

Pese a que los resultados empujen a considerar la experiencia como un éxito a nivel pedagógico, siempre cabe la opción de preguntarse si este tipo de enfoque metodológico resulta adecuado para las aulas universitarias de cultura extranjera o, si por el contrario, éste debería formar parte de otro tipo de espacios formativos extracurriculares y/o extrauniversitarios, como talleres de baile, talleres culinarios, cine-fóruns, etc.

En la línea de este debate, sirva el presente estudio de caso (con todas sus limitaciones) como una argumentación teórico-práctica en favor de la necesidad de vincular el aprendizaje de conceptos culturales con la propia experiencia práctica del alumnado en el marco formativo que ofrece la enseñanza universitaria reglada. Se trata, por supuesto, de una invitación a la apertura del horizonte de expectativas de lo que supone impartir una asignatura de cultura o de civilización extranjera, con todas las dificultades de adaptación administrativa, logística, profesional y estudiantil que ello conlleva. Evidentemente, no se trata de un camino fácil, pero hacer el esfuerzo de recorrerlo puede llevar a que se mejore en diversidad y en profundidad la formación de los futuros profesionales de las lenguas y las culturas extranjeras.

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POSSIBLE PHONOLOGICAL EVIDENCE FOR USAGE-BASED THEORY IN THE SPEECH OF PORTUGUESE SPEAKING LEARNER OF ESL

Second language learners of any nationality often transfer different characteristics of their first language (L1) to the foreign language (L2), for example, the rhythm of the speech on their local dialect, or even the difficulty in pronouncing sounds that exist in the L2 but do not exist in the L1. The different accents, in general, are not factors that interfere in communicating using the L2, but certain deviations of pronunciation, can cause difficulties in making themselves understood. Several language-teaching courses focus on a communicative approach, ignoring almost completely phonetics, being a rarely addressed aspect. However, one must take into account the possible communication problems arising from L2 pronunciation deviations.

Believing that the mother tongue would be the main influencing factor in the pronunciation of English learners, I was motivated to try to confirm some of the relevant factors that would lead Brazilian learners of English language to deviate from the standard English pronunciation. Because it is a very broad area of study, I focused on the pronunciation of intervocalic <s>, which in Portuguese will always be enunciated as / z /, while in English and has four possible phonemes, / s /, / z /, / ʒ /. In some cases, the exchange of the standard phoneme of the L2 can lead to the creation of a new vocabulary or enunciation of a word with a different meaning, making communication difficult.

Initially, based on Pomacóndor (2003), it was expected that different phonological aspects of the L1 would influence the production of sounds of the L2, since there is a transfer to the foreign language (LE) by the learner both of the phonemic inventory and the allophonic rules of its L1. The orthographic convention in both languages should be able to account for the explanation of the deviations of pronunciation. In Portuguese, only one <s> between two vowel letters will always correspond to [z] and in English either a [s], sometimes a [z], or a [ʒ]. By the writing convention of the Portuguese, the production of the [s] between vowel letters would be written with the digraph <ss>, as in *mass*, with <ç> in *caça* (hunting), with <xc> in *exceto* (except), with <x> in *sintaxe* (syntax), or with <sç> as in *cresça* (grow), for example. This explanation would be sufficient in cases where deviations obtained in the research data point to where <s> would be produced as [z] in English, in the same way as they are produced in Portuguese. However, there have been cases where the learner has produced [s] instead of the [z] in position where both languages produce [z] as the standard enunciation: *resides* and *presides*, for example.

This result made it necessary to seek another explanation that proved to justify this fact. This explanation seems to come from the Phonology of Use, which works with the Theory of Exemplars and a mental lexicon in which the representation of the word integrates phonological, morphological, semantic, orthographic and pragmatic associations.

Several factors can influence the learning of a L2, and there are several theories and researches that try to explain how a second language is acquired.

Lantolf (2000) also observes that students who are in the same classroom, performing the same task may have different objectives and learning will not occur in the same way. A student who devalues a culture that is different from his own and only does the task because it was requested by the teacher opposed to a student that is eager to learn about a different culture will not be really interacting and consequently will not be developing his linguistic competence like the other who is interested.

According to Zimmer (2003), the children learn the phonetic contrasts of his L1 in their second semester of life, in an almost unique cerebral conditions with respect to the great increase in the number of synapses that are formed, thanks to the inputs of the sounds of the language to which they are exposed. From there, the speech production phase begins. Part of the phonology of a language consists of the distinction between the sounds the speaker perceives and those he produces. Through the deprecation of specific phonetic units, the individual identifies similarities and phonetic contrasts of his language (Segundo Escudero et al., 2004)

In the Usage-based Theory and Exemplars representation, Bybee (2001) states that words are listed in their concrete phonetic forms, including all their phonetic details. Each word receives its own phonetic representation in the mental lexicon and has its representation affected by its frequency of use, which receives a psycholinguistic interpretation in terms of activation level. The more information stored, the individual has more exemplars to which he can use to establish his L1

patterns. Type frequency, (the amount of times a particular sound or structure manifests in a particular environment and function) and Token Frequency (to the amount of times in which a sound or structure appears in the language) are crucial factors in the Theory of Exemplars, because it is the high frequency that determines a cloud of more robust exemplars. This factor seems to explain aspects of language such as, for example, the unique linguistic profile of each individual, and the fact that linguistic change processes do not suffer reversion since, when there are lexical items in competition, the more weakened cloud ends up being excluded from the mental lexicon giving way to the more robust.

The fact is that speech is the (public) manifestation of (private) thoughts which, in turn, are manifested through linguistic means (written texts or public speech, for example). According to Hall and Verplaetse (2000 in Longaray and Lima, 2006), acquisition studies have evolved a great deal over the years, but they are very focused on classroom interaction and do not account for the actual interaction in the social context. The authors affirm, based on research already carried out, that there is "strong evidence of an intrinsic link between the activities developed with language and the development of language" (Longaray and Lima, 2006). That is, these surveys show that a child learns the language according to their repeated participation in activities with other, more competent interlocutors. Thought and speech are closely related. With this, the studies on the interaction begin to gain contours from a more sociocultural perspective of the language.

In the research to analyze the interference of the L1 in the speech of Brazilian learners of English, the corpus comprised false cognates or not, and vocabulary without apparent relation between Portuguese and English languages; it was expected that one type of deviation would occur, according to Pomacóndor's (2003) proposal. However, when analyzing the data, occurrences that deviated from the pattern of both L1 and L2 were observed. Such deviations seem to be explained by Bybee's (2001) Exemplars Representation Theory, where the frequency of type and token, through the greater amount of exposure, determine the mental associations, influencing the learner's pronunciation. The words were presented in the form of short sentences so that informants could not immediately identify the object of the research.

In the first part, the speech of the students was recorded for future phonetic analysis. In the second phase, they had to say what was their first association when reading the object of analysis.

According to the results obtained, mental associations that were made seem to be explained by frequency of use, where words more frequently used in the L2, influenced the deviation in the students' pronunciation, even in a context where both L1 and L2 should have the same phonetic enunciation. This fact is explained by the Token Frequency, which is part of the Exemplars representation of the Usage-based Theory from Bybee (2001).

It is important to mention that the research done, does not intend to exhaust the possibilities of analysis of the Usage-based Theory. However, based on these results, it seems to be clear that the L1 is not the only factor that influences the

pronunciation of learners. Each individual can make different mental associations, in both languages, of one sound and its occurrence and frequency in the target language, according to the input they have received.

If individuals learn in different ways, it seems appropriate to bring up the fact that teachers, as facilitators in the language learning process, should have a more individualized approach. We should try to grow the student's interest, to learn their likes and dislikes, and use this information to encourage them, individually, so they immerse themselves in the L2 they are studying. By doing so, we might be bringing to their attention different aspect of the language, even in phonetics and pronunciation.

For all this, I would like to bring up some questionings so we can think about our teaching practice. Are we trying to understand our students' interests so we can bring relevant information and interesting activities to classroom? Are we doing all we can to make students more interested in language, culture, and history? How can these aspects help the learner to develop their skills? Considering that different individuals have different interests, I believe it is important to have a more individual approach in order to facilitate the learning process for our students.

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ЛОЖНЫЕ ДРУЗЬЯ ПЕРЕВОДЧИКА (испанский и португальский языки)

Испанский и португальский – похожие языки. По крайней мере, так принято считать. Отрицать данное утверждение не будем. Однако сходство многих лексических единиц в двух языках может не помочь в изучении, а, наоборот, прибавить работы. Почему? Скажу лишь три слова – ложные друзья переводчика.

Итак, ложные друзья переводчика, или межъязыковые омонимы (межъязыковые паронимы) – пара слов в двух языках, похожих по написанию и/или произношению, часто с общим происхождением, но отличающихся в значении. Это в теории, а теперь перейдем к практике.

Глагол *верить*: *creer* (исп.), *crer* (порт.). В испанском это частотное слово, и оно одновременно означает и ‘верить’, и ‘думать’. Я думаю, что... – *Creo que ...* А вот в португальском у глагола *crer* гораздо более узкое значение. В разговоре вы не скажете *creio que*, если только *Eu creio em Deus*. Чтобы выразить свое мнение употребляют глагол *achar*: *Acho que vou fazer isso*. Возможно и вот такое беспредложное употребление: *Acho a comida uma delicia*. Значение ‘верить, доверять’ – глагол *acreditar*: *Não acredito nisso*.

Следующая пара португальских глаголов – *vive* и *morar*. Когда хотят сказать, где живут, используют *morar*: *Moramos em Cascais*. У *viver* синонимом может быть русский вариант – существовать (быть живым): *Eu vivo para você* или *Ele viveu no século XIX*. В испанском же языке мы употребим глагол *vivir* и в том, и в другом случаях: *Yo vivo en Minsk* или *Juan vive para amarte* и *Este cantante vivió en el siglo pasado*.