Language Teachers, Educators and Researchers*. January. 1-20.

Mata, A. and N. Saldanha. 2001. <u>The Past Revisited – Trajectos e Interrogações sobre o Ensino da Língua Inglesa</u>. Lisboa: Edições Universitárias Lusófonas.

Melchers, G. and P. Shaw. 2003. <u>World Englishes: An Introduction</u>. New York: Arnold.

Milroy, J. 2001. 'Language ideologies and the consequences of standardization' in *Journal of Sociolinguistics*, 5/4: 530-555.

Modiano, M. 2003. 'Euro English: A Swedish perspective' in *English Today* 74, 19/2: 35-41.

Morgan, M. 1997. 'English in Sierra Leone' in *English Today* 51, 13/3: 52-56.

Quiong, H. 2004. 'Why China English should stand alongside British, American, and the other «world Englishes»' in *English Today* 78, 20/2: 26-33.

Richards, J., J. Platt and H. Platt. 1995. <u>Longman Dictionary of Language Teaching and Applied Linguistics.</u> Essex: Longman.

Trudgill, P. 1992. <u>Introducing Language and Society</u>. London: Penguin English.

Zhang, A. 1997. 'China English and Chinese English' in *English Today* 52, 13/4: 39-41.

Internet References

http://www.min-edu.pt/index.php?s=white&pid=248, October 9th 2010.

ANNEXES

ANNEX 1

Questionário

Parte I

1. Nome: _____   2. Sexo: F ☐ M ☐

3. Idade: _____   4. Naturalidade: _____

5. Há quantos anos estuda Inglês? _____

6. Qual o curso universitário, ano e disciplina de Inglês que frequenta?

_____

7. Qual o nível de Inglês em que se encontra?

A1 ☐ A2 ☐ B1 ☐ B2 ☐ C1 ☐ C2 ☐ Não sei/Não me lembro ☐

………………………………………………………………………………………………

Parte II

1. Das afirmações abaixo apresentadas, escolha aquela com a qual mais se identifica em relação ao Inglês falado e escrito por si:

☐ a. Identifico-me com o Inglês falado e escrito por mim mesmo sabendo que não é igual a um modelo nativo

☐ b. Aceito-o mas gostava de me aproximar mais de um modelo nativo

☐ c. Não me identifico com o Inglês que falo e que escrevo

2. Relativamente à sua oralidade, quando fala Inglês considera que:

☐ a. Não tenho pronúncia

☐ b. Tenho pronúncia mas aceito-a

☐ c. Tenho pronúncia mas gostaria de me aproximar de modelo oral nativo do Inglês

3. O que pensa dos erros cometidos ao nível escrito e oral pelos falantes portugueses da Língua Inglesa?

☐ a. Não os considero como erros e sim como características do Inglês falado em Portugal

☐ b. Considero-os como erros mas aceito-os

☐ c. Considero-os como erros que devem ser corrigidos para que possamos atingir um Inglês falado e escrito idêntico ou o mais próximo possível ao dos falantes nativos do Inglês

4. Considera possível a existência, no futuro, de uma variante do Inglês com características provenientes do Português ("Portuguese English")? Porquê?

_____

_____

_____

_____

5. Identificar-se-ia com um "Portuguese English"? Porquê?

_____

_____

………………………………………………………………………………………….

Parte III

Das opções apresentadas, qual/quais escolhe como correcta/s?

1.
- [ ] e) In what concerns reading, I like science fiction books.
- [ ] f) Concerning reading, I like science fiction books.
- [ ] g) As duas estão correctas.
- [ ] h) Outra opção:_____

2.
- [ ] d) John will deliver his assignment on Monday.
- [ ] e) John will submit his assignment on Monday.
- [ ] f) As duas estão correctas.
- [ ] g) Outra opção:_____

3.
- [ ] a) English is a very easy subject.
- [ ] b) English is a very easy discipline.
- [ ] c) As duas estão correctas.
- [ ] d) Outra opção:_____

4.
- [ ] a) If you don´t leave now, you will lose the bus.
- [ ] b) If you don´t leave now, you will miss the bus.
- [ ] c) As duas estão correctas.
- [ ] d) Outra opção:_____

5.
- [ ] a) Kate intends to learn Japanese next year.
- [ ] b) Kate pretends to learn Japanese next year.
- [ ] c) As duas estão correctas.
- [ ] d) Outra opção:_____

6.
- ☐ a) He is a very good musician. Although, he never plays in public.
- ☐ b) He is a very good musician. Nevertheless, he never plays in public.
- ☐ c) As duas estão correctas.
- ☐ d) Outra opção:_____

7.
- ☐ a) I have always dreamed with going to Australia.
- ☐ b) I have always dreamed of going to Australia.
- ☐ c) As duas estão correctas.
- ☐ d) Outra opção:_____

8.
- ☐ a) Finding an excellent doctor is very difficult.
- ☐ b) Finding an excellent doctor it is very difficult.
- ☐ c) As duas estão correctas.
- ☐ d) Outra opção:_____

9.
- ☐ a) I brought many things from London, such as books and paintings.
- ☐ b) I brought many things from London, as, for example, books and paintings.
- ☐ c) As duas estão correctas.
- ☐ d) Outra opção:_____

10.
- ☐ a) Being a close family, he was always protected by his parents.
- ☐ b) Since it was a close family, he was always protected by his parents.
- ☐ c) As duas estão correctas.
- ☐ d) Outra opção:_____

11.
- ☐ a) She uses very much the Internet to buy books.
- ☐ b) She uses the Internet very much to buy books.
- ☐ c) As duas estão correctas.
- ☐ d) Outra opção:_____

12.
- ☐ a) Carl doesn't understand why Anne is sad.
- ☐ b) Carl doesn't understand why is Anne sad.
- ☐ c) As duas estão correctas.
- ☐ d) Outra opção:_____

……………………………………………………………………………….

Estaria disposto a ser contactado para participar numa pequena entrevista de continuação do questionário? Sim☐   Não ☐

Se respondeu *Sim,* por favor indique o meio de contacto que preferir:

E-mail: _____

Nº de telemóvel: _____

Obrigada pela sua colaboração!

Maio de 2009

ANNEX 2

Interview Script

1. Quais os vossos nomes e idades?
2. De onde são naturais?
3. Qual foi o vosso primeiro contacto com a Língua Inglesa?
4. Quais são as principais funções que Língua Inglesa pode desempenhar?
5. Como avaliam o vosso nível de Inglês?
6. Consideram que a vossa língua materna influencia o Inglês que falam?
7. Consideram que essa influência pode ser positiva ou negativa? Porquê?
8. Quando falam Inglês, apercebem-se dessa influência do Português?
9. Vêem essa influência como erros ou como características do Inglês falado em Portugal?
10. Consideram que a influência de línguas maternas de países não-nativos da Língua Inglesa é um fenómeno à escala mundial que já acontece em vários países ou é um fenómeno ainda sem expressão?
11. Como veriam a hipótese do aparecimento de um Inglês falado em Portugal que fosse influenciado pelo Português, um Portuguese English, que fosse utilizado frequentemente pelos falantes, como norma não-nativa do Inglês? Positiva ou negativa e porquê?
12. Encaram esta influência das línguas maternas no Inglês falado em países não-nativos do Inglês como um atentado à "pureza" do Inglês ou uma consequência inevitável da evolução das línguas devido à globalização?
13. Na vossa vida profissional, ao precisarem da Língua Inglesa como ferramenta de trabalho, irão tentar utilizar um Inglês mais próximo dos modelos nativos (ex. British English ou American English) ou irão utilizar ou Inglês com características da Língua Portuguesa? Porquê?
14. Quando falam Inglês, em que área linguística consideram que cometem mais erros devido à influência do Português? Dêem exemplos.
15. Consideram que a vossa geração é mais ou menos aberta à influência do Português na Língua Inglesa do que as gerações anteriores (ex. gerações dos pais, irmãos ou professores)? Porquê?