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## Teaching Portuguese pronunciation to Spanish speakers

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**Resumo:** Pesquisadores interessados na aquisição do Português como língua segunda ou língua estrangeira têm discutido as vantagens e desvantagens da proximidade entre o Espanhol e Português quando da aquisição do Português por estudantes proficientes em Espanhol. Se entre as vantagens encontra-se a transferência positiva de características gramaticais e lexicais comuns as duas línguas, é inegável a interferência negativa que os padrões fonológicos do Espanhol podem trazer ao desenvolvimento de uma pronúncia adequada em Português. Dados obtidos em pesquisas nessa área têm chamado a atenção para a necessidade de desenvolvimento de atividades que mais eficazmente desenvolvam a pronúncia desses aprendizes. O presente trabalho propõe-se a revisar importantes estudos dedicados a tal discussão e a apresentar atividades orais que têm se mostrado eficientes no desenvolvimento da pronúncia e da comunicação entre falantes de Espanhol aprendizes de Português.

**Palavras-chave:** Pronúncia. Atividades orais. Português para falantes de Espanhol.

## Introduction

According to the 2006 MLA report, the offering of Portuguese in postsecondary American institutions increased 22.4% between 2002 and 2006. It's been offered in more than 226 institutions and ranking thirteenth on the list of most-taught languages in the USA in 2010 (CARVALHO, FREIRE & SILVA, 2010, p.70-75). Research in the acquisition of Portuguese as foreign language highlights that most of the students enrolling in Portuguese programs in American universities are either native speakers or fluent speakers of Spanish (CARVALHO, FREIRE & SILVA, 2010, p.70-75; JENSEN, 2008, p. 85-106; SIMÕES & KELM, 1991, p. 654-665).

The knowledge of Spanish, researchers affirm, brings both advantages and disadvantages to learners regarding the acquisition of the Portuguese language. Since Portuguese and Spanish can have a lexical proximity of up to 89% – depending on the variant of Spanish spoken and the variant of Portuguese being learned (SIMÕES & KELM, 1991, p. 654-665) – students successfully transfer their lexical knowledge in Spanish to Portuguese. The same, however, doesn't happen when learners attempt to apply this strategy to figure out pronunciation patterns in Portuguese. Since phonology between the two languages differs significantly, it becomes clear that the same strategy that once made students progress with ease in Portuguese is now responsible for making their acquisition much more complicated (GRANNIER, 2004, p. 175–182; SANTOS & SILVA, 2004, p. 125-151; SIMÕES & KELM, 1991, p. 654-665).

Besides that, anecdotal evidence suggests that even students who master the Portuguese grammar and syntax on writing and reading might be unable to have a clear– and therefore effective– conversation in Portuguese due to mispronunciation. Such occurrences not only frustrate teachers and students, but also negatively impact students' self-esteem as language learners, bringing insecurity and anxiety that ultimately impose even greater barriers to communication. Some questions then naturally arise: What are the great difficulties faced by Spanish speakers when learning Portuguese? Which is the primary source of interference, English or Spanish, for students learning Portuguese as L3? To what phonetic/ phonological aspects should

teachers and students focus their attention? What are the best methodologies and practices to teach the Portuguese phonological system to Spanish speakers?

In an attempt to answer these questions, the next section of this paper will be dedicated to reviewing some relevant research on the acquisition of the Brazilian Portuguese<sup>1</sup> phonology, especially regarding the acquisition by Spanish speakers. Results presented in these studies will then be the basis for the following section, where some oral activities will be suggested in order to help learners to develop phonological awareness by focusing on their own production. Based on Schmidt & Frota's Noticing Hypothesis (1986), activities that aim to direct learner's attention to patterns in their pronunciation that need to be improved will be presented. The efficacy of the oral activities will be briefly discussed on the last session of this paper.

### **1. A much harder job: The acquisition of the Portuguese phonology system by Spanish speakers**

In "O processo de aquisição das vogais semi-abertas "é", "ó" / ε, ɔ / do português (brasileiro) como língua estrangeira", Simões & Kelm (1991) present the results of a study conducted with native speakers of English and Spanish learning Portuguese. In this study the authors suggest that the acquisition of the Portuguese phonological system is significantly more difficult for native speakers of Spanish than it is for native speakers of English. The authors point out that the main reason for such event is the presumable speakers' reliance on their first language to figure out patterns of pronunciation of the target language.

In the case of the acquisition of Portuguese open vowels / ε / and / ɔ /, the authors suggest that native speakers of English can both perceive and produce these vowels

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<sup>1</sup> This paper concerns the acquisition of Brazilian Portuguese by Spanish speakers. Therefore, every time the text refers to "Portuguese" it should be read "Brazilian Portuguese". Since learners' language backgrounds are very heterogeneous in USA and many variants of Spanish can be found even among small groups of learners, no distinction was made regarding Spanish dialects (Caribbean, Central American, Mexican, and so forth). Teachers who work with specific dialect groups are, however, encouraged to take into consideration the greater difficulties each group might face, especially when teaching pronunciation, and develop activities accordingly.

naturally since these are sounds that also exist in English [boy/ óculos]. As these phones don't exist in Spanish, native speakers of Spanish would struggle more to acquire these sounds. According to these authors' perspectives, first and second language proximity would be key in order to determine student's difficulties with the acquisition of phonological features in the target language.

This hypothesis, although corroborated by other recognized researchers in the field (GRANNIER, 2004, p. 175–182), should not be undertaken without questioning or further investigation. If it's easy to recognize that native speakers of English who don't speak Spanish perceive and are able to have a more accurate pronunciation regarding open vowels in Portuguese, anecdotal evidence suggests that, when native speakers of English are fluent in Spanish (as their L2), they might rely on their L2 knowledge as well. So, an important question arises: What language represents the primary source of interference, English (L1) or Spanish (L1 or L2), among students who are fluent in these two languages and are learning Portuguese as their L3?

John Jensen (2008) presents some intriguing results in a study that aimed to investigate which is the primary source of “interference” – English or Spanish- on the acquisition of Portuguese syllable timing by bilingual speakers of English/ Spanish learning Portuguese. His research suggests that students' performance is not affected by first language necessarily, but they consistently showed English-like patterns. In this study, English appeared as the model for all learners, regardless of their native language or level of proficiency in Spanish. These results would then contradict Simões & Kelm (1991) results that suggest that first language plays a determinant role on the acquisition of Portuguese.

In “Pragmatic transfer from Spanish to Portuguese as L3: requests and apologies”, Koike & Flanzer (2004) present the results of a study that also aimed to investigate if language transfer operated in the same way for Spanish heritage speakers learning Portuguese as a L2 or L3 as for native English speakers who have learned Spanish as L2 and who are learning Portuguese as L3. Results collected indicated that the two groups of learners performed speech acts differently, basing various parts of their speech (in response to the task at hand) on different pragmatic knowledge of their

respective L1 and L2. However, the researchers insist on affirming, “the picture is not clear”. If on one hand they were able to observe that heritage speakers showed a tendency to incorporate more native Portuguese pragmatic elements in their speech acts, on the other, they highlighted that some, but not all, pragmatic information from L2 was transferred to the L3 production by both group of learners. In order to help us to understand such results, the authors mentioned the work by Kellerman (in KOIKE & FLANZER, 2004, p. 95-114), where he affirms that learner’s perception of the similarities and differences between their L1 and the target language affects the amount of transfer and how long the transfer continues. Learner’s perception could be a lead, then, to make teachers and researchers understand why learners who are fluent in the two same languages (regardless which of the two is their native and which is their second language) and who are learning the same L3 behave differently. While research on the influence of L1 and/or L2 on the acquisition of L3 seem to be inconclusive, some studies regarding the teaching of proximal languages have revealed some important clues for both instructors and apprentices.

Among them, Grannier (2004) presents a relevant study regarding the acquisition of open versus closed vowels in Portuguese. The author also believes that one of – if not the greatest – difficulties for Spanish speakers learning Portuguese is to notice the distinction between Portuguese open and closed vowels. In her study, Grannier made an interesting observation: that students tend to use what she calls the avoidance strategy (*estratégia de evitação*), meaning that students avoid the use of words that represent problematic pronunciations (ex: instead of using the word *avó* they use *avozinha*). The author also highlights that students tend to deny the importance of and avoid working on activities that emphasize these distinctions because they believe that, in context, meaning will be clear. According to the author, students have difficulties hearing and/ or producing open vs. closed vowels not because there is a natural impediment caused by the proximities between Portuguese and Spanish, but precisely because students don’t believe the effort learning to differentiate these sounds is worth it. Therefore, the author insists on showing learners that this idea may not be true, and that the distinction is fundamental for ensuring good communication in real live interactions.

Ultimately, Grannier insists that a better outcome regarding student perception and production (and consequently more efficient communication) will not be achieved if instructors don't first emphasize to students that faulty pronunciation could disrupt communication, giving them significant examples of these occurrences. Grannier agrees with other authors (SIMÕES & KELM, 1991, p. 654-665) that pronunciation acquisition is as important as any other aspect of the language and should never be forgotten in the learning process. Therefore, she suggests the following sequence to develop pronunciation: 1) auditory perception 2) enhancement of phonological distinctions 3) correspondence spelling/ pronunciation 4) self-monitoring of oral production. The author also highlights that phonological rules that are transferred from L1 easily result in fossilized pronunciation that, if not corrected on initial phases of acquisition, might not be reversible.

Marianne Akerberg (2004) presents another relevant insight on the acquisition of Portuguese by Spanish speakers. In a study carried out with native speakers of Spanish who are learning Portuguese as L2, Akerberg invites us to deepen some considerations already presented by Grannier and also to take into account other possibilities. The author suggests, for instance, that a good pronunciation in L2 will be facilitated if 1) students know the written form of the word in Portuguese and 2) if phonological awareness in L2 (correspondence of graphemes to phonemes/ allophones) is consciously presented and exercised with students. Thus, the written word will enable students to discover phonological features in the target language. According to her, students usually choose an inappropriate pronunciation in the target language (TL) because they try to associate the new sounds they hear with the closest sounds they have in their first language. And usually, she continues, they rely on a written word (in Spanish, in this case) to establish this proximity (Ex: sapato vs. zapato). The most common difficulties regarding the acquisition of the L2 phonological system would happen, then, when students hear sounds that are similar but not identical between the two languages, and not when they hear sounds that don't exist in their first language. This hypothesis, also supported by other researchers (SANTOS, D.; SILVA, G. 2004, 125-151), would make a case for developing auditory perception as well as spelling

awareness. For teaching purposes, Akerberg highlights the importance of creating activities that will help students to figure out the TL spelling system properties (relationship letter-sound), as well as to stress the differences between the orthographic system of the two languages. Finally, she reinforces the need for teachers to insist on the value of L2 graphemes since the first day of class.

Taking into consideration such important and revealing findings, the next section will be dedicated to answer probably the most important question presented in the introduction of this paper: What are the best methodologies and practices to teach the Portuguese phonological system to Spanish speaker?

## **2. Speak up: Oral activities and pronunciation improvement**

It is clear that research concerning the acquisition of the Portuguese phonological system has offered different—and sometimes contradictory—results, especially when taking into consideration the acquisition by learners who also speak Spanish. Such contradictions make us wonder what would be the best approach to teach Portuguese pronunciation to these students. If on one hand, due to the complexity of the language acquisition process, researchers are unable to provide conclusive answers to the questions posted in the introduction of this paper, on the other hand they all present very relevant data that can help us to rethink our practice, especially when concerning the development of materials that may be more appropriate for Spanish speakers learning Portuguese. The exercises presented by Perini (2004) in *Talking Brazilian*, by Teschner & Simões (2007) in *Pronouncing Brazilian Portuguese*, and by Simões (2008) in *Pois não*, for instance, can be very useful. Starting by teaching the Portuguese phonological system is, by all means, indispensable. However, it is important to remember that listening and speaking are two very different skills, and that students' ability to hear sounds or well understand the language does not guarantee student's success when it comes to pronunciation and, even more important, the ability to communicate in the TL. Therefore it is important that teachers think about exercises that will excel these introductory practices and develop activities that will also give students the opportunity to produce,

analyze, and improve their pronunciation.

The sequence for pronunciation development presented by Grannier (2004) as well as Akerberg's (2004) suggestion to combine conscious knowledge of the writing system with phonological awareness could lead us on the creation of oral activities that may help students to develop a clear pronunciation. Teachers have also to be able to create tools that will benefit those students who— for different reasons—get to more advanced levels having good control over the written language but struggling to communicate in Portuguese due to faulty pronunciation. These students, who might or might not have been exposed to activities and approaches as the ones previously mentioned, would be, as mentioned by Grannier, among that group at risk of irreversibly fossilizing their pronunciation due to transfer from L1.

So what would be the best approach to help learners to develop or improve their pronunciation? If it's clear that researchers seem to diverge on some aspects of the Portuguese phonology acquisition, for instance on the transfer/ interference of Spanish and/ or English in the acquisition of Portuguese as L3, it's also easy to recognize that these studies, to some extent, direct or indirectly refer to the importance of student's perception, or awareness when regarding to foreign language acquisition. According to Schmidt & Frota's Noticing Hypothesis (1986), deliberate attention to forms is necessary for adult second language acquisition. Schmidt (2006), for instance, affirms: "Attention appears necessary for understanding nearly every aspect of second and foreign language learning" (p. 126).

One important aspect permeating almost all the research presented here (exception made to the work of Grannier) is that they seem to dissociate students' perception from students' production. In these studies, learners are either having their phonetic awareness OR production tested. Besides Grannier's sequence of pronunciation development, when she refers to the importance of having students self-monitoring their oral production, it is very unusual to see students working on developing pronunciation by analyzing their own production.

For any students who are starting to develop their communicative skill or who still have problems with pronunciation in the TL, it might be relevant to analyze their own



performance and then contrast it with or compare it to native speakers' pronunciation. One justification for such an approach would be that when we speak we pay attention to so many aspects of the language that pronunciation tends not to be our primary focus (usually because we are more concerned with grammar and meaning). Having exercises where students will be dedicated to listen and analyze their utterances might be the only opportunity they have to get to know the mistakes they usually make when communicating in real life situations. Another reason would be that phonological awareness exercises help students to hear the differences between sounds (as in minimal pairs such as *no* vs. *nó*) but they don't necessarily guarantee an accurate pronunciation. Although noticing is a very important stage in the language acquisition process, it is only the first step in promoting a good pronunciation.

Some activities that have proven to be beneficial consist of having students recording themselves (using smart phones or computers) reading selected materials or having a conversation, analyzing their production, and answering to questionnaires about their performance. Soares & Gontijo (2013)<sup>2</sup> presented the results of a study that investigated students' perception about this kind of activities. Some participants expressed that they felt uncomfortable listening to their recordings at first, but the majority of participants said that this feeling was quickly overcome by the benefits of such activities. Data also showed that students found oral activities "very useful to help to improve vocabulary, pronunciation and grammar structure".

Once learners have had their ears "trained" to hear the characteristic sounds of the Brazilian Portuguese phonological system, teachers might consider developing materials and exercises that will give students the opportunity to both produce and self-monitor their own production. In order to create these activities, teachers can ask students to read a poem or a dialogue, sing a song, read aloud part of a newspaper article, comment on an article (if students are at a more advanced level) or to have a conversation with a peer about a selected topic. A short dialogue, as portions of the song "Sinal Fechado" by Chico Buarque, can be read in pairs in class, for instance, given students the

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<sup>2</sup> Soares & Gontijo presented the results of this research at the American Association for Applied Linguistics conference in Dallas, Texas in 2013. The article describing this study and its findings is expected to be published in the Spring of 2014.

opportunity to practice a basic dialogue that is usually introduced on the first week of class. It is important that before asking students to complete activities that focus on specific phonological features, teachers give students the chance to use basic vocabulary and get used to speak and hear themselves speaking in Portuguese. Appendix 1 is an example of a very simple activity used after students were introduced to the cognates in Portuguese and English during the second week of classes.

After learners have recorded themselves, they will then analyze and answer written questions about the experience listening themselves speaking in Portuguese. In these questionnaires, the teacher can ask questions as: What words were difficult to pronounce? What words do you think were mispronounced? How would you fix this pronunciation? How do you evaluate your pronunciation? The answers will provide the teacher with important information on how students perceive their oral production and also with relevant data that will make possible to verify what pronunciation features one or most students need to improve. The activity using the song “Sinal Fechado”, followed by such questionnaire, can be found in Appendix 2.

Ideally, students will receive activities that focus on specific phonological features after short lessons that should last no more than 10-15 minutes, once or twice a week. Each activity will emphasize only one phonological feature of the Portuguese language. In order to prepare the lessons that will precede the oral activities, teachers can use materials as the ones previously mentioned (Perini, Teschner & Simões, Simões). Activity 3 was used after a lesson on the differences between [s] and [z]. Here again we have a song, “Sozinho” by Caetano Veloso. Music is a great way to teach language and culture. However, it is important that the activities vary, from the type of texts to the completion of the activity. Therefore, some activities can be completed in class, with a classmate, others, at home, individually. Appendix 4 shows an activity that was performed individually at home after a lesson on *ditongos nasais*. This range of “communication” samples will better prepare students to real life situations.

Soares (2013)<sup>3</sup>, in a study dedicated to investigate the efficiency of oral activities on developing pronunciation among learners of Portuguese, was able to showed that 1)

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<sup>3</sup> For a complete review of the study, refer to the article “Da análise da produção oral à competência comunicativa” available at the Portuguese Language Journal website at <http://www.ensinoportugues.org>.

students who are able to recognize mistakes in their pronunciation developed a more accurate pronunciation than those who are not able to identify their own mistakes and 2) that learners gave more attention to the faulty pronunciation noticed in previous exercises and made attempts to correct them in subsequent exercises. Results also revealed that students were able to improved at least 50% when exposed to such activities. These oral activities proved to give students the opportunity to direct their attention to the features learned in class but also to other occurrences that students, based on the knowledge they already had about the language, identified as inappropriate. This strategy made corrections much more efficient, since they were based on what was noticed by the learner. Slimani (1989; 1992) suggests that while the focus of learner attention can be easily manipulated according to predetermined instructional plan it is also important to give autonomy to the learners to focus on what seems relevance to them. The questionnaire also allowed the teacher to verify if students' perception about their pronunciation was accurate, making suggestions for improvement or calling students attention to specific aspects when necessary. Finally, another positive contribution to these exercises was teacher's feedback on each oral activity, highlighting accurate and inaccurate pronunciation, so students could go back to their recordings looking to improve those inappropriate pronunciations.

## **Conclusion**

The complex nature of the acquisition of Portuguese by speakers of other languages highlights the necessity to create materials and expose students to learning experiences that will help them to develop a more accurate pronunciation and, consequently, more effective communication. Studies presented in this paper (Schmidt & Frota, 1986; Schmidt, 2006; Grannier, 2004) suggest that more than developing auditory awareness, students need to perceive mispronunciation patterns in their own production in order to be able to correct them. Researches dedicated to evaluate oral activities efficiency on developing pronunciation among learners of Portuguese (Soares, 2013; Soares & Gontijo, 2013) revealed that students who are able to recognize mistakes in their

pronunciation developed a more accurate pronunciation than those who are not able to identify their own mistakes.

The oral activities presented in this paper have proven to be an efficient way to address this issue, both directing students attention to pronunciation and, at the same time, giving students the necessary tools to develop a more accurate pronunciation in Portuguese. One could argue that such activities can be very demanding for both students, who are constantly asked to perform and analyze their performance, and teachers, who will inevitably have to give feedback to students in order to make the activities relevant. If one hand these activities seem to be time consuming, the gains they provide are very promising and rewarding. Another question that may be raised concerns to the level of anxiety that performing and recording can bring to students. Preliminary results on the levels of anxiety triggered by oral activities<sup>4</sup> suggest that after the second or third activity, students feel comfortable and anxiety lessens. Therefore, it seems reasonable to say that structured activities that give students the opportunity to analyze their performance, followed by teacher's feedback may be an efficient practice to improve students' oral performance and communication skills.

**Abstract:** Researchers interested in the acquisition of Portuguese as a second language or as a foreign language have discussed the advantages and disadvantages faced by Spanish speakers when learning Portuguese. The positive transfer of lexical and grammatical features common to both languages is, without doubt, among the advantages encountered by these learners. However, it is undeniable that the negative interference of Spanish phonological patterns can bring great challenges to the development of a proper pronunciation in Portuguese. Researches in this field have highlighted the need to develop activities that most effectively develop pronunciation among these learners. The present study aims to review major studies devoted to such discussion and to present oral activities that have proven to be effective in the development of pronunciation and communication among Spanish speakers learning Portuguese.

**key-words:** Pronunciation. Oral activities. Portuguese for Spanish speakers.

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<sup>4</sup>Gontijo & Soares are summarizing the data collected among students of Portuguese who have been exposed to these activities. The results of this study will be available in an upcoming publication expected to be released in 2014.

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## APPENDIX 1

POR 01

Atividade Oral: Cognatos Soares

**Physical Description.** Choose two characteristics to describe these people and record your sentences. Ex: *Ela é bonita*. Post your recording on our course website before our next class.



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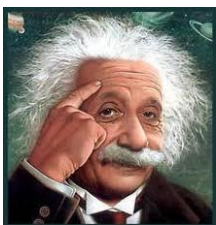
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## APPENDIX 2

POR 23<sup>5</sup>

Atividade Oral: Sinal Fechado Soares

Nome : \_\_\_\_\_ Data: \_\_\_\_\_

- 1) Você e um colega deverão ler o diálogo em voz alta e gravá-lo no seu celular. Para isso vocês terão 5 min para praticar o diálogo em voz alta e 10 min para gravar o diálogo.
- 2) Após terminar a gravação vocês deverão postar a gravação no site do curso<sup>6</sup>.

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- 3) Finalmente, EM CASA, vocês deverão escutar a gravação pelo menos 2 ou 3 vezes e responder as seguintes perguntas (em português ou inglês). Traga as respostas na próxima aula.

a. Essa foi a primeira vez que você se ouviu falando português?<sup>7</sup>

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

b. Você gostou do que ouviu na gravação? Por que sim/ não?

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

<sup>5</sup>POR 23 é um curso intensivo para alunos falantes de espanhol, por isso se optou por apresentar a atividade em português, pois os alunos seriam capazes de ler na língua-alvo. Para um curso regular de português iniciante, ter-se-ia optado pelo questionário em inglês

<sup>6</sup>Para cursos que não tem um site, uma outra opção seria pedir aos alunos para enviar um email com o arquivo da gravação para a professora.

<sup>7</sup>Esse foi a primeira atividade que esse grupo de alunos realizou, portanto pareceu relevante fazer-lhes essa pergunta.



- c. Você encontrou alguma dificuldade para fazer esse exercício? Se sim, qual?

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- d. Quais foram as palavras mais difíceis de pronunciar na sua opinião?

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- e. Em uma escala de 1 a 10, que nota você daria para a sua pronúncia em português? Explique. 1---2---3---4---5---6---7---8---9---10

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- f. Observando os resultados dessa gravação, diga que fatores influenciaram positiva e/ou negativamente no seu desempenho oral.

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**Sinal Fechado**  
**Chico Buarque**

A letra dessa canção narra o encontro de dois amigos que não se veem há muito tempo. Eles se encontraram no sinal de trânsito (que está fechado) e estão conversando, cada um de dentro do seu próprio carro.

- Olá! Como vai?
- Eu vou indo. E você, tudo bem?
- Tudo bem! Eu vou indo, correndo pegar meu lugar no futuro... E você?
- Tudo bem! Eu vou indo, em busca de um sono tranquilo... Quem sabe?
- Quanto tempo!
- Pois é, quanto tempo!
- Me perdoe a pressa, é a alma dos nossos negócios!
- Qual, não tem de quê! Eu também só ando a cem!
- Quando é que você telefona? Precisamos nos ver por aí!
- Pra semana, prometo, talvez nos vejamos... Quem sabe?
- Quanto tempo!
- Pois é... Quanto tempo!
- 
- Tanta coisa que eu tinha a dizer, mas eu sumi na poeira das ruas...
- Eu também tenho algo a dizer, mas me foge à lembrança!

- Por favor, telefone! Eu preciso beber alguma coisa, rapidamente...
- Pra semana...
- O sinal...
- Eu procuro você...
- Vai abrir, vai abrir...
- Eu prometo, não esqueço, não esqueço...
- Por favor, não esqueça, não esqueça...
- Adeus!
- Adeus!

### APPENDIX 3

POR 01

Atividade Oral: Sozinho Soares

- 1) Read the lyrics of the song “**Sozinho**” by **Caetano Veloso** and circle all instances of the [s] sound and underline all instances of the [z] sound:

Às vezes no silêncio da noite	Tô me sentindo muito sozinho
Eu fico imaginando nós dois	Não sou nem quero ser o seu dono
Eu fico ali sonhando acordado	É que um carinho às vezes cai bem
Juntando o antes, o agora e o depois	Eu tenho os meus desejos e planos secretos
Porque você me deixa tão solto?	Só abro pra você mais ninguém
Porque você não cola em mim?	Porque você me esquece e some?

E se eu me interessar por alguém?                      Só que é da boca pra fora  
E se ela, de repente, me ganha?                      Ou você me engana  
Quando a gente gosta                                      Ou não está madura  
É claro que a gente cuida                              Onde está você agora? (2x)  
Fala que me ama

2) Listen to the song as many times as you wish and make sure you identified all the [s] and [z] instances:

<http://www.youtube.com/watch?v=wb4RauhteFA>

3) On the table below, write the words you identified having [s] and [z] instances.

[s]= <u>s</u> im	[z]= <u>z</u> ebra

4) Finally, read or sing the lyrics paying special attention to the pronunciation of the words you listed on both columns. Record yourself and post the recording on the course website.

#### APPENDIX 4

POR 23

Atividade Oral: Ditongos Nasais Soares

1) Como acabamos de ver, os ditongos nasais do português são bastante peculiares. Vamos escutar o podcast número 8 de Tá Falado e observar a

pronúncia dos ditongos “ão”, “ãe”, “õe”, “em” e “ui”:

<http://tltc.la.utexas.edu/brazilpod/tafalado/lesson.php?p=08>

- 2) EM CASA, ouça o podcast novamente, e pratique a pronúncia dos ditongos nasais.
- 3) Agora observe o texto abaixo. Sublinhe todos os ditongos nasais que você encontrar. Depois grave o texto dando especial atenção aos ditongos que você sublinhou.

Ontem eu fui a uma festa com meu irmão porque pensei que encontraria muitos amigos e também porque achei que ouviria muitas canções brasileiras e comeria pão de queijo. Mas quando cheguei lá, a festa não era brasileira e não encontrei nenhum dos meus amigos. Eu não conhecia ninguém na festa, e por isso não me senti muito bem lá. As pessoas são sempre muito animadas em festas, eu porém decidi sentar e conversar com um grupo de alunos alemães que estão aprendendo português no Brasil. Eles também estavam sem saber com quem conversar naquela festa. Nós nos tornamos bons amigos. Eles são tão legais!

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